Interuniversitary Institute of Social Development and Peace

INTERNATIONAL MASTER AND DOCTORATE
IN PEACE, CONFLICT AND DEVELOPMENT STUDIES

MASTER'S DEGREE

FINAL PROJECT

Adelante:

College Access Program for Latino Youth in Minnesota

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Castellón, September, 2018

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Table of Contents

1. Introduction ……..5
1.1 Relevance of the topic …….. 6
1.1.1 Relevance to Peace Studies and Peace Education……..6
1.1.2 Relevance to the Importance of Equitable Education…….7
1.2 Purpose …… 11
1.3 Methodology…… 12
2 Contextualization ……..12
2.1 Addressing Educational Disparities ……. 12
2.2 Minnesota Latino Youth Programs …… 15
2.3 National College Access Context …… 17
3 Project Proposal …… 20
3.1 Program Context …….. 20
3.2 Urgent Needs Addressed …….. 21
3.3 Stakeholder Entities …….. 22
3.3.1 Beneficiaries …… .23
3.4 Demonstration of alternatives analysis…….. 24
3.5 Goals, Purpose Output, Activities…….. 26
3.6 Required Staff…….. 31
3.7 Implementation Time Frame…….. 32
3.8 Financial Information/ Budget…… 35
4. Conclusion ……..… 37
5. References ……..... 39
Appendix 1: Stakeholder Analysis……..44

Appendix 2: Problem Tree…… ……. 49
Appendix 3: Objectives Tree……..……. 50
Appendix 4: Qualitative Alternatives Analysis ……51
Appendix 5: Quantitative Alternatives Analysis …… 52
Appendix 6: Logical Framework ……..…….. 53

ABSTRACT

In Minnesota and in every state of the United States of America, educational disparities between Latinos and other groups continue to be one the biggest challenges towards the prosperity and overall wellbeing for those communities. There is a clear need for an equitable access to education and a need to invest in the training of future generations by targeting resources to those which need it the most. Latinos are the fastest growing minority group in Minnesota, but the most poorly educated. One of the factors in this disparity is the current crisis that Latinos face when pursuing higher education. Not enough Latino's are going to college and those who do enroll are at risk of never completing. The primary reason why Latinos students do not attend and/or complete a college degree is because they do not understand how to prepare for college or even why they should attend. It is in the best interest for the State of Minnesota and key stakeholders to find ways to begin the process of narrowing the gap between Latinos and higher education. This project proposes a program that would help Latino youth access and navigate higher education.

Keywords: Higher-Education, Disparities, Achievement Gap, Latinos

1. Introduction

Unfortunately, being Latino and living in the United States means that your life is plagued with various disadvantages. One of the biggest challenges is the unequal access to a quality education, which results in lower academic achievement, graduation rates and college enrollment and completion. According to Eric Madrid,

> Although there has been some improvement in the achievement of Latinos during the past three decades, their achievement gains in relation to the achievement of White students has been insignificant. The poor academic achievement of Latino students is indicative of a complex, multifaceted problem that must be addressed because as the Latino student population continues to grow, their poor achievement especially in mathematics and reading has significant implications not only for California's public educational system, but also for the state's and nation's social, political, and economic future (Madrid, 2011).

These educational disparities lead to hinder the future prosperity and over all well-being on each child. While many programs already exist to address educational disparities, Latino youth still lack the support and targeted attention they need when it comes to accessing higher education and reaching their full potential. One of the primary reasons why Latino students do not attend and/or complete a college degree is because they do not understand how to prepare for college or even why they should attend. Navigating the educational system is not easy to do on your own. In addition, their parents, who have often not completed high school in the United States, are even less familiar with these issues. This

project will focus on empowering Latino youth in Minnesota with an attempt to counteract educational disparities by developing a college access program. The aim is to inspire Latino students to pursue higher education by giving them the knowledge needed to take advantage of the various resources available to them.

1.1 Relevance of the topic

1.1.1 Relevance to Peace Studies and Peace Education

When designing a project to address racial disparities it is of equal importance to address how these disparities inside the classroom merely reflect a society deeply rooted in injustice and violence specifically towards people of color. Galtung refers to this type of violence as structural violence. He states that, "[T]hat violence is present when human beings are being influenced so that their actual somatic and mental realizations are below their potential realizations" (Galtung, 1968:168). From this definition, the educational disparities between Latinos and other groups can be seen as a result of a greater structural violence, one that allocates more power and resources to the dominate group. In addition, according to Karlberg, the economic, legal and political systems in place are the core institutions that render humanity in a culture of contest and educational institutions simply reinforce those systems (Karlberg: 2004). However, in order to create change in these existing structures there needs to be places where people can deconstruct those norms and rebuild a culture of peace.

> Education for the Culture of Peace is defined as the global process of society through which individuals and social groups learn to consciously develop within the national and international

> community and for the benefit of them, the totality of their capacities, attitudes and knowledge to achieve each of the goals that make up the Culture of Peace (Tuvilla Rayo, 2004: 398).

From this it is clear that peace education is one of the most important tools for transforming a community. Therefore, Peace education has the power to emancipate people from the forces of oppression, which cause suffering and injustice. This project addresses the capacities of a particular group and aims to empower them by giving them mentorship that goes beyond the classroom. It will allow the student to see themselves as someone who is capable of more than what the oppressive systems around them tell them and will show them how to navigate spaces that where not created with them in mind. This program will help Latino's access the same opportunities despite the various barriers against them. The development of this project implied questioning socially constructed norms that were created by the dominant forces in society and reinforced by both active contributors and passive bystanders.

1.1.2 Relevance of the importance of an equitable education

With that being said, this project is not about making Latino students more successful over their white classmates. However, this project is focused on targeting resources to Latino youth so that they can reach their full potential in a system that places extra barriers on them simply because of their skin color and background. Securing the educational attainment of Latino youth is important since is has a direct impact on an individual's health, lifetime earnings, unemployment, welfare and even likelihood of entering a prison system, as well as other socioeconomic outcomes (Growth and Justice, n.d.; Kids

Count Data Book, 2016). In turn, these outcomes can have an impact on the next generation's educational attainment, creating a cycle on inequality. The need for an inclusive and equitable education has been recognized by the international community as top development priority and subsequently can be found as part of the Sustainable Development Goals (SDG4).

> Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all SDGs. Recognizing the important role of education, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4) and also includes targets on education under several other SDGs, notably those on health; growth and employment; sustainable consumption and production; and climate change. In fact, education can accelerate progress towards the achievement of all of the SDGs and therefore should be part of the strategies to achieve each of them (UNESCO, 2015)

Minnesotans have historically understood the importance of education, reflected in Minnesota's high ranking in education (Minnesota Office of Higher Education, 2016). However, this achievement hides the significant opportunity gaps and achievement gaps that Minnesota is facing between Native students, students of color and white students and some subgroups of students of color including Latino students.

According to the National Hispanic Leadership Agenda, "Children of color are no longer the minority, but the new majority of students in our public schools and this is due to he growth of the Latino community; while Latinos have grown to 17% of the total population, we represent more than 25% of the students in our nation's public schools" (NHLA, 2016: 36). Latinos in the United States have

struggled to access the same opportunities and obtain the same level of quality education as whites. In 2015, the US Census Bureau reported that 75% of Latinos from ages 25 to 29 years old have at least a high school diploma compared 96% of non-Hispanic whites in the same age group (NHLA, 2016: 37). The data from Minnesota reflects the same reality, the statistics regarding academic achievement among Latino students in Minnesota is equally if not more concerning as those at the national level. In 2015, with a graduation rate of 66%, Minnesota had the lowest Latino graduation rate in the nation tying in last place with the state of New York (MNCompass.org, 2015). Since then, data shows an improvement, 73.5% of Latinos in Minnesota graduate from high school, but this is still significantly behind the state average graduation rate at 85.65% (Minnesota Department of Education, 2018). Figure 1 also shows that in Minnesota only 19.8% of Latinos ages 25 to 44 have obtained an associates degree or higher compared to the state overall average of 50.3% (Minnesota Office of Higher Education, 2016:2). That makes Latinos in Minnesota the second lowest educated behind Native Americans. With that being said it is extremely important to highlight that Latinos groups are extremely diverse. One issue found in data reports is that Latino subgroups are not desegregated which disregards important cultural and economic differences among them (Schhneider, Martinez and Ownes, 2006). Luckily, in Minnesota, policy makers have made data desegregation a priority. Reports show that among Latino subgroups in Minnesota, Puerto Ricans stand at 53% attainment, Mexican origin individuals however are at a mere 15%, and all other Latino subgroups at 28% (Minnesota Office of Higher Education, 2016:24). Mexican

origin Latinos make up a huge percentage of the overall Latino population in Minnesota, this is important to consider when developing programs to address these gaps (Pew Research Center, 2014).

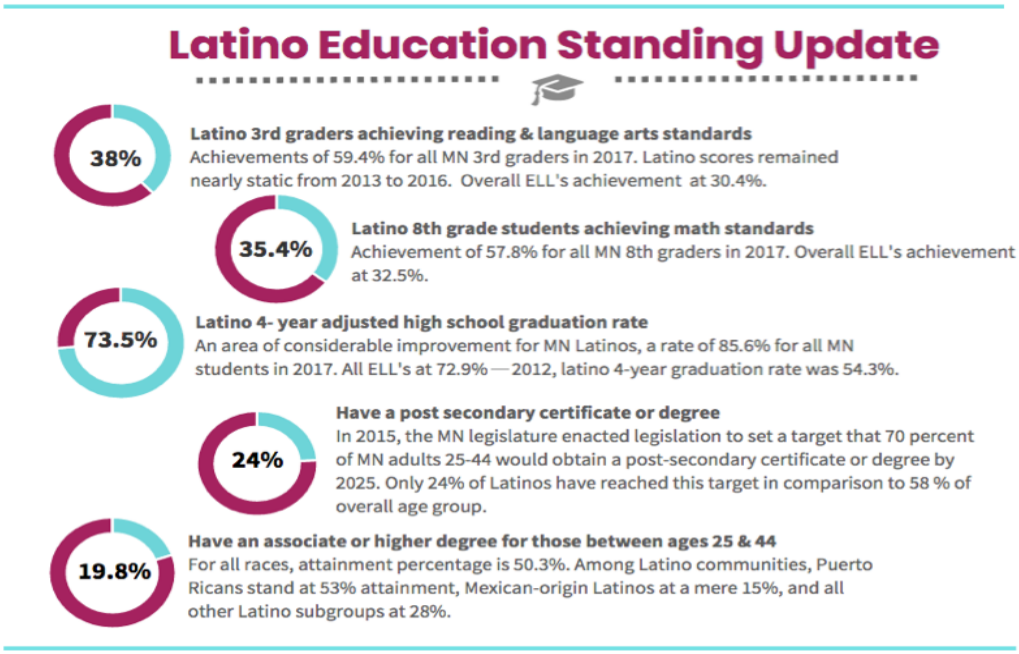

Figure 1: Academic Achievement for Latinos in Minnesota
Created using data from Minnesota Department of Education, 2018 and Minnesota Office of Higher Education, 2016

A closer look at the population in Minnesota shows that Latinos are the fastest growing demographic group in the state (Pew Research Center, 2014). In addition, Latino children comprise a large percentage of the total Latino population in Minnesota. In fact of the 284,000 Latinos in Minnesota, 111,175 of them are children (MNCompass.org, 2015) and 72,000 Latino children are enrolled in the K-12 public

school system (Pew Research Center, 2014). Unfortunately, according to the Annie E. Casey Foundation, 26 percent of those children live in poverty in comparison to 13% of the overall children in Minnesota and the 7% of non-Hispanic white children (Kids Count Data Center, 2015). Overall, these numbers show that Latinos are performing at much lower rates and therefore experience greater barriers in the educational system. Latinos face achievement and opportunity gaps and they disproportionately affect Latino's as well as other students of color (Minnesota Office of Higher Education, 2016). Latino children are the least likely to be enrolled in preschool programs than any other ethnic or racial group (Kids Count Data Center, 2015). According to the National Hispanic Leadership Agenda, "without an academically robust early childhood education, Latino children will start elementary school behind their peers and be less prepared to move up the education ladder leading to academic, and career success" (NHLA, 2016). Addressing these inequalities is important if we want a world where all children succeed. There must be a deeper commitment from key stakeholders and those directly affected to ensure that these gaps close and that there are equal opportunities for all.

1.2 Purpose

The name of this project is *Adelante*, the Spanish word meaning "forward" or "ahead". The purpose of the project is to improve access to higher education for Latino youth in Minnesota on order to address the educational disparities in the Latino communities become even worse.

1.3 Methodology

The project purpose of improving access to higher education for Latino youth in Minnesota will be achieved by enhancing academic engagement, improving preparedness for higher education and increasing knowledge about how to access higher education to children and their parents. This all will be tangibly attainable by a variation of activities that will result in reaching the previously mentioned outputs. Some of these activities include the recruitment and training people to serve as college access mentors/coaches who will be able to provide academic mentorship, teach study and test taking skills, provide information about higher education benefits and raise awareness about financial aid opportunities. The project will also assist with college and financial aid applications, coordinate with local universities for campus visits and coordinate financial aid workshops.

This document has two main parts that follow; part 2 gives the foundation for understanding why this program is necessary and feasible by examining existing data and understanding how it fits with the present structure and context in Minnesota. Part 3 guides the reader through the planning and implementation of the project and articulates the use of the Logic Framework used to develop the project.

2. Contextualization

Section 2.1: Addressing Educational Disparities

Reviews the issue of educational disparities and how college access programs can counteract this.

The condition of Latino educational attainment is cause for national concern (Schhneider, Martinez and Ownes, 2006). As we have seen, Latino students in Minnesota have lower than average graduation rates and complete higher education degrees at a lower rate than white students. These educational disparities are a result of many factors. The difficulties begin from their parents, "(…) initial disadvantages often stem from parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system" (Schhneider , Martinez and Ownes, 2006). This means that Latinos don't start at the same place as the other students, they do not have the same financial and human resources. As Latino students continue through the educational system, there is not enough resources and support in the school to make up for or address the shortcomings. In addition, cultural differences with their teachers do not help. Minnesota only has 629 Latino teachers in the entire state, even though Latino students make up 9% of the student body at 75,786 students enrolled (Minnesota Department of Education, 2016). Studies show that having a teacher of the same or similar cultural background can have a positive effect on student academic achievement and increase graduation rates (Lonetree, 2017). If not addressed, all of these disadvantages will result in Latinos having the lowest rates of high school and college degree attainment, which will hinder their chances for a prosperous life and affect their general well-being.

Providing direct support in the form of coaches and or mentors can have a positive impact in the life of a child who needs guidance navigating the difficulties of attending college. Getting parents involved is also of crucial importance. Reaching out to parents in culturally appropriate ways is fundamental to their academic journey. Informing students and their parents of the existing resources can help close the gaps between Latino youth and higher education. This project will provide the framework for that to happen. However, this will require a sustained program that lasts over time not just a one-time informational session. According to Patricia Gándara,

> One key to successfully meeting Latino students' needs is to conceptualize out efforts as a continuum of interventions rather than discrete interventions; according to the literature, the effect of a single intervention tends to fade in the absence of sustained supportive environments. Latino students' extraordinarily high dropout rate is related in part, to their lack of attachment to school and a sense of not belonging. High schools alone cannot close the yawning gaps in achievement. But high schools can partner with other institutions to help narrow those gaps (Gándara, 2010).

Depending on the needs of each student, this project will provide Latino high school students with information that will encourage them to pursue higher education but also coach them through the entire process. This means offering academic mentorship and if needed teaching test and study skills. In addition, providing guidance during the application process and educating them on how financial aid works. All the while involving the parents who are the number one allies.

Section 2.2: MN Latino Youth Programs

Focuses on the agencies in Minnesota that have shown commitment to providing support for Latino Youth.

2.2.1 *Comunidades Latinas Unidas en Servicio* (CLUES)

CLUES began in 1981 as one of the first Latino based non-profits in Minnesota and continues to be a committed organization with a strong focus on improving the lives of Latinos in Minnesota. In relation to Latino Youth, they currently provide several programs that address opportunity gaps. The CLUES Youth in Action Program is targeted at Latino high school students in St. Paul and Minneapolis, Minnesota. The program which is designed to last two years offers the following service:

- Academic support
- College preparation
- Individual coaches that are professionals in their field
- Community service learning projects
- Educational session for parents

They also have another program called *Entre Mujeres*, which is held twice a month and is intended to empower youth Latinas. "It is designed for high school Latinas throughout the Twin Cities to grow, learn, empower and create change, together" (CLUES, n,d). Youth Latinas are able to network and meet local community members, dreamers, policy makers, artists, leaders and more — and gain self-awareness and leadership skills.

2.2.2 Hispanic Advocacy and Community Empowerment through Research (HACER)

This is another Latino based non-profit in Minnesota that is committed to addressing educational disparities for Latino youth. "HACER works in concert with Latino communities to access, generate and disseminate credible and relevant research in order to inform institutional decisions and public policy" (HACER, n,d). While most of their effort is in creating publication and evidence-based policy recommendations, HACER also has a couple projects that address the Latino educational attainment directly One program that lasts a couple days once a year called the Leaders of Tomorrow. According to their website,

> When youth do not see their own cultures and identities reflected in their school curriculum and environment, they may disengage from their education. This retreat is designed to give students the ability to address these concerns and determine culturally and linguistically appropriate solutions to closing the educational achievement gap in their schools (HACER, n,d).

HACER has also developed the Minnesota Young Adult Latino Leadership Academy (MYALA) as part of a broader social change strategy to achieve more equitable access to opportunity for communities of color. They affirm that, "as the population of color in the US continues to increase dramatically, so does the need for communities of color to have better access to greater levels of education, cultural health, housing, legal, family and child services, that are accessible to ever more diverse groups of color" (HACER, n,d) . This program is targeted at university students who have ideas on projects they would like to see implemented in their community.

Section 2.3: National College Access Context

Focuses on college access and readiness programs in the United States that are working to close the gap between Latino and higher education.

2.3.1 U.S Department of Education

TRIO and GEAR UP are both federal programs that focus on early intervention techniques that are designed to prepare more young Americans to succeed in middle and secondary school, and encourage them take the right courses to become college eligible for admission to higher education institutions. Both of these initiatives allow low-income communities across the United States to create new or expanded plans that strengthen their schools and provide more and better educational opportunities for low-income students. Programs can seek federal funding and planning assistance. Organizations seeking funding must complete training through an online platform in order to be considered. According to the U.S Department of Education, "Funds may be used for conferences, seminars, internships, workshops, or the publication of manuals" (U.S Department of Education, n.d)

2.3.2 National College Access Network

The National College Access Network (NCAN) represents 250 organizations that are serving thousands

of low-income students and their families in 44 states and parts of Canada. The mission of NCAN is to improve access to and success in postsecondary education for disadvantaged, underrepresented, and first-generation students (College Access, n,d). NCAN supports a network of both state and local college access programs that provide counseling, advice, and financial assistance; shares best practices among the network; provides leadership and technical assistance; and helps establish new college access programs.

2.2.4 The League of United Latin American Citizens (LULAC)

The League of United Latin American Citizens (LULAC) is one of the most well-known and developed Latino advocacy groups in the nation. They aim to advance the economic condition, educational attainment, political influence, health and civil rights of Latinos through community-based programs (LULAC, n.d.). In 1973, they decided to concentrate efforts in education by creating the LULAC National Educational Service Centers. They now have 16 centers across the U.S that work on increasing educational opportunities for Latino youth through the development and implementation of effective programs in Hispanic communities throughout the United States. LNESC serves more than 18,000 students each year, providing educational counseling, scholarships, mentorships, leadership development, and literacy programs (LNESC,n.d).

2.2.5 Hispanic Scholarship Fund

The Hispanic Scholarship Fund (HSF) was founded in 1975 and since then this organization has been able to partner with various other organizations including fortune 500 companies in order to invest in the higher education on Latino youth in the U.S. They have awarded over $500 million in scholarships to more than 65,000 scholars (HSF,n.d). The unfortunate side is that most of their scholarships are only accessible to documented students and the application processes tend to be rigorous and thus these scholarships hard to obtain.

2.2.6 ENgaging LAtino Communities in Education (ENLACE)

ENLACE is currently being funded by the New Mexico State Legislature. ENLACE is an on going initiative to strengthen the educational attainment and increase opportunities for Latinos to enroll and complete higher education. “The program aims to serve as a catalyst to strengthen partnerships and create coalitions among Hispanic-serving institutions (colleges and universities with 25 percent or more Hispanic enrollment), K-12 school districts, communities, businesses, families, and other funders that are working to increase opportunities for Latinos to enter and complete college” (CESDP, n.d).

3. Proposal

3.1 Program Context
3.2 Urgent Needs Addressed
3.3 Stakeholder Entities
3.4 Demonstration of alternatives analysis
3.5 Goals, Purpose Output, Activities
3.6 Required Staff
3.7 Implementation Time Frame
3.8 Financial Information/ Budget

3.1 Program Context

As the fastest growing minority, Latinos are quickly becoming the backbone of this nation. However, as we have already seen, Latinos are also the most poorly educated. They also have lower than average incomes, with a median annual household income of $42,227, compared to the average Minnesotan household income of $61,492 (MCLA, 2017). Even though Latinos make less money than whites, they work more. “There is a 75% labor force participation rate among Minnesotan Latinos age 16 and over, which is higher than the state average of 70%” (MCLA, 2017). Low incomes are directly related to the types of jobs that Latinos have access to and what level of education they received. To add to the mix, there are roughly, 100,000 undocumented people living in Minnesota, and of these about 45% of them are of Mexican origin (Mitchell, 2016). Due to poor immigration policies, resources are not readily available to undocumented immigrants and their families. According to MCLA, “Studies show that

children of undocumented parents experience trauma and psychological distress, in fear of a parents detention or deportation" (MCLA, 2017). What we have left for Latino youth to deal with is trauma, low income and little to no support to pursue their education. In addition, between the past couple years, these barriers were made even more prominent under the new Trump administration because of the constant anti- "brown and black" immigrant rhetoric heard widely in both the media as well as in public and private spaces. While overall disparities in the U.S between communities of color and whites have existed long before Trump ever became the leader of the nation, his presence has made the climate inside schools increasingly difficult for Latino youth especially immigrant children and children of immigrants. There could never be a better time to address his divisive tactics and racist immigration policies than now by investing financial and human capital in the very same groups that he continues to attack and oppress.

3.2 Urgent Needs Addressed

As we have seen there are only a couple of organizations that directly target Latino youth in any kind of support towards accessing college. CLUES does a great job with the St. Paul and Minneapolis populations by using a creative approach that individualizes help in the form of mentorship and college readiness and gets youth volunteering in their community. Meanwhile, HACER makes a great attempt to elevate and empower Latino youth through diverse programing geared towards enabling them with the knowledge and resources they need to be successful. However, this is not enough. Speaking in terms of demographics alone, both CLUES and HACER only run programs in St. Paul and Minneapolis. While,

most of the Latino population is concentrated in these areas, one-third of Minnesota's Latino population resides in rural Minnesota, mainly in the south part of the state (MCLA, 2017). Besides that, both of these programs have limits to the capacity of participants they can accommodate each year, leaving many students navigating the road to higher education alone. Lastly, there is a lack of partnership between these organizations and key stakeholders. If state agencies such as, Minnesota Office of Higher Education and the Minnesota Department of Education along with other key stakeholders truly cared about closing achievement gaps they would invest funding to more programs that were working towards helping students who need it.

3.3 Stakeholder Entities

Appendix 1 provides an analysis of possible stakeholder entities that could potentially be involved in this project. These stakeholders were identified as being either individuals or institutions that could impact the program.

The Stakeholders included:

- Latino/ Hispanic Youth
- Parents/ Guardians of Latino/Hispanic Youth
- Local High Schools
- Local School Districts
- Local Non Profit Organization
- State Agencies
- Educational Unions

- Local Universities and Trade Schools
- Educational Non-Profit Organizations
- Local Government
- Philanthropic Sector
- Businesses
- National Latino Advocacy Groups

At this time please refer to Appendix 1 to review the analysis. The stakeholder analysis concluded that there is more than one beneficiary, meaning that while the Latino youth is the target of most of the projects focus and where resources will go directly. In a longer term, the entire Latino population in Minnesota benefits. Lastly, this stakeholder analysis also identified key project partners that because of their resources and mandates could collaborate to provide various resources in both the form of financial and human capital. It found that while there are few groups actively doing anything to support Latino higher education, many of them see it as a top priority and would be willing to collaborate bother financial and human resources to see that the project runs successfully and sustainably.

3.3.1 Beneficiaries

This project is targeted towards Latino youth ages 15-18 who are currently attending high school in Minnesota. Of the estimated 57,000 students that will graduate in two years, an estimated 3,508 of them will be Latino (Minnesota Department of Education, 2016). They would receive direct support from coaches who would offer them: academic support in the form of tutoring and preparing for the rigorous

college entry exams, mentorship for career options and help navigating important issues related to higher education institutions such as financial aid, scholarships, admissions process, course scheduling, social-emotional skill development and connecting them with campus resources and opportunities. However, this project has several indirect beneficiaries, such as the parents of the students and their younger siblings. Once, one person in the family has learned to navigate the educational system it becomes easier for the next generation to access higher education. The parents will also be encouraged to continue their own education. The coaches and staff of this project also benefit from the experience and knowledge acquired through working with the target group. Lastly, the entire community benefits when a group does well.

3.4 Demonstration of alternatives analysis

Using different criteria in selecting one or more clusters the following decisions were taken:

Alternative 1: Educational Initiatives

Overwhelmingly, the beneficiaries see an immediate need for intervention and initiatives that address educational disparities. All stakeholders see the need to supplementary educational initiates specifically focused on addressing issues related to support, English proficiency and knowledge navigating the educational system and connecting to existing resources in the community. An ideal educational initiative would involve a partnership with key stakeholders with the intention of each one of them being able to offer their knowledge and resources.

Alternative 2: Improved Access to Resources

Without question stakeholder groups acknowledge the inequitable access resources which directly hinders child development and parent well being but there is not a consensus on how to get those resources distributed or address the issue. Some see it moderately difficult to address this issue due to individuals being undocumented and not having the access to certain human services. Stakeholders find that many of the policies operate and can only be controlled at the federal level. Based of the resources available to each group and their interests this alternative is moderately viable and access to resources could be improved through educational initiatives that inform and orientate target group to the correct channels to obtain a better quality of life and prosperity.

Alternative 3: Increased Political Influence

This refers to increasing positive and inclusive policies that would greatly address the issues related to poor immigration policies that were found to be a root cause to the inequitable access to resources. This alternative would focus on investing time, programing and finances into a Latino Think tank or Latino advocacy group in Minnesota that is operated independently. However, stakeholders agree that the existing political climate would not easily facilitate this alternative due to the lack of political representation and allies at this time. However, stakeholders are invested in using their own political influence to advocate for the Latino community and will seek guidance from existing Latino based organization that have the resources and information needed to create political leverage.

Conclusion of alternative analysis:

This project will focus on Alternative 1: Educational Initiatives for Latino Youth. While each of these alternatives would have distinct results and activities they all have the purpose of facilitating equitable education for Latino youth. With that being said when parents prosper so do their children for that reason a special focus will be placed on addressing the inequitable access to resources and increasing well-being for both parents and child. In this case a college access program will be proposed. Lastly, stakeholders will be held accountable to continue to advocate for Latino's in Minnesota.

3.5 Goals, Purpose Output, Activities

3.5.1 Goal:

Prosperity and well being for Latino's in Minnesota

3.5.2 Purpose:

Improve access to higher education for Latino youth in Minnesota

3.5.3 Results/Outputs:

(1) Improved academic engagement

(2) Improved academic preparedness for higher- education

(3) Improved knowledge about to access higher-education

3.5.4 Activities:

Activity 1: Recruit and train staff to serve as college access mentors (Coaches)

Start Date: July 30, 2019

End Date: Aug 31, 2019

Total hours: 160 hours

Description: The Project Manager with the help of both the Project Coordinator and Curriculum Developer will be recruiting and training recent college graduates who reflect the background of the Latino student's. Please see the required staff section for further detail on who an ideal Coach is like. During this time curriculum or training manual for this training will be previously acquired using resources from various entities and consulting with the project's designated Curriculum Developer.

Desired Result: (1) Improved academic engagement (2) Improved academic preparedness for higher- education (3) Improved knowledge about to access higher-education

Activity 2: Provide academic mentorship

Start Date: September 3, 2019

End Date: May 29, 2021

Total hours: 2 hours a week

Description: Coaches will provide academic mentorship to Latino students in the last two

years of high school. They will be using a curriculum specialized to prepare youth for college.

Various topics covered by the curriculum include:

- Admissions processes
- Types of Degrees
- Career Exploration
- Challenges for First-Generation Students
- Budgeting for College
- Social Emotional Wellness
- Housing: Living on campus vs Living off campus
- Balancing Family and School Demands
- Community Service Learning: Volunteering with local non-profits

Desired Result: (1) Improved academic engagement (2) Improved academic preparedness for higher- education (3) Improved knowledge about to access higher-education

Activity 3: Teach study and test taking skills

Start Date: September 3, 2021

End Date: May 29, 2021

Total hours: 1.5- 2 hours a week

Description: Coaches will provide study methods and test taking skills for the college placement exams such as ACT and SAT. The Curriculum Developer will develop the curriculum to this intervention. This help will be provided on need-bases, meaning only those students who are struggling academically will be required to take this course.

Desired Result: (1) Improved academic engagement (2) Improved academic preparedness for

higher- education

Activity 4: Assist with college and financial aid applications

Start Date: January 3, 2021

End Date: April 30, 2021

Total hours: 1.5- 2 hours a week

Description: During the last year of high school the coach will meet one on one with both the student and the parents to complete college admission application to at least 3 universities and fill out the federal financial aid application. Students and parents will meet with a coach by appointment.

Desired Result: (1) Improved academic engagement (2) Improved academic preparedness for higher- education (3) Improved knowledge about to access higher-education

Activity 5: Coordinate with local universities for campus visits

Start Date: October 1, 2019

End Date: November 31, 2021

Total hours: 5-15 hours a month

Description: Coaches will take students to visit and tour college and university campuses across Minnesota. There will be one college campus visit each month both years of the program. Depending on the distance of the university the time needed to travel and stay

there will be longer. The program manager and program manager will coordinate visits. Parents will be encouraged to attend these visits along with their children.

Desired Result: (1) Improved academic engagement (2) Improved academic preparedness for higher- education (3) Improved knowledge about to access higher-education

Activity 6: Coordinate financial aid workshops

First Workshop: October 3, 2019

Second Workshop: April 30, 2019

Total hours: 4 hours (2 hours each)

Description: Workshops will take place twice during the first year. The purpose of these workshops is to provide information about higher education benefits, financial aid and scholarship opportunities to both students and parents. Parents will learn their role during their child's process to applying to college.

Desired Result: (1) Improved academic engagement (2) Improved academic preparedness for higher- education (3) Improved knowledge about to access higher-education

3.6 Required Staff

Ideally each high school in Minnesota with a high-percentage of Latino students would have access to this project. As an example of the required staff we will consider that four high schools all within a 20-mile radius are participating in the program. If that were the case, the project would require a permanent staff of four people who would be in charge of those four sites at the same time. There would also be a need to recruit one coach for every 30 students. **Coaches** would meet twice a week with students for the last two years of their high school experience. Please see the activities section for more details on the duties related to Coaches. An ideal candidate for a Coach is someone who has recently completed a four-year college degree in any area and shares similar background as the Latino youth. They are individuals with some experience working with youth and who understand the importance of the project. In addition, Coaches will be asked to sign on for two years. They will follow the student for both of the years that the program operates. One **Program Manager** will rotate between each site and they would be needed to oversee the daily activities and operations of the program. This candidate should have at least 3 years experience working managing projects and supervising people. They should have at least a four-year degree in any related field. However, a Master's degree is preferred. This person will also be managing program coordinators and managing the partnerships with local institutions such as universities and local non-profits. They would also be responsible with the recruitment and retention of coaches. Next, one **Program Coordinator** would also be needed to rotate around the four sites. The ideal person for this position is some one who has completed at least a four year degree in a related field

and has at least 1 year experience coordinating programs and experience in youth development. They would be in charge of overseeing coaches and training them on the curriculum that they will be giving the students. Lastly, one **Curriculum Developer** would be needed to aid with developing the curriculum that coaches would be delivering to students. The curriculum developer must be someone who understands the nuances related to Latino's and their barriers to higher- education. They should hold at least a Master's degree in Education, curriculum development or any related field. They should also have at least 1 year of experience developing curriculum. This person would also help create the workshops that would provide help for parents to navigate the financial aid process and become familiar with the educational systems.

3.7 Implementation Time Frame

The time frame to implement this project will be two years. The first activity will be completed during the first 30 days (July 30- Aug 31). This includes the recruitment and training of staff. Then the first year begins and Coaches will begin the mentorship to the participants. This means that during the last two years of high school the students will be mentored in various topics that follow a specialized curriculum related to college access and success. Certain students who need more help will also be given individualized help learning study and test taking skills. In the first year there will be two workshops held for parents and students to attend and learn about the importance of higher education and about the financial aid process and scholarship opportunities. Additionally, once a month from October of the first year to November of the second year students will have the opportunity to visit college campuses across

Minnesota. In addition, to mentorship, students will be able to meet one on one with their parents and their coach to apply to college and financial aid. This will occur in the second year of the program January to April. Evaluation and success of the project will be assessed based on the graduation rate and enrollment rates, which are measured annually.

	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Goal:																								
Prosperity and well being for Latino's in Minnesota																								
Purpose:																								
Improve access to higher education for Latino youth in Minnesota																								
Outputs and Activities:																								
(1) Improved academic engagement (2)Improve academic preparedness for high-education (3) Improved knowledge about higher-																								

education	
Activity 1: Recruit and train staff to serve as college access mentors (Coaches)	
Activity 2: Provide academic mentorship	
Activity 3: Teach study and test taking skills	
Activity 4: Assist with college and financial aid applications	
Activity 5: Coordinate with local universities for campus visits	

Activity 6: Coordinate financial aid workshops																								

3.8 Financial Information/ Budget

The budget of this program is based on a sample size of four schools that serve about 200 Latino students for two years. For this there will be a total of $638,670 needed for various needs. These needs are: Staff salaries, materials and equipment and expenses related to campus visits. In regards to staff salaries, paid salaries will be given to all staff. There will be a total of $495,600 needed for one individual who will be the Program Manager, another individual who will be the Program Coordinator, a third who will be the Curriculum Developer and a total of six Coaches. In addition to staff salaries there will be need for $120,630 needed for materials and printing. For example, each student who participates in the program will need a printed guide that goes along with the provided curriculum. In addition, each coach need a guidebook with all the lessons to facilitate the classes. Extensive materials will be used for the financial aid workshops. The last expense detailed in the budget is related to the college visits. This includes an estimated $22,000 needed for travel costs and occasional accommodation on certain trips.

Adelnate Project Proposal	BUDGET Based on a sample size of four schools serving 200 Latino students					
Expenditure section	**Unit**	**Nr of units**	**Cost per unit**	**Total**	**Available/ in kind**	**Final Total in Dollars USD**
A. Staff salaries						
Program Manager (1)	Month	24	3750			90,000
Program Coordinator (1)	Month	24	3250			78,000
Coaches (6)	Month	24	2000			288,000
Curriculum Developer (1)	Month	12	3300			39,600
Sub-total						495,600
B. Materials and Equipment						
Materials Purchase		1				100,000
Printing and Communications		1				20,630
Sub-total						120,630

C. Campus Visits						
Travel and accommodations		20	1122	22440		22,440
Sub-total						22,440
Total						638,670

4. Conclusion

As in the words of Patricia Gándara,

> No silver bullet or single program can close the enormous gap between Latino students and their peers with respect to academic achievement and attainment. But it's in all of our interests to find ways to begin the process of narrowing those gaps. This will require the collaborative efforts of both schools and social service agencies. It will also take the political courage to acknowledge that schools cannot do this alone—and that the rest of society will need to step up to the challenge (Gándara, 2010)

It will take everyone involved to truly create a change in the current educational system. However, programs that target resources at the most underserved are needed to reach success for those groups.

This project is an extremely personal one, very close to my heart and one I spent years envisioning and countless hours trying to articulate. Even before I knew about the overwhelming disparities in the educational system, I felt the barriers and challenges first hand. As the proud daughter of immigrants from Mexico, I can speak directly about the overall issues and problems facing Latino youth in the

United States specifically in Minnesota where I spent almost of my entire life. That along with my education and professional experience has allowed me to be a knowledgeable and passionate advocate for the Latino communities in Minnesota. For the past nine months I have listened to and advocated for my community in my role as both an Education Policy Fellow and a Community Engagement Consultant at the Minnesota Council on Latino Affairs. Therefore, I understand the nuances of the barriers that my community faces on a daily basis. Lastly, I am also extremely grateful to have parents who worked hard despite great adversity to provide me the best possible life they could. My hope is that my background has enabled me to craft a project with some substance and that at the very least whoever reads it seems the immediate need for intervention to help Latino gain access to higher education.

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Appendix 1: Stakeholder Analysis

Group	Interests	Problems Perceived	Resources and Mandates	Potential Conflicts
LatinoYouth	Basic needs, health and well being, strong support system, stable home environment, making parents proud, income, scholarships, prosperity, enrichment and leisure activities, high school diploma, access to higher education, transportation, career options, access to mentorship, leadership opportunities and sense of belonging	Lack of resources (financial and human), lack of affordable and quality health care, undesirable living conditions, food insecurity, difficulty graduating high school, difficulty navigating systems, barriers to college, low parental support, lack of transportation, not feeling identified or reflected in curriculum and school staff and perceived racism, discrimination and xenophobia	Energy and stamina, future workforce, future leaders, personal networks, influence on peers, knowledge, voice, skills, talents, cultural richness	Jealousy between groups of other students, unsupportive parents, community and or other stakeholder groups, financial burdens, immigration issues, medical illness, conflict among Latino youth, cultural misunderstanding with other stakeholder groups and discrimination or hate crimes from anti-immigrant and racist groups.
Parents/ Guardians of LatinoYouth	Basic needs, job opportunities and career advancement, income, affordable and quality housing, health and wellbeing for themselves and their children, quality education for their children, learning English, pathways to citizenship, leisure, equitable access to resources and opportunities, sense of belonging	Low income, lack of opportunities, language barriers, barriers related to immigration status, precarious working conditions, high costs or lack of child care services, high healthcare costs or lack of health insurance, high cost of housing, housing shortage, lack of social security number, lack of drivers license, inequitable access to resources, perceived racism, discrimination and xenophobia	Accommodation, food, care, supportive home environment, transportation, cultural richness, skills, talents, life experience and wisdom	Deportation, financial burdens, medical illness, internal conflicts within family members, discrimination or hate crimes from anti-immigrant and racist groups.

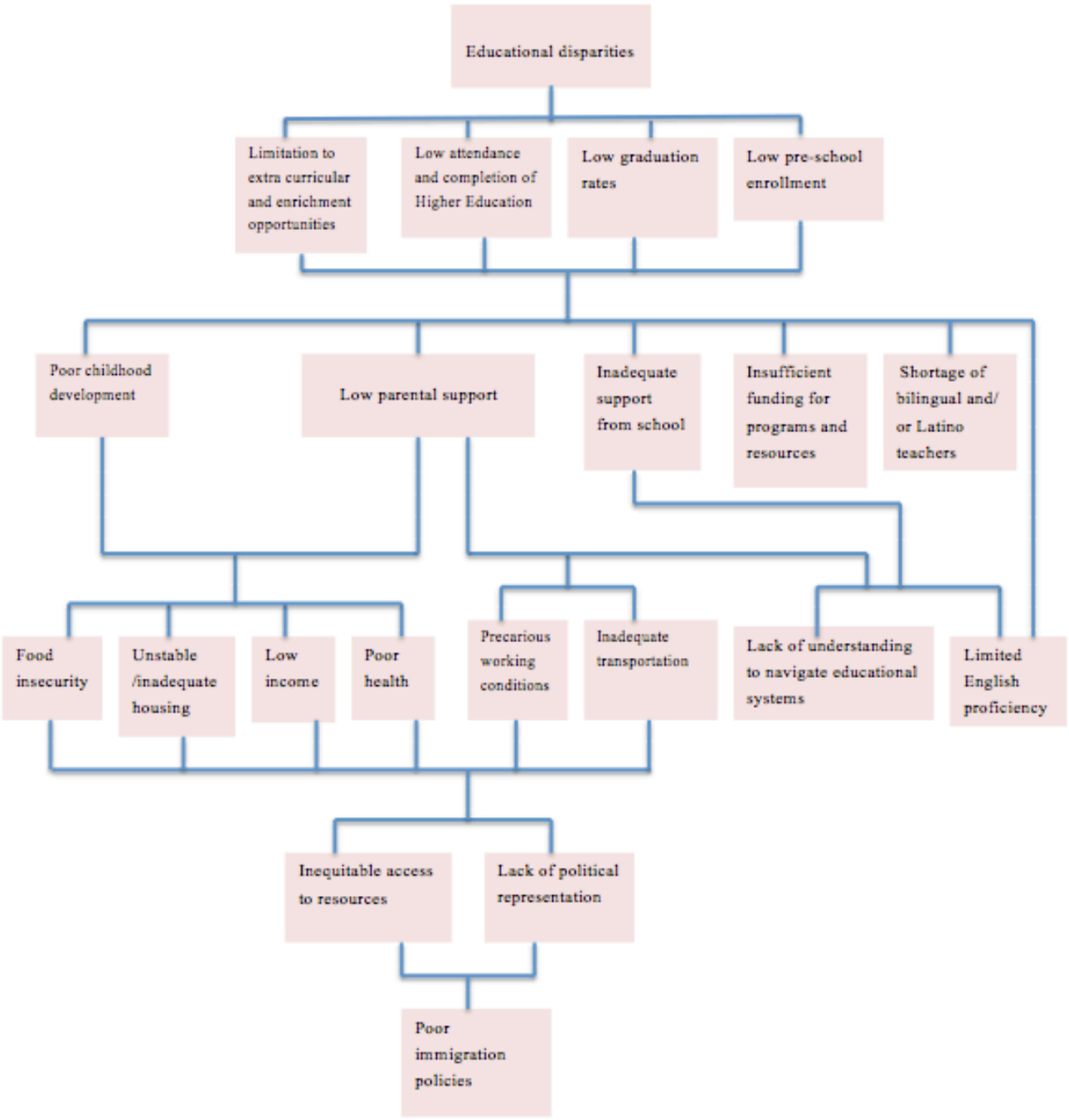
Local High Schools -Principals -Teachers -Support Staff -School Board Members	Providing quality education for all children, safe school environment, engagement with students, families and community and obtaining more funding	Achievement gaps, opportunity gaps, low test scores, teacher shortage, low graduation rates, low parent involvement, insufficient funding for programs and resources to Latino youth	Facilities, transportation, materials, supplies, professionals, knowledge, professionals, mentors, career and job opportunities, funding, education, mentors, enrichment activities: sports programs, music programs and other	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups.
Local School Districts -Superintendents - District Board Members	Providing quality education for all children, safe school environment, engagement with students, families and community and obtaining more funding	Achievement gaps, opportunity gaps, low test scores, teacher shortage, low graduation rates, low parent involvement, insufficient funding for programs and resources to Latino youth	Facilities, transportation, materials, supplies, knowledge, funding, education, professionals, mentors, career and job opportunities, community education, enrichment activities: sports programs, music programs and other	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups.
Local Non-Profit Organizations -Clues -Hacer -Centro Tyrone Guzman -Advocates for Human Rights -Immigrant Law Center - Case de Esperanza -Others	Connecting families to resources, engaging and empowering Latinos, ensuring well being and prosperity of Latino families	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, insufficient funding for programs and resources to Latino youth, perceived racism and discrimination	Resources (financial and human), data, research, knowledge, networks, professionals, mentors, career and job opportunities, facilities, existing youth development activities and programs	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups and competition among nonprofits,
State Agencies -Minnesota Council on Latino Affairs (MCLA) -Minnesota Department of Employment and Economic Development	Each agency has their own specific interest but collectively they share common trends: Improve economic, well being and prosperity of all residents of Minnesota, facilitate and provide an equitable access to resources	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, insufficient funding for	Power, authority, lobbying and influence state law, political influence, scholarships, research, funding, facilities, data, professionals, mentors, career and job opportunities, technology, funding, materials and supplies	Conflicts within state agencies and between agencies, social unrest and demoralization

(DEED) -Minnesota Department of Health (MDH) -Minnesota Department of Education (MDE) -Office of Higher Education OHE - Minnesota Department of Human Rights (MDHR) -Governor's Office - Department of Transportation (DOT) -Others		programs and resources to Latino youth, perceived racism and discrimination		
Educational Unions - Education Minnesota - Minnesota School Employees Association	Reduce inequalities and close wage gaps, protect members rights and voice in the workplace and fairness	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, insufficient funding for programs and resources to Latino youth, perceived racism and discrimination	Collective power, network, professionals, mentors, career and job opportunities, political influence, facilities, scholarships, grants, research and knowledge	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups and competition among unions
Educational Non-Profits - Minnesota Education Equity Partnership -Youth Prise -College Possible - Boys and Girls Club -Others	Empower youth to reach full potential, well being and health of youth and their families, acquire funding to operate, help youth navigate systems and confront barriers with solutions and promote equitable education	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, perceived racism and discrimination	Resources (financial and human), data, research, knowledge, networks, facilities, professionals, mentors, career and job opportunities, existing youth development activities and programs	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups and competition educational among nonprofits

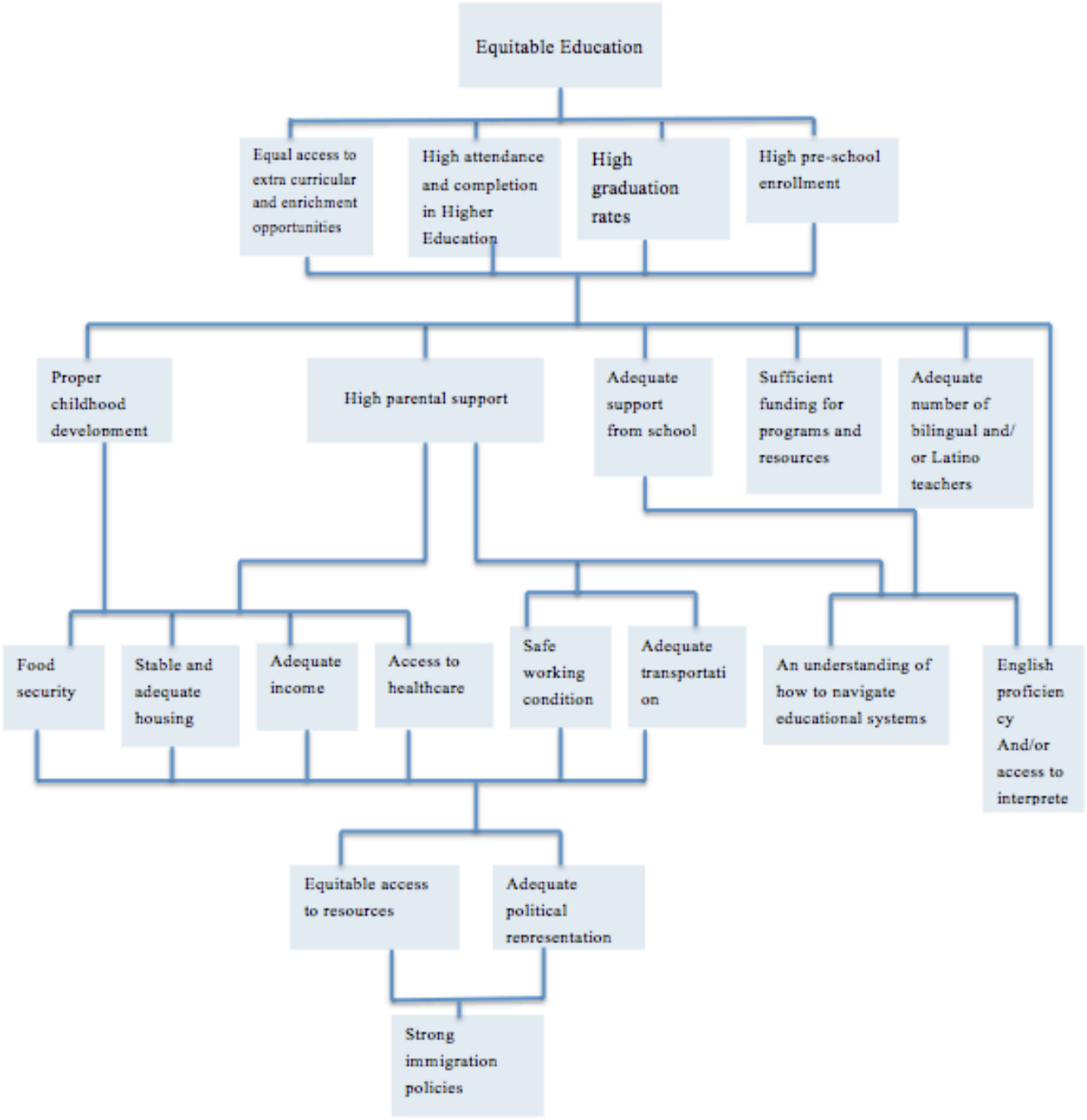
Local Universities and Trade Colleges - University of Minnesota -Minnesota State Colleges - University of St. Thomas -St. Catherine University -Augsburg University -St. Cloud State University -Metro State University -Others	Providing higher- education needs, enable students of diverse backgrounds to achieve their educational goals, attract more students, preparing future workforce, community partnerships, doing research	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, insufficient funding for programs and resources to Latino youth, perceived racism and discrimination	Facilities, resources (financial and human), research, knowledge, professionals, mentors, career and job opportunities network, political influence,	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups and competition among universities
Local Government -Mayor -City Council	Re-election, Funding, improving the well being and quality of life of residents, improve economy facilitate and provide an equitable access to resources, strengthen community	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, insufficient funding for programs and resources to Latino youth, perceived racism and discrimination	Power, authority, lobbying and influence state law, political influence, professionals, mentors, career and job opportunities scholarships, research, funding, facilities, data, technology, funding, materials and supplies	Conflicts within local government and social unrest and demoralization
Philanthropic Sector -Blandin Foundation -Wilder Foundation -SouthWest Initiative -Others	Strengthen and support communities by investing and targeting funds, promote social unity and welfare, health and wellbeing of all community members	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, insufficient funding for programs and resources to Latino youth, perceived racism and discrimination	Resources (financial and human): grant Funding, educational grants, leadership programs, network, facilities, data, research, materials and supplies, professionals, mentors, career and job opportunities network and political influence	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups and competition among foundations

Businesses -United Health Group -Large Corporations -Small Businesses	Well prepared labor force, increasing capital or sustaining capital and health and well being of youth and their families	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, insufficient funding for programs and resources to Latino youth, perceived racism and discrimination	Resources: financial and human, some power, authority, facilities, materials and supplies, monetary funds, research, professionals, mentors, career and job opportunities	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups and competition among businesses
National Latino Advocacy Groups -UnidosUS -League of United Latin American Citizens -Mi Familia Vota -Voto Latino -Hispanic Federation -Labor Council for Latin American Advancement -Others	Fair and nondiscriminatory policies, equal access to quality education for Latinos, improve opportunities for Latinos, improve Latino well being and access to equitable health care, strengthen financial security and help communities solve housing issues, increase Latino power and develop Latino workforce and leadership.	Lack of resources (financial and human), lack of affordable and quality health care, unstable and/or inadequate housing, food insecurity, low-graduation rates, barriers to college, difficulty navigating systems, lack of support, insufficient funding for programs and resources to Latino youth, perceived racism and discrimination	Network, research, data, political influence, existing youth development programs, experts and knowledge, professionals, mentors, career and job opportunities funding, grants and scholarships	Lack of unity (internal conflicts), conflicts between other stakeholder groups and unwillingness to collaborate with other stakeholder groups and competition among businesses

Appendix 2: Problem Tree



Appendix 3: Objectives Tree



Appendix 4: Qualitative Alternative Analysis

Criteria	Alternative1: Educational Initiatives	Alternative 2: Improve Access to Resources	Alternative 3: Increase political influence
Cost (-)	High	High ++	High ++
Time (-)	Medium	High	Medium/High
Focus on beneficiaries (+)	High ++	High +	Medium
Social Risks (-)	Low	Medium	Medium
Environmental Impact (+)	High	Low/Medium	Low
Gender Impact (+)	High	High	High
Viability (+)	High	Medium	Low

Appendix 5: Quantitative Alternative Analysis

Criteria	Coefficient	Alternative1: Educational Initiatives	Alternative 2: Improved Access to Resources	Alternative 3: Increase Political Influence
Cost (-)	4	-20	-20	-20
Time (-)	3	-9	-15	-12
Focus on beneficiaries (+)	5	25	25	15
Social Risks (-)	4	-4	-12	-12
Environmental Impact (+)	2	15	4	2
Gender Impact (+)	5	25	25	25
Viability (+)	4	20	12	4
Total:	**N/A**	**52**	**19**	**2**

Appendix 6: Logical Framework:

Narrative Summary	**Objectively Verifiable Indicators**	**Means of Verification**	**Risks and Assumptions**
Goal:			
Prosperity and well being for Latino's in Minnesota	-Improved economic wellbeing and access to diverse employment opportunities -Increase in Latinos with health care and improved physical and mental health -Improved access to human resources and services -Decrease in Latino incarceration rates	-US Census Data -National American Survey -Other non-profit data collection entities	- Social unrest as result of jealousy will occur when Latino's prosper -Project will not be will received by stakeholders -Staff or coaches selected will not be efficient -Students will not be willing to do program
Purpose:			
Improve access to higher education for Latino youth	Increase in Latino's enrollment and completion in higher education institutions	Reports provided by the Office of Higher Education	- Social unrest as result of jealousy will occur when Latino's prosper -Project will not be will received by stakeholders

			-Staff or coaches selected will not be efficient -Students will not be willing to do program
Results/ Outputs:			
1: Improved academic engagement	-Increased attendance -Decreased probability of suspension from school -Improved grades	School data provided by school district and Department of Education	Attendance may be affected by factors that this project does not directly address such as hunger, sickness and homelessness
2: Improved academic preparedness for higher-education	- Increased graduation rates -Increase in academic achievement - Increase in enrollment into and completion of higher education institutions	-ACT score data - School data provided by school district and Department of Education - Reports provided by the Office of Higher Education	Academic preparedness may be affected by other factors that this project does not directly target
3: Improved knowledge about to access higher-education	- Increase in enrollment into and completion of higher education	- School data provided by school district and Department of	Students with other goals that do not involve going to

	institutions -	Education - Reports provided by the Office of Higher Education	University may not be receptive to this program or students who do not plan to stay in the U.S
Narrative Summary	**Objectively Verifiable Indicators**	**Means of Verification**	**Risks and Assumptions**
Activities:			
1.1/2.1 Recruit and train staff to serve as college access mentors/ coaches 1.2/2.2Provide academic mentorship 1.3/2.3 Teach study and test taking skills opportunities 3.1 Assist with college and financial aid applications 3.2 Coordinate with local universities for campus visits 3.3 Coordinate financial	1.1/2.1 Hire a team: Director, program manager, program coordinator, mentors/coaches, curriculum and workshop developers 1.2/2.2,1.3/2.3,1.4/2.4: Creation of curriculum 3.1 Creation of training manual 3.2 Established	1.1/2.1 Hiring contracts, resumes/cv and cover letters, payroll records 1.2/2.2,1.3/2.3,1.4/2.4: Copy of designed Curriculum, participant work examples, pictures, participant testimony 3.1 Copy of Training	1.1/2.1 -People are willing to work together -Qualified applicants will apply for the positions. 1.2/2.2,1.3/2.3,1.4/2.4: -Curriculum will be effective -Participants will be engaged and interested 3.1, Participants will be

aid workshops	network, partnership and communication with local universities. Outreach method created 3.3 Outreach method created and creation of facilitation guide	manual 3.2 Calendar of planned and confirmed visits, sign in sheets and pictures 3.3 Facilitation Guides for Financial Aid Workshops, sign in sheets and pictures	engaged and interested