

MI HERMANA'S KEEPER TOOLKIT

*Promising Practices for Juvenile Justice
Prevention Programs Supporting Latina Youth*

Southwest Key Programs
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WHAT WILL BEST SUPPORT OLIVIA?

Olivia is a Latina youth in the Family Keys Program, a prevention program of Southwest Key Programs, which provides supportive services in her school and wraparound services for her family. In eighth grade, Olivia joined the program as she was struggling with school attendance, her grades, and as she puts it “hanging with the wrong friends.”

While in Family Keys, Olivia states that she finally “felt heard” by an adult outside of her family and that the program “understood what I was going through and really helped me to understand ways to be involved in school.”

Olivia’s mother talked about the obstacles in her life and how she does not want Olivia to repeat the cycle, “we dropped out of school...my grandma had to get me out of juvie...don’t do what I did.” Olivia’s mother wants others to know that “as long as the staff have an open heart, open mind, and are available to them, that’s what they need. That’s what these girls need.”

-Olivia and her Mother

INTRODUCTION

The Mi Hermana’s Keeper Toolkit is for service providers, program administrators, researchers, policy analysts, and key stakeholders who are supporting Latina youth in prevention programs that aim to decrease the number of youth being referred to or placed in the juvenile justice system. This promising practices toolkit reflects the mission of Southwest Key Programs, “opening doors to opportunity so individuals can achieve their dreams” as well as the organization’s vision that “every person has an opportunity to thrive in a community that fosters success and social equity.” Mi Hermana’s Keeper Toolkit is a response to the White House’s Initiative, My Brother’s Keeper, which addresses persistent opportunity gaps faced by young men of color and works to ensure that all young people can reach their full potential (Obama, 2014). This initiative, along with subsequent calls-to-action for the inclusion of women and girls (Morris, 2014), has inspired this toolkit to support Latina youth who have been or are at risk of being involved with the juvenile justice system. Mi Hermana’s Keeper aims to prioritize the perspectives and experiences of these Latina youth and to contribute to a system of care that thoughtfully honors and addresses their needs.

The toolkit provides effective culturally responsive practices for prevention programs supporting Latina youth who are at risk of placement in juvenile detention including recommendations, action steps for each recommendation, and targeted resources. Each recommendation and the corresponding action steps are included in a checklist that prevention programs can use to support direct practice, programming, and system changes. Through community-based participatory research, the toolkit is grounded in the voices of Latina youth, their caregivers, and key community stakeholders. From their voices and lived experiences, we identified the following nine key program, practice and systems-level recommendations for supporting Latina youth:

Program-Level Recommendations

1. *Provide services that are respectful and reflective of shared and individual Latino cultural heritage*
2. *Provide services that value respeto (respect) and teach respectful practices*
3. *Provide services that utilize a relational approach*
4. *Provide case management services for the entire family*
5. *Support cross-generational services to instill values*
6. *Develop caregiver-specific services*

System-Level Recommendations

7. *Build culturally responsive school practices*
8. *Support effective systems advocacy*
9. *Promote the dismantling of systemic racism and bias*



A special note to practitioners and program administrators providing this direct work to Latina youth: this toolkit offers individual, program and system-level ideas for change. Finding ways to incorporate and support system-level changes has been identified as a key component in providing effective prevention programs (Durlak et al., 2007).

HOW TO USE THIS TOOLKIT



*There are four key sections
in this toolkit:*

1.

*An **Introduction** and
Case Example*

2.

*The **Literature Review** and an
overview of the **Study***

3.

***Themes, Recommendations,**
and the **Recommendations and
Action Steps Checklist**, and*

4.

Conclusion** and **Resources

You can read the **Introduction** to learn about the toolkit, Southwest Key Programs and the Family Keys Program, where the research for this toolkit took place. You can read about a young Latina and her mother in the **Case Example** that highlights the important prevention work being done at Southwest Key Programs. Those interested in understanding the background information for the research can read the **Literature Review** and learn about the steps taken by the research team in the **Study**.

The **Recommendations** were built on the **Themes** identified by the Latina youth, their caregivers, and key stakeholders. You can read about each of these evidence-based **Recommendations**, or you can see a snapshot **Recommendations & Action Steps Checklist** with suggested program action steps. Finally, you can read the **Conclusion** and selected **Resources** for helping to implement the recommendations and action steps.

Our hope is that other community and school-based programs will implement these evidence-based recommendations and action steps to provide culturally responsive, gender-specific, trauma-informed, strengths-based and developmentally appropriate services for Latina youth at risk of placement in juvenile detention (OJJDP, 2016). We want to raise awareness about the need to support Latina youth and to be intentional in addressing their needs.

ABOUT SOUTHWEST KEY PROGRAMS

The mission of Southwest Key Programs is “opening doors to opportunity so individuals can achieve their dreams.”

The national nonprofit organization founded in 1987 is a recognized leader in the design, implementation and replication of community-based treatment programs for federal, state, and local agencies. With more than 5,000 employees across seven states, Southwest Key helps keep young people out of institutions and empowers them, their families, and their communities with the skills, knowledge, and tools needed to succeed. Southwest Key has been nationally accredited by the Council of Accreditation (COA) since 2008. Currently, Southwest Key provides community and school-based services for at-risk Latina youth as alternatives to incarceration through prevention, intervention, and re-entry services. In 2016, Southwest Key served over 85,000 individuals in 87 programs over 7 states, 89% of whom were Hispanic and Latino.

About the Family Keys Program

Recognized by the OJJDP as a best practice program, Family Keys focuses on prevention and intervention with the goal of decreasing the number of youth suspended or expelled from school, and reducing the number of youth referred to or otherwise formally engaged in the juvenile justice system. Youth and families are provided with intensive, short-term crisis intervention services coupled with a wraparound approach to case management services and referrals and linkage to community resources. The Family Keys Program utilizes a family-centered, culturally competent, strengths-based approach to service delivery which encourages and promotes family self-sufficiency, positive parental control, and positive youth behavior. The program combines the concepts of wraparound case management, crisis prevention planning and intervention, youth and family-driven service planning, skills development, community collaborations and linkages to create a holistic approach to guiding youth and families to be successful and safe in their schools, communities and within families.

Acknowledgements

We would like to acknowledge our Latina youth, caregivers, and stakeholders who participated in the study and who we also consider an integral part of the Mi Hermana’s Keeper (MHK) team. We would also like to acknowledge our very dedicated MHK team, which includes case managers, program directors, and researchers in Austin, Laredo, and San Antonio. We would like to extend a sincere thank you for the invaluable contributions made by the following individuals from Southwest Key Programs:

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WHO ARE MIS HERMANAS?

Case Example

Olivia and Her Mother

To frame the context of the Mi Hermana's Keeper Toolkit, the following case example of Olivia and her mother highlights many of the key themes and recommendations that are provided throughout this toolkit and the important prevention work being done at Southwest Key Programs. We interviewed Olivia and her mother, among others, because of our core belief that juvenile justice prevention programming for Latina youth must be developed with key input from those youth and their **caregivers**.

*The term **caregiver** was used throughout this toolkit to note that families are diverse and can include the following parent figures: mother, father, aunt, uncle, grandmother, grandfather, foster parents, guardians, among others.*

Olivia's Experience with the Family Keys Program

Olivia started the Southwest Key Family Keys program in eighth grade. When we interviewed her, she recalled that the **staff were always trying to help her and her family,**

“Always trying to get me papers, but like my mom didn't know what the program was, so she didn't like let me go in it. Well then, they come to the house and they explained everything and they told her what it was and then ever since then, like they've been helping us out. They'll help us out with whatever we need. They help me out in school, too, to do better.”

Olivia told us that her friends were a negative influence in her life and explained how **Southwest Key provided support,**

“And Miss Cindy and Miss Veronica, like they show me the people that you hang around with influence you in ways and it's better to hang out with good kids that are more involved with school...they try to get you involved with school.”

Further, she appreciated the **relational approach and respeto** that staff showed her in the program,

“I was doing better in class...I was on time all the time to class and my attendance, it's like perfect, because like they compliment me every day, and Ms. Cindy motivates me. She'll walk me to class and if a student's trying to follow me, or calling me, she'll be like, 'You need to leave her alone, so she can go to class.’”

In terms of what Olivia wanted from a staff member, she said,

“You want someone who can listen to you and understand like what you're going through...just someone that you feel comfortable with.”

Olivia's Mother on Raising Olivia

Olivia's mother was clear that she does not want Olivia to repeat the same patterns of being truant, missing school, and "running with the wrong crowd". Her mother explained the importance of **cross-generational conversations**:

"It's not just me and my husband...it's also my grandma, my sister, her tías and her uncles who are also saying, 'Olivia, don't do the mistakes that we did. Don't copy what we did. Finish school. You can do it, Olivia.' You know why? Because they dropped out of school...don't repeat what we did, because that is what the younger generation does. My grandma had to get me out of juvie, not my friends. They repeat and sometimes just fall into the cycle or the habit...But, when older generations can reach out to you and tell you, 'Hey don't do what I did.' Then, that should open up their eyes to stop focusing on friends and know that this is serious...I want her to be 10 times better than me."

Asked what would best support her daughter, Olivia's mother said "love" and noted the struggles in her own life:

"Continue loving them and showing your support. I mean Ms. Veronica, Ms. Cindy, I mean you just see the love on them and that's what I see that they need, love...I wish we had this growing up, because I was alone. When I got pregnant and married young, your friends don't want to be your friends no more...as long as the staff have an open heart, open mind, and are available to them, that's what they need. That's what these girls need."

KEY TAKE-AWAY POINTS FROM OLIVIA AND HER MOTHER

Further Discussed in the Recommendations Section

- *Develop program recruitment strategies and marketing that is relational, that clearly describes the purpose of the program, and that avoids the words "juvenile justice" when possible*
- *Support the youth and the entire family*
- *Provide support and use a relational approach with a focus on respeto (respect)*
- *Practice active listening and understand the importance of forming rapport with youth and families*
- *Support cross-generational conversations to support values*
- *Have an "open heart and open mind" in working with at-risk and systems-involved Latina youth. Provide compassion, empathy, and hope.*

LITERATURE REVIEW

Girls represent 25% of the estimated 1.1 million youth charged with a delinquency offense in the United States each year (OJJDP, 2015). The charges are predominately nonviolent including property offenses, drug offenses, public order offenses, technical probation violations, or status offenses including running away or breaking curfew (OJJDP, 2016b). It is well known that system-involved youth are disproportionately youth of color, with Latinos being 4% more likely to be petitioned, 16% more likely to be adjudicated delinquent, 28% more likely to be detained, and 41% more likely to receive an out-of-home placement as compared to White youth (Campaign for Youth Justice, 2016).

While the data underscore the risk for Latina youth to become or remain system-involved, there is a clear research gap in understanding what best supports girls in the juvenile justice system (Hoyt & Scherer, 1998; Watson & Edelman, 2012). According to the OJJDP, the “needs of girls must be met in a developmentally appropriate manner” (OJJDP, 2012). Indeed, extensive research has shown that system-involved girls are different from boys in the types of offenses committed; the frequency with which they experience childhood abuse; their physical health needs; the prevalence/types of mental health disorders; the impact of neighborhoods on delinquent behavior; and the way in which the early onset of puberty interacts with delinquent behavior (North Carolina Office of the Juvenile Defender, 2012). These potential risk factors call for gender-responsive preventative services that are comprehensive, safe, empowering, community and family-focused, and relational (Watson & Edelman, 2012). Indeed, programs that have shown to be the most effective for girls at-risk or who are juvenile justice-involved are those that are community-based and focus on positive skill development (Javdani & Allen, 2016).

Latinos represent the largest minority group in the United States with the majority of children living in low-income families (U.S. Census Bureau, 2015). Given their demographic prominence, it is notable

Mi Hermana's Keeper

that research and data on Latina youth in particular is limited, with a clear lack of culturally-specific public education and outreach, assessment, treatment and aftercare both in and outside the juvenile justice system (Southwest Key Programs, 2010). One challenge when considering the research is that Latina youth have historically been classified as White in state and national surveys of juvenile justice data (Lopez & Nuño, 2016), limiting researchers' ability to access true demographic data.



Latina youth are a truly diverse group, comprising different ethnicities, histories, customs and countries of origin.

The research that does exist suggests Latina youth are at greater risk than court-involved White or African-American girls because they are more likely to have more than one referral, to have been referred for the first time for truancy, to have been referred at younger ages, and to be treated differently once in the juvenile justice system (Lyon and Spath, 2002).

Identifying Ethnic Identity/Words for Latina Youth

While the majority of the Latina youth and caregivers interviewed said they identify as “Hispanic,” this toolkit used the term “Latina” interchangeably because of recent trends in acceptance and use of the term “Latina” in the United States (Austin & Johnson, 2015). However, it is recognized that there are distinctive demographic and cultural meanings and diversity within the Latino/Hispanic community. A non-binary approach, not just black and white, was used that holds that Latina youth come from various perspectives and contexts and including Afro-Latina youth. Ethnic Identity words that the Latina youth and caregivers in this study used to describe themselves included:

- **“You’re Hispanic, You’re Latina”**
- **“Mexican” or “Mexican-American” or “Mexican, Hispanic”**
- **“Chicana”**
- **“We’re not Mexican enough, but we’re not American enough”**
- **“We’re mestizos”**
- **“A mixture, like salsa”**
- **“Tex-Mex”**

STUDY

This toolkit reports on qualitative data collected from Latina youth, their caregivers, and key stakeholders (social workers, educators, case managers, probation officers, and nonprofit leaders in community-based programs) to better understand the lived experiences of at-risk and systems-involved Latina youth (ages 10-17) in order to make recommendations for providing community-based services.

Our research is in three phases: (1) interviews and focus groups that produced qualitative data for this toolkit, (2) a pilot of the toolkit with direct service staff from which specific practice recommendations will be created to more fully operationalize the toolkit for practitioners, and (3) the development of a training curriculum and an evaluation of the toolkit to demonstrate its impact. Our research priority throughout is to promote social justice through developing culturally responsive services for Latina youth.

We used a rigorous, detailed approach called community-based participatory research. The research design is an advanced mixed methods intervention and social justice exploratory-sequential design (Creswell, 2014).

RESEARCH STEPS

- Interview questions were developed with participants, including Latina youth.
- Approval was obtained from IntegReview Institutional Review Board (IRB).
- Data was collected at three Southwest Key Family Keys program sites working with Latina youth in Austin, Laredo, and San Antonio, TX.
- Nine focus groups and 11 supplemental interviews were conducted with formerly served Latina clients, their caregivers, and key community stakeholders. Data was collected from 22 Latina youth, 18 caregivers, and 42 stakeholders.
- Participants were asked about the experiences of Latina youth, their involvement in various systems, the decision-making and external factors surrounding their behavior, and how to improve services for Latina youth.
- Audio-recorded qualitative data was transcribed verbatim, translated to English where necessary, and analyzed using MAXQDA software.
- The data was analyzed and grouped into categories of information (codes) and then grouped into broader perspectives (themes).
- The accuracy of themes was checked and recommendations created with Southwest Key staff, stakeholders, and Latina youth participating in a follow-up focus group.
- Recommendations were developed from the themes to support community-based programs serving Latina youth.

OVERVIEW OF KEY THEMES FROM LATINA YOUTH, CAREGIVERS, AND STAKEHOLDERS

Below are key themes identified from the focus groups and supplemental interviews.

Questions were asked about ethnicity and cultural values to better understand the lived experiences of Latina youth and to be culturally responsive.

THEME #1

Positives and Negatives of Ethnic Identity, Upholding “La Raza”

LATINA YOUTH

Ethnic identity “does not affect me, but I am aware of it.”

CAREGIVERS

There were **positives**—family, speaking Spanish, and being proud of your race. And, there were **negatives**—racism and acculturation.

STAKEHOLDERS

Saw both **positive and negative**, noted strong work ethic, Latinas being a strength in families, and rich cultural heritage. Concerned about negative influences on identity, such as racism.

THEME #2

Latina Youth Want to Be Heard and Value Respect

LATINA YOUTH

Want others to listen, **respect what they have to say** and “not judge it.”

CAREGIVERS

Caregivers are **raising their daughters the “same way I was raised to show respect,”** help others, know wrong from right, go to church, and value education. **Respect was an important lesson** identified to pass down to their children.

STAKEHOLDERS

Want to **focus on Latina youth strengths**. Helping them understand they are part of the process and can recover from a bad decision.

Questions were asked about how to best support Latina youth to enhance programming and understand how external factors (acculturation, systems change, and caregiver obstacles) impact outcomes.

THEME #3

The Program is Helpful and “You’re There for Us”

LATINA YOUTH

Noted the following helpful services—case management, transportation, checking in on students, and referrals for services. **All Latina youth felt that staff motivates them to improve.**

CAREGIVERS

Staff support open discussions, care about the whole family, are there in times of crisis, listen to their daughters, and provide supportive things such as transportation and incentives. **Particularly liked the focus on helping the entire family and “personalized attention.”**

THEME #4

Acculturation and Concern About Being “Stuck in the Middle”

CAREGIVERS

Concerned that their **children don’t know cultural values.** Discussed the complexity of being from two different cultures, “we’re kind of stuck in the middle.” Discussed loss of Spanish language and youth not having respect for elders.

STAKEHOLDERS

Concerned about changes throughout the generations and noted a **disconnect with the current culture not knowing the previous culture’s values.** Discussed children being treated too leniently, Latina youth being pulled between home and work, and parents not keeping up with technology.

THEME #5

Meet Caregivers “Where They Are”

CAREGIVERS

Wanted a **better understanding of the program upfront (concerned about the words “juvenile justice”)** and how the program would help their family. Enjoyed speaking with other caregivers about challenges and successes. **Many discussed the multitude of obstacles in their lives** (e.g., CPS involvement, single parents, housing instability, runaways, teenage pregnancy, gangs, drug abuse, and domestic violence).

STAKEHOLDERS

Emphasized the **need to serve as a support for the parents** and noted that each family is different and not to make assumptions. Also noted the importance of being there for families, being an example, and being intentional, particularly with planning cross-generational projects. **It was stressed that caregivers have their own issues and are eager for support.**

Questions were asked about their involvement in various systems (school, juvenile justice, and community-based programs) to better understand changes that could support their success.

THEME #6

Stakeholders Call for Systems Change, “This is a Crisis”

STAKEHOLDERS

Spoke passionately about ***fighting for systems change—wanting more prevention and early intervention*** for Latina youth. Systems change included promoting cultural competency, providing interpreters and more resources in schools, funding after-school programs, and providing affordable housing. It was also noted that Latina youth need strong female role models.

THEME #7

Teachers Need to Change and Schools Need to be Culturally Responsive

LATINA YOUTH

Want ***teachers to make changes***, such as making class more interesting.

CAREGIVERS

Want ***teachers not to assume their child is “bad”*** and want more communication, support, and motivation for their children in school.

STAKEHOLDERS

Stressed the need for ***“quality education” that promotes “cultural competency,”*** Spanish translation services in the schools, ***“individualized attention,”*** and “cross-disciplinary wraparound services.” ***“Schools need different resources. They need more resources.*** I mean we need three of her [school social worker] at our school because that’s the need of our children.”

THEME #8

Differing Caregiver and Youth Views on Being Treated Fairly

LATINA YOUTH

Felt that they are treated differently, ***“no matter what you do, they treat you differently.”*** The Latina youth noted ***strict dress codes*** as compared to others, ***administrators treating them different***, and being ***treated differently based on their skin color.***

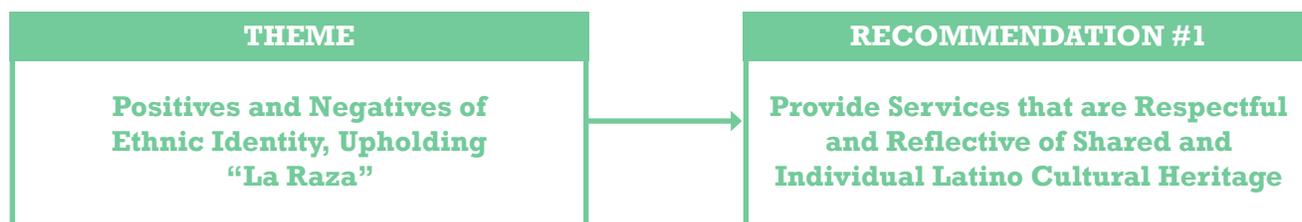
CAREGIVERS

In contrast, the ***caregivers felt their daughters were being treated fairly.*** “We’ve always been treated fairly, even when I was a kid...I’ve never seen discrimination towards her.”

RECOMMENDATIONS BASED ON KEY THEMES

The following are nine recommendations developed from the key themes. Directly below each theme is a recommendation supported by research, along with action items for service providers, program administrators, researchers, policy analysts, and key stakeholders. We offer a quick checklist for those providers who want to easily refer to each recommendation and the suggested action items discussed below.

Program-Level Recommendations



Recommendation #1

Provide Services that are Respectful and Reflective of Shared and Individual Latino Cultural Heritage

In the focus groups, the discussion of ethnic identity brought up both positive and negative associations. As part of the positives discussed, there was a focus on upholding Latino culture values. Research has found that services for Latinos that uphold and teach Latino cultural heritage show participants have greater program satisfaction and found the program to be more personally meaningful (Springer, 2004). La cultura cura, or cultural-based healing that uses a process of remembering one's true positive cultural values, principles, customs and traditions has been linked to healthy development and well-being (National Latino Fatherhood and Family Institute/ National Compadres Network, 2012). Providing services that are culture-based will support Latina youth in having a greater awareness of their own ethnic identity and will support caregivers and

stakeholders who want youth to understand their own cultural heritage. Staff need to reflect and teach cultural heritage knowing that caregivers feel "[it's very, very hard to protect our culture." Staff can look for ways to teach and integrate Latino cultural heritage throughout program services, such as speaking to clients and families in their preferred language, learning about family cultural values and discussing these in interactions, incorporating services that are specifically focused on teaching cultural heritage, and not making assumptions that every family is the same because they are Latino.

“You be proud of being a Latina. Showing that little girl that might not speak Spanish how beautiful it is.”

— Stakeholder

ACTION ITEMS #1

- Speak to families in preferred language
- Learn about family cultural values and discuss these in interactions
- Incorporate services that are specifically focused on teaching cultural heritage
- Factor in each family's strengths and characteristics, rather than applying the same approach to all.



Recommendation #2

Provide Services that Value *Respeto* and Teach Respectful Practices

The Latina youth spoke at length about wanting to be heard and valuing respect. Caregivers and stakeholders also want Latina youth to learn and show respect. Latino culture includes a complex value system that has important implications for community services. While program staff should always remain cautious about overgeneralizing, Latinos carry a cultural framework that has worked to resist acculturation (Delgado, 2007). Their core values and beliefs are often identified as *familismo*, *personalismo*, *respeto*, and *espiritualismo*. Respectively, those values are defined as being family-oriented, focusing on interpersonal relationships with high regard for warmth and agreeableness, valuing respect and honoring hierarchical roles in the family and community, and making decisions often based on spiritual and religious beliefs (Delgado, 2007). The Latina youth we spoke to would like staff and teachers to be more respectful, and for their opinions to really be heard and considered. Staff can get training on

their client’s particular Latino cultural values and how to effectively engage Latino families in their community. Family interventions often fail to take the youth’s perspective into account (Garza & Watts, 2010), which can be an easy oversight when also working to honor family and balance hierarchical roles. Stakeholders recommend (1) asking the youth how they want to be respected and validated, (2) practicing different strategies to connect and validate, (3) figuring out what motivates and interests them, (4) proactively teaching and reinforcing skills (social skills, school attendance, etc.), (5) holding quick individual check-ins such as asking about their day and hearing about their highs and lows, and (6) always reminding them they are part of the process and in control of their lives.

“Actually listen and not have like a smart comment to say about it, or like laugh at it...Just sit there and listen.”

— Latina Youth

ACTION ITEMS #2

- Train staff to uphold key cultural values of Latino families, such as *familismo*, *personalismo*, *respeto*, and *espiritualismo*
- Support staff and families in validating the opinions of young Latinas
- Ask Latina youth how they want to be respected and validated
- Hold individual check-ins with Latina youth and remind them that they are part of the process and in control

Recommendation #3

Provide Services that Utilize a Relational Approach

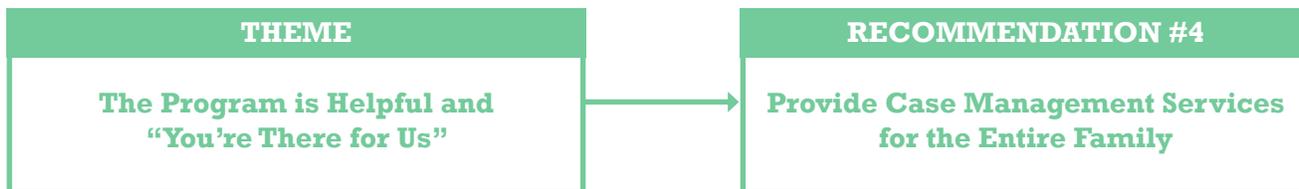
Relational theories have shown that relationships are central to supporting growth and development (Goldstein, Miehl, & Ringel, 2009). Relational approaches foster the development of caring relationships to support a sense of belonging, safety, and empowerment that is vitally needed in schools and other youth serving systems as part of a strengths based approach (Baker, Terry, Bridger, & Winsor, 1997). Further, relational-cultural theory holds that racial and cultural identities are a key

part of relationships and need to be valued and understood (Miller, 1986). Providing services with a relational-cultural lens upholds Latino values, such as the values of *simpatía* y *empatía*, an individual's ability to maintain harmonious relationships and show empathy (Ruiz, 2005). Relational strategies that staff can use include the following key clinical skills: listening, empathic responding, building rapport (building the therapeutic relationship), and being authentic (Tucker, Smith-Adcock, & Trepal, 2011).

ACTION ITEMS #3

- Provide services with a relational-cultural lens that upholds Latino values, such as *simpatía* y *empatía*
- Use relational strategies such as listening, empathic responding, and being authentic
- Focus on the Latina youth's strengths





Recommendation #4

Provide Case Management Services for the Entire Family

Latina youth and their caregivers felt strongly that the Family Keys Program was helpful, and they valued the way in which it benefited the entire family. Case management for at-risk youth and families is an essential part of supporting well-being and coordinating services (Grube & Mendenhall, 2016). Case management is a “process to plan, seek, advocate for, and monitor services from different social services or health care organizations” (NASW, 2013). Further, parental involvement is viewed as an effective approach to providing preventative services to youth (Shepard & Carlson, 2003). One study on Latino youth found that case-management along with after-school programming reduced dropout rates and was associated with positive student outcomes (Hartmann, Good, & Edmunds, 2011). Latina youth stressed the importance of case managers caring about their families, helping access essential resources, being a part of wraparound meetings, and providing one-on-one counseling. The caregivers also emphasized the importance of staff caring about their families, being supportive of students and families having open discussions,

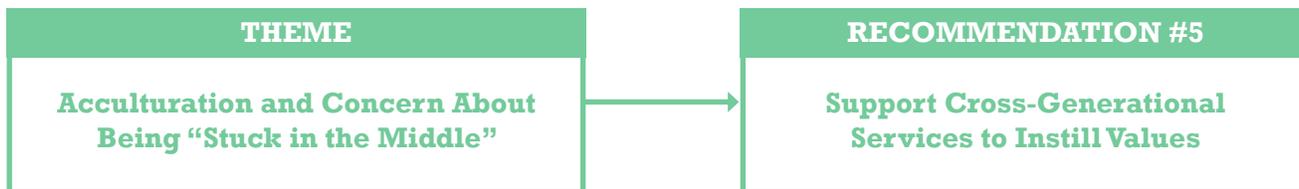
being there for families in times of crisis, checking up on their children, and providing referrals to other helpful services. One Latina talked about how the Family Keys Program provided essential resources for her family, “And they helped us a lot with that. They made sure we had – because like our house had burned down. And so, they made sure we had a place, we had food, clothes.” Lastly, stakeholders want “intensive case management,” such as providing wraparound services, facilitating caregiver skill development through parent workshops, conducting home visits, and creating programs that bond families. These “home-school collaboration” interventions have been found to be effective in supporting youth behavior and academic performance (Brandt et al., 2014; Cox, 2005; Gaitan, 2004).

“We got help tremendously from all around...to food, and they were going to help us with housing if we needed, and clothing.”

— **Caregiver**

ACTION ITEMS #4

- Help access essential resources and provide one-on-one counseling, as part of case management services with the entire family
- Support open discussions about family matters between Latina youth and their caregivers
- Support families in times of crisis and develop a referral resource manual to connect caregivers with local resources
- Develop or use referrals for “intensive case management” services when needed, such as wraparound services, linkages, home visits, and parent workshops



Recommendation #5

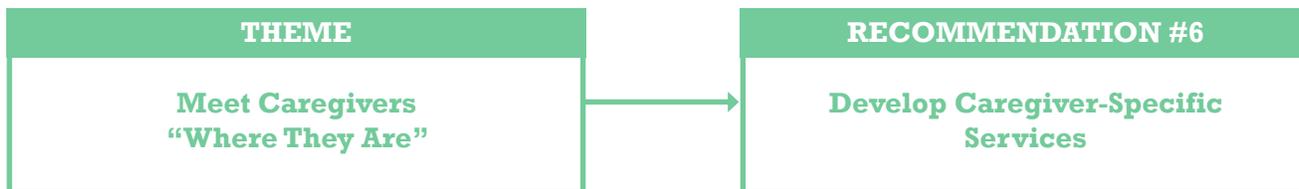
Support cross-generational services to instill values

Caregivers and stakeholders brought up significant concerns about the effects of acculturation and disconnect from previous generations. Acculturation is the process by which an individual or group takes on the traits of a host culture. Individuals acculturate at varying rates, with youth often more quickly adapting, or sometimes assimilating, to the host culture (Smokowski, Rose, & Bacallao, 2008). Both caregivers and stakeholders were concerned Latina youth are not preserving Latino cultural values and are disconnected from previous generations. In reflecting on the loss of cultural values among Latina youth, one stakeholder said, “The cultures are broken...and it’s sad.” The caregivers and stakeholders mentioned technology as another major source of cultural dissonance across generations, and noted that youth were spending too much time on technology and not connecting in-person. Using a two-generational approach of engaging the entire family has been shown to successfully address the unique needs of disconnected youth and caregivers (Aspen Institute, 2012). Services can help bridge the divide by holding family-inclusive awareness sessions aimed at opening up conversations on

acculturation and transmitting cultural values like respeto. Stakeholders stressed the importance of staff being there, being an example, and being intentional, particularly with regard to planning cross-generational projects. One stakeholder described how this was executed in her program, “Being intentional about creating cross-generational projects, about youth serving elders in some way and creating a space for those things to happen because so often now we don’t have those spaces for them, for that to happen...We match some elders with youth...and it was beautiful to see that. These young girls helping elders and feeling so proud of it, and bridging...at least for a little while, that gap.” Programs can establish cross-generational programming to instill cultural values in Latina youth that empowers the younger generation to also take on teaching roles. These efforts are consistent with research that shows giving younger and older generations the opportunity to interact allows for the preservation of historical and cultural traditions (DeVore, Winchell, & Rowe, 2016; Generations United, 2007).

ACTION ITEMS #5

- Hold collaborative discussion groups between caregivers and Latina youth on acculturation and transmitting cultural values (e.g., discussing technology use and practices)
- Be there, be an example, and be intentional (e.g., planning cross-generational projects)
- Establish cross-generational programming (e.g., youth serving elders)



Recommendation #6

Develop caregiver-specific services

Many caregivers discussed the ***multitude of obstacles in their lives*** and stakeholders emphasized the need to serve as a support for the parents. A large body of research shows parental involvement, along with a supportive home environment, is crucial to children’s academic and social success (Guerra & Nelson, 2013). It is also important for programs to use a trauma-informed care framework when working with adults and youth who have had adverse experiences in their lives. A trauma-informed care framework includes making sure that children and families are screened for trauma exposure, ensuring that service providers use evidence-informed practices, guaranteeing that resources on trauma are available and taught, and maintaining a continuity of care across all service systems (Ko et al., 2008). Further, programs can facilitate “school-based parental involvement programs” (e.g., back to school night, parent workshops on specific topics) that include parent-teacher partnerships, which are positively correlated with greater academic outcomes for students (Jeynes, 2013). The stakeholders stressed the importance of providing bilingual programs for caregivers. While it might be challenging to enforce cultural responsiveness in schools, program staff can support schools in meeting caregivers “where they are” and creating a space for Latino caregivers to come together (e.g., creating a parent engagement room in the school). One stakeholder encouraged “platicas de padres” or “parent talks” and described this effective approach for engaging parents, “How do you get the parents to come to the table? Because sometimes you’ll have parents that are always going to be at the table...if you meet them where they are, and try to open up conversations about what is happening, I think that tends to draw things out and open dialogue.” Program staff can also



*It was noteworthy that although caregivers were not asked about **obstacles or difficulties in their lives**, the majority talked about them in the focus group. The following obstacles were identified by the caregivers:*

- *Child Protective Services (CPS) involvement*
- *Transportation*
- *Drug use*
- *Fostering grandchildren*
- *Being single parents*
- *Needing food or clothing*
- *Housing instability–being evicted*
- *Alcoholism*
- *Living on the streets with the family*
- *Court involvement, being arrested*
- *Domestic Violence*
- *Divorce*
- *Lack of family support or extended family*
- *Abuse from fathers*
- *Gangs*
- *Not having a father figure in their daughter’s life*
- *Their sons not having respect for women, emotional abuse*
- *Teenage pregnancy*
- *Runaways*

encourage a more supportive home environment for children by helping caregivers overcome obstacles through intensive case management and building rapport. One stakeholder stressed the importance of encouraging and serving as a support for parents, “They’re trying to parent a child...but they can’t because they can’t get it together themselves, you know. They’re just – they’re lost...I had a parent tell me just yesterday, ‘I can’t take another struggle one more day. I can’t take it.’” By addressing the needs of caregivers, program staff are ultimately better serving

Latina youth. Finally, staff can work towards engaging caregivers early in their work with Latina youth, including improving program recruitment (e.g., not using the words “juvenile justice” and knowing that a personal connection helps in caregivers to understand the program).

“I feel like parents are hungry for the help...I’m getting that feedback. They are showing up.”

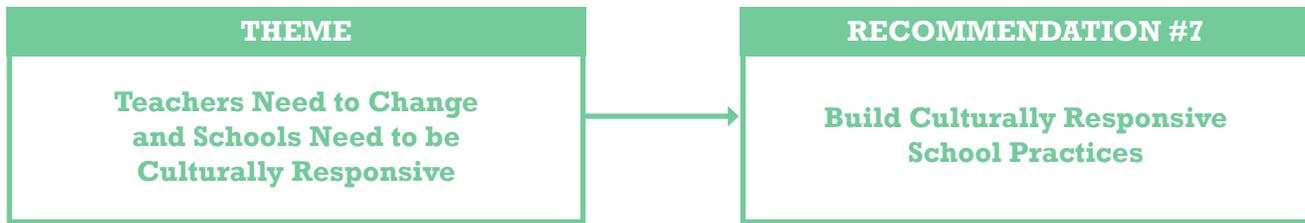
— Stakeholder

ACTION ITEMS #6

- Use a trauma-informed framework and train staff in this framework
- Provide school-based parental involvement programs that include parent-teacher partnerships
- Create a space for caregivers to come together in the school, “platicas de padres”
- Provide intensive case management and build supportive rapport with caregivers
- Develop program recruitment strategies and marketing that is relational, clear and avoids when possible the words “juvenile justice”



System-Level Recommendations



Recommendation #7

Build Culturally Responsive School Practices

The Latina youth, their caregivers, and stakeholders were asked about the types of changes that would help to bring about positive outcomes for Latina youth. Each group really focused on desired changes in the school and with teachers. Culturally responsive schools value the strengths and resilience of families and students' cultural backgrounds (Gay, 2010). Culturally responsive education is defined as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them" (Gay, 2002). In supporting culturally responsive schools for Latinos, research has shown that it is important to show a personal interest in the student's well-being inside and outside the classroom and to show kindness through your actions, among other findings (Garza, 2009). Staff can work on promoting practices that support Latina youth feeling a sense of familiarity through providing welcoming strategies, such as asking students about their day or having morning school greeters. Further, in individual meetings, teachers can use Spanish to promote familiarity and support students feeling "comfortable" or translation services, as needed. Staff can help support caregivers in gaining cultural capital through providing psychoeducation and modeling advocacy skills to negotiate the education system and school norms (Monkman, Ronald, & Théràmène, 2005). Cultural capital can be developed by caregivers

and staff promoting communication and feedback with key school staff. Caregivers want school staff to provide more hands-on support in the classroom, have more patience with their children, and not stereotype their children. Latina youth want class to be more interesting, relevant, and comfortable, such as using the culturally responsive practice of incorporating relatable aspects of students' daily lives into the curriculum and teaching (Rajagopal, 2011) and having cultural practices embedded within the school materials and lessons (Simpkins et al., 2016). Lastly, being culturally responsive includes having bilingual social workers and school counselors that reflect the students' culture in the schools. More advocacy needs to be done on the stakeholder level to increase the number of these resources (Smith-Adcock, Daniels, Lee, Villalba, & Indelicato, 2006).

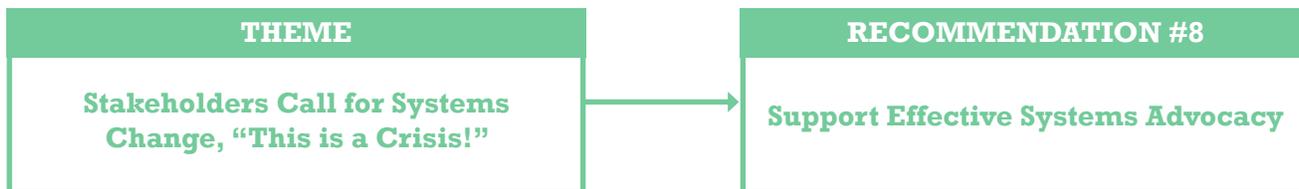
“Like, you know, how they just say ‘Good Morning’ and then they start the lesson. No, like ‘How’s your day?’ Stuff like that. Make [me] feel comfortable.” — **Latina Youth**

“There is a disconnect between the education system and our culture...if we’re not doing it in a culturally competent way, to where we acknowledge the culture that they bring with them and their family, then we are putting these students at a disadvantage.”

— **Stakeholder**

ACTION ITEMS #7

- Provide opportunities to support familiarity. Ask students about their day and welcome students.
- Advocate for school staff to use Spanish or translation services, when necessary.
- Support access to cultural capital by promoting communication between caregivers and school staff.
- Encourage school staff to support Latina youth with curriculum and teaching that incorporates relatable aspects of students' daily lives.



Recommendation #8

Support Effective Systems Advocacy

The stakeholders urged effective systems change and insist there is a crisis within schools and the juvenile justice system. Effective advocacy at the state and city level is needed to prioritize the growing majority of Latinos and to better understand how to provide prevention and intervention juvenile justice programs for Latinos. Previous research has found that the following services best support Latino students: promoting equitable resource distribution (equal programs and resources as in other high resource neighborhoods), providing high quality teachers, providing a supportive school organization and culture, and promoting active parent and community involvement (Gonzalez, 2002). Further, a recent research brief on advancing quality education for Latinos found that Latino youth are more likely to attend segregated schools of lower quality, be tracked into less challenging classes, drop out of high school in greater numbers, and not complete a higher education degree (Young, Lakin, Courtney, & Martiniello, 2012). In the juvenile justice system, it is well known that gender-specific programs are lacking

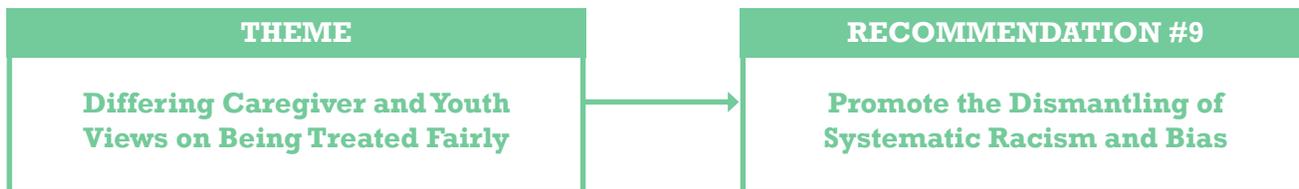
(Millenky & Mage, 2016) and that the majority of girls entering the system have experienced high rates of trauma (North Carolina Office of the Juvenile Defender, 2012). Stakeholders demand action on the creation of effective intervention and prevention programs for Latina youth, access to more bilingual social workers/counselors in the schools, collaboration with other agencies serving Latina youth, and overall advocacy for Latina youth in prevention programs. Latina youth, caregivers, staff and stakeholders can bring this vital information to key government allies to support systems change for Latina youth.

“We want the whole city – I mean, it needs to be brought to [the mayor]. This is a crisis...This is our robust future workforce, this is our robust creative collateral in this city...When is [this city] ready to take a cultural shift.”

— Stakeholder

ACTION ITEMS #8

- Partner with stakeholders and advocate for equitable resource distribution (resources equal to those in other neighborhoods), high quality teachers, supportive school culture, active parent involvement, and appropriate intervention/prevention programs for Latina youth.
- Advocate for more bilingual social workers and counselors in the schools
- Collaborate with other agencies serving Latina youth
- Partner with stakeholders to inform key government allies of “crisis” in providing funding and training for juvenile justice prevention programs that are gender-specific and trauma-informed



Recommendation #9

Promote the Dismantling of Systematic Racism and Bias

The caregivers and Latina youth had different views on being treated fairly. The youth talked about the discrimination they experienced at school, “No matter what you do, they treat you differently.” In contrast, the caregivers felt their daughters were being treated fairly. Research shows students of color are disproportionately disciplined and punished more severely in school (Skiba, 2011) and that these disparities are at least partially due to implicit racial bias (Wald, 2014). Fortunately, related research also asserts people can unlearn their unconscious prejudices through awareness of the bias, concern about its effects, and practicing strategies to undo it (Devine, Forscher, Austin, & Cox, 2012). The Latina youth said their dress code is more strictly enforced as compared to their White peers, administrators treat them unfairly based on personal bias, and they are treated differently based on their skin color. One Latina discussed the prejudice she has experienced, “I just think it depends on who the administrator is. Like how they are - like what they believe.” Staff can mitigate these experiences by employing anti-discriminatory strategies, such as learning specific information about individuals before

making a judgment, replacing stereotypic responses with unbiased ones, considering examples that disprove stereotypes, considering the world from the perspective of the stereotyped individuals and supporting positive interactions with them (Devine et al., 2012; Wald, 2014). Similarly, staff can support caregivers by not stereotyping their children’s behavior and believing that they can succeed. One caregiver urges, “Don’t let nothing hold her back, regardless that she’s been in the system or not, so many years. Hold your head up high. You are a minority. You can do it.” Program staff can provide consciousness-raising workshops on undoing racism and support collaborative discussion groups between caregivers and Latina youth on how racism is experienced.

“We think no matter what you do, they treat you differently.” — **Latina Youth**

“I feel like they think that we’re bad or something.” — **Latina Youth**

ACTION ITEMS #9

- Develop interventions aimed at reducing implicit racial bias
- Use anti-discriminatory strategies – such as learning about individuals and seeing the potential for success in each Latina youth
- Develop and host consciousness-raising workshops on undoing racism
- Hold collaborative discussion groups between caregivers and Latina youth on how racism is experienced to bridge differing views

RECOMMENDATIONS & ACTION STEPS CHECKLIST

The following are program suggestions for working with at-risk and system-involved Latina youth. The suggestions should be modified for appropriateness to your program site. For the blank box, add action items that are tailored to your program.

1. Provide services that are respectful and reflective of shared and individual Latino cultural heritage

- Speak to families in preferred language
- Learn about family cultural values and discuss these in interactions
- Incorporate services that are specifically focused on teaching cultural heritage
- Factor in each family's strengths and characteristics, rather than applying the same approach to all
- _____

2. Provide services that value *respeto* and teach respectful practices

- Train staff to uphold key cultural values with Latino families, such as *familismo*, *personalismo*, *respeto*, and *espiritualismo*
- Support staff and families in validating the opinions of Latina youth
- Ask Latina youth how they want to be respected and validated
- Hold individual check-ins with Latina youth and remind them that they are part of the process and in control
- _____

3. Provide services that utilize a relational approach

- Provide services with a relational-cultural lens that upholds Latino values, such as *simpatía y empatía*
- Use relational strategies such as listening, empathic responding, and being authentic
- Focus on the Latina youth's strengths
- _____

4. Provide case management services for the entire family

- Help access essential resources and provide one-on-one counseling, as part of case management services with the entire family
- Support open discussions on family matters between Latina youth and their caregivers
- Support families in times of crisis and develop a referral resource manual to connect caregivers with local resources
- Develop or use referrals for "intensive case management" services when needed, such as wraparound services, linkages, home visits, and parent workshops
- _____

5. Support cross-generational services to instill values

- Hold collaborative discussion groups between caregivers and Latina youth on acculturation and transmitting cultural values (e.g., discussing technology use and practices)
- Be there, be an example, and be intentional (e.g., planning cross-generational projects)
- Establish cross-generational programming (e.g., youth serving elders)
- _____

6. Develop caregiver-specific services

- Use a trauma-informed framework, train staff in this framework
- Provide school-based parental involvement programs that include parent-teacher partnerships
- Create a space for caregivers to come together in the school such as “platicas de padres”
- Provide intensive case management and build supportive rapport with caregivers
- Develop program recruitment strategies and marketing that is relational, clear and avoids when possible the words “juvenile justice”
- _____

7. Build culturally responsive school practices

- Providing opportunities to support familiarity, ask students about their day and welcome students
- Advocate for school staff to use Spanish or translation services, when necessary
- Support access to cultural capital by promoting communication between caregivers and school staff
- Encourage school staff to support Latina youth with curriculum and teaching that incorporates relatable aspects of students’ daily lives
- _____

8. Support effective systems advocacy

- Partner with stakeholders and advocate for equitable resource distribution (resources equal to those in other neighborhoods), high quality teachers, supportive school culture, active parent involvement, and intervention/prevention programs for Latinos
- Advocate for more bilingual social workers and counselors in the schools
- Collaborate with other agencies serving Latina youth
- Partner with stakeholders to inform key government allies of “crisis” in providing funding and training for juvenile justice prevention programs that are gender-specific and trauma-informed
- _____

9. Promote the dismantling of systemic racism and bias

- Develop interventions aimed at reducing implicit racial bias
- Use anti-discriminatory strategies - learn about individuals and see the potential for success in each Latina
- Develop and host consciousness-raising workshops on undoing racism
- Hold collaborative discussion groups between caregivers and Latina youth on how racism is experienced to bridge differing views
- _____



CONCLUDING THOUGHTS FROM OLIVIA AND HER MOTHER

Once you guys show them...you know what? We are here for you. We understand what you are going through. We're here to help you. That's – that's all they need. They need love.

– Olivia's Mother

My goal is to be a veterinarian or to work in criminal justice...and I feel supported now in reaching my goals. It's just the people I choose to hang around with are a negative influence. Now, I see why my mom and this program didn't want me to hangout with them. They are only going to keep me from my goals. I'm determined to pass and determined to do something good.

– Olivia

CONCLUSION

One in four female students in public schools across the nation is Latina. It is projected that by 2060, Latina youth will form nearly a third of the population in the United States (Gándara & Initiative, 2015). In the White House Initiative on Educational Excellence for Hispanics, Latina youth have been identified as the “linchpin of the next generation.” Yet, there has been a clear gap in developing and providing culturally and gender-responsive services for some of the most vulnerable of this group, those who are at-risk or systems-involved.

Services need to be designed that affirm Latino/Hispanic cultural values and assets (Delgado, 2007). Staff need to be aware and intentional in supporting at-risk and systems-involved Latina youth who are dealing with multiple marginalities from their gender, age, race, and class (Javdani & Allen, 2016). It is necessary to provide gender-responsive services that are comprehensive, safe, empowering, community and family-focused, and relational (Bloom, Owen, & Covington, 2006; Millenky & Mage, 2016; Watson & Edelman, 2012). Providers working with Latina youth need to go beyond gender-responsive practices to provide culturally-responsive services as well.

This toolkit provides culturally responsive, gender-specific, trauma-informed, strengths-based and developmentally appropriate prevention and intervention services for Latina youth at risk of placement in juvenile detention (OJJDP, 2016). The toolkit addresses a clear research and practice gap in which research findings have not been translated into actionable steps for working with at-risk and systems-involved Latina youth in community settings (Walker, Muno, & Sullivan-Colglazier, 2015). From their voices and lived experience, the following nine key recommendations for supporting Latina youth were identified, along with suggested action items for addressing each of these recommendations:

Program-Level Recommendations

- 1. Provide services that are respectful and reflective of shared and individual Latino cultural heritage*
- 2. Provide services that value respeto (respect) and teach respectful practices*
- 3. Provide services that utilize a relational approach*
- 4. Provide case management services for the entire family*
- 5. Support cross-generational services to instill values*
- 6. Develop caregiver-specific services*

System-Level Recommendations

- 7. Build culturally responsive school practices*
- 8. Support effective systems advocacy*
- 9. Promote the dismantling of systemic racism and bias*

It is imperative that we support this “linchpin” generation of Latina youth who, in their own words, dream of becoming the next, or even the first educational and economic achiever in their family. They dream of becoming “the first college graduate in my family,” “having a family in the future,” of “going to law school” or “getting a career,” among many other things. As one Latina said, “Nothing is going to stop me from getting to where I want to be.”

RESOURCES

1. Provide services that reflect and teach shared Latino cultural heritage

- Learn more about Latino cultural values.
https://healthyhispanicliving.com/healthcare_policy/personalized_care/cultural_values_of_latino_patients_and_families/
- Read about the CDC's recommendations for using cultural insight to communicate effectively with Latinos.
http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/hispanic_latinos_insight.pdf
- Learn more about Latino ethnic identity and individual differences.
<http://www.pewhispanic.org/2012/04/04/when-labels-dont-fit-hispanics-and-their-views-of-identity/>
- This Latino Heritage Resource Packet provides information on honoring Latino/Hispanic Heritage Month and allows readers to test their knowledge. While it was created for a school setting, it can easily be adapted for program activities.
<http://www.teachingforchange.org/wp-content/uploads/2012/08/download-in-pdf.pdf>
- This is a great discussion activity to use with youth to support a better understanding of Latino heritage.
<http://www.tolerance.org/activity/latino-heritage-discussion-activity>
- Use these electronic flashcards with staff and/or youth to support a better understanding of Latino cultural values. Users can also create a free Quizlet account and build their own set of flashcards.
<https://quizlet.com/105855365/latino-cultural-family-values-flash-cards/>

2. Provide services that value *respeto* and teach respectful practices

- Community Tool Box provides excellent guidance on respectful engagement and enhancing cultural competence on individual, program, and organizational levels. Explore the site for useful information on other issues, such as advocating for change, influencing policy development, and sustaining an initiative.
<http://ctb.ku.edu/en/enhancing-cultural-competence>
- Learn more about enhancing linguistic and cultural competence in your program.
http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/cultural-competence.html#
- Explore the Respect Kit designed for respect-building programming with teens. This toolkit provides great activities staff can complete with youth to show them they are respected and validated.
http://therespectinstitute.org/wp-content/uploads/2011/09/Kit_LookInside.pdf

3. Provide services that utilize a relational approach

- Learn about the relational-cultural theory and get resources on trainings, videos, and conferences.
<https://www.jbmti.org/Our-Work/relational-cultural-theory>
- Modify this PowerPoint training on relational-cultural theory for your next staff training.
https://www.ndsu.edu/fileadmin/hde/research/RCTHDE_v4.pptx
- This article gives helpful tips in building relationships with students in a school setting with useful exercises to build empathy and understanding.
<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/129/Classroom-Management-Strategies-for-Difficult-Students.aspx>
- Use these activities with staff to build authentic relationships with at-risk youth.
http://dropoutprevention.org/wp-content/uploads/2015/07/SlidePresentationResources_20091110.pdf
- Activities to use with youth to support strength and empowerment.
<http://pyeglobal.org/resources-for-social-artists/workshop-activities/>

4. Provide case management services for entire family

- Read about trauma-informed care with links to trainings and free online webinars
<https://www.thenationalcouncil.org/areas-of-expertise/trauma-informed-behavioral-healthcare/>
- Learn more about serving communities through family-focused programs.
http://www.ncdsv.org/images/NAHF_LaDiferenciaGrassrootsOrganizationsUniquelyServingHispanicCommunities_10-2012.pdf
- Harvard Family Resource Project provides excellent information and resources on family engagement and out-of-school time programs. Explore the site for other related information on at-risk youth and promoting positive child development.
<http://www.hfrp.org/family-involvement/publications-resources/focus-on-families!-how-to-build-and-support-family-centered-practices-in-after-school>
- National Wraparound Initiative provides information about wraparound services, resources, webinars, and opportunities to connect with other service providers.
<http://nwi.pdx.edu/>

5. Support cross-generational services to instill values

- Learn more about the benefits of cross-generational programs.
<http://gu.org/LinkClick.aspx?fileticket=71wHEwUd0KA%3D&tabid=157&mid=606>
- Find additional information and resources on cross-generational programs here.
<https://www.binghamton.edu/public-administration/faculty-staff/Warner%20Homsy%20Greenhouse.pdf>
- Use this guide from Generations United to facilitate successful intergenerational activities.
<http://www.intergenerational.clahs.vt.edu/pdf/jarrotttriedtrue.pdf>
- Promote cross-generational programs at your site with this infographic.
<https://s3.amazonaws.com/pushbullet-uploads/ujzNDwQrsR2-VvslQ43LKw5jPc3GIPSuh2KBOKR9n1ub/2015bestiginfographic.jpg>

6. Develop caregiver-specific services

- Learn more about strengthening families by first promoting successful parenting. This brief focuses on early childhood, but the approaches can be implemented to serve families with older youth as well.
<http://nationalassembly.org/fspc/documents/PolicyBriefs/FSPBrief23FINAL.pdf>
- This infographic provides useful information on supporting parents in the school setting.
<http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>
- Adapt this PowerPoint Presentation to promote parent empowerment with staff and school personnel.
http://www.esc16.net/users/0020/UpdatedPowerpoints_8.4.2016/Parent%20Empowerment%20Toolkit%202016-17%2007082016.pdf

7. Build culturally responsive school practices

- Inclusive Schools Network provides information on supporting inclusive, or culturally responsive schools, as well as provides additional resources.
<http://inclusiveschools.org/category/resources/culturally-responsive-instruction/>
- Find practical tips, along with additional resources, on making lessons culturally responsive and engaging for diverse brains.
<http://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/>
- Learn more about family-school partnerships and the importance of parental involvement in education. This resource also provides family engagement tools.
<https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships>
- This article explains the unique parental involvement style of Latino parents.
<http://hispaneduca.org/?p=602>

8. Support effective systems advocacy

- Links to materials about nonprofit advocacy, ranging from advocacy toolkits, case studies, and informative “how to” sheets to recent opinion pieces and information about federal, state, and local laws.
<https://www.councilofnonprofits.org/everyday-advocacy-resources>
- Ideas on how to support advocacy from the School Social Work Association of America.
<http://www.sswaa.org/?247>
- An organization dedicated to organizing Hispanics for political equality- links to fact sheets, reports, videos, and conferences.
<http://www.latinas.org/site/c.qwL6KiNYLth/b.2247283/k.BE35/Home.htm>
- A short how-to on building advocacy coalitions.
http://www.who.int/pmnch/media/news/2012/advocacy_building_coalitions.pdf
- Search the collaboration hub to find other non-profit organizations to collaborate with by geographical area or topic.
<http://grantspace.org/tools/collaboration>
- Learn general rules and tips for how to organize for legislative advocacy or click on other chapters to learn about advocacy steps.
<http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/legislative-advocacy/main>

9. Promote the dismantling of systemic racism and bias

- Explore and build a customizable resource guide on racial equity and so much more. Users can create a free account and filter resources by area of focus, related issues, and type of resource (e.g., journal articles, videos, books, websites).
<http://www.racialequityresourceguide.org/>
- This resource explains implicit racial bias, as well as provides additional sites, resources, and research on the issue.
<https://www.racialequitytools.org/act/communicating/implicit-bias>
- Test yourself for hidden biases! Explore the site for additional information on tolerance, acceptance, and respect of diversity. The classroom resources provided can be used to develop program activities and conscientious-raising workshops.
<http://www.tolerance.org/activity/test-yourself-hidden-bias>
- Find the Implicit Bias Toolkit on overcoming biases and ending racism.
<http://www.kingcounty.gov/elected/executive/equity-social-justice/tools-resources.aspx>
- Learn more about implicit racial bias, along with reduction strategies and additional resources, from this in-depth guide.
<https://www.justice.gov/crs/file/836431/download>

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