



Deutsche Bank Americas Foundation

Anchoring Achievement in Mexican Communities

*An Initiative to Expand and Strengthen Educational Opportunities
for Mexican Children, Youth and Families in New York City Communities*

Request for Proposals

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DEUTSCHE BANK AMERICAS FOUNDATION

Deutsche Bank's commitment to communities in the Americas is grounded in a long-standing tradition of social responsibility. Deutsche Bank Americas Foundation (DBAF) leverages the firm's thought leadership to customize innovative strategies that address the needs of the underserved. Its program of loans, investments and philanthropic grants is designed to promote wider access to quality education, encourage sustainable community development and provide steadfast support for the arts.

DBAF is dedicated to improving the outcomes for historically disadvantaged student groups in the New York City public school system. Resources are targeted to spur achievement for students and schools through support of programs to ensure children and youth: are in school and ready to learn, and can acquire the knowledge and skills needed to further their talent and be productive in the workforce. Recognizing the importance of collaborations between schools, families and community organizations to achieve these aspirations, DBAF invests in seeding partnerships that bring together these and other important stakeholders, and propelling their work to scale.

BACKGROUND

In November 2011, *The New York Times* published an article that called attention to the high dropout rates among Mexican and Mexican-American youth in New York City. Deutsche Bank was struck by the educational disconnection experienced by so many in this fastest growing immigrant population, particularly in contrast to high labor market participation rates. Resonating with the firm's business and philanthropic interests in Latin America, of which Mexico has a large share, and commitment to immigrant communities in New York City, Deutsche Bank was prompted to better understand the issue, its consequences, and opportunities for intervention.

In August 2012, DBAF engaged Community Service Society of New York (CSS) to conduct additional research on the education, employment and income trends for children and youth of Mexican origin in New York City, and their families. CSS's work is intended to unpack and articulate the unique educational needs of the Mexican community, and the context in which these needs are currently being addressed or unmet. CSS's research and analysis has provided real-time data that has informed the design of this initiative. CSS's report will be available in March.

Since 1990, the share of Mexicans among the City's Latinos has increased nearly fivefold. Currently counted at approximately 310,000, it is expected that Mexicans will surpass other sub-groups to become the City's largest Latino nationality over the next ten years. Mexicans are a relatively new immigrant group and therefore have fewer civic institutions, shallower community roots and the least developed English-language abilities. While labor participation rates are high – they have the lowest unemployment rate among the City's Latino sub-groups – they are trapped in low-wage jobs that do not afford them a pathway out of poverty. Two-thirds live in near-poor households with earnings below 200 percent of the federal poverty line. Mexican and Mexican-American students have the lowest rates of school enrollment, academic engagement and degree attainment of all NYC public school students. These widespread challenges overwhelm those organizations working to alleviate them. The barriers to educational engagement and success for this community of immigrant New Yorkers are unique and go largely unaddressed.

Deutsche Bank is compelled to respond to these challenges, and recently undertook an extensive literature review, and also convened and consulted with over 50 nonprofit, private and public sector leaders. By also building a constituency among the firm's employees and clients who have a personal and/or professional interest in Mexico and the experience of Mexicans in the United States, Deutsche Bank has defined what it believes to be a thoughtful response led by Deutsche Bank Americas Foundation.

Anchoring Achievement in Mexican Communities

Deutsche Bank Americas Foundation (DBAF) has established *Anchoring Achievement in Mexican Communities*, an initiative designed to improve the long-term educational and economic well-being of children, youth and families of Mexican origin in New York City. This effort will support "neighborhood



networks” among community nonprofits, schools, libraries and others – anchoring them in communities as integrated hubs that provide access to comprehensive, high quality educational programs and services. Through a collaborative structure, the typical challenges to nonprofits of competition and siloed resources are mitigated, and meaningful collective action is made possible. DBAF will fund partnership models to:

- Increase the availability and accessibility of high quality educational programs and services
- Increase student and parent engagement in and completion of school and community-based learning activities
- Improve academic performance and, where applicable, employment prospects

Attainment – whether educational or economic – in the Mexican community is contextualized around the family unit, not the individual. Serving whole families requires a comprehensive approach that, to be most effective, must also be targeted. This grant program will support the delivery of direct services that are:

- *Neighborhood-based:* By developing a spectrum of services within a shared geography, this initiative weaves together new and existing resources that can be made available and accessible to families who live and work there. Data show that Mexican immigrant families in New York City are concentrated in nine neighborhoods: Jackson Heights, Elmhurst/Corona, and Astoria in Queens; Sunset Park and Bushwick, Brooklyn; Washington Heights/Inwood and East Harlem, Manhattan; Mott Haven/Hunts Point and Soundview/Parkchester, Bronx; and along the North Shore of Staten Island.
- *Targeted toward one of two identified high-need student groups:* Informed by both analyzed data and on-the-ground reports from community leaders, two student populations are reported most in need of effective education engagement: *young learners*, pre-school through grade 3, and *high school students*. Early learners do not have the proper supports to be most ready to enter and perform in school. High school students, many of whom are currently leaving school to enter the workforce, need to be supported to re-engage and/or remain in learning activities that better equip them for advancement in the world of work.
- *Inclusive of parents:* To achieve strong positive outcomes, a comprehensive effort must involve parents so to develop them as advocates for their children and their communities, and also to provide them opportunities for education engagement and economic stability as well. Research shows a strong correlation between parental education and outcomes for children. As such, this two-generation approach is a central tenet upholding the envisioned success of this initiative.

To improve and advance effective programs and practices across New York City, *Anchoring Achievement in Mexican Communities* will build capacity among and between organizations. Neighborhood networks will define a shared vision, capacity, goals and implementation strategies. Also, leaders across geographic and program areas will be connected so they may share resources, analyze new information and ideas, and better support each other toward their collective goals. The initiative will also help raise awareness to build public engagement. The City’s Mexican immigrant community has little civic representation; there are no public officials who directly and vocally advance solutions to their needs. As such, this initiative will further support nonprofits and communities to assume that role and responsibility.

This RFP invites applications from nonprofits interested in partnering with DBAF to deliver educational program and services. The proposal process has two stages and requires first applying for a planning grant and if awarded, later applying for an implementation grant.