

LATINO LEADERSHIP AND SOCIAL CHANGE:
 AN EVALUATION OF GRANT MAKING OF
 THE CHICAGO COMMUNITY TRUST,
 FY 2001-2003

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REPORT SUMMARY

Introduction

This report presents a summary of findings of a study undertaken by the Institute for Latino Studies (ILS) at the University of Notre Dame of grant making for Latino leadership development of The Chicago Community Trust. The grants included in the study, with one exception, were awarded during the Trust's 2001, 2002, and 2003 fiscal years (ending September 30). The report provides major findings in a narrative form. ILS has also prepared a Power Point presentation of study findings as well as a longer, more detailed report, which includes the questionnaires used in the study interviews. This summary of findings presents the background and rationale for the study, its methodology, its principal findings, and recommendations for various constituencies.

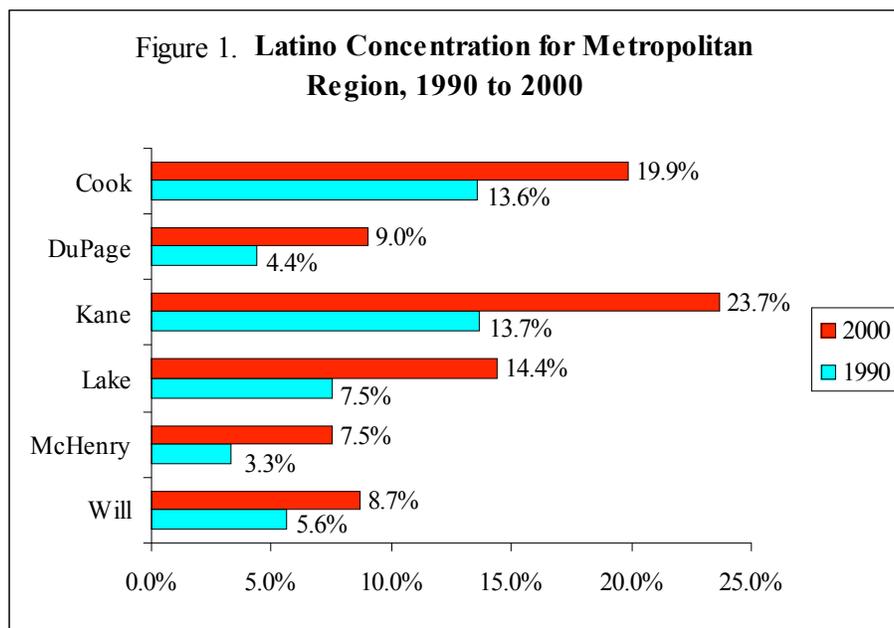
Background and Rationale

An interest of the Trust since its earliest years: The Chicago Community Trust has a long history of interest in incorporating immigrants and minorities into the American mainstream. One of the first significant activities of the Trust was the publication of a study of immigrants and African Americans in Chicago. The study listed the organizations that were working to facilitate the "Americanization" of the city's newest residents and provided recommendations for promoting their full participation in civic life. The report, *Americanization in Chicago: The Report of a Survey*, was prepared by Frank Loomis and published in 1920. The Trust's *Annual Report* for 1921 mentions "the general development of good citizenship" as one of the three key phases in the incorporation of newcomers. The first known Trust grant to a Latino organization was that made to the Mexican American Council in 1953. In 1957, according to that year's Annual Report, the Trust boosted by 11% its support for programs that assisted Puerto Ricans, Mexicans, and other newly arriving groups in "adjusting . . . to city life." The year 1971 marked the beginning of a series of grants to a growing number of Latino organizations that continues to this day. From then until now, a portion of the grants has been for organizations and projects that aim to give a greater voice to Latinos in their neighborhoods and in the broader community.

The Trust is not the only local philanthropic institution supporting civic participation in the Latino community. Together, Chicago foundations have had significant impacts over the years on the current Latino leadership landscape. As one member of this study's Advisory Committee stated, "If we track the recent history of Latinos in Chicago, we can see that many current Latino leaders got their beginnings at the community level. This includes elected officials such as Senator Miguel del Valle and Congressman Luis Gutierrez and community leaders, such as Jesus Garcia, Executive Director of Little Village Community Development Corporation and former

State Senator and Raul Raymundo, Executive Director of The Resurrection Project.” Clearly by developing leaders at the community level, a leadership base has been created which now speaks for Latinos at the local, state, and national levels.

Growth of the region’s Latino community: From 1990 through 2000, Latinos in Illinois grew by 69 percent, comprising 12.3 percent of the state’s total population. During the same time period, the state’s non-Latino growth rate was only 3 percent.¹ In 2000 the Latino population of Illinois was the fifth largest in the nation: one in eight Illinoisans was of Latino descent. Most of the growth of the Latino population in Illinois was experienced in the six-county Chicago region. While only 62 percent of non-Latino Illinoisans resided in metropolitan Chicago, 92 percent of the state’s Latinos were concentrated there. Each of the six counties experienced a growth in their Latino populations from 1990 to 2000. The smallest growth was witnessed in Cook County (54 percent), whereas McHenry County experienced the largest growth in Latino population (223 percent). In 2000, almost one-fourth (23.7 percent) of Kane County’s population was of Latino descent, compared to its 1990 concentration of 13.7 percent. (See Figure 1.)

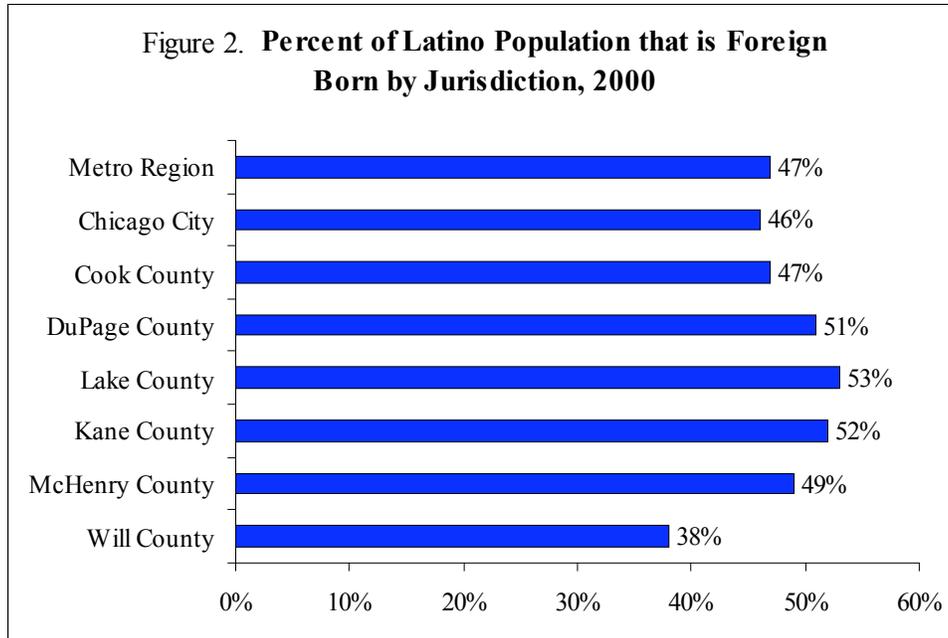


Source: US Census Bureau, 2000

A significant portion of the Latino growth from 1990 to 2000 was due to immigration. In 2000, almost half (47 percent) of the Latino population in the six counties was foreign born. In DuPage, Lake, and Kane Counties, the majority of the Latino population was born outside of the United States (51 percent, 53 percent, and 52 percent, respectively).² The city of Chicago has rates similar to the region—47 percent of the Latinos residing in Chicago were born outside of the United States. (See Figure 2.)

¹ Zurita, M. (2003a). *Latino Population – Young and Growing Fast!* [Latino Research @ ND](#), v1 n1.

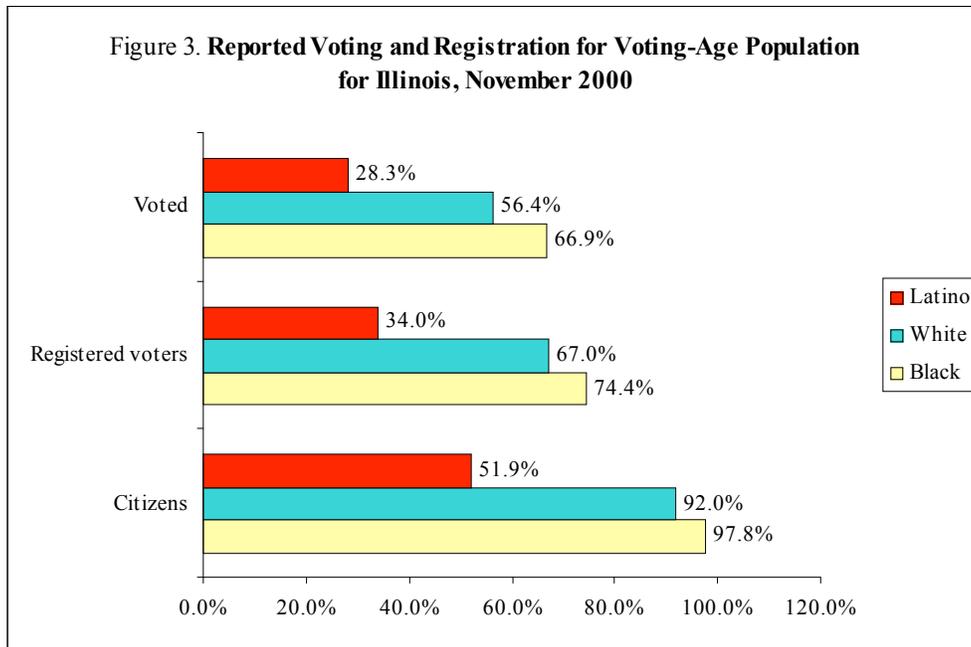
² Census Bureau, 2000. Analysis conducted by the Institute for Latino Studies Research Unit.



Source: US Census Bureau, 2000; Analysis conducted by the Institute for Latino Studies Research Unit

Although the Latino population is booming in terms of growth rates, they have low number of voters, which translates into limited impact on policy. Using voter registration and voting as a measure of civic participation, we see that in Illinois, Latinos show significantly lower participation than Whites and African Americans. In the November 2000 election, less than 52 percent of Latinos in Illinois were citizens, which clearly lowered the number of Latinos who could vote.³ (See Figure 3.)

³ Jamieson, A., Shin, H.B., & J. Day. (2002). *Voting and Registration in the Election of November 2000*. Washington, DC: US Census Bureau.



This was quite the opposite for Whites and Blacks whose majorities were citizens (92 percent and 98 percent, respectively). With only half of the Latino population being citizens, it was not a surprise that only one-third (34 percent) of all Latinos in Illinois were registered to vote, whereas 67 percent of Whites and 74 percent of Blacks were registered. In terms of those who actually went to the polls, less than 30 percent of Latinos in Illinois voted, compared with 56 percent of Whites and 67 percent of Blacks. It is important to note that Latinos have voting rates similar to other groups; 83 percent of all Latino registered voters voted during the November 2000 election, compared to 84 percent of Whites and 89.9 percent of Blacks. Due to their citizenship status, however, many Latinos do not qualify to vote; less than one-third of Latinos in Illinois have their voices heard through voting. As such, it is imperative that Latinos have their voices heard through other forms of civic participation.

The Study Methodology

In the spring of 2004 The Chicago Community Trust commissioned an evaluation of its grant making in which the major focus of the grant or a major activity of the grantee was to develop the leadership capacity of Latinos. The purpose of the evaluation was to study the impact that has been made in leadership effectiveness, organizational effectiveness, and Latino civic engagement more broadly. The organizations included in the evaluation study all provided leadership development opportunities for Latinos. They had in common that (1) they developed the capacity of ordinary residents to bring about positive change in their communities, and (2) they conducted outreach, provided training, and mobilized residents to take action for such change. A total of 17 grantees were included in the study. Sixteen organizations received a minimum of one grant from The Chicago Community Trust during FY 2001 through FY 2003. One organization was included in the evaluation at the request of Trust staff for a grant received in 1999 because of its continuing work in Latino leadership development. The following organizations were included:

1. Alliance of Logan Square Organizations
2. Bickerdike Redevelopment Corporation
3. Blocks Together
4. Family Services of South Lake County
5. Illinois Coalition for Immigrant and Refugee Rights
6. Interfaith Leadership Project of Cicero, Berwyn, and Stickney
7. Jesus Guadalupe Foundation
8. Latinos Progresando
9. Little Village Community Development Corporation
10. Little Village Environmental Justice Organization
11. Logan Square Neighborhood Association
12. Northwest Neighborhood Federation
13. Organization of Northeast
14. Pilsen Alliance
15. Telpochcalli Community Education Project
16. The Resurrection Project
17. West Town Leadership United

The grantees worked with residents of the Chicago communities of Logan Square, West Town, Humboldt Park, Belmont-Cragin, Hermosa, Little Village, Pilsen, Uptown, Edgewater, West Ridge, and New City and the suburban municipalities of Cicero, Berwyn, Highwood, and Waukegan. Two grantees conducted leadership development activities for Latinos throughout the region. The study took place from late March through late August of 2004. Thirty grants were included in the study, which totaled over \$1.3 million.

The majority of the data for this study was obtained from interviews. There were four categories of respondents: grantee staff, community leaders (trained and/or engaged by the grantee organizations), policymakers, and civic leaders. A total of 76 interviews with 83 people were conducted. Grantee staff was interviewed in person. The interviews with leaders were conducted by telephone. There were a total of 45 leaders interviewed, including 34 women and 11 men. They represented 16 of the 17 organizations. The policymaker and civic leader interviews were conducted in person. Six individuals were interviewed from each category. All of the policymakers were also male. Five were elected officials, and one was a city department official. Two of the civic leaders were female, and four were male. They included executive directors of community-based organizations, as well as educational and religious leaders.

Major Findings

The following emerged as the most salient findings of the evaluation:

- 1. There is not one way to develop leaders; rather, there are a variety of methods, and organizations may utilize more than one.**

There are four major ways that leaders are being developed: community organizing, leadership trainings, by specific issues, and through specific projects. One way that

grantees develop leaders is through traditional community organizing, which includes leadership trainings of leaders and staff. Another method is through straight leadership training programs, such as the training of Mexican home town association leaders from throughout the region. Some grantees train leaders through a specific issue, such as immigration. Another method for developing leaders is through specific projects, such as an educational program in the community.

2. Although respondents provided many definitions of leadership, a working definition emerged.

The research team synthesized the many definitions provided to create a working definition for the purposes of this report:

A leader is anyone with a vision who understands and voices the needs of the community, develops a constituency, and facilitates the involvement and development of others to bring about social change.

3. There are many challenges to developing Latino leaders.

The grantees articulated multiple challenges to developing Latino leaders. Many of these challenges directly result from immigration. Some Latinos lack trust in others and fear being exposed, particularly if they are undocumented. Other immigrants, especially those from Mexico, may be politically indifferent and feel that their voices would not create change. Those who are not fluent in English pose a challenge because organizations must translate written materials and verbal communications, which require time and funds. Many Latinos, immigrant and native alike, have limited financial resources and time. They may work two or more jobs to make ends meet. These factors make it difficult for them to fully participate with community organizations, particularly because many are low wage earners and their participation could result in a loss of income. Another challenge posed by both immigrant and native Latinos are low levels of formal education, which then require organizations to deconstruct concepts for their understanding. Some female leaders experience difficulties in participating due to gender expectations. Additionally, organizations face practical issues, such as providing food, child care, and transportation for meetings, which are needed for participation in Latino communities and place financial burdens on the organizations.

4. Participation in leadership programs and activities has had significant benefits on leaders' lives.

Although there are many challenges to developing Latino leaders, there are also many benefits. Leaders experienced increases in their self-confidence levels. They expressed personal satisfaction over helping their communities. As a result of their leadership trainings and activities, leaders had stronger positive roles in their own families, such as becoming role models for their children. The leadership process developed social connections and networks for individuals, both inside and outside of their communities. Through the trainings and activities, leaders developed their social and professional

skills, which included public speaking, writing, and facilitation skills. Leaders also benefited from their participation by gaining knowledge of US culture and systems, which for many had been barriers to their civic participation.

5. Grantees and leaders have had significant impact on communities.

Through their leadership development programs and activities, grantees and their leaders have had significant impacts on their communities and society through their civic engagement and policy and community changes. Collectively, more than 750 leaders were developed through grantees' activities. Ninety percent of leaders interviewed contacted legislators or policymakers, which is a significant contribution to society in and of itself. Additionally, the grantees and their leaders have worked to create policy and community changes in the areas of health, housing, safety, education, environment, and transportation. In these important changes the grantees were major, indispensable actors. Many changes had local impacts, such as closing liquor stores and drug houses, improving the renovation of a local library, making the community more aesthetically and environmentally pleasing, and recruiting candidates for the local school council elections. Other local efforts had larger implications, such as making the Chicago Transit Authority accountable for the renovation of an "E" line so that transportation did not cease in certain communities or having Chicago Public Schools promise the future building of a school to ease the overcrowding in local classrooms. A non-Latino municipal official in a suburb with a significant Mexican immigrant community spoke of the impact of having Latino residents with the capacity to participate in the civic arena: "I have two separate communities now. By developing Latino leaders, it would be more like one community [because their needs would be represented]."

In order to create change at these levels, many organizations worked collaboratively, which included most of the grantees. Through the collaborative efforts of all of the grantees and their leaders, House Bill 60, which provides in-state college tuition for undocumented students in Illinois (3,000 students), was passed. This was a major accomplishment at the state-level with national implications. Collaborative efforts also assisted the passage of Illinois' Family Care program (80,000 uninsured). This was a major accomplishment, which benefited 80,000 uninsured families. Another achievement was the passage of Illinois' New Americans Initiative, which is a \$9 million project over 3 years for citizenship acquisition. At the city-level, several grantees have made significant progress towards a city ordinance that requires new housing developments to set-aside 15% of the units for affordable housing.

Recommendations and Next Steps

Based on the major findings of the report, recommendations were developed for The Chicago Community Trust and others in the funding community, the grantees under review and other non-profit organizations, and policymakers. By including these three groups, it is our hope that civic engagement and social change can come about in Latino communities throughout the region.

Recommendations for Funders: With regards to the Trust and others in the funding community, the following are targeted recommendations to increase and improve grant making in the area of Latino leadership development:

- Fund proven practices more aggressively to create sustained social change at a larger level.
- Build the infrastructure for leadership development in the suburbs.
- Expect measurable objectives of leadership development organizations and programs.
- Create opportunities for organizations and leaders to come together and learn from each other, as well as to work collaboratively.

Recommendations for non-profit organizations: Based on the study and its findings, the following recommendations are aimed at the grantees and other non-profit organizations to improve their practices:

- Reflect on and understand personal and organizational definitions of leadership, as well as the community's definitions, including those of civic leaders and policymakers.
- Include process measures in evaluative reports, including what worked, what didn't, leader narratives, and future plans to build on momentum.
- Invest time to research existent models and practices that are appropriate for specific communities.
- Create ongoing relationships between policymakers, and organization leaders and staff.

Recommendations for policymakers: The following recommendations are intended for policy makers:

- Maintain an on-going dialogue with community members and leaders.
- Expand their concepts of leadership to include ordinary people who bring about social change.
- Welcome opportunities to partner with emerging Latino community leaders and organizations.
- Acknowledge and celebrate the accomplishments of community leaders and organizations.

Lessons Learned: After reflecting on the large number of interviews and the major study findings with members of the project Advisory Committee, it became clear that parting thoughts needed to be included in this report. Clearly, leadership development organizations have had significant impacts on our communities, local governments, and the state. Leadership development has been critical to advancing civic engagement among Latinos. It has increased policy makers' understandings of the Latino community and their accountability to Latino constituencies. Leadership development has developed a more accepting environment for immigrants and Latinos in Chicago through the participation of Latino grassroots leaders. It is clear that the work of these organizations and their leaders has led to significant public policy accomplishments at the local and state levels. It is important to note that although these policy changes represent important achievements, there is a need to continue working to maintain and build upon such gains, particularly if the political climate in the state changes. Given the Latino

population growth and political climates in the region's suburbs, there is a clear need to build infrastructures outside of the city to develop Latino leaders by utilizing catalytic organizations with experience in leadership development. Finally, leadership development has created community cohesion bringing diverse groups together to improve the quality of life for Latinos in specific communities and in the region as a whole.

Suggested next steps for the Trust: In order to maximize the value of this study, it is important to consider its possible uses. The research team offers the following as next steps:

1. Share the study findings with the Nuestro Futuro Steering Committee comprised of Latino donors to the Trust.
2. Continue to support organizations that develop Latino leaders effectively.
3. Improve understanding of African American leadership development and social changes in the region to ascertain the relationship between leadership and social change for funding possibilities.
4. Share the study's findings with grantees, policymakers, and funding community.
5. Identify appropriate organizations in the suburbs with the potential to develop leaders.

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FULL REPORT

[Participé en el programa de liderazgo] ... porque yo quiero ... hacer algo por la comunidad, porque yo también me ... [sentí] como huerfanita cuando llegue aquí ... muy desamparad[a]. ... Entonces estamos tratando de ayudar a la gente, que se trate de incorporar a la comunidad, a esta cultura.

Iris, 43-year-old leader, mother of 3⁴

The Declaration of Independence maintained: "... to secure these rights [life, liberty and the pursuit of happiness], Governments are instituted among men, deriving their just powers from the consent of the governed..."⁵ Our nation's founding and most important document clearly articulates that civic participation is the very foundation of this country. Civic participation was an integral part of our nation's democracy when this country was formed, and is now equally imperative in the daily life of our nation.

The Chicago Community Trust has historically concurred with the notion put forth in the Declaration of Independence. In the 1920 report, *Americanization in Chicago: The Report of a Survey*, the Trust examined increasing community unity in Chicago in order to strengthen the foundations of government.⁶ Due to the very diverse populations residing in the city at the time (56 percent of the city was foreign born), the major recommendation was the coordination of efforts of "Americanization agencies" in order to reach the diverse populations. The report concluded, "Americanism begins at home. The basis of a sound society is found in a healthy and congenial community life."

An examination of our nation's democracy would not be complete if we did not take into account our nation's diverse population. The biggest story from the 2000 Census was the growth of the Latino population at every level: national, state, and local. The Latino count surpassed African Americans and became the largest minority group in the nation in 2002. From 1990 to 2000, the nation's Latino population grew by 58 percent. The Census figures establish that the Latino population has a vital role not only in our economic well-being, but most importantly in our democracy.

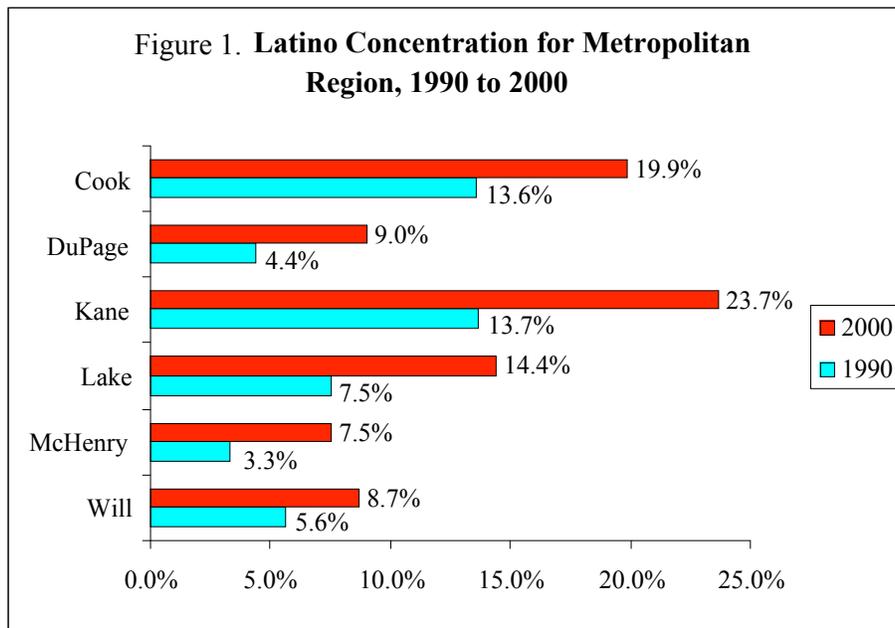
⁴ [I participated in the leadership program] ... because I want[ed] to feel useful. I want to do something for the community because I too saw myself ... feeling like an orphan when I came here [to this country] ... very isolated. ... [W]e are trying to help people [and] trying to integrate the [Latino] community [in]to this [American] culture.

⁵ *The Declaration of Independence*, as cited in Tozer, Violas and Senese, 1995: 29.

⁶ Loomis, F.D. (1920). *Americanization in Chicago: The Report of a Survey*. Chicago: The Chicago Community Trust.

Illinois experienced a larger growth than experienced at the national level. From 1990 through 2000, Latinos in Illinois grew by 69 percent, comprising 12 percent of the state's total population. During the same period, the state's non-Latino growth rate was only 3 percent.⁷ In 2000 the Latino population in Illinois was the fifth largest in the nation: one in eight Illinoisans was Latino.

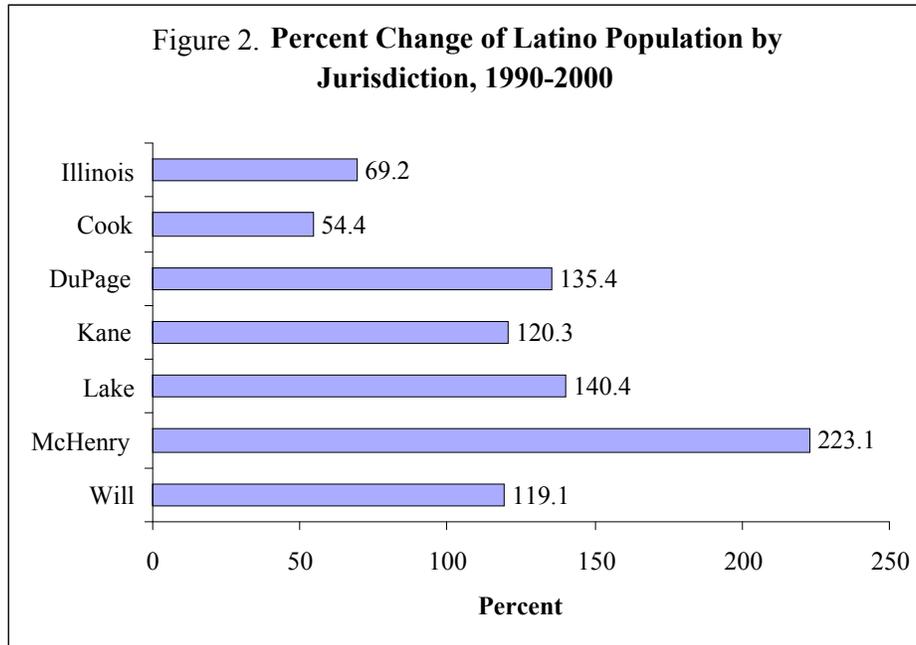
Most of the growth of the Latino population in Illinois was experienced in the six-county Chicagoland region. While only 62 percent of non-Latino Illinoisans resided in metropolitan Chicago, 92 percent of the state's Latinos were concentrated there.⁸ Each of the six counties experienced a growth in their Latino populations from 1990 to 2000. The minimum growth was witnessed in Cook County (54 percent), whereas McHenry County experienced the largest growth in Latino population (223 percent). In 2000, almost one-fourth (24 percent) of Kane County's population was of Latino descent, compared to the 1990 concentration of 14 percent. (See Figures 1 and 2.)



Source: US Census Bureau, 2000

⁷ Zurita, M. (2003a). *Latino Population – Young and Growing Fast!*. Latino Research @ ND, v1 n1.

⁸ Zurita, 2003a Ibid.



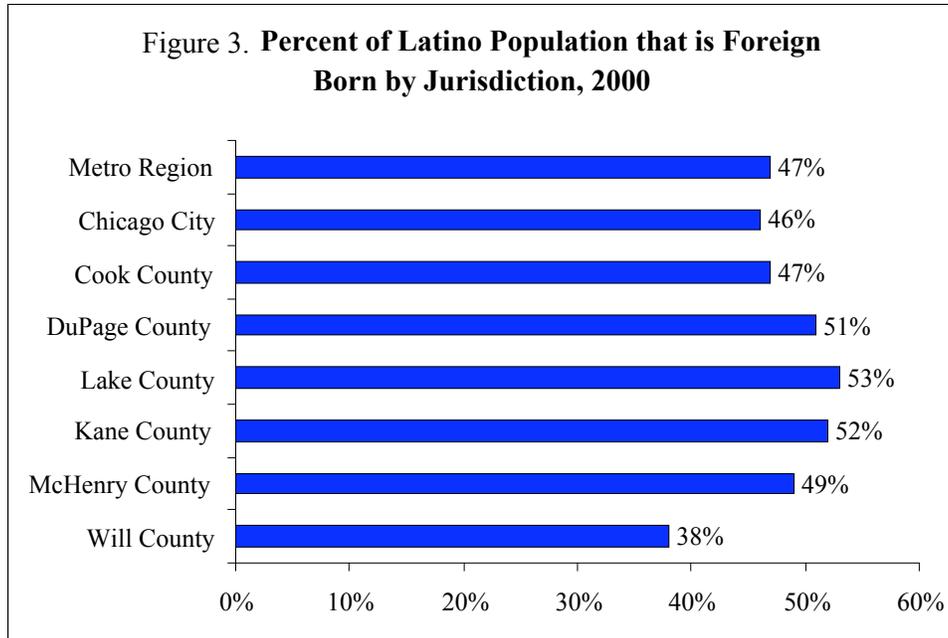
Source: US Census Bureau, 2000; Analysis conducted by Institute for Latino Studies

There are several suburbs throughout the region that had significant Latino concentrations in 2000. For example, 77 percent of the town of Cicero and 79 percent of Stone Park in Cook County are Latino. In DuPage County, almost half (49 percent) of West Chicago’s population and almost 40 percent (37 percent) of Bensenville is Latino. And in Lake County, Waukegan, Park City, and Highwood, the Latino populations account for 35 percent or more of their total populations. (See map in Appendix A.)

Similarly, the city of Chicago experienced significant movement and growth in their Latino populations. In 2000, Chicago had 12 communities that were over 50 percent Latino, including South Lawndale, Lower West Side, Hermosa, Brighton Park, and Gage Park. (See map in Appendix B.) The large majority of Chicago’s 77 communities experienced growths in their Latino populations from 1990 to 2000. (See map in Appendix C.) In fact, 24 communities experienced growths over 100 percent. At the other end of the spectrum, there were 17 Chicago communities that experienced losses in their Latino populations during this time period, including Logan Square and West Town.

The growth of the Latino population cannot be discussed without examining the impact of immigration; a significant portion of the Latino growth from 1990 to 2000 was due to immigration. In 2000, almost half (47 percent) of the Latino population in the six counties was foreign born. In DuPage, Lake, and Kane Counties, the majority of their Latino populations were born outside of the United States (51 percent, 53 percent, and 52 percent, respectively).⁹ The city of Chicago has rates similar to the region; 47 percent of the Latinos residing in Chicago were born outside of the United States. (See Figure 3.)

⁹ Census Bureau, 2000. Analysis conducted by the Institute for Latino Studies.



Source: US Census Bureau, 2000; Analysis conducted by the Institute for Latino Studies

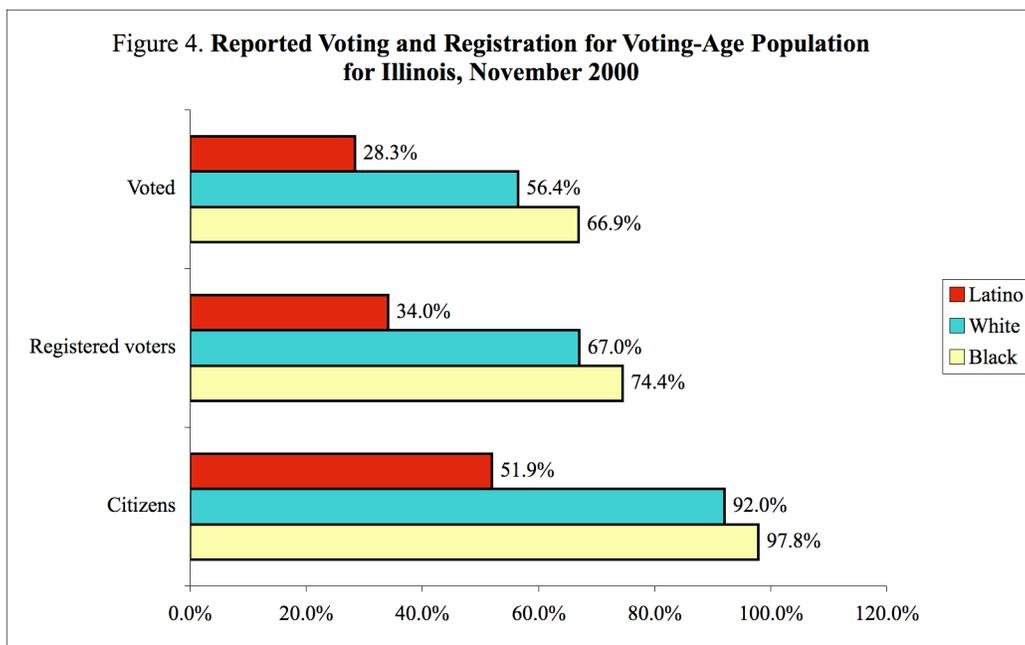
Throughout the region, as well as throughout the state and nation, the realities of many communities with a significant Latino presence are typically mixed. Latino populations bring their many assets to the communities in which they reside, such as their culture, their perseverance, the focus on family, and their religion. In many of these communities, however, Latinos face several obstacles. Many Latinos throughout the state and region experience housing and education segregation.¹⁰ Latino communities throughout the city of Chicago are being threatened with gentrification and as a result, many residents are forced to move from their homes due to unaffordable housing. Some communities experiencing this threat include West Town, Logan Square, and Lower West Side. Many suburbs with large numbers of Latinos, particularly immigrants, experience unfair housing and police practices that target undocumented immigrants. Oftentimes, due to an array of factors, these same Latino communities in need of civic participation due to their community realities have limited voice and representation.

Although the Latino population is booming in terms of growth rates, they have low numbers of voters, which translates into a limited impact on policy. Using voter registration and voting as measures of civic participation, Latinos in Illinois have significantly less participation than White and Blacks. In the November 2000 election, less than 52 percent of Latinos in Illinois were citizens, which significantly lowered the number of Latinos who could vote.¹¹ (See Figure 4.) This was quite the opposite for Whites and Blacks whose majorities were citizens (92 percent and 98 percent, respectively). It is important to note that Latinos have voting rates

¹⁰ McArdle, N. (2002), *Race, Place, and Opportunity: Racial Change and Segregation in the Chicago Metropolitan Area: 1990-2000*. Cambridge, MA: The Civil Rights Project at Harvard University. Stuart, G. (2002) *Integration or Resegregation: Metropolitan Chicago at the Turn of the New Century*. Cambridge, MA: The Civil Rights Project at Harvard University. Zurita, M. (2003b), *School Segregation by Race and Poverty in Metropolitan Chicago*. *Latino Research @ ND*, v1 n3.

¹¹ Jamieson, A., Shin, H.B., & J. Day. (2002). *Voting and Registration in the Election of November 2000*. Washington, DC: US Census Bureau.

similar to other groups; 83 percent of all Latino registered voters voted during the November 2000 election, compared to 84 percent of Whites and 90 percent of Blacks. Due to their citizenship status, however, many Latinos do not qualify to vote; less than one-third of Latinos in Illinois have their voices heard through voting. As such, it is imperative that Latinos have their voices heard through other forms of civic participation.



Source: US Census Bureau 2002, *Voting and Registration in the Election of November 2000*

Due to all of the reasons mentioned earlier, the growth of the Latino population, and their lack of voting, the need to develop Latino leaders as a vehicle to civic engagement is crucial. The benefits of cultivating Latino leaders are numerous and invaluable, as indicated by the interviews conducted for this study. One objective of Latino leadership development is to increase Latino civic participation, which provides a representative voice for the diverse experiences in society. Policymakers must meet the needs of the population, regardless of its voting behavior. As a policymaker in a suburb with a significant Mexican immigrant community indicated, “I have two separate communities now. By developing Latino leaders, it would be more like one community [because their needs would be represented].” At a more local level, the development of Latino leaders preserves communities, particularly those that are in danger of being gentrified.

In addition to the societal benefits of leadership development, there are benefits to the individuals and their families. As revealed in many interviews, community leaders experience an increase in self-esteem because their potential is revealed and their skills are utilized. They are also empowered through training, activities, and specifically their accomplishments. These benefits together strengthen their relationships at home, particularly with their children because they become role models for them, as well as for their generation. Moreover, the younger generation will have role models for civic engagement from witnessing their parents’ participation.

The Evaluation

The Community Development program of The Chicago Community Trust (CCT) commissioned an evaluation of grants made by the Trust, in which the major focus of the grant or a major activity of the grantee was to develop the leadership capacity of Latinos. The purpose was to evaluate the impact that has been made in leadership effectiveness and civic engagement. The evaluation addressed the following questions:

1. What were the outcomes and community benefits of support to the grantees in question, both individually and collectively?
2. What direction should future grant making take to promote civic engagement among Latinos?

There were two types of objectives for the study—concrete and abstract. The concrete objectives dealt with documenting the impact of grantees and leaders, including:

- Determine the extent to which grantees met their proposed program goals;
- Document the impact of the leadership programs and activities on leaders and their organizations; and
- Determine if there has been systemic, community, or policy change as a result of the funded programs.

The objectives that were more abstract in nature dealt with the field of leadership, particularly the void of a discussion of Latino leadership. These objectives were the following:

- Summarize the various definitions of leadership that emerge in the interviews, and
- Identify effective leadership development strategies utilized by grantees.

The Grantee Organizations

There were 17 organizations examined for this study. Sixteen organizations received a minimum of one grant from The Chicago Community Trust during FY 2001 through FY 2003. The Trust's fiscal year runs from October 1 through September 30. One organization was included in the evaluation at the request of Trust staff for a grant received in 1999 because of its continuing work in Latino leadership development. The grantees evaluated were the following:

1. Alliance of Logan Square Organizations
2. Bickerdike Redevelopment Corporation
3. Blocks Together
4. Family Services of South Lake County
5. Illinois Coalition for Immigrant and Refugee Rights
6. Interfaith Leadership Project
7. Jesus Guadalupe Foundation
8. Latinos Progresando
9. Little Village Community Development Corporation
10. Little Village Environmental Justice Organization
11. Logan Square Neighborhood Association
12. Northwest Neighborhood Federation
13. Organization of Northeast
14. Pilsen Alliance

15. Telpochcalli Community Education Project
16. The Resurrection Project
17. West Town Leadership United

Most of the grantees were traditional organizing entities that worked in specific communities on various issues. Some of the most common issues included housing, education, immigration, and safety. Other grantees were issue-specific, such as immigration. Some of these organizations provided services to individuals and organizations. One grantee was a collaborative of 50 local organizations that worked to bring additional resources to the community. The grantees serve many people each year through their programs, services, and organizing efforts. The number of people served through grantee programs ranged from 1,500 to approximately 10,000 people a year.

The majority of the organizations were located in the city of Chicago. Only two grantees were located in the suburbs; one was located in a Cook County suburb and another in a town in Lake County. The map in Appendix D provides an overview of the geographic distribution of the organizations. It is important to note that most of the organizations work in more than one neighborhood. For example, Bickerdike is located in West Town, but also works in Humboldt Park. Two organizations, Illinois Coalition for Immigrant and Refugee Rights and Jesus Guadalupe Foundation, were not listed on the map because their work is larger than a community.

The organizations studied varied greatly in their age and size. The organization's ages ranged from less than one year in existence to 44 years old. The majority of the organizations began in the mid-1990s. The grantees varied in staff size from having only one full-time and one part-time staff member to 65 full-time staff. The average size of organizations was 10 full-time staff members.

There were a total of 30 grants reviewed for this evaluation. There were nine grants awarded in 2001, 13 grants in 2002, and seven grants in 2003. One grant was awarded in 1999 as part of the Trust's Children, Youth, and Family Initiative. These grants totaled more than \$1.3 million. Seven grants were awarded for specific issues; of these, two were for work in education, two in housing, two in immigration, and one for multiple issues. Twenty-four grants named leadership development as a process by which to create social change, but the primary focus of the grant proposal was the issue. Four grants were made primarily for leadership development. In one such grant, leadership development was tied to an issue, but leadership development was explicitly named as a goal. The three other grants for leadership development were awarded for specific trainings to groups of leaders. Additionally, two grants were for projects in education. These differed from the other grants because they were not specifically for leadership trainings or traditional organizing work. Although these grants developed leaders, the proposals did not name this as a goal or objective.

Methodologies Utilized

The study was a retrospective cluster evaluation. There were various methodologies utilized for the evaluation of the grantees. First, a document review was conducted to examine all of the

grant proposals, Trust staff write-ups in support of the grant, and final reports that were available for all of the 30 grants under examination. Relevant supplemental materials in grantee folders were also reviewed. The proposed goal of the document review was to determine the extent to which grantees met their stated program goals as written in grant proposals. Due to some proposals and final reports being written in a manner that did not directly report on all leadership goals, it was not possible to achieve this goal. However, accomplishments of the grantees and their leaders are discussed later in this report. The accomplishments were drawn from both final reports and interviews.

The majority of the data utilized in this report was collected through interviews. There were four levels of interviews: grantee staff, program participants/leaders, policymakers, and civic leaders. Almost all of the interviews were audio taped. Interview questions were guided by a discussion of the Advisory Committee that was formed by the Senior Program Officer. (See Appendix E for list of Advisory Committee members.) A total of 77 separate interviews were conducted; most of the interviews were with individuals, while some grantee staff interviews (4) had more than one person participating in the interview. In the end, a total of 83 people were interviewed for the evaluation.

All of the 17 grantees participated in the study. A total of 19 interviews with grantee staff were conducted from the beginning of May to the beginning of June, 2004. These interviews were conducted in person and were designed to last 60 to 90 minutes. (See Appendix F for grantee staff questions.) A total of 25 people were interviewed during the grantee staff interviews. For two of the organizations, two staff members were interviewed separately. For four of the grantees, more than one person participated in the interview; two people participated for two grantees and three people for the other two grantees. It was during these interviews that organizations were asked for the following materials: a list of ten leaders or program participants; a copy of their training curriculum or materials, if applicable; and a list of policymakers their leaders contacted in an attempt to create social change.

Phone interviews were conducted with program participants or leaders. The labels, “program participants” and “leaders” were not being used interchangeably. Some organizations had formal leadership trainings, so we wanted to include those “program participants.” However, not all leaders have participated in formal leadership trainings, but are still classified as leaders by grantees. As such, during grantee interviews, both labels were used in order to be inclusive of both groups. However, for the writing of this report the term “leader” will be used because all of those interviewed, whether or not they have participated in a formal training program, have identified them as leaders. The goal for leader interviews was to randomly select two to three leaders per organization from a list of 10. The original list of 10 leaders was requested in the event that some leaders were not available for interviews. A total of 45 interviews with leaders were completed. One organization did not provide us a list of leaders and two organizations provided only partial lists of leaders (in one case three leaders and in the other four leaders). The interviews were designed to last 20 to 30 minutes, although some lasted almost 60 minutes. (See Appendix G for interview questions for leaders.) Although interviewers had the capability to conduct interviews in Spanish or English, 64 percent of the interviews were conducted in Spanish. Only one leader refused to be interviewed.

Two other series of interviews were conducted: one of civic leaders and the other of policymakers in the communities where the organizations conducted their work. We interviewed a select number of civic leaders and policymakers from each community. As such, the policymaker and civic leader interviews cannot be used to evaluate the impact of each organization on their respective communities. The civic leaders and policymakers are, however, excellent sources to examine the roles of community leaders and organizations in creating social change. Overall, seven policymakers were interviewed; most were elected officials at the state, county, and local levels. They were selected from a comprehensive list of those policymakers that staff and leaders had reached out. An unforeseen obstacle to policymaker interviews was that the state's budget was not resolved when interviews were solicited. As such, many policymakers were not scheduling meetings due to the possibility of being called into session. Six civic leaders were also interviewed; most were Executive Directors of community-based organizations in the geographic areas of the grantees. Interviews were designed to be 20 to 30 minutes in length, although most of the interviews were considerably longer. (See Appendices H and I for interview questions for policymakers and civic leaders, respectively.)

As indicated earlier, grantee staff were asked for copies of their training curriculum or materials, if they provided formal leadership trainings. The purpose of reviewing training materials was to explore themes common to the various programs. In an effort to not create additional work for grantee staff, we informed them that any materials would be accepted, such as outlines of training topics. In the end, we received a wide range of training materials for nine organizations.

Background of Grantee Staff

Fifteen interviews were conducted of individuals, whereas four interviews were with two or more individuals from an organization, usually an Executive Director and an Organizer. A total of 25 individuals participated in these 19 interviews. The majority (69 percent) were Latino/a. Of the non-Latino/a interviewees, six were Caucasian and two were from other racial/ethnic groups. Sixteen of the interviewees were female and 10 were male. The positions held by the interviewees were as follows: 14 executive directors, two directors, eight organizers, one volunteer, and a board president. There was a wide range in the length of their tenure with their respective organizations—between 7 months and 16 years.

The majority of interviewees had organizing training and experience, although some (30 percent) did not have any organizing experience or training. Of those who participated in formal training programs, the most common programs attended were Midwest Academy, Industrial Areas Foundation, United Power, National People's Action, and labor union organizing. An underlying theme of why interviewees became involved in organizing was their desire to create change.

Background of Leaders

Of the 45 leaders interviewed, 28 were of Mexican descent, one was Colombian, four were Puerto Rican, and 12 identified as Latino or Hispanic. The large majority (76 percent) of the leaders were women. Their ages ranged from 17 years of age to 70. Their average age was 37.4

years. Two youth leaders were interviewed (under 18 years of age), and verbal parental consent was obtained.

Only 20 percent of the leaders were born inside the continental United States. The majority of the leaders were born in Mexico (73 percent). Seven percent were born on the island of Puerto Rico. Of those who were born outside of the continental US, the average length of time living in the Chicagoland region was 17.6 years. The amount of time in the region ranged from 3 years to 50 years. For most of these leaders, the region was the first and only place they lived in the US. Overall, the leaders were long-term residents of their communities; leaders lived in their current communities an average of 12.7 years.

Almost half (47 percent) of the leaders were married, while 44 percent were single. The large majority (71 percent) of the leaders had children with an average of two children. The maximum number of children was 10.

Overall, the leaders had relatively high educational attainment levels when compared to Latino attainment levels in Illinois. Twenty leaders had some college education, which included trade school, with nine leaders (20 percent) having college degrees, from inside and outside of the United States. Twelve leaders (27 percent) attended high school, not necessarily completing a diploma or GED. This number included high school level education in other countries, such as *secundaria* and *preparatoria* in Mexico. Nine leaders had only received elementary school level educations (*primaria*) in Mexico.

The leaders had been involved with the grantee organizations an average of 3.4 years. The majority of the leaders interviewed (80 percent) had participated in formal leadership trainings through the organization. Three other leaders had participated in trainings with other organizations. The length of involvement ranged from 3 months to 16 years.

It must be stated that during some leader interviews, particularly Spanish language interviews, there were at times lapses in understanding of questions, notably questions using the Likert scale. It appeared that question comprehension was related to the person's time as a leader. The more seasoned leaders had better understanding of questions than those leaders who had relatively less development or time in their roles.

Leader Profile: Gloria

A 28-year-old teacher, Gloria was born and raised in Chicago. Five years ago, her concern for the community drove her to become involved with a community organization, which in turn impacted her life and changed the way she participated. She first became involved as a leader when she responded to a call from her community organization to make policymakers more accountable to community residents. Gloria stated that the leadership trainings and experiences with the organization made her a stronger person, which empowered her. Now, she is better able to express herself, talk to people, and share her views, whereas before the fear of “making mistakes” kept her a shy and reserved woman. Gloria indicates that she is continually developing as a leader. Currently, she is an active board member and she organizes community workshops for mothers on keeping children out of gangs.

Defining Latino Leadership

Taking into account our democratic foundations, the sheer growth of the Latino population in the region and the state, and the realities of Latino communities, it is clear that there is definite need for the development of Latino leaders. Because of this need, the work of the grantees is essential and a vehicle to achieve our nation’s democratic principles. As indicated by the numerous interviews conducted, leaders need to be developed throughout the Latino population, regardless of age, nativity, gender, educational attainment level, occupation, or residency.

Definitions and concepts of leadership

There are leaders everywhere. Leadership is like a tree; it’s got all different branches. And obviously the trunk of it is where everything comes together.

Abel, Chicago policymaker

As with any concept, there are many different definitions or interpretations of the term, “leader.” Many times when people think of “leaders,” Cesar Chavez, Martin Luther King, Jr., and/or John Kennedy come to mind. Our notions rest with great American leaders who created movements and touched millions of people. On the other hand, others assume that those with positions of power or prestige are leaders by virtue of title or position. Popular notions of leadership do not equate ordinary residents who meet with the local alderman to discuss community needs as leaders. Nor do we think of the undocumented student who provides testimony at a public hearing in an attempt to pass legislation affecting the college tuition paid by her peers.

Yo no sé si yo nací [líder] ... o me hice un líder... en este caso te puedo decir que me hice un líder. Pero también pienso que es algo que tienes adentro. ... [E]ra una habilidad que yo no sabía que la tenía y de pronto la descubrí... . [E]s algo nuevo para mí, y que probablemente estuvo ahí siempre, pero nunca había habido la

*oportunidad de sacarlo aflore. ...a veces me sorprende y digo: "Nunca pensé que podía hacer eso." ... obviamente nadie nace sabiendo. Necesitamos conocimiento y también de las mismas experiencias; las mismas experiencias de la vida te van enseñando todo eso.*¹²

Maria, 31-year-old leader, mother of 2

Throughout the interviews, there were many definitions of leaders and leadership. There were commonalities throughout the definitions. Using the common themes that resonated in interviews, particularly with grantee staff and leaders, we developed a definition to guide our discussion. For the purposes of this report, we have synthesized the common themes to develop the following working definition:

A leader is anyone with a vision that understands and voices the needs of the community, develops a constituency, and facilitates the involvement and development of other leaders to bring about social change.

As Rosalinda, a 32-year-old community leader, stated, "Give anyone the right issue and the right circumstances, and they will be a leader. It has to be their hot button, such as domestic violence."

Definitely. [Anyone can be a leader.] ... you can make a leader of everyone Everyone has a different gift. I may be able to acquire the ability to talk in front of a thousand people, but I might not be able to acquire another ability that somebody else might have. ... that goes back to being equals. ... we need both people ... the person who's chairing the meeting ... and the person who welcomes people and signs people in. ... we should challenge everyone to take different roles in whatever it is that we're doing. But I think ... everyone can, if I can; ... I was a shy woman that never spoke up, never defended [my]self, never thought [I] could make a difference and now I feel stronger about myself in that aspect.

Verónica, 28-year-old leader, mother of 1

One major difference in definitions noted during the interviews was the use of "leader" by most policymakers versus the use of the term by grantee staff and leaders and most civic leaders. Oftentimes, policymakers defined and used the term "leader" to refer to those individuals who hold positions of power or prestigious titles, whereas the grantee leaders and staff used the term to reflect the more community-focused definition.

¹² I don't know if I was born [a leader] ... or became a leader...in this case I can tell you that I became a leader. But I also think that it is something you have inside. ... It was an ability that I did not know I had and suddenly I discovered ... It is something new for me, and it had probably always been there, but I had never been given the opportunity to bring that out. ... I am sometimes surprised and say: "I never thought I could do that"... obviously, no one is born knowing. We need knowledge and also the experience. Experience itself teaches you all of that.

During interviews, respondents listed various qualities that leaders possess. Most of the qualities pertained to either personality traits or work styles. Personality traits of leaders mentioned in interviews included visionary, motivational, charismatic, self-confident, inspirational, a risk-taker, and a person who works from self-interest. Work styles common to leaders include an effective communicator, a willingness to listen to others, being a team player, leading by example, being a problem solver, and taking initiative.

Just as the definition of “leader” is debatable, so are the roles of a leader. While some argue that a leader must create social change, others argue that it is sufficient for leaders to be social in nature and bring people together. Based on all of the interviews conducted, the role of a leader most generally agreed upon is to bring about civic participation and community involvement by developing additional leaders. Leaders influence, engage, empower, and foster growth in others in the community. They are “walking resources,” by bringing information to the community. Additionally, leaders listen to and voice the concerns of those in the community, are aware of the important community issues, and are able to prioritize and strategize on these issues.

Many interviewees felt that the role of a leader differed if the leader was Latino versus from another racial/ethnic group. Many felt that due to the cultural differences between Latinos and other groups, Latino leaders may understand the Latino community better. This is true since many Latino communities face additional challenges, such as limited English proficiency, lower levels of formal educational attainment, immigration issues, and political indifference. A leader from another racial group may not be aware of these obstacles. Additionally, Latino leaders may be more aware of the community’s assets, such as the Latino focus on community and family versus the individual. Some felt that Latino leaders would be more appropriate or effective for certain contexts, such as if the issue impacted a predominantly Latino community. Although Latino and non-Latino leaders have identified differences, this is not to suggest that non-Latino leaders cannot be effective in predominantly Latino communities.

... I’ve seen people who are not from [the Latino] community that are very sensitive and work very diligently for our issues But, for the most part, I think that there is something about working for your community, when you’re fighting for your community on behalf of your community to make changes within your community. It’s different ... it goes back to the issue of first voice. ... there have been individuals who have been able to make changes on behalf of our community and that is not to negate them and negate their work. But it is important to empower and have leadership from within our community and I think that those people from outside of our community who understand that are the ones that have made the biggest difference.

Cecilia, Civic leader

Processes for leadership development

Much like perennial gardening, developing leaders requires a lot of time and commitment and the results are not seen instantly, regardless of approach. Some estimate that developing leaders takes a minimum of three years. It is necessary to comprehend what this means at a fundamental level. Leadership development is meeting people where they are at with any and all of their home and community issues and working with them to develop them as leaders, so that they become civically engaged and act on injustices or social needs in order to create social change. Additionally, leadership development is a continual process and does not end at a certain point or threshold. As one civic leader indicated, “Leadership skills are taught, acquired, and refined.” It is important to understand the basics of leadership development so we can appreciate the road that it takes to get there.

Our job, in terms of the development of leadership, is to meet people where they are at and start from there. ...having the right conditions for the potential to flourish.

Ana, Grantee’s Executive Director

You don’t hit leadership and plateau. It’s not a set point. You keep moving towards developing all those skills to be as effective as you can.

Linda, Grantee staff

Grantees utilized various strategies to develop leaders.

- The most common strategy was leadership development through traditional community organizing. Through their work with specific communities, community members made up the leadership pool and identified the issues they worked on. Leaders were developed to create sustained community change.
- Other grantees that were not organizing entities, used straight leadership trainings. For example, one organization conducted leadership trainings for Mexican hometown associations or federations, which are groups from the same community or state in Mexico that work primarily to create change in their respective areas of origin. Through its work with the federations, the organization trained existent Mexican leaders on US systems and traditions as a way to engage them in civic life here.
- A few organizations developed leaders through a focus on a single issue, such as immigration, rather than a focus on neighborhood issues. Leaders were then developed from a population affected by issue.
- Finally, one organization developed leaders through a project with specific goals other than leadership development or general community needs. Although this organization is a traditional organizing entity with multiple issues, the project had specific goals in education, and in effect developed leaders. As such, this project implicitly developed leaders in that leadership development was not an explicit goal of the program.

Even before discussing the processes used to develop leaders, it is important to note that several grantees, particularly the younger organizations, experienced a similar predicament. The grantees not fully established in their respective communities must take an additional step before

beginning to develop leaders, which adds to the amount of time it takes them to develop leaders. It was difficult for these grantees to develop leadership when they felt that the community's basic needs were not being met, such as immigration issues, safety, or the lack of English fluency. This predicament was mostly felt in communities with large recent immigrant populations. As such, not being able to ignore the needs in the community, organizations then provided services, whether it was ESL classes or speakers providing information on state services. However, there is a major distinction between service-providing agencies and organizing or leadership development entities. As one grantee's Executive Director indicated, "The struggle that these organizations face is being able to identify when to shift gears of providing services to gain trust and meet basic needs to developing leaders in order to empower the community."

One thing was made clear by the grantee staff interviews: there is not one way to develop Latino leaders; there are many different ways. After having 26 discussions with staff members, common themes were synthesized in order to understand the ways they develop Latino leaders. The process described below is not always sequential, although it should be read as the development of an individual person as a leader, rather than a group's development.

In the leadership [role], you do need to know how you're going to go about getting what ... we need in the community. With the leadership training ... they put it into perspective: How you should go about it? That's what I liked about [them] because sometimes you're so angry, you just don't know where to start. How do I make a change? How do I go about it? How do we get organized to get it done? The leadership training helps you a lot in that sense.

Liliana, 58-year-old leader, mother of 3

In order to develop leaders, organizations must identify or recruit potential leaders. There are various ways that potential leaders are recruited or identified. One way is self-selection, where leaders gravitate towards an organization because of the issues it is working on. Other common vehicles to identify leaders are through schools or school-related events, such as Local School Council (LSC) meetings, Block Clubs, churches, door-knocking, organizational events, or existent leaders.

Leaders had various reasons for becoming involved with the grantees. Most fell into two major categories: personal benefit and community benefit. In terms of personal benefit, the following type of responses were given: desire to learn, to empower themselves, to develop their skills as leaders, and/or need of leadership training for Local School Council. For community benefit, the following reasons were listed: to make a difference; to create justice for all; to help and be involved in overall community; and to help children.

The second method of developing leaders was to focus on the issues most pertinent to the community. The first step of this stage was the identification of issues, which was done through one-on-one relational meetings, door-knocking, meetings, and community surveys. The second step was to prioritize and limit the number of the issues selected for the sake of organizational

capacity. Most of the organizations, particularly those that organize issue-based campaigns, had a maximum of five issues that they typically take on. It was therefore important to strategize around the issue in order to arrive at plans by which to create change, which includes conducting a power analysis. During this second stage of identifying, selecting, and strategizing on issues, potential leaders come to the forefront by their interest and participation levels.

The third method of leadership development was the transmission of skills and knowledge. At this stage, potential leaders are provided with the necessary skills for growth. This learning is largely conducted by two methods: leadership trainings and experiential learning. The grantee staff conducted most of the trainings, with some organizations bringing in external speakers. Other organizations sent leaders to outside trainings provided by larger organizations. The topics in the trainings differed by organization, by the issue, and by the level of leadership. By and large, however, most of the grantees utilized existent training models, such as Midwest Academy or COFI. In order to better meet the needs of the Latino community, almost all of these grantees modified the existent curricula.

Many of the staff members indicated that they conducted workshops or trainings based on the needs of the leaders and at times, at the request of leaders. Very few organizations maintained a training schedule, such as quarterly or monthly trainings. Due to the nature of organizing and leadership development, trainings were provided when the leadership base was substantial enough to warrant it.

It's really hard, very hard, for Latina women to identify a personal goal. Because a personal goal is always ... "to see my son become a teacher, doctor, or lawyer. ... Or my personal goal is to learn English, so I can help my children with their homework." [We needed to modify the existent training curriculum] because there were missing components. And mainly because it wasn't Latina sensitive. It was woman sensitive, but not Latina sensitive.

Norma, grantee's Executive Director

Generally, the topics discussed during the leadership trainings fell into four main categories: (1) self-development; (2) organizing techniques; (3) issue-related; and (4) skill-based. These categories are not mutually exclusive; some groups included all four categories, whereas other groups utilized variations of the categories. Some groups conducted some workshops on self-development, such as building self-esteem or trust. Most of the groups conducted the traditional organizing workshops, in which they discussed power and how to conduct a power analysis. Almost all of the organizations conducted trainings or workshops that focused on their target issue or issues. Most of the organizations provided skill-based trainings, such as on public speaking and conducting one-on-one relational meetings.

Almost all of the organizations facilitated the leaders' development through experiential learning, to give them the opportunity to "learn by doing." As part of their training, leaders facilitated meetings, which included setting an agenda, moderating a discussion, and conducting an evaluation of the meeting. Most of the organizations had leaders provide written and verbal testimony at public hearings. Other experiential learning experiences were conducting one-on-

one meetings, meetings with public officials, and conducting voter registration. Throughout their experiences, leaders had support from organizational staff. Staff further assisted leaders through role-playing or conducting dry-runs of events, particularly if elected officials were to be present.

As such, one of the ways that many organizations “taught” through experiential learning was through research on their particular issues. By and large, most of the organizations had the leaders and other participants research the issues that arose, whether through brainstorming, networking, homework assignments, personal inquiry, inviting speakers, or contacting the appropriate governmental office relevant to the issue. Only a few organizations had staff conduct research or bring in speakers. As one staff person mentioned, her organization does not have the staff capacity to conduct research on issues. Another person interviewed indicated that having leaders conduct research is a way of teaching them to use the tools provided, versus doing the work for them. As a staff member from a grantee organization shared, conducting research can be as basic as “asking their priest who seems to know everyone if he knows [a specific policymaker], and if he doesn’t, chances are he knows someone who does.”

Challenges to developing Latino leaders

As with any population, there are various challenges to developing Latino leaders. Organizations and leaders alike face these challenges. The specific challenges identified during interviews were: Latinos’ lack of trust and fear of being exposed; political indifference; lack of resources and time; limited English proficiency; lower levels of formal educational attainment; gender roles; cultural issues; and collaborative efforts.

Since many of the communities in which these groups work include recent newcomers who are not familiar with US systems, there is a need to gain their trust, in order for them to work with the organizations and take on issues of importance to them. This lack of trust is even more present for those who immigrated without proper documentation. Undocumented immigrants are more fearful of being exposed, due to the threat of being deported. As such, they are less likely to challenge the status quo or injustices, because they do not want attention brought to them or their status.

Many of the Latinos with whom these organizations work are Mexican and bring with them an attitude of political indifference deriving from experiences with local and federal Mexican governments. “Political apathy” was mentioned as a challenge by both grantee staff and leaders interviewed.

*A veces los políticos no le hacen caso a los líderes latinos. A veces piensa uno que no le van a hacer caso, y [por eso] uno no se arrima.*¹³

Jose, 28-year-old leader, father of 2

¹³ Sometimes politicians don’t listen to Latino leaders. Sometimes you think that they are not going to listen to you, and [so] you don’t approach them.

Since the organizations are located in and focus on communities that have high poverty rates, many of the community members, immigrant or non-immigrant, do not have their basic needs, such as food and shelter, met. Thus, many people work more than one job in order to make ends meet. As a result, people face time constraints to participate in outside activities, particularly if these activities do not provide financial resources to the family or immediate returns or wins.

Another challenge that the grantees face in developing Latino leaders is limited English proficiency. There is a need to translate everything, from materials to meetings. Translations can be very costly in staff time and financial resources. Leaders' comfort level with English, particularly conversational English, can also affect their participation levels, as the quote below indicates. From the leader perspective, if one cannot speak English fluently, one might not feel comfortable or confident expressing oneself in front of an audience or policymaker.

[Un reto] es poder tener comunicación, el inglés. Si va a tener una reunión con un representante, se necesita el idioma, mas estudio, conocimiento acerca de la ciudad [y los sistemas]. Todo lleva bastante tiempo; por eso no me considero completa, y aún son muchos pasos [que me faltan], también cosas [que tengo que aprender] como la computadora [y] el inglés.¹⁴

Alicia, 25-year-old leader, mother of 3

The low level of formal education of Latinos was a challenge faced by grantees. This is particularly true for those organizations located in predominantly immigrant communities, such as Pilsen, Little Village, Cicero, and Highwood. As such, the concepts and issues utilized in community organizing and the leadership trainings might be difficult for these individuals to comprehend. When there is a large concentration of people with low attainment levels, there is a need for organizations to deconstruct concepts in order for the group to understand them. Leaders interviewed also identified low levels of formal education as a challenge.

I only had a high school education, but felt that I had more sense than [policymakers]. I was still intimidated to face better-educated people.

Magdalena, 50-year-old leader, mother of 6

The majority of grantee interviewees indicated that most of their leadership base was female. The gender make-up, however, was dependent upon the issue that was being addressed. For issues pertaining to children, leaders were overwhelmingly women, whereas many men turned out for immigration issues. Given a predominantly female leadership base, organizations faced challenges related to cultural gender roles. Some female leaders stated that men were uncomfortable with women's roles as leaders, and that they were not taken as seriously as men.

¹⁴ [One challenge] is the ability to communicate, the English language. If you're going to have a meeting with a Representative, you need to know the language, have more education, and an understanding of the city [and its systems]. All this takes time, which is why I don't believe my development [as a leader] is complete, and there are still steps [I need to take] and things [I need to learn] like computers and English.

As well, some husbands disagreed with their wives being involved in activities at the expense of caring for the home and family.

Sometimes the struggle can be the spouses because they see the women too empowered. [I]’ve had someone Come up to me and say, “My husband just said that if I continue to go to [trainings], that he didn’t like me going to [trainings] because I was learning too much. And if I continued that he was going to send me back to Mexico.”

Norma, grantee’s Executive Director

Other cultural issues that may pose challenges to organizations include the roles of food and children. Culturally, food is an integral part of Latino gatherings. If the organization is providing the food, which is usually the case, it can present a financial burden to the organization. In Latino cultures, there is a definite need for childcare, which places additional burdens on the organization’s budget, particularly if the organization does not receive funding for it. However, if the organization does not provide childcare, as witnessed at an event by a grantee, it is difficult for people to devote their attention to the meeting.

Mi reto como mamá, [era] la preocupación de que no hubo el cuidado de guardería. Pienso que, como mamá, tuve que lidiar un poco. A veces no se concentraba uno. Pero no todo puede funcionar al 100 por ciento. Me adapté y llegué hasta la última conferencia, con niños.¹⁵

Elizabeth, 46-year-old leader, mother of 2

Another challenge discussed during interviews was collaborations. All of the grantees worked collaboratively with other organizations to bring about social change. And while the collaborations can be extremely powerful in creating social change and developing leaders, they can also pose challenges. They can be difficult to manage because organizations have different approaches and philosophies to organizing and creating change. If these organizations do not have the same populations, such as undocumented immigrants, they may not understand the need to protect their leaders from unnecessary police attention, which may create unnecessary fear and exposure for their leaders. Additionally, if organizations around the table do not have Latino leaders, they might not provide translations for all materials and meetings, which in effect exclude some grantees’ leaders who are not fluent in English.

During the interviews, grantees were asked how they could improve their programs or organizations. Almost all of the ways listed were related to developing the organization, or rather focusing on the internal, as opposed to the external. More specifically, grantees listed increasing and diversifying organizational funding; developing and particularly organizing staff; creating more awareness of the community and its needs among organizational staff; and strengthening relationships with other organizations. Additionally, staff listed scheduling

¹⁵ My challenge as a mother [was] the concern that there was no childcare. ... as a mother, I had to deal with things. Sometimes you could not concentrate. But not everything can work out 100 percent. I adapted and made it to the last conference, with children.

consistent leadership trainings as a way to improve their programs, particularly since many organizations hold trainings only on an as-needed basis.

Leader Profile: Maria

Born in Mexico, Maria has been living in Chicago for eight years. She became aware of community issues through her church a few years ago and later participated in leadership trainings through a community organization. Through the trainings, she learned what services existed for the community, how to become more involved, and how to approach leaders and community residents to begin making a difference. Before her involvement, Maria was just another resident, whereas the trainings opened her eyes to the fact that she was a vital part of the community, as were all residents, and that she had a responsibility to make her community a good place to live and raise her children. As a result, she has met with legislators in Springfield and will be volunteering for the New American Initiative working with immigrants in Illinois towards citizenship acquisition. At one point, Maria was convinced that it would be best for her family to move out of the neighborhood. She now knows, however, that it was a better decision to stay, become involved, and fight for the betterment of her community.

Impacts of Leaders and Grantees

A main objective of this evaluation was to document the impacts of the grantee organizations and their leadership programs on individual leaders and on the community. Clearly, there are multiple layers of impact. In terms of impact on individual leaders, there are personal benefits to the leaders and their families. As for the organizations' impacts on their respective communities and society at large, there are community and policy changes that have come about through the efforts of the Trust grants.

Impacts on Leaders' Lives

[El primer beneficio] era conocer parte de los reglamentos de la escuela, ... la directora, [y] desenvolverme porque yo era muy tímida. Me daba miedo preguntar. Muchas veces me humillaron dentro de la escuela, porque yo estaba recién llegada [a este país], y me dijeron que yo necesitaba un número de seguro social para que los niños pudieran entrar dentro de la escuela. ... [M]e pusieron muchos pretextos para que mis niños pudieran entrar a la escuela, y eso como que me motivó más a conocer el reglamento de las escuelas, y saber desenvolverme. Y fue como yo fui

*comenzando a conocer las personas, como debía más o menos de tratarlas para yo desenvolverme y eso me ayudó mucho.*¹⁶

Rebecca, 33-year-old leader, mother of 2

At a minimum, the collective efforts of these organizations have developed more than 750 leaders through their activities during the three years under review. Before their involvement with the grantees, the majority of leaders did not consider themselves to be capable of leadership. After their involvement with the grantees, almost all considered themselves leaders.

The leadership trainings and activities impacted the lives of the leaders in two major ways: self-improvement and experience in civic engagement. Many shared that their experiences as leaders boosted their self-confidence and helped them overcome their shyness. Some had overcome their shyness sufficiently to provide testimony at public hearings. Due to the social nature of leadership, some expressed that they had gained recognition in their communities as a result. Many others experienced personal satisfaction from helping their community. Leaders also developed professional skills, such as public speaking and facilitating a meeting. These types of personal changes benefited not only the individual leaders, but also their families.

*[S]e siente uno más seguro. ... [P]odías defenderte más, aprendiste a valorarte más como mujer y a defender más tus derechos. Bueno, que yo siempre los he defendido, pero aprendiste a desenvolverte más, personalmente.*¹⁷

Eva, 37-year-old leader, mother of 4

As a result of the trainings and activities, leaders entered the arena of civic engagement. Leaders stated that because of their participation they had a broader perspective and knowledge of two cultures and their respective systems. They also had a deeper understanding of how US systems work and the various services available to them. Obviously, before people can be expected to participate in civic life, they must have a basic understanding of the systems which affect them and which they wish to impact. The grantees provided their leaders with this type of knowledge. As a small example of their move towards civic engagement, a policymaker of a suburb with many recent Mexican immigrants reported that the town's police department was now receiving calls for assistance from Latinos, whereas before the grantee's presence in the town, this did not happen due to Latinos' suspicion and fear of police.

¹⁶ [The first benefit] was getting to know some of the rules of the school, ... the principal, [and to] develop myself because I was very timid. I was afraid of asking [questions]. Many times I was humiliated at schools because I recently arrived [to this country], and they told me I needed a social security number so that my children could attend school ... [T]here were many barriers for my children to enter school, and that motivated me more to learn school regulations and develop myself. And that is how I got to know people, how I should, more or less, interact with them to continue developing myself, and that helped me a lot.

¹⁷ [Y]ou feel more secure ... you could defend yourself better. You learned to value yourself more as a woman and to defend your rights more. ... I have always defended them, but you learned to develop yourself further.

I've learned so much about my own community, about the democratic process, that I didn't know before. [For example], when to listen, when to speak, when to keep my mouth shut and not. ... Listening makes people good leaders. Listen to what people want. Listen to the opposition, what they're doing, and go back to the team and see how to approach it.

Marina, 32-year-old leader

Aprendí que los que trabajan en el gobierno, como el consejal ... la policía, narcóticos—todos están para aydarnos. Y podemos exigirles...lo que esta ahi para uno. ... No sabíamos [que] ahí estaban, so no eran ningun beneficio para nosotros. Ahora es un beneficio porque sabemos cómo hablarles y cómo exigir.¹⁸

Rosa, 70-year-old leader, mother of 10

Impacts on Community and Society

As articulated earlier, the work of the grantees resulted in the development of Latino leaders, which had clear impacts on their personal development. However, the Chicago Community Trust supported the grantees to develop leaders as a way to create social change through civic engagement. Without a doubt, the work of the grantees clearly resulted in social change through civic engagement of Latino leaders. In essence, these organizations are building a network of community leaders, which will become a strong foundation to create sustained community change.

¹⁸ I learned that those who work for the government, like the alderman ... the police, the narcotics police. All are here to help us. And we could demand from them ... what is available to [us]. ... We didn't know [that] they were there, so they weren't of any benefit to us. Today, it is a benefit because we know how to talk to them and how to demand [things].

**Putting Illinois at the Forefront:
A Collective Accomplishment**

A significant contribution of many of the Trust grantees was the passing of Illinois House Bill 60 (HB-60). HB-60 allows undocumented high school graduates, living in Illinois for the past three years, to pay in-state tuition at Illinois public colleges and universities. This legislation places Illinois at the forefront of the country, in terms of immigration and education, since Illinois was one of the first states in the country to pass such legislation. Because of this bill, an estimated 3,000 undocumented students are able to further their education. The passing of this bill is a significant accomplishment and is also regarded as a precursor to the federal Dream Act, which, if passed, would allow for US-educated, undocumented college students to become candidates for legal residency. HB-60 is a clear example of how the collaborative efforts of many organizations and their leaders can create sustained social change. This legislation is also a testament to the significant impacts that CCT grantees are having at the individual, community, and state levels.

The large majority of leaders interviewed (90 percent) reported contacting policymakers or legislators. Of those who did not, most indicated that time constraints were the main factor. The issues that moved them to contact policymakers were issues that directly touched their lives. The most frequently mentioned issue was immigration, including House Bill 60 (in-state college tuition for undocumented students), driver's licenses for the undocumented, and the use of *matriculas* as identification. The second issue was housing, specifically Chicago's proposed 15% Set-Aside Housing Ordinance, affordable housing, gentrification, and predatory lending. The third most mentioned issue was education, particularly educational funding. Most leaders interviewed became informed about the issue from their own lived experience, due to the needs of the community, or through the grantee organizations.

*Estaba el vecindario completamente deteriorad. No limpiaban las calles. No cortaban los árboles. El callejón era puro lodo. Había muchísimas ratas. Había mucho delinuyente. Todo estaba sucio. Necesitábamos... ayuda y no sabíamos cómo, so con esa organización aprendimos a exigirle al gobierno, a la policía, a todos para que nos ayudaran.*¹⁹

Rosa, 70-year-old leader, mother of 10

Not only have these organizations done much to develop Latino leaders, but also with their leaders, they have done much to improve the quality of life in their communities. Many of the improvements listed fall into seven major topics: (1) healthy communities; (2) education; (3) immigration; (4) safety; (5) housing; (6) resources; and (7) accountability. Overall, the organizations have created healthy communities through their focus on the environment,

¹⁹ The neighborhood was completely deteriorated. They didn't clean the streets. The trees were not cut. The alley was just mud. There were many rats. There was a lot of delinquency. Everything was dirty. We needed... help and we did not know how [to go about it], so with that organization we learned to demand from the government, from the police, from everybody to help us.

increasing the quality and quantity of parks, and providing more activities for residents. Much work has been done in the area of education: reduction of overcrowding in schools; increased parental involvement; increased teacher involvement in and understanding of the community; increased funding for school improvements; and increased student and family literacy.

Many of the accomplishments related to the issue of immigration benefit Latinos and other immigrant groups throughout the state. One example is the New Americans Initiative, which secured \$9 million of state funding over three years for citizenship acquisition services, including citizenship classes and legal assistance, English language classes, and civics training. The passing of Illinois House Bill 60, which approved the charging of in-state tuition for undocumented college students, has positive ramifications for the Dream Act at the federal level. Illinois is one of the first states to pass statewide legislation of this kind, which is a true testament to the work of the many grantees that worked on this issue. There have also been local accomplishments, such as scholarships for undocumented students and reductions in police actions that place undocumented immigrant drivers at risk, such as blockades that typically result in various costly moving violations.

Taking into account the communities in which these organizations work, it is not surprising that improving the quality of life involves the issue of safety. These organizations and their leaders have decreased gang activity, have closed bars and liquor stores, and moved prostitution out of communities. Additionally, some organizations have worked towards decreasing domestic violence.

Due to the expansion of gentrification, many grantee organizations are working diligently towards maintaining affordable housing. As a result of their efforts, affordable housing developments have increased in their communities. Additionally, information and services for home ownership are available to residents.

Many organizations and their leaders increased the quantity and quality of resources and services that come into the community. One major resource is access to transportation. Several organizations worked to secure alternative bus routes for the Blue Line “El” train, which has provided limited service along its Douglas line due to renovation. Other organizations have brought more information into their communities on health care, childcare, property taxes, and government assistance on gas bills.

The grantee organizations have also worked at establishing accountability of governmental systems. One such example was requiring the local alderman to hold public hearings before any zoning changes are made. Additionally, a collaboration of grantee organizations has been working diligently and has made progress towards the passage of a city ordinance that new housing developments will set aside a certain percentage for low and moderate income residents.

Citizenship Acquisition and the New Americans Initiative

The New Americans Initiative is a major accomplishment won through the collaborative efforts of some Trust grantees. This Initiative secured \$9 million over three years of state funding. The goal of the Initiative is to boost civic participation among immigrants in Illinois. It will target over 340,000 immigrants eligible for citizenship in Illinois and will help prepare them for the naturalization process. The New Americans Initiative aims to assist Illinois immigrants in becoming citizens over the next three years through citizenship and legal counseling, English preparation and civics training, and focusing on underserved and remote areas. The New Americans Initiative will work directly with community-based organizations to provide these services to immigrants and educate them on the benefits of becoming citizens.

Recommendations

The report has proven the impacts of the grantees and their leaders on their communities and society. In order to support the work of these and future grantees and other organizations developing Latino leaders, recommendations were prepared for the Chicago Community Trust and other funders, the grantees and other organizations developing Latino leaders, and policymakers.

Funders

The Chicago Community Trust and funders of Latino leadership development

1. Continue to fund organizations developing Latino leadership.

During these times when many institutions in the philanthropic community do not fund leadership development, it is crucial that the Chicago Community Trust continue to fund organizations like these grantees that develop community leadership. This is particularly true for those organizations that develop Latino leadership due to the growth of the Latino population and their lack of and need for civic participation. In order to assist the organizations receiving grants for leadership development, it is important that Trust staff understand the complexities involved in developing Latino leaders, as stated in this report.

2. Provide more guidelines to assist grantees in the writing of proposals and final reports.

There are very basic ways in which Trust staff can assist grantees. The Trust could provide more guidelines to assist grantees in the writing of their proposals and final reports. These guidelines would inform grantees to clearly highlight their proposed goals for the time period of the grant. It should be suggested to grantees that they include proposed goals in final reports, so they could reflect on what they proposed and what they realized.

3. Consider alternatives or supplementary reports to the final report to highlight accomplishments.

Since the very nature of leadership development focuses on people and interpersonal relationships, the accomplishments at the individual level may not lend themselves to be included in the final grant reports to funders. Trust staff might consider alternatives or supplementary reports to the final report that highlight the accomplishments of the programs and their leaders. One way might be to include a story of a leader and the benefits she experienced as a result of her participation in the programs. Similarly, it might be beneficial to both the Trust and the grantees if the latter writes the final report from the perspective of leadership and social change as a process versus an end product. As such, the final report might report information on what was accomplished during the grant period, but also what is in the horizon and how the grantee plans on capitalizing on accomplishments and learning from experiences.

Additionally, throughout this evaluation, both grantee staff and leaders indicated to the research team that they found the interview questions very interesting, because the questions provided them an opportunity to reflect on their views and practices. In grantee final reports, particularly for those involved with leadership development, it might be beneficial to request in the final report that grantees reflect on challenges and accomplishments during the grant period.

4. Provide consultancy grants to organizations that allow them to build stronger organizational infrastructures.

Most of the grantees stated that they could improve their programs and organization by focusing on the organization, since so much of their time and resources go to working with the community. The paths to improvement listed by staff included increasing and diversifying sources of funding, staff development, specifically organizers, and increasing awareness of community needs among staff. However, if there are no funds in their budgets with which to make these types of organizational improvements, chances are high that they will not be realized. Since the Trust provides Management and Organizational Development (MOD) grants for consultants (\$10,000 maximum), one recommendation is to provide grantees with MOD grants that may fulfill some of these goals. For example, in order to increase staff awareness of community needs, the Trust could provide a grantee a MOD grant to hire community leaders as consultants for a two-day professional staff development retreat.

5. Provide the opportunity for organizations and leaders to share strategies, stories, and form collaborative initiatives.

It was clear that many times organizations work in a vacuum, aside from the occasional collaborative projects that arise. It would be beneficial for the organizations and leaders to have a space and funding to come together and share strategies, procedures, and stories on leadership development. One possible outcome may be improved curriculum tailored to Latino leaders.

6. Consider funding organizations in the suburbs to develop Latino leadership.

For future giving in the area of Latino leadership development, given the growth and movement of Latinos outside the city limits, the Trust should strongly consider funding more organizations in the region's suburbs. Many suburbs with significant Latino concentrations, such as West Chicago, may not have community-based organizations similar to the grantees. However, it is

imperative that investments be made in these areas, particularly for those organizations that will increase Latino civic participation.

Philanthropic organizations not currently funding Latino leadership

1. Consider funding leadership development.

This report has made a strong case on behalf of funding organizations that develop Latino leaders. For those funders who do not currently fund leadership development, they should seriously consider it. If their mission is to improve communities or create social change, civic engagement must be a critical ingredient. The grantees included in the evaluation have proven that leadership development facilitates civic engagement.

2. Select a few organizations to “test the waters.”

Before embarking on the funding of leadership development, it would be beneficial to “test the waters” in order to understand the process of leadership development, as well as to see how they can assist the grantees, in terms of guidelines and funding levels. To do this, funders could select a few organizations that have established community trust, possibly previous grantees. By selecting established organizations, funders could document impacts relatively quickly because time and resources will not be devoted to gaining community trust.

3. Provide the resources for organizations new to leadership development to sufficiently prepare internally and externally.

It would be ideal for funders to provide organizations new to leadership development with the resources to sufficiently prepare by hiring a qualified organizer and by selecting or developing an appropriate leadership model or curriculum to meet the needs of the community and that reflects their mission. The time that organizations put in the front end of planning and reflecting will save time in the long run.

4. Respect the organization’s views and choices on leadership training models.

It is crucial that funders respect the organization’s views and their choices in leadership training models. Not all Latino communities are the same and therefore one model will not suffice.

Community-based and other organizations

Grantees and other organizations developing Latino leaders

1. Improve the organization by strengthening relationships with other organizations and scheduling consistent leadership trainings.

As illustrated in the report, the grantee organizations have had positive impacts on the lives of local leaders, their communities, and the region. These organizations, their staff members, and their leaders are to be commended for their work, commitment, and accomplishments. With that said, there are always ways to strengthen programs, even if programs are producing results. During the interviews, grantee staff were asked how they could improve their programs or organization. Many of the responses were discussed in the recommendation section above addressed to funders. However, two ways that the grantee staff indicated that they could fortify their programs were to strengthen relationships with other organizations and to schedule formal

and consistent leadership trainings. None of the grantees had regularly scheduled trainings, a practice that might help them formalize their leadership process. This suggestion may not work for all grantees and organizations. Developing leaders is a long process, and scheduled trainings may not yield sufficient turnout if there are not enough potential leaders identified.

2. Address the grant’s proposed goals in the final report, even if they were not met.

Several recommendations for grantees arose during the review of grant proposals and final reports. In terms of recommendations for the writing of proposals and final documents, there were many final reports that did not match up to proposals, in that proposed goals were not addressed in the final report. Being that the grant proposal is, in essence, a road map for the grant period, it would be beneficial for grantees to revisit the proposal throughout the year, but definitely before writing the final report. By addressing the proposed goals in the final report, even those that were not achieved, foundation staff will not only see that the grant proposal was intended to be a roadmap for their work rather than a document for funding, but also will better understand the nature of leadership development.

3. Have leaders reflect on their notions of leadership and their goals as leaders.

During leader interviews, it became clear that the prepared questions were challenging them to examine their views of leadership critically. Third party accounts confirmed this to be true. Knowing that almost all of the grantees include evaluative procedures as part of leadership development, it would be beneficial to leaders and the organization alike to have leaders reflect on their notions of leadership and their goals as leaders. This could be done in a variety of ways such as journal writing or dialogue. For example, many leaders stated that there were no monetary benefits to participating in the various activities. Challenging leaders to articulate the various benefits to them, their family, and their community might create an understanding that benefits are not always financial. This realization might not be easy to comprehend without such an activity given the fact that the communities in which the grantees work are economically disadvantaged. Such activities might increase participation and create a larger pool of sustained leadership.

4. Consider developing youth leaders, as an additional strand of leadership programs, and ensure that all leaders are taken to the “next level.”

In terms of leadership development, several suggestions arose from the interviews. It is important to start young and develop youth leaders. By doing this, civic engagement will become intrinsic as they mature into adulthood. As part of leaders’ development, it is crucial that they be taken to the “next level.” Leaders should be moved to civic engagement separate from the campaigns. Some leaders will work diligently on campaigns but when the campaign is over, regardless of the outcome, they do not reach out to policymakers to voice their needs until another campaign takes shape. Leaders should voice their concerns even if a formal campaign on a specific issue has not been formed.

5. Increase leaders’ knowledge on issues.

A recommendation that arose from leaders and policymakers alike was the need for increased content knowledge, particularly in terms of the issues. Leaders voiced feeling intimidated because they did not know enough about the issue. Policymakers indicated that the knowledge

would provide leaders a sense of security, which would offset any intimidation that a policymaker may try to use.

6. Maintain consistent and sustained contact with legislators and other policymakers.

In order to create social change, consistent contact with legislators and other policymakers is key. It is imperative that organizations and leaders maintain sustained relationships with policymakers, not just when their assistance is needed on a particular issue. Regular contact is necessary in order to “hold their feet to the fire,” as one policymaker indicated during an interview. This is particularly true for Latino policymakers, now that their numbers are increasing.

Additionally, by having sustained relationships with policymakers, organizations can address them accordingly, in terms of as supporters or opponents. Each organization has its own approach to organizing. However, a variety of approaches might be necessary for different meetings or when addressing different “targets” or policymakers. One policymaker indicated that on a particular issue, he might agree with the organization, however, if he is invited to a meeting where he is treated in a confrontational manner, or as if he were an opponent, then he might not be as sympathetic with the organization’s stance.

Organizations not currently developing Latino leaders

1. Consider adding leadership development to your organization’s mission and programs.

If the mission of an organization is to create social change or improve the community, these organizations should seriously consider leadership development, whether it take the form of community organizing or solely leadership training. In order to develop sustained change, the people living in the community will have to have their voices heard on a consistent basis. As stated earlier, the pertinent question is: If your organization closes its doors tomorrow, will community members be able to bring about change without your staff?

2. Understand community needs before embarking on leadership development.

Before embarking on leadership development, it is crucial that organizational staff know your community and its needs. Whether the data is collected through one-on-one relational interviews, house meetings, or community surveys, it is important that this information come directly from community members, as opposed to staff members’ interpretations of community needs.

3. Select or design an appropriate leadership approach or model that will best suit the community and the organization.

Upon understanding the community’s needs, it is important to select or design an appropriate leadership approach or model that will best suit the community and the organization. It might prove beneficial to research various models, particularly of those groups working with similar constituencies. This might help in understanding any possible modifications to existent models or introducing possible alternative approaches that might better suit the community. Additionally, reaching out to other organizations would be beneficial as a source of additional information or possible future collaborations.

As discussed earlier, at the fundamental level, leadership development is a continual process of meeting people where they are at with any and all of their home and community issues and working together to develop them as leaders. As such, it is time consuming and the impacts are not seen immediately. It is important that all contemplating this route remember this.

Policymakers

Even for those US communities without large Latino representation, Latino issues need to be a matter of concern. Census data demonstrate the significant growth of Latinos from 1990 to 2000 throughout the region. This growth has implications for all Chicago area communities. Even if Latinos do not make up a significant proportion of some communities, the current trend may indicate that they will in the near future. Policymakers in the state, but particularly the Chicagoland region, must begin to understand the repercussions of the significant Latino presence for their communities and beyond.

1. Welcome opportunities to work with organizations developing Latino leaders.

In order to be a truly democratic community and fulfill the ideals of practicing democratic participation, everyone must have a say, particularly the voiceless. It is important for policymakers to work with organizations developing Latino leaders to create that needed representation for the Latino community and others. Creating Latino leadership can assure increased civic engagement from the Latino community, and that, in turn, can bring about more knowledge of community concerns to policymakers, making them better able to meet community needs.

3. Maintain sustained contact with organizations and community leaders.

From interviews with policymakers working in communities with significant Latino populations, it was apparent that most of them had some contact with the organizations in their areas and many of them had worked with them on policy issues. Policymakers and the community would benefit from continued contact between policymakers, organizations, and community leaders in order to truly grasp the concerns of the community and thus be able to represent them. It was evident from the interviews that many policymakers did have some contact with community organizations. However, the truth is that policymakers and community organizations do not always see eye-to-eye. Nevertheless, both policymakers and organizations need to work together to identify community needs, develop leaders, and reach a common ground on behalf of the communities' best interests.

4. Acknowledge and celebrate the accomplishments of community organizations and leaders.

As the study illustrates, many policy changes come about through collaborative efforts of many organizations and leaders. Oftentimes, however, legislators who sponsor the legislation receive much of the attention regarding policy changes. Policymakers should acknowledge the work of the organizations and leaders because it would be beneficial for people to understand that regular residents help create changes, which might promote civic participation.

Lessons Learned

After reflecting on the large number of interviews and the major study findings with members of the project Advisory Committee, it became clear that parting thoughts needed to be included in this report. Clearly, leadership development organizations have had significant impacts on our communities, local governments, and the state. Leadership development has been critical to advancing civic engagement among Latinos. It has increased policy makers' understandings of the Latino community and their accountability to Latino constituencies. Leadership development has developed a more accepting environment for immigrants and Latinos in Chicago through the participation of Latino grassroots leaders. It is clear that the work of these organizations and their leaders has led to significant public policy accomplishments at the local and state levels. It is important to note that although these policy changes represent important achievements, there is a need to continue working to maintain and build upon such gains, particularly if the political climate in the state changes. Given the Latino population growth and political climates in the region's suburbs, there is a clear need to build infrastructures outside of the city to develop Latino leaders by utilizing catalytic organizations with experience in leadership development. Finally, leadership development has created community cohesion bringing diverse groups together to improve the quality of life for Latinos in specific communities and in the region as a whole.

The Chicago Community Trust has had significant impacts on communities throughout the region with grants made to organizations that develop community leaders, particularly Latino leaders. It is through this type of grant making that the Trust promotes democratic values in the communities of its grantees. It is because of the grants made that organizations, as exemplified by the grantees examined in this study, can continue their work and have profound impacts on the lives of the individual leaders, the community, and larger society. Consequently, the individual leaders reach out to policymakers, as the leaders interviewed for this study have done, to voice the needs of their communities and demand that their needs be met. In essence, this process lives true to our democracy and the words of Thomas Jefferson who wrote, "I know of no safe depository of the ultimate powers of society but the people themselves..."²⁰

²⁰ Ford, 1899, as cited in Tozer, Violasn and Senese, 1995: 29.

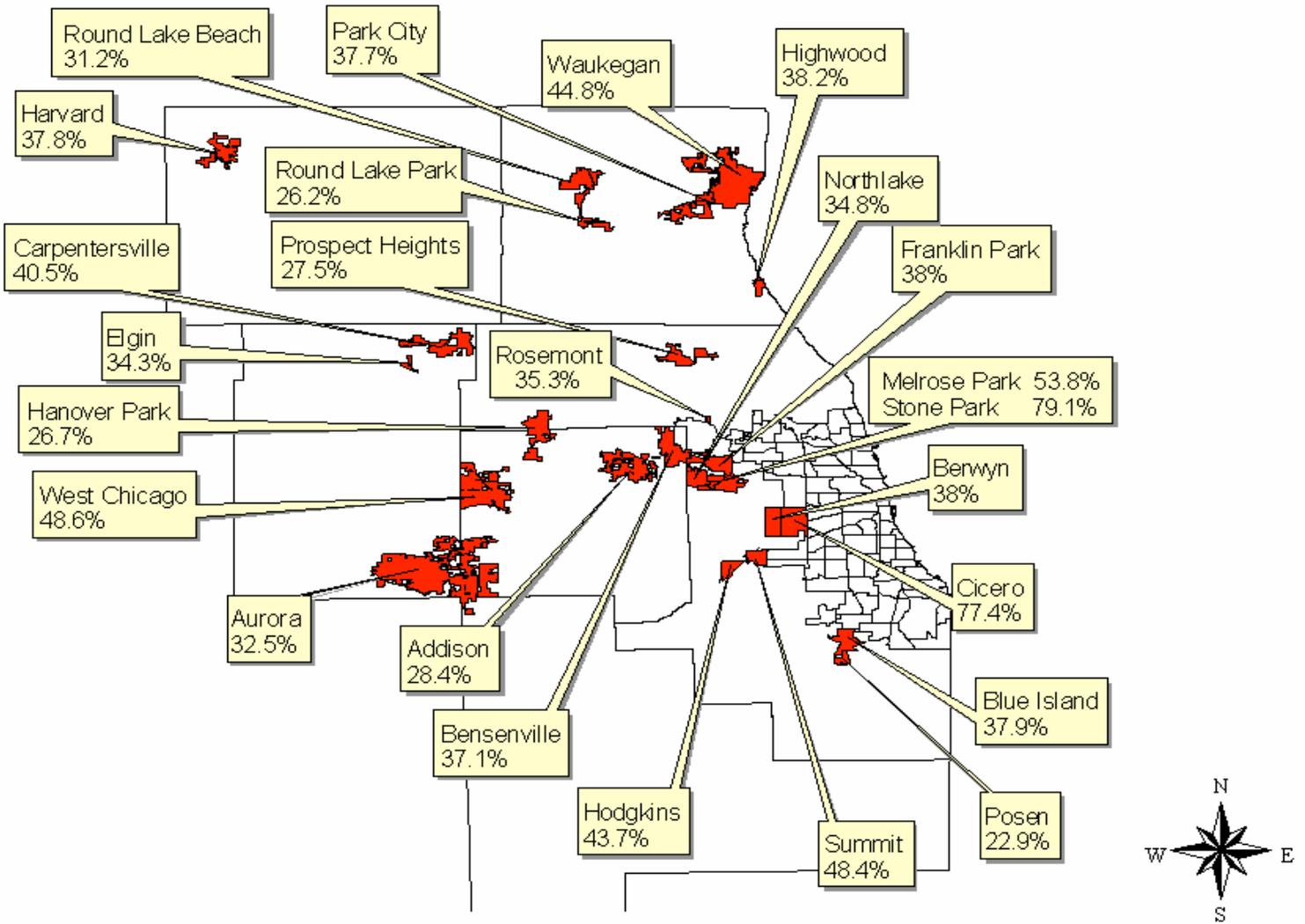
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Appendix A

Map of Latino Concentration by Cities and Towns in Metropolitan Region, 2000

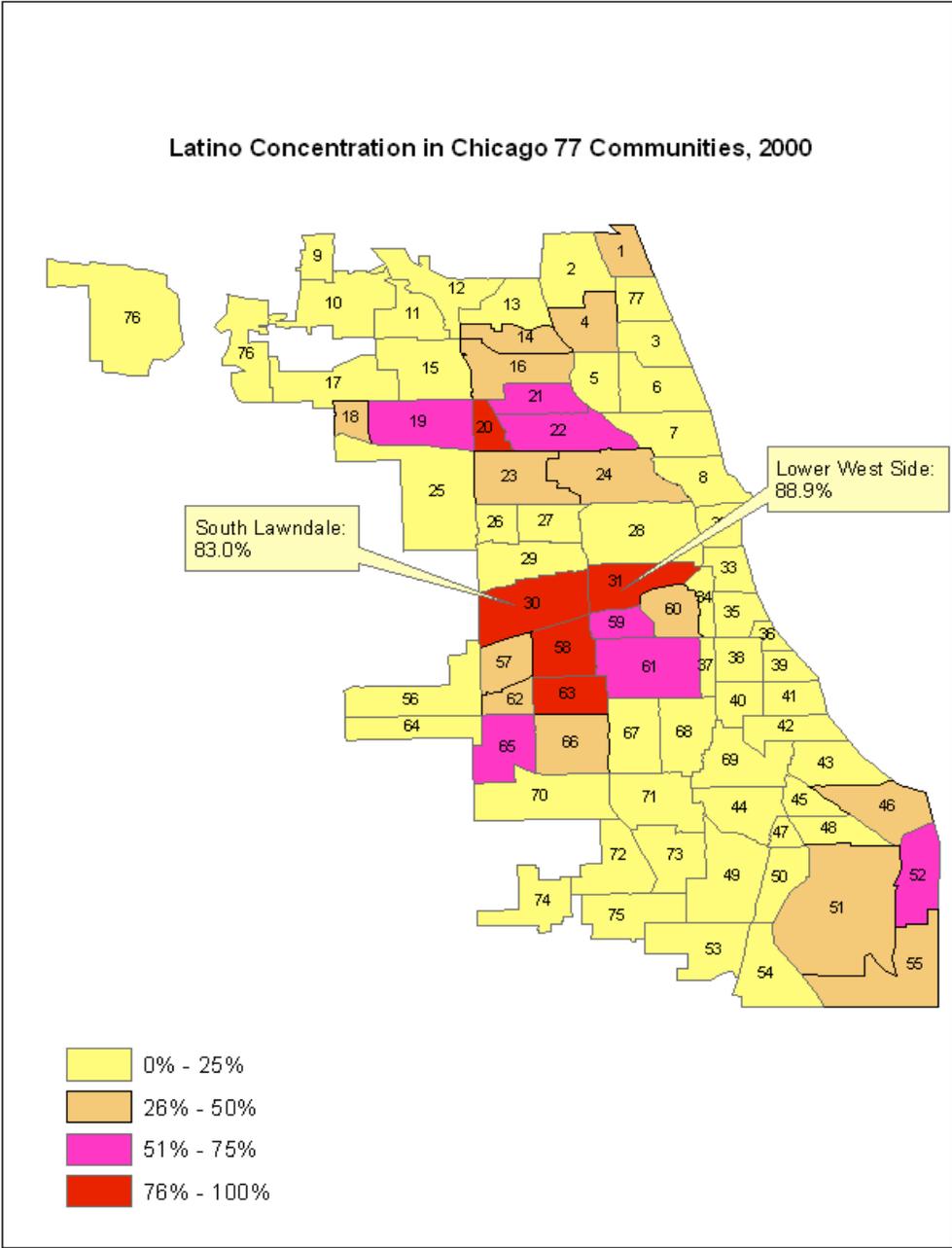
2000 Hispanic Percentage Population by Cities and Towns in the Chicago Metro Area



Map provided by KilJoong Kim, DePaul University

Appendix B

Map of Latino Concentration for Chicago Communities, 2000



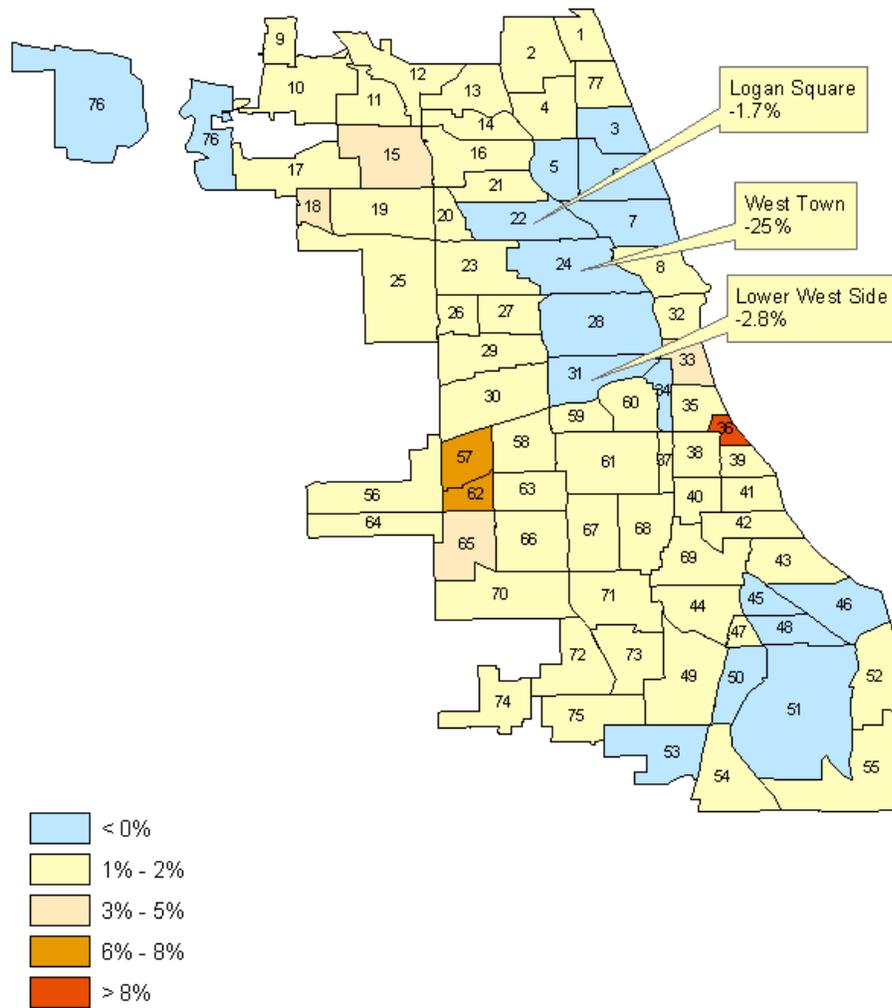
Analysis conducted by Institute for Latino Studies Research Unit
 Map produced by Wei Sun, Ph.D., Institute for Latino Studies

<u>Corresponding #</u>	<u>Community Area</u>	<u>Corresponding #</u>	<u>Community Area</u>
14	Albany Park	59	McKinley Park
57	Archer Heights	18	Monte Clare
34	Armour Square	75	Morgan Park
70	Ashburn	74	Mount Greenwood
71	Auburn Gresham	8	Near North Side
25	Austin	33	Near South Side
45	Avalon Park	28	Near West Side
21	Avondale	61	New City
19	Belmont Cragin	5	North Center
72	Beverly	29	North Lawndale
60	Bridgeport	13	North Park
58	Brighton Park	10	Norwood Park
47	Burnside	36	Oakland
48	Calumet Heights	76	O'Hare
44	Chatham	15	Portage Park
66	Chicago Lawn	50	Pullman
64	Clearing	54	Riverdale
35	Douglas	1	Rogers Park
17	Dunning	49	Roseland
27	East Garfield Park	46	South Chicago
52	East Side	51	South Deering
77	Edgewater	30	South Lawndale
9	Edison Park	43	South Side
68	Englewood	3	Uptown
12	Forest Glen	73	Washington Heights
37	Fuller Park	40	Washington Park
63	Gage Park	62	West Elson
56	Garfield Ridge	67	West Englewood
38	Grand Blvd.	26	West Garfield Park
69	Greater Grand Crossing	65	West Lawn
55	Hegewisch	53	West Pullman
20	Hermosa	2	West Ridge
23	Humboldt Park	24	West Town
41	Hyde Park	42	Woodlawn
16	Irving Park		
11	Jefferson Park		
39	Kenwood		
6	Lake View		
7	Lincoln Park		
4	Lincoln Square		
22	Logan Square		
32	Loop		
31	Lower West Side		

Appendix C

Map of Percent Change of Latino Population in Chicago's Communities,
1990-2000

Percent Change for Latino Population in Chicago 77 Communities, 1990-2000



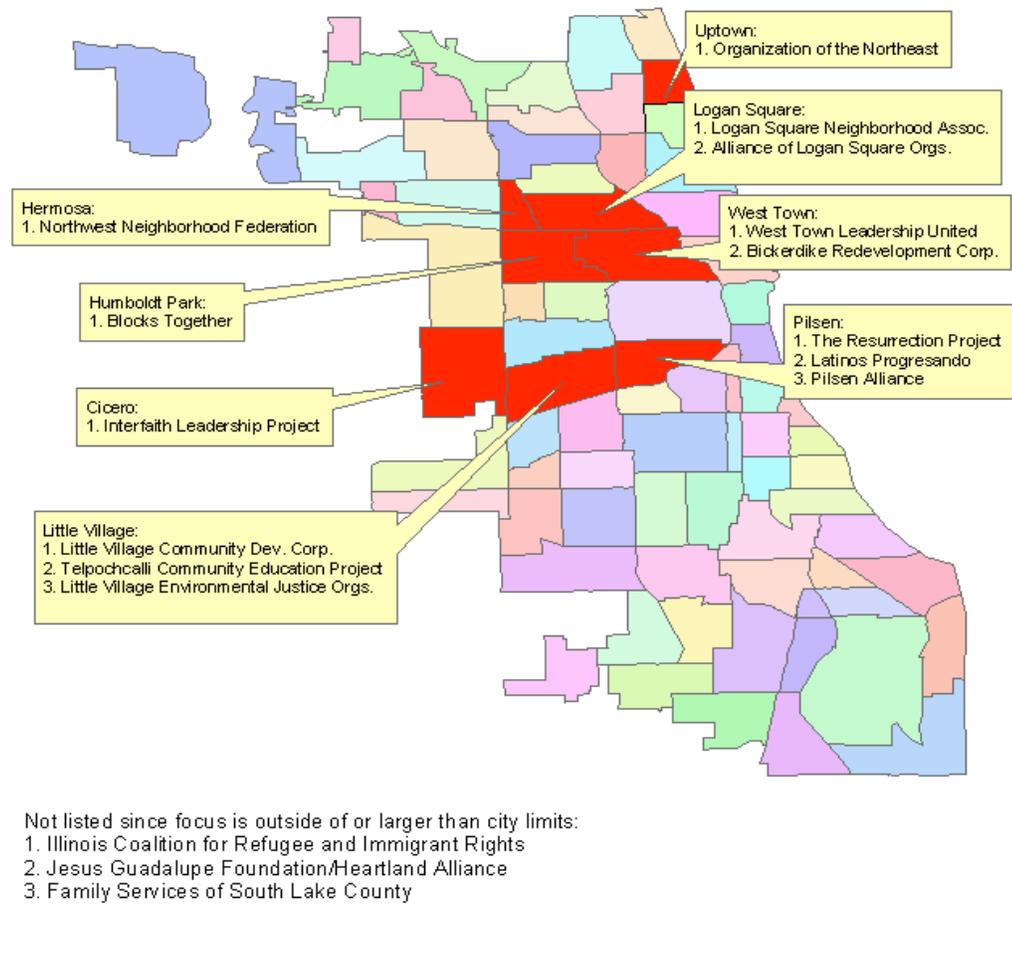
Analysis conducted by Institute for Latino Studies Research Unit
 Map produced by Wei Sun, Ph.D., Institute for Latino Studies

<u>Corresponding #</u>	<u>Community Area</u>	<u>Corresponding #</u>	<u>Community Area</u>
14	Albany Park	59	McKinley Park
57	Archer Heights	18	Monte Clare
34	Armour Square	75	Morgan Park
70	Ashburn	74	Mount Greenwood
71	Auburn Gresham	8	Near North Side
25	Austin	33	Near South Side
45	Avalon Park	28	Near West Side
21	Avondale	61	New City
19	Belmont Cragin	5	North Center
72	Beverly	29	North Lawndale
60	Bridgeport	13	North Park
58	Brighton Park	10	Norwood Park
47	Burnside	36	Oakland
48	Calumet Heights	76	O'Hare
44	Chatham	15	Portage Park
66	Chicago Lawn	50	Pullman
64	Clearing	54	Riverdale
35	Douglas	1	Rogers Park
17	Dunning	49	Roseland
27	East Garfield Park	46	South Chicago
52	East Side	51	South Deering
77	Edgewater	30	South Lawndale
9	Edison Park	43	South Side
68	Englewood	3	Uptown
12	Forest Glen	73	Washington Heights
37	Fuller Park	40	Washington Park
63	Gage Park	62	West Elson
56	Garfield Ridge	67	West Englewood
38	Grand Blvd.	26	West Garfield Park
69	Greater Grand Crossing	65	West Lawn
55	Hegewisch	53	West Pullman
20	Hermosa	2	West Ridge
23	Humboldt Park	24	West Town
41	Hyde Park	42	Woodlawn
16	Irving Park		
11	Jefferson Park		
39	Kenwood		
6	Lake View		
7	Lincoln Park		
4	Lincoln Square		
22	Logan Square		
32	Loop		
31	Lower West Side		

Appendix D

Map of Geographic Distribution of Latino Leadership Grantees

Geographic Distribution of Latino Leadership Grantees



Map produced by Wei Sun, Ph.D., Institute for Latino Studies

Appendix E

Advisory Committee Guiding Evaluation

Project Advisory Committee Members

Nancy Aardema, Logan Square Neighborhood Alliance

Oscar Chacon, Enlaces America

Miguel del Valle, Illinois State Senator

Jesus Garcia, Little Village Community Development Corporation

Joshua Hoyt, Illinois Coalition for Immigrant and Refugee Rights

Jody Kretzmann, Northwestern University

Joe Mariano, National Training and Information Center

Ricardo Millett, Woods Fund

Fabio Naranjo, MacArthur Foundation

Billy Ocasio, Chicago Alderman

Idida Perez, West Town Leadership United

Carmen Prieto, Wieboldt Foundation

Appendix F

Interview Questions for Grantee Staff

**CCT Leadership Evaluation
Grantee Staff Interview**

BACKGROUND

Name

Gender

Race/ethnicity

Length of time at organization

Current position in organization

Length of time in current position

Do you have background in leadership development OR organizing? (Courses, programs, or research you have taken or administered, Educational, Practice with leadership)

How did you become involved with organizing/leadership development?

What is your role with the efforts (number of years, etc.)?

Has your role changed over time?

ORGANIZATION/PROGRAM BACKGROUND

What is the mission of organization?

How long has the organization been leading organizing efforts?

How many staff members are involved with the Leadership program/efforts (FT, PT, volunteers)?

What is the mission of the organizing effort?

How do you achieve this? (What are your strategies?)

Number of people served by program/initiative (in each cohort/class/year, total from inception)

What is the approximate gender make-up of participants?

How are participants identified for organizing activities?

Are there targeted populations (race/ethnicity/geography, etc)?

*(If actual program is in place) Is there a curriculum that is used for your Leadership program?
How/why was it selected? (request copy)*

How do you define leadership?

What is the role of a leader?

Does this differ if he/she is Latino instead of from some other racial/ethnic group?

If so, how?

Are leaders born or made?

How do your program/activities develop leaders?

Can you provide me with an example of how your organization conducts leadership development?

Do your participants walk away from your Leadership program with concrete skills?

If so, which ones and how?

As part of your initiative, do your participants take on an issue (social, political, environmental)?

If so, do you educate your participants about the issue?

If so, do you attempt to ensure that your participants understand the specific issue?

If so, how?

Do your participants contact specific policy makers or legislators as a result?

If so, please list.

Can you give examples of ways in which your program and its participants have contributed to improving the quality of life in the community?

What are some of the challenges you and your organization face in developing Latino leaders?

What are some of the benefits?

Is there anything that you could do to strengthen or improve the program (or your efforts)?

Has your organization worked collaboratively with other agencies or organizations on leadership issues?

If so, which organizations?

What were the issues you worked on together?

What has been your experience working with these organizations?

Is there anything else that you would like to add?

Interviewer: We will need a list of names and contact information of 10 participants of your leadership programs in the past three years that would be willing to conduct a phone interview with us. If possible, please provide me with a calendar of training events or activities through July for site visits.

Appendix G

Interview Questions for Program Participants and/or Leaders (English and Spanish Versions)

CCT Leadership Evaluation
Participant/Leader Interview
English Version

INTRODUCTION

My name is _____ from the University of Notre Dame and I am calling to speak with _____.

We are conducting a study of organizations that develop Latino leaders in the Chicagoland area. Name of staff person at CBO at _____ Name of CBO provided us with your name as a participant of their activities. This study will help organizations, funders, and policymakers understand the impact Latino leaders have on their communities and the city. Would you be willing to speak with me right now regarding your experiences with _____ Name of Organization and/or Program _____ ?

If they are busy at the moment: Ask if you can schedule a time.

If positive response:

I don't want to miss any thing you have to say. Would you allow me to tape record our conversation? No one outside of the University will hear this tape.

If yes, turn on tape recorder:

The interview will take approximately 20 minutes of your time. All of the information you provide will be kept confidential. The report we write will look at all of the responses we receive. You will not be identified individually. You have the right to refuse to answer any question and end the interview at any point in time.

We will now begin the interview.

BACKGROUND

Please tell me your:

Name

Race/ethnicity

How long have you lived in the Chicagoland region?

Where do you currently live?

How long have you lived there?

Do you have children?

If so, how many?

Where were you born?

If born outside of US mainland, how long have you lived in the US?

ORGANIZATION/PROGRAM BACKGROUND

What civic groups or organizations do you participate in?

When did you first become involved with *name of organization*?

How did you become aware of them and their services?

Did you participate in a leadership training with the organization?

Why did you participate in this program?

What were some of the benefits of participating in this program/organization?

Did you face challenges while participating in the program? (personally, professionally, politically, personality-wise, logistically?)

If so, can you please describe them for me?

Has your participation in this leadership program had an impact on your life (professionally, personally)?

If so, please describe.

Would you recommend this program to others?

Why or Why not?

How much do you agree or disagree with the following statements (*Likert scale of 1-5, 5 being that you strongly agree, 1 strongly disagree, and 3 neither agree or disagree*)?

- By working together, people in my neighborhood can influence decisions that affect the neighborhood.
- Immigrants are less interested and less engaged in the community than non-immigrants.
- Immigrants are more interested in what happens in their countries of origin than in what takes place in their community.

DISCUSSION OF LEADERSHIP

(What are the qualities of a leader?) What is a leader?

What does a leader do?

Are leaders developed or born?

Can anyone be a leader?

Do you consider yourself a leader?

Why or why not?

Did you consider yourself as a leader before you went through the training?

If so, please describe your previous leadership activities and how you got involved in them.

Have you grown as a leader since participation in the program?

If so, how?

What kinds of leadership activities have you participated in over the past year?

Since your involvement with the program, have you met with a policymaker/legislator to discuss an issue that is important to you?

If so, what issue(s) was it?

How did you learn about the issue?

Do you feel that you had sufficient understanding of the issue in order to discuss it with the legislator/policymaker?

Do you think you have an impact in making your community a better place to live?

If so, how much?

Can you give an example?

Can you give examples of ways in which you have contributed to improving the quality of life in the community?

What are some of the challenges you face in being a Latina/o leader?

Are challenges different for a Latino/a leader than for another racial/ethnic group?

What are some of the benefits?

Do you feel that people in _____ care about the well-being of the community?

Do they work together to make it a better place?

In an average week, how many times do you speak to your neighbors?

How happy are you with your neighborhood?

Interviewer: I would like to ask you a few more questions about yourself, before we conclude the interview.

How old are you?

What is your marital status?

How many years of education do you have? (US and other)

Do you work?

If so, what is your occupation and title?

Thank you very much for your time today and for all of your work. Your information is extremely valuable.

**CCT Leadership Evaluation
Participant/Leader Interview
Spanish Version**

INTRODUCTION

Mi nombre es _____ de la Universidad de Notre Dame y estoy llamando para hablar con _____.

Estamos haciendo un estudio sobre organizaciones que desarrollan líderes Latinos en el área de Chicago. _____ Nombre del contacto _____ de _____ organización _____ nos dio su nombre como participante en actividades. El propósito del estudio es ayudara varias organizaciones entender el impacto que líderes Latinos tienen en sus comunidades y en la ciudad. Estaría dispuesta/o a platicar conmigo en este momento acerca de sus experiencia con Nombre de la Organización o Programa _____ ?

Si están ocupados en esos momentos, pregunta si puedes hablar con ellos en otro momento.

Si responden que sí:

Me da permiso de grabar nuestra conversación. No quiero perderme ninguna de sus respuestas. Nadie fuera de la universidad escuchara la grabación.

Si están de acuerdo, comienza a grabar:

La entrevista tomará aproximadamente 20 minutos. Toda la información que Ud. nos dé es confidencial. El informe que escribiremos se enfocara en todos las respuestas que recibiremos. No se le va a identificar individualmente. Ud. puede negarse a contestar cualquier pregunta y terminar la entrevista en cualquier momento. Comenzaremos ahora con la entrevista.

SOBRE LA PERSONA

Me puede dar su:

Nombre

Raza/etnicidad

Cuánto tiempo ha vivido en el área de Chicago o sus alrededores?

En que comunidad (o barrio) vive actualmente?

Cuánto tiempo ha vivido ahí?

Tiene hijos? Cuantos?

En donde nació?

(Si nació fuera de los EEUU) ¿cuánto tiempo ha vivido en los EEUU?

ACERCA DE LA ORGANIZACIÓN/PROGRAMA

En qué grupos cívicos u organizaciones participa Ud.?

Cuándo participó por primera vez con nombre de la organización? Cómo se enteró de ellos y sus servicios?

Ud. participó en un taller de liderazgo por parte de la organización?

Porque participó en el programa?

Cuales eran algunos de los beneficios de participar en el programa/organización?

Tuvo retos o problemas que tuvo que enfrentar mientras participaba en el programa (Personales, profesionales, políticos, de personalidad, logisiticos)?

Los puede describir.

Ha tenido algun impacto en su vida el haber participado en el program de liderazgo?

Lo puede describir.

Le recomendaría este programa a otras personas?

Porque si o porque no?

Le voy a leer unas frases. Dígame si Ud. esta de acuerdo o en desacuerdo con las siguientes declaraciones. (En una escala del 1 al 5, 5 siendo que esta de acuerdo totalmente, y 1 que esta completamente en desacuerdo).

- Trabajando juntos, la gente en mi barrio puede influir en las decisiones que afectan el barrio.
- Los inmigrantes tienen menos interés y están menos comprometidos con la comunidad que los que no son inmigrantes.
- Los inmigrantes tienen mas interés en lo que pasa en sus países de origen que en lo que pasa en sus comunidades.

DISCUSION SOBRE LIDERAZGO

(Que es un líder?) Cuales son las cualidades de un líder?

Que hace un líder? (Cual es el trabajo de un lider?)

Los lideres nacen o se hacen?

Puede cualquier persona ser un líder?

Se considera Ud. un líder? Porque?

Se consideraba Ud. un líder antes de participar en el programa o entrenamiento?

Si es asi, me podria describir el entranamiento de liderazgo en el que estuvo involucrado/a antes y como llego a participar en las actividades/entrenamiento?

Siente Ud. que se ha desarrollado como un líder desde que empezó a tomar parte en el programa?

Y como?

En que tipo de actividades de liderazgo ha participado Ud. en el ultimo año?

Desde su participación con el programa, se ha reunido con un legislador o político para tratar un asunto de importancia para Ud.?

Si es asi, cual era el tema?

Cómo se entero Ud. acerca de este tema?

Siente Ud. que tuvo suficiente comprensión del tema para poder discutirlo con el legislador/político?

Cree Ud. que tiene un impacto en el mejoramiento de su comunidad?

Si es así, cuánto impacto?

Me puede dar un ejemplo?

Puede darme algunos ejemplos de cómo Ud. ha contribuido en el mejoramiento de la calidad de vida en la comunidad?

Cuales son algunos de los retos que enfrenta Ud. como líder Latino/a?

Son diferentes los retos de un/a líder Latino/a a los de un líder no Latino?

Cuales son algunos de los beneficios (como líder Latino)?

Cree Ud. a que la gente en nombre del barrio les interesa el bien-estar de la comunidad?

Trabajan juntos para hacer el barrio un mejor lugar para vivir?

En una semana común, cuántas veces platica Ud. con sus vecinos?

Que tan contenta/o esta Ud. con su barrio?

Le voy hacer unas cuantas preguntas mas antes de concluir esta entrevista.

Cuántos años tiene?

Es Ud. casada/o, soltera/o, etc.?

Cuántos años de educación tiene Ud.? (aquí en EEUU y fuera)

Trabaja?

Cual es su ocupación y título?

Gracias por su tiempo. Esta información nos va a ayudar bastante en este estudio.

Appendix H

Interview Questions for Civic Leaders

**CCT Leadership Evaluation
Civic Leader Interview**

Name

Organization

Community(ies) work in

Position in organization

Length of time with organization

Time in current position

Please describe your organization's work (mission)

Do you work with non-profit agencies in your surrounding communities?

If so, please list.

What are some of the issues you have worked on together?

How do you define leadership? (some qualities of leaders)

What are the roles of a Latino/a leader?

Do these roles differ if the leader is Latino/a versus a member of another racial/ethnic group?

Are leaders born, made, or both?

Please explain.

Are there any groups or organizations in your community that effectively develop Latino leaders?

If so, please list organizations, as well as HOW and WHY they effectively develop Latino leaders.

Have the organizations under examination contributed to improving the quality of life or creating social change?

If so, please list examples.

How does a group effectively create social change?

Have you noticed increased resident involvement due to the organizations involvement in the community?

What do you think are some challenges to developing Latino leaders?

Which of these are faced by the organizations?

What are some benefits to the community?

Is there anything the organizations could do to strengthen or improve their programs, particularly the Latino leadership development programs?

Is there anything else that you would like to add?

Thank you very much for your time and input.

Appendix I

Interview Questions for Policymakers

**CCT Leadership Evaluation
Policymaker Interview**

Name

Position

Community(ies) you serve

Length of time in position

Please describe the communities you serve (SES, race)

List some of the prevalent issues in your community

Do you work with non-profit agencies in your communities?

If so, please list.

What are some of the issues you have worked on together?

How do you define leadership? (some qualities of leaders)

What are the roles of a Latino/a leader?

Do these roles differ if the leader is Latino/a versus a member of another racial/ethnic group?

Are leaders born, made, or both?

Please explain.

Are there any groups or organizations in your community that effectively develop Latino leaders?

If so, please list organizations, as well as HOW and WHY they effectively develop Latino leaders.

Have the organizations under examination contributed to improving the quality of life or creating social change?

If so, please list examples.

Have you noticed increased resident involvement due to these organizations?

How does a group or an individual effectively create social change?

How can community-based organizations work with policymakers to improve the quality of life in the community?

What do you think are some challenges to developing Latino leaders?

Which of these are faced by the organizations?

What are some of the benefits of developing Latino leaders for the community?

Is there anything the organizations could do to strengthen or improve their programs, particularly the Latino leadership development programs?

Is there anything else you would like to add?

Thank you very much for your time and input.