



Flourishing Foundations:
Intergenerational Healing in Southern Arizona

Social Impact Learnings
2021-2022



Letter from Our HIM Director

Healthy Intergenerational Masculinity Initiative is a 5-year project that has come together through the leadership of Boys to Men Tucson, Goodwill Youth Re-Engagement Centers of Southern Arizona, Emerge Center Against Domestic Abuse, and the Women's Foundation for the State of Arizona through the support of the David and Lura Lovell Foundation and Vitalyst Health Foundation.



Fellow Changemakers,

At its heart, the **Healthy Intergenerational Masculinity (HIM) Initiative** is about advocating for and organizing our own communities to address the root causes of violence and suffering. As we approach the end of Year 1 since the operationalization of this project, we celebrate the tremendous strides the HIM Initiative has taken to advance the work of alleviating the systemic barriers that impede the way men and boys access safe and healthy lives.

We have deepened and expanded our network of collaborative stakeholders. For example, we are working with a high-trust group of partners who believe that masculinity work can transform accountability, intergenerational support, and safety in Pima County. The advancement of this work pairs with the end-of-the-year launching of our HIMI Community Fund, a mini-grant series focused on BIPOC communities that provides unrestricted funds to grassroots groups addressing masculinity in our community with intergenerational approaches.

We know that the dominant socialization process for boys presents a public health crisis in Arizona today. This knowledge has emerged from our experience of confronting and healing the violence among boys and men in Pima County. These insights were confirmed and strengthened when community partners organized the 2020 Community Readiness Assessment and 2020 Masculinity Forum to help us figure out actionable steps to mitigate this crisis.

During our first year, we saw significant gains in accessibility as we worked with school and non-profit partners to bring high-impact masculinity programming into new schools and community spaces. In addition, through a series of innovative trainings, we significantly increased the number of men of color in Tucson who are finding ways to be a part of the solution in our community.

Through our partnership with SoPact, we prioritize learning from feedback loops to evaluate and enhance this Initiative's impact. We draw inspiration and power through the community's support and excel when we harness strength from listening. In this report, you'll see a synopsis of our Year 1 learnings and how they inform our strategic plan to maximize impact for Southern Arizona through systemic advocacy, community partnerships, and leveraging valuable resources alongside our Tucson collaborative networks.

November 2022
Mariah Harvey, M.Ed
Director, Healthy Intergenerational
Masculinity Initiative



Our Why

Those who are closest to the problem are closest to the solution. We know that the folks in our community understand what it takes to address and transform the root causes of violence and harm in Pima County.

According to a community assessment study by the Southwest Institute of Research on Women at the University of Arizona College (Department of Social Behavior Science), "The socialization of boys and young men through rigid, stereotypical gender roles has long been seen as detrimental to the girls and women in their lives."

In 2019, Boys to Men Tucson began collecting feedback from youth, families, and community partners, gauging their perceptions about the state of and need for masculinity work in our communities. With funding from the Lovell Foundation, a planning grant was awarded in 2020 in Pima County to assess community readiness for a Healthy Intergenerational Masculinity (HIM) initiative. The idea for the HIM initiative developed through the wisdom that emerged from community leaders of various sectors who wanted to break the cycle of sexual assault and domestic violence by supporting young men.

Having heard clearly from our community across a range of outlets, leaders designed the HIM Initiative. In 2021, the HIM initiative began a partnership with SoPact to ensure that we learn from our community through a more systematic approach to stakeholder feedback.

Our Stakeholders:

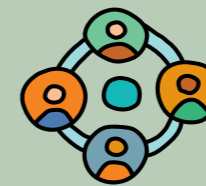
- Nonprofit Youth Serving Orgs: •Administrators •Staff •Mentors
- School Systems •Educators •Administrators •Staff •Students, with particular focus on BIPOC •Guardians & parents
- Community Orgs: •Administrators •Staff •Volunteers, with particular focus on BIPOC
- Juvenile Justice •Administrators •Staff •Youth

The top three most frequently selected challenges faced by adolescent boys are



73.8%

Difficulty expressing feelings



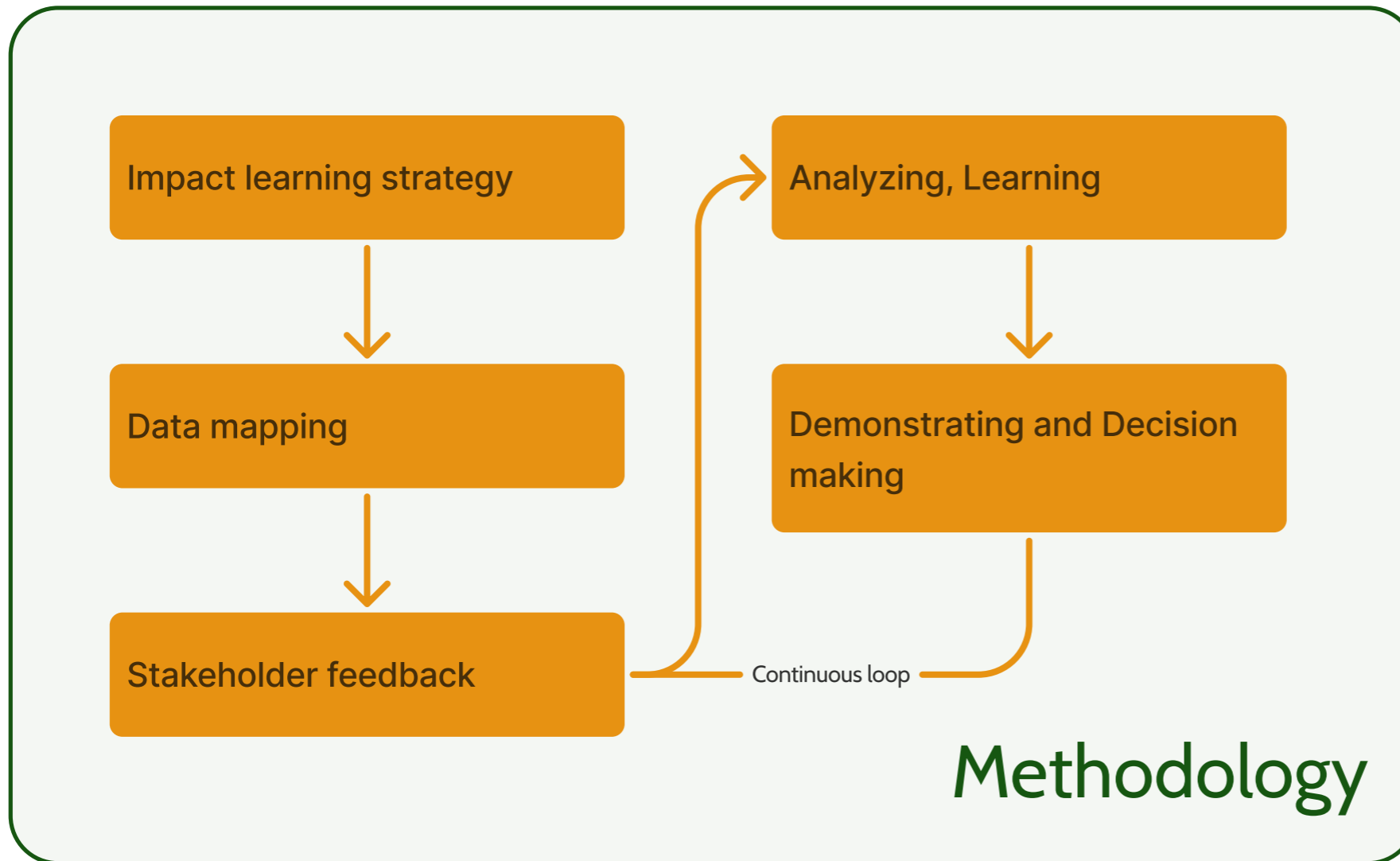
72.3%

Stereotypes about masculinity in the media/social media



70.8%

Lack of positive adult role models



How are
we
learning
our
outcomes?

Impact Goal

Our goal is to truly transform the conditions in our communities that have led to crises of toxic masculinity, gender-based violence, and intergenerational cycles of trauma amongst boys and men. Towards that end, we are coming together to plant and cultivate system-changing work that centers multigenerational, community-based approaches to nurturing and supporting boys and men in Pima County to cast off narrowly defined gender roles in favor of living from wholeness and authenticity.

While this work entails multiple differently-scaled components, a core aim is to ensure that all boys and masculine-identified youth in Tucson have access, both geographically and logistically, to mentors, programs, and communities that promote more fluid and healthy forms of masculinity. In addition, we focus on underserved youth, mainly black and brown boys. Finally, as we are growing the resources that support young men to live in a place of wholeness, we are also organizing our community to target and transform punitive institutional policies and practices that sew violence into the lives of these boys.

Impact learning strategy through the theory of change model

Input Resources	Activities What we do	Outcome Short Term: Training/Intentions	Outcome Intermediate: Actions/Behaviors	Outcome Longterm: Social/Cultural
Staffing <ul style="list-style-type: none"> • FT Backbone Coordinator • FT BTMT Initiative Coordinator • PT CPLC Initiative Coordinator • PT Goodwill Initiative Coordinator • PT Emerge Initiative Coordinator • Volunteers 	<ul style="list-style-type: none"> • Communicate consistently with partners to ensure collaborative infrastructure building 	<ul style="list-style-type: none"> • Coordinate action plan that demonstrates increases in number of schools served, number of boys served, and number of mentors, with greater participation of BIPOC men and youth 	<ul style="list-style-type: none"> • Increase in youth and adult knowledge of emotional health issues related to masculinity and available resources in the community 	<ul style="list-style-type: none"> • Youth health and well being
Professional Services <ul style="list-style-type: none"> • Healthy Masculinity Curriculum • Healthy Masculinity Mentorship Programming • Trauma- Informed Training • Racial Justice Training • Gender Justice Training • Systems/Policy Change Expert 	<ul style="list-style-type: none"> • Secure MOU's, then expand mentorship programming in schools and community centers 	<ul style="list-style-type: none"> • Create consistent communication with school and community contacts, boys, and volunteer mentors to increase participation and buy-in 	<ul style="list-style-type: none"> • Increase in youth development of skills related to coping and emotional wellbeing, resulting in increases in prosocial and resilient behaviors 	<ul style="list-style-type: none"> • Family health and well being
Technology <ul style="list-style-type: none"> • Impact Management system 	<ul style="list-style-type: none"> • Coordinate training for staff and youth 	<ul style="list-style-type: none"> • Initiate mentorship training with strategies that expand intergenerational masculinity and mentorship work for 	<ul style="list-style-type: none"> • Healthy Masculinity School Policies 	<ul style="list-style-type: none"> • Healthy Masculinity Ideology
<ul style="list-style-type: none"> • Utilize partner network to expand and diversify mentor pool 	<ul style="list-style-type: none"> • Develop and create policies that support healthy masculinity for boys 		<ul style="list-style-type: none"> • Reduction In punitive practices toward BIPOC youth 	<ul style="list-style-type: none"> • Gender and Racial Equity
			<ul style="list-style-type: none"> • Positive Changes in community perception about masculinity ideology, gender equity, and racial justice 	<ul style="list-style-type: none"> • Healthy Masculinity legislative policy improvements



List of schools that we are either currently in or working on getting in:

Amphi MS	Tucson High	Roskruge	Nosotros Academy
Catalina	Utterback	Sahuarita HS	Valencia MS
Cholla	Paulo Freire HS	Sahuarita MS	Flowing Wells HS
Doolen	Alice Vail MS	Booth-Fickett	Apollo MS (7-8)
Drachman	Teenage Parent HS	Sierra MS	Morgan Maxwell
Flowing Wells JH	Rincon HS	Lawrence MS	Sunnyside
Hollinger	CDO HS	Pueblo HS	Desert View HS
Imago Dei	Sabino HS	San Miguel HS	Edge HS

Funders:

- [The David and Lura Lovell Foundation](#)
- [Vitalyst Health](#)
- [Angel Charity For Children](#)

Team: Anna Harper-Guerrero, Xavi Ramirez, Lance Meeks, Isaiah Francisco, Mariah Harvey, and Michael Brasher

Leaders and Supporters: Tucson Youth and Peace Conference, SVP Tucson, The Tucson Juneteenth Committee, The University of Arizona Consortium on Gender Based Violence, Pima County Juvenile Court, United Way Cradle to Career, Indivisible Tohono, Pima County Attorney's Office, SAAF, Tucson Ward 1 Offices, and TUSD District Alternative Education Program.

Partners:

Collaborative Core Group:



- The Women's Foundation of Southern Arizona (WFSA),
- Tucson Unified School District & Sunnyside Unified School District

How will the HIM Initiative work to bring the change?

To effect the change we need, we are focused on 3 core areas:

Direct Service Programming to Masculine id'd youth:

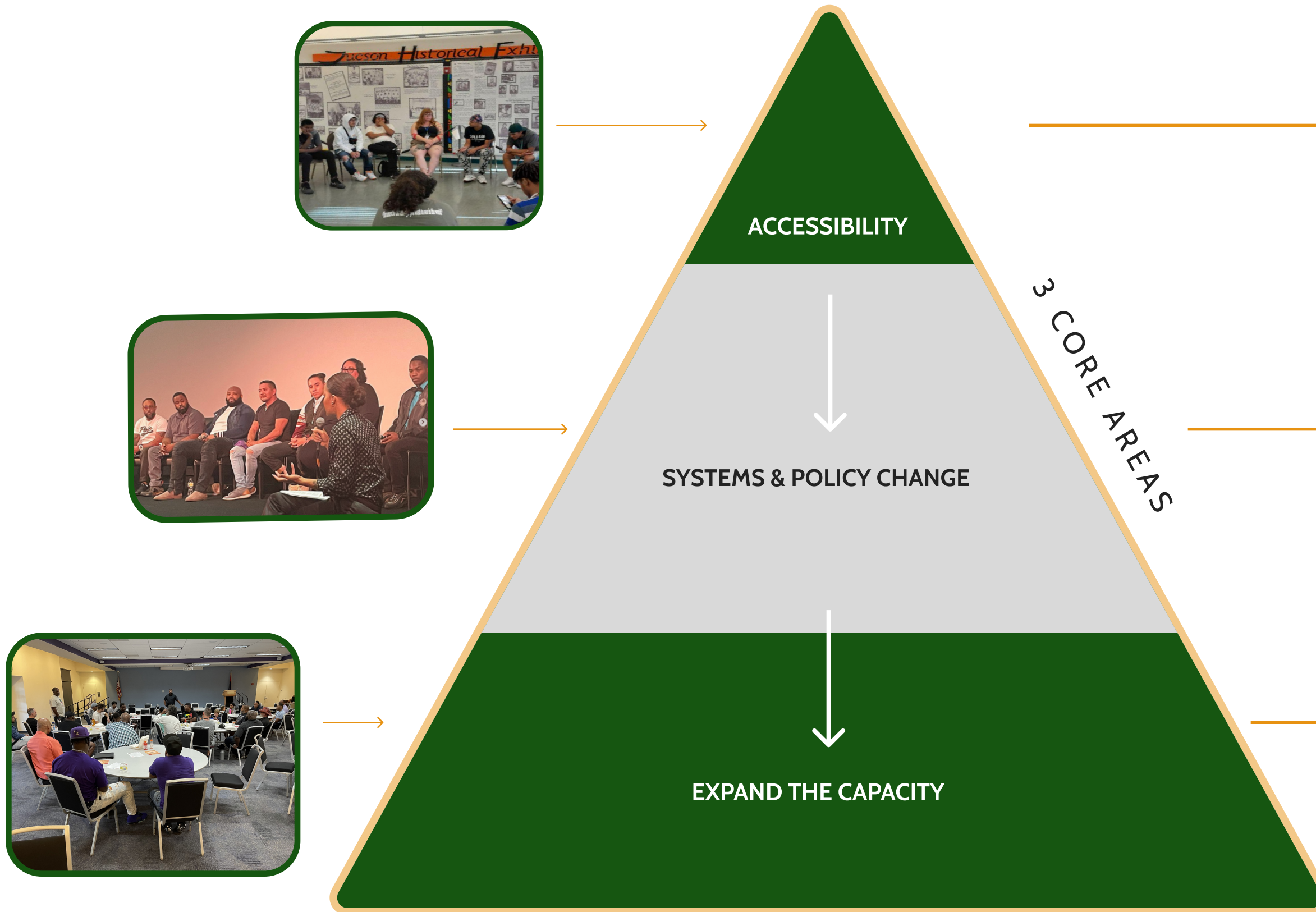
I Am Him Program - Community circle groups that encouraged men, boys, and masculine identified folx to learn of each other's experiences through group discussion. Participants met in the Historic Dunbar center to discuss opportunities for a safe space, judgement-free listening, positive mentoring, and involvement in engaging activities throughout the day.

Systems & policy change:

HIMI Launch at the Loft Cinema - Public launch of the initiative which included a panel discussion of community and organizational experts theorizing around the socialization of men and boys and violence in our communities. Audience members participated in polls and engagement efforts fo bridge community conversation around masculinity. Event had over 100 attendees, including Vice Mayor Lane Santa Cruz, TUSD Superintendent Gabriel Trujillo, and several judges and representatives from the Pima County Attorney's Office.

Expand the capacity:

A Call to Action Event - Black men discussed in a community circle the effects and conditions of masculinity, support networks, and community. After this event, several men raised their hand to become trained to lead out trauma-informed community circles.



Achievements in the first year around 3 strategic activities

1. Direct Service Programming to Masculine Youth:

The HIM Initiative has overseen a massive expansion of intergenerational community talking circles through BTMT's growing site-based mentorship program in Title 1 Schools and by partnering and innovating with a growing list of community partners, including Goodwill Youth Re-Engagement Centers and the Juneteenth Festival.

2. Systems and Policy Change:

Collaborative Core Group Members from Emerge Center Against Domestic Abuse, Boys to Men Tucson, Goodwill Youth Re-engagement Centers, and the HIM Initiative have actively deepened their relationship with Tucson Unified School Districts' DAEP program. This alternative program disrupts historically punitive long-term suspension policies in schools. In addition, boys to Men Tucson and the HIM Initiative were invited to a professional development workshop on Masculinity & Violence Prevention in schools for BIPOC masculine-identified youth in TUSD.

3. Organizing BIPOC Men to Lead this Work:

The HIM initiative organized a call to action following a Black men's affinity program that recognized communities' capacity to step into leadership roles. Following this program, several Black community leaders self-identified interest in capacity building around advancing healthy masculinity work, and some attended the mentor facilitation training offered by BTM Tucson. This will serve as the foundation of comprehensive training to engage with trauma-informed principles of healthy masculinity work in our communities. We have also continued to provide a financial stipend that supports BIPOC men to get trained and to become mentors, and trained more than 100 new men this year through this programming.

Parent/Guardian's Testimonials

"I'm happy that he's spending time with good role models. He is more aware of his feelings."

"He's able to express himself better and feels a lot more confident and part of a family. It's given him so much more confidence and boosted his self-esteem. So we are very grateful for boys to men and all they do."

"He seems to have more self-control when he becomes upset. He is more honest and more willing to talk."

"He is more open, and when he lies to me, he doesn't fight it for long and will tell you the truth. Less reactive to situations."

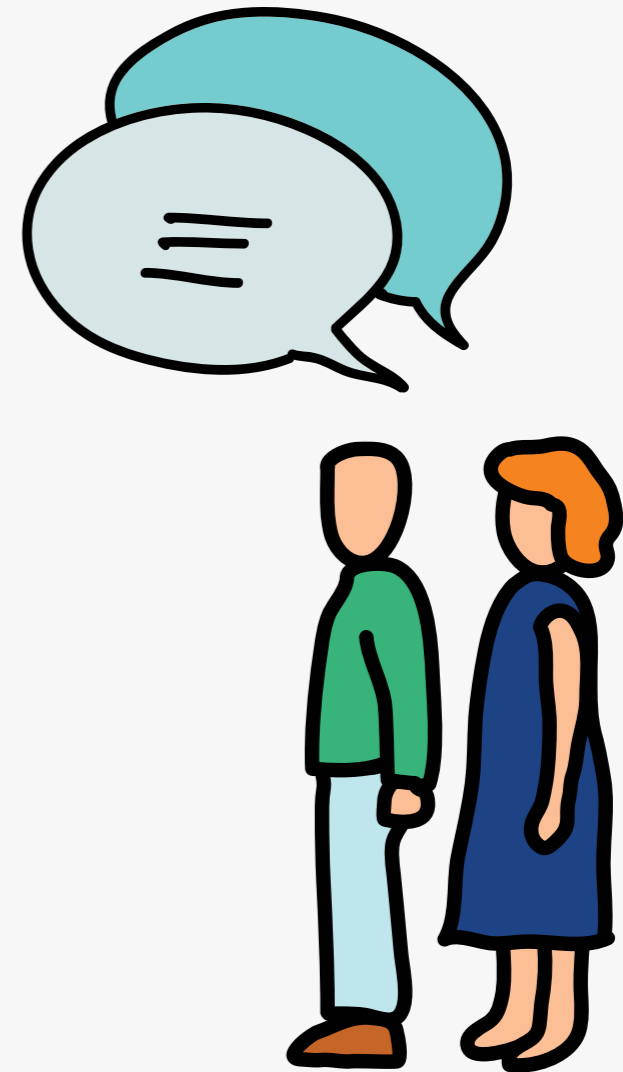
"He's happy, and he enjoys his time with boys to men. He's generally better at expressing himself."

"Jadon has shown improvement in anger management."

"Chris was having difficulties in school, and he now seems happier and getting into less trouble."

"I can talk to him more now."

"He feels that he isn't the only child with similar problems and that they can be worked out. He's been more respectful and friendly when he is home. He is much more aware of the adult male's feelings around him."



End of Semester Changes



96%

Parents observed improved ability to resolve problems in their youth



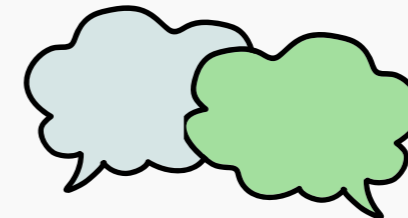
100%

Parents observed positive change in their youth



87%

Youth listen to their peers without judgement reported by parents



91%

Youth is willing to share their thoughts and feelings reported by parents

Alignment to Impact Standards + Frameworks

United Nations Sustainable Development Goals



THE GLOBAL GOALS
For Sustainable Development

The 2030 Agenda for Sustainable Development outlined 17 Sustainable Development Goals (SDGs) to help establish "peace and prosperity for people and the planet, now and into the future." These goals provide an impact framework to assess an entity's contribution towards "ending poverty and other deprivations," incorporating "strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests." (THE 17 GOALS | sustainable development) Many organizations and enterprises use these SDGs as an impact framework.

SDG Target	Target Discription
4.1	By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes
4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
10.2	By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
10.3	Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

Alignment to Impact Standards + Frameworks

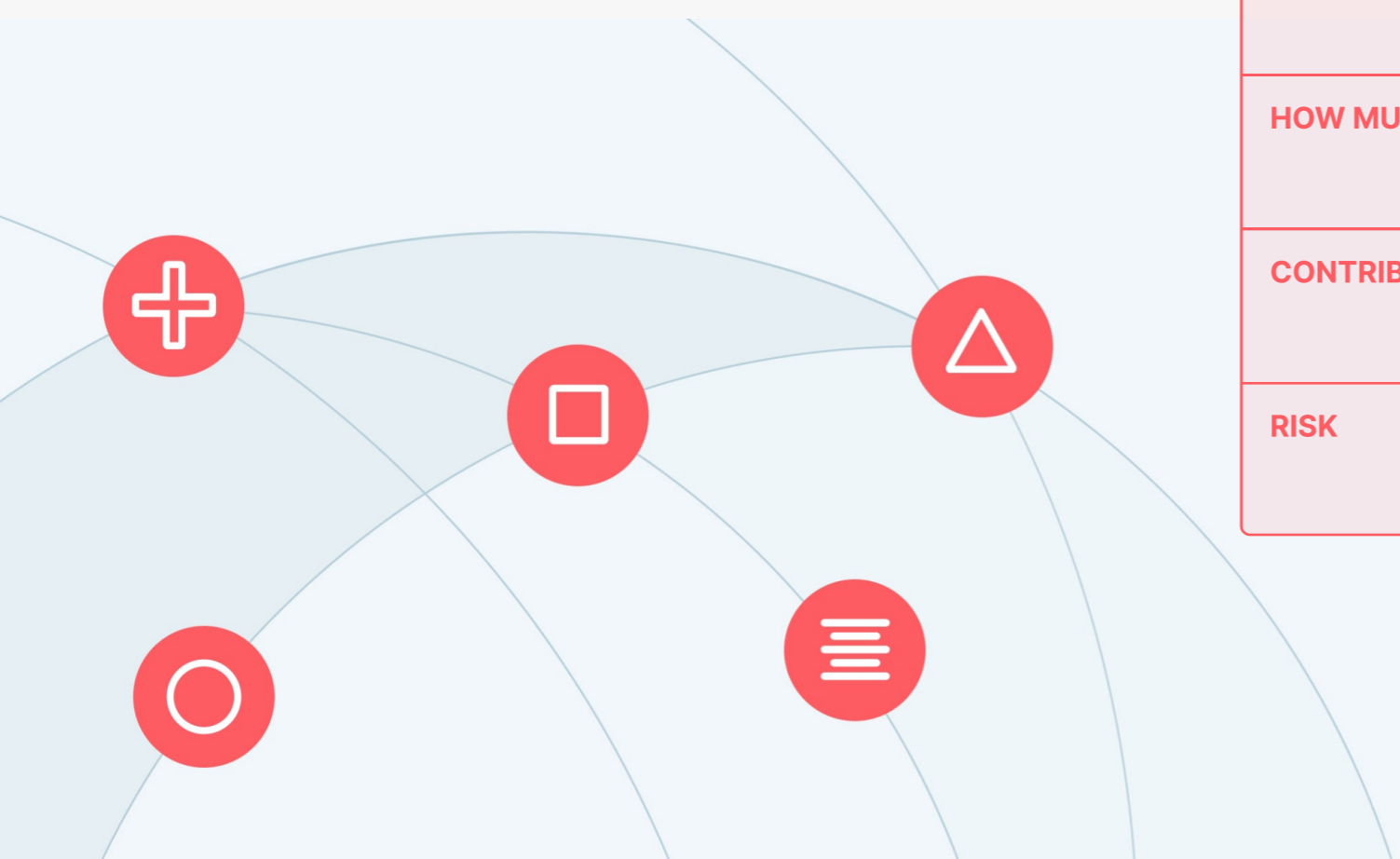
The Five Dimensions of Impact

Impact Management Project

The Impact Management Project (IMP) harnessed a practitioner community of over 2,000 investors, enterprises, and organizations to set norms for impact management techniques. Together, these parties built a consensus on measuring, assessing, and reporting social and environmental impact. They created a common logic for enterprises and investors to measure effects on people and the planet, intending to reduce negative and increase positive impact. The IMP framework is instrumental in understanding the stakeholder's voice.

IMPACT MANAGEMENT PROJECT

Dimension	Guiding Question(s)
WHAT	What outcome(s) do business activities drive? How important are these outcomes to the people (or the planet) experiencing them?
WHO	Who experiences the outcomes? How underserved are the stakeholders?
HOW MUCH	To what extent do the outcomes occur, focusing on factors such as scale, depth, and duration?
CONTRIBUTION	What is the enterprise's contribution to the outcomes? What would have been likely to happen anyway?
RISK	Are there risks to people and the planet if the impact does not occur as expected? What are they?



Impact Learnings

Dimension 1: What is changing?

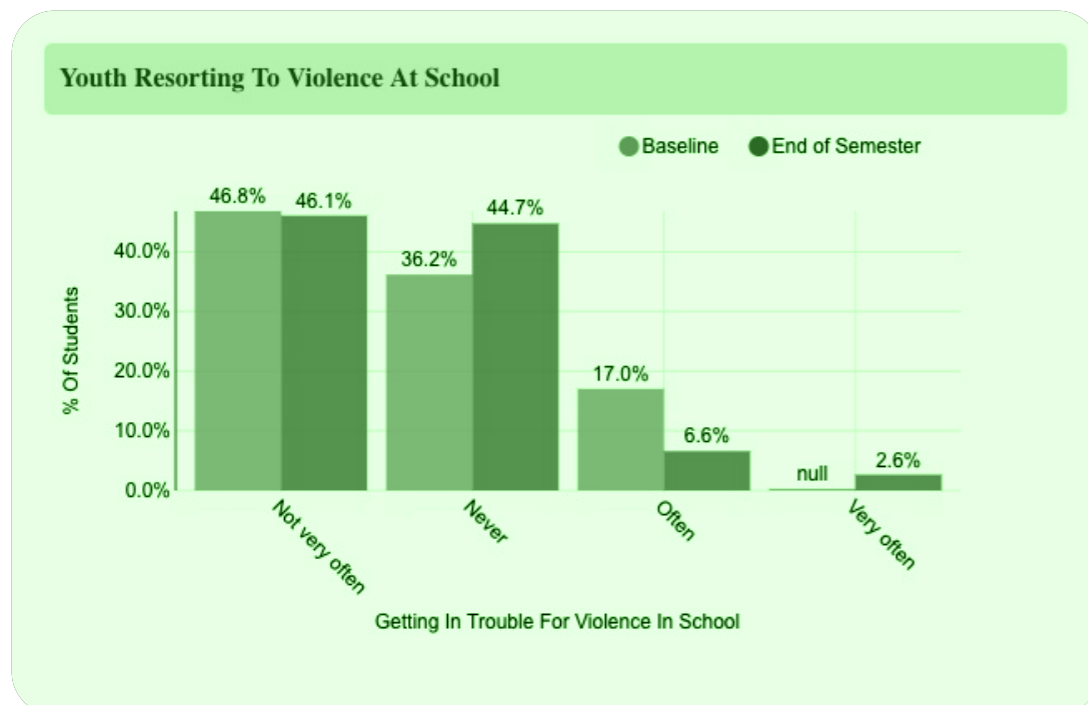
“What dimension tells us what is outcome the enterprise is contributing to, whether it is positive or negative, and how important the outcome is to stakeholders.”

Outcome 1 : More Examples Of Positive Masculinity

Initiative Goal:

Pilot, Scale, and Support all allied programs throughout Southern Arizona that engage in Healthy Masculinity work, identifying specific, direct supports to BIPOC youth.

Our students are better members of the school community by learning to practice aspects of healthy masculinity.

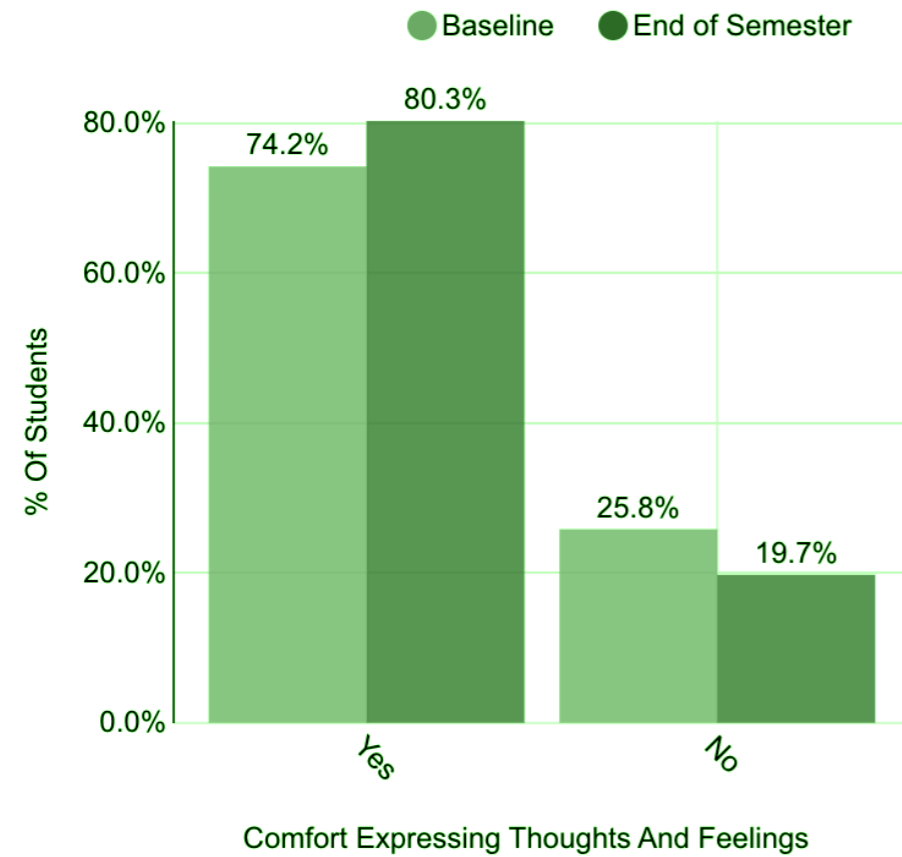


Our Goal	Violence prevention in schools
Metric	Number of reported incidents of violence with boys at school
Youth Survey	The Youth were asked “How often do you get in trouble for using violence at school or at home?” with the options of a) Never, b) Not very often, c) Often, d) Very often ”
Result	8.5% increase in “a” i.e., youth who “Never” resort to violence and 10.4% decrease in “c” i.e youth who “Often” resort to violence.

We’ve seen that youth who sit in weekly talking circles, over time, see consistent decreases in violence at school. For example, last year, between the beginning and the end of the semester, many youth reported significant reductions due to the support they received from sitting in intergenerational talking circles each week.

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Comfort Expressing Thoughts And Feelings



Metric	Equip youth with improved abilities to communicate their thoughts and feelings
Youth Survey	The Youth were asked “Are you comfortable expressing your thoughts and feelings with people around you?” with the options of “Yes or No” to measure
Result	6.1% increase in youth that feel comfortable expressing their thoughts and feelings, However, there is an equivalent decrease in the youth who reported “No” to feeling comfortable expressing thoughts and feelings.

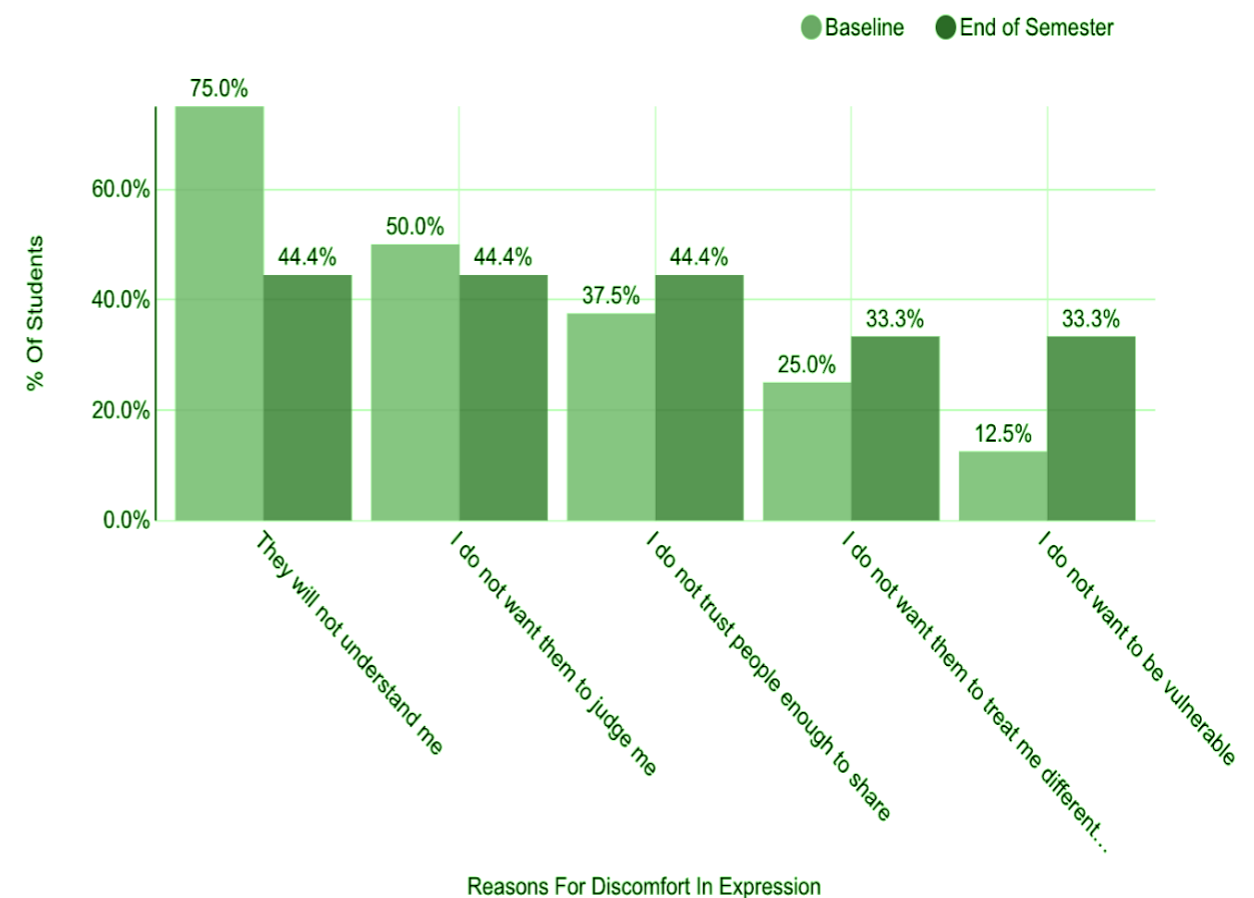


In talking circles, boys and men repeatedly practice naming how they feel and supporting one another to explore those feelings.

Centering Social-Emotional Learning leads to significant improvements in other areas of their lives, including achievement at school.

Metric	<ul style="list-style-type: none"> • Vulnerability • Percentage of youth reporting a change in their level of self-awareness, self-worth and confidence
Youth Survey	<p>We followed up with the youth who said “No” to the previous question, “Reasons why you are uncomfortable expressing your thoughts and feelings with people around you?” with the following options :</p> <p>a) I do not want them to judge me, b) They will not understand me, c) I do not want them to treat me differently, d) I do not trust people enough to share, e) Other</p>
Result	<p>At intake, the youth had discomfort sharing emotions and were uncomfortable being vulnerable; however, after the circle sessions over a semester, there was a shift in the reasoning trend such as there was over a 30.6% decrease in “a” and 5.6% decrease in “b,” i.e., decrease in % of youth afraid of being misunderstood or judged. However, they still need to build trust and feel accepted to feel less vulnerable.</p>

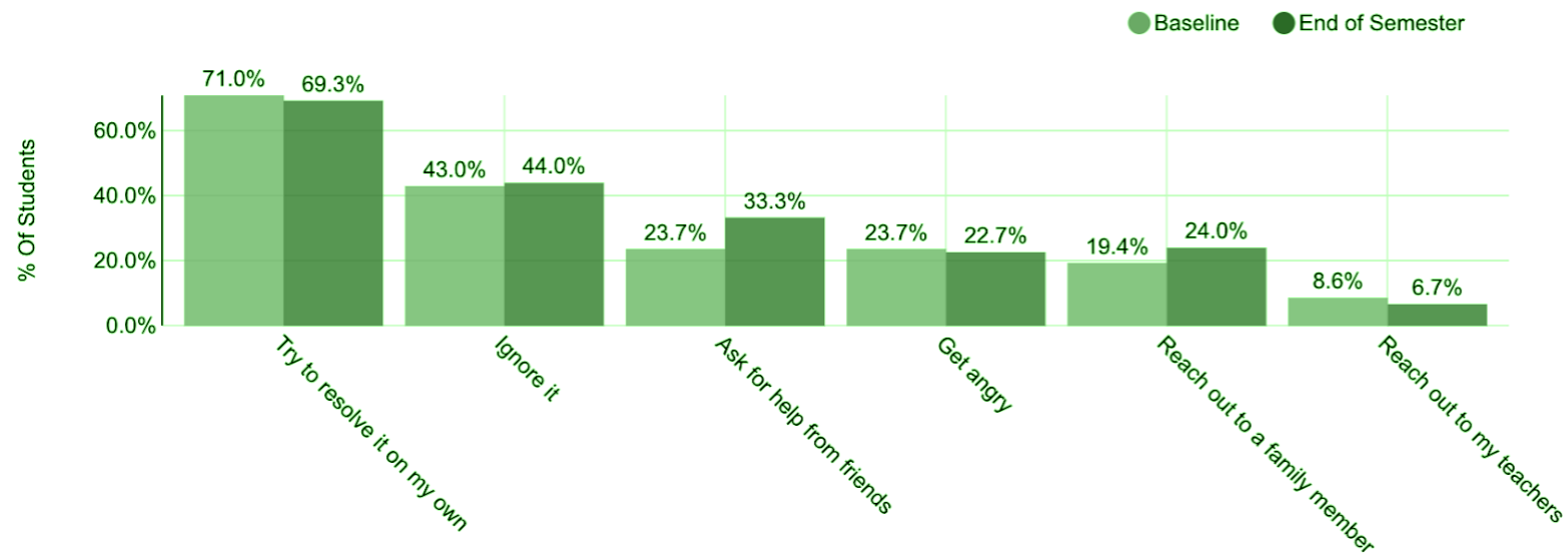
Reasons For Discomfort in Expressing Thoughts And Feelings



One of the biggest impact of sitting in a weekly talking circle for young people is gaining self-awareness about their inner world. As the adult men mirror and validate this process, young people begin to gain awareness about who are the safe people in their lives, and what keeps them from opening up. You see the process of gaining self-awareness reflected in these changes.

Outcome 2: Healthier, More Resilient Young Men

Youth Problem Coping Mechanisms



Metric	<ul style="list-style-type: none"> Percentage of boys considering mentors a role model Percentage of boys seeking support from peers or teachers
Youth Survey	The youth were asked, "When faced with a problem, what are you likely to do?" with a multi select option such as a) Ignore it, b) Get angry, c) Try to resolve it on my own, d) Ask for help from friends, e) Reach out to my teachers, f) Reach out to a family member
Result	After the first round of circle sessions, there was a noteworthy increase (over 14%) in the youth who reported options "d" and "f" as coping mechanisms. i.e., reaching out to friends or family members. However, our goal is to provide an outlet for all the participants to access a support system. We also support our participants in solving problems on their own in a healthy way. By getting support from the community circle, young people can often access their clarity and sense of power. Most importantly, they are breaking away from the old models of rugged individualism and isolation that typify masculinity for many young men today.

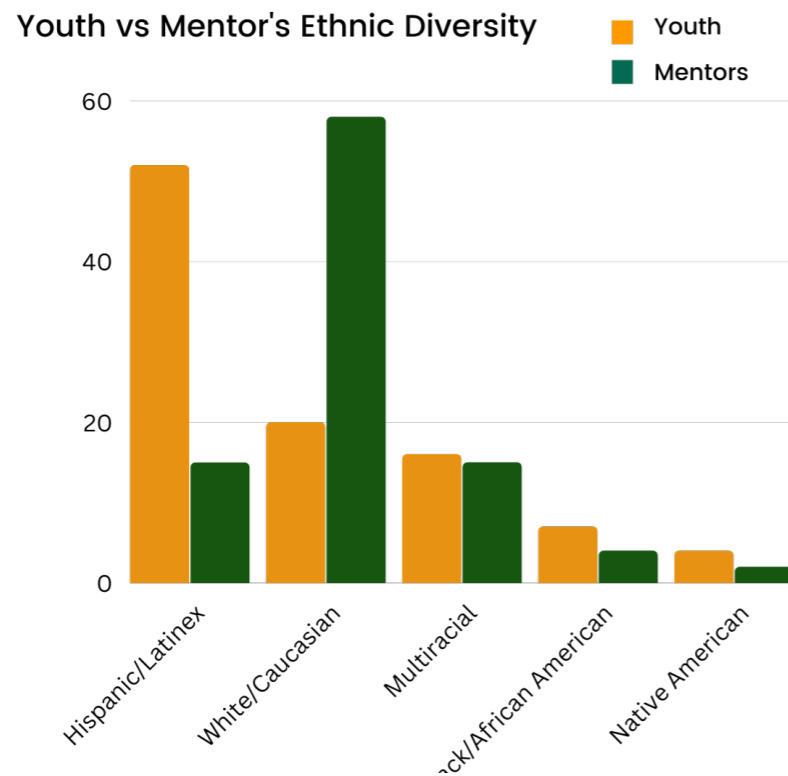
Often, one of the consequences of growing in such a safe and healthy container is realizing that the other spaces in their lives aren't so safe or healthy. From this realization, however, they are in a position to begin deciding what they can control. That's where our community circle can support them in making changes.

Impact Learnings

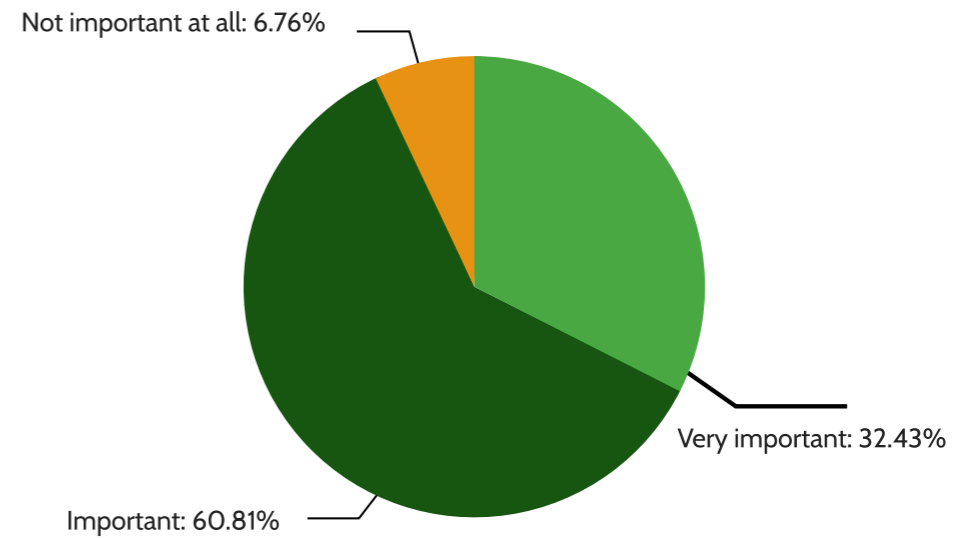
Dimension 2: Who is experiencing the change

“Who tells us which stakeholders are experiencing the outcome and how underserved they are in relation to the outcome.”

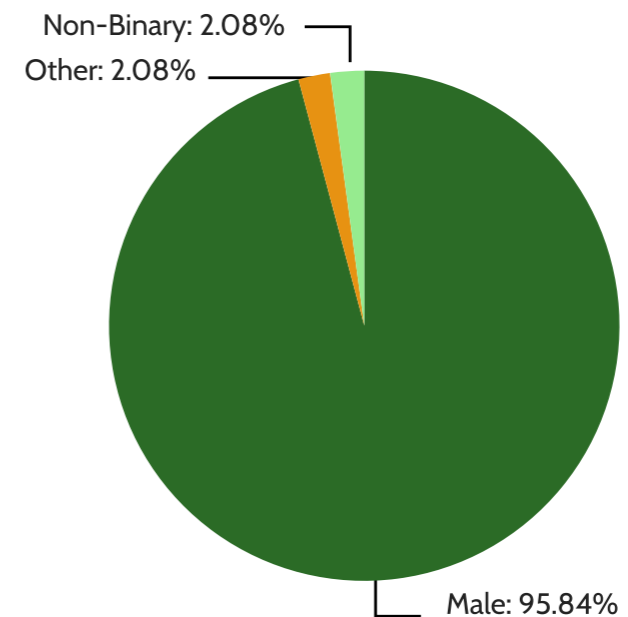
BTMT mentors still have a significant gap in ethnic diversity



Importance of the Circles to the Youth



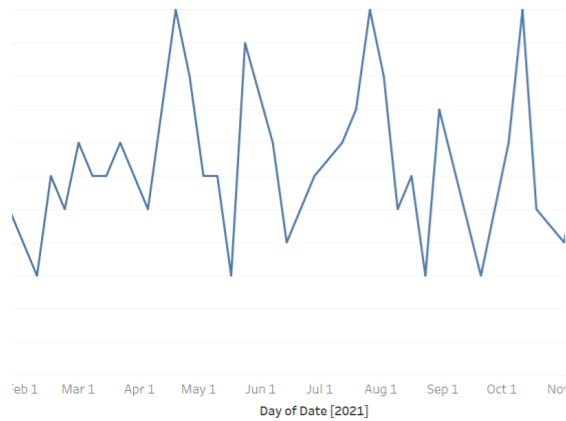
BTMT mentors match the gender diversity of youth



Data from Partners

These demographic data sets inform us of discrepancies in circle attendance, and help us problematize around how frequency of circles, retention of participants, and the unpredictable nature of drop-in style youth spaces leads to infrequent or inconsistent participation. This information can also encourage us to examine the larger systemic or social barriers that impact the accessibility of community circles for BIPOC youth.

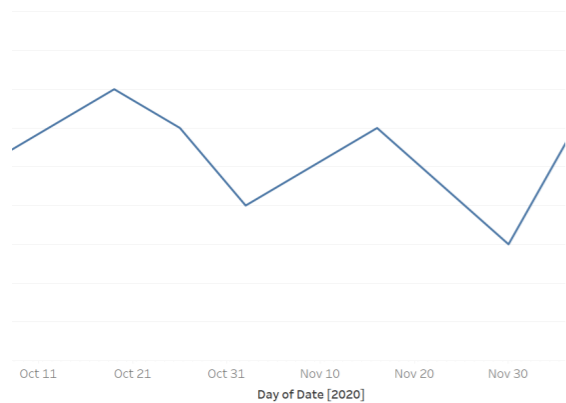
Attended within the year



Individuals attended per year	
2020	12
2021	45
2022	48
date not recorded	4

# of individuals	Attended # of workshops
4	30-35
4	20-29
7	10-19
38	2-9
31	1

Attended within the year



Race and Ethnicity of all participants in the HIM/Community Circle group from 2020-2022		
Race		Hispanic/Latine
AI or AN	12	5
Asian	2	1
Bi/Multi-racial	10	7
Black or African American	17	1
Native Hawaiian or PI	1	1
Prefer not to say	9	8
White	22	21
Total Individuals attended	84	48

Source: Disaggregated data provided by Kassondra Silva and Desiree Collins through Goodwill Youth Reengagement Center's partners at United Way of Tucson and Southern Arizona"

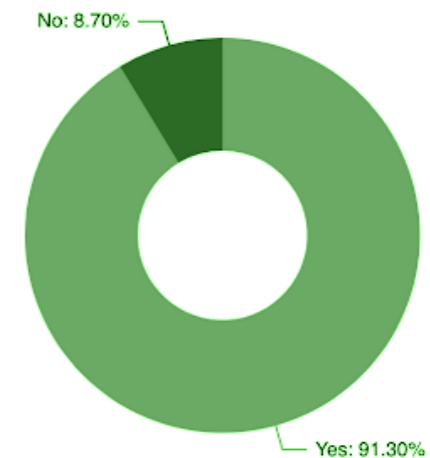
Parent/Guardian's Perspective:

We asked parents how their children had changed since engaging in the circle sessions at the end of the semester. While parents' response was overwhelmingly positive, students/youth were relatively more subdued.

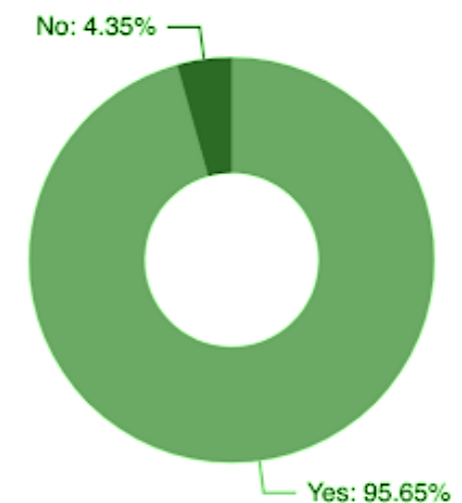
Most parents/guardians report that their children are better at sharing their thoughts and feelings and are empathetic listeners to their peers.

Metric	<ul style="list-style-type: none"> - Percentage of youth considering mentors a role model and seeking support from peers or teachers (95.65% of the youth demonstrate the ability to resolve a problem by themselves or by seeking help from friends, mentors, teachers or family) - Percentage of youth improving their ability to communicate their feelings and thoughts (91.30% of youth willing to share their thoughts and feelings) - Percentage of youth demonstrating empathy (86.96% of youth listen to their peers without judgement)
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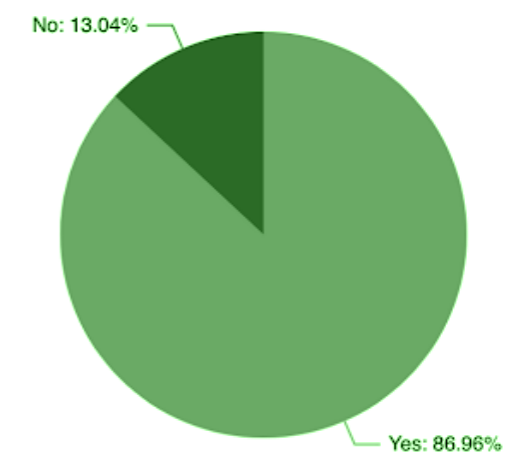
91% Youth is open to share thoughts and feelings



96% Youth demonstrate ability to solve problems



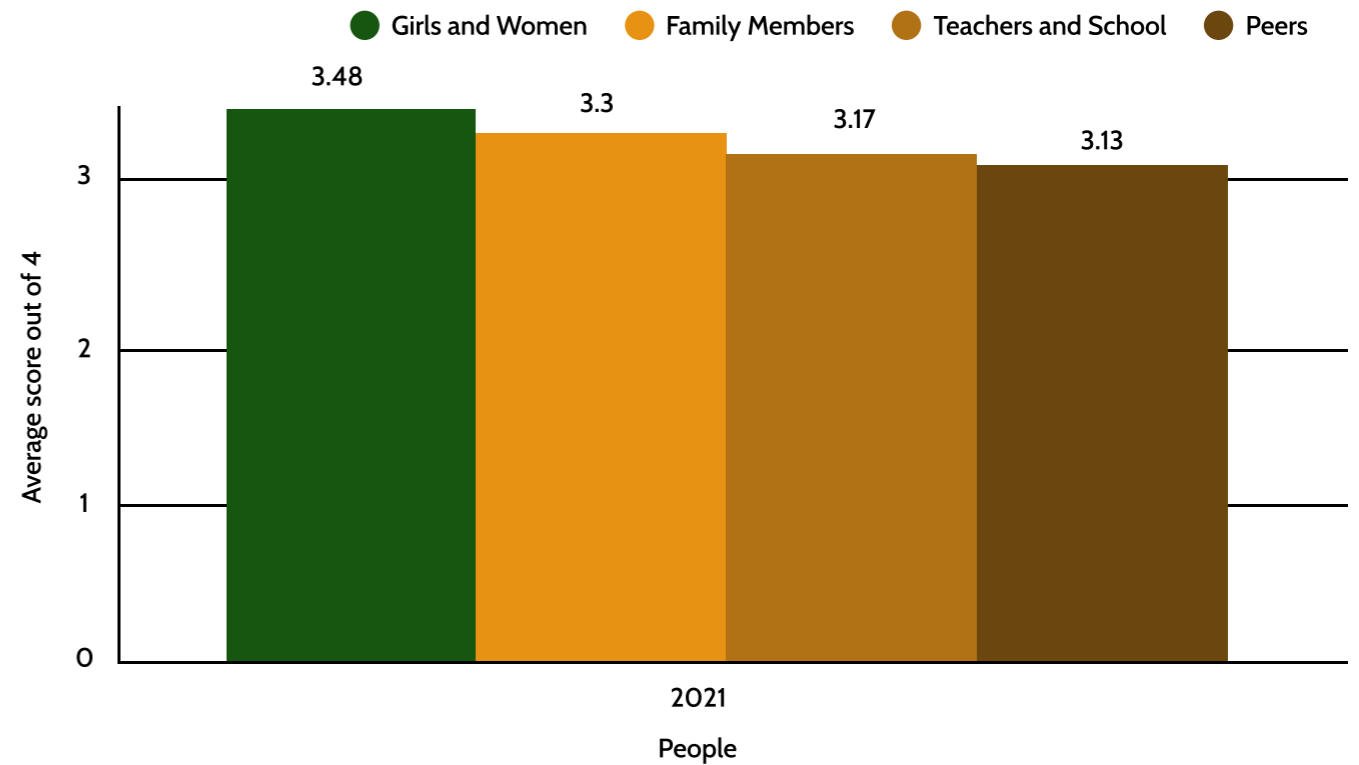
87% Youth listen to peers without judgement





In the safe container of a talking circle with mentors and peers, boys and men are able to unpack their own internalized beliefs and biases about others. We make space to understand how society conditions our views of others, and as we unpack our experiences of that process together, over time our perceptions about the other people in our communities change.

Perceived Respect Towards Others



Metric	Percentage of youth demonstrating care and respect towards family members, girls/women, male peers and teachers
Parents Survey	The parents were asked how often their children are respectful towards peers, girls and women, teachers and school staff and family members.
Result	The bar values in this chart represent the total scores of each bar. These have been derived from attributing scores to the responses as follows: Always: 4, Frequently : 3, Sometimes: 2, Rarely/Never: 1 with a target score being "4".

Impact Learnings

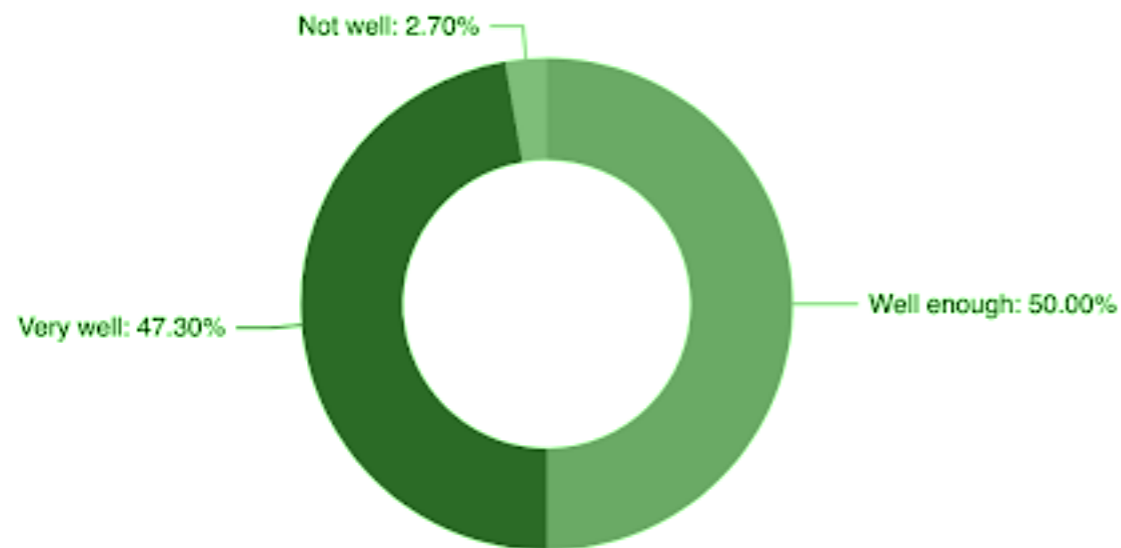
Dimension 3: How much is changing

“How Much tells us how many stakeholders experienced the outcome, what degree of change they experienced, and how long they experienced the outcome.”

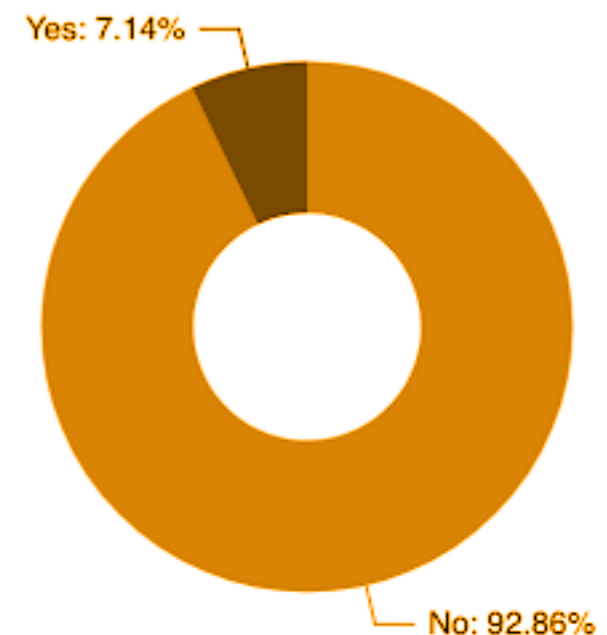
Stakeholder Satisfaction : When youth asked, “How well did the group help you understand your experiences?”

Together more than 97% youth reported positively.
Very Well: 47% | Well Enough: 50% | Not Well: 2.7%

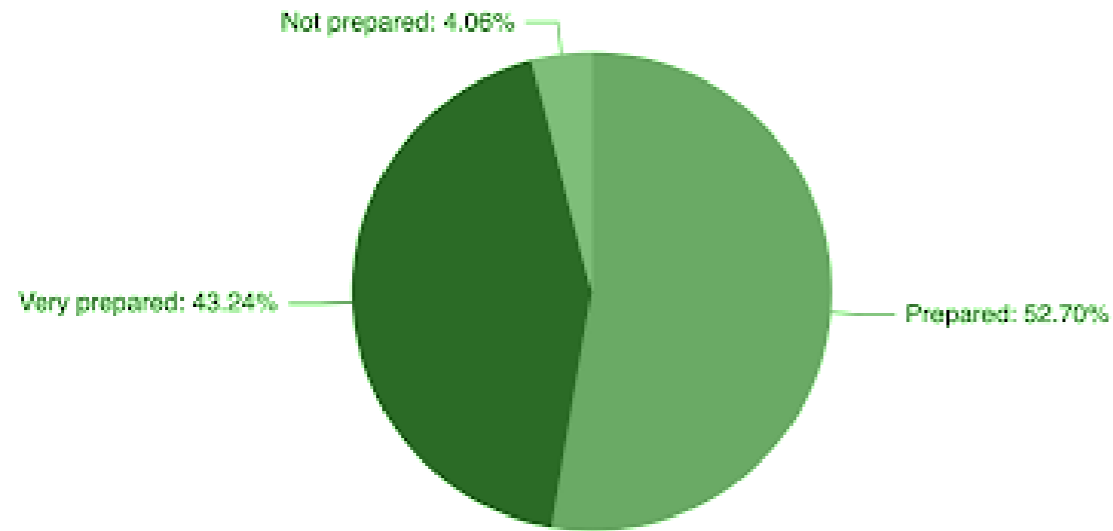
Youth On How Well the Group Helped Understand Their Experiences



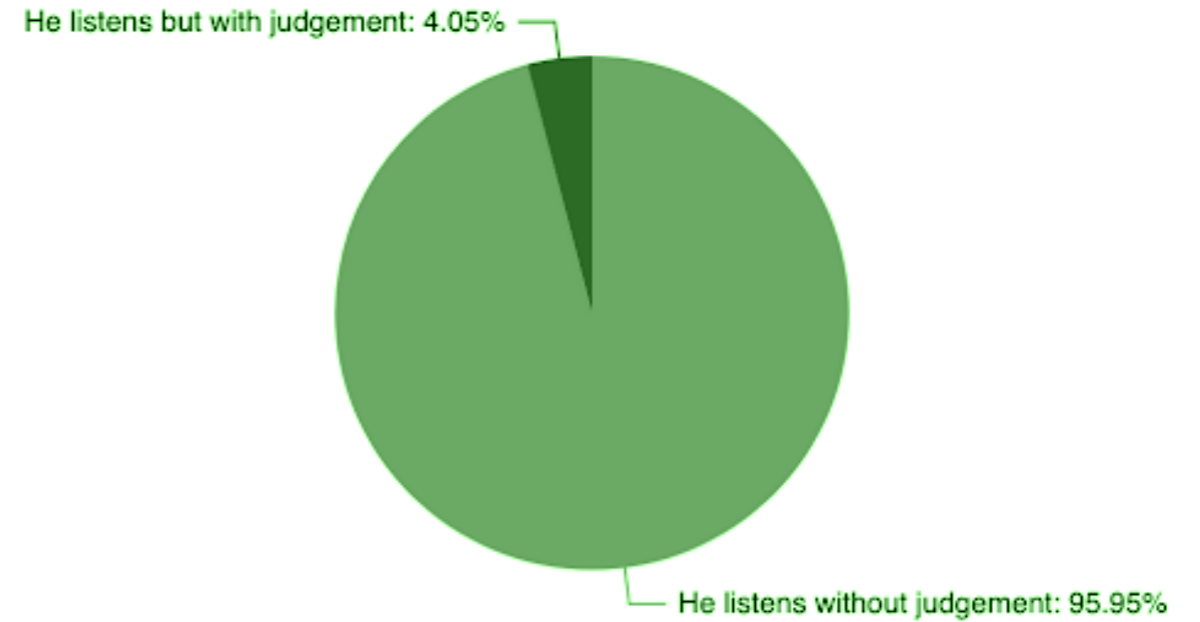
Alumni Recruitment - Former Students Coming Back as Mentors



How well-prepared are the mentors?



How well does the mentor listen to you?



Metric	Mentors are equipped with abilities to help youth and Mentors are listening without judgement.
Youth Survey	The Youth were asked "How well-prepared are the mentors?" and "How well does the mentor listen to you?"
Result	<ul style="list-style-type: none"> Youth overwhelmingly (96%) reported that Boys to Men Tucson mentors are prepared or very prepared to listen and help them change the way they approach every situation. Youth agreed that 96% mentors listens without judgement.

Impact Learnings

Dimension 4: Contribution

"Contribution tells us whether an enterprise's and/or investor's efforts resulted in outcomes that were likely better than what would have occurred otherwise."

Youth feedback on "is there anything you would like to change about the circles?"

Better questions in the beginning and end

Nope its great as it is

There really isnt anything I would like to improve on these circles.

More Sessions!

One thing is to play more fun games.

Play games more.

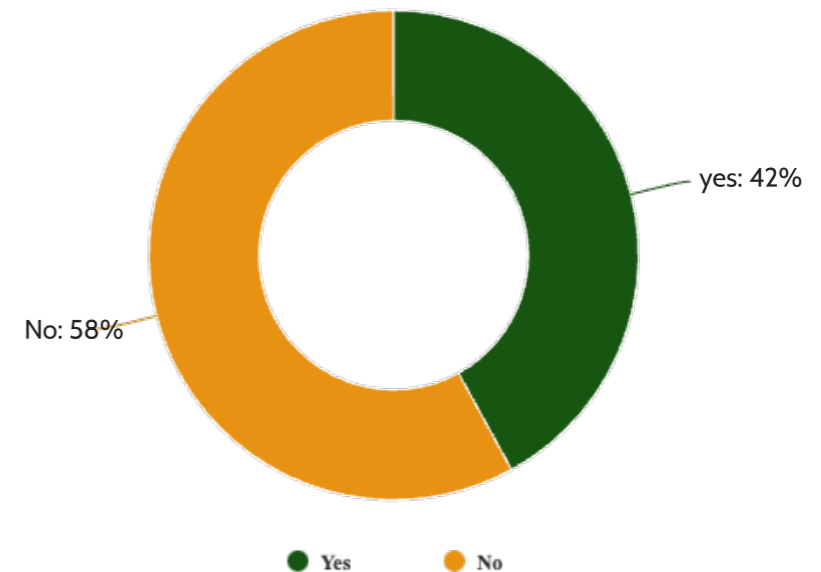
no its is already what i want to express my emotions and have someone listen to me

No. The circles are fine the way it is.

It's good as it is in my opinion

Youth who participated in BTM Circles Earlier

Have you participated in BTM Circles before?



Metric	<ul style="list-style-type: none"> • Percentage of boys demonstrating empathy • Percentage of boys reporting a change in their level of self-awareness, self-worth and confidence • Percentage of boys feeling confident about the future
Question:	<p>How have Boys to Men groups helped you? <i>Multi-select options:</i></p> <ul style="list-style-type: none"> • I have a group where we can all help each other • I understand which situations I have the control to change I feel confident to confront the situations that I can control • I recognize my strengths and opportunities of improvement • I feel hopeful and confident about my future • I am performing better at school • I have improved my relationships • I experience less angry outbursts • Other

Youth Testimonials

Challenge Adventure Weekends are programmatic interventions that support creative opportunities for masculine-identified youth and skilled mentors to build high trust relationships, learn to cope with and assess emotional wellbeing, resulting in increases in prosocial and resilient behaviors. Participants shared post-program testimony of the impact of this particular program:

- “There were a lot of emotional parts, but I think that’s what’s kind of the great part about it. We all had a time where we could just be ourselves.”
- “It felt good to just be around other people that I could trust..”
- “It was beautiful and spiritual, you know.”
- “I have a lot of people that have my back and a lot of people that trust me, and that I have a lot of people that love me, you know?”
- “I’m leaving here feeling like I know who I really am, and not afraid to show it.”
- “Brotherhood. Having all of my brothers here. It was just everything I thought it could be and more.”
- “A great experience, learned a bunch of new things from all the guys. Got to talk with everybody, make new friends with a bunch of new people.”
- “People are here for me, you guys are here for me... and I’m here for you guys.”
- “It’s kind of where I realized everything, what I kind of wanted out of life.”
- “I’m able to take more risks than I thought.”
- “Don’t keep things in, just let it express.”
- “I really love how serious it was for all the mentors.”
- “Hanging out with the men, really. I think that’s my favorite part and being out in the wilderness without the phone.”



“Frederick Douglas said that it’s easier to build strong children than it is to repair broken men. And I just want to call folks attention to if we’re thoughtful and mindful as a community doing prevention work around gender and the way we’re raising boys, we do this work now while they’re young and, and downstream, we have a lot less crises that are really pressing,” said Brasher.

Next Steps

One of our biggest accomplishments this year has been the significant programmatic expansion of Boys to Men Tucson, offering high-impact weekly talking circles between trained adult men and teen boys in Title 1 schools. In addition, various initiatives and partnerships have supported the increased engagement of BIPOC men in our community. We look to build on our year one success as we begin work to target policies in the schools that harm the young men we serve.

What are we looking forward to in the coming years?

During the first year, we prioritized building the infrastructure for the HIM initiative, strengthening a foundation that will sustain this movement throughout Pima County for years to come. We welcome our Initiative Director, Mariah Harvey, who will oversee and coordinates collective impact initiative with her vast experience. In addition, she will work with partners from allied organizations to to advance our Year 2 goals, including: supporting transformative justice interventions for masculine identified youth alongside advisory and school boards, reinforce high-trust relationships with allied partners and stakeholders, and develop sustainable and empowering leadership opportunities for youth invested in the HIMI Youth Leadership Council.

Next, we will ask more profound questions with all the learnings from 2021 and 2022. For example, at intake, the youth were uncomfortable sharing emotions and being vulnerable; however, after the circle sessions over a semester, there was a shift in the reasoning. We learned that often, throughout sitting in a circle for many weeks, a young person realizes that they don't feel comfortable being vulnerable with most of the other people in their life. Growing up in such a safe and healthy container is realizing that the different spaces in their lives aren't so safe or healthy. With supportive adults, we help young people as they explore where their power does exist and what they want to do with it to craft their best lives. The need for this work amongst boys and men is greater than ever.

We also continue to see a need to increase the number of men of color participating in mentorship programming and will train an additional 150 men in year 2, with at least 55% BIPOC. Finally, as a part of our learning, we will conduct focus groups with our community stakeholders in the coming year to collect feedback about how we can continue improving the HIM Initiative's impact. In sum, our year one learning has provided significant insights into how we can continue to tailor better our organizing efforts to ensure a sustainable movement and long-term change in Southern Arizona.



Social Impact Learnings
2021-2022

Thank You

This work flourishes through the collective networks that support men and boys in our Southern Arizona community. For additional information or to get Involved with the HIM Initiative, visit our website at himinitiative.org

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