



MIGIZI Green Jobs Pathway: Phase I of Opportunity Reboot Evaluation

Results of Youth Focus Group, Staff Interviews, and Program Mapping and Program Action Plans

J U L Y 2 0 1 7

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Acknowledgments

We would like to extend our gratitude to Graham Hartley, John Hunter, Valerie Larsen, and Elaine Salinas, who provided descriptive information about the MIGIZI's Green Jobs Pathway program, participated in the interviews, completed the program mapping tool, and participated in the follow-up convening or participated in the "planning with data" session. We also thanked the youth who participated in the focus group and provided valuable information to this evaluation. Finally, we would like to thank Youthprise and Search Institute who designed the Opportunity Reboot evaluation framework and provided guidelines and support for this evaluation.

Overview

MIGIZI's Green Jobs Pathway program aims to prepare Native American youth to become financially independent, responsible, and self-determined adults. The program provides education and support for youth, helping them create career pathways to secure a living-wage career in the green economy. They do this through helping youth discover their cultural role as caretakers of the earth, develop their workplace skills, and complete postsecondary coursework or credentials of value. The Green Jobs Pathway program started in 2016 and provides education and supports to youth through the Indigenous Stewardship Institute, a nine-week program organized into three cohorts of youth: current high school students who are at risk of leaving school before earning a high school diploma (cohort 1); youth who left high school and had not earned a high school diploma or GED (cohort 2); and youth who had earned a high school diploma or GED but were not enrolled in postsecondary education or working in a career (cohort 3). In total, the program reached 36 youth in its first year of operation.

MIGIZI received funding from Youthprise and participates in its Opportunity Reboot initiative as one of its sub-grantees. The Youthprise's Opportunity Reboot initiative works with existing intervention programs, such as MIGIZI, to leverage and expand their capacity to more effectively create pathways to school, career, and life success for youth who are homeless, in foster care, involved in the juvenile justice system, or disconnected from school and education. Search Institute works with Youthprise to coordinate the initiative's overall evaluation and contracts with Wilder Research to conduct a two-phase evaluation of MIGIZI's Green Jobs Pathway program. This report presents findings from the Phase I evaluation and a summary of program goals and strategies for Phase II.

Methodology

The Phase I evaluation focuses on examining MIGIZI's current strategies, activities, and plans for alignment with the Youthprise's Opportunity Reboot model, as well as perceived program experiences and outcomes. Qualitative data were gathered through a focus group with youth and key informant interviews with staff. In addition, the MIGIZI key staff were asked to complete a program mapping tool. The mapping tool includes spaces for MIGIZI staff to self-evaluate their work and document any anticipated changes needed to better align with Youthprise's articulation of the Opportunity Reboot model. See the Appendix for the final version of the Opportunity Reboot model.

Search Institute transcribed the qualitative data. Then, Wilder Research staff coded and analyzed the youth focus group and staff interview transcriptions, and Search Institute staff coded and analyzed the program mapping data.

Findings

Youth focus group

Wilder Research worked with MIGIZI staff to invite youth to the focus group. Six youth from cohorts 2 and 3 participated in the focus group at the MIGIZI program site in April 2017. The participants ranged in age from 16 through 20 years old and had been in the program for up to 5 months. Youth who participated in the focus group were given a \$10 gift card at the end of the session.

Overall successes

Overall, youth in the focus group shared that MIGIZI's Green Jobs Pathway program has provided them with valuable experiences. While the youth participate in the Institute program for about nine weeks, comments indicate that the program might have positive, longer-lasting effects on them.

I learned—coming here—more than just about what they were trying to teach me. I benefitted from this place in more than one way.

Learning how to do stuff on my own, like credit-wise and banks and stuff like that. Not only that, but really kinda pushed me to grow up.

Yeah, and it helped me open my eyes to what I needed to do for my future to have a bright future.

The following sections provide detailed results on program experiences and outcomes and suggestions for program improvement.

Program experiences

MIGIZI's Green Jobs Pathway participants learned about the program from their family members and were interested in it because of the potential of working with other Native American youth. One youth also mentioned having Native American instructors is another reason for participating in the program.

I feel like when they get more Native youth together, when we talk about what we need to fix in our generation.

I was like, "Are they really?" and I heard I was gonna be working with other Native kids and I was like, "Aw cool."

Yeah, and plus we got [name], who is a Native instructor.

When asked about what they liked best about the program, participants said they liked learning about renewable energy and building solar panels, visiting the Xcel Energy plant, and learning about green careers. These youth also liked the idea of learning about green jobs as a way to help people and contribute to environmental causes (e.g., reducing climate change, although the youth didn't name it, specifically).

Learning about more green energy and stuff, that's what I liked about it.

The solar panel. I think that was pretty cool and I liked going into the Xcel Energy plant to check out how it is and what it was like to work inside that place, stuff like that.

Yeah, it makes me feel good to actually do stuff to help with green energy and stuff like that.

Yeah, it was good to learn the standard operation and experiencing it first hand and helping people with it.

Youth also liked learning personal finance and viewed their experience as “better than school.”

They helped us learn [about] credit.

Yeah, I kinda like this better than actual school.

Credit cards, financial aid, all that stuff. How they use a bank's business and they end up giving you credit.

[An instructor] explained why sometimes it would be easier to go through a credit union than a bank because banks have all these charges and stuff, or it depends on the kind of bank you go to. She tells us pretty much how to cash a check and stuff and save money.

In addition to learning more about how to manage their personal finances, youth also recognized that they learned how to be persistent and smart.

[We learned] how to be persistent with what we need and what we want. Just stuff like managing money.

Yeah, she teaches us how to be smart.

Program outcomes

As a result of participating in the program, youth participants mentioned they gained knowledge about green energy and green jobs/careers; improved their self-confidence and social skills by having more opportunities to work with peers and professionals; and strengthened their own spirituality and connections to their Native American culture.

Gained knowledge in green or renewable energy

MIGIZI taught me more about green energy and stuff that I didn't know about.

I'm able to talk about renewable energy the way I do.

I didn't know how to wire wires, and now I do. And how solar and energy works, and now I know how it works.

MIGIZI helped me learn more about greenhouse [effect] [and green] energy and stuff.

When I came here, [MIGIZI] kinda gave me a lot of the technical knowledge about solar panels and stuff and the way they work, and energy and the way that works. Before I came here, I had no clue that you can replace any type of energy with renewable energy.

Gained self-confidence and social skills

I learned a lot about friendship, and I had the chance to work with professionals.

It helped me with social skills. I used to have really bad social anxiety where I can't talk to anybody, but ...this program really pulled me out of it and got me to really experience more about it.

Strengthened knowledge of and connections to their Native American culture

I connect with myself more spiritually, because when I moved to the Cities, I moved away from my spirituality, too, from my family and away from my spirituality.

I'm thankful that I can learn about my culture and learn about creators and what I want to do at the same time.

Program and staff engagement and support

Youth participants said they interacted with MIGIZI staff on a daily basis. Youth viewed these interactions very positively, describing that staff always went the extra mile, provided encouragement, and wanted the best for them. Youth were comfortable talking with and getting advice from staff, and one youth specifically mentioned that she felt she belonged in the group like a family member.

They help us.

Yeah, we say they always go the extra mile.

Yeah, improving us, helping us, giving us advice, and telling us they're proud of us for coming.

They only want the best for us.

And really actually sitting down and being able to talk to them and getting good advice.

They'd actually make me feel better about myself, and that really encouraged me. And they really encouraged me to do a lot better and to improve on myself instead of just focusing on everybody else.

And sometimes, being a Native American youth, we don't have anyone to talk to, so when I did come here, I talked to them more and they'd actually give me some pretty good advice. They're a big support group for me, too.

And they just help contribute to that and it helps me gain more motivation to keep moving forward.

Youth participants credited the MIGIZI staff with helping them establish goals, encouraging them to finish high school, and providing information about colleges and careers and resources to get into college.

Assist youth in setting goals

They help us set the goals and they help us work toward the goals. Like, I've been working with [name] a lot with our goals, setting them up and stuff, and what we expect out of ourselves.

And we're getting really good. We're on track, we keep it [the goal's status] updated.

Encourage and support youth to finish high school

... Without this place, I wouldn't be able to go to my GED classes.

They encouraged me to finish school and stuff, so that's what I really liked and respect about coming here.

... They're always constantly telling me, "You gotta get your GED because that's what's important."

Provide information about colleges and careers, and resources for getting into a college

Like potential careers, they take you on tours of the Xcel Energy place and they also take you to colleges, on tours there, too. If you wanted to go into that job course, you can.

Yeah, because they do help you get into school, too. I just finished my FAFSA and they took me to start it and finish it.

Yeah, remember I was telling you about that half credit? That's for Standing Rock Sitting Bull College; I got it from there. It's a transfer, that can be transferred to colleges and I know I'm gonna be able to have more opportunities to get more credits.

Just anything, if you work with it in this type of work, you [could] make a good living off it.

Youth participants also acknowledged that MIGIZI staff provided them with supports and resources that they need and opportunities that otherwise they could not have.

Yeah, and I wouldn't be able to work with the people in Standing Rock [without this program].

Yeah, they help us with a lot of resources... I wouldn't have the stuff I have now.

Sometimes I feel like I don't have the motivation that other people do That's how this program helps me.

Opportunities for improvement

As for suggestions for the program, youth participants wished that more Native American youth would enroll in the program and there were more opportunities to work with other professionals outside the program.

More Native American youth in the program

I was about to say that, to grow our relationships and I expected a lot more people coming, but there were only a few. Like now, the one that's going on now is basically me and [name] that come and one other person.

More opportunities for connections with professionals

Work with other people. I haven't really worked with anyone outside the people that are inside [MIGIZI staff].

Comments from youth also suggest that more time in the program to learn about green energy and to get more time with and encouragement from staff would be beneficial to them.

More time in the program

Patience. Or taking the time to actually do it with integrity, you know, taking the time to have good work. That's the hardest part for me, because I feel like I know what I need to do.

I think when the program is over for us, I haven't really been able to connect with the green energy and stuff anymore.

Staff interviews

Wilder Research staff conducted key informant phone interviews with two lead staff from MIGIZI in May 2017. One of the staff members was in charge of designing the Green Jobs Pathway curriculum and delivering instruction, and the other staff member was in charge of providing wraparound services to youth. The interviews focused on program alignment with the four features of the Opportunity Reboot model (mentorship, individualized goals, career pathways, and cross-sector partnership) and program practices on gathering and using data for planning and improvement.

Both of the staff were new to their positions with MIGIZI. The instructor had been in the position for one year and the community resource specialist in charge of wraparound services had been in the position for about six months.

Alignment with Opportunity Reboot model

Positive mentorship relationships

Both staff viewed being a mentor as building positive relationships with youth, providing support and encouragement, and being a role model to them. They stressed that building strong adult-youth relationships is a critical and powerful component of their program.

I think a good mentor, and the mentorship piece of it, is modeling behavior for the student that you want them to aspire to as they grow and become more adult. And also helping them to find ways of solving problems.

I think that is something that's very important to them, is very empowering to them in a sense of understanding that they have somebody on their side as they take this journey, this pathway from school to careers and farther on.

...having a caring word and saying that I believe in them and that I'm here to help. Also that we have expectations of them to do well in their life and in their studies and in their progress toward a career. So, if that's mentoring,...that's a very big component of who we are.

Staff also emphasized the importance of the cultural connections that they have with the youth in building trust and relationships.

They have set cultural practices and cultural ways of knowing, so I believe that just by walking into the room and identifying myself as somebody that is invested in them, that cares about them, and being who I am, that looks similar to who they think of as family, as community, as relatives.

To further their mentoring practices, staff mentioned that they would participate in the upcoming training offered by Mentoring Partnership of Minnesota.

We also are having a full staff training from MPM... [We] are going to learn different mentoring techniques. We do a lot of the informal mentoring, I think, in our program.

Individualized goal supports

As staff were building positive relationships with youth, they worked with individuals to identify their goals and steps to achieve those goals. Importantly, staff encouraged participants to think long-term by educating them about green and other careers, wages associated with these careers, and skills and education that they would need to achieve their career aspirations.

Yeah, so we do what's called a MyPlan curriculum with the youth, preferably earlier in the program...where they are asked to talk about their education and their educational experience, both in the past, the current, and in the future, as well as their career aspirations.

We [also] work through informal questions that talk about what skills they have...and balance [those] skills [with] what skills are trainable, what skills take longer to develop, and how those fit into their career choices.

So, in conjunction with the educational plan is this identification of potential career options or choices and then we talked through how much schooling you need, what kind of certificates you need, and that rolls into what kind of school programs, what specific school programs should you be looking at in order to do that type of career.

And career-wise, [we ask], "What kind of salary do I think I might need if I want to support this type of lifestyle?" So, it's another really good goal setting activity that we do.

To support youth in achieving their goals, staff exposed youth to educational opportunities and provided learning supports, including supports to overcome personal barriers.

We invite them to have opportunities to work in teams and have different opportunities for leadership....That comes in many forms, but public speaking is a big thing. ...For example, they were invited to speak at a public meeting at the Environmental Protection Agency...They worked with a guest instructor...So [they learned about] these public-speaking techniques.

We help them with their FAFSA, their financial aid package, we take them to campus and introduce them to the Native person there that helps them get their FAFSA done and sign up for classes.

So, I found resources, like it's a particular housing co-op for young moms or young parents with all kinds of services there. They've got childcare, they've got counseling, and they carry on the goal setting piece.

Through the learning experiences, staff noticed that the youth became more confident in themselves and learned to work together.

We went today to speak with one of the CEED [Center for Earth, Energy, and Democracy] funders and talked about this experience the students had and how scared they were to do it, but it really made them feel powerful and good.

I think every time they speak to a group of adults, it reinforces that they do have something to say and it reinforces their own self-confidence in themselves. That is huge, that is gonna take them very far in college, in their work life.

That's one really cool thing about the Green Jobs Pathway program -- they have to work in groups and work as a team, so we're teaching them that, too. Maybe it's a softer skill that we're not really noticing, but we're teaching them that skill of having to work as a team and complete a project, get a job done.

Staff provided regular check-ins with participants on the status of their individual goals and worked with them to adjust their goals and timelines when they encountered problems.

Well, one of the things we do is actually take [name], who is on staff at MIGIZI, she does this whole goal setting and life-planning piece. Then I revisit it with them every two weeks, sometimes on a weekly basis.

Yeah, so as far as the goal setting, it's regular check-ins, especially for the projects.... if there's team projects, we can do that as a collective group.

What happens is, we talk over how and why the goal changed and as long as they're still on path toward a career or postsecondary education, it's good.

Coordinated career pathways

Staff reflected on the vision for the pathway process to educate and support youth in their career exploration. The instructor mentioned that youth started in the Stewardship Institute, “where they’re spending a minimum of 20 hours a week with us, similar to a part-time job, learning about all sorts of career and training and renewable energy and green energy.” During the Stewardship Institute, youth completed “MyPlan” and shared their education and career goals with the staff. In addition to educating participants about green careers and helping them see connections between potential careers and wages and education needed for achieving those aspirations, staff also noted the importance of internships or part-time jobs as a stepping stone to future careers, as well as ideas and action steps to get internships or jobs. Financial literacy is also taught as part of the curriculum.

Educational background and personal readiness are major considerations to staff in the process of preparing youth in their career pathway. Staff mentioned that the three cohorts of youth have different readiness and needs, depending on whether they have graduated from high school or not.

We specifically talk about graduating high school, if they haven’t already, or attending college. That’s an expectation that we talk through with them, whether or not they’ve had those expectations at home or with their friends, our environment is specifically college prep. ...If it’s a two-year program, transfers to a four-year program, that’s worked through with the individual, so we do the My Plan and also with that is the career planning aspect of it.

I think they are [different], depending on the age and on ability of the students... There were students ...who hadn’t finished high school, and the academic levels are so dramatically different. We had students who could probably work at a college level and we had students who were 16 and really struggled in school and had bad experiences in school.

Cross-sector partnerships

Staff described partnerships that they have with other organizations in order to meet the needs of youth participants. Staff arranged college visits for participants and worked on the renewable energy curriculum with partner postsecondary institutions. In addition, the program partnered with elders who teach Native American cultural and traditional practices to better support youth in their connections to Native American culture.

Other cross-sector partnerships are things like partnerships with postsecondary schools, Dunwoody and MCTC. We partner with them to share curriculum on renewable energy and also onboarding and best practices for new students, new postsecondary students.

Whether that’s meeting with a college counselor, before they even apply, to learn about financial aid, if it’s visiting campus and getting a tour, if it’s learning about how to do applications or the student navigating campus in terms of what are the—where’s the financial aid office, who do you see if there’s an issue with a school loan or a grade or a class or enrollment in a class.

We also bring in Cultural Knowledge Keepers that also assist them in their identity. So one of the things, speaking of goals, they talk about their identity and their need to connect to their culture.

Program data

Staff were asked about how they track youth participation in the program and how they have used data in their program planning.

Tracking participation

According to staff, youth were given stipends that depended on program participation. This made youth accountable for their participation in the program and for making progress toward completing their goals.

The youth receive a stipend for participating. They're not eligible to receive the stipend if they don't complete the work. So the idea is that they become accountable to themselves, and the stipend helps them to do that, so they know very quickly whether or not they'll receive a stipend, and are they going to be accountable to themselves and make the necessary changes so that they can receive their stipend.

Using data for planning

The lead instructor reported that they collected a survey of participants at the beginning and end of the program, and they used the information for designing the curriculum and lesson planning. The instructor also collected informal and anecdotal feedback from the program partners and guest instructors and shared the information with other MIGIZI team members.

Staff also reported that youth had many opportunities to share their feelings, their attitudes, and issues they faced in school. This usually occurred at daily informal check-ins and weekly meetings with participants. Highlights of this information were usually discussed at the weekly staff meetings.

Opportunity for improvement

Reflecting on the current information-gathering process in this early phase of the Green Jobs Pathway program, the lead instructor expressed his wishes for a formal evaluation and a better data system to collect and track youth participation and progress in the program.

Yeah, so the logistical infrastructure is something I'm very interested in -- how to increase efficiency in delivering, storing, and manipulating our data, I guess. That's something I'm very interested in.

Both staff members were also looking forward to learning about the important components of mentoring practices and integrating those components more formally into the program.

We also are having a full staff training from MPM [Mentoring Partnership of Minnesota], and we're gonna learn different mentoring techniques. We do a lot of the informal mentoring, I think, in our program already; but, we aren't able to really capitalize on our strengths or techniques we're already doing because we haven't been trained in what actually makes mentoring—what are all the best practices for mentoring.

Recognizing that some youth participants face many challenges in their personal lives, one staff member mentioned that having a professional therapist/counselor might be helpful. The staff members mentioned a possibility of attending a workshop by the Division of Indian Work on dating violence prevention and relationship curriculum.

Maybe we need to find a counselor that you can talk to, someone other than me, because I don't really have the skillset. If it's something more like relationship difficulties or something I don't feel confident that I can handle.

Staff also wished to have more youth enrolled in the program.

I'm concerned about our numbers. It bugs me that we don't have good numbers -- that we don't have as many numbers as we promised we would.

Program mapping

The program mapping tool was completed by three key MIGIZI staff. After the mapping tool was completed, Wilder Research and a technical assistant consultant from Youthprise met with the MIGIZI staff to help the evaluation team understand how well the MIGIZI activities were aligned with the Opportunity Reboot concepts and strategies. The meeting allowed the Youthprise consultant and Wilder to listen to any concerns and supports that the program staff have regarding their efforts to align their activities with the Opportunity Reboot concepts while staying true to their approach and priorities in addressing the needs of the youth they serve.

All information was turned in to the Search Institute who analyzed and compiled the data from all Opportunity Reboot sub-grantees, reported the results, and gave recommendations to Youthprise.¹ Results of MIGIZI's Green Jobs Pathway program map is summarized here. However, we should note that after the report was written and further input was gathered from sub-grantees, the concepts and strategies within the four features were revised by Youthprise. The summary here reflects these revisions, using MIGIZI's information from the initial version. Because the concepts and strategies are not exactly the same as the

¹ Syvertsen, A. K., Sullivan, T. K., & Pentek, C. (2017). *Opportunity Reboot: Model recommendations*. Minneapolis, Minnesota: Search Institute.

previous version of the model, the results are presented in a more general way (i.e., staff ratings on the levels of alignment for the specific concepts and strategies are not included).

Alignment with Opportunity Reboot model

Overall, the Green Jobs Pathway program approach is aligned with the Opportunity Reboot model. The current program strategies are showing stronger alignment with two of the four Opportunity Reboot features: positive mentorship relationships and individualized goals support. The program is making progress toward better alignment with the other two features: coordinated career pathways framework and cross-section partnerships.

Positive mentoring relationships

MIGIZI's Green Jobs Pathway program has strong alignment with the positive mentoring relationships feature. Within this feature, the Green Jobs Pathway program is strongly aligned with concepts relating to adopting a mentoring mindset with youth and being culturally responsive in implementing practices in informal mentoring. The program is less aligned with, or working toward, the concept of developing participant skills to identify and engage natural (other) mentors. In the meeting with the Youthrise consultant and Wilder Research, MIGIZI staff mentioned that it is their desire to instill these skills in the MIGIZI youth and they hoped they would learn more about this at the Mentoring Partnership of Minnesota training in May 2017.

Individualized goal supports

MIGIZI's Green Jobs Pathway program approach also has strong alignment with the individualized goal supports feature. Within this feature, MIGIZI has been working with youth to identify their strengths, needs, and goals, and support them in developing an individualized plan to achieve those goals. The program is working to strengthen their processes to support youth in tracking their progress, celebrating successes, and reaching their goals.

Coordinated career pathways

MIGIZI has implemented some strategies that align with the Opportunity Reboot concept of assisting youth in career preparation and planning as part of their goal setting. Specifically, program staff offer lessons to improve youth financial literacy and money management and introduce youth to a career plan that articulates the work and educational requirements to achieve the plan. The Green Jobs Pathway approach is also aligned with the concept of providing culturally appropriate wraparound services that include multiple support structures pre- and post-employment to promote retention and support continuing education. Program staff leverage external resources to meet the needs of opportunity youth, such as for housing

and health care. They regularly meet with youth to discuss barriers and identify specific resources to those barriers. The program shows less alignment with concepts relating to creating opportunities for career exploration. The program has not provided support to youth around career interest inventories or occupational aptitude assessments. Also, program staff have not provided youth with access to and understanding of labor market information about occupations in demand.

Cross-sector partnerships

Like other sub-grantees, MIGIZI is in the early stages of implementing this feature. The program has some partners representing postsecondary institutions and businesses, such as the Dunwoody College of Technology and Xcel Energy, but has not interacted regularly to develop a clear vision and goals for these collaborations and has not reached consensus on roles and responsibilities of each of the partners.

The conversation with MIGIZI led to some recommendations and information sharing. For example, MIGIZI staff shared that they would like to have a data-based system for monitoring youth progress. They have started to use the Workforce One database to enter participant information. MIGIZI staff would like to use the system more and more effectively for setting and monitoring participant goals and tracking participation (dosage) on different activities. The Youthprise consultant mentioned that other sub-grantees expressed the same desire for having a data-based system and a few are using the same database. As of June 2017, the Search Institute representative mentioned that sub-grantees will receive technical assistance in creating a data tracking system.

Providing youth experiences in green fields is a major component of the program. We discussed additional information that can be shared with youth, including information on types of green careers in Minnesota, training options and education, and employers. Following the meeting, the Youthprise consultant shared links to the Minnesota Green Careers and Minnesota State Colleges and Universities websites and Wilder Research provided workforce information from Minnesota Compass (e.g., employment projections by industry and occupation; job vacancies by industry, occupation, and education requirements).

MIGIZI staff expressed their desire to form a stronger and more impactful collaboration with postsecondary institutions and businesses. The Collaboration Factors Inventory² was suggested as a free online tool that could be used to assess how the current collaboration is functioning.

² Mattessich, P., Murray-Close, M., & Monsey, B. (2001). *Wilder Collaboration Factors Inventory*. Available on Wilder Research website: <http://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx>

Planning for Phase II

At the end of the Phase I evaluation, Wilder convened a meeting with MIGIZI, Search Institute, and Youthprise. The meeting focused on sharing the findings from the youth focus group, staff interviews, and program map and using the findings to make plans for Phase II of the project in 2017-18.

MIGIZI staff were pleased with the positive comments from youth focus group participants about their experiences in the program. Financial literacy training is considered an add-on to the Green Jobs Pathway program and the staff were pleased that youth recognized it as a valuable aspect of the program. Staff reflected that pairing the financial literacy training with providing stipends to youth is an effective way to teach youth about money management skills. Staff also stressed that the positive relationships they build with youth are a key to program success. The Youthprise consultant acknowledged that financial literacy is now a component of the Opportunity Reboot model.

Staff discussed a few areas that need attention, including having a data tracking system, improving participant recruitment and retention, creating career pathways for youth by strengthening relationships with postsecondary and business partners, and providing better supports to and making advanced planning for youth who face persistent challenges in their lives.

MIGIZI staff identified two priority goals for 2017-18:

- **Goal 1:** Build career pathways for youth.

Strategy: Create an advisory committee that consists of postsecondary institutions and employer representatives.

MIGIZI staff shared that there is a lack of knowledge and understanding from employers and postsecondary institutions on challenges faced by some Native American youth, such as homelessness, addiction, and lack of parental support. By working closely and more frequently with partners, MIGIZI staff hope that partners can provide better supports for youth. These would include, for example, more involvement of faculty members in student instruction; faculty and employers being more flexible and using trauma-informed practice in working with youth; and providing more access to educational and job opportunities, such as scholarships to colleges and paid internships.

- **Goal 2:** Recruit and retain more youth in the program.

Strategy 1: Using Public Service Announcements (PSA) or social media, have current youth participants share their experiences to attract new participants.

MIGIZI staff felt that traditional recruiting methods (e.g., referrals from parents and schools) is not enough. They felt that program stories from youth themselves would attract others into the program.

Strategy 2: Hire youth (pay them hourly, rather than give them a stipend).

MIGIZI staff felt that hiring youth (instead of giving stipends) would make youth more accountable to finishing the program or staying longer in the program. This would also increase their work readiness skills by making them prepare a résumé and apply for jobs.

Moving forward, the Wilder Research team, Search Institute, and the Youthprise consultant will meet with MIGIZI staff in July-August 2017 to assist the program in creating an evaluation plan for 2017-18. Planning will include identifying existing data and additional needed data, the program's capacity to collect data (and, therefore, additional supports that might be needed), creating and finalizing data collection methods and instruments, and developing an evaluation timeline. Wilder will work closely with the MIGIZI staff to ensure that roles and responsibilities for the different evaluation tasks are clear and minimize the burden to the program. As mentioned earlier, Youthprise and Search Institute will assist MIGIZI in creating their data tracking system.

Appendix

Opportunity Reboot Model: Core Features, Concepts, and Strategies

Approved Version 2017 June 26

All four features of the Opportunity Reboot model are interrelated and grounded in evidence-based practice. Each of the features reflects three core principles: cultural responsiveness, a relationship focus, and inclusion of youth voice.

Feature 1. Integrated Positive Informal Mentoring Relationships

Concept 1A. Program staff engaged with youth adopt a mentoring mindset grounded in best practices of culturally responsive informal mentoring and relationship building

Strategy 1Ai. Program staff receive customized, ongoing technical assistance in informal mentoring best practices that supports continuous professional development.

Strategy 1Aii. Program staff develop and implement a plan for incorporating relevant informal mentoring best practices to maximize positive relationships between adults and youth.

Concept 1B. Youth are prepared for mentoring experiences and develop skills to identify and engage informal mentors.

Strategy 1Bi. Youth understand their rights, responsibilities and have appropriate expectations of a mentoring relationship.

Strategy 1Bii. Youth learn how to identify informal mentors.

Strategy 1Biii. Youth receive support from program staff in order to maximize the impact of informal mentors.

Feature 2. Coordinated Career Pathways Framework

CONCEPT 2A. Programs create opportunities for career exploration that are grounded in connecting youth with employers in high demand local industries.

Strategy 2Ai. Program staff facilitate exploration of career interest inventories and labor market information related to high-wage/ in demand occupations.

Strategy 2Aii. Program staff create linkages with specific employers in high demand industries to deepen youth participants' understanding of career options including off-site hands-on work experiences.

Strategy 2Aiii. Program staff arrange opportunities for youth to participate in on-site secondary, post-secondary and/or on-the-job training leading to industry/employer recognized credentials.

CONCEPT 2B. Programs assist youth with career preparation and planning.

Strategy 2Bi. Program staff engage youth in occupational aptitude and basic skill assessments to develop and implement an education and work plan that aligns with their career goals.

Strategy 2Bii. Program staff provide youth with programming aimed at improving financial literacy and money management.

Strategy 2Biii. Program staff prepare youth to successfully navigate a job search, application process, interviews, and other processes associated with their identified career path.

CONCEPT 2C. Programs provide culturally appropriate wraparound services that include multiple support structures pre- and post-employment to promote retention and encourage continuing education.

Strategy 2Ci. Program staff provide training aimed at promoting critical job retention and academic success, including social-emotional competencies, work readiness and life skills.

Strategy 2Cii. Program staff have regular contact with youth to discuss barriers to maintaining employment and academic success and identify specific resources to address those barriers.

Feature 3. Responsive Individualized Goals Supports

Concept 3A. Programs assess youth's needs and strengths.

Strategy 3Ai. Program staff leverage internal and external resources to meet youth's needs, such as health care, housing, and transportation.

Strategy 3Aii. Program staff and youth engage in a visioning process about current and future goals that is strengths-based.

Strategy 3Aiii. Youth learn to identify their strengths, potential support networks, and resources.

Concept 3B. Programs assist youth in developing an individualized plan in achieving their goals.

Strategy 3Bi. Youth identify attainable and measurable milestones.

Strategy 3Bii. Youth learn to set goals that have short-term, intermediate, and long-term benchmarks.

Strategy 3Biii. Youth learn to identify and address barriers, including modifying their plan if necessary.

Concept 3C. Programs support youth in tracking progress, celebrating successes, and reaching their goals.

Strategy 3Ci. Program staff motivate and encourage youth to celebrate milestones and success.

Strategy 3Cii. Program staff assist youth in revising and expanding goals when appropriate.

Strategy 3Ciii. Program staff provide informal and formal assistance, including helping youth reflect on the overall goal-setting process and address barriers to achieving goals.

Feature 4. Impactful Cross-Sector Partnerships

CONCEPT 4A. Opportunity Reboot sites regularly interact with diverse stakeholders to implement strategies and increase capacity to serve youth.

Strategy 4Ai. Cross-sector partners are identified and a clear vision and goals for collaboration are established.

Strategy 4Aii. Cross-sector partners agree on specific roles and responsibilities as it relates to serving youth.

Strategy 4Aiii. Cross-sector partners maintain and strengthen collaboration through regular interactions and the sharing of successes and lessons learned. agree on specific roles and responsibilities as it relates to serving youth.