

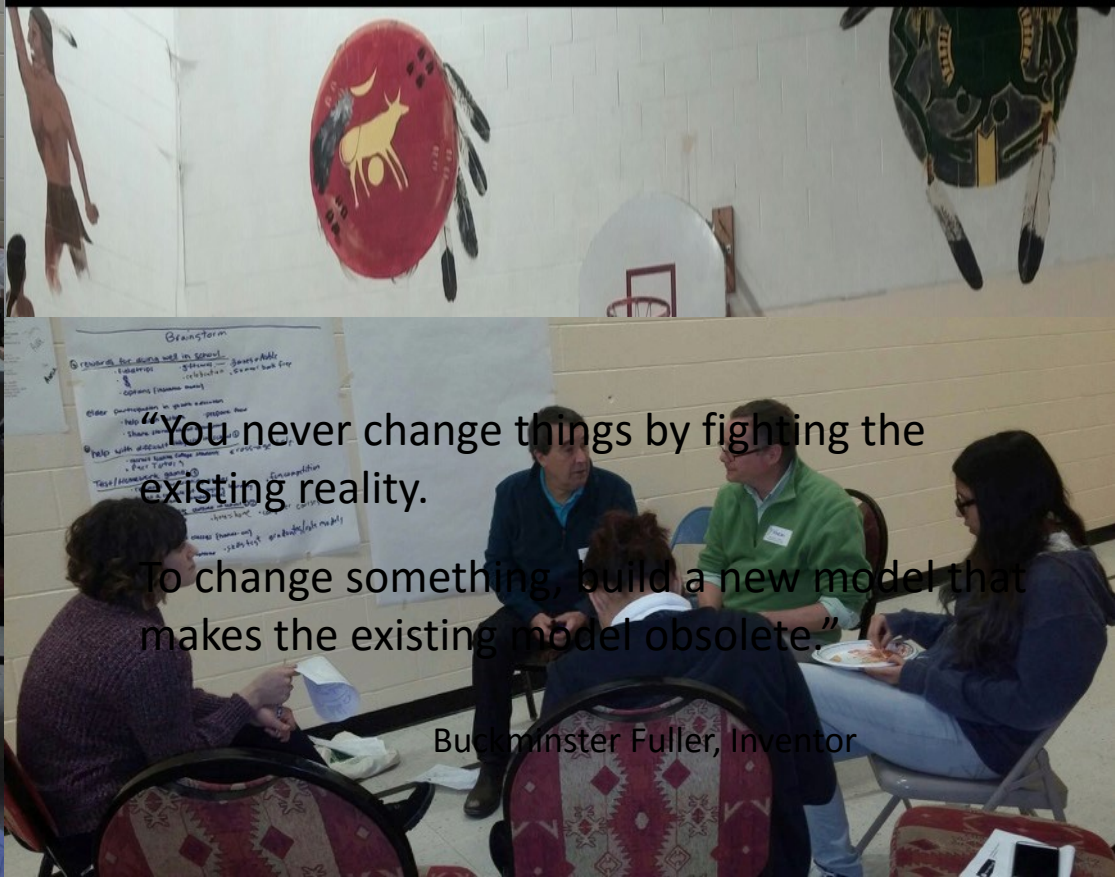
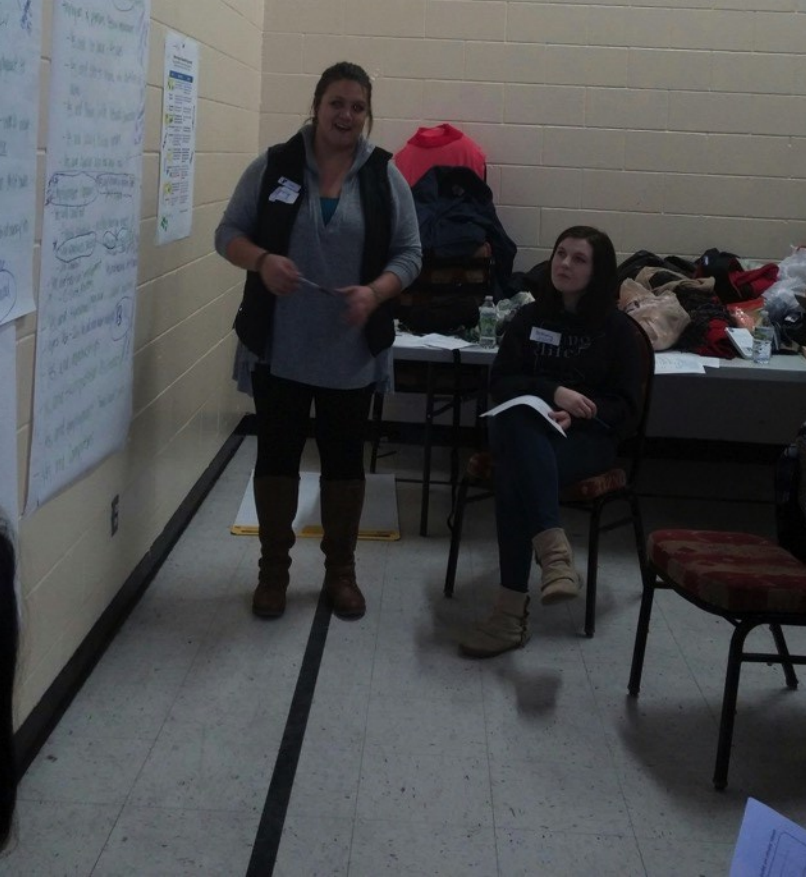
Native American Social Responsibility and Innovation Lab (SRIL)

Mission Impact Council

January 2017

Hosted at the Little Earth Community





The Mission Impact Council Innovation Lab

MIC Common Agenda

The MIC is a collective impact initiative of over 30 diverse Twin Cities organizations that is committed:

“To increase opportunities and equity in learning beyond the classroom for 12 to 24-year-olds that results in socially responsible, culturally competent youth leaders and employees that will create a greater Twin Cities.”



What follows is a presentation of the purpose, products and potential of the **Native American Social Responsibility and Innovation Lab** held in January, 2017.

Explaining the Innovation Lab

What?

Three MIC facilitators and six Little Earth youth interns collaboratively planned and delivered a four-session retreat to develop actionable ideas to increase opportunity and equity.

So What?

Minnesota is a national leader in disparity between racial and ethnic groups and needs to provide more opportunities for all youth to fulfill their potential for the Twin Cities to thrive.

Who Participated?

- MIC members
- Non-profit Twin Cities agencies
- Local funder
- Organizations serving Native youth
- Little Earth community members

Now What?

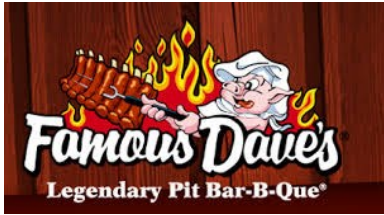
Individuals and organizations leave with the opportunity to follow-up on the most promising ideas for action and collaboration.

Seven Purposes of the Innovation Lab



1. Offer Leadership Experiences for Native American Youth
1. Dive Deep into Youth Aspirations & Priorities
3. Brainstorm Innovative Solutions
4. Develop and Show Best Ideas
5. Encourage Networking Within and Beyond the Little Earth Community
6. Explore Design Thinking Tools
7. Generate Action

The Role of Native Youth Leadership



Youth select meal vendors and menus



Youth select prizes and method for closing drawing.



Youth lead opening smudge pot at start of each session



Youth offer input and feedback in weekly meetings

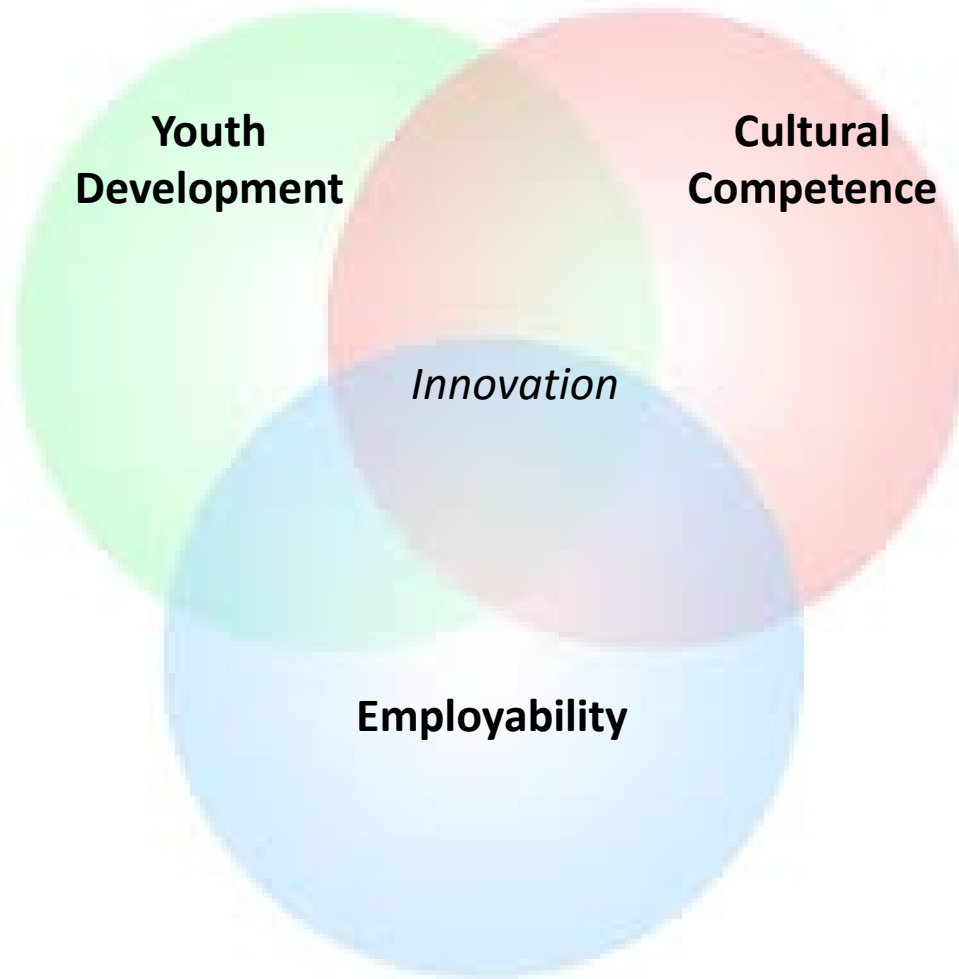


Youth select and lead teambuilding introductory activities



Youth ideas drive all phases of the design process.

The Innovation Lab Three Focuses



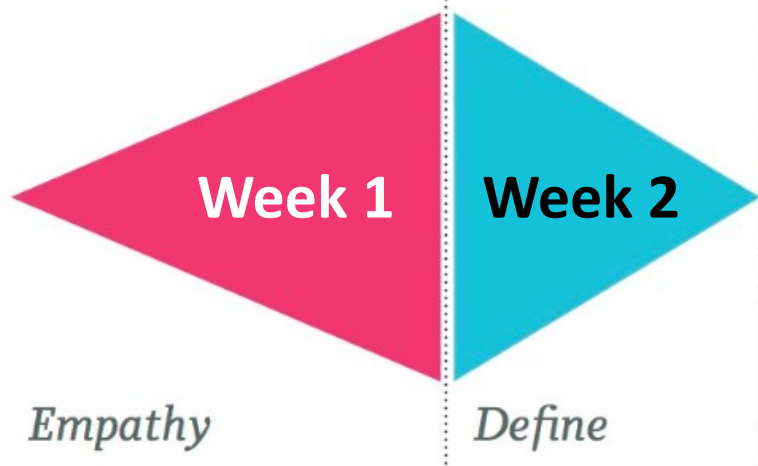
Looking to solve issues in these three areas that...

- Represent key needs identified by the community
- Require a collective impact (can't be solved by one organization)
- Address changing underlying systems (not just adding a program)
- Invite participants from different aspects of the community to work together

Little Earth Innovation Lab: Week-By-Week

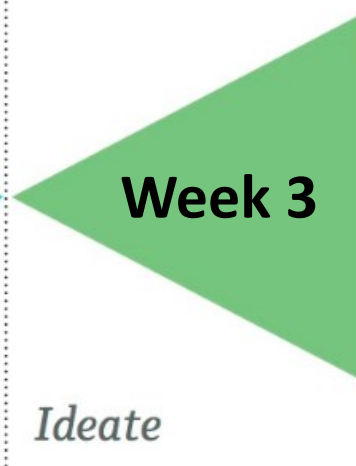
Understand

Understanding ends in **Insight**.



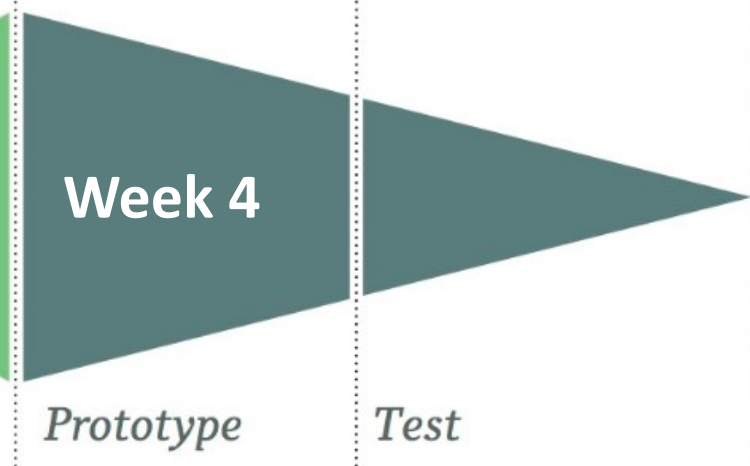
Create

Creation ends in **ideas**.



Deliver

Delivery ends in **reality**.



Week 1



Empathy

Begin to explore key opportunities and priorities to support Native American youth.

Activities

- Discuss previous MIC data on Native youth
- Rank important areas to address within youth development, cultural competence and employability
- Create “Portraits” of Native American youth – thriving and not thriving

Turning Data into Priorities

- In 2015, the MIC held two half-day meetings with high school students at Takota Prep to identify and document key opportunities and gaps for 12 to 24- year old Native American youth (see sample on right).
- At the first Innovation Lab evening in January, the participants took data from those 2015 gatherings and ranked their importance. This provided a beginning assessment for where to focus our innovation efforts.

Native American Youth Development Opportunities
How can the Mission Impact Council Act as a Supportive Ally?

	A	B	C
	Issue	Opportunity	Insights
1			
2	Transportation	Programs exist but there is no viable transportation.	Even where transportation exists, money is an obstacle.
3	Flexibility	Programs exist but not flexible to homeless youth needs.	Programs don't work with time and day, requirements, child care, etc.
4	Information	Need easy way to find out about programs.	Youth often don't know what programs exist for them.
5	Who's Welcome?	Programs are not always welcoming to the youth who need it the most ("cream of the crop")	May be enough services available, but students are not aware of them or how to access them.
6	Teen Parents	Desire for more educational resources for teen parents	Lack of resources is a significant barrier to parenting
7	Definitions	Programs don't understand youth's point of view.	Youth have different perspective on what it means to be a leader.
8	Mental Health	Free mental health counseling needed for substance abuse, alcohol abuse and more	Mental health considered a significant issue for this population; Offer mental health classes at schools?
9	Health Education	Need more information about safe sex and to be STD/ HIV free	Desire more and better resources in this area
10	Transportation	Offer more transportation options for youth to get around the city (kids, bus cards, low priced cars, etc.)	This is a significant barrier to making things happen in one's life; free bus cards
11	Community Centers	Community centers, boys and girls clubs to offer meals and transportation	Youth desire the social connection but face multiple barriers
12	Youth-Driven Community Center	Youth-run and youth-driven not-for-profit center d	Music, sports, health (physical, mental and social); tutoring, LBGTQA-safe space, tech center, field trips, yelling room (room where you could yell).

See the Next Page for the Ranking Results

Ranking Top Innovation Lab Opportunities

Youth Development

Issue		Opportunity
Support Group	14 (6)	Opportunity to meet and support each other around multiple topics.
Transportation	13 (1)	Need viable transportation for youth to participate in programs, and to get around the city (bus cards, low-priced cars, etc.)
Mental Health	10 (1)	Free mental health counseling needed for substance and alcohol abuse, and more.
Youth-Driven Community Center	9 (3)	Love to have youth-run and youth-driven not-for-profit community centers. Centers could have boys and girls clubs, meals and transportation.
Information	6 (3)	Need easy way to find out about programs that match their interests.
Flexibility and Welcoming Culture	2 (1)	Programs exist but not flexible to meet homeless youth needs. Sometimes programs are not welcoming to the youth who need it most.
Health Education	2	Need more information about safe sex and to be STD/HIV free.

Cultural Competence

Issue		Opportunity
Language/ Traditions	16 (4)	Offer access to different native languages (e.g. Ojibwa, Lakota); and storytelling and traditions
Youth Connections to Ancestors	11 (2)	More youth workshops that involve Native youth connecting with ancestors.
Cross Cultural Opportunities	10 (2)	Learn about other cultures, other traditions, foods, and languages; create cultural sharing between groups of young people locally, across the country and intergenerationally.
Outdoor Field Trips	9 (4)	Need more outdoor field trips that give exposure to the Native American culture.
Celebration of Culture	8 (3)	Promote more events (e.g. block party) about Native American culture with food, dancers.
Service	6	Create an indigenous service group where American Indian youth serve the elders (e.g. in areas like rising or maintaining buildings)

Second Column Ranking
First Number= Total Votes
Second Number In Parenthesis = Number of 1st Place Votes

Employability

Issue		Opportunity
Internships and Job Coach	16 (7)	Need internship experiences that help youth gain experience for that first job and to figure out future careers. Job coaches to assist in the process
First Job	14 (3)	Find more ways to help teens get their first job experience and learn what it is like to have a job. Working and earning money helps youth to be independent.
Driver's License	12 (3)	Remove obstacles to teens getting their driver's license quickly and cheaply.
Future Career	12 (1)	Help high school students get a job that prepares them for the future and their career.
Internships	9 (7)	Need internship experiences that help youth gain experience for that first job and to figure out future careers.
Job Application and Job Readiness	2 (2)	Youth want help in the "how" of getting a job - need the basics for how to do this.
Employability Resources	2	Synthesize the best resources for workforce readiness skills.
Communication	2	Set up a system to inform youth about jobs and internships (e.g. job fair/ online teen job opportunities search)

SOCIAL LIFE

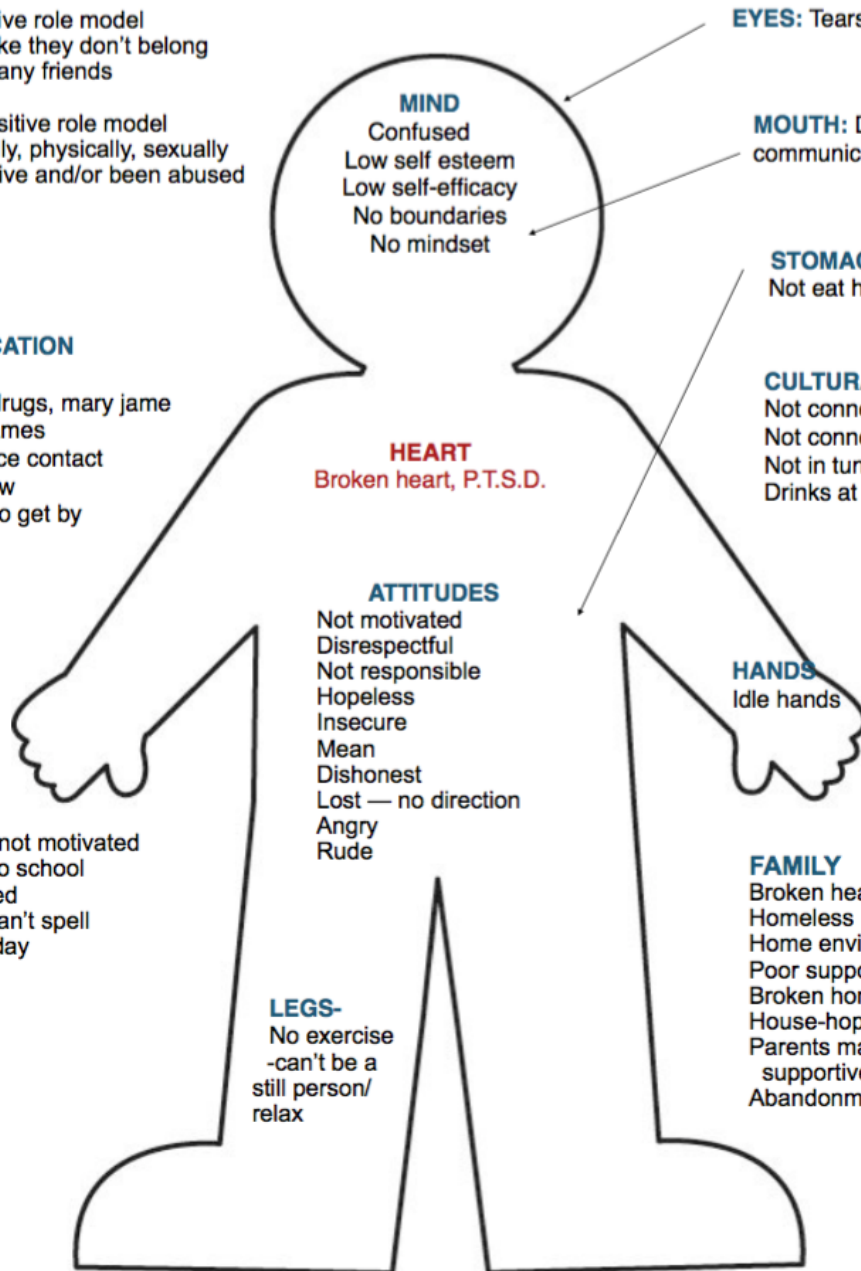
Stick to self
Alone
Negative role model
Feel like they don't belong
Not many friends
Alone
No positive role model
Verbally, physically, sexually abusive and/or been abused

TIME ALLOCATION

No job
Drugs/ hard drugs, mary jame
Play video games
Negative police contact
Broken the law
Deals drugs to get by
Prostitution

SCHOOL

Smart, but not motivated
Not going to school
Not engaged
Drop out Can't spell
Sleeps all day
In room



Little Earth Youth's Profile of a Why Some Peers Struggle

Little Earth Youth's Profile of Why Other Peers Thrive

GOOD FRIEND

Looks out for others
Wants others to thrive
Nice to people
Healthy friendships
Belonging
Can resolve conflicts
Positive role model

TIME MANAGEMENT

Has a job
Volunteers
Sports

SCHOOL

Good attendance
Will graduate
Always learning
Reader
Wants to go to college

LEGS

Sports
Soccer
Basketball
Active
Fit

MIND

Creative
Open-Minded
Smart thinker
Stable
Makes good decisions

GOOD HEART

Caring, giving, loving, happy
Healthy physically, spiritually, and
emotionally

ATTITUDES

Self-motivated
Respectful
Positive
Responsible
Self-Acceptance
Resilient
Self-esteem
Consciously aware
Knows limits

EAR: Good listener

MOUTH: Healthy Eating

CULTURAL TIES

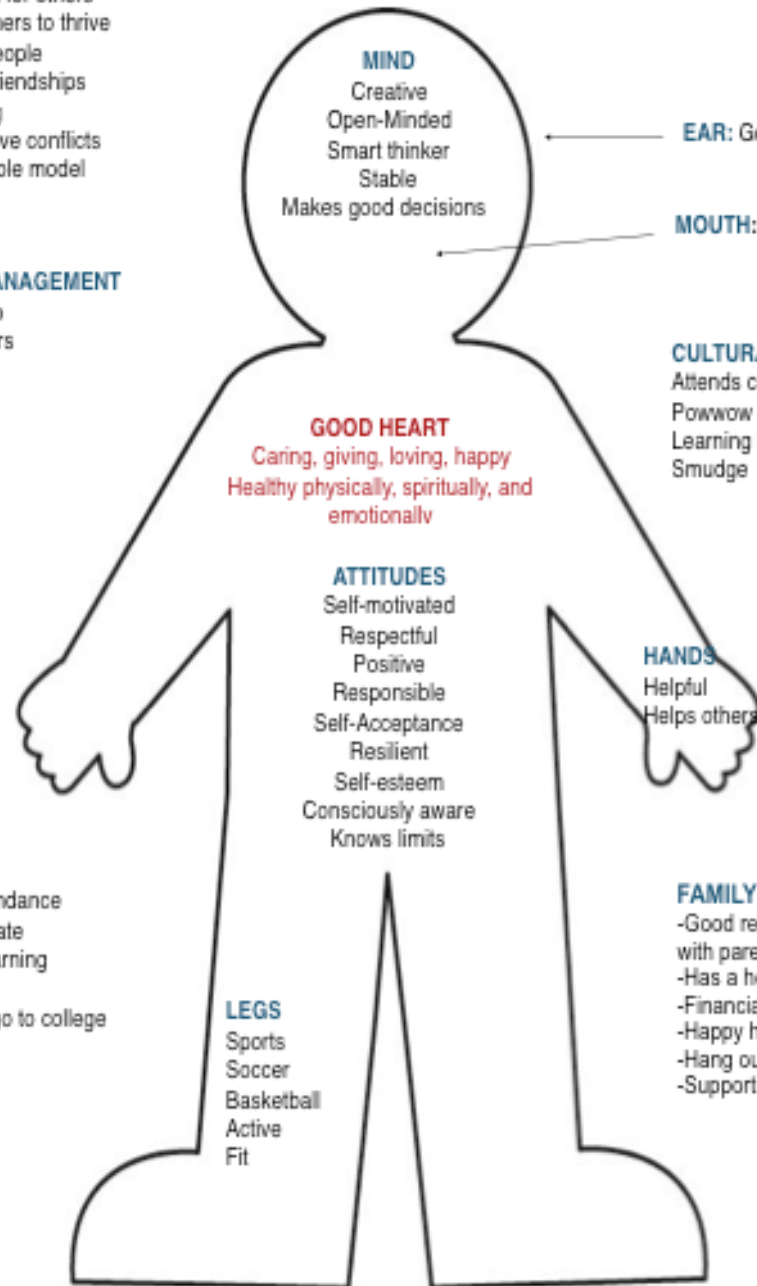
Attends cultural events
Powwow dancer
Learning language
Smudge

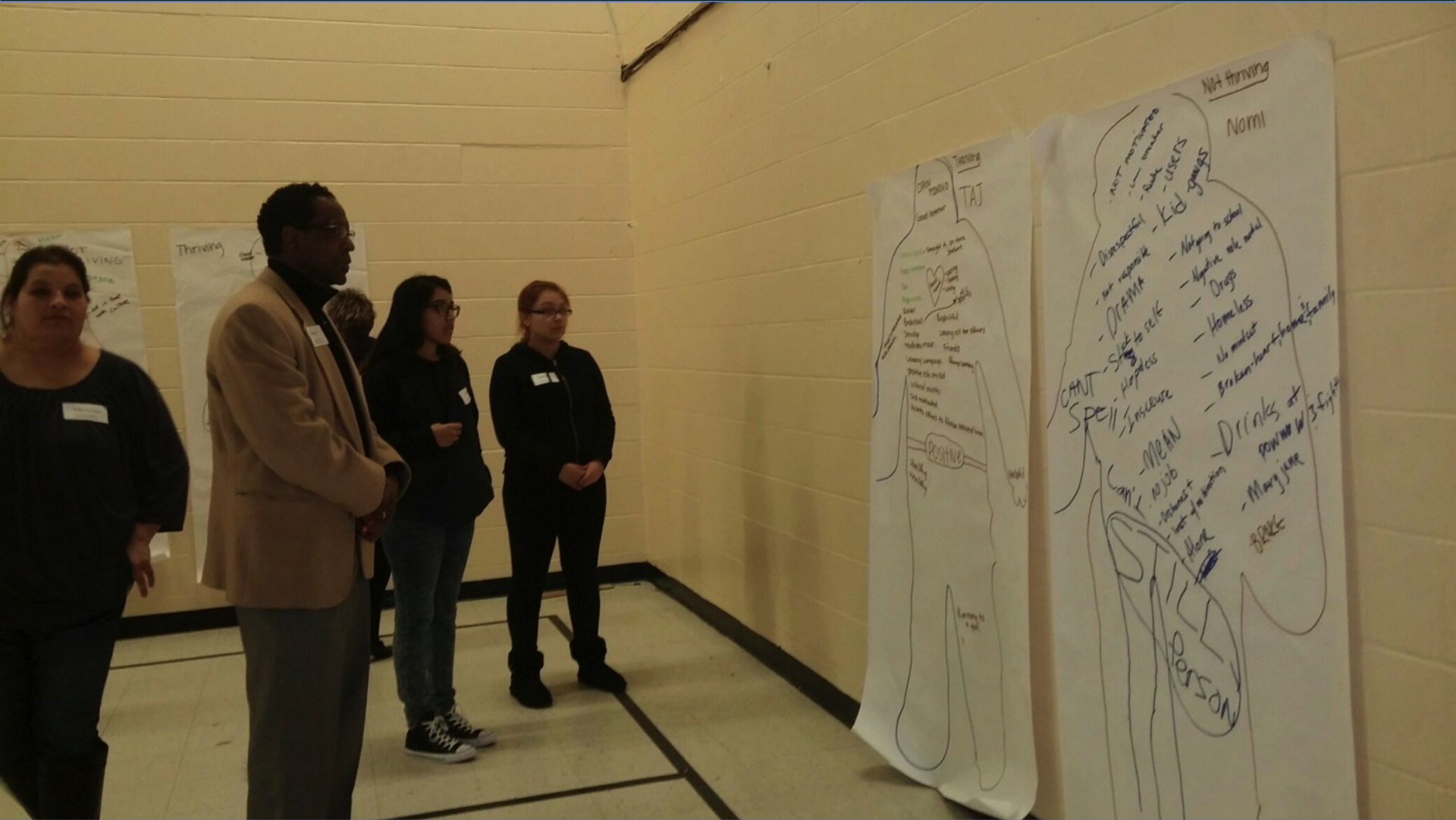
HANDS

Helpful
Helps others

FAMILY

-Good relationship
with parents
-Has a home
-Financially stable
-Happy home
-Hang out with family
-Supportive family





Thriving

TAJ

Not Thriving

Norm

NOT RESPONSIBLE
 - bad mood
 - USERS groups
 - Disrespectful
 - not responsible
 - DRAMA
 - Self to SELF
 - Hopeless
 - Insurence
 - MEAN
 - No job
 - No friends + best of a situation
 - Work
 - POWWOL
 - BROKE
 - Not trying to school
 - Negative role model
 - Drugs
 - Homeless
 - No motivation
 - Broken heart + broken family
 - Drinks at POWWOL 3-Sig
 - Mang juice
 - BROKE

POSITIVE

POWWOL

Week 2

Define

Identify Key Design Challenges Facing Native American Youth

Activities

Define the key challenges

Create “How Might We” statements





Defining Cultural Group Challenges

Cultural Preservation

***How Might We* form a support group to preserve, teach and embrace our native language and learn our traditions?**

- ✓ Understand our historical trauma in order to have a better understanding of our current situation
- ✓ Break away from the cycle that was set up for us
- ✓ Develop a stronger world view
- ✓ Develop a positive identity and cultural competence that can help us thrive in today's society
- ✓ Youth teach their peers about tradition and ceremonies
- ✓ Expose non-natives to our culture and teachings



Defining Cultural Group Challenges

Intergenerational Ties

How Might We use a support group to get youth and adults to work together on the learning and preservation of language, culture and tradition?

- ✓ Raise awareness of already existing programs and resources
- ✓ Intertwine more about culture into programs.
- ✓ Develop show, videos (Migizi)
- ✓ Community-based theater where elders come together and tell cultural stories and then youth put into dramas and act (Partner with Walker, MIA, small theaters, Children's theater)
- ✓ Parents take 5-10 minutes a day and ask what their children learned about culture and their extra-curricular activities.
- ✓ Develop an engaging process
- ✓ Expose youth to their cultural teachings and stories
- ✓ Inspire all natives to thrive
- ✓ Break a cycle that has continued for far too long.
- ✓ Teach our peers about tradition and ceremonies



Defining Employability Group Challenges Internships

How Might We use a support group to help more Native youth to access and succeed in internships?

- ✓ Transportation: Help youth get driver's licenses and other means of transport.
- ✓ Transportation assistance—partner with Uber or Lyft
- ✓ Provide more opportunities to learn basic life and work skills.
- ✓ More mentorships and job coaches.
- ✓ Find work sites that are flexible and culturally welcoming.
- ✓ Help with transitional child care assistance for youth employees 18+
- ✓ Create an app to tell about job opportunities for each age group (i.e. 13-15, 16-18, 19+)

Defining Youth Development Group Challenges

Educational Success



How Might We use a support group to provide personal support and individual resource connections so that all youth can graduate and thrive?

- ✓ Reward students for doing well in school
- ✓ Involve elders to support youth education
- ✓ Provide help with difficult subjects
- ✓ Create games to make homework and studying for tests more fun
- ✓ Earn high school credits outside of school
- ✓ Help youth to identify their passions and set goals for the future

Week 3

Create/ Ideate

Brainstorm ideas to address the key opportunity or gaps.

Activities

Define Criteria for a Support Group
Graffiti Brainstorm for Words to Name the Group





Central Design Challenge

*How might we create a **support movement** for Native youth that helps them build success in education, careers, and cultural pride and understanding?*

Criteria for Defining a “Support Group”

Design Characteristics	Description
It's a Movement	Would be a movement, not just a program, to help youth to break away from the cycle that was set up for us.
It Possesses a Unique Name	Names the initiative something different from support group (youth have had bad past experiences with counseling).
It Addresses Multiple Issues	Support youth in education, career, culture, health, family, connections, transportation
It Strengthens Identity	Develops positive identity and cultural competence
It's Inclusive	Meets needs of both thriving and non-thriving youth
It's Intergenerational	Involves parents/guardians/loved ones and youth. You just can't help youth—parents themselves don't have enough support
It Utilizes Youth as Teachers	Would include youth exposing and teaching non-natives to our culture and teachings.
It Serves Food	This is an important draw to get people to come.

What Would You Name the Youth Movement? Youth Brainstorm

Ogimaa (Ojibwe for "Leader")

Believing in Ourselves

Power

Creative Ideas

Changing the Story

Wanting to Make a Change

Better Together

Encourage Movement

Walkabout

Blessing

↑ IT

Peer Assistance Group

Bettering Our Next Generation

Walking Together

Aspirations

The Change Movement

Peer Power

Voice

Walking Together

Empowerment

Growing Together

Caring

Culture-Power-Future

Natives on the Come Up

Writing Our Own Narrative

Week 4

Prototype

Make some sort of model of what you want to create in two areas:

- Designing a support “space” within the Little Earth Community to enhance education.
- Designing an arts focus that involves the youth and supports them in their cultural competence.



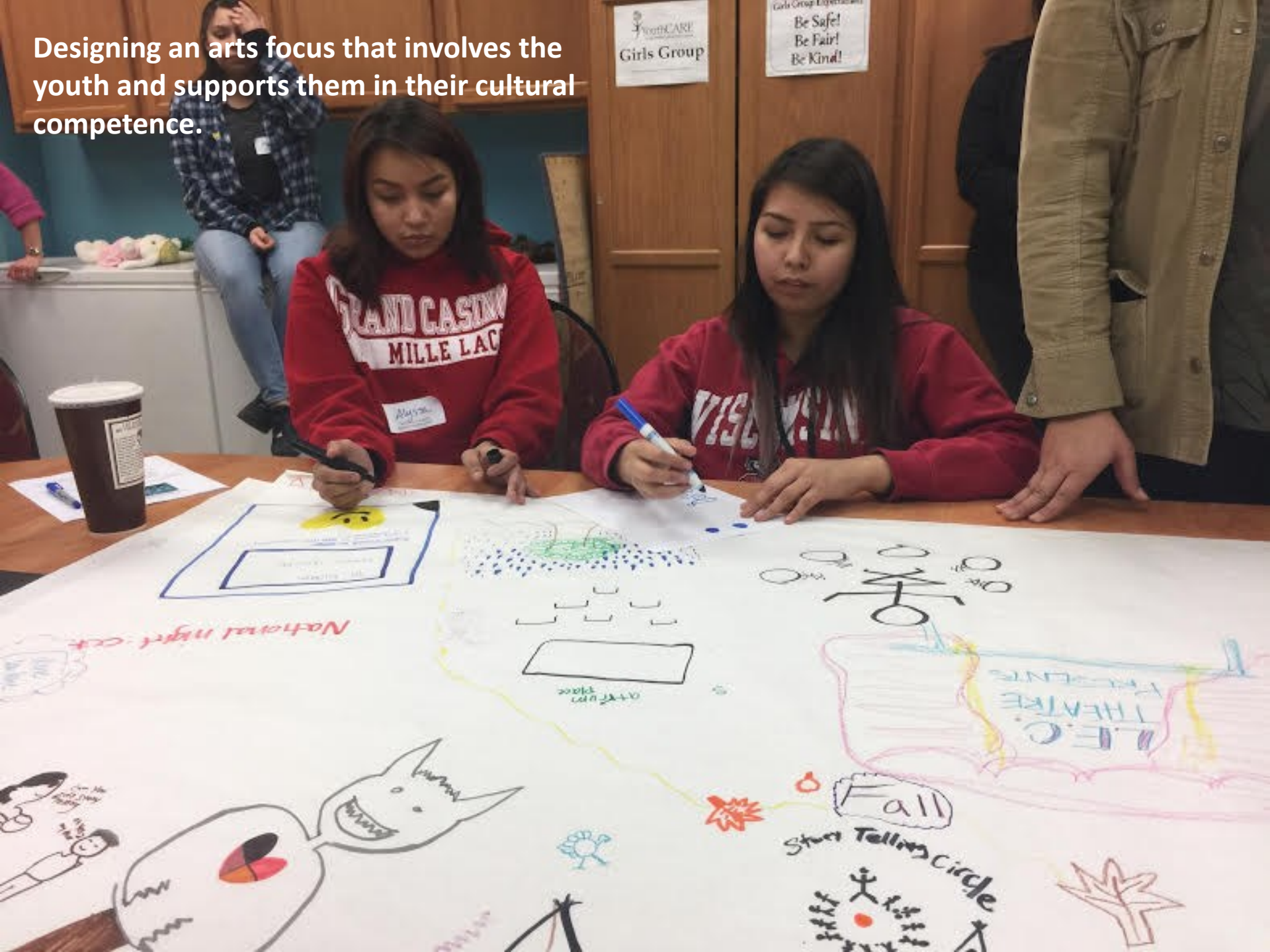
Celebration of Youth Leaders
Decision About Gift Card

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Designing a support “space” within the Little Earth Community to enhance education.



Designing an arts focus that involves the youth and supports them in their cultural competence.



Conclusion





To Do

- Meet with Mpls Public Schools to connect the Little Earth Youth with summer mentoring and employability program.
- Continue potential connections and partnerships with current organizations serving Native American youth to address two key design challenges.
- Explore bringing Migizi tutoring to Little Earth next fall
- Follow up meeting in May with key youth leaders from the Little Earth community.



Lessons Learned and Highlights

- Great to meet on-site, within Little Earth community
- Important to work *with* the youth leaders/interns to capture their voice and see their leadership.
- Vital to have strong planning and feedback connections with the Little Earth staff/adult leaders
- Original data continues to be validated; use available new data
- Hold to the process loosely, and be willing to adapt, adapt, and adapt!



Thank You

The Mission Impact Council
Little Earth Youth

Joe Beaulieu and Marissa Bigjohn, Little Earth Youth Leaders

The Little Earth Community

Hedy Lemar Walls, YMCA of the Greater Twin Cities

Ramon Pastrano and Cathy Bergland, Impact Lives

James Toole, Compass Institute and University of Minnesota

Community Participants

