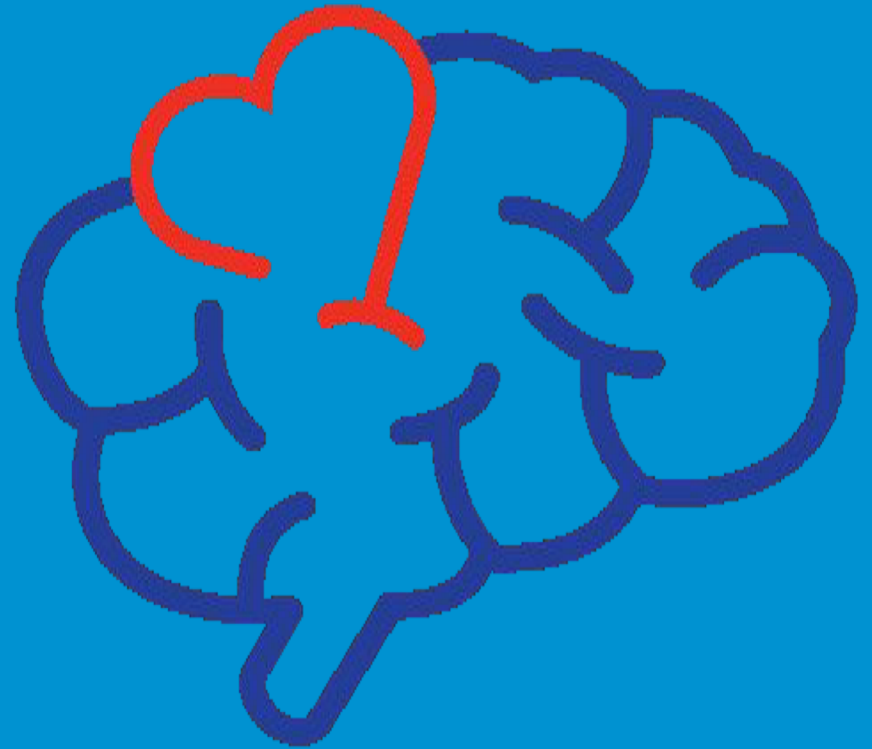


Identity formation among Black, Hispanic and white youth relating to education and work goals

Webinar
May 23, 2019



WELCOME



AGENDA

- Welcome
- Theory of Action and Research Goals
- Research Partners
- Advisory Team
- Introduction to Heartwired
- Research Design and Methodology
- Overview of Research Winter 2018/19
- Key Research Findings Winter 2018/19
- Looking Ahead

Levers

Support intermediaries to align K12, PS and workforce system structures to create multiple high quality local education to employment pathways

Develop real time, integrated labor market and education data systems and navigation supports for students and make available within local pathways

Validate quality and test scalability of career opportunity on-ramps connected to multiple pathways

Validate quality and test scalability of intervention models that fit within multiple pathways to support students build professional skills and social capital

Increase field capacity to develop interventions that influence opportunity narratives and identity formation for young people

Enabling Environment

Reinforce narratives that create motivation for shifts in system structures and adult influencers

Advocate and support implementation of policies* that create incentives and funding shifts in K12-PS and employer systems that create quality pathways and integrated data systems

Outputs

Scalable Models, Tools, Measures and Knowledge

Increased will, aligned incentives, and increased cross-system coordination

Intermediate Outcome

Increased access and participation in multiple high quality local pathways that improve credential completion and drive positive labor market outcomes for Black, Latino, and low-income youth

Long-term Impact Goal

Dramatically increase the number of Black, Latino, and low-income youth, ages 14-24, who have the agency, social capital, skills, credentials and early labor market outcomes needed to thrive in the workforce and life

Narratives, Identity Formation and Mental Models

Literature Review (University of California at Irvine)

- How is occupational identity formed?
- What/who influences occupational identity formation?
- What developmental milestones are most influential in identity development?
- What promising interventions exist to influence identity formation?

Narrative Analytics (Protagonist)

- What are the societal narratives that influence our target population and/or those who influence our target population (ie. Parents/counselors/etc)?



Mindset and Identity Research (GSSR)

- What are the beliefs, values and lived experiences that drive decisions that young people make about their career and the pathway to get there?
- What are the qualities and enabling conditions of students who pursue specific pathways?

Research Project Goal

Develop in-depth psychological and emotional understanding of identity formation related to education and work among Black, Hispanic, and white young people (ages 15-21) from a mix of socio-economic backgrounds – with an emphasis on youth from lower socio-economic status – and the adults who influence them.

Research Partner



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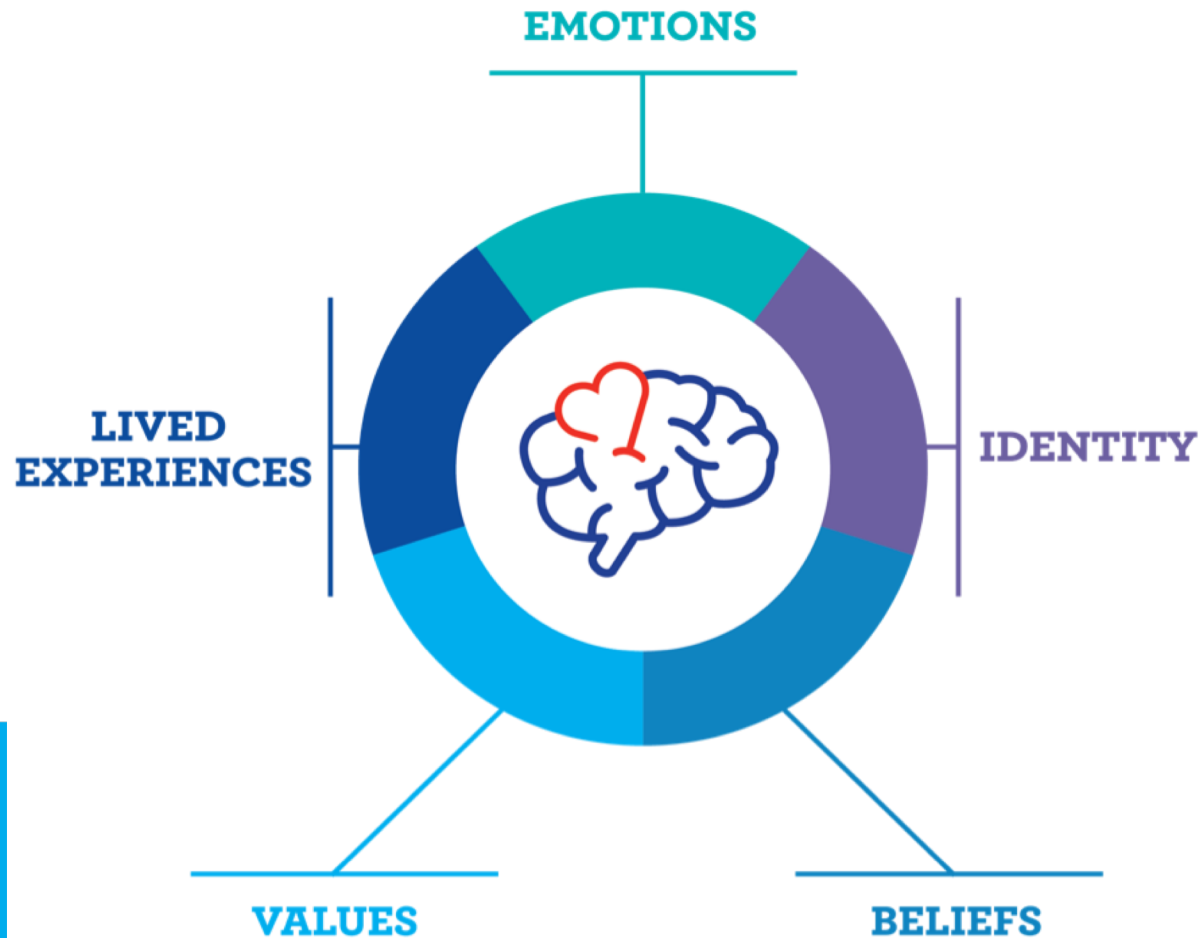


Human Beings Are *Heartwired*

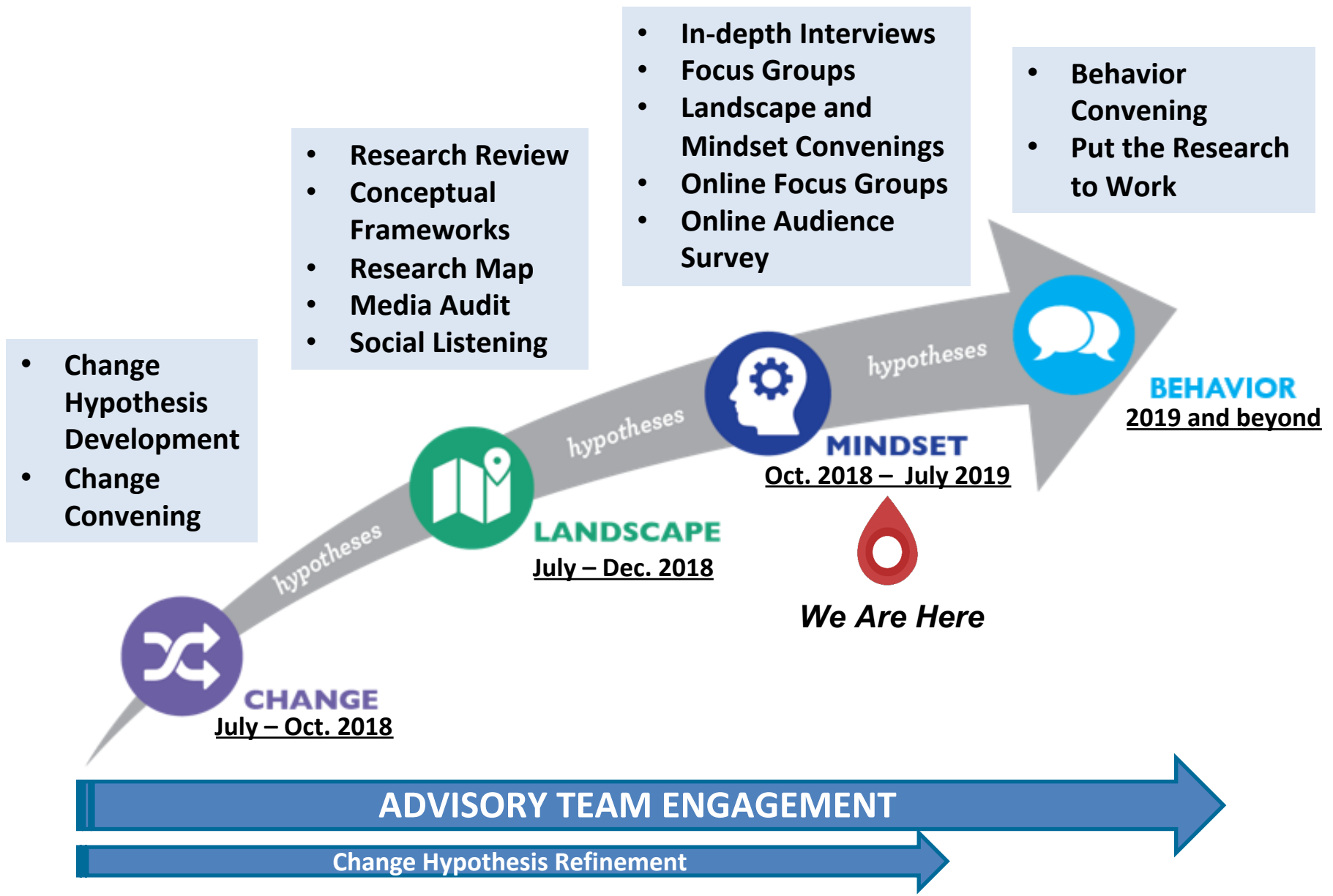
The heartwired approach investigates the ways that the five heartwired factors – emotions, identity, lived experiences, values, and beliefs – combine, and often collide, to shape people’s attitudes and behaviors.



Human Beings Are *Heartwired*



Research Phases & Timeline



Research Methodology



CHANGE



LANDSCAPE

Research	Goals
Convene Stakeholders	Develop some initial hypotheses to define our top priority research audiences. Refine the specific research questions we will investigate, develop initial hypotheses about what kinds of behavior changes we are hoping to enable, and develop hypotheses about how whose changes might be.
Research Review	Build a shared understanding of what we know, where we may see conflicting or unclear findings that merit more work, and what we do not know as well as the key steps to developing core research questions for the research.



Research Methodology



LANDSCAPE

Research	Goals
Conceptual Research Review	Understand the key concepts and frameworks regarding youth identity formation related to education and workforce achievement and development.
Research Map	Develop and then use layered data map to inform selection of research sites and in later phases locations for real world experiments; identify relevant socio-economic status related data.



Research Methodology



LANDSCAPE



MINDSET

Research	Goals
Media Audit & Social Listening Audit (English and Spanish)	Identify the message frameworks around education and employment, connected to the relevant race and class narratives which currently dominate news coverage in the target media markets.
In-Depth Interviews Focus Group Discussions (English and Spanish)	Map how young people understand and feel about themselves, work and education. Develop an understanding of the adult and influencers in young people's lives and the potential roles each of these influencers has, or potentially could have, on important attitudes and behaviors related to work and education.



Research Methodology



MINDSET

Research	Goals
Online Focus Groups (English and Spanish)	Explore certain topics raised in in-person focus groups in more depth over time.
Online Segmentation Survey	Further refine and quantify our understanding of the audience mindset. Develop survey questions that capture the different dimensions underlying their attitudes.



Types of youth participants: Winter 2018/19

Age	High school	Post-second ed?	Notes
17 to 21	Graduated high school	Attends or intends to attend	Mix of post-second ed types; mix of future career goals; Mix of first generation college
17 to 21	No longer in high school (graduated or dropped out)	Does not attend and doesn't intend to attend	Mix of high school graduates and non-graduates; Mix of future career goals
15 to 18	Mix of in high school, high school dropouts	Not currently attending post-secondary; Could have any plans for work or education after high school	

Types of adult participants: Winter 2018/19

Qualifications	Parents/Guardians	Adult Influencers
Ages	25-69	25-69
Income	\$75,000 and under	Any
Education	Grade school to two-year post-graduate degree	Mix
Occupations/ Volunteer	<ul style="list-style-type: none"> - Employed full-time or part-time - Retired - Student - Homemaker 	<ul style="list-style-type: none"> - Community college or technical school - 4-year public/private college/university - A youth-based organization [YSO] - Non-profit CBO working with youth - Private/public K-12 school or school district - Government program providing youth services - Sports or arts organization working with youth - Church or religious institution



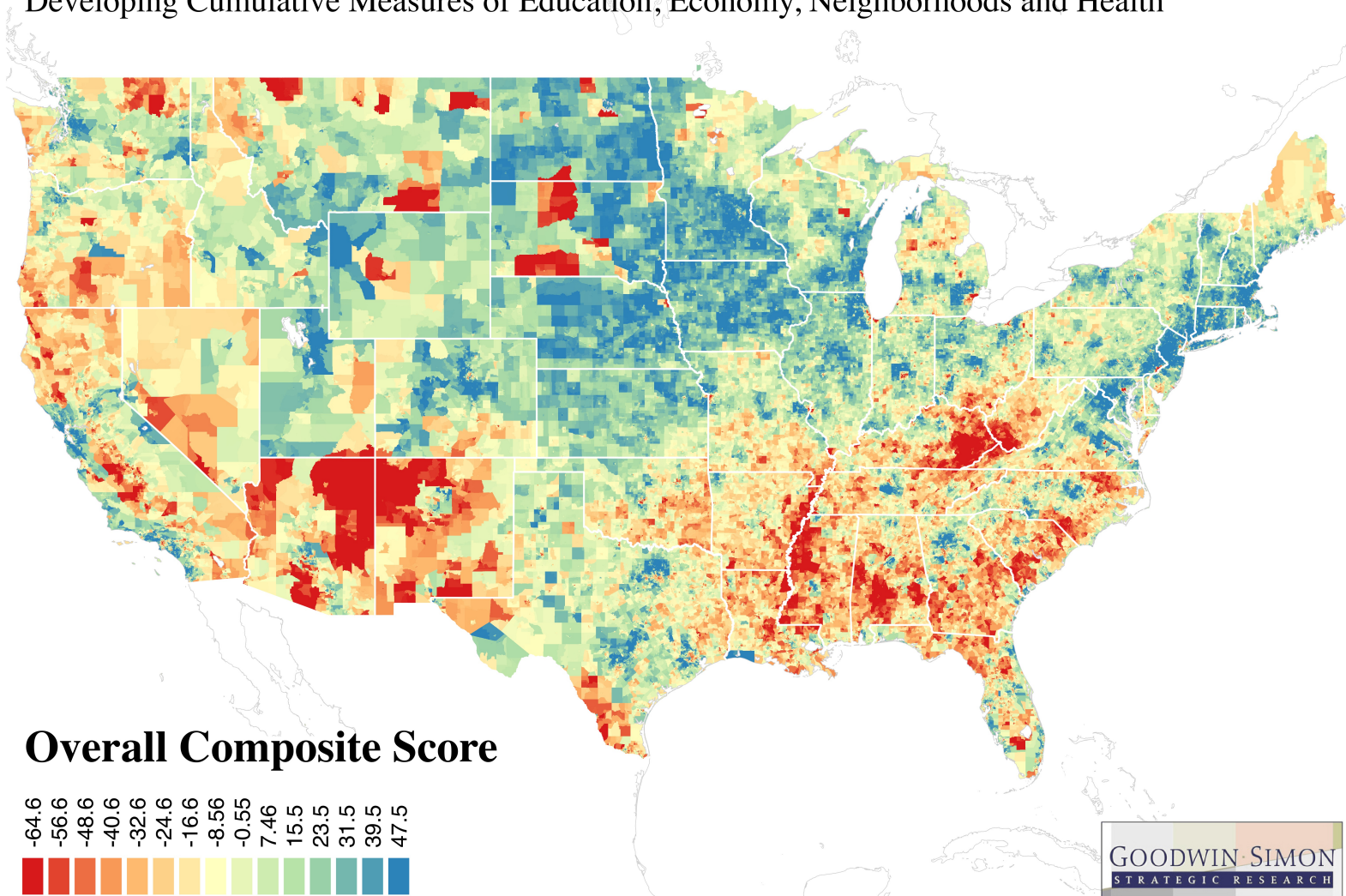
Qualitative Research Winter 2018/19



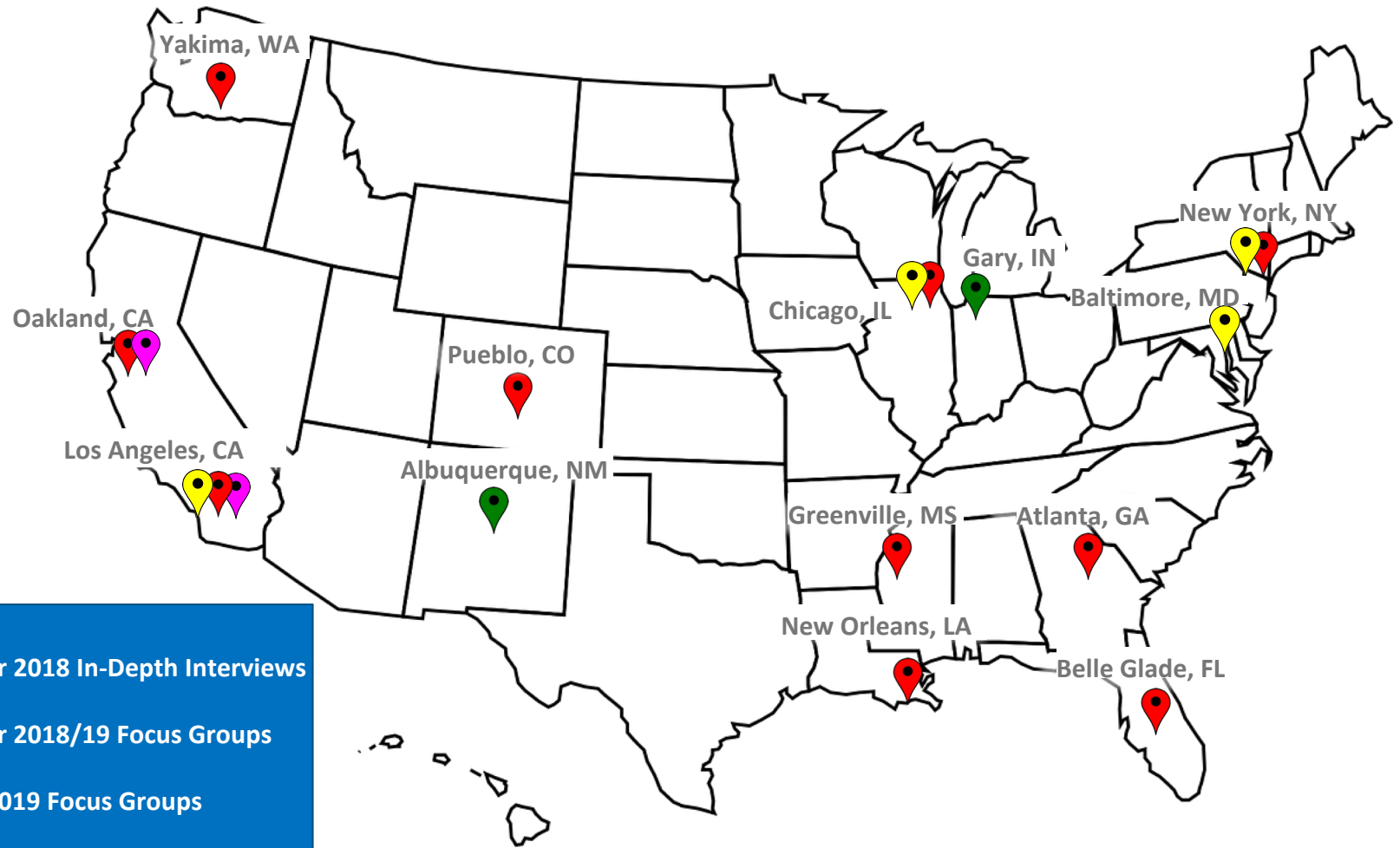
Mapping Our Communities

Mapping Our Communities:

Developing Cumulative Measures of Education, Economy, Neighborhoods and Health



Qualitative Research Sites: Winter 2018/19





Qualitative Research Winter 2018/19 Key Findings

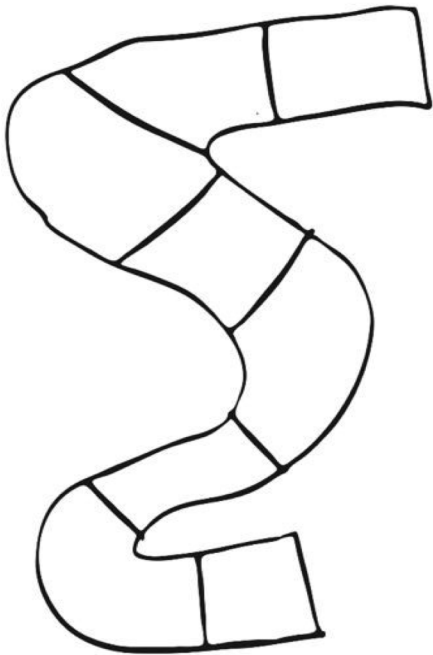


Youth's Own Voices: Focus Group Excerpts and Discussions



Visualizing Life Pathways

- The pathway image on the handout mirrors the messiness of the process
- Filling in each step makes participants feel their goals are more attainable
- Level of detail provided is unrelated to level of formal education required for career
- Not all participants locate 'today' as the first step; some recognize past development and steps



“It has you think and plan out what your possible dreams are and share that with others and see what other ideas are. Then you get a feel of what other opportunities are out there that maybe you hadn't thought of.”
– White Male Youth, WA

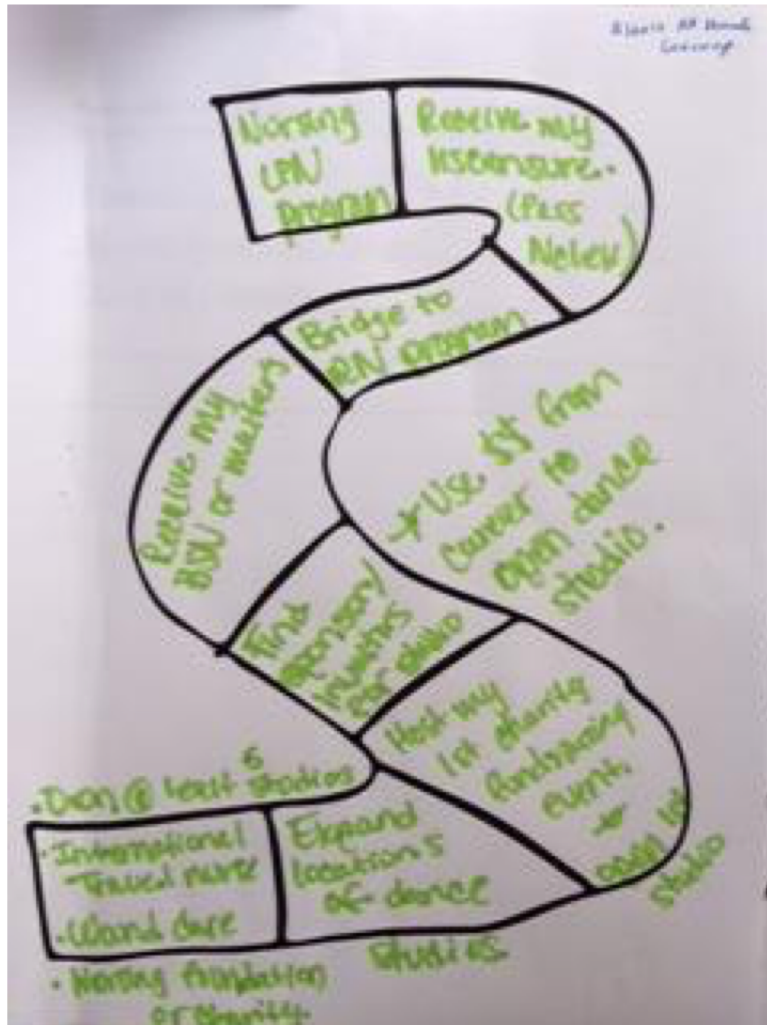
“Do you have an extra sheet because I want to actually take this home, just keep it to like, ‘this is what we got to do.’”
– Black Male Youth, NY



Visualizing Life Pathways: 5 Types

1. Know what they want to do, what they want their life to be like, *and also know the specific steps/stages/phases needed to get there*
2. Know what they want to do, what they want their life to be like, *but they do not know or are vague/unclear about specific steps/stages/phases needed to get there*
3. Know what they want to do, what they want their life to be like, *and they THINK they know how to get there but they are unrealistic about specific steps/stages/phases needed to get there*
4. Do not know what they want to do, but have a good sense of what steps they can take to explore, learn more about and try out different work identities in order to develop a career pathway – *clear on the journey*
5. Have little or no idea of what they might like to do, what they want their life to be like other than generic “make money, not work too hard, not stressful,” etc. – *not clear on the journey or the destination*

Pathways to Work



“Realistically, give me five years tops. I'm already getting it . . . I'm **networking**. I'm meeting. I'm bumping elbows with the right people. You feel me? I make great rapport with people. I think everything in life is about first impressions and being able to know how to talk to people. You know what I'm saying?

It could be person who like I don't invest in anybody I don't know. But if you come to them in the right tone of voice, and you tell them what you're trying to do, you could probably end up with something. I'm **just one of those people that believe, and I use my beliefs to get through life.**”

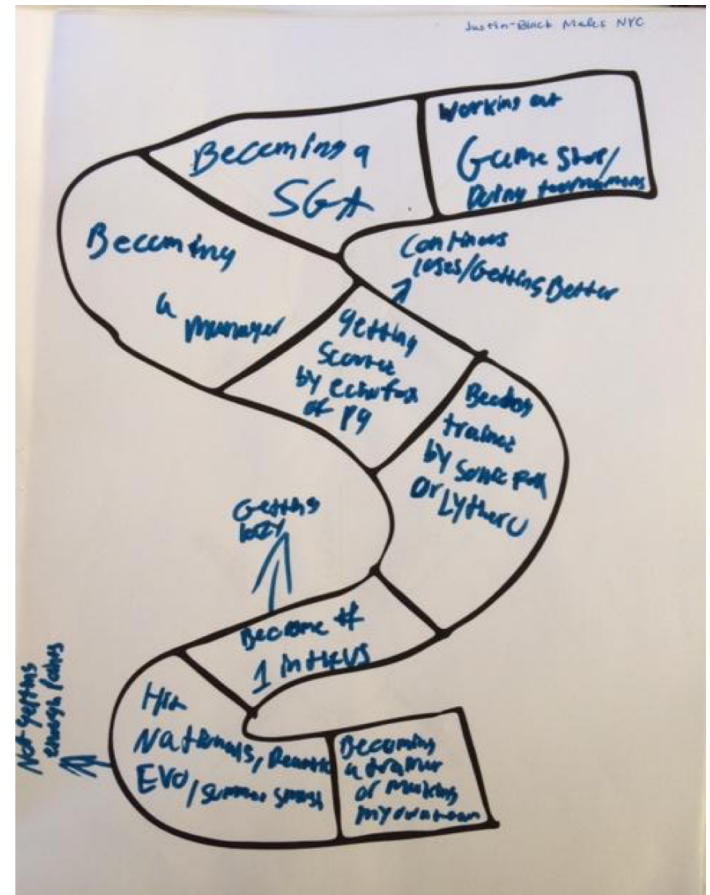
— Black Female Youth, IL

Pathways to Work

- Young people aiming for creative and new economy careers often have detailed knowledge of the pathway they will take to reach their goals.

“So where I’m starting at now **working at GameStop and doing local tournaments and streaming....** And then after a few months, become an SGA basically senior, then becoming a manager. And then while I’m doing my tournaments and my streaming, hopefully, I **get scouted** by Echo Fox or Panda Global. Then I would like to be as I’m working with a team. I would like to be **trained** by Sonic Fox or Lothario. **And then I want to become number one** in whatever game I start to specialize in, go to nationals, DreamHack, Evo, or SummerSlam. And then last, I would like to **become a trainer or manage my own team.**”

– Black Male Youth, NY



Goal: A Good Life

- The destination is a good life; a career and/or work is a potential means to that end
- Not about any particular kind of job or industry – it's how the job enables *your* quality of life
- Career is not a fixed destination for many
 - Many young people expect to have multiple kinds of work over their lifetimes
- Giving back is a sign of success, sharing your wealth with your own family and the broader community
- Artists and creatives are more likely to equate career with personal identity

“So the first college degree I’m going for is the HVAC program, the heating and ventilation. And then I’m going to go back and get my automotive one because I like working on cars.”

– Latino Male Youth, WA

“Because a lot of people, they have good jobs, but, you know, the way there is life set up, the bills, they living from paycheck to paycheck. If they miss a paycheck, it's over for them. You know, so that's not the type of life I want to live. **I want to be able to have income where I can save and do different things** just enough, you know, for me to accomplish what I want.”

– Black Female Youth, IL

Thriving, Striving and Surviving

- Participants share two important underlying concepts supported by the metaphor WORK IS A JOURNEY:
 - Thriving vs. Surviving
 - Striving
- These concepts are applied to both the Destination (outcome) and the Journey (process) itself

“Where I work now is a dead end.”
– White Parent/Guardian, FL

“It would definitely suck being stuck in a job.”
– White Female Youth, NY

**Importantly, and in contrast to the WORK IS A JOURNEY metaphor, participants rarely use explicit words related to Thriving, Surviving or Striving. Rather, these concepts are revealed in the cognitive analysis*

Metaphor ➡ Concepts

WORK AS A JOURNEY

Surviving

- No one's desired destination
- Many parents feel this is where they ended up
- They don't want their children to end up here too
- Associated with bad/dead-end jobs

Striving

- Frequently required in order to reach the desired destination (thriving)
- Associated with good jobs only if those jobs lead to thriving

Thriving

- Everyone's desired destination
- Nearly all young people feel this is where they will end up
- Associated with good jobs/fulfilling careers



Survive v. Thrive

- **Signs of thriving**

- Ownership—**having control** of where one lives, how one works, how long one works, and under what conditions
- Travel—**the privilege to go when and where you want to**, access to the world, and to what can be learned in the world
- **No debt**
- Living comfortably—having enough **money** (plus a surplus)
- Being able to give back to family and/or community
- Being able to retire comfortably

- **Signs of surviving**

- No control over work environment or schedule
- Having to do manual labor (frequently mentioned, but not by everyone)
- Having to work many jobs
- **Living paycheck to paycheck**
- Renting but not owning
- Having a **lower quality home** (e.g., double-wide vs. brick house)
- Relying on food stamps and public welfare
- **Having debt**



Striving In Order To Thrive

- What does striving look like, and what kind of striving is needed to thrive?
- Young people can readily describe surviving and thriving, but frequently struggle to envision the steps involved in striving.
- For those who can describe striving, it is a combination of personal effort and specific steps:
 - Perseverance
 - Struggle
 - Patience
 - Overcoming obstacles
 - Not being held back by others (or yourself)
 - More education
 - Specific training
 - Passing tests
 - Getting certified or licensed



A Good Job

- A good job is one that:
 - You enjoy
 - Has good benefits
 - Has amiable coworkers
 - Enables you to make enough money
 - Where you are respected
 - Has opportunities for growth
- For many, their future career identity is developed as a rejection to those around them.

“If there is **healthcare and stuff like that.**” – Latina Female Youth, FL

“I wake up and want to do it. Like I wake up, and I’m not, there’s no stress, no nothing. Like I’m motivated. I’m dedicated. I’m driven. **Like and I’m completely in tune with just the feeling that I’m fulfilled.**” – Black Male Youth, NY

“What my mama do at the food stamp office. She sit up there and be with the clients all day at the front desk, **having to listen to people talking about food stamps** and government. **We don't even have food stamps at home, but she has to sit there and listen to that all day.**” – Black Female Youth, MS

Career: Positives and Negatives

- Positives: aspirational, fulfilling, enjoyable, long-term
- Negatives: scary, high-pressure, stuck
 - Especially when considering the investment made by family and themselves
 - Some feel they have to pick what they will do for the rest of their life
- Security v. passion
 - Economic security is paramount, especially for lower-income kids/parents
 - Security is also a path to independence

“It is stressful because you need to know what you need to do in high school and then to go to college to get the perfect life you want, kind of.”

“Why even try? I know some people drop out because they are like ‘I don't know what they want to do and don't want to waste money’.”

“I feel you have only one shot.”

“Your whole life depends on it.”

– Conversation among Latina Female Youth, CO

“I feel the harder I work the more money I can make.
That is the definition of power for me is making more money than what I have.”

– Latino Male Youth, CO

It's All Up To Me

- Young people feel they are mostly making decisions about career and life on their own
- When asked where they get support, a significant portion reply they have to support themselves as no one else supports them

“They [parents] don’t really understand my goals because they didn’t go through the same path. So **it’s basically myself that’s going to get me to my goals.”**

– Latino Male Youth, WA

“For like my friends and people that I'm around, like they should do what they want to do. Like your mama say you can't do this, or your boyfriend say you can't do that, but who is he? With or without your boyfriend something may happen, and it may be just you by yourself. What would you do then? **You have to have your own voice, your own mind. You have to change yourself. Like everything starts with you. You are your own person. It got to start within you.”**

– Black Female Youth, MS

Disconnect Between High School Education and Career – With Exceptions

- **For most:** High school is experienced as something to survive, get through or finish. The focus of high school is to graduate or to gain entrance to college, but not to prepare you for the workplace.
- **For some:** For young people enrolled in VOTECH high schools (Gary and Greenville), academy schools (Chicago) and college prep schools (Belle Glade), the connections between high school and career is more intentional, explicit, and pronounced.

“If you want to skip high school and go to college, you should be able to....You actually working towards a profession in college instead of high school. **They just hold you there for eight hours straight, teach you about something that you not going to use.**”

– Black Male Youth, IL

“I want to be an obstetrician gynecologist. And the class I take now **in vo-tech is the new two-year program and like my teacher be explaining to us this is how it's going to be when you all are like in nursing school going to college**, you know, trying to balance a job and everything. And also like we get the full experience of wearing your scrubs on certain days.”

– Black Female Youth, MS

Teachers and Mentors

- Most high school participants do not see school or their high school teachers as strong influencers of their career choices.
- Some youth report very negative experiences with teachers who tear them down.
- Some youth report having teachers who provide emotional or academic support—but it is not related to career goals.
- Mentors are sometimes reported and usually positively impactful.

“I have a teacher right now; he is very helpful, very supportive. **He is always pushing me; always pulling me not saying do you need help with this.** He is kind of like my [grandfather].”

– Latino Male Youth, CA

“**My mentors are in my school.** They are staff. So any time of the day I can just leave the classroom and just go holler at somebody, you know, and **whether I'm mad, angry, upset, just having somebody that you can talk to and let it out, I think that that's positive also.**”

– Black Male Youth, IL

Reframing Skills and Strengths

- Some young people have skills that could be beneficial in a career context, but they do not necessarily recognize them as skills that could be used in a career.
 - "Finesse"
 - Hustle
 - Skills perceived as illicit: "jailbreaking" phones or marijuana cultivation
- Many young people understand the value of networking and being able to talk to people
 - Knowing the right people and building career networks
 - Struggling to open up and trust people

"I feel like I **have passed so many people that could have been an important figure in my life because of me having trust issues.** Maybe I should have talked to you a little bit, you know, but I just didn't give you the time of day at all."

– Black Female Youth, CA

"Then I am going to have to network because in **this field if you are not networking and figuring out who does what and how to get into it,** you are not really going to kick start your career."

– Latina Female Youth, FL

"Yeah, just being able to **maneuver through situations** in ways like 'You got away with that? That worked?' Like the **finesse** of being able to...that age group is a lot smarter than we give them credit."

– Black Adult Influencer, LA

Navigating Racial and Ethnic Identities

- Personal navigation based on lived experiences, but little attention to disrupting systems
- Few believe they have the power/money/influence they think is needed to do so
- Black participants report receiving parental and adult guidance for navigating the world; Latino/a youth report an absence of specific guidance from adults

“Going into it you could say I think this person is going to be racist. I know it is real, but it is a really sensitive topic that I just feel like **it depends on your attitude too.**”

– Latina Female Youth, CO

“Being black is already hard. To be gay on top of that is ten times harder. I’m telling right now, they already think you’re less of a man or less of anything. And I ain’t none of those, just know that. So **you got to prove yourself ten times more** just to be noticed. **So I just try to always start everything out with a joke.**”

– Black Male Youth, New NY

“**They can give you advice on how to navigate or change, but** when you're the minority in a situation, whether it be race or gender, I think **you just got to push through.** They can talk to you about it, oh, save the world, but you just got to push through it. I don't feel like I can do it. It might give you a little encouragement, but other than that, **it don't really change anything.**”

– Black Female Youth, IL

Gender and Expectations

- Concerns about sexism and gender inequality most pronounced among female youth
 - Some white girls are aware of discrimination in the workplace
 - Black girls believe they experience a double yoke of race and gender, a challenge recognized by Black adult men and women, as well as Black male youth
- Latina and white young women more often believe sexism is something faced by their mothers' and grandmothers' generations, more than being present today

"My parents are kind of delusional.

They don't like seeing that there's inequality. Like I'll bring up how women are treated in the workplace to both my parents. And they'll both be like, that doesn't happen. I'm like, uh, it does. The only advice they've really given me is sexual harassment in college or don't drink too much. **They just always think it's the girl's fault.**

They always like you just have to watch your back instead of talking like my brothers about don't do this to a girl."

– White Female Youth, NY

"My daughters they're part of a male-driven society. Where they're not equally paid. Same degree, same job title. Not promoted as easily. Or used as a tool on the job. We'll send you, because the client thinks you're cute. It's another form of prostitution, it's just corporate prostitution...**I try to tell them, always value and have worth in yourself.** And don't ever devalue yourself when other people see you as a certain thing. And **so ethnicity for sure, because it's like we're already behind the eight ball** as a people, and you ain't."

– Black Parent/Guardian, MS

Transformative Conversations

- Youth: these in-depth, judgment-free conversations about life goals are rare or non-existent
- Youth: Gives them a chance to think concretely about next steps and learn from the life plans of their fellow focus group participants
- Parents and adult influencers: get a chance to reassess their own role with youth, and learn about how their adult peers are navigating these issues as well

“This was a great discussion. This is like a revival. It's like **parental revival.**”

– Black Parents and Guardians, NY

“We all have a lot of similarities. But at the same time, we have different lives, different situations. So it's going to make me think more of us, talking to more people because maybe I grow by that. Because **I grew from this conversation alone.**”

– Black Male Youth, NY

“For me, it'd be the **female empowerment thing.** It's good to see that other girls want black women to move up in the world, and **I'm not the only person out there that's feeling that kind of pressure** like people want to keep you down.”

– Black Female Youth, MS

“**Everything stood out** to me, especially the **accomplishing goals part and how family impacts you.** My family doesn't really talk about it a lot. **My family is really serious so we've never really had discussions like this,** so it was nice to have that here.”

– Latina Female Youth, FL

Survey Review: Methodology

Reviewed 49 surveys conducted from 1996 – 2018

Respondents varied by survey and included:

- High school students
- Teenagers generally
- High school graduates
- Incoming college freshmen
- College undergraduate students
- College graduate students
- College graduates
- Young working people
- Middle school students

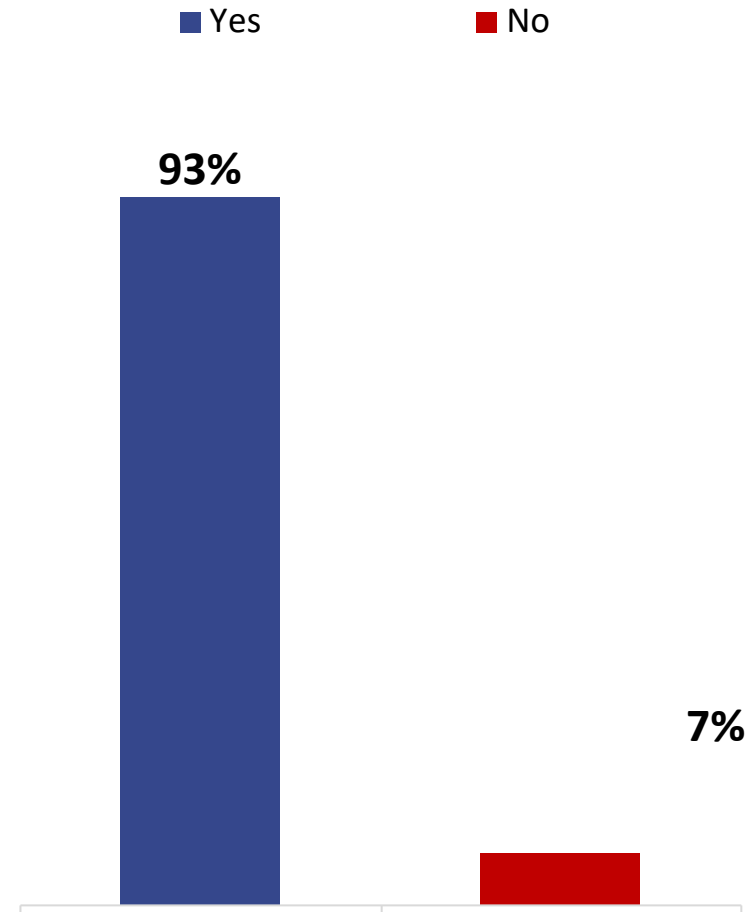
Sample sizes vary from n176 to n165,000

Disconnect between survey questions and young people's experiences:

Parents Talking to Students About Post-High School

Do your parents regularly talk to you about your next steps after high school?

- Young people in the focus groups frequently say their parents place considerable post-secondary expectations on them, but fewer report having positive conversations with their parents about their future plans
- Conversations happening with parents are often reported by youth as not being in-depth, well-informed, or supportive

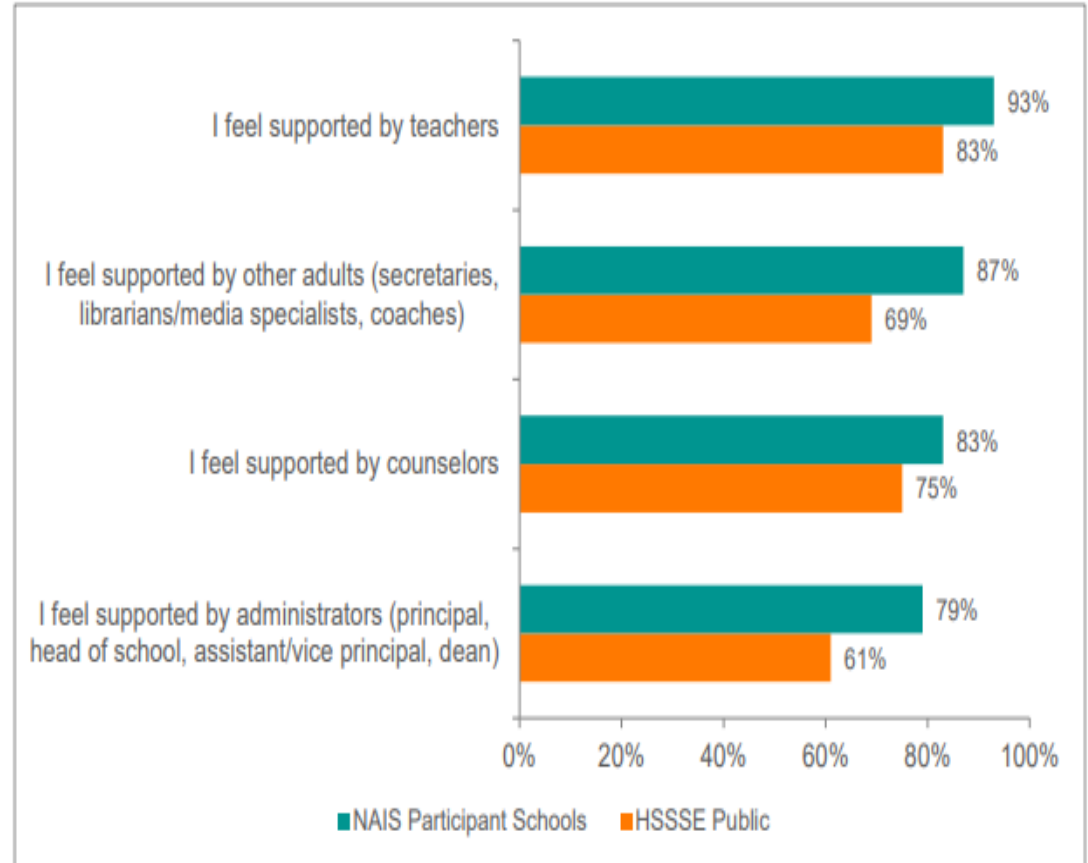


Disconnect between survey questions and young people's experiences:

High School Students: Supported By Faculty & Staff

- The categories feel incomplete or dated
- In the focus groups, young people talked about a wide variety of adults in the school environment who offer support (e.g., mentors, trainers)
- In addition, coaches seem categorically different than secretaries, librarians, etc.

Students Agreeing or Strongly Agreeing That They Feel Supported by Faculty and School Staff



Key Findings: Discussion



- Goal is a good life
- Survive v strive v thrive
- Work is experienced as a journey
- Good job v bad job: not any single job type
- Career has both positives and negatives
- It is all up to me
- Disconnect between high school education and career
- Limited teacher influence on career
- Positive: mentors, vocational programs, emotional relationships with teachers
- Reframing skills and strengths (e.g., hustle, finesse)
- Navigating race, ethnicity and gender identities
- Focus groups were transformative conversations
- Disconnect between survey questions and experiences of young people

Looking Ahead



Spring 2019 Research: Qualitative and Quantitative

- More deeply explore relationships, education and other resources that foster or hinder career development at the high school and college level
- 1. Research among **young people in their late twenties** (26-29 years old) who survived growing up and now consider themselves thriving
- 2. Exploration of exposures, experiences and attitudes of Black, Hispanic and white youth and parents living, going to school and/or working in **higher socioeconomic environments**.
- 3. Exploring and testing a group-level **intervention among 16-18 year olds**, both college- and workplace-bound
- 4. Building on research findings, we will conduct two online surveys: one among adults who are parents and/or influencers of youth, and another among youth themselves

Initial Insights: Youth ages 26 to 29

- Experienced deep traumas, violence and economic adversity in childhood and adolescence; describe inflection points where they independently decided to change the course of their lives, resulting in thriving
- Young parents who are thriving; disrupting the narrative that having a child is a barrier to future success
- Understand values of networking; some know and practice steps to build social capital, find mentors and establish connections with adjacent communities
- Explicit about what support or pieces they needed or will need in order to recover from unexpected challenges/barriers
- Value (and seek to develop/maintain) personal relationships with family and friends

THANK YOU!

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