

Environmental Pathways Programs Review

Equity Strategies

Author: Rosalva M. Hernandez

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Executive Summary

This report was completed to support the Mainstream Environmental Organizations (MEO's) collaborative efforts in advancing environmental pathways for BIPOC youth. Environmental pathways are initiatives intended to create opportunity and entry for youth into environmental fields through direct experience and immersion into daily practices. MEO's with a shared interest in increasing racial and cultural diversity within environmental organizations and sectors in Minnesota partnered with Equity Strategies to explore their pathway program efforts from a shared lens. Several participating organizations have existing career pathways programs engaging underrepresented and BIPOC youth and young adults, while others have expressed interest in developing or supporting this work. In addition, many of these organizations have shared their desire to explore opportunities to collaborate on pathways programming, starting with the Twin Cities Metro Area and then expanding throughout the entire state. Advancing environmental career pathways for BIPOC youth to serve more young people, be more strategic in development efforts, share and learn from a richer array of expertise and resources, and create enhanced experiences for early career professionals and current staff is the focus of this partnership. Its vision is supported by ongoing conversations convened by Equity Strategies.

Equity Strategies conducted a comprehensive scan of current environmental pathways programs, including academic and community-based internships. We extrapolated themes that emerged from efforts and are providing a summary of the current conversations below. It is our hope that this study provides a foundation of evidence useful for both refining collective understanding of the pathways program during its development and supporting other efforts as they consider whether an integrative approach across local, state, non profit and existing MEO's is appropriate for the communities they serve.

Acknowledging the disproportionate impact of environmental pollution on low-income and communities of color,¹ This study highlighted program initiatives developed by and for BIPOC communities. After consideration of each body of research, this report includes a section that provides our initial take on the implication of the literature for environmental pathways. This review is organized around some key questions:

- What is working well: Best Practices working with culturally diverse and underrepresented populations
- Opportunities for a new program to fulfill
- Model Programs

To complement this process, we are referencing the logic of change underlying the intervention and method of facilitation. This helps ensure we are designing an evidence-informed process. We are also including a table of internships not intended to be exhaustive but as a resource for further investigation. Additionally, a resource is included created by other organizations that MEO may find useful in its development of their flagship program.

¹ (2010). Community-Based Internships to Address Environmental Issues: A Model for Effective Partnerships.

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Language and Programing

Community Based Internships

CBI provides an opportunity for youth to collaborate with community organizations. While these opportunities may be connected to higher education programs they are designed and held by the community organization. This fosters shared learning and capacity building among community members and youth. Partnerships where interns are fully integrated into the organization's activities with the community including design, facilitation and implementation of efforts were highly successful. Some challenges which were observed: CBI's funding delays impacted student placements and delayed the work. Transitions of specialized skills from the student to the CBI to assist after offboarding were critical.²

College-Based Internships

Most colleges with environmental studies offer an internship as part of their academic program for degree-seeking students. Many community and technical colleges offer foundational programming in the environmental field for students seeking to transfer to a 4-year degree. These tracks include interdisciplinary science courses but do not all require an internship for completion.

Racial Equity

Research about pathways programs stresses that BIPOC communities are underrepresented at all levels in environmental fields³. Because this factor will always be relative to other factors in their lives, such as past treatment, it will take time to report a positive experience with the change. Environmental pathways will be working to change the historical experience of a fragmented, inconsistent, sometimes non-responsive system. As such, we need to take care in crafting a purposive strategy and iteratively assess the effect to assure our efforts to change are meeting their intended purpose.

Our research found that while BIPOC students hold specialized knowledge and bring a different worldview to a field with a predominantly white narrative, they describe feelings of isolation due to: lack of global perspectives, experiences of discrimination, lack of relatability, and limited discussions of race.⁴ Many internships or pathway programs operate in siloed approaches without blending and braiding their funding sources⁵. Additionally, there is a missed opportunity to create an expansive connection to permanent employment. Lastly, most of the programs did

² Close, Fran T., Jeanne Marie Zokovitch Paben, and Anika Foster. "Community-Based Internships to Address Environmental Issues: A Model for Effective Partnerships." *Progress in Community Health Partnerships: Research, Education, and Action* 5, no. 1 (2011): 77-87.
[doi:10.1353/cpr.2011.0000](https://doi.org/10.1353/cpr.2011.0000).

³ Taylor, Ph.D., D. E. (2014). The State of Diversity in Environmental Organizations Mainstream NGOs Foundations Government Agencies. *Green 2.0*.

https://doi.org/http://orgs.law.harvard.edu/els/files/2014/02/FullReport_Green2.0_FINALReducedSize.pdf

⁴ Schusler, T.M., Espedido, C.B., Rivera, B.K. et al. Students of colour views on racial equity in environmental sustainability. *Nat Sustain* 4, 975–982 (2021).

<https://doi.org/10.1038/s41893-021-00759-7>

⁵ Personal communication with state partner employees

not contain elements of a whole family or multi-generational approach⁶ which creates additional support, mentoring, and fail-forward approaches, understanding BIPOC students from marginalized communities face additional barriers in lack of social networks, generational wealth, leisure time, transportation, etc.

Statewide Programs

[Mississippi River Fellowship Program](#): MRFP hosts 3-4 summer interns in a 10-week program. The program is in its 8th year of implementation and offers \$15/hour for participants ages 18-25 years. There is intentionality on BIPOC adults with interest in careers in natural resources/environmental education. Fellows work directly with National Park Service Rangers, Mississippi Park Connection staff, and other park partners to facilitate educational programs, habitat restoration events, and wildlife monitoring on the Mississippi River. Testimonials from past fellows available via the program's website lift up the rotation of experiences, including an opportunity to help facilitate BIPOC outdoor events, shadowing biologists, partnering with other organizations doing similar work, and building communicative relationships with both land and water. While the program does not require enrollment in college coursework to participate, it does require a high school diploma and includes a preference for completed college coursework as well as a valid driver's license. While not requirements, it is recommended these be revisited as driver's license⁷ and college access⁸ disproportionately impact BIPOC and mixed immigration status communities.

[Leech lake summer youth experience](#): The Leech Lake Environmental Department Summer Youth Experience is a program for youth ages 13-15 to work alongside environmental department professionals 40 hrs weekly in two-week intervals between June and August. The program notes a decrease in youth involvement with the environment in their everyday lives. This program engages the community in protecting the environment while giving the youth of Leech Lake the opportunity to learn and to forge connections with the environment early on. This helps work towards a goal of the Environmental Department program to fill the gap in generational knowledge among youth through community outreach. Youth are asked to submit a short application including name, age, number, and mailing address as well as a one-page essay related to leech lake environment improvement/importance. This initiative is culturally tailored, weaving together the connection between the environment and culture as a means to combat social problems. Photos on the group's website reflect a cohort of 10 individuals.

[MIGIZI Green Jobs Pathway program](#) is a STEM-focused program that prepares Native American youth through education and support to create a career pathway with a living wage in the green economy. They do this through helping youth discover their cultural role as

⁶ Aspen Institute (2022). *The 2Gen Approach*. Aspen Institute Ascend. Retrieved December 1, 2022, from <https://ascend.aspeninstitute.org/2gen-approach/>

⁷ Feist, B., Nelson, T., & Bratlie, I. (2013). Racial Profiling in Greater Minnesota and the Case for Expanding the Driver's License Privilege to All Minnesota Residents. *Law Raza*, 5(1), 3.

⁸ Halgunseth, L.C., Witherspoon, D.P. and Wray-Lake, L. (2022), Dismantling Systems and Improving Contexts to Support the Development of BIPOC Youth. *J Res Adolesc*, 32: 386-397. <https://doi.org/10.1111/jora.12773>

caretakers of the earth, develop their workplace skills, and complete postsecondary coursework or credentials. Youth participated in hands-on experiments in solar, electricity, thermal, and wind turbine topics; conducted research, wrote and presented the findings; attended and presented at conferences; visited colleges; toured commercial plants; took a job skills assessment; and learned about financial management, job skills, and goal setting, and careers in the green economy. The program runs three cohorts each year, statistics indicate 68% of youth were in middle school or high school with the remaining being high school graduates. Most youth, 70% were male, with 12% indicating housing instability. The program began in 2016 to support indigenous youth through a 9-week fellowship program who were at risk of leaving school before completing a diploma. Due to low enrollment, it expanded to include all racial groups and may be reconsidering expanding out the definition of at risk of not graduating. Youth receive a paid internship as well as savings to an individual development account for future post-secondary costs. While the group primarily serves Native American youth, other racial groups participated, including black, Asian, multi-racial and white students. The program may also benefit from expanding its relationships with employment partners to strengthen pathways for students who may not seek to pursue a college degree.

National Programs

San Diego Coast keeper: a STEM program in partnership with Groundwork San Diego – Chollas Creek and Outdoor Outreach engaging Black, Indigenous, (and) People of Color (BIPOC) students in year-long environmental science education, outdoor recreation, and workforce training. Students age 14-18 who attend Lincoln High School (working class neighborhood) receive a stipend for participating and free transportation. Once a month, thirteen youth participants engage in environmental workshops throughout the school year. The workshops explore environmental justice, career development, and local advocacy opportunities.

- During water monitoring events, youth collect data using different types of equipment like probes, meters, and sampling poles. Their data informs key decision-makers, stakeholders, and the general public and is posted on the site's front page.
- The outdoor recreation events introduce students to nature-based activities through excursions like rock climbing, biking, tide pooling, and kayaking.

Goals include: Increasing environmental science literacy, Overcoming equity barriers to environmental stewardship and outdoor recreation, Providing real-world science, technology, engineering, and math (STEM) experiences, and creating networks and pathways for participants' future careers.

Equity: San Diego notes the disparities which exist where many San Diegans lack access to parks and nature in an area that boasts one of the country's finest beaches and a plethora of green outdoor spaces. Citing historical and systemic racism, colonialism SD proclaims unapologetically the need to diversify the EJ field in order to represent the existing community.

While the program does provide networking with local environmental organizations, there is no direct pathway to employment for students who may choose not to attend college. The focus on

serving one school is both a strength and barrier; identifying a school to have a large impact on a small population is empowering and may not make this program scalable. However, the program may choose to host such a focus school every 5 years or partner with other orgs to host a network.

[Greening Youth Foundation](#) Four fold approach is perhaps the most robust effort in this review

- Bridge project helps fill a gap outlined in prior initiatives with a public-private partnership to create an inclusive and innovative hiring pathway that will embolden and diversity conservation employment practices. Organizations with open positions are invited to hiring events where they have access to applicants who have participated in similar EJ training programs having initial work experience. The bridge team works as a catalyst building a diverse pool of candidates for each employer.
- Urban Youth Corps serves youth ages 17-25 to receive training in conservation, urban agriculture, construction, financial literacy, cultural and societal awareness, professional development and entrepreneurship. After training participants are placed in teams of 5 on a year project focusing on conservation and infrastructure building. Goal is to place all graduates into permanent employment, college enrollment or entrepreneurship.
- GYFted is a two tract 1 year youth corps experience. Tract one prepares youth to enter directly into the tree care industry, a labor intensive, high demand, well paying rewarding field. Tract 2 is for youth who are 18-29 years old and enables full time careers in nature conservancy. Participants receive 8 weeks of intensive training including a \$300 week stipend. All applicants must have a high school diploma or GED and be able to pass a drug test
- HBCUI internship is for college students from a diverse field of study to help preserve the contributions of AA to our nation's history and culture. A race conscious rather than race neutral approach. Without additional information of the type of work conducted, its recommended topics are proposed by the students themselves or the HBCUI partners who submit students to this effort.

[Partners in Employment's Youth Restoration Training Crew \(YRTC\)](#) YRTC, according to its website, "prepare immigrant and refugee youth to enter environmental fields by providing paid training in restoration and environmental sciences." Since summer 2020, it has employed 43 youth to complete restoration programs in South King County and South Seattle parks. Online information about the program was limited but testimonials were available indicating the program helped train and place immigrant youth in park maintenance, conservation, and other programs. Also providing wrap around services such as housing, language services, school support and training. While specific in the population this program is unique in its holistic approach to support families thrive upon immigration to the U.S.

[GreenPathways](#) is a resource for high school students by high school students. It is a place for youth and young adults to learn about green jobs, explore educational pathways, and connect to local organizations that offer recreation and stewardship opportunities, volunteer positions, internships, paid jobs and more to help build their career pathway. This resource is valuable for youth unsure of what the environmental field may look like and would be valuable in the

orientation of any program. MEO may consider building a similar model which reflects Minnesota specific careers.

Interview with a potential cross system partner

In the field review, I sought out potential cross sector partners who were engaged in similar work. Engaging with local as well as state initiatives which are seeking BIPOC youth brought me to Molly Coddling, Department of Natural Resources Community Justice Coordinator in the Division of Forestry. Coddling and I connected through Melvin Giles⁹, a local community activist and peacemaker. The DNR is partnering with local community members to lead efforts such as the [mini forest initiative](#) which seeks to bring the movement to restore biodiversity in our cities and towns by transforming empty lots, backyards and degraded land into mini-forests. Mini Forests apply the Miyawaki Method, a unique approach to reforestation devised by Japanese botanist Akira Miyawaki¹⁰. Which involves tiny forests as small as six parking spaces growing quickly, increasing biodiversity and establishing a complex root system. Other collaborators in this work included the [University of Minnesota CURA center](#), [Urban farming and garden alliance](#), and [Renewing the countryside](#), and Conservation Corps students.

While Coddling is new in her position, she is making concerted efforts not to replicate past harms between state and community in part by seeking out local activists to partner with in existing efforts. In the reciprocal conversation, I shared the [Exploration High School Students](#) ask around funding for a cross-state exchange student program to share learnings as another possible joint effort to continue to invest in community efforts which serve BIPOC communities.

Coddling shared her understanding of the recent passing of the Inflation Reduction Act signed into law August 16, 2022, while the state was waiting for additional guidance on the application of funding, timing and applications, it did contain funding and language for multiyear, programmatic partnerships, explicitly calling out tribal nations, local and state government agencies as well as non-profits. This research and analysis notes the field is ripe for a collaboration across MEO's, local and state partners on pathways programs which may help diversify the field and create careers for BIPCO youth.

Summation:

- **What is working well:** Best Practices working with culturally diverse and underrepresented populations. After the murder of George Floyd, National attention was given to Minnesota's massive racial disparities. Due to historical and continued embedded practices Minnesota continues to have one of the largest gaps in the nation for quality of life when comparing white to black families¹¹. These conditions demand a

⁹ [Peacemakers of Minnesota - Melvin Giles](#)

¹⁰ Kira Miyawaki, Restoration of urban green environments based on the theories of vegetation ecology. Paper presented at ICEE 96—International Conference on Ecological Engineering, Beijing, China 7–11 October 1996.1, Ecological Engineering, Volume 11, Issues 1–4, 1998, Pages 157-165, ISSN 0925-8574,

¹¹ <https://www.nytimes.com/2021/04/16/opinion/sunday/minnesota-racism-daunte-wright.html> Dr. Samuel L. Meyers Jr.

race-conscious approach; this review proposes an approach that incorporates the explicit framing, criteria, selection, and communications similar to the San Diego Coast Keepers initiative. Additionally, the Friends of the Mississippi pathway program provides a variety of hands-on experiences, focusing on BIPOC applicants, incorporating experiences designed with and for the BIPOC experience. This program compensates applicants at a \$15/hour wage which can be revisited to account for inflation and living wage expectations to become more competitive.

- Opportunities for a new program to fulfill- Based on the unique partnership of 18 MEO's and the commitment to creating a pathways program which is environmentally justice focused through pursuing to diversify the environmental field and increasing opportunities for historically marginalized communities there is a deep pool of social networking and shared knowledge to leverage. Additionally, funding from the Reduction inflation act, as shared by our state partners, indicates the timing is key to building new connections and movements in this field. It is recommended in their strategic plan MEO's identify a strategy to leverage that potential funding. Taking into account the constant uncertainty and continued job turnover of the last 2 years based in part on the pandemic¹² and racial reckonings¹³, it is recommended resources are also dedicated to students who may not be pursuing college degrees as a primary pool of applicants. The MIGIZI program focused on indigenous students who had both college-bound and job placement goals and expanded out to other racial and ethnic groups in its programming. Similarly, the Leech Lake Band of Ojibwe is first and foremost a culturally tailored program that seeks to reconnect youth to the relationship with the environment and considers careers secondary but targets a younger audience.
- Model Programs- While MEO collaboration must first establish a strategic direction to guide their vision (i.e. on the audience, the extent of weaving together their individual programs into an intersectional pathway of programs or series of groupings that feed into developmental learning, or another approach) a holistic approach is recommended. For example, setting application requirements, expectations, and compensation in a manner that supports a diverse applicant experience and creates a welcoming fail forward environment will encourage retention and upward mobility. [Partners in Employment's Youth Restoration Training Crew \(YRTC\)](#) has several wrap-around services which can serve as a model in that process. Additionally, the [Greening Youth Foundation](#) robust programming includes pathways to not only labor intensive but permanent employment partnerships, and race-conscious programs.

MEO's are positioned to create a holistic approach in a pathways program network while designing a culturally informed fail-forward approach in which youth from marginalized communities experience a community-embedded approach. Inclusive youth participation among multiple pathways programs can look like program scaffolding across the MEO partner

¹² Rodriguez-Planas, Nuria, Covid-19 and College Academic Performance: A Longitudinal Analysis. IZA Discussion Paper No. 14113, Available at SSRN: <https://ssrn.com/abstract=3789380>

¹³ Mari Sanchez, Michèle Lamont, Shira Zilberstein, How American college students understand social resilience and navigate towards the future during covid and the movement for racial justice, Social Science & Medicine, Volume 301, 2022, 114890, ISSN 0277-9536,

organizations, including public policy consultation, community coalition, youth in organizational decision-making, youth organizing and activism, and school-based service learning.¹⁴ As part of this work, it's important the MEO partners create equitable alliance value¹⁵ statements to continue to guide their work, funding, focus, and commitment. It is also recommended existing pathway programs review application requirements and consider the entry point for some youth may be a high school with direct work placement goals and not college pathways following the shift in work/career culture. It would be beneficial to review current career positions and consider how a similar or tangent position may be created that does not require a higher education certification/degree as a true pathway for all student abilities and capacity. It is recommended MEO's identify when to bring in partners from other layers of the environmental field to grow scaffolding such as local, county, and state municipalities in order to benefit from the newly established funding of the inflation reduction act.

Recommended areas of continued study: interviews with BIPOC youth

¹⁴ Camino, L., & Zeldin, S. (2002). From Periphery to Center: Pathways for Youth Civic Engagement in the Day-To-Day Life of Communities. *Applied Developmental Science*, 6(4), 213–220. https://doi.org/10.1207/s1532480xads0604_8

¹⁵Environmental Justice: Moving Equity from Margins to Mainstream. (2019, August 15). Non Profit News | Nonprofit Quarterly. <https://nonprofitquarterly.org/environmental-justice-moving-equity-from-margins-to-mainstream/>

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https://doi.org/http://orgs.law.harvard.edu/els/files/2014/02/FullReport_Green2.0_FINALReducedSize.pdf
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<https://nonprofitquarterly.org/environmental-justice-moving-equity-from-margins-to-mainstream/>
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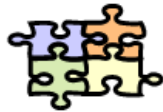
Engagement Tools in Strategic Planning

The following frameworks are part of ongoing strategic planning and design among the MEO's for building a collaborative and collective vision for a youth pathways program approach.

ToPs Approach to Community Engagement

Our Approach

**Profound Respect
+ Inclusive
Participation**



Recognize that each person holds an important piece of the puzzle and each person's insights help to create a whole picture.

**Teamwork &
Collaboration**



Assume teamwork and collaboration are necessary to get a task done in the most effective, efficient and economical way.

**Individual & Group
Creativity**



Bring out the best of each person's rational and intuitive capacities.

**Action &
Ownership**



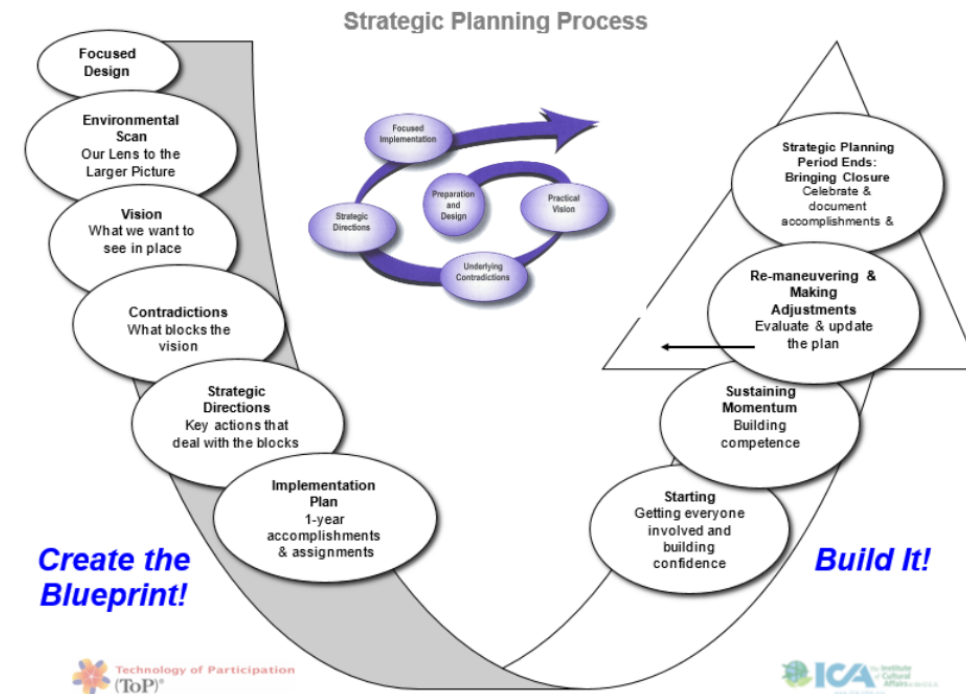
Position the group to take action on decisions owned and supported by members of the group.

**Reflection &
Learning**



Learning and transformation occur with depth reflection.

SOAR -A process tool rooted in Appreciative Inquiry, designed to assess organizational strengths, and initiate change.



SOAR: Strengths, Opportunities, Aspirations, Results Analysis

Description (from the American Society of Quality)

A strengths, opportunities, aspirations, results (SOAR) analysis is a strategic planning tool that focuses an organization on its current strengths and vision of the future for developing its strategic goals.

This tool differs from the commonly used [SWOT \(strengths, weaknesses, opportunities, and threats\) analysis](#). SOAR engages all levels and functional areas of an organization, while SWOT is typically a top-down approach. With SOAR, the focus is on the organization and enhancing what is currently done well, rather than concentrating on perceived threats and/or weaknesses.

When conducting a SOAR analysis, the basic questions to be answered are:

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future?
4. What are the measurable results that will tell us we've achieved our vision of the future?

Currently the team is working through the SOAR process moving towards forming commitment statements for Strategic Directions followed by Implementation Plan.

Table of Internship/Pathways Programs

Require college enrollment status

Name	Focus	Program	Additional Info
Minnesota Capitol Pathways	BIPOC enrolled in 2-4 year college or university in MN	Paid spring internship goal placed in government offices, non profits, corporations and law firms	Not specific to ES, it provides legislative and career readiness training alongside an immersive hands-on internship experience with organizations doing work at or around the Capitol during the legislative session.
Urban Scholars	Enrolled college, university, graduate program, or law school or a recent graduate with a degree	Summer Internships paid full time for 12 weeks	Urban scholars are placed with partner organization to work on project skills such as data, research, workshops and outreach, and communications
Nature Conservancy	Nature Net	Special consideration given to those working with mentors from historically black and tribal colleges, hispanic and international universities from africa asia and latin and south america.	2-year fellowships to promising early career scientists. Each fellow is jointly mentored by a Nature Conservancy field practitioner and a senior scholar from a university or accredited research institution on a project with direct application to specific TNC priorities and goals.
DNR	Conservation Corps Minnesota and Iowa	IDEC program provides a college to careers pathway for underrepresented STEM BIPOC college students. Has fellowship, mentorship,	This partnership functions through several programs: <ul style="list-style-type: none"> • Field crews and Summer Youth Corps crews complete many projects on public

		<p>internship components.</p> <p>IDEC is a partnership between Conservation Corps Minnesota & Iowa (CCMI), the Minnesota Department of Natural Resources (MN DNR), the Minnesota Pollution Control Agency (MPCA), and the Minnesota Board of Water and Soil Resources (BWSR).</p> <p>DURATIONS: Multi-Year REGIONS: Minnesota AGE RANGES Varies (See qualifications)</p> <p>ELIGIBILITY</p> <ul style="list-style-type: none"> • Individuals who self-identify as women, black, indigenous, and/or people of color (BIPOC), and/or individuals with a disability (definition of Disability defined by MN Statute 363A.03 Subdivision 12) • Authorized to work in the United States 	<p>land like prairie restoration, invasive species management, and trail maintenance.</p> <ul style="list-style-type: none"> • Increasing Diversity in Environmental Careers is a college-to-careers pathway program for underrepresented STEM college students. • Individual placement corps members serve within the DNR in roles supporting community outreach, planning, volunteer engagement, and natural resources management. • I Can Camp! and I Can Paddle! corps members serve as outdoor recreation instructors, helping teach families camping or paddling skills.
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		<ul style="list-style-type: none"> ● For 2022, second or third year student enrolled full-time at an accredited Minnesota state, community, private, or tribal college/university, with at least two years remaining to degree completion ● Currently pursuing a STEM/Natural Resources degree with a desire to work in environmental /natural resources careers upon graduation. <p>INTEREST AREAS</p> <ul style="list-style-type: none"> ● Communications/Marketing ● Habitat Management & Improvement ● Mapping & Data Collection ● Parks 	
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College based

School	Degree	Program	Internship required
Rochester Community and Technical College	Associate of Science	Environmental Science	
Inver Hills Community College	Associate of Science	Environmental Science	
Minneapolis Community and Technical College	Associate of Science	Environmental Science	
Minnesota State Community and Technical College	Associate of Science	Environmental Science	
Anoka Ramsey Community College	Associate of Science	Environmental Science	
North Hennepin Community College	Associate of Science	Environmental Science	
Fond du Lac College	Associate of Science	Environmental Science	
St Cloud Technical and Community College	Associate of Science	Environmental Science	
Minnesota North College	Associate of Science	Environmental Science Environmental Studies	

Advanced Degrees

School	Degree	Program	Internship required
Macalester	Major and Minor	Environmental Studies	Required in capstone
Metro State University	Bachelor of Science	Environmental Studies	
Minnesota State University Mankato	Bachelor of Science Master of Science	Environmental Studies	

Minnesota State University Moorhead	Bachelor of Science Minor	Sustainability	
Southwest Minnesota State University	Bachelor of Science	Environmental Science	
St Cloud State University	Bachelor of Science	Environmental Science Environmental Studies	
St Thomas	Bachelor of Science	Environmental Studies	
Bemidji State University	Bachelor of Science Master of Science	Environmental Studies	
University of Minnesota Humphrey School of Public Affairs	Master of Science-Science Technology, and Environmental Policy STEP Minor in Science Technology, and Environmental Policy STEP		
University of Minnesota Institute on the Environment	Ione Graduate Leaders Ione Graduate Scholars Boreas Sustainability Leaders ACRA ACRA Changemaker Lab Climate Change workshops		
University of Washington, Florida, Arizona, Idaho, North Carolina, Massachusetts Amherst. Yale UC Santa Cruz University of Michigan	Doris Duke Conservation Program Collaborative	Varies in length depending on school integrates multiple academic disciplines and ways of knowing, from a variety of conservation practitioners, to support scholars in finding a conservation practice	Consortium of universities united to empower a diverse new generation of conservation leaders

		and career path that is right for them.	
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Non Academic Organization Internships

Organization	Internship		
Friends of the Mississippi	Environmental Stewardship Institute	High School aged youth paid job experience and foundational learning to address gap between environmental education and environmental career pathways	Summer 2 month intensive session to learn alongside environmental experts, visit ecological sites and work on youth led projects. During School year, advisory council focus on leadership development and environmental advocacy
Spark Y	Youth Pathways	Ongoing internships Annual summer internship-sustainability bootcamp Spark Y academy	<p>Worked directly with a client as a sustainability contractor</p> <p>Delivered project goals to client expectations</p> <p>Managed a project timeline and budget</p> <p>Completed a written final project report</p> <p>Delivered an oral final project presentation Demonstrated understanding of the 5 E's of Sustainability™</p> <p>Assisted a major Spark-Y fundraising event</p>

			<p>Received project management, entrepreneurial, and sustainable systems training</p> <p>Developed the 5 keys of professional empowerment</p> <p>Had 90% or greater attendance during the course of the internship program</p>
Pillsbury	Public Allies Education Pathway Pathways to Science	10 month full time work based learning, 200 hours of skills training, 1:1 support and peer to peer support. A series of training, activities, and programmatic interventions that provide our members with the necessary support and structures to successfully transition to careers, higher education, and continued service.	Our Education Pathway is an evidence-based initiative that transforms national service into a seamless bridge to college completion. It expands our proven AmeriCorps apprenticeship – comprised of full-time, work-based learning; 200 hours of personal success skills training; and individual support and coaching – by adding structured pathways to and through college
City of Minneapolis	Step up Ages 14-21- not enrolled in college	Two levels of experience depending on age one foundation the other professional experience	<p>Ages 14-15 are placed with parks, community organizations, public agencies, or non profits.</p> <p>Ages 16-21 placed with private sector, public agency, non profit.</p>
Tree Trust Career Pathways	Ages 14-28	Paid program experience:	Green and skilled trade career pathway

	Branches, Green industry exploration, Summer youth employment, Tree trust youth build and Youth and Young adult services	Branches (landscaping) 10 weeks for ages 18-28, green industry exploration (ages 14-21 urban forestry, renewable energy, climate change), summer youth employment (ages 14-21 outdoor construction and landscape projects), tree trust youth build (HS students ages 16-21 home construction and tree care), youth and young adult services (ages 16-24 and low income HH, or disability, or foster care, or pregnant, or legal system interactions. Partner with a case mgr to tailor services to employment and educational goals)	opportunities from entry level experiences with certificates to pre apprenticeship programs with industry recognized credentials
City of St Paul Parks and Rec	Right Track	Youth employment initiative from cost burdened homes to establish a pipeline for career development	Predominantly from BIPOC youth with 57% having one or more parents born outside the US
MPCA	MN Greencorps	18 year old eligible to serve on americorps. Full-time at host sites for 11 months, from mid-September through mid-August. Host sites include cities, counties, tribal nations, public schools, universities, watershed districts, and nonprofit organizations.	Members earn a living allowance, health insurance, mental health services with counseling, student loan forbearance on eligible loans, and an education award for education expenses or qualified student loans

