Impacted Youth: Why School Psychologists Need to Consider Diverse Approaches of Support

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Abstract

This paper examines trends among youth who are highly impacted by multiple adverse experiences. It outlines potential patterns of risk and protective factors often experienced by this population and encourages school psychologists to recognize, consider, and advocate for the needs of these youth. It goes on to describe and interpret the cultural practices of Leadership Coffeehouse, a Denver-based social enterprise that seeks to support disconnected youth through professional development and hands-on learning. Finally, because of the unique training school psychologists receive, considerations for expanding the role into non-traditional educational settings are proposed.
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Manuscript One: Impacted Youth: Why School Psychologists Need to Consider Diverse Approaches of Support

Introduction

Currently in the United States (U.S.), an estimated 7,000 young people drop out of school each day (Miller, 2011). Dropping out of school often leaves young people under-skilled and under-supported in a labor force that requires specific knowledge and socio-emotional skills to successfully navigate upward mobility (DePaoli et al., 2018; Suitts et al., 2014). Of the youth who do graduate from traditional or General Education Development (GED) programs, 30% will not go on to college (McFarland et al., 2018). As a result, these youth are often under-prepared for the workforce. They often experience greater gaps in employment, frequently change jobs, under-employment, or no employment at all (Finn & Owings, 2006; McFarland et al., 2018; Song & Hsu, 2008). This cycle leaves many youth economically disadvantaged and often economically dependent (McFarland et al., 2018; Song & Hsu, 2008). For the purposes of this paper, this cycle is defined as young people at risk for underemployment (ARU) and the terms ‘at risk’ and ‘highly impacted’ are used to describe this population.

Adding to economic stressors, many young people who leave school early have been highly impacted by adverse childhood experiences (ACEs), mental health conditions, under-developed academic skills, disabilities, and/or competing...
responsibilities (Baglivio et al., 2014; Bellis et al., 2013; Hynes, 2014; Mersky et al., 2013). The combination of these factors can create a cycle of ARU, poverty, limited social networks, crime, substance use, and persistent mental health needs (Baglivio et al., 2014; Bellis et al., 2013; Mersky et al., 2013).

This paper explores the research literature that addresses highly impacted youth to better understand the acute factors impacting youth who have experienced multiple adverse life experiences (ACEs). It delineates population-specific protective and risk factors for highly impacted youth to more fully understand the unique circumstances faced by young people in the public school system. These factors are used to explore promising practices that may benefit this population.

This work serves as a call to action to encourage the expansion of school psychologists into non-traditional settings. School psychologists, with their vast knowledge of the educational and mental health needs of youth, are uniquely primed to support youth who are highly impacted by ACEs and ARU. To date, school psychologists have primarily supported youth in schools. However, the application of school psychologist’s skillset is potentially applicable to children birth through 21 years across multiple settings. For example, these skillsets could greatly impact youth in non-traditional settings such as career and technical settings, in addition to K-12 schools.
Statement of the Problem

While concentrated efforts to target national dropout rates have led to improved graduation rates for many students, 15.9% of youth still do not graduate on-time (DePaoli, et al., 2018). Students who have experienced a higher number of ACEs are less responsive to formal school supports and interventions. Studies have shown that students who experience four or more ACEs are more likely than their peers to disengage from school, either for a period of time or permanently (Hynes, 2014; Porche, Fortuna, Lin, & Alegria 2011). Higher rates of ACEs have also been tied to physical and mental health problems, poor academic outcomes, and involvement in the criminal justice system, all of which contribute to increased risk of under-employment (Felitti et al., 1998; Hynes, 2014; Morrow & Villodas, 2018).

Harsh school discipline policies unintentionally push highly impacted students from school and toward cycles of under-employment due to drop out and marginal academic skill competencies (Hynes, 2014; Pufall Jones et al., 2018). Research shows a correlation between increased ACEs, decreased school engagement, and dropout (Cronholm et al., 2015; Hynes, 2014; Porche et al., 2011). For many youth, this trifecta leads to adverse health impacts, decreased economic mobility, mental health concerns, and increased criminal activity (Baglivio et al., 2014; Font & Maguire-Jack, 2016; Morrow & Villodas, 2018). Often, the needs of highly impacted students are beyond the scope of many traditional educational support models.
Focused efforts must understand and meet the needs of the most impacted students through expansive and non-traditional educational systems of support. These students often display a greater propensity for academic disengagement and many marginally graduate or leave school without graduating (Morrow & Villodas, 2017). These educational cracks leave large pockets of youth undereducated, ill-prepared for the workforce, and under or unemployed. To better serve this population, we need to understand their contextual circumstances and look at the factors that can contribute to success in a setting.

**Review of Literature**

**The Role of Adverse Life Experiences, Trauma, and Toxic Stress**

Felitti et al’s (1998) landmark study on adverse childhood experiences outlined a number of incidences that would be considered adverse. In the study, researchers identified seven unique adverse life experiences that could have traumatic effects on children and impact their later life outcomes. The unique experiences were later broadened to include 10 ACEs. These 10 were broken down into three general categories: 1) abuse, 2) household dysfunction, and 3) neglect. Abuse is often defined in one of three ways: physical, psychological, and/or sexual (Centers for Disease Control and Prevention, 2016). Household dysfunction includes a broad range of experiences within a living environment including domestic violence, substance abuse, mental health issues,
incarceration, caregiver separation, and divorce. Neglect is defined as the absence of emotional or physical connection (Centers for Disease Control and Prevention, 2016).

Findings from the CDC-Kaiser ACE Study indicated the following breakdown of adverse experiences among the sample population: 36.1% of participants reported zero ACEs, 26.0% reported one ACE, 15.9% reported two ACEs, 9.5% reported three ACEs, and 12.5% reported having four or more ACEs (Centers for Disease Control and Prevention, 2016). Traumatic experiences early in life have been found to be detrimental to outcomes later in life (Centers for Disease Control and Prevention, 2016). Results of the study indicated that there was a strong correlation between the number of adverse childhood experiences and the likelihood of serious health risks such as disruptions in neurodevelopment and increased behavioral issues (Centers for Disease Control and Prevention, 2016).

Why do these traumatic early life experiences often impact later functioning? A toxic stress response, as defined by The Center for the Developing Child, occurs in children who have been exposed to repeated, prolonged or strong stress. Ongoing toxic stress can negatively affect learning, behavior, and physical health (Center on the Developing Child at Harvard University, n.d.). In a similar vein, complex trauma, often characterized as abuse and/or neglect, also disrupts one’s ability to develop a secure relationship with an attuned caregiver (National Child Traumatic Stress Network, n.d.). Such disruptions in secure attachment can also impact behavior, learning, and physical
health. It is important to note that not all ACEs meet the criteria for complex trauma. However, the more ACEs one has experienced, the more likely it is that their experiences meet the criteria for toxic stress and/or complex trauma.

Often, adverse experiences are not experienced in isolation. Research has shown that they can have a cluster effect, meaning that one adversity can overlap with, and create, others (Hynes, 2014). Studies have found that as the number of ACEs experienced by an individual increased, their likelihood of continuous enrollment in school decreased (Hynes, 2014). The same study found that students who dropped out had an average of five or more ACEs (Hynes, 2014).

In the time since the landmark ACE study, additional research on ACEs and educational attainment has been conducted. Studies have found a relationship between the number of ACEs and an increased disruption in school attendance and continuous enrollment (Hynes, 2014; Porche et al., 2011). For those with five or more ACEs, social supports alone did not mitigate educational setbacks (Porche et al., 2011). Even when provided with the highest level of supports that most schools offer, it was not enough to keep students engaged within the system. Another study conducted in 2014 found similar implications (Hynes, 2014). Most significantly, individuals who experienced six or more adverse experiences were nearly twice as likely to have interrupted school enrollment than those who had experienced one or two ACEs (Hynes, 2014).
Another study found that those who experienced four or more ACEs also had higher rates of school non-completion and extended periods of unemployment (Metzler et al., 2017). Specifically, those with four or more ACEs were 2.3 times more likely to drop out, 2.3 times more likely to be under or unemployed, and 1.6 times more likely to experience poverty (Metzler et al., 2017). All considered, existing research suggests that one’s exposure to ACEs may be a strong indicator of potential ARU.

Much of the data collected during the original ACEs study was from White, middle and upper-class subjects. Critics of the original 1998 ACEs study suggest that its narrow definition of adverse experiences caters to a largely White middle and upper-class experience in the United States (Cronholm et al., 2015; Wade et al., 2014). Studies looking at expanded ACEs include a deeper exploration of community indicators in relation to adversity (Cronholm et al., 2015). Expanded ACEs questions included five additional domains: witnessing violence, neighborhood safety, bullying, experience in foster care, and experiencing discrimination (Cronholm et al., 2015; Wade et al., 2016). A 2015 study on expanded ACEs found that levels of adversity were underestimated without the inclusion of the additional domains. These findings echo the achievement gaps between Blacks, Hispanics, and their White counterparts, as well as dropout statistics. While the expanded ACEs showed no statistically significant difference in overall physical health outcomes, it showed an extensive relationship with behavioral and mental health (Wade et al., 2016). The combination of both individual experiences and
Communal experiences can have a large impact on individuals’ physical and mental well-being.

While it is clear that adverse experiences deeply impact children of color, this does not imply that White children are not also impacted. Areas with high rates of poverty among White youth, such as large and small rural communities, also experience numerous adversities. For example, children in rural areas are more likely to have experienced ACEs when compared with their urban counterparts (21.3% in urban areas compared to 27.4% in large rural areas and 28.9% in small rural areas) (US Department of Health and Human Services, 2015). In nearly every major adverse experience indicator, those in rural areas experienced somewhat greater hardships than those in urban areas. While some hardships were slightly greater, in many areas they were significantly greater. One area of difference was treatment or judgment based on race or ethnicity. Those in urban areas expressed slightly greater hardship based on race or ethnic indicators compared to their rural counterparts.

Children and youth experiencing greater individual and communal ACEs often have a greater propensity for mental health concerns such as depression and substance misuse (Wade et al., 2016). Subsequently, such factors then contribute to increased ARU for those same young people.
The intersection of Adversity, Education, & Attending v. Non-attending youth

While exposure to adverse life experiences does not mean that school-aged youth will have poor educational outcomes, adverse childhood experiences, trauma, and toxic stress are highly correlated with lower school attendance and lower academic outcomes. Those who are highly impacted by adverse experiences are often more likely to disconnect from school (Porche et al., 2011; Hynes, 2014). These non-attending youth often re-engage in the system later on and become delayed completers (Hynes, 2014). However, a subset of these youth will ultimately become non-completers (Barrat et al., 2012). Youth who become marginal completers as well as youth who become delayed completers or non-completers all are ARU (Finn & Owings, 2006; McFarland et al., 2018; Song & Hsu, 2008). If the goal of K-12 education is to prepare students to be financially independent, we must reconsider the practices currently used when working with highly impacted youth.

At-Risk for Underemployment

The term “at-risk” was first popularized by President Ronald Reagan in 1983 as a result of the report A Nation at Risk, which outlined failings in the U.S. education system and advocated for change (National Commission on Excellence in Education, 1983). Within education research, “at-risk” can be used to describe a wide range of behaviors and circumstances. However, “at-risk” is often used to describe students who may be more likely to struggle academically, delay graduation, or drop out. In this context, many
students who are labeled “at-risk” are socioeconomically disadvantaged and/or belong to a racial or ethnic minority (Porche et al., 2017). Because of this correlation, the term can sometimes be misused as a blanketed way of referring to those who have a lower income or identity as a minority. As a result, the language has fallen under scrutiny because of the deficit mindset it takes toward students and families. The use of such a broad label dilutes the meaning of the term and allows for rampant assumptions to be made about individuals.

Herein the term “at-risk” specifically describes students who are at-risk for underemployment (ARU). This includes students of any race, socioeconomic status, and region of the U.S. who are marginal, delayed, or non-completers of high school. As it stands, coming from a low-income background and/or being a minority student in the public school system often equates to increased ARU (Porche et al., 2017). Specifically, these students are defined as ARU because it is proposed that increased academic support and social-emotional training, as well as stronger relationships within the education system, could shift their outcomes. Doing so could increase their likelihood of later employment while simultaneously decreasing their likelihood of other negative cycles such as the ones identified above (Hynes, 2014; Porche et al., 2017).

**Defining those At-Risk of Underemployment**

Determining those who are ARU can be an arduous task. There are many ways for students to marginally engage and/or disengage from the educational system.
Furthermore, different organizations, states, and other educational entities have different standards for high school graduation, different definitions of dropout, and challenges establishing complete and accurate student records (Heckman & LaFontaine, 2010). Additionally, students who enter the juvenile justice system often do not have their data recorded in a consistent manner (Heckman & LaFontaine, 2010). As a result of the measurement difficulties, data presented in most studies are an estimate at best. In some literature, “at-risk” students are separated into two broad definitional categories: marginal completers and non-completers, also referred to as dropouts (Finn & Owings, 2006). For the purposes of this paper, a third category is identified: delayed completers. This encompasses a number of students who disengage from school for a period of time before ultimately re-engaging in some capacity.

**Marginal completers**

Marginal completers are defined as students who complete high school but do so with a low GPA and marginal test scores (Finn & Owings, 2006). This creates a knowledge gap that leaves many of their skills and social networks underdeveloped. Having underdeveloped skills and networks limits one’s ability to adequately navigate postsecondary opportunities (Finn & Owings, 2006; Morrow & Villodas, 2017). Of these students, 68% go on to attend some form of postsecondary training (Finn, & Owings, 2006). Comparatively, 83% of successful completers attend a form of postsecondary training (Finn, & Owings, 2006). Of the marginal completers who attend additional
training, 42% get some form of certificate training, 30% earn an associate’s degree, and 28% earn a bachelor’s degree or higher (Finn, & Owings, 2006). Successful completers have higher rates of continual employment than marginal completers (Finn & Owings, 2006). However, as post-secondary training increased for marginal completers, their continual employment increased as well (Finn & Owings, 2006).

**Delayed Completers**

Delayed completers are students who disengaged from the K-12 academic setting for a period of time before re-engaging, either through programs that allow them to earn a diploma or GED programs. According to the Department of Education National Center for Education Statistics, delayed completers are the largest subset of ARU youth (Hurst et al., 2004). According to this report, 63% of students who left school early eventually earned a diploma or GED within eight years of their original graduation date (Hurst et al., 2004). Those who eventually earned a diploma or GED earned annual incomes less than those who completed high school on time, but more than those who did not complete high school at all (Song & Hsu, 2008). However, the rate of students with a GED who continue on to post-secondary education programs and/or vocational trainings is lower than those who complete high school on time or do so directly thereafter (Finn & Owings, 2006). While most vocational schools and universities accept either a GED or a high school diploma, the percentage of delayed completers continuing on is lower than their peers identified as successful completers. (Finn & Owings, 2006).
Non-completers

The remaining 27% of students who disengage from the traditional K-12 education system are considered non-completers (Finn & Owings, 2006). Non-completers, much like those who re-engage in the education system later, have often faced challenging life circumstances and/or educational challenges that resulted in their departure from traditional K-12 institutions (Hynes, 2014). Many students re-enroll at some point before permanently dropping out (Barrat et al., 2012). For example, a 2012 study of San Bernardino City Unified School District found that 35.1% of students left school at some point during high school. However, 31% of those students re-enrolled. Ultimately, of the 35%, only 18% went on to earn a high school diploma (Barrat et al., 2012).

Youth Perspective

Youth have important reflections on their school experiences that must be considered. A 2014 study sought to gather the experiences and perspectives of youth who dropped out of high school by conducting group interviews of over 200 youth and a more expansive online survey of youth who had dropped out and youth who had graduated (Hynes, 2014). A key finding that emerged from the research was that youth believed that they did not “drop out,” instead, they “left school.” This finding was so prominent that the researchers used the language in the title of their report: Don’t Call Them Dropouts (Hynes, 2014). This report focused on the slow progression of leaving school and disconnection overtime. Youth often did not leave school in a single act. Rather, a slow
circling of many factors influenced the eventual act of leaving. Youth expressed that many compounding adverse life effects weighed them down and described feeling strapped under the weight of their experiences with little ability or opportunity to process the adversities. Furthermore, many youth interviewed had tried to access help and support, but their efforts were unsuccessful. Youth felt the confines of a system that did not understand them and was not meeting their needs.

In the same report, the Center for Promise at Tufts University interviewed more than 1,936 non-completers (Hynes, 2014). Results of this survey are consistent with interviews, indicating that non-completers often leave school as a result of stressors. Such stressors can include an unstable home environment, the death of someone close to them, abuse and/or neglect, implications of having an incarcerated parent, frequent changes in housing or homelessness, and impacts of being enrolled in the foster care system (Hynes, 2014). These events parallel some of the indicators outlined in the ACEs survey and support research that speaks to the effect of such experiences on academic and socio-emotional development (Felitti et al., 1998; Metzler et al., 2017).

Findings suggested a “cluster effect,” meaning that students often endorsed experiences of a number of these related factors (Hynes, 2014). Many non-completers left to meet an immediate need that could not be met within the educational system. The circumstances of their daily lives did not allow for them to engage in the current education system. Furthermore, these students indicated that schools were unable to
provide the types of supports they needed to prevent drop-out (Hynes, 2014). These findings echo the finding on the impacts of multiple ACEs (Metzler et al., 2017).

**Dropout Prevention Efforts**

Due to targeted efforts to increase graduation rates, many states have made measurable progress in this area. For example, in 2011, five states had graduation rates below 70% (DePaoli et al., 2018). By 2016, no state had a graduation rate below 70% (DePaoli et al., 2018). Additionally, Iowa and New Jersey have reached or surpassed 90% (DePaoli et al., 2018). However, inequities persist across racial lines. Black and Latinx students continue to have graduation rates that fall below 80% (DePaoli et al., 2018). While many states have targeted interventions to support graduation rates for Black and Latinx students, their White counterparts continue to graduate at rates that are generally 10% higher (DePaoli et al., 2018). Additionally, only 65.5% of youth with disabilities graduate within four years (DePaoli et al., 2018). While targeted efforts have seen some improvements in addressing dropout, more work needs to be done to address the needs of special populations, including highly impacted youth.

Identifying and understanding those at risk of dropping out and/or marginal completers can be a daunting task. While data on high school completion and dropout have been collected over the years, the consistency with which the data have been reported has varied greatly. It was not until the 2010-2011 school year that the U.S. began consistently and systematically collecting annual data regarding cohorts of students and
their rate of completion versus their rate of dropout (DePaoli et al., 2018). America’s Promise Alliance, Civic Enterprises, Everyone Graduates Center at Johns Hopkins University, and the Alliance for Excellent Education collaborated with other organizations to form the GradNation campaign to address the dropout crisis in the U.S. The GradNation campaign worked towards a common goal of a 90% graduation rate by 2020.

Research indicates that dropout can be predicted by three key variables: attendance, behavior, and academic competencies or course performance (Bruce et al., 2011). Often referred to as the ABCs of dropout, while other indicators are relevant, these three tend to be highly predictive of school engagement and consecutive enrollment (Bruce et al., 2011). Furthermore, these three components can be evaluated as early as kindergarten (Bruce et al., 2011). At any given stage in a K-12 educational trajectory, such indicators can provide cues and opportunities for school staff to support individuals as well as families to improve one or all three of these components. Such efforts may increase the likelihood of continuous school enrollment and on-time graduation (Bruce et al., 2011).

Unfortunately, researchers have identified that early warning systems that use the ABCs of dropout to predict have not, to date, proven highly successful in meeting and addressing the needs of the most impacted students (Faria et al., 2017). These research findings correlate with existing research around school disconnection, adverse
experiences, and challenges in meeting and supporting the needs of highly impacted students who struggle within and beyond the confines of the school system (Corrin et al., 2016). Students who struggle extensively with multiple factors, including but not limited to attendance, behavioral regulation, academic competencies and/or multiple adverse life experiences, generally have not responded well to conventional intervention efforts.

Risk Factors for Highly Impacted Youth

The Role of Poverty and Race in Education

In the United States, race and poverty are highly correlated. Many children live in poverty and the prevalence of poverty differs by race. Data from 2016 found that 19% of all children in the U.S. live in poverty (Kids Count Data Center, 2017). Broken down by race, minority children experience poverty at a disproportionate rate: 34% of Native American children, 34% of Black children, 28% of Latinx, and 20% of children who identify as two or more races lived in poverty. Comparatively, only 12% of White children and 12% of Asian children lived in poverty (Kids Count Data Center, 2017). This inequity occurs across regions (Schaefer et al., 2016). While children of color experience rates of poverty higher than their White counterparts, there are a number of White youth living in poverty across the country, particularly in rural areas. White students living in rural areas often experience higher rates of poverty than their White counterparts who live in urban or suburban areas (US Department of Health and Human Services, 2015).
Research from 2010 found that 64% of rural counties experienced high rates of child poverty, compared to 47% of urban counties (Schaefer et al., 2016). Furthermore, 22.2% of households in small rural areas and 26.6% of households in large rural areas are considered low income, compared to 21.5% of households in urban areas (US Department of Health and Human Services, 2015). Nascent research on rural poverty indicates that the rural experience of those in poverty is in many ways very similar to the experience of those living in poverty in urban areas (US Department of Health and Human Services, 2015).

Those experiencing poverty in rural and urban areas have similar problems with health, behavior, and access to mental health services (US Department of Health and Human Services, 2015). Additionally, those living in rural areas are at a slightly greater risk of educational and social well-being concerns (US Department of Health and Human Services, 2015). Those in rural areas often experience less access to community offerings such as playgrounds, recreation centers, and parks (US Department of Health and Human Services, 2015). However, they have higher rates, particularly in small rural areas, of a sense of connectedness, belonging, and safer living conditions (US Department of Health and Human Services, 2015). This is consistent with the findings of the expanded ACEs surveys discussed above (Cronholm et al., 2015).

The educational experiences of children in schools also vary by the type of school, teacher, discipline, and course offerings. Because poverty is often concentrated, it
impacts school demographics disproportionately (Logan et al., 2012). For example, in urban areas, 45% of Latinx and Black students attend high poverty schools compared to just 8% of White students (McFarland et al., 2018). Schools with high percentages of Black, Latinx, and Native American students, on average, academically perform in the 35-40th percentile of all schools. Comparatively, schools with higher percentages of White and Asian students often perform in the 60th percentile and above (Logan et al., 2012). Students highly impacted by poverty and other adversities are often concentrated together, creating schools that further struggle to meet the needs of all students.

**Academic Competencies**

Academic performance and proficiency among students has been a highly researched topic for nearly three decades. Despite extensive efforts on a national, state, and local level, a large subset of students are underachieving academically. Data from the National Assessment of Educational Progress (NAEP) from 1990 through 2017 indicates that White students are academically outperforming their Latinx and Black counterparts (McFarland et al., 2018). Furthermore, shifts in the U.S. economy have resulted in changing job opportunities. While in years past it was possible to get well-paying jobs with little more than a high school diploma, our economy now indicates that people need not only a high school diploma, but also additional training and/or a college degree to access lucrative employment opportunities (DePaoli et al., 2018; McFarland et al., 2018).
As of 2013-2014, demographics in schools have shifted, and now just over 50% of students are minority and/or from low-income families (Jordan, 2015; McFarland et al., 2017). National achievement data and graduation data indicate gaps in both measures between White students and their Black and Latinx counterparts. These discrepancies suggest that current educational approaches are under-serving a large subset of students.

Those impacted by a disability also experience disparities in academic achievement. A total of 13% of students receive special education supports for a disability, as defined by the Individuals with Disabilities Education Act (IDEA) (McFarland et al., 2017). Of all disability categories represented under IDEA, 74% of students qualified due to a specific learning disability, language impairment, other health impairment, or an emotional disturbance (McFarland et al., 2017). Students with disabilities perform lower on state and national assessments of academic achievement (National Assessment of Educational Progress, 2017a; National Assessment of Educational Progress, 2017b). The 2017 National Assessment of Educational Progress indicated that only 10% of eighth graders with disabilities scored at or above proficient, while 40% of students without disabilities reached this benchmark (National Assessment of Educational Progress, 2017b). Similarly, 38% of eighth graders without disabilities scored proficient in mathematics compared to only nine percent of students with disabilities (National Assessment of Educational Progress, 2017a).
Academic performance is also often compounded by other factors. A 2010 study examining students in Spokane, Washington, found that 80% of students with three or more ACEs presented with one or more academic concerns. Conversely, 34% of students with no reported adverse experiences presented with academic concerns. The impacts of toxic stress and trauma can impede cognitive, behavioral, and social functioning, as well as physical health (Blodgett, 2012).

**Attendance**

Attendance is considered a significant predictor of academic achievement and student engagement. Fifteen percent of students nationwide are chronically absent, meaning they miss fifteen or more days during a school year (Chang et al., 2018). For students of color, the percentage is even higher. A recent study found that 25% of Native American students, 22% of Hispanic students, and 19% of Black students are chronically absent from school (Chang et al., 2018). Chronic absenteeism can be found in schools across the country. However, the problem skews towards students in older grades: in 44% of high schools, more than 20% of students are chronically absent (Chang et al., 2018).

High levels of absenteeism correlate with lower SES and higher rates of adverse life experiences, toxic stress, and complex trauma (Bauer et al., 2018; Chang et al., 2018). Students who live in poverty are more likely to experience conditions affecting attendance than those of a higher SES (Bauer et al., 2018). Specifically, they experience higher rates of the three largest indicators of chronic absenteeism: 45% more likely to
experience a disability, 41% more likely to experience a disease, and 85% more likely to experience vision or hearing issues (Bauer et al., 2018). In urban, high poverty schools, 40% of students are chronically absent (Chang et al., 2018). Children in single-mother families are twice as likely to experience chronic absenteeism (Bloom et al., 2013). This is consistent with other research on the cluster effect of adverse life experiences on continuous school engagement.

**Behavior & Discipline**

Accurately measuring student behavior in schools can be challenging due to varying reporting procedures and approaches to behavior and discipline. However, it is known that 40-50% of teachers transfer schools or leave the profession within their first five years in the classroom. One of the top reasons teachers cite for leaving is stress over behavior and discipline (Brill & McCartney, 2008; Phillips, 2015).

Of the 49 million students enrolled in public schools during the 2011-2012 school year, 4.5 million students received an in-school or out-of-school suspension and approximately 130,000 were expelled (US Department of Education Office for Civil Rights [OCR], 2014). Students of color and students with disabilities experience rates of disciplinary action three times higher than their White peers, despite laws intended to protect them from such practices (OCR, 2014). Students of color are suspended and expelled at rates significantly higher than their White counterparts with Black students being three times as likely as White students to receive a suspension (OCR, 2014).
Meanwhile, students with disabilities receive out of school suspensions at twice the rate of students without disabilities (OCR, 2014). Gender differences exist as well. Boys are suspended and expelled at rates higher than girls across all races. However, among female students, Black girls receive a 12% higher rate of disciplinary action than any other group of students. Such practices result in additional loss of instructional time, increased school disengagement, and, in many cases, referrals to law enforcement (Hess et al., 2014; OCR, 2014). Harsh disciplinary practices can ultimately compound existing factors, leading to greater disadvantage for young people.

There is also a correlation between behavior and mental health. Based on a recent study by the National Alliance on Mental Health, one in five youth aged 13-18 meet the criteria for a mental health condition (Merikangas et al., 2010). Despite this prevalence, the gap between onset and initial intervention is, on average, eight to 10 years (National Alliance on Mental Illness, n.d.). Seventy percent of these youth enter the juvenile justice system at some point (National Alliance on Mental Illness, n.d.). The convergence of behavior, discipline, and mental health increases youth’s risk factor to be ARU.

**Protective Factors for Highly Impacted Youth**

Protective factors help individuals cope with stressors (Hess et al., 2012). Two key protective factors for youth impacted by ACEs are explored: resilience and connection.
Resilience

Yeager and Dweck define resilience as "whether students respond positively to challenges" (2012, p. 302). Dweck goes on to consider behaviors as resilient if individuals respond to an “academic or social challenge” in a way that is "positive and beneficial for development" (Yeager & Dweck, 2012, p. 303). The ability to persevere through adverse experiences is a necessary skill. However, many youth who have disengaged from school would argue that they have many of those skills (Goodman, 2018; Hynes, 2014). Those skills, in fact, kept them alive and in many cases, allowed them to care for themselves and/or their families. The skills, however, did not always equate to academic performance and/or continuous school enrollment.

While many personal characteristics could be considered risk factors from an educational lens, some may also serve as protective factors in some instances. For example, absenteeism is a widely recognized educational risk factor. However, working, even if it may take one away from school, may be a protective factor for youth as it could allow them to immediately provide for themselves or family members. If channeled in a positive way, many young people who are considered high risk of leaving school are attempting to care for themselves and/or others (Center for Promise, 2014; Hynes, 2014). That said, at times, the challenges of specific life circumstances can result in maladaptive forms of coping.
In their work, Yeager and Dweck point to student needs including: learning strategies, explicit help and guidance, and patience in the process of learning (2012). The needs outlined by Yeager and Dweck complement what highly impacted youth stated as their needs (Hynes, 2014; Yeager & Dweck, 2012). The 2014 Special Report: *Don’t Call Them Dropouts*, summarized several core needs as self-reported by youth. These included: create a strong, positive community, provide additional support, and do not give up on them during the process. Many of these youth wanted to learn; however, they did not know where to access support or their efforts resulted in negative interactions with school staff (Hynes, 2014). Considering ways to capitalize on youth resilience while supporting their basic needs may be beneficial when designing responsive supports.

**Connection**

Relationships also often serve as protective factors for young people struggling to connect to school, particularly when they connect with positive mentors (Hynes, 2014). In many cases, these strong positive relationships can encourage re-engagement of some form (Hynes, 2014). Young people are seeking community and connection, yet in a 2014 study, many indicated that they felt pushed out of the traditional school system and/or that they were not truly understood by their educators (Hynes, 2014). Interventions that help provide positive places of belonging for disconnected youth may be highly beneficial in prevention and intervention efforts.
Promising Practices and Approaches

As previously stated, meeting the needs of this highly impacted population can be challenging due to their complex, multidimensional, and widespread needs. However, several approaches may help to mitigate factors impacting these students through supportive, promising practices. These include providing highly impacted youth with career pathways, engaging in trauma-sensitive approaches, and providing small learning cohorts.

Career Pathways

A promising practice in supporting highly impacted youth is the use of Career Pathway Programs (Kazis, 2016). Career Pathways are workforce-focused programs that specifically target skills related to education and industry-specific skills. Training allows individuals to receive knowledge and skills in a nontraditional setting while preparing them for the workforce (Kozumplik et al., 2011). Such programs can meet the needs and be highly impactful for multiple reasons. Research has shown that highly impacted youth have felt pushed away from school and that school expectations were not aligned with their current visions of themselves (Hynes, 2014). Career Pathway Programs often offer students the opportunity to develop targeted skillsets that could lead to employment opportunities (Quint, 2006). In many cases, this opportunity could propel youth disconnected from school back into an educational setting and help them develop an interest in advanced training that otherwise would have been inaccessible (Bridgeland et
al., 2006; Rumberger et al., 2017). These types of expanded opportunities can help young people re-conceptualize their future.

Some programs pair training opportunities with other supports such as academic guidance, mental health supports, or community advocates which help young people navigate the landscape of social and academic opportunities (Kazis, 2016; Quint, 2006). These assets, in combination with occupational training, often provide students with supports that they may have had trouble accessing prior to such programmatic engagement (Quint, 2006).

While there are a multitude of Career Pathway Programs currently operating in the U.S., outcomes from these programs are as varied as the models themselves (Bridgeland et al., 2012). Despite the varied outcomes, there is consistent data that indicates that these types of programs are meeting the needs of some students (Bridgeland et al., 2012; Kazis, 2016; Rennie-Hill et al., 2014).

**Trauma-Sensitive Practices**

One promising practice is the use of trauma-sensitive approaches in schools to better understand and equip educators with the knowledge and skills to meet the needs of students who are ARU. Often, but not always, students who are ARU have experienced significant adverse events resulting in impacts on their development, coping, and, at times, the extent to which they can continuously participate in traditional school models (Hynes, 2014). Trauma-sensitive models vary. The National Association of School
Psychologists, The National Child Traumatic Stress Center, and the Trauma and Policy Learning Initiative, among others, all provide models or guidelines around how to develop more trauma-informed practices. Hallmarks of such efforts include several key elements. Efforts must: be system-wide and not just student-specific; establish a school-wide environment of safety; build relationships; and consider the universal needs of the student—not solely their academic needs.

The most salient factor in the effectiveness of any trauma-sensitive model is specificity to the setting itself and the needs of the population served within the setting (Chafouleas et al., 2016). Research on trauma-sensitive schools has shown promising positive impacts on climate and culture indicators (Overstreet & Chafouleas, 2016). However, little research has been conducted on nontraditional educational settings incorporating trauma-sensitive approaches.

The National Child Traumatic Stress Network (NCTSN) proposed a model of Attachment, Regulatory Skills, and Competencies (ARC) for working with traumatized children that can be applied in schools and other settings (Kinniburgh et al., 2005). The model focuses on intervening with the child within a specific context of their life such as school or work and addressing needs systematically. The ARC model’s main domains include:
1. Attachment: Attachment focuses on building secure pro-social relationships between children and the adult caregivers in their lives, be these people teachers, parents, etc. (Kinniburgh et al., 2005).

2. Regulatory Skills: Work in this domain focuses on helping individuals develop strong self-regulatory capacities and recognizes that regulatory skills develop over time and can be enhanced through specific interventions and supports (Kinniburgh et al., 2005).

3. Competencies: This focuses on developing the competencies of individuals through increased opportunities for choice, empowerment, healthy decision-making, and exploration of oneself. This often includes opportunities for integration of one’s multiple identities and life experiences (Kinniburgh et al., 2005).

Kinniburgh and Blaustein (2005), the co-developers of the ARC model, state that it should be used in conjunction with other change efforts such as parent education, psychoeducation, school reform, and/or community partnership. The ARC model provides a core foundation to trauma-sensitive work that can be utilized across many environments such as career pathway programs. Based on these key components and their transferability to site-specific models, programs looking to adopt trauma-sensitive approaches may benefit from incorporating the ARC framework into their specific approach.
Small Cohorts

No single model can meet the needs of all students. In fact, career pathway programs are diverse and serve a wide range of students and young people (Quint, 2006). One common feature of many successful programs is a small cohort of students with a more senior navigator to serve as an ally to these youth and support their needs (Quint, 2006; Rumberger et al., 2017). Diversifying the models of support schools provided to the most disconnected students through expanded trauma-sensitive approaches, and increased access to Career Pathway Programs and to small supportive networks may provide highly beneficial levels of intervention and support for students.

Case Study: Homeboy Industries

Homeboy Industries, the largest gang-reduction program in the world, is one such organization that has successfully combined job training, individualized supports, and trauma-informed practices (Homeboy Industries, 2017). More than 8,000 former gang members, many of whom have been recently paroled, seek supports through Homeboy Industries each month. Working with multiple social enterprises ranging from a café to a silk-screening business, combined with individualized supports and a trauma-sensitive ethos, Homeboy Industries has helped countless people in Los Angeles County reconnect with education and employment (Homeboy Industries, 2017). Through their range of programs, individuals receive specific trainings to develop their skill sets in an
employment path that will provide opportunities beyond those solely provided at Homeboy Industries. Skills mastered can be transitioned to other related jobs.

In conjunction with work and living wages, people dedicate a portion of their week to self-development. This often takes the form of educational advancement and/or therapeutic supports. Specifically, Homeboy Industries offers tattoo removal, career development, case management, substance misuse treatment and recovery, legal supports, and mental health support. Program participants have attributed this combination of meaningful work and support to their increased confidence and self-esteem (Homeboy Industries, 2017). Overall, people who have gone through the Homeboy Industries program report decreased rates of underemployment, decreased incarceration rates, and increased upward economic mobility (Homeboy Industries, 2017).

Given the success of the Homeboy Industries program and the social enterprises they have developed over their 30 years of service, many other organizations aim to replicate this model. As a response to outreach from other organizations, The Global Homeboy Network created a technical assistance gathering as a form of mentorship to other organizations (Homeboy Industries, 2017). In doing so, Father Gregory Boyle, the founder of Homeboy Industries, and others have helped organizations develop their own models of support and assisted them in outlining strategic goals, tools, and models for practice to meet the specific needs of their communities. In doing so, Homeboy Industries
has provided a map of support so that other organizations can build off of their successful practices.

In many ways, the work of Homeboy Industries parallels school-based efforts to meet the needs of disconnected youth. Examining the work of Homeboy Industries through the ARC model, the organization first anchors its work in attachment by providing ongoing connection, individual and communal support, and a sense of belonging to all participants and staff (Homeboy Industries, 2017; Kinniburgh et al., 2005). Through individual supports and development courses, individuals develop their regulatory skills and are provided specific interventions based on need. With more than 40 different opportunities for educational advancement, people have a number of options to further develop their competencies, identities, and narratives about themselves (Homeboy Industries, 2017). Furthermore, participants are offered the opportunity to engage in one of the social enterprise options that Homeboy has to offer and/or eventually partner with other organizations to gain meaningful employment (Homeboy Industries, 2017).

The work of Homeboy Industries as a standalone nonprofit is impressive. It also provides opportunities for traditional educational models to expand their thinking of support for disconnected youth. The opportunity to marry the work of community-based organizations and K-12 education may help identify and support youth who are ARU before they leave school or as a post-secondary option, preventing the many difficulties
faced in the re-engagement process such as underemployment, substance misuse, and juvenile court involvement and/or incarceration (Baglivio et al., 2014; Bellis et al., 2013; Giovanelli et al., 2016). Partnerships between organizations like Homeboy Industries and schools may provide unique and crucial webs of support to help students persist through their educational pursuits, increasing the likelihood of meaningful employment opportunities later.

**Implications for Research and Practice**

School psychologists are uniquely positioned to support youth who are ARU. When identifying supports to meet the needs of disconnected students, school psychologists may benefit from examining non-traditional supports such as career pathways and trauma-sensitive settings as a form of intervention. Likewise, school psychologists are uniquely qualified to lend their expertise in these non-traditional settings to strengthen both the mental health and educational supports for youth and staff in these settings. In doing so, school psychologists would be better meaning the needs of all individuals birth through 21 years old.

**Conclusion**

With a renewed national focus on dropout prevention, the U.S. has made strides towards reducing the overall number of early school leavers. However, certain populations are still at elevated risk of exiting school early or marginally completing (DePaoli et al., 2018). When working to improve the educational outcomes of all
students, school psychologists play a critical role. School psychologists must gain a
deep understanding of the needs of highly impacted youth. While no single effort will
meet the needs of all students, diversifying approaches can increase the likelihood of
keeping students who are ARU engaged through graduation and find purposeful next
steps.

Given their professional model of service (National Association of School
Psychologists, 2010) and their extensive work with students, families, and school teams,
school psychologists are distinctly positioned to advocate for nontraditional forms of
support for highly impacted youth if/when more traditional approaches fail. Furthermore,
the training of a school psychologist aptly marries the intersection of mental health and
education in a way that makes their field well-prepared to support efforts of career
pathways settings looking to adopt trauma-sensitive approaches. School psychologists
can play a critical role in development and execution by lending their educational and
mental health skills to non-traditional settings. School psychologists must expand their
practices to better serve all individuals birth through 21 years regardless of setting.
Manuscript Two: Meeting the Needs of Highly Impacted Youth: An Ethnographic Case Study

Introduction

Annually, 15.9% of students in the U.S. do not graduate from high school on time (DePaoli et al., 2018). As of 2010, a renewed national focus on high school graduation resulted in improved graduation rates and collaborative efforts towards the goal of a 90% national graduation rate by 2020 (DePaoli et al., 2018). While overall progress has been made, significant gaps in graduation rates and achievement persist. Currently, more than two million young people between the ages of 16-24 are not in school and have not earned a high school diploma (McFarland et al., 2019). Additionally, one-third of students who do graduate do not go on to college or extensive career training programs (McFarland et al., 2018).

One such subset of students is highly impacted youth, defined as students who have experienced four or more Adverse Childhood Experiences (ACEs). These young people often disengage from school, at least for a period of time (Hynes, 2014). While two-thirds of disengaged youth re-engage at some point, a significant amount of time is often lost in the interim (Hynes, 2014). When not engaged in school or post-secondary endeavors such as training programs, the military, colleges, etc., negative outcomes for these youth are
well documented. They include increased rate of incarceration, increased substance use disorder, increased risk for mental health disorders, and decreased full-time or continual employment (Baglivio et al., 2014; Bellis et al., 2013; Mersky et al., 2013). As a result, this population requires a targeted, unique approach to intervention typically seen in schools.

This population often faces many difficulties that impact school functioning. There are cluster effects of multiple ACEs such as abuse, household dysfunction, and neglect, as well as impacts of expanded ACEs such as discrimination, community safety and violence, witnessing a crime, experiencing racism, foster care involvement, and bullying (Freudenberg & Ruglis, 2007; Hess et al., 2012; Hynes, 2014). The impacts lead to disrupted social, emotional, and cognitive development (Felitti et al., 1998). These youth also display clear patterns of dropout risk factors as defined by the ABCs of dropout: attendance, behavioral, and academic concerns (Bruce et al., 2011). However, this population of young people also possess underutilized protective factors including desires for connection and community, attempts to seek support, and resilience that has allowed them to persevere in other non-academic settings (Hynes, 2014).

Few traditional school-based interventions have proven highly effective for this acute population (Center for Promise, 2014; Quint, 2006; Rennie-Hill et al., 2014). The Center for Promise, in collaboration with Boston University School of Education,
conducted research that focused on factors that contribute to successful conditions and outcomes for youth (Center for Promise, 2014). In their work, they outlined four salient opportunities for youth re-engagement. These included community-based organizations, school district-based programs, independent re-engagement centers, and post-secondary partnerships (Center for Promise, 2014). This paper focuses on community-based organizations, specifically on one community-based partnership, Leadership Coffeehouse, in Denver, Colorado.

Leadership Coffeehouse is a social enterprise developed in partnership with the Global Homeboy Network, a training division of Homeboy Industries. Homeboy Industries is the largest gang involvement reduction program in the world (Homeboy Industries, 2017). Their approach is one of support and kinship rather than punishment and imprisonment. Homeboy’s model of support embodies many principles aligned with various trauma-informed models used in a growing number of schools. Due to Homeboy Industries’ successful approaches to intervention, Global Homeboy Network (GHN) was founded to teach elements of their approach to other organizations (Homeboy Industries, 2017). GHN’s approach may provide insights into how to more effectively meet the needs of young people who are experiencing the ABCs of dropout and multiple ACEs.

When the acute needs of highly impacted youth are recognized and addressed, school psychologists may be able to partner with appropriate community-based
organizations as an intervention option rather than push students towards a model that is not currently meeting youth’s needs. Furthermore, school psychologists have the distinctive skillset of understanding both the learning and mental health needs of individuals. Such a skillset may be highly beneficial to social enterprises and organizations seeking to disrupt cycles of incarceration, substance misuse, and underemployment.

**Current Study**

While many studies have reported the benefits of small cohorts in supportive environments and career pathway opportunities for youth at risk for underemployment (ARU), few have explored the impact of trauma-sensitive career pathways programs that integrate development, training, and mental health support as needed. This research explored the culture of Leadership Coffeehouse as experienced by the youth participating in the year-long apprenticeship. It considered the elements of a trauma-sensitive environment and the factors that might contribute to the youth's success. This research serves as a case study for other organizations or schools and as an example to school psychologists struggling to appropriately support highly impacted youth. It is also a call to action for school psychologists to consider their role in supporting the learning and mental health needs of all individuals birth through 21, regardless of setting.
To further explore the approach taken by Leadership Coffeehouse and how it was experienced by the youth involved, a trauma framework was used to analyze the data. The ARC model (Kinniburgh et al., 2005) included three core competencies as the basis of the framework: 1) attachment and the development of secure or earned secure relationships, 2) development of regulation and coping skills, and 3) development of core competencies through self-exploration and integration. This framework was chosen because of its versatile application in both school and/or vocational settings. Using this framework, this study sought to explain to what extent elements of the framework were present in the lived experience of youth at Leadership Coffeehouse.

**Site Selection and Background**

**Leadership Coffeehouse**

Leadership Coffeehouse provides a year-long paid apprenticeship to youth identified as ARU. The social entrepreneurship program opened in 2016 with guidance from The Global Homeboy Network. The Global Homeboy Network is a nonprofit organization that actively supports the planning and design of organizations looking to meet the needs of vulnerable people in historically marginalized communities (Homeboy Industries, 2017).

Leadership’s mission is to provide strong professional development and hands-on learning to youth who are disconnected from educational and/or professional settings so that they can develop the skills, mindsets, and attitudes to pursue lifelong careers and
gain economic mobility (Leadership Ventures, 2019). Through their work, they strive to empower youth as thriving leaders and active community members. To accomplish these goals, their flagship enterprise, Leadership Coffeehouse, opened in July 2016. The coffeehouse is run by youth who primarily live in the surrounding neighborhood. These youth, known as apprentices, are fully responsible for the daily operations of the coffeehouse. They are trained and supported in all aspects of craft coffee development, business, customer relations, and management (Leadership Ventures, 2019). As youth progress through the apprenticeship and demonstrate mastery of skillsets, they pass training levels referred to as gateways that afford them greater responsibilities such as leadership opportunities. Youth are also provided with personal and professional development, coaching, and, as needed, mental health and other supports at no cost. Apprentices receive both technical and applied training delivered by educators, business mentors, and coffee craftsmen. Apprentices are paid a living wage for their work and other activities related to the coffeehouse.

As of 2018, Leadership Coffeehouse has trained and supported 41 apprentices. In addition to the full-time apprenticeships, Leadership offers pre-apprenticeship training that includes a stipend for participation. Apprentices are chosen from the pre-apprentice training to participate in the full program. Ninety youth have participated in the pre-apprentice program. Participant retention in the full program is roughly 85% given Leadership's model of continual support. Findings from Leadership's 2018 annual report
indicated that 84% of apprentices significantly increased transferable skills and mindsets, 78% increased earning power, and 84% increased their social capital by developing a professional network within the greater city of Denver (Leadership Ventures, 2019).

Small cohorts of apprentices work at Leadership Coffeehouse for roughly a year, during which time new cohorts rotate into the work, allowing more seasoned apprentices to learn and practice more advanced skills, such as supervision and leadership (Leadership Ventures, 2019). Through their training, apprentices earn industry-recognized credentials, such as barista certification and first aid training, among others. Such activities included shadowing, internships, schoolwork, portfolio development, and job development. These activities are designed to help prepare apprentices to graduate from their apprenticeship and successfully transition to other jobs and/or further education.

Methods

Positionality

As a White researcher and educator who identifies as female, it is important to state my subjectivity. As a young teacher, I adopted and raised two children, both boys, from highly impacted backgrounds who had many adverse life experiences. My two children were 10 and 11 when I assumed primary responsibility for them. Despite being siblings very close in age with similar backgrounds, there were differences in their upbringing and the experiences they navigated.
Both children graduated from high school. One attended college for a short time before losing his scholarship and ultimately dropping out. The other graduated high school but experienced many difficulties along the way. Both would meet the criteria of marginal completers. Despite the intensive support provided to them, as a single adoptive parent, I was unable to meet their needs or break the cycle of underemployment.

I became interested in this topic because I recognized that I was not the only person struggling in this way, nor were my children the only children struggling. Upon reflecting on my own parenting practices, I came to believe that the children I raised had different needs than I did due to our contextual backgrounds. At this time, I became interested in the impacts of trauma and adverse life experiences, alternative forms of engagement for children, and how to create responsive supports that truly disrupt the common trajectory of highly impacted youth.

From my research and my personal experiences, my positionality on the topic clearly and profusely indicates the need for diverse learning settings to meet the unique needs of all students, particularly those most impacted and, therefore, most ARU youth.

**Ethnographic Case Study Approach**

An ethnographic approach was chosen for this work to allow for a deep exploration of the social dynamics that create the culture of Leadership Coffeehouse. Ethnographic research seeks to describe and understand cultural meanings and experiences. Spradley and McCurdy (1972) define the concept of a cultural scene as "the
information shared by two or more people that defines some aspect of their experience" (p.24). The goal of such a cultural description is not merely to record interactions, but to illuminate the conditions that allow the interactions to occur (Frake, 1964). By extensively observing the environment and behaviors and listening to those involved in the space, a complex understanding of the cultural experience can be developed. An ethnographic approach calls for extensive time to be spent at the research site. As a result, an insider view can develop and help facilitate a deeper understanding of the cultural experience as well as an analytic interpretation (Morris et al., 1999). The fluidity between these perspectives follows critical insight as well as a distanced perspective, enabling webs of meaning to be constructed.

Leadership Coffeehouse’s distinctive model as an organization providing small-cohort career and technical training through a supportive environment allowed for examination as a stand-alone example. Therefore, an ethnographic case study approach was used to develop an in-depth understanding of the cultural experience of the coffeehouse, particularly the elements of a trauma-sensitive environment.

Research Questions

This study described and interpreted the culture experienced by mentees enrolled at Leadership Coffeehouse. The central research question was: How did a trauma-sensitive approach manifest itself at Leadership Coffeehouse? The following four sub-questions focused the study:
To what extent are aspects of a trauma-sensitive approach: attachment, regulation, and competencies present in the overall programming at Leadership Coffeehouse?

- How and where are specific trauma-sensitive features more present?
- How and where are specific trauma-sensitive features less present?
- How are trauma-sensitive approaches received by trainees?

**Study Participants and Sampling**

Data were gathered through observations, interviews, and artifact review. All apprentices participating in the training program during the summer of 2019 were given the option to consent to observations or decline. All staff members and youth who indicated a willingness to be participate were provided an informed consent form to sign. Youth interviewees who were deemed by the organization’s staff as successfully engaged were selected based upon their continued participation in the program. They were recruited by a direct verbal announcement from the executive director. Additionally, the Director of Education who worked directly with youth daily was interviewed. Participant interviews included six mentees and one staff member. (See appendices A and B for interview protocols.)

**Data Collection**

In order to gain an authentic understanding of the organization’s culture, observations, interviews, and a review of artifacts were conducted over four months. To
obtain access to current mentees and employees at Leadership Coffeehouse, I worked closely with Jess Kelley, the Executive Director of the organization. Once access was provided, I attended a team meeting in early July to introduce myself, share the purpose of my research, and answer questions. The consent form was read to apprentices, the Executive Director, and the Director of Education. I then left the room to give apprentices privacy when making their decision. Forms were collected by Jess Kelley and given to me. Individuals who did not sign consent were not involved in observations or interviews. I used observer as participant techniques to gain access to the cultural environment while attempting to minimally alter or change it by my presence (Creswell, 2013). Therefore, I did not directly participate in the daily activities of the coffee shop but worked to increase their comfortability through presence and light conversation.

**Observations and Field Notes**

Observations took place over three weeks in late July and early August. Observations totaled 44 hours and include varying days, weeks, experiences, and times of day to ensure a greater understanding of the setting and how the culture impacted youths' experience of the program. For example, observations took place at the coffee bar, in meetings, while everyone attended a lecture, during trainings, while apprentices were tested, during opening/closing, and during a mental health workshop. Observations began with a broad lens that narrowed over time to include descriptive and focused data based on the researcher's refinement throughout the observational process (Creswell, 2013).
This included mapping the space and general observations of interactions between staff and apprentices, apprentices alone without staff, and apprentice interactions with customers. Data were also recorded on common language that was used repeatedly and common mannerisms. After observations, memos were written to capture current thinking, noticings, and wonderings. Through the use of memos, observations were refined to look at specific cultural aspects that emerged. (See Appendix J for field notes).

Interviews

To authentically engage with the youth, conversational interviews were also held with mentees and staff as they conducted their daily routines and duties (Rossman & Rallis, 2012). Sample questions during these conversations included: “how’s it going?” and/or “what’s it like here?” Jot notes were taken directly thereafter and later expanded into field notes. Field notes were written following each conversational interview to capture nonverbal data such as setting and mood as well as my reflections. While conversational interviews were not recorded, the semi-structured interviews conducted later in the research process were recorded and transcribed for analysis. (See Appendices C-I for interview transcripts).

Semi-structured interviews were conducted in the fall of 2019 after concluding 44 hours of observation, conversational interviews, and artifact review during the summer of 2019 (Creswell, 2013). To conduct formal interviews, a semi-structured interview process was used in conjunction with an interview protocol aligned with the research
questions and sub-questions. Six apprentices were interviewed as well as the director of education. Single interviews lasted 30 to 40 minutes each. Participation in interviews was determined by the executive director and included apprentices with varying perspectives. To recruit, the Executive Director reminded apprentices of the research, explained the purpose and length of the interviews, and asked if youth wanted to participate. All those who wanted to participate and signed up were interviewed. To ensure interviewees made informed decisions, consent was reviewed prior to conducting the interviews. Individuals who asked to receive a transcript were given hard copies of their interview.

Artifact Review

A review of articles was conducted including training materials, duty checklists, meeting agendas, and written or visual materials used with mentees during training. Through the record review I gained greater insight into the environment and how artifacts supported the culture (Creswell, 2013). These artifacts provided insight into the approach Leadership Coffee took to establishing and maintaining culture, vocational training, and support of apprentices. Private coaching documents specific to individual apprentices or other personal documents associated with any one apprentice were not reviewed.

Data Analysis

Data collected through observation, interviewing, and artifact review were coded and analyzed. A coding protocol that included a priori codes was used in the analysis (Creswell, 2013). A priori codes included indicators related to the ARC model
(attachment, regulation, and competency development) as well as codes related to a sense of community or belonging. In addition to these predetermined codes, the data were analyzed for emergent information that arose.

Interviews were entered into the coding program Dedoose (n.d.). The initial analysis phase consisted of listening to and re-reading interviews two times to get an overall sense of participants' stories, note their affect and expression, and help contextualize statements. During this time, I was able to listen for meaningful statements. This helped set the foundation for the initial coding process by considering the larger content of the interviews, the mood, and overarching information conveyed. Interviews were then coded using the a priori codes aligned to the ARC framework.

Codes related to attachment included showing care for one another, care and regard for staff, attunement, and sense of safety. Codes aligned to regulation included information related to specific regulation training, mental health awareness, and understanding one's feelings. Competency codes included information related to career and technical skills, choice and empowerment, leadership skills, executive functioning such as planning and organizing, and development through feedback. Interviews were then coded for lived experiences not already captured. Emerging codes included peer relationships, community, physical environment, resource support, and boundary setting. After the initial coding of interviews, codes were revisited to determine goodness of fit. In some instances, a code was changed or an additional code was added.
Because two of the research questions examined the extent to which elements of the ARC framework were present, codes related to the framework were totaled to determine their frequency. For example, attachment appeared 142 times in total throughout the 7 interviews. In comparison, regulation appeared 62 times. Emergent codes for lived experiences were used to make an initial list of categories, which was then later refined. During this process, some statements were moved and reorganized. For example, racial identity was revised from a standalone category to a subcategory under competency. These helped me distill themes that emerged from the data. These themes were captured as statements defining a component of the lived experiences for youth.

The researcher’s life experiences were vastly different from many of the participants in several respects. Therefore, to ensure data were being interpreted in a fashion that was equitable and reflective of those experiencing the apprenticeship firsthand, member checking was conducted throughout the data collection and analysis process (Rossman & Rallis, 2012). Member checking was used to elicit feedback from youth and staff to determine if my analysis reflected their experience represented their cultural experiences of Leadership Coffeehouse. After conducting observations and reviewing my field notebook, I created a list of noticings and asked apprentices on shift how true the noticings were to their experiences at Leadership Coffee. Noticings included strong relationships with staff, strong peer relationships, feeling safe, and self-development. The process was conducted again after all data were analyzed. Lastly, key
findings were shared back with the head of the organization at the completion of the project.

**Description of Leadership Coffeehouse**

**Participant Overview**

This ethnographic case study included 3 weeks of observations, a review of records, and one semi-structured interview with each of seven people, including six apprentices and one staff member. Youth participants ranged from 18-24 years old. Fifty percent of the apprentices interviewed had graduated from high school, while the other half had not. Five out of the six apprentices faced challenges in school including difficulties with learning, feeling accepted, and/or feeling welcomed at school. All of the apprentices referenced adverse life experiences in their interviews, including addiction, abuse, mental health concerns, poverty, racism, and family and job insecurities. While no specific questions were asked about adversities, all apprentices naturally brought them up through the course of discussion. The apprentices were introduced to Leadership Coffeehouse in a variety of ways including stumbling upon it during a first date, having a counselor mention it, being recruited by a friend, and searching for a job on the internet.

The findings presented include composite statements and stories developed to represent information gathered through observations and interviews. The names and stories of all youth have been altered to ensure the youth’s confidentiality.
The vignettes provided below illustrate some common experiences of the staff and participants. They provide context to the lived experiences described by apprentices in the findings section.

**Snapshot: The Staff**

Leadership Coffee was founded by Jess Kelley and her wife, Ava. Her background in youth development led her to believe that schools were not always preparing youth for a successful future, particularly youth she defined as "on the margins." The term, borrowed from Father Gregory Boyle at Homeboy Industries, referred to youth who experienced less societal power or perceived importance. She believed the untapped potential of these young people was felt both in the workforce and in society more broadly. With that, Leadership Coffeehouse was created with the goal of supporting upward economic mobility through hands-on training, high caliber-professional, and personal development.

During the data collection period at Leadership, Jess acted as Executive Director and Brian acted as Director of Education. They were responsible for different day-to-day and business operations. Both also directly supported the employees, known as apprentices, at Leadership Coffeehouse. Like any union, they also brought different perspectives and styles to their work. Jess, with her brown, shoulder-length hair and her daily uniform of tight jeans and ankle boots laced over her pants, was often a little sassy, spunky, and direct. She “tough loved you,” but was also supportive and approachable.
Brian, with his signature baseball caps and continuous smile, always had something positive to say. While their personalities and approaches were different, their shared dedication to the work and outcomes were tangible.

In conversation, the depth of their working relationship was clear. They finished each other's sentences, shared a sense of humor, recognized their own shortcomings, and successfully divided responsibilities along the lines of working styles, strengths, and weaknesses. They poked fun at each other in one sentence, gave each other feedback in another, and then seamlessly transitioned into discussing the coffeehouse without missing a beat.

**Snapshot: The Coffeehouse**

Leadership Coffeehouse is located less than a block off of a major street that is a thoroughfare for the city. Tucked between a gas station, industrial buildings, an office building, and weed-filled empty lots, it stood out with its white-washed exterior with splashes of teal and various greens and blues. Before it was a coffee shop, it had been a chain auto repair shop. Throughout the building, there are remnants of the former structure: rolling garage doors, concrete walls and flooring. The building was nearly a perfect rectangle with one large open space where patrons sat, drank coffee, and worked. Square tables adorned with metal chairs dotted the space. To one side sat a conference space separated by glass doors. White globe-shaped lights were strung across a wall
dedicated to the journey of transforming cars to coffee. Printed pictures of the apprentices lined shelves highlighting them as individuals and for their work at Leadership.

As I opened the door to the shop a burst of heat enveloped me. It was summer and I was surprised to find it as warm or warmer inside the cafe than outside. Despite the lack of air conditioning, people sat in nearly every seat. Some talked. Some worked. Some met in groups. Others were hunched over their computers. The garage doors were fully open allowing for flies and bees to wander in and out of the space. “Lacy,” with her green hair ("it’s really more aquamarine, don’t you think?" she’d once asked me), used a kind, but formal register she’d been taught, “Hi, welcome” then she saw it was me and shifted, “heeeey!” She said, elongating the vowel. I pulled up a seat at the counter and did my best to listen to Lacy, Kai, and Logan as they worked.

Snapshot: The Apprentices

Kai had just completed his pre-apprenticeship, which involved learning the intricacies of coffee making, different types of milks, temperatures, and how to prepare the most common orders. It also involved learning about things specific to the coffeehouse, down to the brand of their espresso machine. To move from your pre-apprenticeship to your full apprenticeship, one had to participate in classes as well as pass the exam. Kai had done just that. Today was his first shift as an apprentice. Supported by Lacey and Logan, Kai appeared to seamlessly assume the role.
Kai’s primary responsibilities included greeting customers, attending to the aesthetics of the floor—keeping the tables clear, cleaning the bathroom, and running the cash register. He was also able to make non-technical coffee drinks including pouring cold brews, kombuchas, and iced teas.

Those on shift were able to choose the music that played throughout the shop. Logan, particularly fond of music, liked to curate the playlist whenever on shift. However, unprompted, he turned and said, "Hey, Kai, what kind of music you like?" Kai dug his hands into his pockets, "I mean, just none of that country shit." They laughed, their voices low as not to be heard by customers. Walking closer, Kai said, "I don't know. What you got?" They perused Logan’s selection before making a choice. Soon some old L.L. Cool J songs bumped through the coffeehouse. Logan looked at me, "Old school fly. You like this?" he asked. I smiled.

Lacey crossed the bar to join them. "Hey, guys. We gotta talk about how to be on top of closing tonight," she stated. Logan concurred, "Yeah, for real. The people who opened got short-changed the other day. We gotta make sure we do things real right so they don't have to clean up our slack. That's not how we roll." He made a silly face and widened his eyes and made a rolling motion with his arms. Lacey and Kai both chuckled.

The three huddled together and decided how to approach the evening tasks. Lacey turned to Kai. "Kai, what do you already know how to do?" Kai shared the training that he received and what he felt confident doing. "All right, all right," Logan said. "You keep
on top of that stuff and then you come check in with me and I'll show you how to do some other things. Hopefully we can move you through your next gateway, help you get ready." Lacey smiled, "Yeah, for real."

When the doors closed at the end of the day, I turned to Kai.

“How was it?” I asked.

“Great!” Kai beamed as he closed up shop at the end of his first day.

**Snapshot: A Boundary**

Jess and I sat at the booth, watching the apprentices at the bar. She explained to me what each of them was doing and how it aligned to the overall model. “You see that there?” she said, pointing vaguely in the direction of the register. “See how he greeted that customer when she came in? We explicitly teach apprentices to do that.” Pausing, she said “Excuse me, I want to give him feedback.” Quickly, she made her way to the bar, engaging in feedback so quiet and swift that it was nearly indistinguishable unless you were looking for it. The apprenticed smiled, nodded and went back to work. “Okay, sorry about that,” she said, sitting back down.

As we continued to talk through some of the core components of each training module a young man caught my eye when he walked in. Jess followed my gaze, “Ozo,” she said, already moving across the bench. She erupted from the seat, called the young man’s name and pulled him into her embrace. She held him: one-one thousand, two-one thousand, three-one thousand, four. Watching, I thought I would probably feel
uncomfortable in an embrace that long. She pulled back, “I’ve missed you. It is so good to see you. I’m so glad you’re here.” She put her arm around his shoulders, and they continued to talk tucked in that embrace. They talked for a few more minutes and an apprentice handed him a coffee without an exchange of payment. “We’re always here for you.” She hugged him again and left him at the bar with his same-age peers.

Coming back to rejoin me, her affect had changed. “So sorry, I just wanted to make sure to acknowledge him. He is such a great young man.” She shared that he had been an apprentice who was smart, kind, and intuitive, but struggled so deeply with addiction that he was unable to meet the expected requirements at the time of his apprenticeship. He was exited from his apprenticeship duties, but not from the Leadership family. Therefore, when he came in, she made a point to embrace him, talk with him, and care for him through connection and coffee; then leave him space to connect with his peers. “You know,” she said, “I’m hoping he finds his way.” She turned and smiled towards him, his back turned to her, embraced by current apprentices.

**Interpretations**

The extent to which aspects of a trauma-sensitive approach were used within the coffeehouse varied. There was no formal adoption of a specific trauma-sensitive framework, nor was there an intentional application of theories related to trauma-sensitive care. However, despite this lack of explicit intention around adoption and
execution of a trauma-sensitive framework, high levels of many aspects of such frameworks were evident throughout the work at the coffeehouse.

Jess believed that Leadership implemented a unique approach when working with young people. She traced her pointer finger around the rim of her coffee mug. “I don’t know,” she said, letting her voice trail off as she looked around the room. “I know we do things differently here. I just don’t know...I mean...is it trauma-sensitive? Other people have said that it is. I just really honestly haven’t done my research in this area.” She looked around the coffee shop, taking in the apprentices behind the bar, the patrons talking or working feverishly on their laptops, and then landed her eyes back on me. “I’d be very interested in how trauma-sensitive we are. I’d love to know what we’re doing well and what we could do differently,” she said.

Despite the lack of intentionality around the implementation of a trauma-sensitive framework, many elements were present in Leadership’s approach and had a positive impact on apprentices’ experiences. Most salient in the data were the execution of elements of attachment as related to the ARC framework. Further, they helped youth develop many aspects of the competency domain of the ARC framework. Conversely, their application of explicit support in developing youth regulation was an area of great opportunity for growth. I elaborate on these elements in the following sections.
Attachment: “I Feel Seen, Safe, and Supported.”

The elements of a trauma-sensitive environment that were most present were indicators of healthy, secure attachment. For the purposes of this study, attachment was defined as relationships with adults associated with Leadership Coffeehouse who cared about and for apprentices and built safe, supportive environments (Kinniburgh et al., 2005). Through work with such adults, a caregiving system was established creating lived experience where apprentices felt safe, seen, and supported. This caregiving system included Jess, Brian, and other staff, consultants, and volunteers who regularly interacted with the youth. In this analysis, systems did not extend to caregiving figures beyond Leadership Coffeehouse.

Building Blocks of Attachment - Attunement: “Our relationships are thick.”

Feeling safe, seen, and supported worked synergistically to develop a caregiving experience for youth. Throughout interviews, apprentices repeatedly echoed “being seen” by Jess and Brian and feeling as though there was “no agenda” with their interactions. “For the first time I wasn’t my depression, I was just me,” an apprentice shared. Another recalled a moment from her first day, “It was right before we left. Brian said to us all, ‘You guys are all important. You all have worth.’ And I think for me, I never really heard that before unless it was from my therapist or somebody that I basically paid to say that.” Youth felt that beyond their role as an apprentice or a behavior they engaged in, they were seen as people with worth and value. Five of the six apprentices stated that they...
deeply trusted Jess and Brian. One shared that she trusted Jess and Brian with “some stuff but not others.” The feelings of being seen and supported aligned with the ARC’s attachment subdomain of attunement. Attunement within the model was described as recognizing and responding to someone’s emotional needs (Kinniburgh et al., 2005).

For youth at Leadership, these caregiving systems were also reciprocated by staff who shared personal information about themselves and were honest with apprentices. This further strengthened relationships and youth felt that the relationships were genuine and extended beyond work. They often described Leadership as “family-like.”

Youth also felt like they had the opportunity to support Jess and Brian at times. For example, one apprentice shared: “Brian was stressed last week. I asked how he was doing and he legit told me. Jess and Brian are there for us a lot, but we are there for them too.” This was intentional on behalf of the staff. When asked, the staff expressed wanting to be “real” with apprentices. Brian shared, “If I am stressed about something and it is appropriate to share, I do. The goal is for everyone to feel empowered to be their authentic selves. That doesn’t work if I always act like I’m ok.”

Apprentices indicated that Jess and Brian trusted them too, which deepened the attachment relationships between apprentices and staff. One apprentice smiled slightly, “We totally run this place. It’s our store.” Jess and Brian agreed. “We pretty much trust them with everything from cleaning to money and everything in between. This is their shop.”
Leadership’s commitment to a system of care was evident in many of their practices. Youth did not feel they were “just employees.” They consistently engaged in a person-first approach that encouraged connection and safety first, rather than solely focusing on the behavior of concern. Youth felt they were people first; apprentices or co-workers second. This was evident in staff’s daily interactions with apprentices, coaching conversations, and the way that they discussed next steps organizationally. One morning, Brian walked into the coffeehouse. After talking with each apprentice and either hugging them or giving them a pat on the back, he made his way back to my table. As he sat down a sigh fell from his lips. He looked back over the bar before returning his gaze to meet mine. “This is the best part of my day -- the first two minutes when I walk in and ask people how they are. I love getting to connect with these great humans who I happen to be doing this work with and second as somebody doing this work with me each day.”

Brian made sure to connect with each apprentice on a personal level at the beginning and throughout the day. He maintained eye contact and truly listened to each person with whom he engaged.

This person-first approach was also evident throughout staff development work with apprentices. Apprentices felt like staff cared if they developed their skill sets.
During check-ins with apprentices, Jess and Brian consistently led by checking in on them personally, highlighting the things they were doing well, asking questions, and providing feedback with positive regard that highlighted the rationale for the feedback. Jess and Brian then regularly followed up and pointed out when apprentices implemented feedback or improved their skills. This approach to feedback was recognized by many apprentices as allowing them to develop positive attachment with both Brian and Jess. The act of providing feedback so apprentices could improve their skills helped them to experience care and support. Many indicated that this was the first time they had truly received constructive feedback.

A similar commitment to a person-first approach was seen in addressing potentially problematic issues that came up in the workplace. As Brian put it:

When issues come up, we make sure to check in on the person first and the situation second. You were two hours late to work? My first question is ‘Are you okay?’ My second question is ‘What happened and how can I help?’ My third is feedback about high expectations and how you communicate and engage with others.

When situations arose, the primary focus was on the person, not the behavior. The intent was to ensure safety, gain insight, and support a different outcome in the future. When feedback was given, it was intended as an opportunity to learn rather than a
punitive retribution. Jess and Brian often provided encouragement and acknowledgment when the apprentices followed through on their feedback.

Staff at Leadership also withheld judgment of the youth running the shop and helped them navigate the personal challenges they faced. They did this by actively listening and being truly present with apprentices. In other situations, they connected youth to resources and facilitated access. The staff adopted a “whatever-it-takes” approach to supporting the youth. For example, every morning Brian drove by the house of a former apprentice who was struggling with addiction. Jess and Brian connected him to a rehabilitation facility and coordinated his treatment. He committed to going, but at the last minute did not show up. They continued to check-in on him regularly. In another instance, Brian used his personal truck to teach an apprentice how to drive. Azie passed his driver’s test, getting his license the week of his 21st birthday. In another situation, Brian embraced an apprentice as he wept, distraught over a home-life situation. In all situations that arose, staff assessed the youth’s needs, whether for emotional or resource support, or both, and worked to meet those needs in an intentional and authentic way.

**Competency Development**

For the purpose of this study, competencies, the third component of the ARC framework, focused on developing skill sets that increased the potential for resilient outcomes (Kinniburgh et al., 2005). In the framework these skill sets were broken down into the following areas: increased opportunity, choice, and empowerment through trade
and employment skills, and/or the identification and exploration of aspects of one’s own identity, passions, and desires. The ARC framework often incorporates the exploration of one’s trauma narrative, particularly in more directly therapeutic environments. However, given the nature of the coffeehouse, its employees, and their current work, no direct therapeutic processing took place with any of the coffeehouse’s employees. However, several apprentices received outside therapy. Therapy was also supported by the coffeehouse. For example, youth were able to use part of their work hours each week to attend therapy. Staff encouraged counseling and helped youth find therapists when desired.

**Building Blocks of Competency: Relational Connection - “I can be me here.”**

One outcome of relational connection was that most apprentices felt like Leadership was a safe space for them. Both the staff and the space itself provided a sense of security. As one apprentice explained, “Gosh, I guess they are technically my bosses; they feel more like my mentors.” Others provided similar insights: “This place and these people feel like a family;” “I love coming here. The place is comfortable and safe”. In discussing Leadership, one apprentice offered the following:

I thought therapy was basically for rich white people, but then Brian suggested it. I trust Brian so I figured I’d try it. But, I just couldn’t do it in the counselor’s office. Finally, I asked if I could do it at Leadership because this was where I feel the safest.
After speaking, she sat back in her chair, looked directly at me, and smiled. “Have you ever heard of anyone asking to meet their therapist at their work?” She chuckled and sipped her coffee. The presence of authentic and reciprocal relationships means that apprentices felt seen and supported by staff. The youth developed trusting and safe relationships with Leadership staff, which in turn fostered strong experiences of relational connection.

**Competency Building Blocks - Relational Connection: “Leadership gave me resources and helped me use them.”**

Another theme was threaded support when accessing resources. Threaded support was defined in this study as creating access to resources and then facilitating youth engagement. Staff at Leadership provided resources to apprentices and helped them access and engage with these resources. This included, among others, therapy, academic skill development towards a GED, support in practicing for and passing a driver’s test, and learning how to open a bank account instead of cashing a check at a pay loan facility. Staff also connected the youth to community resources such as luncheons and work with politicians, artists, businesspeople, and individuals whose careers or skills apprentices were curious to learn more about. One apprentice’s comment was typical: “If there’s something I’m interested in doing, I know without a doubt that Jess and Brian will find a way to connect me to somebody who is doing that work. I’ll get the chance to learn more about it.” Jess, Brian, and the staff at Leadership Coffeehouse did not simply provide
information to apprentices. Rather, they provided that information and then facilitated the connection necessary for access to happen. If accessing a new resource generated a feeling of apprehension, the staff worked with apprentices to help them navigate challenges and connect to the supports provided.

**Executive Function Development Thought Career and Technical Skills: “We work hard.”**

In addition to the deep knowledge cultivated around craft coffee and the coffee industry, youth were also taught career and technical skills that compounded as they moved through gateways. These skills included interpersonal skills, customer service skills, work ethic, and leadership skills. Leadership Coffeehouse had rigorous stages of professional development, starting with elements of cleaning and care for the physical environment, moving to customer service skills, expanding to interpersonal relationships and how to engage with and address colleagues, and finally development of leadership skills. Apprentices received real-time feedback and coaching from Leadership staff to helped them solve problems, prioritize, and juggle the multiple responsibilities of the job. In addition to this learning model, Leadership staff encouraged a peer-to-peer learning model where apprentices taught each other skills and gave feedback. This model was implemented from the pre-apprentice phase of training before employment and extended throughout the apprenticeship. For some who stayed with the coffeehouse beyond the apprenticeship, it extended throughout their time with the organization.
The skills taught at Leadership included time management and effective decision making. One apprentice shared that she was working part-time at another craft coffeehouse, an opportunity facilitated by Leadership.

I was shocked because I did some things during my shift like clean behind the bar and organize some stuff. My boss came over and was so surprised. He was like, ‘Wow, I’ve never seen this bar so clean. This is beyond impressive.’ To me, I was like, I had the downtime. I decided to use my time to make the shop look better. It was a mess back there.

The skills and work ethic that this apprentice gained through Leadership set her work apart from others and was a strong example of the executive skills taught at Leadership Coffeehouse.

**Competency Building Blocks - Self Development and Identity: “I learned more about myself.”**

Through staff efforts, youth were consistently supported in developing a deeper understanding of their own identities. As one apprentice shared, “Since being at Leadership I’ve really expanded my learning and my knowledge, and I have so much to put on my resume. When I’m ready to leave, I know that they will help me figure out my next steps. This will always be a place I can come back to.”

Leadership Coffeehouse also supported many aspects of choice and empowerment development. Opportunities for choice and empowerment often emerged
out of coaching conversations between apprentices and Brian and/or Jess. In conversations, apprentices were encouraged to explore areas of interest. These often included opportunities for upward economic mobility such as completion of a GED, returning to school, leadership opportunities within Leadership, and/or applying their skill sets in other coffee houses or areas of interest. For example, when an apprentice shared an interest in film, Jess and Brian scoured personal connections to introduce him to people in related industries. When an apprentice shared that he wanted to learn more about politics, Jess and Brian arranged a meeting between the apprentice and a politician. When an apprentice showed an interest in poetry after a poetry workshop held at Leadership, she was met with encouragement and resources about free or low-cost workshops, an offer to review her work, and help seeking places to publish. The interests and aspirations of apprentices were highly cultivated. All apprentices interviewed expressed deep appreciation for such exploration.

As apprentices developed their craft coffee skills, their career and technical skills, and explored opportunities for choice and empowerment, they consistently expressed a deeper understanding of their own identities. Apprentices shared how aspects of their identities developed over their time at Leadership. Some of their statements included: “I now know that my voice matters, that I have skills to offer the world, that I have options;” “People other than my parents care about me” and “I am more than just my
anxiety and my depression.” Apprentices developed a greater understanding of themselves through their experiences and training at Leadership.

**Regulation**

A less salient theme in the data was specific training around regulation. According to the ARC framework, regulation is defined as developing youth awareness and skills in understanding, tolerating, and managing their internal experiences (Kinniburgh et al., 2005). This includes helping youth develop relational connections. The ARC framework describes two key components of the regulation domain. The first core component is identification. Individuals needed to be able to identify and understand language for emotions and their connection to emotions. They then need to make connections between emotions, body awareness, behaviors, and thinking. Additionally, they needed to be able to understand their emotions within the context of an experience. Individuals must also be able to modulate their experiences, meaning they must have recognized changes in their comfortability and emotional states, developed tools to support regulation, and effectively use strategies to modulate their emotional experiences in prosocial ways. Ultimately, individuals must be able to identify and make linkages between their internal states and external behaviors. They then need to manage their emotional states.

While training approaches in craft coffee and career skills at Leadership were well-defined, the explicit teaching of regulation skills was underdeveloped. Staff reported
that trainings often resulted from emerging needs. This resulted in a lack of explicit intentionality around the cultivation of mental health, regulatory skills, and related development in this area. Apprentices described only two relevant trainings but repeatedly mentioned them in interviews. The two trainings related to mental health, regulation, coping skills, and opportunities to build both vulnerability and intimacy between apprentices were highly regarded. As one apprentice said:

We did this one workshop; it was called Check Your Head. We learned a lot of really awesome coping skills. To be honest, before I kind of thought they were lame, but then this person who I really trusted was telling me about it and I wanted to try. Then later in a check-in with Brian, he also reminded me of some of the coping skills. I’ve been journaling now, and it has helped me a lot.

Many youth discussed the process of learning these skills for the first time or being able to implement them in their personal lives. However, the implementation of a trauma-sensitive framework could have been strengthened by adding additional regulatory trainings throughout the year and integrating related concepts into the coaching conversations and feedback.

**Emergent Themes**

In addition to the three components of the ARC framework, two other salient themes emerged from the data: development of deep knowledge and peer relationships.
These themes, while related to the aspects of the ARC framework, emerged as strong components of the lived experiences of apprentices at Leadership Coffeehouse.

**Development of Expertise - Craft Coffee: “We are becoming coffee experts.”**

Leadership took extreme care to develop a rigorous and deep knowledge of craft coffee and the related skills. This included training on where the coffees came from, how they were cultivated, specific temperatures and weights for milk and beans, and the exact model of the espresso machine used in the shop. Beyond this, Leadership connected apprentices to other highly regarded craft coffeehouses in Denver. Through this work, apprentices engaged in latte art competitions where they demonstrated their latte art skills and participated in highly regarded craft coffee certification programs. This extensive coffee training exceeded the training provided in chain coffeehouses, thereby distinguishing their skill sets from others in the field.

A high bar of excellence was set for apprenticeships. Staff provided the necessary feedback and support to help apprentices grow and succeed. For example, during down time in the shop, apprentices looking to graduate to a higher gateway practiced on the espresso machine to perfect their drinks. They were evaluated and timed on each step and then asked to taste the coffee to understand how the timing and process affects the taste. They discussed flavors in the coffee, and, if prepared incorrectly, how burnt coffee tastes. Such rigorous expectations and cultivation of deep knowledge created ownership for youth. For example, Mia sipped the coffee and said: “This is crap. I was over time. I
burned the beans.” She passed it to Brian who took a sip. “Yep, you’re right. It’s burned. Talk to me about how you knew. What did you taste? What did you do that led to this?” Mia leaned across the bar and rattled off what led to the bitter coffee. When she was finished Brian smiled: “Knowing is half the battle. What would you do differently next time?” With a flick of his wrist, he dropped the remains of the coffee into the sink and came around the bar. Kai came up next to her, “You ok if we work on it together?,” he asked. He coached her on her next several espresso pulls and then said, “You know, they would have served that first one in a lot of places, but you knew it wasn’t right. Boom!,” as he held out a fist to bump hers.

Brian coached as they continued over multiple trials. Mia recognized the coffee was burnt and knew what had impacted it and how to fix it. Additionally, she openly shared struggles rather than avoiding the issue. Her actions and the actions of Brian and Kai reflected a sense of dedication to craft knowledge and skills as well as a desire to do well and support each other. Furthermore, they were in the work together and sought to improve rather than blame or avoid. This sense of ownership and responsibility was a primary component of the work at Leadership Coffeehouse. They wanted people to know everything they needed to know. They felt a sense of pride in creating high-quality work and supporting others.
Peer relationships: “These people are some of my favorite people.”

While related to the ARC category of competencies, specifically relational connection, data from Leadership Coffeehouse indicated that peer relationships played a significant role in the construction of the Leadership family, feelings of connection, safety, and trust. Through observation and interviews, it was clear that the bond experienced by apprentices was unique and different from many of their other relationships. Many apprentices shared that their experiences at Leadership were some of their deepest friendships. Others stated that some of their best friends were their coworkers. “Next week is my birthday,” Kayla shared.

I never really had friends before now, but yesterday I got a text message from Lacy. She asked me what I was doing this weekend. I was honest with her and told her it was my birthday. I asked if she wanted to get her nails done. She wrote back, ‘heck yes!’ with a bunch of emojis. Now for the first time in my life, I’m doing something with friends on my birthday.

Another apprentice shared, “I felt so good being the first person to text Kai on his birthday. I made sure to send a text to everyone so that he would get flooded with birthday messages.” Youth demonstrated deep, unprompted care for one another. Many of them spent time together outside of work. While they were not all close, each expressed having at least one peer at Leadership who they considered a close friend.
While more traditional components of relational connection as outlined in the ARC model were also evident in the data, including how youth engaged with other apprentices, provided feedback, and sought clarity, the salience of peer relationships in this context stood out. The focus was less on how to appropriately engage in relational connections, but rather more related to their significance. The lived experience of the majority of youth observed and interviewed was that of deep camaraderie and friendship. It was clear that the young people cared deeply for one another and, as they shared, “had each other’s backs.” For these youth, the relationships with their fellow apprentices aided in the creation of a strong connected family-like environment and a safe space for them to share and further develop their skills and personal identities.

Areas for Further Development

In addition to the strengths of Leadership Coffeehouse, several areas are worthy of further development including intentional use of a trauma-sensitive framework, ongoing identity development beyond Leadership Coffeehouse, and explicit teaching. A primary area for development included the Coffeehouse’s intentionality. The coffeehouse staff could benefit from determining if they want to learn more about a trauma-sensitive framework and adopt specific principles.

If they were interested in adopting the ARC framework, they could work to improve supporting apprentices in further developing their self-identity in relation to future goal planning and concepts of future self. While there were many opportunities for
apprentices to advance and exhibit small areas of skill development in this area, larger indications of choice and decision-making as related to their future identities and next steps appeared less defined. Increased intentionality by staff at Leadership Coffeehouse may have supported ongoing development of self, particularly what it could look like to express one’s self beyond the confines of Leadership Coffeehouse. For example, nearly all apprentices expressed wanting to work in the coffee industry in some capacity after Leadership. It appeared that Leadership was a safe place for these youth. Many felt comfortable there in a way that they do not in other places. Supporting choice, empowerment, and executive skill development throughout the apprenticeships may have helped youth feel more confident in themselves beyond Leadership, whether working in coffee or a different field.

More opportunities to explore specific skills related to regulation should have been considered. This could include explicit teaching around the understanding of physiological feelings and responses within the body and understanding the connection between those and one’s feelings. Youth may have also benefited from the development of coping skills, understanding one’s own mental health, and exploring those in relation to one’s own experiences to better understand their emotional health and needs. Based upon feedback from apprentices, this would also incorporate artistic expression and the opportunity to be vulnerable with their colleagues. For example, several youth shared that participation in a poetry workshop challenged them to be vulnerable in front of their
peers and allowed them to explore their own experiences. They enjoyed the power of writing to aid in healing.

The two workshops that pertained to regulation and mental health strongly resonated with multiple apprentices and signified a desire for continued knowledge and practice of these skills. It is likely that the Leadership Coffeehouse team could adapt and exhibit more extensive support of the regulatory components of the ARC framework, while also meeting the desires outlined by apprentices.

**Limitations and Recommendations**

Lastly, there were a few points of divergent data that should be considered. First, those who were less satisfied with their experiences at the Leadership Coffeehouse were less likely to engage in the research project. They were no longer present in the coffeehouse thus they were not involved in the study. Therefore, the study’s findings primarily reflect the experiences of participants who self-identified as gaining from their relationship with Leadership Coffeehouse. Despite this, there were experiences that were outliers to the dataset collected.

One point of data related to White Saviorism. White Saviorism is characterized as the act of falsely believing people of Color can be helped or “saved” through “the hard work and efforts” of White people (Aronson, 2017). Movies such as Dangerous Minds and The Blind Side provide strong example of White Saviorism and relate to the kind of White Saviorism expressed by an apprentice. Apart from the apprentices, all key
Leadership staff phenotypically presented as White. Throughout observations and conversational interviews with apprentices, White Saviorism came up on a few occasions. This suggests that individuals and/or the Coffeehouse as an organization may engage in systems that continue to oppress others masked as trying to help. The underlying belief that someone needs to be saved implies someone else is the savior (Aronson, 2017). One apprentice shared he left Leadership for a while because of this feeling. They later returned and stated that the team at Leadership was focused on empowerment, not saviorism. However, they felt that others who engaged with Leadership may have some savior mentalities. This issue should be discussed with the wider Leadership community.

Another consideration were the recruitment practices. Many apprentices found Leadership through friends and limited funnel streams. Staff could consider the potential benefits and possible drawbacks of such limited funnels. A 2016 study on recruitment data suggested that referral recruitment practices may limit diversity of candidates (Brown et al., 2016). Leadership Coffeehouse may benefit from analyzing participation data for gaps in diversity and engage in intentional recruitment practices.

**Discussion**

This study urges schools and school psychologists to consider the possible benefits of building school-community based partnerships with organizations such as Homeboy Industries and Leadership Coffeehouse to meet the needs of highly impacted
youth as an alternative form of engagement within systems-level prevention and response. The lived experiences of many apprentices at Leadership Coffeehouse can be reflected in elements of the ARC framework, including high levels of attachment and caregiver systems, support in the development of competencies, clear expectations, predictable environments, and consistent responses by staff. These elements, in conjunction with strong peer relationships and access to supports, have created a unique environment for many apprentices to grow and develop.

While many of these elements aligned with the ARC framework, they also supported findings from the 2014 study, *Don’t Call Us Dropouts*, which surveyed and interviewed many young people who had exited high school early (Hynes, 2014). Findings from that study indicated that four key factors kept impacted youth from completing high school, including youth experiencing a cluster of factors that made it difficult for them to have sustained engagement in their education (Hynes, 2014). Youth were often exposed to toxic environments, including school itself, home environments, and/or community factors (Hynes, 2014). Youth expressed a deep desire for connectedness. Connectedness included parental figures, family members, peers, and other individuals they interacted with regularly (Hynes, 2014). Lastly, the report suggested that many youth showed incredible resilience but needed support to continue through hardships (Hynes, 2014).
This study’s participants included youth who had dropped out of school. While the youth at Leadership Coffeehouse included both high school completers and non-completers, many of the core themes that emerged from Hynes’ (2014) research were reflected in the lived experiences of youth at Leadership Coffeehouse. Furthermore, many of the practices at Leadership Coffeehouse met the needs identified in his study and are consistent with salient practices of trauma-informed environments. This shows a relationship between the findings of the 2014 study of youth experiences, the benefits of a trauma-informed system of care, and the practices at Leadership Coffeehouse.

**Conclusion**

Leadership Coffeehouse is one of a number of growing organizations around the U.S. incorporating an apprenticeship model (Department of Labor, 2018). In addition to these apprenticeship-type organizations, career and technical training opportunities are a common educational pathway for youth. When working with youth who may be struggling with the ABCs of dropout and have multiple ACEs, school psychologists may consider organizations such as Leadership Coffeehouse as a non-traditional form of intervention.

Furthermore, school psychologists, with explicit training in both learning and mental health, could play an important role in bridging trauma-sensitive practices into these non-traditional learning environments to best serve the needs of youth. With knowledge of mental health and academics, they could serve as community navigators
for youth and their families; provide systems-level trauma-sensitive training and supports, individual level therapeutic intervention and resources for the explicit mental health needs of some youth; and bridge the academic and mental health needs in these non-traditional settings.
References


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Appendix A
Current Interview Protocol
Cultural Experience of Leadership Coffeehouse: Protocol and Interview Questions Current Mentee
Opening Protocol
1. Give the participant unsigned version of the Consent Form to keep.
2. Read Preamble.

Preamble
I’m Morgan. Thanks so much for agreeing to this interview! Today is [fill in date] and we are at [fill in location] talking with [fill in name]. The reason we asked you to participate in this interview is to hear about your experiences as a mentee at Leadership Coffeehouse.

I am going to spend roughly the next hour asking you some questions about your experiences as a mentee, your daily activities, if/how you grew from the experience, and your current experiences and/or next steps. Lastly, I’ll ask if you’d recommend Leadership to others and why or why not? The permission form you signed means that I can record our discussion so that I can listen to it later and use it to write a report. I will ask the questions and will take notes of the conversation.

No one but me and possibly a member of my research team will hear the tape or read the transcript of this interview. We will not put your name in the research so it’s OK for you to be honest about your experiences.

Any questions? Great! Let’s get started!

<table>
<thead>
<tr>
<th>Interview Questions</th>
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<tr>
<td></td>
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<tr>
<td>First… I’d like to hear about how you came to Leadership Coffeehouse. What brought you here and what were you doing before?</td>
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<tr>
<td>Alignment to research Q: background information: trauma, connection/relationship, school engagement/disengagement</td>
</tr>
</tbody>
</table>
Listen for:
- Adverse experiences
- Peer relationship
- Adult relationship
- School engagement/disengagement

Now I’d like to hear about your experiences at Leadership Coffeehouse.

**Alignment to Research Questions:** activities engaged it, opportunities for growth
Secondary alignment: construction of community
What is it like being here? What does a typical day look like for you?

What are some of the things you enjoy about Leadership Coffeehouse?

What are some of the things that have been challenging for you?

If applicable, how have people been helpful and supportive to you?

What could people do to be more helpful or supportive to you?

Having been a mentee for a while now, can you tell me about the training, development, and support you receive?

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<thead>
<tr>
<th>Listen for:</th>
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<tbody>
<tr>
<td>• Technical Training</td>
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<tr>
<td>• Personal Development</td>
</tr>
<tr>
<td>• Educational or Career Coaching</td>
</tr>
<tr>
<td>• Mental health and/or connection to other community partners</td>
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</tbody>
</table>

Now I’d like to shift a little bit and hear about your experiences with people here at Leadership Coffeehouse.

**Alignment to Research Questions:** Construction of community
Are there people you trust at Leadership Coffeehouse? .... [Tell me more]

If yes, how did that trust develop? How did you come to know you could trust them?

Tell me a bit about your relationship with the staff at Leadership. What is it like working and learning from them?

Tell me a bit about your relationship with colleagues at Leadership. What is it like working and learning with them?

What feels good about it?
What is challenging about it?
How do you deal with those challenges?

To you, what does it feel like to be a mentee at Leadership?

If you were to describe your experience here to other people how would to describe it? What is it like here?

---

*Thank you for sharing! Ok, I’d like to switch gears one last time.*

**Alignment to Research Questions: preparation for sustained employment**

You’ve now been at Leadership for several months, what are your plans for after Leadership?

What have you done so far and what do your next steps look like?

How, if at all, has Leadership helped you towards these plans?

What are you excited about?
What are you nervous about?

How can Leadership continue to support you?

Lastly, would you recommend Leadership to a friend? Why or why not?

Now I’d like to wrap up the interview by making sure I didn’t miss anything.

At the beginning of the interview I asked what you about XXXX. Some of the things I heard include…….

And I asked you about XXX. Some of the things I heard include...

Has our discussion brought up any other issues about your experiences and/or Leadership that you would like to share?

Would you be interested in receiving a copy of the transcript?

Here’s a way to contact me if you think of anything else that you’d like to tell me about what we’ve talked about today (hand them email address)

Thank you! I really appreciate your help with my research!
Appendix B
Staff/Support Partner Interview Protocol
Cultural Experience of Leadership Coffeehouse: Protocol and Interview

Questions Staff/Support Partner
Opening Protocol

1. Give the participant unsigned version of the Consent Form to keep.
2. Read Preamble.

Preamble
I’m Morgan. Thanks so much for agreeing to this interview! Today is [fill in date] and we are at [fill in location] talking with [fill in name]. The reason I asked you to participate in this interview was to hear about your work on the development side of Leadership Coffeehouse.

I am going to spend roughly the next hour asking you some questions about the experiences you wanted to cultivate for mentees, the growth you hope mentees experience(d), and how you intended to support mentee’s upward mobility. The permission form you signed means that I can record our discussion so that I can listen to it later and use it to write a report. I will ask the questions and will take notes of the conversation.

No one but me and possibly a member of my research team will hear the tape or read the transcript of this interview. We will not put your name in the research so it’s OK for you to be honest about your experiences.

Any questions? Great! Let’s get started!

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<thead>
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<th>Interview Questions</th>
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<tr>
<td>Now I’d like to hear about your interest in Leadership Coffeehouse and your current work within the organization.</td>
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Alignment to Research Questions: background
<table>
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<tr>
<th>Question</th>
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<tr>
<td>What led you to Leadership?</td>
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<td>What interested you in this work?</td>
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<td>What role do you currently serve at Leadership?</td>
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<tr>
<td>What work do you do within this role?</td>
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<tr>
<td>What goals and aims do you have in your position?</td>
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<tr>
<td>What do you hope mentees gain from the work that you do?</td>
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*Now I’d like to shift a little bit and hear about what you hope to cultivate community.*

**Alignment to Research Questions:** Construction of community
How do you support mentees who: excel, get it, need additional supports?

What does the team do when a mentee is struggling? How is struggling defined?

How do you cultivate relationships between mentees?

How do you cultivate relationships between a mentee and staff?

What do you do to actively cultivate community and/or a sense of connection here?

How do you hope mentees feel here?

What do you do to actively cultivate that? (intentional repeat question)

What would you like to do more, better, or differently? Why?

What evidence of your efforts do you see when working with mentee or reflecting on the organization?

What success stories comes to mind? How did you support that mentee?

What struggle stories that comes to mind? How did you support that mentee?

What role, if any, do you feel relationships play in your work?

---

*Thank you for sharing! Ok, I’d like to switch gears one last time.*

**Alignment to Research Questions: preparation for sustained employment**

Explain the training and mentoring that trainees receive.

What do you want mentees to learn or gain from the program?

What steps do you take to cultivate that learning?

How do you support mentees in their personal development?
How do you support them in determining their path beyond Leadership?

What do you do when you feel a mentee is off course? Why do you do that?

What do you do when you feel a mentee is on course? Why do you do that?

Now I’d like to wrap up the interview by making sure I didn’t miss anything.

At the beginning of the interview I asked what you about XXXX. Some of the things I heard include…

And I asked you about XXX. Some of the things I heard include...

Has our discussion brought up any other issues about your experiences and/or Leadership that you would like to share?

Would you be interested in receiving a copy of the transcript?

Here’s a way to contact me if you think of anything else that you’d like to tell me about what we’ve talked about today (hand them email address)

Thank you! I really appreciate your help with my research!
Appendix C

Interview 1

MB: So I am Morgan and thank you for agreeing to do this interview. Today is December 18, 2019. We are at Leadership Coffeehouse and I am talking with:

BG: BG.

MB: The reason that we’ve asked you to participate in this is to kind of hear about the development side of Leadership Coffeehouse and your work with the apprentices. We’re going to spend roughly 30 minutes or so. They’ve all actually run about 35 minutes...to hear kind of about how you guys have worked to cultivate the experience for the apprentices, the growth that you hope they have experienced, and how you’ve worked to support their upward mobility, if that makes sense.

BG: Yes.

MB: Then, during the summer you signed a release that allowed me to record this interview. Does that still stand?

BG: Yes, it does.

MB: Great, thank you. Then, at the end of this, I will be writing a report and that report will essentially be my dissertation. All of the stories that are in it are going to be compilation stories, so I am working really hard to de-identify individuals, because Leadership is so unique and so small. I don’t want anybody’s personal experiences to be able to be tied back to any one individual, so that’s how my dissertation will be worked. Then, you guys will receive an executive summary of the findings, particularly because you and Jess had talked about wanting to understand more about what you guys were doing to foster resilience through a trauma-sensitive framework. Any questions?
BG: Nope, sounds great.

MB: All right. Everything will be de-identified as well, so I do have somebody cross-coding and that’s a person who is a member of my research team. The reason we are doing that is so that me, as somebody who has an interest in Leadership and has spent a lot of time here, is not blind-sided by the experience, so there is somebody else who is outside who can see if they’re seeing the same things or not, if that makes sense.

BG: That’s great.

MB: So first, I’d love to hear kind of like your work within the organization and what led you here. So, how did you find Leadership? How did you get involved in this work?

BG: I was a part of the founding team. My wife and I both...we were...Jess was actually a co-worker of mine and then a boss of mine and she got together a group of like-minded people. She really...it kind of went from...she’s always been one to push the envelope and tried really hard within the structure of like where we worked at the time and what we were doing to try to do things outside of the box in a way that would benefit young adults and youth and just didn’t work within the constructs of the non-profit and then the school system as well. I think over lots of coffee and probably a little bit of beer, there were a group of like-minded people that she kind of went from feeling I think this consistent frustration to like, “hey, I’m gonna organize this and see where this goes and see what we can be part of.” So early on before even...I think there was leanings towards coffee, but really like a group of people getting together and looking at and landing on an apprenticeship model and what that could look like. So a lot of ideating around that and we used understanding by design and designed thinking framework to come up with what the training would look like and then I was just continually available as a volunteer. Like the first time we had a cultivation event at the Posner Center, I emceed it and it was the first time I think we got an amount of seed money that allowed Jess to really take this forward. Then I transitioned to a new school network during that time and so kind of was just available as needed, but wasn’t super involved. As the shop opened, I helped with some of the basic construction and volunteered here a lot over the summer and Jess and I being friends and then...she wanted me to be on the launch board and the board of directors, and it just wasn’t the right fit for me at the time, but stayed involved as I could. Even the first pre-apprenticeship training, and then the second one
before I even worked here, I taught some of the sessions. Then I was pretty increasingly disillusioned in my job and Jess and I were connecting socially pretty regularly and really just organically landed on like, yeah, we could...there’s room here for me with where the funding model was at at the time. Part of it was initially like me coming on half time and potentially staying at my old school half time, but then she came back and said, “If you can help with operations for the first year or so, then we’ll eventually transition you into more of a director of learning.” In my previous experience, a lot of my most meaningful work was around case management and working...I did some teaching, but I was a dean and I was a resource and did a lot of post-secondary planning with students to work toward graduation and then also taught a lot of job skills and helped kids with jobs and internships for almost 10 years. That work really aligned well with what we were hoping to do here.

MB: For sure. So, what is your direct role here now?

BG: So I am the director of learning. I don’t really know what to say overall, but like my responsibilities include getting new trainees in the door with our model, getting them in the door to learn about Leadership and to train and then from that pool who complete the training, then we hire. So, I’m the point person in that whole process. I also lead the initial onboarding until it gets to a point where it’s more and more shift work and then now our operations manager and our assistant manager take care of a lot of that once people get up and running. We have a framework for internal evaluations that lead to raises and I manage that, as well as farther on in the apprenticeships trying to cultivate leadership roles for apprentices. Also, do a lot in terms of trying to articulate...help the apprentices articulate where their growth and learning is here, and then also start to look at next steps for them. We do have another educator who’s been hired, but is on maternity leave, so a lot of this down the road I will be overseeing to a point, but right now I’m kind of juggling all of it.

MB: Yeah, it’s a lot.

BG: As well as just helping out with HR things and other things. It wouldn’t be anything as clear and robust as like an IEP in schools or an ILP, but we essentially have an independent learning plan for every single apprentice that probably lives in my brain more than it does on paper, but really, really strategically trying to work with apprentices and continually meeting them where they’re at and what they’re going through. That does take a lot of energy and work to try to get that right.
MB: Sure. When you say that there is kind of like this learning plan that is mostly in your head, does that revolve around coffee skills, does it resolve around interpersonal skills or like what kind of buckets does that entail?

BG: Yeah, I would say all of it. You know, like over the course of the 20- to 30-hour pre-employment training that we do, you really start to learn...strengths emerge and then also potential challenges or barriers emerge. And then some of those don’t emerge until later on in an apprentice, or if something goes on in an apprentice’s life, a lot of them are...not a lot of them...some of them are on fragile footing and so they’re thriving here, but then there’s still a lot of outside challenges going on that they’re working through. So being responsive to that while helping them try to maintain their work and growth here and be able to work through whatever that is in a healthy, professional way.

MB: Yeah, for sure. What are the goals or aims for your position? What would success look like for you? And maybe that’s not the right question and, if so, push back.

BG: No, sure, yeah. Like I would say I don’t...I’m not there. Like, I have always tried to like set my goals and ideals and hopes for work to be kind of the highest level and I rarely attain it, but I try to get as close as I can and-

MB: It’s the Google model.

BG: Yeah.

MB: They have...what do they call em...OKRs. If you hit 100%, then it means that you didn’t set an ambitious-enough goal.

BG: Oh, that’s cool.
MB: So they look at it, if it’s 90%...that’s feeling good. 80%...70%, it’s like what do you do more, better, or differently, right? But I think it’s an interesting barometer.

BG: Yeah, for sure. Success right now looks like...we believe, I think, as an organization and I personally believe as well, every young person deserves to have an opportunity to thrive. We’re specifically targeting those who self-identify as being disconnected from school or work structures and not having either felt success or found success there. I think from day one we want young people to belong to a healthy, thriving community. Two, we want them to be able to prove first to themselves and then also to their community that they are assets to the community, right? I think trying to build that mindset within them is an initial important thing. Then from there, I want them to thrive here. I want them to continue to grow, continue to be willing learners, and to buy into the later on leadership mindsets and things that we have determined that will be important stepping stones to thriving in future work. I think the area where I don’t feel as successful as I want is I really believe that these apprentices can leave this job and go into jobs where they are not qualified for on paper, but I think if we get the latter end of our apprenticeship right, they’ll be able to articulate why they deserve to be in such jobs and then they will thrive in those jobs. Success would be some of those on-paper barriers that exist in our professional work, our capitalistic society, that our apprentices would be able to leapfrog those, regardless of high school diploma or college diploma or things of those nature. And I also want them to have the resiliency that when...like, hey you’re really supported here as you’re working through challenges. You want them to have the tools to successfully navigate that on their own, right? Because challenges aren’t gonna go away. So how do we help them have the skills to navigate the world successfully across the board? I think since I’ve been here I feel like we are trending more and more toward that and it’s also a capacity thing. When I came on, I was hoping to do all of that and fixing toilets and sinks and espresso machines as best I could, right? And covering shifts when people couldn’t make it and things of that nature.

MB: Yeah, there’s only so much that can happen at once. So I’d like to shift a little bit and hear about how you have worked to cultivate community. One of the things that you said was that you want them to step into a place where they feel supported and a sense of belonging. What does it look like to construct that community?

BG: Well, it starts day one. The first day of our pre-employment training before you’re hired, we look them all in the eye and tell them, “It’s not a mistake you’re here and who you are and how you walked in the door today is perfect. We’re not looking for something that you’re
not. We’re not looking for your baggage that you might be bringing in. We’re just looking at like you are in front of us is enough. If you’re willing to just bring your best self daily, you’re gonna really fit in well here.” Kind of the one lecture piece of our pre-employment training, I go in pretty deep with how it’s hard to share our best selves with the world for lots of valid reasons, but we want you to take a chance to just be you. Don’t try to be anything you think we want from you, be you, and if you’re that, then this can work. Then we continue from there. Starting in that pre-employment training, we start modeling our support we provide and that is...I would say leads very qualitatively to start and that like, hey if I notice someone’s 10 minutes late, I’m gonna check in with them. I’m gonna see how they’re doing, like we’re I think very, very consistently focused on quick check-ins to meet at our mutual humanity before we worry about work, before we worry about whatever else. Or if we don’t have time, I’m at least like here and you know you can be heard when the time is right. And I think then what happens is these young folks are so talented and they have so much to offer that when they get in this setting and start working here, they prove to themselves and to the world that they can be bad ass baristas very quickly. Quicker than the industry standard by far. So really look at...like, I mean, we...heavy support and then also a high level of accountability and expectation. I don’t let you off the hook. We want you to perform at your best and if you sweep a floor and it’s not good enough, you’re gonna sweep it again. If it’s not good enough, you’re gonna sweep it again and then when you get it right, I’m gonna let you know that’s the way it needs to be done next time and I’m gonna let you know that you just did a great job because you worked through a challenge and you were coachable, and you were willing to be taught and that is what we want here. So some of those things I think that feel like you get in trouble at certain jobs, often I think end up feeling supportive here. I think that’s a key to like, “hey, we don’t want you...we’re not running this business to just have it be mediocre. We want it to live up to its potential and you are the ones that can make it be that.”

MB: Yeah, it’s interesting because a lot of the interviewees said things like...I said, “what was different,” the question was something along the lines of like, “what is different about your bosses here?” and they were like, “I guess they are my bosses.” It was a consistent theme. And then they also said...one of the most salient responses to that question was, “they care enough to give me feedback.” And that it felt like feedback to improve, not feedback...they didn’t even call it feedback. They called it not like punishment or trouble. So there’s something in there that is definitely happening.

BG: Right. And I think something, too, that maybe we don’t often talk about enough that is really evident in the way we operate...and I think what we’re seeing right now with the evolution of this place is Jess and I worked together for almost 10 years before this place. We naturally gravitated towards each other because of the way we worked with young adults and so much of that has gone unspoken between her and I since we’ve been here that we’re...and I mean I think this whole project is gonna help tremendously with us being able to put words to how we’re operating, but we do come from a strengths based approach as well. If you’re struggling in
this area, we’re gonna coach you, but we’re also gonna highlight what you’re doing well and continue to build that because we want you to feel success while you’re working through maybe professional deficiencies or challenges in the workplace, right? So there’s always this balance of like, “hey, like, you’re bringing things.” That’s gonna be what we lead with and then we know these other areas are gonna come along because you’re gonna feel successful and because you are being successful.

MB: Yeah, absolutely. So you talked about kind of this idea of like “you’re enough” and bringing your authentic self here. I feel like that’s something that is really important and also something that in that moment probably sounds really great and then you get into practice and it’s probably a lot harder. How do you support apprentices in bringing their best selves and figuring out what that is and who that is for them if they’re not already aware of it?

BG: I think part of it is we’re very up front that like, “hey, you get out of our training...that’s the foundation of everything here.” That’s the theory behind all of this and if we allow that to be our foundation, then the day to day work goes well. We start off right away with you’re cleaning bathrooms and you’re doing the dirty work and I’m gonna actually do it while I’m teaching you. And I’m gonna do it to the best of my ability and if I miss something, you’re gonna let me know. That’s okay. None of us are perfect. We are striving for imperfection here. We’re just trying to be excellent. Knowing that, hey, starting any new job is tough and this is a job. And you’re also gonna have outside development that then I think you jump in mid stream with whatever else is going on and others have been doing for a while and I think you start to see like, “oh my gosh, I’m getting paid to go to these classes? I’m getting paid to be a part of this stuff? Sure, this is my job and I have to do really well here, but there’s also this other thing.” Right? And I think there’s consistent check-ins and whether the quick, “hey, it’s good to see you today, how’s your day going? How are you?” And then it’s also more formal meetings and check-ins on that. Being responsive when...if an apprentice has an outburst, we’re not gonna come from a place of like “what the hell are you doing?” We’re gonna come from a place of “what the hell’s going on and how we can play a part in supporting that so you can be successful here?”

.....Apprentice comes in and unrelated conversation takes place.....

MB: What are some things that you do to help cultivate relationships between apprentices? One of the major emerging themes that we did not have originally in our preset codes was the relationship between peers.
BG: I think a big thing that has been beneficial and, for me, wonderful because I haven’t had to lead it directly, but this last calendar year we had a wellness class to start the year, then they were happening at the same time, but different days of the week we had both another wellness class with primarily newer apprentices, so our team had graduated out and new people were here and we did a self-identity through poetry workshop that I think was really important to building community for our apprentices, because they were vulnerable and they showed up and because it was without us. It wasn’t led by me, it wasn’t led by Jess. It was facilitated by people who are professional friends of ours and contractors as well, and I think that was actually a really healthy thing for them to be able to dive into some stuff and it be more than just checking in with Brian, right? Or whatever that might be, but it’s like, no, there’s actually work being done with that, right? I think that has brought a sense of community on a more powerful level than we’ve experienced previously.

MB: Yeah, every single interview mentioned those things. What are some of the other classes or training opportunities that people receive here?

BG: Really...and this is part of the reason we have another educator coming on board...is figuring out...we have seen that apprentices when they sometimes go to job interviews as they’re getting ready to graduate here, they don’t represent themselves as strongly as they could. So we really know that just across the board we want them to be able to articulate the depth of what they’ve learned here and what they’ve experienced, and what they’ve brought to the table. We have at times been able to prioritize that and that’s typically when a few people are about ready to graduate at the same time and it makes sense to do that more in a group setting. I also do...in groups of 2 or 3...do a leadership mindset. We have 6 leadership mindsets that we prioritize in terms of really how to be an emerging young professional and then also how to start being a leader here. So, every apprentice goes through that, which is cool as well. We have to this point kind of hopped around in terms of what those trainings and development look like based on need, and then also based on request. We just did an intro to budgeting because apprentices really wanted to learn that and-

MB: Business or personal or both?

BG: Personal, and our hope is...again, with the evolution of this place, we’re going to pilot at least for the first 3 months next year, but hopefully it will become normal, where every
Wednesday is a development day and half the team does 2 hours...the whole team does 2 hours, and then half the team stays around for 3 more hours of individual check-ins, these leadership mindsets, potential budgeting projects, but then also personal and starting to get to more of the professional stuff, where like, hey you have an idea for a signature drink for the season, we want you to do a cost analysis on it and look at what potential sales will be. So starting to get more depthful in terms of the business side of things. We also do trainings as needed with whole group things that are both coffee related, so diving deeper into craft coffee. Recently about half our team gained the Specialty Coffee Association’s initial certificate, which is really great. Also training, we haven’t quite figured out what the name of it is, but like how are we operating the shop effectively. So sometimes it’s focusing...like, we’ll pull up reviews that are both good and bad and evaluate them as a team, and then come to commitments for how we’re gonna improve the situation. Sometimes we have to change some of our standard operating procedures, so how many pumps of chocolate we put in a drink or how many pumps of vanilla or what our chai looks like and we have specific trainings to make sure that we’re consistent and are offering high quality with that. It’s also, too, like things like latte art and making espresso and all of that, we’re going to ramp up to an even higher level this next year.

MB: Wow. So I have just a couple more questions to close out on the relationship side. What, if any, role do you feel relationships play in your work?

BG: I mean, it’s back to if we’re asking you to be your authentic self, then we’re gonna honor that authentic self, right? And the way that’s done is through relationship. I would say it is at the core of everything that goes on here. There’s times that we are at odds with apprentices and that’s always gonna...it’s actually a good thing in so many ways to work through that together in this setting. My favorite part of every one of my days here is the first 2 minutes when I walk in, and just seeing like hey these folks are just genuinely happy that I’m here, right? And they’re able to like...they’re able to be known by me. I think it’s at the core of everything and I think that’s why Jess brought me in, right? That’s been something that I’ve done a good job with with students for the last dozen years and I think it’s at the core of how we operate, right?

MB: Yeah. Do you have any stories that come to mind around relationships that have gone really well and you’ve seen lead to success? And then conversely, do you have some that may have had tension at times or struggle at times?

BG: Yeah. I would say every single apprentice right now I have a really great relationship with. Something yesterday...I had a graduate who she graduated in March I think and she was
someone we had pegged to potentially be like a manager in training for us and she moved on because she wanted to pursue education and she stopped in recently and was like, “I need to talk. I need you to kick my ass.” So, we have a long conversation yesterday about choices she’s been making recently and where she’s at. She’s made some choices that haven’t benefited her moving forward and growing as a person and she told me that she has told no one all of this. People sort of know what’s going on, but she came back and wanted me to push her and wanted me...needed to hear that “you are one of the most talented young people I’ve ever seen and I know you don’t interview great, I know that...any of that, but I worked with you for 10 straight months and you are amazing and you’re selling yourself short and we need to get back to you growing and developing as a person and we’re here to help you with that, but all this shit, you’ve got to cut it out. And you might not be able to end that right now,” but we’re meeting in a month and she’s gonna work to have more ducks in a row so we can start moving forward with her growing again. I think increasingly that’s a hallmark of what I think is great here, when people come back. And more and more, we’re seeing that people who graduate want to be connected here still. They need that dose of being known and appreciated and I think that’s powerful. T is someone who he can’t sit still in any meeting. We took him to a conference this summer and he didn’t make it through a single session and the trip was a resounding success, right? He presented in front of 60 people right after he had some family drama that he’s not causing it...that is very, very challenging and I would say traumatic for him, and he’s in tears 5 minutes before we start that presentation, and then-

MB: Yeah, I heard that story.

BG: And he and I are just hugging while he’s literally shedding tears on my shoulder and then he goes out there and nails it...and the thing he doesn’t ever get right, but it meant a lot to him, is we’re leaving later and the guy who was in charge of Homeboy Industries, Father Boyle, came up to him and said, “T, you’re my damn hero.” I think this guy just knew...maybe he saw us beforehand or whatever, but he just... T was just able to be known and validated and as a teacher in a traditional school, T would be a challenge and he used his humor and his goofiness as a defense mechanism and here he can be pushed and he even...he’s applying to be a shift lead right now and he has followed through, which is huge, and he’s asking to be pushed more. He’s been able to be in an environment where he is able to grow because we honor him for his greatness and we are able to be flexible with how we develop him. That feels like a huge success. My biggest challenge...I have a couple, but an apprentice from cohort 1, his name was R, that will be redacted?

MB: Yep.
BG: He is wonderful and is terrible with people, is not nice to people, but is an amazing worker and is really good at coffee and was probably our star before I was even here, but has severe dependency issues that come and go.

MB: Is this the one that you drove up and down looking for?

BG: Yeah, I still drive by his house every day and look for him. So, we’ve rehired him twice. One time when he wasn’t working for us, I got him back in school and once or twice a week I would drive him to school and he got his high school diploma, which we know part of it’s BS, and it’s also an important piece of paper.

MB: Yeah, it’s both. Both BS and important.

BG: And, I’ve had to fire...I mean, we don’t ever use that word with apprentices, but I fired him twice and I want nothing more for him than to come back and work here and he knows that that’s always a possibility on some level, but that also it’s just like he is still...and we have been...we have gotten to where like, “I will take you to rehab tomorrow” and it doesn’t happen. We had a deal at one point where he was gonna go stay at Homeboy Industries for 3 months and they were gonna find him housing and he was gonna work out there and he didn’t show up for his flight. We’ve been so close to helping him truly be able to work towards seeing how great he is and he just like isn’t there, right? We have another young guy who has also dependency issues and he’s worked here twice and since I let him go the last time, he’s back a half dozen times to check in and talk about where he’s at with his sobriety. This is still a connection point for him, which feels really powerful.

MB: In what of the interviews, dependency came up and it was one of the few discussions around if feeling like a boundary was...like somebody was kind of like imposing restrictions on a grown adult and how do you navigate that space while still being supportive?
BG: Yeah, not perfectly. We have a drug-free workplace policy that everyone signs when they start here and I’m very up front that we reserve the right to drug test you at any time. We can’t have you be anything but sober when you’re here and it’s a 2-way street where it’s like, hey if you’re dealing with something and you need help, we will prioritize that help over your employment, so we won’t get rid of you, but we...we’re weird in that way where like we want to support you and get you help if you need it and are ready for it and we also have to maintain a safe work environment. I would say, yeah, with one current apprentice, we’ve had lots of discussions and none of them have been easy. I would say none of them have been particularly well received and we have also prioritized other areas of development because the dependency hasn’t gotten in the way of his growth and development. And we haven’t landed in a perfect place with it, and it hasn’t affected his work here. Others, it has, and that has been, like the 2 stories I just mentioned, were different in that respect. So, it seems like we don’t have really hard drugs. That is so evident that that is going on pretty quickly. Lower level drugs, especially those that are legal in this state are like really tough to navigate.

MB: Yeah, sure. And I imagine...I felt like when I was doing the interview I was struggling because I was like...my role right now is to receive story and I’m having a hard time because part of me wants to problem solve and like think about impacts and I was like my role is to receive your story and hold space for it, which made me think that would have to be really challenging. I would imagine it would be challenging at times for supervisors or people looking to support that individual.

BG: It absolutely is and I think with everything here, there’s not a perfect answer, but we strive to find the best answer for...and whether it’s that or a myriad of other things, we’re very up front with apprentices that you may do something here at some point throughout your apprenticeship and you will receive a different response and/or consequence and/or guidance than someone else. We are not here to have...we rarely have a white and black situation where it’s...and maybe there’s certain things...phones on shift, like low level things, but so many other areas, we try to provide the appropriate response for the specific apprentice. Like marijuana use is probably prevalent from most of our apprentices. We really worry that like hey if someone is doing it regularly, then other people are gonna see it’s okay and then that’s a really slippery slope. And at the same time, if it stays under control to a certain level, our options-

MB: And it’s legal in this state.
BG: Right. Our options are to have you not work here because of that and then let...right? Especially if we haven’t found a common ground and it hasn’t truly interfered with your work. It’s just an interesting...yeah, it’s tough. And we don’t have the easiest answer. We may down the road. We have kicked around do we drug test everyone and what does that look like? There are a couple people that if they came back, that would be part of their apprenticeship.

MB: So, I want to honor your time and we are over time, but we started out by talking about the relationships and how you’ve built them both individually and collectively as a community, and then we talked about the educational experiences and the things that went into that. Then we kind of ended talking about how to support situations that might feel challenging or might be getting... the question in here says “off course.” So before we end, are there any things that we haven’t touched on that you feel like play a critical role to the experience at Leadership Coffeehouse?

BG: I think one thing we’ve already touched on a little bit, but you know we have our wellness classes. We also refer people to individual therapy that we pay for. I think because of a couple current apprentices and how they are open to talking about mental health as well as having a wellness class that we’re not directly tied to as the bosses feels really healthy and having this option of therapy that I can say like hey, I’ve referred over half the team to this and never gonna name names or any of that, but I think that feels like, hey, they care about my whole person here. That only adds to the relationship I think.

MB: I was hearing a story of someone who chooses to meet with their therapist here because this feels like a safe place for them. I was like, that’s incredibly powerful. Or another story of you going and filling out the paperwork with the individual and like waiting there. And then I’m thinking about when you were taking A to do his driving test and practicing with him.

BG: Yeah, oh gosh.

MB: Right before his 21st birthday! It was like license, 21st birthday, finishing Leadership.
BG: T and I are gonna be talking about the very same thing tomorrow. That’s one of our goals, too, I think. We have a lot of ambitions obviously, but like some of the apprentices come in with like things that sometimes feel simple, but are barriers. Like, do you have a valid social security card? Do you have your state-issued ID? Do you want a driver’s license. How do you even navigate that? Do you have a bank account, right? Are you going to a check cashing place? All of those things feel increasingly important to us to make sure that people leave with sort of those basic boxes checked so they’re not in the way down the road.

MB: Yeah, for sure. That makes me think about also like school. Is that ever a part of-

BG: Yeah, one of our goals is every apprentice we want...I mean, not every...I think for the year I think it’s like 70%...are engaged in some level of educational pursuit that they weren’t before, right? Or that they have increased their learning in some way. We are very...the way we think about that is not just traditional school, but like can you get a really cool certificate in this or in that. And right now, I’m figuring out next steps for 2 apprentices to get their GED and I’ve met with them both twice and seen their divergent study habits and capabilities and I think where it’s gonna land is one of them we will be able to support with some online curriculum and she might be able to just pass it on her own, partially because she’s done a lot of the studying before. The other one...I think we’re leaning towards we need to be in a class. We need to be in something structured to support her learning in that way. But for both of them, it’s been exciting because it scares the hell out of both of them and it hasn’t...they’re in their early 20s and they haven’t gotten a diploma at this point, like there’s been something where school has not been a good fit and there’s a lot of feelings of not being able to do this or not being smart enough to do this, so it’s been really fun to navigate those waters and be super supportive to start to cultivate the belief that like I can and I will do this. That’s an important part of my work right now, too.

MB: Well, thank you so much for your time today.

BG: Yeah, for sure.

MB: One of the things that I can offer is that if you would like, I can give you a transcript of this and/or a recording and I just offer it to everyone, so let me know if you want it.
BG: Yeah, I will. Thank you.

MB: Cool, thank you.

BG: I think one thing that has come up recently, both been said and implied, is with the relationship comes trust. So one apprentice I’d been really pushing hard to use journaling and mindfulness and meditation techniques to deal with stress and anxiety and I can push it and I can push it and I’m like, “Are you good with this?” and he’s like, “Yeah, I trust you.” Like, I’m gonna give this a shot because I trust you. I also think these waters of the GED right now that are feeling scary and I think the only reason that one of them hasn’t given up even though we’re just starting is because she trusts me. Right? Because of...we’ve built that up over the last 4 months and that’s real, so she knows that her best interests are on my mind and is how I’m operating and because of that, I think she’s willing to try this a little more than she would have already. Like, there’s been two inflection points between three meetings when I was impressed she didn’t give up. It was because she met with me instead of not meeting me when she didn’t follow through with what she said she would. So, that’s been really I think important and powerful here that navigating some of these challenging waters...I would even say a couple of apprentices haven’t said it, but I think the reason they tried therapy is because I was so up front about it and thought it would be a good thing for them and they trusted me to try it.

MB: I’ve had a couple say that in our interviews.

BG: I think that trust piece comes with the relationship and allows for maybe working through some drama in different ways or being supported as they work through it, so I think that’s an important piece here too.

MB: Thank you for that addition.

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Memo

Through my interview with Brian, it was clear that he held very high expectations for himself and deeply valued the role of connection in his job. Jess and Brian had known each other
professionally for the last 10 years. Brian had been invested in her idea and supported Leadership before he ever worked there. Brian also discussed some of his approach to working with youth. He mentioned talking to youth in the pre-apprentice program about how hard it could be to show up as your best self. In this, he essentially gives "an out" to youth for what has happened in their past and gave them an opportunity to move forward differently. It's also clear that he communicates that this is for everyone, not just apprentices. He too, is working to be his best self and that sometimes he isn't it, but that's okay.

He modeled interactions with and for youth. This modeling of authenticity seems to play a role in the development of positive attachment. Other apprentices shared valuing Brian and Jess for their examples, but also their non-examples. They don't cover up when they make a misstep, they don't explain it away. Brian considers this part of the importance and role of a model trying to be authentic.

There are also nuances to his approach that reinforce his modeling. For example, he chooses a lead with love approach. When something comes up, he first inquires about the individual/individuals involved. Once he has listened and been a container for the individual and whatever is going on, he will then move into problem solving. He also focuses heavily on a strengths-based approach. Lastly, he engages in work with youth.

In his interview, Brian makes reference to cleaning the bathrooms with a new apprentice, not just explaining how. These approaches to his interaction with youth appear to be well received. They appear to support the development of positive attachment and facilitate a sense of community. It appears that they also act as a conduit for the development of other skills. His approach to relationships with youth have, in-turn, made it easier/more likely that youth will respond positively to feedback, engage in other community resources, etc.
Appendix D

Interview 2

MB: So, I’m Morgan and thank you so much for agreeing to an interview today. Today is December 10, 2019. We are at Leadership Coffeehouse and I am talking with:

DA: DA.

MB: Thank you. The reason that I asked you to participate in this is to hear about your experience as an apprentice at Leadership. So, I know I just kind of talked about some of this, but I’ll say it again. We will spend about the next half hour or so talking about your experiences at Leadership Coffeehouse, what led you to Leadership Coffeehouse, what you’re currently doing and then kind of what your next steps are. That can be steps within Leadership, outside of Leadership, whatever feels right to you. Then lastly, I will ask if you would recommend Leadership to someone and why or why not. Just so you know, everything that we do is confidential, so I’m recording this and I’ll have it transcribed, and then after that I’m taking your name off of the top of it and you get identified by a number. Then myself and another member of my team will code what we’re all talking about and they’re basically looking for themes, like are there certain things that people are saying over and over again that are popping up?

DA: Okay.

MB: But any stories that you say, they will be de-identified, so they will not be able to come back directly to you. In fact, we do something called compilation stories so that the stories that we actually write up are not any single person’s story, especially because Leadership is so small and we want to be able to protect the privacy and the anonymity of everybody.

DA: Yes, ma’am.
MB: So we will change that stuff. Lastly, Leadership is going to get some of the results. The only parts that they’re gonna see are kind of like some of the findings and then some of the recommendations. But again, it’ll not be anything like I said this on this day at this time. That kind of thing. With that, are you okay if we record this today?

DA: Yes, ma’am.

MB: Okay. With everything being de-identified, please feel free to be as honest as you feel comfortable being.

DA: Yes, ma’am.

MB: So I’d love to hear kind of like how you got to Leadership.

DA: Well, it’s a long story. I used to work at a moving company back in early March of last year and how I heard about Leadership, I went to CCD to the education center. I forgot the lady’s name and she was helping us look through jobs and stuff. It was me and two other friends, one of them was a former apprentice named J, but he left.

MB: Yeah, I know J.

DA: Yep, so she gave us a slip and she said, “go to this place, Leadership Coffeehouse. They do these orientations, job orientations for like a week, two weeks straight and at the end of the week you get like $100.” So I was like, “okay, that’s nice.” So me and my friend we went to go apply the next day. What inspired me the most was how welcoming it was, because Brian...I never seen someone so happy like Brian.

MB: Right?
DA: Yeah, he just welcomed with open arms, like we was home or whatever. Yeah, it was nice, but that’s when I knew I could probably work here, see if I could expand my learning, even though I don’t really like coffee.

MB: That’s funny. You’re not the first person to say that.

DA: Yeah, I don’t like it, but it’s nice.

MB: Yeah. How is this experience different from either previous work or school experiences?

DA: I could say it’s different because with other workplaces that I worked at, I did training on like the first day or whatever, same like them, but it took me a while to get onboard, to learn how to make coffee, but with say like my old job at __________, when I first started, they just put us on the spot and we had to change the lightbulbs in schools. So it was a dangerous job, twisting and cutting wires and stripping wires. I say...

MB: And that was like right away?

DA: Yeah, right away. I say at Leadership we took our time, made sure we learned and get customer service done, every point down, and then we learned on bar or whatever. So it was ..I’d say it was different like time management or time aspect.

MB: Yeah. Like time spent actually teaching.
DA: Mmhmm.

MB: Yeah. So having been at Leadership now … how long have you been an apprentice?

DA: Over a year.

MB: Over a year. What has that looked like for you? What has your experience at Leadership been like?

DA: There’s been some ups and downs. I say, mostly my focus was customer service trying to be nice to some customers, but I maintained a good relationship with some customers, so it was pretty good overall. Getting nice reviews and whatever. And the other apprentices, they were nice and built a friendship, and basically almost a family over here at Leadership.

MB: Yeah. That word family has come up almost in every interview.

DA: I figured.

MB: Yeah?

DA: Yes, ma’am.

MB: Is that something that feels like was intentional, like that people are trying to make it like a family or that it has happened kind of naturally?
DA: I say it happened naturally. As you work with the person, you get to know them a little bit more and you gel with them, you see who they are. Me, I just quiet, I just stay in my lane. Stay to myself.

MB: Yeah. How has it been building those friendships for you?

DA: It’s been good. It’s been well and good because …I hang out with some apprentices outside of work, like we go out and we just hang and chill, so that’s been fun and developing like brotherhood or sisterhood.

MB: Yeah. How do those friendships compare to other friendships that you have or had?

DA: I could say with these friends, I say they became good and mostly real than previous friendships because you have some fake friends or some friends that leave you and ditch. So, yeah.

MB: Yeah. What do you think allowed these friendships to be more real?

DA: I could say spending more time on shift together and for me, just being … I had to deal with rude customers and so I had to shut them down and they harassed me and so I had to get on them, “who you trying to harass? Who you trying to bully?” so, yeah.

MB: What was that experience like?

DA: It was rough times, but to me it was funny because even though the customer’s always right, you just don’t … I don’t tolerate disrespect, myself or others.
MB: Yeah, right.

DA: And especially if they’re working hard, and you see them working hard, and you’re just trying to make their day harder, their life harder. And I see it in your face, like I’m reading your face, your body language, I’m going …

MB: Yeah. Can I ask, and you can say no if you don’t want to answer, but what did it feel like they were harassing people about? Was it you that they were harassing or other people or?

DA: Some with me, some others, mostly my other coworkers. There’s been several incidents. One incident was me, but two was my other coworkers. So, yeah.

MB: Is there like a similar thing that they’re harassing them about or are they just generally kind of pissed off about things?

DA: I think they come in with bad attitude and they don’t expect to get a nice response and then they try their best to just push a button and then they do, But you have to learn to stay calm, cool, collected.

MB: Yeah.

DA: Unless they get really disrespectful, but.

MB: Yeah, like there’s a boundary there. I totally went off my questions. What does it look like being here? What’s a typical day look like for you?
DA: Typical day looks slow, or some days it will be slow, some days will be busy. That would just be a typical day and just making coffee, making products, making sauces. Or other days we have coffee to go orders, so we’ve got to brew a big old bunch of coffee, brew a bunch of coffee. Or we have to make nitro or drain it. There will be some days.

MB: Like the cold brew?

DA: Yes, ma’am.

MB: Yeah. What are some things, and you kind of talked about this with customers, but what are some things that have been challenging for you here?

DA: Customer service and I’ll say interacting with the customers, because I’m a quiet person and I don’t like to talk too much, so they used to always be like, “Why don’t you try to talk to … have a conversation with the customer and interact with them? Ask them how you’re doing?” I ask people how your day is or whatever, that’s what I try, but as conversation, I ain’t good at that. Some days have some nice conversations, but overall I’m not good at socializing, so yeah I’m not a socializer.

MB: Yeah. If applicable, are there people that have been helpful and supportive with you here?

DA: Mmmhmm. Mostly Brian, but I had some other apprentices that have been supportive and check up on me, see how I’m doing, will say, “You know what? Just go on and take a break.” And if I’m mad, I’ll just go take a break and walk around. So if I’m on shift with another apprentice, even though I’m quiet, some be scared to talk to me. They called up on another apprentice and asked how I’m doing, checked on me, because they know how I’m at.
MB: So they check up on you.

DA: Yeah.

MB: Are there any specific instances that you feel comfortable sharing where people have been really supportive or helpful to you?

DA: There’s one. It was this little therapy session. I wouldn’t call it therapy, but I was working with this lady called Bianca...her name was Bianca. She used to be a teacher at my high school, called Check Your Head, so we worked on our breathing, on our mind, and how to control your anger, so I was working with her. So that was nice help. That helped me deal with my anger, helped me stay calm throughout the … it was mostly in the summer. So it was a long summer.

MB: Yeah. Do you feel like you’ve changed since you’ve been at Leadership?

DA: Yep. I feel like I’m becoming more of a leader. They’re trying to bring out my natural leading ability, I could say, so that’s nice.

MB: Yeah. Is there anything that you think people at Leadership could do that would be more helpful to you? Like, maybe they’re already doing it, but even more of it?

DA: No. I can’t think of nothing else. No, ma’am.

MB: What’s some of the development that you feel like you’ve received? Like either through classes or by working with Brian or other people, what are some things you feel like you’ve grown in?
DA: I’d say becoming a leader, growing more and becoming a leader, leading the shift. I might apply for shift lead sometime soon, so leading the shop.

MB: That’s cool.

DA: Yes. What else? They helped me develop my interactions, I’m starting to interact more a little bit. A little bit more. I mean, not that much. And growing in confidence. I’ve been gaining some confidence in myself lately, so I’ve been working on … they’ve helped me work on my confidence a little bit.

MB: What do you think they do that helps you with the confidence piece?

DA: Just encouragement, good positive encouragement as a person, making me believe I’m a good person.

MB: Whoops. I just wrote the wrong word, sorry.

DA: You’re good. You got it recorded.

MB: Kind of switching gears a little bit, I’d love to hear about your experiences with people at Leadership. Are there people that you trust here?

DA: Yeah. There’s some, but they mostly left. There were some apprentices that I mostly trust that we trust each other and we had developed a little friendship and trust, so yeah.
MB: Was that like J? A?

DA: J, A, O, M, J, T, A, and I heard that A was looking up to me right now, so I’m gonna say A and D.

MB: Yeah. That’s awesome. What do you think has helped you to build trust with them?

DA: Interacting with them, get out of my comfort zone and just interacting with them. Just talking more, helping them out at shift. Shoot, what else. Hanging out outside of work, there’s some moments. Oh, my apologies.

MB: Oh, you’re fine. It’s all good.

DA: The developing of the friendship. Like with M, she’s gone, but we still maintain a friendship.

MB: Oh, that’s awesome! What about Jess and Brian? Do you trust either of them?

DA: Yeah, I do a little bit.
MB: A little bit?
DA: Yeah, a little bit.
MB: Thanks for being honest.
DA: You’re welcome.
MB: What do you think is a barrier to trust with them? What makes trusting them hard?
DA: Them trying to limit me to doing certain things and I’ll be trying to remind them like, “I understand, but I’m grown. I’m not a kid no more.”

MB: Yeah, yeah.

DA: I’m responsible. So that’s the reason why.

MB: Sure. What’s an example of a time where they’ve limited you?

DA: I’m gonna be honest with you, I don’t know if you all know this, but some days I come in and work hard because I can’t come in sober because I have so many traumatic experiences and sober, and especially back in July where I could have lost my life and I seen a little girl die, but I knew before they’d been trying to limit me and I noticed when I had been sober on shift, I don’t do good. I literally stand there lost like I don’t know what to do. But when I’m high, like I smoke weed, but when I’m high I’m just on it. I get stuff done. I get tasks done and some days I be feeling irritable because say like there will be a rush and we got to get some tasks done. I just want to get those done, so I won’t be here over time, but it be good for having a rush because it brings in business. It’s good for us and it makes good coffee for people. So, yeah, I’m gonna just be honest.

MB: Yeah, thank you for your honesty.

DA: You’re welcome.

MB: I appreciate that and it might be hard to do, so thank you.

DA: It is. You’re welcome.

MB: What do you think … Are there things that they could be doing differently or more that would be a better service to you?
DA: No, besides getting on me about being high, because I know for a fact that I’m not gonna mess up or skip a beat. I will forget, but then I’ll make up so quick for it than what’s sober. If I was sober, I would be like 10 minutes. I noticed for example in the summer we got a lot of missed orders.

MB: I remember that.

DA: And it’d be 10 minutes that people wait for like either a drink or their food and most of the time it would be on shift and I’d be sober. I’d be sober as a whistle and I can’t do it. But then on days when I was high, I noticed we was on our stuff, I’d be on my stuff as leader and make sure we got everything checked, everything crossed, everything done. And in the summer, if you notice that’s when things started to get back off the missed orders. There were a few missed orders, but in the middle of the summer, beginning to middle of summer, it was horrible.

MB: Yeah, I remember that there was like a meeting and you guys were all talking about how to fix that because it was an issue.

DA: Yes, ma’am.

MB: Let’s see. Sorry, I’m trying to bounce around for questions.

DA: You’re good.

MB: How would you describe Leadership to somebody else?

DA: A welcoming place with open arms and nice smiles, but if you get hired just stay in your lane, and just stay on top of business, because they will get on you and it will be nerve wracking, but overall it’s a nice place. You get to learn a lot. You get opportunities, other job opportunities. Like there’s other apprentices that graduated and went out and got other jobs. They’re going back to school or they got better jobs with better pay and they’re managers over at somewhere else. We have one apprentice who’s a manager here. So, it just expands your learning, expands your knowledge and puts you on a good resume. They help you find another job. They’ll work with you, because there are some other apprentices that was on that got hired, but left in the middle because they couldn’t handle it, but Leadership helped them out, getting new jobs.

MB: Wow, even though they left?

DA: Yeah.
MB: That’s awesome. So I want to switch gears kind of one last time. So you’ve been at Leadership over a year now and what are your plans kind of moving forward? Do you want to stay with Leadership for a while? Do you have plans to move on?

DA: I got plans moving on, but them plans, I’m gonna stay at Leadership for a little bit after the New Year. I’m gonna try to get my medical license, bartending license, I’ll look into that. I have a friend that talked me into doing a roofing company. They get paid $900 a week, so I’m like, yeah, I might do that. But if not, I might stay at Leadership for a little bit. I did a little investing, so hopefully that investing works and I got to do some community work, that’s my main goal, do community work and then in the fall probably go back to college so I can expand my learning and get my minor in Business in later on in years, but I’m gonna go back to school for general studies, then work on my major at Sports Broadcasting. I ain’t never gave that up.

MB: Is that a dream that you had?

DA: Mmhmm. Went to college for like a good old year. Didn’t work out for it

MB: Oh, yeah?

DA: Yes, ma’am. But I picked the wrong major. It was Sports Marketing. I don’t want to be a general manager, none of that.

MB: Yeah, no, no, no. You wanted to be like broadcasting.

DA: Yeah, talking about it.

MB: Has Leadership helped you towards any of these goals?

DA: Yeah, setting up meetings, trying to set up meetings. It’s just me procrastinating. I thought about it, about going back in the spring, but I’m like, no, I’m too busy rushing now. I was working with one lady from my old program called Colorado I Have a Dream Foundation. I was working on that getting my FAFSA ready. They usually will be having meetings … setting up meetings with me, going out to eat, see where my head is at. See if I really want to, so I already told Brian I’m gonna just push in the fall. But, yeah, they got programs that can help me get my FAFSA.

MB: So it sounds like Brian’s been kind of checking in with you on that stuff?
DA: Mmhmm.

MB: Nice. Is there stuff that they could do more or differently to help you with any of these things?

DA: No. I could say if I want to set up a meeting, I could go immediately and ask for that for a little bit. But, I’m not for sure.

MB: Okay, last question. Would you recommend Leadership to somebody and why or why not?

DA: I would recommend Leadership … I would say if you want a job, I recommend Leadership because they’ll let you be yourself. Once you go through orientation, all you got to do is be yourself, show up on time, come through all the days, you get $100 at the end of the day. You’re most likely gonna get hired, you’re 100% gonna get hired. They’ll expand your learning and then once you want to go work somewhere else, they’ll help you with that goal of yours or help you get hired to that job and then boom, you get hired on or they’ll put you with some good connects and you get put onto like another good job that could help you with your career or help you with your future or you go back to school. I’ve been talking with like musicians and people that do graphic designs and stuff like that and make videos. That’s cool.

MB: That’s kind of in that broadcasting line, too.

DA: Yep. Broadcasting. I got interviewed before. I was on PBS because there’d be some people around town, “I seen you on TV. Was it PBS?” I’m like, “Uh, was it Leadership Coffee,” and they’re like, “yes.”

MB: How did that feel?

DA: It felt good, but I don’t want all the recognition like that, but it felt good. I ain’t gonna lie. That’s what Leadership help you with. Also there will be people that works in the city office that comes here too, so if you want to work as a politician, you can. And
you can set up meetings to go visit at the White House by Leslie, like Miss Leslie...

well, I’ve got to find them. There’s a little article. Oh, I forgot. Her name is Leslie. I forgot her last name.

MB: Hmm. What did she do?

DA: She’s in an office right now and what’s she do? She works in a prison.

MB: Oh, yes. This is super random, but one of the things that I study is what we call the school to prison pipeline, meaning like you get picked up in school and then you get a whole bunch of charges compounded on you and then you end up out of school and in prison, and one of the things that we work to do is try to disrupt that, because we think that it negatively impacts kids when that’s not the point of school. Anyway, we worked with her team, because we helped them do research.

DA: Yeah, I think that’s good because the government really trying their best to get funds out of us.

MB: Yeah, so did you get to experience any of that with her? Did you go check anything out?

DA: No, not yet. But just interacting with her, talking with her, she let me and T bartend one of her birthday parties back in October.

MB: Oh, wow!

DA: Yeah, so it was a good experience. But yeah, she said come visit her in the office some time, so.
MB: You should do it.

DA: I will.

MB: Hell yeah.

DA: Yep.

MB: That’s awesome. Cool. So for our interview today, first we talked about like how you got to Leadership Coffeehouse and then we heard more about your training and experience while you were here and then about the relationships that you’ve developed, and then lastly we kind of ended with future, kind of like where you’re gonna be going next and kind of the things you want to do. Is there anything that we haven’t talked about that you would like to make sure to include?

DA: Nope. Leadership makes some good coffee, even though I don’t like it. But, yeah, they make some good coffee.

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Memo

When I began my interview with D.A., he appeared nervous, answering my questions with a form "yes, ma'am," or "no, ma'am." D.A.'s experiences at Leadership were somewhat divergent from the other apprentices. It should be noted that D.A. is African American and by far has the darkest skin of any of the current apprentices. Throughout his interview, he discussed feelings of frustration by the way that he was treated by customers, saying that people were often rude. In other conversations with Jess and Brian, they shared that D.A. had sometimes struggled with how some customers act. In some cases, they shared that there may be racial implications, but that often somebody being in a hurry or being on a phone has been interpreted as personal and rude. They have worked extensively with D.A. and he has made a lot of growth while at the
coffeehouse. At times, he views his experiences as being biased against him because of his race and identified sex. He identifies as male. D.A. echoed these sentiments in his interview.

At one point in his interview, D.A. decided to "level with me" and disclosed that he uses marijuana daily as a coping tool. He shared that Leadership has talked and worked with him on this. At one point they asked him to stop using. From D.A.'s perspective, this was the only coping tool he had to deal with some significant trauma.

D.A. also shared that he trusted Jess and Brian with some things. Conversely, most other apprentices interviewed indicated that they trusted Jess and Brian with many/most things. I wonder to what extent Jess and Brian's discussions with D.A. about his drug use may have impacted the development of relationships. Likewise, I wonder if D.A. would have identified differently if a staff member had been of the same race.

D.A. expressed gratitude for the resources that Jess and Brian connected him to, including opportunities to engage with other professionals in other industries and the ongoing encouragement of continued growth.
Appendix E

Interview 3

MB: Okay, so I’m Morgan and thank you so much for agreeing to do this interview. Today is December 5, 2019 and we are at Leadership Coffeehouse. I am talking with:

DM: D.M.

MB: Thank you. The reason I asked you to participate in this interview is to hear about your experiences as an apprentice at Leadership Coffeehouse. I really want to understand more about like what it is like for you. I think this will be really interesting because you and I started on the same day.

DM: Yeah, we did. I remember.

MB: So, we’re going to spend roughly about 30 minutes or so talking. I’ll ask you some questions and we’ll talk about your experiences. That will include kind of your daily activities, but also your personal development, professional development, that kind of stuff. Then to just hear more about how you’re growing from the experiences if you feel like you’re growing from them. And then some next steps. Lastly, I’ll ask you if you’d be interested in recommending Leadership to other people and kind of why or why not. The permission slip that you signed during the summer allows me to record this and I just want to confirm with you that is still okay?

DM: That’s okay.

MB: Great. Then, at the end of all of this, I will kind of be compiling a report and that report is for me and for my dissertation, but I will be providing it back to Leadership, at least pieces of it. They’re probably not going to want all 200 pages of it, but at least part of it so that they can also learn from it. However, at that point, everything will be … It will be like pseudonyms, so it won’t be your real name. Even the stories that people tell, I’m kind of like
working them a little bit so that it’s not any single one person’s story and that’s to respect the stories of the people and not have it be like “I know that’s that person.”

DM: Right.

MB: In terms of the raw data, so this interview, observation notes, and things like that, Jess and Brian will not see any of that information, so it’s completely private. The only people that would see it are myself or like a member of my research team because I code everything, but then they code it again to make sure it’s not just like my own biases because I’ve seen you in practice and I’ve talked to you and that kind of thing. They also code it because they don’t have the same background that I have. Then, if you want a transcript of this or a copy of the actual reporting, I will be more than willing to give that to you. Any questions?

DM: No.

MB: Okay. Since we’re not putting your name in the research, it’s okay for you to be as honest about your experience as you feel comfortable being.

DM: Okay.

MB: Let’s get started! Maybe I’ll turn off my email. So I’d like to hear a little bit about like how you came to Leadership Coffeehouse and like what brought you here.

DM: Okay. Pretty boring story, not really, but so I moved to Denver in January and I’ve really been into coffee my whole life. I’m from Honduras originally, so it’s a pretty big deal over there. When I moved to Denver, I was really excited because it’s like a big thing here, coffee and coffee shops, like it’s a thing. So I remember just going through Google maps and looking up coffee shops and I remember I saw Leadership and thought it looked really cute. And I came here, I had a coffee, and then I left and never came back until later on when I graduated high school. I was stressing out really bad, so I am having troubles with immigration. It was really
hard for me to find a path after high school. If you don’t mind me saying this, if you don’t mind putting in stuff about immigration, because I feel like it would be pretty obvious that the brown kid is the one who...

MB: Nope, it’s okay.

DM: So I was just having troubles finding not only a job, but applying for scholarships here and things like and was just a really, really stressful time for me.

MB: If you feel comfortable sharing it, that’s totally okay.

DM: So, I decided to just go for things that I was just interested in. So I started applying for places that I would like to be at, because I was already having a pretty bad time, so I was like at least I need to get myself the enjoyment of working somewhere I would like to begin at. So I was just going through coffee shop through coffee shop asking if they were hiring persons without experience, and obviously none of them would take me because they were all so high end or whatever. Until one day I just came here by accident. I was just around and I just popped in a coffee shop near me, and I just I thought I put Commonwealth but I put this one instead and I just came here and I was like, “I’ve been here before. It’s cute.” So I sat over there, I was just sketching, and I remember Kyra was at the counter and I just asked her if they were hiring and she told me that, yeah, you can just go online. I remember seeing people in and out, in and out talking to Brian and then she ended up going to talk to Brian and then Brian told her to make me wait here, that he wanted to talk to me. A couple minutes went by and he came up here and I told him my story and I was very scared at first, because I was very vulnerable about everything that was going on with me. He made me feel so safe. He was the first person that I’ve talked to when I was applying that actually made me feel like that there was gonna be something for me. He told me to come for a pre-apprenticeship, that even if nothing was gonna go forward, that at least I could have some coffee knowledge experience since I had an interest in it. Yeah, I came to the pre-apprenticeship and they saw that I was really interested and the rest is history, I’m here.

MB: Yeah.
DM: So happy to be here!

MB: Yeah. I remember you telling a story about your mom making coffee and like learning a little bit about it from her when we were in here, and you and I were both learning about coffee and I was like, “there is so much to learn about it.”

DM: There’s a lot that goes into it.

MB: Yeah, I had no idea. I mean I kind of did, but like not really, you know? Yeah. So let me hear about your experiences here at Leadership. What is it like being here?

DM: Oh, man. We’ve been through so much so far. We get a lot of workshops done here, so we’ve done the poetry workshop, which was amazing. That really helped me to not only be vulnerable in front of my coworkers, but in front of everybody, just being comfortable with me telling my story. We did the Check Your Head workshop, which really helped us to understand more about mental health and you know Leadership is very different from any other coffee shop. No other coffee shop does stuff like that and it’s been amazing. Just being behind the bar with my coworkers, it’s like there’s an understanding between everybody here because everybody is here for a reason and it’s like if I’m having a bad day and my other coworker is having a bad day, it’s like we can connect in that way. It’s like it’s gonna be okay. Like, there’s support here and you can feel that support. Just Brian with his big ass smile just coming in and asking if you’re okay. That’s even like a whole experience, too. It’s like having somebody like that, it’s very unique. Having bosses that care for you and that don’t treat you like shit, like that’s pretty rare to find. Like, experience with clients, too. Usually, like my brother used to be a barista. He would always tell me like, “Oh, you might not like it because people can be this and this and that,” but our clients are very regular for the most part and they’re all so nice and they all know our names and it’s very much like a community in here. Like him, I know him. It’s like I can feel support here, for sure, for anything that I need. It goes beyond the coffee.

MB: Yeah, yeah. Is there a time or instance that stands out to you where you feel like either Brian or Jess or your colleagues were particularly supportive of you?
DM: Yeah, so this year in the summer was the year where I came out to my parents and it was a very stressful time, and not only to know that if my coworkers were gonna be accepting me, but if my parents were gonna accept me, too. It was such a relief to know that all my coworkers accepted me for who I was and they all just don’t care, like they should. But my parents, they took it in a very different way, because they were raised in a third world country, very conservative minded. My dad took it pretty well, my mom didn’t. I was going through a tough time. They were restricting me in a lot of things. They thought it was something that was just gonna go away.

MB: Grow out of.

DM: Yeah.

MB: A phase.

DM: Pray out, more than anything. They helped me to get into counseling so I can start talking to somebody professionally.

MB: Your parents did or?

DM: Brian and Jess and Leadership. Yeah, they really got me some help and to this day I’m still going through that counseling. I’ve over passed the whole coming out. Like my parents are cool now and I’m getting over all of that, but just having that counseling there has been really helpful just in general with everything in my life. But that is one of the experiences I’ve had here that has been very impactful.

MB: Yeah, and that’s really different than something that would happen in another job. What are some things that you enjoy about Leadership?
DM: More of the atmosphere here. It’s not like I wake up and like “Oh, I have to go to that ugly little place.” It’s like, man, just come here in the mornings and putting the lights on, it’s like such a nice atmosphere. It’s just a nice place to be in. The energy is so nice. Being able to have a connection with people every single day, you know? That’s pretty cool. I feel like mostly for me it’s more connecting with my coworkers, because there’s things that I don’t … so, I have people in my life that’s been through things that I haven’t, and I have coworkers that have, so I can go to them and ask them, “How can I go through this with this person?” Like I can get an outside perspective on helping others, too, which I think is really cool, you know? I just moved here, so I don’t know a lot of people, so just have that availability to like talk to my coworkers about anything is really nice. Also being a barista! Oh my God. It’s just something I’ve always wanted. Like, if it were me in May, I would have never thought that I could get a job like this, but just being a barista and being able to tell people that I’m a craft barista is such a cool thing. Like being able to learn everything that goes into it is such a cool thing.

MB: Yeah. What are some things that have been challenging to you?

DM: In general?

MB: It could be related to something outside and then how Leadership either helped with that or amplified it, or it could be things related to working at Leadership.

DM: Struggle with ….

MB: Like, there’s a lot to learn here, right?

DM: Yeah. I feel like at first one of the things I struggled with was probably just trying to make genuine connections with clients, because we’re all about spiritual hospitality, which is like honest connections. At first, I used to be a really shy kid. Oh, that’s one thing. Leadership has really helped me to like be more outgoing and having better conversations with people and having communication skills. Communication - that’s pretty big behind the bar. It’s a skill that you need to learn and that’s something that I’ve overcome, a struggle that I’ve overcome. But,
yeah, I can’t think of anything else. They’ve helped me a lot with the counseling and with resources for school.

MB: How have they helped you with resources?

DM: Like looking for scholarships, helping me try to plan out what I could do for next year, stuff like that.

MB: I’m gonna skip this one because I feel like we talked about it. It says, have people been helpful and supportive of you?

DM: Yeah, very!

MB: Let’s see. Kind of thinking about, since you’ve been here since the summer, can you tell me a little bit about the training and the development that you’ve received.

DM: Yeah, so you start up like as a pre-apprentice, so you go into it more as learning about the actual coffee, where it comes from, the farmers, and who our providers are, and what Leadership really is, which is like a non-profit coffee shop that helps us out, you know? Then it goes more in depth into learning about work, manual work. So, sweeping, mopping, learning about taking responsibility into your own hands, being able to problem solve by your own, and then it goes more into depth into being on task, reminding being responsible to be here on time. And it’s not like any other job where they will like give you tallys, like, oh! Three times late, you’re out. Like, no, they help you out. It’s like, they don’t get on you for being late, they help you to not be late. They help you to be better at communication. They help you to be better at work! And then after you got everything done, you start getting more into being a barista. So you go into barista 1 and you do your evaluations in how to take care of the coffee shop and if you’re ready to start practicing into pouring shots and making drinks. Then, now, I’m into leadership mindsets where it’s like they teach you how to be a leader. So first they teach you, and then you go in to apply for a leadership position shift.
MB: And that’s what you’re working on now?

DM: Yes, yes, it’s really cool.

MB: And so what’s that look like?

DM: So, we just started. So it’s basically, so a leader has certain things that they need to do. They don’t want to just throw us into acting like we are going to shift lead, when you don’t know what exactly that means. So it’s a lot of being aware, take responsibility in your own hands, being able to communicate with your coworker appropriately, and just like … it goes more into just being behind the bar and serving drinks. It goes more into like, you know, making sure that everything is live, making sure that the person you’re working with is doing the right thing. You’re more responsible of everything else. So they teach those skills.

MB: A lot of teaching and a lot of support. What does your personal development look like here? Personal development and like development that’s beyond or outside the scope of …?

DM: More like self-growth?

MB: Yeah.

DM: Yeah. This year has been huge in self-growth for me. I mean, I’m so glad I could be at Leadership because they’ve really been a big help with that, just with like coming in terms with being who I am and accepting the fact of who I am and where I come from. It’s just little things like taking things personal and assuming things and just growing as an adult. You know, I’m 19 years old and there’s a lot I stress about and there’s a lot I overthink and I self-doubt a lot. Brian telling me that I’m good enough every day and Jess telling me that I’m doing a great job. It’s like, it doesn’t seem like a lot, but like when you know they’re being genuine about it, because if they tell you you’re not something right, they’ll tell you, they’re honest. So, it’s like, they give you
that reassurance that you need and for me it’s more of being able to stress manage, being able to like know when to work and know when to bring my problems to work and stuff like that.

MB: So figuring out that stress management?

DM: Yeah.

MB: Have there been either coaching conversations or trainings or times with Jess or Brian or even with like another apprentice that have helped you develop that, that stand out to you?

DM: Yeah, like do you want me to name the coworkers?

MB: Like is there an example of a time where?

DM: Yeah, so many. I have other coworkers here who are part of the LGBT and I get to talk to them about my problems and they tell me, like, it’s gonna be okay, it’s just a temporary thing. And they give me reassurance, talking about boy problems. It’s stuff like that. Going through the stress of not knowing where I am, not knowing … I’m seeing all my other friends going to college and getting their college paid for. It’s like, you come to understand that everybody, it’s at their own pace. Talking to my coworkers and talking to Brian, it’s not really like hands on hand training, it’s more like those conversations that you have that maybe Brian will take 30 to an hour out of his day just to sit down with you, just to talk to you. Like he put it in his schedule. He’d be like, “Oh, I’ve got to talk to DM from 1 to 2 this day, just because he needs my help.” Or whenever you’re behind bar and you don’t have the rush, it’s like you can have that conversation with whoever you’re working with. You know they’re gonna help you out.

MB: Brian is like really good at that. I was saying the other day, I was like, “I even feel that way.” I come and he’s like, “Hi!” and “Hi!” He’s like, “How are you?” and it feels like he’s very truly asking me.
DM: Like he actually cares.

MB: Yeah. You feel weird being like, “I’m good!” Because it doesn’t feel genuine, because he feels genuine, so I don’t feel genuine when I’m like, “I’m good. It’s all good.”

DM: That’s so true.

MB: I would like to shift a little bit and hear about … we’ve talked about this a little bit, but hear about your experiences with people at Leadership. I’m just curious, are there people that you trust at Leadership?

DM: People that I trust. Yeah. For the most part, in the general sense, I have trust issues. I was born and raised in Honduras, parents always telling you be careful of strangers, be careful of this and this and that. But, like today, I was talking to my coworker and I told her some very personal things that I would probably not tell somebody else. She gave me that reassurance and she helped me out. She gave me some tips. I trust Brian and Jess. They know a lot. If I have a problem of anything, I can definitely go to them and know that they’re gonna help me out. I mean, I trust everybody here. It’s like a little community. What does Brian call it? We’ve got the Vegas rules here. What stays in here just stays in here. It really is like that. We all trust each other with everything. It’s awesome.

MB: What do you think has helped you, because you said that you’ve had trust issues in the past or in general it’s kind of hard for you to trust people, what do you think has made a difference with trusting people here?

DM: I would say not only the counseling has helped me a lot, but like I think I can go back to the poetry thing. Being able to share my story and being vulnerable like that has really made me feel like, oh, it’s not that bad to like express yourself, because everybody else is doing it. Like, why couldn’t I do it? Also, realizing that ...this goes more into counseling, but realizing
that most of my agreements in my head are based on what my parents have told me. I would never have realized that if I couldn’t have Brian’s help to get to counseling, you know? But, yeah.

MB: Tell me a little bit more about your relationship with Jess and Brian. What is it like working and learning together with them? DM: You know, Jess is very busy most of the time, so I get to talk to her every once in a while whenever she’s in, but it’s mostly Brian. What do you mean by my relationship with them?

MB: Just like what has it been like … how do you feel like your relationship with his has developed?

DM: Oh, developed? Oh, yeah. It starts off like as in “Oh, let me help you, I’m here to help you.” But then he comes to a point where like it’s not really … yeah, he’s my boss, but like I help him out, too. Some days he’s stressed. Some days he has meetings and he’d tell me, like, “Man, I’m like stressing out,” or like today, he was training somebody new and he was like,…..he was just stressing because he doesn’t work behind the bar. So, he comes to me, and he was like, “DM, can you help me out with this?” and I helped him out, too. He tells me personal things about his life, too, and I can help him out with whatever he needs to. And I know other apprentices who does the same thing. It comes to a point where it’s a relationship where it’s like he helps me and I help him, too.

MB: It’s reciprocated.

DM: Yeah.

MB: I always think about when he was helping Alphonso get his license and was like taking him driving. I was like that is not … that is beyond. It’s not that it’s not what a boss does, but it’s like beyond that.
DM: Yeah, he went with me to counseling my first day. He was there. He sat next to me while I was filling out the papers and he made me feel more comfortable of me getting into it. Because at first, I was like, “this is kind of weird.” But he gave me that support.

MB: Let’s see. So I have questions around relationships with colleagues and friends, which I think we’ve kind of touched on. Does anything ever feel challenging with your colleagues, with your friends, other apprentices?

DM: Challenging? Um, sometimes there’s some coworkers who come at work … everybody’s got their own issues, everybody’s got their own stories, and sometimes I feel like some of my coworkers’ problems can really be heavy on them, and sometimes they bring it to work and it can be kind of a problem. Like, communication wise, they’ll be very in their heads, but usually after a couple minutes, it’s like you know you’ve gotta have that communication. So I’ll take on the part, and be like, “hey, are you okay?” So we’ll have a conversation and they’ll feel better, but there’s no really challenges, because we’re all pretty much open with each other. Everybody is pretty close here.

MB: And it sounds like … because my follow-up was like how do you deal with those challenges when they come up?

DM: Communication. All of our communication is all about talking and addressing it and not sugar coating anything. One thing is that everybody really ____ it’s like, Vegas rules. Whatever we talk about, it stays in here, so there’s nothing to sugar coat. Because if you sugar coat, it’s never gonna be resolved. If there’s a problem, communicate it with whoever you need to communicate with and do it respectfully and you can figure it out.

MB: Yeah. If you were to describe your experience here to somebody else, how would you describe it to them if they were like, “Is Leadership just like a coffee shop?”

DM: Well, I usually just say my job is pretty dope.
MB: That’s sweet.

DM: Yeah, it’s really cool to work at a place like this. If I could describe it to somebody else, really laid back, but in the same way very professional. I guess I’ve been to other coffee shops and it’s like they don’t weigh their shots, they don’t temper their milk, they don’t care about measurements. Here, it’s like you get into it. It’s like a very serious thing. But at the same time it’s very laid back. They don’t really get on you. It’s more like learning is in your own hands. It’s up to you if you want to learn. It’s up to you if you want to keep in line with it. If you have that motivation, you know, I would say it’s like a cool ass fucking job.

MB: Yeah, I’m literally writing that. Okay, so I’m gonna switch gears one last time. So you’ve been at Leadership since the summer now. What are your plans kind of moving forward as you continue to grow with Leadership or thinking even beyond Leadership? What do the next steps look like?

DM: Yeah, I haven’t really thought of lately. I’ve been going through a lot of stuff lately, so I’ve been trying to take every day as it comes and not try to worry about my future much. But I would definitely want to go to school and get my Associate’s in graphic design or something to do with art. Or I might stay in the coffee industry. I don’t know, maybe I’ve been thinking also about transferring here to another craft coffee shop, which they have a lot of connections that they can help you with.

MB: Also getting a place.

DM: Oh, yeah, yeah. Getting an apartment.

MB: Yeah. How has Leadership helped you in terms of those things or have they?
DM: Well, I mean, just teaching me how to pull a shot of espresso and, not only that, next year me and SH are going to be able to be SCA certified, which is something that you can just show at other coffee shops and they can just take you. It’s a really good thing to show, which they help you out with. They also, Jess and Brian have connections with other coffee shops around her, which is awesome. I haven’t really touched base with them about school because it’s still in my head, so I haven’t told them anything about that, but I’m sure they can help in some way.

MB: What are you excited about?

DM: In general?

MB: Yeah.

DM: What am I excited about? You asked on the wrong day.

MB: That’s okay.

DM: Because it’s been a rough month already.

MB: It sounds like it, yeah.

DM: I guess I’m excited right now that I … Oh, you know what? I’m excited at the fact that where I’m standing now with my mental health, knowing that I’m aware of my standing and my self-growth. Just yesterday actually I was looking through my old journals and how sad I was in the beginning of the year and how hopeless. Last night I was just reading how depressed I was; I’m just so excited for myself and proud of myself of how far I’ve gotten, of how mature I’ve gotten, and how much knowledge I’ve gotten from just reading and being at Leadership and
talking to everybody here. It’s like I’m not a kid anymore and I’m happy that I can have all this knowledge now.

MB: Yeah. If you feel comfortable answering this, what are you nervous about?

DM: Nervous about?

MB: Yeah, the opposite of the other question.

DM: I’m nervous about how my parents are gonna be in the future. I’m nervous about my future, if I’m even gonna still be in the US. I’m nervous about my relationship right now, if it’s a good idea to even be in a relationship at this moment. I’m nervous about my own growth, because I feel like there’s a lot going on right now and there’s a lot that I have control over and I don’t know which things I should take apart and which things I should take to help, like what is gonna block me from keeping growing, what’s not gonna block me, so I’m nervous about that. But that’s all about time, you know? There’s a lot.

MB: Yeah. How do you think Leadership can continue to support you?

DM: I mean, I feel like in every way, I mean, they just know so many ...they have so many connections that I know if I have a problem, they will just hook me up with something. Just in any way. Like I know for a fact that if I have a friend who was going through something, I can tell him, oh, they’re not gonna hire you, but I know Brian could sit down with you and talk to you and maybe work something out with you. It’s not just coffee. I know you asked about me, but like I can also help somebody else like in a way. But, yeah, in many ways, like in school, too. That’s a very general question.

MB: Yeah, it is. Okay, so two more things. One, favorite Leadership story? Like something that has made you laugh, something that has been just like ...
DM: Favorite Leadership story. I’m not sure I should be talking about this! It has nothing to do with Leadership, but it’s just like something that just popped into my head.

MB: Yeah, great!

DM: One of my coworkers, they were telling me the other day like their phone number, they have an old phone number and apparently that phone number was an escort’s phone number, so he gets calls of men asking him if they can come over to his house! I think he just showed me texts of like guys texting him like if he could come over and I just busted out!

MB: It’s so funny!

DM: But also, oh my gosh, the latte art throwdown. That was amazing! I got 2nd place in that.

MB: Yeah, congrats!

DM: Yeah, it was so great. Just the whole night was so cool.

MB: Oh my gosh, that’s awesome. And then last is would you recommend Leadership to someone?

DM: Yeah, obviously.
MB: Why or why not?

DM: It depends on the person.

MB: Fair.

DM: Right? So, if it’s somebody I know I’m gonna be getting along with, then sure come in. But, yeah, I mean, I don’t see a reason not to. There’s nothing that I would say to watch out for. There’s nothing I would say to keep an eye on this, like no, I feel like anybody could come here and feel at home.

MB: Okay, so as we’re wrapping up, I just want to make sure that I haven’t missed anything. Thanks for taking so much time. It’s 2:10 by the way, so are you okay?

DM: Yeah.

MB: Okay, at the beginning we talked about kind of like your experience coming into Leadership and then I asked to hear kind of more about your development and what that kind of looked like. We talked about relationships at Leadership and then kind of ended looking at where you are now and what you’re thinking about kind of for your future. Is there anything that has been brought up that you would like to share that you haven’t been able to share yet?

DM: Yeah, I was just thinking. So I was telling Brian how I want to get into graphic design and they got me in touch with M who he helped at the latte art throwdown with the video and all that stuff, so yeah, I got to shadow him at his job and see all the camera work he’s been doing and at the latte art throwdown I got to help him out with cameras. I got to film a lot. So they’ve been helping me with experience. There’s something I could tell people, like I have experience with cameras and Go-Pros. I have experience with video production and stuff like that, so I forgot to tell you that. That’s pretty cool.
MB: Yeah, that’s awesome. Cool, thanks for sharing that. Would you be interested in receiving a transcript or the audio recording of this?

DM: I’ll get the audio recording. I want to hear my voice.

MB: Sure! I will definitely make sure to get that for you. I’m like, how do I get it … I’ll have to put it on something. I’ll put it on a jump drive. There we go. Because I’m like, it won’t text. I can’t text it to you because it’s too big of a file, but I’ll definitely put it on a jump drive for you. I just lost my place. Oh! If anything good does come up, you can always contact me. My name and my phone number is on the form, but also I’ll be around. You can always ask Brian or Jess for anything, too. Cool. Thank you so much. I really appreciate your help on the research.

DM: Yeah, thank you. Hopefully it worked.

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Memo

D.M. shared a lot about his identity development since coming to Leadership. He shared about coming out to staff at Leadership and his parents and how that was a very stressful situation, because his parents wanted to "pray away the gay." It appeared that Jess and Brian were instrumental in helping him through a difficult time with his family, while also being true to himself and explore his identity more fully. Throughout the interview, he also expressed a lot of anxiety and stress, particularly around trying to grow as an adult into the type of young man he wants to be. He appears to place a lot of pressure on himself and wants to do well. The encouragement that he receives from Jess and Brian means a lot to him, particularly because he views their feedback as genuine. This idea of authenticity or being genuine has come up repeatedly in interviews.

Jess and Brian have also supported D.M. in getting outside mental health. Brian went with him to his first appointment, filled out the paperwork with him, and then waited in the waiting room. D.M. had not asked Brian to do this. Because of Brian’s attunement, he was able to read D.M.’s needs and respond accordingly. This sense of attunement that particularly Brian appears to have with apprentices is also repeated in other interviews and in observations. I wonder if D.M. would have engaged in therapy without the level of support that Brian gave. Also of note, D.M. expressed wanting to go to school and looking at scholarships, but later discussed an interest in coffee. This is something that was echoed in other interviews. I wonder if the desire...
to do work related to coffee is due to genuine interest or because of the positive associations D.M. has with Leadership Coffee.
Appendix F

Interview 4

MB: Okay, so I’m Morgan and thank you so much for agreeing to be interviewed. Today is the 4th of December 2019 and we are at Leadership Coffeehouse with…

KH: K.

MB: And the reason that we asked you to participate in this interview is to hear about your experiences as an apprentice at Leadership. We’re going to spend roughly 30 minutes or so asking some questions about your experiences, your activities, your development, and then your potential next steps and where you want to go next. Then lastly, we’ll talk about if you would recommend Leadership to somebody else and why or why not. The permission form that you signed way back in the summer, which I can go through with you, gave us permission to record this and I just want to make sure that is still okay with you and that you are still okay participating in this.

KH: Yeah, definitely.

MB: Okay, thank you. Just so you know, this permission is for me to use this information to write a report that is essentially like my dissertation, but no one other than myself or a couple of my team members will see this recording and the transcript. The final report will be offered, parts of it will be offered to Leadership to help them continue to develop their practices, but at that point it wouldn’t be like “K said….” It would be like a general kind of statement. Is that okay with you?

KH: Yeah.
MB: Okay, cool. Then let’s get started. So we kind of already started to talk about this before the recording a little bit, but I’d love to hear about your experiences prior to Leadership and what kind of led you here.

KH: Definitely when it came to school, I have really bad anxiety and when I was in I think like 6th grade, I was getting bullied really, really bad. So, in 7th grade I ended up doing an online program for school, but I really didn’t like it. I ended up 8th grade going back to school, but it was just the same thing. I was getting bullied really bad, which ended up … I ended up trying to take my own life and I was in the psych ward. The psychiatrist I had there, she was like “Your anxiety is too much, it’s not a good place for you to be at a public school.” So I ended up doing a program called Home Base, which a teacher comes to my house. I actually grew really, really close to my Home Base teacher. We still communicate to this day. She’s been like one of the greatest people ever that I’ve met. But I could only do that program for 6 months, so at the end of my 6 months, they wanted me to go back to public school. This was when I was just starting my Freshman year of high school. The counselor there, she just was very … I don’t know how to describe it … for instance, I told her about my past, that I used to be very suicidal and it was still kind of something I struggle with, but I had been going to therapy and all that stuff, and the next day I come home and my mom is on the phone bawling her eyes out because my counselor had called her and said that I told her I was going to kill himself and all this stuff and just completely twisted my words around.

MB: And you’re like, “that’s not what I was saying!”

KH: Right, exactly. So, halfway through my Freshman year I ended up going to a day treatment program at Children’s Hospital and I was eligible to go there because I’m a type 1 diabetic. At first, it was really, really good and I really liked it and then there was a point where a couple of boys there had threatened that they were gonna rape me in the bathroom at school, so I ended up just like, “I can’t do this anymore.” So I ended up going through a different online program. It was going really good, I was doing really well, and then we had … What is it called … Like CCAP or whatever?

MB: Like state testing?
KH: Right, so we had to go into the building and that was the first time I’ve ever seen my teachers face to face and I walked in and they saw that I had tattoos and piercings. After that day, she wouldn’t do her monthly report card call with me. She just refused to talk to me. I would email her for help with my classes and I wouldn’t hear from her for weeks. **It was just a really bad situation, so when I turned 17 I just ended up dropping out and started working on my GED.**

Then, right before my 18th birthday I had gotten my first job through one of my dad’s friends’ wife. It was at XXX at the XXX Mall. Which, I hated that mall in general because so many rich, snotty people would come in there, but it was getting to the point where since I kind of considered her my aunt that it was getting more personal things involved with work and my last straw for me there was I said I’m a type 1 diabetic and I was having high blood sugars one day at work and that caused me to have to pee a lot. I came back from the bathroom and there was a big rush and I was like, “I’m so sorry.” I didn’t even get a chance to explain myself before my shift lead manager was like, “You can’t go to the bathroom anymore tonight,” which literally made me have to like I peed myself at work. It was just embarrassing. **I was just like that’s not okay, especially with my health.** Then, my second job that I had I was actually so excited about it because I worked at the portrait studios in XXXX. I was excited about that because like photography has been one of my biggest passions. My manager there straight up … she trained me for like half a week and then just threw me in the studios by myself. There was literally nobody else but me in there. She was like, “Oh, if you have any questions, just call me.” One, the studio I worked at was like blackhole. You could not make calls or anything unless it was on the actual phone we had in there.

MB: Oh, meaning like the internet or like nothing worked?

KH: Yeah, there was like nothing in there. But any time I did try to call her, she wouldn’t answer her phone, so I would have to call our other studio because it was a dual studio. There was one point where we did like pet pictures, but my boss didn’t like pets, so she made it only once a month. The day that our pet pictures was, she had me all by myself and she was supposed to be there to train me how to do it and I walked into work and there was nobody there. There was also a girl there that every time she knew I was working, she wouldn’t file her paperwork or any of that, so she would leave it all on the desk for me with a sticky note that told me to do it. I was like, “I don’t get paid to do your work. I get paid to do what I do.” So I called my boss that day and I was like, “Hey, I don’t know how to do these. Are you coming in?” And she was like, “No.” And I was like, “Well, what are the procedures on this? I’ve never done it before?” And she was like, “Are you stupid? Have you never worked with a dog?” And I was like, okay at that point, you don’t get to like call me stupid because you don’t know how to be a manager and like step up and teach me what I don’t know when I’m just asking you a question. And so, I just straight up just left. I was like, “You don’t get to talk to me like that. That’s just disrespectful at that point.”
KH: Right. Then after that, I didn’t have a job. I quit November of 2018 and couldn’t find anything until my therapist … I went in for therapy one day, and she was like hey, actually no, she texted me one day and she was like, “Hey, I know you don’t really like food service or that and you’re not wanting to look for something in that, but I found this place.” At first, I was like, “Whatever, just leave me alone.” And then I went into therapy the next week and she was like, “Did you look at that place?” I was like, “To be honest with you, no.” And she was like, “Well, let’s look at it together.” And of course I was like, “oh my God, stop.” But then she pulled it up on her computer and she was like, “So, it’s like a coffee shop and they help you with development skills or like people who haven’t had a good experience with work or with school.” And then I was kind of like, “Okay, tell me more.” And then we were talking about it and she was like, “Why don’t you just apply right now?” And I was like, “Okay.” And she explained to me that like not everybody who applied go to do the training, but I ended up waiting, I waited like 3 weeks and finally I got a text from Brian and he was like, “Hey, I wanted to invite you to the training.” And that was like, “Yes, heck yes.” I think even before like I came into Leadership, just having that text was kind of like I knew things were gonna go down a different path.

MB: What felt different about it?

KH: I don’t know. Like it just gave me like a sense of hope I guess. It made me like, I don’t know, I was just excited, especially because it was like coffee, something I didn’t know about. The first day I came into the training, I was like really nervous, I was like oh my gosh. The first person I see is Brian with his big old smile and he’s just all like happy and such welcoming. And then like I think that probably the biggest thing for me that I knew like that confirmed it was the first day of our training before we left, Brian said to us all, “You guys are all important. You all have worth.” And I think for me, I never really heard that before unless it was from my therapist or somebody that I paid to say that basically. So for him to just like not even know me at all, that was the first day I met him, it was kind of like, oh maybe I am worthy. I am important and I do have worth and I’m something more than just like someone that gets called stupid because I asked a question. And then just like building up on that whole week that we had the group cohort training. It was really nice because I got to meet other people and at the end of it, me and a couple other people we all got together and we spent the day together and we had a sleepover. I didn’t even remember the last time that I had a sleepover with someone before that. So it was really nice because I like got to make connections with people and got to make friends, which wasn’t easy for me to do either. Then a week after that, Brian called me and told me that I
got the apprenticeship and I was like, “Yes!” I was so excited and I was so happy. It’s really cool because it’s like not only do I get to learn about coffee, which I think is awesome, I fell in love with coffee after I started working here. It’s such a cool thing to learn about, but it’s like I also get to like help other people and I get to like help myself in a way. I think like for me, I’ve seen like a change in myself that like kind of I got to see a part of myself that I’d never seen before, which kind of helped me figure out what I want to do in my life and what inspires me. Because like I think before I was just like hopeless, because I didn’t feel like I was good enough or I could do anything or I had any worth, but just like coming here everyday and hearing it over and over and over, I think it started to like be put in my brain and then that helps me a lot everyday.

MB: Yeah, yeah. So you like led right into my next set of questions. It’s like I cued you! But I’d like to hear about your experience at Leadership. What is it like being here? What is a day like for you?

KH: I could say a lot about that. I think like the best way to put it is I could wake up in the morning and be in the worst mood and feel really depressed and sad and not even want to get out of bed, but then it’s like I come in the door her and I see all my friends and I see Brian and Jess and Alex and everybody, and they’re all like, “Hi! Hey, how have you been?” It just kind of turns my whole mood around and then it’s like I’m just pumped up for the day and I’m ready and I’m energized. I think it’s just because like especially with my own family, like I don’t really get that a lot, but it’s like I come here and I have a second family and it’s like...It’s awesome. It’s a good feeling to know that even in some places if I don’t get seen in a certain way that’s like positive, that when I come here, that’s what people see me as. They see me for me and not just like, “Oh, you didn’t give me money. You didn’t do this. You didn’t clean. You didn’t do that.” And so it’s like it’s nice to be able to be appreciated for who I am and not for what I do for other people. Which, like, I do get appreciated for that, like I put a lot of effort into like my work and the people that I care about here, but it’s like I don’t get just seen for that. I get seen for me and it’s nice.

MB: Yeah, yeah. Are there people that you feel like have been helpful to you or supportive to you, or specific things that people have done?

KH: Yeah, for sure. Like, especially Brian. My therapist right now is actually like on maternity leave and I was like really struggling with it for a while, and he was like, “Oh, don’t worry about it. I’ll help you get a therapist for the meantime. I’ll help you pay for it.” So it’s like,
that was like a really big thing for me because it was like, “Wow, someone actually cares about my mental health other than me.” And, too, there was a day that I came here and literally everybody was here because we had a development thing and I was just like really not having like a good couple of weeks actually. I just kind of like had a breakdown. It’s kind of one of those things where you’re like holding on so good and somebody’s like, “Are you okay?” and you’re like….

MB: And you’re like, “Nooo, here it all comes!”

KH: Right, and that’s what had happened. It was just like nice because all my friends came and I could talk to all of them about that I was even honest, I was like, “I feel suicidal. I feel like a burden on people.” And they did all they could to convince me that I wasn’t. But then like at the end of it, Brian and Alex had sat down with me and just like let me talk. They didn’t say anything, they didn’t try to give me advice. They just listened to me and I think for me that was so nice, because it was like, wow, someone’s actually hearing me. They’re not just like trying to tell me what to do or what they think I should do, they’re just straight up like listening to me. Then, after that, they had me make a safety plan and was like if you feel like you’re gonna do something to yourself or harm yourself or something, pick the phone up and call us. We’ll be there to help you. And it’s like I think for me it’s just kind of like every time that I’ve ever been in that situation unless it was like a doctor or therapist, I always felt like oh, I’m crazy. But then it’s like when I was talking to them, it was like they’re not seeing me as anything. They’re just listening to me and they understand my struggle, and I think it was like, I don’t know, I always feel like I get seen as a person here and not as my illnesses or what I don’t have or what I do have, and it’s just very nice and refreshing.

MB: Yeah, like you’re you first.

KH: Yeah, exactly.

MB: And that’s what people are seeing.

KH: Right.
MB: Yeah, that would be refreshing. You’re answering all my questions, so I don’t need to ask all of them! Kind of in a similar way, but I would love to hear kind of about your training and development, because there’s parts of the training that are like coffee, and there’s parts that aren’t coffee, so I’d love to hear about kind of your training in both areas. How do you feel like Leadership has helped you develop?

KH: Yeah, for sure. Like especially when I started to like practice to get like be an official barista and do like my bar exam, like it was nice because not even at work or just in school, but just like in every area of my life, nobody has been like brave enough to be like, “Hey, you should work on this.” They’ve never been able to give me feedback about stuff, so it was like I’ve always just kind of been like I don’t know if I’m doing this right, I don’t know if I’m doing this wrong, and I don’t know how to change it or fix it because nobody’s given me that feedback for it. But it’s like when I was doing my bar training, Brian and O and L were like so strict with me about it and so like specific about things. At first, I was kind of like, oh my gosh, just let me do my thing. But then like me going forward and like especially in the position that I am now with like how I am on bar, it’s like they taught me so much and like if I didn’t have that strictness that they gave me, I wouldn’t be in the position that I am right now. I wouldn’t be able to do bar like I can, or have customer service the way I do, or just like have the mentality I do at work, because I’ve noticed that like everybody here like not even like just managers, but even like my other coworkers are always giving me feedback. And it’s not always like negative feedback. It’s always kind of like a sandwich thing. It’s like okay here’s one thing you’re doing wrong, here’s one thing you’re doing right, but then you can work on this a little bit more. I think that’s nice to have, too, because then it’s like okay, I need to work on things, but at least I’m doing something right and I’m getting praised for that. I think when it comes to like development stuff, I think one of my favorite developments we’ve done so far is the poetry shop with Miss Abby. Like I love poetry so much and I think that’s like kind of how I was talking earlier when I got to discover myself, like I really when we did that, I was like, wow, I love to write. I love poetry. And like, since then, I’ve been asking Miss Abby like how I can publish a book and she’s been trying to help me with that stuff. And it’s like that kind of stuff, too, like I tell my parents that I’m into poetry and stuff and they’re just kind of like “Oh, that’s cool.” And it’s like I told Miss Abby and she was like, “Hey, you should do this workshop. You should publish some things here. You should do this, you should do that.” And it just kind of like blows my mind that like people here are so invested in us that they take the time to like help us with things that aren’t coffee related. Like stuff that we have passions for outside of Leadership. I think that’s just like a powerful thing, too, because like in school and stuff, they’re always so focused on one specific thing or a lot of the jobs I had before Leadership was always, “Oh, you’re doing this wrong, you’re doing this wrong, you’re doing this wrong,” but it was never helping like, “You’re doing this wrong, but let me show you how to do this, or maybe you could do it a different way.” It was never like, “Oh, you’re doing good at this.” It was always just be bad things. I think that like just seeing
someone as a person and not just as their score or as their work ethic, because I’ve learned a lot, too, that just because someone behaves a certain way, like they have more potential than that and there could be something that’s blocking them from that. And I think like for me, I didn’t have any hope in myself and I didn’t have any other passions, but it was like here I was like I got obsessed with coffee. I learned that I loved to write, that I love … I’ve always known I like to read, but like I’ve been reading more since I worked here and just like it’s brought a different part of me out besides just working. I’ve noticed my work ethic has been a lot better, but also like myself outside of Leadership like when I find myself getting hopeless, I’m picking up a pen and writing or reading something or learning more about coffee or something like that.

MB: Yeah. Do you feel like Leadership has helped you with coping skills?

KH: Yeah, for sure.

MB: In the personal development stuff that Leadership has done, you said you felt like the poetry was really like awesome. Are there other things that Leadership has done that have helped in that personal development part?

KH: There was another one that we did that I really liked, and it was Check Your Head I think it was called. And I really liked that one because it was about like mental health and I don’t feel like a lot of people … like, I feel like it’s something that people try to hide and that they’re ashamed of, but I really like that development because like I felt like it gave like an opportunity to all of us to like be comfortable with it and express ourselves with each other, which made us like grow closer and have like more of a support that we understood each other. I think it’s cool, too, because Brian had told me that like before I was here that it was really hard for like apprentices to be like vulnerable with other and know that it was okay to be vulnerable with each other, and he was like … you know in every … like, my cohort I was like, the third day we were there, I was crying and it made like everybody else vulnerable and know that it was okay that we weren’t gonna judge each other. And I’ve cried a few times after that, too, in development, but Brian was like, “I think for you, you get embarrassed and stuff,” but he was like, “I think for other people, it shows that you’re not afraid to open up and you’re not afraid to show like it’s a safe place to do that.” And I think having that Check Your Head development was really good, too, because it kind of was like hey, everybody struggles. We all struggle, but we’re all here for each other and it’s okay to like do that. And it was like really a powerful thing.
MB: Was this the one that was like anxiety/depression?

KH: Yeah.

MB: Okay, yeah. I’ve heard about that one.

KH: Yeah, that one was awesome. We even like, the last day it was cool because Ms. Bianca brought us all T-shirts in that said Check Your Head and we got to decorate the back of them.

MB: Oh, nice.

KH: That was so fun, because like all of us just got to like talk and do art and stuff. So it was like a really good end to like something serious. Like we all got to have fun with it and it was very again refreshing to the soul.

MB: Was this the ones that happened like Wednesday afternoon?

KH: It was on Mondays.

MB: It was on Mondays, okay.

KH: From 6:00 to 7:00 I think.
MB: Okay, because I observed one that was like on a Wednesday and people were talking about coping skills in their journals.

KH: Oh no, that was the one we did with Miss Paula.

MB: Yeah, I was like it wasn’t with the same person. That was with Miss Paula.

KH: I liked that one a lot, too. Miss Paula is a cool person.

MB: Yeah. I haven’t seen her...I was gonna say I haven’t seen her in a while, but I’m like wait a minute, I haven’t been here in a while, so maybe she’s been here. Maybe I’m the one who hasn’t been here! So, we’ve kind of talked about this for sure, so I just have a couple of specific questions about it. So we’ve talked a lot about the people here and like how’s there’s like a real sense of almost like a second family and I’m just wondering, because I’ve heard you talk a lot about trust, and I’m wondering if there’s things that have happened that helped you develop that trust. Like, how have you developed trust with either peers or with Brian or Jess? How has that helped?

KH: Definitely like the support that I get like how Brian was gonna help me with therapy and stuff. Like I think that kind of stuff definitely helped me develop trust with like him and Jess and like all of like the adults here, because like I don’t ever feel like comfortable talking about my mental health with adults, so I think just like me automatically being able to be comfortable and vulnerable with them alone was like, wow, maybe I trust them a little bit more than like I give them credit for. And then like when it comes to my peers here, like just having like … I’ve never had like a lot of friends or really like any friends at all, but it’s like every time that I need somebody, they’re right there like helping me, “What can I do for you? Are you okay?,” and just even if it’s not anything serious, like just having people to hang out with. Like for instance, my birthday is next week and I didn’t--

MB: Happy birthday!
KH: Thank you! I didn’t have any plans and I was kind of like not looking forward to it and yesterday S was like, “Hey, do you want to go get your nails done this weekend?” and I was like, “Well, what are doing on Tuesday, are you off on Tuesday?” And she was like, “Yeah,” and I was like, “well, that’s my birthday. Do you want to go get your nails done?” and she was like, “Yeah, then we can go do something else and we can hang out.” And it was just kind of like I went from like dreading my birthday to like come on, let’s hang out with each other type stuff, which is really cool and it makes me feel like ...I’ve always felt like something was wrong with me and that’s why people didn’t want to be my friend, but then it’s like they show me that I’m just like ...I’m just me and they accept me for who I am and I don’t have to be somebody else.

MB: Yeah, and like now you have something to do on your birthday and are excited. If you were to describe your experience here to like another person, like how would you describe it?

KH: Just in general?

MB: Yeah, if people were like, “What’s it like being at Leadership?”

KH: I would say like … man, that’s a tough one. You got me there.

MB: Yeah, here’s a tough one. Even as I was like saying it, I was like if somebody was asking me that, I don’t know what I would say! Or like, are there a couple words. Like maybe it’s not even like … Are there words that come to mind?

KH: I don’t know. I definitely feel like … I don’t have like specific like words to describe it, but I feel like for me it’s just been like very like I guess like just helpful and like I don’t know how to describe it. Like for me I guess, I came into Leadership with like no hope, like I didn’t feel like I was gonna like ever like myself or ever like have confidence in myself or who I am or really didn’t even know who I was. But then like my journey through Leadership has always been like every day I discover new things about myself, because I’m put in this environment that like sees me for me and wants to help me grow. Like, they don’t just expect
things of me. They’re always helping me to get to other places and step up, which I’ve never had like the support like that. So I think for me, it’s just kind of like I feel noticed and I feel like appreciated for who I am, but it’s like I also know that I make an impact here as well. Like it’s not just them making the impact on me, like them giving me that confidence and helping me get through what I get through and my struggles and, like I said, when I have days where I don’t even want to get out of bed and I come in here and I get greeted and hugged and like talked to and stuff, it’s kind of just like kind of like, wow, like I do matter. Like people expect me to come in every day and it’s just like nice to know that I’m wanted somewhere.

MB: Yeah, yeah. And like, correct me if I’m wrong, but it feels like … what I hear you saying is like that when you come in, like they’re talking to you, not to like the anxiety that might be happening or the depression that might be happening.

KH: Yeah, exactly.

MB: Like that’s another part, but they’re like “you.”

KH: Exactly. I feel like a lot of people, especially my parents, they just see me like as anxiety or depression, which sucks a lot, but it’s like you said, I come here and it’s just me, like none of those things matter.

MB: I wish I had tissues.

KH: It’s okay. I’ll just suck them back in my eyes!

MB: How long have you been at Leadership? Do you remember when you started?

KH: I started in April, so it’s been like over 6 months now.
KH: Which is like, that’s like, and that’s another thing, too, is like at my other jobs, I was only there for each of them for like a month and a half max. So it’s like I’m really proud of myself for like being here for so long and like getting up every day and coming here. Because like sometimes even when I’m not depressed, like when there’s snow outside, I don’t want to come to work--

MB: Awesome!

KH: But I still get up and I do it.

MB: For real.

KH: But I still get up and I do it.

MB: Yeah. So what are your … do you have plans kind of moving forward for the rest of your time at Leadership or beyond? Like do you have thoughts about what might be next for you?

KH: Right now, me and Brian are actually setting something up. I’m gonna be put hopefully in like a leadership position, like a shift lead position, which I’m really excited about because like it might sound weird, but like I like having responsibility here, so it’s like having more responsibility. Like, hell yes! Like, give me all the responsibility. But it’s like not only that but I think it makes me excited because like when new people come in, I’m gonna be the one that’s training them and helping them and stuff, so it’s like, for me it’s like that makes me like want to give Leadership like a really good name, like when a new apprentice comes in, they’re like, wow, this is awesome. Like I want to make people feel how I felt when I came in here. But I also like when I’m done with like my apprenticeship here, I definitely feel like I’ll want to go to a different coffeeshop just because like I like fell in love with coffee when I started working here.

MB: Yeah, that makes a lot of sense. How do you feel like Leadership has helped you towards these plans?
KH: Definitely with like the development stuff. They’re like … Brian got us like a scholarship thing so we all got to get our SEA certifications, so it’s like now I’m certified for that, which is gonna be such a big help when I go like to apply to other like craft coffee shops, because like I literally have a certification in that. But it’s like, too, we have like a serve save one, so it’s like if I worked in the kitchen, I have that on my resume. Or we did a first aid training, so it’s like that especially because like I’ve always thought maybe I’ll go work at a daycare or something and that will help me a lot being able to show like hey, I could do CPR, I’m first aid certified. I’ve done besides the SEA, I did like an online barista exam, which is cool. So it’s just like I have like so much like credibility because of all of like the stuff that Brian and Jess have helped me with.

MB: Yeah, yeah, that makes a lot of sense. What are you excited about?

KH: I’m just excited to like see like where I can go like, because for me, like too like probably in the way future, like I want to own my own coffee shop and like potentially be able to do something like this where it’s helping like youth that doesn’t have like the same privileges as other people! And like I think that this place is really cool, too, because like we’re all so different from each other. Like there’s so many different races, different backgrounds, and like we all get to learn from each other about that. And that’s what I want to do like in the future, like just help people. And I think like for me, though, like the mental health aspect of it, like I’ve been really wanting to do something that like speaks about mental health, just because like Leadership like, I’ve always found mental health important, but Leadership kind of made me like I guess like less scared to like go about it and go at it, because they know that like it’s important and like, like I said, I always knew it was important, but it kind of like made me afraid to talk about it because other people don’t see it as the same. Like they think that people with mental illnesses are crazy or they’re this or they’re that and it’s like, that’s not the case at all. Like sometimes people just need help and they suffer through things.

MB: Yeah, and unfortunately there’s still this kind of like stigma around it.

KH: Right.
MB: So we’re kind of like wrapping up. So at the beginning, we kind of talked about your journey to Leadership and then we talked about training and development. Then we kind of moved into relationships and what kind of like helped and then we ended like looking forward into the future. I just want to check in and see if there’s any issues or experiences with Leadership that you haven’t shared that are feeling important to you?

KH: I don’t think so. I feel like definitely just what I said a lot. I think too like for instance I went to a doctor’s appointment one day and the nurse came out to take my vitals and stuff and it was a nurse I’d never seen before and he was a male nurse. Sometimes honestly like I’ve had a lot of like past trauma with males, so sometimes I get anxiety around males, but he was just like talking to me. He was like, “Oh, how was your day?” and I was like “Oh, I just got off of work. I had a meeting.” He was like, “Oh, what do you do?” and I was like, “Oh, I’m a barista.” He was like, “Oh, where at? Just like Starbucks or something?” and I was like, “No, at Leadership.” And he was like, or no that’s not how it went. He was like … I said I worked at a coffeehouse that helps like youth like develop skills for work and like all that kind of stuff. He was like, “Are you talking about Leadership?” and it kind of just took me back for a second, because nobody ever knows what Leadership is when I talk about it and he was just like, “I really, really like the message of that place and like the impact that it gives and stuff.” So I think like for me like even if there’s not a lot of people that know about it, like it has an impact on people who don’t even work here and like they like the message of it and I think that’s like a powerful thing, like that one person that I talked to at my doctor’s office that knew about it like had respect for us and like was like, “wow,” basically thanking us for what we do here and I think that’s pretty awesome.

MB: That is really. You’re like, “Oh, wow, I didn’t even…” That’s really cool. What was I … I like started to write it and then I got sidetracked by my own like happiness about it.

KH: I do that all the time.

MB: Oh gosh. Okay, well this is kind of like towards the end of the interview, but I do want to offer you like a transcript of it if you want to see our conversation. I can provide that to you, so just let me know if you’d like that. And if there’s anything else that comes up later and you’re like, “Oh, my gosh, I wish I had told Morgan this!” I’ll be around. You can always come and we can have a follow-up conversation. If there’s anything that comes up for you out of these conversations, just let me know or Jess or Brian know and we can like make sure to support you.
KH: Yeah, for sure.

MB: Cool.

KH: Sounds good.

MB: Thank you, thank you!

KH: Thank you.

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Memo

K.H. has aquamarine-colored hair, large gauges in her ears, and colorful tattoos visible on her arms, chest, etc. She also has thick, painted-on eyebrows and often wears tight clothing and at times shirts that leave her midsection exposed. I wonder if some of her previous employers made assumptions about her or if she felt as if she was treated differently than other employees. K.H. is kind, expressive, and cares deeply about others. However, in some settings that might not be the first thing you notice about her.

In my interview with K.H. it was clear that she had struggled with significant anxiety through most of her children, which at times had interfered with her school engagement. She struggled to get and maintain jobs and felt alienated from many of the places she had worked at. She was reluctant to engage with Leadership. Her outside therapist mentioned it multiple times before she finally agreed to consider it. While not at Leadership, this is another example of someone providing multiple attempts to engage youth. This is similar to Leadership’s approach.

Leadership was a game changer for K.H.. As with other interviews, she expressed the immediately different experience that she had with Brian from the very first time they met. She shared that her interactions at Leadership were the first time she felt that she mattered and where the people giving her positive feedback and connection were not paid to do so. She also expressed being “blown” away by how much everyone saw her and cared about her as a person – beyond the work. This has come up in multiple interviews. Being seen as a person first has facilitated learning in other areas. It feels “safe to engage” or perhaps “safe to learn.” K.H. expressed extensive identity development as well. She shared that before she felt like she was her mental illnesses. Now they were just a part of her. This is very powerful. I wonder if for K.H., someone
who has had extensive mental health support at different times throughout her life, having the multiple pathways of support was different. At Leadership they supported work, mental health, etc. I wonder what role, if any, that wrap-around model played in her significant shift in development.
Appendix G

Interview 5

12/4/2019

MB: Today is December 4, 2019. I am Morgan and thank you so much for agreeing to be interviewed. I appreciate it! We are here at Leadership Coffeehouse and we are doing an interview with….

SW: S.

MB: Yay! The reason that we asked you to participate in this is to understand your experiences as a mentee/apprentice at Leadership Coffeehouse. I am going to spend roughly…originally it was for an hour, but Jesshad asked that it was half an hour. I am going to kind of condense and ask some questions the best we can in the time that we have. I basically want to hear about your experiences as a mentee or apprentice, your activities and how you’ve grown from them, and then hear about your recommendations, if you’d recommend Leadership to other people and why or why not.

SW: Sweet.

MB: You had signed a permission slip at the beginning that said I could record this and discuss this. Does that still stand?

SW: Yeah.

MB: Okay, thank you. I will use this later to create a report, but during that time, anything you say will be scrubbed so it won’t be directly like “S said…” It will be general ideas
from everybody who said stuff. It is also for me and my dissertation. There will be parts where I will offer information back to Leadership, especially if there are things that might be helpful to them to know about what is going well and what isn’t, but the primary use is for me and my dissertation, if that makes sense. No one but myself and possibly members of my research team will really hear this tape recording or read anything directly about what we talk about today. Any questions?

SW: No.

MB: Are you sure? Okay. First, I’d like to hear about how you came to Leadership, like what brought you here and what you were doing before.

SW: Okay, so how I found it originally was my school counselor had originally told me “oh, this coffee shop is doing a barista training.” I was like, “that’s cool. Let me get in on that, right?” But, I was still in high school and I was working at Starbucks at the time, so I had a job and I was in school. So that’s how I originally heard of it. Then, jump forward like almost 2 years maybe, I wasn’t working at Starbucks anymore because I had done this 9-month program where I worked with kids as a leadership program and stuff. I did that and I wasn’t allowed to have a job when I was doing that, just because they want you to be fully invested. So once the summer hit, once I graduated the program, I was looking for a job and I reapplied for Starbucks thinking that I could get back on with them just because I already had the experience and I just couldn’t. I don’t know why or what happened. I was still trying to find a job. I knew I wanted it to be coffee for sure. I was like, okay literally my last resort if nobody hires me is fast food or retail, that’s the very last thing, which is kind of, I don’t know, maybe a _____, but yeah. I just knew I wouldn’t be happy in that situation.

MB: Yeah, you’re like, “I want to work in coffee.”

SW: Yeah. So then I was trying to think of other places and I applied for Caribou and it looked kind of promising. I had gotten two interviews with them, so I was like for sure maybe. Then, I don’t know, randomly I was just like, “what was that coffee shop that my counselor told me about?” I literally like typed in … because this was all I could remember about it … all I could remember is that it was a coffee shop that helped young people that didn’t have success in school or the workplace. So I literally typed that into Google and then Leadership came up.
MB: And you found it!

SW: I said, “This is it!” Then I saw they were doing a training and I applied and showed up and got hired two days later. That’s how I found it.

MB: And then you found it!

SW: Yeah!

MB: You had said that for people who hadn’t had school or work success. Did you feel like one of those things was something you identified with?

SW: Yeah, because I didn’t graduate high school. I went all the way through high school, but I didn’t graduate, so that. At one point, I was like, “Am I not getting a job because I’ve already been like I think two years out of high school now and I don’t have my GED?” I was like, “Is that why? Are my parents right? Is that why I’m not getting a job?” So, yeah, at one point I was really, really discouraged and I was like, “Well, crap, now I’ve like royally screwed myself.”

MB: So you felt like almost kind of both of them, right? Tell me if I’m wrong, but you felt like the school piece definitely resonated for you and the struggle finding work because of the two years that you had been looking.

SW: I think it had taken me … And I guess I just assumed that Starbucks would just be like, “Oh yeah, come back.” Like, “You already know what you’re doing, so…” That came to a surprise that they wouldn’t hire me or that they never gave me an interview or never called me back or whatever. It was just discouraging because I wanted to do something that I knew I would
love. I was like, well, maybe that’s unrealistic. Yeah, maybe sometimes that is unrealistic but, I don’t know, if it’s possible, I’m going to do everything in my power to make it happen, and did.

MB: And you did.

SW: Yeah.

MB: Okay, so I’d like to switch gears a little bit and hear about your experiences at Leadership. What is it like being here? What is a typical day like for you?

SW: It’s like the best. It’s like … I don’t even know. Like, what side do you want to hear? What do I do or like what it’s like?

MB: Let’s start with what it’s like.

SW: What it’s like. It’s like hanging out with the best people every day. Seriously, I tell people that all the time. I work with the best people ever. Seriously. I work with the most amazing people. It’s awesome. And we’re all just so close that we can be real with each other and we’re okay with being real. If we’re upset, we’re gonna tell each other. You know? I feel like that’s kind of rare. But at the end of the day, we’re all friends, so that’s cool.

MB: What do you think has helped create that? Because you said it feels rare. What do you think has helped foster that?

SW: I think it’s just the way the training is. It’s not just like, “aw, this is everything about coffee that you need to know.” It’s like, when you come in for your training, you don’t even introduce yourself. Your other peer introduces you. You have 5 minutes to learn a couple facts about each other and then you introduce them. Like, I had to introduce D.
MB: Oh, wow!

SW: And be like, “This is D and he’s from Honduras and this is, like, the greatness that I see in him.” Stuff like that. I don’t know. I think that can tell like a lot about somebody. Not only that, but like, I don’t know. It’s just as soon as you come in for your training, you’re already diving in. You’re already in deep. Does that make sense?

MB: Yes, and diving in deep, how?

SW: Like you’re already doing things with coffee, but right off the bat they talk about the importance of knowing somebody’s name, like how important it is that people know that they’re known. I think it’s like the second day they’ll start talking about the spiritual hospitality piece and I know it’s different for every training, like each training is totally different from each other, but I don’t know.

MB: No, that’s super helpful. And those examples help bring it to life a lot, so that’s great. What are some things that you enjoy about Leadership Coffeehouse?

SW: I like coffee. Just kidding. No, I do enjoy the coffee. But mostly the people. It’s the community. Everybody needs quality people and we have quality people and everybody needs community and we have both of those things. It’s rare to find both, you know?

MB: Yeah, for sure.

SW: I feel like when people come in here, they can feel that too. Like it’s not fake. We’re not just here to serve people and give them their coffee. We’re here to also build relationships, not just with each other, like coworkers, but with customers as well, if that makes sense.
MB: Yeah. How do you feel like people … if applicable, how do you feel like people have been helpful to you and supported you?

SW: Here? Like us?

MB: Yes, like at Leadership.

SW: Okay, wait what was the question?

MB: If it's applicable, how do you feel that people have been helpful or supportive to you?

SW: Brian is like a wizard and he just always knows when something’s up with everybody. As soon as he sees you, he just knows. I don’t know. It’s like a spiritual gift or something. It’s cool. But that’s just one thing.

MB: If you feel comfortable, could you give me an example of a time that Brian has been a wizard for you?

SW: Yeah. I missed this shift and I felt really bad about it, and I called him later that night and I really, really didn’t want to call him. I’d put it off all day. Then, I think I saw him the next day or two days later and I wouldn’t even look at him. I just couldn’t look at him, but he just knew, like he obviously knew. He was like, “Hey, are you okay? Because I know what happened isn’t okay, but are YOU okay?” It meant a lot. Even when he didn’t see me, when I had to call in and be like, “Yo, I’m still alive,” like the first thing he asked was, “Are you okay? Are you safe?” And that just … You’re not gonna find that. If I did a no call/no show at Starbucks, I’d come in for my next shift and they’d be like, “Hey, we’re writing you up.” They wouldn’t call me or ask
me how I am. So, it’s like we have people that care about us, like really care about us. And people that see greatness in us. They see something in each one of us and I think that’s cool. Also, we had this one development class with Bianca and it was just all about finding healthy coping strategies for stress and anxiety and depression, and that was really cool.

MB: What do you feel like you took away from that?

SW: One of the things that I really took away, which this might sound really dumb, but it was like, “Yo, you’re frustrated right now - you should drink some water.” Yeah, water. It actually makes a lot of sense. Like, yo, take a minute, drink some water, take a few breaths and think about it. That was just one that I’m like, “That’s so simple,” So simple it almost seems dumb, but you’re like, “Why didn’t I think about that earlier.”

MB: But you don’t! I wouldn’t have thought of that.

SW: And that was just one of the things and I was like, damn, okay.

MB: So kind of like on that same lens, could you tell me about kind of the training and the development and the support that you’ve received?

SW: Can you rephrase the question?

MB: Sure! I would just love to hear more about what kind of training and then your personal development that you’ve received through Leadership.

SW: Yeah, okay. So for the training part, do you mean like when I first came in and did training, or like overall behind the bar.
MB: Just a little bit of overview of what is it, what trainings have you received to help you develop your craft and then what have you had for yourself?

SW: Okay, I got you. For the craft, there was one day where Brian must have had me pull like 30 or 40 shots to just practice pulling shots.

MB: I remember this!

SW: Yeah, and I had to fill out that big chart of the input and the time and the output, everything. It was fun.

MB: It looked fun! It looked a little bit stressful.

SW: I was like, “This is a lot!” That’s one of the things that has really stuck out to me that he was like, yo. Oh, and one time A had me do like 5 pour overs in a row.

MB: Yes, I was also there for that!

SW: Just to practice on my pour overs. And recently I’ve been practicing pour overs a lot, too, because I just want to know the recipe without looking at it, like I just want to be able to do it without looking at the receipt. And I can, now!

MB: Yeah, that’s amazing!
SW: Another thing, before the latte art throwdown, which was a few weeks ago, dude I practiced so much latte art, like so much, like nonstop. It was crazy. Then, I got really worried because I didn’t work like two days before the throwdown. I think I worked the day of the throwdown and I was like, “when am I gonna practice!” So I can in like the day before and Alex and I just practiced latte art. I was just there to practice.

MB: And you weren’t on shift.

SW: Yeah, I wasn’t getting paid for it or anything, I just wanted to come in and practice and figure out what I wanted to do for the throwdown. So, yeah, those are like some of the things like craft wise that I’ve learned. And like trying the pour overs, because there’s different flavor notes in them and stuff. So I’m trying to build that as well. So, that’s really cool. And then personally, my class with Bianca was really, really helpful. Another thing she taught us was if you’re really frustrated, instead of like hitting a wall or punching something or whatever, try pushing the wall, like putting your hands flat against the wall and just pushing it. It’s like, “Dang, that makes a lot of sense.” Yeah, you can be frustrated, but there’s appropriate and healthy ways to deal with it. Also just like even a little bit before Leadership, but I think especially when I came here, one thing I really, really wanted to start focusing on is being present with people and being intentional. That’s just something that I see that’s here. People are always listening to you when you talk. You know they’re listening and that’s important.

MB: Yeah, it’s like legit listening. What helps you … because I’ve had that experience as well and I would just love to hear from you like what do you think feels different about the way that listening happens here?

SW: I think the way I noticed that it happens is like, well Brian is really good about it, because Brian’s really good at making eye contact and that’s just one thing that’s like, “I’m here with you right now. I’m listening to you.” But another thing I really notice is like when they do get distracted, it’s like, “Hey, I’m sorry, will you say that again?”

MB: Yes!
SW: I’ve even noticed that when my friend is talking, I’ll be like, “yo, I’m so sorry, I didn’t hear any of that. Will you tell me again?” So, it’s just something that’s again just rare; I once sat down with somebody to have an important conversation, not here, not with anybody here, but just in my life to have like an important conversation and the whole time that I was talking about … I can’t even remember … but, they were on their phone. And it’s like, yeah, you can be listening, but that’s not cool. I’m trying to have a serious important conversation with you right now.

MB: This isn’t just a random going back and forth about something.

SW: And it was like one of those things where I was like, “Hey, can I talk to you later about something,” and the person was like, “no, let’s talk about it now,” and then they were on their phone like typing a Facebook post or something dumb. And I was like, “Is that really important right now?” Stuff like that, that I’m just like, I don’t know … I see stuff like that or I experience stuff like that and then I come here and it’s like the opposite. And it’s like, “I want to be like that. I want people to know that I’m listening to them.”

MB: Yeah, that they’re heard.

SW: Yeah.

MB: So we kind of already delved into this a little bit, but I want to hear more about people and experiences at Leadership. Are there people at Leadership that you trust?

SW: Yeah, I trust like everybody.

MB: What helps you to trust them?
SW: The fact that they listen, but also like they are willing to give me constructive criticism and I trust that because some people won’t give constructive criticism because they don’t think somebody can take it or just don’t want to step on anybody’s toes or whatever. But that’s a big part of being here, is learning and growing. So the fact that they’re like, “Hey, you had a really bad shift today, but let’s talk about it and see what you can do better and what can go better.” But also I trust them because … I don’t know … they’re just genuine.

MB: It feels authentic.

SW: Yeah. It’s authentic, but it also feels organic. It’s never like, “tell me what’s wrong with you.”

MB: Let’s get into it!

SW: Yeah, it’s never like they’re trying to pry. They obviously care about us. They’ll always, always ask when we come in how we’re doing. And it’s not to pry, it’s just to see how are you doing? To me, that’s very trustworthy. Somebody that checks on you every time they see you, that’s cool.

MB: Yeah. I’m trying to figure out what is the highest leverage. There are so many things that we’ve talked about. Are there any things that feel challenging? Things that have been like either personally challenging or like professionally challenging in working relationships?

SW: Personally challenging for me is that I’m just like naturally really hard on myself, so when I’m on shift, I feel like I don’t do anything. I feel like the other person is doing a lot of the work and that always makes me feel bad. That’s just a personal struggle/challenge for me I guess. Even though I know I’m doing things, I just always feel like I could be doing more. Other struggles … not like relationship wise. We’re all like pretty nice to each other. We all get along really well.
MB: Are there things that you wish that Leadership did more or less of?

SW: Sometimes I wish that we could hang out more, just for fun, like an out night or something. I don’t know. Just a team night. I think that would be cool.

MB: Yeah, I get that.

SW: It’s not like we even have to go anywhere. It’s just like if we could all bring food here and hang out, that would be so cool.

MB: Yeah, and just get to hang out.

SW: Yeah, just like that quality time hanging out, but not when you’re working. I think it’s just cool. I wish we could do that more.

MB: So you’ve been at Leadership for 4 or 5-ish months now, right? What are your plans … what are you thinking about moving forward? Staying at Leadership? Thoughts for after Leadership?

SW: Yeah, so like currently I want to stay for the whole 18 months. That could change, I don’t know. You never know, life. Then after that, work at another shop I guess. I just know that I want to be in coffee forever. This is what I want to do. That’s why I love it so much. Because I’m doing what I love. I feel like that’s hard to find, especially at a young age. I feel like I’ve seriously found what I want to do forever. I’ve wanted to own my own shop for like a couple years now, too, so it’s like this is what I want to do.

MB: Is that your long-term plan or long-term goal?
SW: Yeah, is to own a shop. My whole goal is to learn as much as I can about coffee and learn as much as I can about the business side as well, and then do the barista thing for a while and then maybe help manage a shop and then start my own thing.

MB: How do you feel like Leadership has helped you prepare for those goals?

SW: I’ve learned a lot about coffee in the past 4 months and I’ve retained the information, which is also important.

MB: Is that different from previous experiences?

SW: Yeah, it’s kind of hard for me to retain information sometimes.

MB: What do you think was different about this that helped retain it?

SW: There’s a lot of repetition just kind of throughout the apprenticeship. They are constantly quizzing you on past information. So, it’s kind of that pressure to always know the stuff, like how coffee is processed. You have to know that. Because if Jess or Brian came up and they were like, “Oh, tell this new apprentice or tell this cohort how coffee is processed” and you don’t know, they’re gonna be like, “dude, seriously?” Because they put you on the spot a lot. They will pull you into cohorts all the time and be like, “Hey, tell them what is,” or “tell them about this,” you just have to expect the unexpected.

MB: Be ready for it.
SW: Yeah, and just go with it, especially like speaking in front of people. That’s one of the big things. I think almost every apprentice has spoken in front of people.

MB: Wow, that’s a big deal. When people talk about their biggest fears in life, it’s like dying and public speaking.

SW: Yeah, seriously. I went to this thing with Jess. It was like this Bach concert thing, it was like Bach and Coffee. It was like they were …

MB: Like music Bach?

SW: Yeah. She wanted me to go with her to talk about Leadership and like what we do because they were giving donations to Leadership. So after we spoke and at intermission, people would donate to Leadership. It was like since I guess Bach did a lot of his concerts in coffee shops, it was like super relevant, so Bach and coffee was relevant and that’s why we were there. They chose us for their little mission thing I guess. That was cool, but I had to go public speak at that. Literally throughout the week I was like, “so what’s the plan?” and Jess was like, “Oh, we’ll talk about it.” Literally like 5 minutes before we arrived I was like, “So, what’s the plan?” and she was like, “Oh, yeah, I totally forgot.” I’m like, “Okay, we’ll just wing it!” We did get a chance to talk a little bit about it before we got up there, but it went really well and it was just cool because it was like I don’t think anybody really likes to public speak, but I don’t know, once it’s over and you do good, it’s a really big accomplishment I feel like.

MB: Yeah, very cool. Everyone pretty much has. So lastly, would you recommend Leadership to a friend?

SW: Yes, I already have.

MB: Okay, why or why not?
SW: I talk about this place all the time, so that comes pretty easily. It’s easy to just talk about it. When I tell my friends about it, one of the first things I tell them is how much they care about us and how I work with the most amazing people ever. And that instantly gets them intrigued, because they’re like, “Really?” When I talk about our development classes, I’ll always talk about how we had that class with Bianca and how we did that 8-week long poetry class, which was so dope.

MB: That’s really, really cool.

SW: I told my friend B all about Leadership and what I do and just my experiences so far. I don’t know. I’ve just noticed with the few people that I have told, they’re like, “That is like really awesome and I’m so happy you get to do that. That’s really cool.” But, yeah, my friend B actually just went through a training. She’ll be coming on soon I think.

MB: She did the pre-apprentice training?

SW: Yeah.

MB: Cool, that’s awesome.

SW: Yeah, she got hired on. So that’s cool.

MB: That’s really cool. Nice. Okay, so I’m officially over time, but I just want to wrap up. I’m making sure I didn’t really miss anything, knowing that I probably missed a lot, as there are so many other things we could talk about. At the beginning, we kind of talked about your experience prior to Leadership and how you first got interested in Leadership. Then we talked about what you did here, both personal development and professional development. Then we talked about the relationships and people. Is there anything from our discussion that was like
brought up or issues that were brought up or experiences that you want to make sure to share that we haven’t?

SW: Not really.

MB: Also, would you be interested or would you want a copy of the transcript.

SW: I don’t really care.

MB: Okay. Well, if anything does come up and you want to contact me, my information is available to you guys on the forms that we did for everybody and I can make sure to give you another one.

SW: Sweet. Cool beans.

MB: I’m officially ending it.

Memo

It is clear that S.W. was very motivated. When she learned about the opportunity from a school counselor, she googled it, even though she couldn't remember the name. She also talked extensively about the difference in support and training she received at Leadership Coffeehouse than other places. It seems as if she was somebody who needed more support and direction. She also expressed previous work environments that felt hostile, demeaning, and unsupportive. S.W. worried about if she was struggling to find a job because she had not completed her GED. Leadership offered her an opportunity to learn some of the soft skills of work, but also provided her a sense of community and connection. Her description of Brian as a wizard at reading someone's emotions stood out. She conveyed a sense of connection to Brian and as if she appreciated that skillset of his. She also adapted well to the training provided. She appeared to be a "sponge" for the training, knowledge, and support provided.

Another point that stuck out to me in S.W.’s interview was her discussion of interpersonal skills and seeing the difference in conversations with her friends, now that she has developed
those skillsets at work. She now has a different expectation for how to engage with one another. She shared having to give her friend feedback after they were on their phone the entire time she was trying to talk with them. I was impressed that S.W. was generalizing her skills across settings. S.W. also appreciated constructive feedback and viewed it as a form of care. Because she had such strong relationships with Jess and Brian, she believed that their constructive criticism (her words) was a form of love and care. From her perspective, it was the first time she had received something like this. I wondered if she had received feedback that would help her improve in previous settings, but because the sense of connection and rapport was not strong in those other settings, if it was received differently. Lastly, S.W. expressed a strong desire to continue working in coffee. She shared that she loved coffee. This left me wondering if she really loved coffee or if she loved the environment provided at Leadership. How would one tease the two apart from one another?
Appendix H

Interview 6

MB: Plus, what I say isn’t that important.

TP: Oh, do your thing. I got you.

MB: Okay, so I’m Morgan.

TP: How are you doing?

MB: Good, how are you?

TP: I’m good.

MB: Thanks so much for agreeing to be interviewed.

TP: Thank you.

MB: Today is December 11, 2019. We are at Leadership Coffeehouse and I am talking with:
TP: TP.

MB: Thank you. The reason we asked you to participate is to hear about your experience as an apprentice at Leadership Coffeehouse.

TP: Okay.

MB: And we are gonna spend roughly the next 30 minutes or so. Are you on shift next?

TP: I am later on today, but it’s not until like 2:30.

MB: Okay, because I felt really bad yesterday. They were like, “Shift change!” and I was like, “Ahh, wrap it up.”

TP: You’re fine.

MB: Okay. So we’re gonna spend roughly 30 minutes together talking about your experiences, kind of what brought you to Leadership Coffeehouse, what it’s like for you here, your daily experiences, and if you’ve grown or changed from those experiences. And then looking at next steps for you, which can look different for everybody, right? Like maybe your next step is like, “I’m gonna keep doing what I’m doing,” and maybe it’s like it varies. So don’t feel like you have to have a next step.

TP: Yeah, I got you.
MB: Then we’re gonna end kind of asking you about like if you would recommend Leadership to other people and like why or why not.

TP: I already know the answer to that one.

MB: Yeah! So during the summer, you signed a permission slip that allowed me to do observations and then also interview you and record this, but that was a long time ago, so I just want to make sure that still stands, that it’s okay that this is recorded.

TP: Yes.

MB: Okay. And then lastly, I will be taking some notes through our conversation, just because who knows - what if something goes crazy? And all of this will be coded and used to put together a report. The report is actually for me. It’s not for Leadership. It’s part of my final project to become a Ph.D. I have to do a dissertation and this is part of that, which is like a huge, huge report that’s like hundreds of pages.

TP: I’m happy to be a part of this to help you get your Ph.D.

MB: Thank you! So one of the things that I’m doing, though, is I am gonna provide some of the information back to Jess and Brian so that if there’s anything that like helps them to know what’s working well based upon the experience from apprentices, great, and if there’s things that like they could do more or better or differently, that could be helpful to them, too. All of that information will be anonymous. So, stories that people tell, like I’ve had the privilege of hearing some of some people’s stories and all of those will be pulled out, so they won’t be knowing like who said what, and the same goes for my report as well, because I might give presentations, like I’m presenting later on this year and I’ll be talking about this work. Leadership Coffeehouse is a small coffeehouse in Denver and I don’t want anyone later to be able to come back and be like, “that’s that person’s story!” So all of the stories will eventually be what are called composite stories, where we like take the themes of stories and like kind of rewrite them, so that they’re not any individual person, if that makes sense.
TP: Okay, no worries.

MB: So with that, feel free to be as honest with your experiences as you feel comfortable being.

TP: I got you.

MB: That was a long preamble.

TP: I will keep it 100%.

MB: All right. I would like to start out just hearing about your journey. What brought you to Leadership Coffeehouse?

TP: Well, I went to East High School, graduated. Born and raised here in Denver. After I graduated from high school, I was working a few jobs. I worked at like UPS, I worked at a restaurant called Nonna’s Bistro, I was a waiter and I bussed dishes and stuff like that. I quit Nonna’s. I quit UPS because like I was young and plus like I was on the bus, so like it was hard for the transportation there.

MB: That would take forever.

TP: Oh, yeah. Especially from UPS. It was like all the way in Commerce City. I live in Park Hill. That was a long bus ride. Oh yeah. Plus I worked the late night shift, so I got off at like 12:00, 1 o’clock in the morning. I had to get to a certain bus stop at a certain time or I’ll miss the last bus or I’ll have to walk all the way home. So that was pretty rough, but I worked there with
my friend, so I managed to get it pretty good. So I decided to quit there and then I started to work at … Then I got a job at Papa Murphy’s. I stayed there for a year, worked my way up pretty fast to assistant manager.

MB: Nice.

TP: But it...No, it wasn’t. Because I...basically, I agreed to it, but I didn’t know what I was doing and like they was like trying to train me in the process of me working like...it was just off the wall, like there was no type of permanent person training me. I had like five different people training me. I had a general manager who wasn’t consistent himself. I had another manager coming from a different store trying to help me out. It was all types of crazy. I stayed there for a year, ended up quitting that because I just had to get out of that type of work environment. Then my friend L who was a previous apprentice here...oh yeah, that’s my best friend, basically a brother to me.

MB: I’m trying to get him to do an interview, too.

TP: Oh yeah. He needs to. He’s a great person. I’ve basically known him half of my life; like 7 years, 8 years, more than that. He just asked me if I was looking for a job and he was like, “well, you’re gonna do a pre-apprenticeship to see if they want you to work here, but if you don’t they’ll reference you someplace else and you’ll get paid for it,” obviously.

MB: Sweet!

TP: Yeah, a little bonus additive if you don’t get it - you get referred to another place if you don’t get in. But I was blessed enough to get hired on here and I’ve been here for about 6 months now and it’s just been some of the funnest...I’ve had fun moments and I’ve had some stressful moments. Yeah. But they’ve helped me learn to like overcome those stressful moments and like just keep calm and breathe and just don’t overwhelm yourself with so many things that they ask me to do. This is where Miss Jess and Brian come in, because they ask like...I’m in the middle of making drinks and stuff like that and they’ll ask me to do something and then I’m like, “you all see me with a whole line of people and I’m trying to make these drinks!” and then they’ll
be like, “all right, when you get done, do that thing,” and I’m like, “all right. I got you.” So they’ll work through it with me and it’s just been a great experience ever since I started here. Right now, I’m going through a shift lead... well, I’m filling out an application to be a shift lead.

MB: Oh my gosh! Congrats!

TP: Thank you! And that shows that they have enough trust in me and I’ve been here only 6 months, almost a year, and to see...to really have grown a lot. Because I really did not know nothing about coffee when I first started. I was just...the only thing I knew about coffee was a batch brew and I just used to make coffee for my grandpa and my dad when I was growing up. That’s the only thing I knew. Then they told me all the stuff about the coffee bean and then all of that just stuck into my head, because they showed that they have enough trust and faith in me to learn this and actually become a barista. We went a did a SEA training and I actually...everybody who they paid for to go take the training, we all passed.

MB: Oh my gosh, yes! Congrats!

TP: Thank you! We did the online test. Everybody passed that.

MB: I remember you were really nervous about it.

TP: Oh, yeah. I was very nervous because, when we was at the training I was pretty nervous because I’m not good at dialing in the machines and stuff, but the guy was real cool and he was lenient and he talked me through it. Passed it the second time, and then the online test, Brian sat with me and he walked me through it and he made sure to break it down for me if I got confused on any questions. I passed it with a 95%.

MB: Damn! Sorry. You can curse, I don’t know if I can, but we’re there, so!
TP: Keep it in there.

MB: Keeping it real.

TP: You said it for me, because I was surprised myself, because I’m not good at...when I was going through school, I wasn’t the best student. I tried, but I know I wasn’t the best student, but I had people around me that helped me get through it and I wouldn’t be the East High School graduate you see here today. So I’m actually blessed for the past that I’ve been going through and if I hadn’t went down this path, I wouldn’t have met Brian and Jess, because they’re actually helping me like learn different things that I’m gonna need in the future that I think I wouldn’t have learned if I wouldn’t have met them. Like Brian, he’s there teaching us how to like save money and teaching us how to know our taxes and stuff like that.

MB: Oh my god, can I come to that?

TP: Man. And like stuff that we’re gonna need in the future and whenever we get paid we need to check our check stubs and all that other stuff. Stuff I usually do, but I don’t really take that much noticeability to it and like when he says it, he goes like, “No, that’s for real, for real. You got to...that’s really what you need to do.” Because you know they’re not gonna...they’re not gonna cheat you out your money working here, but like in the future, like when you’re working for a different company and people who aren’t gonna sit there and be this lenient with you, they’re like you got to take notice for yourself and take charge of your own money and stuff like that. So by Brian helping us with that, it’s helping us in plenty of different ways.

MB: That’s awesome.

TP: And then them also like, I’m just all over the place with stories.
MB: That’s all right, you’re like knocking through ... I was like, I have questions, but you’re doing great. I’ll go around and insert some somewhere.

TP: Well, yeah, they’re just helping us with a whole lot of opportunities and I’m just grateful being here.

MB: So like what is it... I actually already talked about this, so I might not ask you this. I’ll ask if it comes up again. What are some things that you enjoy about Leadership Coffeehouse?

TP: Coming in during the week, because the weekends are like slow and I don’t get to see as many people as during the week, because during the week we get a lot of rushes and like the customers coming in, and I just get to see like people come in and get excited over coffee. Like, oh my gosh, they come in and go like, “Oh, my gosh, I need my espresso shot.” I’m like, why are you excited over an espresso shot, because it brings you energy and it brings you happiness and me being a happy person in general. I get to like crack jokes and serve coffee and it’s just a great environment to be yourself and play... and like have good music playing and doing something that you wouldn’t think in the past, You would not think it would be a big deal, but it’s such a big deal nowadays. And how much of an impact just this shop in general is having on the community itself. Like, we have people from different workplaces coming in and they just go like, “we love what you guys do here, and all the products are like in-house made and you guys do it yourself.” And we’re like, “we try.” And like the manager staff that we have here and they’re coming up with like new drinks and like they let us have a point of view in like what drinks we serve and new stuff we have coming in. Like, we have an egg nog drink coming pretty soon, so everybody agreed on that. You know, I don’t drink egg nog personally.

MB: I don’t either.

TP: Yeah, I’m not the biggest fan on it, but.

MB: Every once in a while I’ll have a sip and I’m like, “Oh, yeah. Still don’t like this.”
TP: Yeah. If you mix it with a certain other little…

MB: A little something else…

TP: Yeah, a little. Make sure the kids are out of the room. Vodka! I'm just saying. Bleep that out! But yeah, we have like a little egg nog drink. It’s gonna be awesome. And they asked us like, “What are some new drinks or like new ideas that you guys have to like bring to the coffee shop to show that we’re innovative and we’re not Starbucks.” Like we want to set ourselves apart from other coffee shops, but still be friendly and welcoming to those coffee shops in the same way. It’s just great what Jess and Brian are doing and bringing to this shop and like they let us as apprentices also be ourselves and present us with opportunities further down the road if we want to pursue them. If it would be like…I’ve had Alex, Brian, Jess like come up to me and go…like, they know I want to be a chef and so like they’ve actually presented me with opportunities to be a chef…to like have cooking opportunities and stuff like that.

MB: What are some of the opportunities you feel like they’ve helped present you with?

TP: There’s this culinary program at Emily Griffith and I’ve been real interested in it. I’ve been keeping track in it. It’s just I’ve been going through like some family troubles right now, so I haven’t been really able to get in contact with them, but I’ve been keeping track of it, and they have programs all through the year. I’ve been waiting for my window to go and see what they’re about and like I’m really interested and I want to further my knowledge in the culinary field, but also the coffee field because I have like…I’m like a scenario person. I like to broaden my horizons, so whatever road I take, I can like know what I’m doing and like have a little dabble into it.

MB: You want to try it.

TP: I want to try it and like maybe I can like combine what I want to do with like have a restaurant, but it also be like a coffee shop, too. And then also some other stuff. I don’t know. It’s just like they’re just reaching out to like not only in their interest like you’re a great barista, but
like you could be a great chef too. And like, D, he has his opportunities and they cater to like...they let him know about business opportunities. K, she’s very artistic, so like they shout her out with some opportunities. S, she’s very musically inclined, so they let her...

MB: Such a pretty voice.

TP: Oh my gosh. They let her express herself during the latte art competition. It’s just great how Jess and Brian like they’re not just looking out for themselves. They’re looking out for you as well. They’re looking out for your interests, so you don’t just fall back into the same place you was. They want you to further yourself.

MB: What are some things that you feel like they’ve like helped you develop? Thinking about like you said like falling back into a place you were before, think about the place you were before to where you are now. What’s changed for you?

TP: What’s changed for me is just my business mentality. Like I’m...when I say business mentality I mean like my responsibility, talking accountability for things, and like showing that I can be a leader at a bump when I thought I was just a follower. Like whatever somebody said, I would just, “okay,” and it will probably get me into trouble. I didn’t care about what the circumstances was. My parents, like they were somewhat lenient on me, but I still had like...they still put the hammer down if needed, but just growing up and like not being the smartest kid, and I can admit that. I used to like get into a lot of trouble and all that other stuff, but like coming here, they show like you don’t need to be that troublemaker. You can show your real talents and like what you really can be. And like responsibility has really leveled up for me and taking accountability for stuff that I used to never take accountability for, like my messing up frequently. I’ll be like, “no, that wasn’t me, that was somebody else.” And then it will turn into a big cluster storm instead of just being honest and just airing out the whole thing right there. Like if something happens upstairs, like a product didn’t get made, I make sure I take...it wasn’t me, but I could’ve did it if somebody would have communicated it to me. And like, we just clear it out that way and just like don’t lie about it and I’ve learned not to lie like that no more, unless it’s a little white lie like something that I need to lie about, like you’ve got to keep this from them, it’s a surprise party or something. Something like that. A little fun lie. Nothing serious, just be truthful.

MB: So that’s like a hard skill to develop, right, for anybody?
TP: Oh yeah.

MB: What do you think helped do that...helped you get to a place where you’re like, “Oh, shit, I’m gonna take some responsibility here and like say?”

TP: Being truthful with me. If you show...if you’re just truthful with me, don’t sugar coat it and just keep everything truthful...like if you see me messing up, go like, “Hey..” if I’m having like a bad day or something and I’m just messing up bad, don’t be like “I know you’re having a bad day, just go take a breather.” Be like, “no, I don’t care if you’re having a bad day. Check it at the door. Whatever you’re going through, I’m sorry, but I’m gonna need you to perk up. This is not the place to be doing that.” And if you do it like that, that’s gonna make me go like, “Okay, I am going through some stuff, but this is where I need to...I do need to pay my bills.” Whatever I’m going through, it’s gonna pass over, but. And like Brian and Jess, they sugar coat it sometimes, but they also keep it 100% with you. Like, this is also a business and this is also their money going into...like Jess’s money going into it, so it’s something very...they take this seriously and if something messes up, they’re gonna be on it like that. I don’t want to like disappoint them. I want to be the best person I can and I’m pretty sure that’s how everybody else feels. They don’t want to let them down.

MB: So you’ve had bosses before, right? And you’ve had parents, right or like parental figures, right? What is it that makes it so you don’t want to disappoint Jess and Brian?

TP: It’s just them having the faith in me. They know like when I’m having my bad days and they come up to me and go like, “Well, we’re here for you if you need anything.” Just like them showing they have, like they’re here for that..like whatever they’re going through, they can set it aside to like show that they’re there for you. Because I’m the same exact way. Whatever I’m going through, I can check it to the side and make sure my friends or whoever I’m taking care of is okay first. And to show that I’m not the only person that does that, it just makes me want to push even harder to like make sure I don’t fail them and disappoint them and become better and successful and then when I become better and successful, I can look back and help them out as well as my family and everybody who’s helped me become the best person I can be. They can look at me and go like, “I helped that kid and I know what he’s been through and I can call him like a son or a family member, a lifelong friend.”
MB: Yeah, I get that for sure. I have one question around this and then I’d love to …we’re gonna switch gears and talk more about relationships. But, you’ve been here for 6 months, maybe a little more. Can you tell me about the training and the development that you’ve received, both like coffee development, but also personal development? Like what are some things that have stood out to you?

TP: First starting here, they wanted to make sure you knew what you was getting into first. Like this is not just your typical coffee bean you get at your stores. This is like…we get our beans from here, how they get the beans crafted and stuff like that so it gets to us properly, and what we do to further break down the coffee craft. All the chairs! Oh my gosh. But like they prepare you for what you’re getting into for like the coffee craft, because it’s just more than a coffee bean. It’s just more than a drink. Because it’s not just coffee. You can do latte art. You can do espresso shots, pour overs, all these different things. Coffee...we didn’t know about like...back in like when I was in elementary school, I just remember coffee. I don’t...I remember when Starbucks was just starting out, it wasn’t that big of a thing and everybody was still going to like McDonald’s and like the gas stations for coffees and stuff like that, just the basic batch brews. Then when you further get into the years, like that’s when the espresso shots come in. Even though like coffee has been around for a long, long time, it just all converged into one and now you can get anything you want. It’s just all on the coffee shop. Coming to Leadership, they want you to learn about all the coffees that they make and how they make them, and they want you to...it’s a lot of knowledge. It’s a lot of stuff behind this that they want you to know and they fill your head. It’s a lot. They force it down your throat. They make you taste test it. They don’t really force it down your throat, but they ask you to taste it so you can get your taste palate ready for like...because you’re gonna have to taste a lot of coffee on a daily basis when you’re working at a coffee shop, because you’ve got to make sure the coffee tastes right, you’ve got to make sure the espresso shots are pulling okay, and stuff like that. You really start to develop a taste for coffee sometimes. With starting to work here, like I did not like coffee. I was not the biggest fan of coffee, but now like really like just when you start to like get into the groove and like start working the early morning shifts and stuff like that...

MB: You’re like, maybe coffee?

TP: Maybe a coffee, work my way up. Like I started off drinking like the white chocolate mochas and then now every now and then I’ll drink like a cappuccino or a cortado or something maybe.
MB: What’s a cortado?

TP: It’s like half espresso, half milk.

MB: Oh, wow. That’s like legit.

TP: There’s no sugar added or nothing. It’s straight espresso and milk, unless you get a milk alternative. The almond milk is pretty good with it.

MB: Man. That’s a far cry from not liking coffee.

TP: Oh, yeah. So when you’re in here for a good amount of time, you start to broaden your horizon on coffee drinks. I thank then for that. Because now I can really...out of most of my friends except for L, I can really say like I’m a certified barista. I can really put that in their face and none of them can say that. If you was to put them in front of like a espresso machine, they wouldn’t be able to do it and they’d be like, “hey, T, make me a drink.” I’m like, “okay.” I’m the espresso guy now and it’s like cool to say that. It’s really cool. Plus it’s cool, might get the ladies too.

MB: Yep, for sure.

TP: Girls like coffee.

MB: Girls do like coffee. They like coffee shops. They like the whole thing.
TP: Oh, yeah, especially when you come home smelling like…”You smell like espresso.”
“Thank you. You want an espresso shot?”

MB: Okay, so like what about personal development? Has Leadership helped you in that area at all, develop like personal skills or like anything in that area?

TP: Personal skills...like taking responsibility. I used to be a little bit of a fibber growing up. I used to lie a lot and I used to get put on punishment. Growing up, I started to know...I couldn’t tell lies like that. It’s gonna get me even deeper into stuff. Then Brian...I remember I did something one day. I didn’t read an email and I needed to read an email. Brian got into my butt about it because I lied and said I did read it and he asked me a question about it and I just said “Uh...” and he was like, “You didn’t read it.” and I was like, “Yeah.” He was like, “Don’t lie.” Now go read the email and come back to me and don’t lie to me next time. Just let me know. I’m not gonna freaking...you’re grown, dude. If you don’t got time to read it, you don’t got time to read it. People don’t got time to do stuff.” And he just broke it down to me and Miss Jess, they just go like, “Don’t lie. What’s the point of it? You’re gonna dig yourself into a hole and then once you dig yourself into that hole, you gotta find your way out, and the only way to get out is by telling the truth and righting your wrong.” So I just try to turn out and don’t put yourself in this situation and be the leader that you’re supposed to be. They let me know like, “You’re a leader. You don’t have to follow. You know how to take charge and like show people.” Like I can be goofy, but like I can also lead a team if I need to. And there’s been times where I’ve gotten super serious and like they see me super serious and couldn’t get me to stop what I was doing until it was done. They always show me like, “I love the way you handled that.” And they always critique me and that always motivates me to always want to one up myself and like show them like...how do I explain it...I like sports, so my...  

MB: Broncos.

TP: Broncos. Yes. I’m a football fan and so like I was watching the All Decade Team, like it’s the NFL’s 100 seasons. So they was talking about Ray Lewis for the Baltimore Ravens and it said he never like...there was a game he did not make a mistake throughout the whole game and Jack DelRio, his defensive head coach, went back and watched film and like actually critiqued him and said, “You actually did mess up during that game.” So I want them...that’s what I feel Brian and Jess do. They say, “you did good on that, but here’s what you could’ve improved
“on someplace.” And that always just wants me to... And I always like keep that in mind so that
next time I do see them and I’m on shift, I’m like, I’m doing what they told me I could improve
on and then I’m also doing the other things that I’m good at. And then they’ll come up to me, “I
like what you did that time, but over here…” and it just keeps me on my toes and them just
like... it’s responsibility, taking accountability, being a leader, personal. Those are the top three
personals that have really grown for me.

MB: Awesome. Okay, so switching gears, I have a couple of questions about like
relationships. Are there people that you trust at Leadership?

TP: People I trust? Trust with my life?

MB: Take that how you take it.

TP: Yeah, D. If we’re talking about current apprentices, D. He’s one of the main... like
sometimes they ask like for like when Alex and Amelia are making like the schedule, they’re like,
“Who do you work well with?” I’m like, “D, K, A,” those are the three that I mainly talk to, I
hang out with. K, I came in the same cohort with her, so she’s one of my best friends. A, she was
here before me and K, but she has like a big sister mentality, as well as O. Both of them have like
a big sister mentality on me, so like every time I see them, I get excited to see them because they
just both of them immediately took me under their wing and like O, she just taught me how to
like pull a good shot and be on point with that. And like steaming milk, A helped me perfect my
milk steaming. And K, she just all around, she also keeps me on my toes. She critiques me like
hell. It’s crazy. Like whenever we’re in our leadership meeting with Brian, she always like,
“Yeah, T, you did good in that, but uhhh, last week when we was on shift, you did this and this,”
I’m like, “Goddamn, K, you ain’t got to put me out like that.” But it’s like, she doesn’t do it out
of spite to like make me mad. She sees like I could be better and I need to work on that to be the
best person and the best leader for this shop because she’s passionate about this. When I see her
come into work and do her thing, she really sets the standard low key. Her, A, and D, they set the
standard for like high level progress in this shop. I really look up to D, O, K.

Background: You’ve got like 2 minutes. We’re gonna head out the door for our
photoshoot.
MB: Photoshoot?

TP: I’m a model today.

MB: You didn’t tell me there was a photoshoot! Okay. I’m gonna find one last question that...I already know the answer to this one.

TP: Yes, I would recommend Leadership.

MB: Yes, that was the one I was gonna ask.

TP: Yes, please come here.

MB: Okay, why?

TP: Because it’s nothing but good vibes. The managers, just the apprentices that we bring in every time we have a new cohort. Jess and Brian, they always bring like the most positive energy they can. Me, I’m just a good person in general, I’m funny. K, just a loving soul. D, he’s the hustle mentality. He gets his money. D, he’s just D. He just brings that happiness to it. Like, he’s great. S, she brings the artistic music to it and just Alex, Amelia, Brian, they just show they got your back 24/7. Even though they’re going through a lot of stuff, they got your back. It’s just Leadership - we need more of these. We need more. We need to branch out.

MB: Branch out. Right. I know you need to get to your modeling gig.

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Memo

My interview with T.P. was cut a little bit short because of a photo shoot with apprentices. However, we were able to get through most of the questions. T.P. struggled in school and often struggled with jobs, saying that he either left or was fired from many positions. In reflection, he shared that he needed to grow up a little bit and that Leadership helped him learn to take responsibility and become a more responsible person. He also discussed deep friendships that had developed, calling some of them like brothers and sisters to him.

T.P. came to Leadership through another former apprentice who had mentioned it to him. One of the things that he highly valued was all that he had learned from the staff at Leadership, where other people would have pointed out his flaws or mistakes that he made, he received feedback at Leadership and could see himself improving in his skillsets and approach to work. This is something that has been heard in many interviews. Another point that stood out in his interview was discussion of drink creation. Jess and Brian had gotten the apprentices together in one of their weekly meetings to discuss the fall line of drinks. Apprentices had the opportunity to have a voice in that work and help create some of the next season's drinks. This provided another opportunity for youth voice and ownership of the coffeehouse. As Jess and Brian have stated many times, this is "their shop," meaning the apprentices' shop. Having them create the drinks is another way that they are leading with the voices of the apprentices in the process.

Before the recording started, T.P. also shared about his recent trip to California. It was his first time on an airplane. He was excited about all the food that he had the opportunity to eat at the airport and was astonished by the prices. This is another example of Leadership providing access/resources and experiences to youth. Before going on stage in L.A., T.P. had been dealing with some unknown struggles in his home life that were impacting him emotionally. Brian hugged him and held T.P. while he cried against Brian's shoulder. Brian supported him. T.P. was then able to go on stage and share his story with people at the Homeboy Global Network's conference. This moment is powerful because of the strong connection between Brian and T.P. as well as for T.P.'s willingness to share it with me. He was able to express his vulnerability, his struggle, and the relief he felt in having Brian there for him. This is one of many examples of Brian holding space for apprentices in a way that is received as compassion and without judgment.
Appendix I

Interview 7

MB: I’m going to start just by kind of doing like the...there’s what we call a preamble, which is more formal and it’s basically to protect you so that you have been given full information and you can make a decision on if you want to record or not. So, I’m Morgan and thank you for agreeing to interview with me. Today is December 10, 2019, and we are Leadership and we are talking with:

AV: AV.

MB: The reason that we asked you to participate in this is to hear about your experience as an apprentice at Leadership Coffeehouse, so we’re gonna spend roughly 35-ish minutes. Most of them have ended up being 35. Jess was like, “keep it to 30,” and I’m like, “I’m really trying!” Hearing basically about your experiences, your daily activities, your next steps or what you’re thinking about moving forward, and your journey to Leadership. Then lastly, we’ll end with if you would recommend Leadership to somebody and why or why not. At the beginning of the summer when we started all this work, you signed a consent that allowed for me to observe and then for this to be audio recorded, but I just want to confirm that that still stands and it’s okay for me to audio record.

AV: I’m okay with it.

MB: Okay, thank you. No one other than myself and my research team would be looking at this, so what will happen is we will do a transcript of this and then what I do is I have all these codes that I have come up with and I basically read the transcripts back line by line and code for certain things, and I have other members of my research team that might do that also, so it’s not just me who already has my own experiences at Leadership, there’s somebody else who is like looking at it as well. Those are de-identified, though, so even when they look at it, I will have pulled your name off of the top of this. Then, at the very end when I put this into a report, Leadership will have access to that report, but not in its entirety. I’ll only give them the findings and recommendations and all of that will be de-identified, so any stories that are told in that work are...they call them compilation stories. So, I wouldn’t take the story that you told me and just retell that, because then if anybody knows people at Leadership, they might know who it is, so
you make basically composite stories or compilation stories so that people are de-identified. Is that okay with you?

AV: It is okay.

MB: Okay. All right. So, first question is what brought you to Leadership. How did you get here? And you can be as candid or as...you can go into as little or as much detail as you feel comfortable giving.

AV: Okay. So, I actually starting seeing this girl and she was just on 36th and things started getting serious. We were pretty much living together and then I was struggling at my job at the time, Enterprise Rent-A-Car. I wasn’t treated well by other males, so I ended up quitting and was just...kept trying to find a job around here and just couldn’t find any. Like nothing...it just didn’t fit, I felt like. Then Lauren was actually looking for a job as well when she saw here and realized she was too old to apply. Well, actually before that, we went on a date here. One of our first dates was here at Leadership and then, yeah, she recommended it. I came in for the training and stayed ever since.

MB: Awesome. How is this experience compared to either previous work experiences or school experiences that you’ve had?

AV: It doesn’t compare, to be honest. I never thought I would be working at a place like this.

MB: What do you think makes it so different?

AV: They actually care about us.
MB: Yeah. When you say that they actually care, have you experienced that kind of care in other places?

AV: Not at all.

MB: Okay. What is it like being here?

AV: Like just coming and working with a family. We’re constantly learning new things about not just coffee, but like yourself and the world.

MB: Can you give me some examples of some things that you feel like you’ve learned about yourself and the world since you’ve been here?

AV: That I’m important and that I come first in my life before anyone else. Like finding my strengths, they helped me find that a lot.

MB: Yeah. Have you had the opportunity to explore your strengths and learning about yourself in other settings?

AV: No, because in other settings I have people that care, but like if I’m selfish, they don’t like dealing with my problems. But here, they. I don’t know what they do. It’s just how they talk to you. They just make you feel comfortable feeling what you’re feeling.

MB: Yeah. I’ve been trying to hone in on what that is. We were talking about it the other day and I was like, “I still don’t know. It’s a feeling and I can’t do much with a feeling. I need to like understand why! Like what are you doing that is conjuring this feeling?” So, I empathize with that statement. What are some things that you enjoy about Leadership?
AV: **Just spending time with the people,** making the **best drinks I can,** finding the skills that I have, ____________\textcolor{purple}{.} **Being pushed out of my comfort zone.**

MB: Is there a time that you feel like Brian or Jess or your colleagues has really pushed you outside of your comfort zone or maybe a situation?

AV: **Yeah, they help me start my grieving process when my sister passed away.**

MB: How did they help you with that?

AV: **They didn’t give up on me when I tried to push them away, so it made me feel like I could trust them and what they say that I should be doing to make me healthy.**

MB: Through that help, what do you think has changed for you.

AV: I can just simply say her name now.

MB: Yeah, that’s beautiful. What are some things that you feel like have challenged you?

AV: **Becoming shift lead.**

MB: Congratulations!
AV: Thank you.

MB: Oh my gosh! Yeah. That is super challenging. Tell me more.

AV: It’s not completely final yet. I have an interview I have to do with Brian, but pretty hopeful.

MB: Yeah.

AV: But just realizing that there’s more to me than I thought, like I can do more. And then having me talk in front of big crowds for the first time.

MB: How did that go?

AV: During it, I don’t remember anything, but like after it was just a wave of emotion. I just held my mom and we were both crying.

MB: Yeah, because you also went to Homeboy and spoke on their conference.

AV: Yep.

MB: What was that like?

AV: Probably one of the best experiences.
MB: Yeah? Why?

AV: Just the whole trip, like it was...not that it wasn’t fun, but like we had a bunch of like problems on the way during, like missing the flight.

MB: I was like, “didn’t they like miss the flight?”

AV: Yeah. Just like our strengths, like working together to get through it. Like, the person I went with was having a hard time back at home and it was like brought there, like in the moment at like not at a good time right before we were gonna speak and just Brian, I don’t know what he did, I don’t know the conversation or anything, but like TP completely flipped around. He was laughing, he was just TP himself.

MB: Yeah, yeah. When before that he hadn’t been.

AV: Yeah. He was crying and having a hard time. He almost didn’t get up to speak.

MB: And then, boom, suddenly he’s on the platform. If this feels applicable to you, are there people that have been helpful and supportive to you here?


MB: What have they done or how have they been with you that has felt so supportive? I changed that wording a little bit because a lot of people were saying things like it’s not necessarily what they did, so sometimes there was something...specific things that they did, and
sometimes it’s like there was a larger way of them being with you guys that felt very different and then there were like examples of specific things.

AV: I just feel like constantly giving us resources.

MB: Anything else?

AV: Just always taking the time to talk to us when we need it. It’s just...I don’t know, it’s just support.

MB: What are some examples of some resources you feel like you’ve received?

AV: The SEA certification, being certified for CPR, like therapy if we need it.

MB: Have they supported you with getting therapy.

AV: Oh, yeah.

MB: Awesome. What was that like?

AV: Well, I was pushing it for a while. Like, I was like, “Yeah, I’ll do it,” and then just like not follow through with it, but now I’m meeting with Katie usually like every week, once every week and don’t regret it at all.
MB: Great! Do you go somewhere to meet with Katie or is it here?

AV: It's here at Leadership, yeah.

MB: Okay. Is that something that was arranged by them or how did that come to be?

AV: Well, it was arranged because I guess there’s not a place outside to do it, but I actually like it because Leadership is like a comfort zone for me, so I feel like I’m opening up more doing it here instead of like a normal therapy setting.

MB: Yeah, because this is like a safe space for you. Yeah, that makes sense. Are there people or things that could be done differently to help support you more?

AV: ______________.

MB: So I’d love to hear a little bit, kind of switching gears, about the training and development that you’ve received. Some of that training and development might be coffee or business related, but some of it also like may be personal. What has the training and support felt like for you?

AV: Very in depth. A lot of..It kind of actually feels like school work, which I kind of enjoy because I love to learn. But a lot of hands on, very experienced people like Alex there to teach us new things. And then if there’s things that we want to learn, they go out of their way to find the best way for us to learn that.

MB: Awesome. What are some of like the technical training that you’ve received here? Like, learning either about like craft coffee or learning about like the business, that kind of stuff.
AV: I think the biggest thing that it taught me was when we went to Allegro Coffee Roasters.

MB: Oh, I remember that, yeah.

AV: And they had a whole...I don’t know what it's called, but they took you on a tour, behind the scenes of the coffee, like where it comes from and how it gets to the cup, which is what I’m more interested in.

MB: Oh, yeah, it’s really interesting. Was there anything that like blew your mind? You were just like, “Whoa!”

AV: The room with all the green coffee, just how much there was.

MB: What was it like?

AV: Each section is like from a different part of the world. It’s just crazy.

MB: That’s amazing.

AV: It’s kind of like a museum.

MB: Yeah and like, what an industry. I mean, you know it’s an industry, like obviously people drink coffee, but you see…
AV: There’s a lot into it.

MB: Yeah. Did you know that before you…

AV: No. I didn’t even like coffee. I didn’t drink it.

MB: What did you get when you came on your date?

AV: An iced chai.

MB: Right. I would have done something the same. What about personal development? What has personal development looked like for you here?

AV: It’s just feeling comfortable talking with people. Like, I was diagnosed with selective mutism, so like there was a whole year of school I didn’t speak a word, like I was terrified of adults. I couldn’t ever like keep a conversation going, like I think just simply like screaming out orders helped, I don’t know.

MB: Yeah. What do you think...so, select mutism.

AV: Selective mutism.
MB: Selective. Thank you. Selective mutism, was that something that you experienced as like a teenager or as a young adult, or as a kid?

AV: My whole life.

MB: Whole life, okay. How did that impact you at school?

AV: I rarely went to school. I ended up in an alternative school with like five other students in the classroom.

MB: Was that helpful or not helpful.

AV: I wouldn’t have graduated without that school, so it was helpful. Yeah, just really bad anxiety. I couldn’t sometimes go in the grocery stores. I would always be like attached to my mom’s hip. My head was always down. I couldn’t make eye contact.

MB: And then here, suddenly...or maybe it didn’t feel sudden.

AV: It didn’t. It felt like a lot of work, but I don’t know, I just feel like a completely different person now.

MB: Yeah. So calling out orders helped. Is there any like development or like coaching or things that you did with Jess or with Brian?
AV: The poetry development we did. I can’t remember her name, but she was friends with Destiny and we did a development with her and just learning about like having to breathe and deal with anxiety and stuff like that.

MB: Was that the Check Your Head?

AV: Yeah.

MB: Yeah.

AV: Just those little developments I feel like helped us a lot.

MB: What are some things that you feel like you took away or like learned from those?

AV: I do a lot of meditation now, that my voice is important.

MB: Yeah. Okay, this is...You’re gonna be like, “We’ve already talked about this,” but I’m gonna just ask it one more time. Are there people that you trust at Leadership?

AV: Absolutely.

MB: Tell me more.
AV: I guess like everyone at Leadership is probably the first people I would go to if I needed help with anything, so there’s a lot of trust there.

MB: Yeah, and it sounds like that wasn’t something that was always in place. What about your peer relationships? Do you have trust in those?

AV: Oh, yeah.

MB: Is that something that’s similar to things in the past or different from things in the past?

AV: Way different. I have never...I’ve had friends, but just like not friends I’ve trusted and it was always friends that like either got me into trouble or like would think they were helping me, but were not like not in a healthy way. But here, it’s just...I don’t know. It’s so hard because everyone is so great.

MB: Yeah, they really are.

AV: It’s like everyone brings their own unique thing, I don’t know.

MB: Yeah, you’re doing great. It’s so helpful. I wish I could show guys the code. I actually might show you the codes. So you do it on the back end on this like computer program and then it can create...well, one, it does like a bar graph and it will show you like which things like people are saying over and over again. So you can see how many things like come up, right? But then it also does a wordle, you can hit this thing and it will do a wordle and it will show you like the words that are like popping up over and over and over again in the presentations. So I’ve coded three interviews so far and the things that come up over and over again: Resources, trust, peers and feeling like family and that that is different, like that you felt like you could trust basically anyone here. And I was like, “that’s so interesting.” Because you guys are all saying very similar things.
AV: It’s interesting.

MB: And what’s interesting, too, is that there’s a framework that I was using when I came into this and so some of those things are coming up, but the there’s other things that are coming up that weren’t part of that framework, which is like peer friendships, peer relationships, friendships, and then resources. Every single person has been like, “resources, resources.”

AV: It’s constant resources. Like, I have a second job now because of this place.

MB: Awesome! Wow, where are you working?

AV: Queens 11.

MB: Oh!

AV: Jeffrey owns it.

MB: Yeah, dang. Oh my gosh, you must be so busy.

AV: Yeah.

MB: Good busy or like?
AV: It’s all good, yeah. I’m getting used to it.

MB: Dang, that’s awesome. Get it. Love it! Okay, sorry I totally went off track. How do you think the trust developed?

AV: I would say because they like show...they keep their word and they...whenever you come to them, they’re there. They’re honest.

MB: Yeah. A word that comes to mind is that they feel real. Does that resonate with you?

AV: Mmhmm.

MB: What is it like working with Jess and Brian, and what is it like learning together?

AV: What do you mean by working with? Like if I was to work a shift with Brian?

MB: Yeah, or like being...like how does it compare for them as bosses? What is the experience of having them as a boss? Are they technically your bosses?

AV: Yeah, but it doesn’t feel like it.

MB: Okay.
AV: I don’t know how to explain it. It’s just like working with a family. It doesn’t feel like they’re really our bosses, though there’s that line for sure. But yeah.

MB: But, by and large, you feel...yeah. What are some challenges? Are there ever challenges with working with people that are like family?

AV: Personally, I’ve had like a couple incidences with peers like calling dibs on me or something like that, but we...I guess like the relationships we have are like so good that like I was able to go to that person and talk to them about it and how it made me feel that they did that. Now we’re stronger than ever.

MB: That’s awesome. That feels pretty huge. How did you do that? How did that feel to do that?

AV: It took a while, but I felt like I could go to Brian and like Alex about the problem and they gave the best advice they could. They didn’t like push me to talk to the person or anything, but they like somehow made me realize like that’s the healthy way to do it if you...because that person had a really good relationship, like she was my sister and I didn’t want to ruin that and it’s been like really awkward. And Brian like forced us shifts together and stuff like that.

MB: Like on purpose?

AV: Yeah. I just felt like it was just time to just talk to her and tell her how I’m feeling.

MB: How did you approach that?
AV: It was actually at the latte art throwdown. I went up to her and I was like...just said how I was feeling and like, “I don’t want to ruin our friendship.” And she was like, “Oh, no..like, it means more to me than that.”

MB: And you guys were able to resolve it?

AV: Mmmhmmm.

MB: Man, how did you feel afterwards?

AV: Relieved.

MB: Yeah, I bet. That’s a really hard thing to do.

AV: **Boundaries. I was never good at that.**

MB: Yeah, because there’s this boundary part and there’s this like vulnerability part, right? I’m gonna have a boundary because it’s not okay for you to treat me that way and also I’m gonna be vulnerable and tell you because I think it’s better...I want to at least try to have that boundary with you and still be friends than just walk away.

AV: I didn’t want to do that.

MB: Yeah, that’s awesome. And like a really hard thing to do. Let’s see. I’m gonna switch gears a little bit. If you were to describe your experience here at Leadership to other people, how would you describe it?
AV: I mean, I would say you would have to come to experience it because it’s just hard to put into words, but just love of family, resources, if you want to grow it’s just the place to do it, finding yourself, your worth, having a good time, always learning.

MB: So switching gears one last time, you’ve kind of already talked about this a little bit, but like as you’re growing, what are you thinking about as like next steps for yourself? And that can be at Leadership or beyond Leadership.

AV: I mean, having the second job I already see that I’m bringing skills that people don’t have there. Like, there was a day I left and before I left, I cleaned the sinks and refilled it with the soap and hot water and sanitized and my boss was like, “Wow, thank you. It looks so good.” It’s like, I thought this was normal, but.

MB: You’re like, “uh, you’re welcome?”

AV: But just like little things you pick up here, I’m definitely gonna bring elsewhere.

MB: Yeah. And then shift lead.

AV: Shift lead definitely.
MB: Thinking about like your future, what do you think you’d want to do moving forward?

AV: I want to be in music, a sound engineer, and I want to open up my own coffee shop, but also I’m not gonna be doing that in Colorado. I want to do it when I move to San Diego.

MB: Oh, awesome! What got you interested in San Diego?

AV: The ocean, opportunities for like music, coffee...next step in my relationship and myself. Just _________ out of Colorado, so it’s gonna be tough being away from family.

MB: Yeah. Do you have plans to make that move?

AV: It’s gonna be around May of next year or this coming year.

MB: Oh yeah, right? How, if at all, has Leadership helped you with those next steps or those plans?

AV: I think the main thing I would have to say is that I can trust to support myself on my own.

MB: Awesome! Would you recommend Leadership to somebody, why or why not?

AV: Without a doubt.
MB: Awesome. So at the beginning, we talked about kind of your journey to Leadership and what that looked like, and then we heard about kind of your experiences here, both development wise and relationship wise, and then we ended with the discussion if you would be interested in having somebody else join Leadership or if you would recommend it. Is there anything else that you would want to add?

AV: I mean, where are you gonna feel like spiritual hospitality here, comfort, and like the care, the genuine care we have for everyone and get a really good cup of coffee?

MB: Yes!

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Memo

At the beginning of my interview with A.V. I mistook her quiet voice and reserved non-verbal cues (such as being slightly hunched forward, clasping her hands, being really still) as an indication that she was uncomfortable. As we continued to talk, I learned that A.V. had been selectively mute throughout most of her K-12 experience. She had been in a small classroom setting as a way to meet her social emotional and mental health needs. Leadership appeared to have been a catalyst for change in her life. At one point in the interview, she shared that Leadership taught her that her voice mattered. It was clear that the experiences that she engaged in at Leadership helped her find her voice and next steps. What had started out as a date at a random coffeehouse turned into a job that helped her increase her confidence, helped her build relationships, and expand her future. An individual who had previously not spoken as a coping strategy had flown to L.A. and spoken at Homeboy Industry's conference.

A.V. also talked about being connected to other resources such as having therapy provided at Leadership. She mentioned Brian repeatedly reminding her of the option for therapy. She turned it down several times, but ultimately agreed to start seeing an outside counselor who came to Leadership. It appears that staff at Leadership repeatedly attempt to connect youth with resources and do as much as they can to ease an apprentice's access, such as bringing an outside counselor to Leadership, bringing up the resource option repeatedly, etc.

A.V. repeatedly talked about the role that Leadership had in redefining herself and her identity. Through her experience at Leadership, she was no longer the shy, selectively mute, highly anxious kid who hid behind her mother and rarely went to school. She was now a young woman who shouted out orders and dreamed of moving to California. I am curious how Jess and Brian built such a relationship and environment for A.V. that she was able to grow in a way that
she hadn't in previous environments, including a small alternative classroom - a setting that A.V. indicated was the only reason she graduated high school.
Date: 7/26/2019
Time: approx. 2:45 to 4pm
Mapping of the space
**PDF titled “Environmental Pictures 7.26.19.”

(I did not take pictures of the rest of the space because there were customers in every space)

Summary of space:
Three booths, seats 4 each comfortably
- 6 tables dotted across the middle of the space in an “L” shape.
- Two sets of garage doors on each side of the building
- Coffee bar offers seating
- Seating around outside looking into the parking lot
- Walls reflect Leadership core values and showcase apprentices
- Couch and chair seating area by entrance. Slightly more private. It looks more like a living room space than the rest of the coffeehouse which feels more industrial.
- The space is airy and minimal. The design is “clean” and industrial.
- Metal lime-green chairs, metal stools.
- There is an industrial looking grey concrete floor. The ceiling is high and open, exposing pipes, etc.
- Bulb lights strung across the ceiling and one side wall.
- When you walk in, to the left there a community room with French doors. A sign says you can rent this space for meetings.
- The space appears to be set up to meet the needs of various patrons. I have never noticed this before.
  - Solo workers
  - People wanting to connect or work together
  - People wanting a little more privacy.
  - Mix of patrons from different races but the majority are White.
  - 17 people as customers
  § 14 White

Questions that are coming up:
- I would love to hear about the intentionality around the setup of the space. What were some of the decisions behind the map of the apprentices and the display shelf that has everything posted? What did the decision process look like for the industrial nature of the space and the layout.
- The definition of a Leadership and where that name came from?
- Wondering what this place was before it was a coffeehouse. Something with cars? Perhaps a quick repair place or something?
- Were the different seating options intentional?
- This neighborhood doesn’t have a lot of coffeehouses. “Coffeeshops are for White people”
  - Why a coffeehouse? Why here?
  § I wonder if the shop invites people in the neighborhood or deters them?
  § Where are most patrons from?

Other thoughts:
The very outward display of apprentices around the space. For context, there are two walls and both of the actual walls have pictures displaying apprentices. The other two walls are garage door walls.

It’s super hot. There are flies everywhere. Apprentices are trying to keep flies off the baked goods. It’s kinda gross. I’m surprised so many people are working here when I am sure they could find a place that is cooler and has less flies. Is this a commitment to the organization?

A young man keeps coming in. He is working out of a trailer behind Leadership. The bike shop trailer appeared to be connected with Leadership somehow. The youth working clearly know the young man and have a relationship with him. They seem to have a comfortable relationship, laughing and talking. He comes behind the bar without hesitation but still asks for things – “Can I have a cup of water?” Former apprentice??

Memo
I have been coming to Leadership coffeehouse as a patron for many years. I have never noticed how the space was organized or even the timeline of Leadership’s development on the wall. The setup and spacing is interesting to me. As I noted above, I wonder if this was intentional. I also don’t see any space for apprentices to meet or receive coaching, however I know that they do. I need to ask about this. If coaching takes place in the meeting room it would mean that it wouldn’t be available for rent. Perhaps they meet downstairs? There is space down there but I haven’t seen it yet. I imagine coaching and some conversations would require privacy and I don’t see a lot of options for that. I am wondering how that feels for apprentices and staff. I am wondering how they manage that when it comes up.

Date: 7/29/2019
Time: approx. 2:10 p.m. to 3:35 p.m.
2 employees
(TP)
light wash jeans, shorts under, bagging below butt, pulling up can't tell until he bends over

(Apprentice 2)
black pants
white Leadership shirt
thin, African American, glasses
--------------------------
~7 people in shop, everyone 1:1
people in the meeting space
talking, friendly with each other
low, whisper talking about the bathrooms
asking it out, laughing with each other

D and App2 talking about someone fully dressed up – really formal.

D: if my girl dressed like that today, I'd be like babe, you look cute but you gotta change - too hot (it is nearly 100 degrees)

2:50 - someone seated w beanie on said something. D acknowledged. Easy conversation, got along. D switched his language. He was friendly, but spoke differently than he is with the other apprentice. Code switching?

3:10 D to app 2- do you mind if I step out for a min, super discreet - smoke break. Ducked into the side of the bar and got it from his backpack. Must have put it in his pocket. Was not holding it. Walked away from the coffeehouse.

3:19 Order for multiple things comes in - they work together to support it. Without having to ask D gets a carry cart for other apprentice” They seamlessly support each other. ---Did D cut his smoke break early?

3:31 All clean up afterwards. Laughed at how random that rush was.

I asked them about it. Said they didn’t usually get rushes in the afternoon like that. Biggest rush was in the AM and then smaller one around mid-day. EOD usually pretty chill, that’s why only 2 on schedule.

Date: 7/30/2019 - Part 1
Time: most of the day 9am to 5pm / Left a few times to give myself distance.
Went to Qdoba across the street for lunch (gone an hour)
File names to physical notes or other artifacts: Artifacts Observation 1 07.30.2019
Common Scenarios:
Give them the scenario and have them think through some options together or on their own for how they might respond. Then have them practice the scenario. Here are some scenarios:

- **Customer says: “It’s my first time at Prodigy”**
  - Introduce yourself and welcome the customer
  - Ask if they can help decide on a drink
  - Tell them the Prodigy model: “We are a craft coffeehouse and apprenticeship for young adults in this community. I am an apprentice, in my first week on shift (or whatever is accurate)”

- **Customer says: “I don’t know what to order.”**
  - Espresso or non-espresso
  - Iced or hot
  - Sweet or not so sweet

- **After you serve the drink, customer says, “I forgot to order that with almond milk”**
  - Let them know Almond milk is extra $0.65; You can ring them up for it

- **Someone on your team messes up an order or forgets an order**
  - Make the drink; if egregious, give out free drink card
  - Also, MUST figure out what happened to cause the issue; this is not an acceptable way to function in your role; must be diligent in analyzing and then trying good tactics to (attempt to) ensure it doesn’t happen again

- **Someone wants to reserve the meeting space**
  - Give them Steph’s card

- **Customer says: “Tell me about your food options in this pastry case”**
  - Ensure you know all the flavors

- **Other scenarios to consider:**
  - Someone orders a macchiato
  - Someone orders a latte with a triple shot
  - A co-worker is having a bad day
  - You forgot how many minutes a burrito should go on the panini grill
  - A customer is rude or outright claims something that isn’t true
  - A co-worker is on his/her phone the whole time
  - It’s 5:03 pm and a customer walks in
  - A co-worker is giving away free stuff

Goals for first shift: 1:45-2:00
Be an Asset
Spiritual Hospitality
Thoroughness
Evidence of Learning
  - Observe shift and talk through what should be happening

BREAK
  11:45-11:55

Shift Change Meeting
  - Observe
  - Evidence of Learning
    - Apprentice reflect

Importance of Thoroughness
  11:55-12:05
  - Conditent Bar Cleaning
  - Do Deep Clean (review but don't complete)
  - Include sweep/mop
  - Clean/Polish espresso machine

Cadence of a shift
  12:05-12:45
  - Shift change meeting
  - Double check work
  - Set up for success
  - PM-Specific
  - Deep clean- every shift
  - Pre Close Checklist
  - Closing Checklist

Review Closing Checklist Thoroughly;
  - Show them where all equipment is
  - Give them tips on how to go above and beyond with the tasks

Practice the full register experience
  12:45-1:00
  - Greeting
  - Accurate Orders (Practice Hard Orders)
  - Call Out Drink
  - Money Handling/Change
    - Call out espresso drink to barista before you get change or before you swipe card or during the time when the customer is inserting chip reader
    - Look for the change amount on POS before it disappears
    - Show details like how to place change in hand then bills
    - Face the credit card toward them when returning
    - Flip register back around before next customer
  - Ticket/Cup
  - Food Prep
Day 3 Tuesday July 30 10am-2pm

Checking for Understanding
10:10-10:20
- Review onboarding training from last week; can use binder if needed
- Emphasis on:
  - 4 Variables of Extraction and what is the one variable you will change as a barista?
  - Drink cup sizes (all for here and to-go options)
  - Salami shot recap
  - Important Health Code considerations

Quick Review/Teach: Assumptions & Decision Fatigue 10:20-10:45
- Review: Assumptions:
  - "To-Go" (unless there's a reason to ask if it's for here) and
  - Size: If have to, assume small size (but they are allowed to ask for clarification on this one)
- Review: All espresso drinks have one double shot (2oz); assume unless they ask for more/less
  - One exception is large americano, which has 2 double shots
- Teach: Assume Hot drink (unless they ask for iced)
- Teach: Assume Whole Milk (Do not ask if they want a milk alternative)
- Teach: No Syrup (unless order it)

Review Policies & Procedures 10:45-11:00
- Last week they read through these and asked questions, but need a more thorough discussion
- Stress the importance of charging people (not giving away stuff)

Review all Foods
11:00-11:30
PRINT: Product and Vendor Guide
- Pastry Case: ID products/use invoices
- Taste some
- Each food item: Highlight a positive feature
- Learn vendors
- Gluten free options: use resources
- Evidence of learning
  - Apprentice share what's in the pastry case
  - Highlight something positive about at least favorite food item

What to Prioritize on a shift
11:30-11:45
First Priority is always Customers
Customers are in 3 places
1. Register: Drop everything and welcome them
2. Condiment Station & Bar (waiting for drinks)
3. Lobby (Includes: Meeting Space, Bathrooms & Patio)
Dirty Chai
Brave
Cubano

Maccioarajo 8x
Cafe con leche
electric chair
Red Eye
Transcribed from voice memo to myself:

I did a 2-part observation. I observed Brian doing training with D who is a starting apprentice. He just finished the pre-apprentice training and is now doing the phase 1 or first section where they are learning fundamentals of customer service, cleaning, mopping, making the brewed coffee (not the espresso drinks). I observed that training but didn’t take notes bc I didn’t want to make D more nervous. There was supposed to be a second new apprentice but she was sick and didn’t attend.

Some things that stuck out to me during the training was how affirming and reinforcing Brian was of D. DM knew a lot of things and had clearly been working hard, but also didn’t know everything, actively asked questions, but also made mistakes and said things like, “I don’t know.” Every time and intermittently throughout, Brian gave positive reinforcement to D. He said some variation of “good job, great job, you’re on the right track, you’ve got this,” etc. 35 times in the observational period (I made tallies on my phone – acted like I wasn’t paying attention). That is despite having a 45-minute chunk where D was studying independently and/or working with another apprentice who was further along in the program. Brian was not involved at all.

The other youth worked directly with D. If I hadn’t known better I would have figured the youth had known D before today. They had an ease about the way they
interacted. If the other apprentices hadn’t been showing him how to do things or giving him feedback, I would have thought they were established friends. They asked about music interests, played different songs over the loudspeaker based on interest. App 1 made fun of App 2 for music taste (joking – no one was offended). They asked DM what he liked and involved him in conversation. DM jumped in and joked along with them.

The training was intense, yet supportive at the same time. DM was expected to practice knowing different types of drinks about what made them unique from another drink. They discussed the traditional ways to make the drinks and how that sometimes differed from how mainstream coffee shops like Starbucks made them. They discussed the different ways of roasting the beans and what they did to the flavor. Brian taught DM about the importance of timing when making an espresso drink - taking too long means you burn the espresso. Brian frontloaded that DM would be practicing that a lot and tasting a lot of burnt coffee as he learned. Brian normalized this by saying that everyone did -- that it was part of the learning process.

DM also learned how to use the cash register. To support learning, the practice simulated the bar. Brian ordered a drink and DM had to use an iPad to enter the order into the system. They set it up so that the iPad projected into the TV in the room. This allowed Brian to watch what DM was doing and give him feedback.

Later when working together 1:1 in the meeting room, Brian asked App1 to bring in milks. DM and Brian tasted alternative milks together. Brian shared the same drink cup as DM while they tasted and talked about them. Brian asked him questions about the taste and “weight” of the milk. “Can you pull out 1-2 taste differences?” At some points, it was clear DM was unsure. His voice went up as he answered and his voice carried the tone of a question. Brian always encouraged him either with a nod, smile, or saying something like, “yeah, yeah”. Sometimes Brian did agree and sometimes he used these as an opportunity to shift into giving feedback.

At one point, Brian’s family came in. Brian pulled DM away from his work and asked him if he met his family. He introduced DM to each member of his family. Brian’s wife hugged DM.

**Memo:**

Youth participating in the program seem to genuinely like each other. They talk together, make a point to engage with new apprentices. They are not afraid to jump in and give feedback. They also do so in a supportive way. I think I expected there to be a little in group/out group with new apprentices or even among ones who had been there longer. This does not appear to be the case. I wonder if this is intentional or not. In my next conversation with Jess and Brian I should ask about this. I wonder if they receive explicit training about this. It also appears that part of the learning is intentionally provided by apprentices and not B or S. Reviewing the documents I was able to take a picture of, one of the goals of the first shift is to “be an asset”. This has
such potential power for a youth. I wonder when someone has put forth the idea that they may be an asset to someone?

The training was also very extensive. I was impressed with how well balanced it was. It was rigorous with high expectations but also provided an incredibly high level of support. The resulting tone was, “a lot is expected of you here and we’ll do what it takes to help you rise to the occasion”. This training time also appeared to allow for foundational connections to be built between Brian and DM. It also served as a chance to build connection and community among the apprentices. I wonder how intentional this was or if it was an unintended positive consequence.

**Date: 7/30/2019 - part 2**

**Time:** between Brian’s direct training of DM (same day)

2:58: Discussion between Jess and Brian about the morning shift.

· Tough shift, tensions were high among apprentices and the orders were messed up. The line got really long at one point.

· B to S: I pulled shift lead (lead AP) – B asked the lead: what's going on. What's your instinct? Felt the main issue was S at the register/bar. She was getting the orders wrong, wasn’t entering them correctly in the iPad, wasn’t calling them out loud enough. The longer it went on, the worse it got. AP pulled her off and had her pour iced coffees and kombuchas. Lead AP took over the register.

[Lead AP walks in]

· Lead AP to S + B → S - need different plan

[The 3 of them talk together for a min]

o Lead AP focus is on support, not throwing her under the bus for messing up a bunch of orders during AM rush. → *impressive*

o AP asks, what can I do differently to support her? S: Thanks her, asks for space to consider her question.

[AP leaves]

· B to S: What is concerning is that she's had a lot of 1:1 support.

· Ex: A provided 1:1 support → A must be another staff – have I met her? Ask later.

[S + B Express frustrated, cursed, laughed, got off-track] Then shifted….

· S: Ok, let's look at it: tomorrow afternoon – what do we do?

· B: gave praise about thinking about taking her off am shift and Q: how can we support her more?

· S: Sit down with S, say what needs to change, what needs to happen. And perhaps if doesn't change, then what / what might be a good fit?

· B/S: her reading/writing really low, visual issue bc early cancer?

· Let's figure that out first. Maybe we need to get a better sense of her skill level so we can figure out a different start for intervention.
B to pull S and talk w her the next day about her time at P, her schooling, get a sense of her skills and needs. Taking off bar for now.

→ this is one example where an SP could be so helpful!

[Conversation shifts]
Taking apprentices to Homeboy to speak in CA.

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3:15 S + B Planning Presentation at Homeboy Industries
· Spiritual Hosp
· Pre-Apprenticeship:
  o Go through spiritual hosp (instead of values - guiding principles)
  o Then Interview -- We started this place bc we know that people unvalued some young people and their talents and potential are underrepresented in workforce. The leads to a narrowing of who is valued, whose voice is heard.
  o Jess: "We hand the key to young adults to run the show. Because we believe it and trust it."

[continue to discuss plans and presentation outline]
  o There's a happy hour – S + B decide how to handle that bc some apprentices are 21 or older.
  o We can set the stage that 1-2 drinks, business meeting. Models responsible behavior for the setting. Model to learn how to navigate such spaces.

§ → Code switching!!!!

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Questions
• Can I see the spiritual Hospitality doc?
• Can I see the presentation you create?
• What is the white paper that you mentioned?
• something about learners?
• Poems - AV's poem is done?
• What's up w the Poems?

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I observed a team meeting between Jess and Brian. Jess and Brian were debriefing a situation with an apprentice who was struggling meeting the level 1 expectations of the training. They discussed how S was struggling on shift. In addition to discussing that struggle, they also talked about the lead who was on shift. Brian supported that apprentice by asking her what her instincts would have been to do in that situation. The apprentice explained them and the rationale, and Brian reinforced that it was the right decision. He gave her feedback that he wanted to see her not only have that thinking, but then to act on the thinking. For example, the apprentice said, “I’d like to take her off shift (“her” being S) and do some additional training and support, especially in a time that was less of a
rush,” meaning not a morning shift. Brian agreed and said that was excellent thinking. He named her thinking for her and tied it back to strong leadership.

After the lead apprentice left, the conversation shifted to Jess and Brian talking about what was going on with S and what might be some next steps on their part. In their conversation, they expressed some frustration because they have provided her a ton of support and they have not seen the progress they want, meaning that she is still struggling with this first part of the training. As they kept talking, they got to a place where they remembered that she had really low levels of reading and writing ability and that she had some vision issues because of childhood cancer. They wondered if any of those things may be contributing to her struggles. They then shifted into some positive things they had seen from her including remembering to go back and fix something later on, taking ownership, and really wanting to do things well, despite struggling to do them well. Lastly, in their meeting they discussed an upcoming presentation that they were doing at Homeboy Industries in California and some of the apprentices they were going to take with them. In that conversation, they talked about how to support the apprentices in that trip and what messages they wanted to tell about Leadership. They also discussed their own modeling and work with apprentices.

Memo

In the meeting between Brian and Jess it clear they spent a lot of time together and were comfortable being themselves with each other. They made fun of each other, finished each other’s sentences, and even recognized each other’s strengths/weaknesses. I wonder if they have worked with each other in a different capacity before working at Leadership?

They also displayed a great capacity to “find the good.” They looked for strengths in S when it could have been really easy to focus on the frustration. This reminded me of the popular trauma-sensitive saying “kids do well when they can.” The focus for Brian and Step was on how to support her; how to get her to meet the expectation - not if she could meet the expectation. Again, I am wondering if this approach to apprentice development was intentionally cultivated or accidental/natural to them.

Also of note, the quick coaching that Brian gave to the shift lead. It felt powerful because it happened right after the stressful morning. He did not wait for a scheduled coaching meeting. The lead AP seemed to listen carefully to the feedback and appeared each to implement based on her facial expressions, nodding, and asking questions. Brian also mirrored her own thinking back to her. This is a skill we often see in counseling, but do not see as commonly in schools or workplace settings. Does Brian realize what he is doing to facilitate learning?

Date: 7/31/2019
Time: All Day 7:30am to 5pm
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7:45 a.m.

- DM / DA / TP
- 3 people on shift / busy morning shift
- Most tables are full / business meetings / 1:1 working
- A line w 5 people - apprentices working through the line
  Great each person with a smile - pause to make eye contact. Ask how their day is going. Smile. → this is apprentices engaging the spiritual hospitality - one of the Leadership’s values. B & S provide specific training around this

Brian comes to work

- Brian came in at 7:55 and said hello to each person. Made physical contact. (hug / pat on the back). Smiled.
  - Brian made a point to talk to every apprentice when he walked it. When he looked at them and asked, “how are you” it felt like he truly meant it. He paused, looked at them, touched them in some way and waited for them to answer. He sustained eye contact while he waited.

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Joined 1:1 w O (Lead AP)

- Lead AP, S + B in meeting
  - Discussing S (struggling trainee)- Lead AP: morning shift isn't for her, but I'm willing to sit with her and teach her. I think she's gonna make it.
- Brian - gave pos feedback to professionalism. "that was awesome and professional of you"
- Jess shared with Leap AP that they offered a position to a person named A. Position was: operations manager. Asked apprentice what she thought
- Lead AP asked: I'm excited but it's kinda a weird question but what does she bring to the table
  → Wow! Great question. Shows larger systems thinking and leadership qualities.

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- Discussing another apprentice, A. Amelia is looking for another job. Feels ready to “spread her wing” - given a one month grace period
- Lead AP: I think it would be great to have her as a temp for vacation
- Jess: that would be great!
- Apprentice: I am going out of town for a few weekends. And then we are planning a big trip out of the country.
- Jess - that's awesome!! where?!
[Discuss upcoming trip]
[Shift back to work]

- Brian: let's talk about your role. how are things going in your role? First, where are you succeeding?
- Lead AP: I don't feel like I've done much at all?
- B: Lead AP: I think the biggest thing I've done is make XX’s drinks
- Lead AP: I feel like XXX is going slow
- S: we're gonna take care of that
- Lead AP: We haven't been running out of things
  [Jess gets up to observe the line and operations at the bar, jumps in to help, and gives feedback, later returns to the conversation]
- B - both K and T know how to make XX and teaching A. I think you gotta name those strengths. If you think of more success, let us know. What are some challenges rn?
- Lead Ap: I am not touching the bar rn and sometimes I miss it. Coffee and working at the bar sometimes keep me motivated. It's part of the reason I want to be here.
- B: ok - that’s important to name! What about current responsibilities. Are you up to date on all of them or are there things you are behind them?

  [Quiet, shrugs] → I wonder if I should leave. If I am making her uncomfortable. I stay anyways.

- B: What about your leadership?
- Lead AP: I feel like I haven't pushed myself at it
- B: when you say push yourself, what does that look like? bc I hear you but that can be vague like, I'm gonna work harder. Or...what's the outcome of you being more of a leader?
- Lead Ap: I think getting XX and XX up to speed.
- B: A and J are done ASAP. We need baristas to be functional. They are 4 months in. Some are 1/2 way done w their apprenticeship. And this isn't all one you but we need to push accelerated learning. We're waiting for someone to push them and they are waiting for someone to push them. Again not on you but collectively we need to be pushing people. They get to learn and be a craft person
- Lead AP: They are going to take their skills test next week
Jess: Call to action - we want them to have successful on the skills test. Let's all take 1-2 hours after a shift to help ensure they pass.

Ap: I think w S and D (new aps onboarding). I think we should push them. I think let's give them practice asap. They haven't pulled a shot yet.

B: DM coming today and teaching how to mop, etc. Maybe you can teach them how to pull a shot.

Lead AP: they don't know why - they don't have a lot of the why yet
  → This feels like developing leadership skills. She's focused on the skill and the why behind the skill

B: Leadership - what else?

[AP quiet]

B: The shift you are working should be the best shift of our week: most learning, best customer experience, etc. If a S and an A are being shy, you can step up and be that spiritual hospitality.

Lead AP: smiles (BIG SMILE)

[S to Lead AP: People come here to see you. They can't get enough of you.
S You are such a bass ass….your energy, your talent….some customers come here for you….You were like a local celebrity. People are like I wish she should talk to me

[ → Jess is building her back up have giving some critical feedback. S and B are taking turns and sharing the role. Was this planned? I was with them before. They didn’t talk about it. Indication of the working relationship?]

Lead AP: Reflected; at first I felt like at first i was like smile, greet, and then it went to shit….and I was like, ok, well we just gotta get shit done.
• B: Everyone of your teammates looks up to you.
• S: Your leadership is beyond just these weekly meetings

[Ap: quiet]

• B: What can we do to support that (leadership). S and I hear you already say more
time on bar.
• Ap: I just want some time like just like be a person or something. And if
something goes left I can jump in to help but then I get to be on bar and she gets
practice too
  → seems like she might be struggling with some growing pains. Perhaps being on
bar makes her feel good at something. I appreciate who she is still looking out for
another apprentice, A.

• S: suggests seeing other places
• Ap: reflects on getting out being highly motivating to her. I’d like to start w guest
barista shifts bc I feel like I'm not ready yet to like be part time somewhere else
but I'd like to start guest barista shifts before that. When I’m in a good place in
my life - good change is good for me.
  o  → insight and self-reflection
• S: Yeah! Absolutely!
• B: and that’s great to know about yourself

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Internal discussion w Jess and B after O (lead AP leaves):
S: sorry
B: no you read that perfectly. She's not where we want her to be and I think this
will help her grow.
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O back...

S: do you know how to get to your task sheet? Bring your comp w you to all these
meetings (smiles)
B: do you know how to find that?
O: no
B shows O

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Discuss prepping for shop updates
O pulling it up and Brian asking her to walk him through

Brian: reviews goals w O

Talking schedule

Jess mentions: your mom's surgery is coming up.
Any more thoughts on how that may affect you?

Thanks her again

O: mentions going to XX house on Friday afternoons, asks for AM shifts.

They accommodate.

Jess and Brian alone - B - glad she brought that up / S: sorry, she brought it up to me already. B; oh great. that's wonderful.

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• S and B: 1:1 planning for S regarding how to support.
• We need to set clear criteria of what success looks like in 2 weeks.
• Shouldn't be doing drink prep.
• I think it's not about theoretical / I think it's in the moment
• O came back in → shares thoughts on S. “I think she gets nervous and scared” O leaves.

Talking about specifics about what do show and teach S
• Could we set up a simulation?
• Would that be helpful?
• How can we give her anchors when she's nervous?
• Let's scale back to basics / MOST important
• Note the positive: She's trying really hard to give eye contact and smile

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P, Brian, O

Meeting to discuss AP training

P did eye contact training, this week doing presentation training
makes comment about useful skills for going back to school or for jobs.

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A comes in
B: you just woke up?
A’s not feeling well
Brian was going take him to practice driving but reschedule for Friday bc he isn’t feeling well. Brian shows lots of concern. Offers ideas for him to take care of himself. A worried about his driver’s test. Asks if they can still practice. B says of course! As much as he’d like. B uses personal car to practice w A.

Discussion with Jess

I had the chance to sit down with Jess to ask some of the questions that had been coming up through observation. Through our conversation, it was clear that they had strong outlines for the craft coffee training as well as their core values. However, in terms of coaching models or explicit intentionality around how to interact with apprentices, there seemed to be little formal guidance. The way that both Jess and Brian interacted with apprentices was a result of their personalities and a core belief about these youth. Brian had been given no training on interactions with apprentices or coaching models while at Leadership. It was likely that he had received some prior, but it was not part of the onboarding or training process at Leadership.

I also had the opportunity to talk with her about S and their approach to supporting her. Jess shared that it was sometimes hard to navigate the line between appropriate support. She admitted she wasn't sure that she had additional skillsets to help S, but didn't know what else to do. She had been reaching out to some of her friends and colleagues to see if they might have positions to support S. It was clear that they would continue to support S at Leadership, find her another place to connect with, or maintain her, rather than simply dismiss her from the program.

As an extension of this conversation, I asked if anyone had ever been dismissed from the program. Jess shared that one individual had because, despite multiple interventions and supports, he had continued to come to work on drugs and this interfered with his work to the extent that he was no longer able to perform. However, she insisted that he was still a part of the Leadership family and that they all cared for him deeply. Brian, in fact, still drove by the apprentice's last known whereabouts on a daily basis on his way in to Leadership.

She was aware of another apprentice who was currently using marijuana on a regular basis. They have worked and supported this individual as much as they can and have contemplated if they should exit him from the program as well. However, he has made such significant growth while being here and has never been intoxicated to the point that it interfered with his work or his relationships. This was something that Jess and Brian grappled with often. They debated whether or not this was the most appropriate
form of support and at times had discussed the idea of randomly drug testing all employees. They had ultimately landed on it being an infringement on their privacy, especially because it was rarely, if ever, an issue at work, aside from the one apprentice who had been suspended from the program.

Discussion w Brian

I checked-in with Brian about his coaching style and approach. He shared that he had no real formal training in how to approach situations with apprentices in this position or in previous positions; however, it was in his character to lead through strengths. He sometimes wondered if this was unhelpful. He expressed concern that at times his focus on positivity meant that feedback or areas of improvement were less clear. He also expressed wondering about the benefits of being more direct at times. Conversely, he wanted to make sure that apprentices knew all of the good things they were doing. "All of us have a tendency to over-focus on the negative things. I feel like this is especially true for young people. I want to make sure they know just how great they are." Discussion ended because Brian was asked to step into a meeting with Jess.

Afternoon training - (Transcribed from voice-memo to self)

This afternoon I was able to observe a team meeting and training. When it began, it was J’s last day and he had been with them with nearly 2 to 2-1/2 years. Everyone went around and gave him shout outs. One of the things that stood out to me was just how intentional these shout outs were. They were specific and they gave examples of either things that J has done or ways that he had acted or ways that he made people feel. Wow. It was clear these youth deeply cared about each other. The specificity led to a feeling of authenticity and a sense of connection between people. When Brian gave his shout out, he stated that he had learned and become a better person from J. J is Black. For Brian, as a white man in a position of authority and leadership with Leadership Coffeehouse making that statement, speaks to an opportunity for connection. It also speaks to the role of reciprocal learning and the value every person can bring to another person or to a situation. It seems also though this reduces a power differential between a boss and an apprentice / A Black man and White man.

Next, they shifted into shop updates. During this, O had an opportunity show her leadership skills because she is the one who prepared the notes on the whiteboard. She is the one who gave the shop updates. Based upon the way that people asked her questions, responded to her, and gave her attention (their phones were primarily down, maybe they had an earbud in one ear) but they were clearly listening based upon the things they asked back, nodding, and thumbs up. It was clear that she was seen as a leader and somebody to listen to. This felt in contrast to the coaching session observed earlier in the day. This morning Jess and Brian gave her some feedback that stated that she needed to “step up” in some ways. They said they were really going to be putting pressure on her, but also
support her through the pressure. In the past they have seen her grow and step up when really pushed.

After updates led by O, P who was part of a Denver-based fellowship and then is staying on as a volunteer, led a workshop with apprentices. In talking with P she shared that she led a weekly workshop with apprentices, but at times it was pushed due to scheduling needs. She led a check-in with youth. They discussed things that were going well and things had been challenging for them. Some of the information shared was intimate. I was surprised by how forthcoming youth had been. This was likely partially due to the strong relationships that had been built. Youth all had journals. There were varied degrees of use. Use was not forced or a condition of their work with Leadership, but it was highly encouraged. From their journal work, they then talked about one thing that had gone well in the last week.

Something I found interesting was how many of them struggled to share things that had gone well. P knew them well enough to be able to point out some things that had gone well and help remind them of the good. They then practiced the skill of eye contact, which was something they had worked on the previous week in conjunction with presentation skills. Some of the feedback from apprentices was that eye contact was really challenging. They struggled with the concept of intermittent versus sustained eye contact. They shared that sometimes it seemed to them that people feel intimidated if they make eye contact. P said to just keep “trying it on.”

Next, they moved into an activity about a tree. The tree was a metaphor of people’s role in shaping who they have become thus far. While there may be some outward signs of varying degrees of engagement, everybody sat around the table and participated. Phones were mostly away, but again even if they were out, they still had one earbud out/one earbud in and they were conversing and engaging in this work. Leadership also gave them the time and the space to do this work. If apprentices did not want to participate in part of the activity, they could opt out. They were not forced to participate. However, all apprentices, for the most part, stayed in the room even if they did not engage in all of the activities that P set up. Apprentices were paid for attending.

The integration of their skill sets also stood out to me. Youth looked at developing coping skills and regulatory skills through things like journaling or talking with others. This work was engaged. The difficulty of it was embraced. There was also a focus on work-readiness competencies. It felt like another layer of training/support -- not only from the training that apprentices received through being on shift at Leadership, but then again in this kind of group setting.

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When giving shout outs for J, S and K crying heavily.

S’s body shakes.
T.P. pats S on the back. Hands her tissues.
Later when everyone is working on tree’s in P’s workshop --- S to the group:
“Thanks for helping me, calm down, teammates.” (says teammates in a silly tone - attempt to lighten the statement)

**Date: 8/1/2019**
**Time: 1:07 p.m.**
On-shift:
O - ripped black jeans, black American eagle shirt, black sneakers (lip piercing, long curved, light pink nails, long black hair)
T - khaki pants / red shirt / black sneakers

D: blue t shirt, jeans

A outside - maybe waiting to be picked up? Shift might be over.

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S & B (1:1)
• Talking about meeting on Wednesday
• S - was feeling emotional at meeting.
• Apologized to Brian for “being emo”
• Brian - no, you cry all you want. We just want to know that you're ok

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**T** - practicing for level 1 training

O teaching D. Leaning in towards him, making eye contact, nodding and giving feedback.

DM's first practice shift - asked how it's going - beaming. So so excited.

T - excited about going to go L.A. excited to fly on a plane for the first time. Excited to travel. Never eaten at In-n-out. Can’t wait. I tell him about the secret menu. Looks it up on his phone when there aren’t customers.

T - Was excited that he could predict the behavioral pattern of a customer. "he always looks up at the menu and always then orders the same thing.” Tells story of one time thinking all day about a cherry Danish. How he'd been eying it all day. AV had his
back. suggested different pastries to customers. At the end of the day, that customer came up and ordered it. Drats!!

2:20
All three talking together. Played rock paper scissors. No customers.

T talks about going to a Broncos pre-season game. He’s really excited.
O lights up. What? (they talk while she cleans and he stamps cups). Smiling bantering back and forth. Both smiling enjoying time together while working

→ Note: I see no checklist out. I don’t hear O telling or asking T to do anything. It seems like he’s just doing it. How does he know? Oh, there are checklists, he’s just internalized them.

DM goes on break - walks back in DeAndre looks up and asks, "you good?"
Nods.
→ Sense of care for teammates that he is working with for the first time.

DeAndre talks about going to LA again. Is nervous about flying but also excited.

4:17 wo prompting T asking O, anything you need?
O huddles them and they review a checklist

O shows DM the taps for the Kombucha to check how full they are
Models - I do, we do, you do. to check all 6 of them. DM takes over. DeAndre steps in to give D feedback. You got it, almost. - they start singing the song that’s playing.

DM laughs - notices a customer walking up. Greets them - hey how you doing?

all out of nitro

Ah oh no!

T - Did you hear that S bucks came out w a Nitro brew?

D - you gonna try it?

T - nawwww I am brand loyal!
Both laugh / T talks about being a Nike guy

D is doing something w the kombucha, looks up (wo saying anything)

D jumps in to teach to him.

O jumps in too. Once fixed, O continues teaching. They move their way down the bar.

O Tells him - you do XX (can't hear). I'm going to watch as I clean the dishes.

O - that's why they pay her the bucks. She's the badass boss lady. O smiles

Walks away

T comes over and high-5s her

O looks over and gives DM feedback - good job

[S + B haven't interacted with anyone on shift in 2 hours]

DM clearly feeling comfortable - talking with both, but especially T. Making jokes and light, friendly teasing. Playing music..talking about favorite kinds. All three participating in discussion. Light teasing, but kind.

O - asks T to check her phone.

→ sense of comfort between them...phones usually so private for youth especially

Date: 8/2/2019
Time: 2:00 p.m.
D’s 2nd training day.
DM came in to get tips
Handed him the whole bag / he took out his → Total trust in DM
handed it back - no one watched him
Brian - not there

A - on shift
Brian - it was really dirty up here early. It looks great now. O would be so proud!
Brian - talking w A - talking about money, review about that goals for the day. talking about D’s next shift

A showing D how to do a pour over. Turns to Brian and explains that something didn't work and what he did (tone is that of a question). Brian says - I think that is really excellent problem solving.

**Brian to A**

Says something I can’t hear...
A: no- I'm practicing so it's ok i messed up
B: yes but you didn't mess up. You're learning. This is part of the process. It's not a mess up. A: When you pull a shot like this. Always taste it so you can get a sense of the experience. Let's taste it together.

B: What do you notice?
A: it's like a little burnt
B: Yes! Good!

(B privately to me) I want to be careful bc he cries easily. Shows me where A is - 60 days in he's where they want people at his level in 40 days. Great academically - overwhelmed in practice.

A - getting nervous. Will you watch me? Yes, make me a XX (can't hear) first.

Lead A feeling sick this am - Brian started the shift for him. "When lead A is sick, we do whatever he needs because he is always the guy who will come and open the shop if you forget the key. He is so kind, generous, a caring human. We didn't develop that - that's who is his and it's an honor have his around."

J comes in from outside - (used to be an apprentice) now running a bike library. Comes in. DM gives him water. Brian rubs his back. They talk. J asks to show him something - discuss pictures of the storm from the previous night.

After teaching A - says to lead A - hey, thanks for letting me get in your way.

Both laugh

B - asks J to share pics they were looking at. Asks: do you mind sharing with me.
Jamie: yeah, I shared them with my mom too

A struggling with the grinder.
B: you seem frustrated
A: explains why (can’t hear)
A: handles the issue
B: names and praises

D watches
B explains what and why A is doing while also praising A in front of D

**Date: 8/7/2019**
**Time:** Most of the day
S / O / A there (back up for O bc mom is having surgery)

- O progressing in leadership skills and responding to feedback from S and B
- A and DM starting leadership module!! Are there to study w B. I ask what the module is about. Its focus is on Building awareness. Practices micro skills related to awareness and then reflect and debrief.
- Tomorrow A taking a group to tour and learn from Allegra coffee. 1-3:30 tour of Allegra coffee shop!!
  → Example of connecting to other opportunities and resources

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__Brian to S__

B: You excited for tomorrow - she's doesn't know? *Looks puzzled.*
S: "what's tomorrow"
B poses the question back?
She then makes a guess about it and is wrong.
Brian explains it to her about going to A. Coffee and why it’s a big deal. S has been present on multiple occasions when the trip has been discussed.

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**4:15 and 6pm skills level one assessment**

- Make drinks and scored against rubric
- Everyone is really nervous. In the afternoon when it slows down, apprentices make drink after drink to practice. NONE are served to customers --- must meet standard. S & B taste each one and give feedback. (*I would be SO sick if I drank that much coffee*).
- At 5pm they officially start the test. Each apprentice is evaluated on weight, speed, type of drink, presentation.
• At the same time D works on his first test. One of the questions is what is the brand of the espresso machine used. → Wow. Attention to detail. High expectations!
  o He is so nervous. He tells Brian that he’s forgotten everything that he knows. Brian tells him that that’s nerves. He sits with him but doesn’t say anything. After a minute he tells him “he’s got this” and then walks away. → Pos reinforcement; attunement!
• O has to leave bc of a complication w her mom’s surgery.
  o Brian to me - now I gotta figure out how to close this story and I don't really know how anymore. [Smiles / Laughs] These guys run the store! As they should, it’s theirs!

Memo

Brian and Jess seemed to support youth in all areas. It does not just focus on the needs of the coffeehouse or the youth's skillset associated with their success in the coffeehouse. They do so in a way that feels to me as an outsider like a deep level of genuine care. Brian using his truck to teach A how to drive, taking youth on trips out of state or across the state to present on topics are all instances that focus on developing youth's skillsets, but also allow for a deeper sense of connection and realness. Jess and Brian in conversation appeared to do their best to deal with these setbacks in a socially appropriate way, but also did so authentically. What is the power in being real and authentic? It feels like this level of relationship where it is reciprocal is exponentially powerful.

Brian makes such a point to focus on the positive with all apprentices and reinforce all the positives they are doing. This will be important to develop or screen for as they consider hiring in the future. Jess does it similarly but in a different way. For example, I overheard Jess talking w A when he didn’t pass his test to work the espresso bar. He was arguing that he missed it by a point and that a point didn’t matter. With complete kindness, she put a hand on his shoulder and said, “Yeah, but you want to pass with flying colors. You want to be that good...and you will be.” He stopped complaining and agreed with her.

Jess and Brian facilitate an environment that balances high expectations with high support. This balance makes sense in theory but is often hard in practice (at least in my experience). I think the role of attachment helps them access high expectation and high support in practice. I am also wondering about the role of trust in developing attachment. Today, Brian handed DM the entire bag of money and let him get his tips out. In most businesses the boss would hold tightly to the money and pass it out. This small act of handing over the bag signifies significant trust.

Date: 8/8
Time: approx. 6:45 to 9:20pm

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Whole Leadership Team at Denver Community Church to see Father G Speak

(Transcribed from voice memo to self after the event)

We met at Denver Community Church about 15 minutes before the service started. When we gathered together and started to take our seats, it became abundantly clear that the only people in the large auditorium that were not white were either a member of Father Gregory Boyle's team, meaning the two "homeboys" he brought with him, and the apprentices of Leadership Coffeehouse. The rest of the attendees all typically appeared to be White. Even I, as a White woman recognized and felt uncomfortable in the setting. D, T, and O appeared frustrated, anxious, and agitated. O made references to white supremacy, white saviorism, and white power differentials, growing increasingly agitated as she spoke under her breath. The other two removed themselves from the gathering, asking if they could take space in the back or get a drink of water. They disappeared and came back several times throughout the presentation, but did not stay for very long before exiting again.

The gathering started with a video showcasing the work of the church to support homelessness. The video often depicted homeless individuals as jovial and kind and those who served them as equally kind. While the video probably had the best of intentions, it was received, at least by me and many of the attendees from Leadership Coffeehouse, as having savior tendencies, specifically because the homeless people described in the videos were not portrayed by their strengths or talents, attributes or kindness in specific circumstances, but solely as generally being good people. The way that the video was fashioned portrayed the homeless people as kind, gentle, and almost somewhat feeble minded, as if the White Christians were there to care for them, love them, and help them find their way, rather than being an equal partnership with them and having robust and authentic commonalities with them.

When Father Gregory Boyle began to speak to the crowd as a White Christian man, it was clear that the overwhelming majority of the White crowd identified with Father Gregory Boyle and felt that they were doing good work and the same work as him. However, the lens by which they viewed their work was to save others. Despite Father Gregory Boyle's numerous statements about "no one saving anyone" and specifically that "he was not saving the homeboys", "nor were they saving him", it seemed to be a theme that perpetuated throughout the night.

Participants asked questions like "what do we do to help you?" "How did you get on this path?" "How can we help others like you find the righteous path again?" At one point, after a homeboy had spoken, told his story about coming out of prison and becoming a present father to his six children, a man stood up and asked what his wife thought of how he had changed now that he had seen a better way. The homeboy laughed and said, "I don't know. Once I get a wife, I'll ask her." This interaction demonstrates the difference in the lived experiences between the churchgoers and the homeboys, as well as
the lack of understanding of the homeboys' experiences. The man asking this question made assumptions based probably upon his own experiences of what constituted a family unit. While likely unintentional, his question conveyed a sense of superiority or “right and wrongness” around the constitution of a family and set an unequal dynamic between those presenting and those participating as audience members. This right and wrong/savior mentality was clearly on the forethought for many of the apprentices. At one point, O was so frustrated that she left the church and walked several blocks away. At the end of the event, I got in my car and drove the block looking for her, worried. When I found her, she said, "You don't have to worry about me. I've walked these streets a million times." I wondered in that moment if I was acting in a similar White Savior way.

When I got home, I called my former co-teacher and close friend. On the drive home, I had reflected about my time as a White female teacher in a highly impacted school. Ninety-nine percent of my kids were low income and nearly 100% of them identified racially differently than me. Where and to what extent have my own elements of White saviorism been present in my classroom and my interaction with my students? In this research? To what extent had they been present in the open and communal adoption of my two boys, who were native Hawaiian? Something about being in the presence of so many people who looked like me, who I could see as having good intentions, but also so clearly missing the mark in how to support through empowerment made me reflect about myself and my own actions/intentions.

Date: 8/9
Time: approx. 9:30am
Notes from talk with O. Did not take notes during conversation. Was trying to be actively present with her.

In our conversation she shared about her family’s history of activism in Denver. The talked about going to school at DU as a kid, how she was the “only brown kid.” She felt like she didn’t belong there but when she transitioned to her neighborhood school she didn’t feel like she belonged there either. Her parents held high expectations for her, but she was still always getting into trouble. She went to college but didn’t know what she wanted to do. She had come to Leadership but left because she felt the organization was a “White Savior Institution.” She later returned. She said, “I learned not all white people are here to oppress my culture.”

Date: 8/11
Time: forgot to write down time. Afternoon…approx. 4pm
Discussion of Father G’s talk with S. Did not take notes because I was trying to be present.

S loved the talk by Father G. It should be noted that S identifies as White. She showed me her notebook with multiple pages of notes and drawings. S and K called
each other and talked out afterwards. She had felt uncomfortable in a church, but was still able to identify with what Father G was saying. His discussion of compassion was most moving to her. He had discussed the idea of accepting that everyone was doing the best they could. He said that that had to start with ourselves.

While S said she really liked the presentation, she realized that others did not and she understood their perspective. She shared that she did not think the was Father G’s intention but that the audience, “wanted to like pat themselves on the back for being good people or whatever.”

Apparently when the apprentices came to work the next day they had a meeting about it. They had all agreed, “no more church events.” Brian and Jess apologized and agreed.