# UNITED WAY SUNCOAST
## YOUTH SUCCESS PROJECT

*Phase I Report*

The Youth Success Landscape in the Five–County Footprint of United Way Suncoast.

Key factors and organizations driving youth success in Hillsborough, Pinellas, Sarasota, Manatee, and DeSoto Counties of Florida.

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**Presented to:**
**Andrea Doggett**
Vice President, Community Impact
United Way Suncoast
ADoggett@uwsuncoast.org

**Presented by:**
CareerSource Tampa Bay

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# ACKNOWLEDGEMENTS

# 2.0 EXECUTIVE SUMMARY

## Background

United Way Suncoast (UWS) selected CareerSource Tampa Bay (CSTB) to (a) research factors which drive youth success, (b) identify organizations and assets that align with youth success factors within a five-county region of DeSoto, Hillsborough, Manatee, Pinellas, and Sarasota Counties, and (c) conduct a SWOT analysis to generate findings and recommendations to inform UWS's community investments, initiatives, and targets for future research. Upon approval by UWS, CSTB will launch the second phase of the project to gather feedback on key recommendations from organizations within the five-county region. The feedback will be used to fine-tune the final recommendations to UWS. This report includes Phase I findings and recommendations only.

## Approach

CSTB began this project by conducting a literature review which prioritized and analyzed 22 research articles resulting in a framework of five youth success factors targeting middle school students, high school students, and young adults. The research also led to a definition of success, consisting of four success goals. Additional research identified 480 unique organizations and 737 assets that align with the targeted youth success factors within the five-county region. Further analysis resulted in 20 quantitative data tables which were used to compare and contrast the 737 assets by factor, county, age range, type of organization, and other attributes. The tables were used to conduct a SWOT analysis which yielded 60 findings and 23 recommendations. Key recommendations were organized into three categories.

## Success Factors                                      Success Goals

Coaching, Mentoring & Parental Support

Career Exploration & Training                    Livable Wage, Upwardly Mobile Career

Social Emotional Learning                          Happy, Healthy & Fulfilling Lifestyle

Academic Success                                       Ability & Commitment to Learn

Financial Literacy                                        Financial Stability

## Key Recommendations for Community Investment

1. Invest in programs and services that produce measurable results which align with the five youth success factors prioritized by research findings.[1] Youth success factors and target results are listed below.
    a. Academic Success: Improve youth ability and commitment to learn.
    b. Career Exploration and Training: Increase youth awareness of careers and career pathways or complete training for industry-recognized or credit-based credentials.
    c. Coaching, Mentoring and Parental Support:  Inform and counsel youth or parents of youth on how to overcome barriers to success.
    d. Financial Literacy: Help youth develop and apply money management skills.
    e. Social Emotional Learning (SEL): Improve youth abilities to apply at least one of the five SEL competencies.

2. Provide special consideration to grant applicants that address youth subpopulations or specific needs prioritized by research findings.  Special consideration should be given to applicants that:
    a. Serve youth from ALICE households, youth with disabilities, LGBTQ+ youth, or disconnected youth.
    b. Seek to improve the economic well-being of youth in DeSoto County.
    c. Immerse youth in career or career pathway exploration activities.
    d. Address barriers to career training or advancement such as affordable childcare and access to transportation.
    e. Leverage earn and learn programs to provide occupational skills training to youth.
    f. Provide evidence-based coaching, mentoring and parental support programs.
    g. Help youth apply money management skills, especially those that target middle and high school students.
    h. Integrate Social Emotional Learning into their programs and services.

## Key Recommendations to Increase Grantee Impact

1. Standardize how organizations reach out to ALICE households to help them self-identify their eligibility for programs and services.
2. Help nonprofits identify non-state funding to integrate SEL into their programs and services, especially those that target young adults.

## Key Recommendations for Further Research

1. Develop tools to measure community impact with the goal of establishing credit for community-level change.
2. Investigate the need for increased academic success programming targeted to youth ages 18-24, in addition analyzing the existing school system and childcare ecosystem resources and programs for adequacy in each county.
3. Refine data gathering processes to enhance the focus of investments that address equity among underserved populations and communities.

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[1] The format mirrors the structure of results and indicators for Youth Success Investments in the UWS 2022–2025 Community Investment Process document to simplify communication to existing and potential grantees.

# 3.0 INTRODUCTION

## 3.1 Purpose

United Way Suncoast's (UWS) strategic plan creates space for the development and implementation of a strategic, cohesive plan to create access and equitable opportunities for youth to succeed. CareerSource Tampa Bay (CSTB) was selected to research the landscape of Youth Success in UWS' five-county footprint to assist with the development of a suggested implementation plan to drive results and community impact outcomes within geographically concentrated ALICE populations (Asset Limited Income Constrained Employed). In addition, CSTB identified and developed a framework to achieve desired results based on research and as outlined in UWS Strategic Plan.

## Goal

The development and implementation of a strategic, cohesive plan to create access and equitable opportunities forYouth to succeed.

## Geographical Scope

DeSoto, Hillsborough, Manatee, Pinellas, and Sarasota Counties
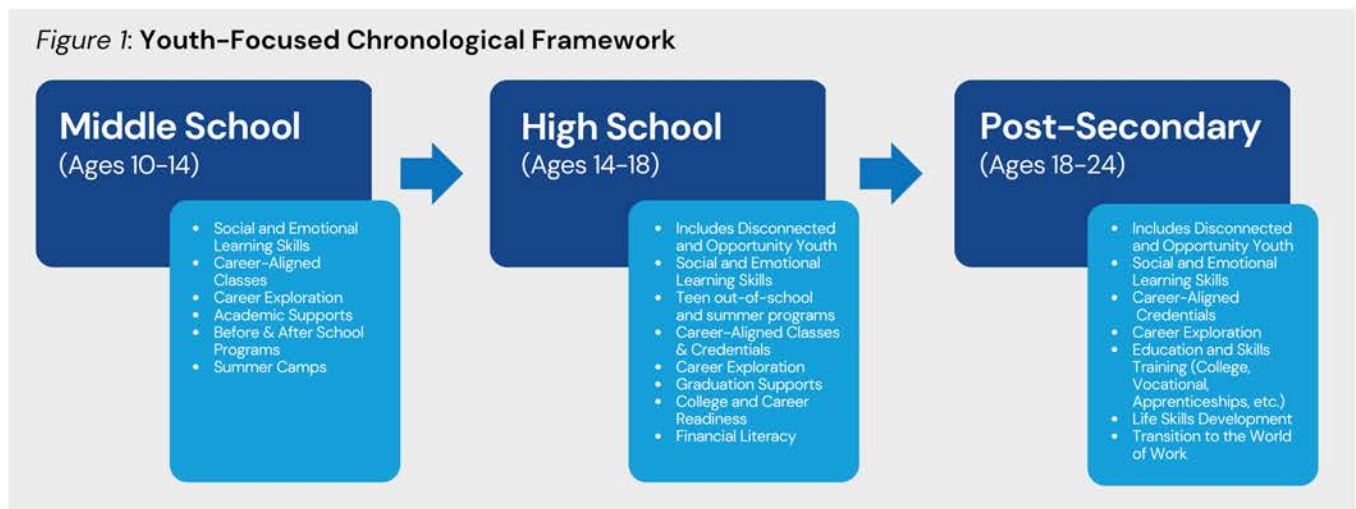
## Final Product

Regional and county-level youth success implementation plan for United Way Suncoast to drive results and community impact outcomes within geographically concentrated ALICE populations.

## 3.2 Approach

CSTB's approach is divided into two phases to evaluate the available resources in the five-county service area and assess the regional and county-level youth success resources, assets, gaps, and growth areas to provide actionable research-based recommendations. The research and findings shall be framed in a chronological context focused on middle school youth (ages 10-14), high school youth (ages 14-18), and post-secondary young adults (ages 18-24). The age ranges overlap because they approximate the ages of youth in each category. Please refer to Figure 1.

Figure 1: **Youth-Focused Chronological Framework**



**Middle School**
(Ages 10-14)

- Social and Emotional Learning Skills
- Career-Aligned Classes
- Career Exploration
- Academic Supports
- Before & After School Programs
- Summer Camps

**High School**
(Ages 14-18)

- Includes Disconnected and Opportunity Youth
- Social and Emotional Learning Skills
- Teen out-of-school and summer programs
- Career-Aligned Classes & Credentials
- Career Exploration
- Graduation Supports
- College and Career Readiness
- Financial Literacy

**Post-Secondary**
(Ages 18-24)

- Includes Disconnected and Opportunity Youth
- Social and Emotional Learning Skills
- Career-Aligned Credentials
- Career Exploration
- Education and Skills Training (College, Vocational, Apprenticeships, etc.)
- Life Skills Development
- Transition to the World of Work

### Phase I Activities

1. Conduct research to fine-tune youth success factors and framework.
2. Conduct research to identify key organizations and contacts in each county and their roles in each segment of the youth success framework.
3. Publish a report defining the youth success landscape within and across Hillsborough, Pinellas, Sarasota, Manatee, and DeSoto counties.

### Phase II Activities

1. Work with key organizations in each region (identified in Phase 1) to convene stakeholders to discuss youth success and to foster support and engagement from other organizations.
2. Create a complete youth success framework for each county (based on information gathered in Step 1).
3. Review existing federal, state, and local resource development opportunities, inclusive of public and private funding.
4. Create a report that fine-tunes the strengths, weaknesses, opportunities and threats for each county based on Step 1 input.

Upon completion of Phase I activities, CSTB and UWS will meet to discuss and agree on any changes to the Phase II activities. As such, this report includes deliverables for Phase I only, as listed below.

## 3.3 Phase I, Deliverable 1: Youth Success Framework

**Conduct research to fine tune youth success factors and framework.** This will include an overview of leading industry best practices, literature review, national programs review, evidence-based interventions, and shared language and community of practice definitions.

**Deliverable**: CSTB will provide an update on the youth success factors and framework described in the proposal based on research findings and feedback from UWS.

## 3.4 Phase I, Deliverable 2: Youth Success Assets

**Conduct research to identify key organizations and contacts in each county and their roles in each segment of the youth success framework.** Organizations and their roles relevant to youth success shall be called assets. Each row of the asset spreadsheet lists an organization with information that defines one of its roles such as category, subcategory, and age range targeted. Each row is an asset. Some organizations have multiple roles in the youth success landscape and therefore, are listed as multiple assets in the spreadsheet. For example, an organization with a financial literacy program that targets middle school youth and another program that targets high school youth, will be listed as two assets. This methodology makes it easier to count, compare and contrast assets across and within the targeted region. It will also allow organizations to self-identify how they fit within the youth success landscape, making it easier to expand over time.

This deliverable required a high-level review of public, private and nonprofit organizations and services, including existing public and private schools, in and out of school programs, camps, academic supports, etc. Digital skills and access, financial literacy, health and wellness, and career pathway supporting organizations and programs will also be examined. Services for opportunity youth, as well as youth subject to the juvenile justice system, diversion programs, or other interventions will be included. This list will also include social justice initiatives, advocacy organizations, inclusion advocates, child rights organizations, LGBTQI+ partners, and government agencies. Corporate partners with existing relationships and alignment, as well as potential partners with shared values will be included in this section in a separate list.

**Deliverable**: CSTB shall identify assets in the five-county region that align with the youth success factors and age ranges targeted. CSTB will utilize 211 database records and supplement where required with internet and database research.

# 3.5 Phase I, Deliverable 3: Youth Success SWOT Analysis and Recommendations for Next Steps

**Publish a report defining the youth success landscape within and across Hillsborough, Pinellas, Sarasota, Manatee and Desoto counties and based on the findings, provide recommendations for next steps.** CSTB shall compare and contrast the strengths, weaknesses, opportunities and threats of each youth success factor based on the assets identified across and within the five counties. Any interesting or concerning trends will be highlighted, especially those for individual counties. Together, the youth success framework of key organizational assets and the SWOT analysis will inform CSTB recommendations for next steps.

**Deliverable**: CSTB will provide a report outlining final youth success factors, framework, high–level data analysis, and recommendations for next steps.

# 4.0 YOUTH SUCCESS FRAMEWORK

## 4.1 Background

The process of examining potential drivers of youth success requires an initial understanding of the socioeconomic and demographic factors, as well as data trends, surrounding modern young people. This includes exploring the research concerning how success is defined within the context of youth in their current and future environments; the goals and methods of evidence-based of youth interventions and programming; and the landscape of youth's participation in society, including education, labor market, and family and community engagement.

### Defining Youth Success

The definition of youth success can vary based on the industry or agency (academic versus workforce, for example), individual, and focus of research. Comprehensive research regarding youth interventions and programs conducted by the University of Chicago found that investments in preparing youth for adulthood commonly seek to address socioeconomic gaps and focus on educational attainment, however, these researchers recommend an expanded definition that includes the ability of young adults to fulfill individual goals and have the agency and competencies to influence the world around them. (Nagaoka, et al., 2015) Including three factors of youth and young adult success (agency, an integrated identity, and competencies) and four foundational components (self-regulation, knowledge and skills, mindsets, and values), this broader definition aims to assist youth and young adults with developing an awareness of themselves and their options, the competencies to pursue those opportunities, and the ability to make good future choices for their lives as engaged citizens in the world. (Nagaoka, et al., 2015)

### Youth Interventions and Relationships

An analysis by Michigan State University researchers found that interventions targeting youth outcomes are commonly categorized in two approaches: 1) deficit-reduction, such as targeting and decreasing problem behaviors, and 2) strength/asset-based approaches, which focus on developing assets youth need for long-term success that include behavioral and environmental characteristics critical to aiding youth development. (MacIntosh, Martin, & and Ewing, 2019) Both perspectives aim to empower youth as active participants in their own development. (MacIntosh, Martin, & and Ewing, 2019)

Key to navigating young adulthood are the relationships a youth has with their peers and community. A meta-analysis and focus group study conducted by Stanford Social Innovation Review resulted in the Developmental Relationships Framework that identifies five important aspects of developmental relationships: expressing care, challenging growth, providing support, sharing power, and expanding possibilities. (Pekel, 2017) Their analysis also found that when young people experience strong relationships with parents, teachers, and others, they do better on a variety of indicators of psychological, social-emotional, academic, and behavioral well-being. Their data also suggests that the increased number of positive relationships youth have contributes to the likelihood of succeeding and contributing as adults.

## Shifts in Youth Employment to Increased Education Enrollment

Young adults ages 16-24 are spending their time differently than just a few decades prior, often choosing to focus on education-related activities and less likely to be engaged in the workforce. (Bauer, Moss, Nunn, & Shambaugh, 2019) Youth are investing more in their human capital, as evidenced by a shift toward higher school enrollment rates, higher graduation rates, lower dropouts rates, and enrollment in higher education at later ages, partially driven by increased graduate school enrollment. (Bauer, Moss, Nunn, & Shambaugh, 2019)

Youth unemployment rates steadily trend more than double the overall unemployment rate. In July 2022, the time of year when youth employment is usually the highest due to participation in summer jobs and graduates entering the market, the youth unemployment rate was 8.5 percent, compared to an overall unemployment rate of 2.7 percent. (U.S. Department of Labor, Bureau of Labor Statistics, 2022) The trend of fewer young adults in the workforce is projected to continue, with USDOL estimating the employment-population ratio for youth (proportion of youth ages 16-24 with a job) at 55.3 percent in July 2022, dropping from 66 percent in 1999.

Research indicates that the decline in youth labor force participation may be due to youth increasingly focusing only on school. However, it is also projected that this investment in human capital is likely to contribute to higher labor force participation and wages for these youth in the future, offsetting temporary losses in collective labor force participation that comes from fewer youth working today. (Bauer, Moss, Nunn, & Shambaugh, 2019)

# Disconnected Youth By County

*Table 1:* **Disconnected Youth By County**

| County | | Youth Disconnection % | Youth Disconnection # |
|---|---|---|---|
| County | DeSoto | 19.3 | 800 |
| | Hillsborough | 10.4 | 17,000 |
| | Manatee | 12.5 | 4,300 |
| | Pinellas | 11.4 | 9,500 |
| | Sarasota | 11.4 | 3,600 |

*Source:* Measure of America

An estimated one in eight Florida youth are disconnected youth, defined as young people ages 16–24 who are not in school or working. (Lewis, 2022) An estimated 35,200 disconnected youth live in the five-county footprint of United Way Suncoast. The highest percentage rate lives in DeSoto County (19.3). Disconnected youth are more likely to be living in poverty, living with a disability, living in an institution, not complete high school, be women with children, be uninsured, or receive Medicaid. (Lewis, 2022)

Without a supportive environment, the most vulnerable youth often encounter significant challenges in developing the necessary skills to prepare for adulthood and self-sufficiency.

## Youth with Disabilities

It is estimated that one in six, or about 17 percent, of youth ages 3–17 have one or more developmental disabilities, which are defined as a group of conditions due to an impairment in physical, learning, language, or behavior areas. (U.S. Centers for Disease Control and Prevention, 2022) Estimates can vary based on the definition and is often higher among youth living in poverty and those in foster care and juvenile justice systems. (Youth.gov)

The U.S. Department of Education reports that in the 2020–2021 school year, 7.2 million students ages 3–21 received special education services under the Individuals with Disabilities Education Act (IDEA), or 15 percent of all public school students. Among students receiving special education services, the most common category of disability was specific learning disabilities (33 percent). (U.S. Department of Education, National Center for Education Statistics)

Compared to youth without an identified disability, youth with disabilities are more likely to face social and economic disparities, and fewer education and employment opportunities that would lead to the transition to financial independence. (United Nations Department of Economic and Social Affairs)

# 4.2 Methodology

During the proposal stage, CSTB's initial research identified five factors believed to contribute to youth success:

1. Academic Success
2. Digital Literacy and Access
3. Financial Literacy and Stability
4. Health and Wellness
5. Career Awareness, Exploration and Training

These original youth success factors and framework were reviewed under the consideration of the following research questions.

1. Does the factor contribute to long term success?
2. Is the factor supported by research and practice?
3. Is the factor measurable?
4. Is the factor actionable?

The overarching desired result of UWS Youth Success Investments was also considered, in which "youth have college and career readiness skills and a clear post-secondary trajectory in middle and high school and through graduation." Additionally, the research sought to answer the question "What is youth success?" This includes considerations of the drivers and goals of success, as well as potential paths to success.

Within the context of defining youth success, as well as establishing the key drivers, CSTB was mindful of racial equity and data gathering processes to view the research through an equity lens with the goal to establish a more equitable representation of local youth. This included a landscape assessment, design and data collection, data analysis, and dissemination under consideration of data ethics processes. (Andrews, Parekh, & Peckoo, 2019)

## Literature Review

The online research database Wiley was used to search for articles published in academic and peer reviewed journals from 2006-2022. The determination to include or exclude an article from the literature review utilized the following considerations:

- Does the article propose a definition of youth success?
- Does the article explore what youth think affects their success?
- Does the article explore the parental viewpoint?
- What is the body of knowledge surrounding how to impact youth success?

CSTB identified 22 research articles that explored the internal and environmental factors that may contribute to youth success, inclusive of various demographic and economic indicators. The full listing of the selected articles is included in Appendix 3: Article List and Summaries.

The factors identified in each article were tabulated to establish the primary, secondary and tertiary levels of impact to youth success.

## Limitations

- Research was limited to publicly available journals and research articles. Additional research through subscription–based and paid journals could yield additional findings.
- The amount of staff time available to search, review and summarize the existing, publicly available research was limited to the number of hours allotted to the project. Additional time could yield expanded findings.

# 4.3 Key Findings

## Factors that Drive Youth Toward Success

Each article was reviewed within the context of the five success factors and the frequency of occurrence recorded as they corresponded to the selected success factors, as well as any new themes not previously identified. Academic Success occurred most frequently (in 28 percent of the articles reviewed), followed by Social–Emotional (a new factor that was referenced in 26 percent of the articles), and Financial Literacy and Stability (22 percent of the articles reviewed).

The least prevalent factors were Career Awareness, Exploration and Training (9 percent) and Digital Literacy and Access (2 percent).

*Figure 2:* **Overall Prevelence of Success Factors**



■ Career Awareness, Exploration and Training
■ Academic Success
■ Digital Literacy and Access
■ Financial Literacy & Stability
■ Health & Wellness

Based on the review of these factors, the framework was revised under consideration of the following aspects: support for the driver in the literature review, ability to measure, and ability to impact (actionable). The recommended changes are:

- Digital Literacy and Access was incorporated into Academic Success.
- Financial Literacy and Stability was renamed to Financial Literacy as the research found this terminology better supports the population ages 10–24.
- Social Emotional Learning was created as a separate factor, incorporating health and wellness.
- Coaching, Mentoring and Parental Support, including evidence–based mentoring, was created as a separate factor.

As a result of this analysis, the Youth Success Framework was modified to reflect five key factors that can help youth achieve long–term success.

1. Academic Success
2. Career Exploration and Training
3. Coaching, Mentoring and Parental Support
4. Financial Literacy
5. Social Emotional Learning (SEL)

*Table 2:* **Updated Youth Success Framework**

| Youth Success Factors | Middle School (Ages 10–14) | High School (Ages 14–18) | Young Adults (Ages 18–24) |
|---|---|---|---|
| **Academic Success** | • Academic supports for lifelong learning<br>• Technology and internet access<br>• Digital skills training | • Academic supports for lifelong learning<br>• Graduation supports<br>• Technology and internet access<br>• Digital skills training | • Academic supports for lifelong learning<br>• Graduation supports<br>• Technology and internet access<br>• Digital skills training |
| **Career Exploration and Training** | • Career-aligned classes<br>• Career awareness<br>• Career coaching and mentoring | • Career-aligned classes and credentials<br>• Career exploration<br>• College and career readiness<br>• Internships and paid work experience<br>• Career coaching and mentoring | • Internships, apprenticeships and employment opportunities<br>• Career coaching and mentoring<br>• Education and skills training<br>• Degrees, certifications and credentials<br>• Employment support services |
| **Coaching, Mentoring & Parental Support** | • Family, caregiver, school, and community supports<br>• Developmental relationships<br>• Academic, athletic and life skills mentoring and coaching | • Family, school and community supports<br>• Developmental relationships<br>• Academic, athletic, workplace/career, and life skills mentoring and coaching | • Family, school and community supports<br>• Developmental relationships<br>• Academic, athletic, workplace/career, and life skills mentoring and coaching |
| **Financial Literacy** | • Financial literacy fundamentals | • Financial literacy and banking<br>• Financial planning | • Financial literacy management<br>• Financial stability and independence |
| **Social Emotional Learning Competencies** | • Includes Health and Wellness<br>• Before and after school programs<br>• Summer camps<br>• Food security<br>• Physical health and activity<br>• Family supports<br>• Developmental relationships<br>• Social and emotional learning skills<br>• Decision-making skills | • Includes Health and Wellness<br>• Teen out-of-school and summer programs<br>• Food security<br>• Physical health and activity<br>• Family supports<br>• Developmental relationships<br>• Mental health and substance abuse supports<br>• Social and emotional learning skills<br>• Decision-making skills | • Includes Health and Wellness<br>• Housing security<br>• Job preparation<br>• Food security<br>• Physical health and activity<br>• Family supports<br>• Developmental relationships<br>• Mental health and substance abuse supports<br>• Social and emotional learning skills<br>• Decision-making skills |

## Defining Success

When discussing the factors that drive youth toward success, it is essential to understand how to define success. Four definitions of success consistently emerged from the research on youth success factors.

## Success Goals

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Livable wage, upwardly mobile career. | Financial stability. | Happy, healthy and fulfilling lifestyle. | Ability and commitment to learn. |

The definitions of success should serve as priority goals for our youth and the organizations that serve them. Each success goal is driven by multiple youth success factors identified in the literature review. For example, achieving the goal of a livable wage, upwardly mobile career is directly aligned with receiving services related to the Career Exploration and Training factor. However, receiving career guidance (Coaching, Mentoring and Parental Support factor) is also important when navigating career and career training options. And of course, a youth that has achieved Academic Success will have more and better career education/training opportunities. This is more of an indirect driver but still very important. Each of the four success goals are similarly driven, directly and indirectly, by multiple youth success factors.

Success goals also serve as indicators of success. From the age of 25 on, a person could and should periodically ask themselves four related questions to provide an indication of their success. For example, the ALICE population targeted by UWS, by definition, do not have livable wage careers and are not financially stable. They would need additional interventions to achieve success as defined in this report.

- Do I have a livable wage, upwardly mobile career?
- Am I financially stable?
- Am I leading a happy, healthy and fulfilling lifestyle?
- Do I consistently demonstrate the ability and commitment to learn?

*Figure 3*: **Relationships Between Youth Success Goals & Factors**

As stated earlier, youth are driven toward the four success goals by each of the youth success factors. Figure 3 illustrates the direct relationships between youth success goals and factors. The first four success factors border the success goal that they directly drive. The fifth factor, coaching, mentoring and parental support, is a secondary but important direct driver of all four success goals. As such, it is located in the middle of the four other factors. There are also indirect relationships between factors and goals, and even between goals. This simple graphic provides a holistic perspective of what success looks like and how we can help our youth achieve it.

**1**
Goal:
Livable wage, upwardly mobile career.

**2**
Goal:
Happy, healthy and fulfilling lifestyle.

Career Exploration & Training

Social Emotional Learning

Coaching, Mentoring, & Parental Support

Financial Literacy

Academic Success

**3**
Goal:
Financial stability.

**4**
Goal:
Ability and commitment to learn.

# 5.0 YOUTH SUCCESS ASSETS

## 5.1 Methodology

### Youth Success Assets

CSTB conducted a review of key organizations and contacts in each county and their roles in each segment of the youth success framework. Some organizations, especially nonprofits, tend to touch on a highly diverse set of topics. Therefore, organizations were aligned according to their core competencies only.

### *Alignment of Key Organizations and UWS Grantees*

Appendix 4: Youth Service Assets by Factor contains the spreadsheet for each of the five factors. Each tab is dedicated to a factor, and can be analyzed by various data fields, including county and target age ranges.

CSTB followed the below methodology for each of the success factors.

1. Establish initial categories and subcategories.
2. Review UWS grantees list.
3. Review personal networks.
4. Review 211 databases.
5. Review economic and workforce development websites.
6. Review county, state and municipal websites.
7. Review public school system websites.
8. Conduct general Internet search.
9. Email, call and meet as required to verify or enhance information.

Assets are organized by:

- County
- Organization Type
- Category
- Subcategory
- Age Range
- Youth Success Factor(s)
- Target Population
- Programs and Services (Optional)
- Current Grantee/ Partner
- Contact Information

Each organization within the five–county region with programs or services that align with youth success factors and target age ranges are counted as assets. Some organizations have programs or services that align with multiple categories, subcategories, or age ranges, which may be counted as multiple assets.

*Table 3*: **Youth Success Factors Categories & Subcategories**

| Youth Success Factors | Categories | Subcategories |
|---|---|---|
| **Academic Success** | • Education | • K–12 Education<br>• K–12 Education Support<br>• K–12 Education and Post–Secondary Education Support<br>• Post–Secondary Education Support |
| **Career Exploration and Training** | • Career Exploration<br>• Career Training | • Associate Degrees<br>• Bachelor's Degrees and Graduate Studies<br>• Career Exploration Programs<br>• Corporate Training<br>• High School Vocational Training<br>• Local Career Exploration Campaigns<br>• Middle School CTE Courses<br>• Paid Registered Pre–Apprenticeships – Adult<br>• Paid Work Experiences<br>• Post–Secondary Vocational Training<br>• Registered Apprenticeships<br>• Registered Pre–Apprenticeships – Adult<br>• Registered Pre–Apprenticeships – Youth |
| **Coaching, Mentoring & Parental Support** | • Coaching<br>• Mentoring<br>• Parental Support | • Life Skills<br>• Leadership Skills<br>• Health and Wellness<br>• Supportive Services (Parental support category)<br>• Parental Education (Parental support category) |
| **Financial Literacy** | • Financial Literacy Education<br>• Financial Literacy Counseling<br>• Financial Literacy Education and Counseling | • Home Ownership<br>• Money Management |
| **Social Emotional Learning** | • Social–Emotional Learning | • School–Based Programs<br>• Health and Wellness<br>• Civic Learning and Leadership |

## Limitations

CSTB was unable to obtain access to the 211 databases in Excel from UWS partners in DeSoto, Manatee, Pinellas, and Sarasota counties. Access to the 211–database organizational information in Excel or other analytical format would have significantly simplified the data gathering process for these counties. This would have allowed CSTB to analyze existing data, with supplemental research to fill gaps. The absence of this data required CSTB to utilize the publicly available 211 websites for these counties through individual searches, analyze for fit, and enter manually on the asset tracking spreadsheet.

CSTB obtained the Hillsborough County 211 database information from the Crisis Center of Tampa Bay in 2021 for a separate project and was able the use this information for Hillsborough County assets.

Another limitation of the database research was the process of verifying actual organizational expertise and priorities. CSTB primarily used each organization's website to classify into the success factor categories and identify current programs. The information is dependent on the accuracy of the organization's website on the date it was accessed. Furthermore, it is possible that additional programs that align with the youth success factors exist but were not identified on the organization's website, and therefore not included in the asset database. Additionally, programs may be listed that are no longer active or not a primary focus of the organization.

## Corporate Partners

Corporate partners with existing relationships and alignment, as well as potential partners with shared values were reviewed and are included in a separate list.

CSTB followed the below methodology to establish the initial list, with an emphasis on identifying potential new partners.

1. Review of 2021 UWS Corporate Partners.
2. Review of UWS website and press releases.
3. Review of CSTB Tampa Bay Summer Hires employers and partners.
4. Review personal networks.
5. Analysis of top companies within each county utilizing economic modeling company Lightcast's economy overview data.
6. Review of company corporate responsibility, community engagement and foundation website information.

Potential partners are organized by:

- County
- Organization Type
- Youth Success Factor(s)
- New or Existing Corporate Partner (Based on 2021 UWS Corporate Partner List)
- Initiative(s)/Program(s)
- Shared Values
- Previous Partnership

## Limitations

The identification and categorization of corporate partner alignment is limited to the information available on the company websites. It is possible that additional initiatives that align with the youth success factors exist but are not identified on the organization's website, and therefore not included in the initial list. Additionally, initiatives may be listed that are no longer active.

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# 5.2 Quantitative Data Tables

CSTB created a total of 20 quantitative data tables to tabulate the number of organizations and assets across and within the five counties. The tables were utilized to compare and contrast the number of assets across multiple perspectives to identify strengths, weaknesses, opportunities and threats. The list of tables and their locations are listed below.

1. Quantitative Data for Youth Success Factors - See below.
   a. No. of Organizations and Assets by County and Region
   b. No. of Assets by Age Range for the five-county Region
2. Academic Success Assets per County and Region – See Appendix 5
   a. No. of Assets by Subcategory
   b. No. of Assets by Age Range
   c. No. of Assets by Type of Organization
3. Career Exploration and Training Assets per County and Region – See Appendix 5
   a. No. of Assets by Category
   b. No. of Assets by Subcategory
   c. No. of Assets by Age Range
   d. No. of Assets by Category and Age Range
   e. No. of Assets by Type of Organization
4. Coaching, Mentoring and Parental Support Assets per County and Region – See Appendix 5
   a. No. of Assets by Subcategory
   b. No. of Assets by Age Range
   c. No. of Assets by Type of Organization
5. Financial Literacy Assets per County and Region – See Appendix 5
   a. No. of Assets by Category
   b. No. of Assets by Subcategory
   c. No. of Assets by Age Range
   d. No. of Assets by Type of Organization
6. Social Emotional Learning (SEL) Assets per County and Region – See Appendix 5
   a. No. of Assets by Subcategory
   b. No. of Assets by Age Range
   c. No. of Assets by Type of Organization

*Table 4*: **Unique Organizations & Assets By County & Region**

| County | Academic Success | | SEL | | Financial Literacy | | Coaching, Mentoring & Parental Support | | Career Exploration & Training | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unique Orgs | Duplicate Orgs by Age/ Services (Assets) | Unique Orgs | Duplicate Orgs by Age/ Services (Assets) | Unique Orgs | Duplicate Orgs by Age/ Services (Assets) | Unique Orgs | Duplicate Orgs by Age/ Services (Assets) | Unique Orgs | Duplicate Orgs by Age/ Services (Assets) | Unique Orgs | Duplicate Orgs by Age/ Services (Assets) |
| DeSoto | 10 | 18 | 2 | 4 | 3 | 5 | 6 | 12 | 7 | 13 | 28 | 52 |
| Hillsborough | 27 | 41 | 19 | 34 | 25 | 37 | 45 | 83 | 99 | 119 | 215 | 314 |
| Manatee | 20 | 35 | 5 | 10 | 9 | 11 | 14 | 30 | 15 | 24 | 63 | 110 |
| Pinellas | 29 | 50 | 8 | 12 | 15 | 23 | 12 | 18 | 40 | 49 | 104 | 152 |
| Sarasota | 17 | 28 | 2 | 4 | 7 | 10 | 11 | 24 | 33 | 43 | 70 | 109 |
| Total | 103 | 172 | 36 | 64 | 59 | 86 | 88 | 167 | 194 | 248 | 480 | 737 |

*Unique by county and factor only. Organizations may appear in multiple factor lists.*

*Table 5*: **Youth Success Factor Assets By Target Age Ranges: Five-County Region**

| Five-County Region | Assets by Target Age Ranges | | |
|---|---|---|---|
| Youth Success Factors | Middle School Youth (10 – 14) | High School Youth (14 – 18) | Young Adults (18 – 24) |
| Academic Success | 68 | 65 | 39 |
| Career Exploration & Training | 19 | 42 | 187 |
| Coaching, Mentoring & Parental Support | 68 | 83 | 16 |
| Financial Literacy | 7 | 10 | 69 |
| Social Emotional Learning | 30 | 31 | 3 |
| Total by Target Age Range | 192 | 231 | 314 |

**Table 6**: Youth Success Factor Assets By Target Age Ranges: DeSoto County

| DeSoto County | Assets by Target Age Ranges | | |
|---|---|---|---|
| **Youth Success Factors** | Middle School Youth (10 – 14) | High School Youth (14 – 18) | Young Adults (18 – 24) |
| Academic Success | 8 | 8 | 2 |
| Career Exploration & Training | 3 | 6 | 4 |
| Coaching, Mentoring & Parental Support | 4 | 6 | 2 |
| Financial Literacy | 0 | 0 | 5 |
| Social Emotional Learning | 1 | 2 | 1 |
| **Total by Target Age Range** | **16** | **22** | **14** |

**Table 7**: Youth Success Factor Assets By Target Age Ranges: Hillsborough County

| Hillsborough County | Assets by Target Age Ranges | | |
|---|---|---|---|
| **Youth Success Factors** | Middle School Youth (10 – 14) | High School Youth (14 – 18) | Young Adults (18 – 24) |
| Academic Success | 13 | 13 | 15 |
| Career Exploration & Training | 4 | 12 | 103 |
| Coaching, Mentoring & Parental Support | 35 | 42 | 6 |
| Financial Literacy | 3 | 5 | 29 |
| Social Emotional Learning | 16 | 16 | 2 |
| **Total by Target Age Range** | **71** | **88** | **155** |

**Table 8**: Youth Success Factor Assets By Target Age Ranges: Manatee County

| Manatee County | Assets by Target Age Ranges | | |
|---|---|---|---|
| **Youth Success Factors** | Middle School Youth (10 – 14) | High School Youth (14 – 18) | Young Adults (18 – 24) |
| Academic Success | 15 | 14 | 6 |
| Career Exploration & Training | 4 | 7 | 13 |
| Coaching, Mentoring & Parental Support | 12 | 14 | 4 |
| Financial Literacy | 1 | 1 | 9 |
| Social Emotional Learning | 5 | 5 | 0 |
| **Total by Target Age Range** | **37** | **41** | **32** |

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*Table 9*: **Youth Success Factor Assets By Target Age Ranges: Pinellas County**

| Pinellas County | Assets by Target Age Ranges | | |
|---|---|---|---|
| **Youth Success Factors** | Middle School Youth (10 – 14) | High School Youth (14 – 18) | Young Adults (18 – 24) |
| Academic Success | 21 | 20 | 9 |
| Career Exploration & Training | 4 | 8 | 37 |
| Coaching, Mentoring & Parental Support | 7 | 11 | 0 |
| Financial Literacy | 3 | 4 | 16 |
| Social Emotional Learning | 6 | 6 | 0 |
| **Total by Target Age Range** | **41** | **49** | **62** |

*Table 10*: **Youth Success Factor Assets By Target Age Ranges: Sarasota County**

| Sarasota County | Assets by Target Age Ranges | | |
|---|---|---|---|
| **Youth Success Factors** | Middle School Youth (10 – 14) | High School Youth (14 – 18) | Young Adults (18 – 24) |
| Academic Success | 11 | 10 | 7 |
| Career Exploration & Training | 4 | 9 | 30 |
| Coaching, Mentoring & Parental Support | 10 | 10 | 4 |
| Financial Literacy | 0 | 0 | 10 |
| Social Emotional Learning | 2 | 2 | 0 |
| **Total by Target Age Range** | **27** | **31** | **51** |

# 6.0 Youth Success SWOT Analysis

## 6.1 Methodology

Based on the assets and organizations discovered in the Youth Success Assets phase, a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the community assets for each success factor was conducted. Internal and external influences, as well as positive and negative impacts, were examined.

Approaches to identify opportunities include analysis by number of assets, number of youth per asset, category, subcategory, age range, age range per category, and type of organization.

## 6.2 Key Findings

### Findings Applicable to Multiple Youth Success Factors

- **LGBTQ+ Youth Services** – Few organizations identified as specializing in providing services to this population. A gap exists for organizations specifically targeting services to LGBTQ+ young adults in the service area.
- **Youth with Disabilities** - Few organizations identified as specializing in providing services to this population. There is an opportunity to explore organizations providing services to individuals with disabilities and connection to youth–specific programs.
- **Transportation Challenges for students regarding STEM and STEAM Programs and School Choice Options** – Students from underserved communities may experience challenges accessing school choice options. Further research into the available programs, with consideration to solutions addressing student home location and transportation challenges, is needed to determine the extent of this issue.
- **Disconnected Youth Services** – There is a high rate of disconnected youth in DeSoto County (19 percent), as well as other areas of the service area and by demographic groups. Examine community-level indicators of disconnected youth, particularly in the North Port–Sarasota– Bradenton, FL MSA, where an estimated 42 percent of Black youth are disconnected. (Lewis, 2022) Further exploration of these communities and population is needed to gain a better understanding of the environment and factors surrounding this indicator.

- **Limited Assets and Resources in DeSoto County** – Further investigation into the resources in DeSoto County is needed to gain a better understanding of the available assets and needs in this area and the surrounding counties. Across all factors, DeSoto County demonstrated limited coverage by organizations that are based in the county. Economic indicators also point to challenges of this community regarding economic well-being and academic outcomes. DeSoto County had the highest poverty rate (overall and children under 18), rate of disconnected youth, rate of students eligible for free and reduced-price lunch, dropout rate, births to mothers under 20, and lowest graduation rate. More research is necessary to obtain additional insight into this community and how it relates to the surrounding region.

- **Difficulty for ALICE Households to Self-Identify Their Eligibility for Programs and Services** – Many individuals may be eligible for services, but unaware that they qualify. Organizations that service specific populations call out those groups in their promotional messages to help them self-identify their eligibility for assistance. Other than United Way, few organizations int the five-county region specified ALICE households as a target market for their programs and services. Further research is needed to examine the messaging for ALICE households and determine the barriers for these individuals.

- **Youth Population Decline in Pinellas and DeSoto Counties** – The youth population in Pinellas and DeSoto counties declined from 2012 through 2022, despite gains in overall population. Population projections through 2028 show the same trend, with the youth population to decline in Pinellas (7 percent) and DeSoto Counties (4 percent), while the youth population is expected to grow in Hillsborough (6 percent), Manatee (7 percent) and Sarasota (8 percent) counties. (Lightcast, 2022)

## Key Findings by Factor
### Academic Success

Table 11: **Academic Success – SWOT Analysis Summary**

| | Internal Influence | | External Influence | |
|---|---|---|---|---|
| **Positive Impact** | **Strengths**<br>• Substantial number of academic support assets.<br>• Assets specializing in K-12 education support.<br>• Assets targeting middle and high school students. | | **Opportunities**<br>• Substantial number of academic support assets.<br>• Assets specializing in K-12 education support.<br>• Assets targeting middle and high school students. | |
| **Negative Impact** | **Weaknesses**<br>• Limited academic success assets in Hillsborough County.<br>• Limited academic support assets for ages 18+.<br>• Limited DeSoto County academic success assets. | | **Threats**<br>• Availability of childcare resources for school-aged children.<br>• Indicators of youth well-being in DeSoto County. | |

## Strengths

1. **Academic Success Assets in Pinellas, Sarasota, Manatee, and DeSoto Counties** – Pinellas County holds a high number of assets in proportion to the county's youth population, considered the target ages of 10–24 for our analysis. Pinellas County shows the most assets per youth (50), despite the youth population of approximately 58 percent of Hillsborough County. Sarasota and Manatee Counties showed similar youth assets and population size. Note there is the potential for variance regarding the number of assets based on additional private, county and school district services that are unknown.

2. **Assets Specializing K–12 Education Support in Pinellas, Sarasota, Manatee, and DeSoto Counties** – There are a substantial number of educational support assets (179 in total across the five-county region), including before and after school programs, summer and school break programs, tutoring and online homework assistance, exceptional student education, and digital literacy support. The largest number of assets exist within K–12 Education Support, which represents 75 percent of assets in this subcategory. It should be noted that while K–12 Education and Post-Secondary Education Support contain fewer assets, these assets represent school district and higher education resources that may contain numerous resources within them and be sufficient for their population.

3. **Assets Targeting Middle and High School Students in Pinellas, Sarasota, Manatee and DeSoto Counties** – There are a substantial number of assets targeting middle and high school youth (133 in total across the five-county region), provided by the local school districts, nonprofits and foundations.

## Weaknesses

1. **Academic Success Assets in Hillsborough County** – Despite Hillsborough County holding the largest youth population in the region, there are fewer assets per youth than the other four counties. This is consistent across the subcategories, age ranges and types of organizations. Further research is needed to determine the contributing factors to this variance and the extent of a gap for these services.

2. **Academic Support Assets for Ages 18+** – Young Adults (ages 18–24) had the fewest number of assets in this category. Middle and High School showed similar numbers of assets, many provided by the school system and community nonprofit agencies. This age range can be incorporated in programs for adults but may benefit from services targeted to this phase of life, which may include a transition from high school to college or the workforce.

3. **DeSoto County Academic Success Assets** – DeSoto County has the fewest number of youth assets and lowest youth population, and does not feature any post-secondary education support assets. It is assumed that these services are provided by post-secondary institutions and resources from the surrounding counties, but an examination of accessibility to the population should be considered.

## Opportunities

1. **Identify and Augment School System Resources and Programs** – A more in-depth analysis of school system resources and programs would provide more insight regarding if the existing resources **are** adequate, and opportunities for enhanced services based on the community needs.

2. **Expand Partnerships Between Nonprofits and Local Workforce Development Agencies** - Most organizations (80 percent) are nonprofits/foundations. There is an opportunity for further connection between these organizations and the LWDBs who provide educational scholarships to youth with similar target populations. Leveraging state and/or federal funding could assist with serving more youth.

## Threats

1. **Availability of Childcare Resources for School-Aged Children** - Quality, affordable childcare programs, such as before and after school care and summer programs, can be difficult for parents to obtain due to space constraints, long waiting lists, location challenges, reduced staffing, and other factors. Further research and interviews with Early Learning Coalition representatives should be conducted to gather more information regarding whether the existing childcare system offered is sufficient for the families in each county, and practical solutions for bridging the gap with community partners.

2. **Indicators of Youth Well-Being in Desoto County** - DeSoto County consistently ranks statewide within the lower range of well-being, economic and academic indicators. Within the service region, DeSoto County had the highest poverty rate (overall and children under 18), rate of disconnected youth, rate of students eligible for free and reduced-price lunch, dropout rate, births to mothers under 20, and lowest graduation rate.

## Career Exploration and Training

*Table 12*: **Career Exploration & Training – SWOT Analysis Summary**

| | Internal Influence | External Influence |
|---|---|---|
| **Positive Impact** | **Strengths**<br>• Substantial number of career training assets in Hillsborough, Pinellas and Sarasota Counties.<br>• Earn and Learn career exploration and training assets in Hillsborough, Pinellas, Sarasota, and Manatee Counties. | **Opportunities**<br>• Demand for career exploration and training assets in Hillsborough, Sarasota and Manatee Counties to meet growing youth population.<br>• Demand for career exploration and training assets in DeSoto County. |
| **Negative Impact** | **Weaknesses**<br>• Lack of career training assets in DeSoto County.<br>• Limited career training assets in Manatee County Limited DeSoto County.<br>• Limited career exploration assets in Hillsborough, Pinellas, Sarasota, and Manatee Counties.<br>• Lack of career exploration assets that focus on career pathway options across the five-county region. | **Threats**<br>• Declining youth populations in DeSoto and Pinellas Counties. |

# Strengths

1. **Career Training Assets in Hillsborough, Pinellas and Sarasota Counties –** There is a large number of career training assets in Hillsborough, Pinellas and Sarasota counties. Of the three counties, Hillsborough has the most assets followed by Pinellas and Sarasota. There is a good mix of educational institutions, postsecondary training organizations and registered apprenticeship sponsors across these four counties. There is also a good mix of nonprofit, government/public, and for-profit organizations that provide training. Most career training options are available to young adults (18 – 24). High school students also have access to career training through high school CTE (Career and Technical Education) programs, many of which result in industry-recognized credentials.

2. **Earn and Learn Career Exploration and Training Assets in Hillsborough, Pinellas, Sarasota and Manatee Counties –** There are several programs that provide the ability to earn wages while exploring or training for a career. Eight-to-twelve-week paid work experience programs are a proven way to explore careers via short-term training and on-the-job experience. Registered apprenticeship programs typically last between one to five years and provide formal training, on-the job experience and industry-recognized credentials.

# Weaknesses

1. **Career Training Assets in DeSoto County** - The main career training asset in DeSoto County is the Career and Technical Education (CTE) pathways offered through DeSoto High School. There are 13 CTE pathways currently offered. For postsecondary training, young adults in DeSoto County travel to nearby counties for career training or they enroll in online programs. This weakness is common for rural areas and contributes to brain drain, i.e., young adults that leave the region to pursue education, training and career opportunities elsewhere. In fact, over the past 10 years, youth ages 10 – 24 have declined by 11 percent in DeSoto County while the total population has increased by 1 percent.

2. **Career Training Assets in Manatee County** - Manatee County has more residents between the ages of 10 and 24 than Sarasota County yet has 2.4 times fewer career training assets. This can be considered a significant weakness for such a rapidly growing county. Manatee has the highest growth rate for youth and total population in the five-county region.

3. **Career Exploration Assets in Hillsborough, Pinellas, Sarasota, and Manatee Counties** - There is a significantly smaller number of career exploration assets relative to the number of career training assets. Couple that with the fact that most career exploration assets focus on a limited number of careers whereas most career training assets focus on multiple careers, especially postsecondary educational institutions. There are not enough career exploration assets to support the number career training options available to youth. This results in a lack of awareness in many livable wage, upwardly mobile careers, especially those that don't appear desirable at first glance. For example, manufacturing offers amazing careers but requires exploration to get beyond old stereotypes of dull, dirty or dangerous jobs that are susceptible to mass layoffs. Other industries and careers struggle to attract youth without some sort of exploration activity to inform the future workforce.

4. **Career Exploration Assets that Focus on Career Pathway Options Across the Five-county Region** - Most career exploration activities focus on providing information about a specific career path or occupation. Because most of them are provided by training providers, they also focus on the specific training pathway that they offer. Therefore, career exploration activities do not help our youth compare different pathways to their chosen occupation that best fits their goals, needs and circumstances. Picking the right career but the wrong training pathway could, and often does, result in failure to achieve career goals. For example, most high school students plan on going to college, but many don't make it. Of the ones that do go to college, a high percentage do not graduate. Understanding the pros and cons of different training pathways and how to identify their best fit may mean the difference between success or failure to achieve career goals.

## Opportunities

1. **Demand for Career Exploration and Training Assets in Hillsborough, Sarasota and Manatee Counties to Meet Growing Youth Population -** Over the past 10 years, the youth population has grown in Hillsborough County (6 percent), Sarasota County (8 percent), and Manatee County (14 percent). This indicates the potential of a growing workforce and therefore, an increase in demand for additional career exploration and training assets.

2. **Demand for Career Exploration and Training Assets in DeSoto County -** There are few if any postsecondary career training assets in DeSoto County. There may be an opportunity to work with local employers to create postsecondary training programs that address their skilled worker needs. Being such a small county (34,408 residents), a few strategic programs could make a significant impact. Furthermore, career exploration assets should be incorporated into the effort to create new career training assets in collaboration with local employers.

3. **Demand for Career Exploration Assets in Hillsborough, Pinellas, Sarasota, and Manatee Counties -** As stated previously, the number of career training options far outpace the number of career exploration assets to support them. There is a huge need to implement career exploration activities such as site visits, job shadowing, paid work experiences, virtual reality platforms, online portals, and gamification. This presents an opportunity to collaborate with local employers to align career exploration assets with their priority workforce needs. Please note that career exploration activities can and should be provided to youth from an early age, albeit, in a form suitable for their age.

4. **Demand for Career Pathway Exploration Assets Across the five-county Region -** There is a need to help youth compare training pathways to determine which is best for them to achieve success. These assets should be independent from training providers to offer unbiased information and guidance about all major training pathways.

5. **Access to Earn and Learn Programs for Career Exploration and Training in Hillsborough, Pinellas, Manatee, and Sarasota Counties -** Organizations in each of these counties offer a number of earn and learn programs but need to increase awareness and simplify access of target youth populations.

## Threats

1. **Declining Youth Populations in DeSoto and Pinellas Counties -** In DeSoto County over the past 10-year period, the number of youth ages 10 - 24 has declined by 11 percent. During the same period, the total population has increased by 1 percent. A decline in the youth population can negatively impact enrollment in career training programs and subsequently, the workforce available for local businesses. This is a threat to the future growth and vitality of the region. (Lightcast, 2022) For comparison purposes over the same period, Hillsborough County youth have increased by 6 percent while total population has increased 17 percent. Sarasota County youth have increased by 8 percent, while total population has increased by 18 percent. Manatee County youth have increased by 14 percent, while total population has increased by 26 percent. The same phenomenon is happening in Pinellas County as well. Over the past 10-year period, the number of youth in Pinellas County ages 10 - 24 have declined by 10 percent. During the same period, the total population has increased by 4 percent. (Lightcast, 2022)

# Coaching, Mentoring and Parental Support

*Table 13*: **Coach, Mentoring, & Parental Support – SWOT Analysis Summary**

| | Internal Influence | External Influence |
|---|---|---|
| **Positive Impact** | **Strengths**<br>• Substantial number of assets for mentoring in Hillsborough, Sarasota, Manatee and DeSoto Counties.<br>• Numerous parental support assets in Hillsborough County.<br>• Most assets target middle and high school students.<br>• Most programs are provided by nonprofits free of charge. | **Opportunities**<br>• Demand for assets in Pinellas County.<br>• Demand for assets in Sarasota County targeting health and wellness, supportive services and parental education.<br>• Demand for assets targeting young adults.<br>• Evidence-based training programs. |
| **Negative Impact** | **Weaknesses**<br>• Relative lack of assets in Pinellas County.<br>• Few assets target health and wellness, supportive services and parental education in Sarasota County.<br>• Lack of coaching and mentoring assets targeting young adults 18-24. | **Threats**<br>• Lack of training and understanding of evidence-based intervention practices in coaching and mentoring programs. |

## Strengths

1. **Assets for Mentoring in Hillsborough, Sarasota, Manatee and DeSoto Counties –** There are a substantial number of mentoring assets per youth in these counties.
2. **Assets for Parental Support in Hillsborough County –** The highest number of parental support assets lie in Hillsborough County (18).
3. **Percentage of Assets Targeting Middle and High School Students –** The majority of assets target ages 10-18 (142 total across the five-county region).
4. **Percentage of Nonprofits Providing Assets –** Most coaching, mentoring and parental support assets are provided by nonprofits free of charge to county residents

## Weaknesses

1. **Number of Assets in Pinellas County –** Of the assets we were able to identify, Pinellas County had the highest number of youth per asset, indicating a potential gap in services.
2. **Assets in Sarasota County Targeting Health and Wellness, Supportive Services and Parental Education –** Few assets in Sarasota could be identified to provide services in these areas.
3. **Percentage of Coaching and Mentoring Assets Targeting Young Adults –** Few organizations target services to young adults ages 18-24.

## Opportunities

1. **Demand for Assets in Pinellas County –** There is an opportunity to increase the number of programs in this area to correspond to the size of the youth population.
2. **Demand for Assets in Sarasota County Targeting Health and Wellness, Supportive Services and Parental Education –** The lack of programs focused on these areas via coaching, mentoring and parental education presents an opportunity to increase the number of programs in this area to correspond to the size of the youth population. It is possible there are additional existing programs in other categories that cover these topics, particularly health and wellness.
3. **Demand for Assets Targeting Young Adults –** Young adults ages 18 – 24 still have needs for coaching and mentoring services, though different from school aged youth. Programs focused on career development, entering the workforce, and self-sufficiency could fill the gap in this space.
4. **Evidence-Based Training –** Support programs that provide evidence-based training for coaches, mentors and parents to increase and accelerate successful outcomes.

## Threats

1. **Lack Of Training and Understanding of Evidence-Based Intervention Practices in Coaching and Mentoring Programs –** Without proper training, coaches, mentors and parents may not understand the science behind helping youth to develop a growth mindset. Untrained mentors reduce the probability of success and can cause mentees and programs to fail. This is a general threat applicable to coaching and mentoring programs and does not necessarily reflect any of the organizations reviewed.
2. **Long-term Funding** – The lack of long-term, consistent funding is a challenge experienced by many nonprofit organizations and can impede the service delivery and longitudinal outcomes of coaching, mentoring and parental support programs.

## Financial Literacy

*Table 14*: **Financial Literacy – SWOT Analysis Summary**

| | Internal Influence | External Influence |
|---|---|---|
| **Positive Impact** | **Strengths**<br><br>• Substantial number of financial literacy assets across the five-county region targeting young adults.<br>• Specialists in financial literacy education versus counseling in Hillsborough County.<br>• Number of nonprofit financial literacy assets. | **Opportunities**<br><br>• Help ALICE households to self-identify eligibility for assistance across the five-county region.<br>• Help ALICE households address inflation and home price increases across the five-county region.<br>• Regional collaboration between high schools, nonprofits and workforce boards to add experiential learning to high school financial literacy programs. |
| **Negative Impact** | **Weaknesses**<br><br>• Lack of financial literacy assets targeting high school and middle school students.<br>• Nontargeting of ALICE households.<br>• Relative lack of financial literacy assets for home ownership in manatee county. | **Threats**<br><br>• High inflation and home prices expanding the livable wage gap for ALICE households. |

## Strengths

1. **Financial Literacy Assets Across the Five-county Region Targeting Young Adults** - Most financial literacy assets across the region target young adults. There are a total of 69 assets logged across the region with Hillsborough having the most, followed by Pinellas, Sarasota, Manatee, then DeSoto.
2. **Specialists in Financial Literacy Education Versus Counseling in Hillsborough County** - Hillsborough is the only county with financial literacy assets that specialize in education or counseling as opposed to offering both. Typically, specialists can do a deeper dive into the specific needs of their clientele than generalists.
3. **Number of Nonprofit Financial Literacy Assets** - Nearly all the financial literacy assets are provided by nonprofits free of charge to county residents.

# Weaknesses

1. **Financial Literacy Assets Targeting High School and Middle School Students** - There is a significant gap between the number of financial literacy assets targeting young adults (69) than those targeting high schoolers (10), and middle schoolers (7). The Dorothy Hukill Act will increase coverage by mandating a one-semester financial literacy for high school students starting with the 2023/2024 school year. However, the quality and impact of the curriculum is unknown.
2. **Nontargeting of ALICE Households** - Other than United Way, there was almost no mention of ALICE households on the websites of the assets identified. Yet, many of the same assets clearly targeted other groups that could easily self-identify their eligibility for assistance such as veterans and their spouses, public assistance recipients, dislocated workers, and residents of certain areas. This makes it difficult for ALICE families to know which resources and services they are eligible to receive.
3. **Financial Literacy Assets for Home Ownership in Manatee County** - Manatee County is the fastest growing county in the region, with the highest median home price, and highest price increase from December 2021 to December 2022. Yet, they have the lowest number of assets per youth that focus on home ownership.

# Opportunities

1. **Help ALICE Households to Self-Identify Eligibility for Assistance Across the Five-county Region** - Organizations with programs, resources and services that can help ALICE households need to find a way to help them easily identify their eligibility.
2. **Help ALICE Households Address Inflation and Home Price Increases Across the Five-county Region** - Investigate the increase in ALICE households due to inflation and housing prices as well as the impact on existing ALICE households. Leverage the information to appeal to nonprofits and their funders to expand eligibility to ALICE households.
3. **Regional Collaboration Between High Schools, Nonprofits and Workforce Boards to Add Experiential Learning to High School Financial Literacy Programs -** The Dorothy Hukill Act will mandate a one-semester financial literacy as a requirement to graduate high school. This is a great opportunity to supplement the curriculum with experiential learning (money management) through paid work experience and summer job programs targeting high school students. A collaboration between high schools, nonprofits and workforce boards could launch and run the experiential component of financial literacy training.

# Threats

1. **High Inflation and Home Prices Expanding the Livable Wage Gap for ALICE Households -** The year-over-year inflation rate is decreasing but is still high compared to pre-Covid measures. For example, the 12-month change in Consumer Price Index for the Tampa-St. Pete-Clearwater MSA in May 2022 was 1 percent, rose to 11.2 percent in July 2022, and decreased to 9.6 percent in November 2022 (Source: BLS data). Meanwhile, median home prices from December 2021 to December 2022 have increased 25 percent in Manatee County, 21 percent in Sarasota and Hillsborough Counties, 20 percent in Pinellas County and 14 percent in DeSoto County (Source: Rocket Homes December 2022 Housing Market Report). Because wages are not keeping pace, the gap widened between current and livable wages for existing ALICE households and likely increased the number ALICE families across the five-county region.

# Social–Emotional Learning

*Table 15:* **Social–Emotional Learning – SWOT Analysis Summary**

| | Internal Influence | External Influence |
|---|---|---|
| **Positive Impact** | **Strengths**<br>• Statewide SEL capacity-building through the Florida SEL Collaborative.<br>• SEL implementation in the school district of Hillsborough County.<br>• Most assets focused on middle and high school students. | **Opportunities**<br>• Nonprofit organizations to develop or enhance programs with grant funding. |
| **Negative Impact** | **Weaknesses**<br>• Lack of formal SEL programs and practices.<br>• Public schools in Pinellas and DeSoto Counties do not appear to have an SEL focus.<br>• Few assets focused on young adults. | **Threats**<br>• Public perception, understanding and support of SEL. |

## Strengths

1. **Florida SEL Collaborative** –This organization focuses on building statewide capacity for safe and supportive school environments via SEL, and lists plans and contacts in Hillsborough, Sarasota and Manatee counties.
2. **SEL Implementation in the School District of Hillsborough County** - Hillsborough County is the only county that has a formalized department dedicated to SEL that is accessible on the school board website. Further discussions with representatives in other school districts would provide insight regarding their use of SEL in their county.
3. **Percentage of Assets Focused on Middle and High School Students** – Most assets identified serve youth ages 10-18, considered formative years for the development of SEL competencies.

## Weaknesses

1. **Lack of Formal SEL Programs and Practices -** While many community organizations are aware of SEL, most have not specialized in its practices. These organizations may use elements of the SEL framework in their curriculum, but not formally connect it to SEL practices.
2. **Public Schools in Pinellas and DeSoto Counties Do Not Appear to Have an SEL Focus** – The school districts in these counties do not list SEL plans on the Florida SEL Collaborative site or include SEL information on their websites.
3. **Percentage of Assets Focused on Young Adults** – Only three organizations across the five-county region were identified to target services to young adults ages 18-24.

## Opportunities

1. **Nonprofit Organizations to Develop or Enhance Programs with Grant Funding** – There is the potential for nonprofits to seek non-state funding to develop SEL programs and services targeting young adults, as well as integrate SEL into existing programs and services targeting health/wellness and civic learning/leadership. This could provide supplemental community resources to the county school districts.

## Threats

1. **Public Perception, Understanding and Support of SEL -** Florida's political climate against certain educational practices, courses and textbooks, which includes such as SEL may limit or delay the implementation of SEL methodologies by public school systems.

# 7.0 RECOMMENDATIONS FOR NEXT STEPS

## 7.1 Recommendations from Phase I Research

### General Recommendations

1. **Develop tools to measure community impact with the goal of establishing credit for community-level change**. This may include:
   a. Social impact assessments to identify and evaluate the potential effects of investments on the targeted groups and communities.
   b. Methods to integrate stakeholder voices to understand community outcomes over time. This may include regular listening sessions, advisory groups, and richer partnerships and relationship building with community stakeholders.
   c. Develop individual and community-level indicators and outcome targets. This may include identifying leading indicators to show trends, developing accountability, evaluation, and policy change goals and processes.
   d. Leverage the UWS role as a convener and investment multiplier. This includes evaluating potential strategies to scale while maintaining a right-sized role. It is recommended that a comprehensive analysis of existing UWS programs and services be performed, including grantmaking processes.
   e. Consider unconventional grantmaking strategies, such as general operating (unrestricted) grants for community partners. The reduced restrictions provide grantees with the space to be more creative, take calculated risks and build institutions under the guidance of long-term and meaningful partnerships.
2. **Continue efforts to focus investments that address equity among underserved populations and communities.** Refine data gathering processes with goals to frame through an equity lens and equitable representation in programs.
3. **Explore non-traditional partners and groups** such as smaller nonprofits, sororities, and community groups.
4. **Align grantees with youth success research**.
   a. Categorize UWS grantees with five youth success factors and three age ranges.
   b. Align grantee reporting of clients served with five youth success factors and three age ranges.
   c. Align grantee reporting of individual client success stories with four indicators of success: 1) Livable Wage, Upwardly Mobile Career; 2) Financial Stability; 3) Happy, Healthy and Fulfilling Lifestyle; and 4) Lifelong Ability and Commitment to Learn.

# Factor-Based Recommendations

## Academic Success

1. Investigate the relative lack of Academic Success assets in Hillsborough County.
2. A further analysis of school system resources and programs would provide more insight regarding if the existing resources are adequate. The school system websites provided little detail regarding specific programs and services. Interviews with school district representatives would provide additional information to strengthen this analysis.
3. Investigate the need for programming targeted to youth ages 18–24, which had the fewest number of assets of the three age groups. This age range can be included in programs for adults but may benefit from services targeted to this phase of life, which may include a transition from high school to college or the workforce and living independently for the first time.
4. Pursue opportunities to improve collaboration between nonprofits, education organizations, and local workforce boards to capture government funding to increase services to common target populations.
5. Work with the Early Learning Coalition to assess and improve the efficacy of the existing childcare system. Further research and interviews with Early Learning Coalition representatives should be conducted to gather more information regarding whether the existing childcare system offered for school-aged children is sufficient for the families in each county, and practical solutions for bridging the gap with community partners.

## Career Exploration and Training

1. Consider investing in Career Exploration assets, especially for middle school students. Expand the approach to target career sectors and tracks instead of individual occupations to increase employment options and advancement pathways.
2. Consider investing in assets that inform youth on mapping out career training pathways that fit their specific goals, needs and circumstances, including how to stack training pathways.
3. Consider investing in assets that increase awareness and access to earn and learn pathways. These will be especially impactful for youth from ALICE households.
4. Increase career training assets in Manatee County, the fastest growing county in the UWS footprint over the past 10 years.
5. Investigate causes of youth decline in DeSoto County to see if increased investments in Career Exploration and Training can slow or reverse the decline.
6. Require that grantees with new training programs are already connected to a target talent population with a steady pipeline of applicants (talent supply) and employers with a consistent demand for workers (talent demand).

## Coaching, Mentoring and Parental Support

1. Consider investing in evidence-based training for coaches, mentors and parents to increase and accelerate successful outcomes.
2. Consider investing in Coaching and Mentoring programs for young adults.

## Financial Literacy

1. Standardize how organizations can reach out to ALICE households, allowing them to self-identify their eligibility for programs and services.
2. Investigate increase in ALICE households due to rising inflation and housing prices.
3. Consider more investment in Financial Literacy programs and services, especially in high-growth counties (Manatee, Sarasota and Hillsborough) to accommodate rising costs and rapidly growing population.
4. Consider investing in collaborations that add experiential learning to required Financial Literacy courses in high schools.

## Social-Emotional Learning

1. Help nonprofits identify non-state funding to integrate SEL into their programs and services, especially those that target young adults.
2. Investigate the climate in school systems for SEL adoption to estimate the potential for nonprofits to work with schools.

# 7.2 Phase II Activities and Deliverables

Upon completion of Phase I activities, CSTB and UWS will meet to discuss and agree on any changes to the recommended Phase II activities listed below.

**1. Work with key organizations in each region (identified in Phase 1) to convene stakeholders to discuss youth success and to foster support and engagement from other organizations.** This includes surveys, focus groups, listening sessions, and evaluating the need for youth advisory committee recommendations and framework. This is a crucial step to foster buy-in and full engagement in each region.

**Deliverable**: CSTB will convene stakeholder meetings in coordination with UWS. CSTB will also conduct primary source research, analysis, and recommendations, that may include surveys, focus groups, and/or listening sessions. CSTB will evaluate the need to develop youth advisory committee recommendations and framework.

**Action Steps:**
a. Surveys to determine interest, topics and format for stakeholder convenings. This will provide an opportunity for initial contact with community groups to assess the most effective method of convening and information gathering, in addition to a high-level analysis of the existing youth success infrastructure.
b. Host small stakeholder meetings of 20 or fewer participants. By limiting the size of stakeholder meetings and increasing the frequency, community partners will have an opportunity to participate fully in discussions regarding their local area, as well as provide valuable insight to the research team. Options for this activity may include roundtables, focus groups, public forums, and/or listening sessions.
c. Evaluate the need to develop youth advisory committee recommendations and framework. The information gathered in the first two activities will provide a foundation for recommendations regarding the establishment and structure of a youth advisory committee within the service area.

**2. Create a complete youth success framework for each county (based on information gathered in Step 1).**

**Deliverable:** CSTB will develop a customized youth success framework for each county.

**Action Steps:**

    a. **A personalized youth success framework will be created for each of the five counties.** Based on the research conducted in Phase I and stakeholder engagement activities in Phase II, CSTB will develop youth success frameworks for each county that incorporate the unique composition, assets and challenges of the community.

**3. Review existing federal, state, and local resource development opportunities, inclusive of public and private funding.** The organization, scope and multi-county engagement of this project will provide a competitive advantage for large federal grants.

**Deliverable:** CSTB will provide a list of potential funding opportunities.

**Action Steps:**

    a. **CSTB will compile a list of prospective funding opportunities for UWS to review for potential action.** This will include funders with priorities and investment interests that align with UWS and their mission, as well as broad funding opportunities available through public sources, such as federal grants.

**4. Create a report that fine tunes the strengths, weaknesses, opportunities and threats for each county based on Step 1 input.** In collaboration with engaged stakeholders, identify priorities and next steps for each county, paying particular attention to differences and synergies between counties.

**Deliverable:** CSTB will provide a report evaluating regional and county-level youth success resources, assets, gaps, and growth areas, with recommendations.

**Action Steps:**

    a. **CSTB will develop a comprehensive report that evaluates the available resources and assesses the regional and county-level youth success resources, assets, gaps, and growth areas to provide actionable, research-based recommendations.** This report will provide an overview of the research landscape of Youth Success in UWS' five-county footprint and a suggested implementation plan to drive results and community impact outcomes within geographically concentrated ALICE populations.

    b. **Develop a plan for how findings will be disseminated in the community, including audience, messaging, medium, and sustainability.**

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# APPENDIX 1: YOUTH SUCCESS FACTOR DEFINITIONS

## 1. Academic Success

While definitions may vary based on the subject and to encompass numerous student outcomes, academic success can be defined as inclusive of academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post college performance. (York, Gibson, & and Rankin, 2015) For the purposes of this phase of the research, the focus of assets includes direct and indirect educational services available in the community.

### Asset Map Categories and Subcategories

**Categories**
1. **Education** – This includes both direct and supportive services in education and academic activities.

**Subcategories**
1. **K–12 Education** – This includes organizations that directly provide educational services, such as the public school system. A limited number of private schools may be included, but the focus was on public schools in which low-income and ALICE students and families may participate.
2. **K–12 Education Support** – This includes organizations that provide free or low-cost educational support services, such as tutoring and before and after school programs. Private and paid tutoring organizations are generally not included in this list.
3. **K–12 Education and Post-Secondary Education Support** – This includes organizations that provide both secondary and post-secondary educational support services, such as educational scholarships.
4. **Post-Secondary Education Support** – This includes organizations that provide free or low-cost educational support services, often through the institution of higher education, such as tutoring and subject-specific workshops. Private and paid tutoring organizations are generally not included in this list.

## 2. Career Exploration and Training

The career exploration and training resources provide education and/or counseling services to assist individuals with researching potential careers and/or developing occupational skills.

### Asset Map Categories and Subcategories

**Categories**
1. **Career Exploration** – This category lists organizations that provide classes, programs, facility tours, virtual reality platforms, and online tools to help youth learn about different careers. Career exploration activities are not expected to result in a job after completion. There are two possible exceptions, paid work experiences and registered pre-apprenticeships. Both can result in jobs after completion but still require additional occupational training to reach full productivity.
2. **Career Training** – This category lists organizations that provide classroom, online, virtual, hands-on or on-the-job training for specific occupations with a goal of resulting in a job during or after completion.

1. **Associate degrees** – Consists of institutions that award 2-year degrees.
2. **Bachelor's Degrees and Graduate Studies** – Consists of institutions that award 4-year and graduate degrees.
3. **Career Exploration Programs** – Consists of training providers that provide career discovery workshops and programs.
4. **Corporate Training** – Consists of institutions that are designated as corporate training centers.
5. **High School Vocational Training** – Consists of public school systems that offer high school CTE classes (Career and Technical Education).
6. **Local Career Exploration Campaigns** – Consists of organizations that promote different careers or career pathways to youth via traditional or social media.
7. **Middle School CTE Courses** – Consists of public school systems that offer middle school CTE classes (Career and Technical Education).
8. **Paid Registered Pre-Apprenticeships – Adult** – Consists of training providers that serve as the employer of record for a registered pre-apprenticeship program for adults. These are shorter than registered apprenticeship programs, but the employer of record provides wages to participants.
9. **Paid Work Experiences** – Consists of organizations that act as the employer of record for short-term work that sometimes includes formal training.
10. **Post-Secondary Vocational Training** – Consists of training providers and educational institutions that award college credit certificates, industry-recognized certifications, and non-credit vocational training.
11. **Registered Apprenticeships** – Consists of organizations that sponsor registered apprenticeship programs.
12. **Registered Pre-Apprenticeships – Adult** – Consists of organizations that sponsor registered pre-apprenticeship programs for adults.
13. **Registered Pre-Apprenticeships - Youth** – Consists of organizations that sponsor registered pre-apprenticeship programs for youth.

## 3. Coaching, Mentoring and Parental Support

**Coaching**
**Youth coaches** may guide youth to a specific goal in life to help them maximize their own abilities and succeed in specific areas of their life. (Student Reach)

**Considerations**: (Student Reach) (Youth.gov)
- Youth coaches are generally paid professionals trained in methods to help youth in specific areas of their lives. Coaches often receive special training and certifications using research and evidence-based curriculum and may have degrees in subjects like adolescent development, social work, and psychology.
- Coaches are trained to help the individual find their own solution rather than offering their own advice or opinions.
- Process-based expertise and guidance.
- Highly structured with specific skills targeted.
- Formal assessments based on cognitive learning and theoretical concepts are often used.
- Set timeframe with specific goals, often SMART-type goals.
- The relationship aspect is more professional than personal, as the coach isn't necessarily developing a strong relationship with the youth they are coaching.

- Coaches may provide services to a group of youth, such as in a classroom environment, rather than individually.
- Coaches aim to encourage personal development in young people while also providing guidance for their future. Rather than providing specific solutions, coaches guide young people towards figuring out their own solutions, learning how to tackle life challenges, and setting their own goals and milestones to help them grow, achieve, and succeed. (Lees, 2022)

### Mentoring

**Youth mentors** are usually an adult who develops a more personal relationship with the youth they are mentoring enough to advise them, teach them, and be a role model, which allows them to give advice to better succeed in life. (Student Reach) Mentoring relationships can be formal or informal, but the essential components include creating caring, empathetic, consistent, and long-lasting relationships, often with some combination of role modeling, teaching, and advising. (Youth.gov)

**Considerations**: (Student Reach) (Youth.gov)
- Typically, do not have formal training in mentorship and are usually volunteers.
- Structure is usually informal and addresses situations as they arise in a youth's life.
- Experience-based guidance and support.
- Might use a personality test, but generally do not use formal assessment or evaluation tools.
- May offer advice to situations rather than leaving the youth to process solutions on their own.
- Long-term relationships that are fluid and open ended.
- Often based on cues from youth depending on their needs and interests and may be dependent on personality match between mentor and mentee.

### Parental Support

**Parental support** can be defined as "parental behaviors toward the child, such as praising, encouraging and giving physical affection, which indicate to the child that he or she is accepted and loved." (Barnes GM, 2000) Parental support may also include resources and supportive services that aid the parent in providing a positive environment for their child. Types of support may include practical support, emotional or personal support, and information or advice.

## Asset Map Categories and Subcategories

### Categories
1. **Coaching** – Usually conducted by paid and trained professionals, utilizing formalized, goal-oriented plans and services.
2. **Mentoring** – Long-term, relationship-based guidance and support.
3. **Parental Support** – This includes parental education programs and family support programs, including supportive services.

### Subcategories
1. Life Skills
2. Leadership Skills
3. Health and Wellness, including substance abuse prevention
4. Supportive Services (Parental support category)
5. Parental Education (Parental support category)

# 4. Financial Literacy

The financial literacy resources provide education and/or counseling services to assist individuals with understanding financial concepts and developing financial skills.

## Asset Map Categories and Subcategories

### Categories

1. **Financial Literacy Education –** Organizations that provide classes and workshops that educate youth on household money management or home ownership are listed in this category.
2. **Financial Literacy Counseling –** Organizations that provide one-on-one advising to their clients about household money management or home ownership are listed in this category.
3. **Financial Literacy Education and Counseling –** This category includes organizations that provide classes and one-on-one counseling.

### Subcategories

1. **Home Ownership –** This subcategory indicates financial literacy education or counseling on home-buying topics such as decision-making, budgeting, purchasing process, homeowners' insurance, escrow, and budgeting for maintenance.
2. **Money Management –** This subcategory indicates financial literacy education or counseling on household financial topics such as budgeting, credit, credit scores, banking accounts, loans, building wealth, insurance, car-buying, and payroll.

# 5. Social-Emotional Learning

**Social-emotional learning (SEL)** is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (Collaborative for Academic, Social, and Emotional Learning (CASEL))

Research has shown the benefits of SEL for youth, including SEL leads to improved academic outcomes and behaviors; benefits are long-term and global; is a wise financial investment; and social and emotional skills help improve lifetime outcomes. (Collaborative for Academic, Social, and Emotional Learning (CASEL))

**The CASEL Five:**
1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making

## Asset Map Categories and Subcategories

### Categories

1. **SEL –** This includes social-emotional learning concepts and programs.

### Subcategories

1. **School-Based Programs,** including academic skills and excellence.
2. **Health and Wellness,** including mental health supports and substance abuse prevention.
3. **Civic Learning and Leadership,** including entrepreneurship.

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# APPENDIX 2: SUPPLEMENTAL YOUTH AND COUNTY PROFILES

**Section 1: County Demographic Profiles**

Table 1: 2020–2028 Youth and Young Adults Population Projections, Ages 10–24
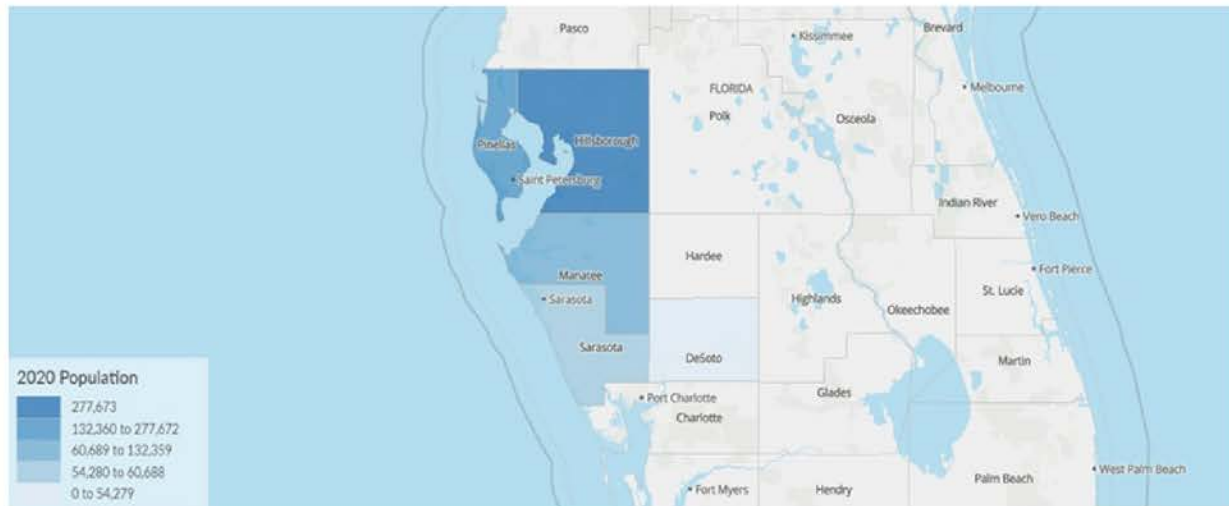


| County Name | 2020 Population | 2028 Population | Change | % Change | 2020 % of Pop. | 2028 % of Pop. |
|---|---|---|---|---|---|---|
| Hillsborough | 277,673 | 293,215 | 15,542 | 6% | 19% | 18% |
| Pinellas | 132,360 | 122,899 | −9,461 | −7% | 14% | 13% |
| Manatee | 60,689 | 64,698 | 4,009 | 7% | 15% | 14% |
| Sarasota | 54,280 | 58,732 | 4,452 | 8% | 12% | 12% |
| DeSoto | 6,699 | 6,451 | −248 | −4% | 17% | 16% |
| Total | 531,701 | 545,996 | | | | |

**Source:** Lightcast Q4 2022 Dataset

**Data Sources and Calculations**: The demographic data in this report is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department.

## Table 2: 2022 Selected Economic Indicators
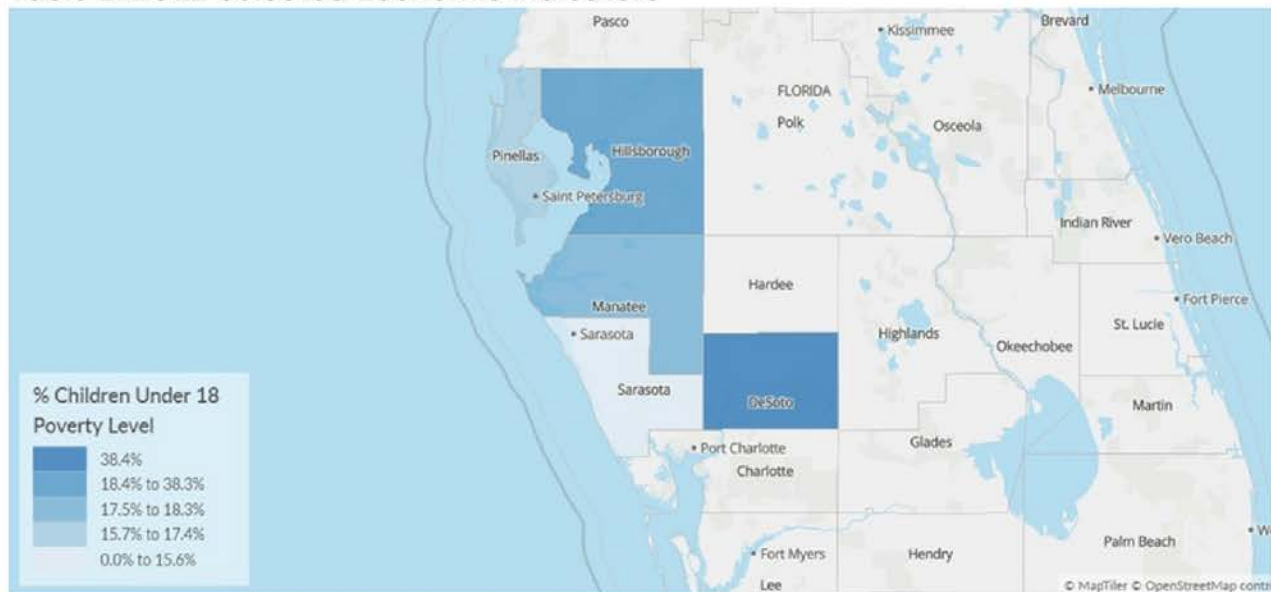


| County Name | % Children Under 18 Poverty Level | Per Capita Income | % Poverty Level | Median Household Income |
|---|---|---|---|---|
| DeSoto | 38.4% | $18,193 | 20.5% | $36,360 |
| Hillsborough | 18.4% | $33,616 | 10.0% | $60,566 |
| Manatee | 17.5% | $35,146 | 7.1% | $59,963 |
| Pinellas | 15.7% | $36,754 | 7.3% | $56,419 |
| Sarasota | 12.9% | $44,402 | 5.3% | $64,644 |

**Source**: Lightcast Q4 2022 Dataset, American Community Survey Data
**Data Sources and Calculations**: American Community Survey (ACS) data is pulled directly from the Census's API, using the ACS 5-year estimates. While this product uses data from the Census Bureau Data API, it is not endorsed or certified by the Census Bureau.

## Table 3: 2022 Housing Characteristics
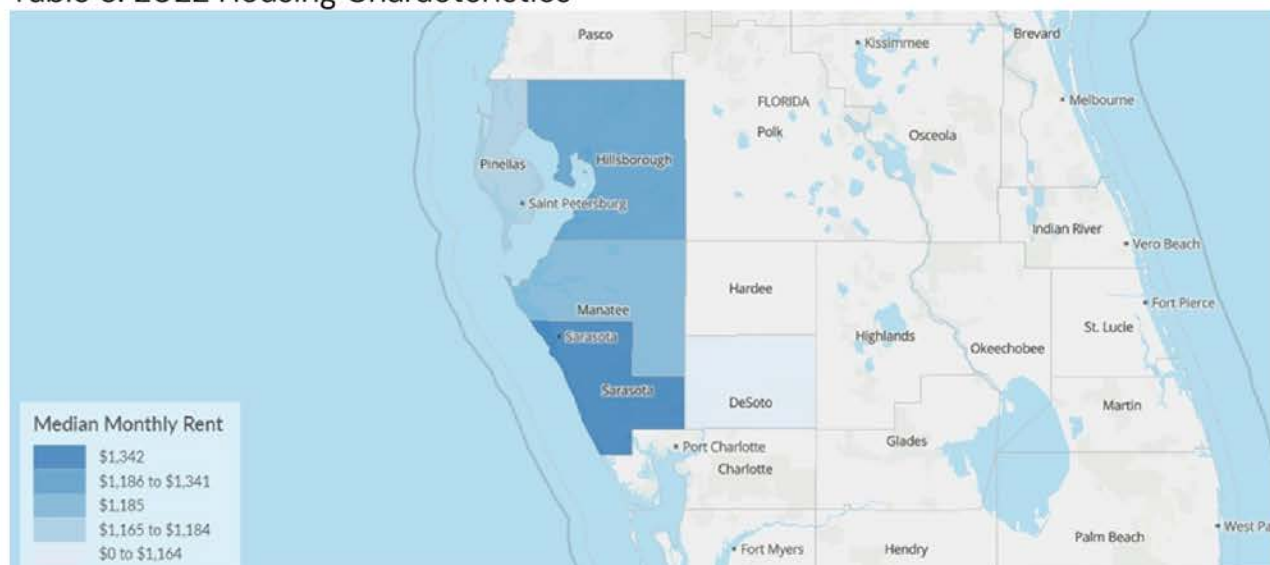


| County Name | Median Monthly Rent | Housing Units | Median House Value | % Occupied Housing Units | Rental Vacancy Rate | % Vacant Housing Units |
|---|---|---|---|---|---|---|
| DeSoto | $1,342 | 244,910 | $269,300 | 77.3% | 10.7% | 22.7% |
| Hillsborough | $1,186 | 590,714 | $233,200 | 91.4% | 6.1% | 8.6% |
| Manatee | $1,185 | 194,960 | $250,700 | 77.1% | 13.6% | 22.9% |
| Pinellas | $1,165 | 510,798 | $219,800 | 80.9% | 8.3% | 19.1% |
| Sarasota | $738 | 15,307 | $103,600 | 81.1% | 5.6% | 18.9% |

**Source**: Lightcast Q4 2022 Dataset, American Community Survey Data
**Data Sources and Calculations**: American Community Survey (ACS) data is pulled directly from the Census's API, using the ACS 5-year estimates. While this product uses data from the Census Bureau Data API, it is not endorsed or certified by the Census Bureau.

## Section 2: The Annie E. Casey Foundation Kids Count Data Center
Selected Indicators

Table 1: All persons in poverty in Florida

| Location | Data Type | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Florida | Number | 3,048,621 | 3,178,155 | 3,248,276 | 3,268,130 | 3,231,142 | 3,129,061 | 2,986,237 | 2,901,876 | 2,854,438 | 2,681,832 |
|  | Percent | 16.50% | 17.00% | 17.20% | 17.10% | 16.60% | 15.80% | 14.80% | 14.10% | 13.70% | 12.70% |
| DeSoto | Number | 10,429 | 9,815 | 9,503 | 10,572 | 9,434 | 9,821 | 9,323 | 8,766 | 9,013 | 7,626 |
|  | Percent | 32.90% | 31.00% | 30.20% | 33.90% | 29.70% | 30.50% | 28.60% | 26.10% | 26.10% | 21.80%[1] |
| Hillsborough | Number | 202,827 | 219,950 | 240,099 | 213,320 | 217,968 | 209,040 | 203,350 | 214,442 | 207,358 | 195,684 |
|  | Percent | 16.70% | 17.60% | 19.10% | 16.80% | 16.80% | 15.80% | 15.00% | 15.50% | 14.70% | 13.50% |
| Manatee | Number | 46,119 | 51,221 | 51,089 | 54,016 | 49,017 | 53,080 | 47,042 | 41,057 | 40,662 | 44,991 |
|  | Percent | 14.50% | 15.90% | 15.50% | 16.00% | 14.10% | 14.80% | 12.70% | 10.80% | 10.40% | 11.30% |
| Pinellas | Number | 127,567 | 134,728 | 127,234 | 137,942 | 139,881 | 127,287 | 125,923 | 115,990 | 112,593 | 108,948 |
|  | Percent | 14.20% | 15.00% | 14.10% | 15.10% | 15.20% | 13.60% | 13.30% | 12.20% | 11.70% | 11.40% |
| Sarasota | Number | 48,896 | 44,010 | 48,338 | 49,989 | 42,343 | 38,874 | 43,904 | 38,065 | 43,389 | 33,144 |
|  | Percent | 13.10% | 11.70% | 12.70% | 13.00% | 10.80% | 9.70% | 10.80% | 9.20% | 10.30% | 7.80% |

**Definitions**: The number of individuals of all ages who live below the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget. The percent in poverty is all individuals living in poverty divided by all individuals for whom poverty status is determined. The poverty threshold was $25,926 for a family of two adults and two related children under age 18 in 2019.
**Data Source**: Small Area Income and Poverty Estimates, U.S. Census Bureau, Washington, DC

Table 2: Children under age 18 in poverty in Florida

| Location | Data Type | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Florida | Number | 3,048,621 | 3,178,155 | 3,248,276 | 3,268,130 | 3,231,142 | 3,129,061 | 2,986,237 | 2,901,876 | 2,854,438 | 2,681,832 |
|  | Percent | 16.50% | 17.00% | 17.20% | 17.10% | 16.60% | 15.80% | 14.80% | 14.10% | 13.70% | 12.70% |
| DeSoto | Number | 10,429 | 9,815 | 9,503 | 10,572 | 9,434 | 9,821 | 9,323 | 8,766 | 9,013 | 7,626 |
|  | Percent | 32.90% | 31.00% | 30.20% | 33.90% | 29.70% | 30.50% | 28.60% | 26.10% | 26.10% | 21.80%[2] |
| Hillsborough | Number | 202,827 | 219,950 | 240,099 | 213,320 | 217,968 | 209,040 | 203,350 | 214,442 | 207,358 | 195,684 |
|  | Percent | 16.70% | 17.60% | 19.10% | 16.80% | 16.80% | 15.80% | 15.00% | 15.50% | 14.70% | 13.50% |
| Manatee | Number | 46,119 | 51,221 | 51,089 | 54,016 | 49,017 | 53,080 | 47,042 | 41,057 | 40,662 | 44,991 |
|  | Percent | 14.50% | 15.90% | 15.50% | 16.00% | 14.10% | 14.80% | 12.70% | 10.80% | 10.40% | 11.30% |
| Pinellas | Number | 127,567 | 134,728 | 127,234 | 137,942 | 139,881 | 127,287 | 125,923 | 115,990 | 112,593 | 108,948 |
|  | Percent | 14.20% | 15.00% | 14.10% | 15.10% | 15.20% | 13.60% | 13.30% | 12.20% | 11.70% | 11.40% |
| Sarasota | Number | 48,896 | 44,010 | 48,338 | 49,989 | 42,343 | 38,874 | 43,904 | 38,065 | 43,389 | 33,144 |
|  | Percent | 13.10% | 11.70% | 12.70% | 13.00% | 10.80% | 9.70% | 10.80% | 9.20% | 10.30% | 7.80% |

**Definitions**: The number of individuals of all ages who live below the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget. The percent in poverty is all individuals living in poverty divided by all individuals for whom poverty status is determined. The poverty threshold was $25,926 for a family of two adults and two related children under age 18 in 2019.
**Data Source**: Small Area Income and Poverty Estimates, U.S. Census Bureau, Washington, DC

[1] DeSoto County ranked 61/67 counties for this indicator.

[2] DeSoto County ranked 62/67 counties for this indicator.

## Table 3: Public school student enrollment in Florida

| Location | Data Type | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Florida | Number | 2,668,155 | 2,692,162 | 2,720,074 | 2,756,944 | 2,791,525 | 2,817,076 | 2,833,115 | 2,846,857 | 2,858,952 | 2,791,687 |
| DeSoto | Number | 4,730 | 4,752 | 4,697 | 4,747 | 4,857 | 4,906 | 4,838 | 4,926 | 4,943 | 4,614 |
| Hillsborough | Number | 197,041 | 200,466 | 203,431 | 207,469 | 211,936 | 214,402 | 217,072 | 220,257 | 223,314 | 218,943 |
| Manatee | Number | 44,986 | 46,165 | 46,612 | 47,883 | 48,337 | 48,892 | 48,952 | 49,310 | 50,103 | 49,181 |
| Pinellas | Number | 103,776 | 103,590 | 103,391 | 103,774 | 103,481 | 102,955 | 101,824 | 100,987 | 99,798 | 96,068 |
| Sarasota | Number | 41,083 | 41,096 | 41,398 | 41,912 | 42,354 | 42,801 | 42,901 | 43,119 | 43,498 | 42,618 |

**Definitions**: The number of students (Pre-K to 12) enrolled in the Florida public school system (based on a Fall count).
**Data Source**: Division of Accountability, Research and Measurement, Bureau of PK–20 Education Reporting and Accessibility, Florida Department of Education, Tallahassee, FL

## Table 4: Students eligible to participate in free/reduced lunch in Florida

| Location | Data Type | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Florida | Number | 1,208,957 | 1,215,878 | 1,304,863 | 1,408,976 | 1,481,151 | 1,536,049 | 1,576,720 | 1,590,629 | 1,608,983 | 1,637,787 |
|  | Percent | 45.40% | 45.80% | 49.60% | 53.00% | 56.00% | 57.60% | 58.60% | 58.50% | 58.40% | 58.70% |
| DeSoto | Number | 3,040 | 3,321 | 3,349 | 3,568 | 3,637 | 3,656 | 3,876 | 3,480 | 2,934 | 3,210 |
|  | Percent | 60.80% | 66.30% | 67.60% | 72.00% | 73.70% | 77.30% | 81.60% | 74.10% | 61.80% | 66.10%[3] |
| Hillsborough | Number | 94,279 | 92,986 | 98,943 | 103,823 | 108,765 | 111,851 | 115,216 | 122,047 | 124,749 | 124,074 |
|  | Percent | 48.70% | 48.20% | 51.50% | 54.00% | 55.90% | 56.80% | 57.50% | 60.00% | 60.10% | 58.50% |
| Manatee | Number | 18,117 | 18,926 | 19,918 | 22,248 | 23,800 | 24,550 | 25,461 | 27,246 | 29,653 | 26,425 |
|  | Percent | 42.80% | 44.50% | 46.80% | 52.00% | 53.80% | 54.60% | 55.20% | 58.50% | 61.90% | 54.60% |
| Pinellas | Number | 44,530 | 44,008 | 46,102 | 50,683 | 51,602 | 55,638 | 55,578 | 44,078 | 47,439 | 52,935 |
|  | Percent | 40.50% | 40.80% | 43.50% | 48.00% | 49.60% | 53.60% | 53.70% | 42.60% | 45.70% | 51.10% |
| Sarasota | Number | 15,020 | 14,758 | 16,784 | 19,015 | 20,095 | 20,896 | 21,401 | 18,557 | 20,768 | 20,162 |
|  | Percent | 35.60% | 35.10% | 40.90% | 46.00% | 49.10% | 50.90% | 52.10% | 44.80% | 49.60% | 47.60% |

**Definitions**: The number of public school students eligible to participate in the free and reduced lunch program. The percent is the number of students eligible to participate divided by the total public school enrollment. Eligibility is based on reported income.
**Data Source**: PK-12 Education Information Services, Division of Accountability, Research and Measurement, Florida Department of Education, Tallahassee, FL

[3] DeSoto County ranked 53/67 Florida counties for this indicator.

## Table 5: Graduation rate in Florida

| Location | Data Type | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Florida | Rate per 100 | 81.2 | 74.5 | 75.6 | 76.1 | 77.9 | 80.7 | 82.3 | 86.1 | 86.9 | 90 |
| DeSoto | Rate per 100 | 78.2 | 67.9 | 61.6 | 61 | 62.2 | 61.6 | 63.8 | 60.9 | 71.3 | 84.6 [4] |
| Hillsborough | Rate per 100 | 85.1 | 72.6 | 74.1 | 73.5 | 76 | 79.1 | 82.9 | 85.8 | 86.2 | 88.8 |
| Manatee | Rate per 100 | 74.6 | 76.2 | 76.8 | 75.7 | 77.9 | 83.5 | 81.1 | 85.4 | 83.2 | 85.8 |
| Pinellas | Rate per 100 | 81.1 | 72 | 71.9 | 76.2 | 78.3 | 80.1 | 82.9 | 86 | 88.4 | 91.5 |
| Sarasota | Rate per 100 | 85.4 | 78 | 76.2 | 81.3 | 79.2 | 85.4 | 85.7 | 89.8 | 89.4 | 92.5 |

**Definitions:** The percentage of public school students who have graduated within four years of entering ninth grade for the first time (tracked by student ID number). Students who are deceased or transfer out of the school or district to attend elsewhere are removed from the group of students (cohort) tracked. Incoming transfer students, at enrollment, are included in the county of the class with which they are scheduled to graduate. Those receiving a standard diploma are included; those receiving a special diploma, completing the GED examination, and Certificate recipients are excluded. Federal regulations require each state to calculate a four-year adjusted cohort graduation rate which only includes standard diplomas. The US Department of Education (USED) adopted this new graduation rate calculation method to develop uniform, accurate, and comparable graduation rates across all states. Beginning in 2011/12 Florida is calculating and reporting only the federal uniform graduation rate. This method replaces the National Governors Association (NGA) rate which is no longer calculated. The federal rate meets the requirements of Florida's NGA compact.
**Data Source:** Division of Accountability, Research and Measurement, Bureau of PK-20 Education Reporting and Accessibility, Florida Department of Education, Tallahassee, FL

## Table 7: Dropouts 2015/2016 - present in Florida

| Location | Data Type | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|---|---|---|---|---|---|---|
| Florida | Number | 7,492 | 8,159 | 7,425 | 7,257 | 6,485 |
| | Rate per 100 | 3.8 | 4 | 3.5 | 3.4 | 3.1 |
| DeSoto | Number | 47 | 24 | 34 | 28 | 26 |
| | Rate per 100 | 14.2 | 7.6 | 9.6 | 8.2 | 7.5 [5] |
| Hillsborough | Number | 487 | 502 | 560 | 479 | 456 |
| | Rate per 100 | 3.3 | 3.4 | 3.6 | 2.9 | 2.9 |
| Manatee | Number | 188 | 148 | 162 | 235 | 215 |
| | Rate per 100 | 6.8 | 4.7 | 4.9 | 6.8 | 6 |
| Pinellas | Number | 385 | 317 | 321 | 226 | 216 |
| | Rate per 100 | 5 | 4.1 | 4.1 | 3 | 2.9 |
| Sarasota | Number | 98 | 118 | 143 | 141 | 132 |
| | Rate per 100 | 3.1 | 3.6 | 4.3 | 4.2 | 4.1 |

[4] DeSoto County ranked 57/62 Florida counties for this indicator.

[5] DeSoto County ranked 53/54 Florida counties for this indicator.

**Definitions:** The number and rate per 100 of cohort-based dropouts. The cohort-based dropout rate is the percentage of students who drop out of school within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out and deceased students are removed from the calculation. Entering transfer students are included in the rate for the class with which they are scheduled to graduate, based on their date of enrollment. In a cohort, at the end of four years students can be classified as graduates, dropouts or non-graduates. A dropout is defined as a student who withdraws from school for any of several reasons without transferring to another school, home education program or adult education program.
**Data Source:** Division of Accountability, Research and Measurement, Bureau of PK-20 Education Reporting and Accessibility, Florida Department of Education, Tallahassee, FL

## Table 6: Total population projections in Florida

| Location | Data Type | 2025 | 2030 | 2035 | 2040 | 2045 |
|---|---|---|---|---|---|---|
| Florida | Number | 23,130,870 | 24,426,178 | 25,497,950 | 26,428,726 | 27,266,909 |
| DeSoto | Number | 37,454 | 38,301 | 38,935 | 39,453 | 39,894 |
| Hillsborough | Number | 1,611,303 | 1,721,619 | 1,809,043 | 1,887,703 | 1,959,184 |
| Manatee | Number | 434,554 | 466,461 | 493,845 | 519,183 | 542,200 |
| Pinellas | Number | 1,014,418 | 1,035,645 | 1,051,332 | 1,066,631 | 1,080,639 |
| Sarasota | Number | 464,901 | 489,585 | 510,505 | 529,361 | 546,543 |

Definitions: The population projections for the total population, all ages.
Data Source: Office of Economic and Demographic Research, Florida Legislature, Tallahassee, FL

## Table 7: Births to mothers under age 20 in Florida

| Location | Data Type | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Florida | Number | 19,392 | 17,320 | 16,142 | 14,120 | 12,953 | 12,086 | 11,302 | 10,815 | 9,926 | 9,647 |
| Florida | Percent | 9.00% | 8.10% | 7.60% | 6.60% | 5.90% | 5.40% | 5.00% | 4.80% | 4.50% | 4.40% |
| DeSoto | Number | 64 | 47 | 50 | 36 | 49 | 36 | 35 | 33 | 41 | 37 |
| DeSoto | Percent | 14.70% | 12.10% | 13.70% | 9.90% | 12.80% | 9.60% | 9.50% | 8.50% | 10.40% | 9.30% |
| Hillsborough | Number | 1,628 | 1,475 | 1,442 | 1,138 | 1,074 | 1,001 | 844 | 841 | 797 | 752 |
| Hillsborough | Percent | 9.90% | 9.00% | 8.80% | 6.80% | 6.40% | 5.70% | 4.90% | 4.80% | 4.70% | 4.40% |
| Manatee | Number | 370 | 335 | 390 | 301 | 305 | 260 | 237 | 215 | 216 | 201 |
| Manatee | Percent | 11.10% | 10.00% | 11.40% | 8.90% | 8.60% | 7.50% | 6.90% | 6.20% | 6.30% | 5.80% |
| Pinellas | Number | 803 | 691 | 674 | 523 | 476 | 441 | 417 | 383 | 329 | 352 |
| Pinellas | Percent | 9.50% | 8.30% | 8.00% | 6.10% | 5.60% | 5.00% | 4.90% | 4.70% | 4.10% | 4.50% |
| Sarasota | Number | 266 | 222 | 189 | 181 | 173 | 130 | 166 | 120 | 127 | 136 |
| Sarasota | Percent | 9.40% | 7.50% | 6.50% | 6.50% | 5.90% | 4.50% | 5.70% | 4.30% | 4.40% | 4.70% |

**Definitions**: The number of live births to mothers under age twenty. The percent of births to mothers under age twenty is the number of live births to mothers under age twenty divided by the total number of live births.

**Data Source:** Florida CHARTS, Division of Public Health Statistics & Performance Management, Florida Department of Health.

## Section 3: Youth and Young Adult Indicators
Table 1:

### Labor Force Participation Rate by Age Group, 1950–2018
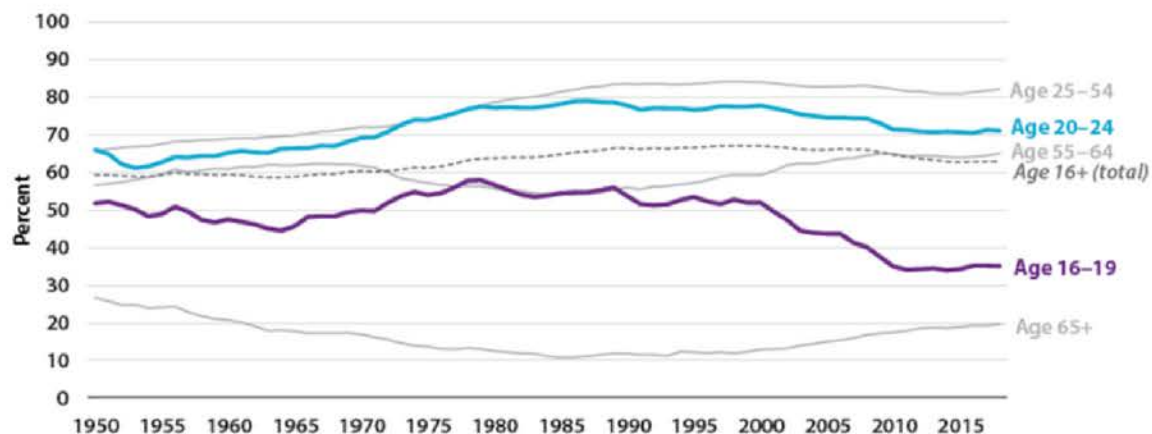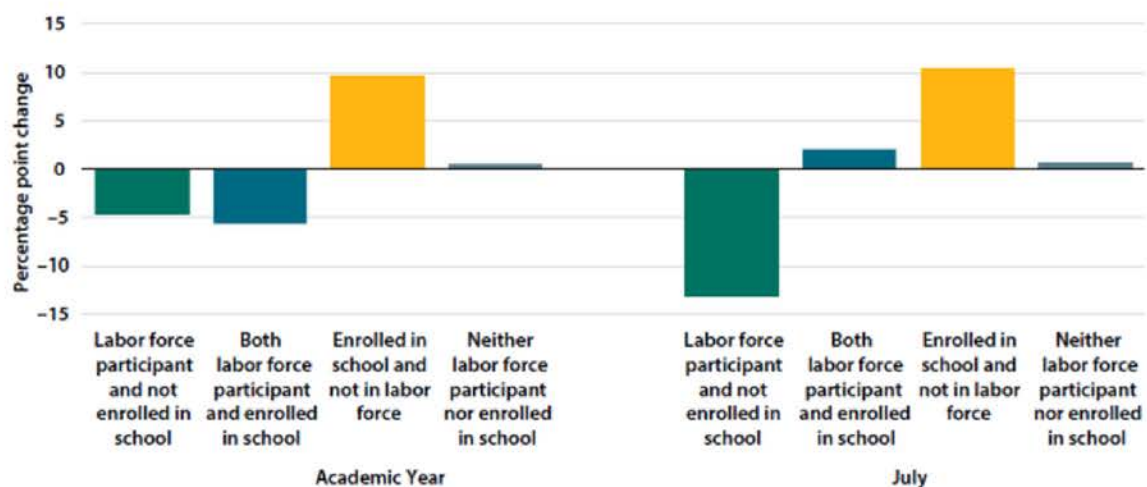


Source: Bureau of Labor Statistics 1950-2018 (Current Population Survey).

**Source**: The Hamilton Project, US Bureau of Labor Statistics Data

Table 2:

### Change in Youth Labor Force Participation and Enrollment Status, 2000–18



Source: Bureau of Labor Statistics 2000-18 (Current Population Survey); authors' calculations.

Note: All data are restricted to youth (ages 16-24). Data in the academic year are restricted to the months January-May and September-December within a given calendar year. Individuals enrolled in school include both full-time and part-time students. Labor force nonparticipants are neither working nor seeking employment.

**Source:** The Hamilton Project, US Bureau of Labor Statistics Data and authors' calculations

Table 3: Who are America's disconnected young people?

| | DISCONNECTED YOUTH (%) | CONNECTED YOUTH (%) |
|---|---|---|
| LIVING IN POVERTY | 30.9 | 16.5 |
| LIVING WITH A DISABILITY | 17.4 | 5.4 |
| LIVING IN AN INSTITUTION | 5.9 | 0.3 |
| DID NOT COMPLETE HIGH SCHOOL | 23.8 | 2.9 |
| HIGH SCHOOL DIPLOMA/NO FURTHER EDUCATION | 52.3 | 23.3 |
| BACHELOR'S DEGREE | 5.2 | 9.1 |
| WOMEN WITH CHILDREN | 24.0 | 5.7 |
| MARRIED | 11.1 | 6.5 |
| NONCITIZEN | 7.3 | 5.6 |
| LIMITED ENGLISH PROFICIENCY | 6.9 | 4.0 |
| UNINSURED | 25.4 | 11.0 |
| RECEIVES MEDICAID | 37.4 | 18.8 |

**Source**: Measure of America calculations using US Census Bureau American Community Survey, 2019

Table 4: Youth Disconnection in America

| | | Youth Disconnection (%) | Youth Disconnection (#) | Youth Disconnection by Gender and by Race and Ethnicity (%) | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Men | Women | Asian | Black | Latino | Native American | White |
| Nation | United States | 12.6 | 4,830,700 | | | 7.3 | 19.6 | 14 | 23.4 | 10.6 |
| State | Florida | 12.1 | 269,900 | 13.7 | 10.5 | 8.5 | 16.9 | 12.1 | 4.3 | 10.2 |
| MSA | Tampa–St. Petersburg–Clearwater, FL | 11.7 | 37,100 | 12.2 | 11.2 | | 13.5 | 13.9 | | 10.2 |
| | North Port–Sarasota–Bradenton, FL | 11.8 | 7,900 | 12.6 | 11.1 | | 42 | 8 | | 8 |
| County | DeSoto | 19.3 | 800 | | | | | | | |
| | Hillsborough | 10.4 | 17,000 | | | | | | | |
| | Manatee | 12.5 | 4,300 | | | | | | | |
| | Pinellas | 11.4 | 9,500 | | | | | | | |
| | Sarasota | 11.4 | 3,600 | | | | | | | |

**Source**: Measure of America, 2020 data
**Note**: The researchers state they believe these rates are an underestimate of the true extent of disconnection in 2020.
For additional detail, view Measure of America's map regarding Youth Disconnection by Neighborhood Cluster available here https://measureofamerica.carto.com/viz/5ce943c2-23ca-41b3-aa6f-0ac2cad04962/public_map.

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Lewis, K. (2022). A Disrupted Year: How the Arrival of COVID-19 Affected Youth Disconnection. Retrieved from Measure of America, Social Science Research Council: https://ssrc-static.s3.us-east-1.amazonaws.com/moa/ADisruptedYear.pdf

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# APPENDIX 3: ARTICLE LIST AND ABSTRACTS

Literature Review

Aceves, L., Crowley, M., Rincon, B., and Bravo, D. (2022). Transforming Policy Standards to Promote Equity and Developmental Success Among Latinx Children and Youth. Society for Research in Child Development. 35 (1). https://srcd.onlinelibrary.wiley.com/doi/full/10.1002/sop2.18.

**Abstract**: The main goal of this social policy report is to propose a holistic approach for promoting developmental success among Latinx children and youth. This report highlights the need to 1) redefine success and 2) account for intersectional inequalities. First, the current demographic landscape of Latinx students is presented to showcase the variability in experiences among Latinx children and youth. We review past policies (across the last two and current U.S. Administrations and within the state of California), educational programs (e.g., McNair scholars' program, AVID), and theoretical frameworks (within developmental and sociocultural disciplines). Next, we introduce a nuanced holistic approach for promoting Latinx children and youth's developmental success, underscoring the integration of factors within the sociocultural, family, and individual domains. Finally, this report provides accessible recommendations for policymakers, researchers, and practitioners to effectively promote equity and developmental success among diverse groups of Latinx children and youth.

Antunes, F. and Lúcio, J. (2019). Overcoming Barriers: The Local and the Innovative Dimensions of Inclusive Socio-Educational Practices. Multidisciplinary Journal of Educational Research. 9 (120). https://doi.org/10.17583/remie.2019.4200

**Abstract**: This paper discusses some results of a broader research, focusing on a set of eleven socio-educational practices aiming to overcome school failure and dropout, developed in Portugal, giving particular attention to the local and innovative dimensions. This research aims to understand the point of view of the several actors involved, about which factors, processes and relationships contribute the most to building such practices. Data was gathered through documental analysis and semi-structured interviews with those (institutionally) responsible for each practice under study and was analysed using two instruments. From the point of view of the people responsible, the practices that contribute the most to overcoming school failure and dropout fall into one of four categories: Study Support (4 Practices), Student Grouping (3), Mediation (3) and Pedagogical Differentiation (1). Some practices mobilise resources; others interfere with learning and life contexts, in order to confront institutional, situational and dispositional barriers to participation and learning. Those practices seem to have an impact on school-family communication. Formal schooling, as well as the socio-cultural inclusion of youth from disadvantaged backgrounds, are seen as relevant; yet, we can observe a somewhat fragile involvement of families and communities in practices aimed at promoting their youth's educational success.

Barnett, R. and Brennan, M.A. (2006). Integrating Youth into Community Development: Implications for Policy Planning and Program Evaluation. Journal of Youth Development. 1 (2). https://jyd.pitt.edu/ojs/jyd/article/view/382.

**Abstract**: As non-profits, volunteer groups, and nongovernmental organizations take on increasingly larger roles in contributing to local well-being, the active collaboration between youth and adults is vital to the long-term success of community development efforts. Similarly, as service activities become standardized components of high-school programs, youth are empowered to becoming long-term contributors to local development efforts. Through this process youth engage in shared citizenship, leading to greater investment in their communities. This research was based on the premise that youth, acting as central parts of the community development process, have the capacity to improve local well-being. It reflects input from 12 key informants and 418 youth who participated in a survey conducted on the development issues contributing to their involvement. The findings of this study provide insights into the factors most directly shaping youth attitudes and involvement in their communities, as well as presenting direct implications for applied use.
**Keywords**: youth development; community development

Bernat, D. H., and Resnick, M. D. (2006). Healthy youth development: science and strategies. Journal of public health management and practice: JPHMP, Suppl, S10–S16. https://doi.org/10.1097/00124784-200611001-00004

**Abstract**: Research over the past decade indicates that healthy youth development strategies–the deliberate process of providing all youth with the support, relationship experiences, resources, and opportunities needed to become successful and competent adults–are promising approaches for preventing or reducing a wide range of adolescent health-risk behaviors. In this article, we describe the history, science, and practice of healthy youth development. First, a brief overview of barriers to healthy youth development including obstacles the United States will face in the coming decades for meetings the needs of all youth is provided. We present the history of resiliency research that illuminated the concepts "risk factors," "protective factors," and "healthy youth development," and provide definitions of each of these concepts. Next, we discuss select empirical evidence supporting youth development strategies and highlight the events and experiences in the lives of youth that have been consistently shown to protect youth against a broad range of health-risk behaviors. Finally, we describe elements of effective interventions for promoting the healthy development of all young people.

Garimella, B., Shenoy, S., Pai, R. and Shetty, R. (2018). Structured Education for Sustainable Employment: Technology Enabled Queueing Theory Applications. Foundations of Management, 10 (1) 75-86. https://doi.org/10.2478/fman-2018-0007

**Abstract**: Unemployment is a serious challenge that has been rising day by day. Skill development and creation of employment opportunities are key factors to address youth unemployment. This study emphasizes the need for job-oriented education and to link education to employment. This study de-rives a mathematical model and tests the same using live university hiring data and attempts to integrate the three stakeholders, employers, education providers, and the young, each of whom have a unique approach, expectation, and

understanding of the paradigm. Novel methodology  inclusive of empirical evidence-based integration of objective fulfillment drafted into institutional pedagogy can help  increase  the   success  rate  of  education  to  employment from  an  Indian  context especially  Indian girls and women. The study outlines specific aspects of analytical intervention in this regard and focuses  on  systematic training  programs exclusively  for  vocational  and  skills   amelioration executed to ad-dress this multidimensional challenge by  adopting easily  implementable  software  methodologies that are more easily implementable over a wide area network or an Internet-based application engine powered by information communication technology.

**Abstract**: Formal community-based youth mentoring relationships (CBM) are a popular form of intervention worldwide in which caring, non-parental adult figures are matched with at-risk children (i.e., children who experience an intense and/or chronic risk factor, or a combination of risk factors in personal, environmental and/or relational domains that prevent them from pursuing and fulfilling their potential) to promote development and health. Common models suggest that a close mentoring relationship is needed for the success of the intervention. However, it remains unclear which key relational processes and variables promote relationship quality to generate the most significant benefits. Using the PRISMA framework, 123 articles were identified as relevant for this review which explores the state of the literature on CBM relationships describing the main findings regarding the characteristics of the relationship and the mediating and moderating variables. An essential ingredient that consistently emerged for generating mentoring outcomes is characterized by feelings of support, sensitivity, and trust and accompanied by a purposeful approach to shaping the goals of the relationship. A balanced approach comprised of recreational, emotional, and catalyzing aspects has been reported as essential for mentoring success. Mentors' positive attitudes toward underprivileged youth, maturity in terms of age and experience are essential in forging positive relationships. Mentees who have better relational histories and more positive personality traits exhibited higher relationship quality. However, data imply the possibility of addressing mentees from moderate risk status. Preliminary evidence on thriving as a mediating variable was found. Program practices, such as training, parental involvement, and matching based on perceived similarities and similar interests, emerged as important factors. Generating many research suggestions, the review identifies research questions and uncharted territories that require inquiry.
**Keywords**: youth mentoring, mentoring relationship, mentors, mentees, formal mentoring, community-based mentoring

Hawke, L. D., Chaim, G., and Henderson, J. L. (2017). Implementation of a youth–adult partnership model in youth mental health systems research: Challenges and successes. Health expectations: an international journal of public participation in health care and health policy, 20 (6), 1183–1188. https://doi.org/10.1111/hex.12554

**Abstract:**
**Background**: By integrating Youth-Adult Partnerships (Y-APs) in organizational decision making and programming in health-care settings, youth can be engaged in decisions that affect them in a way that draws on their unique skills and expertise. Despite challenges, Y-APs can have many benefits for youth and adults alike, as well as for the programmes and initiatives that they undertake together.
**Objective:** This article describes the development, implementation and success of a Y-AP initiative at the McCain Centre at the Centre for Addiction and Mental Health, a large urban hospital.
**Method:** The McCain Y-AP implementation model was developed based on the existing literature, guided by the team's progressive experience. The development and implementation procedure is described, with indicators of the model's success and recommendations for organizations interested integrating youth engagement.
Results: The McCain Y-AP has integrated youth into a wide range of mental health and substance use-related initiatives, including research projects, conferences and educational presentations. The model of youth engagement is flexible to include varying degrees of involvement, allowing youth to contribute in ways that fit their availability, interest and skills. Youth satisfaction has been strong and both the youth and adult partners have learned from the experience.
**Discussion:** Through the McCain Y-AP initiative, youth engagement has helped advance numerous initiatives in a variety of ways. Flexible engagement, multifaceted mentorship, reciprocal learning and authentic decision making have led to a successful partnership that has provided opportunities for growth for all those involved. Health-care organizations interested in engaging youth can learn from the McCain Y-AP experience to guide their engagement initiatives and maximize success.
**Keywords**: mental health systems change; patient engagement; youth-adult partnership.

Higginson A., Benier K., Shenderovich Y., Bedford L., Mazerolle L., and Murray J. (2015). Preventive Interventions to Reduce Youth Involvement in Gangs and Gang Crime in Low- and Middle-Income Countries: A Systematic Review. Campbell Systematic Reviews, 18. https://doi.org/10.4073/csr.2015.18.

**Abstract:** This Campbell systematic review examines why the implementation of preventive interventions to reduce youth involvement in gangs and gang crime may fail or succeed low and middle-income countries. The review summarises findings from four studies conducted in Latin America and the Caribbean. These include findings from field observations and interviews with 63 former gang members in Guatemala, Honduras and El Salvador, 940 respondents in three Jamaican communities, 24 participants in Nicaragua and 25 participants in Peru.

It is not possible to make any conclusions regarding the effectiveness of preventive interventions. Four factors may be important for intervention design and implementation:
- Having a range of programme components that appeal to youth such as arts and sports.
- Active engagement of youths and gang leaders in forming and implementing the programme.
- Ensuring continuity of social ties outside the gang which are fragile and may not be preserved after short-term interventions.
- Ongoing violence and gang involvement limits successful implementation so needs to be addressed.

Jacovkis, J., Montes, A., and Rambla, X. (2022). When Arriving Is Not Enough. Constraints in Access to Education and Employment Opportunities for Migrant Youth. Societies. 12. https://doi.org/10.3390/soc12030095.

**Abstract**: Due to an array of individual, institutional and structural factors, several constraints hinder the access of migrant youth to education, training and employment in Catalonia. In this article, we explore the conditions in which young migrants access the education and training system in Catalonia (Spain). Drawing on the theory of opportunity structures, we highlight three constraints that narrow their education and training opportunities. Our approach runs away from individualistic explanations of success or failure. The research draws on 5 focus groups and 10 in-depth interviews with young migrants who were participating in a training scheme in 2019 and 2020. Our results point out three types of conditioning factors that constrain opportunities and sometimes become unsurmountable barriers. Firstly, their migrant status narrows their opportunities for education, training and employment. Secondly, current administrative procedures eventually disrupt the ways in which certain young newcomers follow the mainstream education and training pathways. Finally, certain circumstances have inflicted socio-emotional wounds on young newcomers, not only because they have left their country and suffered from socio-economic deprivation, but also because they have been compelled to suddenly adjust their expectations.
**Keywords**: opportunity structures; young newcomers; access to education; educational trajectories; education inequalities

Kalinyak, C., Gary, F., Killion, C., and Suresky, J. (2017). Potential Success and Barrier Factors for Implementation of the Transition to Independence (TIP) Model. Journal of Youth Development. 11. 57–71. https://jyd.pitt.edu/ojs/jyd/article/view/460.

**Abstract**: In this qualitative study, 28 key stakeholders who work with transition-aged youth participated in focus group discussions addressing success and barrier factors regarding implementation of a transition to independence process (TIP) program for youth, ages 14–29, in three Midwestern cities. All participants had prior knowledge of TIP. The paradigm shift to client-oriented goals and services was acknowledged by respondents as the prime benefit of TIP; youth are more motivated to follow through on self-determined goals. Barrier factors for providers involved collaboration with agencies adhering to provider-oriented interventions, provision of TIP methods training, and reallocation of time and money. Barrier factors for youth involved mistrust of service providers, overcoming maturational deficits, and acquiring and maintaining relationships, reputations, and social supports.

Kenny M.E., Catraio C., Bempechat J., Minor K., Olle C., Blustein D.L., and Seltzer J. (2016) Preparation for Meaningful Work and Life: Urban High School Youth's Reflections on Work-Based Learning 1 Year Post-Graduation. Front. Psychol. 7:286. https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00286/full.

**Abstract**: The challenges confronted by low-income high school students throughout school and across the transition to higher education and employment are well-documented in the US and many other nations. Adopting a positive youth development perspective (Lerner et al., 2005), this study reports findings from interviews with 18 low-income, racially and ethnically diverse graduates of an urban Catholic high school in the US. The interviews were designed to shed light on the post-high school experiences of urban high school graduates and to understand how students construct meaning about the value of school and work-based learning (WBL) in their preparation for meaningful work and life. The interviews highlight the perceived value of the academic and non-cognitive preparation students experienced through high school and WBL in relation to the challenges they encountered along the pathway to post-high school success and decent work. Overall, the findings suggest the potential of WBL for low-income youth in facilitating access to resources that build academic and psychological/non-cognitive assets, while also illustrating the role of structural and contextual factors in shaping post-high school transitions and access to meaningful work and life opportunities.

Khanna, N., Maccormack, J., Kutsyuruba, B., Mccart, S., and Freeman, J. (2014). Youth that thrive: A review of critical factors and effective programs for 12–25 year olds. Social Program Evaluation Group (SPEG), Queen's University and The Students Commission of Canada, Centre of Excellence for Youth Engagement. https://www.researchgate.net/publication/277140685_Youth_that_thrive_A_review_of_critical_factors_and_effective_programs_for_12-25_year_olds.

**Abstract:** The purpose of this report is to analyze the critical factors that support youth, ages 12 to 25, through critical life stage transitions and thriving throughout life. We adapted the most salient theoretical premises of Developmental Assets™, the Five Cs Model, and Self-Determination Theory to create a youth thriving model. We used an 8-stage process: identifying key search words, collecting academic and non-academic articles, establishing inter-rater reliability (Kappa score (к =.77)), selecting 257 academic and 223 non-academic articles to be reviewed, extracting initial data into tables, writing a scoping report for client review, creating appropriate standards of evidence criteria, analyzing critical factors and outcomes with a secondary review of literature, and identifying promising practices. Through a review of the major relevant theory and frameworks, we identified three critical factors as consistent and recurring: autonomy, relatedness, and competence. These critical factors are congruent in terminology with the three basic psychological needs posited by Self-Determination Theory but are supported by additional evidence from Developmental Assets™ and the Five Cs Model and are furthermore not conceptualized as needs (i.e., innate and required for survival). These critical factors change in prominence through critical transitions to promote long-term thriving. Eighteen direct interventions (evidence-based and promising) and relevant studies and reviews of interventions are detailed, six for each critical factor, in terms of key aspects of program design, key program components critical to success, impact measures, and applications for informing future program design. The report concludes with a synthesis and possibilities for next steps.
**Keywords**: Assets, Outcomes, Critical Factors, Thriving, Youth Development, Youth Engagement, Program Evaluation, Competence, Autonomy, Relatedness

Kluve J., Puerto S., Robalino D., Romero J.M., Rother F., Stöterau J., Weidenkaff F., and Witte M. (2017). Interventions to improve the labour market outcomes of youth: a systematic review of training, entrepreneurship promotion, employment services, and subsidized employment interventions Campbell Systematic Reviews, 12. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_508938.pdf.

**Abstract:**
**Background**: Today's labour market is a challenging arena for young people. Over 73 million youth are currently unemployed and many more are affected by vulnerable employment and working poverty. Youth remain highly susceptible to changing patterns in the world of work and experience slow and difficult transitions to stable jobs. What works to support them in the labour market? This is one of the most common and pressing questions posed by policymakers and practitioners today.
**Methods**: This systematic review addresses this question by synthesizing empirical evidence on the labour market outcomes of active labour market programmes (ALMPs) targeting youth worldwide. Eligible interventions comprised skills training such as technical and business skills, entrepreneurship promotion providing access to finance, employment services providing job-placement and job-search assistance, and subsized employment providing wage subsidies or public employment. Outcomes of interest included employment, earnings and business performance. Eligible studies included counterfactual-based impact evaluations conducted in low-, middle- or high-income countries. A comprehensive systematic search for relevant evidence across more than 70 sources, using search terms in English, French, German, Portuguese and Spanish, identified over 30,000 records that were screened. The search process was completed in January 2015. For the selected studies that met the review's inclusion criteria, data were coded and effect sizes calculated. The analysis explores the interventions' overall effectiveness and the roles that context, evaluation and programme design and implementation play in moderating impact.
**Results**: A total of 113 eligible impact evaluations were identified, encompassing a unique set of evaluation methods, interventions and geographical coverage. Meta-analysis methods were employed to synthesize the evidence, based on 2,259 imputed effect sizes. Overall,

empirical results indicated positive effects of entrepreneurship promotion and skills training on employment and earnings. Effects of employment services and subsidised employment were generally small and non-significant. We estimated bigger programme effects in low and middle-income countries than in high-income countries, and in programmes targeting disadvantaged youth.

**Implications**: Active measures to support the (re)integration of young women and men into the labour market may succeed in enhancing employment and earnings outcomes and have 16 The Campbell Collaboration | www.campbellcollaboration.org potential to increase human capital and employment prospects in the long-term. The evidence suggested that programmes targeting disadvantaged youth are particularly effective. Entrepreneurship promotion and skills training programmes appear to be a particularly promising intervention for improving employment, earnings and business performance, but the evidence base is still relatively small. More rigorous impact evidence is needed for particular employment programmes more generally, including employment services, subsidised employment and entrepreneurship promotion.

Lee T. Y. (2008). A case study on the implementation of a positive youth development program (Project P.A.T.H.S.) in a changing education policy environment. The Scientific World Journal, 8, 1010–1026. https://doi.org/10.1100/tsw.2008.122

**Abstract**: This investigation of the implementation of a positive youth development program (Project P.A.T.H.S.) was part of a large study undertaken comprehensively to explore how effective the Tier 1 Program was in practice and how the results can shed light on future developments. Case studies on randomly selected schools were conducted in order to examine the factors that influence the process and quality of implementation of the Tier 1 Program of the Project P.A.T.H.S. Through interviews with the school contact person and focus group interviews with the teachers, an integration of the findings of these studies showed that five factors related to the program, people, process, policy, and place (5 "P"s) facilitated the implementation process of the Tier 1 Program in the school. Based on the integrated findings of a randomly selected school, it was found that the school made use of the changes in the educational policy environment to facilitate school policy and structural changes, to pave the way for the success of the implementation of a new and "unfamiliar" curriculum. Overall, the quality of program implementation in the school was good and the program was well received by the program implementers. Implications of the present findings for future program implementation with reference to school administrative arrangements and implementation issues are also discussed.

Mac Intosh, A., Martin, E. and Ewing, M. (2020) Youth definitions of success, obstacles to success, and how significant others can help: Providing youth a voice in their own development, International Journal of Adolescence and Youth, 25:1, 491–504, DOI: 10.1080/02673843.2019.1674166.

**Abstract**: Positive Youth Development (PYD) programmes are often conceptualized and led by adults with little or no youth input. The purpose of this study was to better understand youth definitions of success, obstacles they face in achieving success, and how they perceive others can help. Interviews were conducted with 24 youth from three different contexts (swim club, church group, and reform home) in Trinidad and Tobago. The results indicated that youth have a varied understanding of success. Further, many youths' definitions mirror those prescribed in PYD literature. Youth identified a variety of obstacles in their quest for success, and though similarities existed, several obstacles were context dependent. Finally, youth identified support and assistance as the best mechanisms to propel them to success. Support, both informal and formal, points to the significant role non-parent adults serve in the lives of youth. Implications for youth programmes and future research are discussed.
**Keywords:** PYD; mentoring; success; adolescence; youth development

Martinez, J., Tost, J.; Wilfred, S.; and Hilgert, L. (2014) "Gang Risk Factors and Academic Readiness in a Southern Middle School," Georgia Educational Researcher: Vol. 11: Iss. 2, Article 1. DOI: 10.20429/ger.2014.110201. https://digitalcommons.georgiasouthern.edu/gerjournal/vol11/iss2/1/.

**Abstract**: The current Georgia study examines middle-school-aged gang and non-gang members regarding the risk factors of gang membership and potential effects of these risk factors on academic achievement. Participants, 406 eighth grade students from a suburban middle-school, completed a 42-item survey assessing an array of demographic and risk factor variables. In addition, students provided self-report information regarding their success on national standardized testing used to measure academics readiness. Of the 28 variables analyzed, lower academic readiness was associated with ethnicity and/or gang membership. Findings are discussed in light of the complexity of the gang issue and the importance of recognizing the specificity associated with demographic predictors. Researchers are encouraged to continue exploring gang involvement in a variety of settings investigating differences in locality, school structure, and race/ethnicity. Teachers, parents, school administrators, and other key stakeholders may examine the aforementioned differences to collaboratively develop and share prevention and intervention successes and failures to enhance academic readiness and reduce gang involvement among youth.

Morris, K., Seaton, E., Iida, M., and Lindstrom Johnson, S. (2020). Racial Discrimination Stress, School Belonging, and School Racial Composition on Academic Attitudes and Beliefs among Black Youth. Soc. Sci. 2020, 9(11), 191; https://doi.org/10.3390/socsci9110191

**Abstract**: It is important to consider racialized experiences and proximal indicators of academic success for Black youth when understanding the achievement gap. Acknowledging that racial discrimination is detrimental for the academic success of Black youth, this study extended previous research by examining the influence of racial discrimination stress. Using hierarchical regression analysis and a moderated moderation model, this study examined racial discrimination stress and school belonging as predictors of academic attitudes and beliefs among 344 Black youth (M age = 15.6). Additionally, we examined the interactive effects of school belonging as a buffer for racial discrimination stress, with particular focus on majority White schools. Analyses revealed that school belonging was linked with academic competence, academic efficacy, and academic skepticism. Furthermore, school belonging buffered the impact of racial discrimination stress on academic efficacy among Black youth in majority White schools. These findings highlight the co-occurrence of risk and protective factors among Black youth and demonstrate the additive influence of school racial composition on academic attitudes and beliefs. The practical and theoretical implications of these findings demonstrate the crucial role of school context in understanding risk and protective factors for the academic attitudes and beliefs of Black youth.
 **Keywords**: black youth; racial discrimination stress; school belonging; academic attitudes; school racial composition

Naidoo, M., & Hoque, M.E. (2017). Reducing youth unemployment beyond the Youth Wage Subsidy: A study of Simtech apprentices. SA Journal of Human Resource Management/SA 15(0), a845. https://sajhrm.co.za/index.php/sajhrm/article/view/845.

**Abstract:**
**Orientation:** South Africa currently has the twin challenges of worsening youth unemployment and scarce skills that threaten its economic and social stability. Artisanal trades are an occupation category that strongly reflects this current problem. Simtech Training Institute in Durban, the study setting, currently trains artisan apprentices and facilitates their internship work placements.
**Research purpose:** The objective of this study was to identify some of the critical success factors that differentiated Simtech artisan apprentices who obtained permanent employment, compared to those who are currently unemployed.
Motivation for the study: The main motivation of the study was to improve the conversion rate of artisan apprentices to permanently employed artisans.

**Research design, approach and method:** The study was a cross-sectional study conducted among 51 artisan apprentices who had graduated over the past 3 years at Simtech and who were selected randomly. An online questionnaire comprising primarily Likert scale type questions was utilised to obtain the responses from the sample. Factor analysis was used to remove scale items from the independent variables that did not impact the variability sufficiently. Then the remaining scale items that impacted variability significantly were combined and categorised as new composite independent variables. Logistic regression analysis identified success factors for permanent employment of Simtech graduates.

**Main findings:** Internship or workplace environment had a statistically significant impact on permanent employment. Youth work ethic had a minor impact on permanent employment status – albeit not a statistically significant one.

**Practical/managerial implications:** These findings showed that improving the internship/ workplace environment can reduce youth unemployment and address skills scarcity.

**Contribution:** Internship host companies and other stakeholders need to urgently focus on improving the quality of the internship/workplace environment experienced by artisan apprentices rather than just on the intake number of artisan apprentices that the Youth Wage Subsidy has encouraged to date.

O'Brien, D. T. (2014). An Evolutionary Model of the Environmental Conditions that Shape the Development of Prosociality. Evolutionary Psychology, 12(2). https://doi.org/10.1177/147470491401200207

**Abstract**: The current review presents a model for how prosocial development is driven by sociocognitive mechanisms that have been shaped by natural selection to translate critical environmental factors into locally adaptive levels of prosociality. This is done through a synthesis of two existing literatures. Evolutionary developmental psychologists have demonstrated a biological basis for the emergence of prosocial behavior early in youth, and work based on social learning theory has explored how social experiences can influence prosociality across development. The model forwarded organizes this latter literature in a way that is specific to how the biological mechanisms underpinning prosociality have evolved. This consists of two main psychological mechanisms. 1) A domain-specific program that is responsive to environmental factors that determine the relative success of different levels of prosociality. It uses the local prevalence of prosocial others (i.e., support) and expectations for prosocial behavior (i.e., structure) to guide prosocial development. 2) The domain-general process of cultural learning, by which youth adopt local social norms based on the examples of others. Implications and hypotheses are articulated for both the sociocognitive structure of the individual and the role of social contexts.
**Keywords**: evolutionary developmental psychology, prosociality, cooperation, social learning theory, gene-culture coevolution

O'Reilly, J., Eichhorst, W., Gábos, A., Hadjivassiliou, K., Lain, D., Leschke, J., McGuinness, S., Kureková, L. M., Nazio, T., Ortlieb, R., Russell, H., and Villa, P. (2015). Five Characteristics of Youth Unemployment in Europe: Flexibility, Education, Migration, Family Legacies, and EU Policy. SAGE Open, 5(1). https://doi.org/10.1177/2158244015574962

**Abstract**: Current levels of youth unemployment need to be understood in the context of increased labor market flexibility, an expansion of higher education, youth migration, and family legacies of long-term unemployment. Compared with previous recessions, European-wide policies and investments have significantly increased with attempts to support national policies. By mapping these developments and debates, we illustrate the different factors shaping the future of European labor markets. We argue that understanding youth unemployment requires a holistic approach that combines an analysis of changes in the economic sphere around labor market flexibility, skills attainment, and employer demand, as well as understanding the impact of family legacies affecting increasingly polarized trajectories for young people today. The success of EU policy initiatives and investments will be shaped by the ability of national actors to implement these effectively.
**Keywords**: youth unemployment, family, over-education, migration, labor market flexibility, labor market policy, European Commission

Pati, S., Hashim, K., Brown, B. et al. (2011). Early identification of young children at risk for poor academic achievement: preliminary development of a parent–report prediction tool. BMC Health Serv Res 11, 197. https://doi.org/10.1186/1472-6963-11-197

**Abstract:**
**Background**: Early school success is clearly related to later health. A prediction index that uses parent reports to assess children's risk for poor academic achievement could potentially direct targeted service delivery to improve child outcomes.
**Methods**: We obtained risk factors through literature review and used the National Longitudinal Survey of Youth 1979 Child Files to examine the predictive associations of these factors with academic achievement scores.
**Results**: Twenty predictors were identified including four strong predictors (maternal education, child gender, family income, and low birth weight). Significantly, 12 predictors explained 17–24% of score variance.
**Conclusions:** Parent–reported factors provide predictive accuracy for academic achievement.

Soebandhi, S., Muzaki, S. and Sukoco, A. (2018). Entrepreneurial Intention of Young Generation in Metropolis. IJEBD (International Journal of Entrepreneurship and Business Development). 1. 178–187. DOI: 10.29138/ijebd.v1i2.560.

**Abstract:**
**Purpose**: This study is aimed to analyze entrepreneurial intention of youth during the process towards young entrepreneur that is intellectually, mentally, and economically independent, approached by planned behavior principles. Design/methodology/approach: The quantitative research method with three variables (attitude, social norm and behavior) was used as the predictor of young entrepreneurial intention. The respondents are 127 young adults aged 18–28 years old with High School/Vocational School as their minimum education and domiciled in Surabaya and Sidoarjo. Likert scale with 5 levels was used as the research questionnaire, distributed with two methods that are filling out the questionnaire by online and manually.
**Findings**: The result shows that attitude, social norm and behavior variable give positive contribution in creating young generation entrepreneurial intention in metropolis. Indicator which gives strong contribution in triggering entrepreneurial intention of young generator is that the paradigm of being entrepreneur is able to give benefits, satisfaction and as a choice. Social factor encouraging establishing the businesses are friends and relatives. Behaviors impelling it are the feeling of being able and having enough knowledge in starting the business as well as able to manage the business. The constraints are coming from little encouragement of family and low belief for getting success.
**Research limitations/implications**: This study was conducted in two urban areas in East Java. Further research can be done on a wider area.
Practical implications: Entrepreneurial intention of youth is unique inasmuch as it has environment and complexity characteristics which enables to give impact towards society.
**Originality/value:** This study focuses on urban areas with young adults respondents which can provide new references to factors that may encourage or hamper their interest in becoming entrepreneurs
**Keyword:** young entrepreneur, attitude, social norm, behavior, entrepreneurial intention, urban areas

# APPENDIX 4: ASSET MAPPING SUMMARY BY FACTOR

Attached Excel files:
A. Youth Service Assets by Factor
B. Suggested Corporate Partners

# APPENDIX 5: QUANTITATIVE DATA TABLES BY YOUTH SUCCESS ASSET PER COUNTY AND REGION

Attached Excel file:
A. Youth Success Assets per County and Region