

Striving to Thriving: How Listening to the Experiences of Young People Can Help Black, Hispanic, and Lower-Income Students Succeed

September 30, 2020



Welcome!



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@krlent

Guest Presenters



Michaela Leslie-Rule
Wonder: Strategies for Good



Amy Simon
Goodwin Simon Strategic Research



Nate Cadena
Denver Scholarship Foundation



Roz Pierson
Luminas LLC.



Emily Lockwood
Bill and Melinda Gates Foundation

Questions & Conversation

- Submit your questions in the box
- Share on social media
 - Twitter: @FLCollegeAccess
 - #FCAN
 - #TalentStrongFL
 - #StrivingAndThriving

This webinar is being recorded; all materials will be available within a week of recording



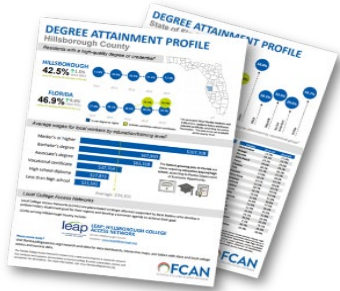
Our mission:

We lead the collaborative movement to ensure every Floridian achieves an education beyond high school and a rewarding career.

Our vision:

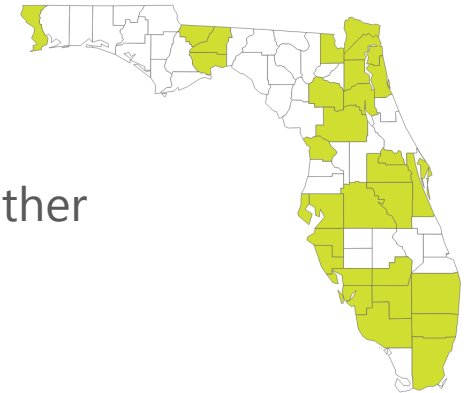
A Florida working together, where education is the pathway to economic mobility for all.

FCAN's Work



Research and Data FCAN publishes research and data on evidence-based practices and policy opportunities to strengthen Florida's talent pool.

Local college access networks (LCANs) LCANs represent 82% of the state's population. These organizations are made up of community leaders who come together to create solutions and partnerships to support local talent development.



**COLLEGE
READY
FLORIDA**

Statewide Initiatives FCAN coordinates 4 College Ready Florida initiatives that support students in continuing their education after high school.

7 Conditions for Success

Opportunity for everyone: To build a talent-strong economy, all Floridians need access to a postsecondary education and the supports to complete it.

Clear information and guidance: Students and families need exposure and counseling early and often to make informed decisions about their futures.

Affordable: Postsecondary education needs to be within everyone's financial reach, regardless of household income or life circumstances.

Multiple pathways to success: Floridians benefit from multiple learning opportunities for academic achievement and career advancement.

Lifelong learning: No degree or credential is "one and done;" Floridians need to prepare for career changes through continuous learning.

Effective use of data: Transparent access to data on education and economic outcomes, especially for Florida's diverse populations, helps achieve our goals.

Community collaboration: When community partners work together toward a shared vision, they remove barriers, build a robust workforce, and improve the quality of life for their regions.

Striving and Thriving: How listening to the experiences of Black, Hispanic and lower-income young people can help students succeed

Florida College Access Network (FCAN)

September 30, 2020



**equitable
futures**

A PROJECT OF THE
BILL & MELINDA GATES FOUNDATION

More than **5300 young people** shared their lives, experiences, hopes, and challenges.

Advisory Team: Research

Romero Brown, Principal, Romero Brown Consulting

Nate Cadena, COO, Denver Scholarship Fund

Mary Gatta, PhD, Associate Professor of Sociology, CUNY-Stella and Charles Guttman Community College

Noel Ginsburg, Founder and CEO, CareerWise Colorado

Michael Lee, Director of Programs, Destiny Arts

Jane Margolis, EdD, Senior Researcher, UCLA Graduate School of Education and Information Studies

Brandon Nicholson, PhD, Founding Executive Director, The Hidden Genius Project

Andrea O'Neal, Senior Coach, Career Prep Program, Management Leadership for Tomorrow

Roz Pierson, PhD, Partner, Luminas LLC

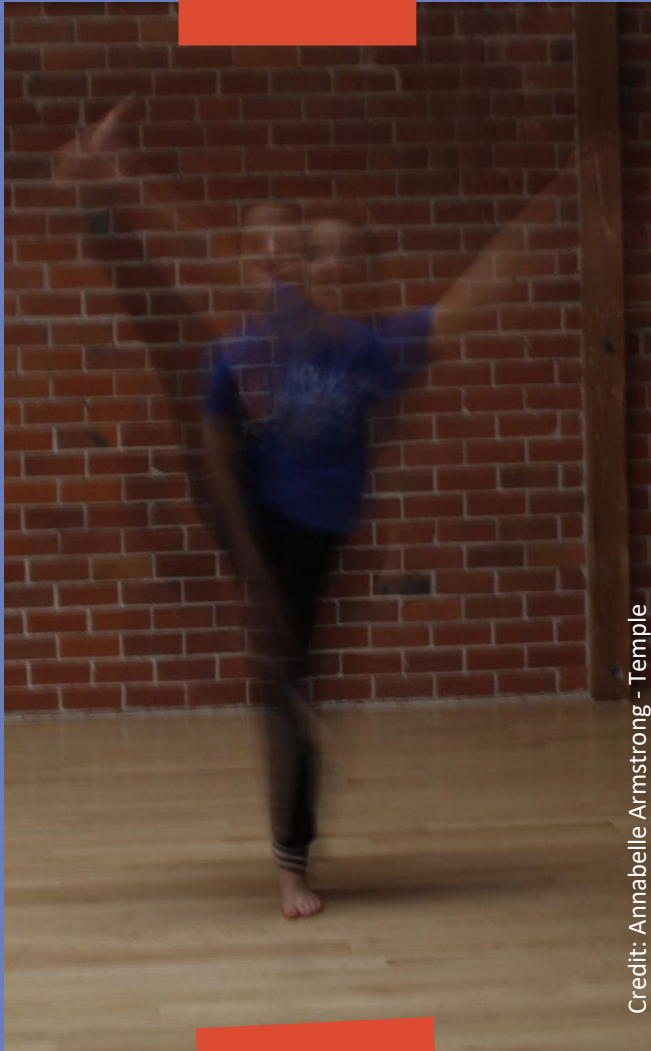
Melissa Risteff, CEO and Co-Founder, Couragion

Ayele Shakur, CEO, BUILD

Nathaniel Smith, Founder and Chief Equity Officer, Partnership for Southern Equity

Agenda

- **Research Briefing**
 - Research Overview
 - Key Insights
 - Advisor Panelists



Credit: Annabelle Armstrong - Temple

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- **Research Briefing**
 - Research Overview
 - Key Insights
 - Advisor Panelists
- **Q&A**
 - Exploring Implications



Credit: Annabelle Armstrong - Temple

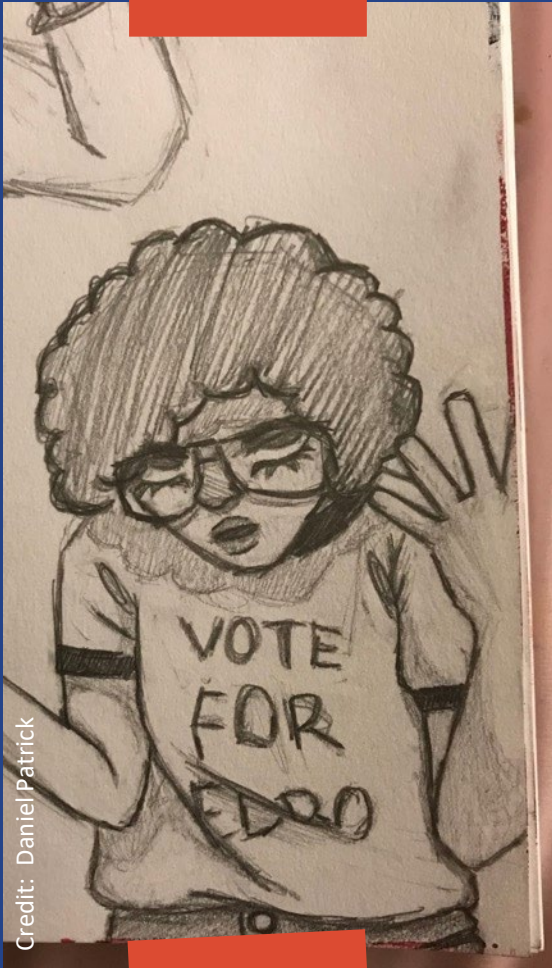
Project Origin



Credit: Ava Victoriano

Design

Two phase research project led by Goodwin Simon Strategic Research

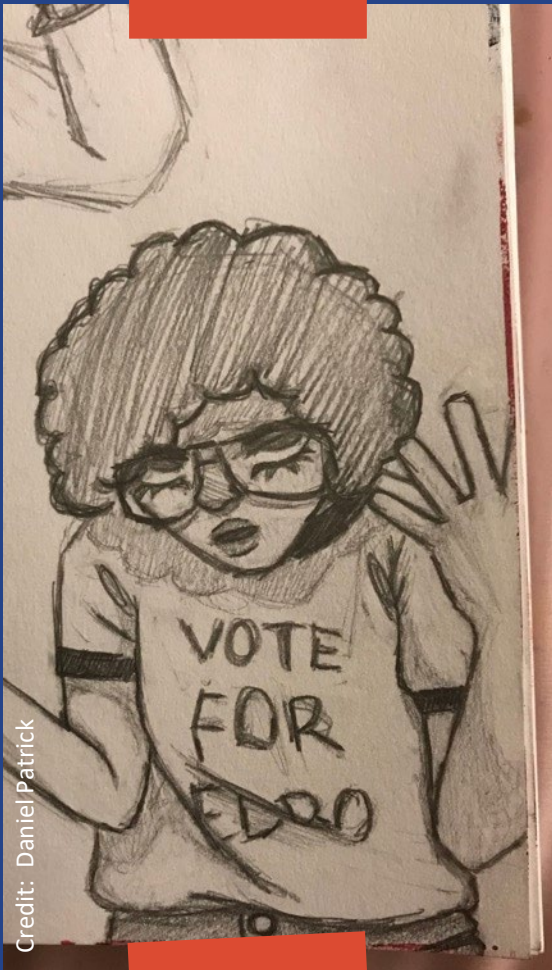


Credit: Daniel Patrick

Design

Two phase research project led by Goodwin Simon Strategic Research

- **Youth Occupational Identity Formation Research (2018/2019)**
 - 16-month research project exploring how young people's identities, values, beliefs, lived experiences, and emotions support or interfere with their educational and work goals and success—and the challenges they face in achieving those goals

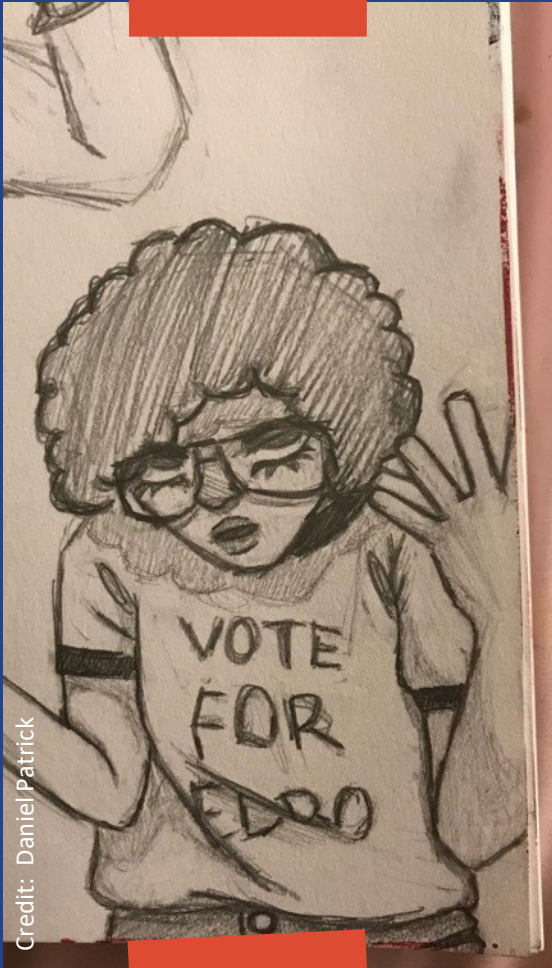


Credit: Daniel Patrick

Design

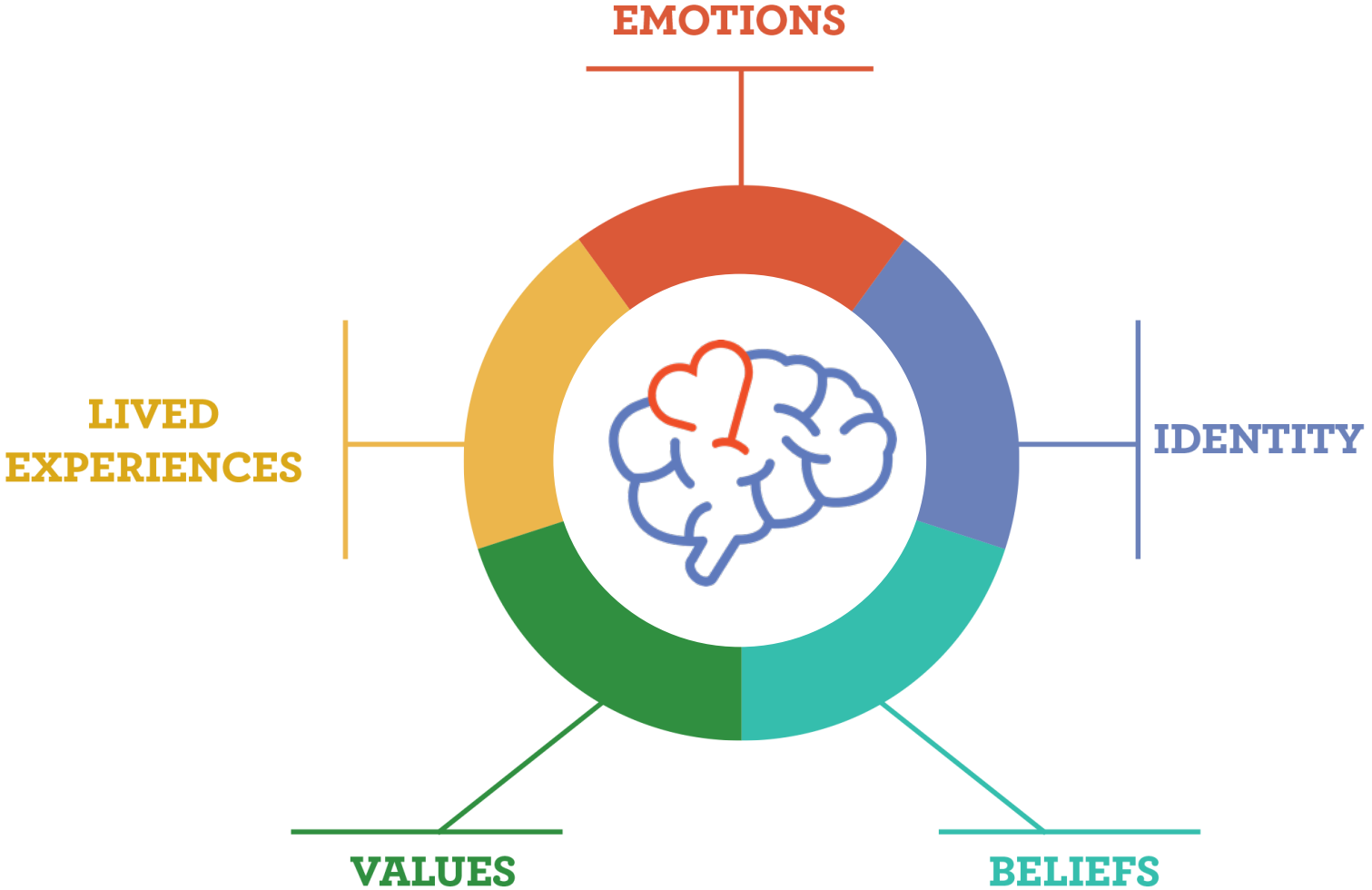
Two phase research project led by Goodwin Simon Strategic Research

- **Youth Occupational Identity Formation Research (2018/2019)**
 - 16-month research project exploring how young people's identities, values, beliefs, lived experiences, and emotions support or interfere with their educational and work goals and success—and the challenges they face in achieving those goals
- **National Youth Tracking Survey (2020)**
 - Learn how young people who are Black and Hispanic and white young people from households with lower incomes are experiencing COVID-19, racial justice uprisings and protests
 - Understand how these experiences impact and influence how young people think about their educations and future careers



Credit: Daniel Patrick

Human beings are heartwired



METHODOLOGY



Qualitative

Almost 500 Black, Hispanic and white young people and adults

- 7 In-depth Interviews

Qualitative

Almost 500 Black, Hispanic and white young people and adults

- 7 In-depth Interviews
- 57 In-person Focus Groups
 - Separate discussions by race and gender
 - Youth (ages 15-21)
 - Separate discussions by race and mixed gender
 - Young adults (ages 26-29), Parents/Guardians, Adult influencers

Qualitative

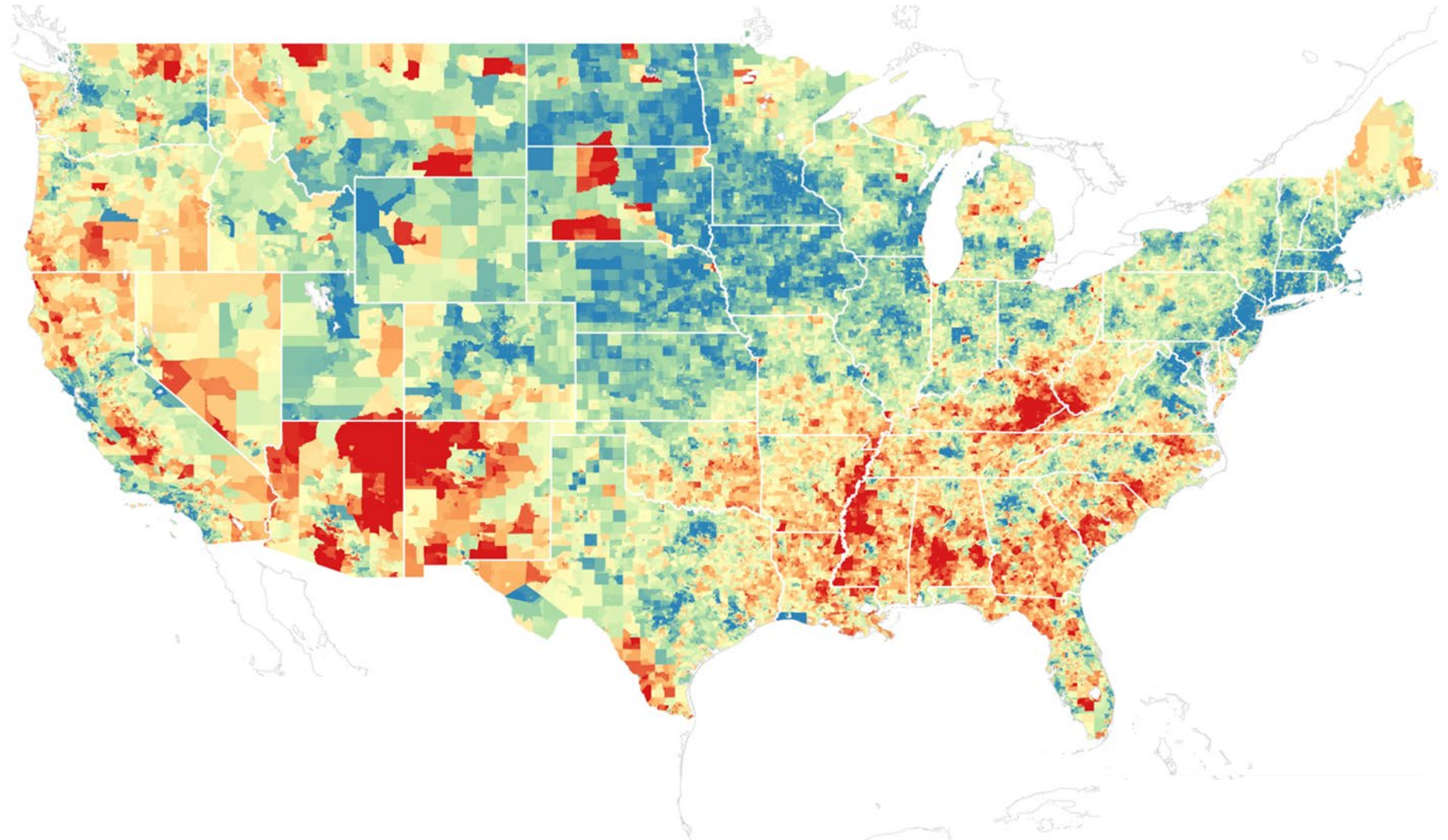
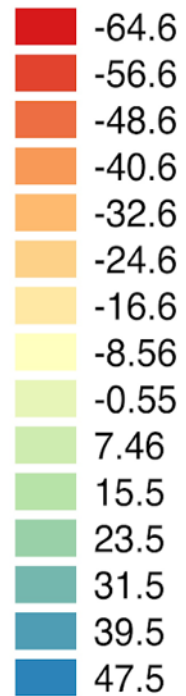
Almost 500 Black, Hispanic and white young people and adults

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 - Young adults (ages 26-29), Parents/Guardians, Adult influencers
- 2 Online focus groups (multi-day)

Mapping Our Communities

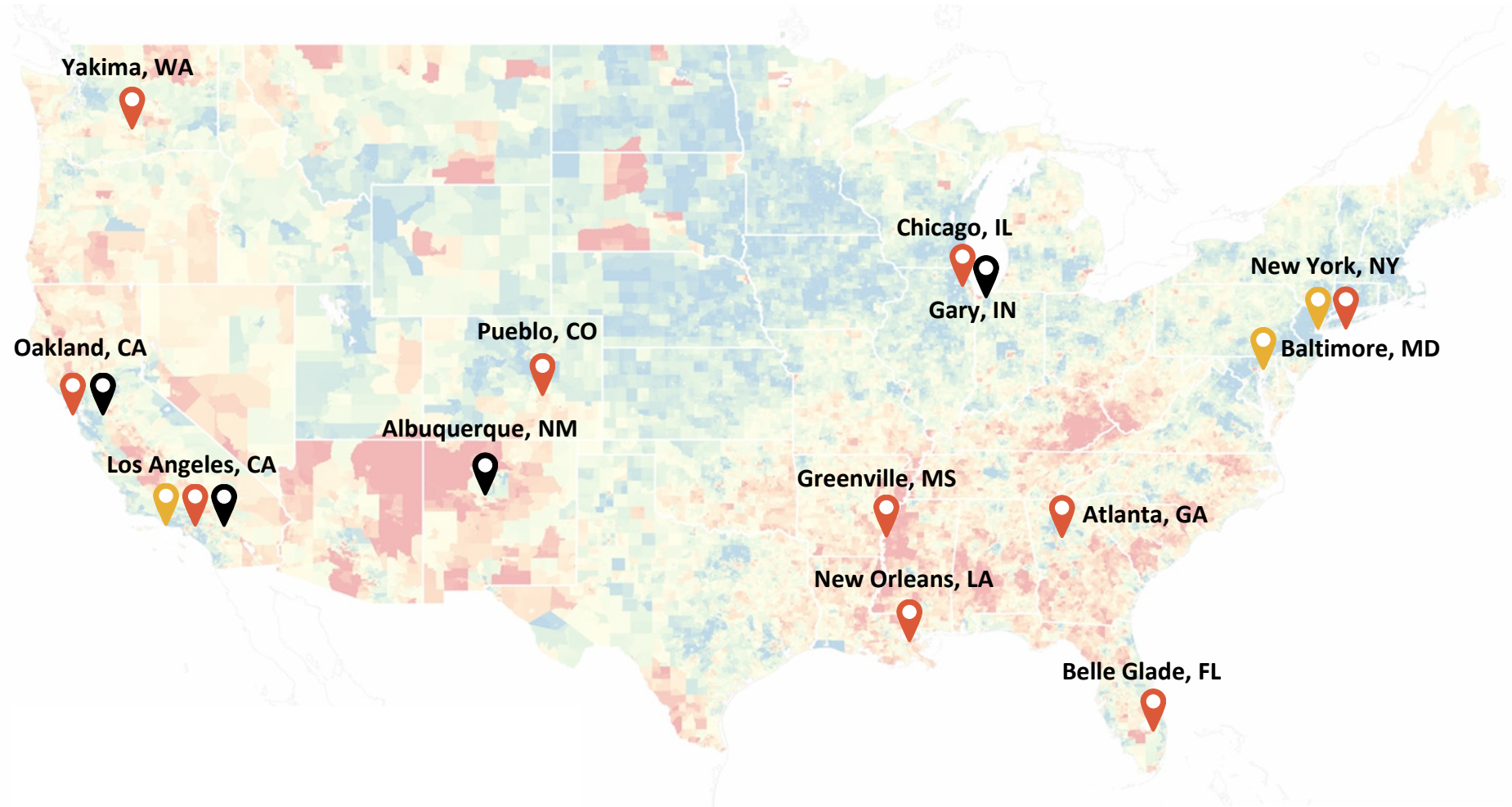
Developing Cumulative Measures of Education, Economy, Neighborhoods and Health

Overall
Composite Score



Qualitative Research Sites 2018/2019

-  **Winter 2018 In-Depth Interviews**
-  **Winter 2018/2019 Focus Groups**
-  **May 2019 Focus Groups**
-  **June 2019 Intervention Focus Groups**



Phase I: Quantitative (2019)

3,545 young people, ages 15 to 21

- Online National Youth Survey, Summer 2019
 - n 495 white females and n 583 white males
 - n 486 Black females and n 451 Black males
 - n 499 Hispanic females and n 398 Hispanic males
 - n 158 Asian-Pacific Islander females and n 146 Asian-Pacific Islander males
 - n 26 Native American females and n 23 Native American males
 - n 109 females and n 46 males who identify with two or more racial or ethnic groups

Phase II: Quantitative (2020)

1,305 young people, ages 15 to 21

- Online National Youth Survey, Summer 2020
 - n 209 white females and n 204 white males
 - n 203 Black females and n 205 Black males
 - n 204 Hispanic females and n 220 Hispanic males
 - n 272 youth ages 15-16
 - n 390 youth ages 17-18
 - n 643 youth ages 19-21

Key Insights



8 Key Insights



Young people see themselves as their own best change agents



Young people aspire to live a good life



Young people try on their futures



Young people see opportunity in conversation



Young people are empowered by connections



Young people experience work as surviving, striving, and thriving

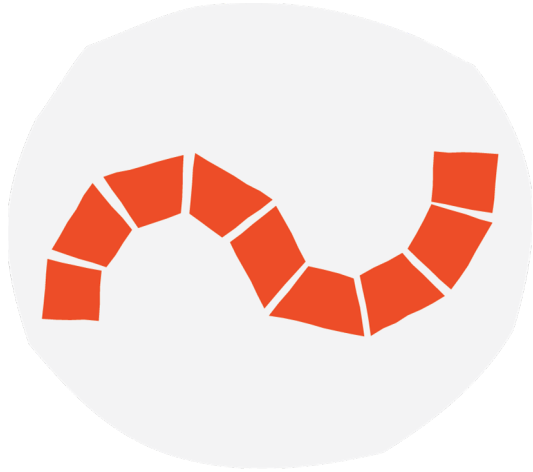


Young people envision pathways to thriving



Young people experience identity as an asset

Spotlight on 2 Insights



Young people envision pathways to thriving



Young people experience identity as an asset

Young People Envision Pathways to Thriving

Young People Envision Pathways to Thriving



TAKEAWAYS

- Optimistic about their futures

Young People Envision Pathways to Thriving



TAKEAWAYS

- Optimistic about their futures
- They have different levels of confidence that they can set and achieve their work and life goals.

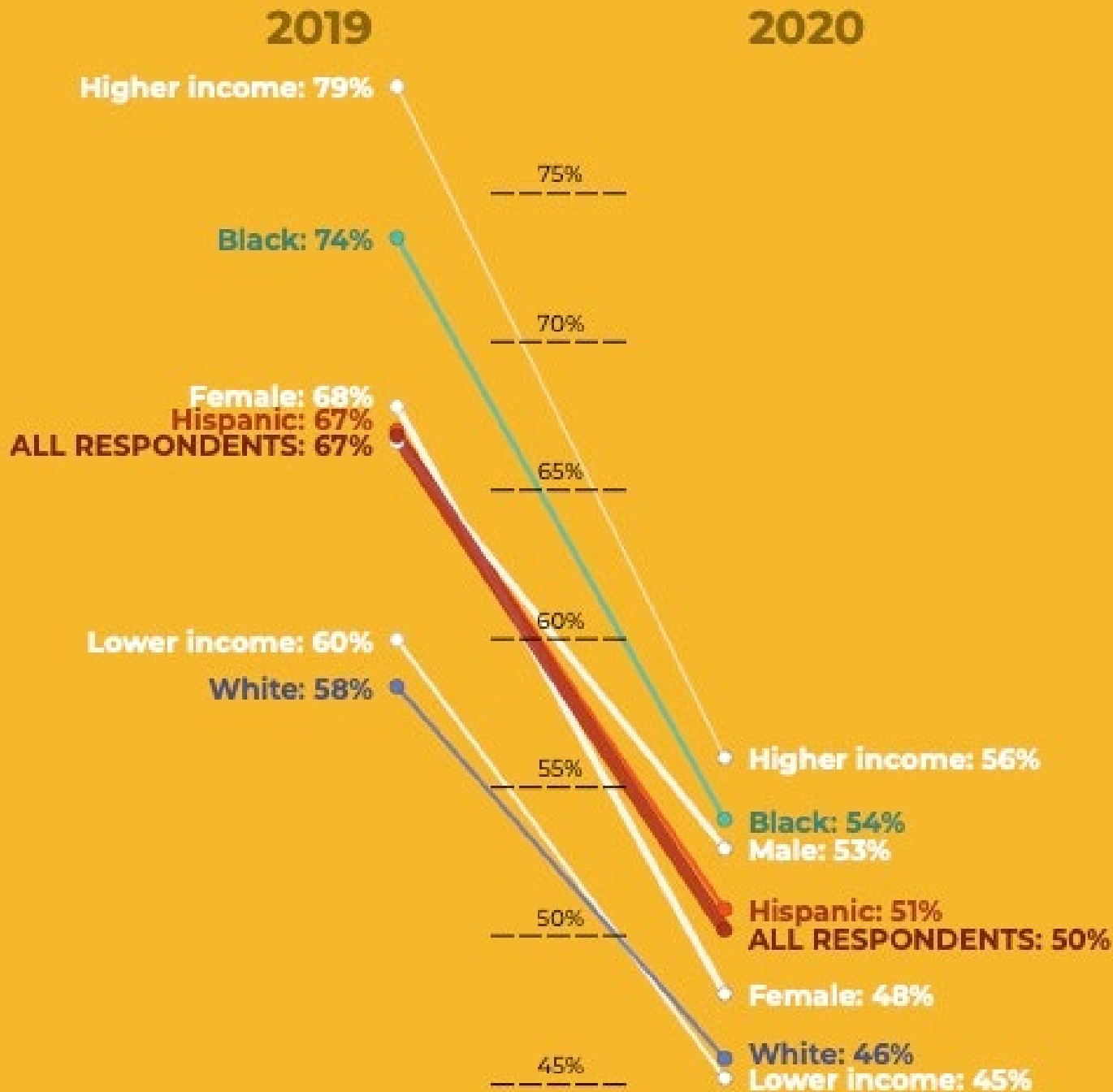
Young People Envision Pathways to Thriving



TAKEAWAYS

- Optimistic about their futures
- They have different levels of confidence that they can set and achieve their work and life goals.
- Many young people believe the biggest barrier to their success will be themselves.

Optimistic about their futures – but less so



Looking to the future, how optimistic are you that you can achieve the kind of life you want:

EXTREMELY OPTIMISTIC

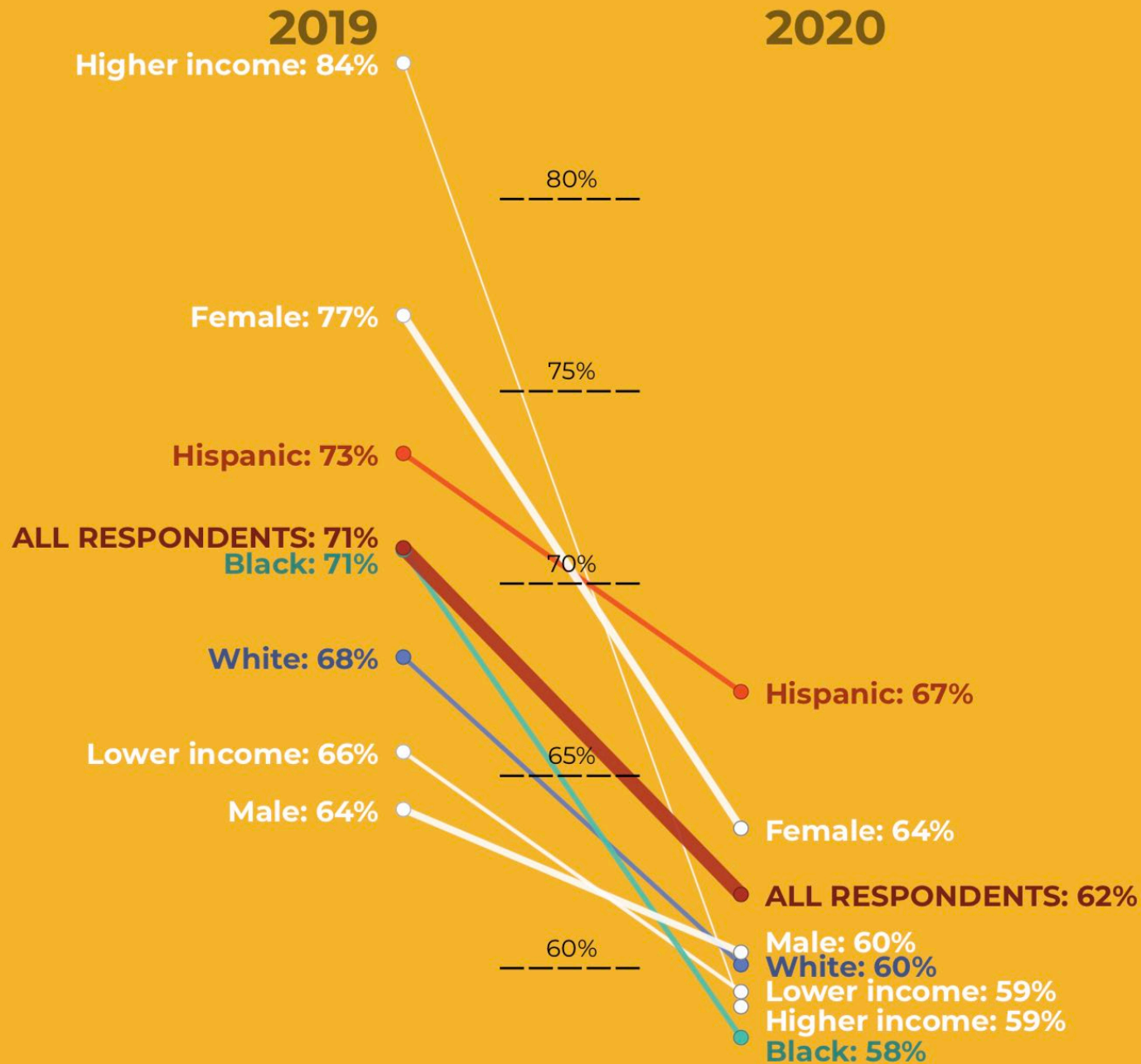
VERY OPTIMISTIC

SOMEWHAT OPTIMISTIC

A LITTLE OPTIMISTIC

NOT OPTIMISTIC AT ALL

UNSURE



Perception of college value declining

Thinking about the potential benefits and potential downsides of going to college, *do you personally think going to college is or would be worth it for you?*

GOING TO COLLEGE IS OR WOULD BE WORTH IT FOR YOU

GOING TO COLLEGE IS NOT OR WOULD NOT BE WORTH IT FOR YOU

UNSURE

Young People Envision Pathways to Thriving



FRAMEWORK

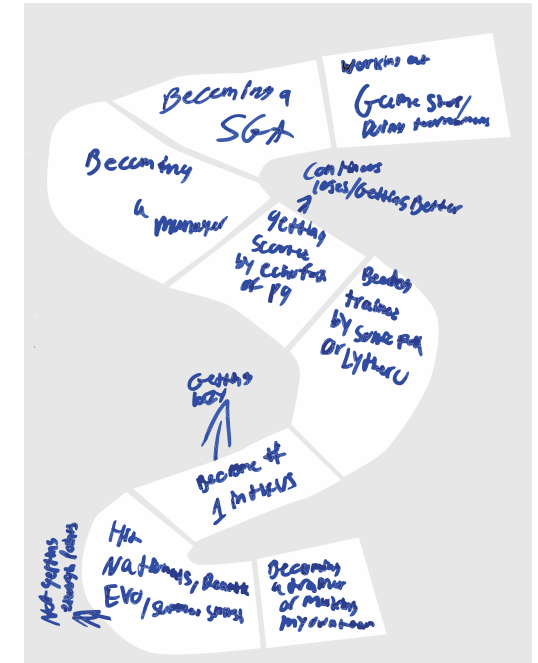
Occupational Pathways: 5 Categories

1. Know what they want to do and know how to get there
2. Not sure what they want to do, yet have a good idea of the steps to take to explore in order to get there
3. Know what they want to do, but are unsure how to get there
4. Not sure what they want to do and unsure of what steps to take
5. Know what they want to do, think they know how to get there, but their imagined pathway is inaccurate and/or unrealistic

Note: In the focus groups, participants completed a pathway exercise in which they drew their imagined career pathways.

“I think the only person that inspired [me] to like actually pursue what I wanted to do is like my ex-roommate because I was actually really tired of living with my parents at the age of 16. I moved out. And I started living with him. And then he pushed me to like actually get better at what I was doing — gaming. He was like ‘Why don’t you just turn it into your career if you love it so much?’”

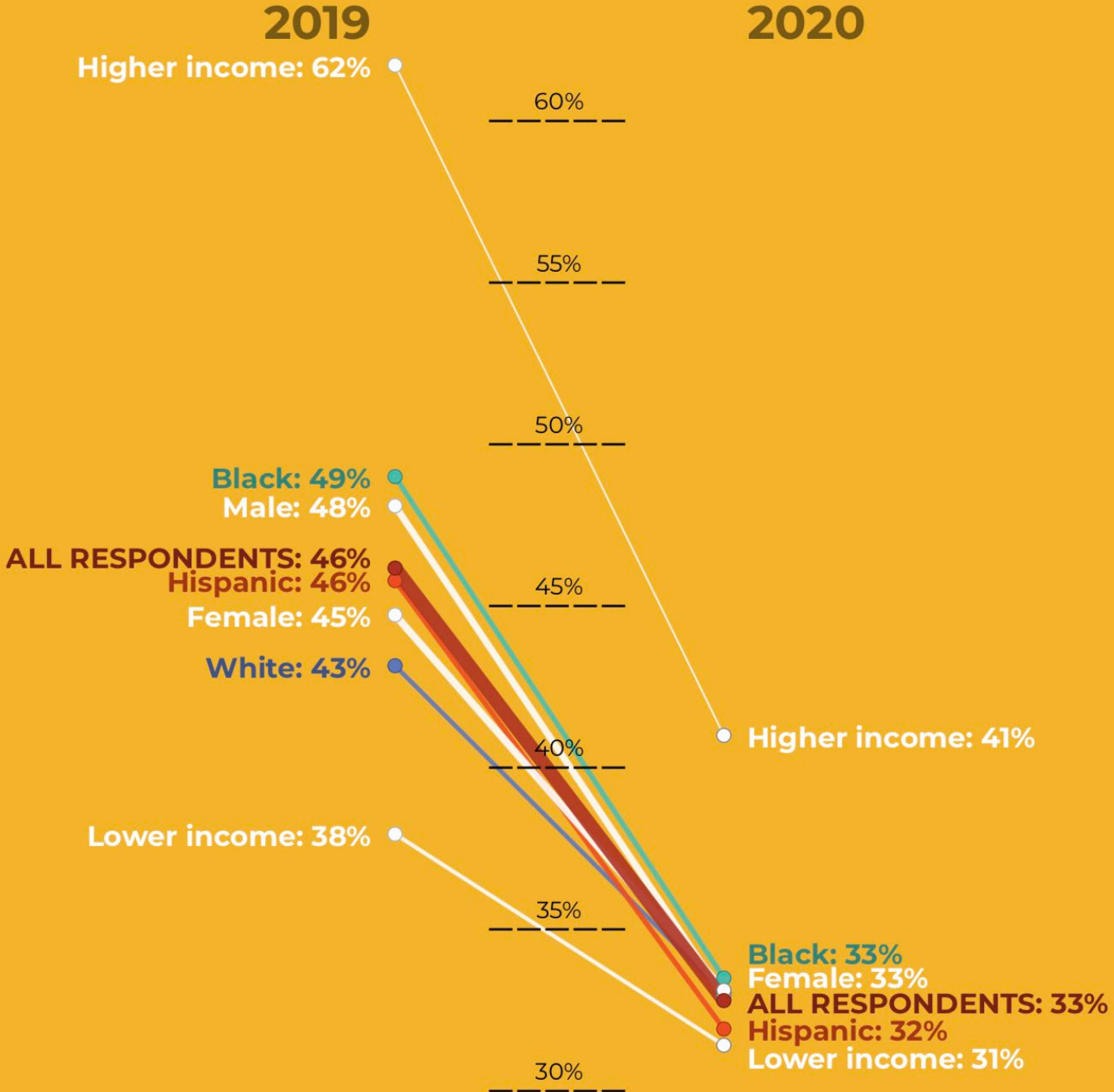
—NEW YORK, NY, BLACK
MALE, AGE 18-21, LOWER
INCOME

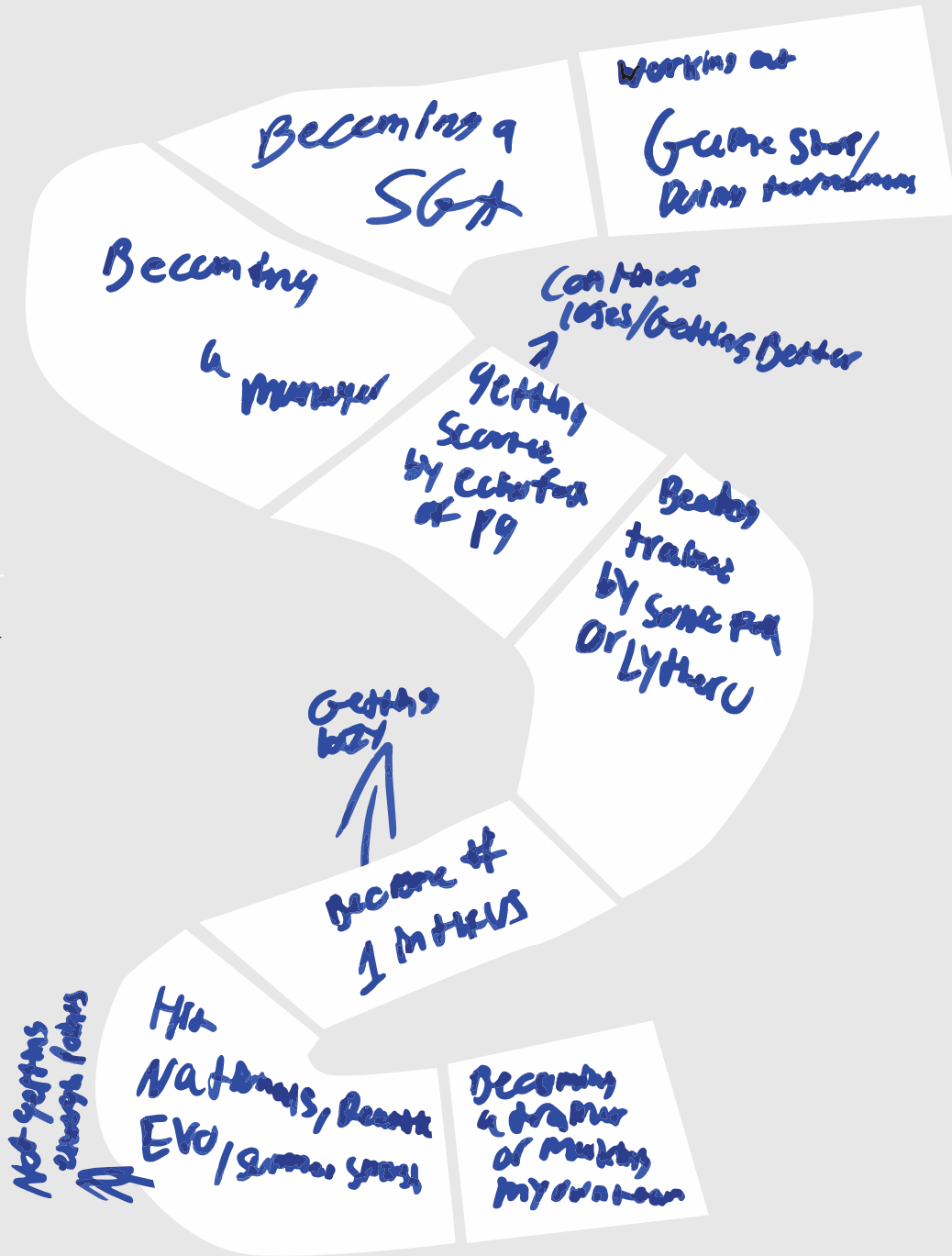


Occupational Pathways

Which of the following feels closest to how you would describe your feelings about your future career?

KNOW WHAT I WANT TO DO AND I KNOW THE STEPS TO TAKE TO GET THERE





1. Know what they want to do and know how to get there.



2. Not sure what they want to do, yet have a good idea of steps to get there.

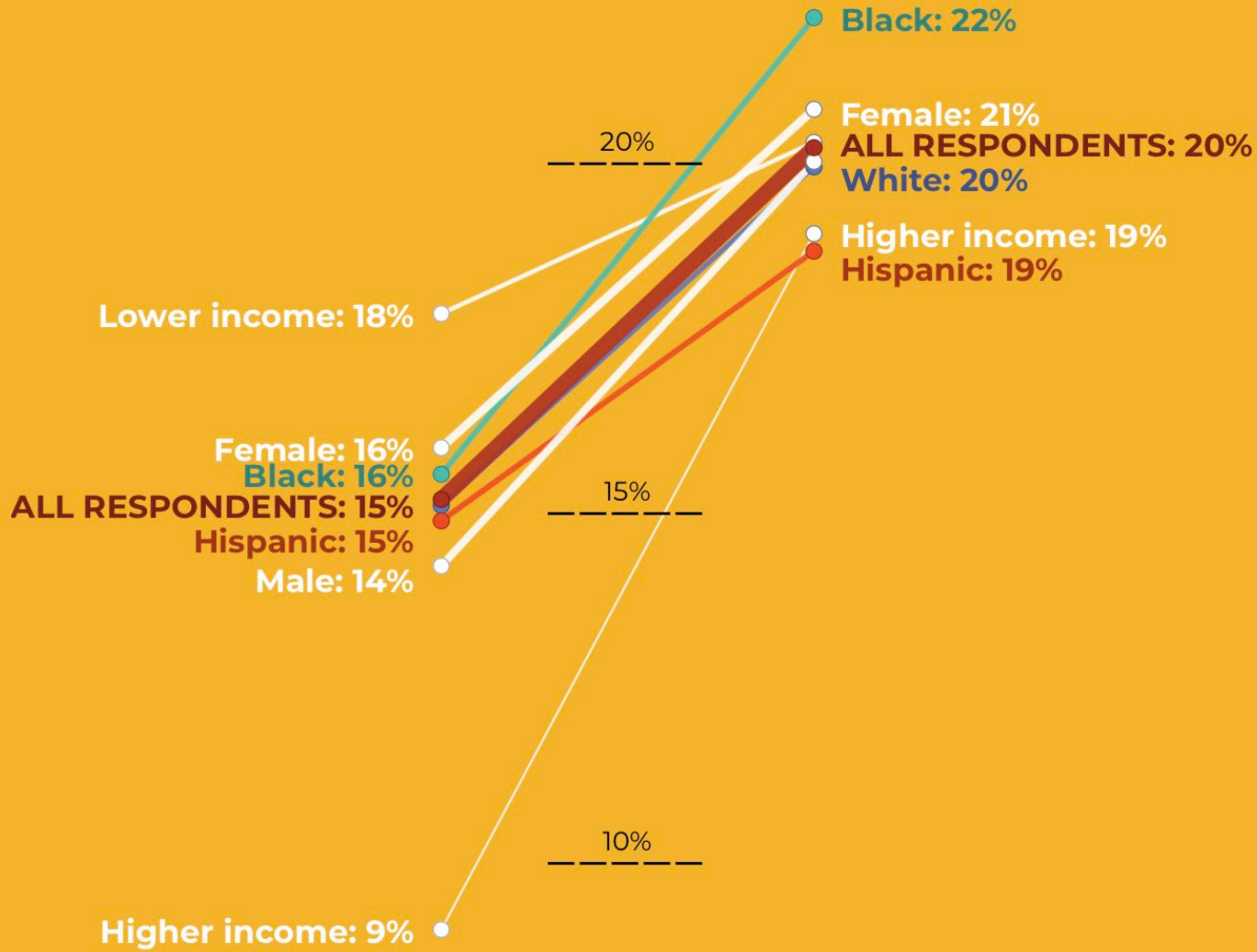
"I'm already getting it. . . . I'm networking. I'm meeting. I'm bumping elbows with the right people. You feel me? I make great rapport with people. I think everything in life is about first impressions and being able to know how to talk to people. You know what I'm saying? . . . If you come to [people] in the right tone of voice, and you tell them what you're trying to do, you could probably end up with something [an investment of money]. I'm just one of those people that believe, and I use my beliefs to get through life."

—CHICAGO, IL, BLACK
FEMALE, AGE 17-21, LOWER
INCOME



2019

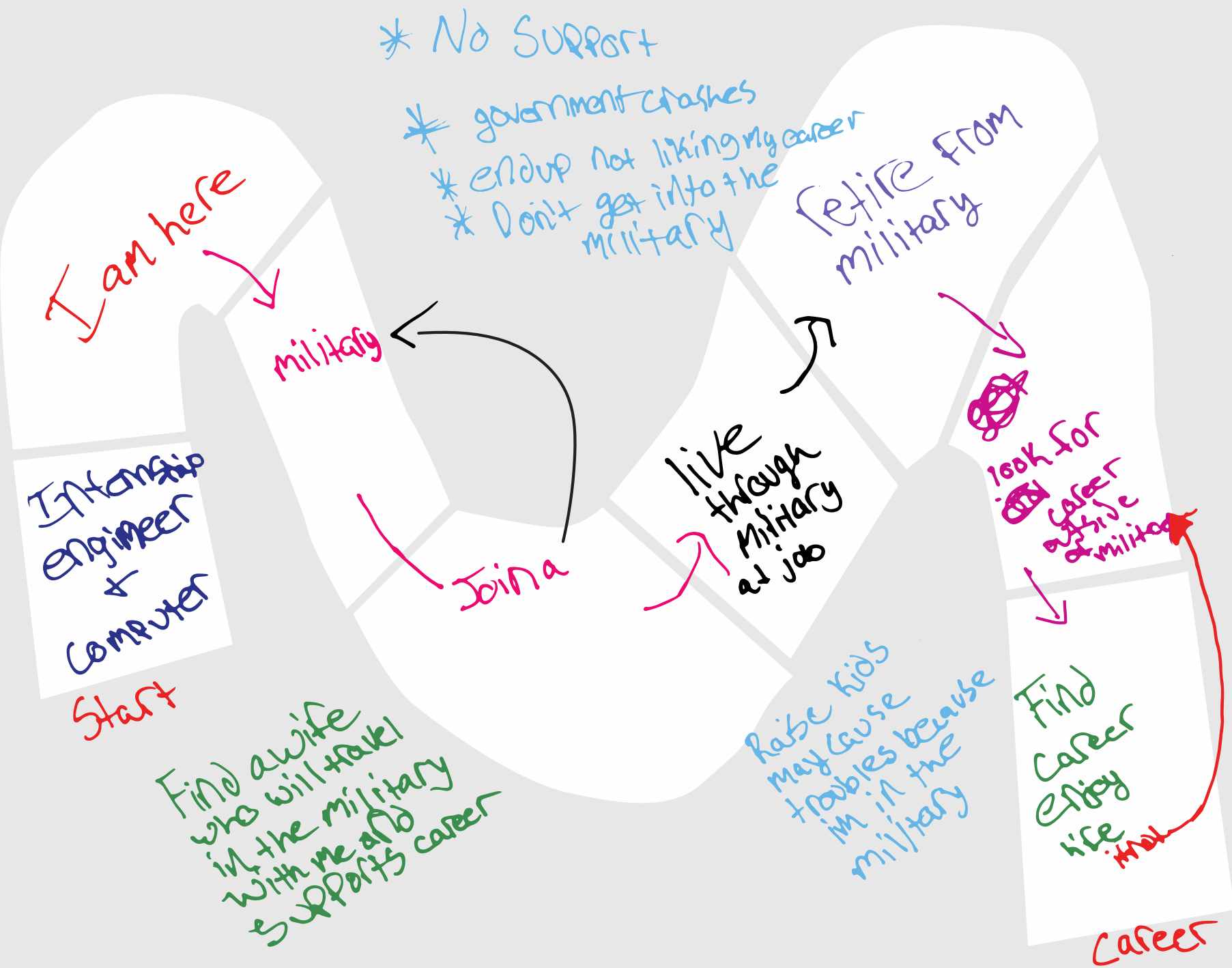
2020



Occupational Pathways

Which of the following feels closest to how you would describe your feelings about your future career?

NOT SURE WHAT I WANT TO DO BUT I HAVE A GOOD IDEA OF THE STEPS TO TAKE TO GET THERE

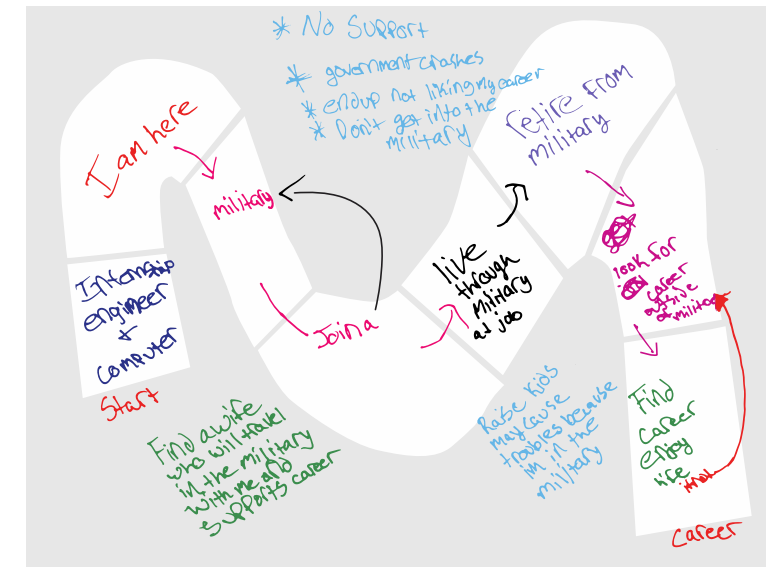


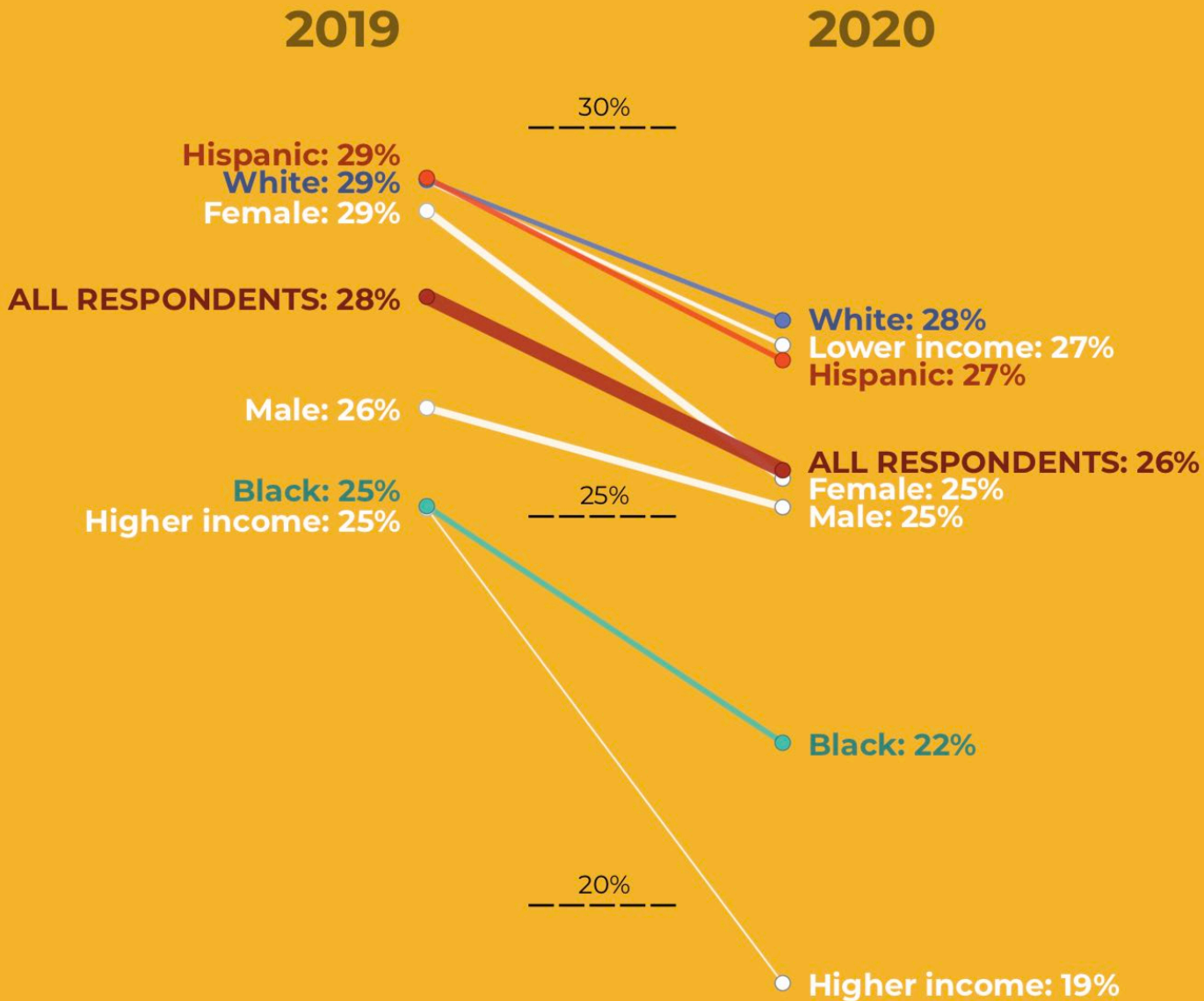
3. Know what they want to do, but are unsure how to get there.

“Well, now it's between Army and Air Force, but I'm leaning more towards Army because Army offers promotions. **And with the Air Force...there's not really many, much promotional opportunity...**

Well, my family members, like I have three brothers that are in the military. They were all in different branches. . . . **My dad did, my dad was in the Army. My mom was in the Navy. My grandpa was in the Navy. It's just kind of like a family thing. I just feel like serve a great country and enjoy doing it while doing something you love and having like a good life while doing it.”**

-YAKIMA, WA, WHITE
MALE, AGE 17-21,
LOWER INCOME

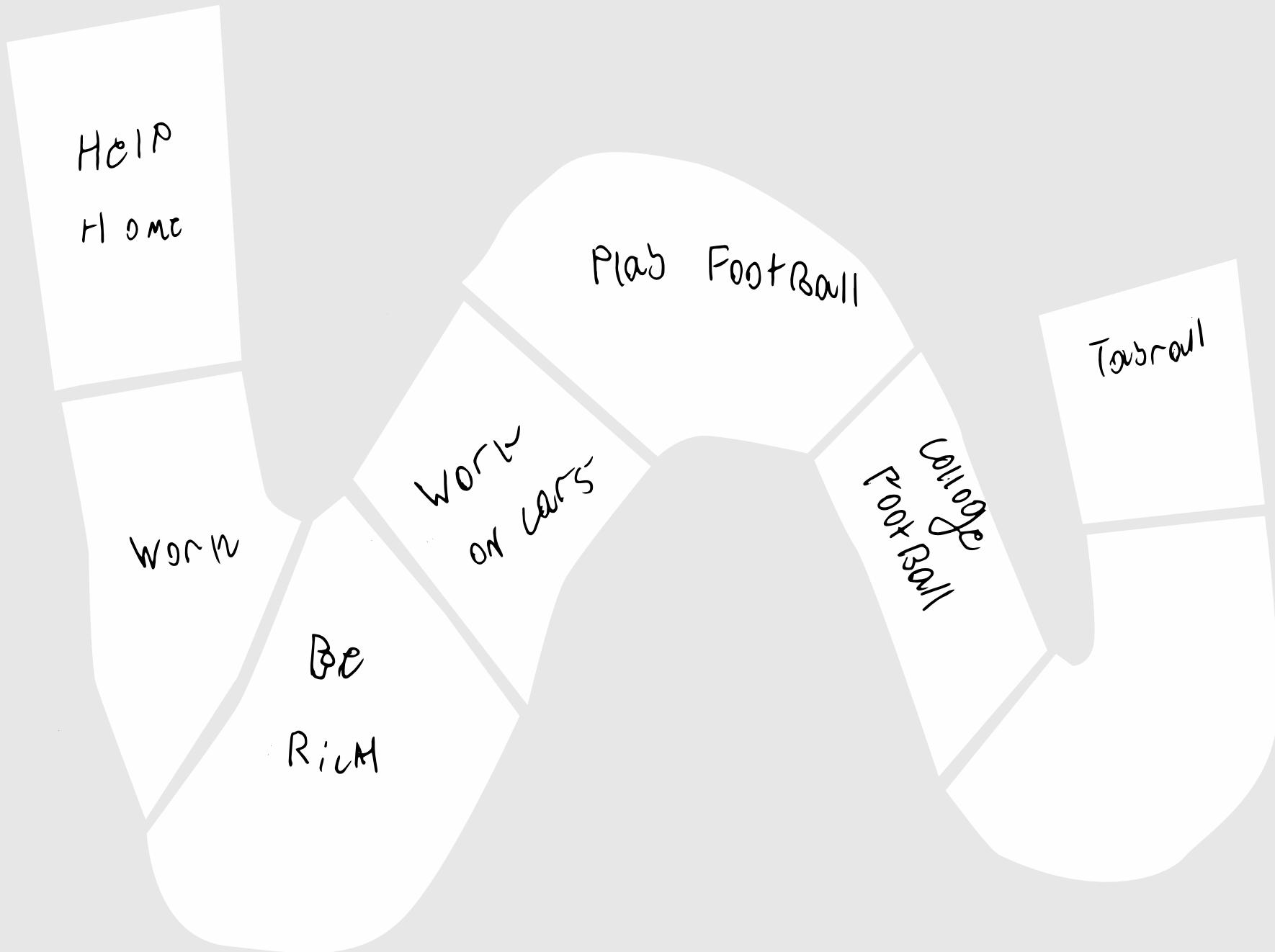




Occupational Pathways

Which of the following feels closest to how you would describe your feelings about your future career?

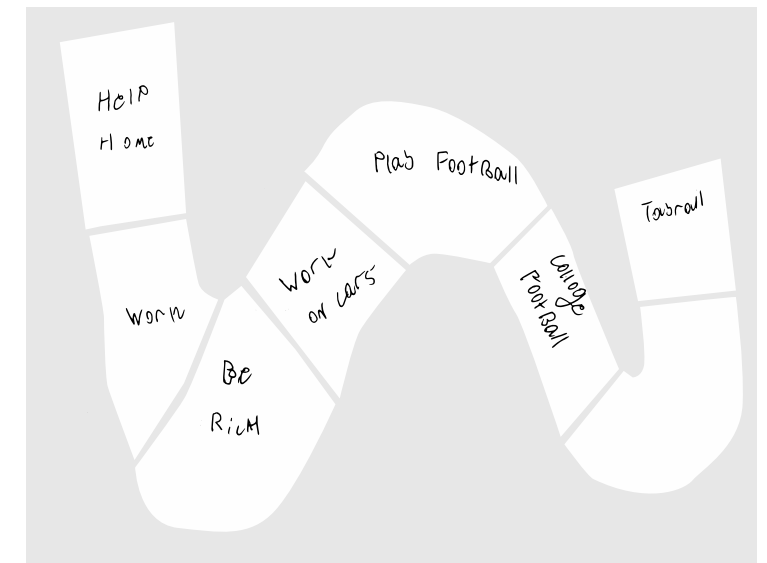
KNOW WHAT I WANT TO DO, UNSURE ABOUT THE STEPS TO TAKE TO GET THERE



4. Not sure what they want to do and **unsure** of what steps to take.

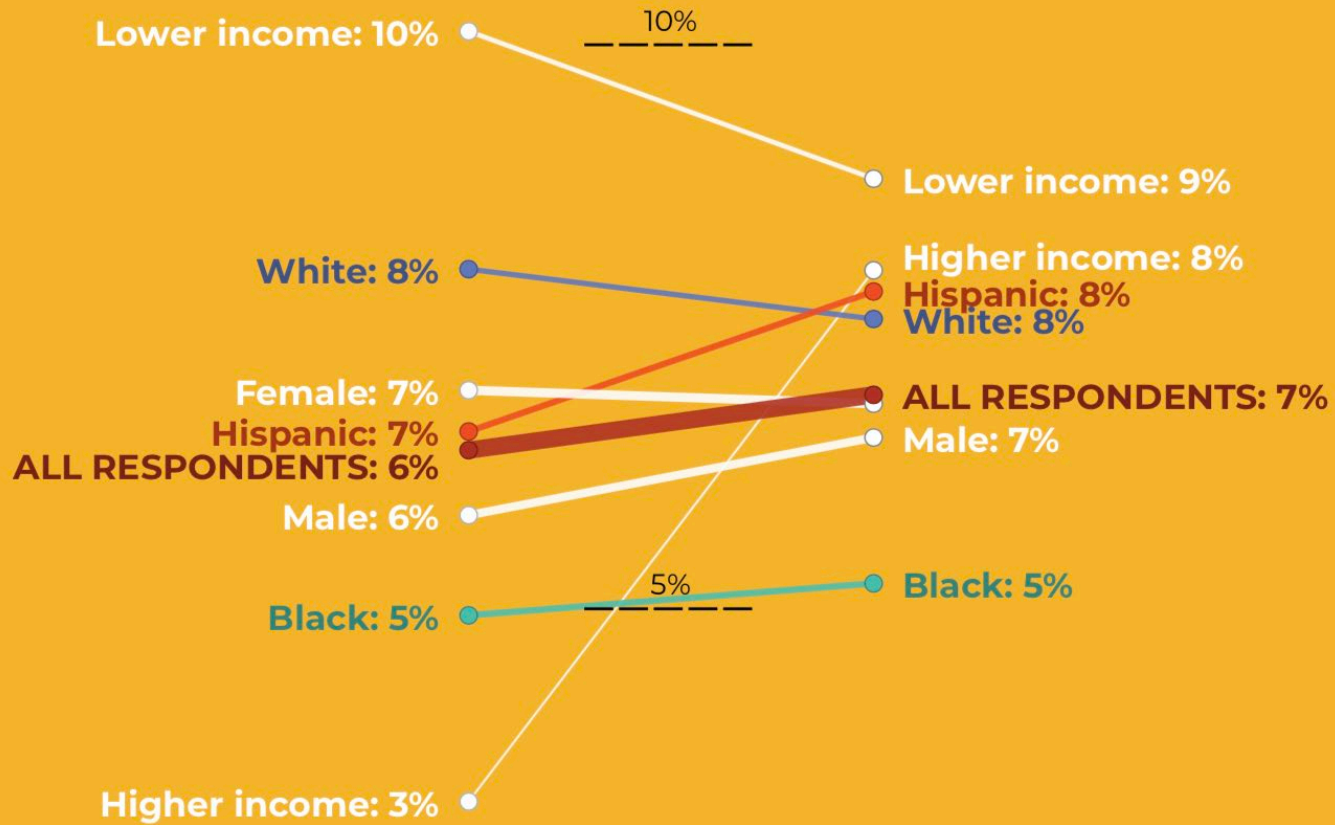
"There ain't no goal at the end. . . I was thinking about working, being a doctor . . . and help people out . . . it is like there are people dying . . . and when I was a kid, I would see doctors help people come back to life."

- OAKLAND, CA, BLACK
MALE, AGE 16-18, LOWER
INCOME



2019

2020



Occupational Pathways

Which of the following feels closest to how you would describe your feelings about your future career?

NOT SURE WHAT I WANT TO DO, UNSURE ABOUT THE STEPS TO TAKE TO GET THERE



5. Know what they want to do, think they know how to get there, but their imagined pathway is inaccurate and/or unrealistic.

*"The training is 6 months and you have to . . . maybe get the promotion to be a detective because **not everyone can be a detective or forensic. It takes years sometimes being in a field just as a sheriff.**"*

-LOS ANGELES, CA, HISPANIC FEMALE, AGE 17-21, LOWER INCOME



Young People Experience Identity as an Asset

Young People Experience Identity as an Asset



TAKEAWAYS

- Black and Hispanic young people experience their race, ethnicity and culture as asset rich.

Young People Experience Identity as an Asset

*“[Black people] are the
strongest folks on earth.”*

—ATLANTA, GA, BLACK MALE,
18-21, LOWER INCOME

Young People Experience Identity as an Asset

*“Yes, **my gender is especially important to me** because I take a lot of time perfecting my girly look every single day. It's what drives me and gives me my confidence. Also the ability to stay strong as a woman figure today and just being happy with what I was born with. **Culture** is definitely important to me when it comes to food because that's all I mainly consume is Spanish food especially on my days off. **Religion** is important to me and I choose to believe in my own way. **Race** is important as well because that's where my ancestors are from and what **we have to remember today about our common past.**”*

—ONLINE, HISPANIC FEMALE,
26-29, MIXED INCOME

*“**[Black people] are the strongest folks on earth.**”*

—ATLANTA, GA, BLACK MALE,
18-21, LOWER INCOME

Young People Experience Identity as an Asset

"I'm a female; Hispanic, Cuban culture. My family, I guess they came to the United States to have a better life for their children and for themselves. My mom is not as strict—traditionally wise—but my grandma is...[My culture is] Cuban, I guess. I was born here in the United States. I describe myself American/Cuban, white, but I mean I don't blend in with Cubans necessarily. The majority of my friends are Mexican, so I am more them than Cuban. Cubans are...not quiet. [I identify more with Mexican culture] because I actually like their food better too."

—BELLE GLADE, FL, HISPANIC
FEMALE,
17-21, LOWER INCOME

Young People Experience Identity as an Asset



TAKEAWAYS

- Experience their identities as asset-rich
- Young people from lower income households struggle to connect positive self descriptions to the notion of strengths.

Young People Experience Identity as an Asset

SELF DESCRIPTIONS

*“I’m open-minded, nice, caring,
trustworthy, loyal, funny, brave. And I
can take a punch...”*

**–New Orleans, LA, white male,
15-18, lower income**

STRENGTHS

Young People Experience Identity as an Asset

SELF DESCRIPTIONS

“I am anti-social with new people. I am a chunky...like big. I'm funny. I am a jokester. I [draw]; it depends on what kind of mood I am in. I like going out all the time. I have a great imagination.”

**–Oakland, CA, Hispanic male,
15-18, lower income**

STRENGTHS

Young People Experience Identity as an Asset

SELF DESCRIPTIONS

STRENGTHS

“My first word was procrastinator. I procrastinate a lot, like a lot. It's really bad. But that has also made me resourceful.”

**–Baltimore, MD, Black female,
17-20, higher income**

Young People Experience Identity as an Asset



TAKEAWAYS

- Experience their identities as asset-rich
- Young people from lower income households struggle to connect positive self descriptions to the notion of strengths.
- Believe they will encounter discrimination and can overcome it by being and doing better

Young People Experience Identity as an Asset

*“Going into it you could say I think
this person is going to be racist...I
just feel like **it depends on your
attitude too.**”*

– Pueblo, CO, Latina female,
15-18, Lower income

Young People Experience Identity as an Asset

*“Going into it you could say I think this person is going to be racist...I just feel like **it depends on your attitude too.**”*

– Pueblo, CO, Latina female,
15-18, Lower income

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

– New York, NY, Black male,
17-21, Lower income

Young People Experience Identity as an Asset

*“Going into it you could say I think this person is going to be racist...I just feel like **it depends on your attitude too.**”*

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15-18, Lower income

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

– New York, NY, Black male,
17-21, Lower income

*“...in nursing school I’m going to come across men in the same field. **And they may feel like, well, she’s a female, so I have more power or more knowledge than her. So that just makes me feel like I got to go harder, and I got to be stronger because there are other, well, males in the program, and they already feel like they have more power than women.**”*

–Greenville, MS, Black female, 15-18, Lower income

Q: Please tell us some of the ways in which the protests around police violence and racial justice have changed the way you are thinking about your future education and career goals:

“I have completely changed my major from business to criminology something I did not even consider taking before all the racial inequities but had to completely change so maybe I can make a difference.”

-Black Female, age 21, survey respondent, higher income

Q: Please tell us some of the ways in which the protests around police violence and racial justice have changed the way you are thinking about your future education and career goals:

“I have completely changed my major from business to criminology something I did not even consider taking before all the racial inequities but had to completely change so maybe I can make a difference.”

-Black Female, age 21, survey respondent, higher income

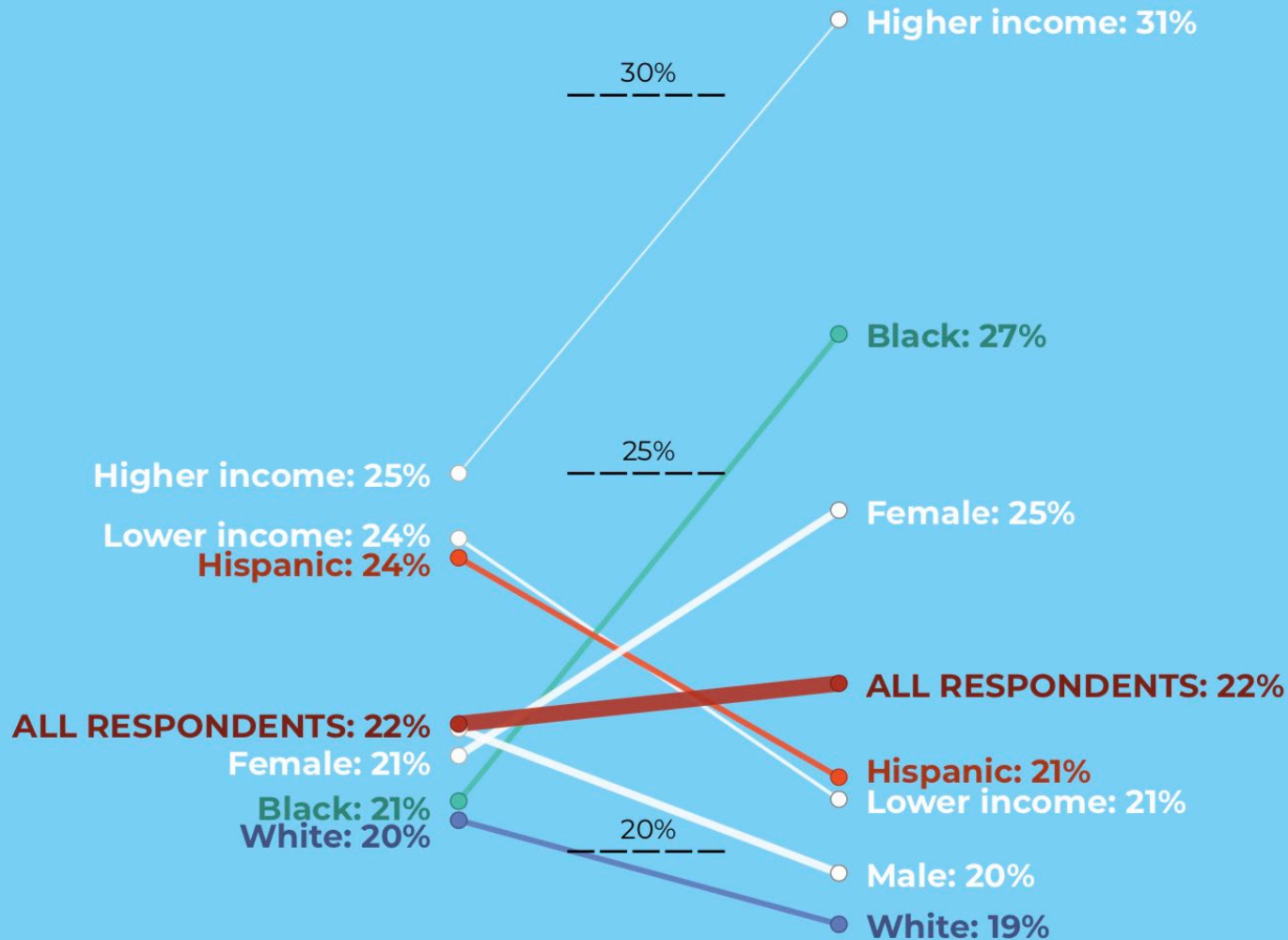
“More conscious about companies and ethics”

-White Female, age 21, survey respondent, middle income

I think that it changes stuff because it makes you not want to represent or work for racist”

-Hispanic male, age 18, survey respondent, middle income

My thinking was changed by: Coronavirus Racial justice

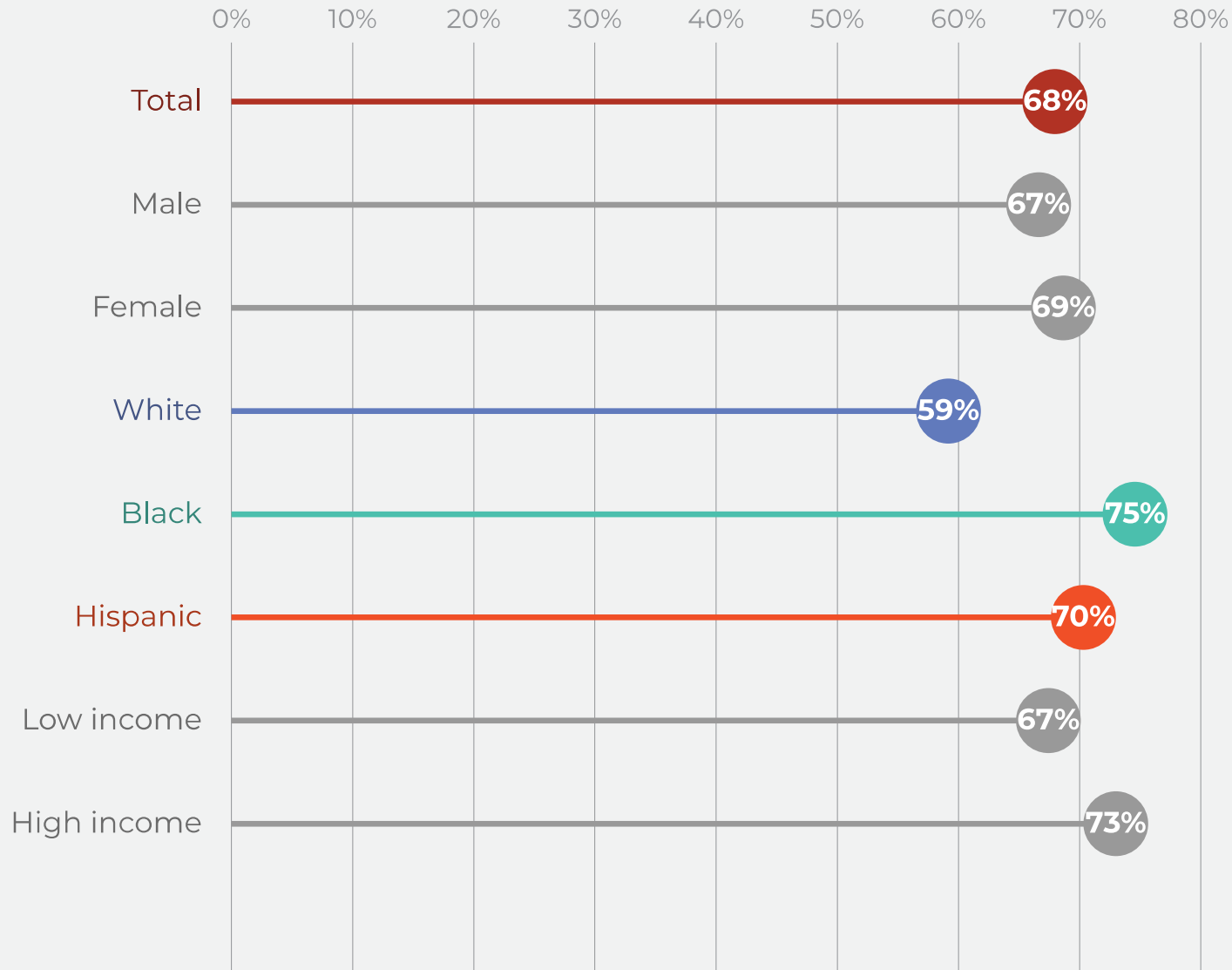


Perceived impact of current moment

Please tell us, using a scale from zero to ten, where zero means there has been no impact and a 10 means it has completely changed your thinking, how much do you feel the [coronavirus outbreak]/[racial justice] has impacted the ways you are thinking about your future education and career goals?

NET: CHANGE (8-10)

Those that feel being able to be engaged in promoting change [about racial justice] feels more like an opportunity



Racial Justice: an opportunity, not a burden

For [racial justice], please tell us whether, for you personally, being able to be engaged in promoting change feels more like an opportunity, feels more like a burden, or whether it is not something you want to be involved with.

OPPORTUNITY – STRONGLY AGREE

OPPORTUNITY – SOMEWHAT AGREE

Activation



Upcoming...

- Designing with Youth Toolkit
- Interactive Quote Library
- National Youth Poll on COVID-19 (Rounds 2-4)



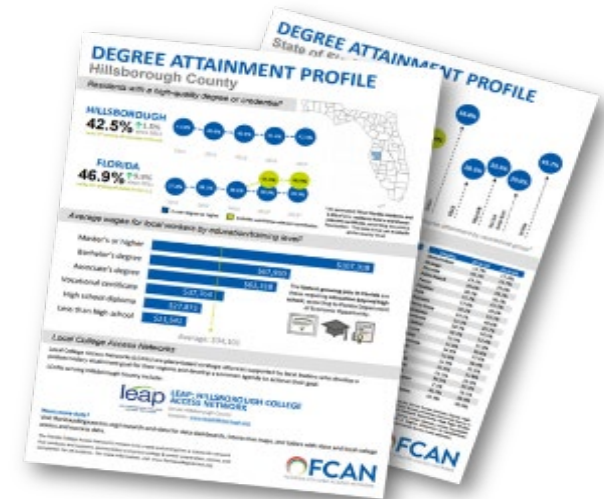
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Join us next Wednesday, October 7th at 11 AM EST:

From Research to Practice: Planning Inclusive Supports for Students with Intellectual Disabilities

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Questions?

Nate Cadena

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Conclusion

