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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Guest Presenters

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Wonder: Strategies for Good

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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.

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

- Q&A
  - Exploring Implications
Project Origin
Design

Two phase research project led by Goodwin Simon Strategic Research
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
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
Human beings are heartwired
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

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- 2 Online focus groups (multi-day)
Mapping Our Communities

Developing Cumulative Measures of Education, Economy, Neighborhoods and Health

Overall Composite Score

- 64.6
- 56.6
- 48.6
- 40.6
- 32.6
- 24.6
- 16.6
- 8.56
- 0.55
  7.46
  15.5
  23.5
  31.5
  39.5
  47.5
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

1. Young people see themselves as their own best change agents
2. Young people aspire to live a good life
3. Young people try on their futures
4. Young people see opportunity in conversation
5. Young people are empowered by connections
6. Young people experience work as surviving, striving, and thriving
7. Young people envision pathways to thriving
8. 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
TAKEAWAYS

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

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– 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

“....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

“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

“More conscious about companies and ethics”

-White Female, age 21, survey respondent, middle income
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)
Learn More:

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

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

For upcoming webinars, policy briefs, and promising practices, subscribe at:

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Questions?

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Conclusion