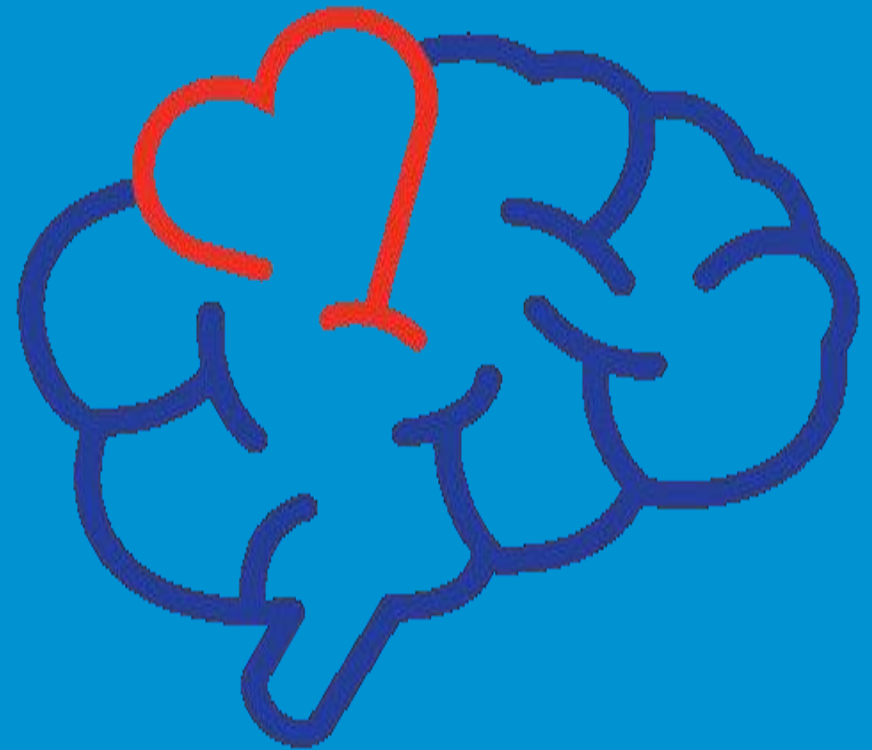


Identity formation among Black, Hispanic and white youth relating to education and work goals

ADVISORY TEAM
CONVENING

February 6, 2019

8:30am - 5:00pm ET



WELCOME



INTRODUCTIONS



P16

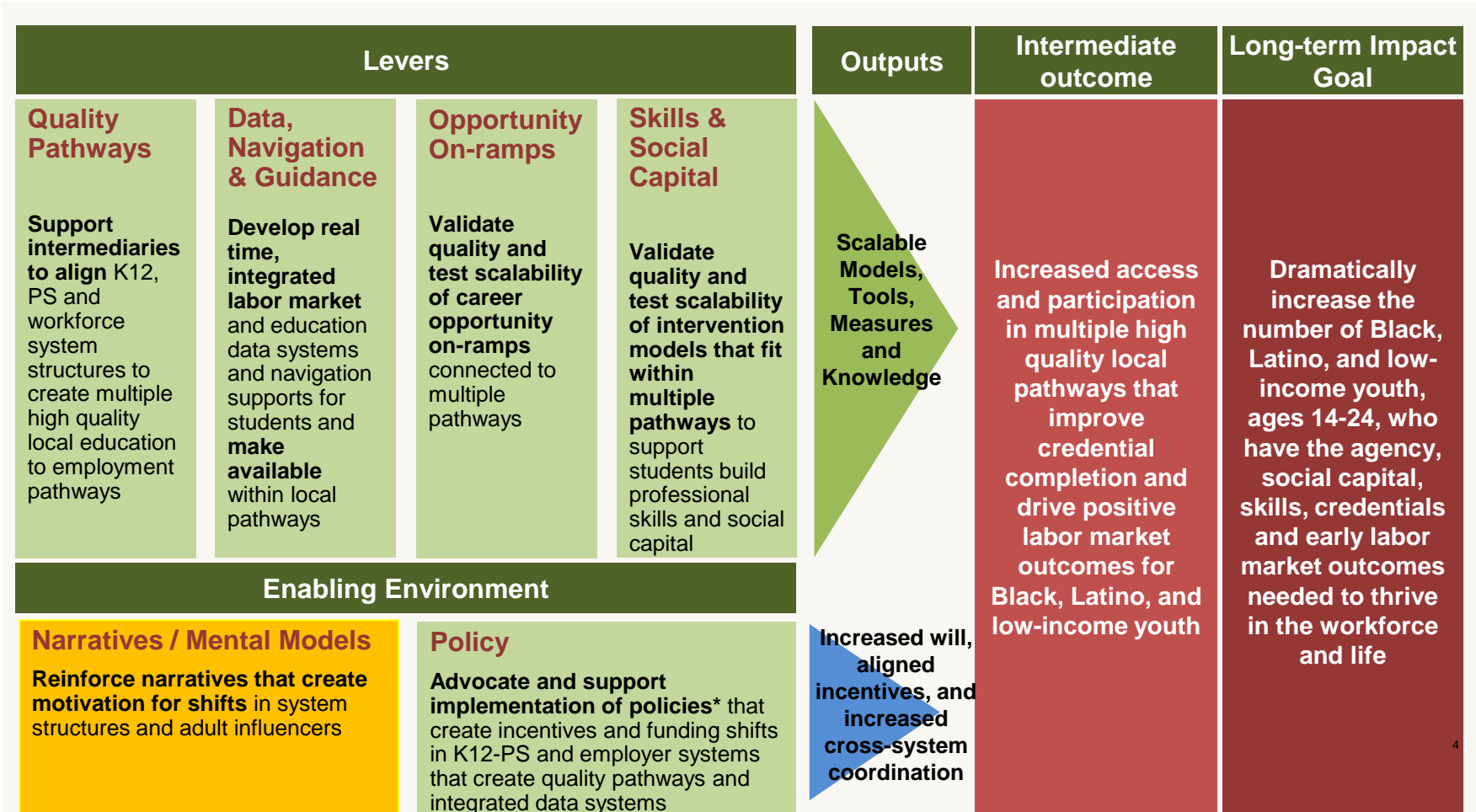
EQUITABLE FUTURES: EDUCATION AND EMPLOYMENT PATHWAYS

FOR DISCUSSION PURPOSES ONLY

P16: *A student's education journey from preschool through earning a credential that carries labor market value*

THEORY OF ACTION GUIDING NEXT PHASE OF WORK: “PROVE” STAGE

Proposed scope of work for 2018-2021.



*This work is designed and managed by USPAC in support of this BoW and others

2019 LEARNING OBJECTIVES & INVESTMENTS BY LEVER

Quality Pathways

What are the key attributes and funding models of local/regional intermediaries that orchestrate high quality career pathways, linking high school and postsecondary programs to upwardly mobile labor market opportunities?



What is experiential/work-based learning within Post-Secondary Pathways?



Skills & Social Capital

Can providers who have a track record of building professional skills in our target population innovate on their current models to expand reach, reduce costs, and enable delivery through multiple paths/platforms?



What promising approaches exist to deepen and expand the networks of support and networks of opportunity for or target population?



Opportunity On-ramps

Can affordable, employer paid student “career on-ramp” models that lead directly to middle and high skill job placement opportunities be integrated into 2- and 4-year credentialing pathways?



2019 LEARNING OBJECTIVES & EARLY INVESTMENTS BY LEVER

Mental Models

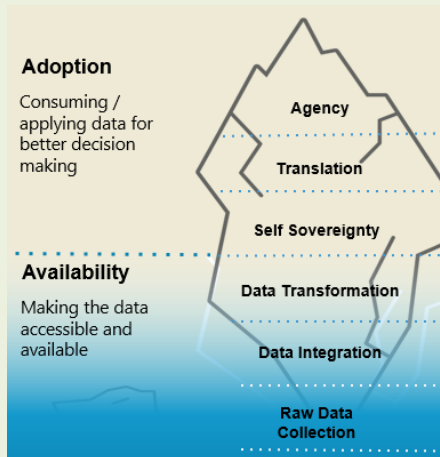
How does occupational identity form and who/what influences identity formation for young people?

What beliefs, values, and lived experiences drive young people's decision making about career pathways and what interventions influence those?



Data, Navigation & Guidance

How can integrated data, navigation and guidance systems be designed to support young people along education and employment pathways?



Policy

What policy and funding guidance do state leaders need to effectively improve, evaluate, expand and sustain quality education and employment pathways?



TODAY'S AGENDA

- Welcome and Introductions
- Agenda and Framing the Day
- Focus Group Impressions – Full Group Discussion
- BREAK
- Focus Group Findings
- Pathways Small Group Discussion
- LUNCH
- Focus Group Findings
- BREAK
- Upcoming Research Questions
- Next Steps and Closing



Research Project Goal

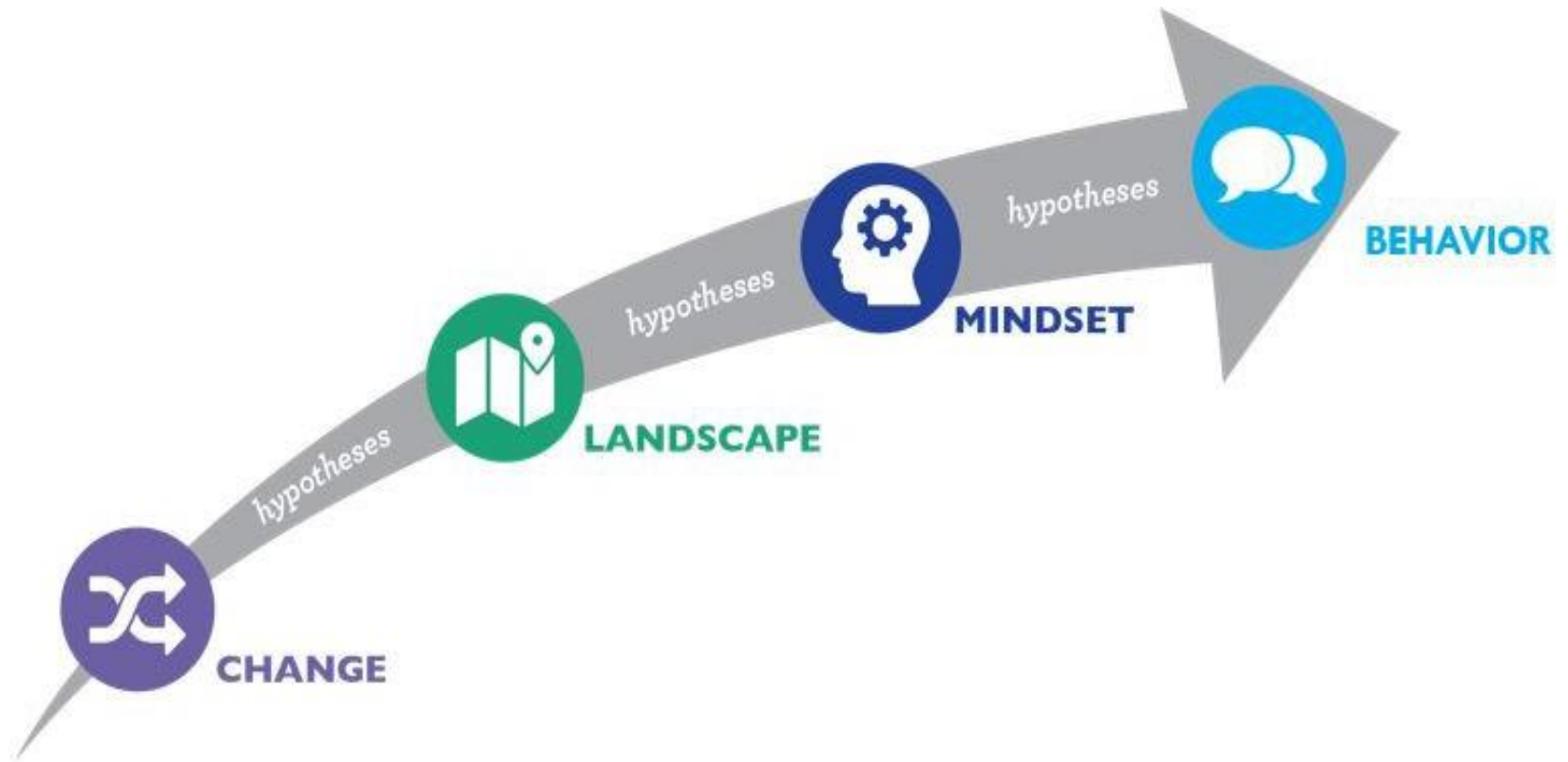
Develop in-depth psychological and emotional understanding of identity formation among:

- *Black, Hispanic, and white youth*
- *ages 15 to 21*
- *a mix of socio-economic backgrounds, especially lower socio-economic status*

and the adults who influence them.



Research Phases



Research Phases and Timeline

We Are Here



BEHAVIOR



MINDSET



LANDSCAPE



CHANGE

2019 and beyond

- Behavior Convening
- Putting the research to work

Oct. 2018 – July 2019

- Mindset In-depth Interviews
- Mindset Focus Groups
- Landscape and Mindset Convenings
- Online Focus Groups
- Online Audience Survey

July – Dec. 2018

- Research Review
- Conceptual Framework Review
- Research Map
- Media Audit
- Social Listening

July – Oct. 2018

- Change Hypothesis Development
- Change Convening

Dissemination

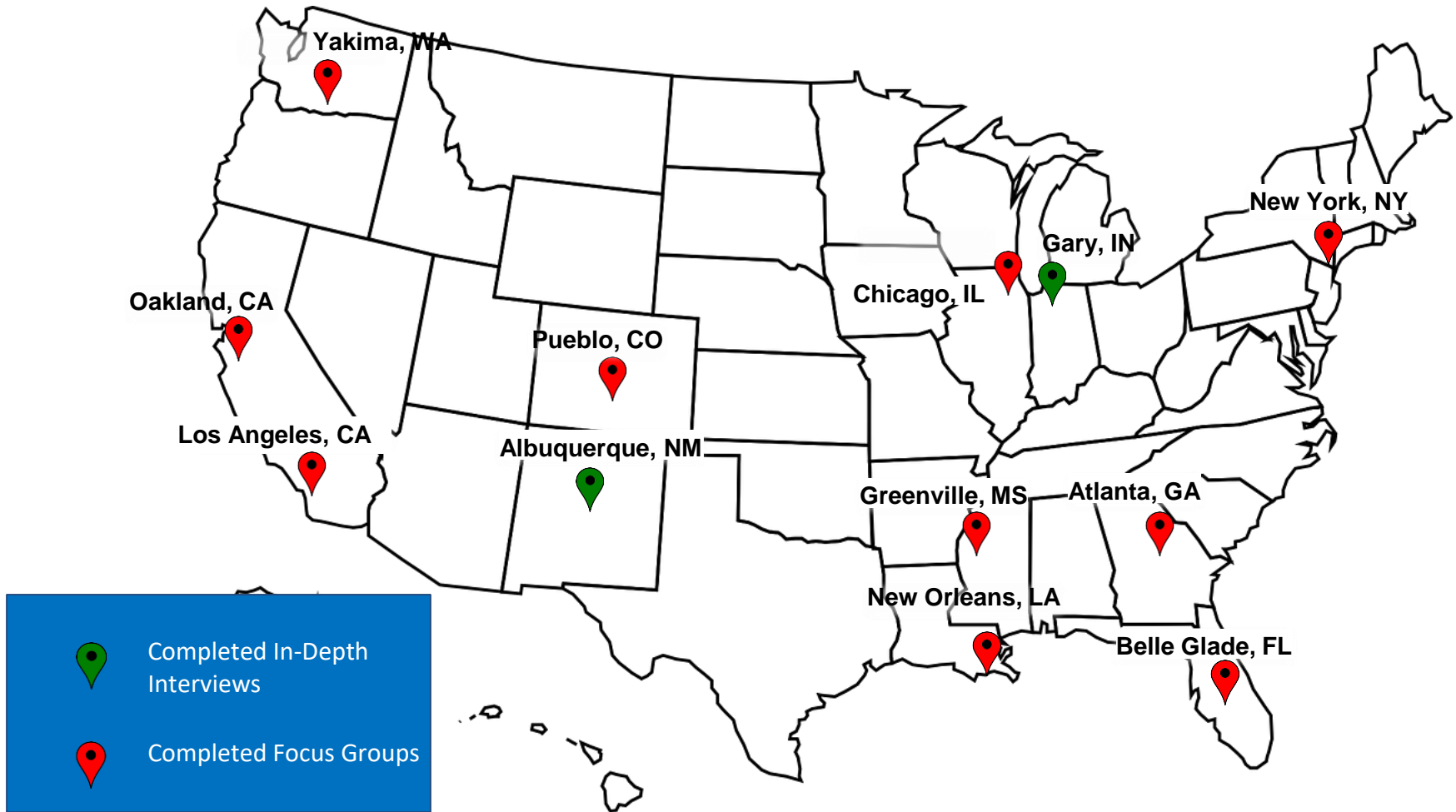
Dissemination

Dissemination

ADVISORY TEAM ENGAGEMENT

Change Hypothesis Refinement

Qualitative Research To Date



Three types of youth participants

Age	High school	Post-second ed?	Notes
17 to 21	Graduated high school	Attends or intends to attend	Mix of post-second ed types; mix of future career goals; Mix of first generation college
17 to 21	No longer in high school (graduated or dropped out)	Does not attend and doesn't intend to attend	Mix of high school graduates and non-graduates; Mix of future career goals
15 to 18	Mix of in high school, high school dropouts	Not currently attending post-secondary; Could have any plans for work or education after high school	

Two types of adult participants

Qualifications	Parents/Guardians	Adult Influencers
Ages	25-69	25-69
Income	\$75,000 and under	Any
Education	Grade school to two-year post-graduate degree	Mix
Occupations/ Volunteer	<ul style="list-style-type: none"> - Employed full-time or part-time - Retired - Student - Homemaker 	<ul style="list-style-type: none"> - Community college or technical school - 4-year public/private college/university - A youth-based organization [YSO] - Non-profit CBO working with youth - Private/public K-12 school or school district - Government program providing youth services - Sports or arts organization working with youth - Church or religious institution

Mindset Phase



Qualitative Insights



Survive v. Thrive

- **Signs of thriving**

- Ownership—**having control** of where one lives, how one works, how long one works, and under what conditions
- Travel—**the privilege to go when and where you want to**, access to the world, and to what can be learned in the world
- **No debt**
- Living comfortably—having enough **money** (plus a surplus)
- Being able to give back to family and/or community
- Being able to retire comfortably

- **Signs of surviving**

- No control over work environment or schedule
- Having to do manual labor (frequently mentioned, but not by everyone)
- Having to work many jobs
- **Living paycheck to paycheck**
- Renting but not owning
- Having a **lower quality home** (e.g., double-wide vs. brick house)
- Relying on food stamps and public welfare
- **Having debt**



Striving In Order To Thrive

- What does striving look like, and what kind of striving is needed to thrive?
- Young people can readily describe surviving and thriving, but frequently struggle to envision the steps involved in striving.
- For those who can describe striving, it is a combination of personal effort and specific steps:
 - Perseverance
 - Struggle
 - Patience
 - Overcoming obstacles
 - Not being held back by others (or yourself)
 - More education
 - Specific training
 - Passing tests
 - Getting certified or licensed



Marriage Metaphor

- **Some young people and adults describe career as a lifelong commitment to something they love to do.**
 - It's a calling, a passion
 - Something you are searching for
 - Something you will do for the rest of your life
 - Destiny
 - Leads to happiness and fulfillment
- **This framing is similar to messages in our society about marriage.**
 - A lifelong commitment
 - Searching to find your soulmate who will fulfill you
 - A relationship that will change the rest of your life
- **Young people report feeling stress and anxiety because of what they feel to be the high stakes of making a career choice.**
 - Choosing wisely and choosing “right”
 - Choosing wrong and messing up the rest of your life
 - Making your family proud
 - Disappointing your family/not fulfilling the investments they have made in you
 - Second guessing yourself and your decision

Goal: A Good Life

- The destination is a good life; a career and/or work is a potential means to that end
- Career is not a fixed destination for many
 - Many young people expect to have multiple kinds of work over their lifetimes
- Giving back is a sign of success, sharing your wealth with your own family and the broader community
- Artists and creatives are more likely to equate career with personal identity

“So the first college degree I’m going for is the HVAC program, the heating and ventilation. And then I’m going to go back and get my automotive one because I like working on cars.”

– Latino Male Youth, Yakima

“Because a lot of people, they have good jobs, but, you know, the way there is life set up, the bills, they living from paycheck to paycheck. If they miss a paycheck, it's over for them. You know, so that's not the type of life I want to live. I want to be able to have income where I can save and do different things just enough, you know, for me to accomplish what I want.”

– Black Female Youth, Chicago

A Good Job

- A good job is one that:
 - You enjoy
 - Has good benefits
 - Has amiable coworkers
 - Enables you to make enough money
 - Where you are respected
 - Have opportunities for growth

“Moderator:...are there any that you find interesting?” Participant: “In and Out manager. **My aunt is an In and Out manager. She makes over \$120K a year.**” – Latina Female Youth, CA

“If there is **healthcare and stuff like that.**” – Latina Female Youth, FL

“I wake up and want to do it. Like I wake up, and I’m not, there’s no stress, no nothing. Like I’m motivated. I’m dedicated. I’m driven. **Like and I’m completely in tune with just the feeling that I’m fulfilled.**” – Black Male Youth, NY



A Good Job

- For many, their future career identity is developed as a rejection to those around them

“But as far as like family and adults that I’m cool with like, yeah, and everybody is really just working to get by. **They’re working in a job that they don’t like.** They’re just working just to work, but **nobody is really like following their passions.** Nobody is doing what they’re supposed to do. **People see life as like this I guess like work.** And it’s just not. Like it’s clearly not. But I don’t know. **I just feel like I’m around nothing.**” – Black Male Youth, NY

“What my mama do at the food stamp office. She sit up there and be with the clients all day at the front desk, **having to listen to people talking about food stamps** and government. **We don't even have food stamps at home, but she has to sit there and listen to that all day.**” – Black Female Youth, MS



Career: Positives and Negatives

- Positives: aspirational, fulfilling, enjoyable, long-term
- Negatives: scary, high-pressure, stuck
 - Especially when considering the investment made by family and themselves
 - Some feel they have to pick what they will do for the rest of their life
- Security v. passion
 - Economic security is paramount, especially for lower-income kids/parents
 - Security is also a path to independence

“It is stressful because you need to know what you need to do in high school and then to go to college to get the perfect life you want kind of.”

“Why even try? I know some people drop out because they are like I don't know what they want to do and don't want to waste money.”

“I feel you have only one shot.”

“Your whole life depends on it.”

– Conversation among Latina Female Youth, Pueblo

“I feel the harder I work the more money I can make. **That is the definition of power for me is making more money than what I have.**”

– Latino Male Youth, Pueblo

Transformative Conversations

- For youth, these in-depth, judgment-free conversations about life goals are rare or non-existent
- Gives them a chance to think concretely about next steps and learn from the life plans of their fellow focus group participants

“For me, it'd be the **female empowerment thing**. It's good to see that other girls want black women to move up in the world, and **I'm not the only person out there that's feeling that kind of pressure** like people want to keep you down.”

– Black Female Youth,
Greenville

“We all have a lot of similarities. But at the same time, we have different lives, different situations. So it's going to make me think more of us, talking to more people because maybe I grow by that. Because **I grew from this conversation alone.**”

– Black Male Youth, New York

“**Everything stood out** to me, especially the **accomplishing goals part and how family impacts you**. My family doesn't really talk about it a lot. **My family is really serious so we've never really had discussions like this**, so it was nice to have that here.”

– Latina Female Youth, Belle Glade

Transformative Conversations

- Parents and adult influencers get a chance to reassess their own role with youth, and learn about how their adult peers are navigating these issues as well

“This was a great discussion. This is like a revival. It's like **parental revival.**”
– Black Parents and Guardians, New York

“I'll remember the importance of work that everyone at this table is doing. Being mentors, that role model, someone they can talk to. Being able to instill knowledge that they're not getting somewhere else. So what **we're all doing, our own individual role, is important.**”

“I agree with him. It's really cool that **there are other people in the fight; that we're not alone.**”

– Black Adult Influencers, New Orleans

“I'll take away the importance of **recognizing individual differences and promoting that uniqueness and confidence in young people.** It would be so flattering that somebody cared enough to say, ‘Hey, you'd make a great teacher.’ Or ‘a great entrepreneur,’ or whatever it is.”
– White Adult Influencers, Chicago



Imagining Your Future Self

Looking ahead, think about yourself when you are older.

Imagine yourself when you are **x years old**? What is your life like? What are you doing? Where do you live? How do you spend your time? How do you make money? What is important to you? Paint a picture for me.

- **25 years old**
- **45 years old**
- **70 years old**

- This is the moment when the conversation takes off
- Young people talk to each other and not the moderator
- A rare opportunity to imagine without fear of judgment
- They are given permission to think big about their lives and their futures

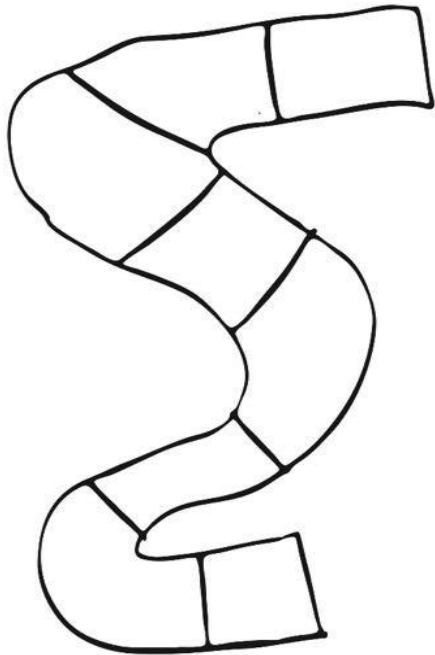


Youth's Own Voices: Focus Group Excerpts and Discussions



Visualizing Life Pathways

- The pathway image on the handout mirrors the messiness of the process
- Filling in each step makes participants feel their goals are more attainable
- Level of detail provided is unrelated to level of formal education required for career
- Not all participants locate 'today' as the first step; some recognize past development and steps



“It has you think and plan out what your possible dreams are and share that with others and see what other ideas are. Then you get a feel of what other opportunities are out there that maybe you hadn't thought of.”

– White Male Youth, Yakima

“Do you have an extra sheet because I want to actually take this home, just keep it to like, ‘this is what we got to do.’”

– Black Male Youth, New York



Types of Youth Pathways

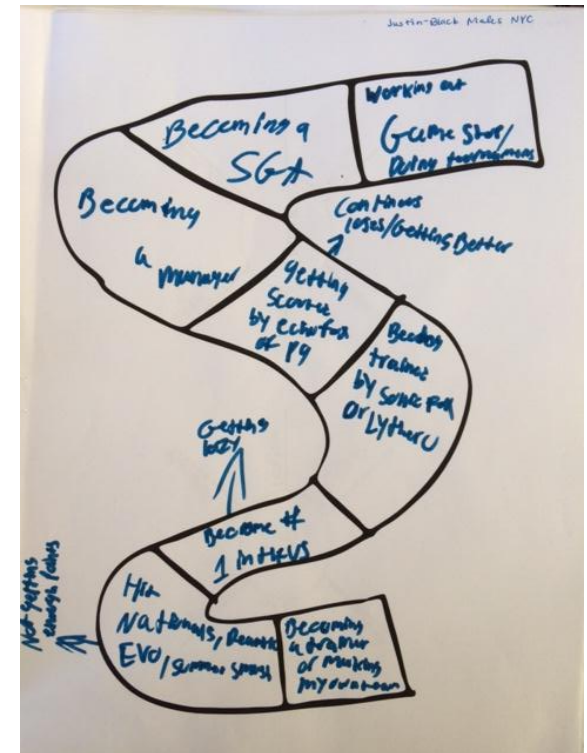
1. Know what they want to do, what they want their life to be like, and also know the specific steps/stages/phases needed to get there
2. Know what they want to do, what they want their life to be like, but they do not know or are vague/unclear about specific steps/stages/phases needed to get there
3. Know what they want to do, what they want their life to be like, and they THINK they know how to get there but they are unrealistic about specific steps/stages/phases needed to get there
4. Others have little or no idea of what they might like to do, what they want their life to be like other than generic “make money, not work too hard, not stressful,” etc.

Pathways to Work

- Young people aiming for creative and new economy careers often have detailed knowledge of the pathway they will take to reach their goals.

“So where I’m starting at now **working at GameStop and doing local tournaments and streaming....** And then after a few months, become an SGA basically senior, then becoming a manager. And then while I’m doing my tournaments and my streaming, hopefully, I **get scouted** by Echo Fox or Panda Global. Then I would like to be as I’m working with a team. I would like to be **trained** by Sonic Fox or Lothario. **And then I want to become number one** in whatever game I start to specialize in, go to nationals, DreamHack, Evo, or SummerSlam. And then last, I would like to **become a trainer or manage my own team.**”

– Black Male Youth, New York

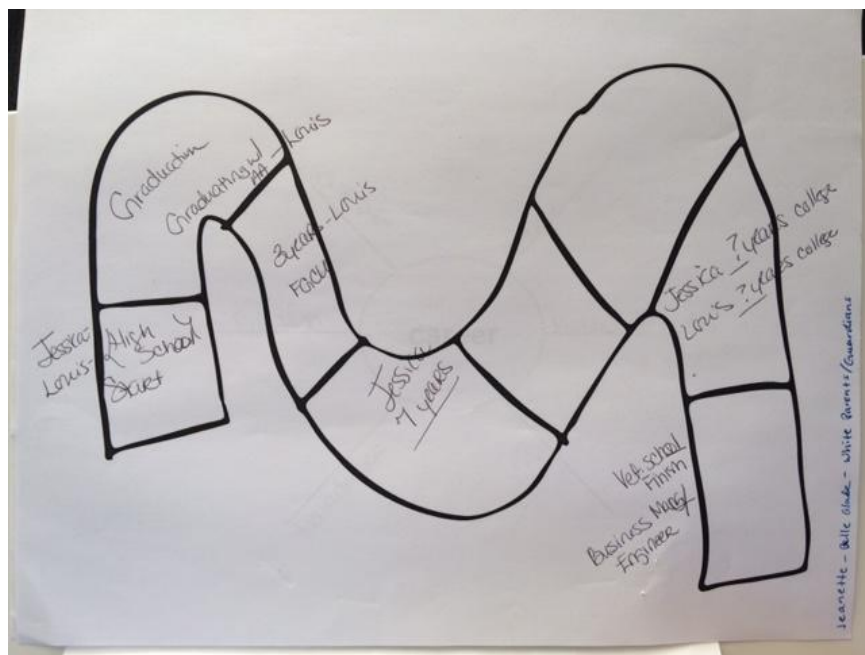


Pathways to Work

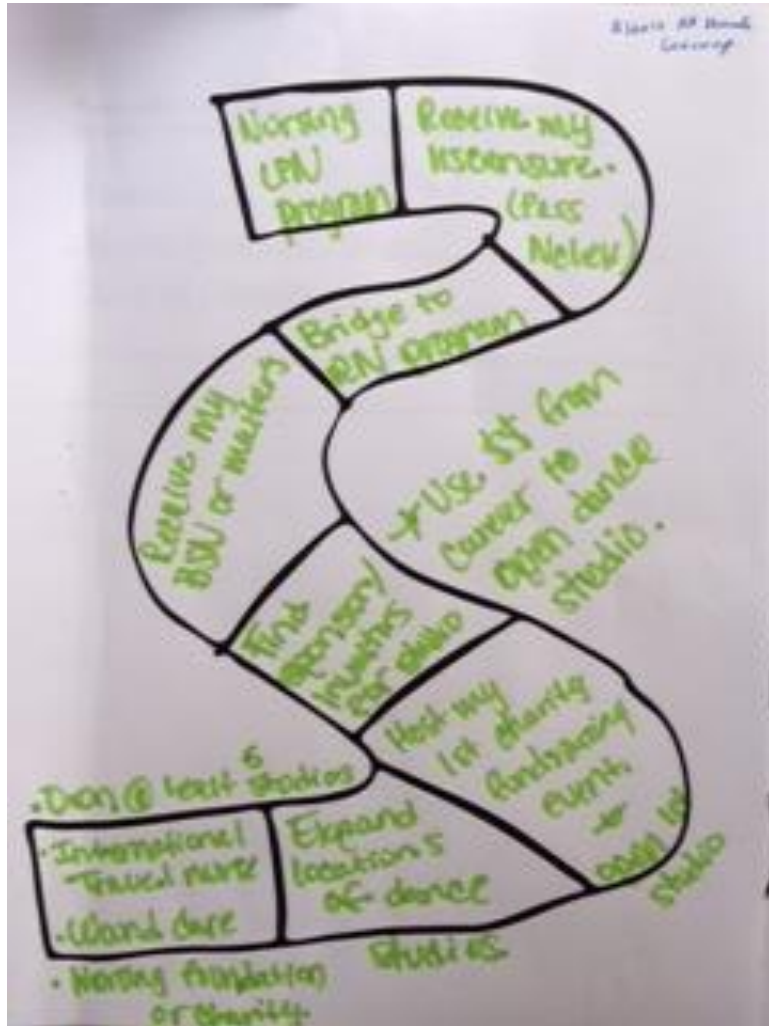
- Gaps are common among parents as many feel ill-equipped to understand next steps

“My step daughter wants to go to vet school. I’m not sure how long that takes. I think she said it would be 7 years. My son wants to go to school for **management or business engineer. I’m not sure how long that takes either.”**

– White Parents and Guardians, Belle Glade



Pathways to Work

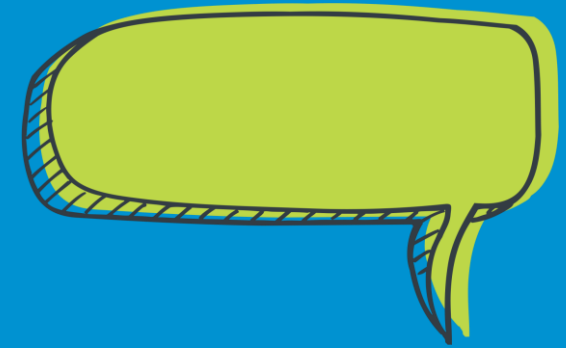


“Realistically, give me five years tops. I'm already getting it . . . I'm **networking**. I'm meeting. I'm bumping elbows with the right people. You feel me? I make great rapport with people. I think everything in life is about first impressions and being able to know how to talk to people. You know what I'm saying?

It could be person who like I don't invest in anybody I don't know. But if you come to them in the right tone of voice, and you tell them what you're trying to do, you could probably end up with something. I'm **just one of those people that believe, and I use my beliefs to get through life.**” —

Black Female Youth, IL

GUIDING QUESTIONS



1. What stands out to you?
2. What feels surprising?
3. Where are there opportunities for influencers – adult and youth?
4. How does what you see relate to the work that you are doing?
5. Where do you see a potential role for yourself, your organization or other partners in these pathways?



It's all up to me

- Young people feel they are mostly making decisions about career and life on their own
- When asked where they get support, a significant portion reply they have to support themselves as no one else supports them

“They [parents] don’t really understand my goals because they didn’t go through the same path. So **it’s basically myself that’s going to get me to my goals.”**

– Latino Male Youth, Yakima

“For like my friends and people that I'm around, like they should do what they want to do. Like your mama say you can't do this, or your boyfriend say you can't do that, but who is he? With or without your boyfriend something may happen, and it may be just you by yourself. What would you do then? **You have to have your own voice, your own mind. You have to change yourself. Like everything starts with you. You are your own person. It got to start within you.”**

– Black Female Youth, Greenville



Parents and Family

- Some parents, other family members, and friends, actively tell youth they cannot achieve their goals and/or cannot or should not aspire to be better than their parents/peers
- Others experience parents as attentive and supportive, providing emotional support, setting goals and holding them accountable.

“I feel they are motivating me by saying that I can't do this. I can't be a producer. I can't buy 2 acres of land at 18 and sell it for double at 22. Who says I can't? That is what I love about it is I respect them. **I hope they continue to say I can't do it because I am just going to keep doing it.** They are family; they are blood. They are always going to be there, but at the end of the day it is just me.” – Latino Male Youth, CO

“Like I need some love. I need some great words of encouragement. I'll call my mom, call my mom and my dad and just like vent real quick. Because, I mean, sometimes it might be my mistake, a lot of times it's not. **But my mom, she's been through what I . . . go through already, and so like I just know I can talk to her** about a lot of things that I go through.”

– Black Male Youth, LA



Friends

- Few young people believe friends are critical to meeting long-term career goals
- In fact, many see their friends and peers as impediments to their own success
- Some young people believe that friends often provide ingenuine advice or support, and so must be discarded before they get serious about their careers and futures
 - Fake love
 - People who dismiss or make fun of your dreams and goals
 - People who talk you down, criticize you

Friends

- Friends are often described as holding you back or as a distraction.
- Friends found or made in communities with shared interests can be of support
- Being in settings with peers (not necessarily friends) with similar values is thought to be important to meeting long term goals.

“To me they [friends] don't really have an effect now because **they are not going to be the ones that are going to help me out in the future.** Whoever is going to be a thorn in my foot, I am going to take it out because I am not going to walk with rocks in my shoes. I am going to take that out.”

– Latina Female Youth, Los Angeles

“My family is kind of dragging me away from this [gaming].... My family is trying to drag me away from this. **It's my group of my top five friends that are trying to me push towards this...** My dad is like I thinking you're wasting your life on video games.” – Black Male Youth, New York

Teachers and mentors

- Most high school participants do not see school or their high school teachers as strong influencers of their career choices.
- Some youth report very negative experiences with teachers who tear them down.
- Some youth report having teachers who provide emotional or academic support—but it is not related to career goals.
- Mentors are sometimes reported and usually positively impactful.

“I have a teacher right now; he is very helpful, very supportive. **He is always pushing me; always pulling me not saying do you need help with this.** He is kind of like my [grandfather].”

– Latino Male Youth, CA

“**My mentors are in my school.** They are staff. So any time of the day I can just leave the classroom and just go holler at somebody, you know, and **whether I'm mad, angry, upset, just having somebody that you can talk to and let it out, I think that that's positive also.**”

– Black Male Youth, IL

Disconnect between high school education and career

- For most, high school is experienced as something to survive, get through or finish. The focus of high school is to graduate or to gain entrance to college, but not to prepare you for the workplace.
- For young people enrolled in VOTECH high schools (Gary and Greenville), academy schools (Chicago) and college prep schools (Belle Glade), the connections between high school and career is more intentional, explicit, and pronounced.

“If you want to skip high school and go to college, you should be able to...You actually working towards a profession in college instead of high school. **They just hold you there for eight hours straight, teach you about something that you not going to use.**”

– Black Male Youth, IL

“I want to be an obstetrician gynecologist. And the class I take now **in vo-tech is the new two-year program and like my teacher be explaining to us this is how it's going to be when you all are like in nursing school going to college**, you know, trying to balance a job and everything. And also like we get the full experience of wearing your scrubs on certain days.”

– Black Female Youth, MS

Youth's Own Voices: Focus Group Excerpts and Discussions



Job v. Work v. Career

All Youth "Job"

All Youth "Work"



All Youth "Career"



Job, Work and Career Patterns

- **Young people understand career and work as both nouns and verbs.**
 - When work and career appear as **nouns**, that is something to be attained or to have, the language is more often negative
 - When work and career appear as **verbs**, that is passing through, a journey, a part of life, your calling, changing over time, the language is more positive
- **Job is something you have to do, how you get money to survive.**
 - Often the first step on the pathway, done while you are in school studying for your career and also the current experience of young people who are already employed.
- **Job + work = career**
- Work has multiple meanings—e.g., housework, homework, working out, what you put in
- Most **parents** don't feel they have careers, just work and jobs; they **view career as aspirational yet unobtainable for themselves**



Plan B

- Many young people believe they will need a Plan B and that they will need to remain flexible and be willing to try again
- Expectation that things will not always go according to plan
- You may not end up liking the thing you chose

“It feels bad when things don't go your way. **But like a plan B is like, okay,** you want to go to a certain place or a certain college, and you tried to get there, and it don't work. You don't make it. You don't make it to that college. The college don't accept you. So where else are you going to go? That was your first choice. That's why when they tell you to pick colleges and stuff like that or pick where you want to be in life.”

– Black Female Youth, Greenville

“I've always been taught to never fully rely on one thing, to **always have a backup plan.** My dad did the same thing. He went into the military, did something, realized, that wasn't for him. He had the backup in his head, **like, okay, if this doesn't work out, I'm going to try this.**”

– White Male Youth, Yakima

Reframing Skills and Strengths

- Some young people have skills that could be beneficial in a career context, but they do not necessarily recognize them as skills that could be used in a career
 - "Finesse"
 - Skills perceived as illicit: "jailbreaking" phones or marijuana cultivation
- Many young people understand the value of networking and being able to talk to people
 - Knowing the right people and building career networks
 - Struggling to open up and trust people

"I feel like I **have passed so many people that could have been an important figure in my life because of me having trust issues.** Maybe I should have talked to you a little bit, you know, but I just didn't give you the time of day at all."
– Black Female Youth, Oakland

"Then I am going to have to network because **in this field if you are not networking and figuring out who does what and how to get into it,** you are not really going to kick start your career."
– Latina Female Youth, FL

"Yeah, just being able to **maneuver through situations** in ways like 'You got away with that? That worked?' Like the **finesse** of being able to...that age group is a lot smarter than we give them credit."

– Black Adult Influencer, New Orleans

Hustle

- Hustle is important to young people and adults, but has different meanings and can be positive and negative.
 - Side business, always positive
 - Working hard
 - Finding work, positive and negative

“Effort, grinding, hustle, bonding, and hardest won....like sometimes like there's a lot of, I mean, anything that you do, basically, you've got to hustle. Like if you want to like succeed, I feel like you got to hustle, like put in overtime, put in like things, basically do things that you don't want to.” – Black Male Youth, Chicago

“Yeah. So after I pass the exam, then I just need to hustle hard and just work and try to build clientele.” – Latina Female Youth, Pueblo

“I'm really good at hustling, use your money to make more money or buy this, sell it three times more. Run across deals, flip it. I really learned from my dad. My dad will hustle your shoes off your feet before you know it. I just like to hustle. Like if I ain't working, I get up, and during the day, I try to hustle a little bit before I go in at night.”

– White Male Youth,
Greenville

Self-Descriptions of Identity

- Few participants lead with racial or gender identity
- Most descriptions are positive and equivalent to strengths: open-minded, disciplined, listener, independent, driven, blunt
- Young people have varied interpretations of race, ethnic and gender identity question
- Some respond as if ticking boxes
- Others respond with tropes of aspects of their identities or the words they use to celebrate their identities
- Some are fatigued or offer resistance to answering the race/ethnicity question



Differing Descriptions of Identity

- Identity is not clear cut. It's what they feel or experience, how they are perceived by others, and how they relate to family.

Please write down some of the words or phrases you would use to describe yourself:

"Motivated. Funny. Helpful. Creative. Thoughtful. Have a lot of friends. Inventive."
– White Male Youth, Yakima

"Happy. Positive. Loyal. Bad temper. Funny. Respectful."
– Latina Female Youth, Belle Glade

"Self-made. Chill. Hard worker. Money earner. Play sports. Caring. Trustworthy. Straight up with everyone. Do everything on my own."
– Black Male Youth, Chicago

Please write down how you would describe your gender, race, ethnicity, culture, religion, or other parts of your background:

"Male. White. Russian, German, Scottish. Christian. A twin."
– White Male Youth, Yakima

"Female. Hispanic. Cuban. Traditions. Family. Christian."
– Latina Female Youth, Belle Glade

"Beautiful. Awesome. Good food."
– Black Male Youth, Chicago



Navigating Racial and Ethnic Identities

- Personal navigation based on lived experiences, but little attention to disrupting systems
- Few believe they have the power/money/influence they think is needed to do so
- Black participants report receiving parental and adult guidance for navigating the world; Latino/a youth report an absence of specific guidance from adults

“Going into it you could say I think this person is going to be racist. I know it is real, but it is a really sensitive topic that I just feel like **it depends on your attitude too.**”

– Latina Female Youth, Pueblo

“Being black is already hard. To be gay on top of that is ten times harder. I’m telling 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.**”

– Black Male Youth, New York

“**They can give you advice on how to navigate or change, but** when you're the minority in a situation, whether it be race or gender, I think **you just got to push through.** They can talk to you about it, oh, save the world, but you just got to push through it. I don't feel like I can do it. It might give you a little encouragement, but other than that, **it don't really change anything.**”

– Black Female Youth, Chicago

Gender & expectations

- Concerns about sexism and gender inequality most pronounced among female youth
 - Some white girls are aware of discrimination in the workplace
 - Black girls believe they experience a double yoke of race and gender, a challenge recognized by Black adult men and women, as well as Black male youth
- Latina and white young women more often believe sexism is something faced by their mothers' and grandmothers' generations, more than being present today

“My parents are kind of delusional.

They don't like seeing that there's inequality. Like I'll bring up how women are treated in the workplace to both my parents. And they'll both be like, that doesn't happen. I'm like, uh, it does. The only advice they've really given me is sexual harassment in college or don't drink too much. **They just always think it's the girl's fault.**

They always like you just have to watch your back instead of talking like my brothers about don't do this to a girl.”

– White Female Youth, NY

“My daughters they're part of a male-driven society. Where they're not equally paid. Same degree, same job title. Not promoted as easily. Or used as a tool on the job. We'll send you, because the client thinks you're cute. It's another form of prostitution, it's just corporate prostitution...**I try to tell them, always value and have worth in yourself.** And don't ever devalue yourself when other people see you as a certain thing. And **so ethnicity for sure, because it's like we're already behind the eight ball** as a people, and you ain't.”

– Black Parent/Guardian, Greenville

Youth's Own Voices: Focus Group Excerpts and Discussions



Upcoming Research



Next Steps



What happens next?

March 21, 2019

Advisory Team Webinar

Upcoming Research

- *Online Focus Group Discussions (English and Spanish)*
- *Audience Survey*
- *In-person Focus Groups (includes dyads, triads, English and Spanish)*



Thank you!

