



Mapping Opportunity Youth Population Density in South Central Pennsylvania

Submitted to:

South Central Workforce Development Board



RESEARCH REPORT

SUBMITTED BY:
Knowva Academy Inc.

Table of Contents

ACKNOWLEDGEMENTS & SUGGESTED CITATION	2
<hr/>	
EXECUTIVE SUMMARY	3
<hr/>	
INTRODUCTION	7
1. Opportunity Youth	
a. Definition of Opportunity Youth	
b. Understanding Opportunity Youth in Developmental Context	
c. Population Size and Economic Impacts of Opportunity Youth	
2. South Central Pennsylvania Context	
<hr/>	
RESEARCH METHODS	16
<hr/>	
MAPPING OPPORTUNITY YOUTH POPULATION DENSITY IN SOUTH CENTRAL PENNSYLVANIA	18
1. Population density of youth aged 15–24	
2. High school dropout rate	
3. Population density of youth aged 18–24 without a high school diploma	
4. Unemployment rate	
5. BIPOC population density	
6. Poverty rate	
7. Households without a vehicle	
<hr/>	
OY CHARACTERISTICS IN SCPA	25
Opportunity Youth population density heatmap	
<hr/>	
STRATEGIES FOR ENGAGING OPPORTUNITY YOUTH	26
1. Collective Impact through Network-Based Engagement	
a. National Models	
b. Regional Models	
c. South Central Pennsylvania Models	
d. Local and Relational Engagement	
2. Digital Engagement Recommendations	
<hr/>	
CONCLUSIONS	35
Map of potential community access points in census tracts with the highest likelihood of having densities of Opportunity Youth	
<hr/>	
APPENDICES	45
a. Social Media Analysis and Strategy PowerPoint	
b. Potential Partnership Organizations	
c. Community Foundations and Funding Sources	

Acknowledgements

We would like to take this opportunity to extend our sincere gratitude to the following organizations for their invaluable support and contributions to the completion of this research project.

To **South Central Workforce Development Board** for providing us with this opportunity to research Opportunity Youth and connecting us with different organizations for interviews.

To **Equus Workforce Solutions** for providing us with valuable data and resources for our research.

To members of the **Geography and Earth Science Department** of **Shippensburg University** and the **Toulan School of Urban Studies and Planning** of **Portland State University** for supporting us for the GIS mapping in this project.

To individuals at **Penbrook UCC, United Way Franklin, LGBT Center of Central Pennsylvania, The Consortium for Public Education, SHIFT,** and **Phase 4 Learning Center**, for taking the time to meet with us, and providing us with valuable information and knowledge to help us better understand the different organizations, programs, and best practices available for Opportunity Youth.

Special thanks to the Marketing team at **Novva Academy** for analyzing and providing us with helpful information on social media strategies targeting Opportunity Youth.

Suggested Citation

Mapping Opportunity Youth Population Density in South Central Pennsylvania. Novva Academy. 2023. Submitted to the South Central Pennsylvania Workforce Development Board.

Executive Summary

Introduction

Opportunity Youth are people 16—24 years of age who are not working or in school. Common denominators of Opportunity Youth are intergenerational poverty, unstable housing, and lack of role models and connection points with their larger community.¹ Moreover, they often lack the soft skills necessary to retain jobs, strategize about the future, and leverage their existing skills. Opportunity Youth who finish high school therefore struggle to move on from there.²

The South Central Region of Pennsylvania includes eight counties: Adams, Cumberland, Dauphin, Franklin, Juniata, Lebanon, Perry, and York. The regional population was 1,482,207 as of September 2022, with a civilian labor force of 745,710 and a participation rate of 64.62%. Compared to national averages, the levels of violent and property crime are much lower, and the population is slightly older and more racially homogenous, though racial diversity is increasing.³

As can be seen in Table 1, below, South Central Pennsylvania has a similar population density of people 15—24 years of age as does the state of Pennsylvania and the entire US. The region is substantially less racially diverse than the state and nation, which may be a contributor to its slightly lower poverty rate than the country and state, as BIPOC Americans are more likely to find themselves in poverty due to systemic racism and accompanying policies. Although poverty rates in the region are lower, the unemployment rate in the study area is ~25% higher than PA and the US, and the proportion of people without high school diplomas is ~33% higher, potentially due to being a rural area. The dropout rate of the study area is almost 40% higher than that of the state, but the US rate is much higher, likely due to Pennsylvania's ranking among the states for education. Lastly, fewer households in the region lack vehicle access compared with state and national levels, which is good news for Opportunity Youth seeking to access programming, especially those in rural areas.

¹U.S. Library of Congress: Congressional Research Service, *Disconnected Youth: A Look at 16 to 24 Year Olds Who Are Not Working or In School*, by Adrienne L. Fernandes-Alcantara, R40535 (2015). Accessed June 29, 2023. <https://sgp.fas.org/crs/misc/R40535.pdf>

² Interview with a nonprofit leader engaged directly with Opportunity Youth in the South Central PA region.

³ "Southeast Pennsylvania Opportunity Youth Study: Understanding and Responding to the Impacts of the Pandemic," The Workforce Development Board of Berks, Bucks, Chester, Delaware, Philadelphia and Montgomery Counties, Feb. 2022. <https://eadn-wc04-6631928.nxedge.io/wp-content/uploads/2022/12/SEPA-Youth-Study-2.10.22.pdf>

³ https://docs.google.com/document/d/13zaQovx96kXqkzTptO3PM1vNxMazWw8_/edit

South Central Pennsylvania in the Context of State and National Comparators

	scPA	PA	US
Population density of youths aged 15—24	12.1%	12.3%	13.2%
Dropout rate	1.5%	1.1%	5.2% ⁴
Population density of youths aged 18—24 without a high school diploma	16.7%	11.6%	11.7%
Unemployment rate	4.3%	3.4%	3.4%
BIPOC population density	15.3%	24.3%	39.9%
Poverty rate	9.2%	12%	12.8%
Households without vehicles	6.1%	10.7%	8.5%

Table 1 reproduced⁵

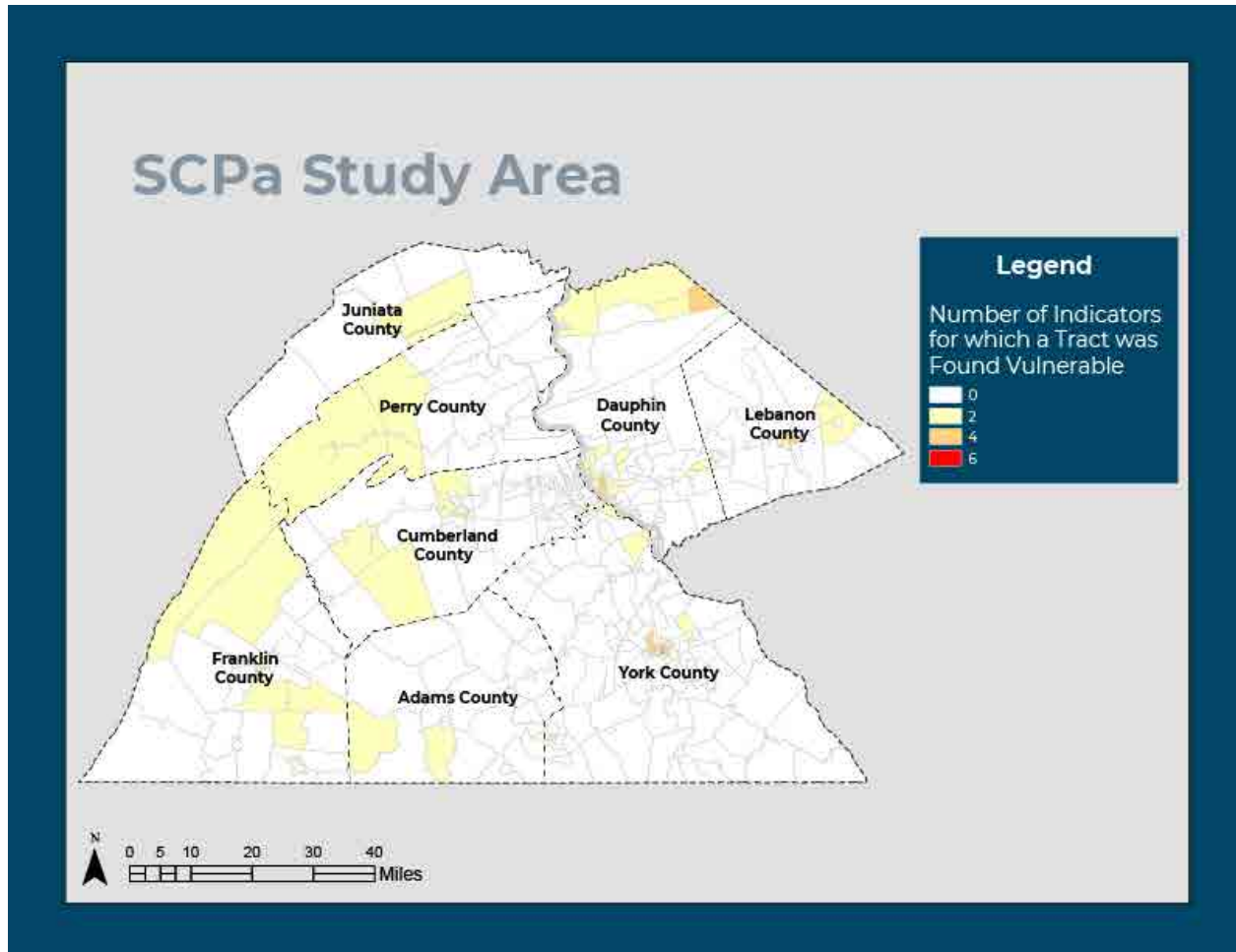
Research Methods

For the maps of the eight PA counties in the study area of this report, census tract data was collected from the US Census and data from the Pennsylvania Department of Education was spatialized. Each data layer indicating higher likelihood of Opportunity Youth was divided into four classes using natural breaks in each respective dataset. Tracts in the two higher likelihood classes were then selected for inclusion in the aggregated map. Recommendations rely primarily on secondary research from published articles and reports, as well as 12 interviews conducted with regional service providers, including Equus and South Central Pennsylvania Workforce Development Board staff.

⁴ National Center for Education Statistics, "Fast Facts: Dropout Rates," National Center for Education Statistics, Retrieved July 6, 2022, from <https://nces.ed.gov/programs/coe/indicator/coi>.

⁵ Data from U.S. Census Bureau; *American Community Survey, 2020 American Community Survey 5-year estimates, Table S0101*; Generated by Luis Caro; using <https://data.census.gov/table?q=unEmployment+by+age&q=050XX00US42001,42041,42043,42055,42067,42075,42099,42133&tid=ACST1Y2021.S2301>

Opportunity Youth Population Density in South Central Pennsylvania



Characteristics of Opportunity Youth in South Central Pennsylvania

In South Central Pennsylvania, Opportunity Youth are most likely to be living in the urban areas of Harrisburg, York, and Lebanon. Community access points in these locations are most strategic as they are most likely proximate to Opportunity Youth, they offer the highest volume of service provision partners to build collective impact, and they would be accessible to the most people. The rural census tracts most likely to contain Opportunity Youth are west of Harrisburg (farthest from the Philadelphia metropolitan area) and along the northern edge of Dauphin County.

Strategies for Engaging Opportunity Youth in South Central Pennsylvania

Network-based collective impact strategies that integrate individualized wraparound services across organizations are necessary to address the structural pressures on young people that have been building for generations, and which were exacerbated by the COVID-19 pandemic. Aligning social services, workforce development agencies, educational organizations, community organizations, philanthropic efforts, and place-based partnerships can eliminate redundancies and serve as a force multiplier for collective impact efforts to re-engage youth.

The exemplars in this report all have a pathway-based approach to school and workforce development, anchored in service collaboration and system support to maximize resources, funding, and knowledge to best accommodate the needs of Opportunity Youth. Youth Opportunity Apprenticeship programs and Early College models are some of the most widespread and scalable efforts to engage Opportunity Youth, and are presented alongside examples from the study area and the state of PA.

Digital engagement recommendations come from Knowva's Director of Marketing. The most important is to have a presence where Opportunity Youth congregate, and the highest density of this target population can be found on YouTube (as well as TikTok, which is not available for government work). Developing a strategy to grow account followers and target messaging to select audiences, with measurable targets for six and twelve months out would help existing (Facebook, Instagram, LinkedIn) and prospective (YouTube) social media accounts to better find and connect with Opportunity Youth.

Conclusion

With a strategic orientation toward collective impact, resources from partners and those of SCPa Works can be leveraged to enhance reach and impact for Opportunity Youth in the designated study area. Knowva recommends pairing digital outreach strategies with community access points. SCPa Works can be pleased to confirm that many of its existing community access points, as highlighted in this report's maps, are strategically located and align with the geographic recommendations in the eight counties. Additionally, other geographic areas of interest are highlighted for SCPa Works' consideration, as well as new and prospective partners for collective impact.

Introduction

Opportunity Youth

Definition of Opportunity Youth

Opportunity Youth are defined as youth aged 16—24 years who are disengaged from school and the workforce.⁶ Common denominators of this diverse group of youth are intergenerational poverty, unstable housing, and lack of role models and connection points with the larger community.⁷ Moreover, they often lack the soft skills necessary to retain jobs, strategize about the future, and leverage their existing skills. Opportunity Youth who finish high school therefore struggle to move on from there.⁸

This reality is reflected in the following quotes by a nonprofit leader engaged directly in the service of Opportunity Youth in the South Central PA region.

“The students don’t know how to advocate for themselves and they don’t know how to leverage opportunities.”⁹

“After high school, students stay in their communities but they disappear since they aren’t doing anything. They aren’t going to college and they’re not working. They just disappear. There is no longer anyone that they can connect to. The support system is no longer there.”

The term Opportunity Youth is newly popular in the language of social work, public health, public policy, and other professional domains serving youth. It became popular during a conscious shift away from deficit-oriented language, such as “disconnected” or “disengaged” youth.¹⁰ Its origins may be in the Youth Opportunity Grants program, from 2000 to 2005, which funded partnerships to successfully build pathways to education and work for this population in fifteen communities around

⁶ Opportunity Youth.

https://youth.gov/youth-topics/opportunity-youth#_ftnl

⁷ Ibid.

⁸ Interview with a nonprofit leader engaged directly with Opportunity Youth in the South Central PA region.

“Southeast Pennsylvania Opportunity Youth Study: Understanding and Responding to the Impacts of the Pandemic,” The Workforce Development Board of Berks, Bucks, Chester, Delaware, Philadelphia and Montgomery Counties, Feb. 2022.

<https://eadn-wc04-6631928.nxedge.io/wp-content/uploads/2022/12/SEPA-Youth-Study-2.10.22.pdf>

⁹ Interview with a nonprofit leader serving Opportunity Youth.

¹⁰ Wang et al, “Data-driven outreach to opportunity youth using population data and Geographic Information System technology,” *Journal of Social Work*, Vol. 21, Issue 3, March 13, 2020.

<https://doi.org/10.1177/1468017320911371>

the country.¹¹ The popularity of this term gained momentum from the White House Council for Community Solutions, which claimed that youth disconnected from school and employment are “ ‘opportunity youth’ in that they wish to participate in school and the workforce, as well as possess talents valued by educational institutions and employers.”¹² With proper affordance of resources and opportunity, these areas of disconnection could be addressed.

Understanding Opportunity Youth in Developmental Context

Youth development occurs within nested systems: family, school, community, and society. At each of these levels, there are potential protective factors for connection as well as potential risk factors for disconnection. Interventions to support positive youth development at any of these system levels can include promotion of connection/prevention of risky behaviors as well as strategies for reengaging disconnected youth.¹³ Positive youth development theory contrasts with deficit-based theories of deviant behavior among youth, focusing instead on the plasticity of human behavior and the value of a strengths-based approach to create positive change.¹⁴

The connection between youth and the systems in which they live is classically understood along four dimensions:

1. their emotional bond to others (family members, classmates, teachers, community members, etc.)
2. commitment to shared goals and definitions of success
3. involvement in social activities
4. their belief in the validity of the rules that guide this social life.¹⁵

When the emotional, social, and cognitive bonds to the systems in which they live become disrupted, youth are more likely to disconnect. Conversely, reengagement programs are most effective when they cultivate the types of attachments and skills

¹¹Lee Bruno and Carol Pistorino, “Youth Opportunity Grant Initiative: Process Evaluation Final Report,” Department of Labor, 2007, https://wdr.doleta.gov/research/FullText_Documents/YO%20Process%20Evaluation%20Report.pdf

¹² Ibid.

¹³Mendelson et al, “Opportunity Youth: Insights and Opportunities for a Public Health Approach To Reengage Disconnected Teenagers and Young Adults,” *Public Health Report*, Vol. 133, Issue 1, Nov. 14, 2018. <https://doi.org/10.1177/0033354918799344>.

¹⁴Shek et al. “Positive youth development: current perspectives,” *Adolescent Health, Medicine, Health and Therapeutics*, Vol. 10, 2019. DOI: [10.2147/AHMT.S179946](https://doi.org/10.2147/AHMT.S179946)

¹⁵“Social Control Theory: The Legacy of Travis Hirschi’s Cause of Delinquency,” *Annual Review of Criminology*, Vol. 321, Sept. 3, 2019. <https://www.annualreviews.org/doi/10.1146/annurev-criminol-011419-041527>

consistent with the strengths-based approach described in the positive youth development approach.¹⁶

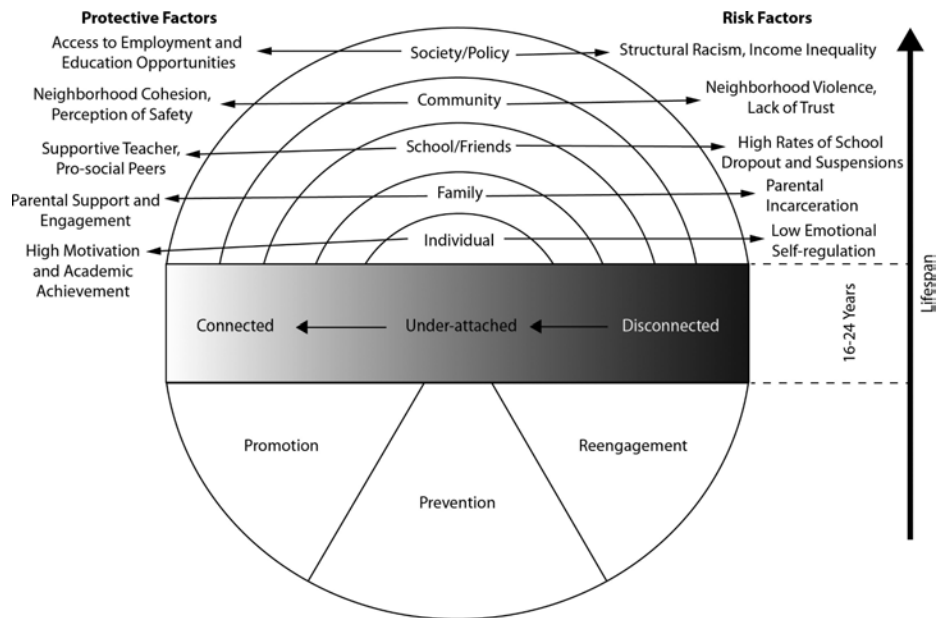


Figure 1.¹⁷ Source: Data from Mendelson et al, “Opportunity Youth: Insights and Opportunities for a Public Health Approach To Reengage Disconnected Teenagers and Young Adults,” *Public Health Report*, Vol. 133, Issue 1, Nov. 14, 2018.

Opportunity Youth disengage from educational and workforce systems for a multitude of reasons.¹⁸ There are a number of structural factors for disengagement from the labor force alone:¹⁹



Declining employment and declining and stagnant wages over the past several decades, particularly for less-educated men, largely due to global competition and increased automation.

¹⁶Mendelson et al, “Opportunity Youth: Insights and Opportunities for a Public Health Approach To Reengage Disconnected Teenagers and Young Adults,” *Public Health Report*, Vol. 133, Issue 1, Nov. 14, 2018.

<https://doi.org/10.1177/0033354918799344>.

¹⁷ Mendelson et al, “Opportunity Youth: Insights and Opportunities for a Public Health Approach To Reengage Disconnected Teenagers and Young Adults,” *Public Health Report*, Vol. 133, Issue 1, Nov. 14, 2018.

<https://doi.org/10.1177/0033354918799344>.

¹⁸ Martha Ross and Nicole Prochal Svajlenka, “Employment and disconnection among teens and young adults: The role of place, space and education,” Tuesday, May 24, 2016, Brookings.

<https://www.brookings.edu/research/employment-and-disconnection-among-teens-and-young-adults-the-role-of-place-race-and-education/>

¹⁹Ibid.



Public health epidemics and pandemics: Abuse of opioids is both a cause and effect of lower employment, and the COVID pandemic also reduced employment opportunities and job readiness.



Involvement in the criminal justice system, which peaks in the teenage years, reduces access to family, school, and work, while exposing youth to a range of negative influences. Justice involvement reduces work experience and adds stigma, further impeding ability to reconnect to school and work opportunities upon release. This catches youth in a self-reinforcing cycle of repeated offenses and weakened access to alternate pathways.



Teen parenting also leads to lower employment rates and difficulties completing school.



Housing segregation and income inequality place many young people of color in low-income, racially segregated communities. The isolation limits access to job opportunities. Spatial separation, lack of vehicle access and limited public transportation options reduce access to more distant job opportunities, and lower performing education systems are more common in these areas.



Structural racism amplifies the effects of the many other obstacles. Black men are most affected by the labor market changes described above. Youth of color are more likely to be involved in the criminal justice system. Disparities in achievement by race persist, and students of color have lower graduation rates and are less likely to attend postsecondary education. Job applicants of color also face discrimination in hiring processes.²⁰

Lack of societal access points and role models, as well as intergenerational poverty, create obstacles that are hard to overcome. These add to other common issues faced

²⁰ Loprest et al: December 2019.

by Opportunity Youth, such as chronic housing problems, teenage pregnancies, substance abuse, mental health issues, and domestic violence.²¹

School is a powerful agent of socialization and a critical access point to postsecondary opportunities for work and study. Rumberger and Rotermund argue that levels of engagement with school and community have major impacts on disengagement levels, and that disengagement is more of a process than a single event.²²

Their ecological model of variables affecting high school performance integrates two different traditions of educational research on this topic, focused on individual factors and contextual factors, respectively. Individual factors include student background, attitudes, behaviors, and performance; contextual factors include families, schools, and communities. According to their model, all the individual factors influence each other simultaneously. For example, background may shape attitudes, which shape behaviors and ultimately performance, but ongoing performance then shapes attitudes, and behaviors, such as relationships with peers and teachers, influence attitudes and performance. Contextual factors influence each other as well as the individual factors. Family can shape school and community structures, practices, and resources, and vice versa, and this feedback loop influences individual factors, as well.²³

²¹ Bruner et al. "Youth Tell All: Youth Centered Analysis on Youth Development in King County," United Way of King County & Soar Youth Commission, Feb. 2022.

<https://docs.google.com/document/u/2/d/e/2PACX-1vSL5bu91xkiRZDhFdTYCGHFePZRamFVOclfg6yYweD9NF0MhjzSxtQfShz9I9XMI9rhaYVhbReXrVLq/pub>

Ross and Svajlenka: May 24, 2016.

²² Russell W. Rumberger & Susan Rotermund, "The Relationship Between Engagement and High School Dropout." in *Handbook of Research on Student Engagement*. eds. Christenson, S., Reschly, A., Wylie, C. (Springer: Boston, 2012), 491-513.

https://doi.org/10.1007/978-1-4614-2018-7_24

²³Ibid.

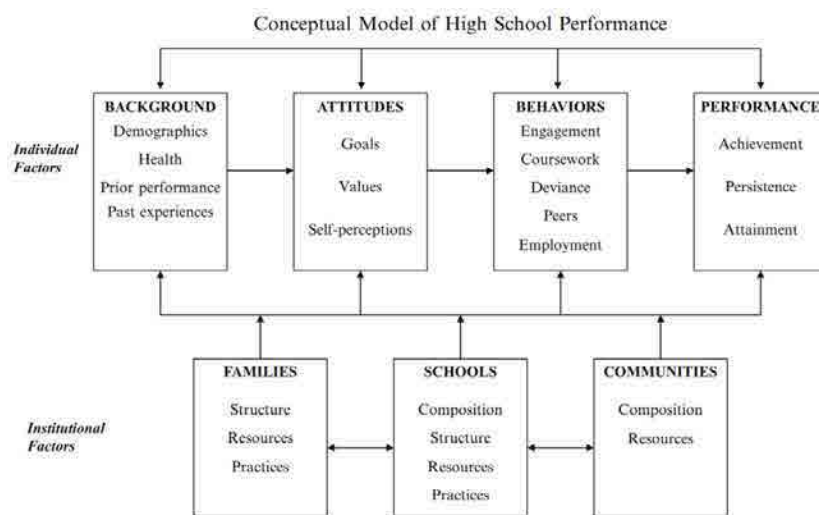


Figure 2²⁴ Source: Data from Rumberger & Rotermund, *Engagement and Dropout*, 2012.

Population Size and Economic Impacts of Opportunity Youth

The economic growth following the Great Recession caused a decade-long decrease in the number of Opportunity Youth, from a high in 2010 of 14.7% of youth ages 16–24,²⁵ or 6.7 million,²⁶ to a low in 2019 of 10.7%, or 4.3 million.²⁷ The number increased again in January 2020 to 12%, a total of 4.8 million young people, even before COVID-19 was recognized as a global pandemic.²⁸ By June 2020, the pandemic had lowered employment and school enrollment for some groups, and the number of Opportunity Youth had more than doubled, rising to 28%.²⁹ By April 2021, the number had fallen back to 12%.³⁰ The pandemic rates are likely an

²⁴Rumberger & Rotermund, *Engagement and Dropout*, 2012.

²⁵"Youth Disconnection in America," Measure of America, n.d. <https://measureofamerica.org/DYinteractive/>

²⁶ Marlene Joanne Menoza, "AFTER THE STORM: Policy Recommendations to Reconnect Opportunity Youth during and after the COVID-19 Pandemic," Aspen Community Solutions, 2022, <https://www.aspencommunitysolutions.org/wp-content/uploads/2022/04/After-the-Storm-REP-2.pdf>

²⁷ Lewis, Kristen, and Rebecca Gluskin. *Two Futures: The Economic Case for Keeping Youth on Track*. New York: Measure of America, Social Science Research Council, 2018. https://ssrc-static.s3.amazonaws.com/moa/PSID2018_FINAL.pdf

²⁸Richard Fry and Amanda Barroso, "Amid coronavirus outbreak, nearly three-in-ten young people are neither working nor in school," Pew Research, 2020, <https://www.pewresearch.org/short-reads/2020/07/29/amid-coronavirus-outbreak-nearly-three-in-ten-young-people-are-neither-working-nor-in-school/>

²⁹ ibd.

³⁰"Employment During COVID-19," Youth, 2021, <https://youth.gov/youth-topics/employment-during-covid-19>

underestimate due to the challenges of gathering census survey data during the pandemic. New data will be available beginning in September 2023.³¹

The cost of this lost human capital and the burdens on the rest of society are enormous. Estimates vary, but a widely cited 2012 report estimates (in 2011 dollars) that across their adult working lifespans (ages 25—65), the population that began as Opportunity Youth ultimately produces an aggregate taxpayer burden of \$1.6 trillion and an aggregate social burden of \$4.8 trillion.³² A more recent estimate puts the annual loss in tax revenues (in 2018 dollars) at \$11,900 for each Opportunity Youth per year, which totals to \$55 billion per year nationally.³³

Opportunity Youth pay a steep price, too; the biggest difference emerges not immediately, but during their 30s. “After roughly 14 years, compared to young people who experienced youth disconnection, those who remained connected: earn \$31,000 more annually, are 45% more likely to own a home, are 42% more likely to be employed, [and] are 52% more likely to report excellent or good health.”³⁴

³¹ The national opportunity youth data in all the cited sources comes from the American Community Survey, a project of the US Census. 2022 data from the American Community Survey will be released beginning in September 2023.

<https://www.census.gov/programs-surveys/acs/news/data-releases/2022/release-schedule.html>

³² Belfield, Levin, Rosen. “The Economic Value of Opportunity Youth.” New York: City University of New York and Columbia University, 2012. <https://files.eric.ed.gov/fulltext/ED528650.pdf>

³³ Lewis and Gluskin: 2018.

³⁴ Ibid.

South Central Pennsylvania Context

The South Central Region includes eight counties: Adams, Cumberland, Dauphin, Franklin, Juniata, Lebanon, Perry, and York. The regional population was 1,482,207 as of September 2022, with a civilian labor force of 745,710 and a participation rate of 64.62%. “As of September 2022, the labor force participation rate is 64.62%, which is 3.1% higher than the rest of Pennsylvania. In 2023, the South Central PA population is projected to grow by 0.4%, which aligns with the National growth percentage. The number of households in the SCPa Works service area is 615,288, while the overall number of households in the State is 5,713,345.”³⁵ Compared to national averages, the levels of violent and property crime are much lower, and the population is slightly older and more racially homogenous, though racial diversity is increasing.³⁶

As can be seen in Table 1, below, South Central Pennsylvania has a similar population density of people 15—24 years of age as does the state of Pennsylvania and the entire US. The region is substantially less racially diverse than the state and nation, which may be a contributor to its slightly lower poverty rate than the country and state, as BIPOC Americans are more likely to find themselves in poverty due to systemic racism and accompanying policies. Although poverty rates in the region are lower, the unemployment rate in the study area is ~25% higher than PA and the US, and the proportion of people without high school diplomas is ~33% higher, potentially due to being a rural area. The dropout rate of the study area is almost 40% higher than that of the state, but the US rate is much higher, likely due to Pennsylvania’s ranking among the states for education. Lastly, fewer households in the region lack vehicle access compared with state and national levels, which is good news for Opportunity Youth seeking to access programming, especially those in rural areas.

South Central Pennsylvania in the Context of State and National Comparators

	scPA	PA	US
Population density of youths aged 15—24	12.1%	12.3%	13.2%
Dropout rate	1.5%	1.1%	5.2% ³⁷

³⁵ South Central Pennsylvania Works, “South Central Pennsylvania Economy Overview,” SCPAWorks, May 2023, <https://scpaworks.org/economy-overview/>

³⁶ Jesse McCree, “Workforce Innovation and Opportunity Act Multi-Year Local Plan,” South Central Workforce Development Local Plan, Retrieved June 30, 2023, from <https://scpaworks.org/about/local-plan/>

³⁷ National Center for Education Statistics, “Fast Facts: Dropout Rates,” National Center for Education Statistics, Retrieved July 6, 2022, from <https://nces.ed.gov/programs/coe/indicator/coi>.

Population density of youths aged 18—24 without a high school diploma	16.7%	11.6%	11.7%
Unemployment rate	4.3%	3.4%	3.4%
BIPOC population density	15.3%	24.3%	39.9%
Poverty rate	9.2%	12%	12.8%
Households without vehicles	6.1%	10.7%	8.5%

Table 1³⁸



³⁸ Data from U.S. Census Bureau; *American Community Survey, 2020 American Community Survey 5-year estimates, Table S0101*; Generated by Luis Caro using <https://data.census.gov/table?q=unEmployment+by+age&q=050XX00US42001,42041,42043,42055,42067,42075,42099,42133&tid=ACST1Y2021.S2301>

Research Methods

Opportunity Youth are characteristically difficult to identify and locate. In order to provide services that can best support Opportunity Youth in context and connect them to educational and workforce opportunities, organizations are seeking best methods to make contact with them and generate the strongest impact. Population data and Geographic Information System (GIS) technology is one method that can play a critical role to “engage both opportunity youth and the organizations that serve them.”³⁹ Data from these sources can be used to inform outreach and engagement strategies and to evaluate the existent capacity of local organizations to account for Opportunity Youth populations.



For the maps in this report, data was collected from the US Census and from the Pennsylvania Department of Education for the eight PA counties in the study area. The highest granularity data available from the Census throughout the study area was at the tract level. Maps were thereby created in GIS representing the Census data at the tract level. The dropout rate map relied on statistics reported by the Pennsylvania Department of Education, which were implemented spatially at the Census tract level in GIS by the project’s GIS specialist. Each data layer indicating

³⁹ Wang et al.: March 13, 2020.

higher likelihood of Opportunity Youth was divided into four classes using natural breaks in the dataset. Tracts in the two higher likelihood classes were then selected for inclusion in the aggregated map.



Gender (low differentiation among tracts) and religion (would have only been included if it enabled targeting Mennonite or Amish communities with appropriate outreach strategies) data were removed from mapping analyses after determining that those datasets didn't add value in differentiating OY population density. Transit access data was spread across agencies requiring contact to acquire spatial data, and given the value to burden ratio of collecting that data, we chose to use vehicle access in proxy. We further assumed that rural areas would have displayed low access to transit and urban areas higher, but that tract level granularity wasn't sufficient to glean enough from the transit data.

Best practices research in this report on engaging and programming for Opportunity Youth rely primarily on secondary research from published articles and reports. Twelve interviews were conducted with regional service providers, including Equus and South Central Pennsylvania Workforce Development Board staff. Quotations appearing in this report are from interviewees working with regional Opportunity Youth service providers.

Mapping Opportunity Youth Population Density In South Central Pennsylvania

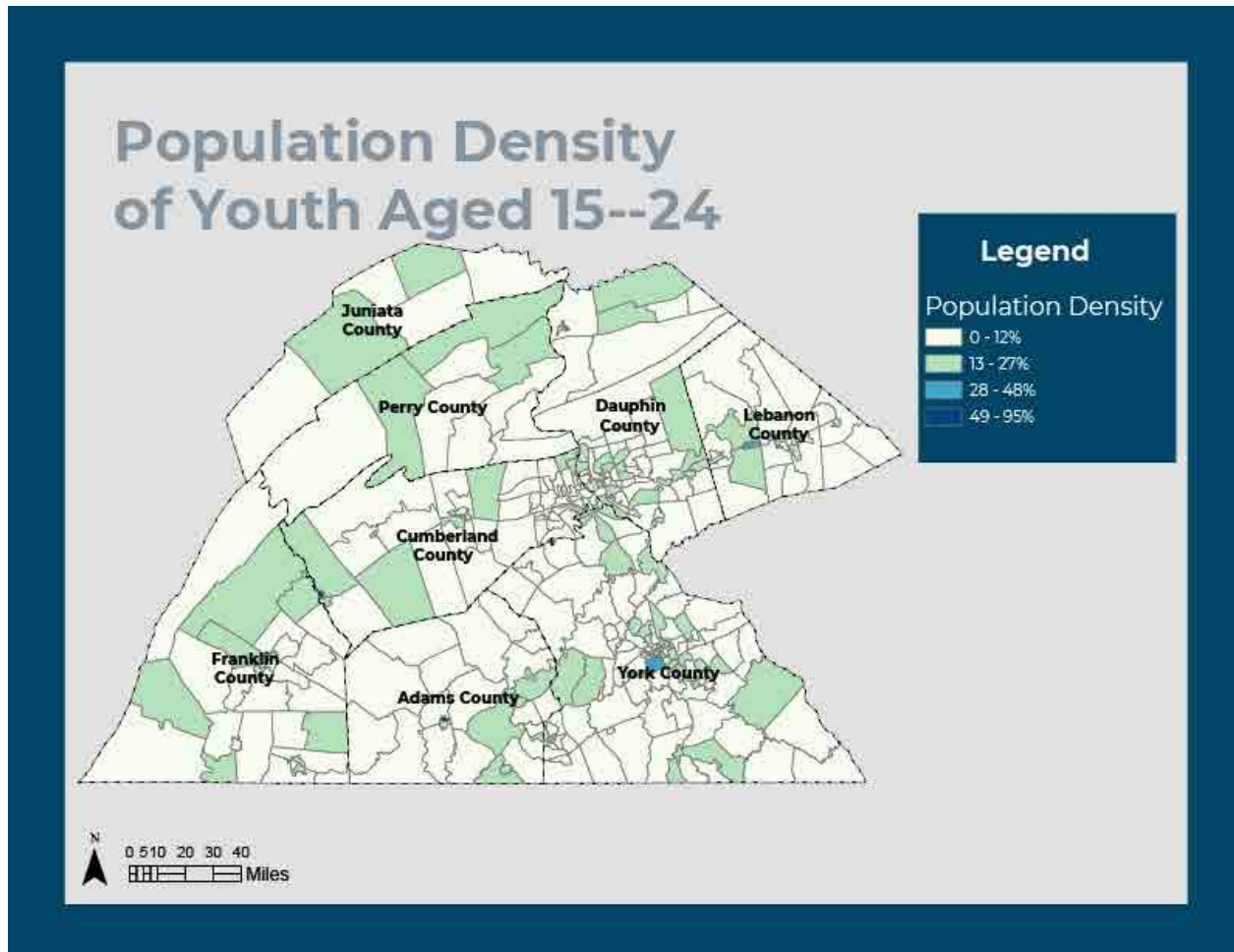


Figure 3

High School Dropout Rate

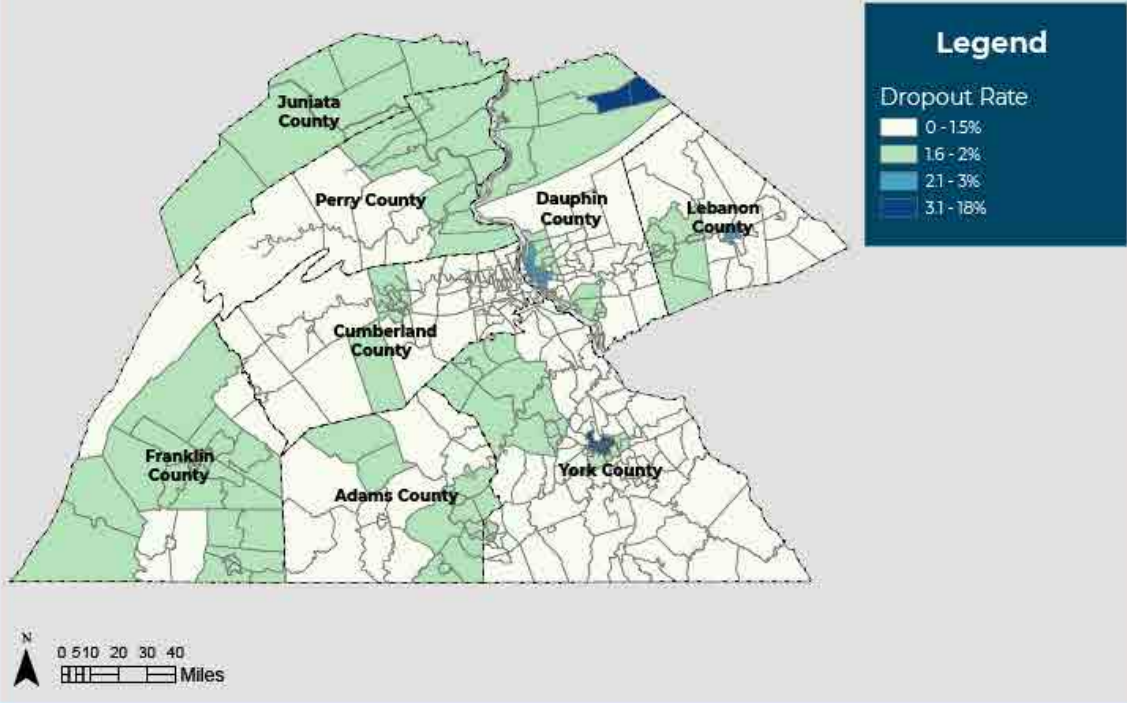


Figure 4

Population Density of Youth Aged 18--24 without High School Diploma

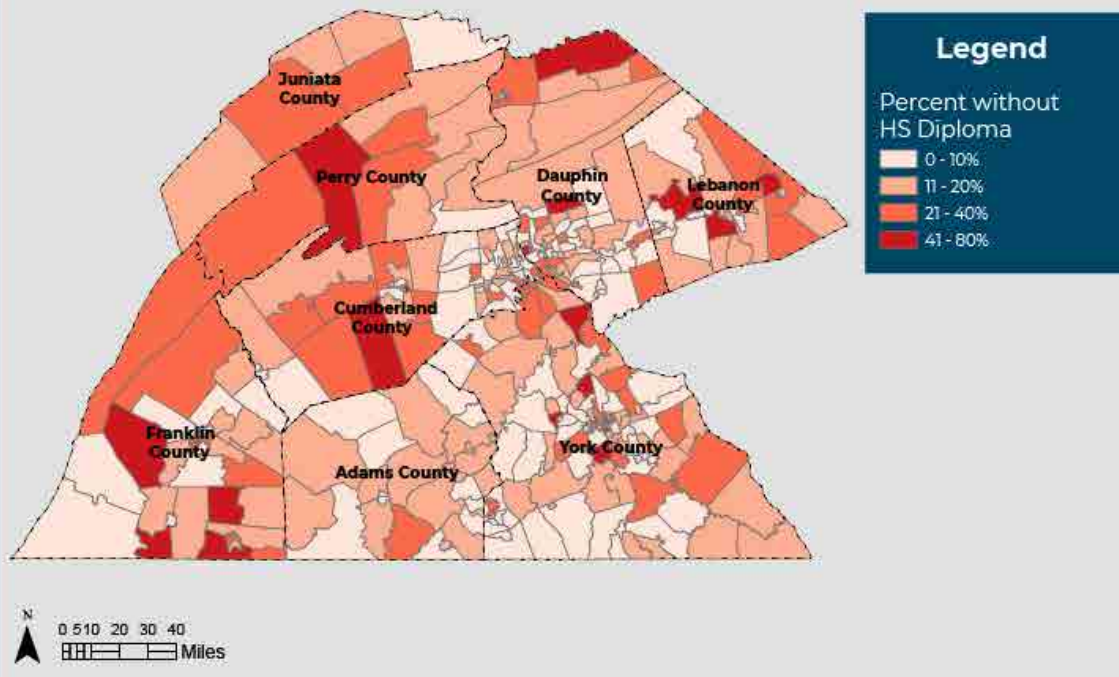


Figure 5

Unemployment Rate

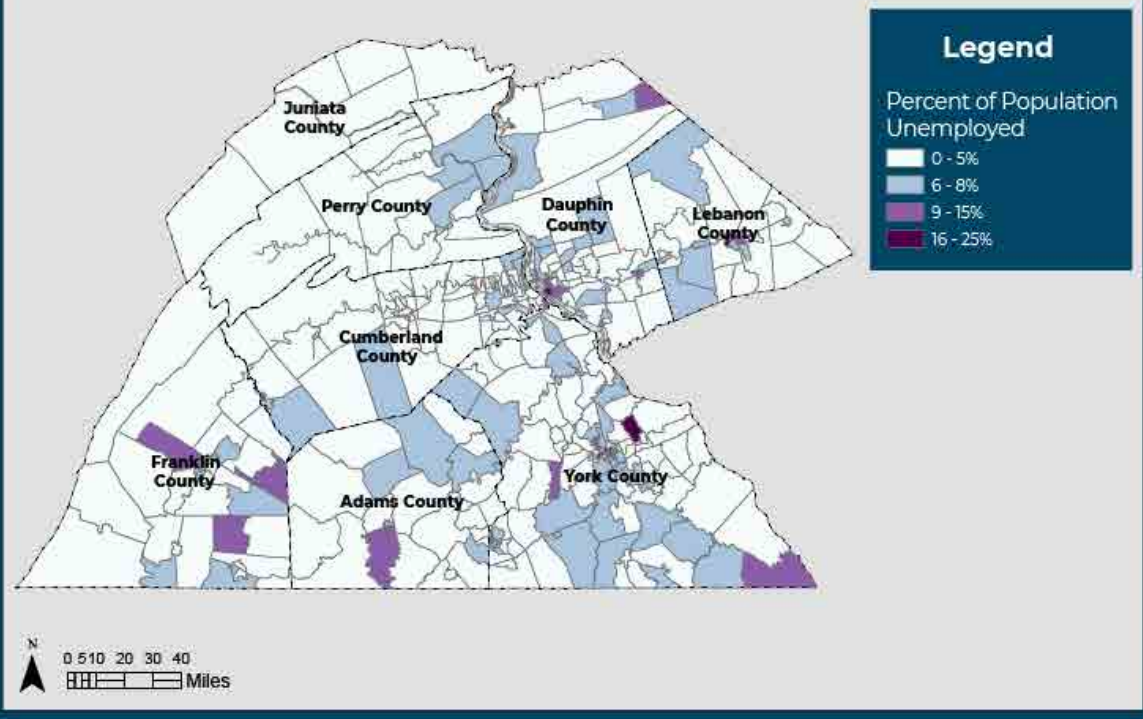


Figure 6

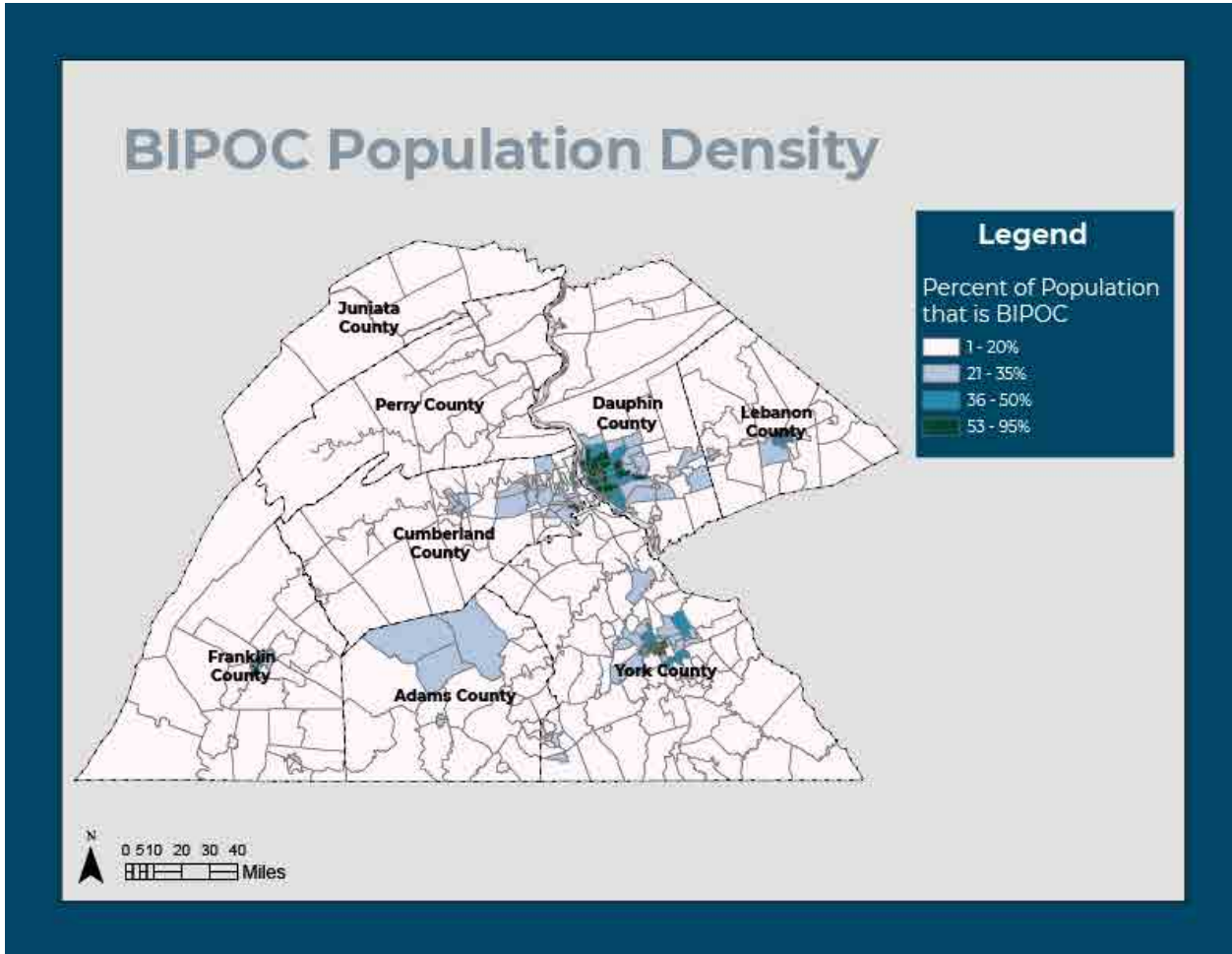


Figure 7

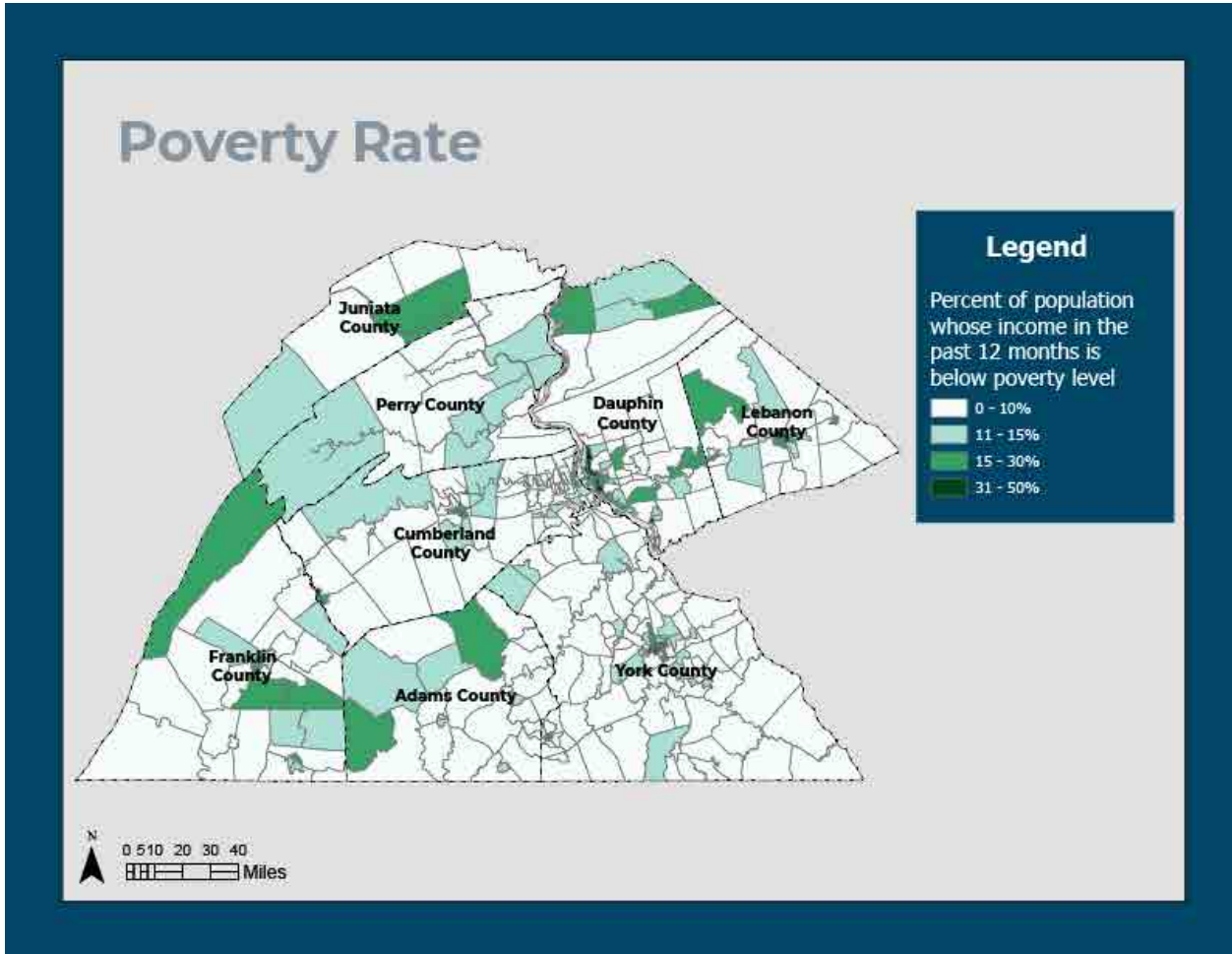


Figure 8

Households without a Vehicle

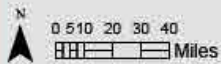
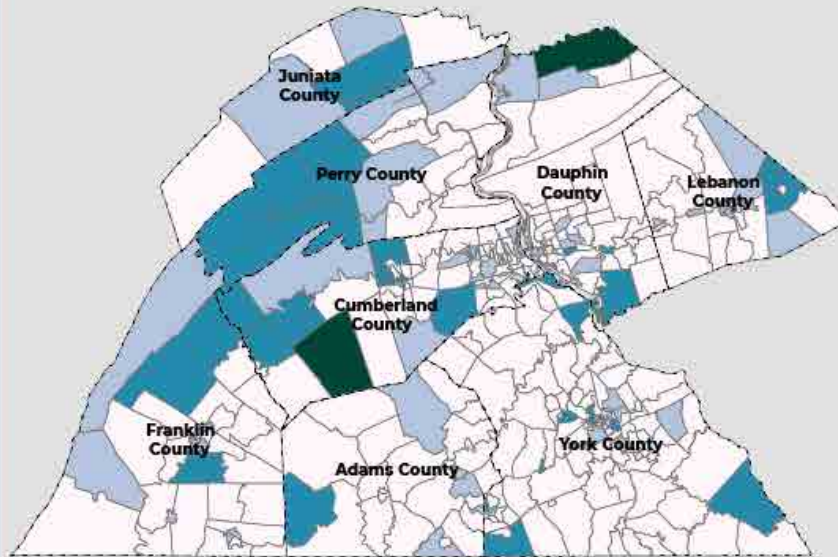


Figure 9

OY Characteristics in SCPa

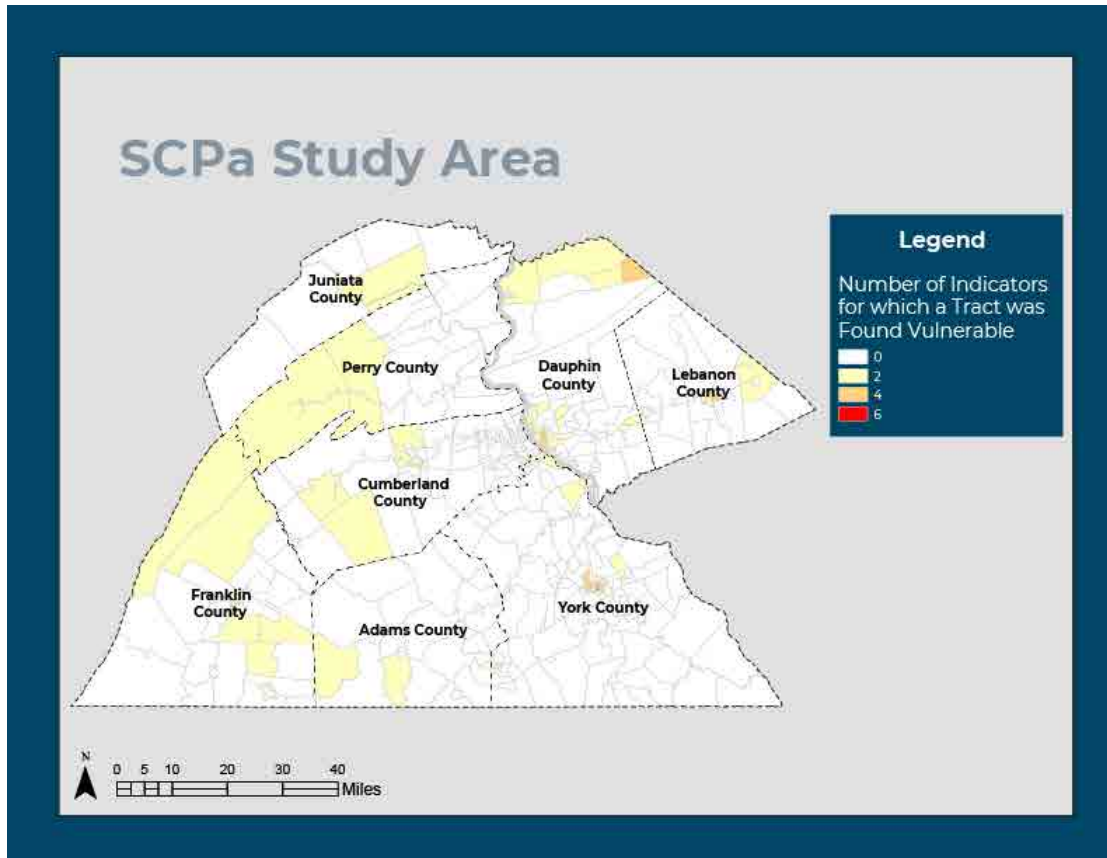


Figure 10

In South Central Pennsylvania, based on the indicators assembled in this report, Opportunity Youth are most likely to be living in the urban areas of Harrisburg, York, and Lebanon. Community access points in these locations are most strategic as they are most likely proximate to Opportunity Youth, they offer the highest volume of service provision partners to build collective impact, and they would be accessible to the most people.

Outside these urban centers, Opportunity Youth are most likely to be far from an urban center, which is to say that most suburbs and exurbs included are less strategic potential community access point locations. The rural census tracts most likely to contain Opportunity Youth are west of Harrisburg (farthest from the Philadelphia metropolitan area) and along the northern edge of Dauphin County.

Strategies for Engaging Opportunity Youth

Collective Impact through Network-Based Engagement

Network-based collective impact strategies that integrate individualized wraparound services across organizations are necessary to address the structural pressures on young people that have been building for generations, and which were exacerbated by the COVID-19 pandemic. Aligning social services, workforce development agencies, educational organizations, community organizations, philanthropic efforts, and place-based partnerships can eliminate redundancies and serve as a force multiplier for collective impact efforts to reengage youth.⁴⁰ The all-one system approach ensures that boundaries between education and workforce systems are simpler to navigate, and addresses existing financial and programmatic inefficiencies.⁴¹ However, collective impact strategies to engage and reengage Opportunity Youth will only be maximally successful when focused on accommodating the specific needs and challenges of Opportunity Youth.

The following national, regional, and study area exemplars all have a pathway-based approach to school and workforce development, which is anchored in service collaboration and system support to maximize resources, funding, and knowledge to best accommodate the needs of Opportunity Youth. Youth Opportunity Apprenticeship programs and Early College models serving youth and Opportunity Youth are some of the most widespread and scalable efforts to engage Opportunity Youth, and this report shares these network-based collective impact models as effective engagement strategies to consider for workforce and educational development for Opportunity Youth.

National Collective Impact Models

Apprenticeship programs provide career and technical training to high school students. For example, Jobs for the Future (JFF) seeks to make the US education and workforce system more equitable by running apprenticeship partnerships across the country.⁴² JFF has been working with community-based organizations, intermediary

⁴⁰ Carnevale et al. "If Not Now, When? The Urgent Need for an All-One System Approach to Youth Policy," McCourt School of Public Policy, Center on Education and the Workforce, Georgetown University, Fall 2021.

⁴¹ Co-creating a Strong Future for Young People, United Way of King County, Spring 2021.
https://www.uwkc.org/wp-content/uploads/ftp/reconnecting-youth/Ry_OpenDoors_web.pdf

⁴² Vinz Koller et al. Promising Approaches for Connecting Opportunity Youth with Registered Apprenticeships, Center for Apprenticeship and Work-Based Learning, JFF.
<https://info.jff.org/promising-approaches-for-opportunity-youth>

organizations affiliated with the Aspen Institute Opportunity Youth forum, workforce development boards, and school districts across the country to expand the access to Registered Apprenticeships for Opportunity Youth.⁴³

California's **Golden State Pathways Program** funds apprenticeship pathways that give students job training aligned with postsecondary admission requirements. The program dedicates funding to high school approaches like Linked Learning, which blends college preparation with career technical learning. This provides the students with a range of experiences and support, which enable them to make an easier transition into work and/or postsecondary education.⁴⁴

The Wisconsin Department of Workforce Development funds regional consortia, led by regional players such as Chambers of Commerce, technical colleges, and school districts. In North Carolina, employers fund and scale this apprenticeship model, while the state's Registered Apprenticeship system governs for quality. In Colorado, state laws and infrastructure laid the foundation for a private organization, CareerWise, to facilitate and lead school-employer partnerships.⁴⁵

Early College programs allow students to earn high school and up to 60 college credits, often linked to career training, through dual-enrollment coursework. The model targets student populations historically underrepresented in postsecondary education and provides additional resources including college advising and summer bridge programs.⁴⁶ The Early College High School Initiative (ECHSI) was created in 2002 by the Bill & Melinda Gates Foundation, with support from the Carnegie Corporation and the Ford and Kellogg foundations. The model has since expanded across the country and continues to receive significant funding.⁴⁷

ECHSI has had significant, positive effects on attendance and suspension rates, accumulation of college credit during high school, and academic performance and persistence in high school and college.⁴⁸ Early College programs equally benefit all students—regardless of gender, race/ethnicity, or family income.⁴⁹ While Early College costs about \$3,800 more per student than traditional high schools, the

⁴³ Ibid.

⁴⁴ Golden State Pathways.

<https://www.linkedlearning.org/golden-state-pathways>

⁴⁵ Brent Parton, "Youth Apprenticeship in America Today: Connecting High School Students to Apprenticeship," Center on Education and Skills, New America, Dec. 2017.

<https://na-production.s3.amazonaws.com/documents/Youth-Apprenticeship-Today.pdf>

⁴⁶ Atchison et al. "The Costs and Benefits of Early College High Schools," American Institute for Research, Dec. 2019.

<https://www.air.org/sites/default/files/2021-07/Costs-Benefits-Early-College-High-Schools-508-report-Dec-2019.pdf>

⁴⁷ Rick Seltzer, "Gates Foundation pushes to scale dual enrollment and early college," *Higher Ed Dive*, May 25, 2022.

<https://www.highereddive.com/news/gates-foundation-pushes-to-scale-dual-enrollment-and-early-college/624324/>

⁴⁸ <https://www.sciencedirect.com/science/article/abs/pii/S0272775716301248>

⁴⁹ Kristina Zeiser, "Evaluating the Impact of Early High Schools," AIR.

<https://www.air.org/project/evaluating-impact-early-college-high-schools>

return on investment is approximately \$33,709 in increased lifetime earnings per student.

An important feature of these apprenticeship and early college programs is that they are also among the most widespread, scalable models for Opportunity Youth reengagement. Schools can effectively support Opportunity Youth in apprenticeship and early college partnerships through the following key adjustments to traditional curriculum, pacing, schedule and place, and social-emotional supports:⁵⁰

- Link classroom learning to postsecondary education/training
- Provide opportunities for rapid high school and postsecondary credit accumulation, including competency-based awarding of credits
- Provide flexible means to complete credits, such as classes during nontraditional hours, classes at community colleges, and online learning
- Share data with other partners in the youth and workforce development system for early identification, prevention, and timely support⁵¹
- Provide connections to caring adult mentors and individualized support services to meet students' diverse needs

Partners for Rural Impact (PRI) is a nonprofit created from a place-based partnership in Appalachia that supports the educational success of more than 50,000 students across Appalachian Kentucky. PRI applies network-based collective impact strategies that link schools and workforce development organizations in their Opportunity Youth programming. PRI embeds local people in schools to build educational aspirations and competencies. In 2020, PRI convened key collaborating organizations to formalize a place-based, cradle-to-career partnership for all youth in the eight-county Promise Zone region that PRI and its partners serve. Its goal is to catalyze change across the 54 counties of Appalachian Kentucky, by:⁵²

- Addressing rural programming gaps to ensure students have equitable access to resources
- Building capacities of rural schools and communities to be data-driven and equity-focused

⁵⁰ "Re-engaging High School Dropouts as Growth Strategy for PA" Operation Onstart.

https://www.papartnerships.org/reports/re-engaging/re-engaging_hs_dropouts.pdf

⁵¹ "Place Matters," PowerPoint presenting the work of Partners for Rural Impact

<https://docs.google.com/presentation/d/1Jir80fuYol38wELfyS2bhqZJx8ReHw6v/edit#slide=id.p55>, linked at Partners for Rural Impact <https://partnersrural.org/our-work/>

⁵² Partners for Rural Impact.

<https://partnersrural.org/>

- Aligning local, regional, and national systems to ensure student success

PRI's work in rural Appalachia might be of particular relevance to this report's study area, which also has a substantial rural population.⁵³

Reconnecting Youth is a Washington state program applying network-based collective impact strategies and the career pathway model.⁵⁴ In 2015, the United Way of King County, WA leveraged state funding to create a youth-informed reengagement system called Open Doors, which led to Reconnecting Youth. Open Doors provides the funding mechanism for programs to serve credit-deficient students through partnership with a school district, and provides a pathway to capture critical education resources.⁵⁵

Reconnecting Youth bolsters the King County Open Doors reengagement network with startup grants, emergency student assistance, culturally relevant programming for students of color, and scholarship support for students transitioning to college from Career Link at South Seattle College. The Reconnecting Youth Network has over 20 reengagement programs, which have engaged more than 17,000 young people, resulting in 3,557 receiving a credential. For example, Reconnecting Youths' Career Link opened in 1994 as a GED and career readiness program, and became an Open Doors program in 2014. Out of the 222 students served by the program in the 2019-2020 school year, 67% exited with credentials.⁵⁶ Unfortunately, racial disparities persist: although 70% of youth in Reconnecting Youth programs are BIPOC, only 1/3 of those who received a credential were BIPOC.⁵⁷

Regional Collective Impact Model

The Consortium for Public Education (CPE) in McKeesport, PA, is an intermediary support organization that connects schools, workforce development organizations, corporations, and community-based organizations.⁵⁸ CPE collaborates closely with

⁵³ Partners for Rural Impact.

<https://partnersrural.org/>

⁵⁴ Reconnecting Youth.

<https://www.uwkc.org/helping-students-graduate/reconnecting-youth/>

⁵⁵ Co-creating a Strong Future for Young People, United Way of King County, Spring 2021.

https://www.uwkc.org/wp-content/uploads/ftp/reconnecting-youth/R_Y_OpenDoors_web.pdf

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ The Consortium for Public Education.

<https://www.theconsortiumforpubliceducation.org/>

Interview with leader of CPE

Partner4Work, the leading workforce development organization for Allegheny County and the City of Pittsburgh.⁵⁹ Partner4Work’s Learn and Earn summer employment program is open to youth aged 14–21 who meet income and residency criteria. Since 2015, Learn and Earn has connected nearly 6,000 young people with jobs at more than 400 worksites, and produced more than \$6 million in wages to the local economy.⁶⁰ The following quote from a CPE leader highlights the organization’s mission to create viable career paths for participants with significant barriers to postsecondary education and work. They also stressed the need for teachers and instructors to become more appraised of the labor market and how they can prepare students to better succeed in the 21st century.

“The consortium has adopted a framework that helps students better prepare for their future. The goal is that every student leaves high school with a viable plan for their future... [based on] three questions: Who am I; Who do I want to become; How do I get there?”

South Central Pennsylvania Collective Impact Models

Phase 4 Learning Center is a community-based nonprofit corporation approved by the Pennsylvania Department of Education that provides alternative education programs and services to approximately 1,300 students and their families annually in southwestern PA and Harrisburg. Phase 4 Learning Center’s mission is to provide a high-quality education for at-risk individuals that focuses on their academic, social, behavioral, and future needs, enabling them to graduate from high school prepared for a career pathway. It is headquartered in Pittsburgh, where it runs the Pittsburgh region’s largest private secondary school, with a satellite organization in Harrisburg.⁶¹ Phase 4 seeks to establish partnerships with employers, higher education programs, the U.S. Military, and community organizations to meet the needs of the region’s employment sectors by preparing and connecting Phase 4 participants to their appropriate career paths. Some of the most prominent features of the Phase 4 program are:

⁵⁹ Partner4Work.

<https://www.partner4work.org/>

⁶⁰ Learn and Earn.

<https://www.partner4work.org/programs/learn-earn/>

Learn and Earn Annual Report, Dec. 31, 2022.

<https://www.partner4work.org/research/learn-and-earn-2022-final-report/>

⁶¹ Phase 4 Learning Center, Program Components. <https://www.phase4learningcenter.org/program-components>



Reduce dropout rate



Increase graduation rate



Improve work readiness, provide career exploration and job placement



Address employer and industry career needs



Structured academic and career counseling, and mentoring program



Project-based differentiated instruction



Blended learning model



Outreach services for students and their families through strong community partnerships

Stepping Forward Works is a career path program funded by Summit Endowment, The Stables Foundation, and the Franklin County Area Development Corporation.⁶² Stepping Forward Works collaborates directly with corporate stakeholders to meet specific workforce requirements in Franklin County, and to obtain funding for its program. It has been run by the United Way in Franklin County since 1942, and brings together community members, businesses, industry, local government, and local leadership to identify and address the needs of Franklin County.⁶³ Stepping Forward Works provides long-term system support to participants, with the goal of helping its graduates find quality jobs with career prospects leading toward a living family wage.

To qualify for this program, participants must be 18 years of age or older, have a high school diploma or GED, be a resident of Franklin or Fulton County, and demonstrate financial need.⁶⁴ Stepping Forward Works is free to participants, and serves individuals facing barriers to employment. Stepping Forward Works' Career Path program offers courses at Franklin County Career and Technology Center leading to jobs such as pharmacy tech, nursing aide, and forklift driver. It runs skills sessions on individualized goal planning, connecting with local employers, communication and other soft skills, as well as budgeting, resume, and interview preparation. Training

⁶² Career Pathway Program, United Way Franklin County. https://www.uwfcpa.org/_files/ugd/daa143_d6e29769133e4d3dad7e8d97f124d135.pdf

⁶³ Stepping Forward Works, United Way Franklin County. <https://www.uwfcpa.org/sfw>

⁶⁴ Ibid.

offerings are continuously adapted to address workforce development needs. While Stepping Forward Works doesn't exclusively target Opportunity Youth, many of the participants are older Opportunity Youth with obstacles to employment and postsecondary education.

Local and Relational Engagement

Research and discussion with nonprofit leaders working with Opportunity Youth interviewed for this study suggest that street outreach and targeted “relentless” outreach strategies are often necessary to engage and reengage this diverse youth group. Other modes of engagement include referrals from other reengagement networks and organizations, court referrals, and youth-focused digital communication strategies, such as texting and social media applications (YouTube, podcasts, Instagram, Facebook, Twitter, among others).⁶⁵ Family engagement via intergenerational programming, racial equity and culturally appropriate practices and representation in programs and among leadership staff are other important elements emphasized by research and organizations serving Opportunity Youth.⁶⁶ To create trust and buy-in with Opportunity Youth, personal relationship building is recommended alongside the use of digital methods of engagement:

“So many are estranged from their families. A lot of their parents have their own issues, maybe with drugs or relationships so these kids are growing up way too fast. So that support system is key. They had my phone number and they still call me. I was like their parents; really.”⁶⁷

“It's about the relationship between the people that are offering those services and Opportunity Youth.”⁶⁸

Digital Engagement Recommendations

This report was commissioned to locate the Opportunity Youth population in the study area, so that community access point locations might be enrolled where service population density is high. To augment locating Opportunity Youth

⁶⁵ Emma Alterman and Louisa Treskon, “Responding to Young People: An Analysis of Programs Serving Young People Not Connected to School or Work,” ASPE, MDRC, and Child Trends, March 2022. <https://files.eric.ed.gov/fulltext/ED618894.pdf>

Interview with nonprofit leaders serving Opportunity Youth.

⁶⁶ Interview with a nonprofit leader serving Opportunity Youth in the South Central PA region.

⁶⁷ Ibid.

⁶⁸ Ibid

geographically, this report proposes the following strategies to locate and reach Opportunity Youth in digital spaces.



Target Audience

The target audience for the South Central Pennsylvania Workforce Development Board includes Opportunity Youth. Digital platforms offer a variety of mechanisms to define post audiences. Criteria to consider for audience definition include demographics, behaviors, interests, education levels, and career goals. Audiences will vary across platforms, and available social media statistics suggest that the highest density of Opportunity Youth will be found on YouTube, so we recommend starting an account there.⁶⁹ We also recommend setting measurable goals for the next six months and one year, paired with specific strategies for reaching those goals (e.g., X followers, Y comments, Z total event attendance, etc.).



Content

The South Central Pennsylvania Workforce Development Board manages Facebook pages. These Facebook pages could be more dynamic and informative by developing in-house graphic content, offering more information in the intro sections, and creating posts optimized for building a following among the intended service population rather than simply for pushing out event information. When producing written content and event information, specifying clear calls to action can improve event attendance and service population participation. Similarly, make sure to put the most pertinent information directly into posts, not hidden behind links without previews.

Bringing the team to life with biography content can build reach over time. With in-house video production talent, producing video content could provide better engagement than flyers and written posts. Initial video content could simply be testimonials from the service population, get-to-know-you videos by staff, or recordings of workshops and events.

⁶⁹ Brooke Auxier and Monica Anderson, "Social Media Use in 2021," Pew Research Center, April 7, 2021, <https://www.pewresearch.org/internet/2021/04/07/social-media-use-in-2021/>



Activity

More activity means more potential for engagement. Sharing resources, asking questions, and liking, commenting, and replying help build connections with an account's audience. Activity should differ among platforms, with more personal outreach on Facebook and Instagram versus more professional posts and resources for LinkedIn. If developing a new YouTube channel, as this report recommends, make sure to follow other relevant channels, post shorts that help the service population get to know staff, and longer-form content that shows your audience the services you provide.

All digital engagement recommendations were compiled by Knowa's Director of Marketing. Recommendations are based on interviews with Equus staff charged with social media management and visiting the managed sites. A more detailed presentation of recommendations is available in the Appendix.

Conclusions

Collective Impact

This report has provided examples of different types of organizations – schools, nonprofits, community organizations, intermediary organizations, workforce development organizations, and apprenticeship and early college programs – that are serving Opportunity Youth or whose models are applicable to this diverse and multifaceted youth group. Their common denominators are that they are using network-based collective impact strategies and pathway strategies in their efforts to accommodate the needs of Opportunity Youth, maximize their resources, and pool together funding resources. They also use various degrees of wraparound individualized services and support models to accommodate Opportunity Youth and adapt their programming to workforce development needs and technological advances.

The early college and registered apprenticeship programs discussed are of particular interest since they represent some of the most scalable and widespread efforts to engage Opportunity Youth. They also explicitly link school and workforce development, which is key to helping Opportunity Youth transition more successfully from school to work and/or postsecondary education. This is vital given recent technological advances that place an increased emphasis on soft skills such as communication, leadership, problem solving, and executive functioning. The organizations covered in this report also stress the importance of mentorship and provision of access points with the larger community for Opportunity Youth so that they can find educational and professional role models. This is crucial in succeeding the transition from school to work.

Map of Potential Community Access Points Overlaid on the OY Population Density Map

These concluding maps highlight the eight counties in the study area at the tract level. Color gradation indicates the number of indicators for which a tract was found vulnerable for Opportunity Youth. Two maps are presented for each county, one with green pins at the top of each page highlighting existing community access points, and one with blue pins at the bottom of each page highlighting recommended community access points based on potential partner organizations working in areas of related interest in the geographic area. For a full list of prospective partners, refer to Potential Partnership Organizations included in Appendix B.

With a strategic orientation toward collective impact, resources from partners and those of SCPa Works can be leveraged to enhance reach and impact for Opportunity Youth in the designated study area. SCPa Works can be pleased to confirm that many of its existing community access points, as highlighted in these maps, are strategically located and align with the geographic recommendations in the eight counties. Additionally, other geographic areas of interest are highlighted for SCPa Works' consideration, as well as new and potential partners for collective impact.

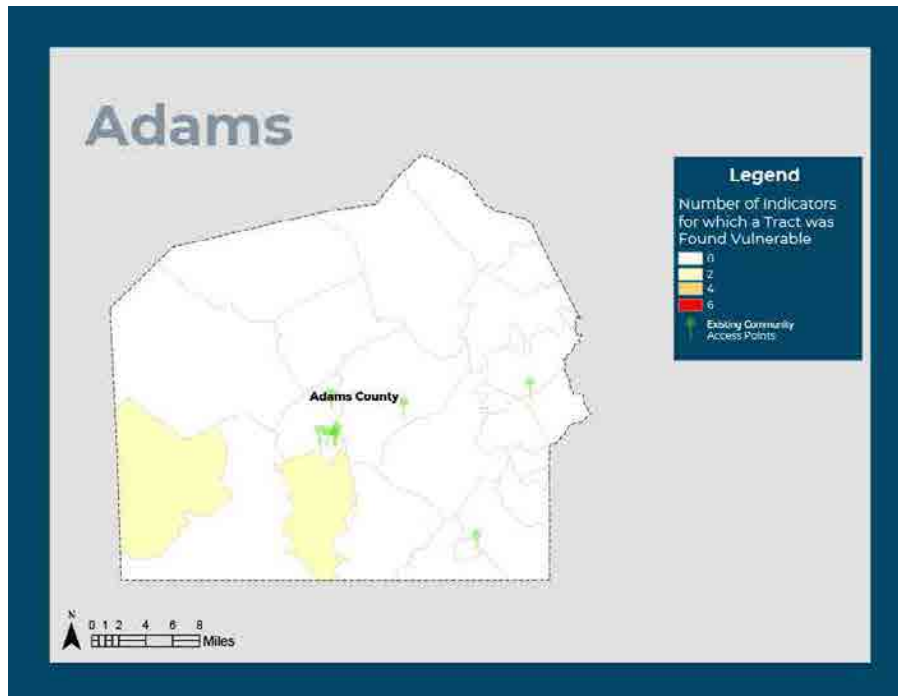


Figure 11. Existing Community Access Point Locations for Adams County

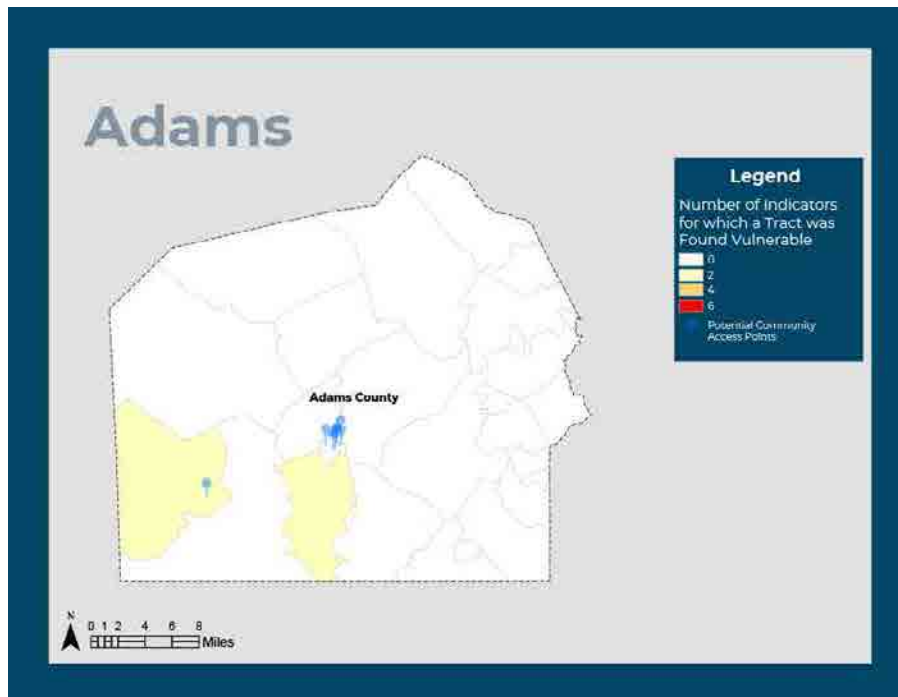


Figure 12. Recommended Community Access Point Locations for Adams County

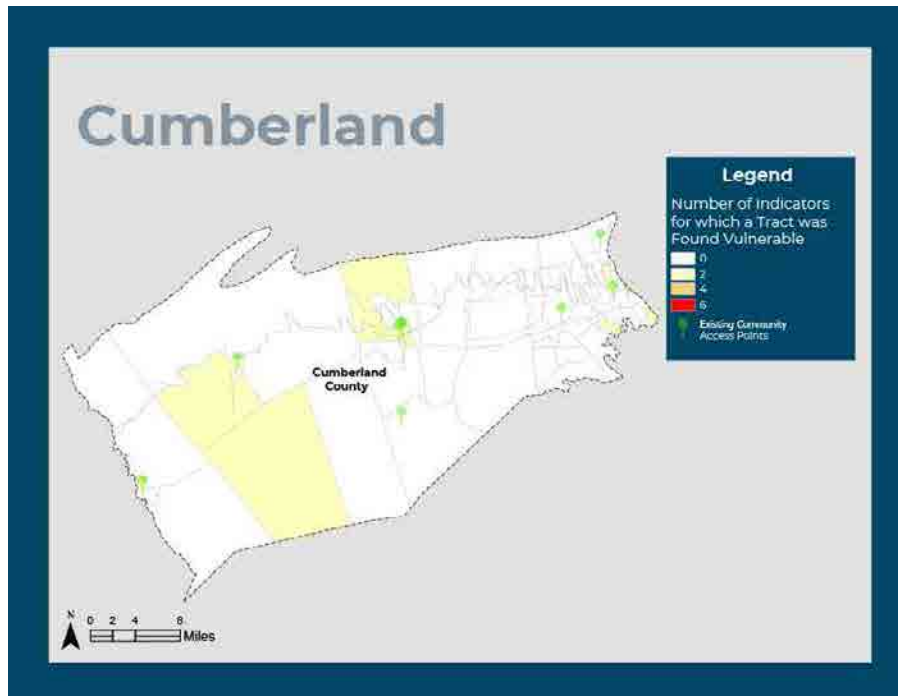


Figure 13. Existing Community Access Point Locations for Cumberland County

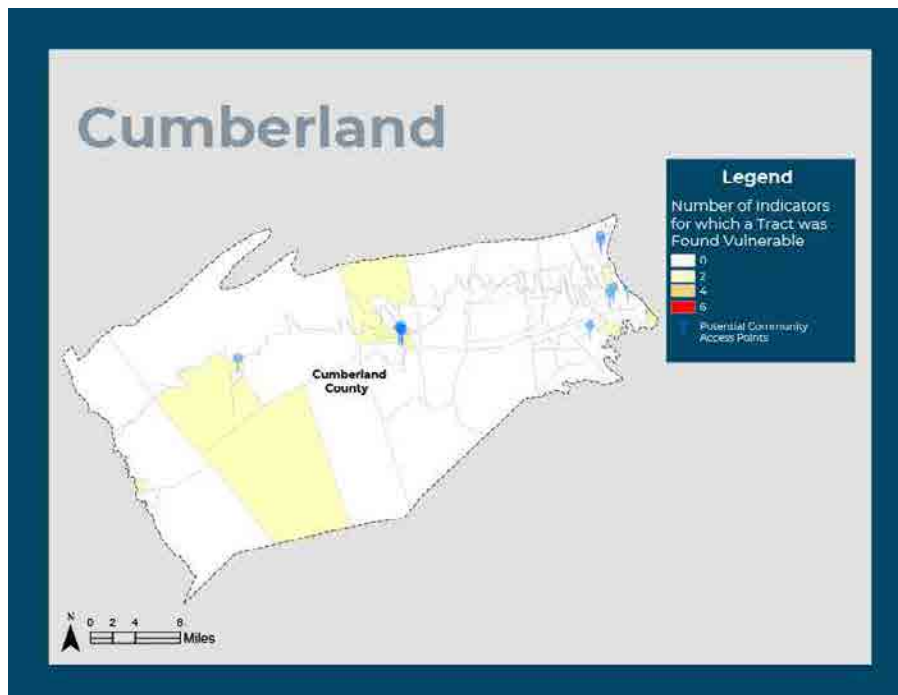


Figure 14. Recommended Community Access Point Locations for Cumberland County

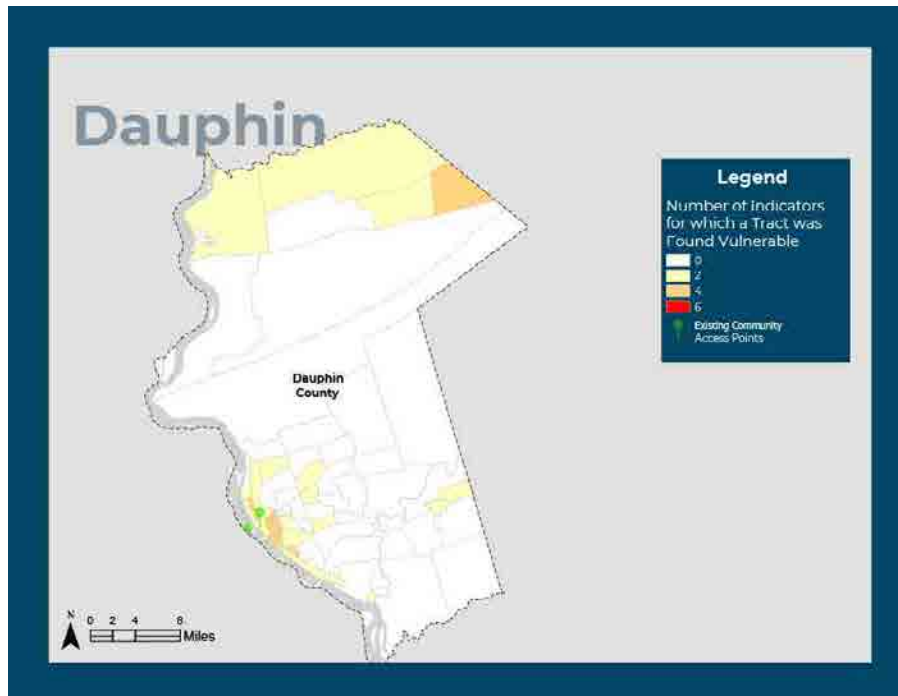


Figure 15. Existing Community Access Point Locations for Dauphin County

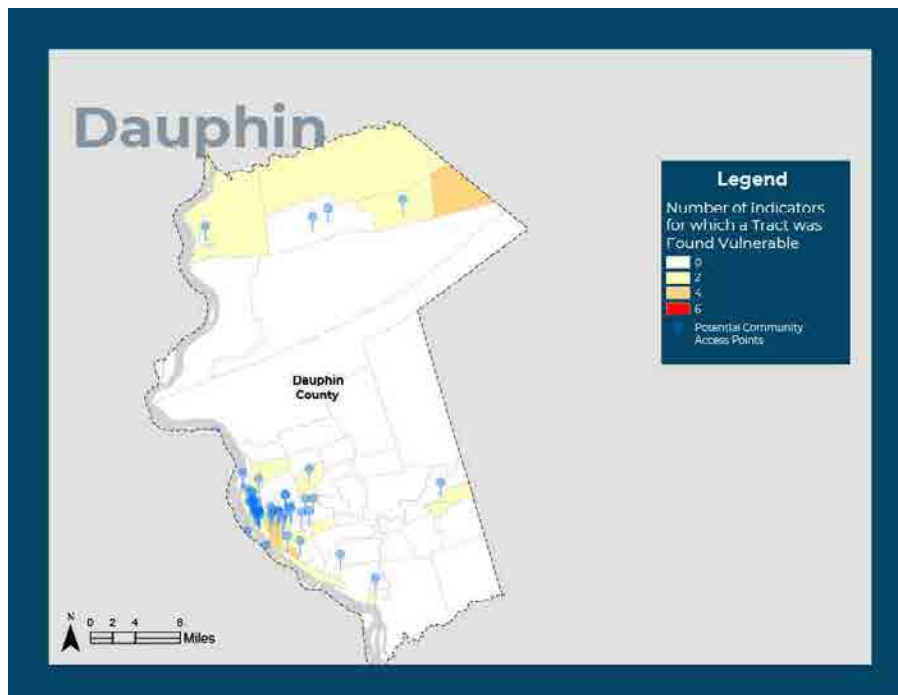


Figure 16. Recommended Community Access Point Locations for Dauphin County

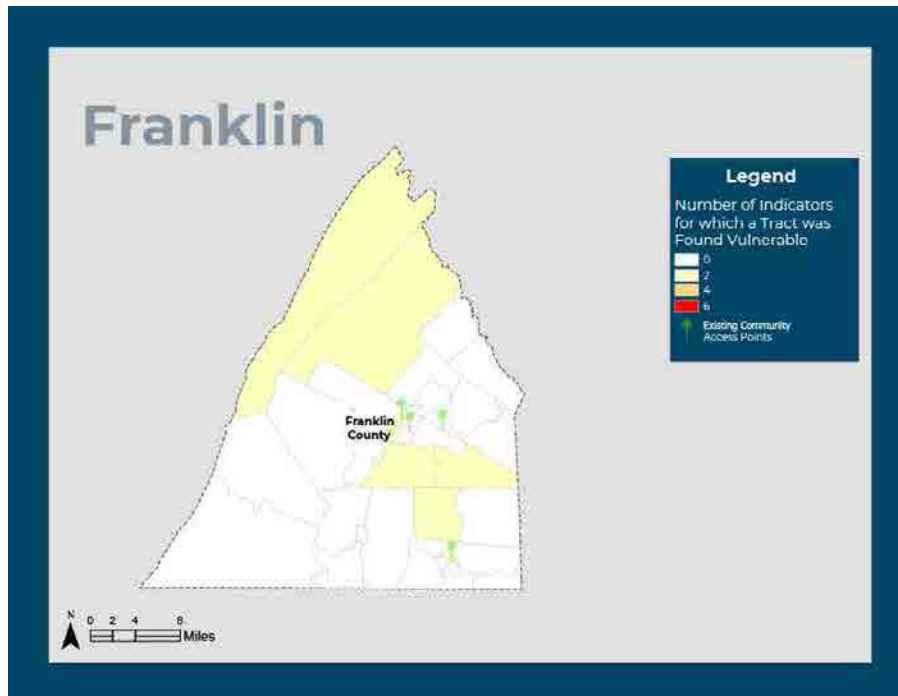


Figure 17. Existing Community Access Point Locations for Franklin County

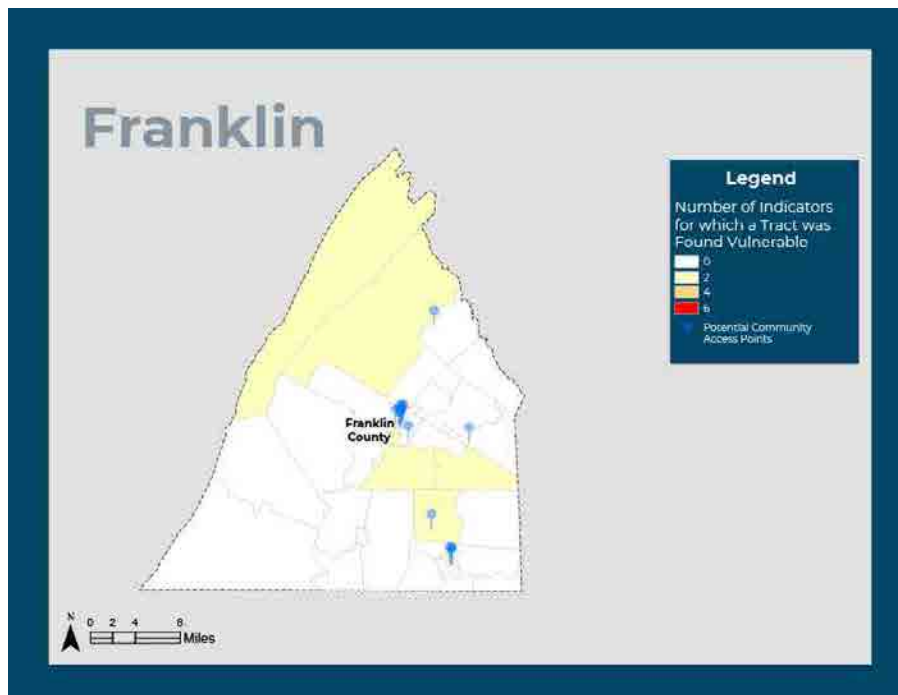


Figure 18. Recommended Community Access Point Locations for Franklin County

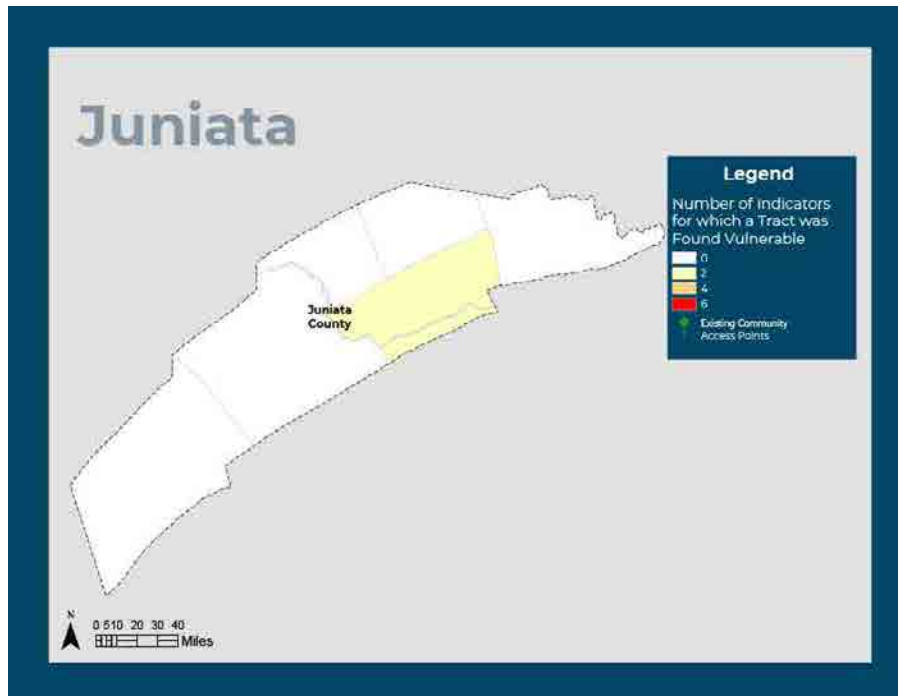


Figure 19. Existing Community Access Point Locations for Juniata County

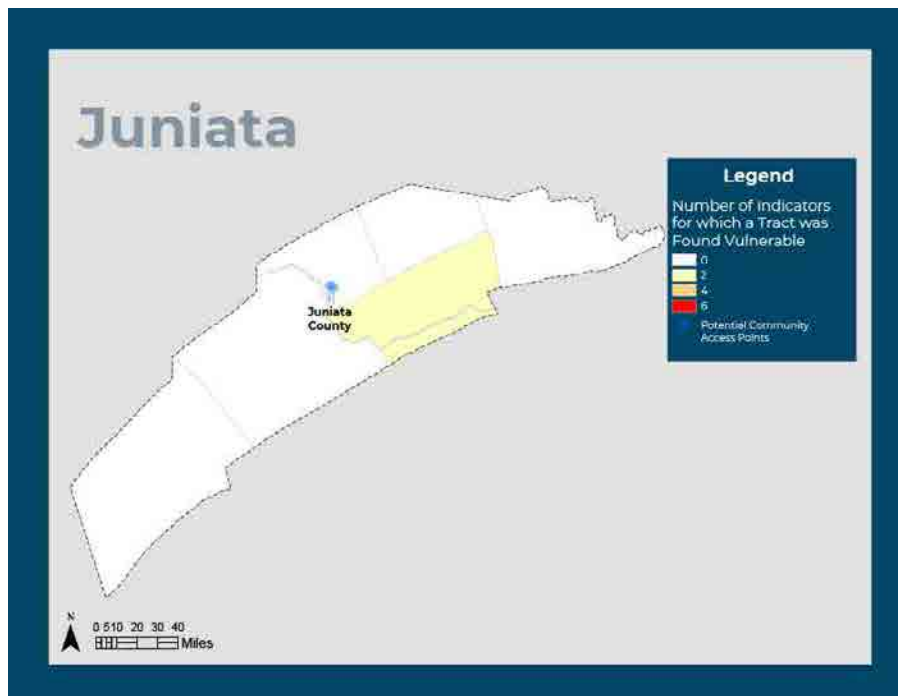


Figure 20. Recommended Community Access Point Locations for Juniata County

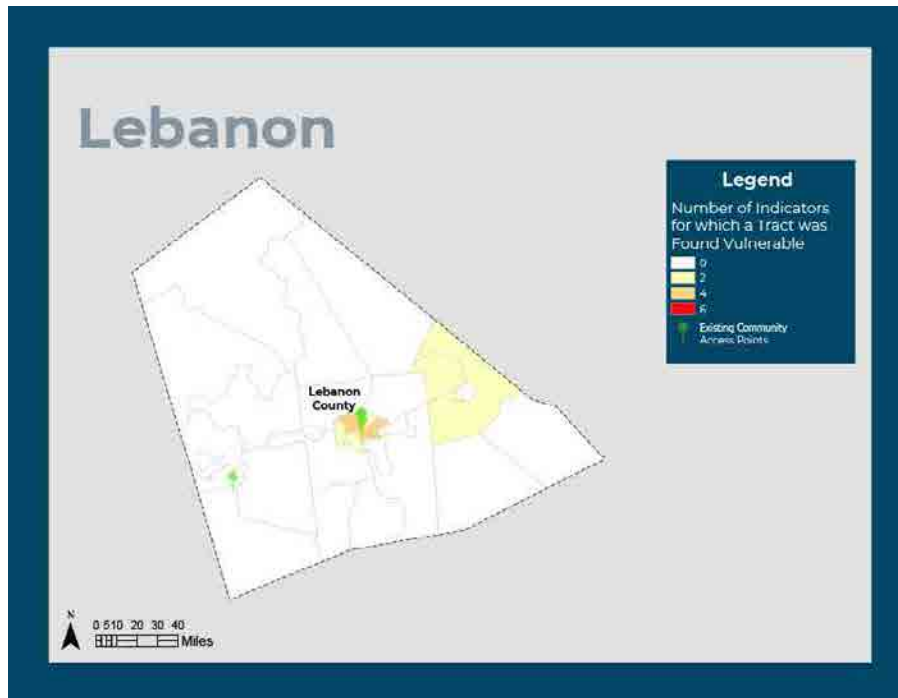


Figure 21. Existing Community Access Point Locations for Lebanon County

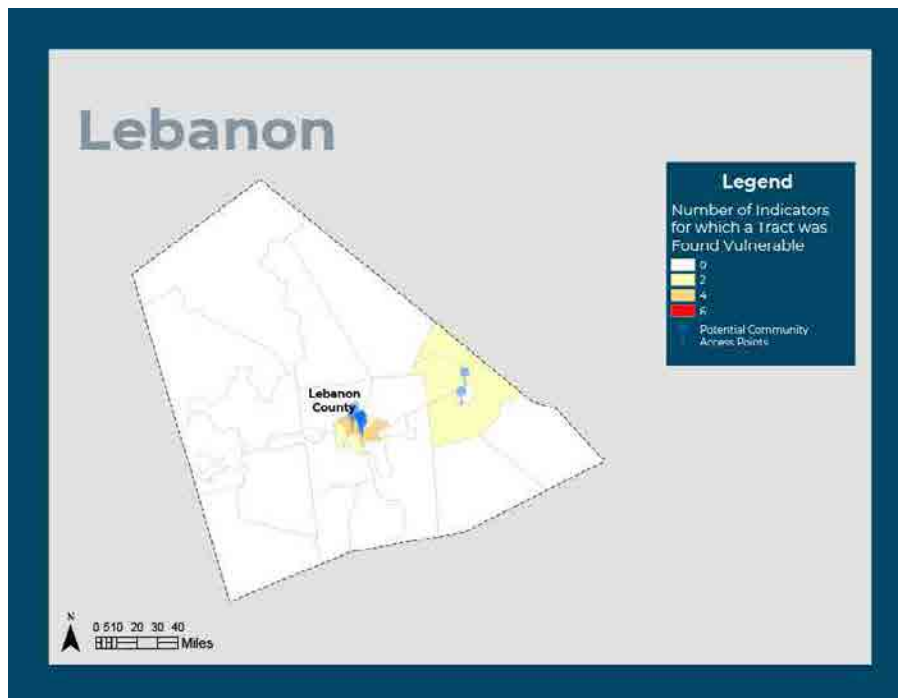


Figure 22. Recommended Community Access Point Locations for Lebanon County

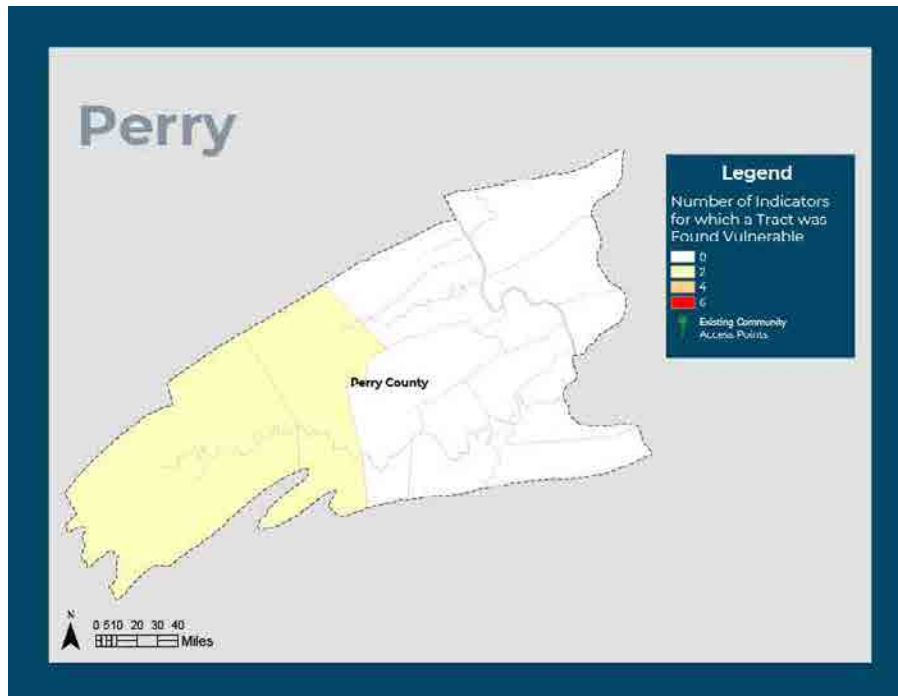


Figure 23. Existing Community Access Point Locations for Perry County

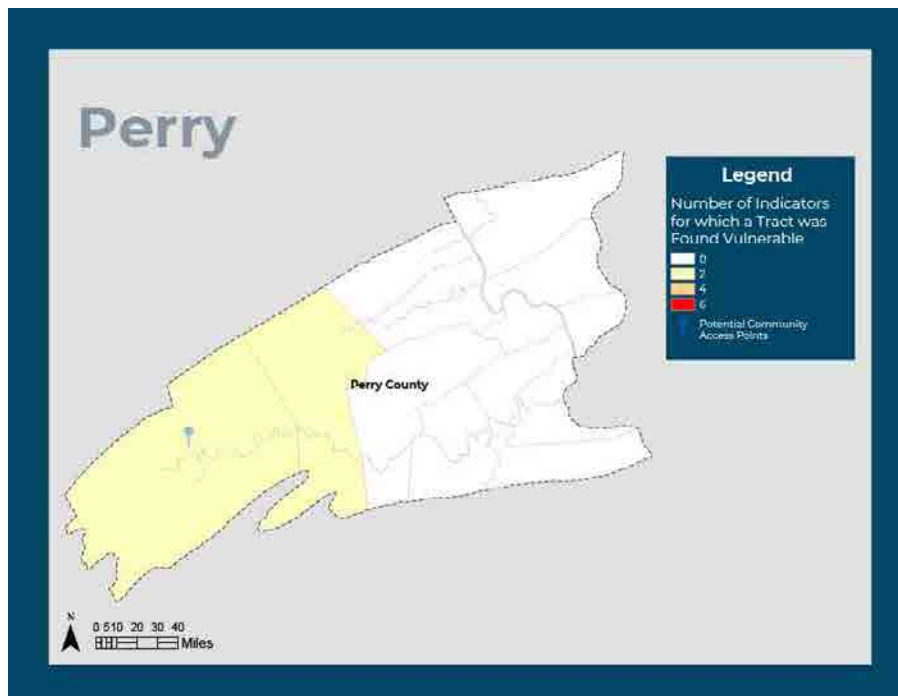


Figure 24. Recommended Community Access Point Locations for Perry County

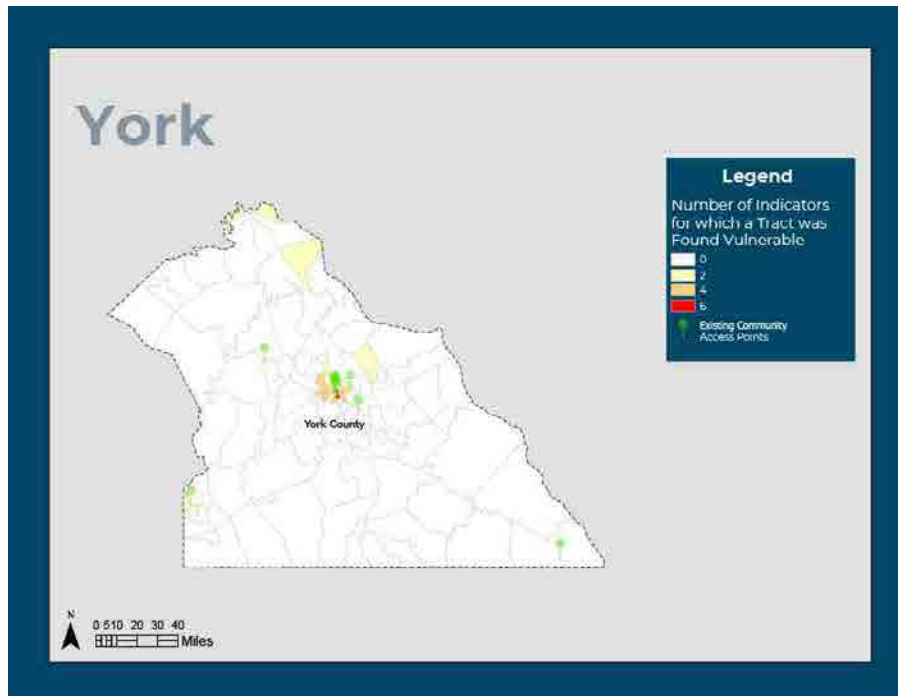


Figure 25. Existing Community Access Point Locations for York County

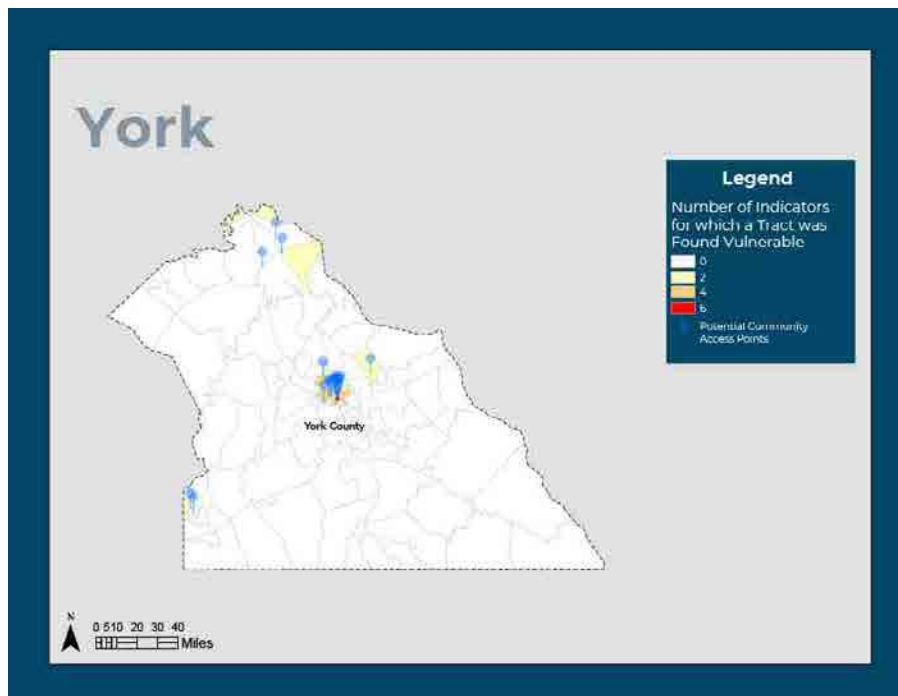
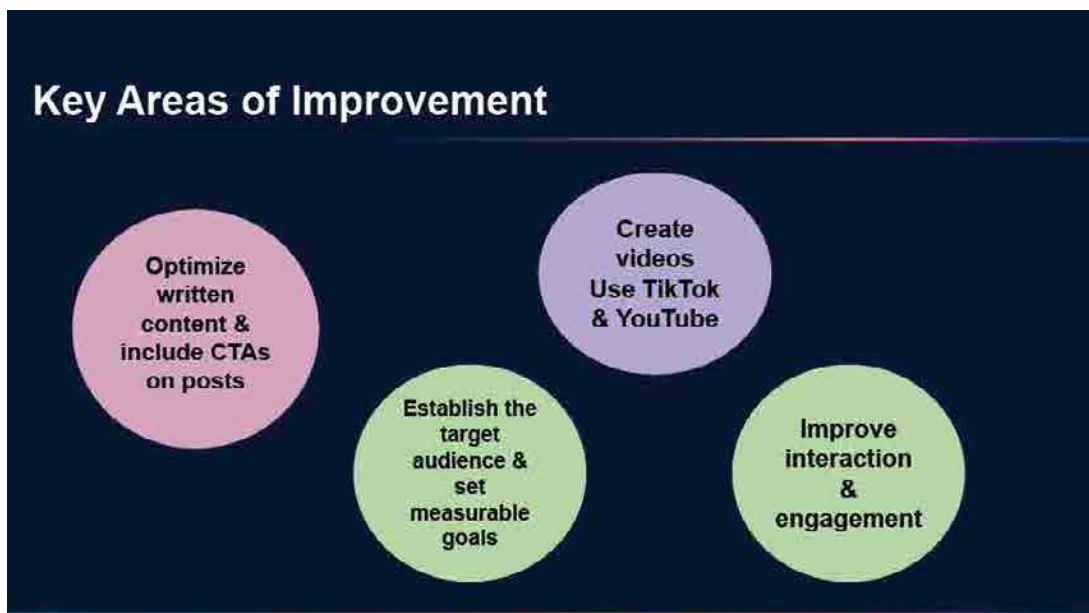


Figure 26. Recommended Community Access Point Locations for York County

Appendices

Appendix A. Social Media Analysis and Strategy PowerPoint



Analysis / Areas for Improvement

- Develop a structured strategy for the next 6-to-12 months that clearly defines measurable goals.
- Identify a targeted audience defined by specific demographics, behaviors, interests, education levels, or career goals.
- Utilize TikTok and/or YouTube, as these channels have the highest concentration of the target audience.
- Develop video content, which has been shown to increase engagement across all social media channels.
- Write more compelling content across social media channels: improved bio sections, engaging post copy, optimized CTAs built into each post.
- Publish original work: uploaded recorded workshops on social channels and create appealing post graphics on Canva or another editing software
- Engage with users by sharing important resources, liking/commenting/replying to posts, and creating opportunities for engagement

2

© Copyright 2021 Knova, Inc. - All rights reserved.

KnovaAcademy

Target Demographic

In clearly identify your target demographic, create a "persona" of your target by including specific details:

- Their interests, goals, or expectations
- If they rent, own a home or live with family
- Their annual income
- Their highest level of education
- Their target type of employment
- Skills they might be missing
- Types of content they want to engage with

- Teens and young adults 18-24 years old
- Living in Pennsylvania
- Currently unemployed, but seeking employment

Currently unable to track this information on Facebook.



Facebook Analysis

Intro

Helping job-seekers find family-sustaining jobs through career resources and services.

Make this more informative. Can include information about:

- When the business started
- Your services
- The age group you service
- How many people you've helped become employed
- The value of your service / why the visitor should contact you instead of a competitor

Improve image / caption.

- **Image:** Generic and pulled from the internet. Create your own through an editing app (Canva / Adobe)
- **Caption:** Can make this more engaging ("Happy Memorial Day and thank you to those who served. We're closed today, but if you leave a message we'll respond tomorrow.



Instagram Analysis

Sorry, this page isn't available.

The link you followed may be broken, or the page may have been removed. Go back to Instagram.

All Instagram links aren't working. It's unclear if the accounts aren't set up yet, or if there's an issue with the account.

LinkedIn Analysis



Written content is too similar to the Facebook posts.

- Use this opportunity for A/B testing
- Write engaging content at least 3-4 sentences long

Helpful to see workshop schedules. Take it a step further by:

- Uploading pre-recorded workshops to your LinkedIn
- Tag the professors who are running the workshop in the post
- Recycle content into different post ideas ("3 most popular workshops in May," "Instructor bio for our most popular workshop.")

Instead of showing all workshops, break these into single sign ups

Check out this weeks calendar of free in person and virtual workshops to help you on your job search!

Sign up for all of our workshops and events here: <https://lnkd.in/e/zjghcqd>



WEEKLY WORKSHOP SCHEDULE

Effective Wording for CTA's

CTA Ideas for a user to call / contact PA CareerLink

- Call now
- Schedule your appointment now
- Talk to an employment specialist for free
- Schedule an employment consultation now
- Get your resume reviewed for free
- Book a free consultation now

CTA Ideas for a user to register for a workshop through PA CareerLink

- Sign up for free
- Reserve your spot now
- Register now
- Sign up for the [insert name] workshop

What is a CTA?

A CTA (Call to action) is a written statement, typically at the end of a post, that prompts the reader to do something.

The type of CTA you use depends on the post and what outcome you want.

Check out this weeks calendar of free in person and virtual workshops to help you on your job search!

Sign up for all of our workshops and events here: <https://lnkd.in/e/zjghcqd>



WEEKLY WORKSHOP SCHEDULE

New Opportunities with Existing Accounts

Facebook

- Improve bios
- Write engaging post captions
- Post with CTA's (click here, join now, sign up now)
- Cross-share posts with similar employment groups
- Engage with audience (like, share, reply to comments)

LinkedIn

- Introduce top instructors
- Post recorded workshops
- Cross-share posts with similar employment groups
- Engage with audience (like, share, reply to comments)

Instagram

- Check to ensure Instagram is working properly
- Utilize Instagram's Live option for potential live content (for example, a Q&A session with workshop instructors)

New Opportunities with New Accounts

YouTube

- Long-form videos
- Captures a wide age group / demographic
- Great for posting pre-recorded workshops, tutorials, and resources

YouTube "Shorts"

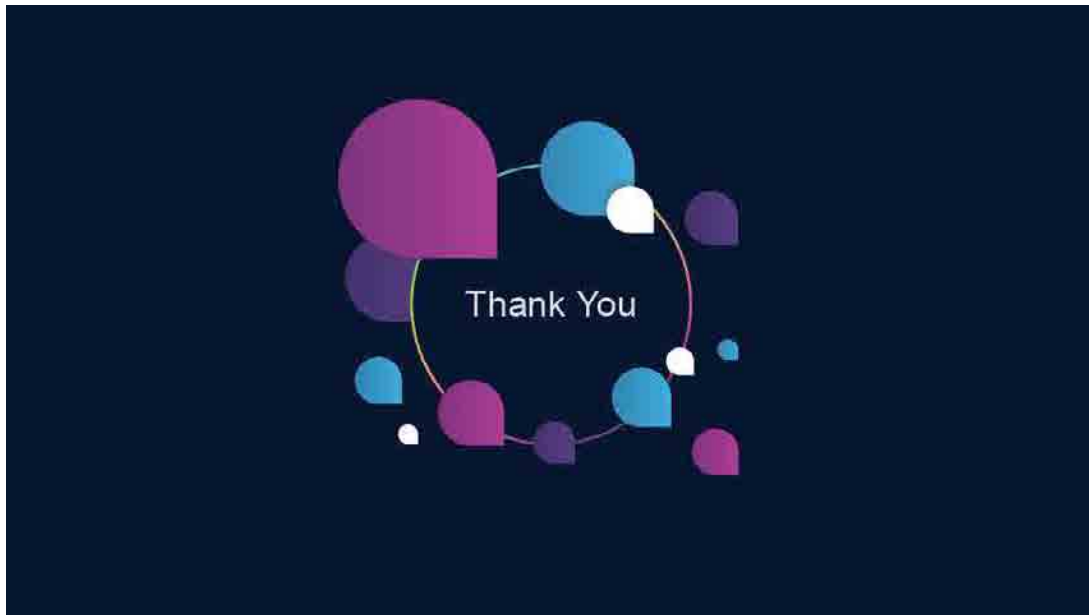
- Also on YouTube but treated as a separate form of content
- Short 15- or 60-second videos
- Competes with TikTok
- Can share videos created for TikTok here

TikTok

- Captures your target audience the most out of all other social media platforms
- Share useful resources ("10 interview tips," "5 ways to wow a hiring manager") in short-form video format
- Include a Link Tree for easy website access and workshop sign-ups

Video content is king

A report by GWI found that the number of users on TikTok has risen 32% since 2020. Additionally, **80% of TikTok users** are between the ages of 16-24.



Appendix B. Potential Partnership Organizations

Separate file appended to preserve document formatting.

Appendix C. Community Foundations and Funding Sources

Adams:

- Adams County Community Foundation
Address: 25 S. 4th St., Gettysburg, PA 17325
<https://www.adamscountycf.org/for-donors/funds-list/>
- Community First Fund York & Adams Counties
Address: 221 West Philadelphia St., Suite 17, York, PA 17401
<https://communityfirstfund.org/>

Cumberland:

- List of funds tied to Mechanicsburg's County Community Foundation
https://www.tfec.org/wp-content/uploads/AR2022_ListOfFunds.pdf#page=33
- Mechanicsburg Area Community Foundation
Address: 200 N. 3rd St., 8th floor, Harrisburg, PA 17101
<https://www.tfec.org/our-community/regional-foundations/macf/>

- PNC Foundation
Address: 4530 Lena Drive, Suite 300, Mechanicsburg, PA 17055
<https://www.pnc.com/en/about-pnc/corporate-responsibility/philanthropy/pnc-foundation.html>
- United Way of the Capital Region
Address: 2235 Millennium Way, Enola, PA 17025
https://www.uwcr.org/wp-content/uploads/service_providers_list.pdf

Dauphin:

- Community First Fund - Cumberland, Dauphin, Franklin, and Perry
Address: 1429 North Third St., Rear, Harrisburg, PA 17102
<https://communityfirstfund.org/>
- Dauphin County Community Fund
<https://www.causeiq.com/organizations/dauphin-county-community-fund.300746983/>
- Lower Paxton Community Foundation
<https://lopaxfoundation.com/about>

Franklin:

- Franklin County Community Foundation
Address: 200 N 3rd St., 8th floor, Harrisburg, PA 17101
<https://www.tfec.org/our-community/regional-foundations/fccf/>
- List of funds tied to Franklin County's Community Foundation
https://www.tfec.org/wp-content/uploads/AR2022_ListOfFunds.pdf#page

Harrisburg:

- Benjamin Franklin Trust Fund
<https://www.tfec.org/benjamin-franklin-trust-fund/>
- Greater Harrisburg Community Foundation
<https://www.tfec.org/our-community/regional-foundations/greater-harrisburg-foundation/>
- Greater Harrisburg Foundation UPstream
<https://www.tfec.org/ghcf-upstream/>
- List of funds tied to Greater Harrisburg's Community Foundation
https://www.tfec.org/wp-content/uploads/AR2022_ListOfFunds.pdf#page=12
- The Foundation for Enhancing Communities (TFEC)
Address: 200 N 3rd St., 8th floor, Harrisburg, PA 17101
<https://www.tfec.org/>

Juniata:

- Mifflin County Industrial Development Corporation
Address: Building 58 • Suite 300 6395 SR 103N, Lewistown, PA 17044
<https://mccidc.org/about-us/>

Lebanon:

- Francis J. Dixon Foundation
Address: P.O. Box 333, Lebanon, PA 17042
<https://www.causeiq.com/organizations/the-francis-j-dixon-foundation,251600852/>
- The Bishop Foundation
Address: 1600 E. Cumberland St., Lebanon, PA 17042
<https://www.causeiq.com/organizations/the-bishop-foundation,236255835/>
- United Way Lebanon County Support Fund - Annual Strategic Investment Grants
Address: 22 W. Main St., 2nd floor, Annville, PA 17003
<https://www.unitedwaylebco.org/grants>
- Wenger Foundation
Address: 831 South College St., P.O. Box 409, Myerstown, PA 17067
<https://wengerfoundation.org/>

Perry:

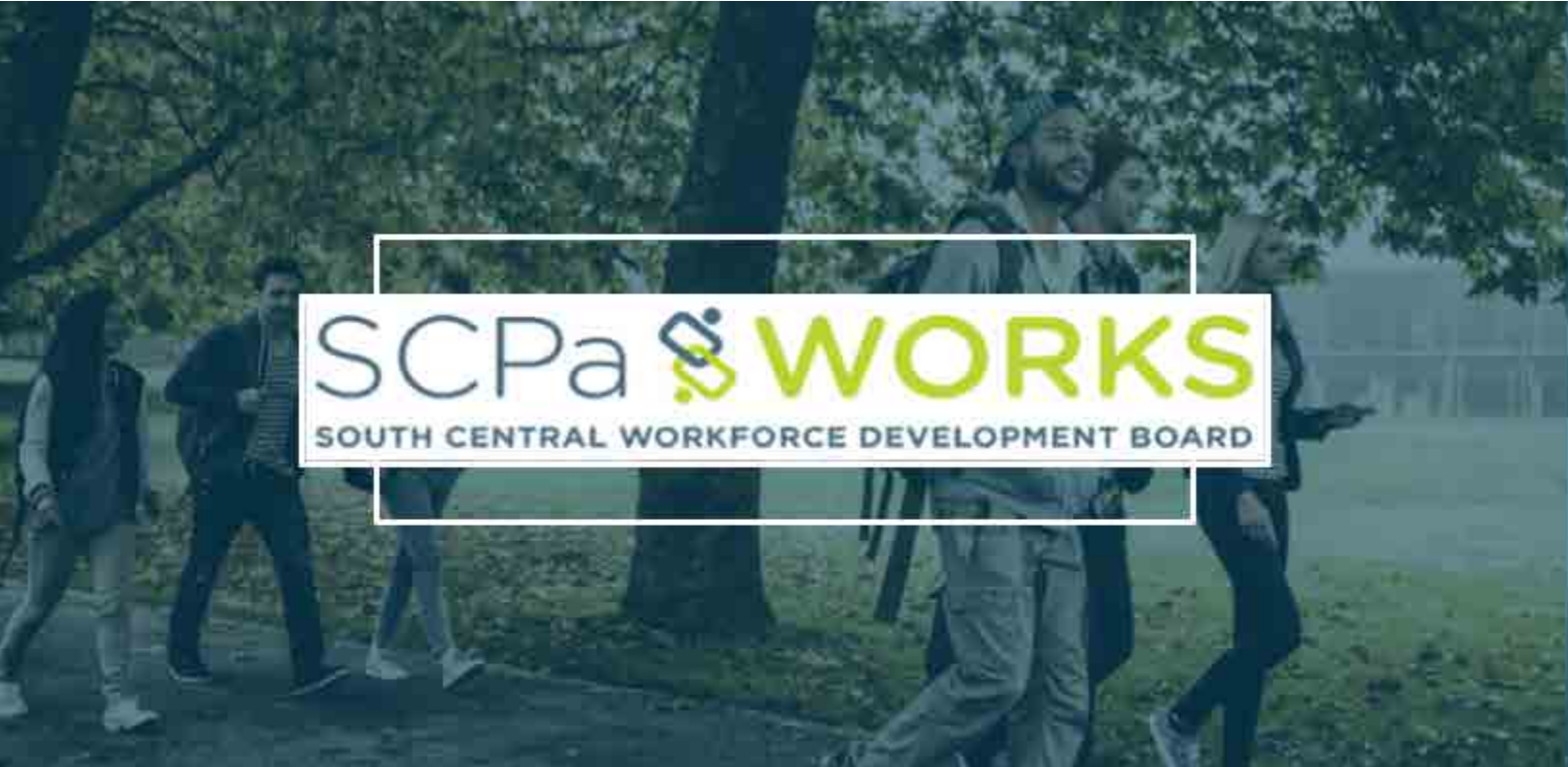
- List of funds tied to Perry County Community Foundation
https://www.tfec.org/wp-content/uploads/AR2022_ListOfFunds.pdf#page=36
- Perry County Community Foundation
<https://www.tfec.org/our-community/regional-foundations/perry-county-community-foundation/>

York:

- Employers Education Foundation
Address: 3405 Board Road, Suite 100, York, PA 17406
<https://mascpa.org/foundation/>
- The Rice Family Foundation
Address: P.O. Box 229, Hanover, PA 17331
<https://www.thericefamilyfoundation.com/>
- United Way York County Impact Fund
Address: 140 East Market St., York, PA 17401
<https://www.unitedway-york.org/york-county-impact-fund>

Other:

- Target Foundation
<https://corporate.target.com/sustainability-ESG/target-foundation>



SCPa  WORKS
 SOUTH CENTRAL WORKFORCE DEVELOPMENT BOARD

Contact Us



Knowva Academy
 24 School St., 2nd Floor
 Boston, MA 02210



P: +1 617-577-7770



www.knovva.com
info@knovva.com