# Driving Possibilities

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# **SOCIETAL IMPACT REPORT**

2025

Driving Possibilities is a \$110 million K-12 career readiness and community engagement initiative of the Toyota USA Foundation.

It's a new way for Toyota to support educators, nonprofits, other industries, and communities to address roadblocks to learning, all while preparing youth for the future of work.



## **WORKFORCE DEVELOPMENT IMPACT**

**Toyota USA Foundation commitment** in STEM workforce development activities is helping shape the future STEM workforce.



Employees Engaged

1,100+ \$10,098

In-kind Community Contribution through Volunteer Hours

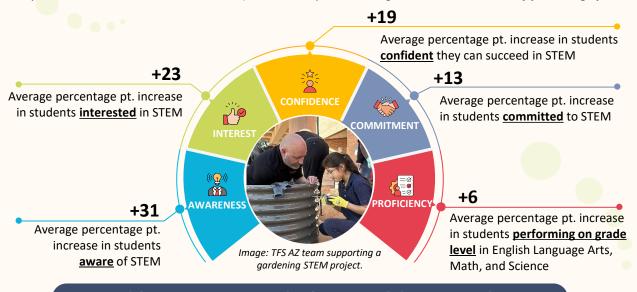
	QUALITY STEM CURRICULUM	STEM CAREER EXPOSURE	CTE & CREDENTIALING	BASIC NEEDS
Students Participated to Date	16,442	5,393	175 Students Enrolled	16,442 Students with Access
Invested to Date	\$46.8M	\$7.2M	\$5.2M	\$17.8M
Invested Per Student	\$2.8K	\$1.3K	\$29.7K	\$1.1K



## **NEAR-TERM STUDENT IMPACT**

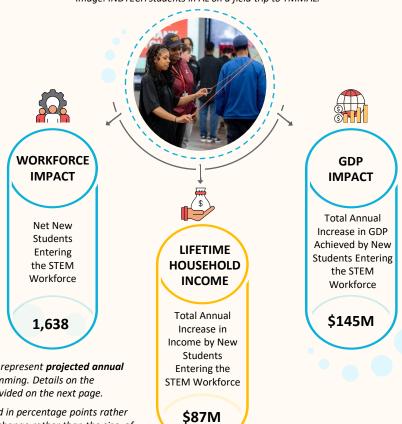
Driving Possibilities (DP) partners are seeing meaningful early impact in students participating in DP programming from the beginning to the end of the academic year.

**Note:** This data comes from the AY 2024-25 partner survey conducted with program administrators (except academic proficiency, which looks at state assessment data). Numbers represent change in outcomes in terms of **percentage points**.\*



# **COMMUNITY IMPACT OF DP PROGRAMMING**

 ${\it Image: INDTECH students in AL on a field trip\ to\ TMMAL}.$ 



**Note:** The figures in this section represent **projected annual numbers** from 1 year of programming. Details on the projection methodology are provided on the next page.

\*Change in outcomes is reported in percentage points rather than % to capture the absolute change rather than the size of change, offering a more accurate reflection of impact.



#### COMMUNITY IMPACT CALCULATION METHODOLOGY



#### **Net New Students Entering STEM Careers**



**11,240**# of students who have high exposure to STEM because of DP<sup>1,2</sup>



Without DP, 6.3% would have ended up in the STEM workforce<sup>4</sup>

However, *with* DP, 21.4% are likely to end up in the STEM workforce <sup>3,4</sup>

(i.e., they are 3.4x more likely to enter the STEM workforce because they now have high exposure to STEM)

**682** students

**2,320** students



 $\label{eq:new_students} \textbf{Net new students} \ \text{entering STEM} \ \text{workforce because of DP}$ 



# **Expected Contribution to Household Income**

#### **Expected Annual Household Income per DP Student**

~\$101,772 <sup>5,6,7</sup>

amount new students entering STEM fields are expected to earn annually (weighted average across DP Site MSAs)

~\$48,636 5,6,7

amount new students entering other fields are expected to earn annually (weighted average across DP Site MSAs)

~\$53,136

expected increase in annual household income per DP student entering STEM workforce (weighted average across DP Site MSAs)

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**Expected Annual Net Increase in Household Income** 

~\$53,136

expected increase in annual household income per DP student entering STEM workforce (weighted average across DP Site MSAs)

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1,638

net new students entering STEM workforce because of DP

\$87 Million

Annual expected net increase in household income because of DP programming



# **Expected Contribution to GDP**

1,638

net new students entering STEM workforce because of DP ~\$53,136

expected increase in household income per DP student entering STEM workforce ~1.669

GDP multiplier per \$ of income increase in the Prof., Scientific & Technical Services Industry (weighted average across DP Site States)

\$145 Million

total annual GDP impact



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