**Data Analysis**

**Data Analysis Results and Recommendations**

Executive summary

The analysis presented here delves into the challenges confronted by youth in their efforts to access the youth development initiatives offered by First Tee of Delaware. This thorough examination of the situation draws on an extensive dataset derived from surveys and interviews, with the objective of offering valuable insights to inform decision-making for stakeholders both within and outside the organization. The challenges identified span a range of issues including accessibility, affordability, time management, and transportation. The recommendations put forth are designed to address immediate needs as well as to outline strategies for the long term. These suggestions revolve around bolstering program accessibility, tackling financial barriers, and fostering collaborations with educational institutions and community entities. In terms of budget considerations, there is a call for the reassignment of resources to prioritize accessibility and to back initiatives such as financial aid and transportation support. Moreover, effective strategies for communication are proposed, ensuring that the data's significance is conveyed accurately to a diverse spectrum of stakeholders. This approach aims to facilitate informed decision-making and garner support for the changes proposed. The overarching goal of this analysis is to equip stakeholders with actionable insights, propelling First Tee of Delaware forward in its mission to offer comprehensive and transformative youth development programs that embrace inclusivity.

**Data analysis**

**Introduction**

The First Tee of Delaware is a nonprofit organization that uses golf to make a positive difference in the lives of young people (First Tee-Delaware, 2022). Its goal is to offer educational initiatives that help young people in Delaware develop their character, inculcate wholesome values, and encourage wise decision-making (First Tee-Delaware, 2022). The company aims to empower kids and prepare them for success in school and beyond by fusing golf teaching with crucial life skills. In order to build an environment of inclusivity, respect, and progress, First Tee of Delaware works with kids and teenagers from a variety of socioeconomic backgrounds (Palheta et al., 2021).

**Background**

First Tee of Delaware has evolved significantly since its inception, adapting its programs and outreach to cater to a broader demographic. At first, the organization mainly provided golf courses and equipment to kids. It eventually realized the need of assisting underserved communities and providing opportunities for kids who were struggling with social or economic issues. Collaborations with numerous outreach initiatives, community centers, and schools resulted from this expansion. To carry out the organization's mission, the board of directors, employees, and volunteers form the governance structure. As opposed to external stakeholders, which are made up of collaborating schools, donors, parents, and the larger community, internal stakeholders include program coordinators, instructors, and administrative personnel.

The lack of an adequate community transportation system in Delaware County, specifically concerning opportunities for the youth to engage in prosocial developmental activities, is a significant concern with far-reaching implications.

**Cooperative Learning Research-Based Model**

This model places a strong emphasis on group learning, which promotes cooperation, communication, and problem-solving abilities. It may be modified for use in sports-based instructional programs like The First Tee and is especially useful in educational contexts.

The gathering and analysis of data can be used to evaluate how well cooperative learning contributes to the accomplishment of organizational objectives. For instance, information on participants' capacity for collaboration, effective communication, and problem-solving can be followed over time. The application of the cooperative learning approach is validated if data demonstrates that these skills are improving.

**Impact Model**

The Impact Model is a thorough method for assessing a program's social and economic impact. It goes beyond conventional measurements to evaluate how a program impacts individuals and the larger community.

Data can be gathered in the case of The First Tee of Delaware on a variety of topics, including improvements in children's social skills, academic achievement, and physical health. Additionally, information on the program's impact on community engagement and development can be gathered. For instance, evidence showing that The First Tee participants' kids have higher attendance and grades, fewer behavioral problems, and a lower propensity to engage in dangerous behavior, shows the program's influence on young development.

Below is a table summarizing the categories and corresponding data related to the identified problem on transportation.

|  |  |
| --- | --- |
| Category | Relevant Data |
| Child Poverty Rates | According to Addiction Coalition of Delaware (2022), Delaware has a higher percentage of children living in poverty than the national average. High child poverty rates can contribute to limited access to essential resources, such as transport money. The five-year average child poverty rate in Delaware was 17.5%, which was lower than the 18.5% nationwide average. Regionally, Delaware's child poverty rate was slightly lower than Pennsylvania's (17.6%) but higher than Maryland's (12.1%) and New Jersey's (14.0%). |
| Access to Basic Essentials | According to United States Census Bureau (2022), 47% of those living in households earning less than $25,000 per year in Delaware were kept from doing their normal activities by a lack of available transportation. Only 9% of the region's highest-earning households reported the same. |
| Youth Development Programs | In Delaware, there is a dearth of easily accessible and reasonably priced youth development programs, according to the National Center for Education Statistics (2020). Young people's potential for personal growth and development may be hampered by a lack of chances and resources for social-emotional learning, character development, and organized physical activity. |
| Poor Transport Infrastructure | According to the American Society of Civil Engineers' Infrastructure Report Card for Pennsylvania in 2021, the state received a C- grade for its overall infrastructure, which includes transportation. |
|  |  |

By utilizing these data sets by the United States Bureau of Statistics, Addiction Coalition of Delaware County and National Center for Education Statistics, and American Society of Civil Engineers' Infrastructure Report Card for Pennsylvania in 2021, The First Tee of Delaware can make informed decisions and develop evidence-based programs to tackle the community problem of community transportation. To target particular areas or schools with greater rates of child poverty for targeted outreach and support, the organization could, for instance, use statistics on child poverty rates. To guarantee that the children's urgent needs are satisfied and a foundation for their academic and personal growth is laid, the organization can work in partnership with other social service providers using information on access to basic necessities.

The First Tee of Delaware will also be able to locate possible partners or regions where they may broaden their reach by knowing what youth development initiatives are offered nearby. It is possible to create specialized treatments to overcome the challenges faced by disadvantaged youth using data on educational possibilities.

Last but not least, information about the results of current First Tee initiatives can be utilized to demonstrate the success of the organization and draw in more financing and support. The organization can show the worth of its cutting-edge educational options and social-emotional development efforts by showing evidence of successful outcomes.

In conclusion, by utilizing pertinent data sources and conducting in-depth research, the First Tee of Delaware can better comprehend the societal issues it seeks to solve and implement efficient, research-based programs that empower young people, give them useful life skills, and foster opportunities for positive growth and development despite their cultural and financial limitations.

**Community Need**

First Tee of Delaware, a nonprofit organization that offers educational and extracurricular opportunities to young people residing in Delaware, has adapted its programs to address the needs of broader dynamics (First Tee-Delaware, 2022). The organization's mission resides in enabling the youth to learn essential life skills that account for character building, critical thinking, and decision-making to empower them in order to address their academic and professional prospects in the long term (First Tee-Delaware, 2022). The organization focuses on developing emotional skills, conflict resolution skills, strategic planning, diversity management, and fundamental golf skills. The organization's vision resides in providing the youth with a meaningful environment necessary to build upon their strengths and overcome their weaknesses in order to become competitive and resilient citizens (First Tee-Delaware, 2022).

Child poverty continues to be a significant concern that inhibits the academic and career prospects of children. It has been implied that child poverty is a major precursor of limited access to essential resources, mainly access to nutritious food, transport, educational resources, and professional development resources (Lancker & Parolin, 2020). Although the average child poverty rate is estimated to be 17.5% for the past five years in Delaware is found to be lower than the national average of 18.5%, it still emphasizes the significance of social initiatives that can help enhance the wellbeing of children (Addiction Coalition of Delaware, 2022). Moreover, the average poverty rate of Delaware is found to be higher than Maryland and New Jersey, which are estimated to be 12.1% and 14%, respectively. Hence, addressing the child poverty rate is essential to ensure that children are provided with the basic needs necessary to transform into responsible, competitive, and sustainable citizens.

Additionally, it has been estimated that 47% of individuals living in Delaware have an average income of less than $25,000, which eventually inhibits them from providing their children with basic necessities (United States Census Bureau, 2022). It also inhibits the ability of individuals to provide their children with learning and developmental opportunities while restricting them from providing their children with the commute to ensure their participation in community initiatives. Children depend on adults to access community resources, but the community members earning below the national average face a significant challenge in allocating time and money to assist their children in accessing these sources.

According to the National Center for Education Statistics (2020), there is a deficiency of accessible and affordable youth development programs. It eventually implies that a lack of opportunities necessary to promote the social and emotional development coupled with physical activity and character development of children prevails, which further inhibits the wellbeing of children in the long-term prospects. Furthermore, inadequate transport infrastructure for children also inhibits their ability to access community initiatives that provide comprehensive learning and development opportunities for children (Stein & Grigg, 2019). According to Longley (2021), Delaware has received a C-grade rating for its overall infrastructure, including transportation, which suggests a significant gap in providing youth with access to available community resources that can promote their social and emotional development to attain competitive life skills.

Although the First Tee of Delaware is providing underprivileged youth with learning and development opportunities that focus on their emotional, social, and physical development, there is a significant gap in the accessibility to these opportunities due to a lack of adequate commutes (First Tee-Delaware, 2022). The parents and caretakers of youth face financial hardships in providing their children with adequate transport, resulting in the prevalence of missed opportunities for children. Therefore, it is essential that First Tee of Delaware implements adequate initiatives that enable youth to attend its programs by means of accessing them without facing situational and financial constraints.

# **Purpose**

This research aims to identify various barriers hindering youths from access development programs offered by First Tee of Delaware. The study's overarching goal is to comprehensively address the obstacles hindering youth participation in the First Tee of Delaware's programs. It aims to pinpoint and gain insight into the various challenges that impede access to these programs among young individuals. The study also proposes short-term and long-term strategies to improve program accessibility, reduce financial hurdles, and form collaborations with educational and community organizations. It also recommends redistributing organization resources to prioritize accessibility, financial help, and transportation. Lastly, the study intends to enhance communication efforts by proposing effective strategies to convey the data's significance accurately to a diverse set of stakeholders, facilitating informed decision-making and garnering support for the recommended changes.

**Questions**

First Tee of Delaware provides holistic social, emotional, and physical development programs for youth in order to transform them into responsible, competitive, and sustainable citizens (First Tee-Delaware, 2022). However, the current rate of child poverty indicates that the initiatives offered by the First Tee of Delaware are not enough to address the wellbeing of underprivileged children. It is observed that the organization is offering extensive development programs for youth without providing the youth with the opportunities to access its initiatives.

Children require support from their families and community members to access community initiatives that focus on their personal and professional development in the long-term prospects (Marschall & Shah, 2020). It is also observed that children and youth lack prospects or long-term plans to identify community resources that can help them transform and achieve their full potential. It eventually makes the adults, mainly parents, and community leaders, accountable for ensuring that youth have adequate options and empowerment to opt for the community resources that help them achieve their personal and professional goals. Therefore, it is necessary to understand the community outreach of the initiatives offered by the First Tee of Delaware in terms of addressing the personal and professional development of youth.

Moreover, it is also essential to understand the challenges faced by the youth enrolled in the programs offered by the First Tee of Delaware in terms of access to its initiatives on a daily basis, should also be examined. It can help gain insights into understanding the challenges youth face, enabling the organization to enhance its community programs and address the learning and development needs of children in an effective manner. Enhancing the community initiatives on account of increasing their accessibility to youth can help ensure that these initiatives target the youth while reducing the constraints in their accessibility. It is expected that increasing community outreach on account of educating youth about the resources and their contribution to enhancing their wellbeing in the long-term and increasing the access to available initiatives can increase the participation of youth, resulting in the effective social, emotional, and physical development of youth necessary to transform into responsible and competitive citizens. Therefore, this study will address the following research questions:

1. What challenges do youth face in accessing the community initiatives offered by First Tee Delaware?
2. What is the extent of community outreach for the community initiatives in targeting youth to induce positive behavior toward enrolling in programs offered by First Tee Delaware?
3. What improvements should be made in the community initiatives/development programs offered by the First Tee Delaware to improve the social, emotional, and physical wellbeing of youth?

**Methods**

**Research Design**

This study is characterized as an exploratory study, as it aims to identify the challenges youth face in accessing the development initiatives offered by First Tee Delaware. This study also accounts for a mixed-methods study because it incorporates qualitative and quantitative data to draw upon conclusions that will lead toward addressing the predetermined research questions.

**Sample**

The sample size comprised youth and local administrators at the First Tee of Delaware. The participants include 10 adolescents, aged between 12 and 18 years, who are currently enrolled in the developmental program offered by the First Tee of Delaware. The local administrators represent a total of 2 personnel, mainly the Youth Development Program Manager and General Manager working at the First Tee of Delaware.

**Instrumentation**

The instrument used to collect data comprises a survey questionnaire and an interview questionnaire. The survey questionnaire is used to collect data from youth, whereas the interview questionnaire is used to gain insights from the local administrators working at the First Tee of Delaware.

**Survey Questionnaire.** The survey questionnaire comprised four demographic questions to understand the demographic characteristics of the populace. The survey questionnaire comprised five items measured using a Likert scale, ranging from Strongly Disagree to Strongly Agree, that provide insights into the challenges youth face in accessing the initiatives/programs offered by the First Tee of Delaware. The survey questionnaire is provided in Table 1.

**Table 1**

*Survey Questionnaire*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Introduction:** We are conducting a survey to determine the challenges youth face in accessing the initiatives/programs offered by First Tee Delaware. The results from this survey will be shared with the administration to review the current initiatives/programs and develop policies to improve their accessibility for youth. The questionnaire is anonymous (no names or identifying information are on the questionnaire) and voluntary.  **Instructions:** Check each of the statements below that best describes the extent to which you agree or disagree. | | | | | | |
| **Demographic Information** | | | | | | |
| 1. | Select your age:   12 – 15 years  15 – 20 years | | | | | |
| 2. | Select your gender:   Male  Female  Other | | | | | |
| 3. | Select household average income.   Less than $20,000  $20,000 to $25,000   $26,000 to $30,000  Above $30,000 | | | | | |
| 4. | Select your Ethnicity.   African American  White  Latina/Hispanic   Native American  Asian | | | | | |
| No. | Statements | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 1. | It is easy to find the personal and professional development programs offered by the organization. |  |  |  |  |  |
| 2. | Attending the sessions under these initiatives/programs is expensive. |  |  |  |  |  |
| 3. | It is difficult to manage time while enrolling in these initiatives/programs. |  |  |  |  |  |
| 4. | I face financial hardships in attending the First Tee Delaware initiatives. |  |  |  |  |  |
| 5. | I miss scheduled activities in this initiative/program due to a lack of commute. |  |  |  |  |  |

**Interview Questions.** The interview questions comprise 5 open-ended questions, and these questions are as follows:

1. How do you target youth to encourage them to apply for youth development initiatives/programs?
2. What are the reasons most youth refrain from applying for youth development initiatives/programs?
3. Do you partner with any organization to increase access for youth to attend youth development initiatives/programs?
4. Apart from financial constraints, do you have the number of students who miss their activities due to lack of commute?
5. What are the reasons for enrolled youth to drop out of youth development initiatives/programs?

**Data Collection Process**

The data from youth is collected by providing them with the printed version of the survey questionnaire. The youth were required to take the survey questionnaire home, and after receiving consent from their parents/guardians, they were required to fill out the survey questionnaire. The parents/guardians were required to sign at the end of the survey to ensure their consent for participation. The questionnaires that were not duly signed by the parents/guardians were excluded from the survey. The data from the administrators was collected via face-to-face interviews. The administrators were requested to participate in the survey using the researcher's personal reference, and they were enlightened about the objectives of this survey. Afterward, the interviews were scheduled, and the researcher recorded their responses using written notes.

**Data Analysis**

The data analysis for the survey questionnaire was conducted using descriptive statistics, and the data charts were developed to understand the trends in the participants' responses. The data analysis for the survey questionnaire was conducted using Microsoft Excel. The data analysis for interviews was conducted using thematic analysis, in which trends and themes from the participants' responses were identified and organized to draw conclusions that address the predetermined research questions.

**Ethical Considerations**

The major ethical concern resided in consent, as the youth participants were underage. This ethical concern was addressed by seeking consent from their parents/guardians, who were required to duly sign the survey questionnaire once it was filled in by their children. Another concern accounted for the privacy of participants, due to which personal information during the surveys was not collected. The survey respondents were coded to ensure their privacy, and the participants, including their parents/guardians, were allowed to withdraw from the survey at any time. Similarly, the privacy of administrators employed at the First Tee Delaware was kept confidential, and their responses were noted using written notes. The data was coded for anonymity, and the participants were ensured that this data was collected specifically for academic purposes. The data will be kept till the completion of this course project and will be discarded once the final report is submitted and approved.

**Sample**

**Results from Survey**

The data comprised responses from 10 participants, and the findings for demographics indicate that 40% of the participants fall within the age bracket of 12 to 15 years, whereas 60% are aged between 15 to 20 years. Gender representation indicates that 40% identify as Male, 50% as Female, and a minority, 10%, identify as Other. The demographics for age and gender are illustrated in Figure 1 and Figure 2, respectively.

**Figure 1**

*Select Your Age.*

**Figure 2**

*Select Your Gender.*

Regarding the construct of household income, as illustrated in Figure 3, 70% of participants have reported having a household income below $20,000, and a smaller proportion of 20% has a household income of $20,000 to $25,000, whereas only 10% of the participants have the household income between $26,000 and $30,000. None of the participants claimed to have a household income surpassing $30,000. Ethnicity distribution represents diversity, as 40% of participants are African American, 30% of participants are White, 20% of participants are Latina/Hispanic, and 10% of participants are Native American. The demographics for Ethnicity are illustrated in Figure 4.

**Figure 3**

*Select Your Household Average Income.*

**Figure 4**

*Select Your Ethnicity.*

The participants' challenges specific to attending the youth development initiatives/programs are measured on a 5-point Likert scale. The findings, as illustrated in Figure 5, indicate that for the statement "It is easy to find the personal and professional development programs offered by the organization," opinions are divided. 10% strongly agree, 20% agree, 30% remain neutral, 30% disagree, and 40% strongly disagree. Moreover, 50% strongly agree that attending sessions within these initiatives is expensive, 20% agree, and 10% maintain a neutral stance. 20% disagree, and no participants strongly disagree.

Time management in relation to enrollment in these programs presents a challenge, as indicated by the data. 60% strongly agree, 10% agree, 10% remain neutral, and 20% disagree with this statement. The issue of financial hardships in attending the First Tee Delaware initiatives is a concern for participants, as 70% strongly agree, 10% agree, 10% are neutral, and 20% disagree with this statement. Lastly, the effect of commuting on participation is examined, and the findings indicate that 80% strongly agree that they miss scheduled activities due to a lack of commute, while 10% agree and the remaining 10% disagree.

**Figure 5**

*Challenges Faced by Youth*

**Results from Interviews**

The findings from the interviews indicate that First Tee Delaware uses social media, mainly Facebook and Instagram, to target youth for its youth development initiatives. The organization also partners with local schools and local communities to target youth about applying for upcoming initiatives. The findings also reveal that most youths refrain from applying for youth development initiatives because they believe that they do not develop technical skills under this program necessary to safeguard career prospects. It is also observed that enrolled students tend to miss their activities at First Tee Delaware when their parents/guardians are sick or unable to drive them to the organization. The participants also shared that most of the youth miss scheduled activities during harsh weather, which inhibits them from commuting to the organization, resulting in the rescheduling of activities that increase the total cost of the program implementation. The participants shared that the most common reasons for the enrolled youth to drop out of youth development initiatives include time management, academic obligations, and access to technical development programs. In this instance, youth face a significant challenge in managing time in order to balance their personal obligations and the program schedule, whereas academic obligations, mainly upcoming exams and academic project deadlines, and finding other programs that help them develop technical skills to secure jobs in future also enable students to miss their scheduled activities the organization.

**Results**

Age

Figure 1 shows the age of the participants

Gender

Figure 2 shows the gender distribution of the participants.

Figures 1 and 2's depictions of the study's participant demographics include crucial details regarding the sample's age and gender distribution. 40% of participants are between the ages of 12 and 15, while the remaining 60% are between the ages of 15 and 20, according to Figure 1's depiction of the age distribution. This variety in age representation provides a thorough understanding of the difficulties experienced by youth at various phases of adolescence. In accordance with Figure 2, which shows the gender distribution, 40% of participants identify as male, 50% as female, and 10% of the sample, a minority, identifies as other. This balanced gender representation underscores the inclusive nature of the study, capturing insights from both male and female perspectives. Together, these demographic findings contribute to a nuanced understanding of the challenges encountered by youth within varying age groups and gender identities, enriching the overall research insights.

Household Average Income

Figure 3 shows the average income for the participant's house.

Figure 3 displays the dispersion of participants' Household Average Income, which gives vital insights into the economic origins of the study's sample. Most of the participants (70%) received an annual pay of less than $20,000, while about 20% of participants earned between $20,000 and $25,000. Very few participants, about 10%, received an annual household income between $26,000 and $30,000. There was no participant who received an annual household income of above $30,000. This distribution emphasizes the frequency of economically disadvantaged origins within the sample, emphasizing the necessity of understanding the barriers that adolescents from various socioeconomic strata encounter in accessing First Tee of Delaware's youth development activities.

Ethnicity

Figure 4: Ethnicity distribution.

Figure 4 depicts the distribution of Ethnicity, which provides important insights into the study's varied participant population. 40% of participants are African American, 30% are White, 20% are Latina/Hispanic, and 10% are Native American. This distribution emphasizes the study's inclusiveness, as it includes viewpoints from people of all ethnic origins. The significant presence of African American and White participants reflects the broader demographic diversity within the sample. Moreover, the inclusion of participants identifying as Latina/Hispanic and Native American highlights the study's efforts to encompass a range of ethnic identities. This diversity ensures that the challenges faced by youth from various ethnic backgrounds are comprehensively explored, contributing to a holistic understanding of the barriers to accessing youth development initiatives offered by First Tee of Delaware.

Challenges faced by youths

Figure 5 shows the challenges faced by youths.

Illustrated in Figure 5, the obstacles experienced by youths in accessing the youth development initiatives offered by First Tee of Delaware offer a thorough understanding of the challenges these participants encounter. The data unveils the participants' responses to statements assessed using a 5-point Likert scale, spanning from Strongly Disagree (1) to Strongly Agree (5).

Finding Programs

The chart illustrates a range of opinions among participants regarding the ease of locating the personal and professional development programs provided by the organization. 10% of participants strongly agree, 20% agree, 30% remain neutral, 30% disagree, and 40% strongly disagree. These findings indicate that a notable portion of participants encounter difficulties in locating the programs, potentially impacting their capacity to effectively engage with them.

Expensive Sessions

Regarding the expense associated with participating in these initiative sessions, half of the participants (50%) strongly concur that they are costly. Furthermore, 20% agree, 10% remain impartial, and an additional 20% disagree. This information underscores the significance of a substantial portion of participants finding the participation costs challenging, which could potentially restrict their engagement with the initiatives due to financial limitations.

Time Management

The chart indicates that 60% of participants strongly agree that time management in relation to enrolment in these programs is a significant challenge. Moreover, 10% are in agreement, 10% hold a neutral stance, and 20% express disagreement. This indicates that a significant number of participants face difficulties in effectively organizing their schedules to align with the program's activities.

Financial Hardships

The data indicates that financial challenges are a valid concern among participants, with 70% strongly agreeing, 10% agreeing, 10% remaining neutral, and 20% disagreeing with this statement. This underscores the fact that a notable proportion of participants encounter economic difficulties that impede their capacity to engage in the initiatives.

Effect of Commuting

The chart reveals that the impact of commuting on participation is substantial, with 80% of participants strongly agreeing that they miss scheduled activities due to a lack of commute. An additional 10% agree, and the remaining 10% disagree. This indicates that accessibility barriers, such as transportation issues, have a major influence on participants' engagement with the initiatives.

In general, the challenges illustrated in Figure 5 highlight the intricate combination of factors that contribute to the obstacles experienced by young individuals when trying to access and engage in the youth development initiatives provided by First Tee of Delaware. These results underscore the necessity for focused strategies to tackle these challenges and improve the inclusiveness of the programs, aiming to benefit a wider spectrum of participants.

**Limitations**

Specific Population Representation

The data collected for this study is specific to the participants who are currently enrolled in the youth development initiatives offered by First Tee of Delaware. This narrow focus may limit the applicability of the findings to a broader population (Weiss et al., 2016). It is crucial to recognize that the challenges faced by this specific group might not be entirely representative of all youth who face barriers to accessing similar programs. Factors such as geographic location, socioeconomic background, and cultural differences could lead to variations in challenges among different groups of youth. Therefore, while the results provide insights into the experiences of First Tee of Delaware's participants, they may not fully capture the diversity of challenges encountered by youth in other organizations or regions.

Limited Generalizability

The data's generalizability to the wider population is another limitation to consider. The participants in this study are exclusively associated with First Tee of Delaware's programs, which might have unique characteristics and structures that differ from other youth development organizations. While the findings shed light on the challenges within this specific context, it is uncertain whether these challenges are consistent across various organizations. Factors such as program design, outreach strategies, and available resources could influence the nature and extent of challenges faced by youth in different settings. Therefore, the data's generalizability to other agencies or organizations must be approached cautiously, as the challenges may vary depending on the organization's specific approach and target population.

Potential Bias

The data collected through the survey and interviews might be susceptible to certain biases. The responses of participants might be impacted by their willingness to engage, their comfort in addressing sensitive subjects, and their individual backgrounds (Sutton & Austin, 2019). Moreover, as the survey was administered through written questionnaires, there exists a potential for misinterpretation of the questions or response choices. Furthermore, the qualitative insights gained from interviews are subject to researcher interpretation. The potential biases could impact the accuracy and objectivity of the data collected, and therefore, the findings should be considered within this context.

Changing Dynamics

The study's findings are based on a snapshot in time and might not capture the evolving dynamics that could impact the challenges faced by youth in accessing such initiatives. Socioeconomic conditions, community resources, and program offerings can change over time, which could influence the nature of challenges and barriers faced by youth. Therefore, while the current data provides valuable insights, the dynamic nature of social issues necessitates ongoing research to stay attuned to changing trends and challenges.

**Recommendations**

**Immediate Changes**

***Financial Assistance Programs***

To tackle the challenge of expensive sessions, First Tee of Delaware should promptly initiate financial assistance programs. These programs should aim to provide scholarships or reduced fees for youth hailing from lower-income backgrounds. By earmarking a portion of the budget for such initiatives, the organization can ensure that financial constraints do not serve as a barrier for deserving youth who wish to participate.

***Transportation Support***

Recognizing the significant impact of commuting on participation rates, the organization should swiftly explore partnerships with local transportation providers. These collaborations can lead to subsidized or even free transportation services for enrolled youth. Allocating resources from less critical areas of the budget to cover transportation costs is a strategic move to enhance accessibility.

**Long-Term Strategies**

***Outreach Partnerships***

Through a persistent effort to form strategic alliances with local groups, community centers, and schools, the problem of finding programming may be solved. First Tee of Delaware may guarantee that information about its projects reaches a larger audience by stepping up outreach efforts and forming partnerships with these organizations. This will increase program exposure and accessibility.

***Technical Skill Development***

The organization should think about a long-term strategy of including aspects that specifically target career-oriented skills to allay worries that young people could regard the programs as deficient in technical skill development. This might mean working with academic institutions and industry professionals to develop modules that incorporate technical skills, better matching the program to the goals of its participants.

**Budget Consideration**

***Funding Sources and Allocations***

Although prospective funding sources like the Addiction Coalition of Delaware and the U.S. Census Bureau have been identified, it is crucial to specify how exactly these monies will be allocated. First, Tee of Delaware needs to create a thorough spending plan that details the amount of money that will be allotted to each proposal. For instance, what portion of the budget will be used to fund transportation and financial aid programs? Budget allocations that are precise are essential for successful execution.

**Summative Evaluation**

***Projecting Program Effectiveness***

First, Tee of Delaware has to establish specific success measures and objectives for each effort in order to guarantee the implementation of these suggestions. These objectives can include boosting program participation, tracking advancements in technical skill development, and evaluating the impact of outreach initiatives. The company may assess the success of these improvements by projecting these KPIs.

***Future of the Program and Data Impact***

It's important to describe how the program intends to develop after incorporating these suggestions. Describe the program's goals and how the company expects them to develop over time. Include information on how data collecting and analysis will change after adoption in order to determine the effect of these suggestions. This might include analyzing participation rates, assessing skill growth, and keeping an eye on the efficiency of outreach tactics.

These suggestions and explanations provide a solid framework for enhancing the diversity and accessibility of First Tee of Delaware's youth development programs. The organization may strengthen its strategy for putting these ideas into practice and successfully assessing their effects by improving the transparency of funding allocations and forecasting program effectiveness and future development.

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