

Committee 3

Youth, Education, Leadership & Community Programs - Formal Theory of Change

Preserving Heritage. Building Opportunity. Organizing Community Power.

2026-2036 Strategic Theory of Change | East Stuart, Florida

Evidence note: external statistics establish context and support causal mechanisms. HOA planning targets are explicitly labeled as targets and are not presented as forecasts.

Committee purpose

Committee 3 is HOA human-capital and leadership pipeline. It uses multiple entry doors - AI/digital learning, athletics, heritage, arts, financial literacy, service and career exploration - but organizes them as one longitudinal system. Attendance is an output: a verified next step is an outcome.

Formal IF -> THEN: IF East Stuart youth have sustained access to safe, culturally grounded enrichment, mentors, technology, athletics, leadership responsibility and real career exposure, THEN participation can translate into stronger skills, identity, educational/workforce transitions and a recurring pipeline of future community leaders.

The factual case

17.4% of Stuart residents are under age 18. Citywide poverty is 17.3%, so youth opportunity cannot be separated from household economic mobility. [1]

Stuart reports 90.3% household broadband, but access does not equal job-ready digital skill. National analysis found 92% of job postings required digital skills while roughly one-third of workers lacked foundational digital skills. [1][7]

The East Stuart survey describes the Stuart Training School as an educational, social, athletic and cultural center. Committee 3 intentionally restores that integrated logic. [3]

Strategic program portfolio

Strategic program	What HOA does	Expected outcome	Primary KPI
AI & Computer Literacy	Digital fluency, responsible AI use, productivity and project-based learning.	Youth build skills relevant across modern industries.	Completion; skill gains; portfolios.
Digital Heritage Lab	Oral history, scanning, video, documentary and neighborhood storytelling.	Youth preserve history while gaining media and technical skills.	Assets; interviews; portfolios.
Athletics & Wellness	Football, track and recreation with discipline, teamwork and mentoring.	Sports become a retention platform for broader development.	Participation; retention; mentor contact.
Heritage Arts	Mural and public-history arts projects tied to East Stuart stories.	Cultural identity and creative production reinforce belonging.	Projects; youth participation.
Youth Leadership Council	Civic education, service, meeting participation and youth voice.	Young people practice leadership before adulthood.	Roles; service; civic projects.
Financial & Ownership Literacy	Budgeting, banking, credit, entrepreneurship, homeownership and investing concepts.	Youth understand economic systems before entering the workforce.	Completion; knowledge gains.
Career Exploration	Marine, agriculture, aerospace, construction, health care, technology and public service.	Youth connect interests to real local/regional pathways.	Visits; job shadows; mentors.
Internship & Handoff Pipeline	Structured transition to Committee 2 training, employers and paid experiences.	Participation converts into a documented next step.	Internships; handoffs; transitions.

How Committee 3 feeds the system

From Committee 1: history, elders, archives, historic places and churches provide culturally specific content and trusted relationships.

Into Committee 2: digital portfolios, career exploration, financial literacy, leadership and mentor relationships convert into job shadows, internships, training, credentials and paid work.

Feedback: alumni return as coaches, mentors, entrepreneurs, homeowners, donors, oral-history contributors and civic leaders.

Evidence for sustained youth-development systems

Providence AfterZone: a rigorous evaluation of 763 sixth-graders found absences were 25% lower for youth who participated for two school years than for nonparticipants; two-year participants also earned math grades about one-third of a grade higher. Benefits were stronger with longer participation. [8]

AfterZone also used a neighborhood-campus model linking schools with recreation centers, libraries, museums, arts organizations and youth centers. HOA can apply the same systems logic through local recreation, library, churches, athletics, employers and agriculture/marine partners.

Digital skills: the 92% job-demand finding and 23% median wage difference make AI/computer literacy an economic-mobility intervention, not a novelty program. [7]

What success looks like

Level	What success looks like	How it is verified
Near-term	Youth enroll, return, build trusted adult relationships and complete meaningful projects.	Attendance; 90-day retention; semester completion; mentor contact.
Intermediate	Youth demonstrate digital, financial and leadership skills, build portfolios and complete career exposure.	Pre/post assessments; portfolios; service; job shadows.
Transition	Youth move into internships, credentials, technical training, employment, college or entrepreneurship pathways.	Verified next-step records; Committee 2 handoffs.
Long-term	Alumni attain stable work/education, leadership and ownership milestones and return to support younger cohorts.	Alumni follow-up; mentor/coach roles; employment/education/ownership records.

Committee 3 KPI Scorecard

Domain	Primary KPIs
Participation	Enrollment; 90-day retention; semester completion; repeat-year participation; program hours.
Skills	All/digital assessments; projects/portfolios; financial-literacy completion; heritage-media products.
Leadership	Service hours; youth council roles; civic projects; mentor relationships.
Career transition	Job shadows; internships; credentials; Committee 2 referrals; training/employment/college next steps.
Alumni	Employment/education status; return as mentor/coach; business/ownership milestones where appropriate.

Current 2036 planning anchor

300 youth trained/mentored is the current long-range planning target. The stronger measure is the percentage who sustain participation and reach a documented next step such as internship, credential, employment, college/technical training, entrepreneurship or leadership.

Selected Evidence and Sources

[\[1\] U.S. Census Bureau QuickFacts - Stuart city, Florida](#)

[\[2\] U.S. Census Bureau QuickFacts - Martin County, Florida](#)

[\[3\] City of Stuart - East Stuart Historic Survey Update Report](#)

[\[4\] City of Stuart - East Stuart added to the National Register, Aug. 4, 2026](#)

[\[5\] USDA 2022 Census of Agriculture - Martin County Profile](#)

[\[6\] MDRC - Effects of Sector-Focused Training After 10 Years](#)

[\[7\] Federal Reserve Bank of Atlanta / National Skills Coalition - Digital Skills](#)

[\[8\] Wallace Foundation - Providence AfterZone outcomes](#)

[\[9\] Urban Institute - Community Land Trust resident outcomes](#)

[\[10\] National Park Service - FY2024 Historic Tax Credit economic impacts](#)

[\[11\] Main Street America - 2025 Collective Impact](#)

[\[12\] Sweet Auburn Works - Main Street approach](#)

[\[13\] University of Florida BEBR - County Population Projections](#)

[\[14\] Overtown redevelopment bond reporting](#)