



## 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's commitment to STEM workforce development activities is helping shape the future STEM workforce.



**TOYOTA EMPLOYEE VOLUNTEERING to date**

**1,100+**

Employees Engaged

**\$10,098**

In-kind Community Contribution  
through Volunteer Hours

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

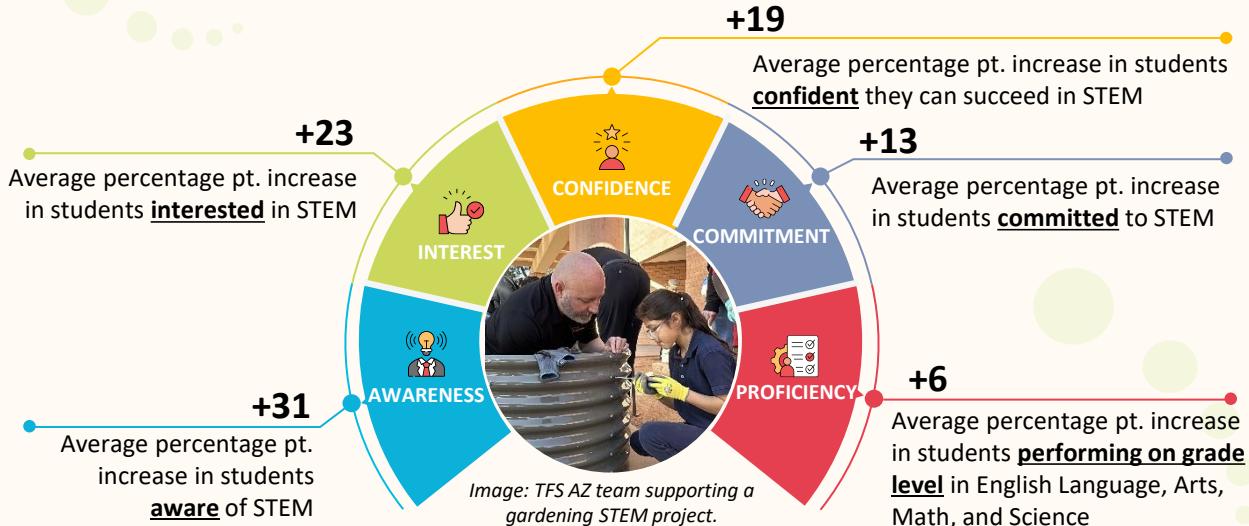
*Note: Data was pulled as of October 2025.*



## NEAR-TERM STUDENT IMPACT

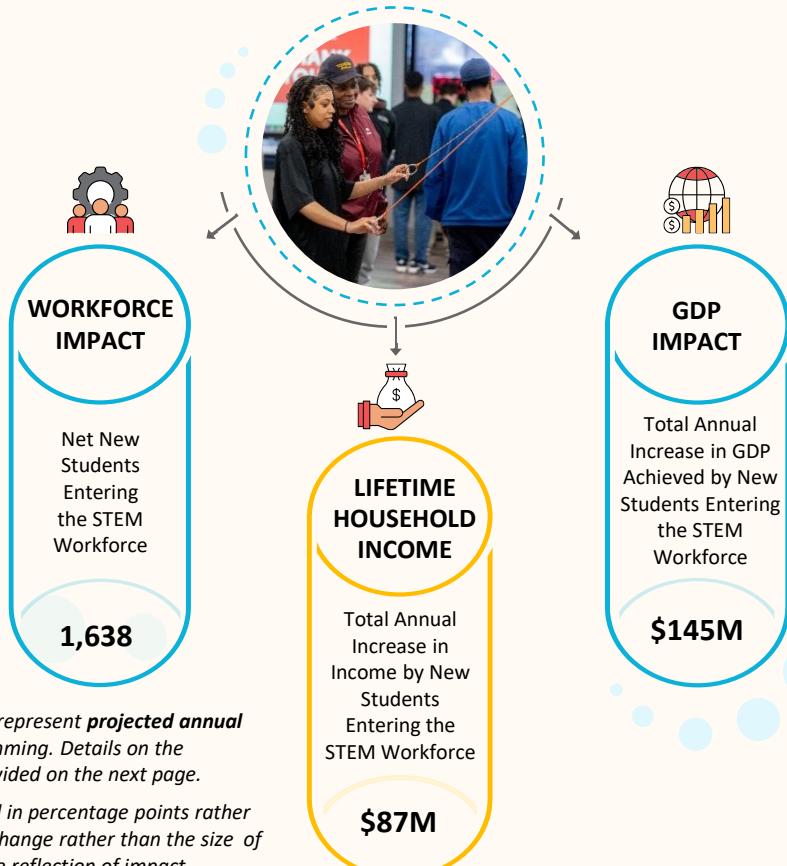
**Driving Possibilities (DP) partners are seeing meaningful early impact in students participating in DP programming from the beginning to the end of the academic year.**

**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

*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.*

Sources: (1) [Gallup](#), (2) [International Journal of STEM Education](#), (3) [University of Arkansas-Fayetteville + Heartland Forward](#)



## 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

1,638

Net new students entering STEM 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<sup>5,6,7</sup>

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)

## 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)

X

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

X

~\$53,136

expected increase in household income per DP student entering STEM workforce

X

~1.66<sup>9</sup>

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