Quality, Readiness and Equity: Why a Commitment to All Three is Important to OST

Karen Pittman, President and CEO

The Forum for Youth Investment

2019 MY COM OST Professional Development Symposium
READINESS
Achievement gaps between Hispanic and African American students and their white and Asian American counterparts remain substantial.

- 60% of Asian American students
- 49% of white students
- 23% of Hispanic students
- 11% of African American students showed strong readiness for college coursework, meeting three or more of the ACT benchmarks in English, Reading, Mathematics and Science.
Readiness is more than a diploma

The 2002 National Research Council report, *Community Programs to Promote Youth Development*, identified a range of personal and social assets that predict adult success:

- **Physical development**
  - good health habits, risk management skills
- **Intellectual development**
  - school success, critical thinking, decision-making, life skills, vocational skills
- **Psychological and emotional development**
  - good mental health, positive self-regard, self-regulation, coping skills, autonomy, effective time management
- **Social development**
  - connectedness, sense of place, attachment to pro-social institutions, ability to navigate cultural contexts, commitment to civic engagement
Parents Value These Skills So Do Employers

Top Skills & Traits named by parents (Learning Heroes, 2018)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percent of Employers Who Look For the Following Attributes in a Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Ability to work in a team</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>Problem solving skills</td>
</tr>
<tr>
<td>Confidence</td>
<td>Written communication skills</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>Verbal communication skills</td>
</tr>
<tr>
<td>Social skills</td>
<td></td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td></td>
</tr>
<tr>
<td>Intelligence</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

Source: National Association of Colleges and Employers, 2017
These Skills Develop Across Settings ....

The 2015 UChicago Consortium on School Research Report, Foundations for Young Adult Success, funded by the Wallace Foundation, helps us understand how the skillsets and mindsets build over time and interconnect and contribute to success.
Early Childhood (Preschool, Ages 3-5)

Middle Childhood (Elementary School, Ages 6-10)

Early Adolescence (Middle Grades, Ages 11-14)

Middle Adolescence (High School, Ages 15-18)

Young Adulthood (Postsecondary, Ages 19-22)

... and Over Time

Developmental Focus During this Stage
Emergence of Key Factors

agency
mindsets
knowledge & skills
self-regulation
competencies
values

agency
mindsets
knowledge & skills
self-regulation
competencies
values

agency
mindsets
knowledge & skills
self-regulation
competencies
values

agency
mindsets
knowledge & skills
self-regulation
competencies
values

agency
mindsets
knowledge & skills
self-regulation
competencies
values

Healthy, Work, Education, Family, Friendship, Civic Engagement

©2015 University of Chicago Consortium on Chicago School Research

Funded by The Wallace Foundation
WHY WAS I READY?
My Path to Readiness
Beating the Odds vs. Changing the Odds
Understanding Youth Development

Learning Comes to Life
An Active Learning Program for Teens
Ellen Meredith Lifeld

<table>
<thead>
<tr>
<th>Emotion Management</th>
<th>Empathy</th>
<th>Teamwork</th>
<th>Responsibility</th>
<th>Initiative</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilities to be aware of and constructively handle both positive and challenging emotions.</td>
<td>Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.</td>
<td>Abilities to collaborate and coordinate action with others.</td>
<td>Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.</td>
<td>Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.</td>
<td>Abilities to plan, strategize, and implement complex tasks.</td>
</tr>
</tbody>
</table>
5 year study recommends
- Facilitate positive multi-ethnic relationships
- Broaden students’ positive sources of influence
- Guide parents in supporting development of their children’s potential
- Guide students in planning paths to higher education
- Help students learn effective problem solving

Postsecondary outcomes

<table>
<thead>
<tr>
<th></th>
<th>Some PSE</th>
<th>No PSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All High/Scope</td>
<td>73</td>
<td>27</td>
</tr>
<tr>
<td>All comparison</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>Underachievers H/S</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>Underachievers Comp</td>
<td>71</td>
<td>29</td>
</tr>
</tbody>
</table>
Recommendations like these help break the hold of zip codes

High/Scope’s Challenging the Potential 5 year study recommends:

• Facilitate positive multi-ethnic relationships
• Broaden students’ positive sources of influence
• Guide parents in supporting development of their children’s potential
• Guide students in planning paths to higher education
• Help students learn effective problem solving
KNOWING THE ODDS
The Social Genome Project

Pathways to the Middle Class: Balancing Personal and Public Responsibilities

Isabel V. Sawhill, Scott Winship, and Kerry Searle Grannis
September 20, 2012
Starting Out Off Track Doesn’t Mean You Stay Off Track ... and vice versa

Key Determinants of Being “On Track”

Family Formation:
Marriage, Delayed parenthood,
Maternal education & employment
Normal birthweight babies

Early childhood (0-5):
Reading & math skills
Social behavior

Middle childhood: (5-11)
Reading & math skills
Social-emotional skills

Adolescence (11-19):
High school grad w/c+
No convictions, No children

Young Adults (19-29):
Live independently
P.S. degree or above poverty income
Being on Track is More Important than Being Advantaged.

But kids from less advantaged families are only half as likely to be on track all the time (17% vs 37%).
Kids Born to Less Advantaged Families are Less Likely to be On Track at each Life Stage

Percent Meeting Benchmark

- Early Childhood (Age 5): Born Less Advantaged - 59%, Born More Advantaged - 72%
- Middle Childhood (Age 11): Born Less Advantaged - 60%, Born More Advantaged - 77%
- Adolescence (Age 19): Born Less Advantaged - 41%, Born More Advantaged - 70%
- Transition to Adulthood (Age 29): Born Less Advantaged - 48%, Born More Advantaged - 70%
- Adulthood (Age 40): Born Less Advantaged - 49%, Born More Advantaged - 71%
...As are Children and Youth of Color
CHANGING THE ODDS
Back to the Social Genome Project:
*What Interventions Help More Americans Climb the Income Ladder?*

**Family Formation**
- contraception, teen pregnancy prevention, and social marketing campaigns or NGO funding to encourage youth to behave responsibly

**Early Childhood**
- home visiting programs and high quality preschool

**Middle Childhood**
- school quality, SEL, and access to healthcare

**Adolescence**
- juvenile justice, teen pregnancy prevention, school quality

**Young Adulthood**
- college access and completion

**Adulthood**
- labor market, income assistance, career and technical education, apprenticeships, and on-the-job training
Early childhood education helped, but the impact fades over time.
Multiple sustained investments have larger, longer-lasting effects on Kids Born Low Income... Smallest Gains in Adolescence
Multi-Stage Interventions Reduce White-Black Success Gap
... Except in Adolescence

What’s going on in adolescence?

Adolescence is the developmental time when interventions to address equity, quality and opportunity have to Intersect.
EQUITY
We have to get kids *ready* to play in the game.

This starts by asking *them* how they see the games, the rules, and the resources.
We’re just beginning to acknowledge the complex connections between equity, quality and opportunity

The Opportunity Gap

The opportunity gap disproportionately impacts students of color who come from low-income backgrounds. The demographic inequalities in Black and Hispanic students in the United States face in comparison to their White peers put them at a disadvantage before they even enter school. When combined with the educational disparities known as the achievement gap, students of color often have to overcome more challenges to have an equal chance at life’s opportunities.

A collaboration between GOOD and Hispanic, in partnership with University of Phoenix.

Sources

- Poverty, Health Insurance & College Graduation
  - Pew Hispanic Center calculations of 2008 American Community Survey.
- Household Income
- Infant Mortality
  - Center for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, National Infant Mortality Survey Data.
- College Barriers

GOOD + University of Phoenix

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**Poverty**

*Black & Hispanic children are three times more likely to live in poverty than Whites.*

**Health**

*Hispanic children are twice as likely as Blacks & Whites to have no health insurance.*

**Education**

*White children are twice as likely to graduate college as Blacks & Hispanics.*

---

**Household Net Worth**

The median net worth of White households with children is six times greater than Hispanic ones and 18 times greater than Black ones.

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,740</td>
<td>$16,862</td>
<td>$103,220</td>
<td></td>
</tr>
</tbody>
</table>

**Infant Mortality**

Black infants are twice as likely to die before reaching a year of age as White and Hispanic infants.

<table>
<thead>
<tr>
<th>Year</th>
<th>Infant deaths / 1,000 live births</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>13.3</td>
</tr>
<tr>
<td>1995</td>
<td>4.3</td>
</tr>
<tr>
<td>2007</td>
<td>5.7</td>
</tr>
</tbody>
</table>

**College Barriers**

- 84% of Black students cannot read or do math at grade level.
- 74% of Hispanic youths need help to support their family.
- 83% of non-college going White students cite lack of scholarships as the reason.
Hidden inequities

By 6th grade, middle class kids have spent 4,000+ more hours in afterschool and summer learning opportunities than low-income students.

Learn more at www.afterschoolalliance.org/AA3PM
http://afterschoolalliance.org/AA3PM
www.expandedschools.org/sites/default/files/tasc_6000-hours-infographic.pdf
QUALITY
What do you think of when you hear the word Quality?

- Well-Equipped Facilities?
- Stable, Competent Staff?
- Diverse, Rigorous Content?
- Intentionally Supportive Context?

QUALITY

Strong Staff
- Engagement with Kids
- Professional Development
- Diversity of Experiences (Work, Education, Life)
- Identification & Recruitment of Quality Candidates

Intentionally Diverse Content
- Formality of Learning
- Content Provider
- Content Areas

Intentionally Supportive Contexts
- Physical & Emotional Safety
- Positive Environments
- Opportunities for Belonging & Interaction
- Opportunities for Critical Thinking

Well-Equipped Facilities
- Functional & Quality Equipment & Supplies (Technology, Education Equipment/Supplies, Furniture, HVAC)
- Functional & Quality Hardware (Lighting, Doors, Windows, Ceiling Tiles, etc.)
- Aesthetics (Bright, Clean, Kid-friendly)
<table>
<thead>
<tr>
<th>QUALITY</th>
<th>ENGAGEMENT</th>
<th>SKILLS &amp; MINDSETS</th>
<th>TRANSFER OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Staff</td>
<td>Regular Participation</td>
<td>Strong Academic Skills</td>
<td>Educated</td>
</tr>
<tr>
<td>- Engagement with Kids</td>
<td>- Frequency of Attendance</td>
<td>- Enjoyment &amp; Application of Reading</td>
<td>Employed</td>
</tr>
<tr>
<td>- Professional Development</td>
<td>- Membership Tenure</td>
<td>- Confidence &amp; Application of Written and Oral Communication</td>
<td>Life Skills</td>
</tr>
<tr>
<td>- Diversity of Experiences (Work, Education, Life)</td>
<td>- Daily Time Spent at Club</td>
<td>- Confidence &amp; Application of Calculation</td>
<td>Connected &amp; Engaged in the Community</td>
</tr>
<tr>
<td>- Identification &amp; Recruitment of Quality Candidates</td>
<td><strong>Relational Engagement</strong></td>
<td><strong>Strong SEL Skills</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sense of Belonging at Club</td>
<td>- Empathy</td>
<td></td>
</tr>
<tr>
<td><strong>Intentionally Diverse Content</strong></td>
<td><strong>Learning Engagement</strong></td>
<td>- Problem Solving</td>
<td></td>
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<tr>
<td>- Formality of Learning</td>
<td>- Pushed Mentally</td>
<td>- Initiative</td>
<td></td>
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<tr>
<td>- Content Provider</td>
<td><strong>Content Participation</strong></td>
<td>- Responsibility</td>
<td></td>
</tr>
<tr>
<td>- Content Areas</td>
<td>- Offering (or Program or Activity) Attendance</td>
<td>- Teamwork</td>
<td></td>
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<td><strong>Intentionally Supportive Contexts</strong></td>
<td><strong>Content Participation</strong></td>
<td>- Emotion Management</td>
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<td>- Physical &amp; Emotional Safety</td>
<td></td>
<td><strong>Strong LIFE Skills</strong></td>
<td></td>
</tr>
<tr>
<td>- Positive Environments</td>
<td></td>
<td>- Healthy Lifestyles &amp; Risk Management</td>
<td></td>
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<tr>
<td>- Opportunities for Belonging &amp; Interaction</td>
<td></td>
<td>- Financial Literacy</td>
<td></td>
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<tr>
<td>- Opportunities for Critical Thinking</td>
<td></td>
<td>- Job &amp; Post-Secondary Education Seeking Skills</td>
<td></td>
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<td><strong>Well-Equipped Facilities</strong></td>
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<td>- Civic &amp; Community Engagement</td>
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</table>
The Practice Base for How Learning Happens

**LEARNING SETTINGS**
Learning and development are influenced by the familial, community, and societal contexts in which students grow. Learning settings that support young people’s comprehensive growth often focus on 3 essential elements.

- Teaching and practicing social, emotional, and cognitive skills
- Embedding social, emotional, and cognitive skills into academic learning
- Safe and relationship-based learning environments

**STUDENT EXPERIENCE**
These settings lead can lead to learning experiences where young people are more likely to be engaged and grasp complex academic content.

- Rigorous academic content and learning experiences
- Engagement, ownership, and purpose
- Sense of belonging and connection to community

**STUDENT OUTCOMES**
The evidence shows that students who experience these learning settings are more likely to achieve success both now and in the future.

- Academic success and educational attainment
- Civic and community engagement
- Life well-being
- Workforce and career readiness
DOES “LEARNING SETTING QUALITY” REALLY MATTER?
The learning pit

"If you can leap over the pit, you’re probably not learning!"

"This is what learning feels like."

I don’t understand
It’s too hard
I want to quit
I was right not to give up
Ah! I think I’m getting it
Maybe my Lin can help
I’ll try again

(source: http://www.supplyteachingsolutions.co.uk/#!/Instilling-a-growth-mindset/c24tn/1)
Quality Learning Environments Matter . . . a Lot

Data from Seattle Public Schools Summer Learning Programs
Quality Standards & Improvement Capacity: Prerequisites for SEL Practice

- **Engagement**
  - Planning
  - Choice
  - Reflection
- **Interaction**
  - Belonging
  - Collaboration
  - Leadership
  - Adult Partners
- **Supportive Environment**
  - Warm Welcome
  - Active Engagement
  - Encouragement
- **Safe Environment**
  - Emotional Safety
  - Healthy Environment
  - Emergency Preparedness
  - Accommodating Environment
  - Nourishment

Youth Voice in Governance
Professional Learning Community
Readiness requires systematic efforts to ensure that there is room within official practice to support developmental practices that acknowledge life differences.

**ENVIRONMENTS**
- THAT ARE community-oriented
- relationally resourced
- safe and structured
- socially and culturally responsive
- strengths-based
- youth-centered

**PEOPLE**
- WHO coach and care
- equip and empower
- skillfully plan and execute
- train and assess

**EXPERIENCES**
- THAT are stage and age appropriate
- build skills and mastery
- challenge and engage
- connect to real life
- encourage agency and choice
- promote group work

**SPACE AND TIME**
- TO observe and explore
- practice and demonstrate
- apply and connect
- reflect and refine
Secondary school example

Family experiences and responsibilities

- Core academic classes
- Elective classes
- Informal school spaces (e.g., cafeterias, hallways, libraries, buses)
- Extracurricular activities (e.g., clubs, mentoring, sports)
- Enrichment and development opportunities
- Civic and employment opportunities (e.g., service learning, volunteering, jobs)
- Community learning settings (e.g., libraries, museums, zoos, parks)

DURING SCHOOL

BEFORE/AFTER SCHOOL, SUMMER
WHAT ARE THE CONDITIONS THAT UNDERGIRD THESE QUALITY EXPERIENCES?
Relationships, environments with safety & belonging, rich instruction, individualized supports and intentional development of skills, mindsets & habits – it is this combination of things that we are talking about with Whole Child Personalization. - Dr. Pamela Cantor
Why Starting with Relationships Matters

Social and Emotional Learning is Social and Emotional and Cognitive
WHY IS THIS BROADER FRAMING FOCUSED ON LEARNING SETTINGS SO CRITICAL FOR ACHIEVING EQUITY?
Adversity doesn’t just happen to children, it happens inside their brains and bodies.
ACEs IN WASHINGTON STATE SCHOOLS

WASHINGTON SCHOOL CLASSROOM OF 30 STUDENTS:

- 20% (6) students with no ACE
- 47% (14) students with 1-3 ACE
- 23% (7) students with 4 or 5 ACEs
- 10% (3) students with 6 or more ACEs

TURNAROUND FOR CHILDREN
The brain is malleable.

We can design learning environments that correct for the impact of stress and drive healthy development for all children.
THE MARSHMALLOW TEST REVISITED

University of Rochester 2012
Reliable Environment is the differentiator

Children who experienced unreliable interactions with an experimenter waited for a mean time of three minutes and two seconds on the subsequent marshmallow task, while youngsters who experienced reliable interactions held out for 12 minutes and two seconds. Error bars show 95% confidence intervals, meaning that the findings statistically are highly reliable. *Credit: University of Rochester*
What do OST programs and youth development organizations offer children and youth?
What Might Success Look Like?

All young people have adequate and equitable access to high quality, varied opportunities to develop and demonstrate their social and emotional skills through participation in non-core subject areas during the school day as well as other extracurricular and enrichment experiences after and outside of school.

The Aspen Institute
Program on Education & Society
“The Whole Student and All Students: Social-Emotional Development and Equity in Education” July 2017
Educators’ spontaneous list of the kinds of activities – often offered by youth organizations – in which SEL happens more naturally...

a partial list:

music
dance
theater
visual arts
sports
robotics
coding
camping
service learning...
Aspen Educators’ responses to “What do these kinds of programming have in common?”

They are often more child/youth centered
- Participation is usually voluntary
- Content and performance requirements are relaxed

They are interest driven
- Kids and families are looking for these interest-driven learning opportunities to complement or supplement core academic courses.
- There is strong market demand within and outside of school

They can provide rich learning experiences
- They provide opportunities for exposure and mastery of new skills and content that can build on what is offered in core classes but does not require it.
What is the Opportunity? Why is exposure to opportunities for this kind of non-required content useful?

These settings can provide students with more immediate opportunities to use and build their SEAD assets by:

**Creating Opportunities for:**
- Success outside of academics
- Interaction with more diverse group of students
- Use of different learning styles
- Leadership & teamwork
- Flexible time use
- Informal connections with adults and peers
- Community orientation and involvement
- Student Choice (of activity, roles)
- Student Recognition

**That increase students’ opportunities for:**
- Belonging/membership
- Empathy/personal stories
- Personalized/sharing
- Emotional exploration and experience
- Creative expression
- Mastery
- Resiliency
- Identity
- Healing

The Aspen Institute
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Flexible time use
Informal connections with/btwn adults & peers
Interaction w/more diverse group of students
Use of different learning styles
Leadership & teamwork
Student Choice (of activity, roles)
Community orientation and involvement
Success outside of academics
Student Recognition

Structure
- Size
- Time
- Space
- Functions

Atmosphere
- Safety
- Rules
- Attractiveness
- Cultural Appropriateness

Participants
- Number
- Characteristics
- Diversity

Interactions
- Style
- Breadth
- Continuity

Grouping
- Mix
- Size
- Consistency
- Formality

Eligibility/Entrance
- Intro Setting
- Intro Roles and Activities

Involvement
- Youth
- Other Key Actors

Content
- Depth
- Breadth
- Intentionality

Assessment
- Methods
- Purpose
- Rewards

Accountability
- Internal
- External
IMPLICATIONS FOR STRENGTHENING ADULT SEL PRACTICE WITHIN AND BETWEEN SETTINGS | SITES | SYSTEMS
Define Observable Practices of Learning Setting Quality that emphasize the importance of assessing the students’ experience

- Create time, space, training, support, recognitions, and rewards for self-learning, practice improvement and collaboration
- Aggressively Identify and remove barriers at site and system levels and between systems
We know enough to rise to the Challenge:

**READINESS**

**SHOULD BE A RIGHT FOR ALL YOUNG PEOPLE**
"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal...

-DR. HIAM GINOTT
THE POWER YOU CARRY
Black boys raised in America, even in the wealthiest families and living in some of the most well-to-do neighborhoods, still earn less in adulthood than white boys with similar backgrounds, according to a sweeping new study that traced the lives of millions of children.

White boys who grow up rich are likely to remain that way. Black boys raised at the top, however, are more likely to become poor than to stay wealthy in their own adult households.
Our findings were clear cut. SAFE programs were associated with significant improvements in self-perceptions, school bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades and school attendance. The group of Other Programs failed to yield significant improvements on any of these outcomes.

**SAFE Program Practices**
- **Sequenced** step-by-step training
- **Active** forms of learning/practicing
- **Focused** time on skill development
- **Explicit** definitions of skills being promoted

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other Programs</td>
</tr>
<tr>
<td>Drug Use</td>
<td>.03</td>
</tr>
<tr>
<td>Positive Social Behaviors</td>
<td>.06</td>
</tr>
<tr>
<td>Reduction in Problem Behaviors</td>
<td>.08</td>
</tr>
<tr>
<td>School Attendance</td>
<td>.07</td>
</tr>
<tr>
<td>School Bonding</td>
<td>.03</td>
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<tr>
<td>School Grades</td>
<td>.05</td>
</tr>
<tr>
<td>Self-perceptions</td>
<td>.13</td>
</tr>
<tr>
<td>Academic Achievement (Test Scores)</td>
<td>.02</td>
</tr>
</tbody>
</table>

[Table 1. Mean effect sizes on different outcomes for participants in SAFE and Other Afterschool Programs.](https://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf)
The outcomes for SAFE programs are comparable to those obtained by many other successful youth programs that have been carefully evaluated.

The outcomes for SAFE programs are similar to those achieved by many effective school-based programs designed to improve student academic performance or social adjustment.

In other words afterschool programs that follow evidence-based skill training practices are part of the array of worthwhile interventions for youth.

Our findings also suggest the possibility of aligning effective interventions during the school day with those occurring after school to maximize the benefits for participating youth.
The Perry Preschool Project intergenerational effects.

- A new Heckman study finds that the children of Perry participants are doing better than their peers. Heckman attributes some of these intergenerational benefits to building better social skills and executive function in the preschool students. Men who participated in the preschool as young children had lower crime rates and higher rates of stable marriage.

The active learning approach used in Perry was developed by David Weikart, founder of the High Scope Educational Research Foundation.

- The long term gains associated with Perry are associated with adult practices not always found in pre-schools (a focus on social skills, communication skills, active choice, persistence, and parent skill building). Other studies of pre-school participation don’t show the same effects.

This approach also changed the life trajectories of disadvantaged adolescents.

- While not followed for 50 years, the long term gains associated with participation in an active learning pre-school program were also found when disadvantaged, underachieving high school students (sometimes with their teachers) participated in an intensive active learning residential camp experience for 2-4 weeks (Challenging the Potential).

- https://www.npr.org/2019/05/23/726035330/since-the-1960s-researchers-track-perry-preschool-project-participants
Children of Perry participants spend at least three times the amount of time with stably married parents before age 18.

3X MORE

All children of Perry participants

15X MORE

Male children of male participants

LEARN MORE AT HECKMANEQUATION.ORG
Black boys raised in America, even in the wealthiest families and living in some of the most well-to-do neighborhoods, still earn less in adulthood than white boys with similar backgrounds, according to a sweeping new study that traced the lives of millions of children.

White boys who grow up rich are likely to remain that way. Black boys raised at the top, however, are more likely to become poor than to stay wealthy in their own adult households.
71% of white boys raised wealthy stay rich or upper middle class as adults compared to 38% of black boys.

Most white boys raised in wealthy families will stay rich or upper middle class as adults, but black boys raised in similarly rich households will not.
79% of black boys remain poor or lower-middle class as adults, compared to 39% of white boys.

For poor children, the pattern is reversed. Most poor black boys will remain poor as adults. White boys raised in poor families fare far better.

Follow the lives of 3,198 boys who grew up in poor families…

...and see where they end up as adults:
Large Income Gaps Persist Between Men, but not Women

Black men consistently earn less than white men, regardless of whether they’re raised poor or rich.

No such income gap exists between black and white women raised in similar households.