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FOR YOUTH INVESTMENT

The Forum for Youth Investment

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

ACT: 1 in 10 African-American Students College Ready

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.

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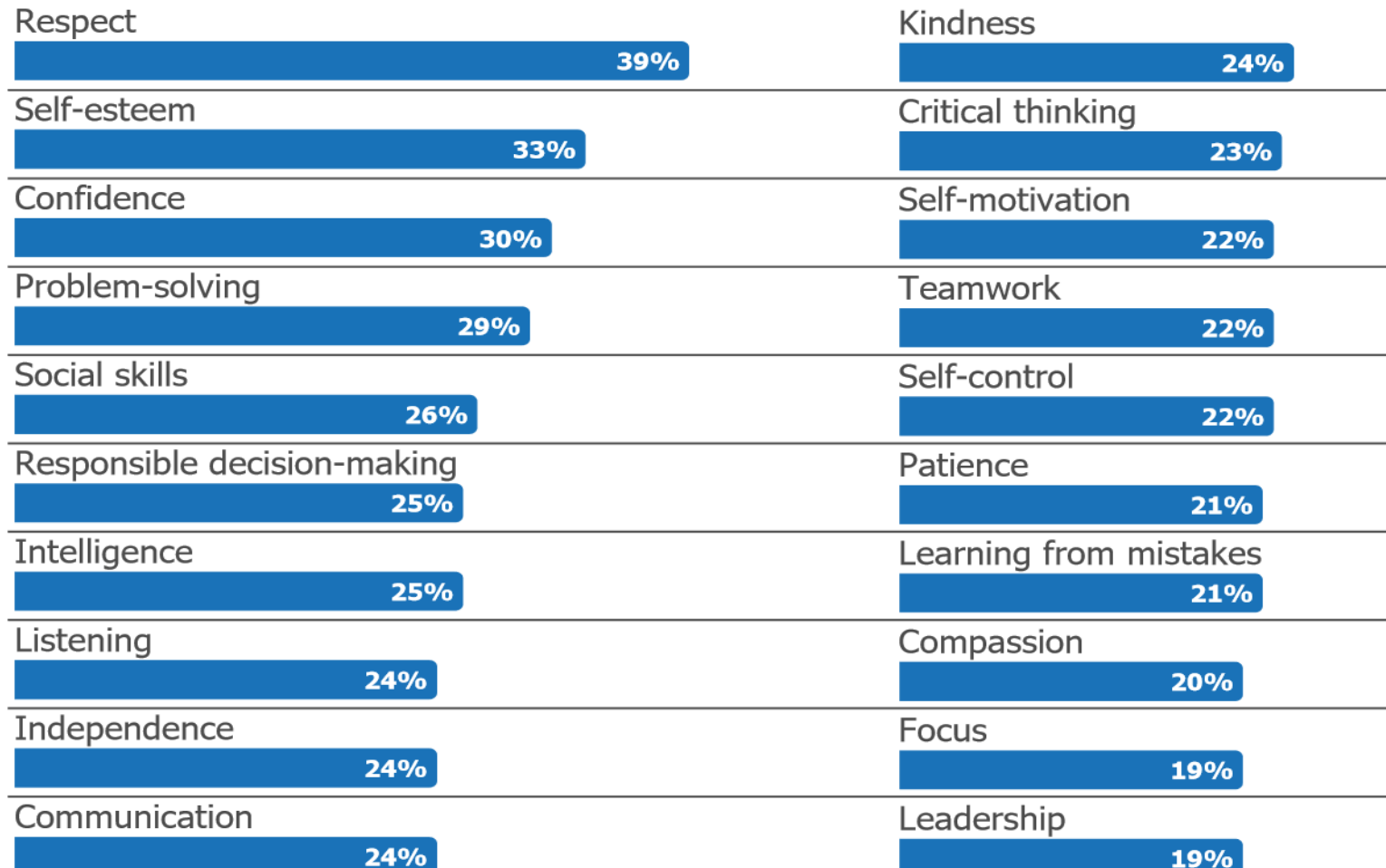
Readiness is more than a diploma

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
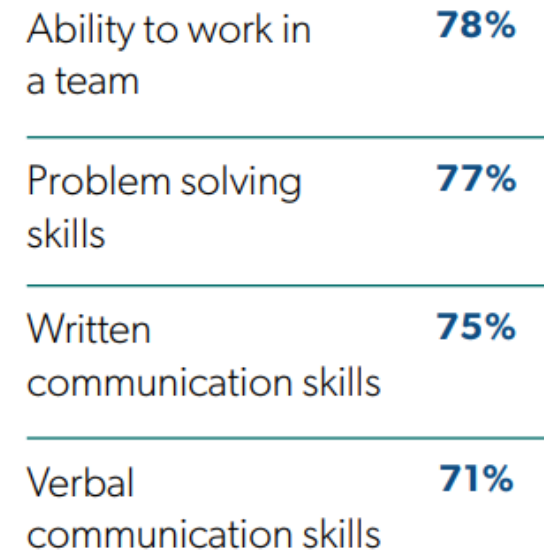
Parents Value These Skills

So Do Employers

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

Skill	%
Respect	39%
Self-esteem	33%
Confidence	30%
Problem-solving	29%
Social skills	26%
Responsible decision-making	25%
Intelligence	25%
Listening	24%
Independence	24%
Communication	24%

Skill	%
Kindness	24%
Critical thinking	23%
Self-motivation	22%
Teamwork	22%
Self-control	22%
Patience	21%
Learning from mistakes	21%
Compassion	20%
Focus	19%
Leadership	19%

Percent of Employers Who Look For the Following Attributes in a Candidate

Attribute	%
Ability to work in a team	78%
Problem solving skills	77%
Written communication skills	75%
Verbal communication skills	71%

Source: National Association of Colleges and Employers, 2017

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These Skills Develop Across Settings ....

The <u>2015</u> 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.
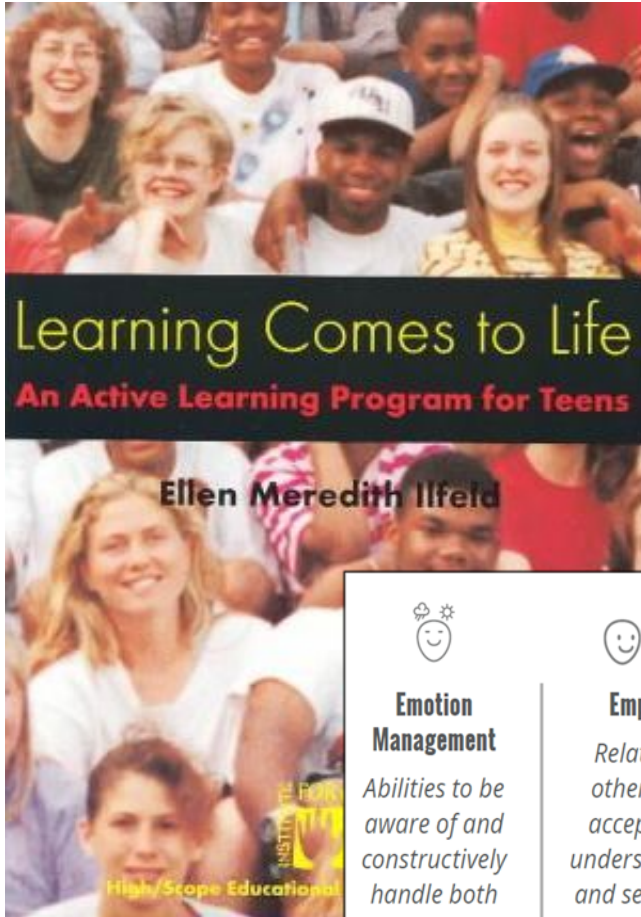
.... and Over Time
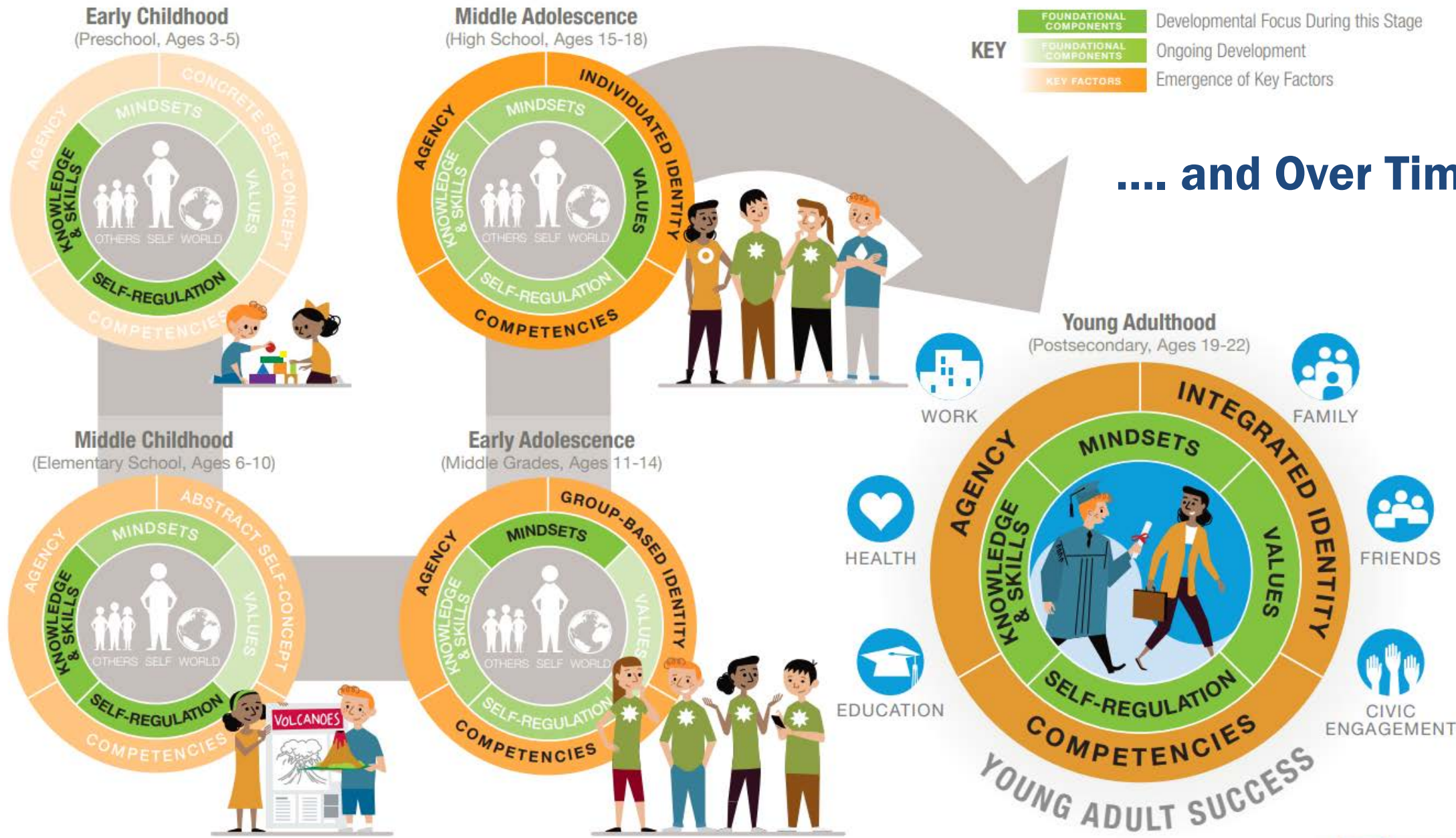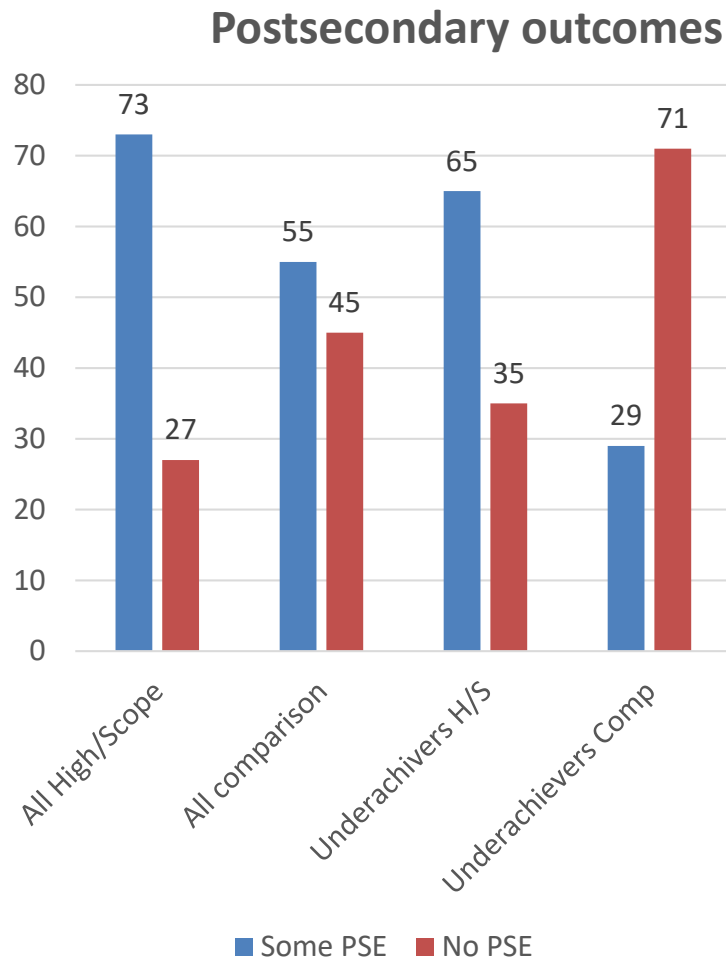
WHY WAS I READY?

My Path to Readiness

OBERLIN AND THE UNDERGROUND RAILROAD

Understanding Youth Development

Action Research to Change the Odds

Postsecondary outcomes

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

CHALLENGING THE POTENTIAL

Programs for Talented Disadvantaged Youth
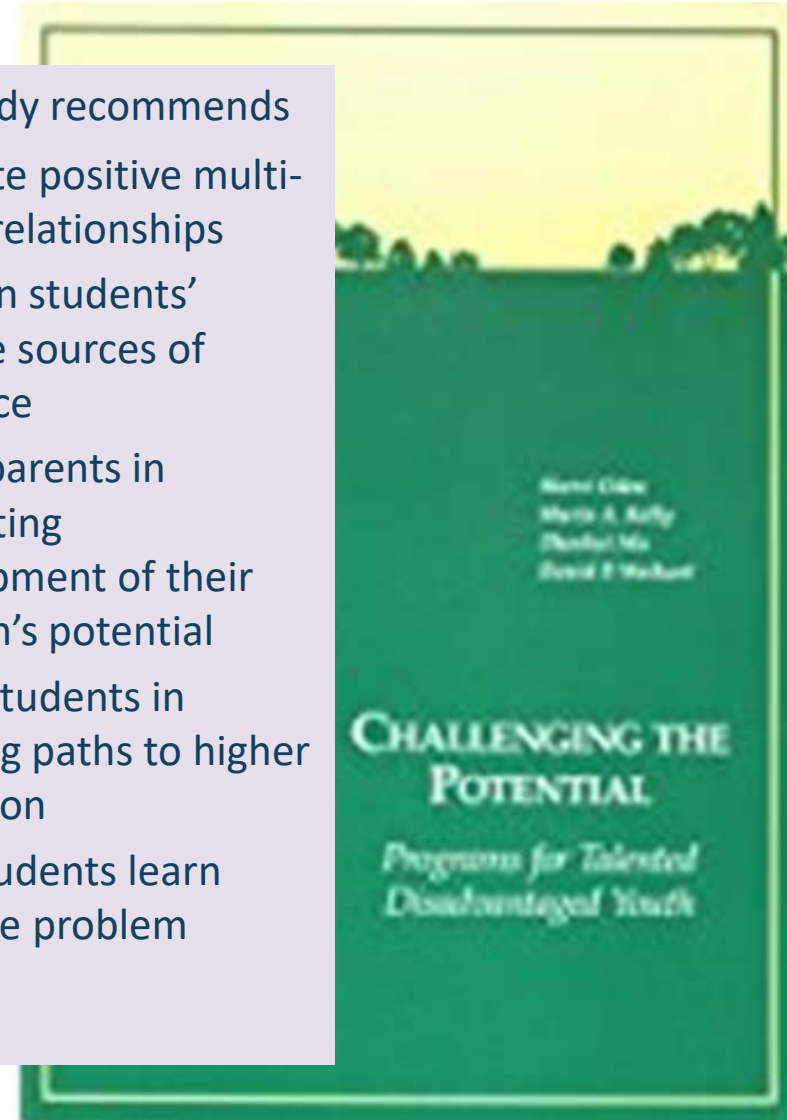
Recommendations like these help break the hold of zip codes

A PUBLIC SERVICE MESSAGE FROM THE SEATTLE TIMES

A ZIP CODE IS NOT A DESTINY

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

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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
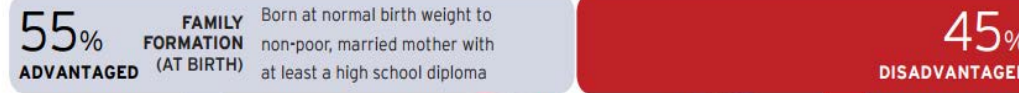September 20, 2012

Starting Out Off Track Doesn't Mean You Stay Off Track
... and vice versa

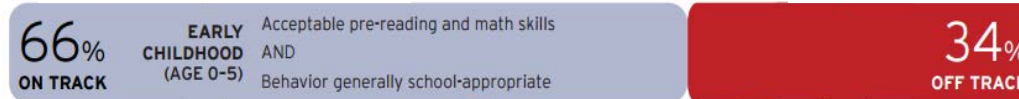### Key Determinants of Being "On Track"

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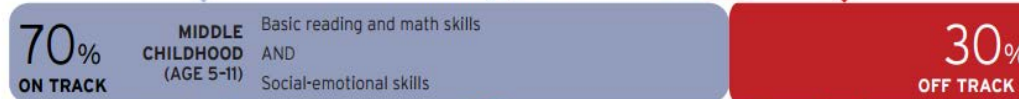Normal birthweight babies

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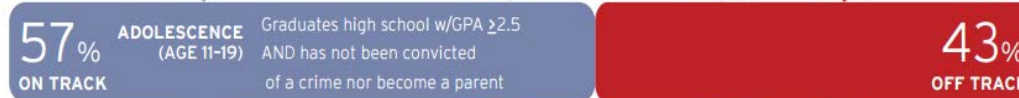Reading & math skills
Social behavior

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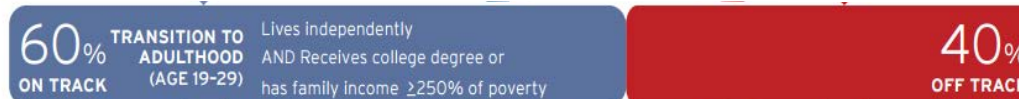Reading & math skills
Social-emotional skills

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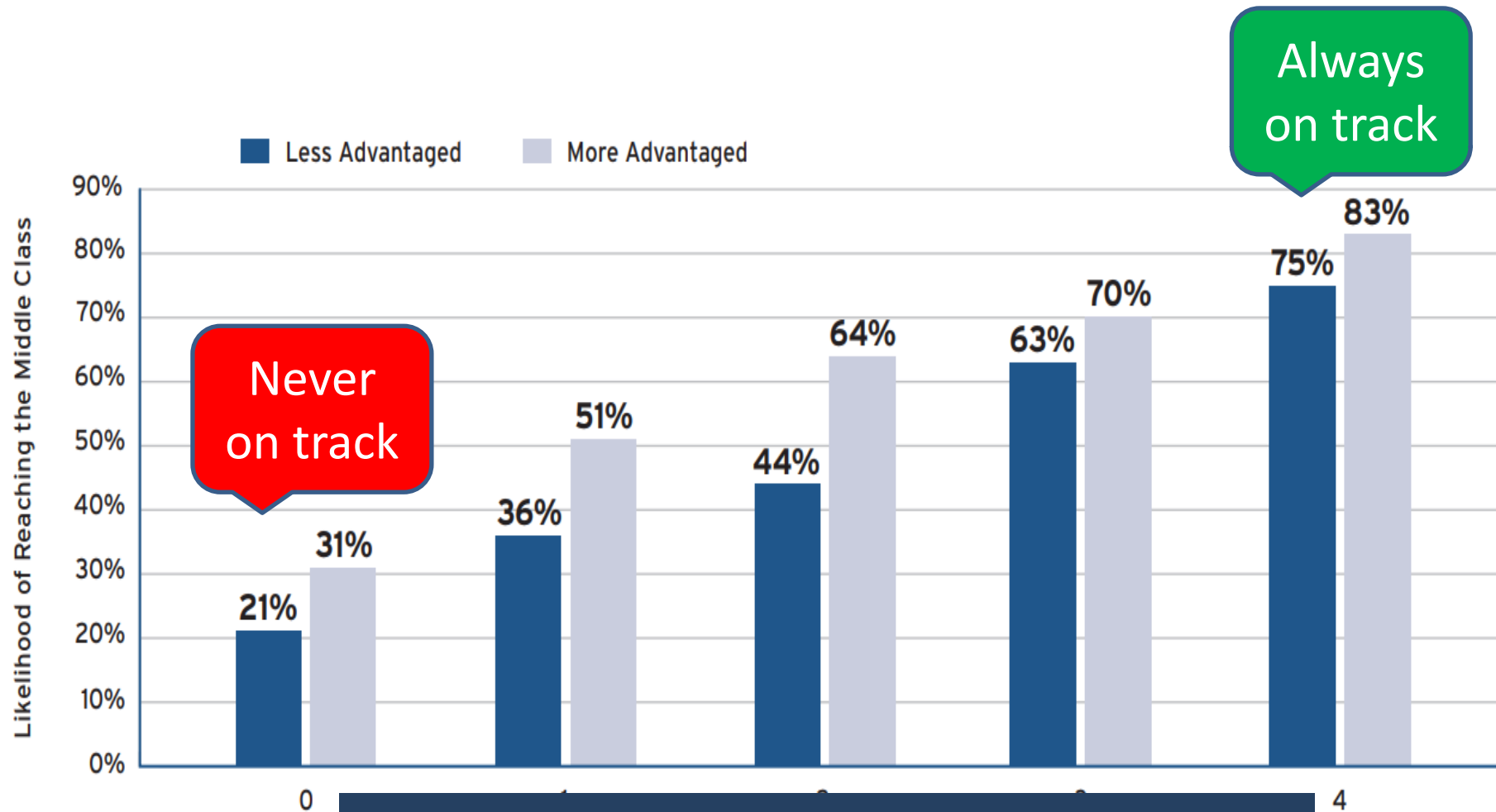High school grad w/c+
No convictions, No children

Young Adults (19-29):
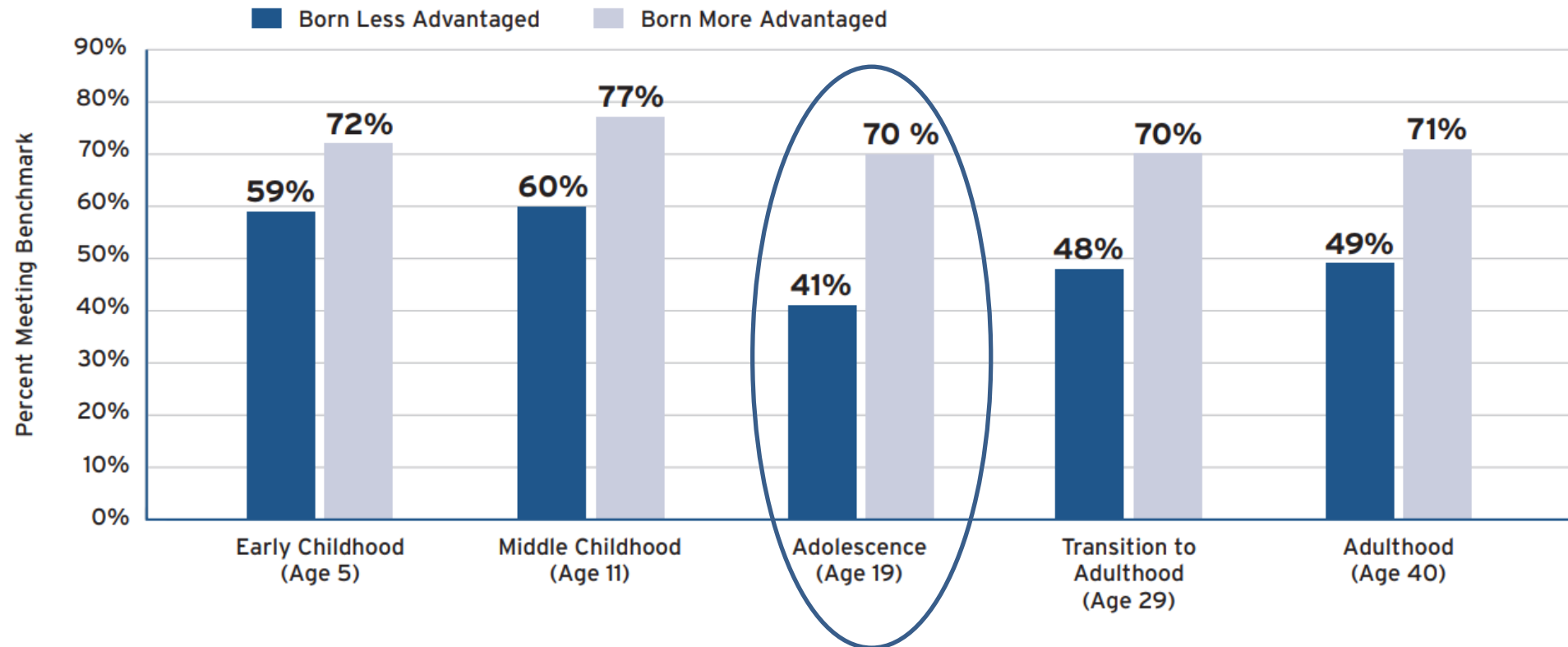Live independently
P.S. degree or above poverty income

55% ADVANTAGED	**FAMILY FORMATION (AT BIRTH)** Born at normal birth weight to non-poor, married mother with at least a high school diploma	**45%** DISADVANTAGED
66% ON TRACK	**EARLY CHILDHOOD (AGE 0-5)** Acceptable pre-reading and math skills AND Behavior generally school-appropriate	**34%** OFF TRACK
70% ON TRACK	**MIDDLE CHILDHOOD (AGE 5-11)** Basic reading and math skills AND Social-emotional skills	**30%** OFF TRACK
57% ON TRACK	**ADOLESCENCE (AGE 11-19)** Graduates high school w/GPA ≥2.5 AND has not been convicted of a crime nor become a parent	**43%** OFF TRACK
60% ON TRACK	**TRANSITION TO ADULTHOOD (AGE 19-29)** Lives independently AND Receives college degree or has family income ≥250% of poverty	**40%** OFF TRACK
61% ON TRACK	**ADULTDHOOD (AGE 29-40)** Reaches middle class Family income is ≥ 300% of poverty	**39%** OFF TRACK

Being on Track is More Important than Being Advantaged.

Kids Born to Less Advantaged Families are Less Likely to be On Track at each Life Stage

Chart legend: ■ Born Less Advantaged ■ Born More Advantaged

Y-axis: Percent Meeting Benchmark (0% to 90%)

- Early Childhood (Age 5): 59% / 72%
- Middle Childhood (Age 11): 60% / 77%
- Adolescence (Age 19): 41% / 70%
- Transition to Adulthood (Age 29): 48% / 70%
- Adulthood (Age 40): 49% / 71%

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...As are Children and Youth of Color
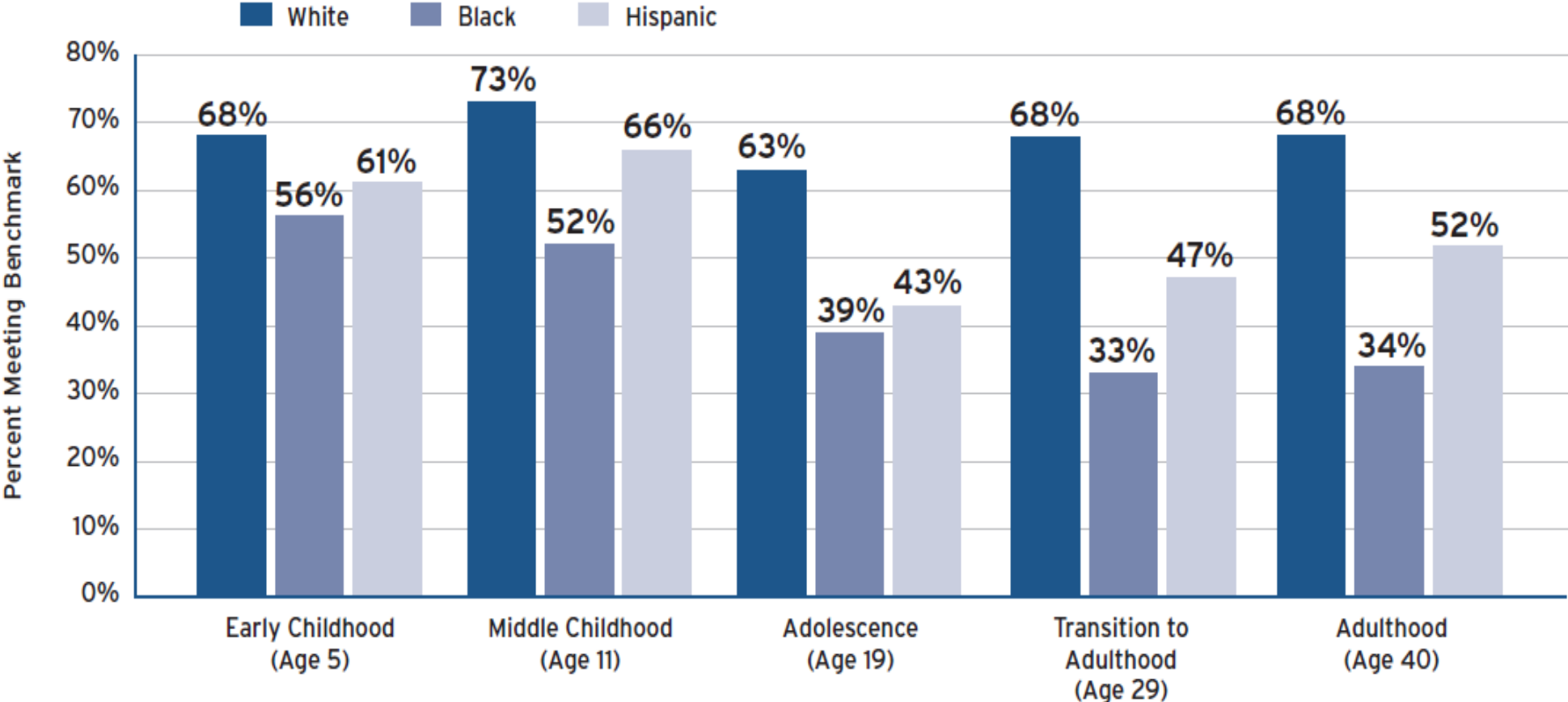
CHANGING THE ODDS

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

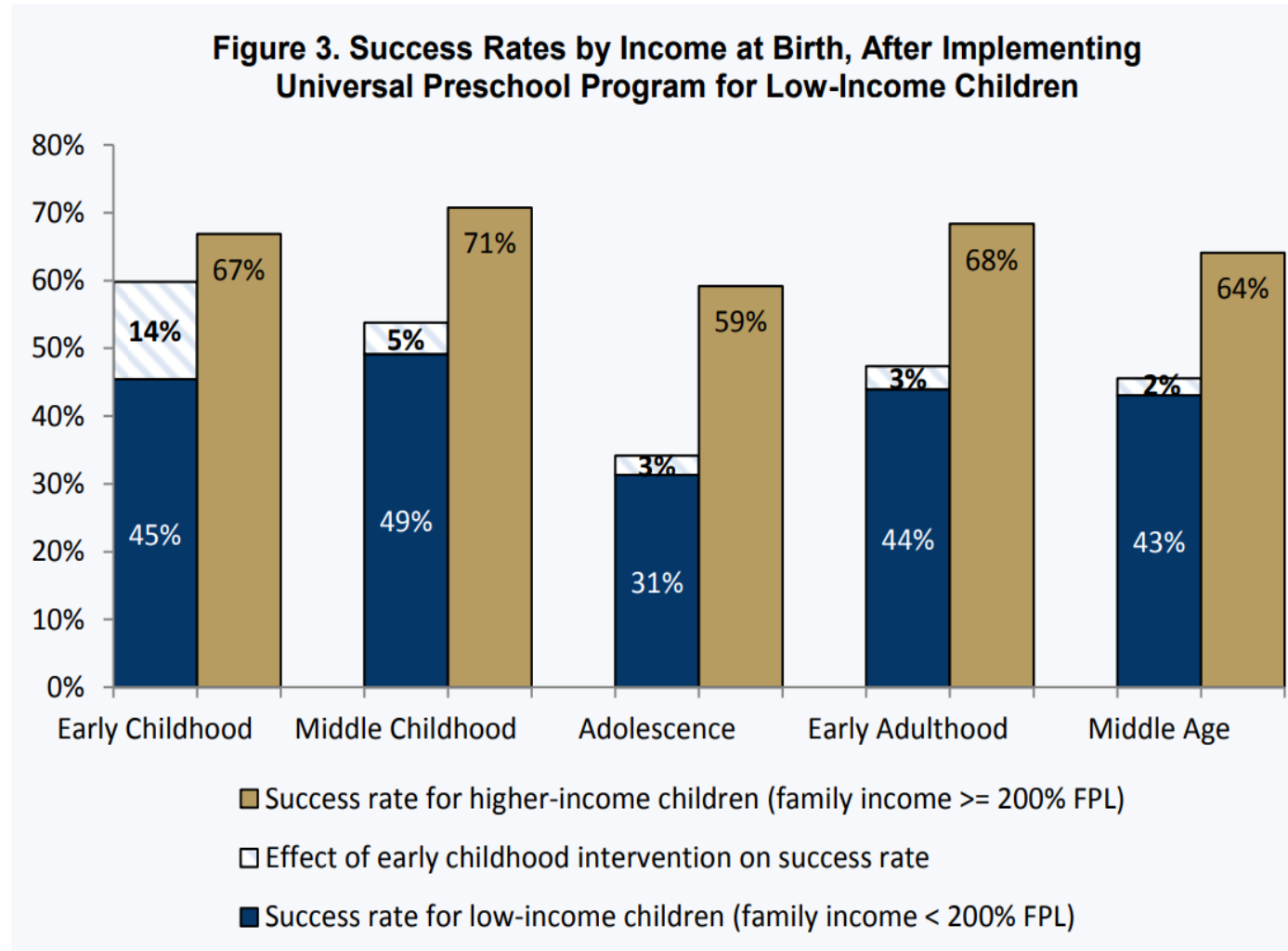> juvenile justice, teen pregnancy prevention, school quality

Young Adulthood

> college access and completion

Adulthood

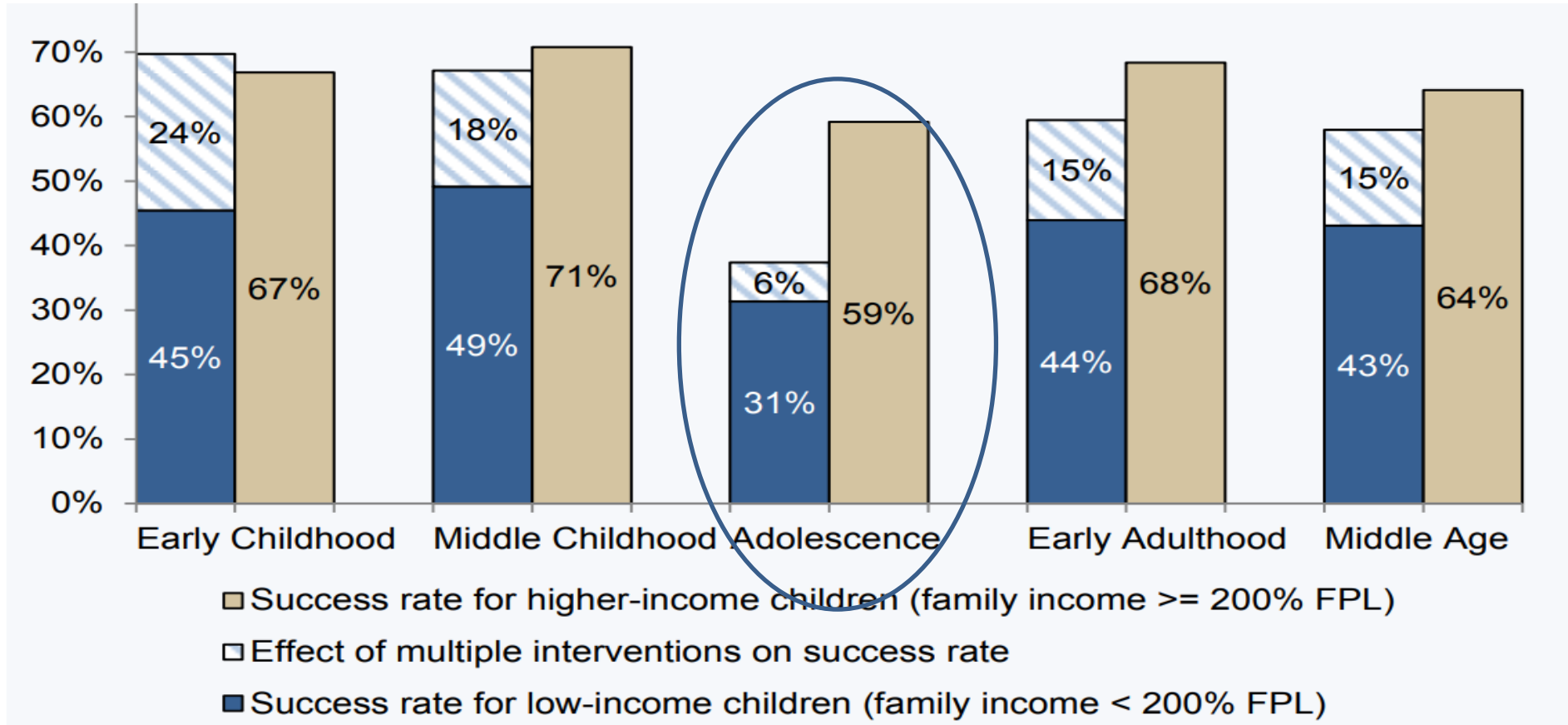> labor market, income assistance, career and technical education, apprenticeships, and on-the-job training

How Much Do They Help?

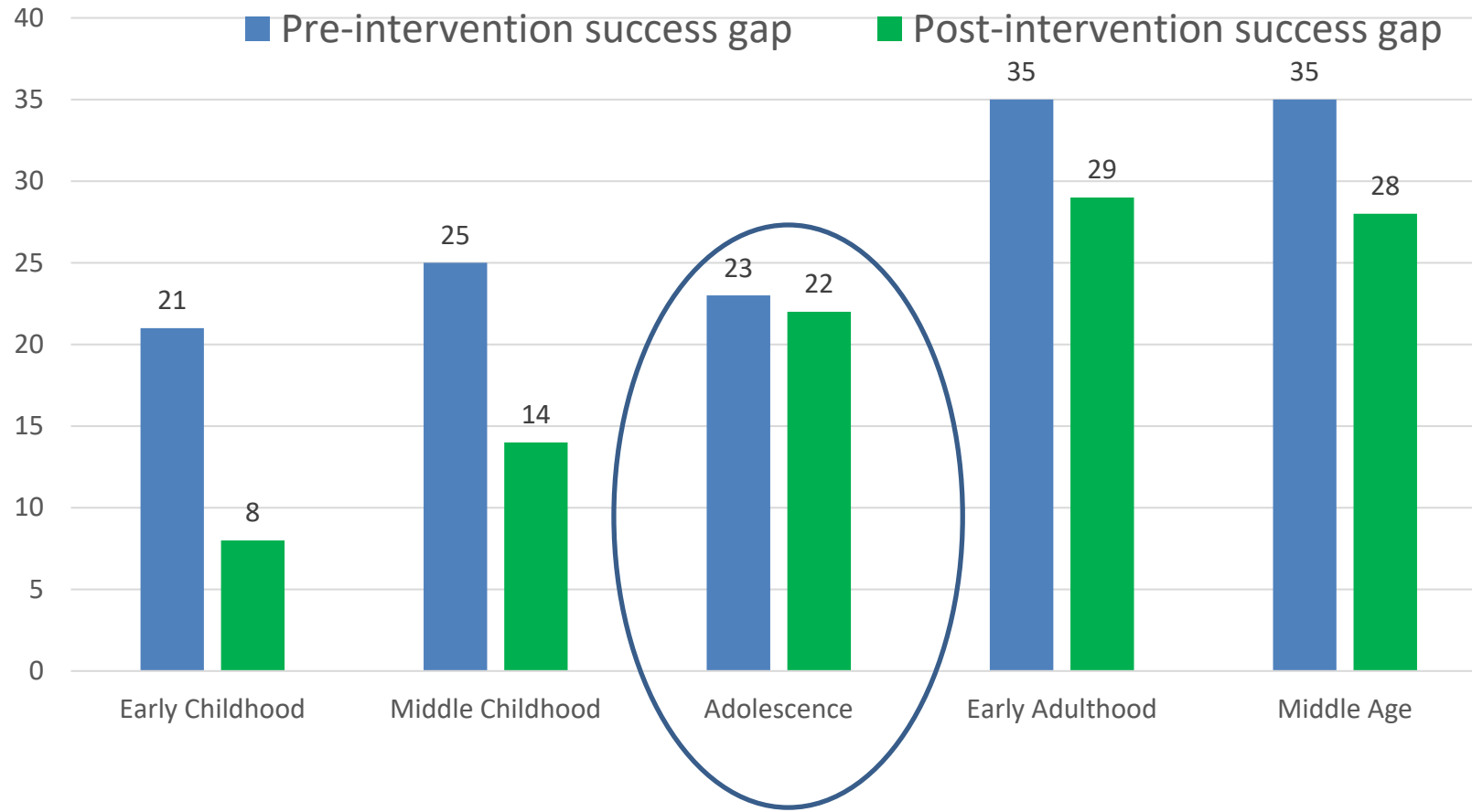Early childhood education helped, but the impact fades over time.

Figure 3. Success Rates by Income at Birth, After Implementing Universal Preschool Program for Low-Income Children

Multiple sustained investments have larger, longer-lasting effects on Kids Born Low Income ... Smallest Gains in Adolescence

Legend:
- Success rate for higher-income children (family income >= 200% FPL)
- Effect of multiple interventions on success rate
- Success rate for low-income children (family income < 200% FPL)

Category	Low-income success rate	Effect of interventions	Higher-income success rate
Early Childhood	45%	24%	67%
Middle Childhood	49%	18%	71%
Adolescence	31%	6%	59%
Early Adulthood	44%	15%	68%
Middle Age	43%	15%	64%

EQUITY

The Journey from Inequality to Equity

EQUALITY

EQUITY

OPPORTUNITY

AGENCY

We have to get kids *ready* to play in the game

This starts by asking *them* how they see the game*s*, 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 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 Hyperakt, in partnership with University of Phoenix.

Sources

Poverty, Health Insurance & College Graduation
Pew Hispanic Center tabulations of 2009 American Community Survey.

Household Income
Children's Defense Fund Report. "Portrait of Inequality 2011: Black Children In America." 2011.

Infant Mortality
Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, National Linked Birth/Infant Death Data Sets.

College Barriers
Institute for Higher Education Policy. "Promise lost: College-qualified students who don't enroll in college." 2008. P. 14.

Pew Hispanic Center. "Latinos and Education: Explaining the Attainment Gap." 2009. P .7.

Children's Defense Fund Report. "Portrait of Inequality 2011: Black Children In America." 2011.

GOOD + University of Phoenix®

Percentage of children younger than 18 years old living in poor households, 2009.

🖐 Poverty

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

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.

$103,220

$5,740 $16,862

Black   Hispanic   White
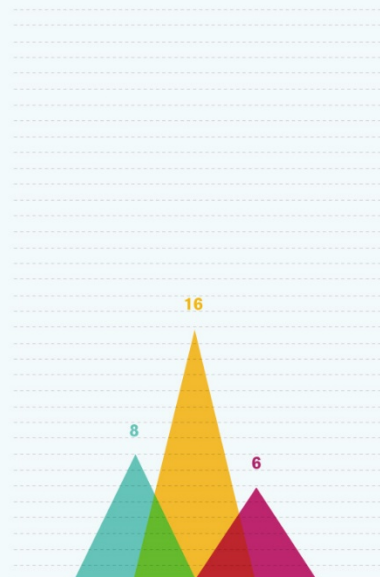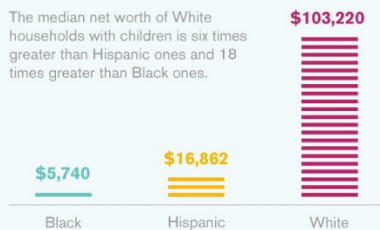
Percentage of children younger than 18 years old who don't have health insurance, 2009.

✚ Health

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

Infant Mortality

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

26.5

13.3   14.6   13.2

6.3   5.7

Infant deaths / 1,000 live births   6.3   5.6

1975   1995   2007
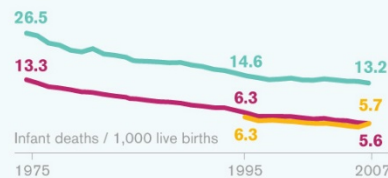
Percentage of adults over 25 years old who have attained a four year college degree, 2009.

🎓 Education

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

College Barriers

84% of Black students cannot read or do math at grade level.

74% of Hispanic youths need to help support their family.

83% of non-college going White students cite lack of scholarships as the reason.
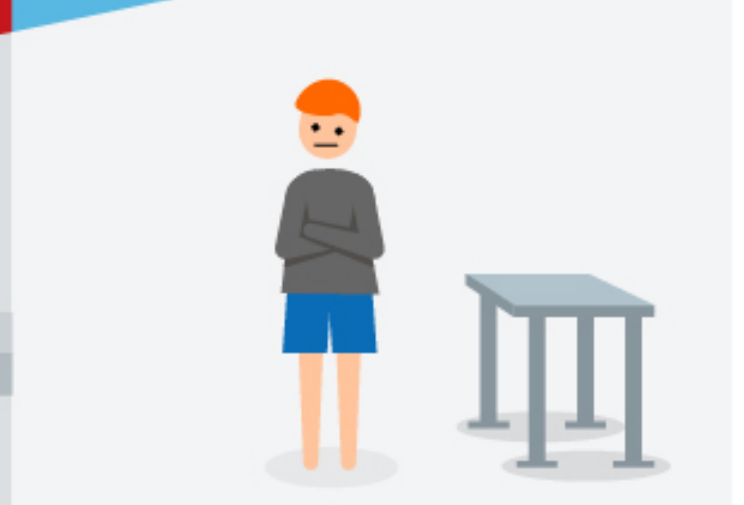
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Hidden inequities

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)

| QUALITY	ENGAGEMENT	SKILLS & MINDSETS	TRANSFER OUTCOMES
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)	**Regular Participation** - Frequency of Attendance - Membership Tenure - Daily Time Spent at Club **Relational Engagement** - Sense of Belonging at Club **Learning Engagement** - Pushed Mentally **Content Participation** - Offering (or Program or Activity) Attendance	**Strong Academic Skills** - Enjoyment & Application of Reading - Confidence & Application of Written and Oral Communication - Confidence & Application of Math **Strong SEL Skills** - Empathy - Problem Solving - Initiative - Responsibility - Teamwork - Emotion Management **Strong LIFE Skills** - Healthy Lifestyles & Risk Management - Financial Literacy - Job & Post-Secondary Education Seeking Skills - Civic & Community Engagement	Educated Employed Life Skills Connected & Engaged in the Community

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.
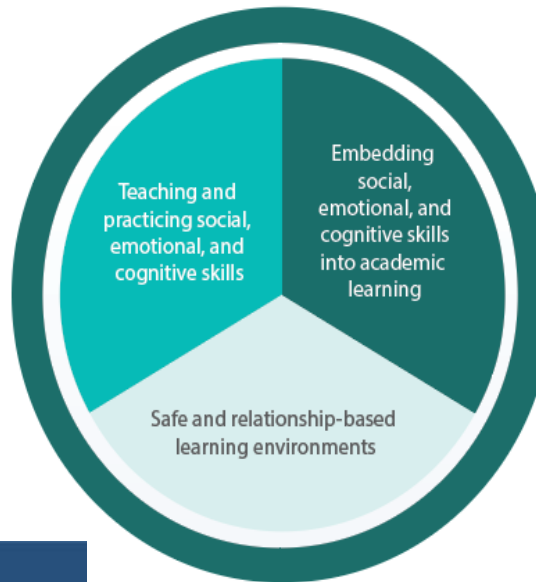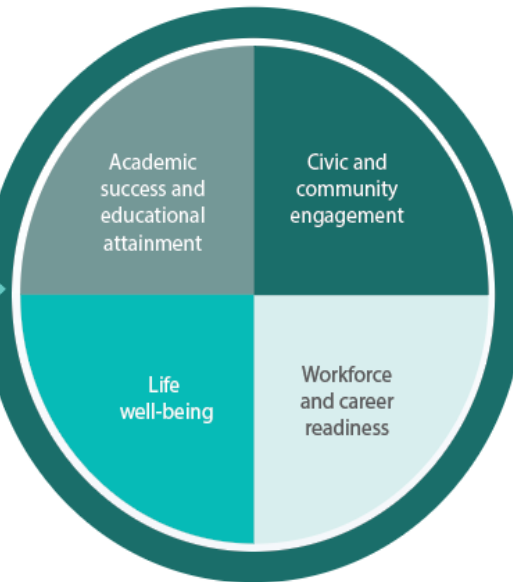
STUDENT EXPERIENCE

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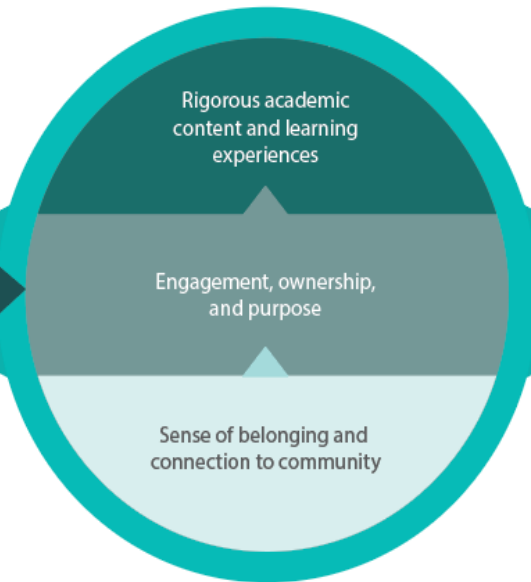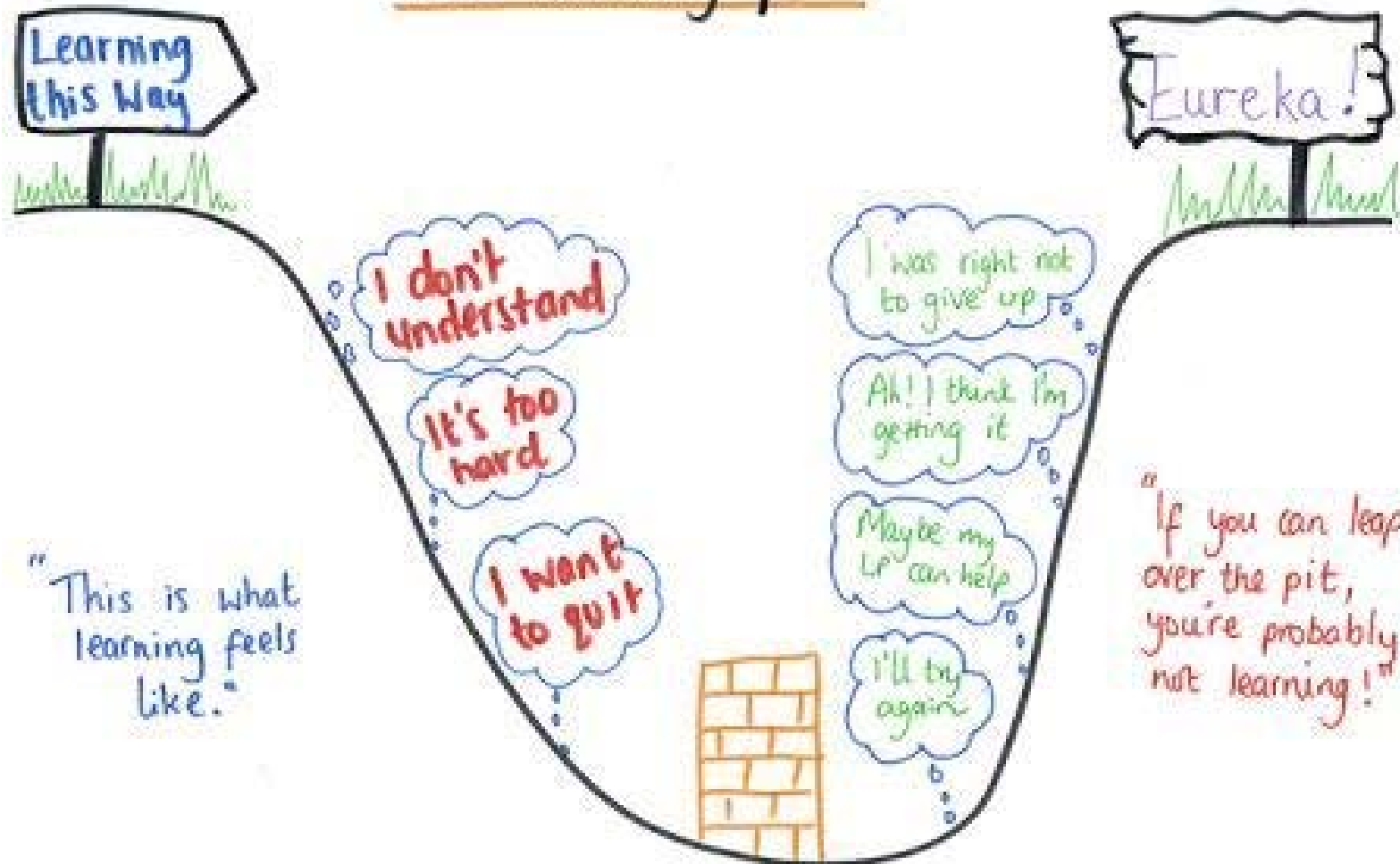
STUDENT OUTCOMES

The evidence shows that students who experience these learning settings are more likely to achieve success both now and in the future.
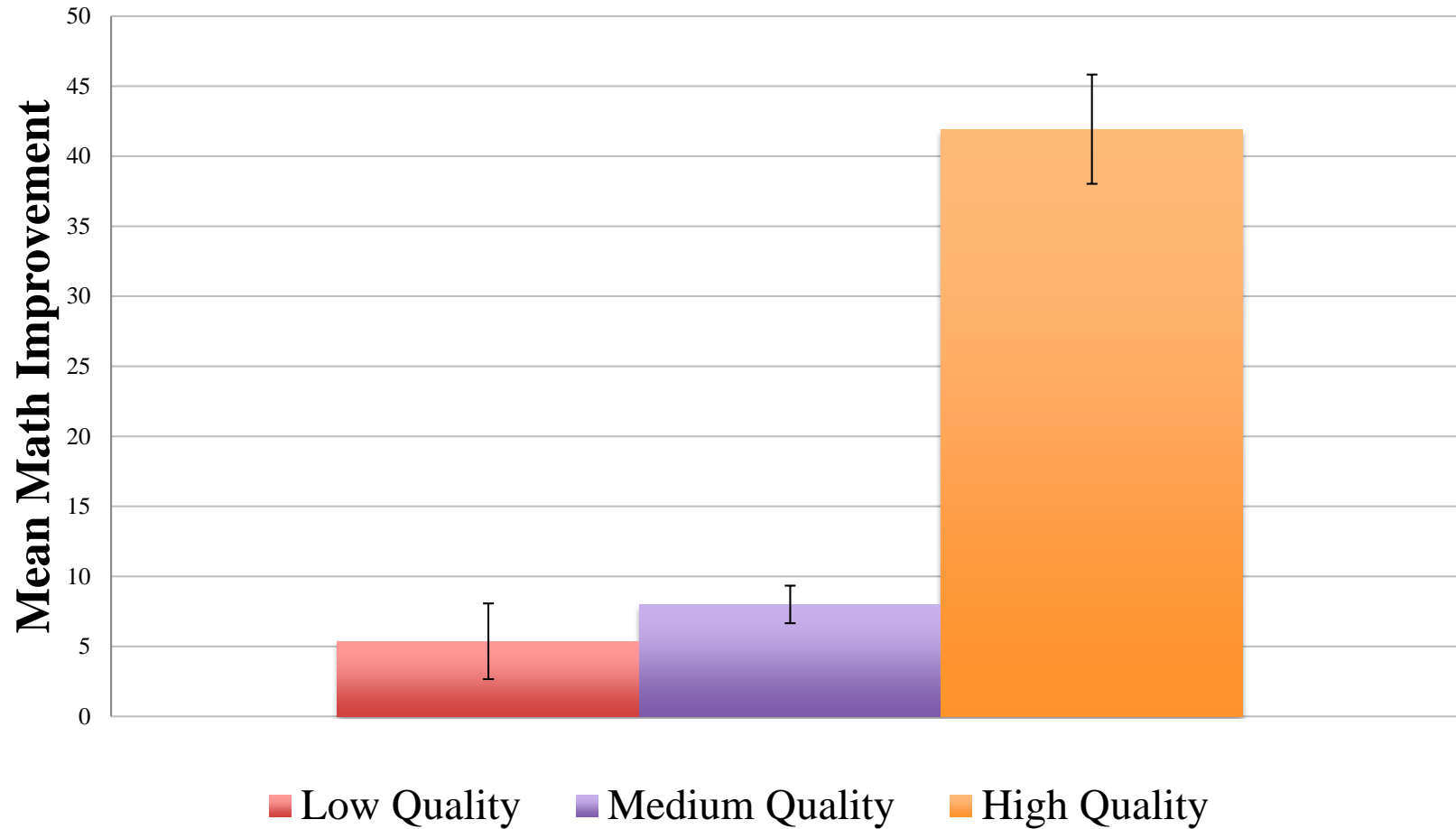
Teaching and practicing social, emotional, and cognitive skills

Embedding social, emotional, and cognitive skills into academic learning

Safe and relationship-based learning environments

Rigorous academic content and learning experiences

Engagement, ownership, and purpose

Sense of belonging and connection to community

Academic success and educational attainment

Civic and community engagement

Life well-being

Workforce and career readiness

DOES "LEARNING SETTING QUALITY" REALLY MATTER?

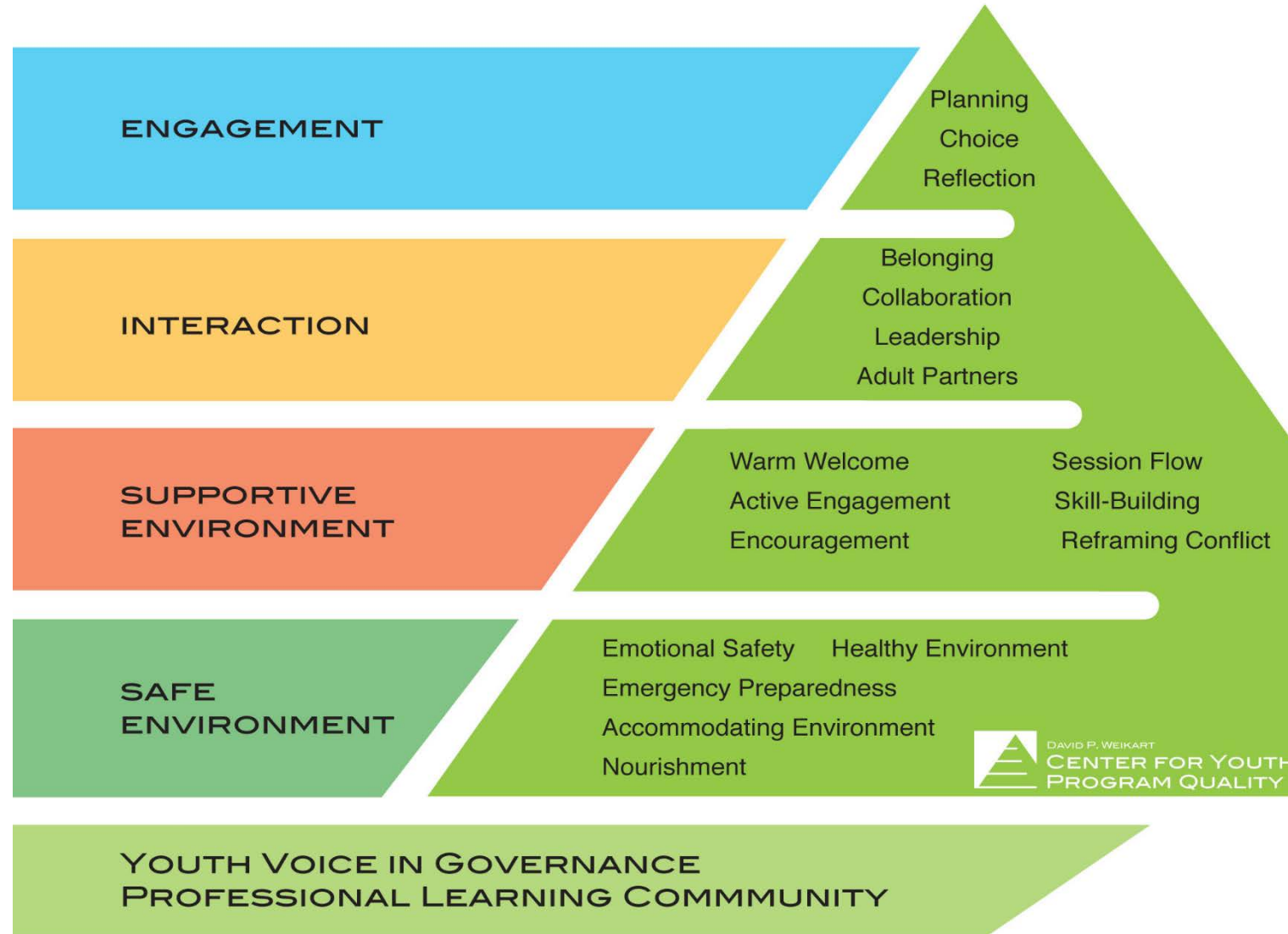(source: http://www.supplyteachingsolutions.co.uk/#!Instilling-a-growth-mindset/c24tn/1)

Quality Learning Environments Matter
. . . a Lot

Data from Seattle Public Schools Summer Learning Programs

Quality Standards & Improvement Capacity:
## Prerequisites for SEL Practice

Readiness requires systematic efforts to ensure that there is room within official practice
to support developmental practices that acknowledge life differences

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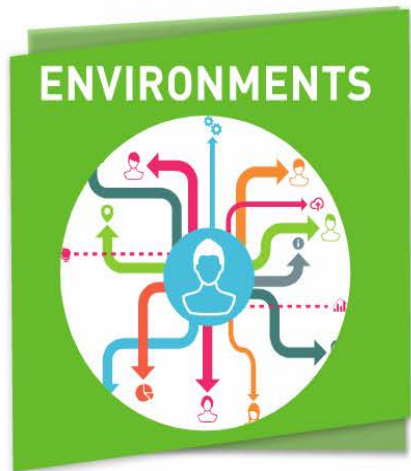
THAT ARE
community-oriented
relational
resourced
safe and structured
socially and culturally responsive
strengths-based
youth-centered

PEOPLE

WHO
coach and care
equip and empower
skillfully plan and execute
train and assess

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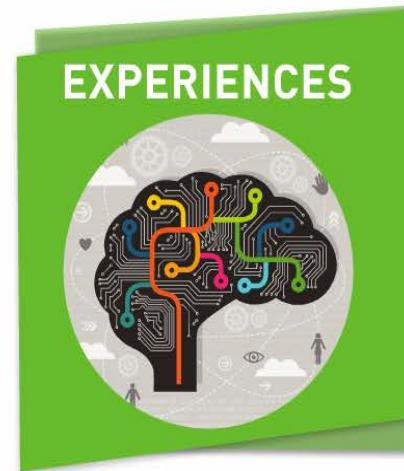
THAT
are stage and age appropriate
build skills and mastery
challenge and engage
connect to real life
encourage agency and choice
promote group work

SPACE AND TIME

TO
observe and explore
practice and demonstrate
apply and connect
reflect and refine

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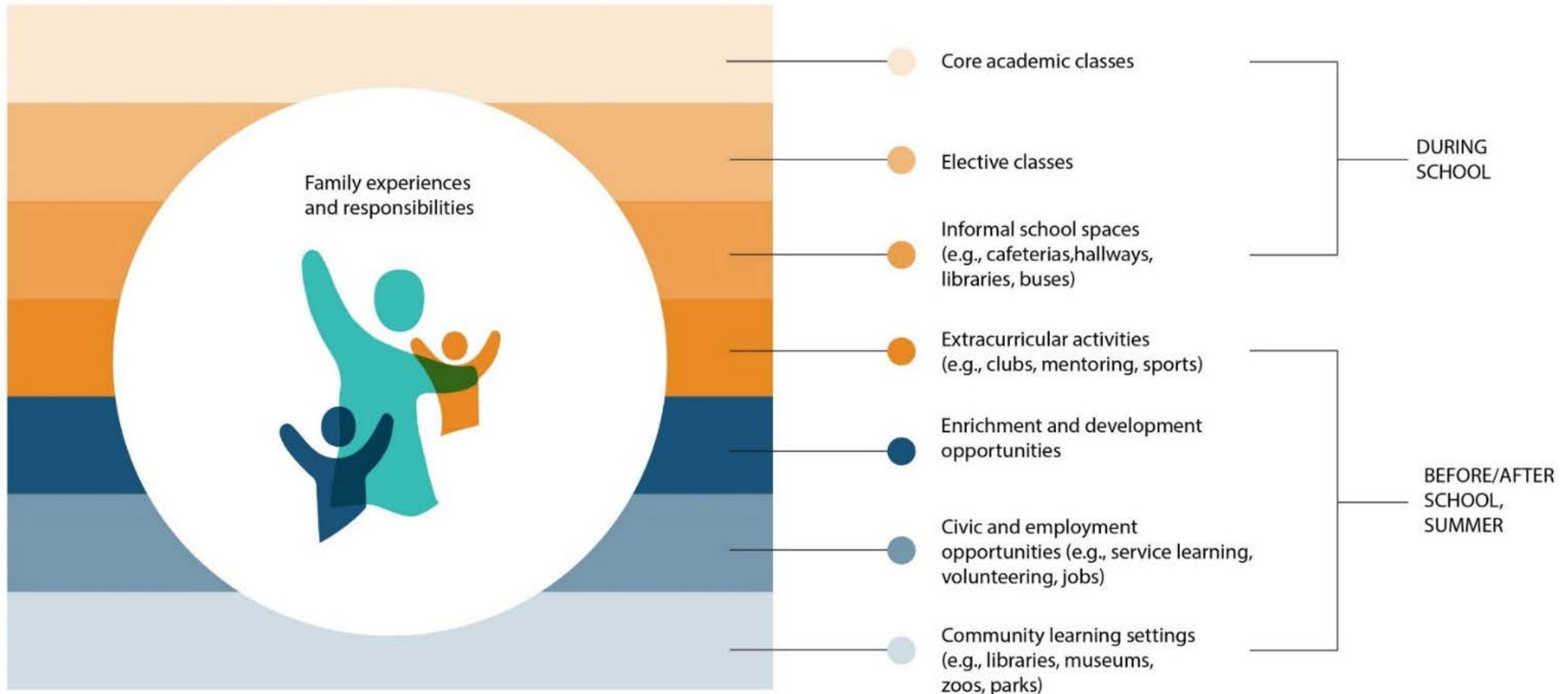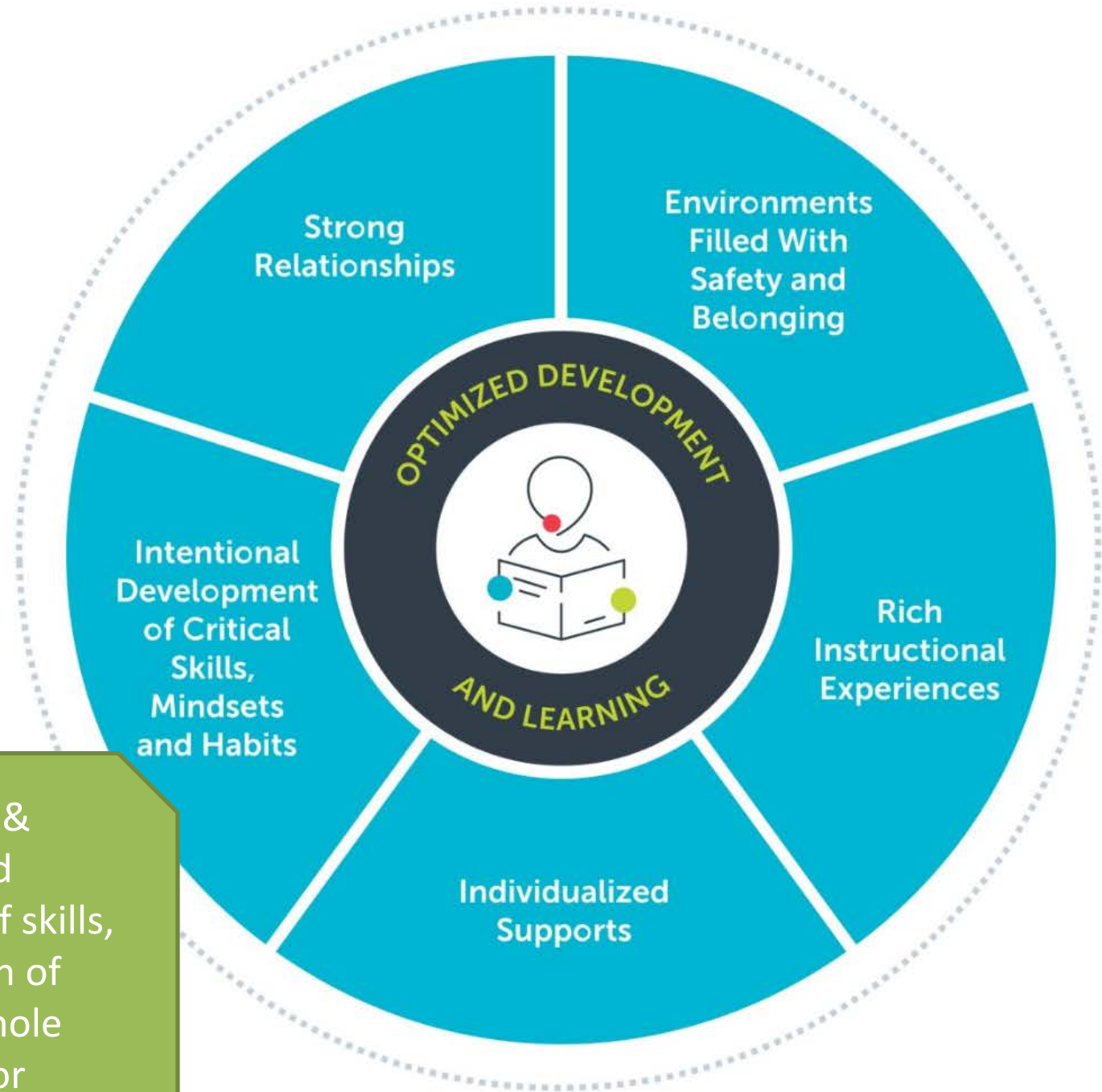FOR YOUTH INVESTMENT

Secondary school example

WHAT ARE THE CONDITIONS THAT UNDERGIRD THESE QUALITY EXPERIENCES?

SoLD:

THE SCIENCE OF LEARNING AND DEVELOPMENT INITIATIVE

WHOLE CHILD PERSONALIZATION OF LEARNING

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

Strong Relationships

Environments Filled With Safety and Belonging

Intentional Development of Critical Skills, Mindsets and Habits

OPTIMIZED DEVELOPMENT AND LEARNING

Rich Instructional Experiences

Individualized Supports

Why Starting with Relationships Matters

Social and Emotional Learning
is Social and Emotional
and Cognitive
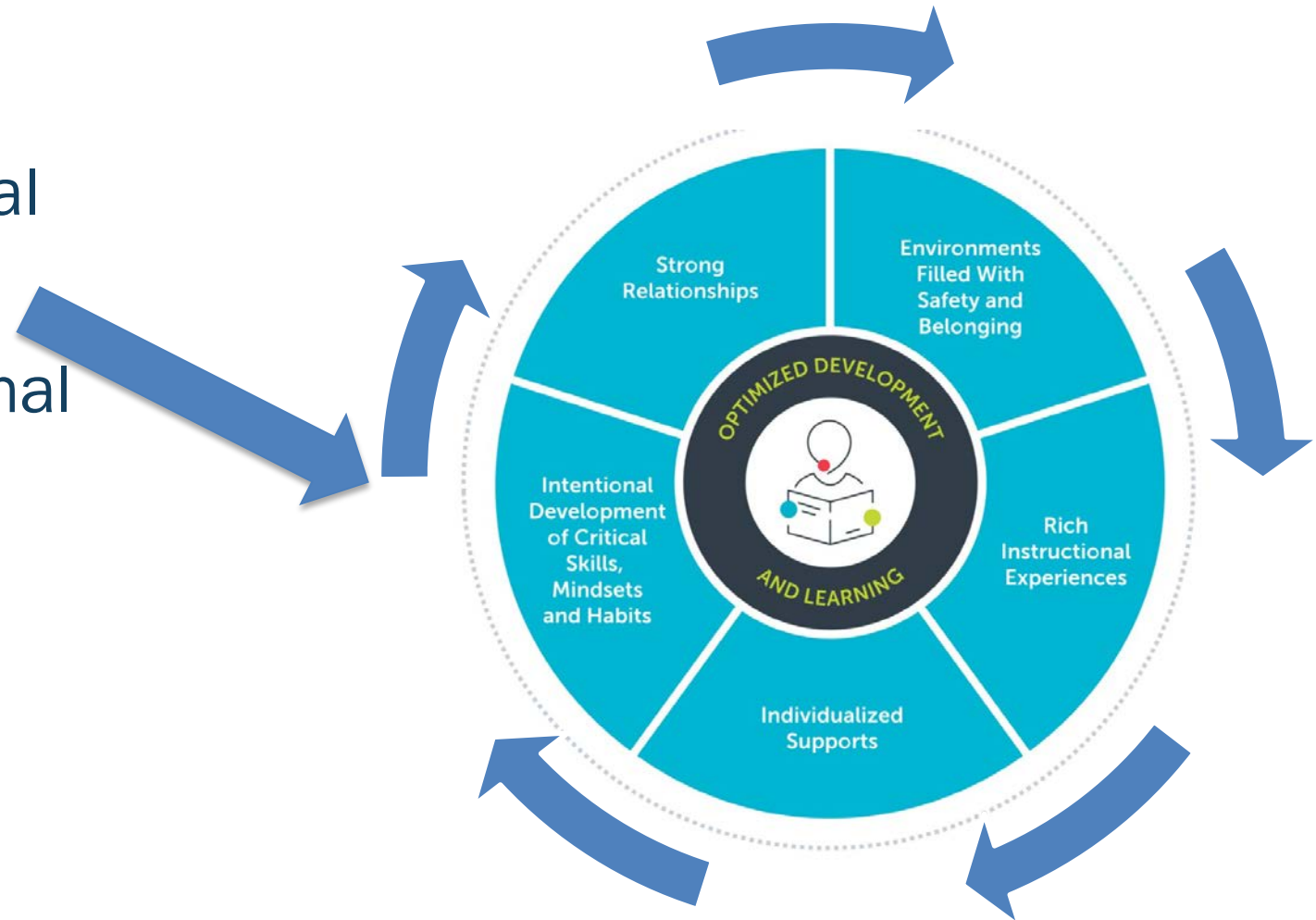
WHY IS THIS BROADER FRAMING FOCUSED ON LEARNING SETTINGS SO CRITICAL FOR ACHIEVING EQUITY?

THE TRIGGERED BRAIN

Adversity doesn't just happen *to* children, it happens *inside* their brains and bodies.

TURNAROUND FOR CHILDREN

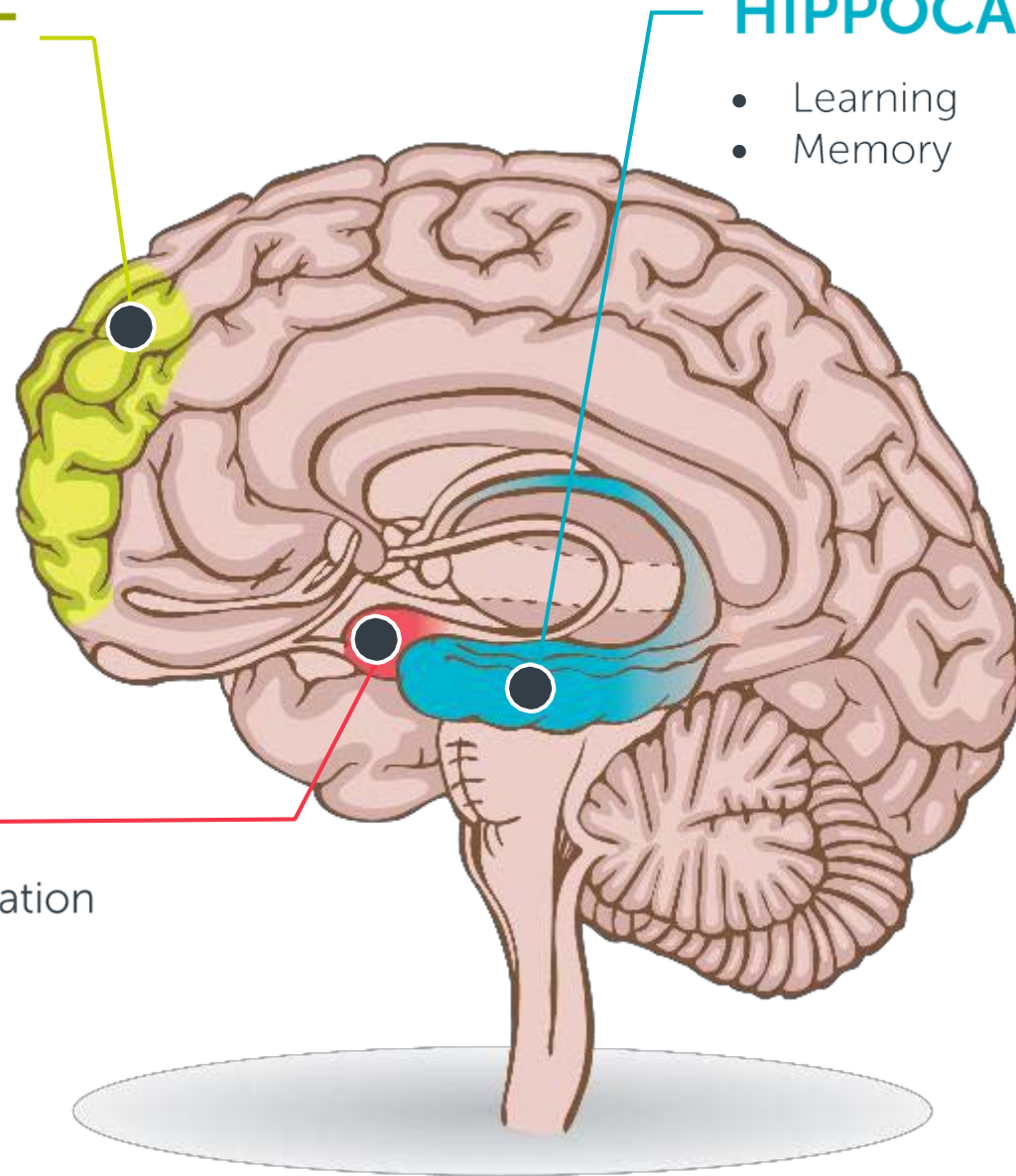**BRAIN LEARNING CENTERS**

PREFRONTAL CORTEX
- Executive Function
- Self-Regulation
- Attention

HIPPOCAMPUS
- Learning
- Memory

AMYGDALA
- Emotional Regulation
- Reactivity

SOPHOMORES AND SENIORS, 2010
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
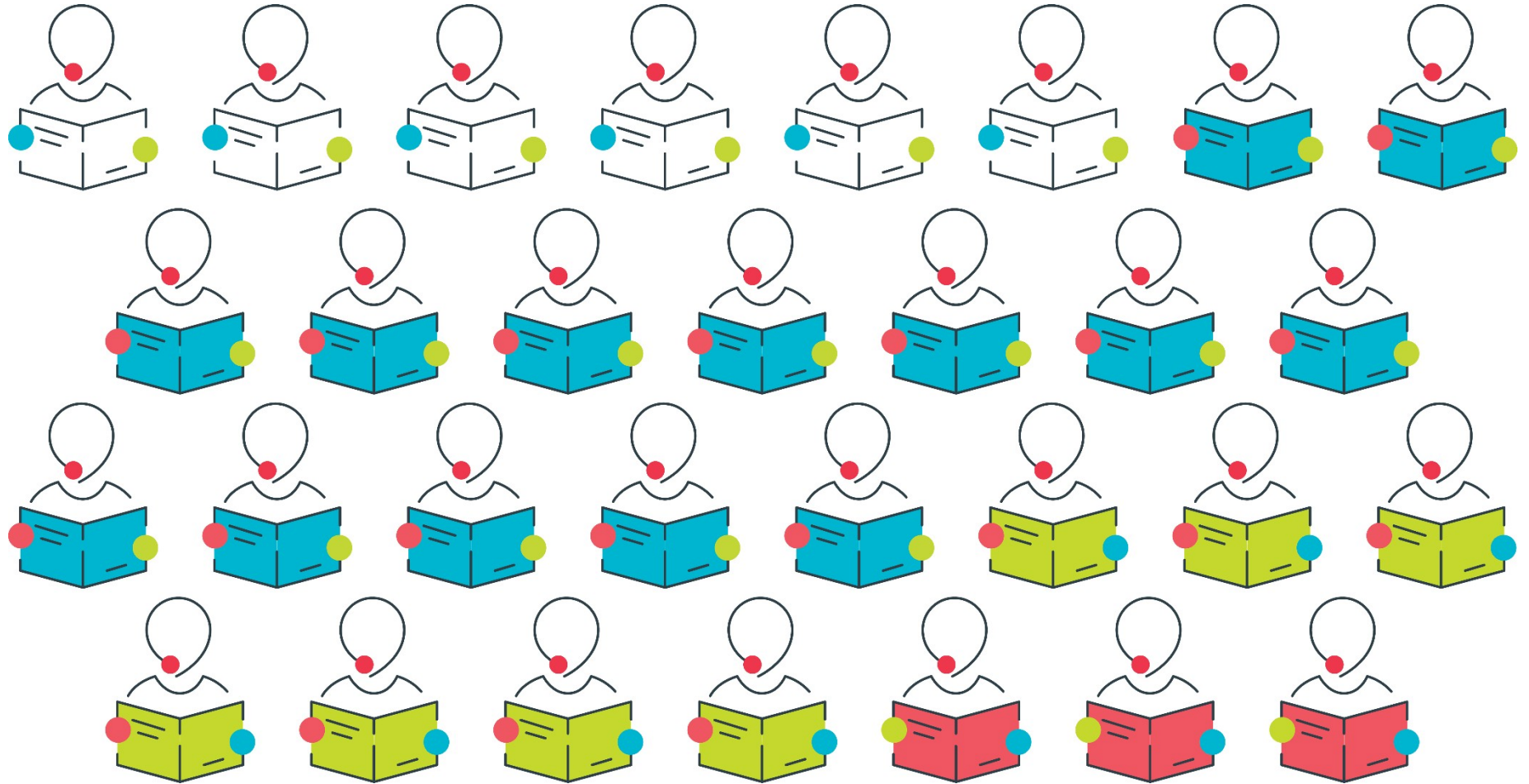
The brain is malleable.

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
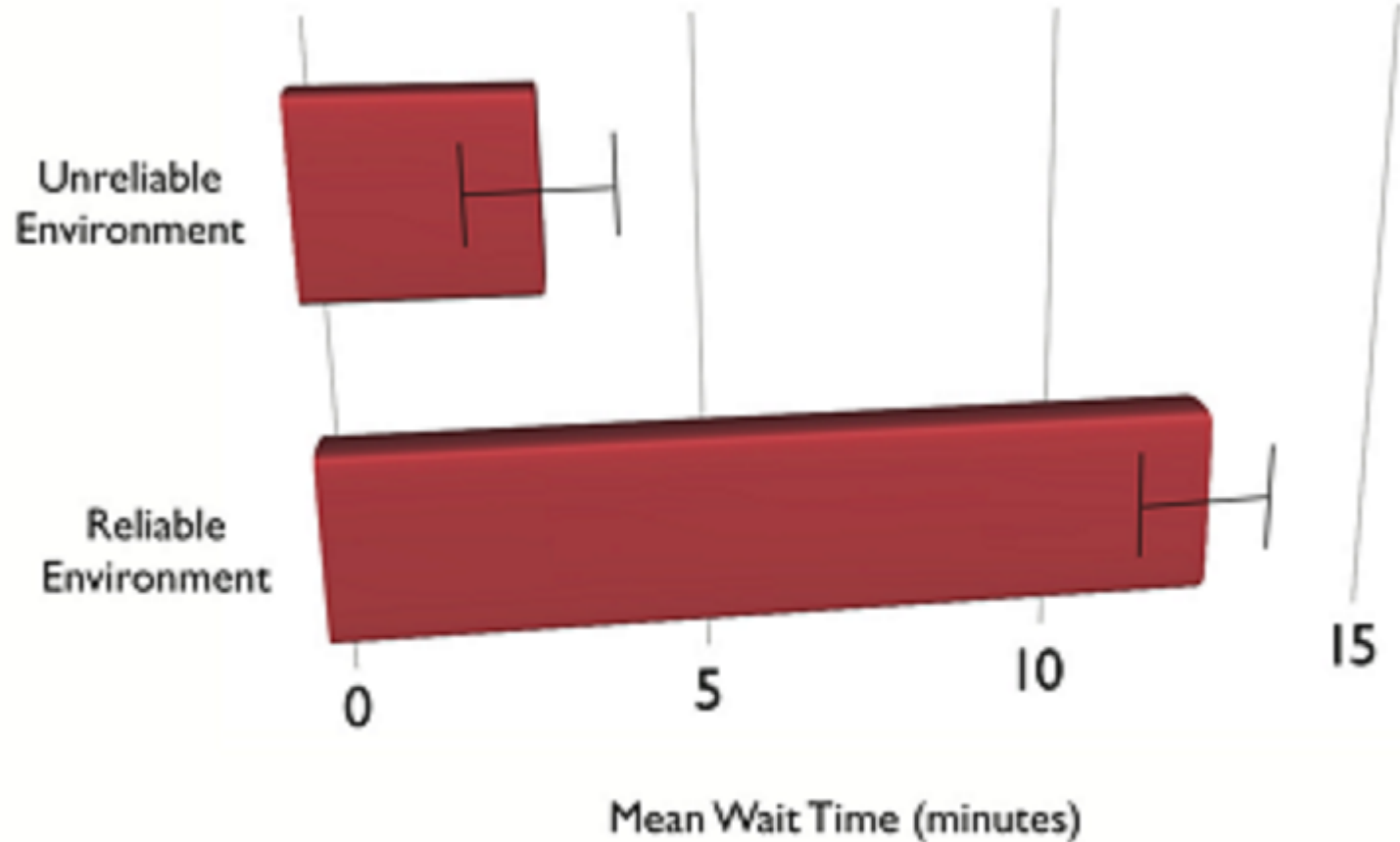
Children who experienced unreliable interactions with an experimenter waited for a mean time of three minutes and two seconds on the subsequent marshmallow task, while youngsters who experienced reliable interactions held out for 12 minutes and two seconds. Error bars show 95% confidence intervals, meaning 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.

Educators' spontaneous list of the kinds of activities – often offered by youth organizations – in which SEL happens more naturally

music
dance
theater
visual arts
sports
robotics
coding
camping
service learning...

The Aspen Institute
Program on Education & Society
"The Whole Student and All Students: Social-Emotional
Development and Equity in Education"   July 2017

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
Program on Education & Society
"The Whole Student and All Students: Social-Emotional Development and Equity in Education"   July 2017
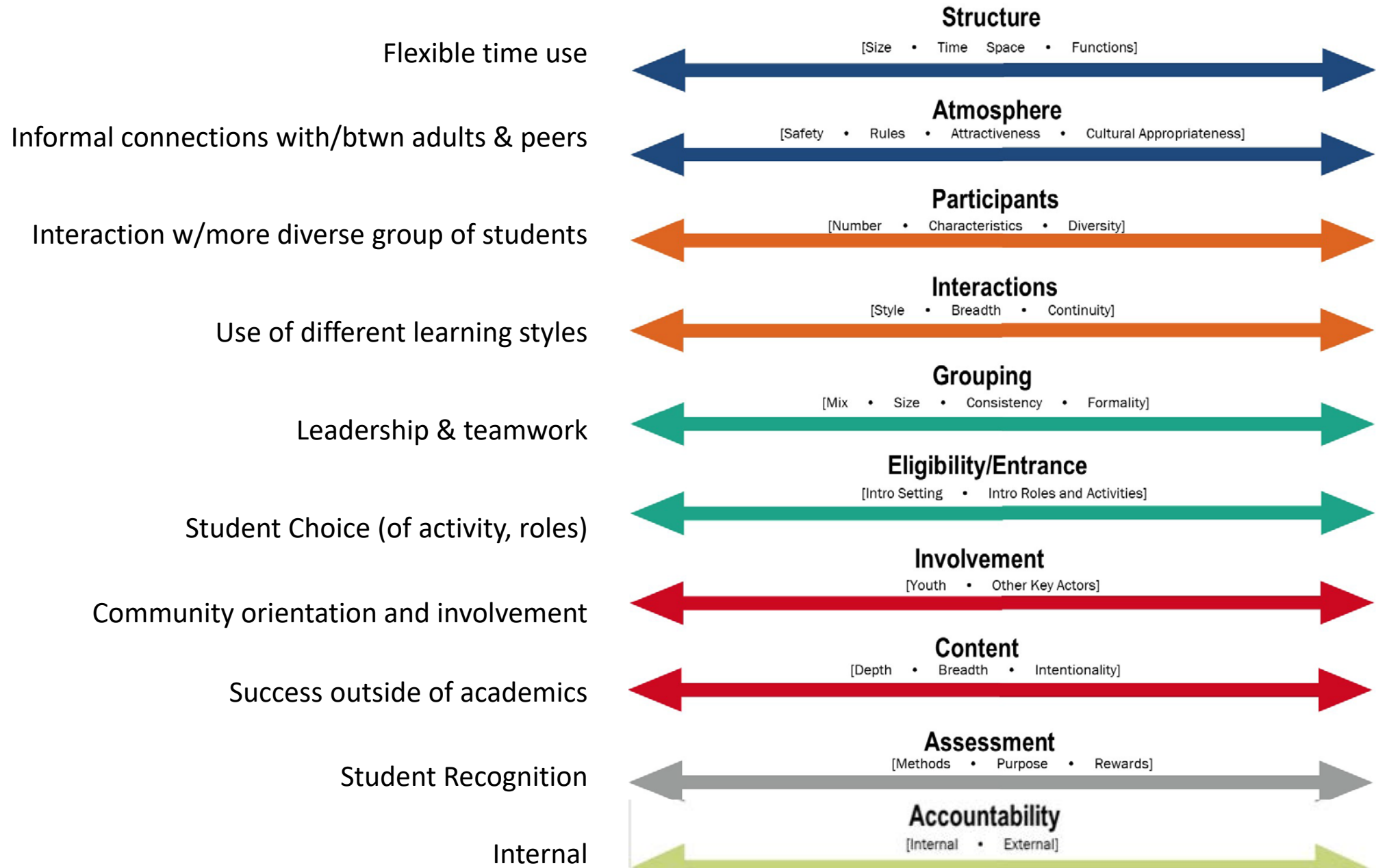
IMPLICATIONS FOR STRENGTHENING ADULT SEL PRACTICE WITHIN AND BETWEEN SETTINGS | SITES | SYSTEMS

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
Teacher and Child, 1993.

THE
POWER
YOU
CARRY

The New York Times

March 19, 2018

Extensive Data Shows Punishing Reach of Racism for Black Boys

By EMILY BADGER, CLAIRE CAIN MILLER, ADAM PEARCE and KEVIN QUEALY   MARCH 19, 2018

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.

Durlak & Weissberg

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 1. Mean effect sizes on different outcomes for participants in SAFE and Other Afterschool Programs.

Outcomes	Effect Size	
	Other Programs	SAFE Programs
Drug Use	.03	.16
Positive Social Behaviors	.06	.29
Reduction in Problem Behaviors	.08	.30
School Attendance	.07	.14
School Bonding	.03	.25
School Grades	.05	.22
Self-perceptions	.13	.37
Academic Achievement (Test Scores)	.02	.20

https://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf

Durlak & Weissburg
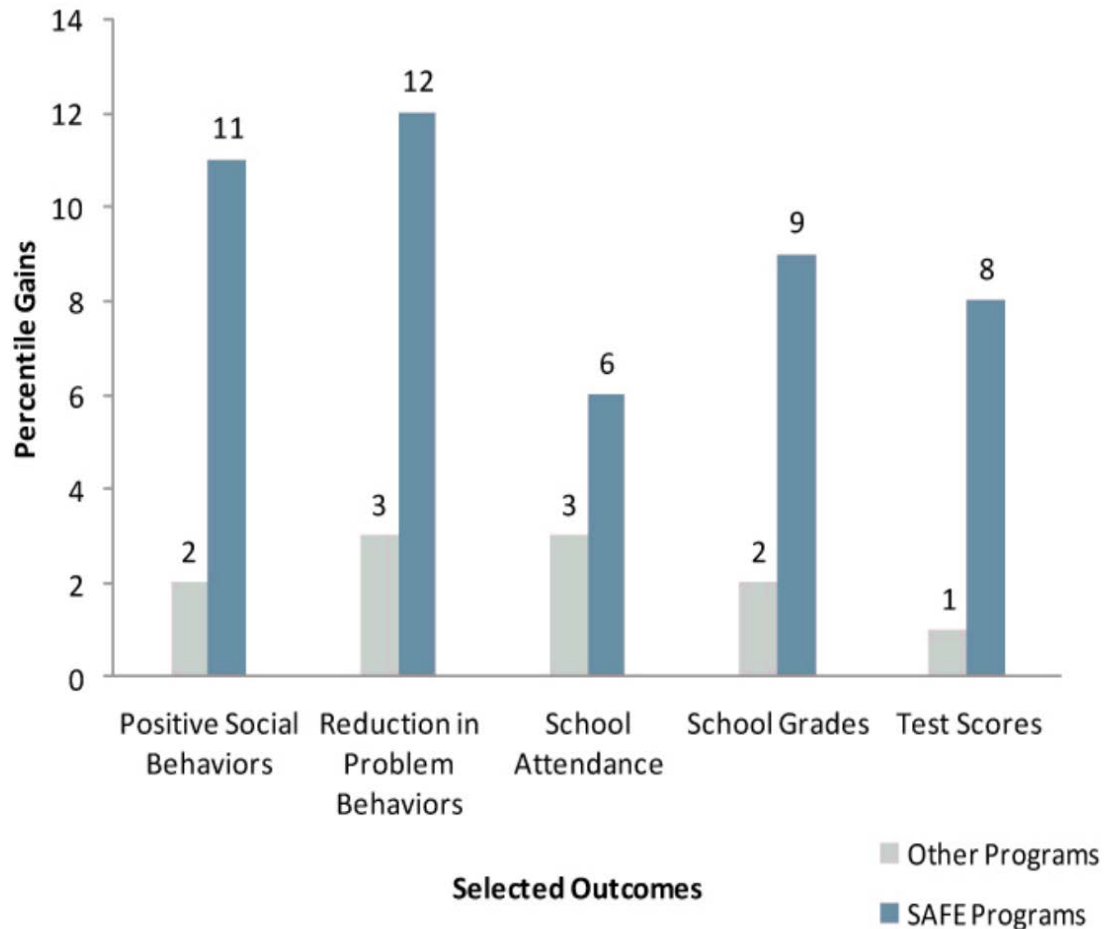
- The outcomes for SAFE programs are comparable to those obtained by many other successful youth programs that have been carefully evaluated.
- The outcomes for SAFE programs are similar to those achieved by many effective school-based programs designed to improve student academic performance or social 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.

Perry Preschool

David Weikart.

Active Learning.

Center for Youth Program Quality.

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
https://blogs.edweek.org/edweek/inside-school-research/2019/05/perry_preschool_early_childhood_intergenerational_benefits.html

the forum
FOR YOUTH INVESTMENT

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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.

Follow the lives of 2,481 boys who grew up in rich families . . .

. . .and see where they end up as adults:

Grew up rich
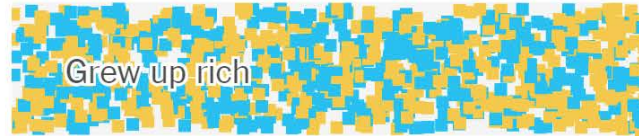
Most white boys ▪ raised in wealthy families will stay rich or upper middle class as adults, but black boys ▪ raised in similarly rich households will not.

79% of black boys remain poor or lower-middle class as adults, compared to 39% of white boys.

...and see where they end up as adults:

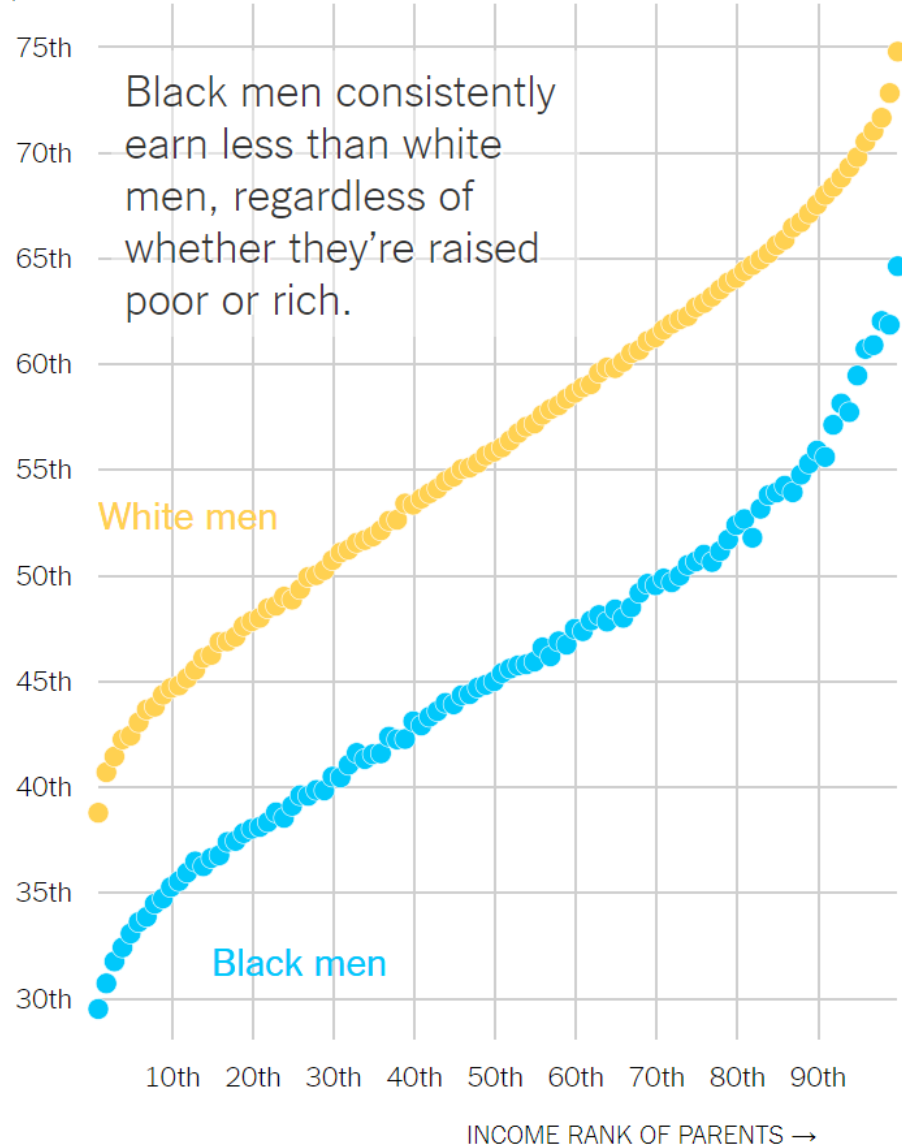For poor children, the pattern is reversed. Most poor black boys ▪ will remain poor as adults. White boys ▪ raised in poor families fare far better.

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

Grew up poor

Large Income Gaps Persist Between Men, but not Women

↑ AVERAGE INDIVIDUAL INCOME RANK OF KIDS

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

White men

Black men

75th
70th
65th
60th
55th
50th
45th
40th
35th
30th

10th 20th 30th 40th 50th 60th 70th 80th 90th

INCOME RANK OF PARENTS →

↑ AVERAGE INDIVIDUAL INCOME RANK OF KIDS

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

Black women

White women

75th
70th
65th
60th
55th
50th
45th
40th
35th
30th

10th 20th 30th 40th 50th 60th 70th 80th 90th

INCOME RANK OF PARENTS →