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FOR YOUTH INVESTMENT

The Forum for Youth Investment

Positive Youth Development:
An Approach to Broaden Definitions of Success
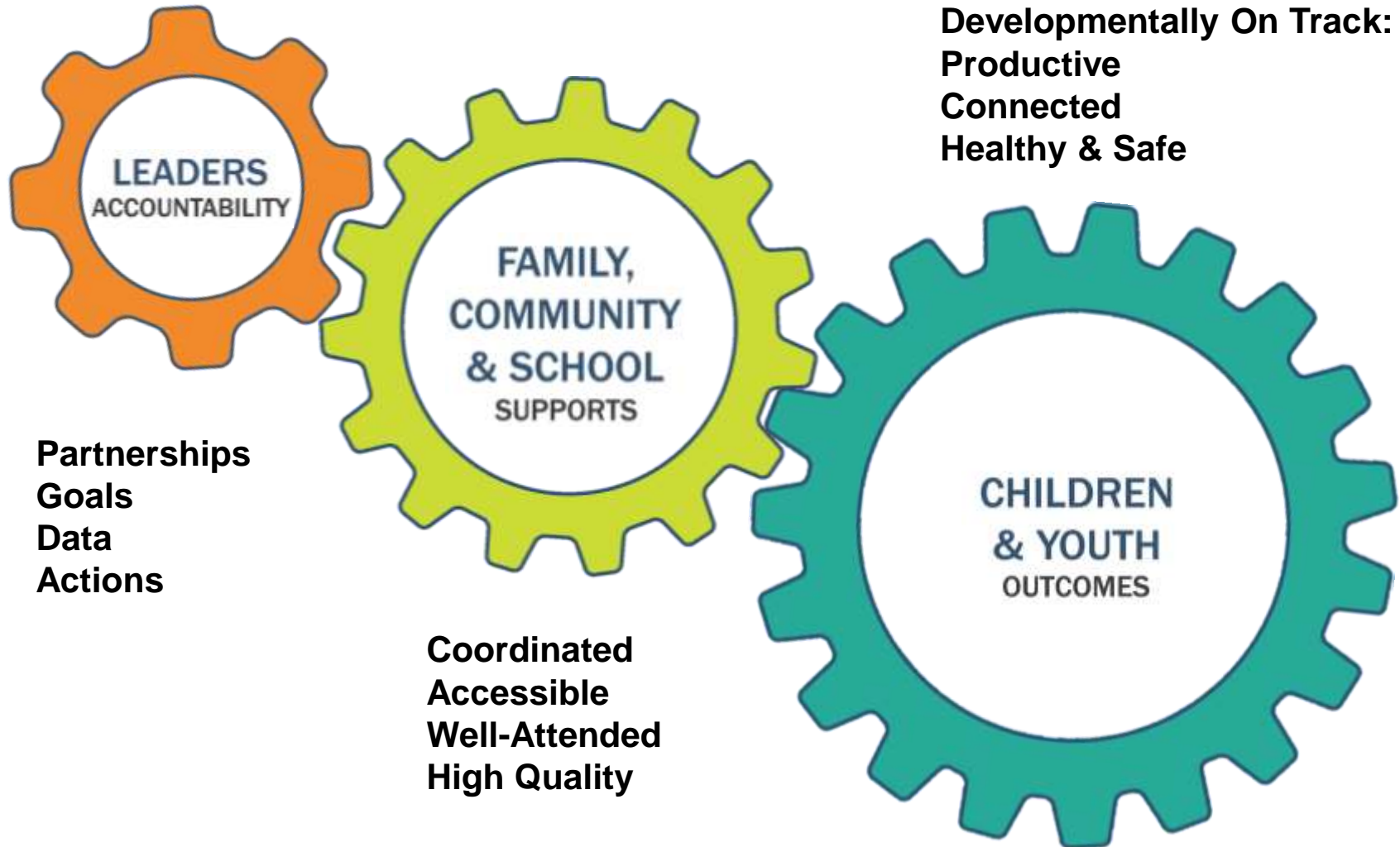## for Youth, Programs, and Communities

Karen Pittman, President and CEO
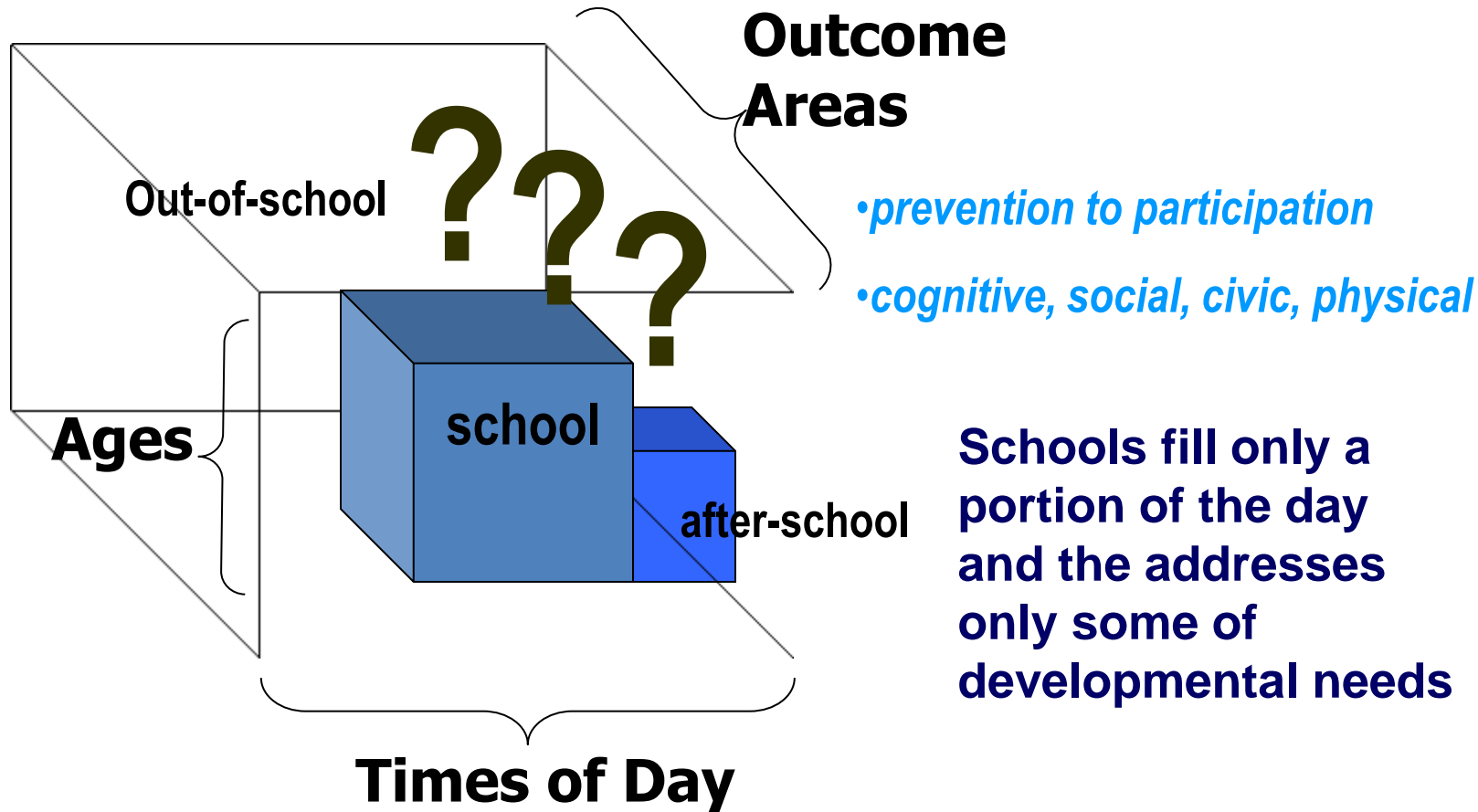
The Forum for Youth Investment

NRC Out-of-School STEM Summit

June 3, 2014

The Forum's Theory of Change

LEADERS
ACCOUNTABILITY

FAMILY, COMMUNITY & SCHOOL
SUPPORTS

CHILDREN & YOUTH
OUTCOMES

Developmentally On Track:
Productive
Connected
Healthy & Safe

Partnerships
Goals
Data
Actions

Coordinated
Accessible
Well-Attended
High Quality

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Broaden the Inputs: Beyond School

Outcome Areas

- *prevention to participation*
- *cognitive, social, civic, physical*

Schools fill only a portion of the day and the addresses only some of developmental needs

Out-of-school

Ages

school

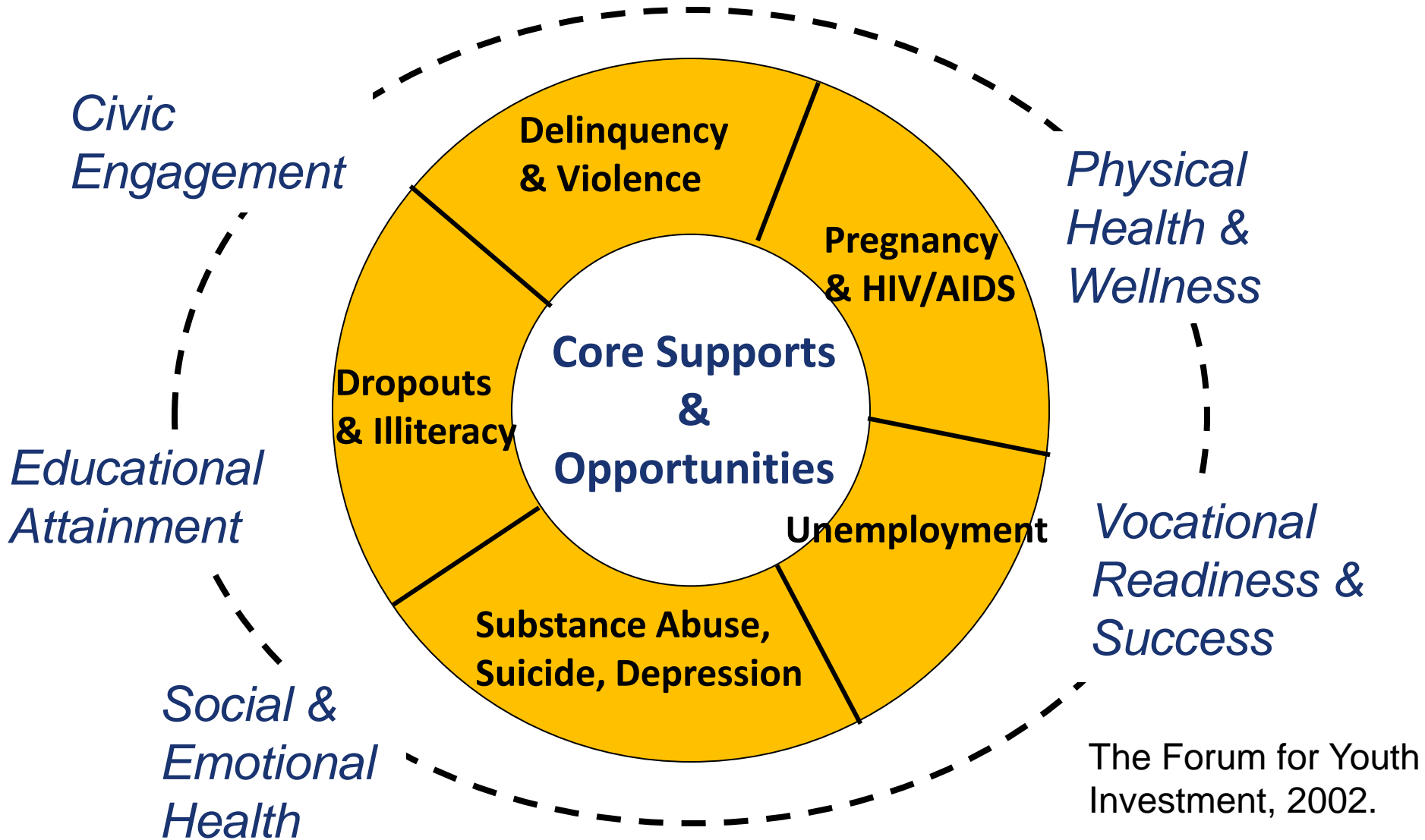after-school

Times of Day

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Who is Responsible for the Rest?

- ❖ **Families**
- ❖ **Peer groups**
- ❖ **Schools and Training Organizations**
- ❖ **Youth-serving organizations**
- ❖ **CBOs (Non-profit service providers and associations)**
- ❖ **Businesses (jobs, internships, apprenticeships)**
- ❖ **Faith-Based organizations**
- ❖ **Libraries, Parks, Recreation Departments**
- ❖ **Community-based Health and Social Service Agencies**

Core Youth Development Tenet:
Align System, Program & Community Goals

Civic Engagement

Physical Health & Wellness

Educational Attainment

Social & Emotional Health

Vocational Readiness & Success

Delinquency & Violence

Pregnancy & HIV/AIDS

Dropouts & Illiteracy

Core Supports & Opportunities

Unemployment

Substance Abuse, Suicide, Depression

The Forum for Youth Investment, 2002.

5

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Gambone Provides a Broader Way to Think About Success, Highlight "Soft Skills"

PHYSICALLY & EMOTIONALLY HEALTHY & SAFE

SOCIALLY & CIVICALLY CONNECTED

ACADEMICALLY & VOCATIONALLY PRODUCTIVE

- **Employers** validate importance of these skills (e.g. problem-solving, team work, work ethic)

- Find 4 in 10 high school graduates not ready for work because they lack them.

The Readiness Target. The Forum for Youth Investment, 2009

Researchers Gambone, Connell and Klem (2002) estimate that only 4 out of 10 young people are doing well in their early 20s.

22% are having difficulty
Definition: Doing poorly in two life areas and not well in any

- **Productivity:** Have high school diploma or less, be unemployed, on welfare

- **Health:** Have poor health, health habits, unsupportive relationships

- **Connectedness:** Commit an illegal activity about once a month

43% are doing well
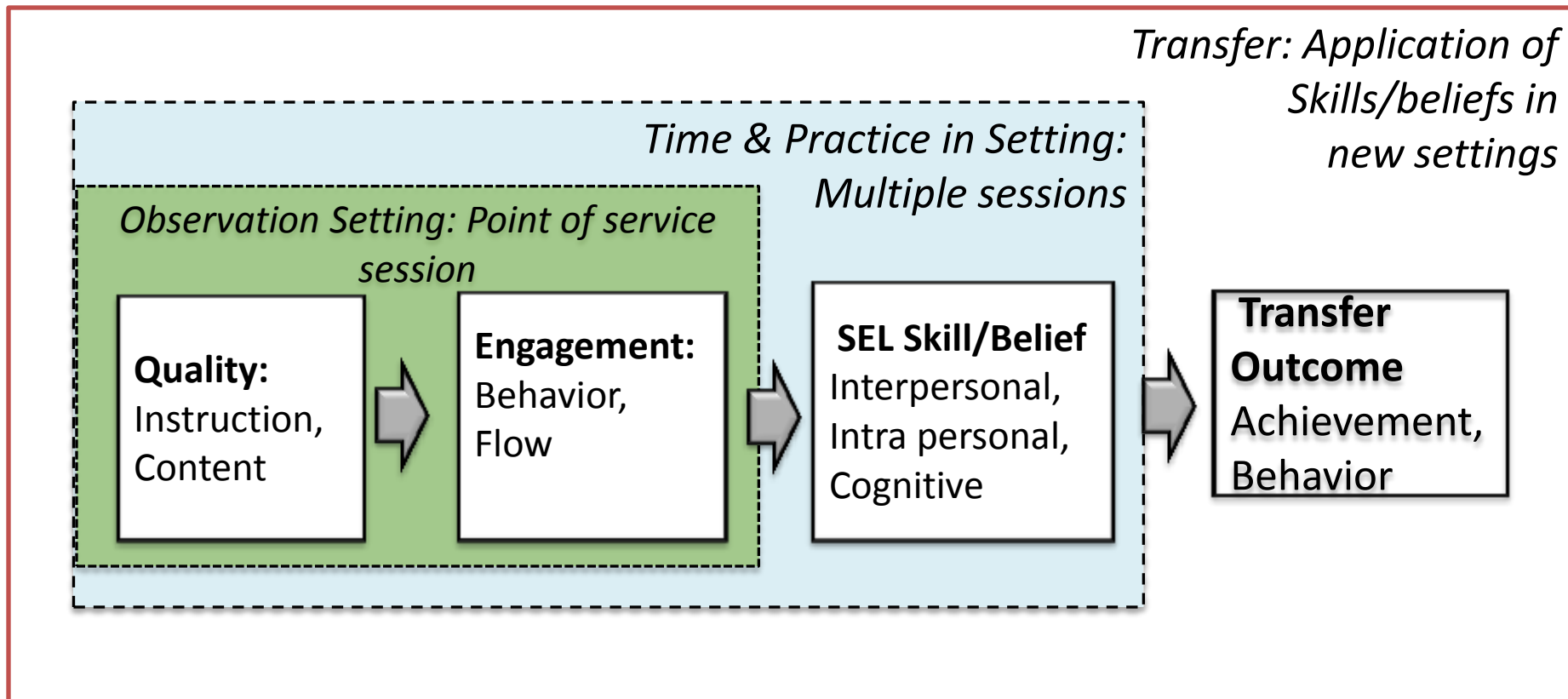*Definition: Doing well in two life areas and okay in one*

- **Productivity:** Attending college or working steadily

- **Health:** Have good health, health habits, healthy relationships

- **Connectedness:** Volunteer, be politically active, be active in religious institutions, community

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Weikart YPQI Demonstrates Program Features linked to Development can be Improved

ENGAGEMENT

Planning
Choice
Reflection

INTERACTION

Belonging
Collaboration
Leadership
Adult Partners

SUPPORTIVE ENVIRONMENT

Warm Welcome   Session Flow
Active Engagement   Skill-Building
Encouragement   Reframing Conflict

SAFE ENVIRONMENT

Emotional Safety   Healthy Environment
Emergency Preparedness
Accommodating Environment
Nourishment

DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

Weikart/AIR Model Relationship between Program Quality, Soft Skills and "High Stakes" Readiness

Transfer: Application of Skills/beliefs in new settings

Time & Practice in Setting: Multiple sessions

Observation Setting: Point of service session

Quality: Instruction, Content

Engagement: Behavior, Flow

SEL Skill/Belief Interpersonal, Intra personal, Cognitive

Transfer Outcome Achievement, Behavior

Quality → Engagement → Skills → Transfer

QuEST

Why This Matters when Considering STEM & Out-of-School Programs

If "non-cognitive" SEL Skills are critical to the achievement of broader public policy goals, such as an increased development of students with STEM interest and skills, the systems and settings responsible for those goals have three choices:

- Continue business as usual and fail to meet accountability targets

- Significantly revamp practice to support SEL skill development

- Partner with practitioners (e.g. OST) who focus on SEL development and are committed to improving program quality.

Universal Need for Readiness Skills

K-12 Schools

[Academic Credentials & Achievement]

Prevention Programs

[Risk Reduction]

YD Practices that Build Readiness Skills

Justice/Child Welfare

[Reduced Recidivism, Transition to Independence]

Workforce Training

[Employment Retention]