PYD in the Education System: Examples in the U.S and in El Salvador

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USAID Education Summit
November 3, 2015
FHI 360 believes that Positive Youth Development Schools...

• ...define and promote positive, healthy development

• ...build student strengths, rather just preventing problematic behaviors

• ...understand that healthy development is influenced by the relationships youth have with adults and their environment. Thus, teachers and schools are critical components to youth success
When schools do their job well...

...youth graduate with the knowledge, skills, attitudes, habits, and resources necessary to thrive in work and life
What is positive youth development?

• Both a philosophy and an approach

• A way of understanding young people that helps guide the design of school programs and supports

• A holistic, positive approach focused on developing competencies in young people

• Emphasizes the need for services that support young people in developing into healthy, productive adults
Positive Youth Development Schools Transform Their Mindsets About Youth

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<tr>
<th>MOVING FROM…</th>
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<th>….TO</th>
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<tr>
<td>Problem focus</td>
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<td>Positive focus</td>
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<td>Youth as problems</td>
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<td>Youth as resources</td>
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<td>Reactive behavior</td>
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<td>Blaming</td>
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<td>Claiming responsibility</td>
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<td>Professionals’ role</td>
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<td>Everyone’s job</td>
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<td>Crisis management</td>
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<td>Competition</td>
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<td>Despair</td>
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Positive Youth Development Schools Promote The “6 Cs”

- Competence
- Confidence
- Connection
- Character
- Caring
- The “5 Cs” of Positive Youth Development
- Contribution
Search Institute’s® 40 Developmental Assets

• The building blocks of healthy development!
• The 40 assets are divided into 8 categories
  – **External Categories**: The supports, relationships and opportunities that are provided to young people
  – **Internal Categories**: The strengths, values, and skills that young people use to guide themselves

**External Assets**
- Support
- Empowerment
- Boundaries & Expectations
- Constructive Use of Time

**Internal Assets**
- Commitment to Learning
- Positive Values
- Social Competence
- Positive Identify
Youth with more developmental assets ....

Engage in more positive behaviors, have better academic achievement, and better attendance.

Engage in fewer high-risk behaviors.
A systematic framework for implementing positive youth development.

- Incorporate Positive Youth Development: Building strengths and assets
- Offer high quality teaching and learning
- Create a safe, healthy, & productive environment.
- Keep Students On-Track to Graduation
Indicators for Success: PYD and Dropout Prevention

1. School Systems and Structures
2. Collecting and Analyzing Student Data
3. Tiered Supports and Interventions
4. Matching Students with Interventions
5. Monitoring Progress
FHI 360’s Middle Grades Programs in the United States

- Provided direct service in 15 states (and the District of Columbia) and numerous urban, suburban and rural districts.

- Over 460 schools, including intensive engagements with 110 schools and their school districts (nearly 40,000 middle-grades students).

- National policy and TA support for the U.S. Department of Education

- Key strategies: support teachers and school leaders in integrate all recommended strategies into school; track individual students; using data to develop a system of targeted supports and interventions; teacher teaming and collaboration; focus on improving instruction
FHI 360 Results from U. S. Middle Grades Programs

• Improvements in school climate.
• Improvements in teacher collaboration and student engagement in learning.
• Improvements in the timeliness and completion of student work.
• For teachers: increased flexibility, cross-curricular connections, communication and expanded opportunities to support students.
• Increase in middle grades students staying “on-track” to high school graduation.
• Increases in reading, mathematics, science, social studies and writing proficiency.
Structures and Systems to support PYD in schools

• Providing meals for students (lunch)
• Establish small learning communities
• Common planning times for teachers
• Interdisciplinary connections
• Advisory programs scheduled into the school day
• Character education/SEL programs
• The school schedule provides opportunities for differentiated student supports
• Non-academic after-school opportunities
Things schools can do...

- Greet students by name
- Ensure that each student has an advocate, advisor, or caring adult
- Provide service learning opportunities
- Promote student voice
- Encourage students to speak up & tell their stories
- Create a common vision for school rules, standards, and norms
- Establish high expectations for students
- Offer lots of activities, opportunities & supports
Things schools can do...

• Have students set S.M.A.R.T. goals, and track progress toward their goals
• Encourage students’ self-reflection on their own strengths and areas for growth
• Read biographies, memoirs, and articles about people they admire
• Encourage reflections on values and strengths
• Promote empathy and problem solving through real-world scenarios and simulations
• Support planning through the use of agendas and class calendars
FHI 360 “Developmental Assets and Student Success” Pilot Program
Sonsonate, El Salvador

- **Context:** Part of USAID Education for Children and Youth Program
- **Purpose:** Bottom-up socialization of positive youth development and dropout prevention strategies to keep students engaged within high-risk community
- **Timeframe:** January – November 2015
- **Target:**
  - 1 integrated school network in Sonsonate
  - 8 secondary schools
  - Over 1,000 7th-9th grade students
El Salvador Pilot Program Theory of Action

If schools adopt a **positive youth development approach** and implement an **Indicators for Success system** → then it is more likely that students will develop the knowledge and skills to prepare them for a strong transition to high school, and then support their subsequent high school graduation.
Pilot Program Implementation

Phase 1: Building a Common Language

Phase 2: PYD and Asset Building

Phase 3: The Indicators for Success

Phase 4: Learning from One Another

**Phase 1:** Reimagine supports and interventions to better support students’ healthy development.

**Phase 2:** Implement action plans to help students’ build developmental assets.

**Phase 3:** Roll out a dropout prevention framework to keep all students on track to high school graduation.

**Phase 4:** Share lessons learned in an end of year Results Conference that helps plan for ongoing success.
Initial Results and Outcomes

• Built capacity of over 80 school staff, ministry officials, and partner representatives in PYD and Indicators for Success.

• 8 asset building action plans developed and implemented.

• Over 150 technical assistance visits to support schools with pilot activities.

• Over 1,000 surveys administered to students, teachers, and administrators to measure developmental assets in 7th-9th graders.

• ABC student data points collected for schools to track student progress

• Results Conference to share lessons learned
Lessons Learned and Next Steps

• Considerations for adapting PYD theory to developing contexts
  – Integrate work within existing structures
  – Adjust to stakeholder needs and resource constraints

• Importance of a common language
  – Asset building is key
  – Sets the stage for early warning system

• Next steps
  – Results Conference → committed group to continue work
  – Incorporate strategies into 2016 plans