



Centering Youth Thriving

Katherine Plog Martinez

Knowledge to Power Catalysts



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What do you have for breakfast this morning?

Answers ...



What do you
want for the
young people
in your life?



What do you want for the young people in your



nses ...



“The idea of *“positive youth development programs”* has emerged over time as common shorthand for a philosophy asserting that ***“problem-free is not fully prepared,”*** that remediation and prevention services alone are not enough, and that schools have to be supported and complemented by broader options in the community.”

- From Community Programs to Promote Youth Development p.24

Positive youth development is the process through which communities fill the glass.



The Federal Government's Official PYD Definition

Positive Experiences + Positive Relationships + Positive Environments =
Positive Youth Development

Positive youth development is an intentional, pro-social approach that *engages youth within their communities, schools, organizations, peer groups, and families* in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

Federal Interagency Working Group on Youth Programs, circa 2008

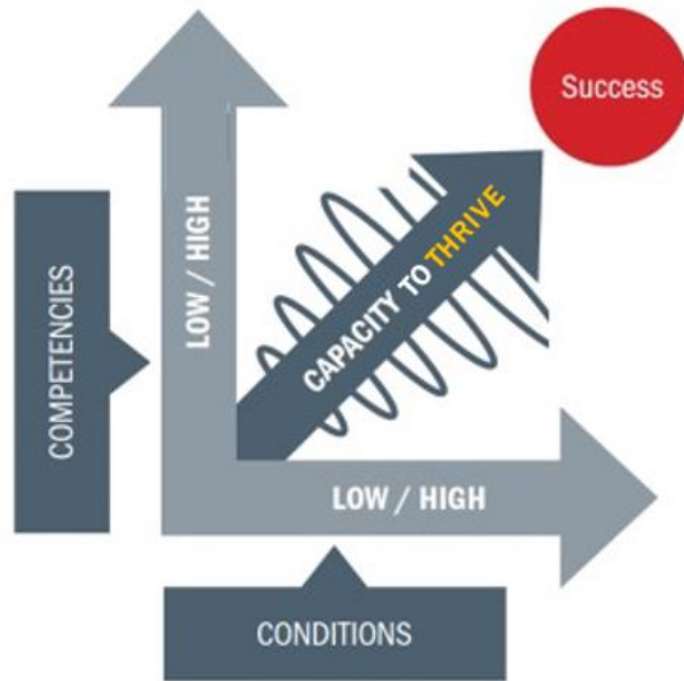
What words stand out to you?

View all responses ...



Thriving is more than well-being

Thriving is a dynamic process that goes beyond static states well-being to include a sense of growth, purpose, forward movement.



JULY 2020

 THE
READINESS
PROJECTS

A united effort supported by
the Forum for Youth Investment,
The National Urban League, and
the American Institutes for Research









Thriving, Robust Equity, and Transformative Learning & Development

A More Powerful Conceptualization of the Contributors to Youth Success

David Osher, Karen Pittman, Jill Young, Hal Smith, Deborah Moroney & Merita Irby



THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS MEASURED IN THE DAP

External Assets	Internal Assets
 <p>SUPPORT Measures whether children have caring adults in their lives, which may include parents, neighbors, and/or teachers.</p>	 <p>COMMITMENT TO LEARNING Asks questions related to whether children care about school and completing their homework, as well as appreciate learning new things.</p>
 <p>EMPOWERMENT Asks questions about how safe children feel at school and at home, as well as their perception of being valued and appreciated.</p>	 <p>POSITIVE VALUES Seeks to understand if children value taking responsibility for their actions and helping others, are honest and have respect for others and their community.</p>
 <p>BOUNDARIES AND EXPECTATIONS Hones in on whether a child feels he or she must abide by boundaries and expectations set at home, in school and in their neighborhood.</p>	 <p>SOCIAL COMPETENCIES Measures a child's willingness to express his or her feelings, establish relationships with others, say no to activities or suggestions that are dangerous, and can find positive ways to deal with hardships.</p>
 <p>CONSTRUCTIVE USE OF TIME Evaluates whether children are involved in outside activities like clubs, music or art programs or religious groups.</p>	 <p>POSITIVE IDENTITY Measures a child's self-worth.</p>

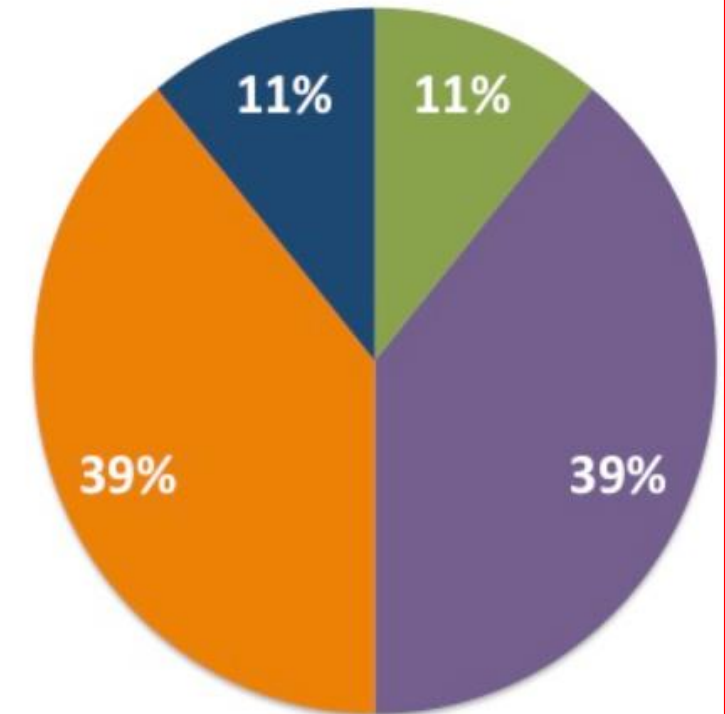
Key Findings

Young people have about 20 assets on average. Most (78%) have between 11 and 30.

Levels of Assets Among US Youth

U.S. youth report having, on average 20.6 of the 40 assets. Only one in 10 (11%) report experiencing an optimal level of assets (31-40).

- 0 - 10 Assets
- 11 - 20 Assets
- 21 - 30 Assets
- 31 - 40 Assets



DATA SOURCE Search Institute surveys of 121,157 U.S. youth, grades 6 -12, between 2012 and 2015.

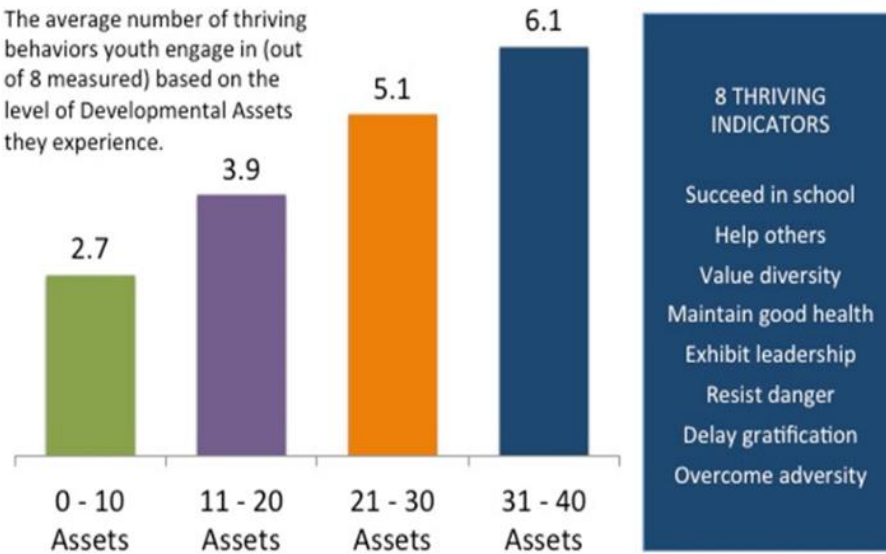
Key Findings

RESEARCH INSIGHTS

Assets and Thriving among US Youth

Youth who have higher levels of Developmental Assets are much more likely to engage in thriving behaviors.

The average number of thriving behaviors youth engage in (out of 8 measured) based on the level of Developmental Assets they experience.



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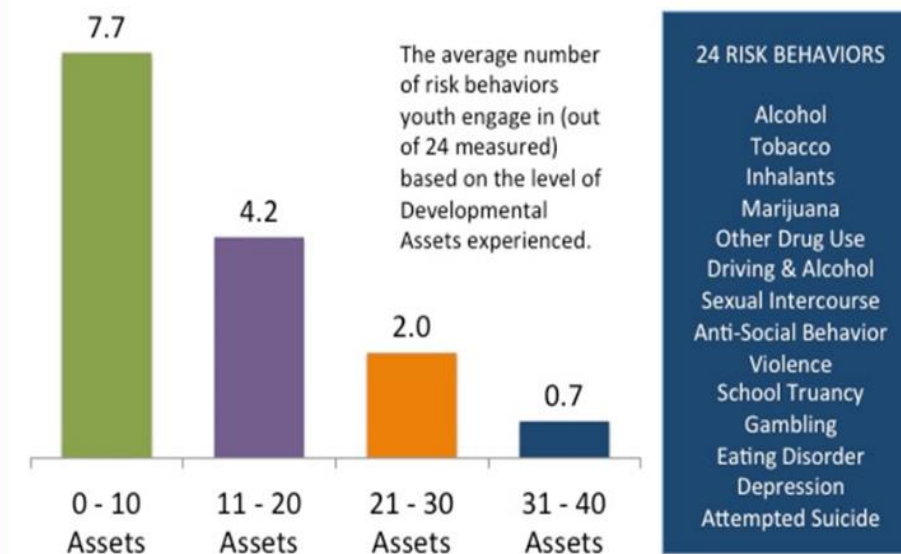


VISIT: www.search-institute.org/developmental-assets

RESEARCH INSIGHTS

Assets and Risky Behaviors among US Youth

Youth who have higher levels of Developmental Assets are much less likely to engage in a wide range of high-risk behaviors.



DATA SOURCE Search Institute surveys of 121,157 U.S. youth, grades 6 -12, between 2012 and 2015.



VISIT: www.search-institute.org/developmental-assets

Assets Matter

- Young people don't need every asset to thrive.
- The number of assets a teen has is more important than which ones.
- The number is a strong predictor of both thriving and risky behaviors, including but not limited to school performance.
- Racial and ethnic differences in assets aren't as large as they are in academic achievement. White and Asian teens averaged 21. Black teens 20. Latino teens 18.6.
- The protective benefit of having more assets works the same across groups.
- The number of assets declines with age.

Personal and Social Assets that Facilitate Positive Youth Development

Intellectual development

- Knowledge of essential life skills
- Knowledge of essential vocational skills
- School success
- Rational habits of mind—critical thinking and reasoning skills
- In-depth knowledge of more than one culture
- Good decision-making skills
- Knowledge of skills needed to navigate through multiple cultural contexts

Social development

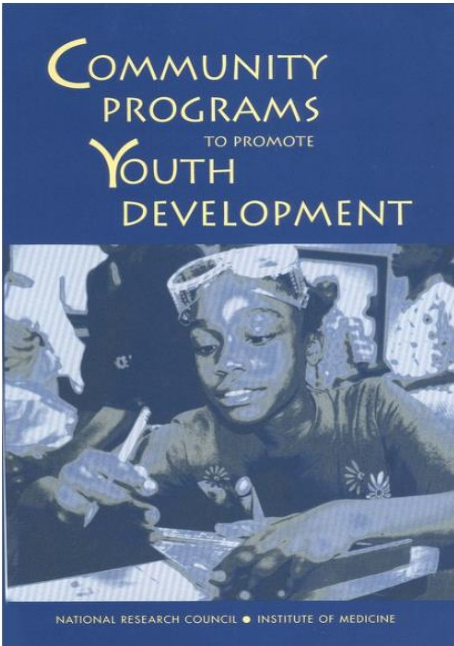
- Connectedness—perceived good relationships and trust with parents, peers, and some other adults
- Sense of social place/integration—being connected and valued by larger social networks
- Attachment to prosocial/conventional institutions, such as school, church, nonschool youth programs
- Ability to navigate in multiple cultural contexts
- Commitment to civic engagement

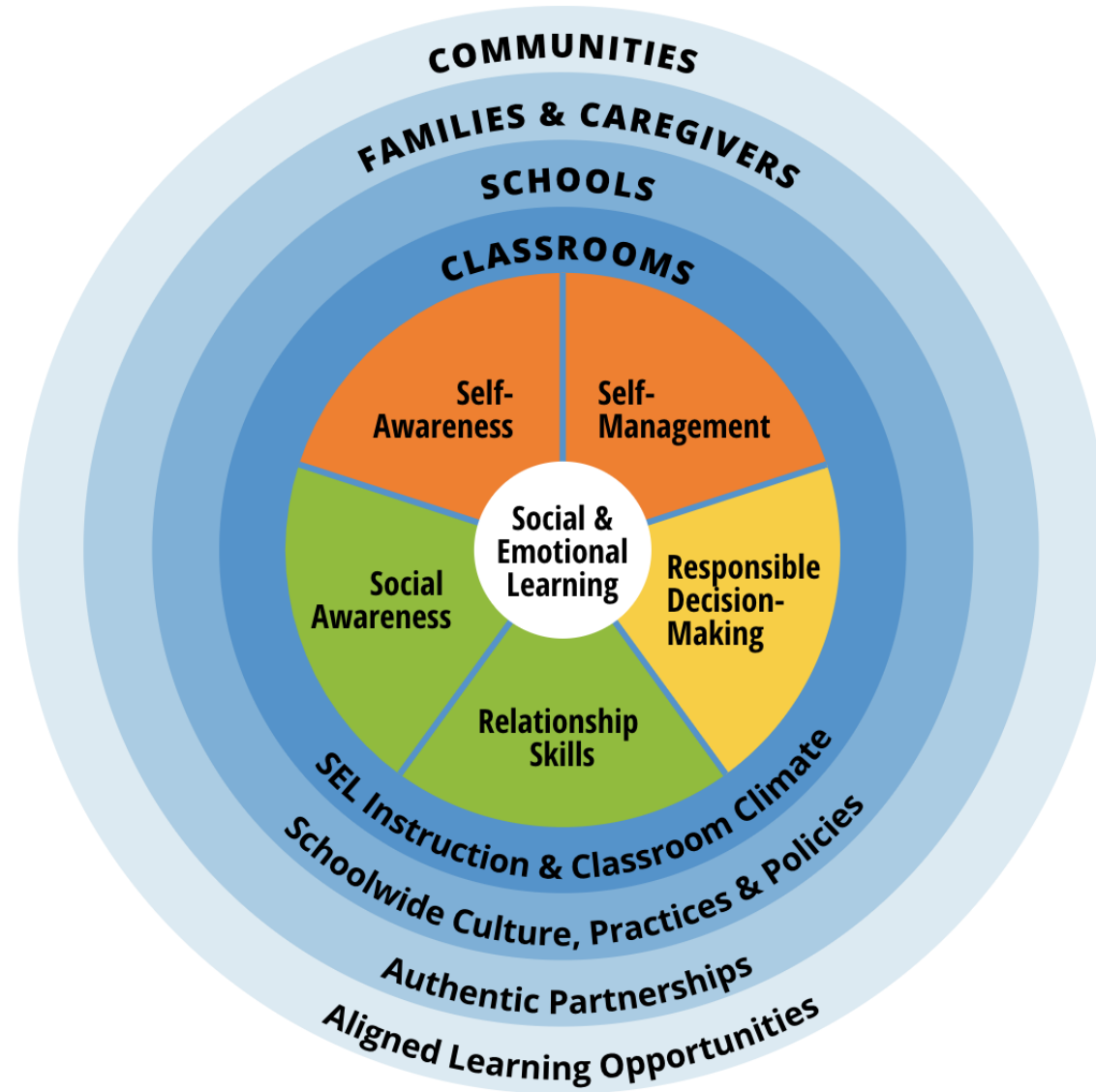
Physical development

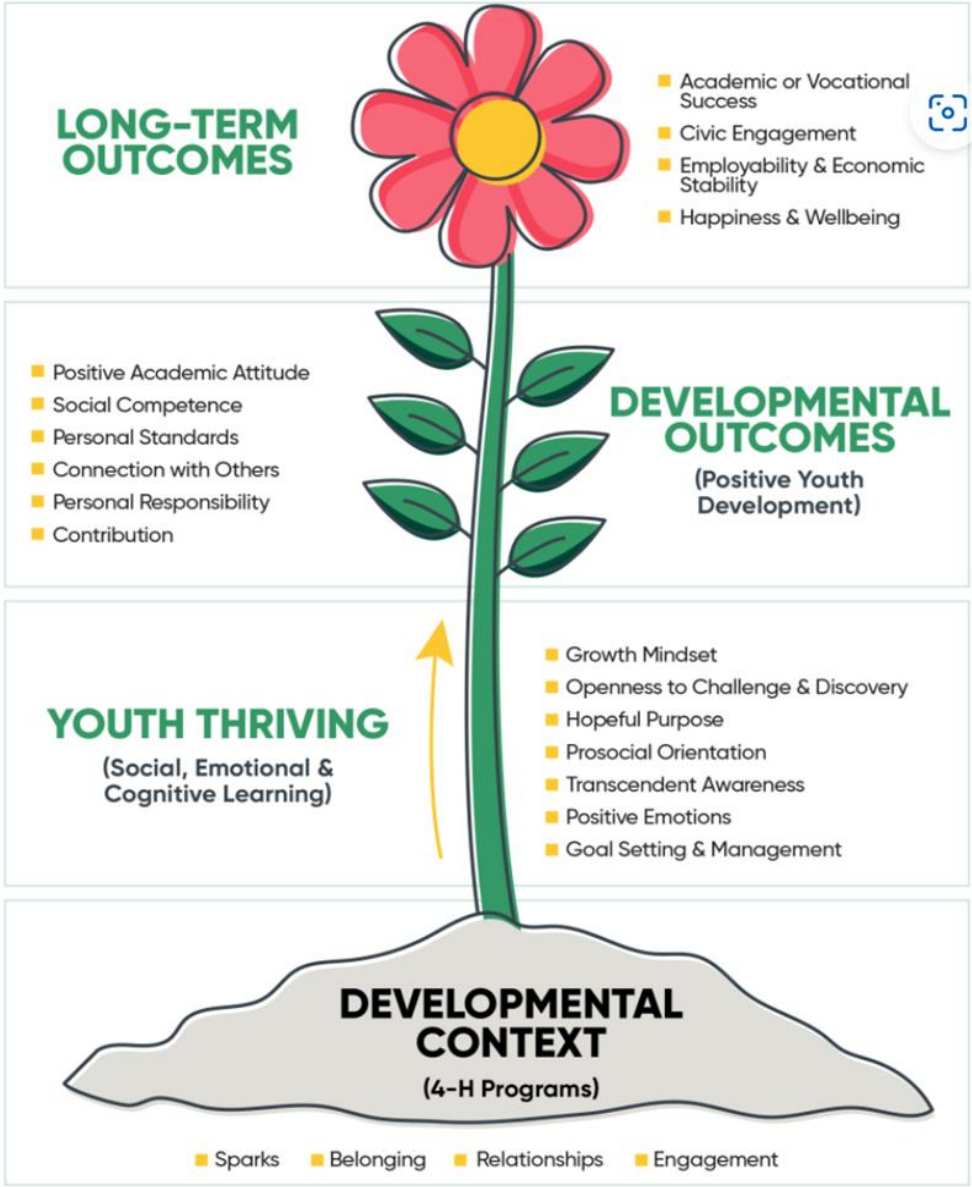
- Good health habits
- Good health risk management skills

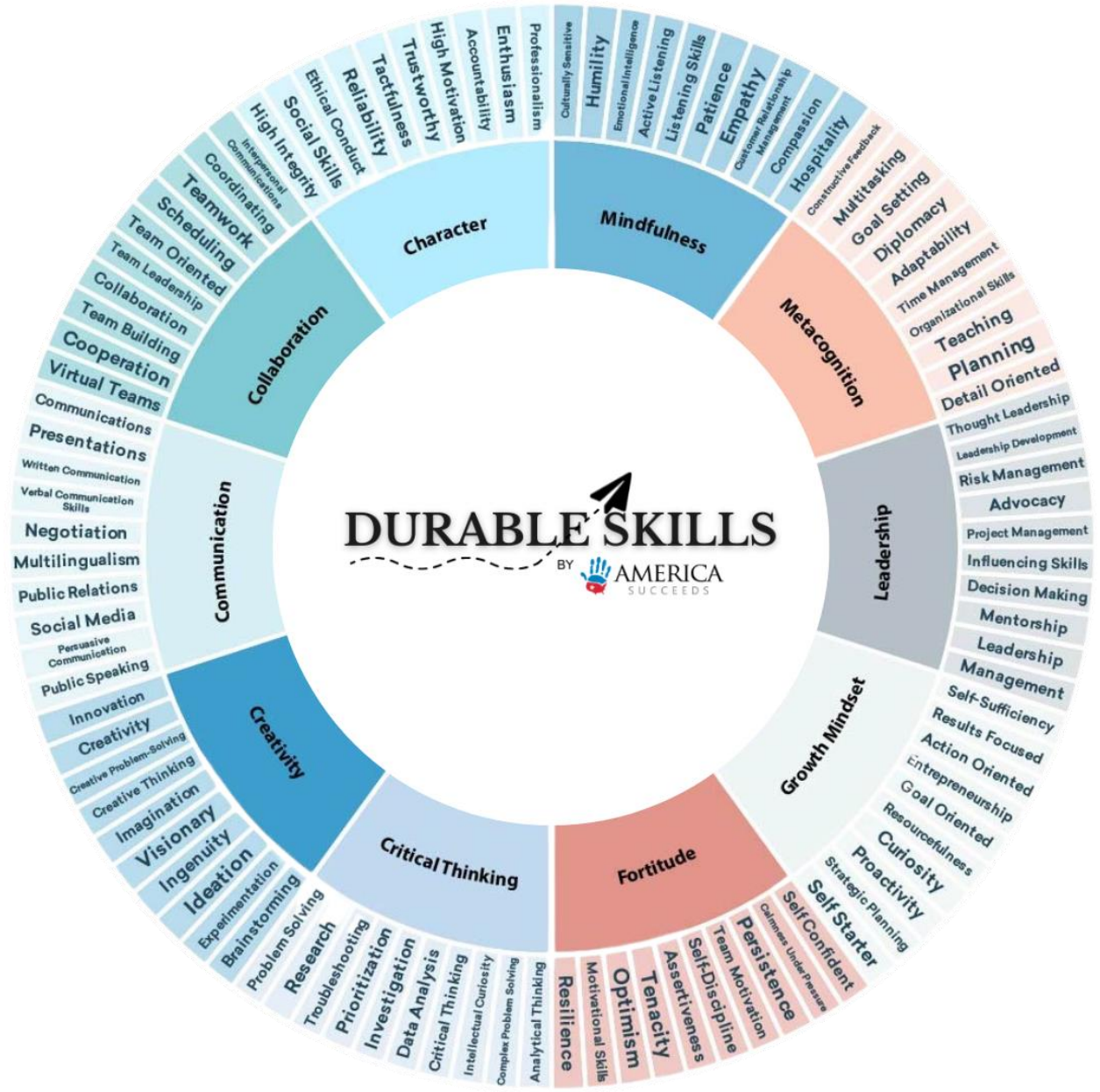
Psychological and emotional development

- Good mental health including positive self-regard
- Good emotional self-regulation skills
- Good coping skills
- Good conflict resolution skills
- Mastery motivation and positive achievement motivation
- Confidence in one's personal efficacy
- “Planfulness”—planning for the future and future life events
- Sense of personal autonomy/responsibility for self
- Optimism coupled with realism
- Coherent and positive personal and social identity
- Prosocial and culturally sensitive values
- Spirituality or a sense of a “larger” purpose in life
- Strong moral character
- A commitment to good use of time









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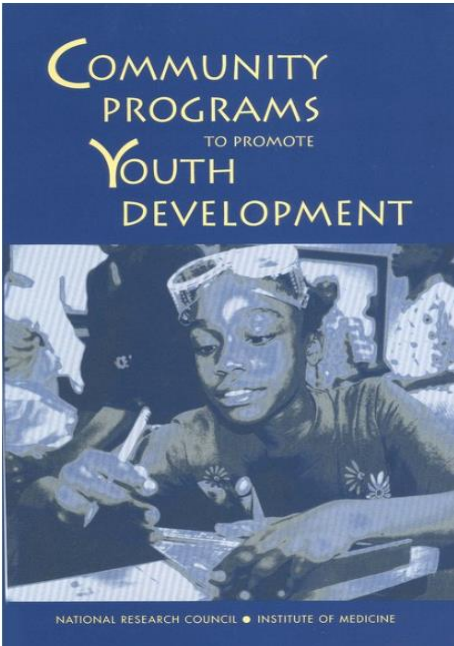
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Foundations for Young Adult Success



The University of Chicago Consortium on School Research developed this developmental framework to provide common language and purpose to the work that schools, families, and community organizations do to promote youth success. Their model is popular because it starts with the end goal – the evidence-based foundations of young adult success, and then helps us understand how the skillsets and mindsets build and interconnect in children and adolescents and why flexible learning opportunities are important using language that is applicable across settings and showing their growth across developmental stages.

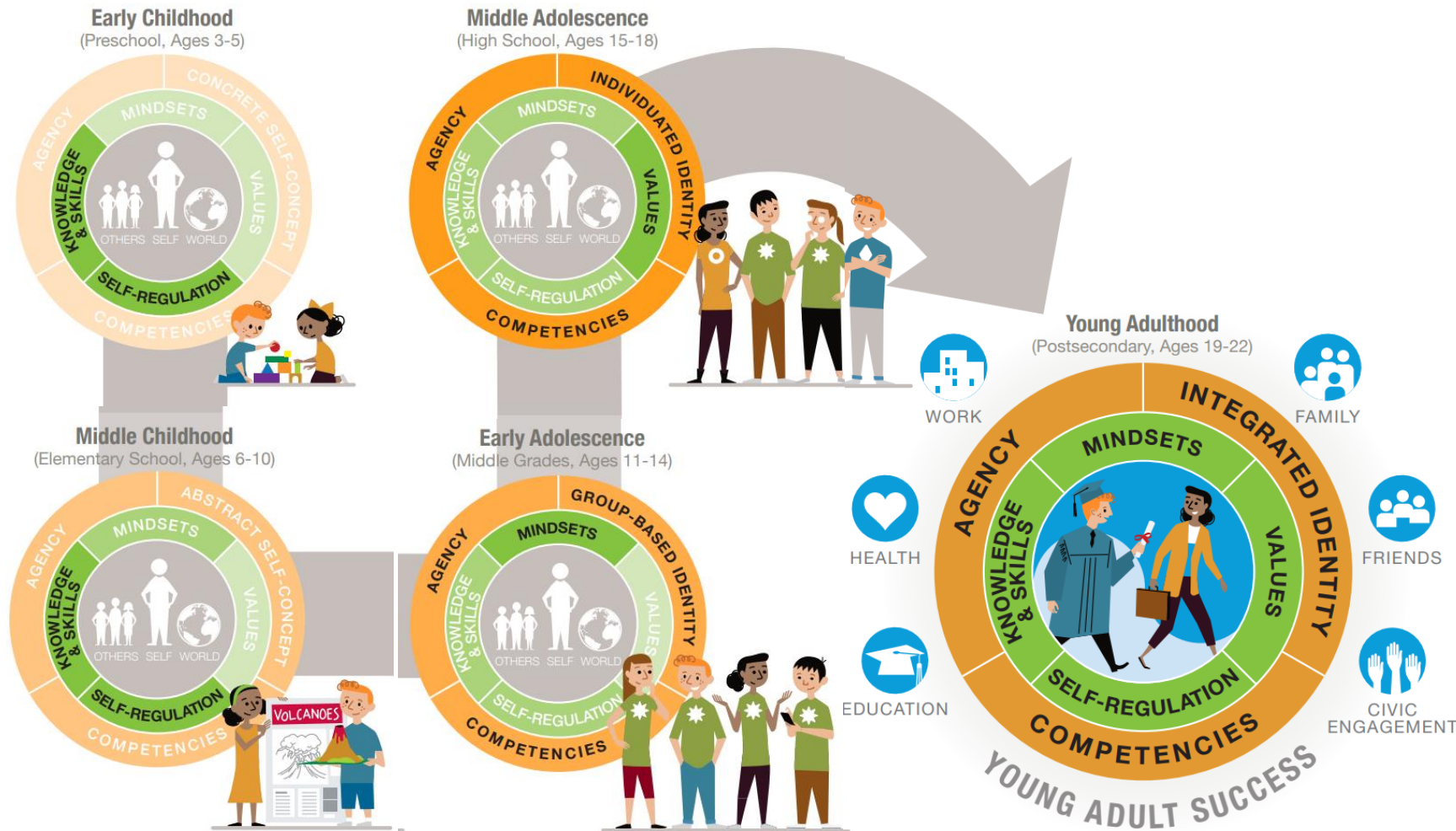


Developmental Experiences Can Happen in All Settings

Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.



The Developmental Progression



©2015 University of Chicago Consortium on Chicago School Research

Funded by The Wallace Foundation

KEY

- FOUNDATIONAL COMPONENTS: Developmental Focus During this Stage
- FOUNDATIONAL COMPONENTS: Ongoing Development
- KEY FACTORS: Emergence of Key Factors

The Features of Positive Developmental Settings

- Physical and psychological **safety**
- Appropriate **structure**
- Supportive **relationships**
- Opportunities to **belong**
- Positive **social norms**
- Support for **efficacy** and **mattering**
- Opportunities for **skill-building**
- Integration of **family, school and community** efforts

	Descriptors	Opposite Poles
Support for Efficacy and Mattering	Youth-based; empowerment practices that support autonomy; making a real difference in one's community; and being taken seriously. Practices that include enabling; responsibility granting; and meaningful challenge. Practices that focus on improvement rather than on relative current performance levels.	Unchallenging; overcontrolling; disempowering; and disabling. Practices that undermine motivation and desire to learn, such as excessive focus on current relative performance level rather than improvement.



Design Principles for Schools

Putting the Science of Learning and Development Into Action

Learning Policy Institute and Turnaround for Children
in partnership with the Forum for Youth Investment
and in association with the SoLD Alliance

SEPTEMBER 2021

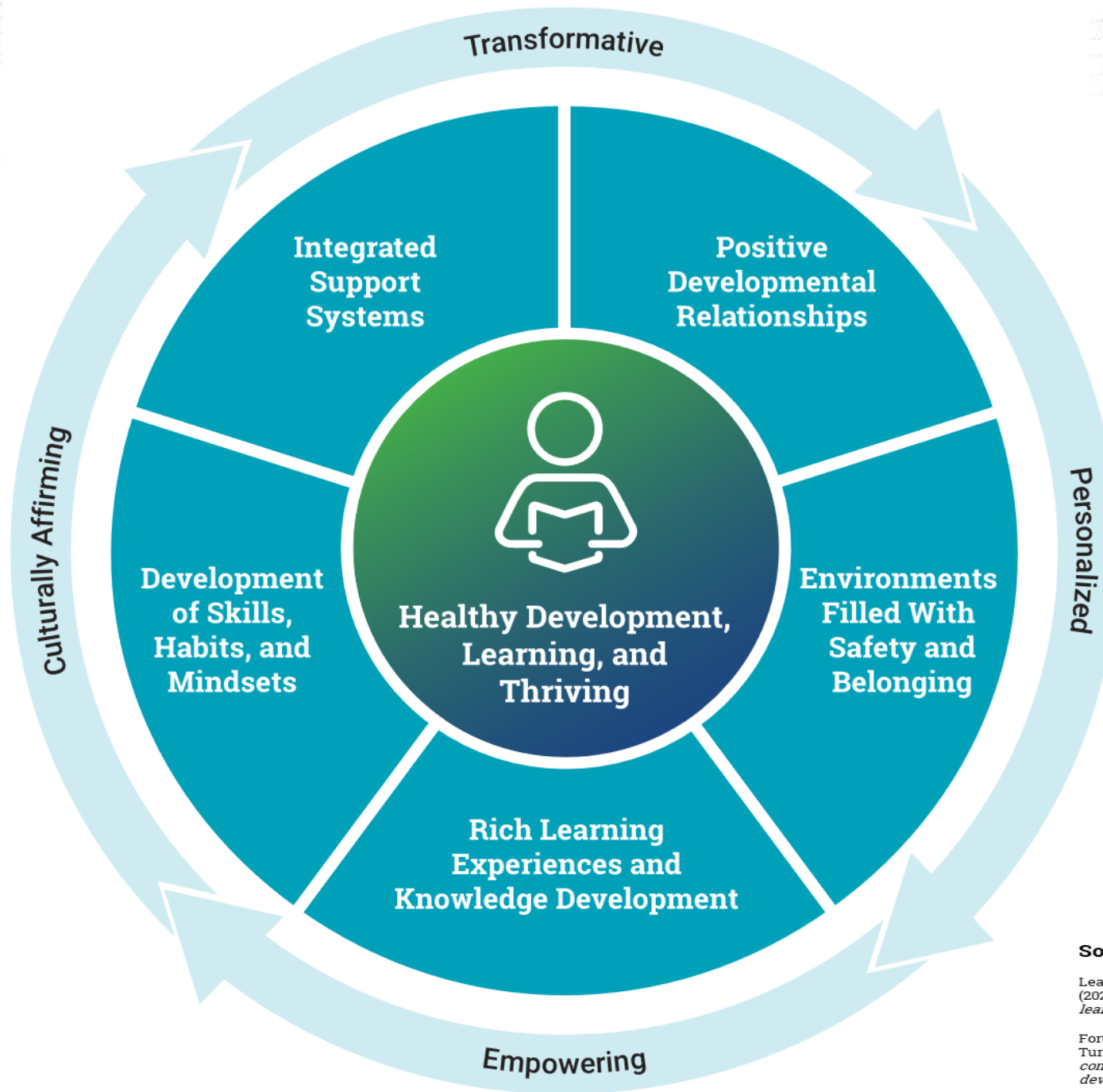


Design Principles for Community-Based Settings

Putting the Science of Learning and Development Into Action

FORUM FOR YOUTH INVESTMENT
IN PARTNERSHIP WITH LEARNING POLICY INSTITUTE AND
TURNAROUND FOR CHILDREN AND IN ASSOCIATION WITH THE SoLD ALLIANCE

SEPTEMBER 2021



Sources:

Learning Policy Institute & Turnaround for Children. (2021). *Design principles for schools: Putting the science of learning and development into action.*

Forum for Youth Investment (with Learning Policy Institute & Turnaround for Children). (2021). *Design principles for community-based settings: Putting the science of learning and development into action.*



What Does It Mean for a Young Adult to be **Successful ?** **Struggling?**

Doing well in two life areas and okay in one:

- attending college or working steadily;
- having good health, healthy habits, and healthy relationships; and/or
- volunteering, being politically active, being active in religious institutions and community.

Doing poorly in two life areas and not well in any:

- having a high school diploma or less, being unemployed, being on welfare;
- having poor health, unhealthy habits, unsupportive supportive relationships; and/or
- committing an illegal activity about once a month.

What percentage of young adults do you think are successful in your community?



0-20% 20-40% 40-60% 60-80% 80-100%



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How Are They Doing?



Gambone and Connell's Modelling Shows Communities Can Change the Odds for Youth

From 4 in 10
doing well



To 7 in 10
doing well



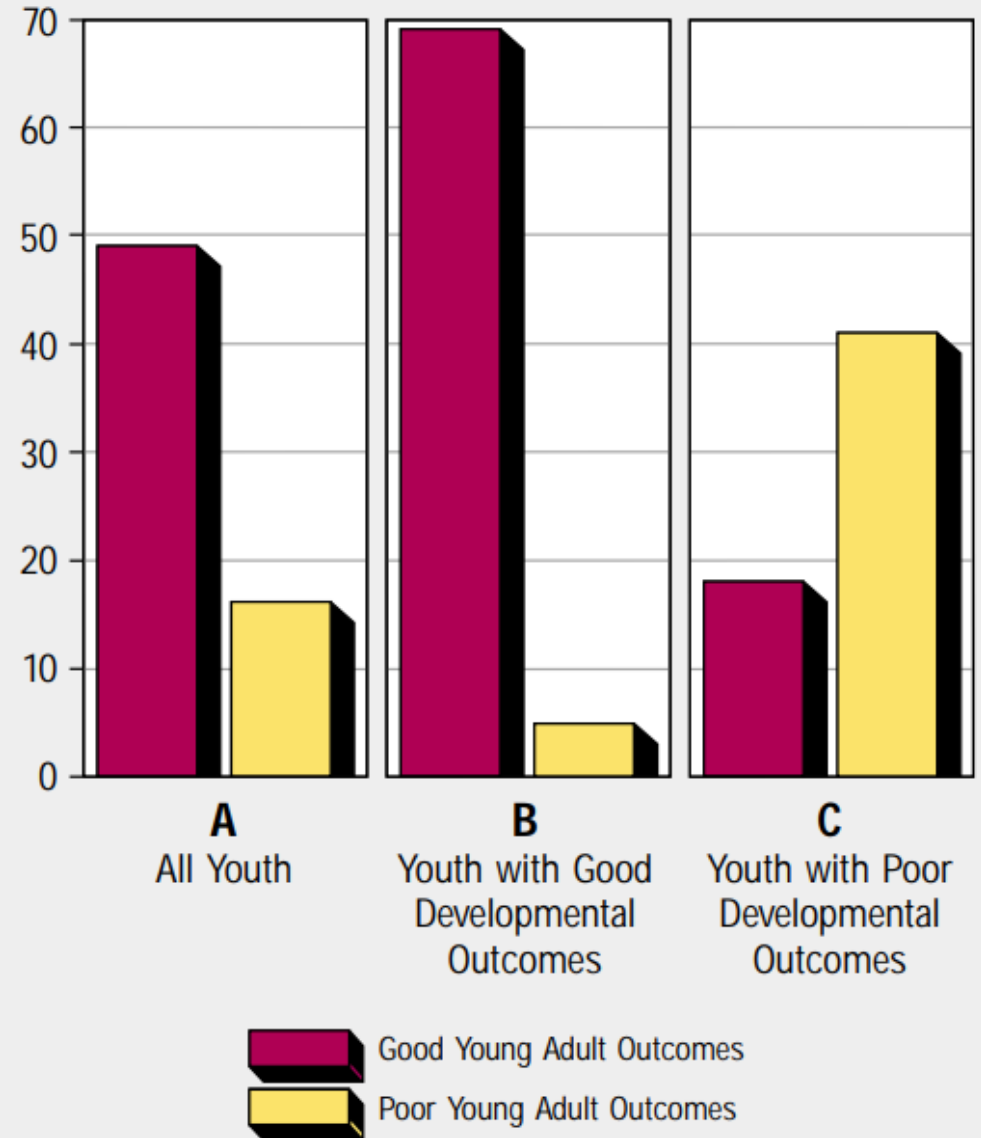
What Predicts Young Adult Success?

Productive (2 or more indicators e.g., grades of B or better, high levels of engagement and attendance, participation in sports/activities)

Connected (Strong attachment to at least 2 networks parents, teachers, friends, other community)

Navigating (effective problem solving, low levels of emotional stress, anti-social activities)

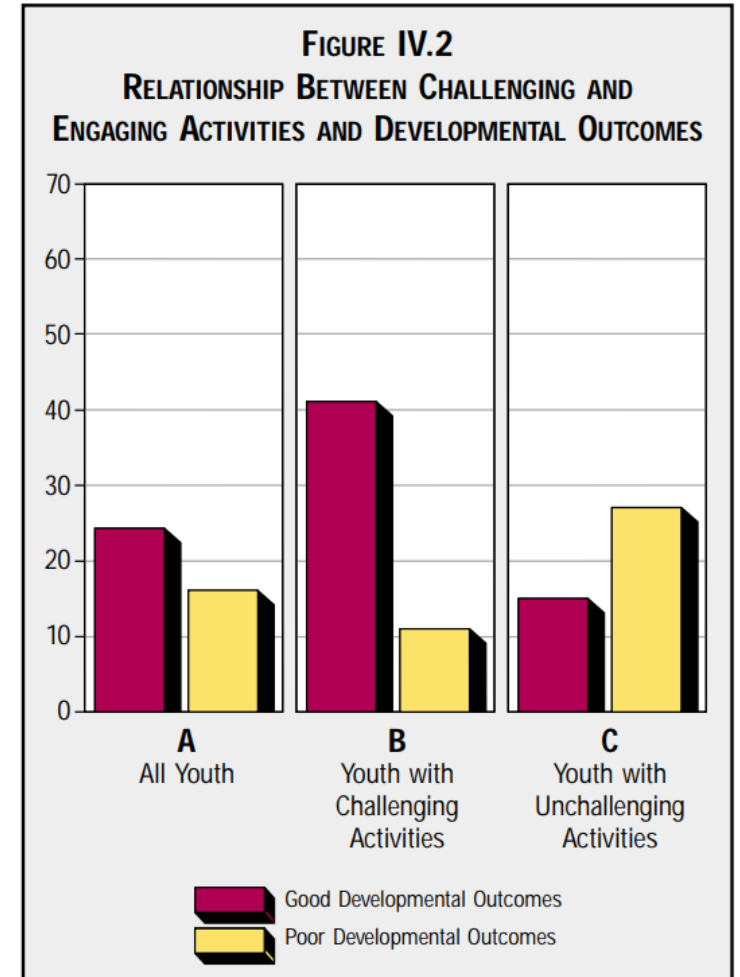
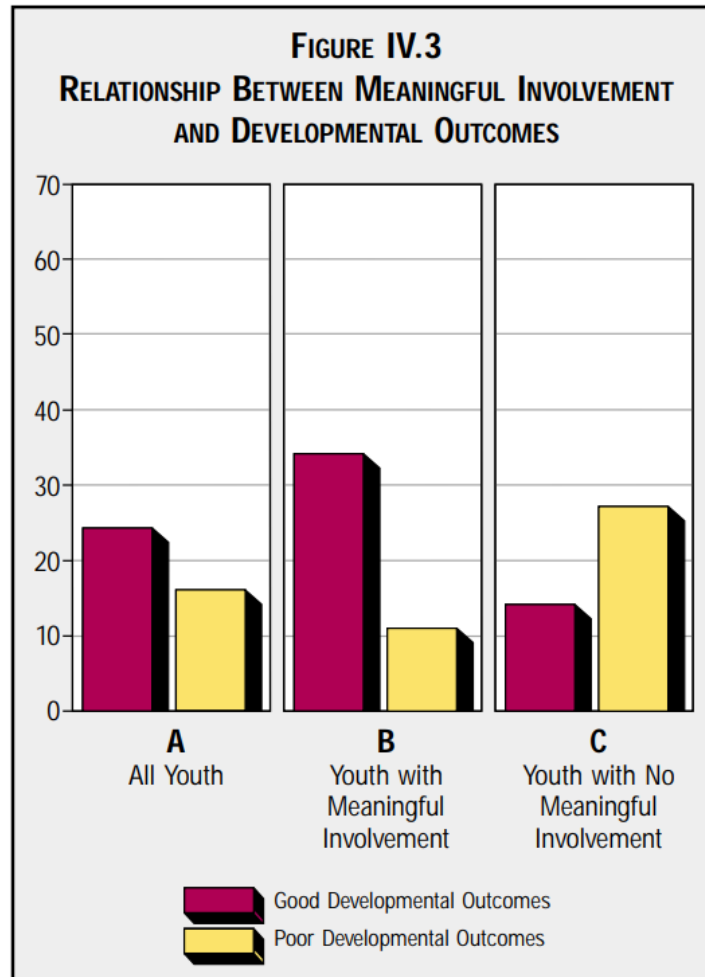
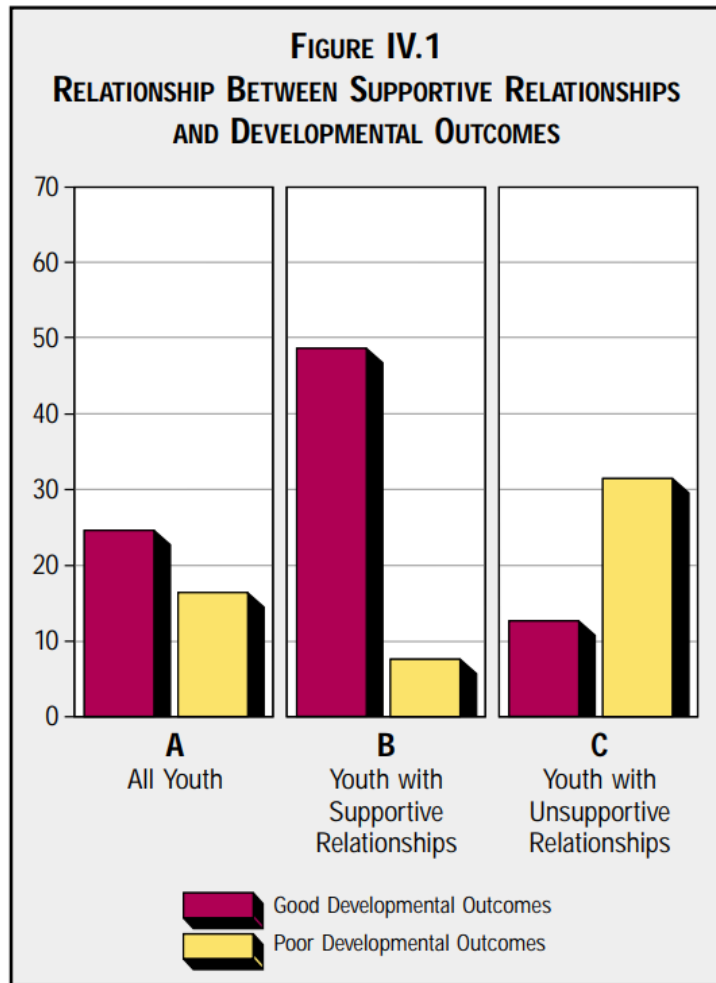
FIGURE III.1
RELATIONSHIP BETWEEN YOUNG ADULT AND DEVELOPMENTAL OUTCOMES



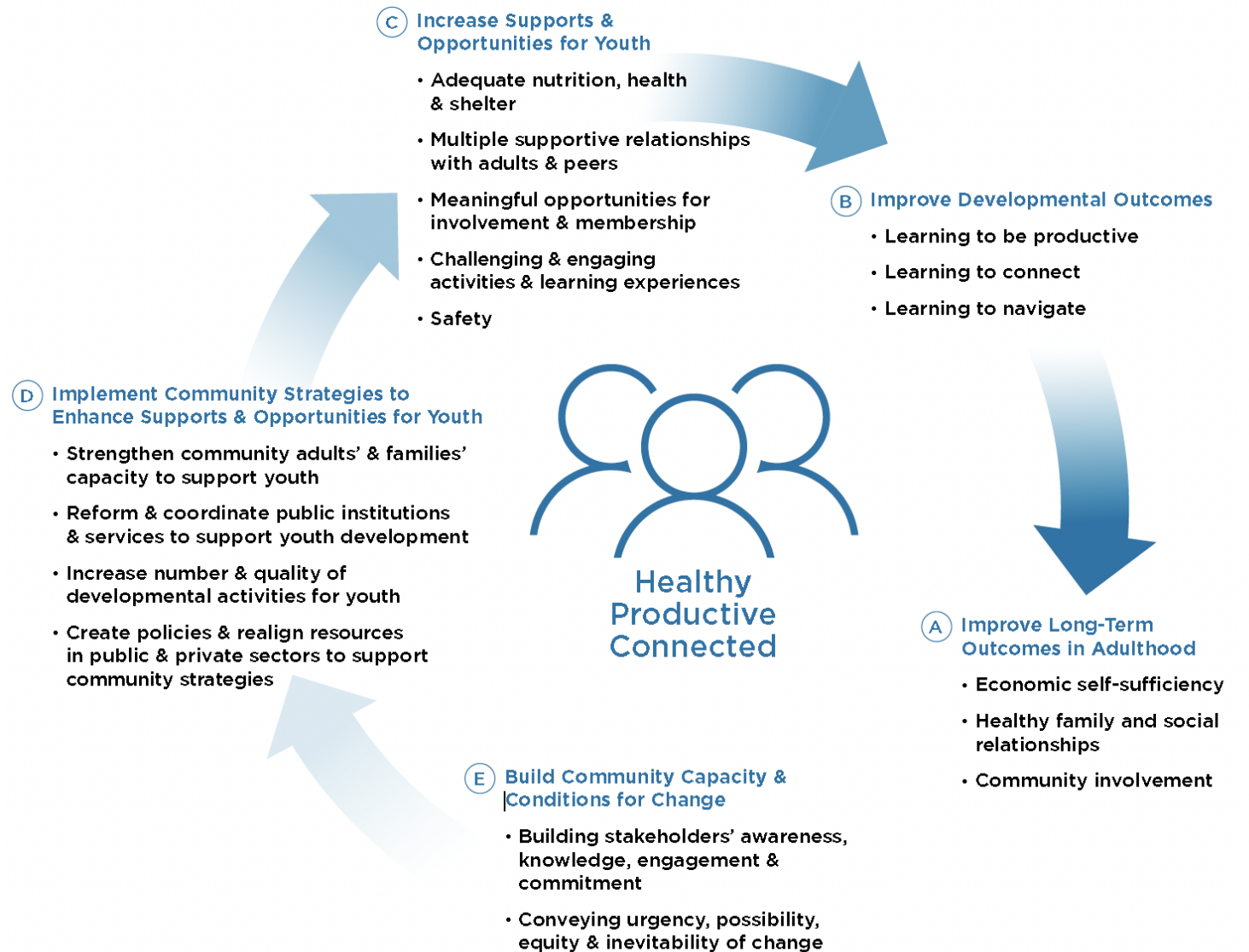
Each Developmental Milestone Matters

- Each developmental milestone (productive, connected, navigating) has about the same effect – about a 35 percent increase – on the proportion of high school aged youth achieving optimal early adult outcomes in their early twenties.
- Similarly, each developmental milestone has a beneficial effect on the proportion of high school aged youth at risk levels in early adulthood – specifically, decreases ranging between 45 to 75 percent.
- Youth who learn to be productive are the least likely to have poor early adult outcomes (decreases from 16 percent to 5 percent). Of the youth in this sample who either learn to connect or to navigate, only about 9 percent were at risk in early adulthood.

Does Providing Supports Really Matter for Adolescents?

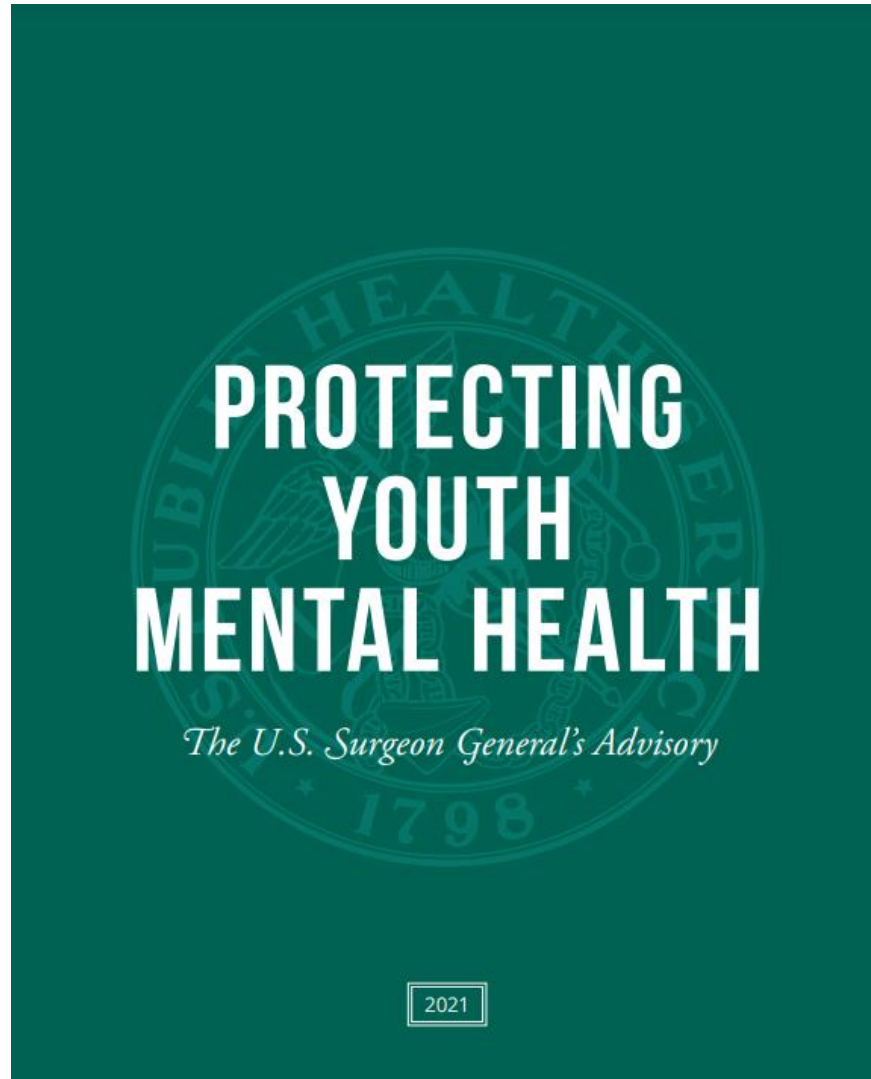


The Cross-system, Community Action Road Map for Youth Development



Youth Development Strategies Inc.

The Surgeon General's Advisory is Pitch Perfect.



“rebuild in a way that refocuses our identity and common values, puts people first, and strengthens our connections to each other.”

Fully prepared doesn't require being problem-free, just resilient

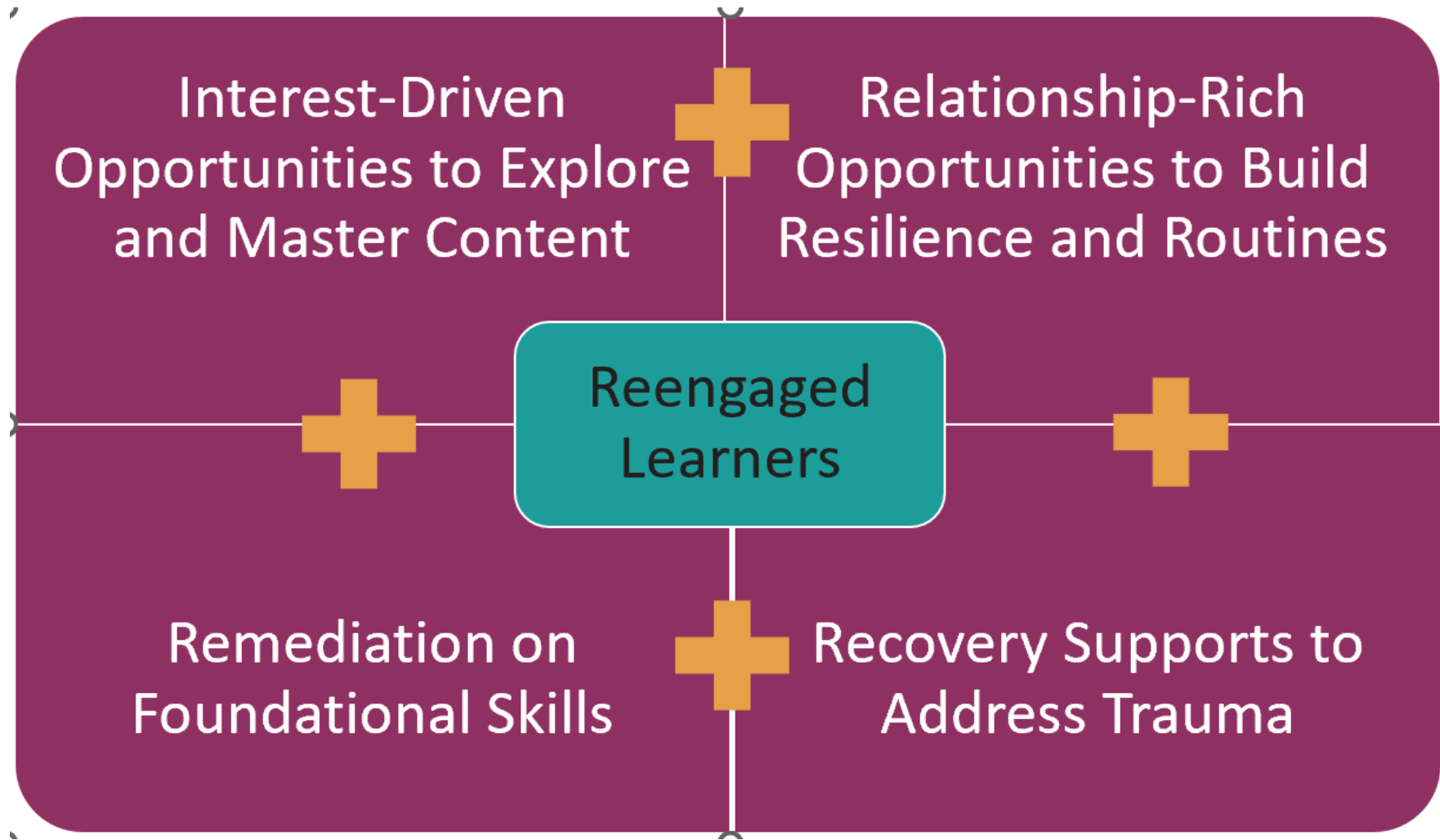
By [Karen Pittman](#)

Posted on November 1, 2022



“Today, in the wake of a youth mental health crisis exacerbated by a pandemic, I feel the need to supplement the original slogan. Being fully prepared doesn't require being problem-free, just resilient — ready to assess, handle or get support for life's challenges.”

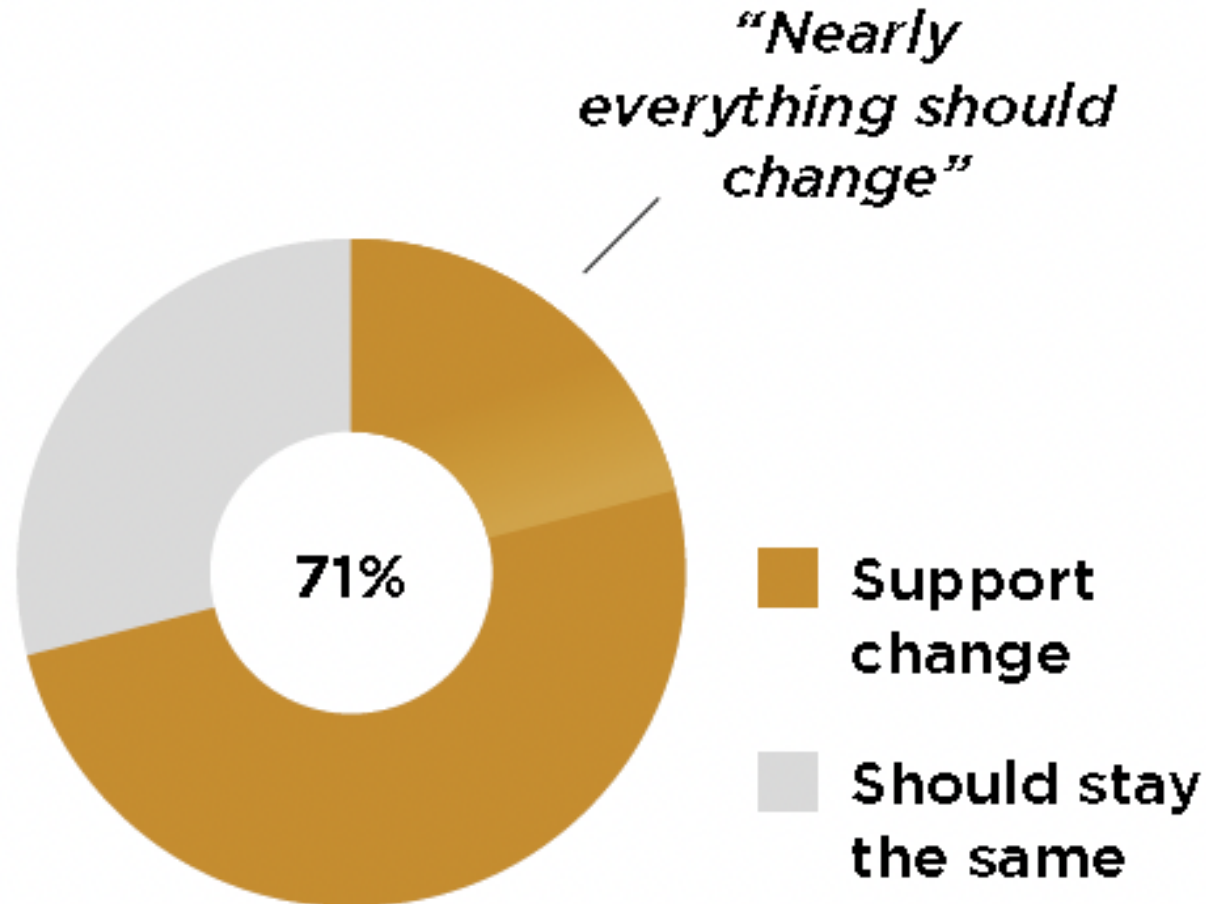
The Challenge of False Choices



Top 10 Priorities for Education

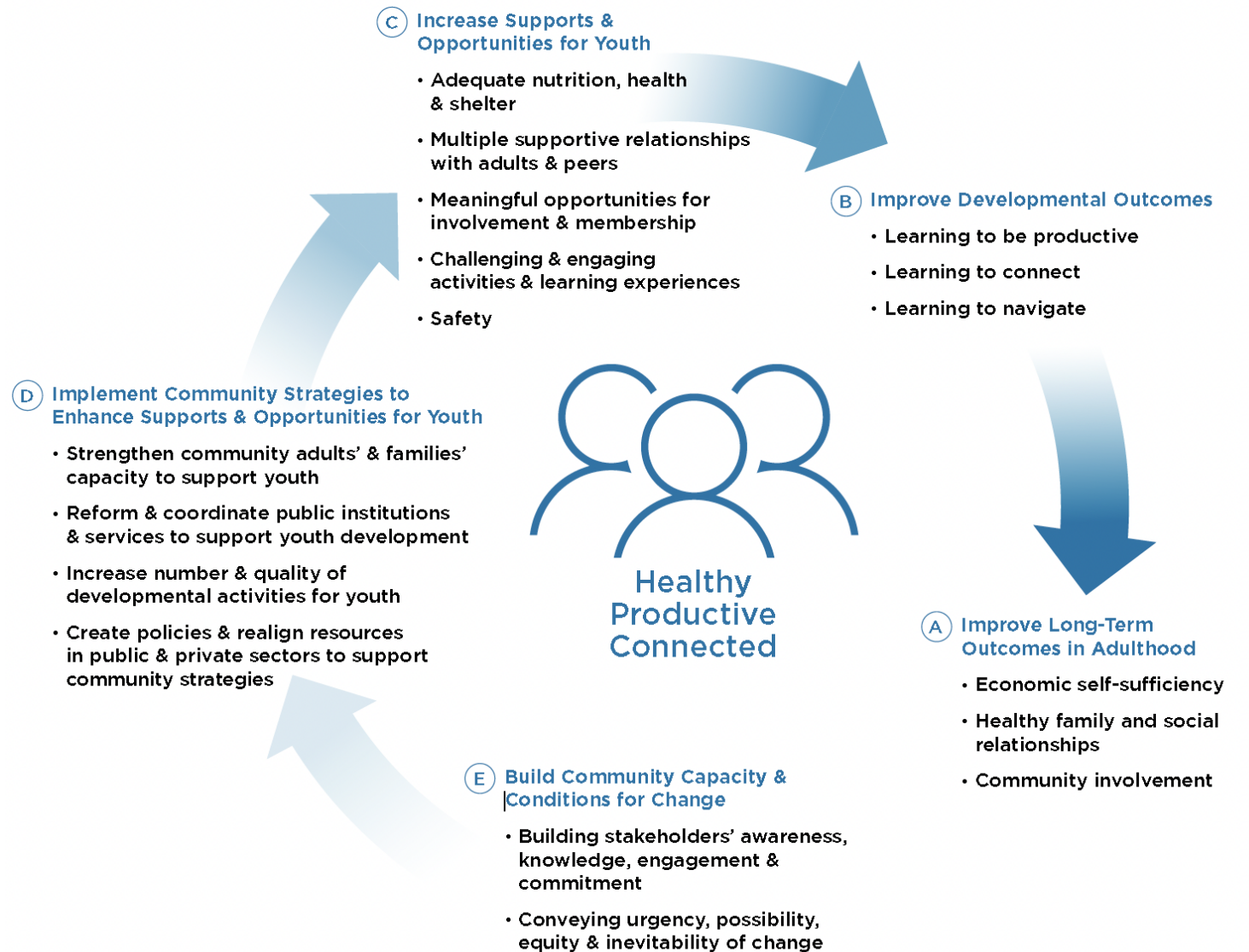
1. Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)
2. Students are able to think critically to problem solve and make decisions
3. Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)
4. Students can demonstrate basic reading, writing, and arithmetic
5. All students receive the unique supports that they need throughout their learning
6. Students are prepared for a career
7. Students advance once they have demonstrated mastery of a subject
8. Students can demonstrate an understanding of science (e.g. biology, chemistry, physics)
9. All students have the option to choose the courses they want to study based on interests and aspirations
10. Students are evaluated by assessments through tests administered by teachers as part of a course

Populace Education Index, 2022



Yet, the public does not believe others hold the same opinions

The Cross-system, Community Action Road Map for Youth Development



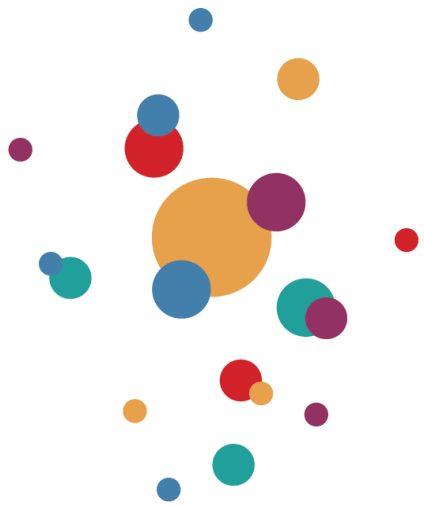
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What are your key takeaways?

Answers ...

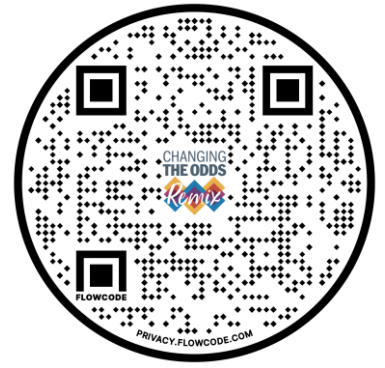




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