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

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# 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

**MOVING FROM...**



**....TO**

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Problem focus



Positive focus

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Youth as problems



Youth as resources

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Reactive behavior



Proactive behavior

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Blaming



Claiming responsibility

---

Professionals' role



Everyone's job

---

Crisis management



Vision building

---

Competition



Cooperation

---

Despair



Hope

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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



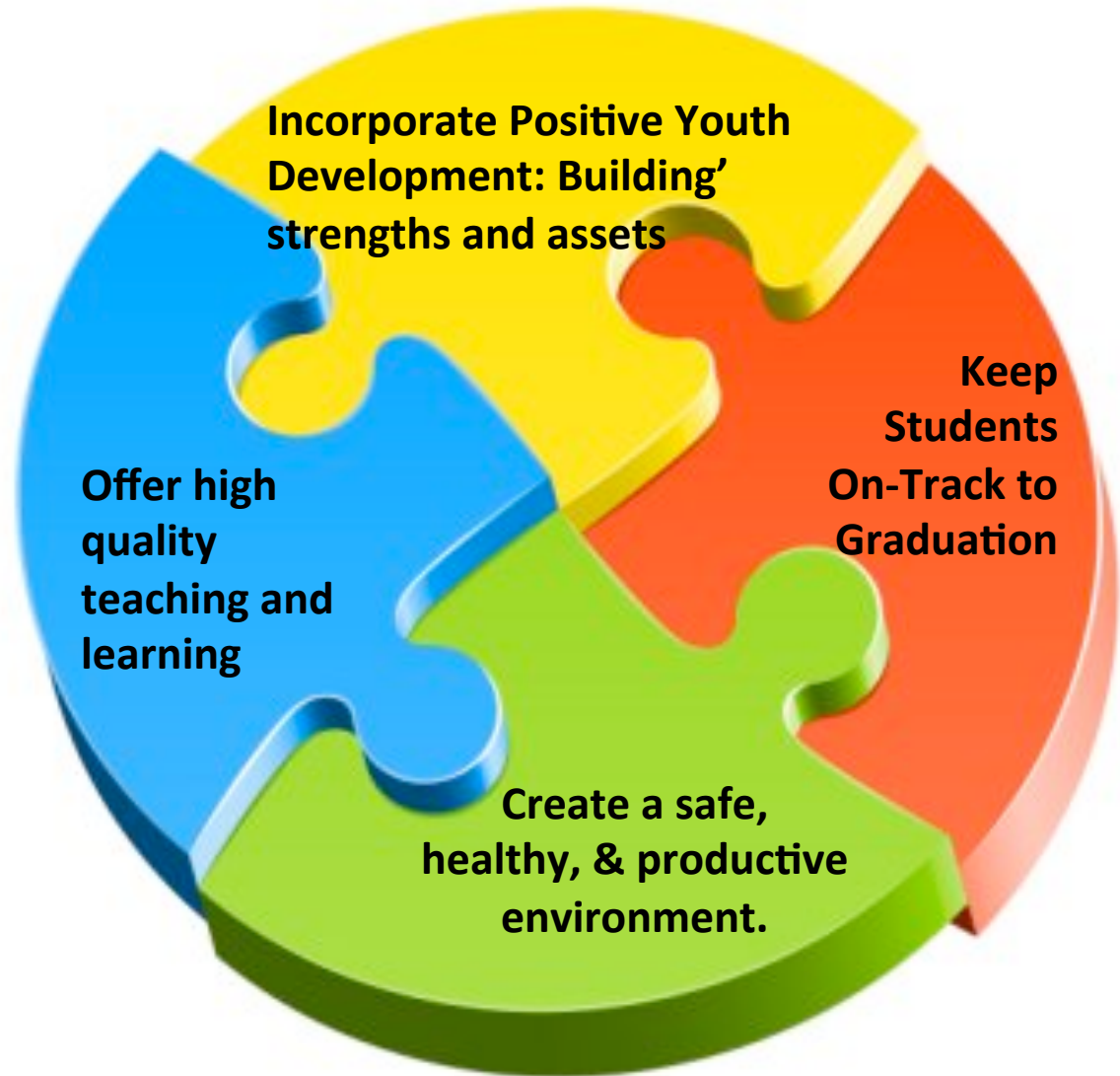
Engage in fewer high-risk behaviors



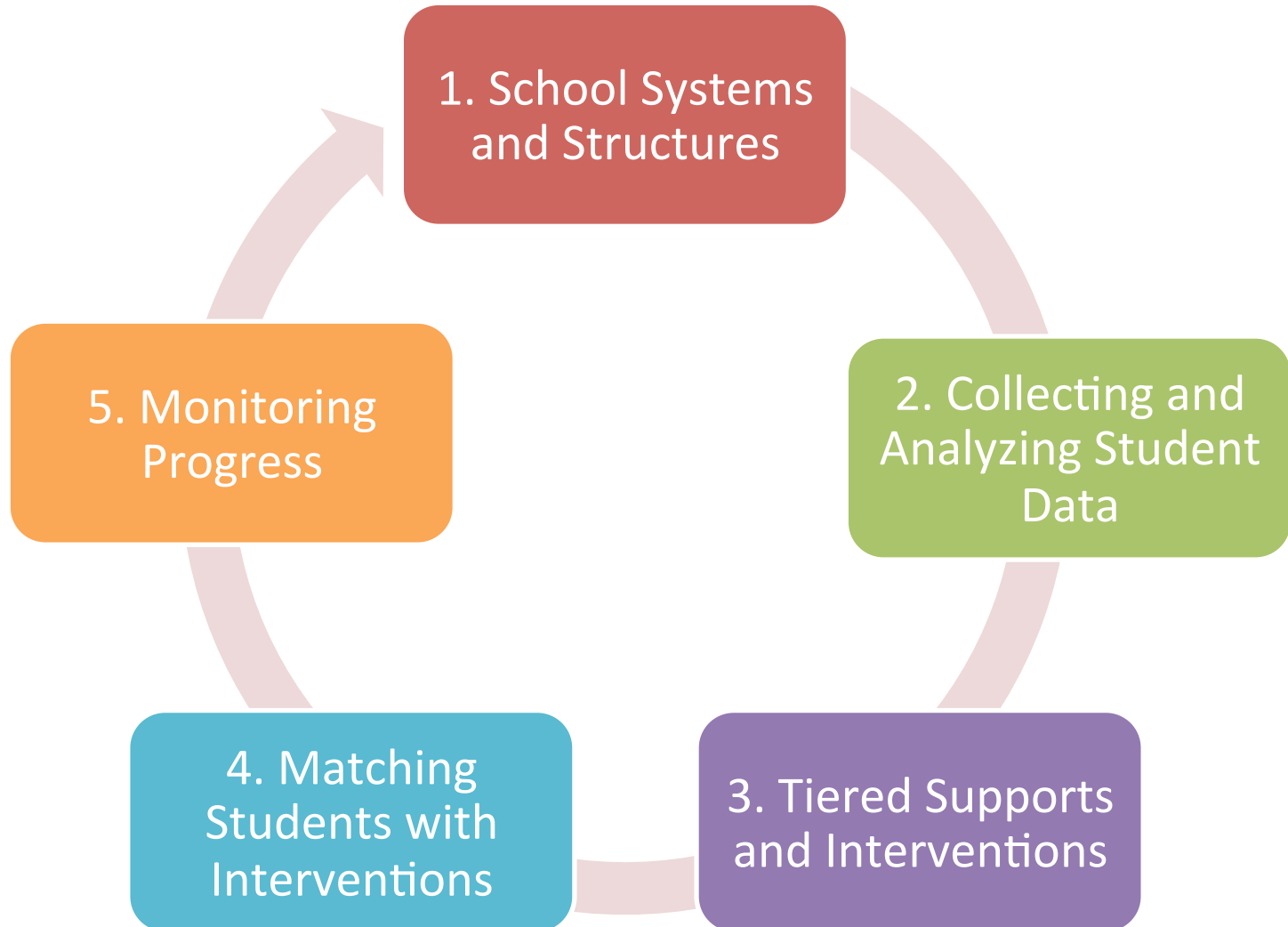


# SCHOOLS360

A systematic framework for implementing positive youth development.



# Indicators for Success: PYD and Dropout Prevention



# 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

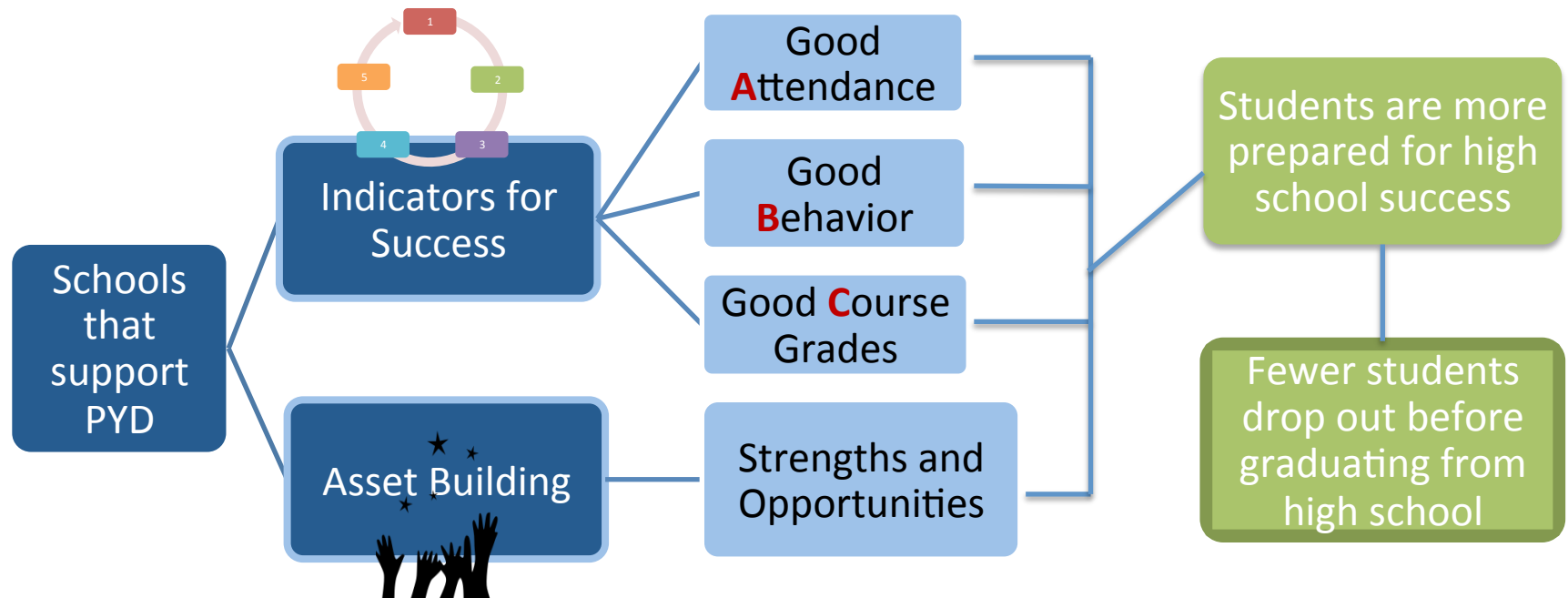
# FHI 360 “Developmental Assets and Student Success” Pilot Program

## 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** 7<sup>th</sup>-9<sup>th</sup> 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.

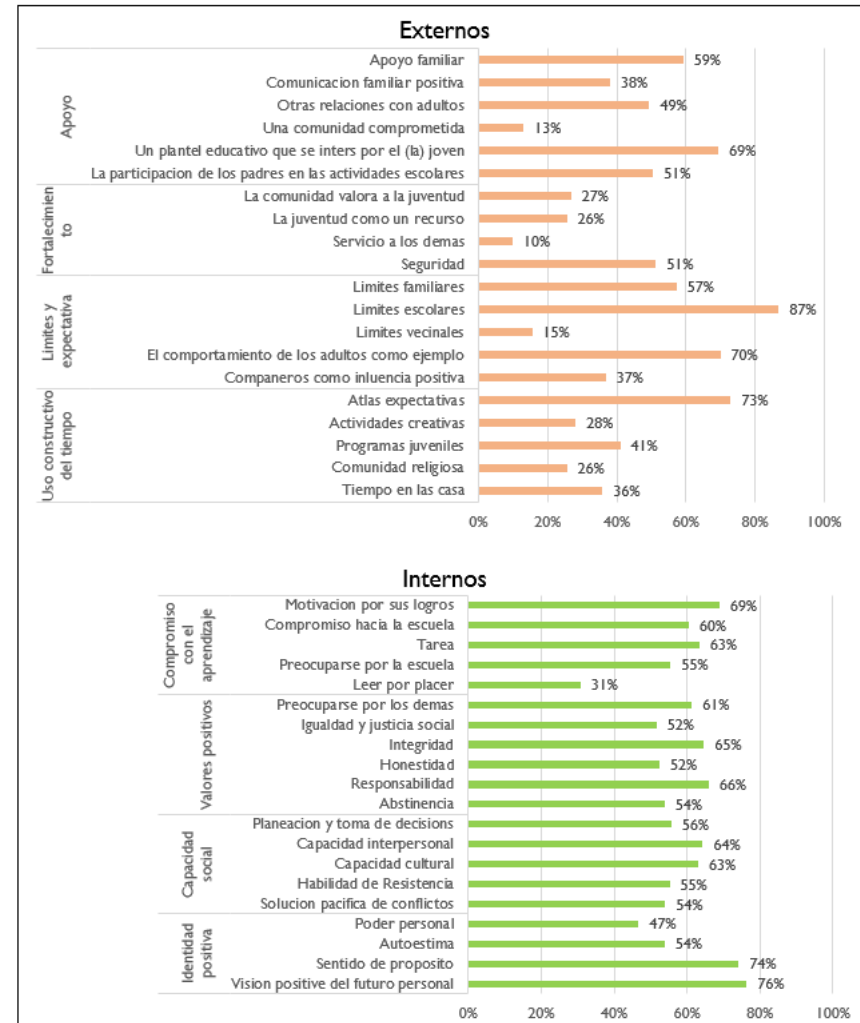
**Phase 2:** Implement action plans to help students' build developmental assets.

**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 7<sup>th</sup>-9<sup>th</sup> 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

