

Foundations for Young Adult Success:

The Critical Role of Schools in Youth Development

November 10, 2015
2:00pm – 3:00pm ET

Welcome!



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KNOWLEDGE CENTER

Thank you for joining
us for today's
webinar.



Vera Turner
AASA Project Manager
and Moderator

Logistics:

- Access the audio for today's webinar either via your computer or phone.



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Teleconference

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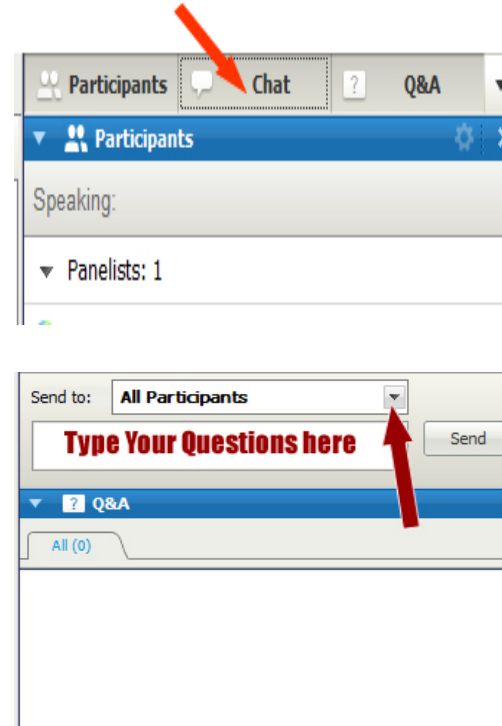
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Webinar Participation:

- We have allotted time for **Q&A**, but you can submit questions at any time.
- Please use the **chat window** to submit questions. In the dropdown menu, select “**All Participants**” and then type your question in the chat box.



Agenda:

- Overview
- Research Findings
- Panel Discussion and Q & A
- Additional Resources
- Wrap Up

Presenters:



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University of Chicago Consortium on School Research

- **Jenny K. Nagaoka**, Deputy Director
- **Camille A. Farrington**, Senior Research Associate

The Wallace Foundation

- **Nina Sonenberg**, Communications Officer

The Wallace Foundation



Nina Sonenberg
Communications Officer



Lessons on School Leadership, Summer Learning, and More



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Wallace Spotlight

Foundations for Young Adult Success: A Developmental Framework

A new report brings together what's known about how young people develop key skills, attitudes and behaviors.

FIND OUT MORE ▶

UCHICAGOCCSR
CONCEPT PAPER FOR RESEARCH AND PRACTICE JUNE 2016
Foundations for Young Adult Success
A Developmental Framework

AGENCY KNOWLEDGE MINDSETS INTEGRATED IDENTITY VALUES
WORK HEALTH FAMILY FRIENDS
Young Adult Success



wallacefoundation.org

Primary Topics



SCHOOL LEADERSHIP

Great schools need great principals ›



AFTER SCHOOL

Learning doesn't have to stop at 3 p.m. ›



ARTS EDUCATION

A first-rate education includes the arts ›



SUMMER AND EXPANDED LEARNING

Reimagining school time could aid learning ›

The Wallace Approach

We develop and test promising ideas on the ground, study the results, research related issues – and share what we've learned broadly to help improve children's lives.

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University of Chicago Consortium on School Research



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Jenny Nagaoka
Deputy Director



Camille A. Farrington
Senior Research Associate



Foundations for Young Adult Success Developmental Framework

Goal: Articulate what is known about how to support the development of young people across settings.

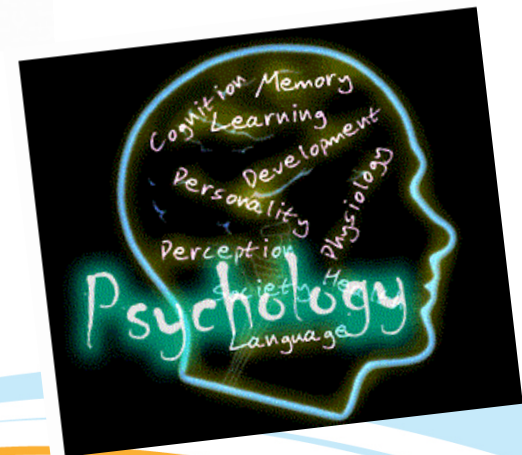
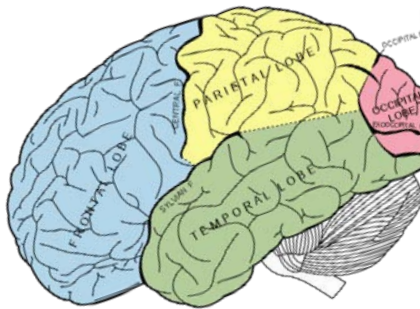
- *What* skills, attitudes, and behaviors contribute to a successful transition into young adulthood.
- *How* adults can promote positive development of these foundations of success through developmental experiences.
- *When* key windows open for development of these skills, attitudes, and behaviors.



What do we mean by young adult success?



1. Draw from research, theory, and practice knowledge across a range of disciplines.



2. Take a Whole Child Perspective

Social & Emotional
Development

Knowledge and
Skills

Physical
Development &
Health

Arts and Music

Language
Development



3. Developmental approach: Early childhood to young adulthood



EARLY
CHILDHOOD



MIDDLE CHILDHOOD



EARLY ADOLESCENCE



MIDDLE
ADOLESCENCE

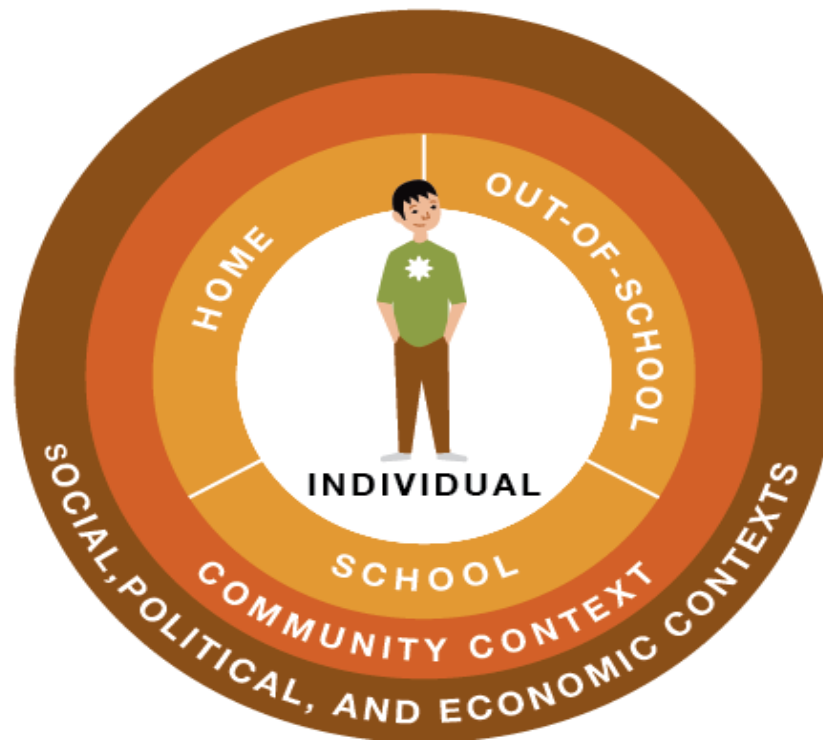


YOUNG
ADULTHOOD

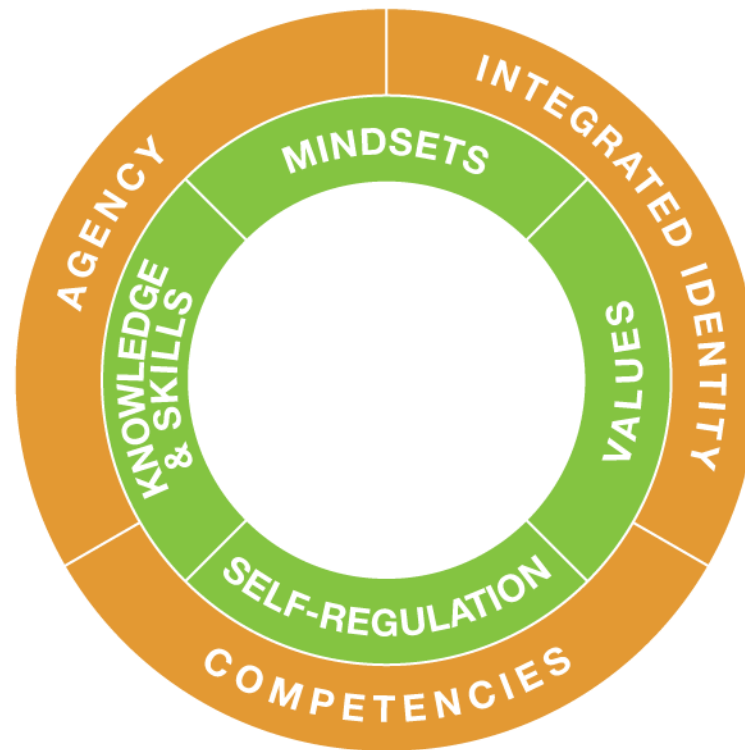
4. Multiple settings: School, home, community, out-of-school



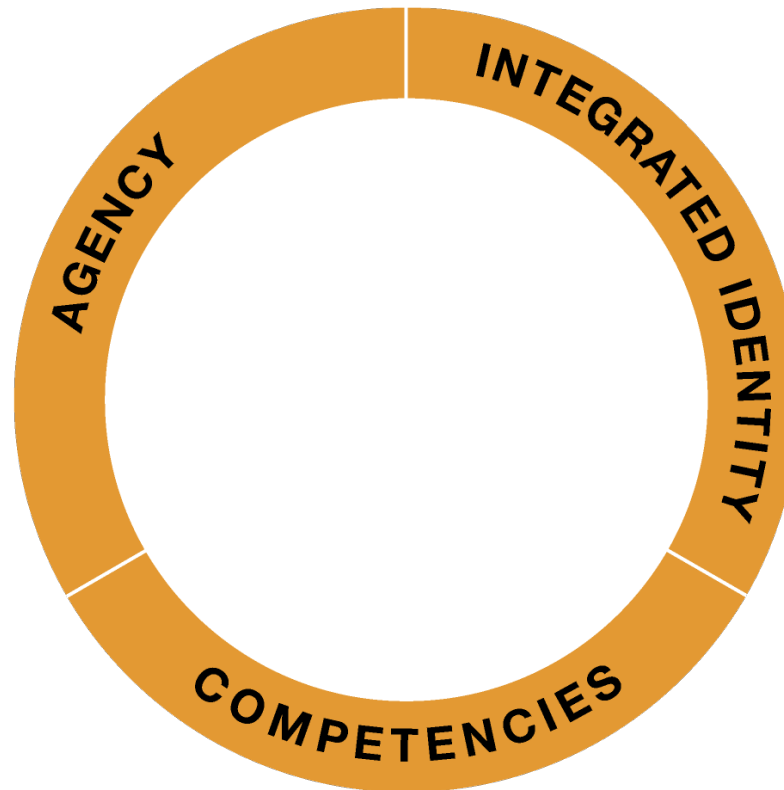
5. Consider role of context versus the individual



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Three Key Factors: The Role of Agency, Competencies, and Integrated Identity



The Role of Agency, Competencies, and Integrated Identity



Agency is taking an active role in shaping and managing one's chosen path rather than being at the mercy of external forces.



Integrated Identity means having a consistent sense of who one is across time and across multiple social identities (e.g., race/ethnicity, profession, culture, gender, religion).

The Role of Agency, Competencies, and Integrated Identity



Competencies are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives to achieve success.

Key Factors Build on a Set of Foundational Components



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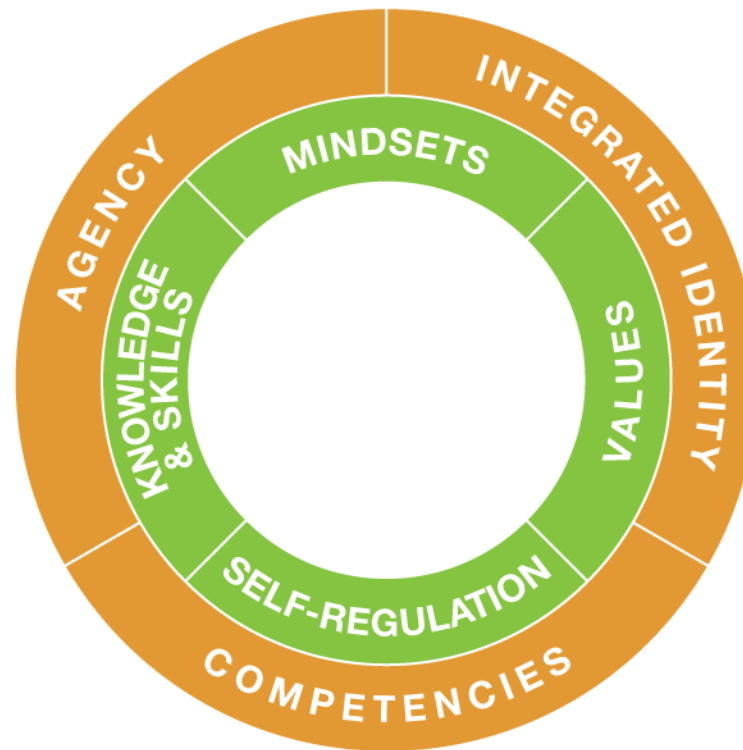
- Components both support the development of key factors and contribute directly to success in young adulthood
 - No one component alone is sufficient (e.g., no silver bullets)
- Components are malleable, grow over time, and serve as leverage points for supporting development
- Components are developed and expressed in multiple spheres: within *self*, in relation to *others*, and how one interacts with the larger *world*



What are the Foundational Components that Underlie the Development of these Three Key Factors?



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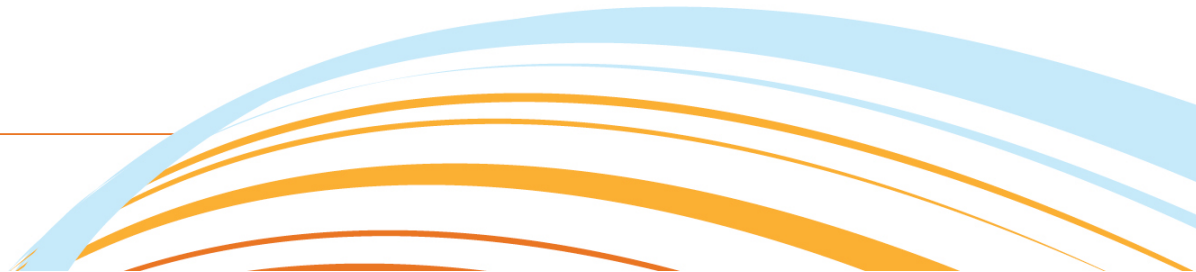
Developing the Key Factors and Foundational Components

Learning is a process of both:

- Building neural connections in the brain
- Developing understanding in the mind

Children/youth need opportunities to:

- Act and have varied experiences
- Make meaning of experiences
- Build relationships



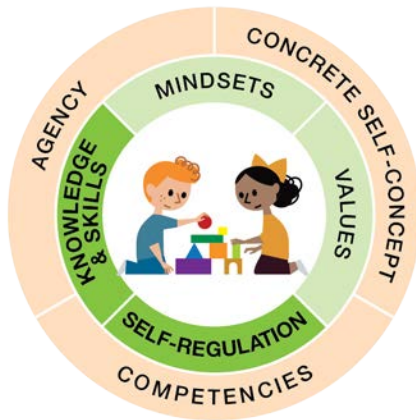
Youth Learn and Grow through Developmental Experiences



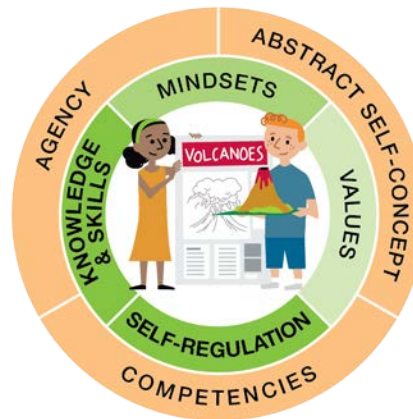
Developmental Relationships

What are the Critical Areas of Development during Different Stages of Early Life?

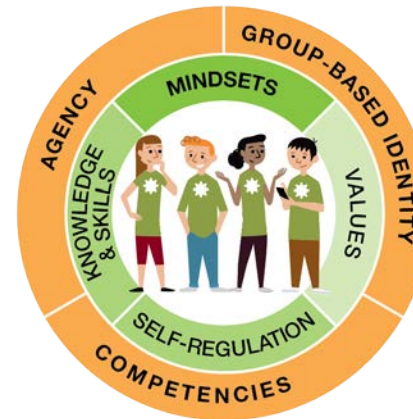
Early Childhood
(Preschool, Ages 3-5)



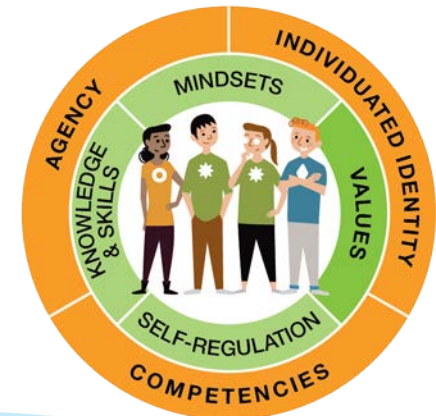
Middle Childhood
(Elementary School, Ages 6-10)



Early Adolescence
(Middle Grades, Ages 11-14)



Middle Adolescence
(High School, Ages 15-18)



Key Takeaways

- **Development is happening everywhere** and is multifaceted (social, emotional, attitudinal, behavioral, cognitive, physical)
- Youth need opportunities to **interact with** and **reflect upon** a range of experiences, facilitated by strong, supportive, and sustained relationships with adults and peers
- Adult practices are more effective **when intentional, developmental, and focused on key factors** that matter

Implications

- The current policy emphasis on content knowledge and test-based accountability—both in and out of school—undermines practitioners’ ability to provide developmental experiences
 - Provide “**safe space**” for them to become learners themselves
- Strong collaboration across systems** can more effectively support youth development
- Consider the inequitable distribution of resources—these feed into inequitable **opportunities** afforded to some



Q & A:

Panel Discussion

Join in the conversation.

Submit your questions using the chat feature.

Resources:



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Additional Resources:

The University of Chicago Consortium on Chicago School Research

<http://ccsr.uchicago.edu/publications/foundations-young-adult-success-developmental-framework>

The Wallace Foundation

www.wallacefoundation.org

AASA, The School Superintendents Association

www.aasa.org/content.aspx?id=10536



Upcoming Events:



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AASA National Conference on Education
Phoenix, Arizona,
Feb. 11-13, 2016

Thursday, February 11; 12:45 – 1:45pm

Thought Leaders Session: Foundations for Young Adult Success:
The Critical Role of Schools in Youth Development

Friday, February 12; 12:30 – 1:30pm

Thought Leaders Session: How to Build a Strong Pipeline of Excellent Principals
Who Improve Teaching and Learning

Register for Conference: <http://nce.aasa.org/register/>

***Thank you for your
participation!***