Virtual Meeting

Workforce “Soft Skills” and the Connection to Social, Emotional, and Academic Development in K-12

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Presenters

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Pathways to Success

The connection between social and emotional development and being future ready

Deborah Moroney, PhD
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American Institutes for Research

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.
What makes you successful?
So many factors…
Emotional Intelligence
Beliefs About Ourselves
Social and Emotional Skills

Employability Skills

- Applied Academic Skills
- Interpersonal Skills
- Critical Thinking Skills
- Personal Qualities
- Workplace Skills
- Technology Use
- Resource Management
- Information Use
- Systems Thinking
- Communication Skills

SEL

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Relationship Skills
- Social Awareness

Schoolwide Practices and Policies

Classrooms

Schools

Home and Communities
Foundations for Young Adult Success: A Developmental Framework
Practices that support SEAD in K-12 and Afterschool

Group-work
Inquiry based learning
Hands on and Experiential Learning
Exploration
Explicit Strategies
Reflection

Apprenticeships
Peer to peer learning
Leadership programs
Service Learning
STEM and SEL programming
The compass and the guide
What does the future hold?

- Imagination
- Exploration
- Entrepreneurship
Social and emotional development is vital for success in the labor market

Tim Kautz
Mathematica Policy Research

Aspen Institute
February 15, 2017
This draft, February 12, 2017
The idea of social and emotional skills is old – the hard evidence is new

“Arithmetic, grammar, and the other rudiments, as they are called, comprise but a small part of the teachings in a school. The rudiments of feeling are taught not less than the rudiments of thinking. The sentiments and passions get more lessons than the intellect.” -Mann (1867, p. 420)
Social and emotional development is vital for success in the labor market

1. Achievement tests miss important determinants of success
2. Social and emotional skills are as important as achievement
3. Social and emotional skills can be learned
1. Achievement tests miss important determinants of success
Figure 1: Fraction of success explained by IQ and achievement measures

(a) Males

2. Social and emotional skills are just as important as achievement
The Secretary’s Commission on Achieving Necessary Skills (SCANS) highlighted that foundational skills for employment include reading and arithmetic (etc.), but also individual responsibility, self-esteem and self-management, sociability, and integrity.

69% of employers rejected hourly applicants because they lacked basic employability skills, e.g., showing up every day, coming to work on time, and having a strong work ethic (Barton, 2006).

32% rejected applicants due to inadequate reading and writing skills.
Figure 2: Importance of cognitive skills and social and emotional skills in the labor market

GED is an achievement test that secondary school dropouts can take to certify that they are the equivalents of secondary school graduates.

12% of all secondary school certificates are GEDs.

Are GED recipients really equivalent to secondary school graduates?

Draw on evidence from Heckman, Humphries, and Kautz (2014)
GED recipients are as smart as high school graduates

Source: Heckman, Humphries, and Kautz (2014), National Longitudinal Survey of Youth, 1979. Notes: The distributions represent cognitive factors, estimated using a subset of the Armed Services Vocational Aptitude Battery (ASVAB). The factors are adjusted for educational attainment, as laid out in Hansen, Heckman, and Mullen (2004). The sample is restricted to the cross-sectional subsample for both males and females. Distributions show only those with no postsecondary educational attainment. The cognitive factors are normalized by gender to be mean zero, standard deviation one.
GED recipients lag behind high school graduates in employment

Figure 3: Employment rates for high school dropouts, GED recipients, and high school graduates

The GED test does not capture social and emotional skills.

Source: Heckman, Humphries, and Kautz (2014), National Longitudinal Survey of Youth, 1979. Notes: The distributions represent cognitive factors, estimated using a subset of the Armed Services Vocational Aptitude Battery (ASVAB). The factors are adjusted for educational attainment, as laid out in Hansen, Heckman, and Mullen (2004). The sample is restricted to the cross-sectional subsample for both males and females. Distributions show only those with no postsecondary educational attainment. The cognitive factors are normalized by gender to be mean zero, standard deviation one.
3. Social and emotional skills can be learned
Many social programs have been successful by developing social and emotional skills.

- Review over 30 well-evaluated programs (Kautz, Heckman, Diris, ter Weel, and Borghans, 2014)
- Only programs that started before age 3 had a long-term effect on IQ
- Many programs starting after age 3 have effectively improved outcomes by improving social and emotional skills
- Adolescent programs that teach social and emotional skills in the workplace (or specific context) are promising
Targeted public elementary schools in high-crime areas of Seattle

Lasted from first grade through sixth grade

Involved both teacher and parent training, emphasizing an attachment relationship

Included lessons on conflict resolution, cooperative learning
SSDP did not improve achievement tests

Figure 4: The Effect of SSDP on GPA and CAT (Age 18)

* 10% significance; ** 5% significance; *** 1% significance

SSDP improved behaviors related to social and emotional skills

**Figure 5:** The Effect of SSDP on Age-18 Behaviors

*10% significance; **5% significance; ***1% significance*

**Source:** Estimates from Hawkins, Catalano, Kosterman, Abbott, and Hill (1999).
SSDP improved educational attainment

Figure 6: The Effect of SSDP on Educational Attainment

* Estimated Treatment Effect (%)

- **High School/GED**
- >2 Years of College
- AA Degree
- BA Degree

**Source:** Estimates from Hawkins, Kosterman, Catalano, Hill, and Abbott (2005, 2008).

* 10% significance; ** 5% significance; *** 1% significance
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