

REPORT

The Survey of Student Resources and Assets

by America's Promise and Search Institute

Sample Report

Prepared for

Sample Report ONLY
City, State

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Prepared by



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Search Institute will treat this report as confidential. Because the data upon which this report is based can be used to further the understanding of adolescent development, Search Institute reserves the right to add these data to its database on The Survey of Student Resources and Assets and to use this aggregate database to further its understanding of the five fundamental resources and 40 Developmental Assets. This report is based on data from *The Survey of Student Resources and Assets*, copyright © 1998, and the framework of 40 Developmental Assets, copyright © 1996 by Search Institute. For additional information, contact Search Institute's Survey Services Department, 1-800-888-7828.

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Section I. Introduction

Promoting Positive Human Development

A litany of studies—both national and local—call attention to frighteningly high rates of alcohol and other drug use, teenage pregnancy, violence, school failure, and other concerns about adolescents. People everywhere are looking for solutions to these problems. Yet in spite of our best intentions, we seem to be making little progress. The most common response is to seek to reduce problems through prevention programs, early intervention, and social services. Then, when all else fails, we turn to increasingly expensive treatment and/or incarceration, thereby straining community resources and patience.

It is appropriate to try to control and reduce problems among young people. Indeed, behaviors that threaten or compromise a young person's health, safety, and/or future must be confronted and solutions must be sought. And forces that threaten healthy development—such as adults who exploit youth, over-exposure to mass media, violence, poverty, and racism—must be vigorously combated. However, the problem-centered approach, which relies heavily on professionals and public sector resources, rarely works by itself. Despite the best intentions and valiant efforts of concerned, competent people and organizations, problems often persist or are replaced by other problems that require still more resources.

A complementary approach is needed—one that accents healthy development and mobilizes organizations, institutions, and residents to take action. This approach recognizes that all towns and cities are struggling to provide their youth with a developmental infrastructure that includes support, positive intergenerational relationships, safe places, clear and consistent boundaries, participation in constructive activities, commitment to learning, consistent attention to values, and practice in serving others.

Strengthening, and in some cases rebuilding, this developmental infrastructure is essential for the positive development of all young people in all communities. Furthermore, everyone has a role to play. Though support from professionals and the public sector is needed, much of the responsibility and capacity for the healthy development of youth can be centered in the people who interact with young people every day—families, friends, neighbors, seniors, people who work in law enforcement, businesses, schools, and religious institutions, and others.

The Partnership

America's Promise—The Alliance for Youth and Search Institute have collaborated in developing a unique tool—*The Survey of Student Resources and Assets*—to assist communities in their efforts to mobilize residents around positive youth development.

America's Promise—The Alliance for Youth is a national not-for-profit organization dedicated to improving the lives of our nation's youth. It serves as a nationwide catalyst, urging communities and public, private, and not-for-profit organizations to focus their combined talents and resources on the positive development of our young people. As a result, thousands of corporations, not-for-profit organizations, communities of faith, philanthropic foundations, service providers, educators, national, state, and local governments, communities, and individuals have joined the nationwide alliance.

America's Promise is encouraging the development of a nationwide grassroots network dedicated to providing young people with five fundamental resources. Communities are committing to become Communities of Promise by pledging to provide the five resources to all young people. America's Promise has also launched Schools of Promise to increase the capacity of communities to provide the fundamental resources.

Search Institute is a not-for-profit organization dedicated to advancing the well being of children and adolescents through research, publications, training and consulting. Founded in 1958, Search Institute is headquartered in Minneapolis, Minnesota. Its research on Developmental Assets began in 1990; to date, hundreds of towns and cities have launched community-wide asset-building initiatives. These initiatives are networked through a national effort called Healthy Communities•Healthy Youth, with corporate support provided by Lutheran Brotherhood and foundation support provided by The Colorado Trust, DeWitt Wallace-Reader's Digest Fund, W. K. Kellogg Foundation, Annie E. Casey Foundation, Norwest Banks Minnesota, Norwest Banks Colorado, Blandin Foundation, Cargill Foundation, and Minneapolis Foundation.

Two Frameworks for Positive Human Development

Two frameworks for positive human development are presented in this report. The first is the framework of five fundamental resources first articulated at the 1997 Presidents' Summit for America's Future. These five resources are:

1. Ongoing relationships with caring adults
2. Safe places and structured activities during non-school hours
3. A healthy start for a healthy future
4. Marketable skills through effective education
5. Opportunities to serve

The national mobilization around these five fundamental resources is overseen by America's Promise—The Alliance for Youth.

The second framework emerges from Search Institute's research on defining 40 Developmental Assets. These are building blocks of human development that help protect youth from high-risk behavior and help enhance school success and other forms of thriving. The 40 Developmental Assets cover these eight categories:

1. Support
2. Empowerment
3. Boundaries and expectations
4. Constructive use of time
5. Commitment to learning
6. Positive values
7. Social competencies
8. Positive identity

These two frameworks are highly compatible, each naming important life experiences that children and adolescents need to thrive.

About This Report

The Survey of Student Resources and Assets was administered in *Month Year* to students in *Grade List* at *School List*. Standardized administration procedures were provided to school staff to enhance the quality of the data. To ensure anonymity, no names or identification numbers were used.

To create the final set of data, on which findings are based, two checks are made on individual survey responses. Surveys are eliminated if a student is in a grade other than those intended to be surveyed, or if a survey contains 35 or more unanswered items. For this report, XX surveys were eliminated for these reasons. The number of surveys eliminated represents XX percent of the total number of surveys received at Search Institute. Typically between five and eight percent of surveys are eliminated for these reasons. If, for any reason, more than 10% of surveys are discarded, caution should be used in interpreting the results, as some bias may be present.

Another factor affecting the quality of the data is the degree to which the surveyed students represent the youth in the participating school(s). If a random sample of students was surveyed, the sample needs to be large enough to appropriately represent the student population. If all students were to be included in the sample, data from at least 80% of the students should ideally be obtained. Neither method produces perfect results, but each can provide quality information about your youth.

In most of the figures that follow, percentages are reported by total sample, gender, and grade. To protect anonymity, if data are available from fewer than 30 students per grade, percentages are reported for combinations of grades (for example, 6th-7th-8th, 9th-10th, and 11th-12th). When sample sizes at the individual grade levels are 50 youth or fewer, caution should be used in making comparisons among grades, unless the sample sizes represent the total number of youth in these grades. If all grades 6 through 12 were not surveyed, caution should be used in reporting total percentages as being representative of the entire school district.

Figure 1 presents the characteristics of the youth participating in your study.

The remaining sections of this report include:

Section II	Portrait of Five Fundamental Resources
Section III	Portrait of Developmental Assets
Section IV	Summary
Appendices	(A) Item Mapping to Five Fundamental Resources
	(B) Item Mapping to Developmental Assets, Risk-Taking Behaviors, and Thriving Indicators.

Communicating Survey Results

This report contains important insights about the young people in your community. It includes information about the challenges they face and the internal strengths and external supports they have to overcome those challenges.

In reading a report such as this, people often tend to debate the accuracy of individual numbers or their meanings. Some general guidelines for interpretation may be helpful. First, differences of 5% or more between grade levels or between males and females are worthy of thought and consideration. Second, it is often helpful to look for patterns of findings rather than focus on specific findings.

There are many people in your community who will benefit from the information in this report. They include educators, parents, young people, youth workers, community leaders, policy makers, media, religious leaders, employers, coaches, health-care providers, and so on. Use local resources or those from America's Promise and Search Institute to help you communicate these findings to others. (See page 37 for street addresses, telephone and fax numbers, and Web site addresses for these two organizations.)

Figure 1: Who Was Surveyed

		Number of Youth	Percent of Total
Total Sample		20825	100
<hr/>			
Gender*	Male	10387	50
	Female	10250	50
<hr/>			
Grade*	6	4252	20
	7	5106	25
	8	5029	24
	9	1798	9
	10	1866	9
	11	1687	8
	12	1043	5
<hr/>			
Race / Ethnicity*	American Indian	206	1
	Asian / Pacific Islander	696	3
	Black / African American	733	4
	Hispanic	654	3
	White	17122	83
	Multi-racial	1269	6

*Numbers may not sum to “Total Sample” due to missing information.

Section II: Portrait of Five Fundamental Resources

Background

Every child and adolescent in America should have the confidence, character, competence, and connections needed to live a healthy, fulfilling life and contribute positively to society. America's Promise—The Alliance for Youth has identified five fundamental resources that, if consistently provided, contribute to youth development and help reduce problems facing America's youth. As noted in Section I, the five resources are:

1. **Ongoing relationships with caring adults**
2. **Safe places and structured activities during non-school hours**
3. **A healthy start for a healthy future**
4. **Marketable skills through effective education**
5. **Opportunities to serve**

The goal of America's Promise is to connect additional young people, from birth to age 20, to all five fundamental resources. These connections will occur primarily through support systems in neighborhoods and communities—families, neighbors, associations, youth organizations, human service agencies, religious institutions, schools, businesses, and youth themselves. Thus, America's communities must work together to provide these resources for our children and adolescents.

Resource Area 1: Ongoing Relationships with Caring Adults

Young people need caring adults who provide care, support, or guidance to young people, whether formal or informal, spontaneous or sustained. They include parents and family, neighborhood residents, and others involved with young people through organizations, such as coaches, teachers, and youth workers. In many cases, caring adults may also be mentors—individuals who, along with parents and family, provide youth with social support, counsel, and friendship.

The figures for this resource area focus on four categories of caring adults:

- Figure 2: Caring Relationship with Parents
- Figure 3: Relationship with Caring Adults at School
- Figure 4: Relationship with Caring Adults in the Community
- Figure 5: Youth Who Have Mentors and Time Spent with Mentors

Resource Area 2: Safe Places and Structured Activities During Non-School Hours

Young people need safe places and structured activities—community places where young people can go before and after school for structured, stimulating, adult-supervised activities that are physically safe, emotionally supportive, developmentally challenging, accessible, and affordable. These activities should be developmentally and culturally appropriate, responding to the expected changes in youth's skills, interests, and shifts in neighborhood life. They should tap neighborhood resources—libraries, schools, businesses, faith organizations, recreation and community centers—engaging neighborhood residents and young people themselves.

The figures for this resource area focus on where young people go, what they do during their non-school hours, and their sense of safety in those environments.

- Figure 6: Where Youth Go After School
- Figure 7: Hours per Week in Structured Activities
- Figure 8: Sense of Safety

Resource Area 3: A Healthy Start for a Healthy Future

Young people need comprehensive health care and education for a healthy start in life. Health or nutritional problems can be prevented or managed so American children get a good start in school. High-risk health behaviors such as smoking, drinking, and sexual activity can be prevented or managed so that young people stay on track in school. Beginning with good prenatal care for pregnant women and comprehensive health care coverage for uninsured children, all children need a stable, long-term, comprehensive relationship with a health practitioner (physician or advanced practice nurse) who knows the family and is able to manage the entire range of pediatric care. Dental health, good nutrition, and psychological needs must be met as well.

Because youth self-reports of early childhood experiences tend not to be accurate, this survey focuses on health-related issues and experiences during the last 12 months.

The figures for this resource area examine the extent to which young people have access to and utilize health services, young people's sense of healthy identity, and their health values and skills. (See also Figure 22: Risk-Taking Behaviors and Thriving Indicators, page 33.)

- Figure 9: Access to and Use of Health Services
- Figure 10: Health Education Classes
- Figure 11: Healthy Identity
- Figure 12: Health Values and Skills

Resource Area 4: Marketable Skills through Effective Education

Young people need to develop marketable skills to make a successful transition from school to the labor force. Preparation for this transition does not begin in high school; it begins in the early years. Young people need to build the strong academic skills (e.g., reading, math, science) and career skills (e.g., communication, teamwork, problem solving) that are necessary for success in higher education, occupational training, and jobs. Before high school, they need to understand the linkages between school, work, and future employment through opportunities to make workplace connections.

The figures for this resource area present information on the extent to which young people are developing appropriate attitudes and skills to assist them in their transition from school to the labor force. These attitudes and skills are measured in two specific areas: School-Based Marketable Skills and Work-Based Marketable Skills.

- Figure 13: School-Based Marketable Skills
- Figure 14: Work-Based Marketable Skills

Resource Area 5: Opportunities to Serve

Young people need to be challenged, inspired, and given opportunities to serve through their families, schools, communities of faith, youth service corps, and community organizations. In order to be of the highest quality, service experiences should be sustained over time, have identifiable results, help solve real community problems, and be structured to include preparation, action, and reflection.

The figures for this resource area focus on the extent to which young people are engaged in service activities and the extent to which they are given opportunities to serve.

Figure 15: Hours per Week Spent in Service
Figure 16: Opportunities to Serve

Five Fundamental Resources: Selected Findings

The final figure in this section summarizes some of the selected findings on the five fundamental resources for youth in your community. These indicators were chosen because they highlight potential “action steps” that represent achievable goals for communities. For example, a community may choose to increase access to formal mentors by 30% or increase the percentage of youth who have been to a doctor for a checkup in the last year by 20%, etc. Thus, the indicators on this summary figure can serve as keys to success for community interventions and mobilization around the five fundamental resources.

Figure 17: Five Fundamental Resources: Selected Findings

Appendix A (Item Mapping to Five Fundamental Resources) lists the five resources and survey items corresponding to each.

Figure 2: Caring Relationship with Parents*

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Very often or often:											
One of your parents helps you with your schoolwork	35	36	35	45	44	38	27	22	15	13	
One of your parents talks to you about what you are doing in school	68	68	68	74	69	66	68	62	60	64	
One of your parents asks you about homework	74	77	71	83	78	74	70	64	61	57	
One of your parents goes to meetings or events at your school	49	47	51	56	52	48	48	39	38	45	
Strongly agree or agree:											
I get along well with my parents	78	79	77	86	81	76	75	71	72	72	
If I break one of my parents' rules, I usually get punished	65	64	65	72	69	63	63	61	54	49	
My parents give me help and support when I need it	86	86	86	94	89	84	84	79	78	82	
My parents often tell me they love me	86	85	88	95	90	85	84	78	76	76	
My parents push me to be the best I can be	83	83	83	86	84	82	83	79	79	81	
I have lots of good conversations with my parents	69	66	71	78	71	65	65	62	62	65	

*Parent(s) refers to the adult(s) who are most responsible for raising the child. They could be single parents, foster parents, step-parents, or relatives/guardians.

Figure 2: Caring Relationship with Parents* (cont'd)

	Total Sample (%)	Gender (%)		Grade (%)								
		M	F	6	7	8	9	10	11	12		
Yes or probably:												
Would talk to parent(s) if you had an important concern about drugs, alcohol, sex, or some other serious issue	58	54	61	73	61	53	53	45	47	47		
All or most of the time:												
Your parents ask you where you are going or with whom you will be	82	77	87	84	82	81	85	84	83	79		

*Parent(s) refers to the adult(s) who are most responsible for raising the child. They could be single parents, foster parents, step-parents, or relatives/guardians.

Figure 3: Relationship with Caring Adults at School

	Total Sample (%)	Gender (%)		Grade (%)								
		M	F	6	7	8	9	10	11	12		
Strongly agree or agree:												
My teachers really care about me	59	58	61	76	62	56	48	45	47	56		
I get a lot of encouragement at school	59	56	62	72	63	58	53	45	45	54		
Teachers at school push me to be the best I can be	65	65	66	78	71	66	56	49	48	52		

Figure 4: Relationship with Caring Adults in the Community

	Total	Gender (%)		Grade (%)							
	Sample (%)	M	F	6	7	8	9	10	11	12	
Strongly agree or agree:											
In my neighborhood, there are a lot of people who care about me	49	47	51	58	54	50	47	38	32	33	
If one of my neighbors saw me do something wrong, he or she would tell one of my parents	50	50	50	58	55	50	47	41	40	33	
How many adults have you known for two or more years who...?											
Give you lots of encouragement when they see you											
0 adults	9	11	7	9	9	9	10	10	9	7	
1 adult	13	14	13	13	13	13	12	14	15	10	
2 adults	20	20	20	17	18	21	21	23	21	24	
3 or more adults	58	55	61	60	59	56	58	52	55	59	
You look forward to spending time with											
0 adults	12	14	10	12	11	12	13	14	14	11	
1 adult	14	15	13	13	13	13	14	17	16	14	
2 adults	22	23	21	19	20	22	23	26	24	25	
3 or more adults	52	48	56	56	56	52	51	43	46	50	
Talk with you at least once a month											
0 adults	12	14	11	13	13	12	12	12	11	9	
1 adult	15	15	15	15	15	15	14	17	16	12	
2 adults	17	17	16	17	17	16	18	18	16	20	
3 or more adults	56	54	58	56	56	57	57	53	57	60	

Figure 5: Youth Who Have Mentors and Time Spent with Mentors*

	Total	Gender (%)		Grade (%)						
	Sample (%)	M	F	6	7	8	9	10	11	12
Has a formal mentor	29	29	29	35	31	27	28	24	23	25
Spends time with mentor...										
Less than once a month	16	18	15	14	16	17	18	23	16	14
About once a month	17	19	15	14	16	17	22	22	18	19
About 2 or 3 times a month	16	15	17	17	16	15	17	18	15	18
About once a week	18	17	19	17	16	20	20	16	21	24
More than once a week	32	31	34	38	35	31	23	21	29	26

*Mentor is defined as “an adult outside your family who cares about and spends time with you. Mentors can come from schools, businesses, or other organizations such as Big Brothers/Big Sisters.”

Figure 6: Where Youth Go After School

	Total	Gender (%)		Grade (%)						
	Sample (%)	M	F	6	7	8	9	10	11	12
During a <u>typical school week</u>, how many days do you do each of the following after school?										
Go home and stay there										
0 days	20	21	19	16	17	19	24	24	24	31
1 day	20	21	19	21	20	20	17	18	21	22
2 days	17	17	17	17	17	17	16	15	18	17
3 or more days	43	41	45	45	45	43	43	43	37	30
Go to work										
0 days	72	70	74	75	76	76	82	72	51	36
1 day	9	9	8	8	9	10	8	6	8	8
2 days	6	7	6	4	5	5	4	8	11	19
3 or more days	13	15	11	13	10	8	6	13	29	37
Go to a friend's house										
0 days	20	19	20	19	19	17	19	22	24	23
1 day	24	22	27	24	24	23	28	26	26	27
2 days	20	19	22	19	20	21	21	21	20	21
3 or more days	36	41	31	39	36	39	32	31	30	30
Hang out in a neighborhood, mall, or park										
0 days	44	44	43	46	41	37	43	48	53	54
1 day	24	22	26	22	24	25	28	24	25	25
2 days	12	12	12	11	13	14	13	13	11	10
3 or more days	20	22	18	21	22	24	17	15	11	11
Stay at school and participate in a team, club, program, or other activity										
0 days	41	44	38	52	43	38	30	37	36	33
1 day	18	16	20	22	19	16	17	17	15	14
2 days	10	8	12	14	9	9	10	8	10	9
3 or more days	32	32	31	13	29	37	44	38	38	44
Participate in a team, club, program, or other activity somewhere other than at school										
0 days	43	46	39	35	42	45	42	46	48	47
1 day	19	18	21	20	18	18	21	21	21	21
2 days	14	13	15	18	15	13	14	13	13	14
3 or more days	24	23	24	28	25	24	23	19	18	18

Figure 7: Hours per Week Spent in Structured Activities

	Total	Gender (%)		Grade (%)							
	Sample (%)	M	F	6	7	8	9	10	11	12	
During an <u>average week</u>, how many hours do you spend...?											
Playing on or helping with sports teams at school or in the community											
0 hours	39	36	42	38	37	36	33	43	49	47	
1-2 hours	21	20	23	31	24	21	17	15	11	9	
3-5 hours	13	13	12	17	14	12	11	9	8	8	
6 or more hours	27	30	24	14	25	30	39	33	33	36	
In clubs or organizations <u>at school</u>											
0 hours	57	62	51	54	63	60	52	54	50	44	
1-2 hours	31	27	35	35	28	28	34	31	29	32	
3-5 hours	9	7	10	8	6	7	10	9	13	16	
6 or more hours	4	4	4	2	3	5	5	6	7	9	
In clubs or organizations <u>outside of school</u>											
0 hours	66	68	63	60	67	70	64	67	67	63	
1-2 hours	22	21	24	28	23	20	22	20	19	19	
3-5 hours	8	7	9	7	7	7	9	9	10	11	
6 or more hours	4	4	4	4	3	4	5	4	5	7	
Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place											
0 hours	45	48	43	42	44	47	41	49	49	55	
1-2 hours	40	39	41	46	42	40	41	34	31	33	
3-5 hours	11	10	12	9	11	10	13	14	14	8	
6 or more hours	4	3	4	4	3	3	5	4	5	4	
Practicing or taking lessons in music, art, drama, or dance, after school or on weekends											
0 hours	52	63	41	43	51	55	50	57	60	64	
1-2 hours	30	24	35	38	32	28	28	25	21	18	
3-5 hours	11	7	14	13	11	10	12	9	10	10	
6 or more hours	8	5	9	6	7	7	10	9	8	9	
Percentage of youth involved in structured activities for 3 or more hours per week											
	76	73	78	76	74	74	82	76	77	77	

Figure 8: Sense of Safety

	Total Sample (%)	Gender (%)		Grade (%)						
		M	F	6	7	8	9	10	11	12
How often do you feel afraid of...?										
Walking around your neighborhood										
Never	70	77	63	63	69	70	75	77	77	80
Once in a while or sometimes	26	19	33	32	27	26	22	21	21	18
Often or always	4	4	4	5	4	4	3	2	2	2
Getting hurt by someone at your school										
Never	67	67	67	60	64	68	67	72	78	84
Once in a while or sometimes	28	28	29	33	31	28	28	25	20	15
Often or always	5	5	4	7	5	5	4	3	2	2
Getting hurt by someone in your home										
Never	84	85	83	78	83	84	87	88	89	90
Once in a while or sometimes	12	11	13	16	13	13	10	9	9	8
Often or always	4	4	4	6	4	4	3	3	2	2
How often do you feel unsafe or afraid...?										
In the places you go after school										
Never	70	73	67	68	70	68	70	73	74	76
Once in a while or sometimes	28	25	32	30	28	30	28	26	25	22
Often or always	2	2	2	2	2	2	3	2	2	2
Going to or from activities you are involved in										
Never	78	81	75	75	78	78	78	80	79	82
Once in a while or sometimes	20	17	23	22	20	20	19	18	19	16
Often or always	2	3	2	3	2	2	3	2	2	2

Figure 9: Access to and Use of Health Services

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Percentage reporting yes:											
There is a nurse's office or clinic in your school that you can go to for help or advice	90	88	92	91	90	91	90	89	90	91	
There is a counselor, social worker, or psychologist you could go to if you were feeling sad or "bummed out" and wanted to talk to someone	63	59	68	57	61	65	68	65	67	73	
Percentage reporting yes in the last 12 months...											
Have been to a dentist	92	91	93	93	93	92	92	89	89	91	
Have talked with a doctor or nurse about your health	90	89	91	90	90	91	91	89	88	91	
Have been to a doctor for a checkup or physical exam when you were <u>not</u> sick	86	86	86	86	89	88	87	80	78	83	
Have been to a nurse's office or clinic in your school for help or advice	34	34	35	42	34	35	28	28	25	28	

Figure 10: Health Education Classes

	Total Sample (%)	Gender (%)		Grade (%)						
		M	F	6	7	8	9	10	11	12
Number of times you had classes in school that taught about:										
Alcohol and other drugs										
Never	5	7	3	6	5	4	6	6	4	2
Once	12	13	11	9	10	12	13	16	18	15
Twice	19	20	19	9	17	20	25	26	26	33
3 or more times	64	61	67	76	68	64	56	52	53	50
Sexuality										
Never	14	15	14	23	17	12	10	10	7	5
Once	26	26	26	33	28	23	23	21	22	19
Twice	25	24	26	17	23	26	27	30	30	36
3 or more times	35	35	35	28	31	39	40	40	41	40
Importance of nutrition/diet										
Never	8	10	6	13	8	6	7	8	6	9
Once	18	18	17	15	17	17	17	20	26	24
Twice	22	22	22	15	20	23	23	26	28	32
3 or more times	52	50	55	58	56	54	54	46	40	35
Importance of exercise										
Never	6	8	5	8	7	5	5	6	6	6
Once	14	15	14	12	14	15	12	15	19	18
Twice	19	19	19	13	18	21	18	23	25	27
3 or more times	61	59	63	67	62	59	65	56	51	50

Figure 11: Healthy Identity

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Strongly agree or agree:											
On the whole, I like myself	85	87	82	87	86	83	86	84	84	86	
All in all, I am glad I am me	81	83	79	87	82	78	80	78	80	80	
Strongly disagree or disagree:											
At times, I think I am no good at all	45	50	41	43	45	43	50	47	50	52	
I feel I do not have much to be proud of	72	71	73	76	72	70	74	71	70	75	

Figure 12: Health Values and Skills

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Strongly agree or agree:											
It is against my values to drink alcohol while I am a teenager	69	67	70	87	81	69	60	47	39	29	
It is against my values to have sex while I am a teenager	65	56	74	82	75	64	57	47	42	32	
Youth who report that others would say this is very much or quite like me:											
Knowing how to say “no” when someone wants me to do things I know are wrong or dangerous	70	64	75	77	72	66	68	64	65	68	
Staying away from people who might get me in trouble	57	52	63	74	64	52	50	42	44	42	
Taking good care of my body (such as eating foods that are good for me, exercising regularly, and eating three good meals a day)	64	63	65	73	68	62	60	56	52	52	

Figure 13: School-Based Marketable Skills

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Earning mostly As or Bs in school	78	74	82	84	82	76	81	66	71	77	
Spending 1 hour or more per day doing homework	57	50	63	48	55	54	63	65	65	66	
Never or none:											
Feel bored at school	3	3	4	7	4	2	2	2	2	2	
Come to classes without bringing paper or something to write with	60	53	67	56	58	56	65	64	68	69	
Come to classes without homework finished	35	30	41	43	41	34	33	24	23	25	
Come to classes without books	54	51	56	62	59	49	49	48	50	39	
Days of school skipped or ditched during the <u>last four weeks</u>	88	86	89	92	90	88	86	81	79	87	
Strongly agree or agree:											
Classes I take in school will help me get a good job	73	74	73	81	75	71	75	68	66	67	
Skills I am learning in school (such as math, writing, reading, science) are preparing me for a future job	72	70	73	77	73	71	72	65	63	70	
I know how to use a computer to do things like schoolwork, finding information, or typing papers	87	86	89	89	86	87	87	86	89	89	

Figure 14: Work-Based Marketable Skills

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Hours worked in a paid job in an average week											
None	67	67	67	75	71	69	74	64	45	31	
5 hours or less	17	16	18	19	20	20	16	10	8	7	
6-10 hours	7	6	7	4	5	6	6	9	11	14	
11-20 hours	6	7	6	1	2	2	3	11	24	35	
21-30 hours	2	2	2	0	0	1	1	4	10	11	
More than 30 hours	1	2	1	1	1	1	2	1	2	2	
Percentage reporting yes:											
Have watched or helped someone do their job to learn about it and what they do	84	82	85	86	85	84	83	81	80	81	
Strongly agree or agree:											
Have talked with parents about the role my education will play in having the jobs or careers I want	78	77	79	75	75	75	81	83	85	89	
Have talked with an adult other than my parents (such as a school counselor) about jobs/careers I am interested in	54	53	55	44	46	51	56	65	77	88	
Have a clear idea about the kind of job or career I want to have	69	68	70	73	72	69	65	64	60	68	
Have talked about a job/career I am interested in with a person doing that kind of work	50	50	49	49	46	48	51	51	54	62	
Skills and responsibilities I am learning from doing work like baby-sitting, cutting grass, or working a job are preparing me for a future job	66	62	69	69	66	67	66	62	60	62	

Figure 15: Hours per Week Spent in Service

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
During an average week, how many hours do you spend...?											
Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your city a better place for people to live											
0 hours	56	60	51	53	56	57	55	59	60	51	
1-2 hours	35	32	38	38	35	35	35	32	31	36	
3-5 hours	6	5	8	6	6	6	6	6	6	9	
6 or more hours	3	3	3	4	3	3	4	3	3	4	
Doing volunteer work with a congregation (church, synagogue, mosque, etc.)											
0 hours	74	76	72	74	74	75	69	73	74	75	
1-2 hours	22	20	24	22	21	21	26	21	21	20	
3-5 hours	3	3	3	2	3	3	3	4	3	3	
6 or more hours	2	2	2	1	2	1	2	2	2	2	
Doing volunteer work in a hospital or care facility											
0 hours	90	91	89	90	90	91	90	89	89	86	
1-2 hours	7	6	8	8	8	6	7	7	8	9	
3-5 hours	2	1	2	1	1	1	2	2	2	3	
6 or more hours	1	1	1	1	1	1	1	1	1	2	
Working on a community service project											
0 hours	83	83	83	84	85	85	80	82	84	75	
1-2 hours	14	13	14	13	13	13	16	14	13	20	
3-5 hours	2	2	2	2	2	2	2	3	2	3	
6 or more hours	1	1	1	1	1	1	2	1	1	2	
Tutoring or helping someone who is having trouble with schoolwork											
0 hours	65	69	61	60	63	64	70	71	69	67	
1-2 hours	32	28	36	36	33	32	27	26	28	29	
3-5 hours	2	2	3	2	2	2	2	2	3	3	
6 or more hours	1	1	1	2	1	1	1	1	1	1	

Figure 15: Hours per Week Spent in Service (cont'd)

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
During an <u>average week</u>, how many hours do you spend...?											
Doing volunteer work to help the environment											
0 hours	78	78	78	68	76	80	82	87	88	87	
1-2 hours	19	19	19	29	21	18	14	10	10	11	
3-5 hours	2	2	1	2	2	1	2	1	1	1	
6 or more hours	1	2	1	2	1	1	2	1	1	1	
Helping out at a recreation center or other community center											
0 hours	89	88	89	86	87	89	89	91	93	91	
1-2 hours	9	9	9	12	10	9	9	7	5	6	
3-5 hours	1	1	1	1	1	1	1	1	1	1	
6 or more hours	1	1	1	1	1	1	1	1	1	2	

Figure 16: Opportunities to Serve

	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Strongly agree or agree:											
I'm given lots of chances to help make my town or city a better place in which to live											
	37	36	37	43	39	33	39	31	29	32	
How many times in the <u>last 12 months</u> has someone asked you to help on service or volunteer projects?											
Never	41	44	38	45	46	45	33	35	32	25	
Once	18	18	19	19	19	18	18	18	17	16	
Twice	16	14	17	16	15	15	16	18	17	17	
3 or more times	25	24	26	20	20	22	33	29	34	42	

Figure 17: Five Fundamental Resources: Selected Findings

Resource	Definition	(%)
Caring Adults	Youth who say parents give them help and support	86
	Youth who say teachers care about them	59
	Youth who say neighbors care about them	49
	Youth who have a formal mentor Youth with mentors who see her/him once a week or more	29 50
Safe Places and Structured Activities	Boys who feel safe in the places they go after school*	73
	Girls who feel safe in the places they go after school*	67
	Boys who are involved in structured activities for 3 or more hours per week**	73
	Girls who are involved in structured activities for 3 or more hours per week**	78
Healthy Start	Youth who have been to a dentist in the last 12 months	92
	Youth who have been to a doctor for a checkup or physical in the last 12 months	86
	Youth with access to a nurse’s office or clinic at school	90
Marketable Skills	Youth who know how to use a computer to do things like schoolwork, finding information, or typing papers	87
	Youth who agree that “skills I am learning in school are preparing me for a future job”	72
Opportunities to Serve	Boys who spend 1 or more hours per week helping other people without getting paid***	40
	Girls who spend 1 or more hours per week helping other people without getting paid***	49
	Youth who have been asked 3 or more times in the last year to help on service or volunteer projects	25

*Youth reporting they never feel unsafe or afraid in the places they go after school.

**Structured activities refer to participation in school or community sports teams; clubs or organizations at or outside of school; programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place; and/or music, art, drama, or dance lessons or practice.

***Helping other people without getting paid is defined as helping out at a hospital, daycare center, food shelf, youth program, or community service agency, or doing other things to make their city a better place for people to live.

Section III: Portrait of Developmental Assets

Background

Search Institute’s framework of Developmental Assets provides a way to assess the health and well being of middle and high school youth. The assets represent a common core of developmental building blocks crucial for all youth, regardless of community size, region of the country, gender, family economics, or race/ethnicity. This section summarizes the extent to which youth in your community experience these assets and how the assets relate to their behavior.

The asset framework is based on years of scientific inquiry into risk and resiliency factors, as well as human developmental processes. Researchers and evaluators at Search Institute have combined and analyzed numerous studies to create the asset framework. This research has shown that youth with higher levels of assets are significantly less likely to engage in high-risk behaviors, such as substance use, delinquency, skipping school, or too-early sexual activity. In addition, youth with higher levels of assets are more likely to exhibit indicators of thriving, such as school success and maintaining good health.

Figure 18: 40 Developmental Assets shows that the assets are grouped into two major types:

1. **External assets** are positive developmental experiences that surround youth with support, empowerment, boundaries and expectations, and opportunities for constructive use of time. When provided by many different formal and informal systems in a community, external assets stimulate and nurture positive development in youth.

2. **Internal assets** are a young person’s own commitments, values, and competencies. They are grouped into categories of educational commitment, positive values, social competencies, and positive identity. As with the external assets, community is important for the development of these internal assets.

Whether a youth is said to have an asset is based on how he or she answered the questions that measure the asset. The assets are measured on a continuum using one or more survey items (see Item Mapping to Assets, Appendix B). However, for communication purposes and ease of reporting, the assets are presented as binary or dichotomous variables—that is, a youth either has or does not have an asset.

Figure 19: Average Number of 40 Assets is a bar chart showing the average number of 40 Developmental Assets experienced by your youth. Findings are presented by total sample, gender, and grade.

External Assets

The external assets are the positive experiences and support a young person receives from formal and informal connections to others in the community. There are 20 external assets, divided into four categories: support, empowerment, boundaries and expectations, and constructive use of time.

The *support* assets refer to the way young people experience love, affirmation, and acceptance. Ideally, young people experience an abundance of support not only in their families but also from many other people in the community.

The *empowerment* assets relate to the key developmental need for youth to be valued and valuable. The empowerment assets highlight this need, focusing on community perceptions of youth (as reported by youth), and opportunities for youth to contribute to society in meaningful ways.

Boundaries and expectations assets refer to the need for youth to have clear and enforced boundaries to complement support and empowerment. Ideally, boundary assets are experienced in the settings of family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across socializing systems.

The final category of external assets is *constructive use of time*. One of the prime characteristics of a healthy community for youth is a rich array of structured opportunities for children and adolescents. Whether through schools, community organizations, or religious institutions, these structured activities contribute to the development of many internal and external assets.

Figure 20: External Assets presents the overall percentages of youth who report each external asset, as well as percentages by gender and grade.

Internal Assets

The internal assets are those things a community and family nurture within youth so they can contribute to their own development. There are 20 internal assets, divided into four categories: commitment to learning, positive values, social competencies, and positive identity.

Commitment to learning is essential to young people in today's changing world. Developing an internal intellectual curiosity and the skills to gain new knowledge and learn from experience are important characteristics for a work force that must adapt to rapid change.

Positive values are important "internal compasses" to guide young people's priorities and choices. Though there are many values that we seek to nurture, the asset framework focuses on the values known to both help prevent high-risk behaviors and promote caring for others.

Social competencies reflect the important personal skills young people need to negotiate through the maze of choices and options they face. These skills also lay a foundation for independence and competence as young adults.

Positive identity assets focus on young people's view of themselves—their own sense of power, purpose, worth, and promise. Without these assets, young people risk feeling powerless and having little or no sense of initiative or purpose.

Figure 21: Internal Assets presents the overall percentages of youth who report each internal asset, as well as percentages by gender and grade.

Risk-Taking Behaviors, Thriving Indicators, and Their Relationship to Assets

Fortunately, the choices young people make about how to act, what to do, and who to be are not made simply by chance. Their decisions are based on a web of external and internal influences, including the Developmental Assets. The figures in this section reflect how the assets they experience influence the choices they make regarding risk-taking behaviors and thriving indicators. Involvement in risk-taking behaviors and reports of thriving indicators are presented in two ways.

Figure 22: Risk-Taking Behaviors and Thriving Indicators presents findings by total sample, gender, and grade.

Figure 23: Risk-Taking Behaviors and Thriving Indicators, by Asset Level presents findings for the total sample by four categories of asset levels: 0-10, 11-20, 21-30, and 31-40.

Search Institute’s studies consistently have shown that young people who experience more of the assets engage in fewer risk-taking behaviors and are more likely to report indicators of thriving. In other words, the more assets a young person experiences, the more likely he or she will choose a healthy lifestyle. This has been shown to be true regardless of age, race, gender, or region of the country. It is likely that the data about your youth follow this same pattern.

Promoting Developmental Assets

In all communities across the country, many young people have only a fragile foundation of Developmental Assets. Ideally, a community should strive to ensure that all youth experience 31 or more of the 40 Developmental Assets.

Figure 24: Asset Summary shows that in your community, *X* percent of students surveyed report 31 or more of the assets.

Had your study included youth who have dropped out of school, the picture of assets would likely be even more somber.

As noted above, young people who report more assets tend to be less involved in risk-taking behaviors and report more thriving indicators. How do we begin the work of strengthening the Developmental Assets for all young people? Through its work with communities across the country, Search Institute has identified six principles to help guide the process.

1. All young people need assets. While it is crucial to pay special attention to those who have the least (economically or emotionally), all children and adolescents will benefit from having more assets than they now have.
2. Everyone can build assets. Asset development requires positive messages across a community. All adults, youth, and children play a role.
3. Asset development is an ongoing process. It starts when a child is born and continues through high school and beyond.
4. Relationships are key. Strong relationships between adults and young people, young people and their peers, and teenagers and children are central to asset development.
5. Consistent messages are critical. Asset building requires consistent, positive messages about what is important.
6. Redundancy matters. Young people need to hear the same positive messages and receive support over and over again from many different people.

Ultimately, rebuilding and strengthening the developmental infrastructure in a community is not a program run by professionals. It is a movement that creates a community-wide sense of common purpose, places residents and their leaders on the same team moving in the same direction, and creates a culture in which all residents are expected, by virtue of their membership in the community, to promote the positive development of youth.

Figure 18: 40 Developmental Assets

External Assets

Asset Type	Asset Name	Definition
Support	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	3. Other adult relationships	Young person receives support from 3 or more nonparent adults.
	4. Caring neighborhood	Young person experiences caring neighbors.
	5. Caring school climate	School provides a caring, encouraging environment.
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.
	8. Youth as resources	Young people are given useful roles in the community.
	9. Service to others	Young person serves in the community 1 or more hours per week.
	10. Safety	Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
	12. School boundaries	School provides clear rules and consequences.
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.
	15. Positive peer influence	Young person's best friends model responsible behavior.
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	17. Creative activities	Young person spends 3 or more hours per week in lessons or practice in music, theater, or other arts.
	18. Youth programs	Young person spends 3 or more hours per week in sports, clubs, or organizations at school and/or in the community.
	19. Religious community	Young person spends 1 or more hours per week in activities in a religious institution.
	20. Time at home	Young person is out with friends "with nothing special to do" 2 or fewer nights per week.

Figure 18: 40 Developmental Assets (cont'd)

Internal Assets

Asset Type	Asset Name	Definition
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.
	22. School engagement	Young person is actively engaged in learning.
	23. Homework	Young person reports doing at least 1 hour of homework every school day.
	24. Bonding to school	Young person cares about her or his school.
	25. Reading for pleasure	Young person reads for pleasure 3 or more hours per week.
Positive Values	26. Caring	Young person places high value on helping other people.
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	28. Integrity	Young person acts on convictions and stands up for her or his beliefs.
	29. Honesty	Young person “tells the truth even when it is not easy.”
	30. Responsibility	Young person accepts and takes personal responsibility.
Social Competencies	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	32. Planning and decision making	Young person knows how to plan ahead and make choices.
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
Positive Identity	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
	37. Personal power	Young person feels he or she has control over “things that happen to me.”
	38. Self esteem	Young person reports having a high self esteem.
	39. Sense of purpose	Young person reports that “my life has a purpose.”
	40. Positive view of personal future	Young person is optimistic about her or his personal future.

Figure 19: Average Number of 40 Assets

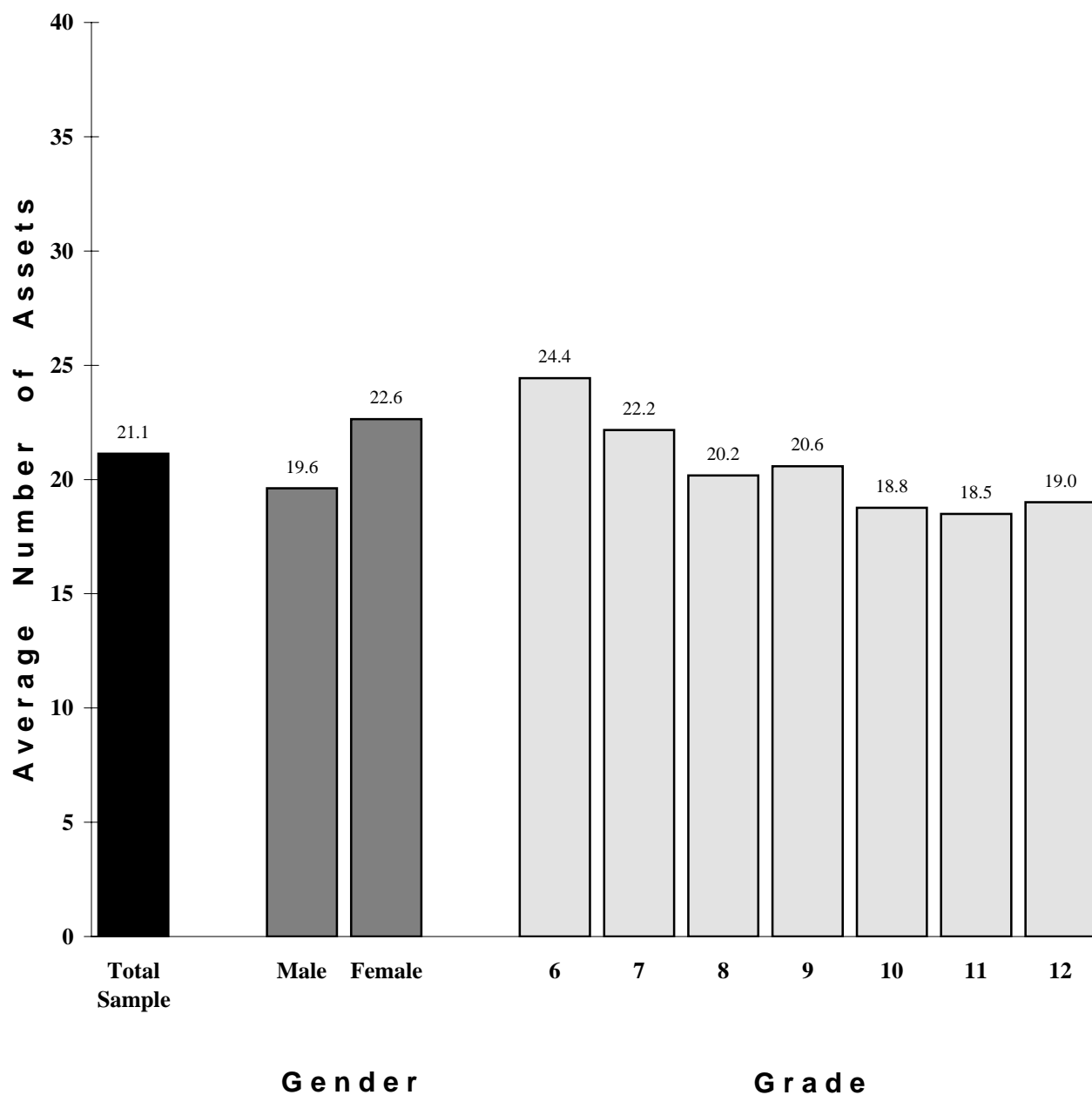


Figure 20: External Assets

External Asset	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Support											
1. Family support	76	76	77	89	81	74	71	64	64	65	
2. Positive family communication	54	50	57	70	58	48	47	41	42	44	
3. Other adult relationships	46	43	49	47	48	47	46	38	42	47	
4. Caring neighborhood	49	47	51	58	54	50	47	38	32	33	
5. Caring school climate	40	37	44	56	44	38	32	28	26	33	
6. Parent involvement in schooling	41	40	41	52	47	41	35	27	22	23	
Empowerment											
7. Community values youth	31	28	33	44	35	27	26	20	18	18	
8. Youth as resources	37	35	39	46	40	34	37	29	26	28	
9. Service to others	44	40	49	47	44	43	45	41	40	49	
10. Safety	49	54	44	39	46	49	53	57	61	68	
Boundaries and Expectations											
11. Family boundaries	50	47	52	57	52	48	49	48	41	34	
12. School boundaries	69	66	72	87	78	69	54	52	45	47	
13. Neighborhood boundaries	50	50	50	58	55	50	47	41	40	33	
14. Adult role models	36	31	41	43	37	33	35	32	30	31	
15. Positive peer influence	74	69	79	92	84	71	69	55	55	48	
16. High expectations	59	58	59	71	64	59	51	43	42	46	
Constructive Use of Time											
17. Creative activities	18	13	24	19	18	17	22	18	18	19	
18. Youth programs	59	59	58	54	55	59	68	61	62	67	
19. Religious community	55	52	57	58	56	53	59	51	51	45	
20. Time at home	55	52	58	58	57	51	57	55	55	52	

Figure 21: Internal Assets

Internal Asset	Total Sample (%)	Gender (%)		Grade (%)							
		M	F	6	7	8	9	10	11	12	
Commitment to Learning											
21. Achievement motivation	78	72	83	85	80	75	76	73	71	73	
22. School engagement	62	55	68	71	65	56	59	54	58	59	
23. Homework	57	50	63	48	55	54	63	65	65	66	
24. Bonding to school	71	67	76	83	75	65	68	65	62	64	
25. Reading for pleasure	21	17	25	28	21	18	19	16	17	19	
Positive Values											
26. Caring	46	35	56	57	49	41	41	38	37	41	
27. Equality and social justice	49	39	59	61	53	46	44	41	38	40	
28. Integrity	59	51	67	64	56	52	58	60	65	69	
29. Honesty	62	55	69	74	64	56	57	58	57	60	
30. Responsibility	58	52	64	67	59	53	54	56	58	61	
31. Restraint	62	56	68	83	75	61	54	41	34	23	
Social Competencies											
32. Planning and decision making	36	31	41	43	37	32	34	31	33	33	
33. Interpersonal competence	56	42	71	64	57	53	52	50	54	58	
34. Cultural competence	54	46	62	58	56	53	54	51	48	48	
35. Resistance skills	56	49	62	69	61	51	52	44	45	44	
36. Peaceful conflict resolution	51	38	64	65	53	42	50	42	45	49	
Positive Identity											
37. Personal power	43	41	44	40	40	41	49	46	50	49	
38. Self esteem	53	57	49	59	54	50	54	49	49	54	
39. Sense of purpose	61	63	59	63	62	58	62	61	63	61	
40. Positive view of personal future	75	73	77	79	75	74	73	73	73	74	

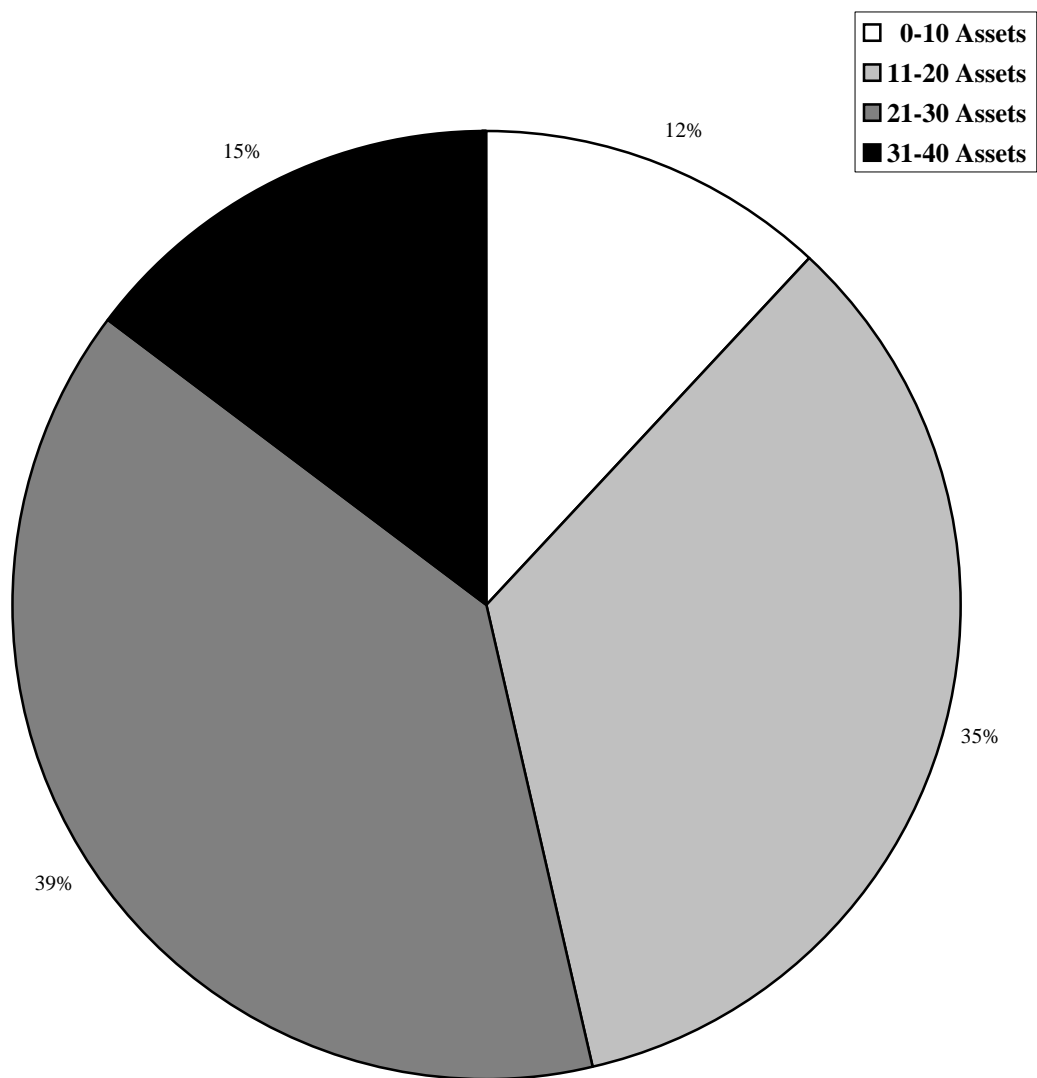
Figure 22: Risk-Taking Behaviors and Thriving Indicators

		Total Sample (%)	Gender (%)		Grade (%)							
			M	F	6	7	8	9	10	11	12	
Risk-Taking Behavior:												
Alcohol	Used alcohol once or more in the last 30 days	25	28	23	10	16	26	32	42	46	55	
Tobacco	Smoked cigarettes once or more in the last 30 days	17	17	16	5	10	18	21	28	31	41	
Marijuana	Used marijuana once or more in the last 12 months	14	16	11	2	6	12	19	29	32	40	
School Truancy	Skipped school once or more in the last four weeks	12	14	11	8	10	12	14	19	21	13	
Eating Disorder	Has engaged in bulimic behavior	5	6	4	4	6	5	5	5	5	4	
Thriving Indicator:												
Succeeds in School	Gets mostly As on report card	29	25	33	27	31	30	37	24	25	28	
Maintains Good Health	Pays attention to healthy nutrition and exercise	64	63	65	73	68	62	60	56	52	52	

Figure 23: Risk-Taking Behaviors and Thriving Indicators, by Asset Level

		Total Sample (%)	Number of Assets (%)			
			0-10	11-20	21-30	31-40
Risk-Taking Behavior:						
Alcohol	Used alcohol once or more in the last 30 days	25	59	34	16	5
Tobacco	Smoked cigarettes once or more in the last 30 days	17	50	22	7	2
Marijuana	Used marijuana once or more in the last 12 months	14	43	19	5	1
School Truancy	Skipped school once or more in the last four weeks	12	34	14	7	3
Eating Disorder	Has engaged in bulimic behavior	5	12	6	2	1
Thriving Indicator:						
Succeeds in School	Gets mostly As on report card	29	10	22	36	52
Maintains Good Health	Pays attention to healthy nutrition and exercise	64	28	51	75	91

Figure 24: Asset Summary



Note. Percentages may not total to 100% due to rounding.

Section IV: Summary

This report provides a portrait of how youth in your community experience the building blocks of positive human development that all youth need to succeed. Two frameworks of positive human development are used in this report: the five fundamental resources articulated by America's Promise—The Alliance for Youth and Search Institute's 40 Developmental Assets.

These two frameworks are highly compatible. Each names developmental experiences that need to be promoted by communities for all children and adolescents.

Figure 25: The Connection between Resources and Developmental Assets shows the conceptual overlap of the two frameworks.

Either framework can be used effectively in launching a community-wide initiative designed to mobilize organizations and residents to expand access to the resources/assets. Regardless of whether a community focuses on the five fundamental resources, the 40 Developmental Assets, or a combination of both, the information in this report can be used to:

- Establish benchmarks for how well a community currently promotes positive development;
- Establish goals and targets for where a community seeks to be; and
- Provide a shared vision of youth development that can unite many sectors of community life. Both frameworks have been shown to have particular power in motivating families, neighborhoods, schools, employers, youth organizations, and faith communities to work together in delivering health-enhancing and life-enhancing experiences for youth.

Effective community-wide initiatives include the following strategies:

1. Establish long-term goals. Use the information in this report to create a vision of where your community wants to be in 3, 5, and/or 10 years. Reaching these targets cannot be done with a single new idea or program. It will take a long-term commitment, multiple and coordinated changes, and a passion for the vision shared by many organizations, institutions, and individuals.

2. Target all youth. We suggest that particular energy be given to increasing resources/assets among at-risk children and adolescents. At the same time, we know that the majority of youth in the United States would gain from increased access to the resources/assets. We recommend strategizing how to increase resources and assets for both youth at risk and youth in general.

3. Mobilize the public. Give priority to communicating the vision to all residents in your community. Individuals have immense power to promote the development of resources/assets. When residents take action in concert with employers, families, neighborhoods, schools, youth organizations, and faith communities, the probability increases that all youth will benefit from the community initiative.

4. Support and expand current efforts. Though they may not use the same vocabulary, many people, places, and programs already provide resources or build assets. They are found throughout communities in neighborhoods, schools, parks and recreation programs, religious institutions, and youth organizations. Recognizing, publicizing, and supporting these efforts help reinforce the commitment of those who are already active and inspires others to take similar action.

5. Empower youth to contribute. Many youth feel devalued by adults, and most report that their community does not provide useful roles for young people. It should become the norm in all settings where youth are involved to seek their input and advice, to make decisions with them, to invite and encourage their participation, and to treat them as responsible, competent allies in all resource-enhancing and asset-building efforts.

6. Assist all sectors to contribute. Assets and resources are cumulative in nature. This means the more of these developmental building blocks we can provide for our youth, the better off they will be. If we are to make resources and/or assets the norm for all youth, communities will need many sectors to take action. Support systems need to be developed to help schools, neighborhoods, employers, faith communities, city government, and others to plan, take action, and monitor change. These supports could include strategic planning, training, and technical assistance.

Numerous print, video, and training resources are available to assist communities in expanding their capacity to promote resources and assets.

For additional information on the five fundamental resources and supporting materials, contact:

America's Promise—The Alliance for Youth
909 North Washington Street
Suite 400
Alexandria, VA 22314
Tel: 703-684-4500
Fax: 703-684-7328
www.americaspromise.org

For additional information on the 40 Developmental Assets and supporting materials, contact:

Search Institute
615 First Avenue N.E.
Suite 125
Minneapolis, MN 55413
Tel: 612-376-8955
Toll-Free: 800-888-7828
Fax: 612-376-8956
www.search-institute.org

Figure 25: The Connection between Resources and Developmental Assets

America's Promise Resources	Connections with the 40 Developmental Assets
<p>1. Ongoing relationships with caring adults — Communities need to provide all young people with sustained adult relationships through which they experience support, care, guidance, and advocacy.</p>	<p>In addition to assets that support family relationships, there are several assets that explicitly focus on relationships with nonparent adults (#3: other adult relationships, #4: caring neighborhood, #7: community values youth).</p> <p>All of the Developmental Assets are nurtured primarily through relationships.</p> <p>Asset building highlights several dimensions of caring relationships, including support, boundaries, high expectations, and nurturing internal assets.</p> <p>The asset building vision motivates adults to get personally involved in the lives of youth.</p>
<p>2. Safe places and structured activities — Children and youth need structured, enriching ways to spend their time, and they need to be safe.</p>	<p>The constructive use of time assets focus on providing structured activities in multiple settings.</p> <p>Safety is Developmental Asset #10.</p> <p>Developmental Assets highlight the possibilities for structured activities in multiple settings (schools, community organizations, congregations).</p>
<p>3. A healthy start for a healthy future — Children and youth need access to services and opportunities—from economic security to good health care to ongoing health education—that ensure that they stay healthy.</p>	<p>Increases in Developmental Assets can reduce health risks such as chemical use and precocious sexual activity.</p> <p>Internal assets in categories of positive values, social competencies, and positive identity may increase the likelihood that young people will take better care of their own health.</p> <p>The asset building focus emphasizes that a healthy start includes the first 2 decades of life, not only the first 5 years.</p>
<p>4. Marketable skills through effective education — For young people to thrive in a changing global economy, they must have skills in reading, math, science, etc., as well as job-specific skills.</p>	<p>Social competencies are essential foundational skills for employment.</p> <p>Several assets address dimensions of effective education, including school climate (#5), school bonding (#24), and high expectations (#16).</p> <p>An ongoing commitment to learning (1 of the asset categories) is essential in a global economy.</p>
<p>5. Opportunities to serve — Young people need opportunities to contribute to their communities, a powerful component of growth and an important strategy in shaping America's future.</p>	<p>Service to others is asset #9.</p> <p>Two of the positive values assets focus on caring and a commitment to global issues.</p> <p>Young people with more Developmental Assets are more likely to volunteer.</p>

Appendices

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Appendix A

Item Mapping to Five Fundamental Resources

Appendix B

Item Mapping to Developmental Assets, Risk-Taking Behaviors,
and Thriving Indicators

Appendix A

Item Mapping to Five Fundamental Resources

RESOURCE AREA ONE: ONGOING RELATIONSHIPS WITH CARING ADULTS

<u>Resource Domain</u>	<u>Question #</u>	<u>Question</u>
Parents		How often does one of your parents...?
	11	Help you with your schoolwork
	12	Talk to you about what you are doing in school
	13	Ask you about homework
	14	Go to meetings or events at your school
		How much do you agree or disagree with the following?
	49	I get along well with my parents
	52	If I break one of my parents' rules, I usually get punished
	53	My parents give me help and support when I need it
	55	My parents often tell me they love me
	60	My parents push me to be the best I can be
	102	I have lots of good conversations with my parents
	107	If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?
	108	How much of the time do your parents ask you where you are going or with whom you will be?
School		How much do you agree or disagree with the following?
	16	My teachers really care about me
	18	I get a lot of encouragement at my school
	19	Teachers at school push me to be the best I can be
Community		How much do you agree or disagree with the following?
	58	In my neighborhood, there are a lot of people who care about me
	59	If one of my neighbors saw me do something wrong, he or she would tell one of my parents
		How many adults have you known for <u>two or more years</u> who...?
	120	Give you lots of encouragement whenever they see you
	121	You look forward to spending time with
	124	Talk with you at least once a month
Formal Mentor	125	A mentor is an adult outside your family who cares about and spends time with you. Mentors can come from schools, businesses, or other organizations such as Big Brothers/Big Sisters. How often do you spend time with your mentor?

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Appendix B

Item Mapping to Developmental Assets, Risk-Taking Behaviors, and Thriving Indicators

EXTERNAL ASSETS

Support

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Family Support	49	How much do you agree or disagree with the following? I get along well with my parents
	53	My parents give me help and support when I need it
	55	My parents often tell me they love me
Positive Family Communication	102	How much do you agree or disagree with the following? I have lots of good conversations with my parents
	107	If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?
	109	In an <u>average week</u> , how many times do all of the people in your family who live with you eat dinner together?
Other Adult Relationships	120	How many adults have you known for <u>two or more years</u> who...? Give you lots of encouragement when they see you
	121	You look forward to spending time with
	124	Talk with you at least once a month
Caring Neighborhood	58	How much do you agree or disagree with the following? In my neighborhood, there are a lot of people who care about me
Caring School Climate	16	How much do you agree or disagree with the following? My teachers really care about me
	18	I get a lot of encouragement at my school
	22	Students in my school care about me
Parent Involvement in Schooling	11	How often does one of your parents...? Help you with your schoolwork
	12	Talk to you about what you are doing in school
	13	Ask you about homework
	14	Go to meetings or events at your school

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