

# SAMPLE REPORT PAGES

## STRENGTHS AND SUPPORTS

## IN THE LIVES

## OF “ANYTOWN” YOUTH

Based on the Results from the *Youth and Program Strengths Survey*

---

04/03/2013

The full Developmental Assets Profile is housed in the Youth and Program Strengths survey. A full DAP report is provided as well (section 1 of this sample).

These sample pages highlight key elements of the report you will receive on your *Youth and Program Strengths survey*. It not only provides the data in an easy-to-use format, but it offers step-by-step recommendations for using the data for planning.

### PREPARED BY



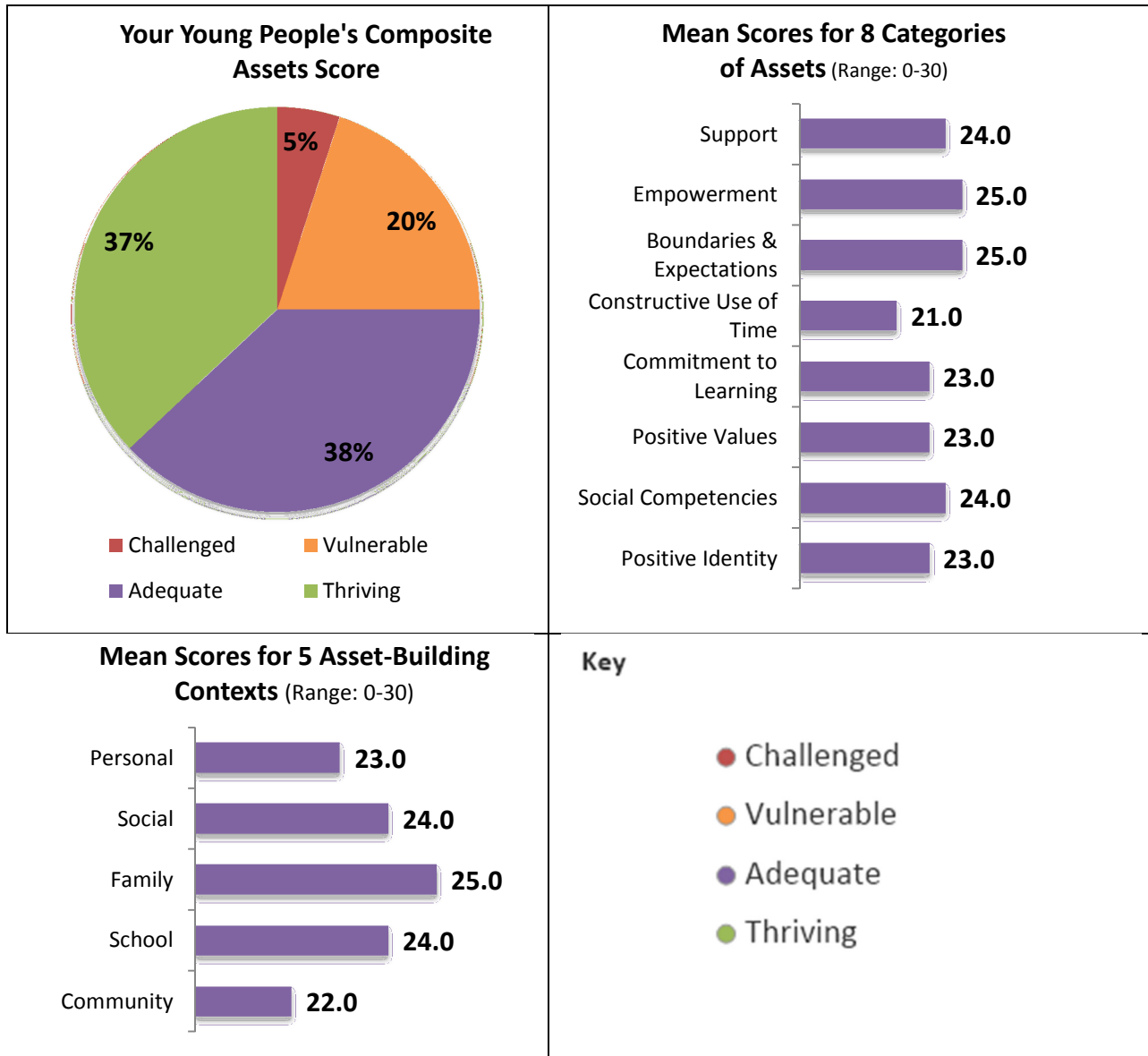
*Discovering what kids need to succeed*

NOTE: The data in this sample report are for illustration purposes only from a single community report. They are not intended for comparison purposes.

A one-page summary of your overall findings that you can use to share with key stakeholders and partners.

# RESULTS DASHBOARD

The information in this report is based on a survey by Central High School of 2,129 youth in Anytown, US, between 02/01/2013 and 03/12/2013. It is based on data from Search Institute’s survey, *Developmental Assets Profile*. It focuses on understanding the strengths and supports (or “Developmental Assets”) that young people experience in their lives. Extensive research has shown that having these assets in their lives helps young people make positive life choices.



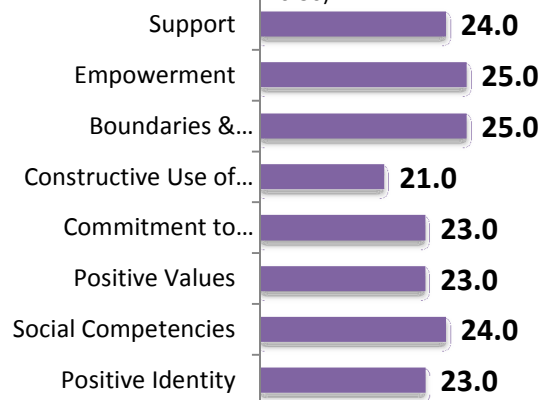
Get an overall, holistic understanding of the external supports and internal strengths that young people experience.

## SUMMARY OF ASSET CATEGORY SCORES

This page highlights which categories of Developmental Assets, on average, are experienced most strongly and weakly by your youth overall. You can see how well your young people are doing, on average, in each asset category.

Your survey shows that particular areas of relative strength for your youth are the asset categories of Empowerment, and Boundaries and Expectations. These are areas of strength to build on in your organization's policies, practices, programs, and partnerships.

**Figure 3. Asset Category Scores** (Range: 0-30)



On the flip side are asset categories that are not as strong as constructive use of time. This reflects an area that may need more emphasis in your organization's policies and programs in order to respond to realities young people face.

### DIFFERENT EXPERIENCES IN EACH CATEGORY

Another important factor in examining young people's experiences of the eight categories of assets is to look at the distribution of responses; that is, the proportion of youth whose scores in each category fall in the ranges of challenged, vulnerable, adequate, and thriving. Table 5 shows this distribution for each of the eight categories of assets.

### STRENGTHS AND CHALLENGES FOR DIFFERENT YOUTH

Recommendations for reflection about your findings with other adult and youth leaders.

Not all young people experience these categories of assets the same way, as shown in Tables 6 and 7 (with Table 6 focusing on external assets and Table 7 focusing on internal assets). These tables show the percentages of youth at each level, disaggregated by demographic variables.

### NOTICE AND TALK ABOUT

- Does the relative strength of the different categories reflect what you've seen with youth in your community or program? What examples have you seen that illustrate the strengths that young people have in their lives? What might you do to tap those strengths?
- Do the distributions of scores (Table 5) reflect what you see and experience among youth? Are there some categories with substantially higher percentages of youth in the "challenged" or "thriving" levels, suggesting particular strengths or difficulties?
- What about the gaps? Where do you see critical gaps that require further reflection and action? In what ways do your programs or other efforts contribute to or influence these areas of young people's lives?

## Percentages of Challenged to Thriving Youth in the Eight Asset Categories

This table shows the percentages of youth whose score on each category of assets falls into each level. Typically, we expect to see between 5 and 15 percent scoring in the “challenged” and the “thriving” range, with most youth scoring in the “vulnerable” or “adequate” ranges. Do you see particular areas of strength (high in “thriving”) or worry (high in “challenged”) that merit additional exploration and action?

	<b>Challenged</b> (Range: 0-14)	<b>Vulnerable</b> (Range: 15-20)	<b>Adequate</b> (Range: 21-25)	<b>Thriving</b> (Range: 26-30)
<b>External Assets</b>				
Support	8%	14%	18%	59%
Empowerment	5%	19%	31%	47%
Boundaries & Expectations	6%	9%	28%	57%
Constructive Use of Time	15%	35%	26%	29%
<b>Internal Assets</b>				
Commitment to Learning	9%	23%	29%	40%
Positive Values	4%	21%	43%	31%
Social Competencies	5%	20%	34%	41%
Positive Identity	9%	25%	30%	37%

See the range of young people’s experiences for each category, which allows you to gain a deeper understanding of youth realities.

## Mean Scores on Categories of Internal Assets, Selected Demographics

This table shows the score (on a scale of 0 to 30) for each of the categories of *internal* assets, by selected demographic subgroups. The cutoff points for each level on the internal asset scores are 0-14 (challenged); 15 – 20 (vulnerable); 21 – 25 (adequate); and 26 – 30 (thriving).

NOTE: Providing data by subgroups allows you to focus on the results for the specific youth you are serving in a particular program. However, any differences between subgroups must be interpreted with caution. Small differences are likely not meaningful. As a rule, differences less than 3 points are unlikely to be meaningful or actionable.

	Sample Size	Commitment to Learning	Positive Values	Social Competencies	Positive Identity
<b>Total Sample</b>	<b>2,124</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>23</b>
<b>Gender</b>					
Female	1,147	24	24	25	23
Male	977	22	22	23	23
<b>Grade Level</b>					
Grade 6	622	25	24	25	24
Grade 8	419	23	23	24	23
Grade 10	749	21	22	23	22
Grade 12	71	19	20	20	21
<b>Race/Ethnicity</b>					
American Indian	86	22	23	22	22
Asian American	34	24	24	25	23
Black/African American	125	22	22	22	23
Hispanic or Latino/a	130	22	22	23	22
White	1,392	23	23	24	23

Disaggregated data for your youth, allowing you to focus dialogue and planning based on different strengths and challenges.

(Demographic information included in the charts is based on the population you survey.)

A “dashboard” of your results for each category, along with prompts for interpreting and using your data.



## POSITIVE IDENTITY

Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

Mean Score for Your Youth (Range: 0-30)	Percent of Youth at Each Level			
	Challenged (Range: 0-14)	Vulnerable (Range: 15-20)	Adequate (Range: 21-25)	Thriving (Range: 26-30)
23	9%	25%	30%	37%

### NOTICE: WHAT DO YOU SEE IN THE FINDINGS?

The Positive Identity category of assets was, comparatively a strong area in your study. As you reviewed and discussed the findings, you likely came to important conclusions about young people’s sense of positive identity. Note those key insights here as part of the context to consider as you discuss the findings with youth and adult stakeholders.

<b>What study findings about Positive Identity assets confirmed your experiences?</b>	<b>What study findings about Positive Identity assets challenged your perceptions?</b>
<b>What study findings about Positive Identity assets do you question because they contradict other data?</b>	<b>What key takeaways do you have about Positive Identity assets from your study?</b>

### TALK WITH YOUTH AND ADULT STAKEHOLDERS

In addition to talking about the “notice” questions in relation to specific findings in your study, below are some recommended discussion questions about Positive Identity assets to use with youth and adult stakeholders to deepen your understanding of their perspectives.

#### **YOUTH**

1. What are people and places that let you know that you are valued and loved for who you are?
2. How do you know when encouragement from a friend or adult is genuine?
3. How do people let you know that you are capable? What might they do that makes you feel like you don’t have much influence over things?
4. What gives you hope for your own future? What worries you?

#### **ADULTS** (staff, volunteers, parents/caregivers)

1. How do you show young people that they are valued for who they are, particularly if they feel left out of the mainstream?
2. What explicit messages do you give and steps do you take to show young people from a wide range of backgrounds that your organizations things they are capable and competent?
3. What opportunities do young people have to talk about their own future, including their hopes and plans beyond high school?

## POSITIVE IDENTITY (CONTINUED)

Research-based guidance for developing strategies based on your findings.

### CONNECT PRIORITIES TO EFFECTIVE PRACTICE

Here are some principles and practices from research to keep in mind as you seek to nurture a positive identity in young people.

- A healthy positive identity is more likely to develop when people around youth emphasize the inherent worth and value of each young person, rather than focusing on external factors, such as looks, athletic ability, intelligence, or creativity.
- Building strong, positive relationships is the foundation of a positive identity.
- Feedback to young people is most valuable in shaping their self-concept when it is specific and from someone who they respect in the area. Thus, feedback on their contributions to a basketball game tends to be more valuable when a coach identifies the specific things they did that merited commendation (for example, not saying “good job out there,” but instead, “you did a great job keeping your hands up on defense”).
- Some of the most consistent ways of strengthening a positive identity involve empowering youth through leadership, service, and other ways of giving voice to who they are.
- Giving young people tasks that they will be genuinely successful in completing can help to rebuild a sense of competence for those whose self-concept has been damaged by previous, repeated failures or being belittled or shamed by others.
- Some young people whose identity may not fit social norms (such as gay, lesbian, or gender-variant youth, or youth with a minority cultural or religious identity) often need extra support to help them form a positive identity when it is not valued or recognized by community norms or expectations.

### SET STRATEGIES

<b>What is your long-term goal in this category?</b>	<b>What do you have the power to do right now?</b>
<b>Who else needs to be involved?</b>	<b>What is your first step? By when?</b>

Each program quality element has its own section. We include an overview of that element, followed by disaggregation by demographics, ending with item level frequencies.

## YOUR PROGRAM'S SCORES IN . . .

### PROVIDING SUPPORTIVE RELATIONSHIPS

This score shows the degree to which young people feel that your programming provides supportive relationships. Regardless of whether your OST program content focuses on academic enrichment, sports, creative arts, or other activities, it is the quality of the relationships young people have with adults and other youth in the program that is the engine of program effectiveness, and what has been called the “active ingredient” in how impactful programs can be (Li & Julian, 2012).

33/  
40

Supportive relationships are just one dimension of what Search Institute calls “developmental relationships.” For more information on Developmental Relationships, see our most recent updates at [www.search-institute.org](http://www.search-institute.org)

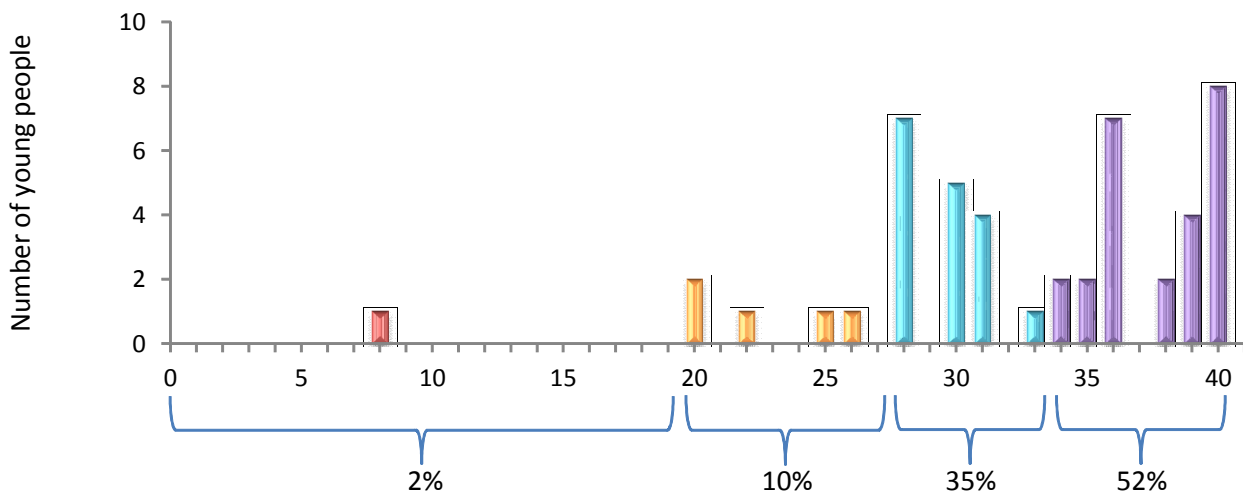
#### YOUR RESULTS

The at-a-glance box (right) gives an overall average score for this goal area on a scale from 0 to 40.

The figures below summarize your survey results for this component. The histogram shows the number of youth in the survey who experience supportive relationships at different levels, from low to high. Below the histogram, there are percentages of youth who fall within each quartile.

To dig deeper into young people’s experiences of supportive relationships, see Tables 1 and 2 on the following pages. These tables show percentages and averages by demographic cohorts as well as your young people’s responses to specific survey questions.

### Supportive Relationships Histogram





---

**PROGRAM’S SUPPORTIVE RELATIONSHIPS SCORES BY DEMOGRAPHIC COHORTS**

<b>Table 6.</b>	<b>Low</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Average (0-40)</b>
<b>Total Sample</b>	2%	10%	35%	52%	32.6
<b>Gender</b>					
Female	0%	22%	44%	33%	30.5
Male	3%	3%	30%	63%	33.9
<b>Grade</b>					
Grade 4					
Grade 5					
Grade 6	0%	12%	29%	59%	33.8
Grade 7	8%	17%	25%	50%	30.9
Grade 8	0%	8%	42%	50%	33.0
Grade 9	0%	0%	100%	0%	28.0
Grade 10					
Grade 11	0%	0%	60%	40%	32.0
Grade 12	0%	0%	0%	100%	36.0
<b>Race/Ethnicity</b>					
African American	3%	9%	34%	53%	32.5
American Indian					
Asian	0%	0%	100%	0%	31.0
Hispanic	0%	0%	50%	50%	34.3
Pacific Islander					
White	0%	100%	0%	0%	26.0
Other	0%	0%	50%	50%	36.5
Multiracial	0%	13%	25%	63%	29.4
<b>Dosage: Duration</b>					
Less than 3 months	7%	13%	67%	13%	24.7
3-6 months	0%	13%	13%	75%	34.4
More than 6 months	0%	0%	36%	64%	36.8
<b>Dosage: Frequency</b>					
0-1 days per week	0%	0%	0%	100%	35.0
2-3 days per week	5%	5%	36%	55%	31.6
4 or more days per week	0%	19%	43%	38%	31.4

NOTE: Totals may not sum to 100% due to rounding

**ITEM-BY-ITEM YOUTH SURVEY RESPONSES**

<b>Table 7.</b>					
<b>Supportive Relationships</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Somewhat Disagree / Somewhat Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>How much do you agree or disagree with the following?</b>					
3. There is at least one staff member I can talk to if I have a problem.	2%	4%	15%	29%	50%
5. The staff in this program show that they enjoy working with young people.	0%	2%	8%	44%	46%
9. The staff respect me.	0%	6%	13%	35%	46%

	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
<b>How often in this program...</b>					
25. Do you make new friends?	2%	4%	17%	27%	50%
<b>How often do each of these people help or encourage you to develop your interests and talents?</b>					
28. Staff of this program	0%	6%	11%	30%	53%
29. Other young people in this program	2%	9%	21%	30%	38%
<b>When you spend time in this program, how often do you...</b>					
33. Develop good relationships with kids your age?	2%	2%	15%	29%	52%
37. Develop good relationships with adults?	2%	0%	15%	27%	56%

NOTE: Totals may not sum to 100% due to rounding.