

THE AMERICAN Family Assets STUDY

Technical Notes

THE AMERICAN FAMILY ASSETS STUDY TEAM

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THE AMERICAN FAMILY ASSETS STUDY presents a compelling national portrait of America's families that focuses on their *strengths, hopes, and aspirations* and aims to *empower* them to become catalysts for change in the health and well-being of all children, families, and communities. This project includes the most comprehensive national survey of family assets ever conducted in the United States.

To date, most research has taken a narrow view of both families and well-being. The American Family Assets Study was intentionally designed to give voice to the diversity of adults, youth, and experiences that make up the modern American family and to empirically demonstrate the ways adults and youth pull together to support and bring out the best in one another.

Appendix A provides a graphical representation of the study framework.

Towards this end, this study:

- defines and assesses multiple strengths within a family.
- distinguishes good parenting from family assets by recognizing young people as active agents in the development of family assets.
- acknowledges that young people are *parented* not just by biological mothers and fathers but also by grandparents; adoptive, foster, and step parents; legal guardians; and, other family members.
- includes the perspectives of both young people and parenting adults in the assessment of family assets.
- empirically links family assets to measurable outcomes for young people, parenting adults, and families.

To capture the variety of family assets exhibited by diverse American families, we developed the Family Assets Index (FAI). The FAI is a summary measure of parenting adult and youth perspectives on the assets of their families. The Index includes five categories, under which there are 21 family assets. The following technical notes describe the theoretical and methodological underpinnings of the Family Assets Index.

TECHNICAL NOTE 1. IDENTIFICATION OF FAMILY ASSETS

The American Family Assets Study was intentional in listening to parents, youth, adults, family professionals, and community leaders about their perspectives on the assets necessary for families to thrive. Integration of these perspectives uniquely positioned us to capture the

richness of the dynamic processes that unfold in family interactions and more accurately represent the realities of American families. This information was gathered through a series of activities.

Listening Session. In Fall 2010, we hosted a listening session titled *What Makes Families Strong?* The session was attended by a mix of 25-30 adults and young people. Over the course of 90 minutes, small groups of participants drew a family and then added layers to these illustrations focused on what families do – in their relationships, expectations, routines, in the resources they access, and the supports they draw from – to develop individuals who are healthy, caring, and contributing members of society. From these illustrations, we learned that: (a) helping others, love, and family encouragement were strategies highlighted by *all* groups as important; (b) groups noted the important role of community support – e.g., schools, spiritual centers, and community center – in the promotion of strong families; (c) many considered pets to be family members; and, (d) there were both commonalities and diversities in the family assets each group identified.

Interviews. In Fall 2010 and Winter 2011, we partnered with *tpt* [Twin Cities Public Television] to interview parents ($n = 13$), youth ($n = 14$), caring adults ($n = 5$), adult leaders ($n = 7$), grandparents ($n = 2$), and academics ($n = 4$) about family assets. The transcripts of these interviews were analyzed to assess emerging themes. Appendix B provides a thematic overview and illustrative quotes.

Many important insights were gleaned from these rich articulations of family life from the perspective of adults and youth. For example, many of the interviews illuminated a broad definition of family, where family was defined more by relational interactions and fulfillment of commitments than by biology. This aligns with existing research which shows that positive youth outcomes are linked more closely to internal family functioning than family structure (Defrain & Assay, 2007; Farr, Forssell, & Patterson, 2010). The interviews also reinforced the idea that no single attribute makes a family strong, but rather it is a cluster of characteristics that may be crucial. Participants identified family assets ranging everywhere from silliness to political activism to being able to cry together. Through the sharing of poignant family stories, youth and adults articulated the ways assets vary from family to family, from situation to situation, and look differently as families grow, learn, and mature.

Focus Group with LGBT Parents. This focus group sought to gain insight on what lesbian, gay, transgender, and bisexual (LGBT) parents see as critical factors that help to make their families strong, caring, and nurturing for themselves and their children. To be sure that the study framework (see Appendix A) resonated with diverse types of families, we chose to conduct this focus group with a LGBT sample, fully acknowledging that there are many types of families and that it would be premature to draw broad conclusions or implications from a single focus group with a relatively homogeneous group. However, the dialogue suggested a number of opportunities for further exploration, both for survey development and for future research on families with LGBT parenting adults.

This focus group included seven LGBT mothers with children between the ages of 8 and 14. Textual analysis of the qualitative transcript revealed that:

- These mothers see a **wide range of people** as part of their families, including current partners with children, exes and their partners and children, extended family members, and close friends and neighbors.
- These mothers believe their families are strong because they are **adaptable** and they **embrace the uniqueness** of their families. Some of the family assets include a sense of teamwork, loyalty, originality, a commitment to social justice, a commitment to inclusion, and a commitment to simplicity and balance.
- When asked about the challenges their families face, these mothers were more likely to highlight **external pressures** than dynamics within their own families. They particularly highlights a lack of support from extended family, being rejected or misunderstood by others, living in two competing cultures, and challenges within the family as some of the difficulties their family faces.
- When facing these kinds of challenges, these mothers talked about **finding strength in the affection in the family**, family rituals and routines, and the supports they have from their broader family and community.
- Focus group participants affirmed the direction being suggested **in a draft framework of family assets**, though they recommended adjustments to make it more relevant for the LGBT community.
- As these LGBT mothers reflected on the proposed study framework, they affirmed its core ideas, but reached a general consensus that the underlying strength they experienced in their families was their level of **intentionality and commitment** to being family together. From their perspective, you really have to work hard to be a LGBT family with children, since so much of society resists it and since there are a wide

range of challenges, beginning with the basic challenges of having a child.

Advisory Board. An interdisciplinary team of national leaders and eminent scholars were recruited to serve as research advisors to The American Family Assets Study. Board members have, and continue to, (a) provide insightful critiques of the study framework; (b) evaluate the unique contributions of this study to scientific theory, research, and practice; (c) give counsel on research issues including methodological design, measurement, and interpretation of findings; (d) collaborate on conference submissions; and, (e) recommend priorities and directions for future work, including other research and parent engagement strategies that would complement this study and, in particular, reach marginalized families.

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Literature Review. An extensive review of the literature on family systems theory, resiliency, and adolescent development was conducted. This work was guided by four aims. The first aim was to identify gaps in the scientific literature on the well-being of American families. The second aim was to provide an empirical foundation for our study framework. The third aim was to contextualize findings from our qualitative research. And, the last aim was to identify available measures for the assessment of specific family assets.

TECHNICAL NOTE 2. THE SURVEY INSTRUMENT

Our goal was to design a survey that would be seen as building on, and contributing uniquely to, the conversation about the well-being of American families. Towards this end, we established a set of filters to help our team make decisions about which measures to keep and which to cut. These filters were written to parallel those used to name the Developmental Assets Framework (see Benson, 2006).

To be included in The American Family Assets Study instrument, constructs needed to be:

- **BASED ON GOOD SCIENCE:** Rooted in the scientific literature on child and adolescent development, family systems theory, and family strengths
- **LINKED TO OUTCOMES:** Empirically related to positive outcomes for youth, parenting adults, and/or the whole family
- **RELEVANT TO PRACTICE:** Reflective of the wisdom shared by practitioners and
- **COMPREHENSIVE:** Balanced and holistic
- **REFLECT THE DIVERSITY OF FAMILIES:** Applicable to all families residing in the United States regardless of structure, background (economic, ethnic, racial, social, religious), and location
- **ACTIONABLE:** Within the power of families, communities, and youth- and family-serving organizations and corporations to exert considerable control

The measures used in this study were drawn from previous research and Search Institute surveys. In the absence of psychometrically-sound alternatives, original measures were developed. Individuals interested in seeing item-level detail on the scales summarized in Appendix D should contact the principal investigator.

TECHNICAL NOTE 3. DATA COLLECTION

Search Institute partnered with Harris Interactive to conduct The American Family Assets Study. A total of 1,511 paired interviews among parenting adults and their 10-15 year old children were conducted online. Interviews averaged 25 minutes in length for the parenting adults and 20 minutes in length for the youth and were conducted between June 6 and June 23, 2011.

Sample Selection. The sample was obtained primarily from the Harris Poll Online (HPOL) opt-in panel of millions of respondents and supplemented with samples from trusted Harris Interactive partners. Invitations for the HPOL panel were emailed to a stratified random sample identified as U.S. residents, ages 18 years or older with a 10-15 year old child in the household. Respondents were invited through password protected email invitations to participate in a survey titled “Tell us about you and your family!”. The HPOL panel has been recruited through hundreds of sources using diverse recruitment methods in order to minimize selection bias (e.g., targeted postal mail invitations, refer-a-friend program).

Sample Disposition. The following tables represent the disposition of the sample for the survey.

REPOUDENT TYPE	<i>n</i>
Total Number of Respondents <small>(Qualified; Non-Qualified; Quota Met; Suspended Interviews)</small>	5,721
Non-Qualified	2,880
Suspended Interview	585
Qualified, but Over Quota	745
Qualified and in Final Sample	1,511

Control of the Sample. To maintain the reliability and integrity in the sample, these procedures were used:

- Password protection. Each invitation contained a password-protected link to the survey that was uniquely assigned to that email address. Password protection ensures that a respondent completes the survey only one time.
- Reminder invitations. To increase the number of respondents in the survey, a reminder invitation was mailed 2 days after the initial invitation to those respondents who had not yet participated in the survey.
- “Instant Results” of selected survey findings. To improve overall response rates, respondents were invited to access results to pre-determined, selected questions after completing the survey.
- HIPointsSM and HStakesSM. HPOL panel members (age 13 and older, and not recruited through parent) are

enrolled in the HIPoints rewards program in which respondents earn points for completing surveys. These points can be redeemed for a variety of merchandise and gift certificates. In addition, survey respondents are offered entry in the monthly HIStakes sweepstakes drawing.

Online Interviewing Procedures. Interviews were conducted using a self-administered online survey via Harris' proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry by the respondents. Online questionnaires are programmed into the system and undergo rigorous checks to test skip patterns, consistency, question rotation and other survey functions.

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices ("Agree," "Disagree," "Not Sure"), the system will accept only one response from these choices.

Weighting the Data. Data were weighted to reflect the population of parents of 10-15 year olds in the U.S. according to four race/ethnicity groups: Hispanic, Black/African-American, Asian/Pacific Islander and White/Other. Each group was weighted according to key demographic variables including age, sex, region, education, income and age and sex of their child. These variables were weighted to known parameters in the United States. A post-weight was applied to bring the data from all four groups in line with their true proportion in the total population of parents of 10-15 year olds in the United States.

Reliability of Survey Percentages. The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results. With pure probability samples, with 100 percent response rates, it is possible to calculate the probability that the sampling error (but not other sources of error) is not greater than some number. With a pure probability sample one could say with a ninety-five percent probability that the overall results have a sampling error of +/-3 percentage points. Sampling error for data based on sub-samples would be higher and would vary. However that does not take other sources of error into account. This online survey is not based on a probability sample

and therefore no theoretical sampling error can be calculated.

Editing and Cleaning Data. The data processing staff performs machine edits and additional cleaning for the entire data set. Harris edit programs act as a verification of the skip instructions and other data checks that are written into the program. The edit programs list any errors by case and type. These are then resolved by personnel who inspect the original file and make appropriate corrections. Complete records are kept of all such procedures.

Non-Sampling Error. Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as data handling errors. However, the procedures used by Harris Interactive, including the data processing quality assurance process described earlier, keep these types of errors to a minimum.

TECHNICAL NOTE 4. SAMPLE DESCRIPTION

The American Family Assets Study included racially, ethnically, and economically diverse sample of participants (see Appendix C).

Quotas were set for key participant demographics in order to insure diversity and adequate sample sizes for subgroup analyses. Demographic quotas were set for: parenting adult race/ ethnicity, youth's age, and youth's gender. A minimum of 210 Black or African American, Asian or Pacific Islander, and Hispanic parenting adult-youth dyads were recruited to participate. Quotas for age (10 to 15) and gender (male; female) were evenly divided across the full sample.

TECHNICAL NOTE 5. PSYCHOMETRIC PROPERTIES AND OPERATIONAL DEFINITION OF EACH ASSET

Most, but not all, of the 21 assets that make up the Family Assets Index were assessed using multiple items. Appendix D provides an operational definition for each family asset *and* describes the number of items used to measure each strength, the number of points on the response scale for each strength, and the alpha coefficient for parenting adults and youth. Bivariate correlations are reported for 2-item measures.

TECHNICAL NOTE 6. CALCULATION OF THE FAMILY ASSETS INDEX [FAI]

The FAI ranges from 0 to 100. A 4-step process was used to calculate the FAI for each family.

Step 1. Establishing cut-off criterion for each family strength. The FAI is an aspirational measure. As such, we selected a cut-off point that best reflects the *ideal* we strive for in family well-being. This exact cut-off point was determined based on a literature review and previous Search Institute research. Individuals scoring 75% or higher on a strength – measured using a Likert-type scale – were considered to have satisfied the criterion for that strength.

SCALING METHOD	CRITERION
4-point	Mean \geq 3.00
5-point	Mean \geq 3.75

The response scales for three of the family assets required us to use alternative cut-off points. For example, the single-item *Family Meals* measure used categorical response options. Individuals eating meals with at least one parenting adult 6 or more days/week met the cut-off. The number of *Supportive Resources* available to parenting adults and youth were summed into a scale. A minimum of 3 supportive resources were required to meet the criterion for both parenting adults and youth. To satisfy the criterion for *Enriching Activities*, individuals needed to participate in two activities 1-2 hours each or one activity for 3+ hours.

Step 2. Scoring for parenting adults and youth. Individuals were awarded points for each family asset for which they met the criterion. Failure to satisfy the criterion meant no points were conferred. The five family asset categories were equally weighted, with each accounting for 20% of the FAI score.

In the design phase of the project, it was decided that three measures would be assessed only by youth: *Family Meals*, *Shared Activities*, and *Fair Rules*. As a result, the scores for assets in the Establishing Routines and Maintaining Expectations categories differ slightly for parenting adults and youth. In order to maintain equal weighting of assets within each category, the points were distributed equally across all assets for which there was data.

FAMILY ASSETS by CATEGORY	SCORING	
	Parenting Adult	Youth
NURTURING RELATIONSHIPS	20	20
Positive Communication	5	5
Affection	5	5
Emotional Openness	5	5
Support for Sparks	5	5
ESTABLISHING ROUTINES	20	20
Family Meals	----	5
Shared Activities	----	5
Meaningful Traditions	10	5
Dependability	10	5
MAINTAINING EXPECTATIONS	20	20
Openness about Tough Topics	5	4
Fair Rules	----	4
Defined Boundaries	5	4
Clear Expectations	5	4
Contributions to Family	5	4
ADAPTING TO CHALLENGES	20	20
Management of Daily Commitments	5	5
Adaptability	5	5
Problem Solving	5	5
Democratic Decision Making	5	5
CONNECTING TO COMMUNITY	20	20
Neighborhood Cohesion	5	5
Relationships with Others	5	5
Enriching Activities	5	5
Supportive Resources	5	5

Step 3. Creating a Family Assets Index score using data from multiple reporters. The American Family Assets Study was intentionally designed to acknowledge that all family members have the capacity to build family assets. As such, parenting adult and youth FAI score were averaged to create one Family Assets Index score.

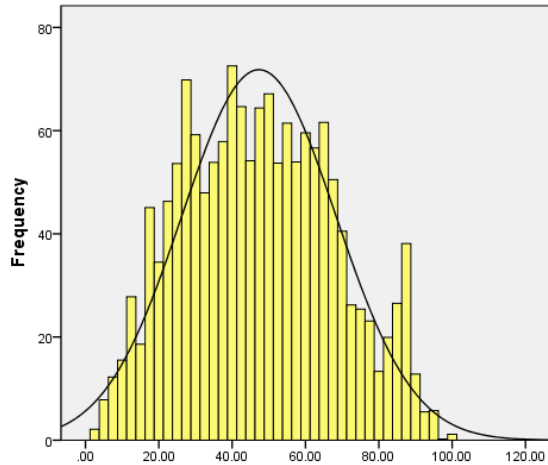
$$\frac{[(\text{Parenting Adult's FAI Score}) + (\text{Youth's FAI Score})]}{2} = \text{Family Assets Index}$$

In this study, parenting adults' and youths' individual FAI scores were highly correlated ($r = .75$) suggesting that while there is some variability in the perceptions and experiences of family assets between family members, there is also significant congruence.

The distribution of the Family Assets Index, in this sample, approximates a normal bell curve.

DESCRIPTIVE STATISTIC

Range	0 to 100
Mean	47.3
Median	46.7
Mode	29.5
Standard Deviation	21.0
Skewness	.164



Step 4. Categorizing scores on the Family Assets Index. The FAI can be used as either a continuous (see Step 3) or categorical variable. The categorical variable was created using the four quartiles: Poor (0 to 25), Fair (26 to 50), Good (51 to 75), or Excellent (76 to 100). Analyses confirm statistically significant between these four groups on a range of academic, civic, psychosocial, and health outcomes.

REFERENCES

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APPENDIX A. THE AMERICAN FAMILY ASSETS STUDY FRAMEWORK.



APPENDIX B. THEMES AND QUOTES FROM THE *tpt* INTERVIEWS.

EMERGENT THEMES	ILLUSTRATIVE QUOTES
Defining Family: What does family mean to you?	<p>Family? Boy! My first reaction is an emotional one, it's not even an intellectual one. It's not words, it's feelings... When I think of family I think of my core, my initial family of origin that lifted me to where I am. And now my being there with my own children and family, and being able to take them where they need to go...</p> <p>- <i>White, Male, Parent, 40s</i></p>
Family Strengths: What makes families strong?	<p>To me what makes a family strong is communication and dependability, knowing that they're there for you, and that no matter how bad it's been for you they're always going to be there. To me, family... When I did live in Hawaii my great-uncle told me, "Ohana." And it's like from the movie "Lilo and Stitch". But he goes, "Ohana means family. And family means no one left behind."</p> <p>-<i>Hawaiian, Male, Teen</i></p>
Expectations of Youth	<p>From the Perspective of Adults...</p> <p>...I wanted [my son] to have a clear understanding that family meant commitment and accountability. It was not just <i>getting</i> something, but it was also <i>doing</i> something and being accountable to other people...this is what family does!...</p> <p>-<i>Black, Male, Parent/Leader, 60s</i></p> <p>From the Perspective of Youth...</p> <p>It's my role—basically, my job—is to go to school, come home, make sure my homework is done and my grades are right. Then I'll be able to work for my father... For me to be a young adult and grow into an adult. That's how they look at it. Say if I do somethin' immature, they'll really get at me.</p> <p>-<i>Black, Male, Teen</i></p>
Expectations of Parents	<p>From the Perspective of Adults...</p> <p>They have high expectations, matter of fact. The expectations from them come from their mom, that she's always encouraging them to encourage me to be the best that I can be and to do things the proper way at all times. So she uses them as the intermediary to make sure that dad is on the right track. She knows that sometimes if <i>she</i> calls and asks for something, that there may be a delay; but if the sons calls and asks she knows it's gonna happen right away. So she's got that down to a science.</p> <p>-<i>Black, Male, Parent/Professional, 30s</i></p> <p>From the Perspective of Youth...</p> <p>Well, I have a curfew. [<i>sighs</i>] It sucks right now. [But I'm gonna enjoy it a lot more.] But now, like, to be honest with you, I actually <i>need</i> a curfew. Because I'll be tired during the day. Like I am now. But it's okay—'cuz I thoroughly enjoy my parents. Like, I need them in every aspect of my life. And everything they do, they do it for a reason. They don't tell me what it is now, but when I get older I will thoroughly appreciate it. And as I get older I appreciate what my parents do.</p> <p>-<i>Black, Female, Teen</i></p>
Expressions of Love	<p>I think by the sacrifices they made. And their sacrifices even of time. The fact that they did require certain things from me. They obviously <i>said</i> they loved me. And I can't say that they showed love by abundant presents! But being interested in me and supporting me. Being like a cheerleader along the side.</p> <p>-<i>White, Female, Professional, 70s</i></p>
Open Communication	<p>If I ask to do something and they say I can't, usually they have a reason they can explain with pretty good justification for it. Which makes me feel a lot better. Because I know a lot of people's parents, a lot of my friends' parents just say no, and they won't tell 'em why. "Because I said so." I think that's a horrible argument.</p> <p>-<i>White, Male, Teen</i></p>
Connection with Community	<p>But it just takes, I believe, <i>one</i> adult, one role model, one person to just get through, turn that light bulb on, to have that kid keep it on. The ripple effect—we don't know what it is. So I like to think of myself in terms of the greater family.</p> <p>-<i>White, Female, Caring Adult, 20s</i></p>
Time Together	<p>Well, in general, we had sort of a culture of silliness in our house. So we always tried to make silly fun. But we did hiking and going to museums and going to concerts and making puppet shows and doing lots of art and being with family. And making music—because we come from a musical family. So music, dance, all those kinds of... So we're good at making fun. [<i>laughs</i>]</p> <p>-<i>Race/Ethnicity Unknown, Female, Parent/Leader, 60s</i></p>

APPENDIX B CONTINUED. THEMES AND QUOTES FROM THE *tpt* INTERVIEWS.

EMERGENT THEMES	ILLUSTRATIVE QUOTES
Time Together	<p>Well, in general, we had sort of a culture of silliness in our house. So we always tried to make silly fun. But we did hiking and going to museums and going to concerts and making puppet shows and doing lots of art and being with family. And making music—because we come from a musical family. So music, dance, all those kinds of... So we're good at making fun. <i>[laughs]</i> <i>-Race/Ethnicity Unknown, Female, Parent/Leader, 60s</i></p>
Values	<p>Well, one was, I was raised in a pretty amazing household where we were taught that it was really important to be honest and to be loving, to be involved in our community. My family was Jewish. And so we were raised in a way that, because Jews had suffered slavery and discrimination throughout the world history, we were obligated to be aware and conscious and to help other people who were in similar kinds of struggles. So we were very politically active and involved in social justice causes. So I ended up raising my kids in those ways as well. <i>-Race/ethnicity unknown, Female, Parent/Leader, 60s</i></p>
Family Meals	<p>But at my house we've always sat down as a family and eaten together, talk about school, what's wrong. And I feel that it's brought me closer with my parents as a whole. Because I know they know the stuff I know, and they give me feedback, and I know that they're listening to me. <i>-Hawaiian, Male, Teen</i></p>
Nurturing a Spark	<p>...I grew up in a really creative household. My mother and my aunt were both dance teachers. And so I grew up with a dance studio in my house... that dance studio actually saved my life during those troubling middle school years... And growing up I was never told no. I was told "if you believe in it, you can do it." And I was supported. Never pushed but always supported. <i>-White, Female, Caring Adult, 20s</i></p>
Support	<p>When I think back to my parents, kind of from my first memories on, they always set like reasonable boundaries, always fair. And they seemed like they were always there for me at the right times. However cliché that is. <i>-White, Male, Teen</i></p>
Autonomy Support	<p>...I really think that the parent's real responsibility is to connect their children with their own inner guidance system. <i>-White, Female, Caring Adult, 20s</i></p>
Resources	<p>I think we had enough for the essentials: for food, water and clothes. But, you know what I mean, <i>now</i> when they have the essentials it's called "poor". You know? Some people on the street corner have food, they have water, they have a place to stay; but they're still poor people. And we had enough for the essentials, but we didn't have enough to build me up where I needed to be. <i>-Black, Male, 20s</i></p>

APPENDIX C. UNWEIGHTED DESCRIPTION OF PARTICIPANTS.

DEMOGRAPHIC CHARACTERISTIC	VALID %	
	Parenting Adult	Youth
INCOME		
< \$25k	10	----
\$25 – 34.9k	9	----
\$35 – 49.9k	15	----
\$50 – 74.9k	24	----
\$75 – 99.9k	18	----
≥ \$100k	24	----
URBANICITY		
Urban	44	----
Suburban	41	----
Rural	15	----
REGION		
Northwest	21	----
Midwest	22	----
South	32	----
West	26	----
NUMBER OF PARENTING ADULTS		
1	22	----
2	73	----
3+	5	----
GENDER		
Female	67	50
Male	33	50
RACE/ETHNICITY		
White	59	----
Asian or Pacific Islander	14	----
Black or African American	14	----
Hispanic	14	----
AGE		
10	----	17
11	----	16
12	----	17
13	----	17
14	----	17
15	----	16
MARITAL STATUS		
Married [Married; Civil Union]	74	----
Not Married [Never; Divorced; Separated; Widowed; Living w/Partner]	26	----
RELATIONSHIP TO CHILD		
Birth Parent	82	----
Grandparent, Adoptive Parent, or Step-Parent	15	----
Other	3	----
NUMBER OF HOUSEHOLD CHILD LIVES IN		
1		83
2		10
3+		7

APPENDIX D. OPERATIONAL DEFINITIONS AND PSYCHOMETRIC PROPERTIES FOR EACH ASSET IN THE FAMILY ASSETS INDEX.

FAMILY ASSETS by CATEGORY	OPERATIONAL DEFINITION	NUMBER OF ITEMS	RESPONSE SCALE	α	
				Parenting Adult	Youth
NURTURING RELATIONSHIPS					
Positive Communication	Family members listen attentively and speak in respectful ways.	7	4/5	.70	.73
Affection	Family members regularly show warmth to each other.	3	5	.84	.86
Emotional Openness	Family members can be themselves and are comfortable sharing their feelings.	3	4	.80	.80
Support for Sparks	Family members encourage each other in pursuing their talents and interests.	3	5	.84	.84
ESTABLISHING ROUTINES					
Family Meals	Family members eat meals together most days in a typical week.	1	4	----	1 Item
Shared Activities	Family members regularly spend time doing everyday activities together.	5	4	----	.72
Meaningful Traditions	Holidays, rituals, and celebrations are part of family life.	3	4	.88	.90
Dependability	Family members know what to expect from one another day-to-day.	1	4	1 Item	1 Item
MAINTAINING EXPECTATIONS					
Openness about Tough Topics	Family members openly discuss sensitive issues, such as sex and substance use.	6	4	.88	.88
Fair Rules	Family rules and consequences are reasonable.	3	5	----	.77
Defined Boundaries	The family sets limits on what young people can do and how they spend their time.	3	4	.80	.79
Clear Expectations	The family openly articulates its expectations for young people.	3	4	.55	.66
Contributions to Family	Family members help meet each other's needs and share in getting things done.	2	4	.73	.78
ADAPTING TO CHALLENGES					
Management of Daily Commitments	Family members effectively navigate competing expectations at home, school, and work.	2	4	$r = .47$	$r = .45$
Adaptability	The family adapts well when faced with changes.	1	4	1 Item	1 Item
Problem Solving	Family members work together to solve problems and deal with challenges.	8	4/5	.75	.76
Democratic Decision Making	Family members have a say in decisions that affect the family.	1	4	1 Item	1 Item
CONNECTING TO COMMUNITY					
Neighborhood Cohesion	Neighbors look out for one another.	4	4	.74	.77
Relationships with Others	Family members feel close to teachers, coaches, and others in the community.	5	4	.86	.80
Enriching Activities	Family members participate in programs and activities that deepen their lives.	3	4	Sum	Sum
Supportive Resources	Family members have people and places in the community they can turn to for help.	8/7	4	Sum	Sum

Note. Numbers separated by a slash refer to parenting adults/youth.