

# Executive Summary



# Developmental Assets: A Profile of Your Youth

## St. Louis Park Schools

Over the past 20 years, Search Institute has surveyed over three million youth about how they experience the 40 Developmental Assets—a research-based framework that identifies basic building blocks of human development. We've found clear relationships between youth outcomes and asset levels in both cross-sectional and longitudinal studies.

The results are compelling: The more assets kids have, the better. Youth with high asset levels are less likely to engage in high-risk behaviors (such as violence, sexual activity, drug use, and suicide), and more likely to engage in thriving behaviors (such as helping others, doing well in school, and taking on leadership roles).

Assets are crucial for the healthy development of all youth, regardless of their community size, geographic region, gender, economic status, race, or ethnicity. This report summarizes the extent to which *your* youth experience the Developmental Assets and how the assets relate to their behavior and overall health.

The Developmental Assets were assessed in your school community in January 2014, using the Search Institute survey *Profiles of Student Life: Attitudes and Behaviors*. Below you'll find a brief summary of demographic data that describes the young people who participated in your study.

Table 1. Youth Who Were Surveyed			
		Number of Youth	Percent of Total
Total Sample <sup>1</sup>		1953	100
Gender <sup>2</sup>	Female	957	50
	Male	974	50
Grade <sup>2</sup>	6	218	11
	7	274	14
	8	267	14
	9	340	17
	10	287	15
	11	295	15
	12	266	14
Race/Ethnicity <sup>2</sup>	American Indian or Alaska Native	22	1
	Asian	75	4
	Black or African American	306	16
	Hispanic or Latino/Latina	113	6
	Native Hawaiian or Other Pacific Islander	13	1
	White	1104	57
	Other	81	4
	More than one of the above	232	12

<sup>1</sup> Three criteria were used to determine whether individual responses were valid. Survey forms that did not meet one or more of the criteria were discarded. Reasons for survey disqualification include missing data on 40 or more items, pattern filling, and surveys from students in grades other than those intended. See full report for more information.

<sup>2</sup> Numbers may not add up to the "Total Sample" figure due to missing information on individual surveys.

# The Developmental Assets in Your Community

The Developmental Asset framework covers extensive territory, including the experiences of young people and their commitments, values, skills, and identity. Your youth were asked questions about their experience of each of the 40 assets. Their answers form the basis for this report. To grasp the range and depth of concepts measured by the asset framework, we can divide assets into two key areas: external assets and internal assets.

*External assets* are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people. These positive experiences are reinforced and supported by the broader efforts of society through government policy, health care providers, law enforcement agencies, civic foundations, and other community institutions.

Table 2. Percent of Your Youth Reporting External Assets			
Category	Asset Name	Definition	Percent
Support	1. Family support	Family life provides high levels of love and support.	74
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.	34
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	53
	4. Caring neighborhood	Young person experiences caring neighbors.	41
	5. Caring school climate	School provides a caring, encouraging environment.	39
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	35
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	29
	8. Youth as resources	Young people are given useful roles in the community.	31
	9. Service to others	Young person serves in the community one hour or more per week.	51
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	50
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	44
	12. School boundaries	School provides clear rules and consequences.	51
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	46
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	36
	15. Positive peer influence	Young person's best friends model responsible behavior.	73
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	57
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	17
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	64
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	53
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	67

Internal assets are the positive commitments, skills, and values that form a young person’s inner guidance system. Youth make personal choices and actions based upon the degree to which their internal assets are developed.

<b>Table 3. Percent of Your Youth Reporting Internal Assets</b>			
<b>Category</b>	<b>Asset Name</b>	<b>Definition</b>	<b>Percent</b>
<b>Commitment to Learning</b>	21. Achievement motivation	Young person is motivated to do well in school.	74
	22. School engagement	Young person is actively engaged in learning.	61
	23. Homework	Young person reports doing at least one hour of homework every school day.	55
	24. Bonding to school	Young person cares about his or her school.	64
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	26
<b>Positive Values</b>	26. Caring	Young person places high value on helping other people.	60
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	67
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	76
	29. Honesty	Young person tells the truth even when it is not easy.	69
	30. Responsibility	Young person accepts and takes personal responsibility.	67
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	49
<b>Social Competencies</b>	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	35
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	46
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	49
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	49
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	60
<b>Positive Identity</b>	37. Personal power	Young person feels he or she has control over "things that happen to me."	44
	38. Self-esteem	Young person reports having a high self-esteem.	51
	39. Sense of purpose	Young person reports that "my life has a purpose."	62
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	73

## The External Developmental Assets (Assets 1–20)

Think of *external assets* as positive developmental experiences provided for youth by networks of supportive people and social systems in the community. They offer youth a consistent source of love and respect, opportunities for empowerment, leadership, service, and creativity, safe interpersonal and physical boundaries, and high expectations for personal achievement.

The table below summarizes the extent to which young people in your community experience each of the 20 external Developmental Assets.

Table 4. Percent of Youth Reporting External Assets by Gender and Grade										
External Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>Support</b>										
1. Family support	74	76	72	89	80	82	69	68	68	66
2. Positive family communication	34	33	35	53	44	38	31	27	27	21
3. Other adult relationships	53	54	52	58	61	53	51	48	51	51
4. Caring neighborhood	41	44	38	57	49	44	34	35	35	34
5. Caring school climate	39	41	37	59	35	35	36	39	36	35
6. Parent involvement in schooling	35	36	34	59	47	39	33	28	25	17
<b>Empowerment</b>										
7. Community values youth	29	30	27	47	38	29	25	21	22	21
8. Youth as resources	31	32	30	45	33	30	29	26	32	22
9. Service to others	51	46	56	46	54	56	50	42	54	55
10. Safety	50	59	40	38	39	47	50	56	54	60
<b>Boundaries and Expectations</b>										
11. Family boundaries	44	41	47	52	52	47	44	44	41	31
12. School boundaries	51	52	50	77	59	50	48	45	44	37
13. Neighborhood boundaries	46	47	45	60	55	48	45	42	35	37
14. Adult role models	36	35	37	50	41	31	33	32	34	33
15. Positive peer influence	73	70	76	94	86	86	74	72	57	47
16. High expectations	57	56	59	74	53	55	55	58	60	47
<b>Constructive Use of Time</b>										
17. Creative activities	17	14	20	17	21	17	18	13	17	13
18. Youth programs	64	65	63	65	69	63	59	61	69	64
19. Religious community	53	51	56	60	59	61	57	46	44	46
20. Time at home	67	66	67	75	73	62	64	71	62	61

## The Internal Developmental Assets (Assets 21–40)

The *internal assets* can be thought of as inner characteristics: a young person's motivation and commitment to academic achievement and lifelong learning; his or her positive personal values; social competencies (including relationship and communication skills); and characteristics of personal identity, including an optimistic future outlook and sense of purpose.

The table below summarizes the extent to which young people in your community experience each of the 20 internal Developmental Assets.

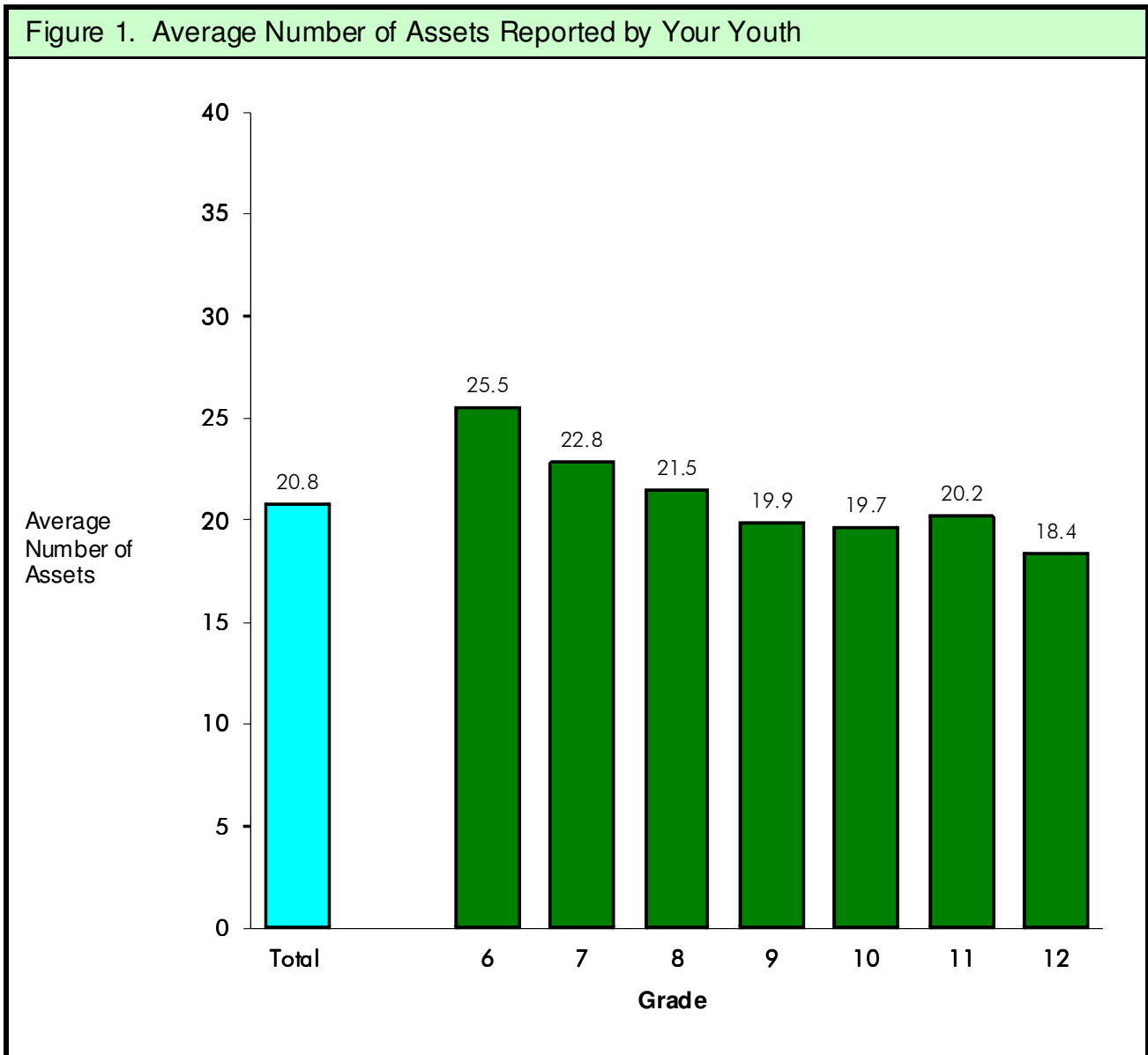
Table 5. Percent of Youth Reporting Internal Assets by Gender and Grade										
Internal Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>Commitment to Learning</b>										
21. Achievement motivation	74	70	79	83	73	72	74	78	73	66
22. School engagement	61	58	65	72	59	56	65	59	63	57
23. Homework	55	52	58	44	40	60	56	64	62	53
24. Bonding to school	64	64	65	86	66	58	65	64	62	52
25. Reading for pleasure	26	21	31	30	38	23	24	22	22	25
<b>Positive Values</b>										
26. Caring	60	55	65	69	58	55	55	58	66	59
27. Equality and social justice	67	61	73	72	72	70	61	65	67	62
28. Integrity	76	73	79	71	67	74	75	79	83	80
29. Honesty	69	66	73	77	71	64	63	66	74	74
30. Responsibility	67	65	70	77	65	64	59	69	72	68
31. Restraint	49	45	54	77	75	70	42	39	30	20
<b>Social Competencies</b>										
32. Planning and decision-making	35	34	36	43	36	30	33	29	34	41
33. Interpersonal competence	46	34	58	59	53	42	44	41	46	40
34. Cultural competence	49	46	53	54	47	51	47	51	50	45
35. Resistance skills	49	47	52	62	59	55	47	47	39	37
36. Peaceful conflict resolution	60	53	67	74	68	53	55	56	53	64
<b>Positive Identity</b>										
37. Personal power	44	45	43	46	44	43	38	43	45	49
38. Self-esteem	51	58	44	64	50	58	48	40	52	47
39. Sense of purpose	62	68	55	73	63	70	58	54	62	54
40. Positive view of personal future	73	75	72	75	80	76	73	65	73	71

## Average Number of Developmental Assets in Your Youth

Search Institute's research on adolescents consistently shows a small but meaningful difference in assets between older youth (grades nine through 12) and younger youth (grades six through eight), with younger youth reporting more assets than older youth. This result has been found in both "snapshot" and longitudinal studies. Regardless of age, gender, economic status, or geographic region, most young people in the United States experience far too few of the 40 Developmental Assets.

If one or more grade levels in your survey sample report particularly low average numbers of assets compared to other grades in your study, you may need to closely examine community conditions that affect asset development at those particular grade levels.

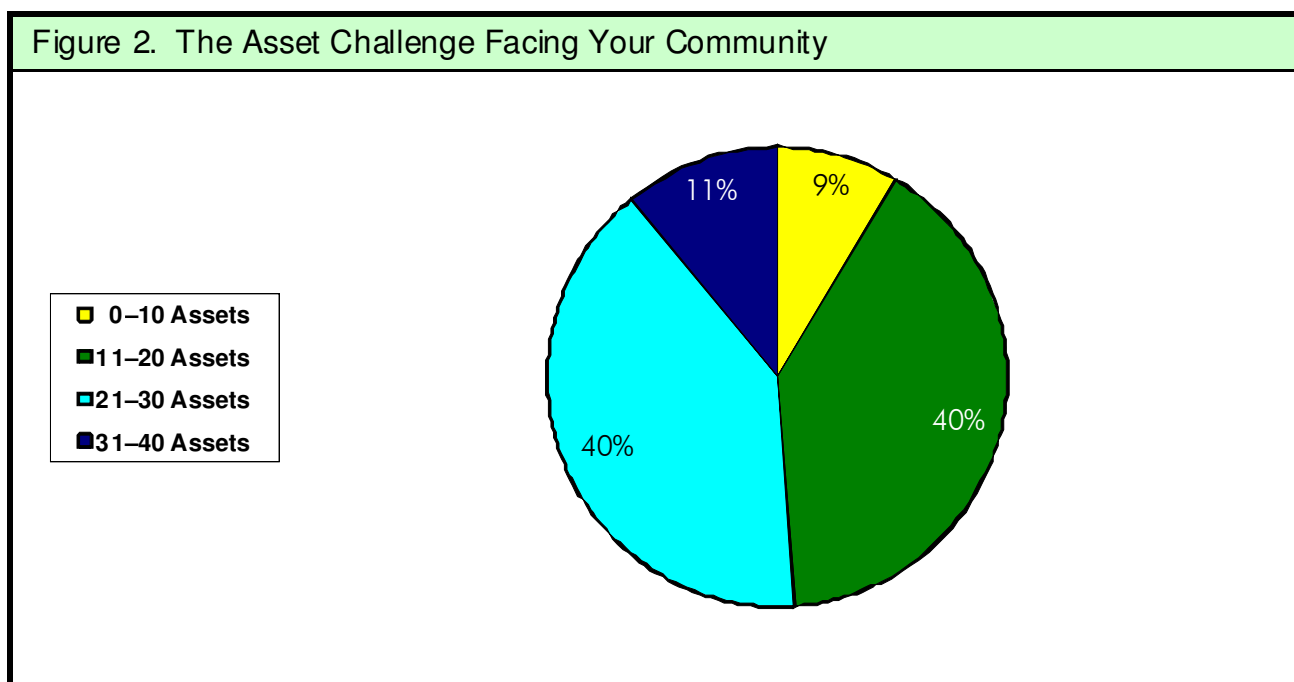
The following figure reflects the average number of Developmental Assets reported at each grade level by youth in your community.





## Your Community's Challenge

For optimal youth outcomes, the more assets youth have, the better. Having 31–40 assets is better than 21–30, which is better than having 11–20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. In your community, 11 percent of surveyed students report 31 or more of the 40 assets. Below in Figure 2 you'll find the percent of your young people who currently experience Developmental Assets (in asset groups of 10).



## The Asset Challenge for All Communities

The state of Developmental Assets in your community is likely to be similar to the challenging asset pattern found throughout the country. The particular strengths and weaknesses highlighted in this report are a unique reflection of your community, but general patterns (of average numbers of assets, general decreases in asset levels, and relationships between assets and risk behaviors and between assets and thriving behaviors) are typical of other communities that have administered this survey to youth. Search Institute studies have found regardless of town size or geography that youth typically lack support. Communities can draw upon the inherent strengths of youth and adults to increase assets in young people and do the following:

- Give adequate adult support through long-term, positive intergenerational relationships;
- Provide meaningful leadership and community involvement opportunities;
- Engage young people in youth-serving programs;
- Provide consistent and well-defined behavioral boundaries;
- Help youth connect to their community; and
- Create critical opportunities to develop social competencies and form positive values.

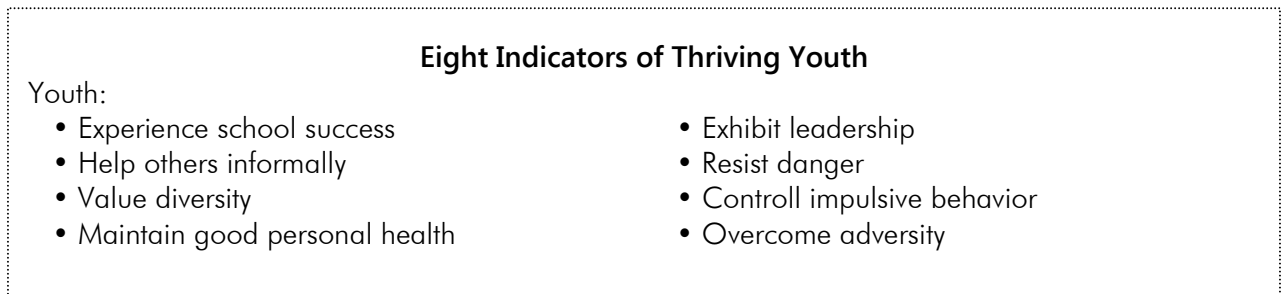
Young people may face complex social forces, including:

- High levels of parental absence;
- Adult silence on positive values and healthy boundaries;
- Fragmented family and community social systems;
- Neighbors who are isolated from one another and separated by age barriers;
- Adult fear of becoming involved and the sense that young people are someone else's responsibility;
- Public disengagement from the important work of building meaningful connections with youth;
- Youth overexposure to media saturated with violence and sexual situations;
- Poverty and lack of access to supportive programs and services;
- Inadequate education and poor economic opportunities that cause families to be unable to provide for their children's needs;
- Schools, religious institutions, and other youth-serving organizations that are not adequately equipped to be supportive, caring, and challenging in a positive way.

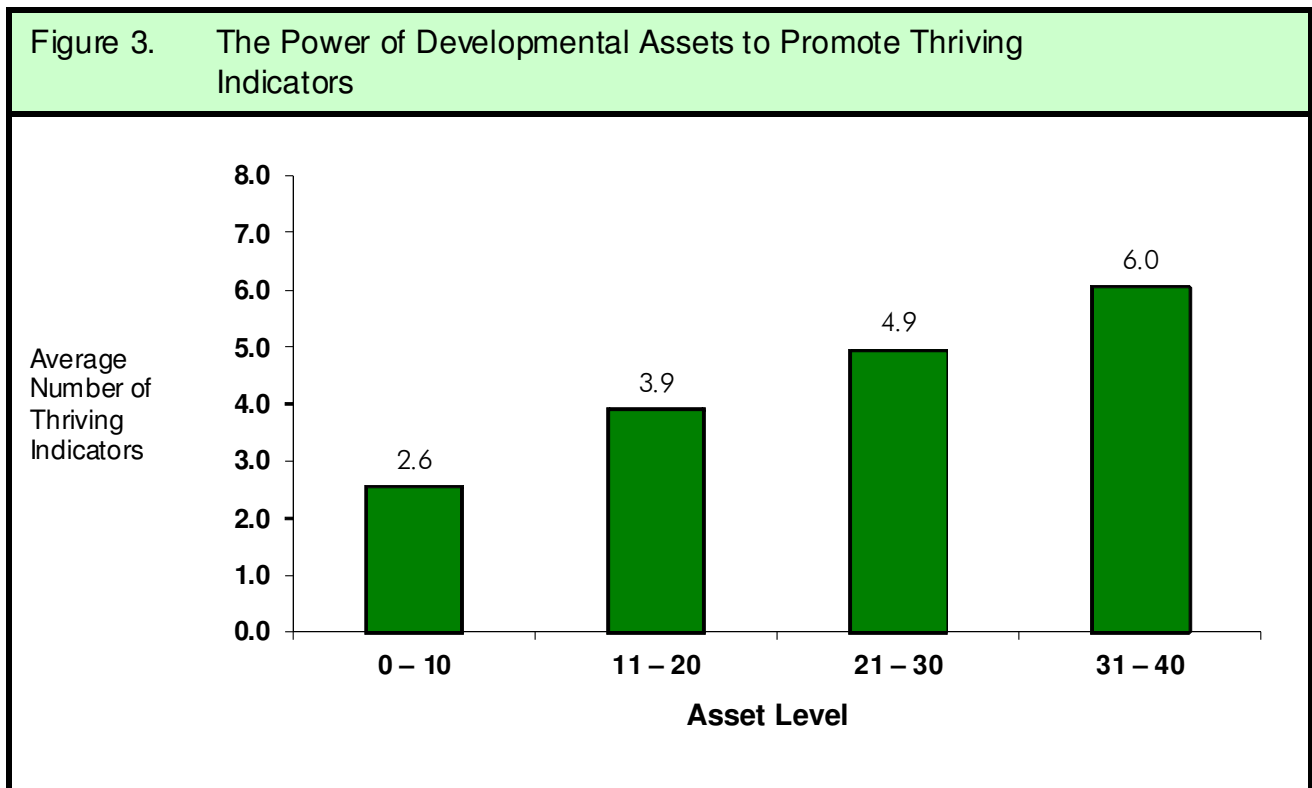
By working to eliminate these barriers and conditions, communities can fortify young people against the allure of risk-taking behaviors, negative pressures, and undesirable sources of belonging in order to prepare them to become the next generation of parents, workers, leaders, and citizens. While this combination of social factors suggests that we have much work to do, a concerted effort by all members of the community to build assets in youth can strengthen our capacity to be caring, connected and committed to the common good.

## The Power of Developmental Assets to Promote Thriving in Youth

Youth who report higher levels of assets are not only less likely to engage in risk-taking behaviors, but they are also more likely to consistently report higher numbers of eight thriving indicators, according to Search Institute's research. These indicators offer a brief look at thriving, which is a much more comprehensive concept.<sup>3</sup> Figure 3 reflects the power of assets to promote the eight specific thriving indicators among young people.



In the figure below, each bar represents a relationship between the average number of thriving indicators reported by your youth and the total number of assets (in asset groups of 10) reported by the same youth.



<sup>3</sup> For more details regarding the definition and measurement of thriving, see *Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers* by Peter L. Benson, Ph.D. (Jossey-Bass, 2008). See also Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology* 4(1), 85-104.

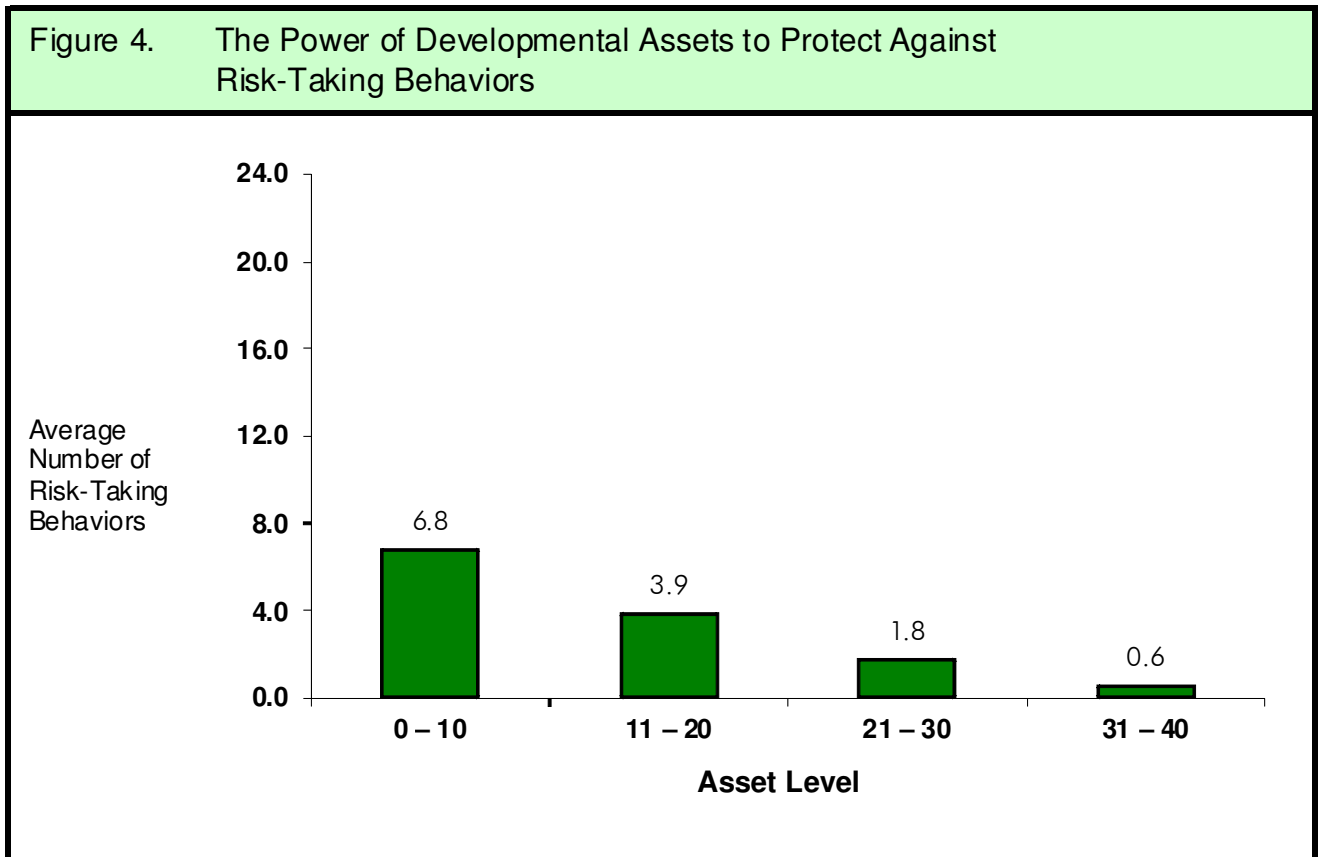
## The Protective Power of Developmental Assets

Search Institute's research consistently shows that youth with higher levels of Developmental Assets are involved in fewer risk-taking behaviors and experience higher levels of thriving indicators. Developmental Assets have the power to protect youth from engaging in the following 24 risk-taking behaviors:

### Risk-Taking Behaviors

- Alcohol use
- Binge drinking
- Marijuana use
- Smokeless tobacco use
- Illegal drug use
- Driving while drinking
- Early sexual intercourse
- Vandalism
- Inhalant use
- Smoking
- Shoplifting
- Using a weapon
- Eating disorders
- Skipping school
- Gambling
- Depression
- Getting into trouble with police
- Hitting another person
- Hurting another person
- Fighting in groups
- Carrying a weapon for protection
- Threatening to cause physical harm
- Attempting suicide
- Riding with an impaired driver

Each vertical bar in Figure 4 represents the average number of risk-taking behaviors reported by your youth at particular asset levels (in asset groups of 10). Note the average number of risk-taking behaviors reported by students who experience assets at both the highest and lowest levels.



## Take Action!

This report provides educators and administrators, parents, neighbors, community members, and leaders with insight into the behaviors, opportunities, and challenges facing young people in your community. Use this information as a powerful basis for ongoing, community-wide discussions about how best to improve the well-being of your youth.

### Set a Community-Wide Asset Goal

It is important for each community to establish and work toward the goal of a higher average total number of assets that each of its young people experience. This goal-setting process can provide a critical opportunity for community members to create a shared vision for healthy youth. As you begin your goal-setting process, keep in mind the barriers and challenges noted above, as well as the protective power of Developmental Assets and their power to help youth thrive.

The good news is that everyone—parents, grandparents, educators, neighbors, children, teenagers, youth workers, employers, health care providers, business people, religious leaders, coaches, mentors, and many others—can build Developmental Assets in youth. Ideally, an entire community will become involved in ensuring that its young people receive the solid developmental foundation they need to become tomorrow’s competent, caring adults.

### Begin With First Steps

#### As a Neighbor or Caring Adult, You Can . . .

- Invite a young person you know to join you in an activity: play a game, visit a park, or go for a walk together.
- Greet the children and adolescents you see every day.
- Send birthday cards, letters, “I’m thinking of you” notes, or e-messages to a child or adolescent with whom you have a connection.

#### As a Young Person, You Can . . .

- Challenge yourself to develop a new interest on your own, or try a new activity through school, local youth programming, cocurricular activities, or faith community youth program.
- Strike up a conversation with an adult you admire, and get to know that person better. See adults as potential friends and informal mentors.
- Look for opportunities to build relationships with younger children through service projects, tutoring, or baby-sitting.

#### As a Parent or Family Member, You Can . . .

- Consistently model—and talk about—your family’s values and priorities.
- Regularly include all children in your family in projects around the house, recreational activities of all kinds, and community service projects that benefit people with needs greater than your own.