

Developmental Assets: A Profile of Your Youth

Survey Report: 2008 – 2013 Trends

Town of Manchester
Manchester, CT

November 2013

Results from the Search Institute Survey
Profiles of Student Life: Attitudes and Behaviors and Survey of Student Resources and Assets



How Your Surveys Were Conducted

Search Institute's Profiles of Student Life: Attitudes and Behaviors (A&B) survey and the Survey of Student Resources and Assets (SSRA) measure Developmental Assets levels in your community. Similar research has been conducted with over four million young people in hundreds of communities across the country and around the world.

The A&B survey was administered in June, 2013 to students in grades 6 through 12 at Manchester Regional Academy, Manchester High School, Illing Middle School, and Bennet Academy in Manchester, CT.

The SSRA survey was administered in October, 2008 to students in grades 6 through 12 at Manchester High School, Illing Middle School, Bennet Academy, St. Bridget Catholic School and St. James Catholic School in Manchester, CT.

This report will mention a trend (up or down) only if the difference between 2008 and 2013 is of an amount that can be considered significant. This amount is high due to the varying sample size, inclusion of different schools, and general difference in the youth who participated.

The blue charts include data for all youth in both years as well as Search Institute's aggregated dataset from the U.S. sample.

The green charts dive into differences at the cohort level and show the amount of change by asset, by cohort. If it is highlighted in yellow, it is a positive significant change. If it is highlighted in red, it is a positive negative change. If it is not highlighted, the change may simply be attributed to only possible variances in populations.

	2008	2013
Total Sample	671	2098
Male	307	1040
Female	355	1028
Grade		
6 th	124	341
7 th	120	284
8 th	104	319
9 th	91	312
10 th	81	335
11 th	82	275
12 th	68	222
Race/Ethnicity		
American Indian	13	16
Asian/Pacific Islander	34	129
Black/African American	117	324
Hispanic	108	386
White	325	780
Multi-racial	72	438

External Asset Category: Support

Definition:

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

Assets Included:

Family Support – Family life provides high levels of love and support.

Positive Family Communication – Young person and his or her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).

Other Adult Relationships – Young person receives support from three or more nonparent adults.

Caring Neighborhood – Young person experiences caring neighbors.

Caring School Climate – School provides a caring, encouraging environment.

Parent Involvement in Schooling – Parent(s) are actively involved in helping young person succeed in school.

Support	2008	2013	Difference	Trend	SI Dataset
Family Support	73	71	-2		72
Positive Family Communication	49	27	-22	Down	32
Other Adult Relationships	40	50	+10	Up	50
Caring Neighborhood	43	34	-9		40
Caring School Climate	38	37	-1		35
Parent Involvement in Schooling	37	31	-6		33

Support	M	F	6	7	8	9	10	11	12
Family Support	-	-3	-7	-3	-2	+10	-6	+2	+10
Positive Family Communication	-18	-25	-33	-29	-14	-12	-20	-25	-5
Other Adult Relationships	+17	+4	+8	+8	+4	+21	-13	+14	+1
Caring Neighborhood	-8	-11	-12	-3	-3	-15	-14	-10	-1
Caring School Climate	+5	-6	-9	+1	+6	+2	+1	-2	+10
Parent Involvement in Schooling	-5	-5	-11	-1	-7	-3	-7	-2	+8

One potential impact on Positive Family Communication - Your youth state that they are eating fewer meals with their families and spending less time with them at home.

One potential impact on Other Adult Relationships is that 62% of your youth have a positive relationship with 3 or more adults in 2013, many with 5 or more, and only 49% said the same in 2008.

External Asset Category: Empowerment

Definition:

The **Empowerment** assets relate to the key developmental need youth have to be valued and valuable. Empowerment assets focus on community perceptions of young people (as reported by youth themselves), on opportunities for youth to contribute to and serve their community in meaningful ways, and on the community's efforts to create a safe place for youth to grow and flourish.

Assets Included:

Community Values Youth – Young person perceives that adults in the community value youth.

Youth as Resources – Young people are given useful roles in the community.

Service to Others – Young person serves in the community one hour or more per week.

Safety – Young person feels safe at home, at school, and in the neighborhood.

Empowerment	2008	2013	Difference	Trend	SI Dataset
Community Values Youth	24	20	-4		25
Youth as Resources	33	28	-5		32
Service to Others	47	50	+3		51
Safety	46	51	+5		54

Empowerment	M	F	6	7	8	9	10	11	12
Community Values Youth	-	-7	-8	-8	-8	+2	-	+3	+10
Youth as Resources	+1	-12	-9	-10	-2	-7	-8	-3	+8
Service to Others	+4	+3	+8	+3	+2	+4	-4	+10	-
Safety	+12	+2	+1	-3	+8	+13	-1	-1	+12

External Asset Category: Boundaries and Expectations

Definition:

Boundaries and Expectations assets refer to the need youth have for clear and enforced boundaries to complement their experience of the Support and Empowerment assets. Ideally, Boundaries and Expectations assets are experienced within the family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across social systems and contexts.

Assets Included: **Strongly correlated to alcohol and other drug prevention

Family Boundaries – Family has clear rules and consequences and monitors the young person’s whereabouts.

School Boundaries – School provides clear rules and consequences.

Neighborhood Boundaries – Neighborhoods take responsibility for monitoring young people’s behavior.

Adult Role Models – Parent(s) and other adults model positive, responsible behavior.

**Positive Peer Influence – Young person’s best friends model responsible behavior.

High Expectations – Both parent(s) and teachers encourage the young person to do well.

Boundaries & Expectations	2008	2013	Difference	Trend	SI Dataset
Family Boundaries	41	44	+3		47
School Boundaries	64	52	-12	Down	56
Neighborhood Boundaries	47	42	-5		48
Adult Role Models	30	29	-1		28
Positive Peer Influence	69	63	-6		68
High Expectations	62	57	-5		55

Boundaries & Expectations	M	F	6	7	8	9	10	11	12
Family Boundaries	+4	+3	-3	-2	+15	+1	+14	+2	+1
School Boundaries	-10	-13	-12	-19	-3	-21	-14	+2	+4
Neighborhood Boundaries	-3	-9	-8	-2	-	-14	-4	+3	-5
Adult Role Models	-	-1	-5	-10	-9	+5	+4	+8	-6
Positive Peer Influence	-7	-4	-12	-10	-2	-4	-13	+3	+10
High Expectations	-2	-7	-6	-10	-6	-	-1	-10	-4

School Boundaries was impacted across the board by more youth in 2013 stating that rules are unclear and punishment is applied in an inconsistent manner when these rules are broken.

External Asset Category: Constructive Use of Time

Definition:

The **Constructive Use of Time** assets are the purposeful, structured opportunities for children and adolescents that a healthy community offers to its young people. Whether they're provided through schools, community groups, or religious institutions, organized activities contribute to the development of many external and internal assets.

Assets Included: **Strongly correlated to alcohol and other drug prevention

Creative Activities – Young person spends three or more hours per week in lesson or practice in music, theatre, or other arts.

Youth Programs – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

Religious Community – Young person spends one or more hours per week in activities in a religious institution.

**Time at Home – Young person is out with friends “with nothing special to do” two or fewer nights per week.

Constructive Use of Time	2008	2013	Difference	Trend	SI Dataset
Creative Activities	16	20	+4		20
Youth Programs	49	52	+3		61
Religious Community	48	43	-5		51
Time at Home	51	57	+6		56

Constructive Use of Time	M	F	6	7	8	9	10	11	12
Creative Activities	+3	+5	-4	+7	+7	+1	+13	+12	-8
Youth Programs	+7	-1	+6	+4	+12	+2	+4	-6	-11
Religious Community	-4	-5	+1	+4	+2	-10	-15	-9	-4
Time at Home	+6	+8	+8	+17	+8	+2	+1	+4	+8

Internal Asset Category: Commitment to Learning

Definition:

Commitment to Learning assets are essential in a rapidly changing world. Developing intellectual curiosity and critical thinking skills to acquire knowledge and learn from experience are important characteristics of successful adolescents.

Assets Included: **Strongly correlated to alcohol and other drug prevention

Achievement Motivation – Young person is motivated to do well in school.

**School Engagement – Young person is actively engaged in learning.

Homework – Young person reports doing at least one hour of homework every school day.

Bonding to School – Young person cares about his or her school.

Reading for Pleasure – Young person reads for pleasure three or more hours per week.

Commitment to Learning	2008	2013	Difference	Trend	SI Dataset
Achievement Motivation	73	70	-3		71
School Engagement	58	51	-7		62
Homework	47	39	-8		53
Bonding to School	68	53	-15	Down	61
Reading for Pleasure	22	20	-2		23

Commitment to Learning	M	F	6	7	8	9	10	11	12
Achievement Motivation	-1	-4	-10	-7	-1	+3	-6	+3	+4
School Engagement	-7	-6	+4	+17	+3	-5	+3	-4	-20
Homework	-8	-8	-6	-6	-1	-	-22	-14	-19
Bonding to School	-15	-15	-20	-16	-19	-11	-14	-4	-9
Reading for Pleasure	-	-2	-	-5	+6	-6	+2	-	-6

Bonding to School was impacted across the board by half of your youth in 2013 stating that they do not care about the school they go to, whereas only a third of your youth said the same thing in 2008. Some of the school climate questions also reflected this change.

Internal Asset Category: Positive Values

Definition:

Positive Values assets are important “internal compasses” that guide young people’s priorities and choices. These values represent the foundation first laid by a young person’s family. Though parents and caregivers seek to nurture and instill many values in children, the asset framework focuses particularly on six known to help prevent high-risk behaviors and promote caring for others.

Assets Included: **Strongly correlated to alcohol and other drug prevention

Caring – Young person places high value on helping other people.

Equality and Social Justice – Young person places high value on promoting equality and reducing hunger and poverty.

Integrity – Young person acts on convictions and stands up for her or his beliefs.

Honesty – Young person “tells the truth even when it is not easy.”

Responsibility – Young person accepts and takes personal responsibility.

**Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Positive Values	2008	2013	Difference	Trend	SI Dataset
Caring	49	56	+7		52
Equality & Social Justice	53	62	+9		55
Integrity	63	76	+13	Up	71
Honesty	60	72	+12	Up	69
Responsibility	56	70	+14	Up	67
Restraint	49	45	-4		47

Positive Values	M	F	6	7	8	9	10	11	12
Caring	+14	-2	+15	+11	+13	+9	+2	-6	+8
Equality & Social Justice	+15	+4	+11	+12	+8	+15	+7	-2	+15
Integrity	+19	+9	+9	+10	+5	+24	+18	+5	+19
Honesty	+14	+10	+5	+8	+7	+13	+11	+11	+28
Responsibility	+16	+12	-2	+16	+10	+20	+20	+12	+26
Restraint	-4	-3	-8	+1	+1	-2	-5	+7	+2

Around 75% of your youth in 2013 stated that is it important to do what is right, even if it can lead to being teased; stand up for what they believe in even if it's unpopular; tell the truth when it's not easy; accept responsibility; and try their hardest. This in turn led to a large jump in many of the Positive Value assets. Only around 50% of your youth stated the same thing in 2008.

Internal Asset Category: Social Competencies

Definition:

Social Competencies assets reflect important personal skills young people need to negotiate the maze of choices and options they face in the teenage years. These skills also lay a foundation for the development of independence and competence as young adults.

Assets Included: **Strongly correlated to alcohol and other drug prevention

Planning and Decision Making – Young person knows how to plan ahead and make choices.

Interpersonal Competence – Young person has empathy, sensitivity, and friendship skills.

Cultural Competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

Resistance Skills – Young person can resist negative peer pressure and dangerous situations.

**Peaceful conflict resolution – Young person seeks to resolve conflict nonviolently.

Social Competencies	2008	2013	Difference	Trend	SI Dataset
Planning & Decision Making	33	35	+2		33
Interpersonal Competence	53	49	-4		48
Cultural Competence	55	53	-2		42
Resistance Skills	52	44	-8		45
Peaceful Conflict Resolution	44	39	-5		44

Social Competencies	M	F	6	7	8	9	10	11	12
Planning & Decision Making	+6	-	+1	+4	-1	+6	-5	-4	+14
Interpersonal Competence	-	-6	-2	-9	-1	+9	-9	-12	+1
Cultural Competence	-	-2	-	-3	-1	-	-2	-6	+10
Resistance Skills	-4	+8	-12	-14	-14	+2	-2	-9	+5
Peaceful Conflict Resolution	-6	-4	-17	+7	-1	-14	-4	-1	+1

Internal Asset Category: Positive Identity

Definition:

Positive Identity assets focus on young people's views of themselves—their own sense of power, purpose, worth, and promise. Without these assets, young people risk feeling powerless and lack a sense of initiative and meaning.

Assets Included:

Personal Power – Young person feels he or she has control over “things that happen to me.”

Self-Esteem – Young person reports have a high self-esteem.

Sense of Purpose – Young person reports that “my life has a purpose.”

Positive View of Personal Future – Young person is optimistic about her or his personal future.

Positive Identity	2008	2013	Difference	Trend	SI Dataset
Personal Power	38	38			45
Self-esteem	59	50	-9		52
Sense of Purpose	63	60	-3		63
Positive View of Personal Future	77	73	-4		75

Positive Identity	M	F	6	7	8	9	10	11	12
Personal Power	+4	-3	+2	+3	+4	+2	-7	-6	-4
Self-esteem	-	-18	-6	-12	-17	-2	-6	-19	-
Sense of Purpose	+4	+10	-1	-1	-6	+2	-11	-13	+12
Positive View of Personal Future	+1	-8	-3	-5	-8	-5	-2	-8	+8

Risk Behaviors	2008	2013	Difference	Trend	SI Dataset
Alcohol	20	25	+5		No data
Tobacco	9	8	-1		No data
Marijuana	16	20	+4		No data
School Truancy	20	27	+7		No data
Eating Disorder	8	18	+10	Up	No data

Risk Behaviors	M	F	6	7	8	9	10	11	12
Alcohol	+6	+2	+8	+6	+4	-8	+11	-9	+5
Tobacco	-2	-1	+2	+1	-	+7	+5	-9	-6
Marijuana	+4	+3	+4	+4	+1	+5	+7	-7	-4
School Truancy	+6	+7	+9	-3	+10	-4	+7	-5	+38
Eating Disorder	+5	+14	+11	+9	+7	+8	+8	+19	+17

Thriving Indicators	2008	2013	Difference	Trend	SI Dataset
Succeeds in School	21	16	-5		28
Maintains Good Health	62	58	-4		60

Thriving Indicators	M	F	6	7	8	9	10	11	12
Succeeds in School	-12	-	-7	-3	-5	-3	-6	-3	-9
Maintains Good Health	+1	-8	-11	-8	-2	+16	-7	-6	+3