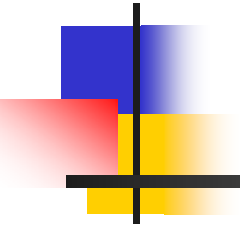


Youth Voice through Developmental Assets





Focus on...

Risk Factors & Asset Development

- Risk Factors: Predictors of problem behaviors in four domains:
 - Family
 - School
 - Community
 - Peer/Individual
- Assets: The number of positive factors that exist, which help to reduce negative or dangerous behaviors or “risk factors”

What Shared “Risk Factors” do we seek to reduce?



- Family & peer violence, Bullying/harassment
- Substance, alcohol, and tobacco abuse
- Physical and emotional abuse
- Early onset of sexual activity and/or pregnancy
- Delinquent behavior
- School truancy and/or dropout

What shared positive outcomes do we seek for our children and youth?



Our children and youth will...

Succeed in school

Help others

Value diversity

Exhibit leadership

Resist danger

Positive family communication

Feel valued by community

Be seen/treated as a resource

Feel connected to school

Feel connected to community

Overcome adversity



Developmental Asset Framework

A Lens

A Tool

A Reminder

An Affirmation

The Asset-Building Difference

From . . .

Young people's problems

Professionals' work

**Young people absorbing
resources**

Troubled young people

**Accountable only for
own behavior**

Incidental asset building

Blaming others

To . . .

Young people's strengths

Everyone's work

**Young people as
resources**

All young people

**Accountable as well for
other adults' behavior**

Intentional asset building

Claiming responsibility



The Two Types of Assets

External

- ▶ Relationships and opportunities that young people experience in their families, schools, and communities

Internal

- ▶ Competencies and values that youth develop internally to guide behaviors and choices



Categories of Developmental Assets

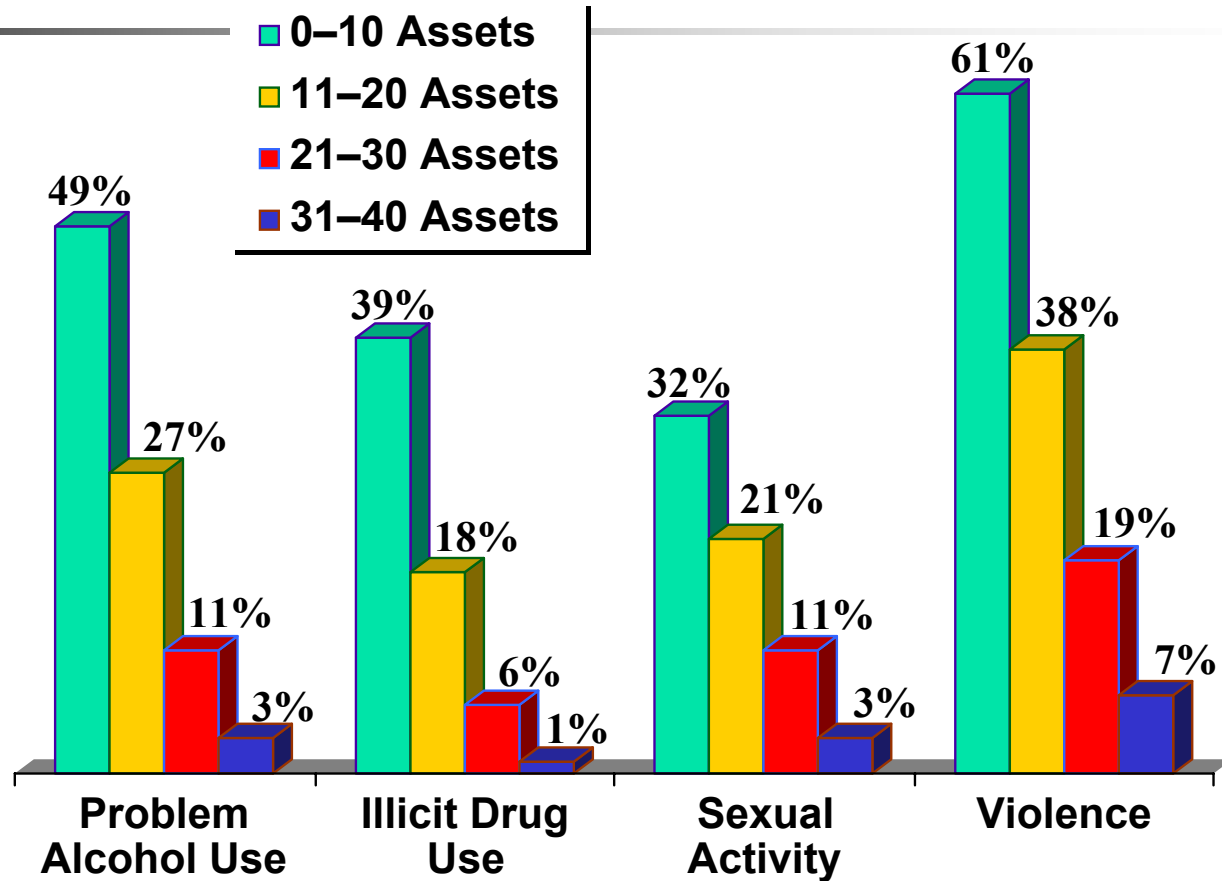
EXTERNAL ASSETS

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

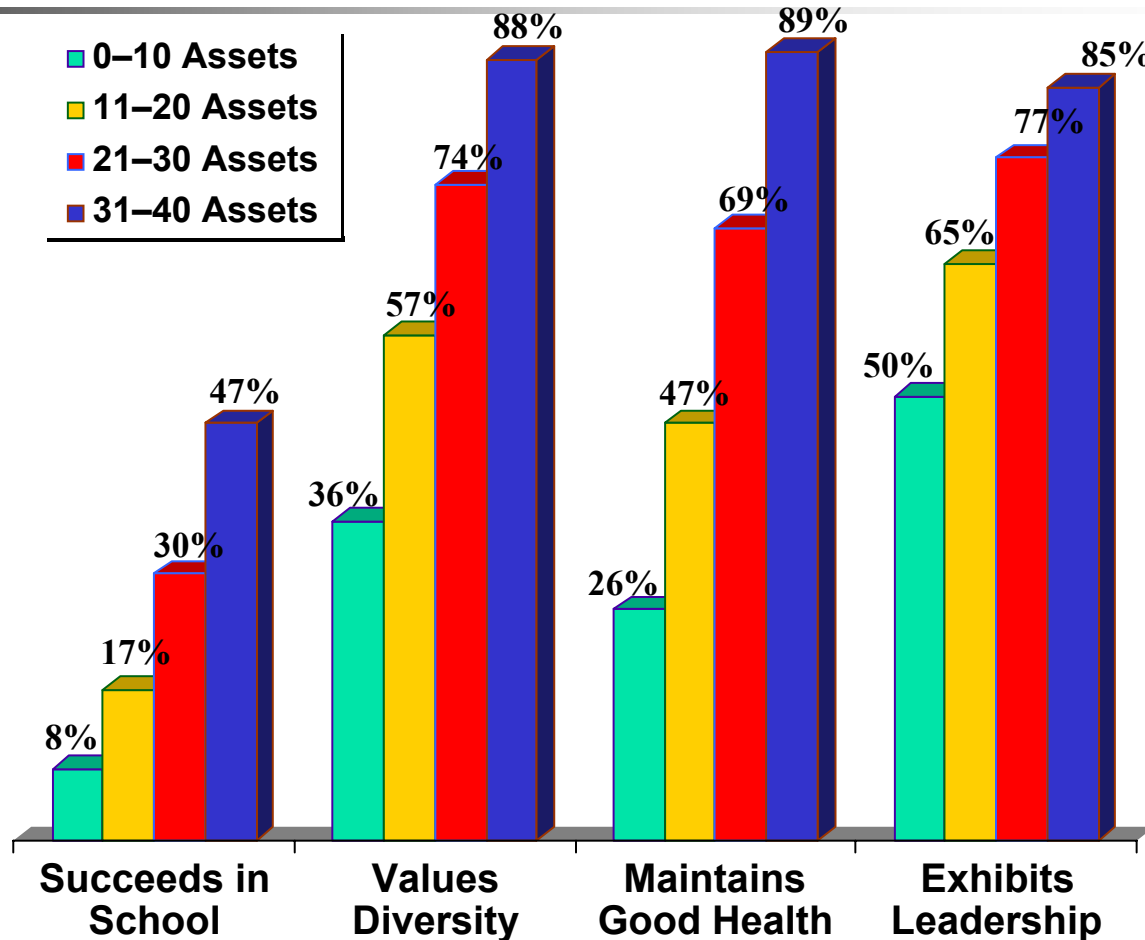
INTERNAL ASSETS

- **Commitment to Learning**
- **Positive Values**
- **Social Competencies**
- **Positive Identity**

The Power of Assets to Protect



The Power of Assets to Promote

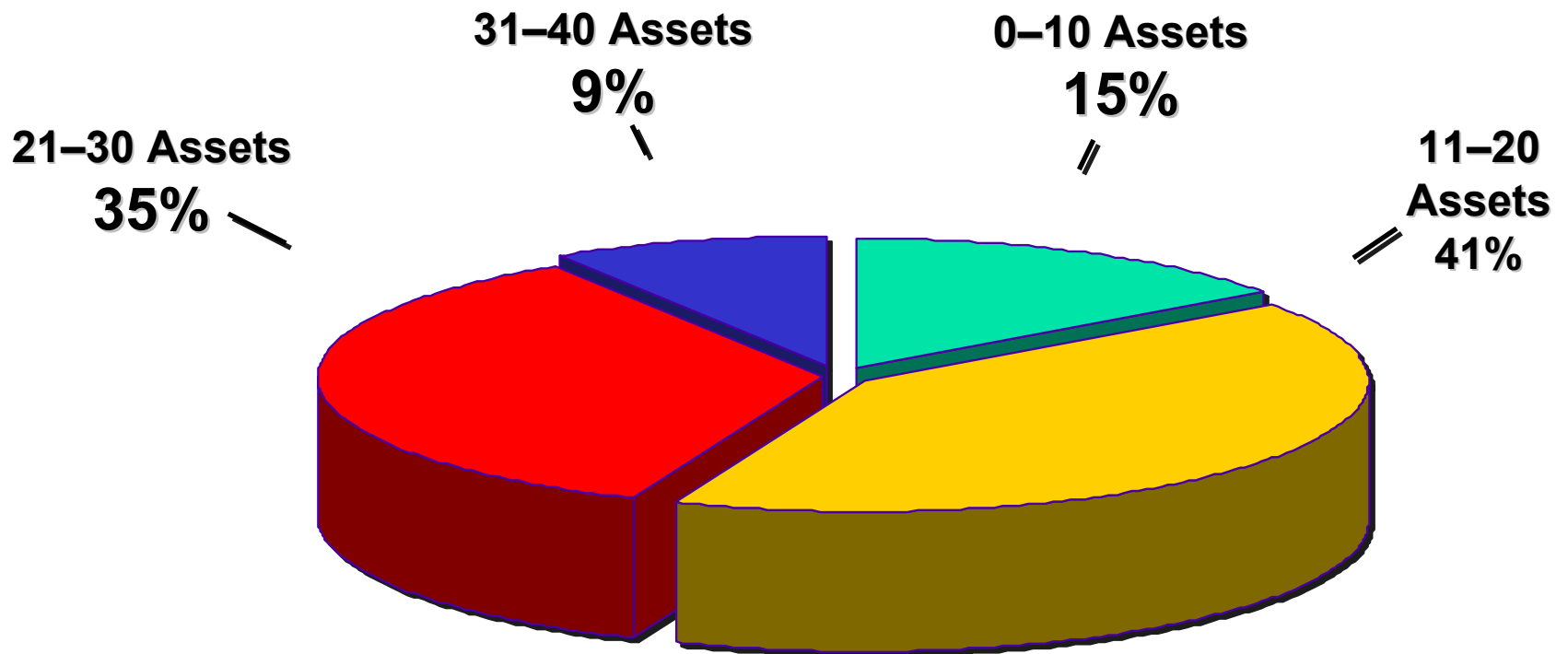




Academic Achievement and Assets

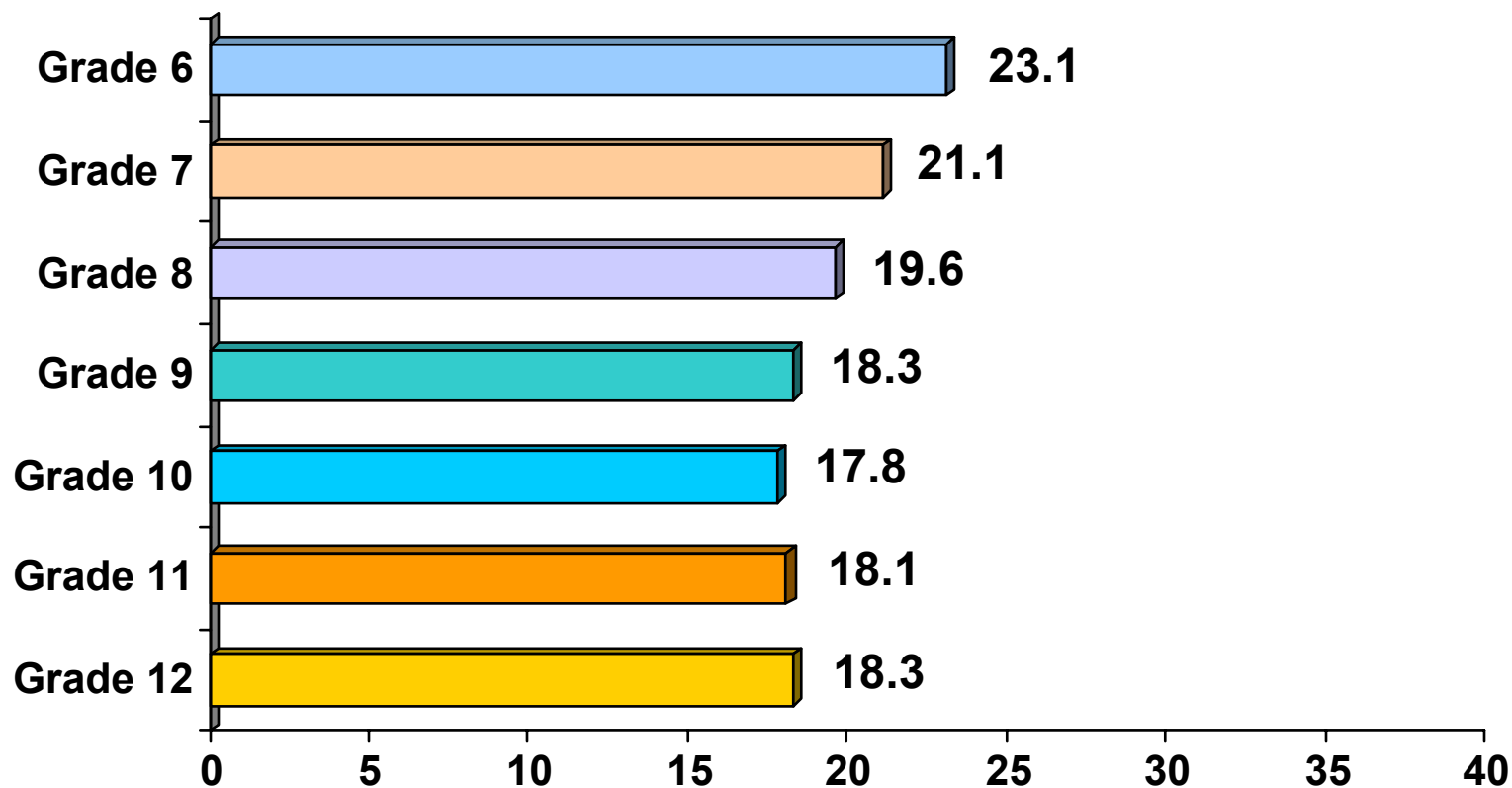
- Studies have associated Commitment-to-Learning assets directly or indirectly with:
 - ☒ **Increased high school completion**
 - ☒ **Increased enrollment in college**
 - ☒ **Higher grades**
 - ☒ **Higher achievement test scores**
 - ☒ **Better attendance**
 - ☒ **Less sexual intercourse and childbearing**
 - ☒ **Less drug use**
 - ☒ **Fewer conduct problems**

Youth with Different Levels of Assets



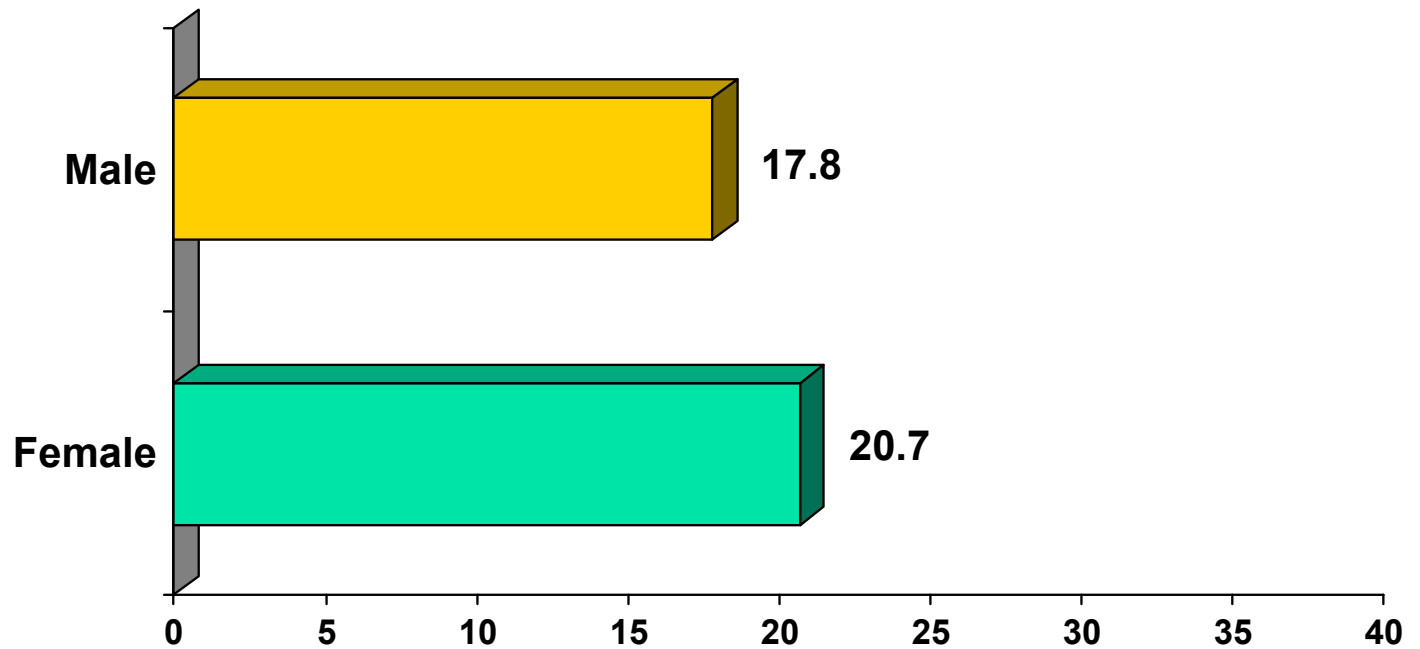
The Gap in Assets Among Youth

*Average Number of Assets,
by Grade*

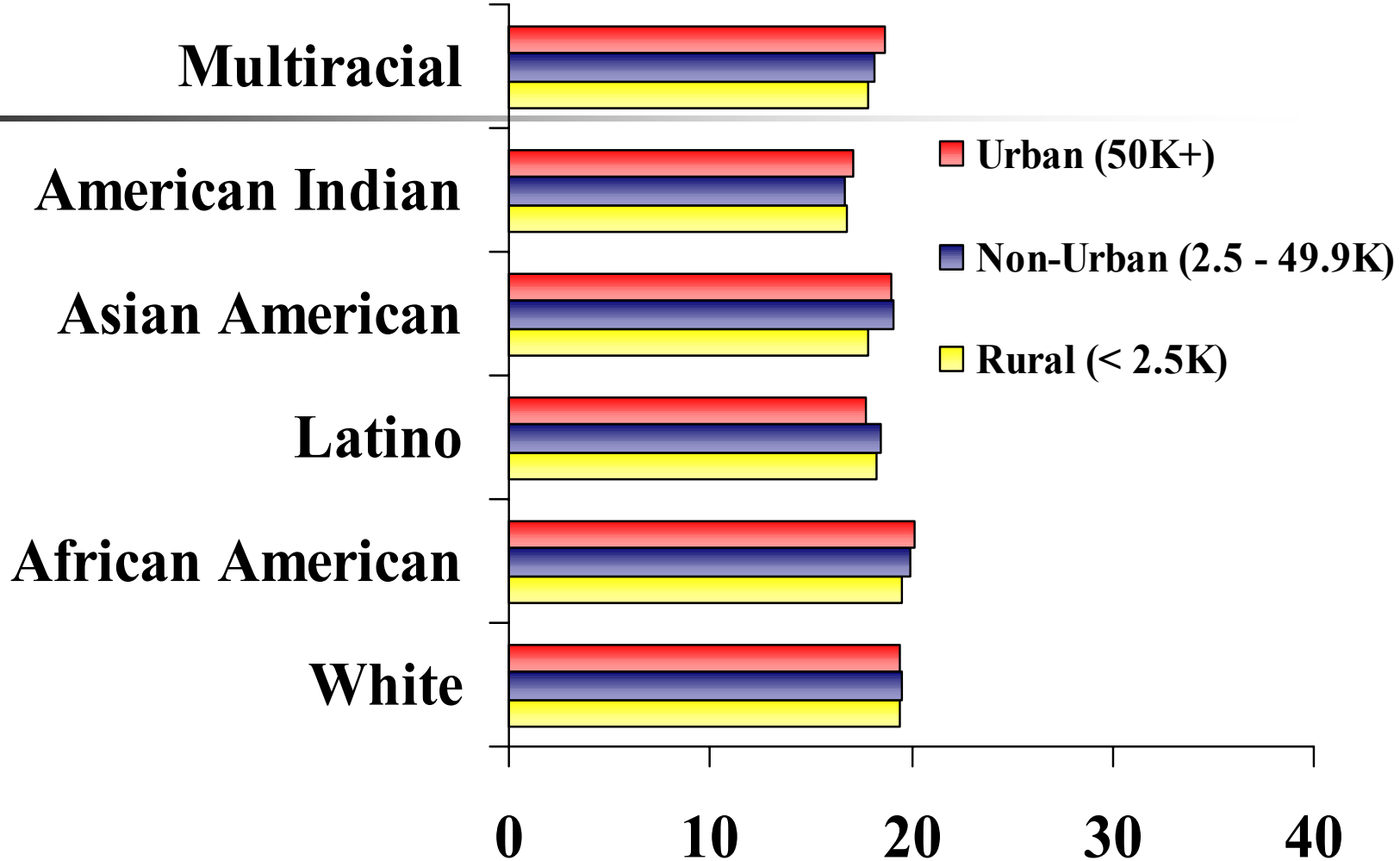


The Gap in Assets Among Youth

*Average Number of Assets,
Male or Female*



Developmental Assets by Race/Ethnicity and Urbanicity





Principles of Asset Building

- All young people need assets.
- Everyone can build assets.
- Relationships are key.
- Asset building is an ongoing process.
- Consistent messages are crucial.
- Repetition is important.



Got the Asset Data... what then?

- Met with School Officials to review data and publish local results: See handout
- Prioritized Low assets
- Held focus groups with youth
- Selected two areas of focus for Phase I programming

Raised Assets



- Positive attitude about their schools (an increase from **59% to 80%**);
- Hope about their personal futures (an increase from **53% to 78%**);
- Helping others (an increase from **58% to 88%**);
- Commitment to learning (an increase from **52% to 76%**);
- School attendance (a **50% increase**);
- Improved reading, writing, and spelling (**45% improvement**) math skills (**40% improvement**), and;
- Increase in their sense that adults care about them (from a startlingly low **37% to a remarkably high 89%**);
- Greater resistance to drugs, alcohol and other dangerous substances **96.7%** (an **increase of 43%** from baseline data.)

Survey Implementation



- Count # of students to survey by grades
- Order Surveys per building
- **Purpose Statement:** Data will propose action steps for supporting youth in school and community.
- Engage students for survey implementation
 - Focus on getting youth voice/input
 - Youth will see data first
 - Focus groups with youth to dig deeper
 - Youth and adults present data to community

Build Assets & Reduce Risk Factors



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