

Arlington County Youth: Assets Surveys for 2009 & 2012

This report provides information from the Developmental Assets survey for youth in **Arlington County**.

In March 2012, two versions of the Developmental Assets survey were administered to random samples of youth attending Arlington Public Schools. At grade 6, a total of 575 students completed the “*Me and My World*” survey, administered to this grade since 2009. In grades 8, 10, and 12, there were 1,651 students who completed “*A Profile of Your Youth*” survey which has been administered since 2001.

These surveys were developed by Search Institute to provide information about the level of Developmental Assets experienced by youth. This brief report presents some of the broad patterns, the results for individual Assets, and five Assets being monitored by Arlington Public Schools.

Key Terms

Developmental Assets are measures of healthy development that promote positive outcomes and protect youth against risk behaviors, e.g., Family Support, Youth as Resources, Responsibility.

Thriving Indicators include skills, behaviors, and attitudes that signal optimum youth development, e.g., Succeeds in School, Values Diversity, Maintains Good Health.

Risk Behaviors are negative behaviors that include substance use, anti-social behavior, violence, school truancy, depression, and attempted suicide.

Overview

This brief report provides a snapshot of key information from the 2012 Assets survey alongside the 2009 data for easy reference.

Page 1 – **Key Terms and Overview**

Page 2 – **Grade 6 – *Me and My World*– Bar Charts**

- Average Number of Assets
- Level of Assets
- Thriving Indicators by Level of Assets
- Risk Behaviors by Level of Assets

Page 3 – **Grades 8, 10, & 12 – *A Profile of Your Youth* – Bar Charts**

- Average Number of Assets
- Level of Assets
- Thriving Indicators by Level of Assets
- Risk Behaviors by Level of Assets

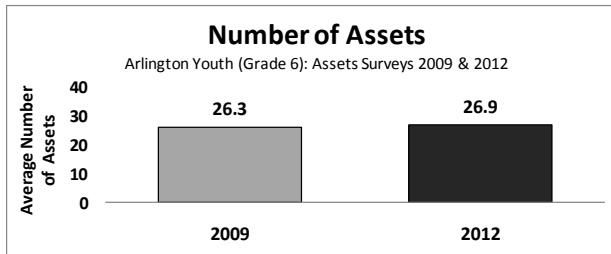
Pages 4-5 – **Grade 6 – *Me and My World* – Results for Individual Assets** (Percent of Youth)

Pages 6-7 – **Grades 8, 10, & 12 – *A Profile of Your Youth* – Results for Individual Assets** (Percent of Youth)

Page 8 – **Five Assets Monitored by APS for Grade 6 and for Grades 8, 10, & 12 – Line Charts**

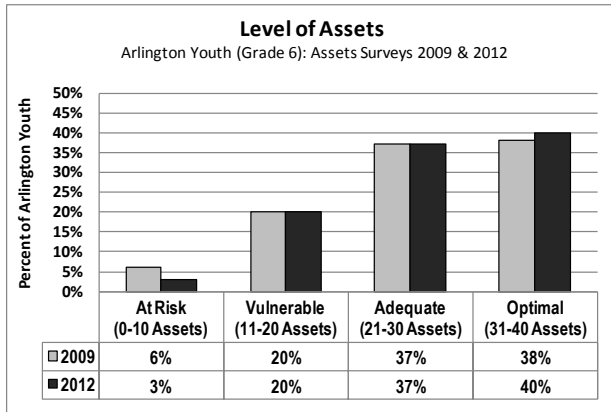
Arlington County Youth: Assets Surveys for 2009 & 2012

Grade 6 – Me and My World



Number of Assets

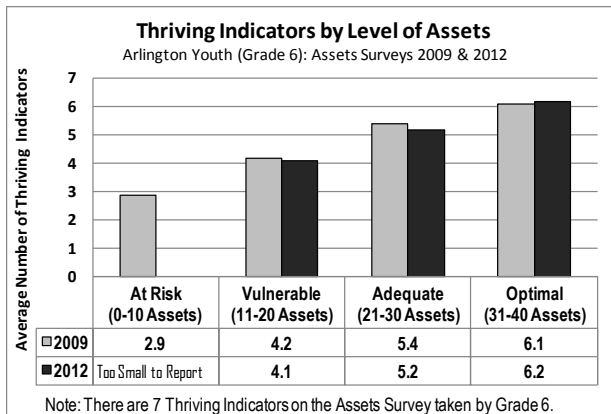
The chart to the left shows the average number of Assets reported by Arlington County youth in grade 6 for Assets survey years 2009 and 2012.



Level of Assets

Every community wants to have all children and youth experience the highest level of Assets. Search Institute defines four levels of assets: “At Risk” (0-10 Assets), “Vulnerable” (11-20), “Adequate” (21-30), and “Optimal” (31-40 Assets).

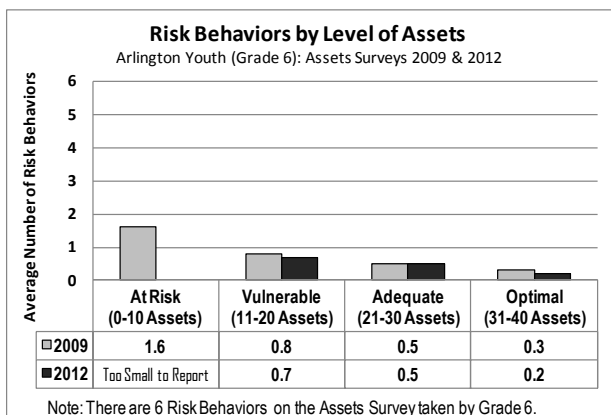
In 2012, over three-quarters of Arlington County youth in grade 6 are in the “Optimal” and “Adequate” levels and less than a quarter are in the “Vulnerable” and “At Risk” levels combined.



Thriving Indicators by Level of Assets

The seven thriving indicators measured on the grade 6 survey are the skills, behaviors, and attitudes that signal optimum youth development.

This chart shows the average number of thriving indicators by level of assets.



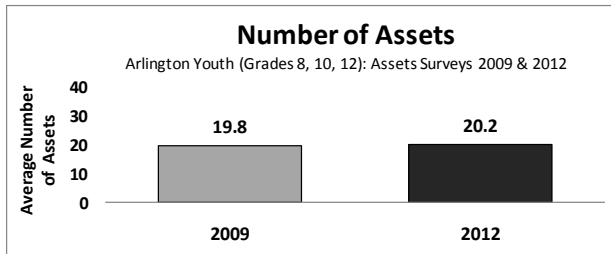
Risk Behaviors by Level of Assets

The six risk behaviors measured on the grade 6 survey relate to substance abuse, anti-social behavior, violence, and sadness.

This chart shows the average number of risk behaviors for Arlington County youth in grade 6 by level of assets.

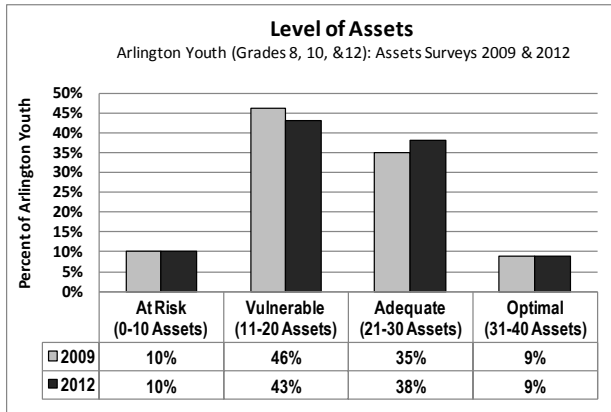
Arlington County Youth: Assets Surveys for 2009 & 2012

Grades 8, 10, & 12 – A Profile of Your Youth



Number of Assets

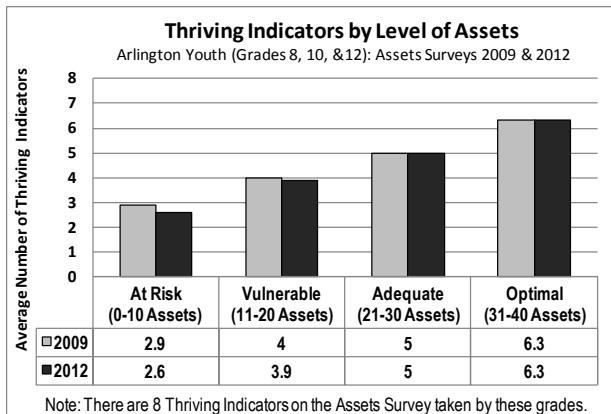
The chart to the left shows the average number of Assets reported by Arlington County youth in grades 8, 10, & 12 for Assets survey years 2009 and 2012.



Level of Assets

Every community wants to have all children and youth experience the highest level of Assets. Search Institute defines four levels of assets: “At Risk” (0-10 Assets), “Vulnerable” (11-20), “Adequate” (21-30), and “Optimal” (31-40 Assets).

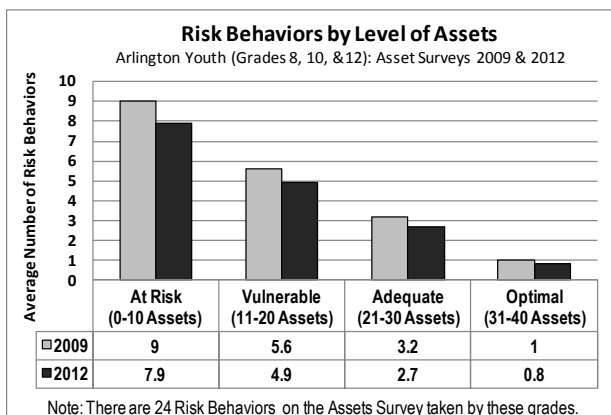
In 2012, nearly one-half of Arlington County youth in grades 8, 10, and 12 are in the “Optimal” and “Adequate” levels and over one-half are in the “Vulnerable” and “At Risk” levels combined.



Thriving Indicators by Level of Assets

The eight thriving indicators measured on the survey for grades 8, 10, and 12 are the skills, behaviors, and attitudes that signal optimum youth development.

This chart shows the average number of thriving indicators by level of assets.



Risk Behaviors by Level of Assets

The 24 risk behaviors measured on the survey relate to substance abuse, anti-social behavior, violence, school truancy, depression, and attempted suicide.

This chart shows the average number of risk behaviors for Arlington County youth in grades 8, 10, & 12 by level of assets.

Arlington County Youth: Assets Surveys for 2009 & 2012

Grade 6 – *Me and My World*

SUPPORT	2009	2012
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1.	FAMILY SUPPORT Family life provides high levels of love and support.	84%	83%
2.	POSITIVE FAMILY COMMUNICATION Parents(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).	55%	56%
3.	OTHER ADULT RELATIONSHIPS Child receives support from adults other than her or his parent(s).	49%	56%
4.	CARING NEIGHBORHOOD Child experiences caring neighbors.	54%	52%
5.	CARING SCHOOL CLIMATE Relationships with teachers and peers provide a caring, encouraging school environment.	55%	58%
6.	PARENT INVOLVEMENT IN SCHOOLING Parent(s) are actively involved in helping the child succeed in school.	47%	49%

EMPOWERMENT

7.	COMMUNITY VALUES YOUTH Child feels valued and appreciated by adults in the community.	36%	33%
8.	CHILDREN AS RESOURCES Child is included in decisions at home and in the community.	52%	51%
9.	SERVICE TO OTHERS Child has opportunities to help others in the community.	43%	46%
10.	SAFETY Child feels safe at home, at school and in her or his neighborhood.	71%	74%

BOUNDARIES AND EXPECTATIONS

11.	FAMILY BOUNDARIES Family has clear and consistent rules and consequences and monitors the child's whereabouts.	56%	57%
12.	SCHOOL BOUNDARIES School provides clear rules and consequences.	83%	86%
13.	NEIGHBORHOOD BOUNDARIES Neighbors take responsibility for monitoring the child's behavior.	53%	53%
14.	ADULT ROLE MODELS Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.	52%	59%
15.	POSITIVE PEER INFLUENCE Child's closest friends model positive, responsible behavior.	86%	86%
16.	HIGH EXPECTATIONS Parent(s) and teachers expect the child to do her or his best at school and in other activities.	89%	89%

CONSTRUCTIVE USE OF TIME

17.	CREATIVE ACTIVITIES Child participates in music, art, drama, or creative writing two or more times per week.	70%	71%
18.	CHILD PROGRAMS Child participates two or more times per week in cocurricular school activities or structured community programs for children.	69%	64%
19.	RELIGIOUS COMMUNITY Child attends religious programs or services one or more times per week.	58%	57%
20.	TIME AT HOME Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.	28%	27%

Arlington County Youth: Assets Surveys for 2009 & 2012

Grade 6 – *Me and My World*

COMMITMENT TO LEARNING

	2009	2012
21. ACHIEVEMENT MOTIVATION Child is motivated and strives to do well in school.	73%	76%
22. LEARNING ENGAGEMENT Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.	43%	48%
23. HOMEWORK Child usually hands in homework on time.	79%	76%
24. BONDING TO ADULTS AT SCHOOL Child cares about teachers and other adults at school.	61%	68%
25. READING FOR PLEASURE Child enjoys and engages in reading for fun most days of the week.	63%	62%

POSITIVE VALUES

26. CARING Parent(s) tell the child it is important to help other people.	90%	90%
27. EQUALITY & SOCIAL JUSTICE Parent(s) tell the child it is important to speak up for equal rights for all people.	77%	82%
28. INTEGRITY Parent(s) tell the child it is important to stand up for one's beliefs.	86%	88%
29. HONESTY Parent(s) tell the child it is important to tell the truth.	87%	89%
30. RESPONSIBILITY Parent(s) tell the child it is important to accept personal responsibility for behavior.	86%	85%
31. HEALTHY LIFESTYLE Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.	85%	82%

SOCIAL COMPETENCIES

32. PLANNING & DECISION-MAKING Child thinks about decisions and is usually happy with results of her or his decisions.	48%	52%
33. INTERPERSONAL COMPETENCE Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.	52%	52%
34. CULTURAL COMPETENCE Child knows and is comfortable with people of different racial, ethnic, & cultural backgrounds and with her or his own cultural identity.	77%	78%
35. RESISTENCE SKILLS Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.	77%	77%
36. PEACEFUL CONFLICT RESOLUTION Child attempts to resolve conflict nonviolently.	72%	70%

POSITIVE IDENTITY

37. PERSONAL POWER Child feels he or she has some influence over things that happen in her or his life.	63%	62%
38. SELF-ESTEEM Child likes and is proud to be the person he/she is.	68%	70%
39. SENSE OF PURPOSE Child sometimes thinks about what life means and whether there is a purpose for her or his life.	57%	52%
40. POSITIVE VIEW OF PERSONAL FUTURE Child is optimistic about her or his personal future.	63%	67%

Arlington County Youth: Assets Surveys for 2009 & 2012

Grades 8, 10, & 12 – A Profile of Your Youth

SUPPORT	2009	2012
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1.	FAMILY SUPPORT Family life provides high levels of love and support.	68%	70%
2.	POSITIVE FAMILY COMMUNICATION Young person and his/her family communicate positively, and young person is willing to seek parent(s)' advice and counsel.	28%	32%
3.	OTHER ADULT RELATIONSHIPS Young person receives support from three or more nonparent adults.	49%	50%
4.	CARING NEIGHBORHOOD Young person experiences caring neighbors.	36%	36%
5.	CARING SCHOOL CLIMATE School provides a caring, encouraging environment.	36%	36%
6.	PARENTS INVOLVED IN SCHOOL Parent(s) are actively involved in helping young person succeed in school.	22%	24%

EMPOWERMENT

7.	COMMUNITY VALUES YOUTH Young person perceives that adults in the community value young people.	22%	22%
8.	YOUTH AS RESOURCES Young people are given useful roles in the community.	32%	32%
9.	SERVICE TO OTHERS Young person serves in the community one hour or more per week.	48%	49%
10.	FEELS SAFE IN COMMUNITY Young person feels safe at home, school and in the neighborhood.	54%	53%

BOUNDARIES AND EXPECTATIONS

11.	FAMILY BOUNDARIES Family has clear rules and consequences and monitors young person's whereabouts.	36%	40%
12.	SCHOOL BOUNDARIES School provides clear rules and consequences.	48%	47%
13.	NEIGHBORHOOD BOUNDARIES Neighbors take responsibility for monitoring young people's behavior.	41%	42%
14.	ADULT ROLE MODELS Parent(s) and other adults model positive, responsible behavior.	29%	31%
15.	POSITIVE PEER INFLUENCE Young person's best friends model responsible behavior.	60%	61%
16.	HIGH EXPECTATIONS Parent(s) and teachers encourage the young person to do well.	51%	55%

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.	23%	22%
18.	YOUTH PROGRAMS Young person spends three or more hours per week in sports, clubs or organizations at school and/or in his or her community.	63%	65%
19.	RELIGIOUS COMMUNITY Young person spends one or more hours per week in activities in a religious institution.	49%	46%
20.	TIME AT HOME Young person is out with friends with "nothing special to do" two or fewer nights a week.	73%	61%

Arlington County Youth: Assets Surveys for 2009 & 2012

Grades 8, 10, & 12 – A Profile of Your Youth

COMMITMENT TO LEARNING

	2009	2012
21. ACHIEVEMENT MOTIVATION Young person is motivated to do well in school.	68%	71%
22. SCHOOL ENGAGEMENT Young person is actively engaged in learning.	55%	60%
23. HOMEWORK Young person reports doing at least one hour of homework every school day.	66%	67%
24. BONDING TO SCHOOL Young person cares about his or her school.	60%	64%
25. READING FOR PLEASURE Young person reads for pleasure three or more hours per week.	28%	28%

POSITIVE VALUES

26. CARING Young person places high value on helping other people.	55%	60%
27. EQUALITY & SOCIAL JUSTICE Young person places high value on promoting equality and reducing hunger and poverty.	62%	66%
28. INTEGRITY Young person acts on convictions and stands up for his or her beliefs.	74%	75%
29. HONESTY Young person tells the truth even when it's not easy.	65%	68%
30. RESPONSIBILITY Young person accepts and takes personal responsibility.	66%	64%
31. RESTRAINT Young person believes it is important not to be sexually active or to use alcohol or other drugs.	38%	35%

SOCIAL COMPETENCIES

32. PLANNING & DECISION-MAKING Young person knows how to plan ahead and make choices.	34%	37%
33. INTERPERSONAL COMPETENCE Young person has empathy, sensitivity and friendship skills.	46%	44%
34. CULTURAL COMPETENCE Young person has knowledge of and feels comfortable with people of different cultural, racial and ethnic backgrounds.	54%	54%
35. RESISTENCE SKILLS Young person can resist negative peer pressure and dangerous situations.	44%	43%
36. PEACEFUL CONFLICT RESOLUTION Young person seeks to resolve conflict nonviolently.	46%	50%

POSITIVE IDENTITY

37. PERSONAL POWER Young person feels he or she has control over "things that happen to me."	49%	47%
38. SELF-ESTEEM Young person reports having high self-esteem.	55%	52%
39. SENSE OF PURPOSE Young person reports that "my life has a purpose."	63%	60%
40. POSITIVE VIEW OF FUTURE Young person is optimistic about his or her personal future.	73%	73%

Arlington County Youth: Assets Surveys for 2009 & 2012

The two charts below present data for Arlington County Youth over Asset survey years 2009 and 2012. The upper one shows five Assets to be monitored by APS for grade 6 and the lower one is for grades 8, 10, and 12.

