



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

DEVELOPMENTAL ASSETS IN PALO ALTO

AN OVERVIEW OF PALO ALTO UNIFIED SCHOOL DISTRICT'S
2017 DEVELOPMENTAL ASSETS SURVEY RESULTS

PRESENTATION FOR PROJECT SAFETY NET COMMUNITY FORUM
OCTOBER 25, 2017



AGENDA FOR TODAY

- Background and Explanation of Surveys
- Highlights of Data
- Planting a Seed/Things for You to Consider as You Move Forward:
 - What are next steps and/or questions that will help us build more Assets?
 - What is the call to action? What are the youth telling us?
 - How do we engage everyone to effectively work together?
- Questions & Answers



ABOUT THE SANTA CLARA COUNTY DEVELOPMENTAL ASSETS SURVEY

2 surveys for different age groups:

- **Me and My World** (MMW) for elementary grades
- **Attitudes and Behaviors** (A&B) for middle/high school grades



ABOUT THE SANTA CLARA COUNTY DEVELOPMENTAL ASSETS SURVEY

Project Cornerstone has administered Search Institute's Developmental Assets surveys county-wide five times throughout the years: 1999, 2000, 2004, 2010, & 2016.

When: Most recent batch of surveys were completed on-line in September or October 2016.

What:

The Search Institute surveys measure:

- Students' attitudes, behaviors, and **Developmental Assets** (the positive values, relationships, and experiences that help young people succeed)
- **Risk-taking behaviors** and **thriving indicators** – showing how the presence or absence of Developmental Assets affects whether young people make healthy choices

ABOUT THE SANTA CLARA COUNTY DEVELOPMENTAL ASSETS SURVEY



Who: More than 43,000 students total

- 25 school districts throughout Santa Clara County
- More than 180 schools
- 12,947 ES students
- 12,911 MS Students
- 17,794 HS Students
- Schools chose any grades from 4-6 for elementary and 6-12 for middle/high school surveys.
- Project Cornerstone's targeted grades:
 - 4th, 5th, 7th, 9th, 11th

YOUTH SURVEYED IN PAUSD IN 2016

5,344 STUDENTS TOTAL

*Numbers may not sum to Total Sample due to missing information.

Elementary School – MMW (Me and My World Survey)

- 683 students
 - Grade 5: 676 Female: 339 Male: 335

Middle – A & B (Attitudes and Behaviors)

- 1,503 students Female: 715 Male: 761
 - Grade 6: 348
 - Grade 7: 827
 - Grade 8: 310

High School – A & B (Attitudes and Behaviors)

- 3,158 students Female: 1,523 Male: 1,569
 - Grade 9: 886
 - Grade 10: 848
 - Grade 11: 806
 - Grade 12: 599

A FEW WORDS ABOUT DATA...

Grain of salt

Confusing? Dig deeper – How many questions for that asset? Subject to interpretation?

Patterns?

Think of kids, not just numbers...

A snapshot of our youth at a particular point in time...

Inspiring?

Prompts more questions?
Next steps? Action plan?

Pulling together a community

DEVELOPMENTAL ASSETS - DEFINITION

- Developmental Assets are the positive values, relationships, and experiences that ALL youth need to thrive.
- Search Institute has identified 40 assets in eight categories.
- Project Cornerstone has 41 assets.



8 ASSET CATEGORIES

External

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

Internal

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



SUCCESS/THRIVING

Research shows that the more assets all kids have, the more likely all kids are to succeed.

The best predictor of success?

- Strong Families

The second best predictor of success?

- School Connectedness



Palo Alto
Unified School District

WHAT DOES THE RESEARCH SAY?

Youth do better when they have relationships and experiences that make them feel **valued, respected, and known.**

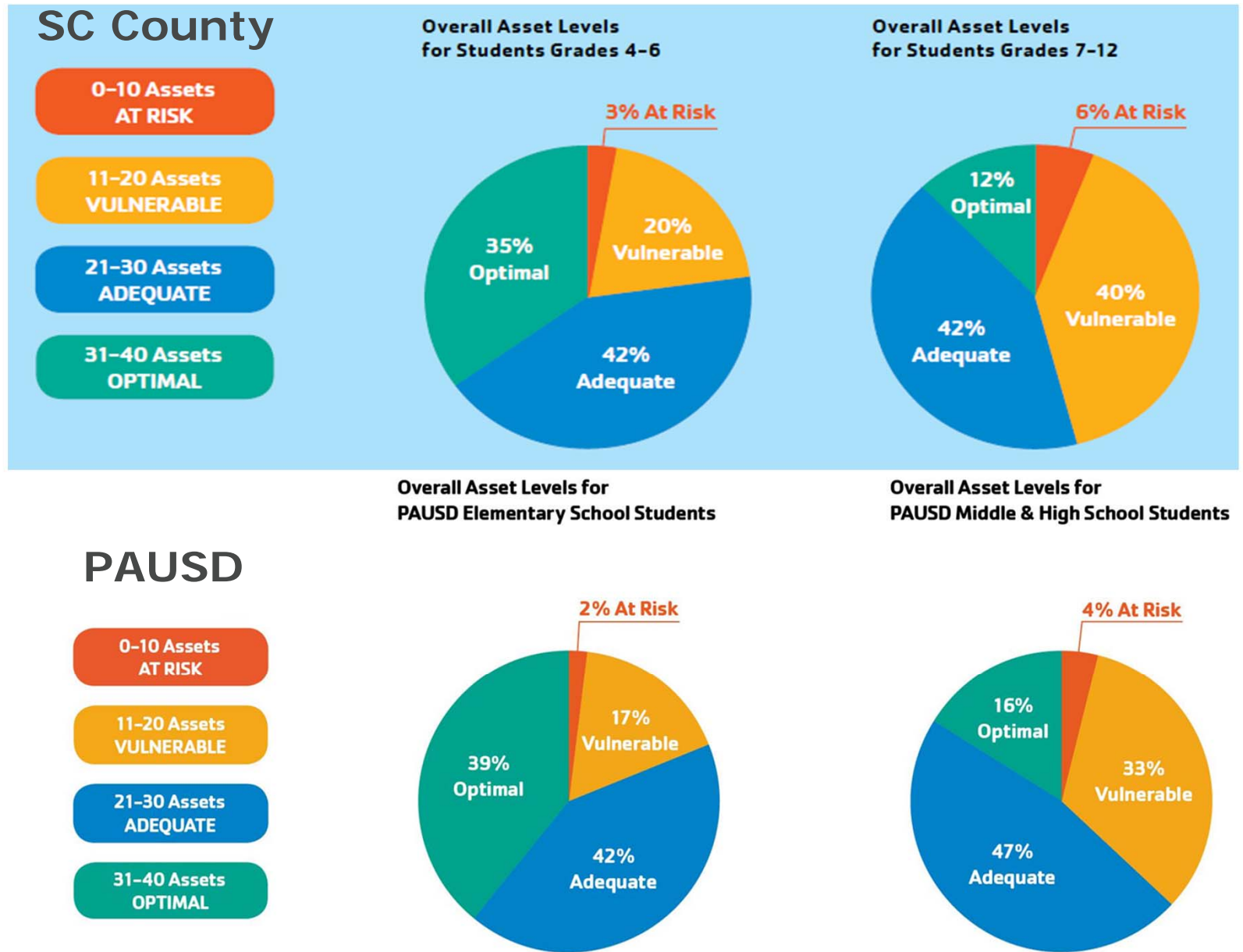
- Youth with lower asset levels are more likely to engage in risk behaviors and be less successful at school. (Risk-Taking Behaviors)
- Youth with higher asset levels are more likely to choose healthy activities, succeed in school, and avoid risk behaviors. (Thriving Indicators)

THE MORE ASSETS, THE BETTER

Search Institute created 4 levels for the average number of assets and linked them to risky and thriving behaviors.

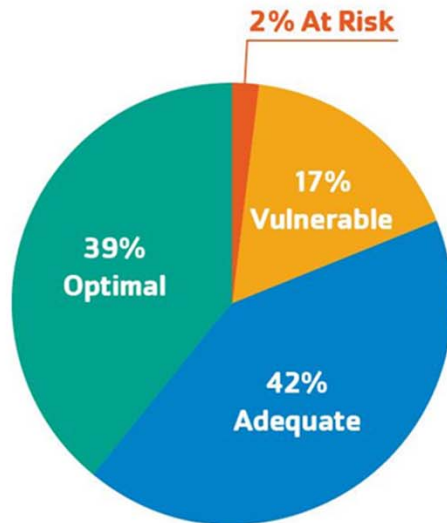
Thriving/Optimal	31-40 assets
Adequate	21-30 assets
Vulnerable	11-20 assets
At Risk	0-10 assets

AVERAGE NUMBER OF ASSETS: ELEMENTARY TO MIDDLE/HIGH - 2016

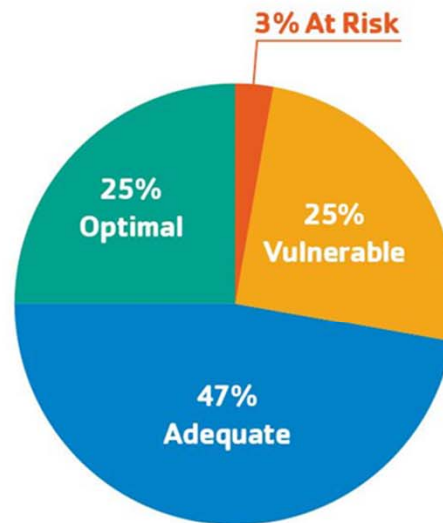


PAUSD AVERAGE NUMBER OF ASSETS: ELEMENTARY TO MIDDLE TO HIGH SCHOOL - 2016

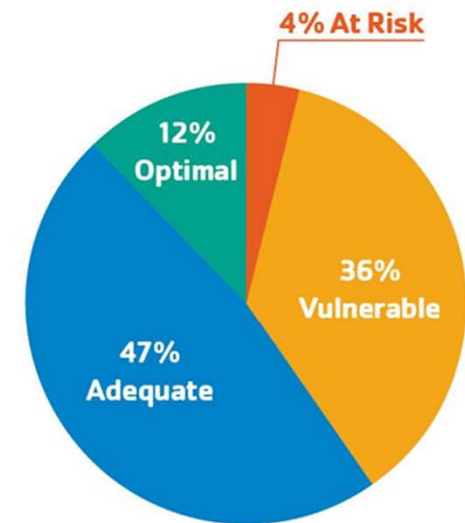
Overall Asset Levels for
PAUSD Elementary School Students



Overall Asset Levels for
PAUSD Middle School Students



Overall Asset Levels for
PAUSD High School Students



0-10 Assets
AT RISK

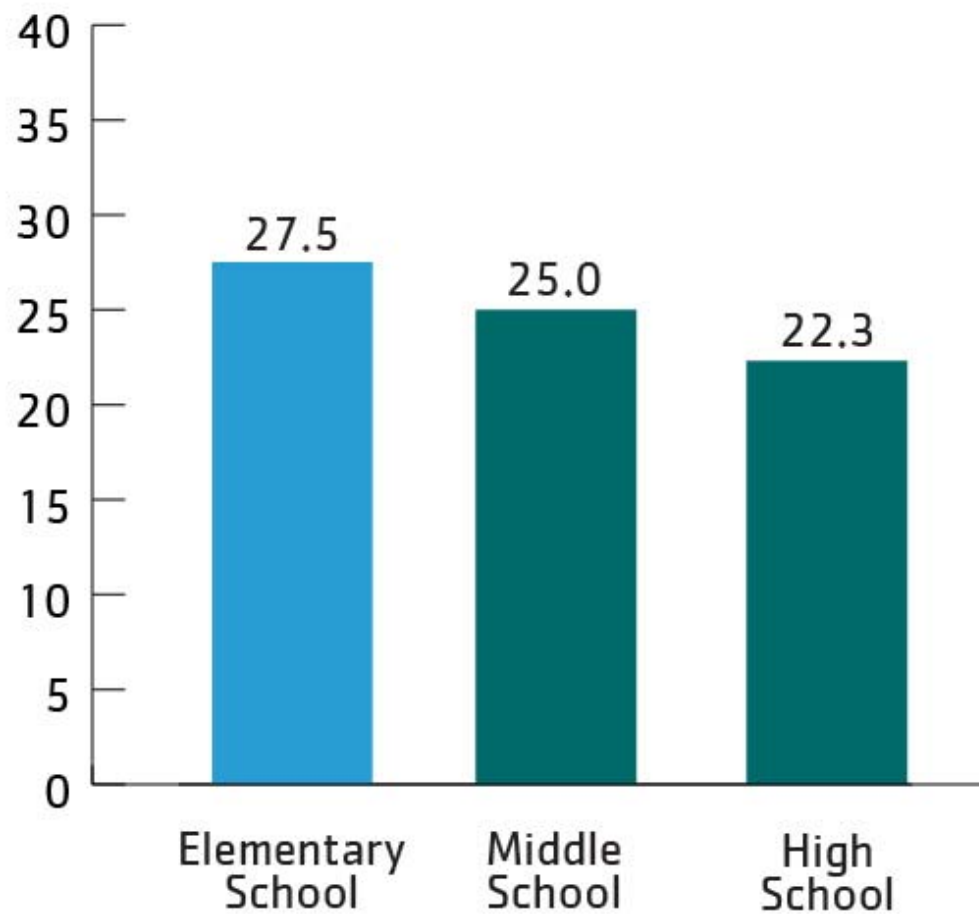
11-20 Assets
VULNERABLE

21-30 Assets
ADEQUATE

31-40 Assets
OPTIMAL

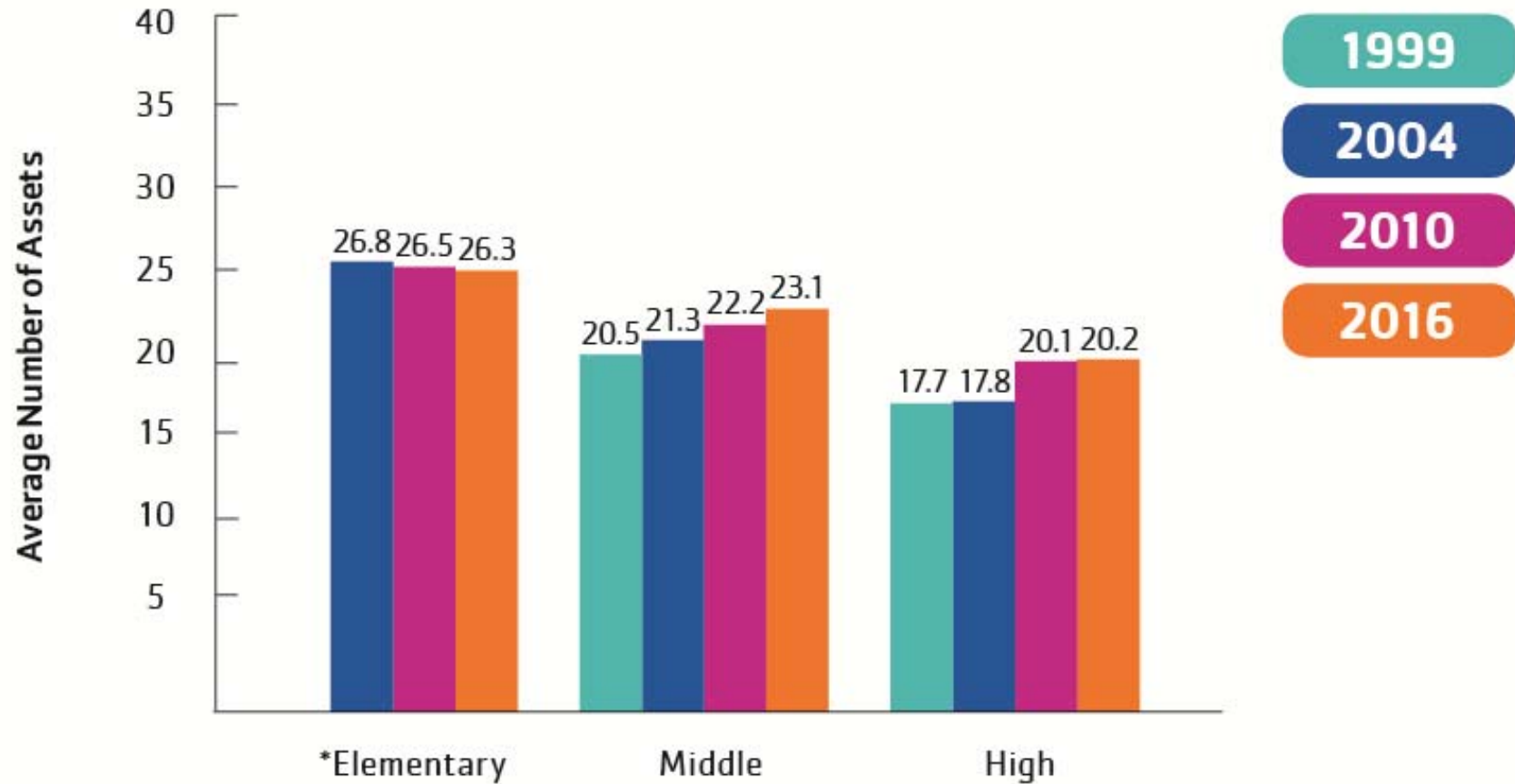
PAUSD AVERAGE NUMBER OF ASSETS 2016

Average Number of Assets for PAUSD by School-Age Level



SC COUNTY – SINCE 1999...

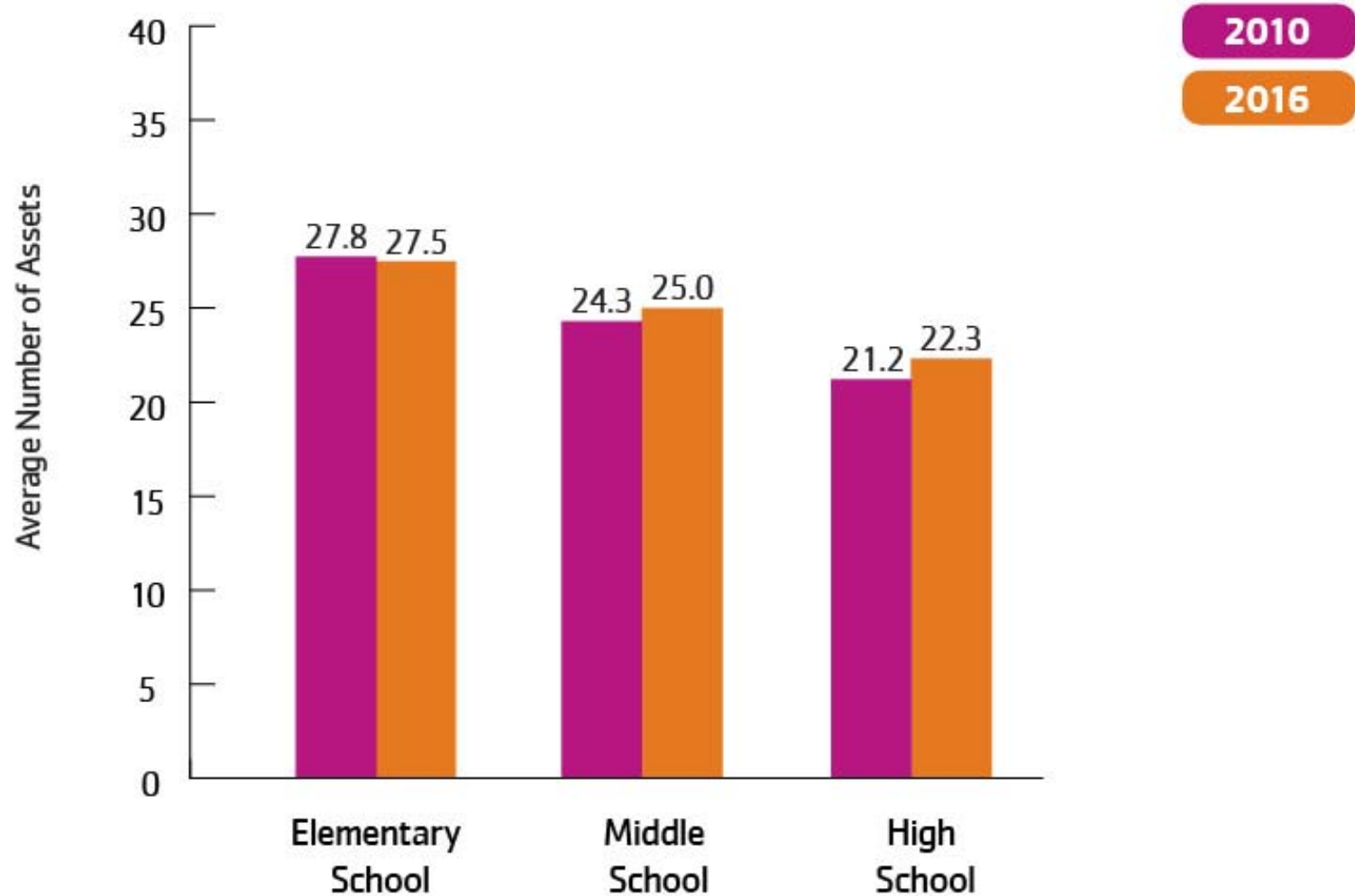
Growth From 1999 – 2016



***No survey data in 1999 for Elementary**

PAUSD – SINCE 2010...

PAUSD Growth from 2010–2016



PAUSD – AREAS OF STRENGTH

% OF YOUTH WITH THESE ASSETS (TOP 6 IN ORDER)

Elementary	Middle	High
Positive peer influence: 94%	Positive peer influence: 96%	Homework: 88%
Caring: 93%	Family support: 88%	Achievement motivation: 85%
Healthy lifestyle: 92%	Achievement motivation: 84%	Positive peer influence: 84%
Honesty: 91% Responsibility: 91%	Bonding to school: 83%	Integrity: 81%
Peaceful conflict resolution: 90%	Peaceful conflict resolution: 80%	Time at home: 78%
Family support: 89% High expectations: 89%	School boundaries: 78%	Bonding to school: 76% Responsibility: 76% Youth programs: 76%

PAUSD – AREAS OF OPPORTUNITY

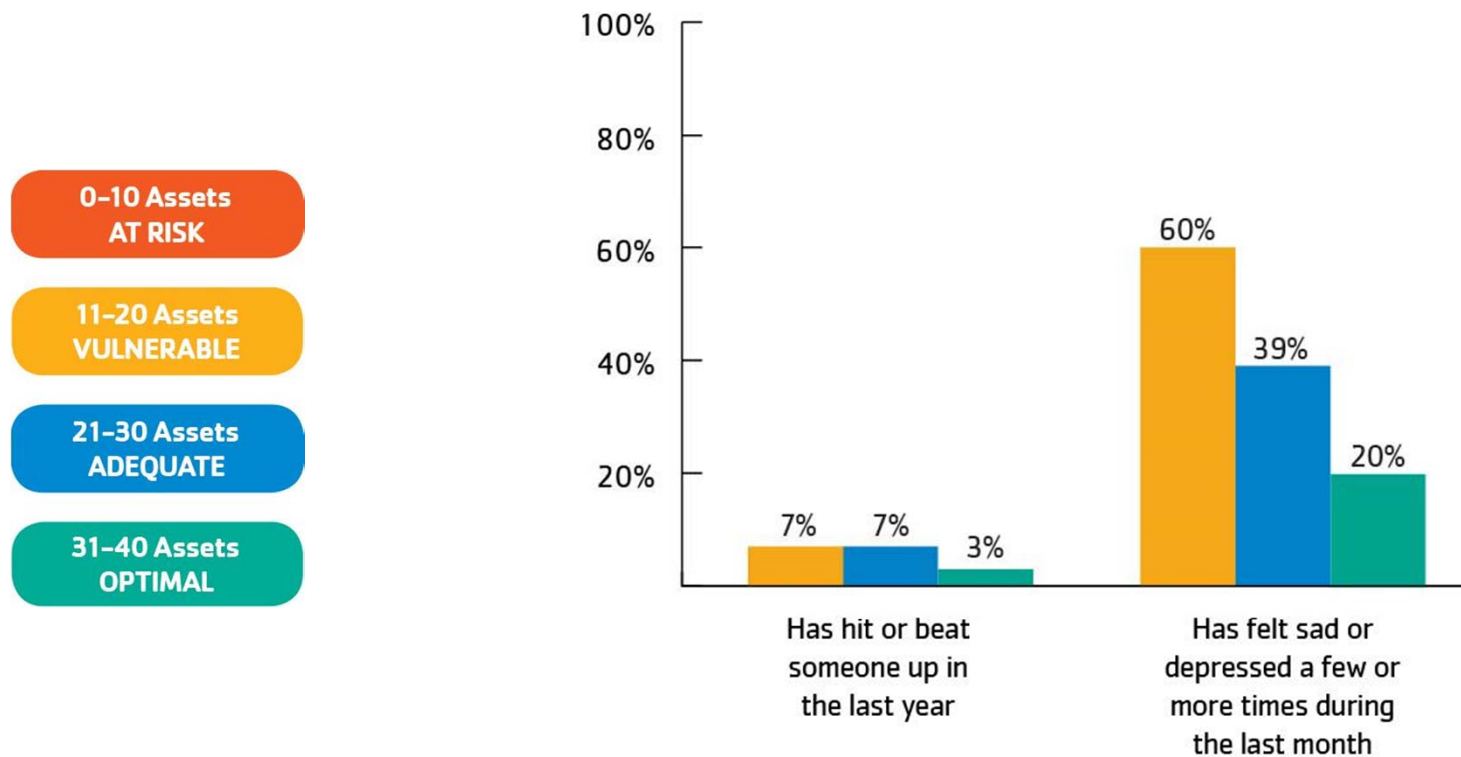
% OF YOUTH WITH THESE ASSETS (BOTTOM 6 IN ORDER)

Elementary	Middle	High
Service to others: 28% Community values youth: 28%	Creative activities: 36% Religious community: 36%	Reading for pleasure: 22%
Religious community: 36%	Service to others: 38%	Community values youth: 26%
Time at home: 37%	Community values youth: 39%	Parent involvement in schooling: 28%
Neighborhood boundaries: 42%	Planning and decision-making: 45%	Religious community: 29%
Parent involvement in schooling: 45%	Youth as resources: 47% School Engagement: 47% Homework: 47%	Creative activities: 31%
Sense of purpose: 49%	Reading for pleasure: 49%	Caring neighborhood: 39%

THE POWER OF ASSETS TO PROTECT

PAUSD ELEMENTARY SCHOOL RISK-TAKING BEHAVIORS 2016

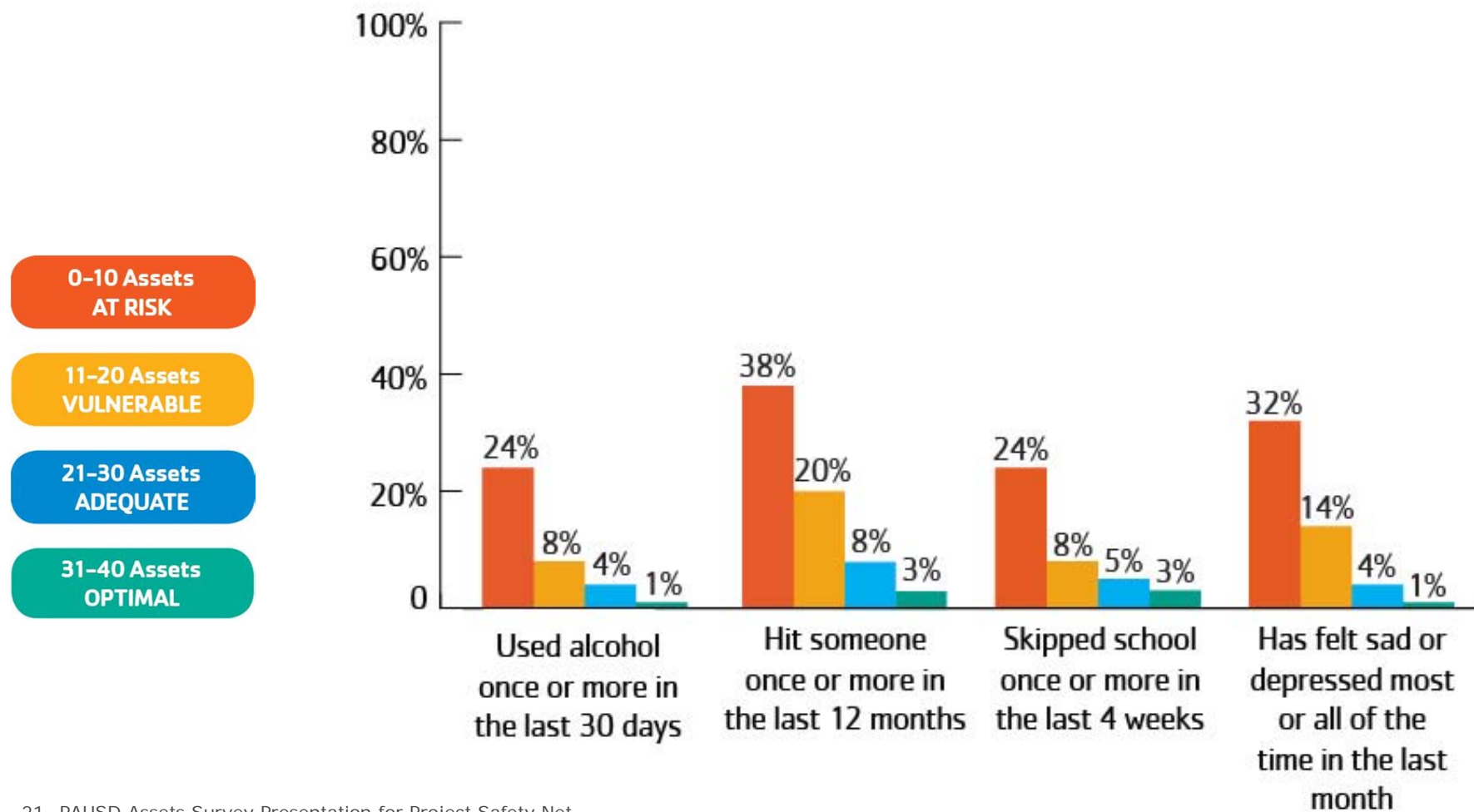
**PAUSD Elementary School
Risk-Taking Behaviors by Asset Level**



* Data are not shown for one or more asset level because fewer than 20 youth represent this asset level, potentially compromising anonymity and yielding unstable results.

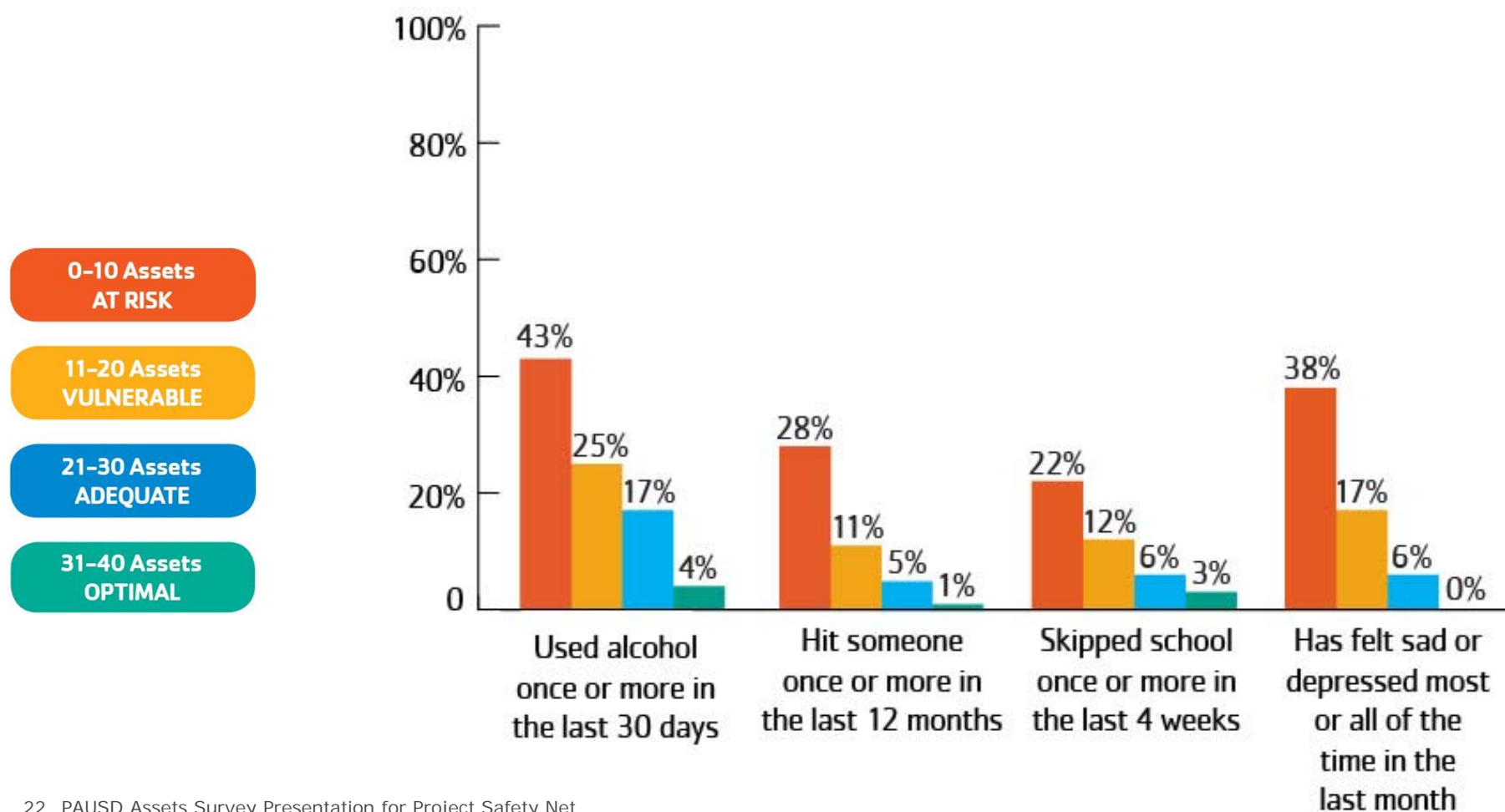
THE POWER OF ASSETS TO PROTECT PAUSD MIDDLE SCHOOL RISK-TAKING BEHAVIORS 2016

**PAUSD Middle School
Risk-Taking Behaviors by Asset Level**



THE POWER OF ASSETS TO PROTECT PAUSD HIGH SCHOOL RISK-TAKING BEHAVIORS 2016

**PAUSD High Schools
Risk-Taking Behaviors by Asset Level**



PAUSD RISK-TAKING BEHAVIORS

6 Areas for Elementary:

- 35% of elementary students reported they felt really sad or depressed during the last month.

24 Areas for Middle & High School:

Middle:

- % of students has decreased from 2010 to 2016 in 19 risk behaviors!
- Most significant decline was in Anti-Social Behavior (-6%)

High:

- % of students has decreased from 2010 to 2016 in 23 risk behaviors!
- Most significant decline was in Marijuana and Anti-Social Behavior (-11% for both)

PAUSD ELEMENTARY SCHOOLS

3 OF 6 RISK-TAKING BEHAVIORS (% OF YOUTH)

Risk Behavior Pattern	Definition	Total Sample	Gender	
			M	F
Physical Aggression/ Violence	Has hit or beat someone up more than once during the last year	6	8	4
Sadness	Has felt sad or depressed a few or more times during the last month	35	36	35

PAUSD MIDDLE SCHOOLS

2 OF 24 RISK-TAKING BEHAVIORS (% OF YOUTH)

Risk-Taking Behavior Category	Definition	Total Sample	Gender	
			M	F
Violence	Hit someone once or more in the last 12 months	11	15	6
	Physically hurt someone once or more in the last 12 months	5	7	2
	Threatened physical harm to someone once or more in the last 12 months	9	12	6
Eating Disorder	Has engaged in bulimic or anorexic behavior	7	7	7

PAUSD MIDDLE SCHOOLS

2 MORE OF 24 RISK-TAKING BEHAVIORS (% OF YOUTH)

Risk-Taking Behavior Category	Definition	Total Sample	Gender	
			M	F
Depression	Felt sad or depressed most or all of the time in the last month	7	5	7
Attempted Suicide	Has attempted suicide one or more times	5	4	5

PAUSD HIGH SCHOOLS

2 OF 24 RISK-TAKING BEHAVIORS (% OF YOUTH)

Risk-Taking Behavior Category	Definition	Total Sample	Gender	
			M	F
Alcohol	Used alcohol once or more in the last 30 days	19	18	20
Violence	Hit someone once or more in the last 12 months	8	12	3
	Threatened physical harm to someone once or more in the last 12 months	9	12	5
Eating Disorder	Has engaged in bulimic or anorexic behavior	10	7	13

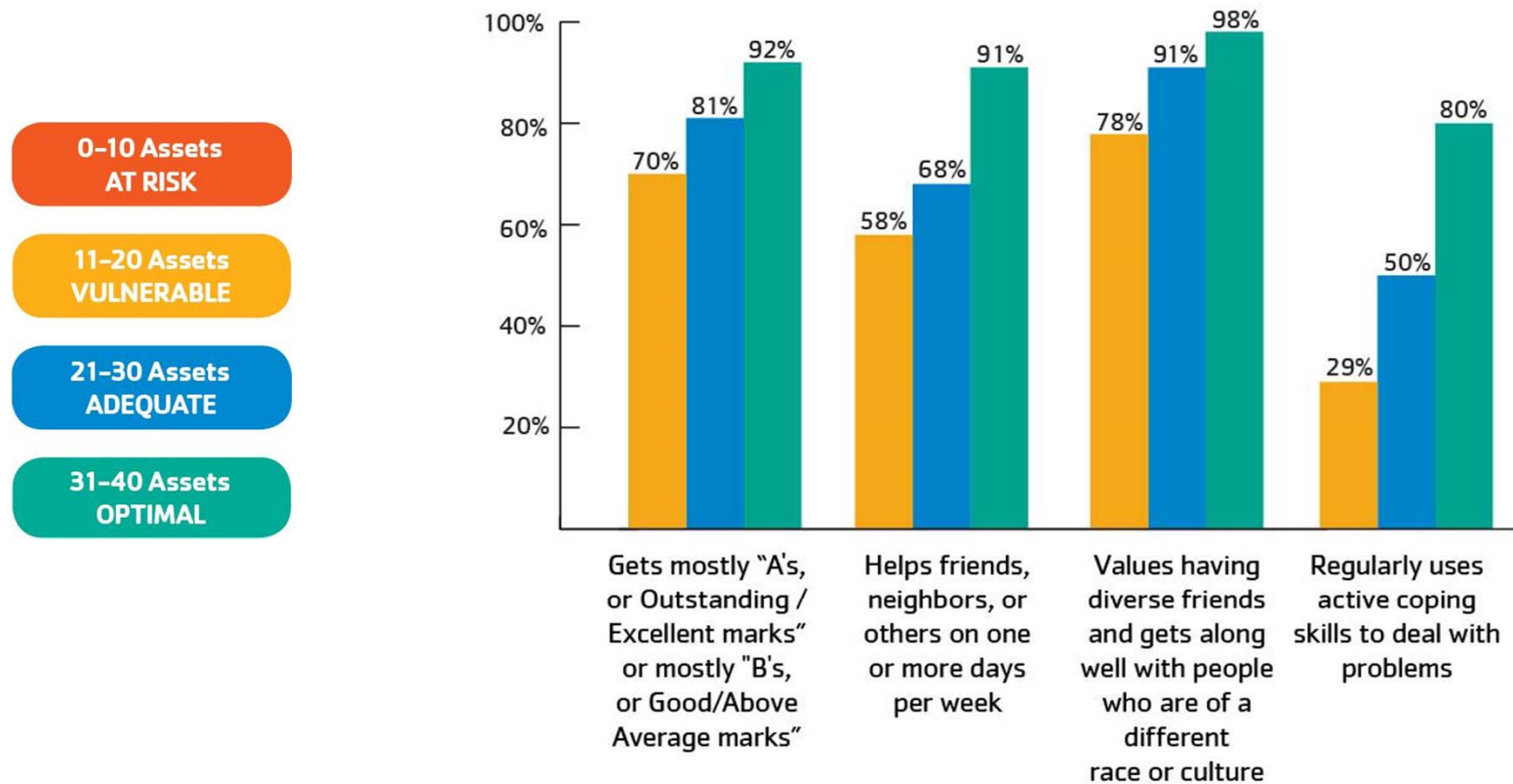
PAUSD HIGH SCHOOLS

2 MORE OF 24 RISK-TAKING BEHAVIORS (% OF YOUTH)

Risk-Taking Behavior Category	Definition	Total Sample	Gender	
			M	F
Depression	Felt sad or depressed most or all of the time in the last month	11	7	14
Attempted Suicide	Has attempted suicide one or more times	7	5	8

THE POWER OF ASSETS TO PROMOTE PAUSD ELEMENTARY SCHOOL THRIVING INDICATORS 2016

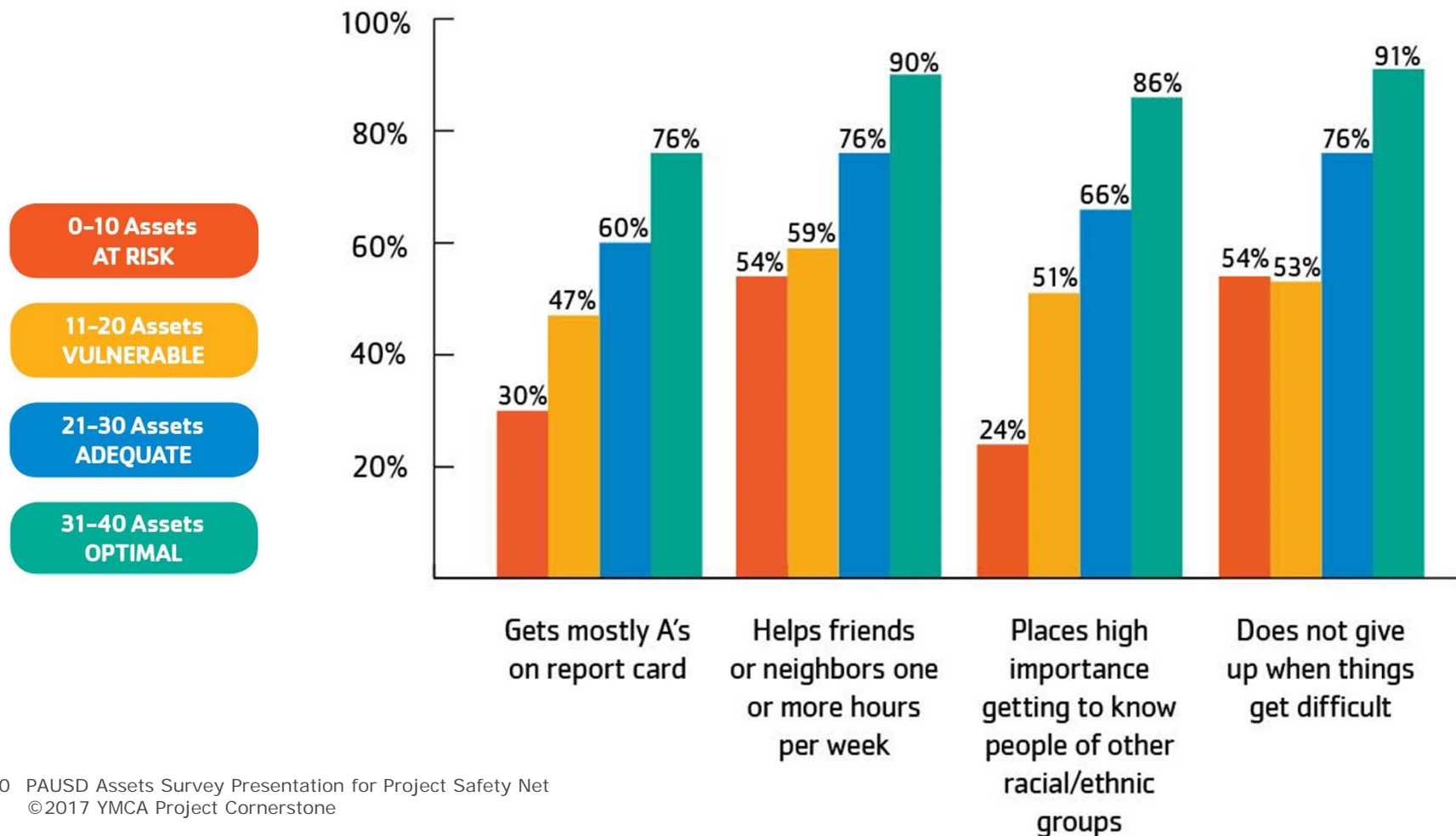
**PAUSD Elementary School
Thriving Behaviors by Asset Level**



* Data are not shown for one or more asset level because fewer than 20 youth represent this asset level, potentially compromising anonymity and yielding unstable results.

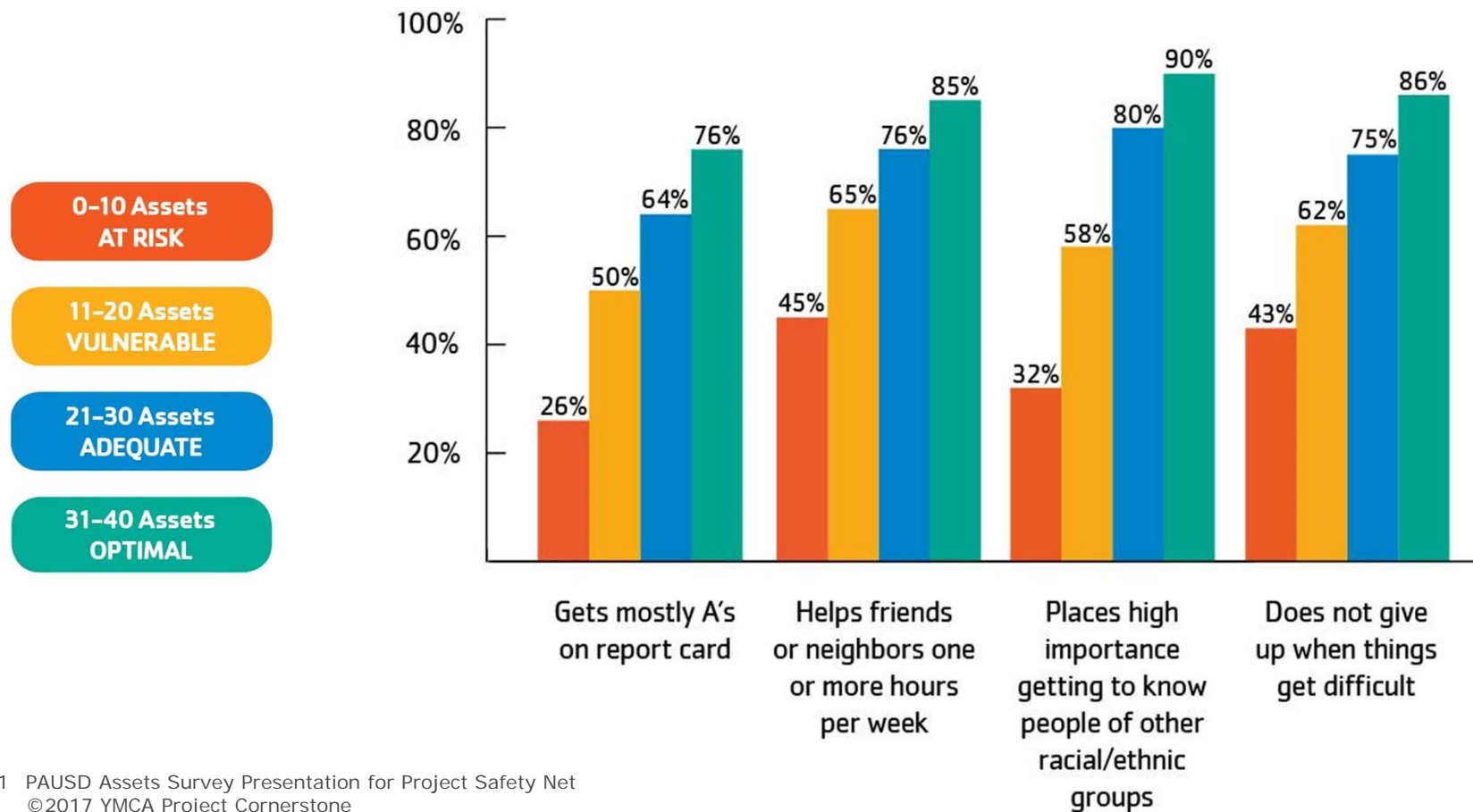
THE POWER OF ASSETS TO PROMOTE PAUSD MIDDLE SCHOOL THRIVING INDICATORS 2016

**PAUSD Middle School
Thriving Behaviors by Asset Level**



THE POWER OF ASSETS TO PROMOTE PAUSD HIGH SCHOOL THRIVING INDICATORS 2016

**PAUSD High Schools
Thriving Behaviors by Asset Level**



PAUSD THRIVING INDICATORS

7 Areas for Elementary School:

Highest %:

- Values diversity 90%

Lowest %:

- Coping 58%

Most significant increase:

- Helping others 75% (+5%)



PAUSD THRIVING INDICATORS

8 Areas for Middle School:

Highest %:

- Helps others 74%

Lowest %:

- Resists danger 33%

No significant increases

Decrease in Exhibits leadership 67% (-6%)



PAUSD THRIVING INDICATORS

8 Areas for High School:

Highest %:

- Exhibits leadership 76%

Lowest %:

- Resists danger 27%

Most significant increases:

- Values diversity 71% (+13%)
- Succeeds in school 58% (+8%)



PAUSD ELEMENTARY SCHOOLS 2 OF 7 THRIVING INDICATORS

Thriving Indicator	Definition	Total Sample	Gender	
			M	F
Values Diversity	Child values having diverse friends and gets along well with people who are of a different race or culture than the child.	90	88	93
Life Satisfaction	Child is satisfied with her or his life.	89	86	91

PAUSD MIDDLE SCHOOLS

3 OF 8 THRIVING BEHAVIORS

Thriving Indicator	Definition	Total Sample	Gender	
			M	F
Succeeds in School *	Gets mostly As on report card	59	55	64
Helps Others	Helps friends or neighbors one or more hours per week	74	71	78
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	65	60	70

* The question for success is worded differently in the MMW Survey compared to the A&B Survey. The criteria to be "successful" is harder for middle/high school.

PAUSD HIGH SCHOOLS

4 OF 8 THRIVING BEHAVIORS

Thriving Indicator	Definition	Total Sample	Gender	
			M	F
Succeeds in School *	Gets mostly As on report card	58	54	63
Helps Others	Helps friends or neighbors one or more hours per week	71	69	75
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	71	62	81
Resists Danger	Avoids doing things that are dangerous	27	23	32

* The question for success is worded differently in the MMW Survey compared to the A&B Survey. The criteria to be "successful" is harder for middle/high school.

AS YOU MOVE FORWARD...

WHAT ARE NEXT STEPS?



- What are the youth's stories? What are they telling us?
- What questions do the results bring up?
- How can we use this information to inform our work as a community?
 - ~ Who should be at the table?
 - ~ What are we doing well?
 - ~ What can be improved?
 - ~ Where does youth fit into this discussion?



What is one thing you can do personally today?

COMMUNITY BUILDING OPPORTUNITIES

EVERY SMALL, POSITIVE STEP IS A STEP FORWARD...

- Project Cornerstone's *"Take It Personally"* workshops:
A 6-week series to help communities learn new tools for strengthening our relationships with children and youth. Using Developmental Assets as the framework, each week we share, discuss, and practice ways to show caring, give support, set boundaries, and build strong relationships that help youth succeed in school, friendships, and life! When we strengthen family and community connections, we are more equipped to help all young people thrive. (Current and upcoming workshops can be found on our web site.)
- Engage in Service to Others (Asset #9) – often called the "Gateway" Asset. Providing youth and families opportunities to give to others in meaningful ways can open the gate to 20 other assets.



**We build caring adults
Who build caring schools
Which build caring communities
That build strong kids!**

A THANK YOU FROM PROJECT CORNERSTONE...

- *for your support!*
- *for your partnership and
collaboration in helping all youth!*



RESOURCES

- www.search-institute.org
- www.projectcornerstone.org
 - You can download the full reports of the 2017 survey results for Santa Clara County.
(For Palo Alto district and school reports, please go the PAUSD's web site: www.pausd.org)
- info@projectcornerstone.org
- ziem@projectcornerstone.org

