

Developmental Assets[®] : A Profile of Our Youth

Results from Search Institute's
Profiles of Student Life Survey
Fall 2005

RDA
Research & Evaluation Team



Survey Administration

- Administered Fall 2005
- All APS middle, high, & alternative schools
- Valid surveys returned from 9,013 of 45,582 middle & high school students
- Margin of error for results $\pm 1\%$

Survey Results

- Identifies 40 Developmental Assets® – building blocks of robust maturation
- Asset building is a local issue – comparisons are most relevant within each community

40 Developmental Assets

- **20 External Assets**
 - Support
 - Empowerment
 - Boundaries & Expectations
 - Constructive use of time

5 Most Frequent External Assets

External Asset	ABQ	USA
High levels of family support	70%	68%
Positive peer influence	54%	63%
Youth programs ≥ 3 hrs/wk	52%	57%
Religious community ≥ 1 hr/wk	52%	58%
Time at home: out doing “nothing special” ≤ 2 nights/wk	51%	51%

5 Least Frequent External Assets

External Asset	ABQ	USA
Caring, encouraging school climate	26%	29%
Positive adult role models	25%	27%
Youth w/useful community roles	24%	22%
Creative activities \geq 3 hrs/wk	23%	21%
Community adults value youth	19%	22%

40 Developmental Assets

- 20 Internal Assets
 - Commitment to learning
 - Positive values
 - Social competencies
 - Positive identity

5 Most Frequent Internal Assets

Internal Asset	ABQ	USA
Integrity of convictions & values	71%	68%
Positive view of personal future	69%	72%
Honesty even when it's not easy	66%	66%
Accepts personal responsibility	65%	63%
School achievement motivation	62%	65%

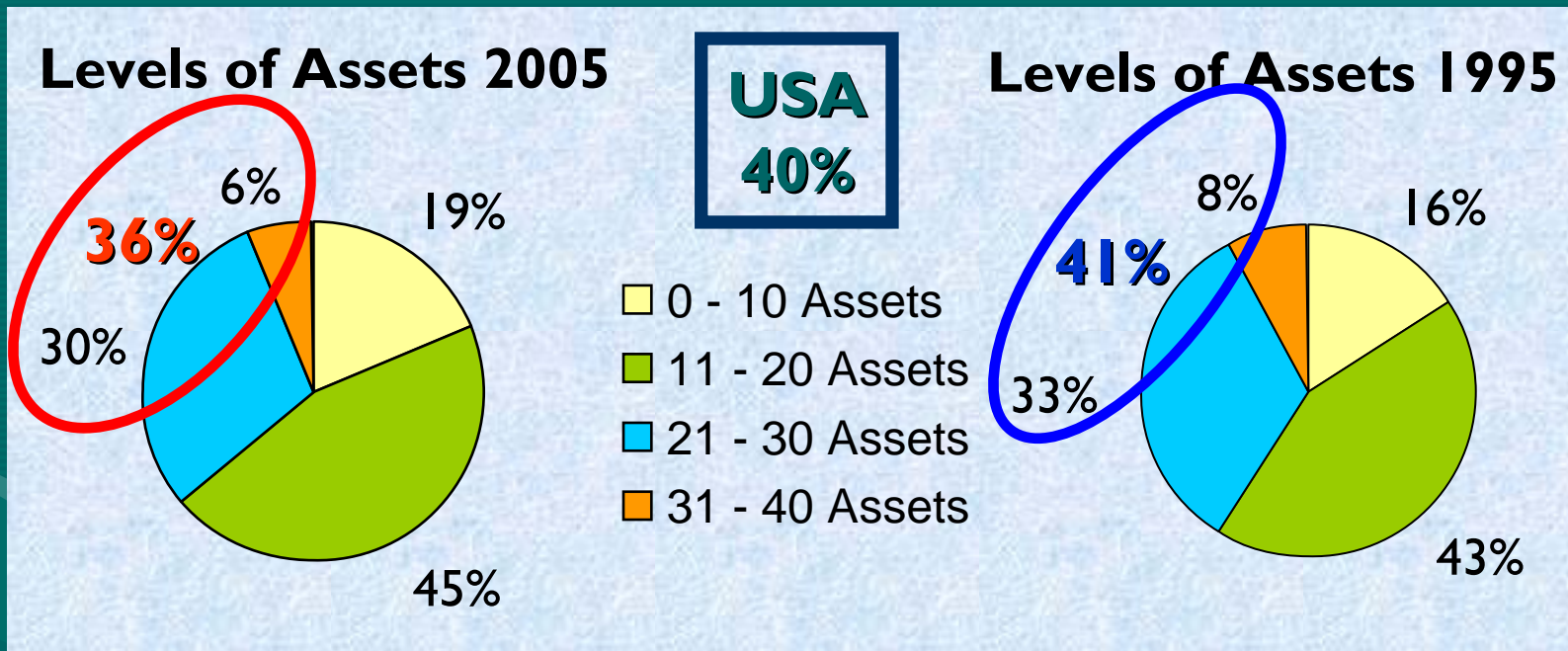
5 Least Frequent Internal Assets

Internal Asset	ABQ	USA
Restraint: Say it's important to refrain from sex, alcohol & drugs	38%	45%
Resistance skills: Can resist negative peer pressure	36%	41%
Seeks peaceful conflict resolution	34%	40%
Planning & decision making	28%	29%
Reading for pleasure ≥ 3 hrs/wk	21%	22%

40 Developmental Assets

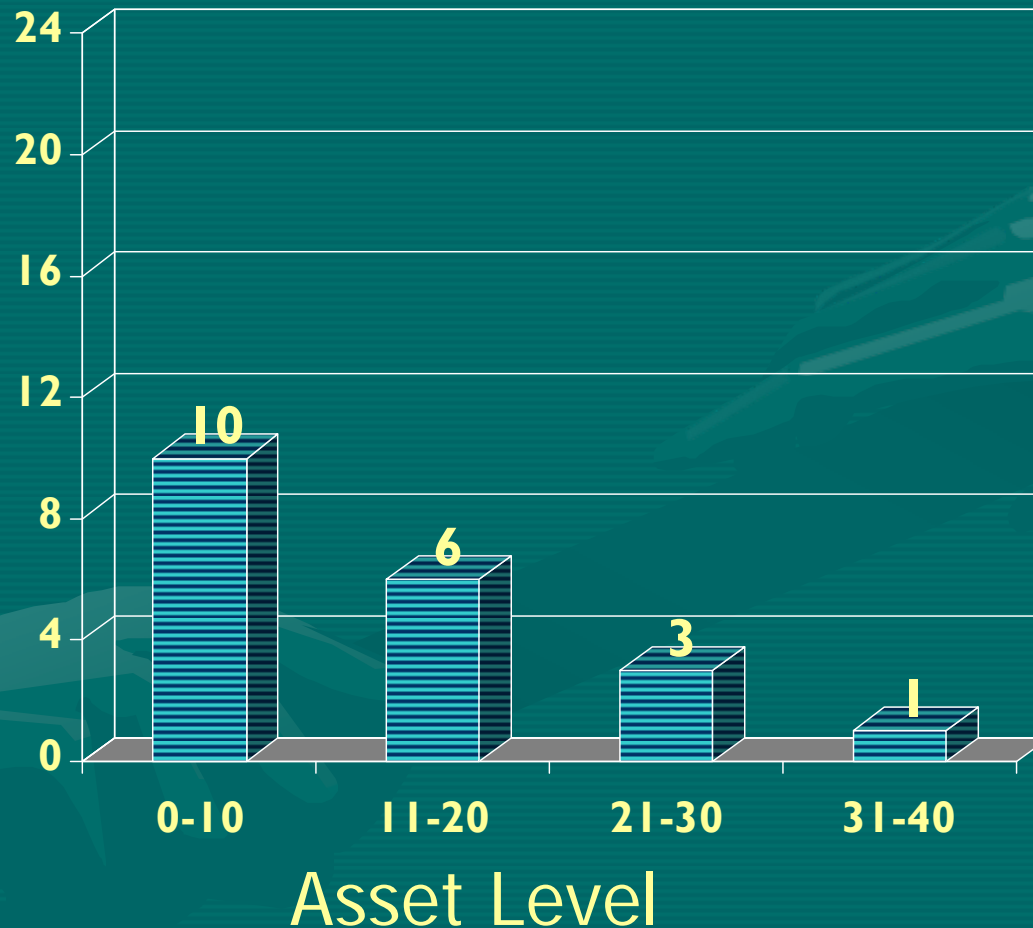
- Assets correlate with behavior
- Youth with more assets are involved in fewer risk-taking behaviors.
- Assets play a role in predicting academic success

Assets of Albuquerque Youth



Assets and Risk-taking Behaviors

Average
Number of
Risk-taking
Behaviors



3 Most Frequent Risk-taking Behaviors

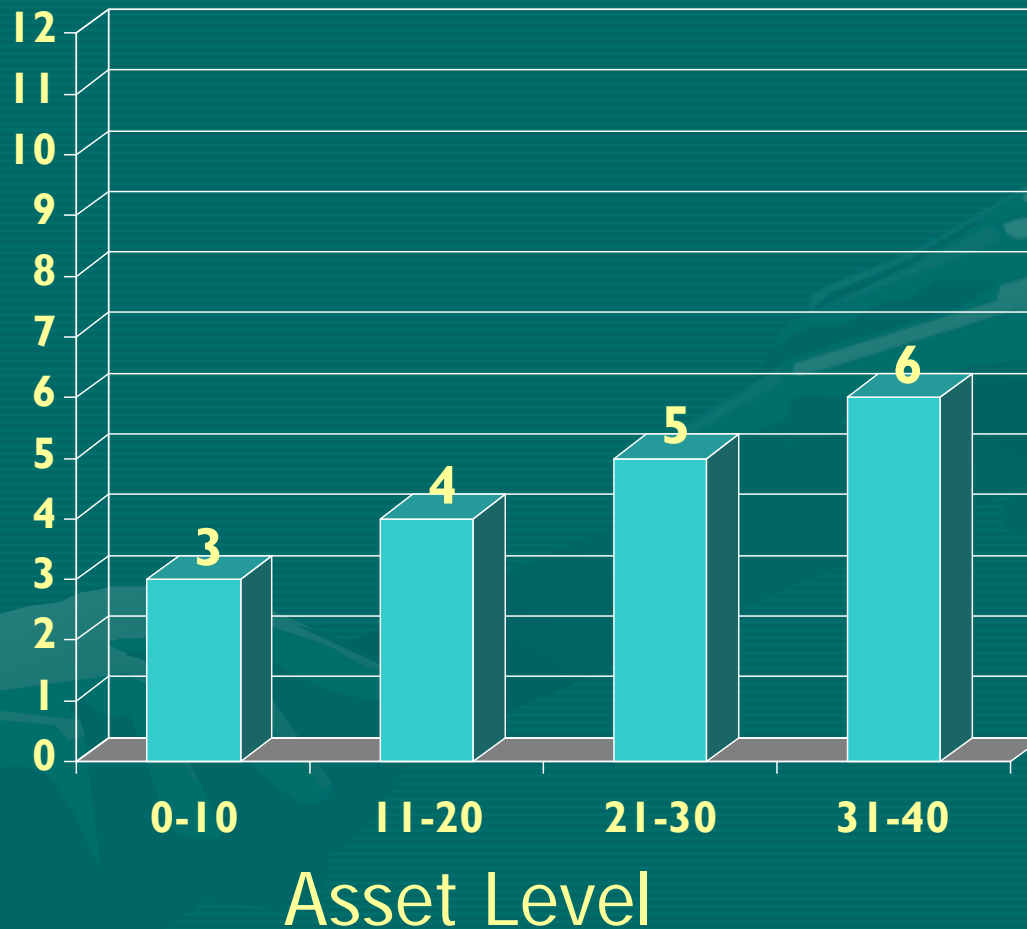
Behavior	ABQ	Age 10-13	Age 14-18
Skipped school ≥ 1x last 4 weeks	46%	30%	50%
Hit or beat up someone ≥ 1x last 12 mos.	41%	44%	40%
Rode w/drinking driver ≥ 1x last 12 mos.	39%	32%	41%

3 Most Frequent Deficits

Deficit	ABQ	Age 10-13	Age 14-18
≥ 1 drinking party last 12 mos.	54%	28%	62%
Home alone ≥ 2 hrs/school day	50%	39%	54%
≥ 3 hr TV/day	35%	35%	35%

Assets & Thriving Indicators

Average
Number of
Thriving
Indicators



3 Most Frequent Thriving Indicators

Thriving Indicator	ABQ	Age 10-13	Age 14-18
Helps friends & neighbors \geq 1 hr/wk	77%	78%	77%
Doesn't give up under difficulty	71%	69%	71%
Has high importance on knowing other ethnicities	65%	67%	64%

Findings

- Albuquerque youth need more Assets
 - 36% have more than half of the 40 Developmental Assets
 - 19% say the community values youth
 - 25% report positive adult role models

Findings Over Time

- In the ten years surveyed, 1995 - 2005, ABQ results show:
 - % of youth with $> 1/2$ of the 40 assets declined 5% (2005 = 36%)
 - Positive adult role models fell 17% (2005 = 25%)
 - Sense of purpose fell 27% (2005 = 54%)
 - 26% report a caring, encouraging school climate (unchanged)

Findings

- **And yet:**
 - 77% help neighbors & friends at least an hour per week
 - 70% have a family life providing high levels of love & support
 - 71% don't give up under difficulty

Community Awareness to Action

- Building Developmental Assets is our community's responsibility
- Community Schools Partnership formalized June, 2006
- Increase asset awareness
- Think & act intergenerationally
- Recognize asset building is a life-long process

How Results Are Used in APS

- APS departments use survey information in grant applications
- The information guides how we develop student support programs
- APS goal team will target key asset deficiencies for intervention
- School & Community Partnerships initiatives are part of a long-term commitment to improve assets

Take Action

- ABQ youth need caring adults in their lives
- Everyone can be a positive support to young people

Remember...

- *You are an asset builder !*

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[SCHOOLS](#) **New**

- [New Mexico Youth Risk and Resiliency Survey \(YRRS\) 2005 - Report of NM State Results](#) **New**
- New Mexico Department of Health, YRRS-related information: **New**
 - [Survey of High School Students Reveals Improvements in Drug and Alcohol Use](#)
 - [NM Youth Risk and Resiliency Survey Highlights](#)
- [2005 APS Results From Search Institute's "Profiles of Student Life: Attitudes and Behavior Survey" That Identifies 40 Developmental Assets - executive summary](#) **New**
- [Community Context and Action Strategies Toward Building Developmental Assets - Brief](#) **New**
- [Parent Involvement in Title I Schools 2003-2004](#) **New**
- [Parent Involvement In Title I Schools 2003-2004 \(evaluation brief\)](#) **New**
- [The Impact of Kindergarten Plus - Summative and Formative Evaluation 2003-2006](#) **New**
- [Test Preparation, Security and Administration - State Mandated Testing, 2006-07, High Schools](#)
- [Test Representative Directions for Alternative Assessment for English Language Learners \(ELL\) Grades 10-12](#)
- [Teacher Directions for Alternative Assessment for English Language Learners \(ELL\) Grades 10-12](#)
- [NM High School Senior Exam Alternative Assessment for English Language Learners \(ELL\)](#)

more Documents & Reports...

Parent Info

Parent Friendly Standards

- Kindergarten: not available
- Grade 1: [English](#) [Spanish](#)
- Grade 2: [English](#) [Spanish](#)
- Grade 3: [English](#) [Spanish](#)
- Grade 4: [English](#) [Spanish](#)
- Grade 5: [English](#) [Spanish](#)

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Documents & Reports

 [APS Instructional Coaching \(IC\) Program Evaluation – Phase 2: Survey Results from Teachers, Principals, and Instructional Coaches, Spring 2005](#) **New**

 [Triennial Evaluation Report - Title I Program for Neglected & Delinquent Students 2004-2005](#) **New**

 [Developmental Assets: A Profile of Your Youth - Albuquerque Public Schools](#)

[Executive Summary](#) [Report](#) **New**

[Dev. Assets: more info](#) **New**

Albuquerque HS (590)	Executive Summary	Report	 New	Developmental Assets: A Profile of Your Youth - APS High Schools
Cibola HS (580)	Executive Summary	Report	New	
Del Norte HS (514)	Executive Summary	Report	New	
Eldorado HS (515)	Executive Summary	Report	New	
Highland HS (520)	Executive Summary	Report	New	
La Cueva HS (525)	Executive Summary	Report	New	
Manzano HS (530)	Executive Summary	Report	New	
Rio Grande HS (540)	Executive Summary	Report	New	
Sandia HS (550)	Executive Summary	Report	New	
Valley HS (560)	Executive Summary	Report	New	
West Mesa HS (570)	Executive Summary	Report	New	

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