

# Accelerating Assets in Alexandria



**WEDNESDAY, FEBRUARY 8, 2017**  
**NANNIE J. LEE CENTER**

# Host Committee



- Alexandria Campaign on Adolescent Pregnancy
- Alexandria City Public Schools
- ACT for Alexandria
- Alexandria Children, Youth and Families Collaborative Commission
- Alexandria Department of Community and Human Services
- Alexandria Department of Parks, Recreation and Cultural Affairs
- Alexandria Health Department
- Casa Chirilagua
- Mayor's Campaign to End Bullying in Alexandria
- Northern Virginia Health Foundation
- Partnership for a Healthier Alexandria
- Substance Abuse Prevention Coalition of Alexandria

# Goals of Today's Meeting



- Understand the “So What” of Developmental Assets and How to Use the Assets and Their Related Data
- Reach Consensus on the Top 1 to 3 Assets the Community Should Focus on Over the Next 4 Years
- Agree to Work Collectively Together to Ensure that More Youth in the Future Will Have the Assets Selected Today

# Ultimate Outcome



**To Build More Assets in Youth so They Have the  
Abilities and Skills to Be Happy and Successful  
Youth and Adults**

# Overview of the Developmental Assets Framework



**MICHAEL SWISHER  
ASSET LIAISON  
ARLINGTON PARTNERSHIP FOR CHILDREN,  
YOUTH, AND FAMILIES**

# Who built Developmental Assets<sup>®</sup> for YOU?



**Think back when you were a teen (ages 12-17):**

**Identify a non-parenting adult who** helped to guide, support, and teach you

**Share with your neighbor how that person helped you (1 minute!)**

- what did he or she do that was special?



# What are Developmental Assets®?



- Support
- Empowerment
- Positive values
- Positive identity
- Social competency
- Commitment to learning
- Constructive use of time
- Boundaries & expectations

the 40  
Developmental  
Assets®:  
What Kids **Need**  
to **Succeed**

**assets:** noun \ 'a-sets \ 1: valuable people or things 2: advantages, resources  
3: **ESSENTIAL** building blocks for **HEALTHY DEVELOPMENT** of children & youth







## What are Developmental Assets<sup>®</sup>?

### **WHAT ASSETS ARE:**

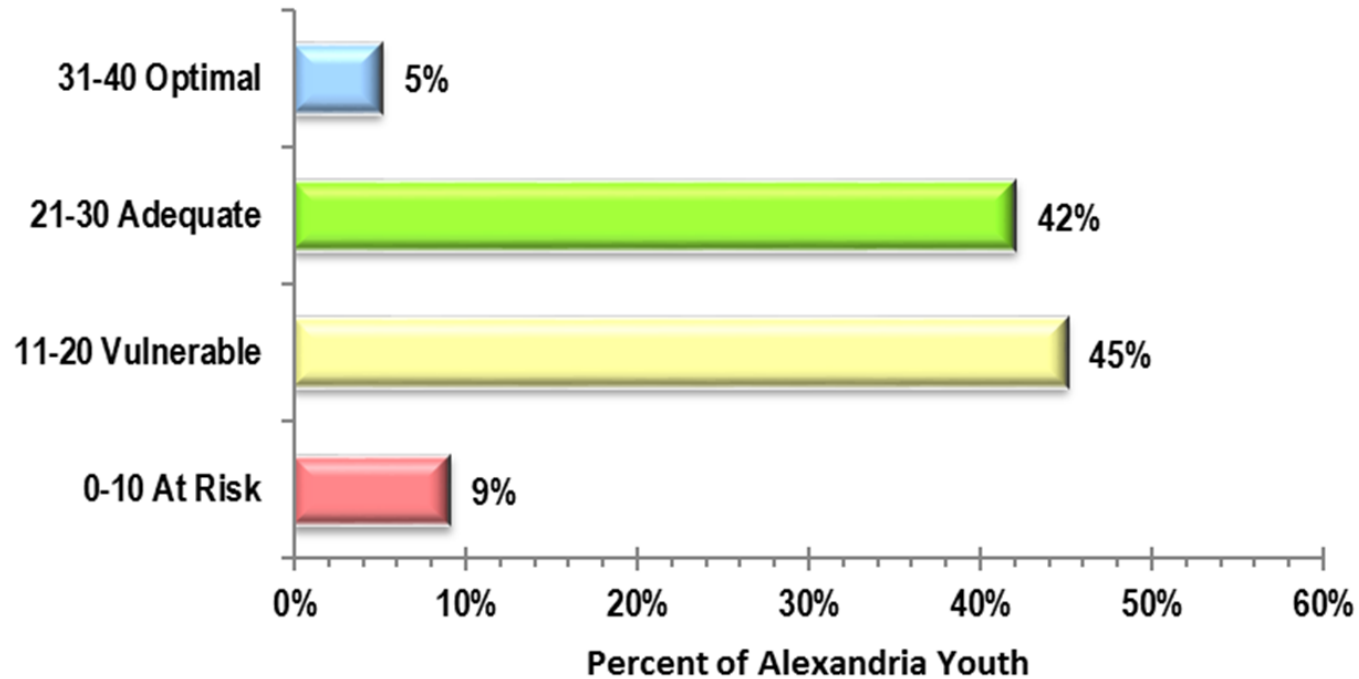
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-  Assets are **POSITIVE!** They focus on **supports** vs. deficits
-  The **MORE ASSETS** young people have, the more likely they are to make **HEALTHY CHOICES!**

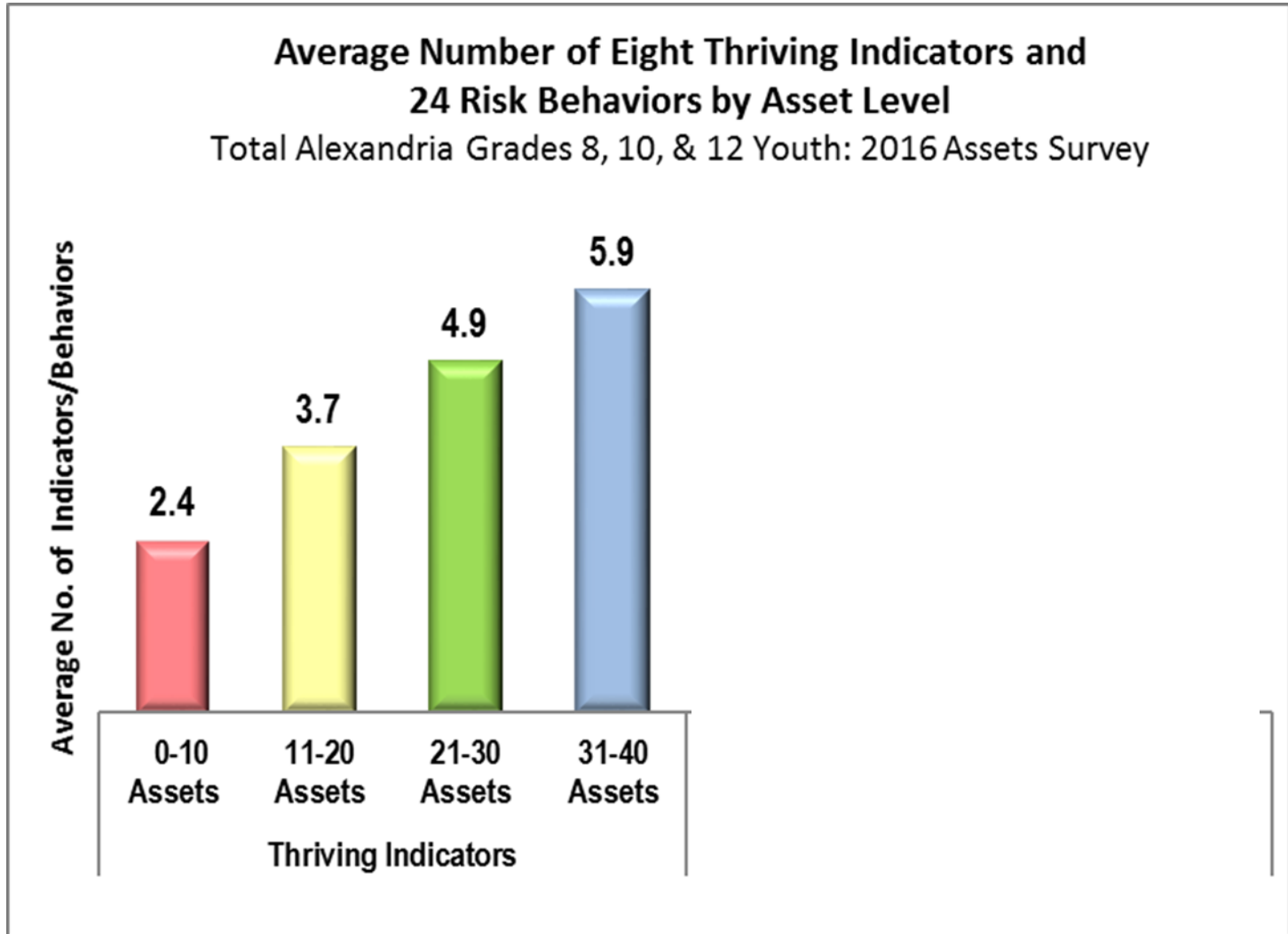
# The Importance of Building Assets®



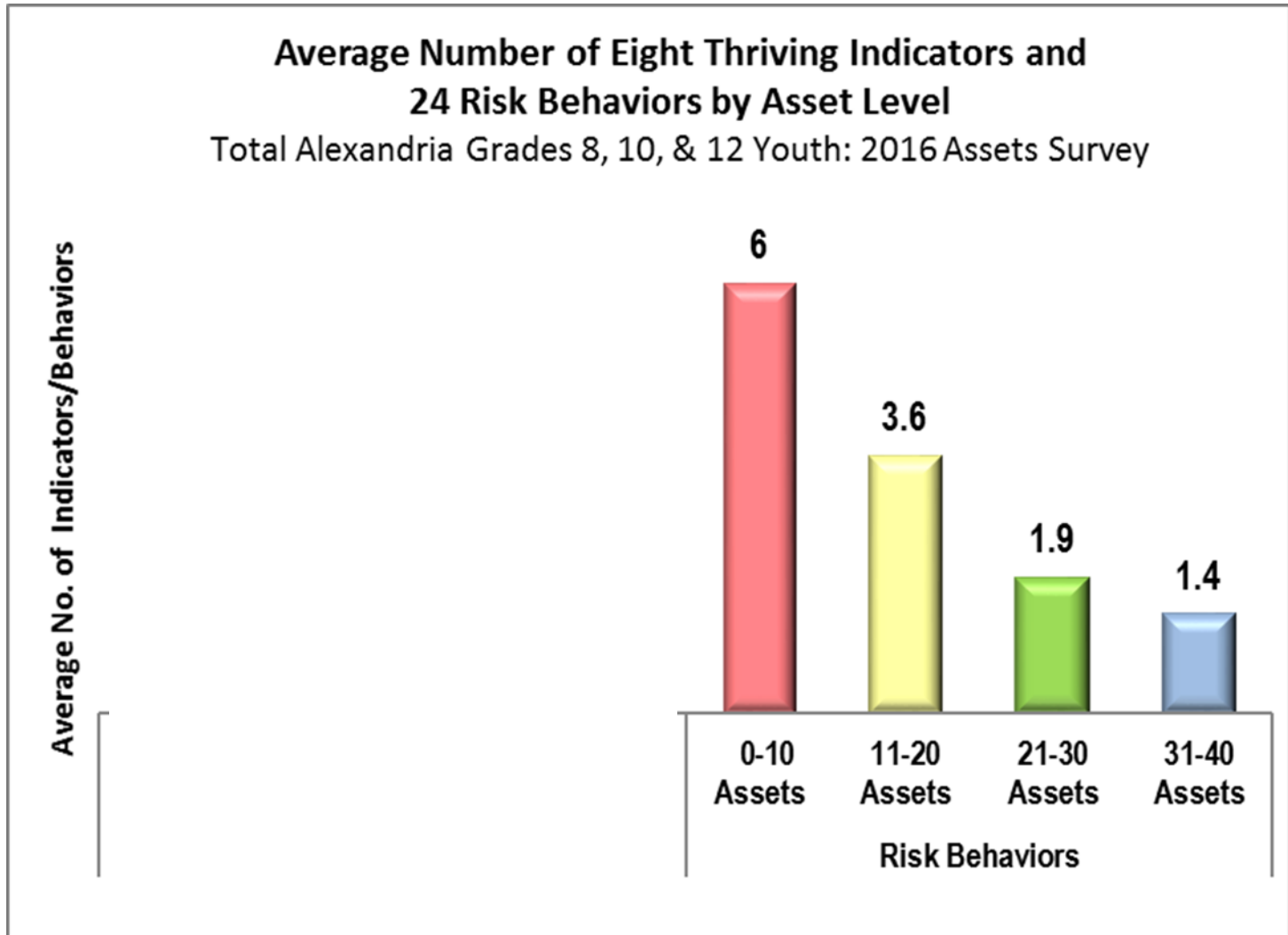
**Levels of Assets for Alexandria Youth  
(Grades 8, 10, & 12): 2016 Assets Survey**



# More Assets ⇒ More Thriving Behaviors



# More Assets ⇒ Fewer Risk Behaviors



Developmental Assets® and YOU



**HOW do we  
build Assets?**

# Build Assets through...



- **Environment** we create
- **Activities** we lead
- **Relationships** we establish



Build Assets through...



**Environment!**

Build Assets through...



**Activities!**



Build Assets through...



**Relationships!**

# Build Assets through...



- **Environment** we create
- **Activities** we lead
- **Relationships** we establish



Developmental Assets® and YOU



# **Which Assets do YOU build?**

(your organization, that is...)

# Developmental Assets® and YOU



## **Underline**

Assets that you build/support through the work of your organization

**Put a \* (star) by**

**THREE** that you want your organization to be known for

# Why those Assets <sup>®</sup>? DISCUSS



Because...

- You do it well?
- High need in your area for your youth?
- Of the big impact on youth?

# Why those Assets ®? DECIDE



## **Inquiry**

- Check your assumptions
- Seek Understanding
- Ask open-ended questions
  - Help me understand your thinking
  - What led you to that?
  - Could you say more about that?

Why those Assets <sup>®</sup>? SHARE



**THESE Assets are  
what we want to be  
known for**







# Alexandria - An Asset-Building City!

# Contact Information



## **Assets Liaison – Michael Swisher**

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THE ARLINGTON  
**PARTNERSHIP**  
*for Children, Youth & Families*

Connect with Kids-  
It only takes a minute.

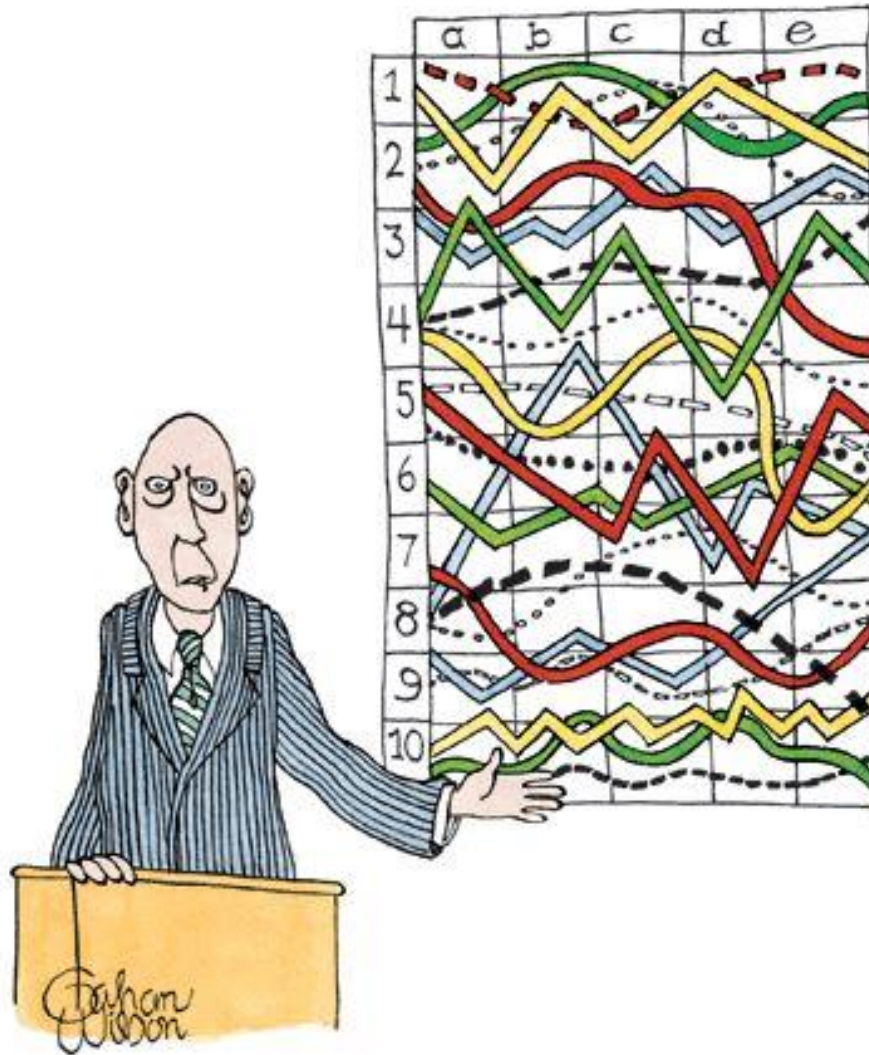
[www.apcyf.org](http://www.apcyf.org)

# Highlights of Alexandria's Developmental Assets Data



**CLINTON PAGE**  
**DEPARTMENT OF ACCOUNTABILITY**  
**ALEXANDRIA CITY PUBLIC SCHOOLS**

# Data Deluge...



*"I'll pause for a moment so you can let this information sink in."*

# Developmental Assets Methodology



- Voluntary, anonymous, self-reported data
- Alexandria City Public Schools
- Electronically administered on laptop during class

Grades 8, 10, and 12

March 2016

160 question survey

# Survey Data



- 1,476 students completed survey
  - 7 parents opted student out
- Response rates:
  - 8<sup>th</sup> grade = 68% (n=630)
  - 10<sup>th</sup> grade = 44% (n=474)
  - 12<sup>th</sup> grade = 48% (n=363)

Across gender, race, and ethnicity, the sample was largely representative of the population

For high school sample, the lower response rates may reflect unobserved differences that are not measurable

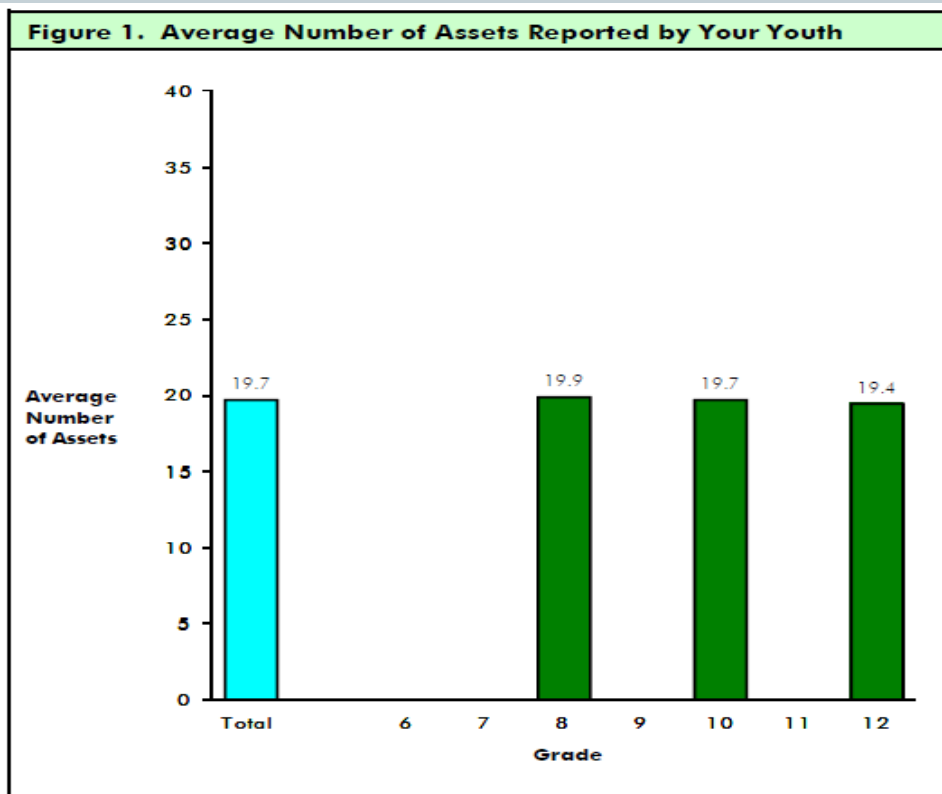
# Limitations



- The data are self-report
  - Research has found surveys are typically good indicators of youth attitudes and beliefs.
- Response rates at the high school level from 2013 (64%) to 2016 (46%) administrations declined due to increased student opt-outs and malingering.

*Inherent differences in the two populations – those who participated in the survey and those who did not – cannot be measured.*

# Average Number of Developmental Assets



- On average, students reported having approximately half of the assets.
- There was a slight decline in assets reported by older students when compared to younger.

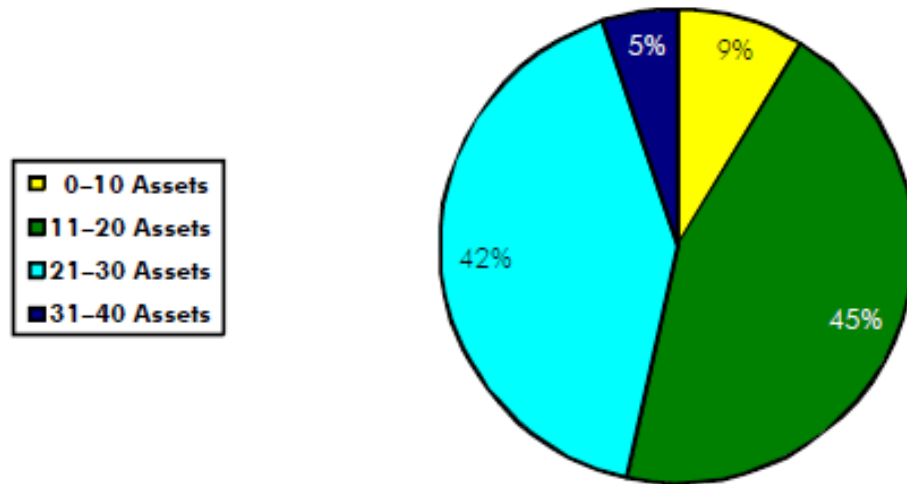
*Alexandria youth surveyed in 2016 reported on average 1.4 more assets than those surveyed in 2006 (18.3 assets).*



# Developmental Asset Levels

- A majority of youth reported having 11-20 assets followed closely by those reporting 21-30 assets.
- Very few youth reported having the highest or lowest amount of assets.

**Figure 2. The Asset Challenge Facing Your Community**



# External Assets



## Areas of Relative Strength

- Family Support (71%)
- Positive Peer Influence (71%)
- Time at Home (68%)
- High Expectations (55%)
- Youth Programs (54%)

## Areas with Greatest Growth from 2009

- Time at Home (+12% points)
- Positive Peer Influence (+11% points)
- Adult Role Models (+6% points)



# External Assets

## Areas of Relative Weakness

- Creative Activities (16%)
- Community Values Youth (19%)
- Positive Family Communication (26%)
- Parent Involvement in Schooling (26%)
- Youth as Resources (26%)

## Areas of Largest Decline from 2009

- Service to Others (-6% points)
- Creative Activities (-5% points)
- Caring Neighborhood (-5% points)

# Internal Assets



## Areas of Relative Strength

- Integrity (78%)
- Equality and Social Justice (76%)
- Positive View of Personal Future (73%)
- Achievement Motivation (72%)
- Responsibility (72%)

## Areas with Greatest Growth from 2009

- Equality and Social Justice (+14% points)
- Caring (+12% points)
- Resistance Skills (+9% points)
- Peaceful Conflict Resolution (+9% points)



# Internal Assets

## Areas of Relative Weakness

- Reading for Pleasure (22%)
- Personal Power (36%)
- Planning and Decision Making (38%)
- Interpersonal Competence (38%)
- Peaceful Conflict Resolution (46%)

## Areas of Largest Decline from 2009

- Self-esteem (-9% points)
- Personal Power (-6% points)
- Interpersonal Competence (-6% points)

# Major Takeaways



- On average, students are **reporting more assets than in any previous survey** administration (2000, 2006, 2010, 2013)
- As a whole, survey respondents reported **greater rates and growth of internal assets** when compared to external assets particularly in the categories of **Positive Values** and **Social Competencies**.
- The **external asset** categories of **Support** and **Empowerment** had the **lowest average asset scores** and displayed relatively **minimal rates of improvement**.
- The **internal asset** category of **Positive Identity declined across all four asset areas** when compared to 2009 results and should also be considered an area of focus moving forward.

# Selecting Key Assets for Improving the Lives of Alexandria's Children and Youth



**ALLEN LOMAX, HELEN MORRIS &  
JOHN PORTER**

# The Five Key Elements of Collective Impact



1. Common Agenda
2. Shared Measurement System
3. Mutually Reinforcing Activities
4. Continuous Communication
5. Backbone Support Organization



# Assets Included in Various Alexandria Plans



- **Other Adult Relationships:** youth person receives support from three or more non-parent adults. (Alexandria City Strategic Plan FY 2017 to 2022 and Alexandria Children and Youth Well-Being Data Profile 2016)
- **Service to Others:** Young person serves in the community one hour or more per week. (Alexandria Children and Youth Well-Being Data Profile 2016 and ACPS 2020 Strategic Plan)
- **Cultural Competence:** Young person has knowledge and comfort with people of different cultural, racial and ethnic backgrounds. (Alexandria Children and Youth Well-Being Data Profile 2016)
- **Planning and Decision-making:** Young person knows how to plan ahead and make choices. (Alexandria Children and Youth Well-Being Data Profile 2016)

# **Voting on Top Assets and Lunch**

**What's Next?**