



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

MILPITAS UNIFIED SCHOOL DISTRICT

2016 DEVELOPMENTAL ASSETS DISTRICT SURVEY RESULTS

APRIL 18, 2017

**PROJECT
CORNERSTONE**

A YMCA of Silicon Valley Initiative

AGENDA FOR TODAY

- Background and Explanation of Surveys
- Highlights of Data
- Planting a Seed / Things to Consider:
 - What are next steps and/or questions that will help us build more Assets?
 - What is the call to action?
 - 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 administered the 4th Santa Clara Countywide Developmental Asset Survey in 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

When: All surveys were completed on-line in September or October 2016.

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 MUSD IN 2016

4,981 STUDENTS TOTAL

Elementary School

- MMW (Me and My World Survey)
- 1,101 students
 - Grade 4: 488 Female: 523 Male: 521
 - Grade 5: 557

Middle & High School

- A & B (Attitudes and Behaviors)
- 3880 students Female: 1,838 Male: 1872
 - Grade 7: 598
 - Grade 8: 682
 - Grade 9: 707
 - Grade 10: 590
 - Grade 11: 605
 - Grade 12: 532



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...

Prompts more questions?
Next steps? Action plan?

Inspiring?

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.



8 ASSET CATEGORIES

External

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

Internal

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



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

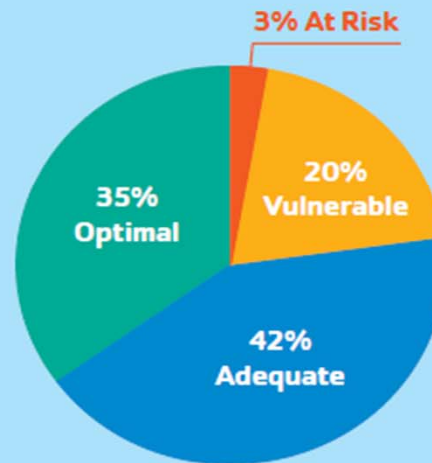


AVERAGE NUMBER OF ASSETS: ELEMENTARY TO MIDDLE/HIGH

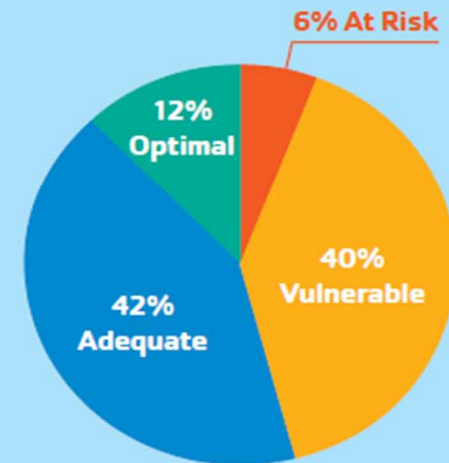
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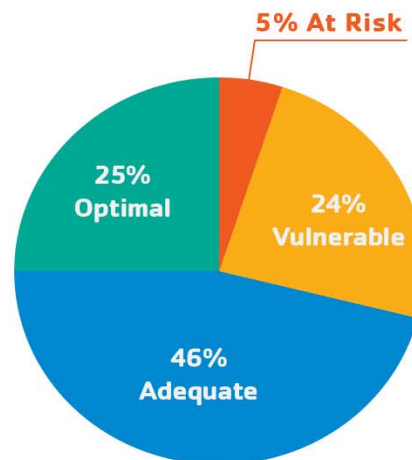
Overall Asset Levels
for Students Grades 4-6



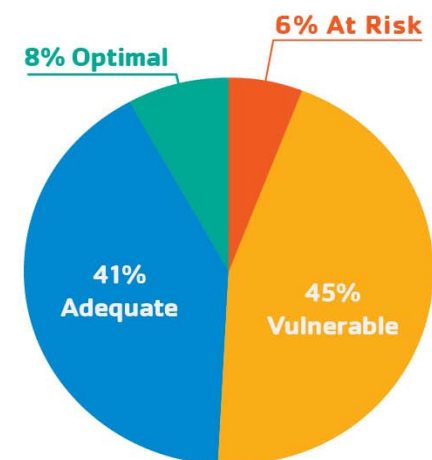
Overall Asset Levels
for Students Grades 7-12



Overall Asset Levels for
MUSD Elementary School Students



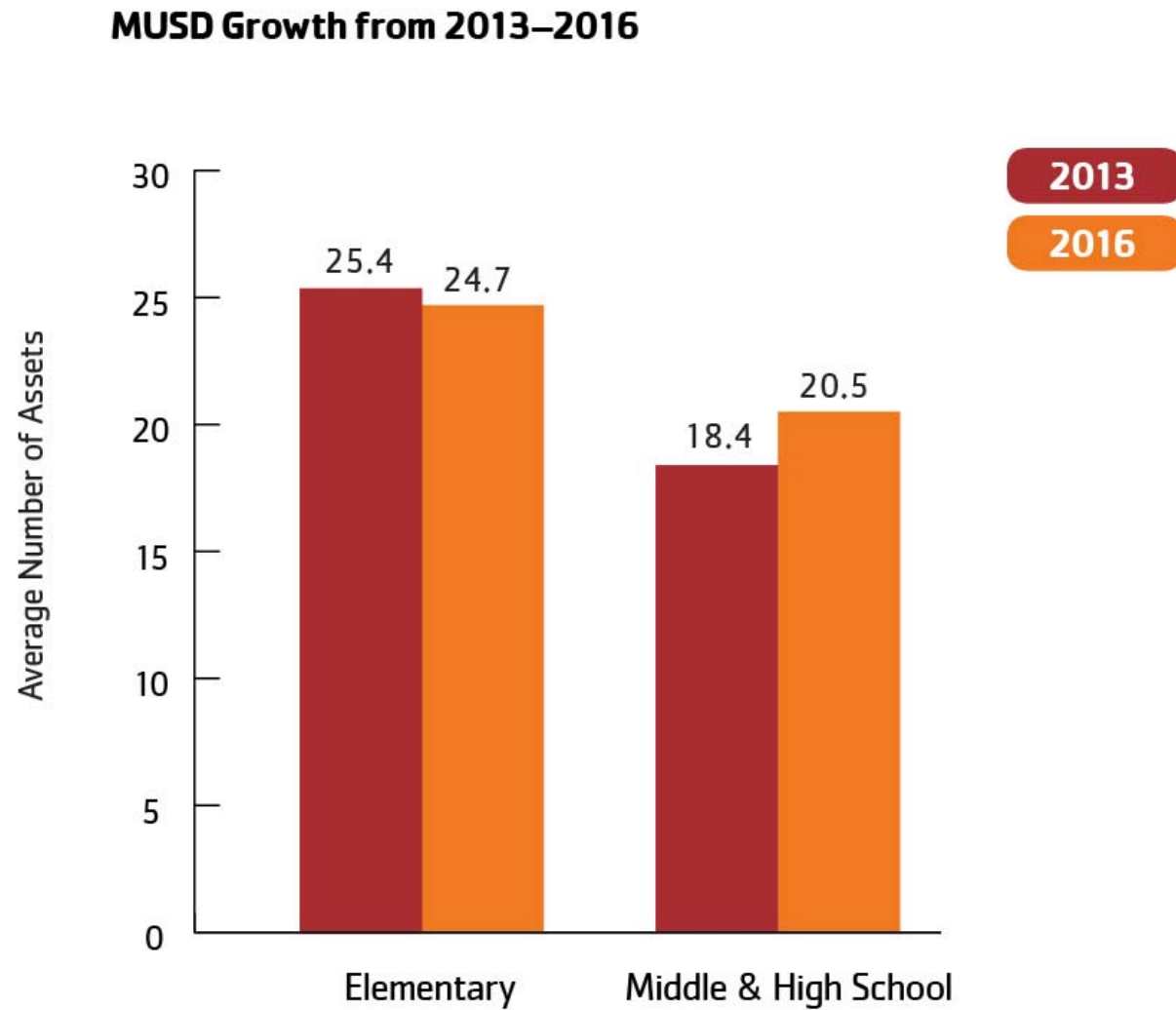
Overall Asset Levels for
MUSD Middle & High School Students



MUSD



MUSD GROWTH FROM 2013 to 2016: ELEMENTARY TO MIDDLE/HIGH SCHOOL



WHAT DO WE NOTICE?

- Which assets increased in percentages?
Which ones decreased?
- Which assets are still low, despite an increase?



MUSD HIGHLIGHTS – ELEMENTARY SCHOOL

From 2013 to 2016:

Most significant increase in % of youth:

- Other adult relationships 53% (+7%)

Most significant decrease in % of youth:

- Service to others 28% (-9%)
- Reading for pleasure 52% (-9%)



MUSD HIGHLIGHTS – MIDDLE & HIGH SCHOOL

From 2013 to 2016:

% of youth increased with all assets in 3 categories:

- Boundaries and Expectations
- Positive Values
 - (All 6 assets in this category had an increase of at least 5%.)
- Social Competencies

Most significant decrease in % of youth:

- School engagement 37% (-15%)

MUSD OVERALL SUMMARY HIGHLIGHTS...

POSSIBLE OPPORTUNITIES TO STRENGTHEN

In 2016:

- Nearly half of elementary and nearly two-thirds of middle/high school students reported they don't have positive **other adult relationships** or **adult role models**.
- Nearly two-thirds of middle/high school students reported they don't feel **safe** at home, at school, or in their neighborhoods.
- Most elementary and middle/high school students reported they don't feel **valued** by their community.

MUSD RISK-TAKING BEHAVIORS

6 Areas for Elementary:

- 49% of elementary students reported they felt really sad or depressed during the last month.

24 Areas for Middle & High School:

- % of students has decreased from 2013 to 2016 in all 24 risk behaviors!
 - (13 of the 24 areas showed a drop of at least 5%)
- Most significant decline was in Truancy (-14%)



MUSD ELEMENTARY SCHOOL

3 OF 6 RISK-TAKING BEHAVIORS

Risk Behavior Pattern	Definition	Total Sample	Gender	
			M	F
Anti-social Behavior	Has damaged property just for fun more than once during the last year	3	6	1
Physical Aggression/ Violence	Has hit or beat someone up more than once during the last year	8	11	5
Sadness	Has felt sad or depressed a few or more times during the last month	49	48	48

MUSD MIDDLE & HIGH SCHOOL

2 OF 24 RISK-TAKING BEHAVIORS

Risk-Taking Behavior Category	Definition	Total Sample	Gender	
			M	F
Driving and Alcohol	Rode (once or more in the last 12 months) with a driver who had been drinking	18	16	18
Violence	Hit someone once or more in the last 12 months	15	20	10
	Threatened physical harm to someone once or more in the last 12 months	15	17	12

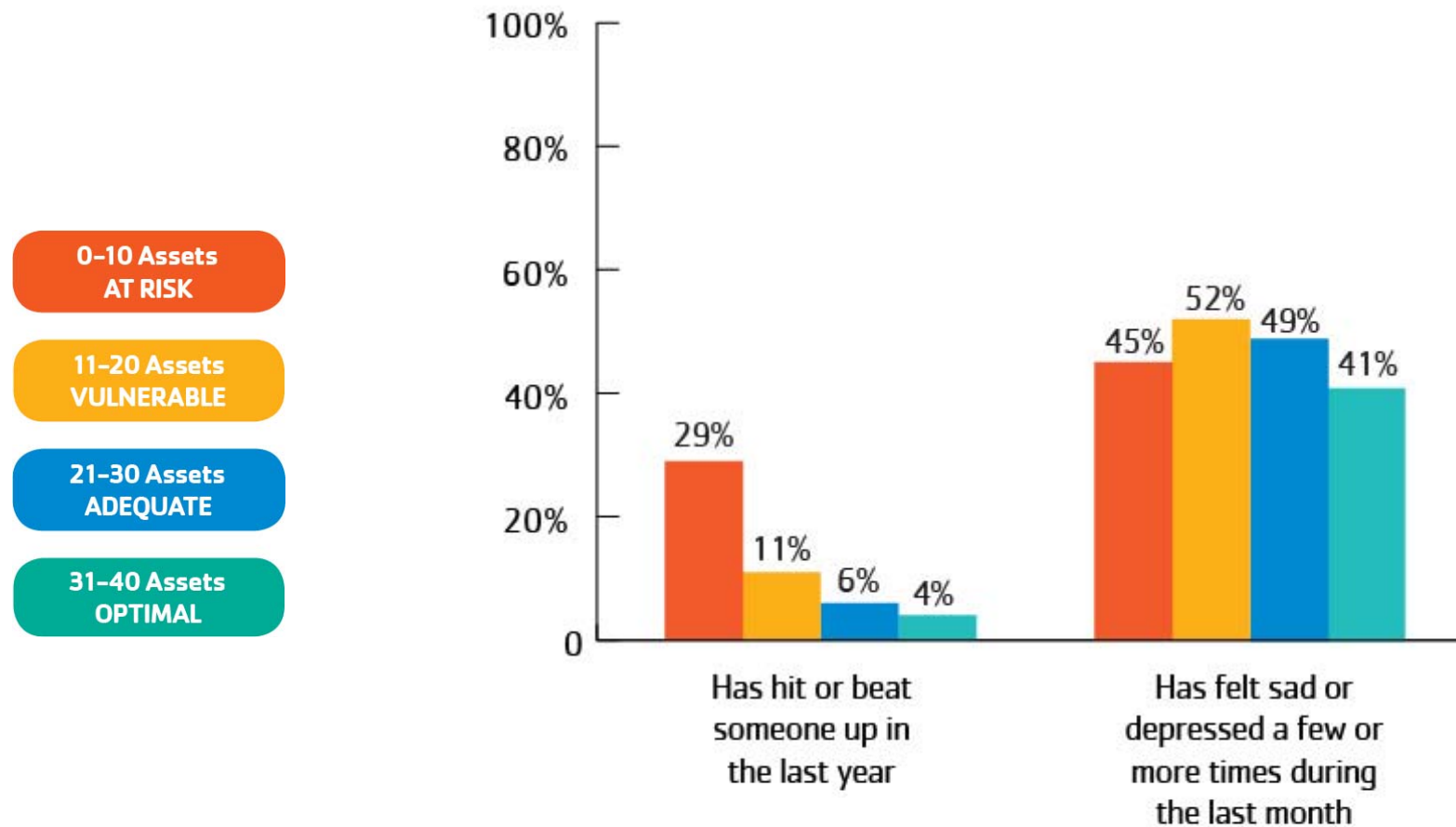
MUSD MIDDLE & HIGH SCHOOL

2 MORE OF 24 RISK-TAKING BEHAVIORS

Risk-Taking Behavior Category	Definition	Total Sample	Gender	
			M	F
Eating Disorder	Has engaged in bulimic or anorexic behavior	16	13	18
Depression	Felt sad or depressed most or all of the time in the last month	20	15	25
Attempted Suicide	Has attempted suicide one or more times	15	10	18

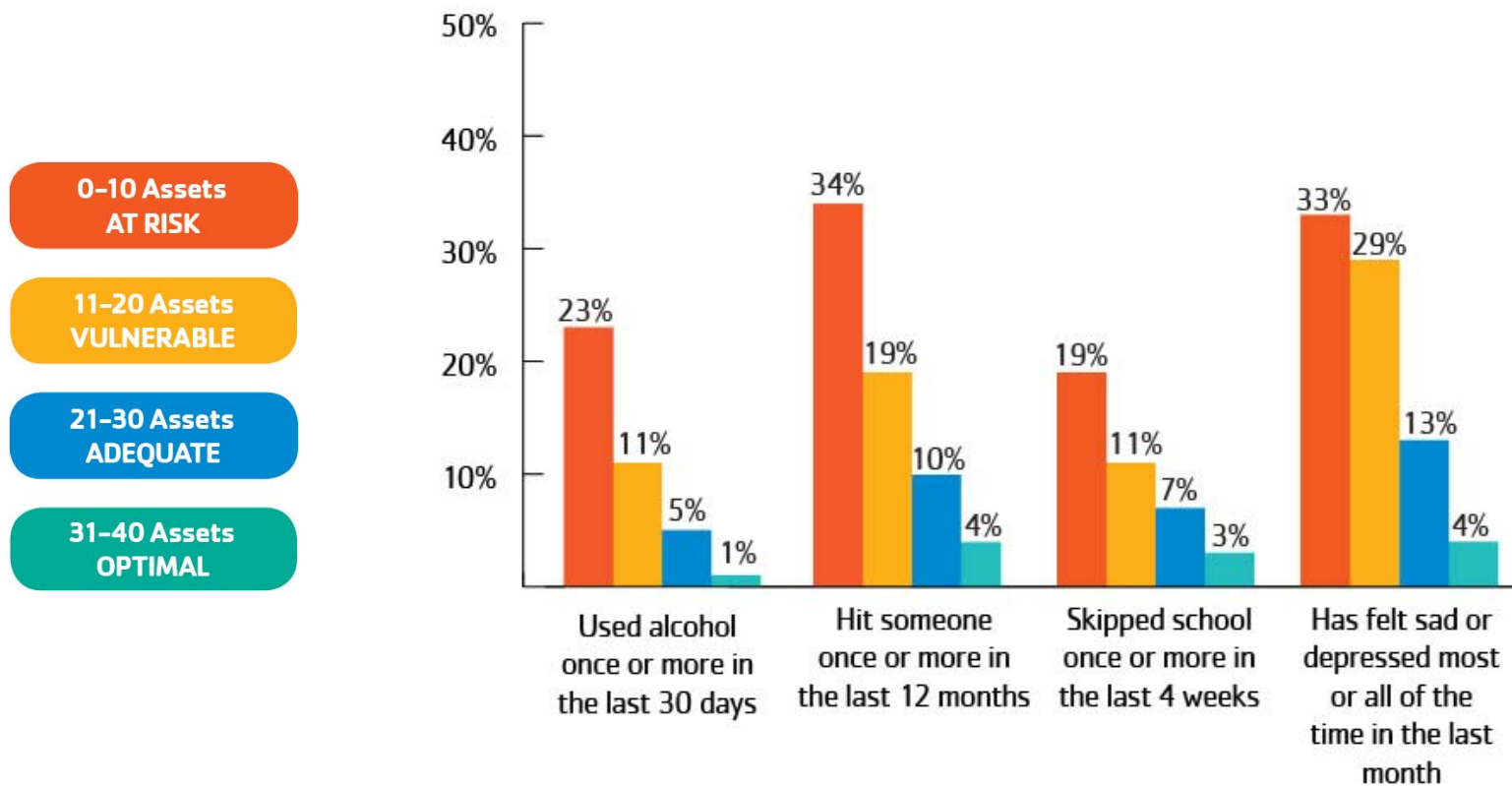
THE POWER OF ASSETS TO PROTECT MUSD ELEMENTARY SCHOOL RISK-TAKING BEHAVIORS

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



THE POWER OF ASSETS TO PROTECT MUSD MIDDLE & HIGH SCHOOL RISK-TAKING BEHAVIORS

**MUSD Middle & High School
Risk-Taking Behaviors by Asset Level**



MUSD THRIVING INDICATORS

7 Areas for Elementary School:

Highest %:

- Life satisfaction 85%
- Values diversity 80%

Lowest %:

- Coping 51%

Most significant increase:

- Helping others 76% (+9%)



MUSD THRIVING INDICATORS

8 Areas for Middle & High School:

Highest %:

- Values diversity 70%

Lowest %:

- Resists danger 26%

Most significant increases:

- Succeeds in school 35% (+7%)
- Values diversity 70% (+7%)



MUSD ELEMENTARY SCHOOL

1 OF 7 THRIVING BEHAVIORS

Thriving Indicator	Definition	Total Sample	Gender	
			M	F
Delays Gratification	Child can wait for a larger reward later, rather than needing to obtain a smaller reward immediately.	54	49	58
Life Satisfaction	Child is satisfied with her or his life.	85	86	83

MUSD MIDDLE & HIGH SCHOOL

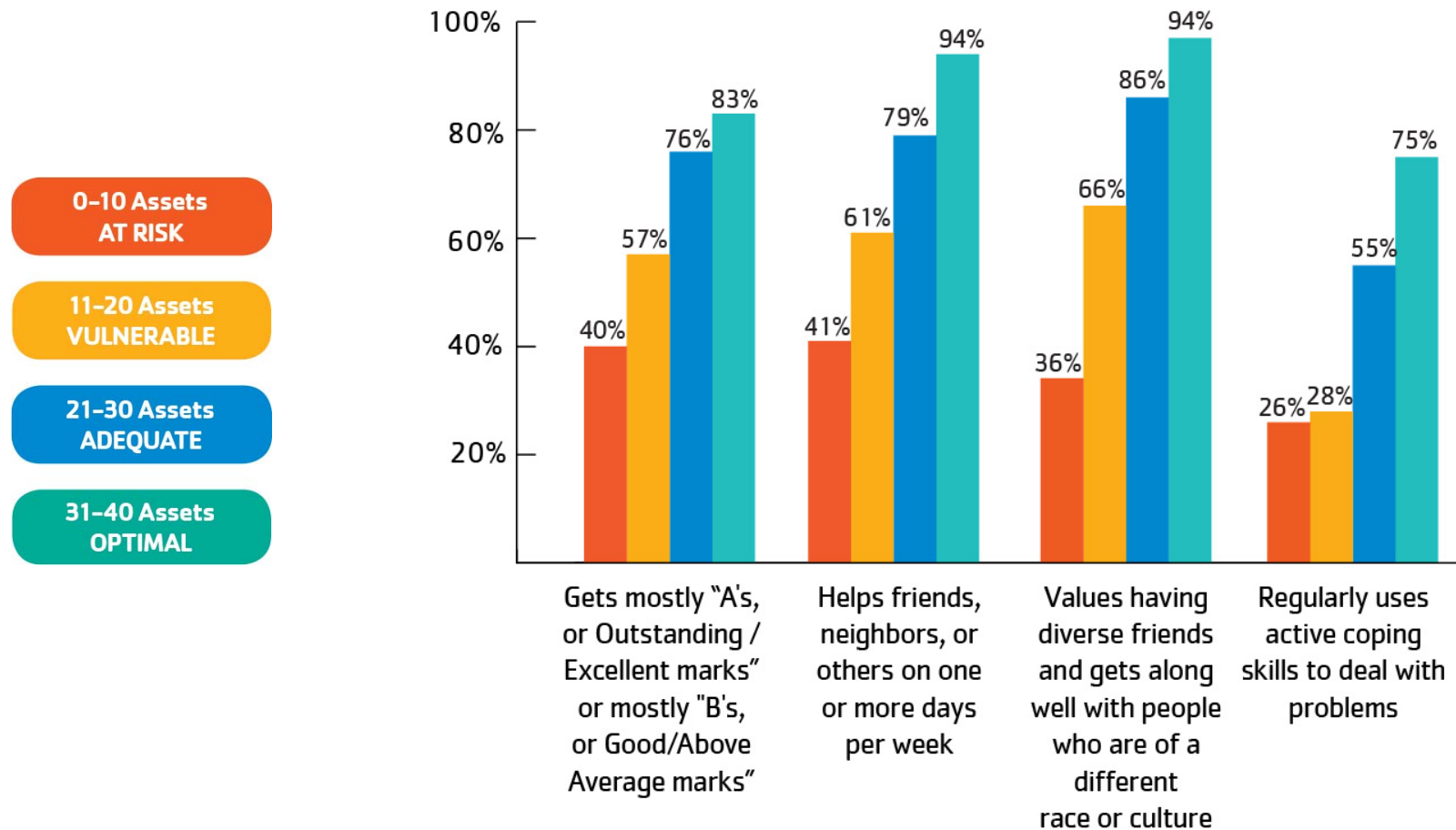
2 OF 8 THRIVING BEHAVIORS

Thriving Indicator	Definition	Total Sample	Gender	
			M	F
Succeeds in School *	Gets mostly As on report card	35	31	39
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	70	65	76

* 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. (There was only one question for this asset.)

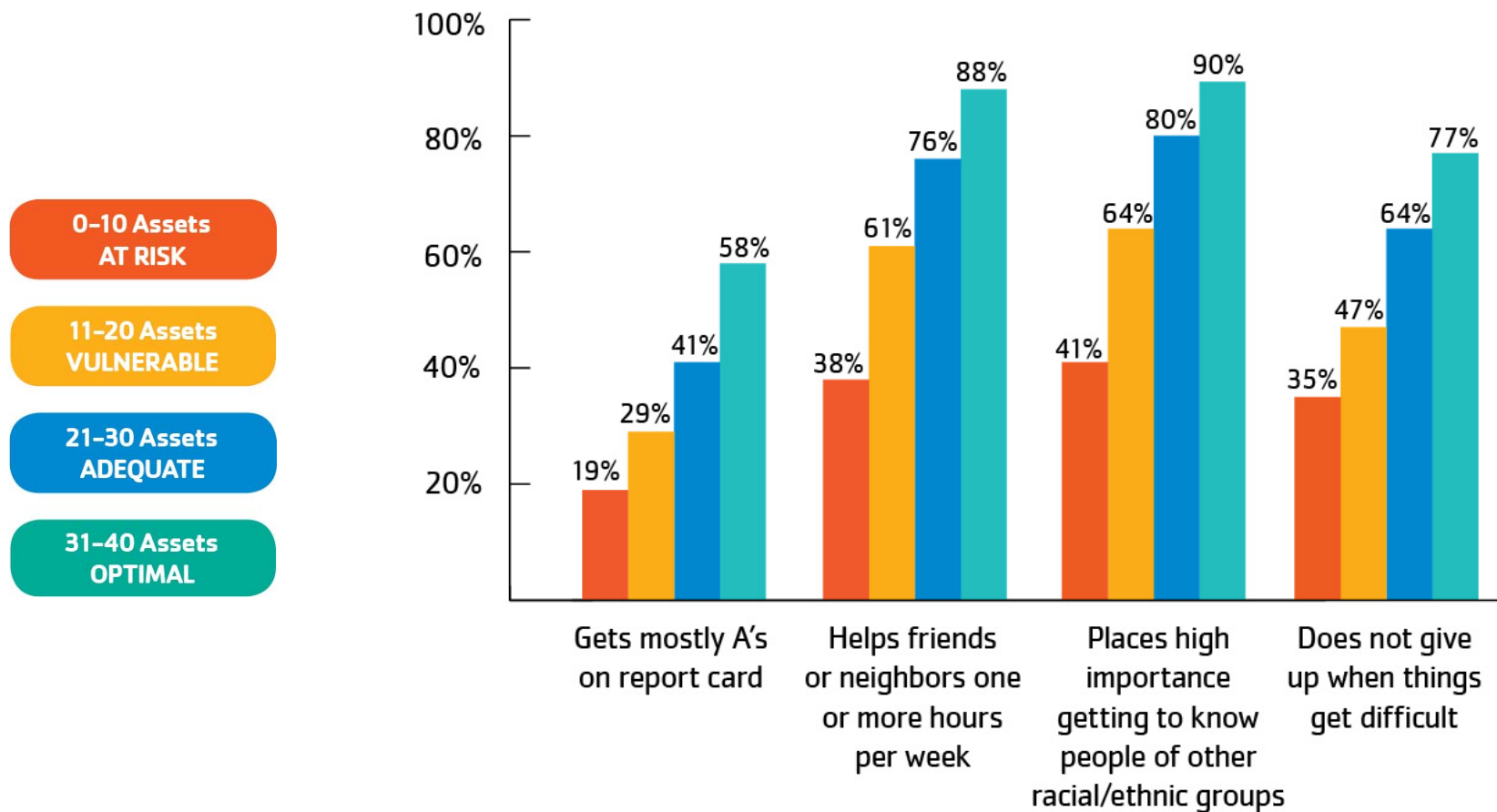
THE POWER OF ASSETS TO PROMOTE MUSD ELEMENTARY SCHOOL THRIVING INDICATORS

MUSD Elementary School Thriving Behaviors by Asset Level



THE POWER OF ASSETS TO PROMOTE MUSD MIDDLE & HIGH SCHOOL THRIVING INDICATORS

**MUSD Middle & High School
Thriving Behaviors by Asset Level**



WHAT IS OUR CALL TO ACTION?

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?

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 2016 surveys with County-wide data.
- info@projectcornerstone.org
- ziem@projectcornerstone.org

