



A Landscape Scan of Measures for

Youth Strengths Across Individual, Family, School, and Community Settings

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Hello and Welcome!

This report is for practitioners and community-based researchers who are interested in measuring the strengths that contribute to young people's positive development in various ecological contexts (e.g., their families, friendships, schools, and communities). Finding data collection tools that are vetted and strengths-based can feel a bit overwhelming. In the mass library of practitioner-developed, researcher-developed, nationally-standardized, and community-specific tools, it can be hard to tease out what might appropriately meet your needs. It can be especially hard if you're working in and with communities of color, or with older youth populations (between 18-25 years old), for whom tool development is *underdeveloped*. We spent 6 months talking with positive youth

development program providers and reviewing the literature to compile measures of young people's ecological strengths. While this list is not exhaustive, it is comprehensive. It has emerged from many hours of sifting through websites, journal articles, construct lists, and *documents from program providers* to put together a resource that we hope is useful to you as you measure youth ecological strengths in your research, improvement, or evaluation efforts toward Positive Youth Development (PYD).

Continue to the next page to learn a bit about the history of developmental science, how the field came to strengths-based measures, and why this is important. If you want to skip ahead to the list of measures, advance to Table 2 on page 10.





Positive Youth Development & Equity

With the birth of the field of PYD nearly three decades ago, there has been a marked shift in (1) the identification and definition of important outcomes, and consequently (2) the factors, circumstances, and conditions that lead to these outcomes.

More specifically, the aim in PYD is to strive for outcomes beyond “okayness” or the “absence of problems” to more intentionally define and answer the following questions: *What is the most optimal outcome for young people? What is positive functioning and well-being?* In short, PYD researchers landed on one term as the optimal outcome for all youth: thriving. When a young person has a *thriving* orientation, they are intrinsically motivated to engage with their environment in ways that develop skills and behaviors that are mutually beneficial for the young person and their greater community. These positive engagements occur across developmental contexts, and are supported by their relationships with others in these contexts (Scales et al., 2016). Thriving means a young person is actively engaged in internal positive functioning — such as identification of deep personal interests, a strong personal and civic

identity, and a sense of self-worth and purpose), — *and* external positive functioning — such as actively and positively contributing to their developmental contexts and to society overall; (Lerner et al., 2003). The active engagement aspect of the definition acknowledges that youth have agency, goals, and decision-making opportunities that position them as important drivers in their development journey. This view of thriving

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expanded what was previously a limited scope of positive youth outcomes that did not consider youth action or autonomy and instead focused on “the absence of problems” (Larson, 2000).

PYD researchers and practitioners have also acknowledged the need to center context, systems, and individual experiences (e.g., social, cultural, racial, and ethnic) as critical to understanding what thriving looks like in different settings and what factors contribute to those outcomes. The way that “normative” development has historically been studied and framed — by looking at trends across large groups instead of examining individual trajectories — has further exacerbated gaps in knowledge and understanding of positive development for youth of color. Even worse, it has often perpetuated negative stereotypes by centering the experiences of the majority white-centric culture in the creation of frameworks, measures, and approaches as the comparison or standard to adhere to. Framing whiteness as a “norm” is problematic because it inherently suggests superiority and it is a barrier to more deeply inquiring about and understanding culturally specific strengths, assets, and thriving outcomes for youth of color (Spencer et al., 1997; Scales, Redmond et al., 2022; Spencer et al., 2006; Williams & Deutsch, 2016). When examining ecologies and contexts, systemic differences in access to resources and opportunities exist for youth of different racial, ethnic, and socioeconomic backgrounds. These experiences, which inarguably pose barriers to PYD, have also forced communities to find strengths and assets in alternative ways, like grassroots organizations, supportive family networks, and the arts, to name a few. These cultural experiences must be recognized and integrated into our understanding and evaluation of PYD. Through-



out the transition toward PYD, researchers and practitioners are challenging white-normative standards to more successfully recognize and uplift strengths of youth from diverse backgrounds.



What Predicts Thriving?

Defining Risk, Promotive, & Protective Factors

Across disciplines and contexts, a systematized approach to identifying the precedents to positive youth outcomes, such as thriving, has been widely adopted. This approach seeks to answer:

What are the factors that our community or program needs to target to improve thriving and other positive outcomes for the youth we serve?

In school systems this is often under the umbrella of multi-tiered systems of support (MTSS; Horner, Sugai, & Anderson, 2010) (Horner, Sugai, & Anderson, 2010). In community and family settings, this is often from a prevention science framework (Kellam, Koretz, & Moscicki, 1999). Before PYD, the most commonly identified precedents to youth outcomes are what we refer to as risk factors.

- **Risk factors** are factors that are associated with a higher likelihood of negative outcomes; in other words, they are factors that increase young people's vulnerability for experiencing difficulties that thwart thriving.

Notably, the identification of risk factors has been the focus of much research in communities of color. This focus has led to a lot of empirical and practical work supporting a narrative of doom and despair, ignoring what we also know to be true: All youth have strengths or *assets* (Scales, Hsieh et al., 2022) associated with a higher likelihood of *positive* outcomes. Strengths can be categorized in two different ways.

- **Promotive factors** are factors that are directly related to positive outcomes (or that decrease the likelihood of negative outcomes). For example, Black young adults with strong ethnic identity are less likely to engage in risky behaviors such as handgun carriage (Ross et al., 2023); in this case, ethnic identity is directly related to the outcome (e.g. violent behaviors) and is therefore a promotive factor.
- **Protective factors** are indirectly related to positive outcomes in that they attenuate risk factors. In other words, protective factors buffer harm or help youth achieve positive outcomes in the face of adversity. For example, community assets have been shown to buffer the likelihood that exposure to community violence will lead to handgun carriage (Ross et al., 2023). In this case, community assets are acting as protective factors. This is important for a variety of reasons. First, all youth are faced with risk. Second, some risk factors are really hard to address (e.g., genetic risk factors or systemic risk factors that take policy and cultural shifts).

Some strengths could act as both a promotive and a protective factor. Additionally, risk, promotive, and protective factors exist both within and across contexts in which youth are living and operating. These ecological contexts include individual, social, family, school, and community (Bronfenbrenner, 1996). This listing of ecological levels is intentionally simplified. Any given young person actually lives simultaneously in various combinations of these life spaces. For example, individual social-emotional competencies are used and refined within social interactions with peers, at school, and in families. Likewise, opportunities for civic engagement is an example of an asset or promotive/protective factor within the community level, but those opportunities are most commonly brokered by schools and families. Examples of factors at each level are included in Table 1.

Table 1. Example Promotive and Protective Factors at Each Level of Youth Ecology

Ecological Level	Example Promotive or Protective Factors
Individual	Social and emotional skills and competencies
Social	Positive relationships with prosocial peers
Family	Clear and consistent family boundaries and expectations
School	Safe and supportive school climate
Community	Opportunities for civic engagement

Prior to the emergence and recognition of PYD in research and practice (see Benson et al., 2006 and Scales, Hsieh et al., 2022 for deeper background), the predominant focus of prevention science was on identifying and operationalizing risk factors. For this reason, there are a plethora of valid and reliable measures in the field that can be used to assess risk factors – these are often targeted in prevention efforts in order to intervene before the negative outcome is actualized. On the other hand, although the field has made great strides in identifying important strengths (e.g., promotive and protective factors such as the developmental assets and developmental relationships frameworks, the 5C’s, etc.) operationalizing them, and creating tools to measure them, more needs to be done

to refine the cultural validity of strengths-based measures across various groups of youth (e.g., Syvertsen et al., 2019).

This report identifies such tools to (1) take stock of what measures exist in the field of PYD that are truly strengths-based and aimed at identifying promotive and protective factors across ecological contexts, and (2) gather important information on these tools that is useful for researchers and practitioners. This report can serve as a reference for when you are looking to find an appropriate tool to inform improvement or evaluation efforts from a strengths-based perspective, particularly when collaborating with communities of color.



The identification of risk factors has been the focus of much research in communities of color. This focus has led to a lot of empirical and practical work supporting a narrative of doom and despair, ignoring what we also know to be true: All youth have strengths or **assets** associated with a higher likelihood of **positive** outcomes.

Scope of this Report

In order to identify measures of ecological strengths for youth that can be administered in community settings, we targeted our scan to two places: (1) youth-serving organizations and (2) the scientific literature.

First, we were interested in identifying what measures youth-serving organizations were currently using. We compiled a list of organizations in the PYD space who serve youth in the United States (e.g., non-profits, University affiliated research centers, implementation organizations, and direct services). We emailed these organizations and asked them what measures they were currently using to assess youth ecological strengths: “Specifically, what tools do you use with youth to understand what strengths or assets they have in their family, school, or community settings?” Organizations responded and sent us dozens of resources to consider for inclusion in this report, including the measures they use, reference materials that reported on these measures (e.g., reports and research articles), codebooks and technical manuals, the sources they use to find measures (e.g., websites and measure compendiums), and the contact information of additional people we could reach out to. We followed these trails and put all materials through our selection criteria to consider for inclusion in this report.

Second, we reviewed the literature to identify what measures are being used in research and evaluation to assess youths’ ecological strengths. We focused the search on measures developed in the last 25 years (e.g., 1997-2023), except for older measures that are still widely used/cited. We defined the following parameters for our search: *quantitative* measures developed with/for youth between the *ages of*

We recognize that traditionally the most efficient mode of data collection was administering surveys in school settings—this has led to quite a bit of tool development for that space. However, for many PYD researchers and practitioners, collecting data in out of school settings (e.g., in communities and youth serving organizations) is essential. For this reason, we focused this report on identifying measures that can be administered in community settings. That doesn’t mean these surveys cannot be administered in school settings – in most cases, they can. In fact, you’ll see that some of these measures were originally designed for school administration, but we included them because they could also be used in out-of-school settings. Regardless of the setting that you’re in, getting a full picture of ecological strengths, across all contexts, can be helpful and create opportunities for cohesive, wrap-around services that best meet the needs of the youth you serve.



10 and 25 in the *United States* that can be used and administered *outside of school settings* (e.g., communities). Additionally, we used key word search terms. To capture all words used to describe measures, we used the search terms “measures”, “scale”, “assessment”, “survey”, “battery”, and “inventory”. To capture all ecological contexts we used the terms “ecological”, “individual”, “social”, “family”, “school”, “community”, “environmental”, “OST”, “out-of-school-time”, “extracurricular program”, “faith-based program”, “youth program”, “service-learning program”, and “mentoring program”. The search terms that articulated our strengths-based focus were “strengths”, “assets”, “protective factors”, “promotive factors”, “resources”, and “resilience”. To specify the age group we used the terms “adolescents”, “youth”, “older youth”, “young adults”, and “emerging adults”. We conducted these searches in PsychInfo, Mental Measurements Yearbook, and Google Scholar.

What do we mean by “construct”? Constructs refer to the concepts that researchers and survey developers want to measure, and a construct defines the necessary elements that make up the concept. Think of terms from Psychology such as “self-esteem”, “anxiety”, and “motivation,” or terms from Education such as “achievement”, or “student success”. These are all considered constructs and we can quantify them using surveys or measures.

From our outreach and literature scan, we compiled a list of measures. We reviewed each measure for scope, constructs covered, and the parameters (for U.S. sample, ages 10–25, can be administered outside of school settings, and quantitative) to determine which measures to include in this final report. We did not assess the psychometrics of each measure for the scope of

this report, but will provide that in a forthcoming resource (along with more detailed analyses of the cultural validity of each measure for youth of color). The final list of measures are included in Table 2. It includes 33 total measures. Note that some measures are included in their entirety because all scales can be considered measures of ecological strengths. For others, we only included the scales that targeted ecological strengths, and didn’t include those that were deficit-based or beyond the scope of this report. A wide range of constructs were covered across the included scales and measures, which we coded into broader categories. These categories included supportive contexts; supportive relationships; attitudes, beliefs and mindsets; skills and performance; engagement and involvement; and learning strategies. As you will see, many measures covered a broad range of constructs and were therefore coded into multiple categories. In addition to looking at the titles of each scale, we also looked at the items within the scales in order to accurately identify which category to code them into. A summary of what is included in each of the categories is provided in the next section. A summary of which measures address each category is included in Table 3.

Finally, this list does not include measures that are very much strengths-based but were primarily intended for evaluating the quality of PYD programs, of which there are numerous well-developed examples and compilations (e.g., Yohalem et al., 2009). Our table focuses on measures that are intended to assess young people’s experience of assets, strengths, promotive factors and protective factors whether they are in specific PYD programs or not.

Table 2a. Summary of Ecological Strengths Measures Focusing on One Ecological Level

Measure Name	Ecological Level	Age	Setting	Intended Use	Open Source	Evidence of Reliability & Validity
Active and Engaged Citizenship	Community	grades 5+	Community Settings	Research	Yes	Yes
Chicago Neighborhood Study Measures: Collective Efficacy	Community	18+	Home & Community Settings	Research	Yes	Yes
Community Engagement and Connections Survey – Connection to Community Subscale	Community	grades 8+	Community Settings	Research	Yes	Yes
Cross Ethnic-Racial Identity Scale-Adult	Individual	18+	N/A	Research	Yes	Yes
Developmental Relationships Survey	Depends on relational target ^a	grades 4 - 12	Schools and Youth Programs	Research & Program Improvement	No	Yes
Multidimensional Inventory of Black Identity	Individual	12 - young adulthood	Schools & Community Settings	Research	Yes	Yes
Multigroup Ethnic Identity Measure - Revised	Individual	13 - 18	Schools & Universities	Research	Yes	Yes
Resiliency Scale for Children and Adolescents	Individual	9 - 18	Clinical Settings	Clinical Intervention	No	Yes
Conditions for Learning Survey	School	grades 9 - 12	Schools	School Improvement	Yes	Yes
ED School Climate Survey	School	grades 5 - 12	Schools	School Improvement	Yes	Yes
Mentoring Processes Scale	Social	10 - 21	Mentoring Programs	Program Evaluation	Yes	Yes
Social Network Assessment Questionnaire	Social	11+	Home & Community Settings	Research, Intervention	Yes	Validity Only
Social Network Characteristics Scale	Social	17+	Career Preparation Programs & Facilities	Research	Yes	No
Very Important Non-Parent Adult	Social	8 - 18	Mentoring Programs	Program Evaluation	Yes	No

^aThe Developmental Relationships Survey asks youth to reflect on one type of adult relational target (e.g., teachers, parents, program staff) in a given administration, so depending on the target, it could be reflective of family, school, or community level strengths.

Table 2b. Summary of Ecological Strengths Measures Focusing on *More than One Ecological Level*

Measure Name	Ecological Level	Age	Setting	Intended Use	Open Source	Evidence of Reliability & Validity
AddHealth measures	Family Individual School	grades 7 - 12	Home & School Settings	Research	Yes	Yes
Adolescent Resilience Questionnaire--Revised	Community Family Individual School Social	11 - 19	Youth Programs	Clinical Intervention, Program Evaluation	Yes	Yes
College Assets Measurement Profile for Undergraduate Students	Individual Family Social School Community Family	18-29	Schools and Youth Programs	Research	Yes	Yes
Chicago Youth Development Study Measures	Community Family	grades 6+	Community Settings	Research	Yes	Yes
Child and Youth Resilience Measure	Community Family Individual Social	10 - 23	Youth-serving Organizations	Research	Yes	Yes
Contextual Support for Post-secondary Planning Scales	Community Family School Social	grades 10 - 12	Schools	Research, School-based Assessment & Intervention	No	Yes
Developmental Assets Profile	Community Family Individual School	11 - 18	Youth-serving Organizations	Research	No	Yes
Evidence2Success Youth Experience Survey	Community Family Individual School Social	grades 6 - 12	School & Community Settings	Community Needs Assessment	Yes	No
Five Cs of Positive Youth Development	Individual Family Social School Community	10+	School & Youth Programs	Research	Yes	Yes
Panorama Education Surveys	Individual School	grades 6 - 12	Schools	Evaluation & Improvement	Yes	Yes
Program for Internal Student Assessment – Selected Measures	Family School	15-year-olds	Schools	Research, School Evaluation & Education Reform	Yes	Yes

Positive Youth Development Index	Family Individual	9 - 19	School & Community Settings	Research	No	No
Profiles of Student Life: Attitudes & Behaviors Survey	Community Family Individual School	grades 6 - 12	Communities, Schools, & Youth Programs	Needs Assessment	No	Yes
Protective and Compensatory Experiences questionnaire	Community Family School Social	8+ (different versions for 8 - 17 and for 18+)	Community Settings	Research	Yes	Not yet ^b
Social Capital Assessment + Learning for Equity Measures	Community Individual School Social	13+	Youth Programs	Program Evaluation, Research	Yes	Yes
Survey of Academic and Youth Outcomes	Individual School Social	grades 4 - 12	OST Programs	Program Improvement	Yes (after completing a paid training)	Yes
The Hemingway Measure of Adolescent Connectedness	Family Individual School Social	grades 6 - 12	Schools and Youth Programs	School-based Assessment & Program Evaluation	Yes	Yes
Youth Civic and Character Measures	Family Individual School Social	9 - 18	Schools	Research	Yes	Yes
Youth Experience Survey 2.0	Community Family Individual Social	12 - 21	Youth Programs	Program Evaluation	Yes	Yes

^bPsychometric information has been published for the parent report version, but is forthcoming for the student report version of the PACES.





Summary of Measures: Constructs Covered

A wide range of constructs were included across the collected measures. These included:

- **Supportive Contexts -**

Scales that were included in this category are linked to measuring qualities and characteristics of contexts that support PYD. This included contexts with opportunities and resources (e.g. organizations and services; activism; volunteer opportunities; and access to information and resources for work, career, and job paths), supportive social environments (e.g. social cohesion; social control; connectedness; community involvement; supportive adult, caregiver, and peer networks/social capital; support for social capital development; diversity and inclusion; cultural awareness and action), supportive learning environments (school climate and expectations; physical, instructional, and behavioral supports), and safe and stable environments (e.g. safety and security, physical and emotional safety, home stability, clean and safe home, home food stability, and clear family rules and expectations).

- **Supportive Relationships -**

Scales included in the relationships category covered aspects of positive and healthy relationships. These included relationships in general (e.g., supportive relationships, social connections, social networks, prosocial relationships), family relationships (e.g., kinship, parental relationships), youth-adult relationships (e.g., student-teacher relationships, important adults, role models/mentors), intergenerational relationships, and peer relationships (e.g., friendship). Aspects of positive relationships included belonging (some global

belonging and some connected to specific belonging in community, school, or classroom settings), trust, support (e.g., emotional support, presence, availability, support for overcoming barriers), healthy communication (e.g., reciprocated exchange, shared activities, involvement, care, relatedness, connection/closeness, acceptance, attachment).

- **Attitudes, Beliefs, & Mindsets -**

Scales included in the attitudes, beliefs, and mindsets category captured internal perspectives and cognitive dispositions. This included concepts around values and beliefs (e.g. general values and beliefs, valuing civic duty, valuing a particular subject in school, valuing school, positive values, belief in moral order, life philosophy, social responsibility beliefs and values, self-interest values), mindsets (e.g. classroom and school mindset, growth mindset), perspective of self (e.g., self-esteem, perceived life expectancy, future expectations, character, optimism), and identity (e.g. religious identity, positive identity, identity, racial identity, ethnic identity, racial ethnic salience, ethnocentricity, assimilation, body image).

- **Skills & Performance -**

Scales that were included in the skills and performance category described social, emotional, and cognitive skill and performance indicators. This included social and emotional skills (e.g. civic skills, grit, emotional reactivity, emotion regulation, self-management, social awareness, coping skills, social skills, resiliency, mastery, perspective taking, cognitive adaptability, problem solving, teamwork, initiative, goal setting, help seeking, self-awareness, autonomy, critical consciousness, and confidence), and academic skills or performance indicators (e.g. cultural and linguistic competence, classroom effort, GPA, academic competence, critical thinking skills).

- **Engagement & Involvement -**

Scales included in the engagement and involvement category measured aspects of youth initiation and participation in positive activities. This included engagement (e.g. general engagement, political engagement, as well as academic, school, and classroom engagement), participation (e.g., civic participation, school participation, club, sports and extracurricular activities participation), involvement (e.g., prosocial community involvement, prosocial school involvement, prosocial family involvement, involvement in activities, involvement in school), and civic engagement (e.g. volunteering, voting, informal helping, sociopolitical discussion, helping others) and general attendance.

- **Learning Strategies -**

Scales included in this category encompassed teaching and learning strategies such as classroom learning strategies, school learning strategies, teacher strategies, and teaching and information sharing.

Summary of Measures: Other Patterns

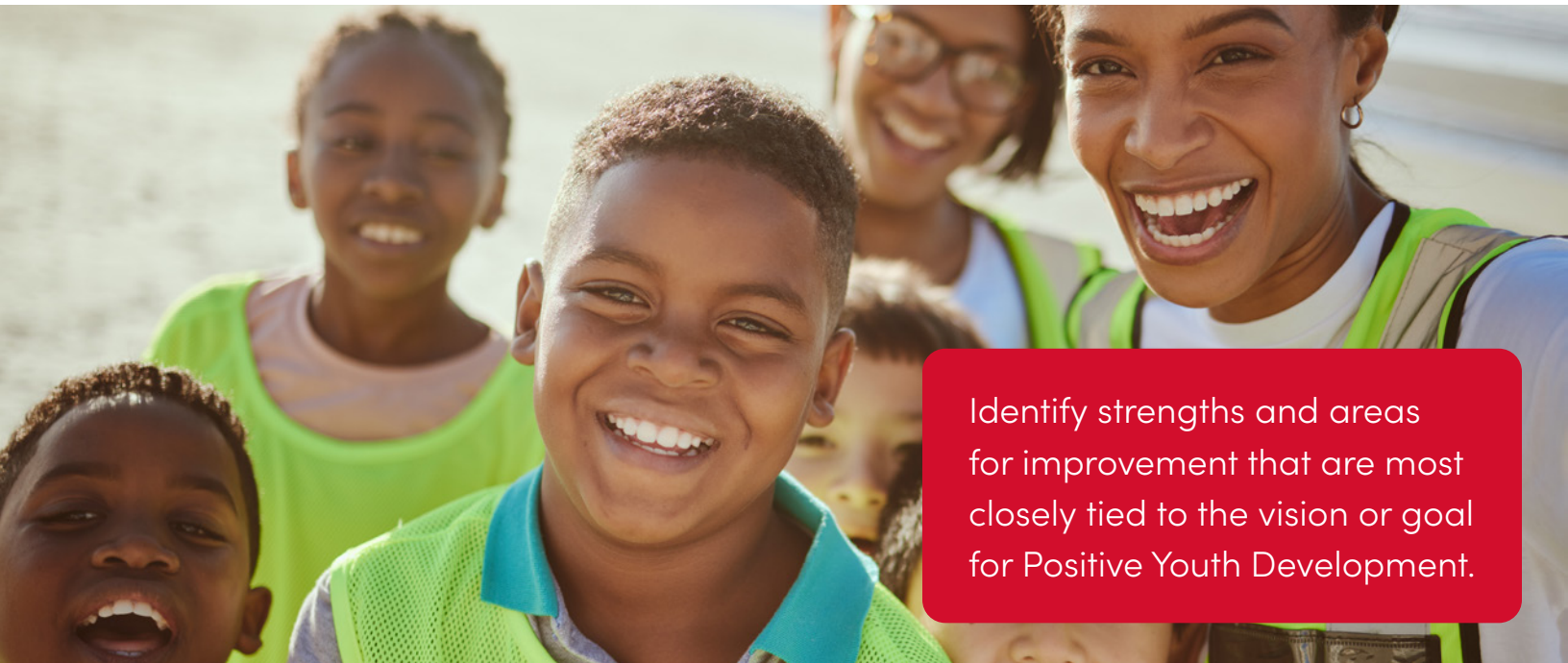
- The list includes measures that examine ecological factors across all major categories of the ecological model (e.g. individual, social, school, family, community). Slightly less than half of the measures (14) focus on one ecological domain, while a larger portion (19 measures) covered multiple ecological domains.
- The list does not include a measure that solely focuses on family level strengths. Overall, this seems to be the ecological domain that is the least developed across measures. This is an important limitation to highlight, given the important role of families in the positive development of youth of color.
- While our search included youth up to the age of 25, we discovered only one measure that was developed specifically for young adults (*italicize and bold “young adults”*). Few measures that fit our parameters were developed for people over the age of 18. A majority of the measures on the list *can* (*italicize and bold “can”*) be used with youth older than 18, but most were developed for youth up to 12th grade or up to ages 18-19. Of the few measures that were developed for people over 18, almost all of them were developed for a general adult audience, and therefore are not specific to young adulthood. Theoretical work has suggested that PYD models and measures need to be expanded to think about the unique strengths and assets of young adults, as well as their own goals for thriving (Scales et al., 2016).
- No measures, to our knowledge, were developed with the specific intention of identifying strengths and assets specific to youth of color (beyond the measures of racial and ethnic identity). This is a key and critical limitation. There is a great need to center context, systems, and individual experiences impacting the development of youth of color. More work is needed to develop measures that identify, highlight, and can lead to the promotion of their unique strengths, assets, and thriving outcomes (Spencer et al., 1997; Scales, Redmond et al., 2022; Spencer et al., 2006; Williams & Deutsch, 2016).
- Few measures developed for administration in community settings went further than assessing two-way or dyadic relationships (e.g. peer to peer relationships, parent-child relationships, or teacher-student relationships) to more deeply understand social networks in communities as they relate to PYD. While this approach has gained traction in education research (e.g. how social networks in school settings influences student learning and well-being), it seems there is opportunity to understand the role and strength of social networks in community settings.

Table 3. Summary of Construct Categories

Construct Category & Description	Aligned Measures	
Supportive Contexts <i>Qualities and characteristics of contexts that support PYD</i>	AddHealth Measures	Chicago Neighborhood Study Measures: Collective Efficacy
	Adolescent Resilience Questionnaire—Revised	Evidence2Success Youth Experience Survey
	College Assets Measurement Profile for Undergraduate Students	Panorama Education Surveys
	Chicago Youth Development Study Measures	Program for Internal Student Assessment —Selected Measures
	Child and Youth Resilience Measure	Profiles of Student Life: Attitudes & Behaviors Survey
	Conditions for Learning Survey	Protective and Compensatory Experiences Questionnaire
	Contextual Support for Post-Secondary Planning Scales	Social Capital Assessment + Learning for Equity Measures
	Developmental Assets Profile	Youth Experience Survey 2.0
	ED School Climate Survey	
Supportive Relationships <i>Aspects of positive and healthy relationships</i>	AddHealth Measures	Mentoring Processes Scale
	Adolescent Resilience Questionnaire—Revised	Panorama Education Surveys
	College Assets Measurement Profile for Undergraduate Students	Program for Internal Student Assessment —Selected Measures
	Chicago Neighborhood Study Measures: Collective Efficacy	Positive Youth Development Index
	Chicago Youth Development Study Measures	Profiles of Student Life: Attitudes & Behaviors Survey
	Child and Youth Resilience Measure	Protective Compensatory Experiences Questionnaire
	Community Engagement and Connections Survey—Connection to Community Subscale	Resiliency Scales for Children and Adolescents
	Contextual Support for Post-Secondary Planning Scales	Social Network Characteristics Scale
	Developmental Assets Profile	Social Network Questionnaire
	Developmental Relationships Survey	The Hemingway Measure of Adolescent Connectedness
	Evidence2Success Youth Experience Survey	Very Important Non-Parent Adult
	Five Cs PYD Measure	
	Attitudes, Beliefs, & Mindsets <i>Young people’s internal perspectives and cognitive dispositions</i>	Active and Engaged Citizenship
AddHealth Measures		Panorama Education Surveys
College Assets Measurement Profile for Undergraduate Students		Program for Internal Student Assessment —Selected Measures
Child and Youth Resilience Measure		Positive Youth Development Index
Contextual Support for Post-Secondary Planning Scales		Profiles of Student Life: Attitudes & Behaviors Survey
Cross Ethnic-Racial Identity Scale—Adult		Resiliency Scales for Children and Adolescents
Developmental Assets Profile		Survey of Academic and Youth Outcomes
Evidence2Success Youth Experience Survey		Youth Civic and Character Measures
Five Cs PYD Measure		Youth Experience Survey 2.0
Multidimensional Inventory of Black Identity		

Table 3. Summary of Construct Categories

Construct Category & Description	Aligned Measures	
Skills & Performance <i>Social, emotional, and cognitive skill and performance indicators</i>	Active and Engaged Citizenship	Panorama Education Surveys
	AddHealth Measures	Program for Internal Student Assessment –Selected Measures
	Adolescent Resilience Questionnaire—Revised	Positive Youth Development Index
	College Assets Measurement Profile for Undergraduate Students	Profiles of Student Life: Attitudes & Behaviors Survey
	Child and Youth Resilience Measure	Resiliency Scales for Children and Adolescents
	Developmental Assets Profile	Social Capital Assessment + Learning for Equity Measures
	ED School Climate Survey	Survey of Academic and Youth Outcomes
	Evidence2Success Youth Experience Survey	Youth Civic and Character Measures
	Five Cs PYD Measure	Youth Experience Survey 2.0
Engagement & Involvement <i>Aspects of youth initiation and participation in positive activities</i>	Active and Engaged Citizenship	OST Structured Activity Involvement
	AddHealth Measures	Panorama Education Surveys
	College Assets Measurement Profile for Undergraduate Students	Profiles of Student Life: Attitudes & Behaviors Survey
	Contextual Support for Post-Secondary Planning Scales	Protective and Compensatory Experiences questionnaire
	Developmental Assets Profile	Survey of Academic and Youth Outcomes
	ED School Climate Survey	Youth Civic and Character Measures
	Evidence2Success Youth Experience Survey	
Learning Strategies <i>Teaching and learning strategies and behaviors</i>	College Assets Measurement Profile for Undergraduate Students	Panorama Education Surveys
	Developmental Assets Profile	Program for Internal Student Assessment –Selected Measures
	Mentoring Processes Scale	Profiles of Student Life: Attitudes & Behaviors Survey



Identify strengths and areas for improvement that are most closely tied to the vision or goal for Positive Youth Development.



Put it to Action

Where and how might you use these measures? Your intention for collecting data on youth strengths and assets may be to improve practice, evaluate an intervention, conduct research, or a combination of those. Regardless of your discipline background, you can think of data collection as part of a cycle of science or cycle of improvement. There are existing models that you might use to guide your approach (e.g. Prevention Science Framework or the Improvement Science Framework). To keep things simple, we took the basic tenets of these commonly used approaches and put them here for your reference. We consider this a roadmap, not a prescription. The approach you take and the steps that you follow may vary, depending on the context that you're working in and the goals you have for using surveys. The part of that cycle that this report can help with is the *Collect New Data* stage of the work.

Roadmap for the Research & Improvement Cycle



Some pre-work that you might have already done or are working towards would include:

Identify a shared purpose, vision, or goal of Positive Youth Development

What is the purpose of the work? Develop a vision for the future (e.g. a community where all young people have the resources and support they need to develop their assets, reach their full potential, and thrive). Clearly **define the intended outcome(s)** of your work. What are you working towards? Take some time to operationalize or clearly outline what success would look like.



Create targeted approaches to improvement.



Identify existing data sources to paint the full picture.

What is already known about the youth population that you’re working with that could help inform your efforts? Most youth-serving organizations, schools, and communities have a repository of data– it’s helpful to take stock of what is already known and available, so any additional data collection is intentional and not duplicative of other efforts. This could include descriptive information (gender, racial, and ethnic identity of the youth, cultural and historical background of the community and families, socioeconomic and structural strengths and barriers), and program specific statistics such as attendance, engagement, or performance.

Then, new data collection might be needed, and you might refer to the list of measures included in this report as you consider options.



New data collection can supplement any gaps in knowledge from the existing data sources.

Targeted data collection can identify *what resources, capacity, and skills already exist within the group of youth you are working with*, and what pieces are missing or need additional support. It is especially important to consider the culture and context of the youth in the community that you are in to determine “*What are the ecological strengths?*” You can ensure a comprehensive understanding of youth strengths if you include measures that cover all the major domains (e.g., Individual, Social, Family, School, and Community). However, if your research questions or program targets a specific domain, you may choose measures focused in on one or two.

An assessment or tool is needed to measure youth ecological strengths for positive youth development. The aims and scope of your efforts (identified in step 1!), as well as the culture and context of the community, should influence what tool makes the most sense to use.

Once you have collected new data, combine it with your existing data and and gather community stakeholders for sense-making in order to learn more about the young people in your program or community.



You can ensure a comprehensive understanding of youth strengths if you include measures that cover all the major domains



Analyze and interpret the results to identify key strengths and areas for improvement that youth have across individual, peer/social, family, school, and community domains.

- Identify strengths and areas for improvement that are most closely tied to the vision or goal for Positive Youth Development.
- Make sure that your conclusions make sense to the key partners, including youth and families, who are involved in the effort. Did you capture their information correctly? Is there any additional contextual information that they can provide to help situate the results and guide your conclusions?



Finally, take action!

Now that you have a complete picture of youth ecological strengths and assets, as well as areas that need improvement, you can use that information to create targeted approaches to improvement. The time and effort to understand the youth, their ecological contexts, and examine trends will go a long way in creating a unified vision of improvement across key partners and being most efficient with your PYD resources. Additionally, if you want to evaluate change over time, you may decide to administer the same measures again in the future and compare the results to your initial administration. More work is needed to develop and refine strengths-based measures, particularly in making sure they are well-suited for youth from diverse backgrounds and communities. This list is only a start! We hope you find it helpful.

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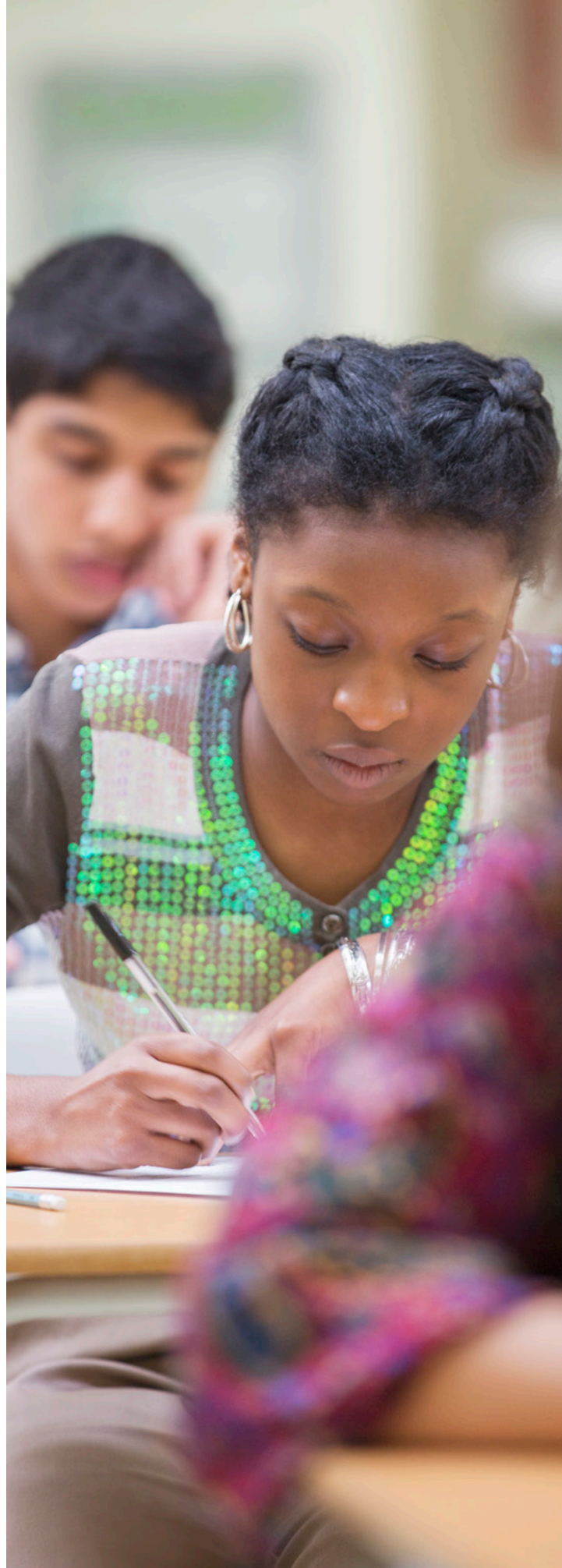
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