

# EXPOSURE

- Life skills and character development
- 4 school districts, hundreds of students

ROCK Exposure is a proven program that provides developmental educational programs that foster character, build tangible life skills, provide relevant tools, and empower young people to create a vision and plan for their future.

## Students Develop:

- Hope and confidence
- Independent living skills
- Strategies for success
- Character

**Research to support:** Achievement and emotional health are directly influenced by:

- Developing a growth mindset
- Fostering a sense of belonging
- Identifying and emphasizing core values for each student
- Increasing Developmental Assets
- Identifying and using important character strengths
- Positive emotions



# Results

## SCHOOL REPORTS

Coleman and Meridian schools report these results by ROCK Exposure participants

### Coleman

- 11% GPA increase
- 20% decrease in absenteeism
- 50% decrease in discipline issues
- 95% on track to graduate on time

### Meridian

- 11% GPA increase
- 59% decrease in absenteeism
- 85% decrease in discipline issues
- 95% on track to graduate on time

## STUDENT IMPACT

The top three things that students from Dow High have changed as a result of participating in ROCK Exposure are that they have better life skills, better relationships, and higher self-esteem.

## THIRD PARTY EVALUATION

*According to a third-party evaluation which was conducted by The Legacy Center for Community Success*

*"The post-test score increases were statistically significant in all eight asset categories. Thus, The ROCK Exposure program positively impacts the students who participate. This suggests that students are more motivated to do well, likely to stay away from harmful substances, help others, and take responsibility for themselves after participating in The ROCK Exposure program."*

## Surveys said...

Good investment of time?  
94% Said YES

Recommend to a friend?  
90% Said YES



## Proven Program

- Designed specifically for middle and high school students
- Five different programs addressing five different needs
- Flexible and designed to be customized
  - Original content created by The ROCK Center for Youth Development
  - 14+ years building relationships with teens and creating unique and effective programs
- Proven in five different school districts plus a variety of venues
- Provided to over 1,500 students
- Third party evaluated
- Intentional curriculum designed to build Developmental Assets
- Includes a component of trust and relationship building

## ROCK Coaches

- Are local community leaders
- Invest in every student
- Are role models and adventure guides
- Build real relationships
- Are caring and supportive
- Respect and empower students
- Focus on building teams and strong peer groups
- Give students a real voice
- Challenge students to grow and expand their horizons

## Testimonials

According to students who participated in ROCK Exposure programs:

- "It helps you get your life started or headed on the right track."
- "I learned how to be responsible and spend my time wisely."
- "I learned to love myself."
- "I learned to be patient with people."
- "It taught me leadership skills, more about respect, responsibility, and others. I learned a lot."
- "I like all the different approaches to learning."
- "I learned to respect others even if I don't agree with who they are."
- "I have a better attitude about myself and my self-esteem is higher."

# Current Venues

## Midland County Venues

In 2015, 33 classes were taught in Midland County reaching 634 students at the listed venues below:

- Academic and Career Education Academy (ACEA)
- Bullock Creek High & Middle Schools
- Coleman 7-12 School
- H. H. Dow High School
- Jefferson Middle School
- Juvenile Care Center
- Meridian High School
- Midland High School
- Northeast Middle School
- The ROCK at GMCC
- Pilot programs in Bay and Saginaw Counties

## Bay County Venues

In 2015, 4 classes were taught in Bay County reaching 92 students at the listed venues below:

- Pinconning Middle School
- Wenona High School

## Saginaw County Venues

In 2015, 9 classes were taught in Saginaw County, as compared to 3 in 2014, and reached 92 students at the listed venues below:

- Carrollton Middle School
- Learn to Earn Academy
- Bridgeport High
- Bridgeport Middle
- Saginaw County Detention Center



# CURRICULUM OVERVIEW

## **Drive** Good Character

Students learn how their behavior and choices impact their lives. They develop tools for success including character development, interpersonal skills, goal setting, and citizenship.

*Hours: 18 (Can be varied) | Grades: 6-9*

## **Perform** Getting Results

Students identify their personal goals, determine what success means to them, and create a plan for achieving those goals. While building self-confidence they consider courage, grit, forgiveness, and the impact they have on the world.

*Hours: 18 (Can be varied) | Grades 9-12*

## **Build** Tools for Success

Students increase their understanding of themselves and their strengths while creating a vision and priorities for their future. They build their self-esteem, awareness of their community, and communication skills.

*Hours: 30-45 (Can be varied) | Grades: 9-12*



## **Accelerate** The Real World

Students prepare to live as independent and successful adults through exploring resource management, housing, transportation, and healthy habits. They explore college and trade opportunities, and receive assistance navigating those arenas. *Hours: 12-18 (Can be varied) | Grades 10-12*

## **Jobs 101** Employment Skills

Students learn skills to increase their likelihood of obtaining, keeping, and excelling in employment. Successful completion of the program guarantees the student a job interview. *Hours: 16 | Grades: 10-12*

## **GEMS** High school girls mentoring middle school girls.

Young women address relevant issues through peer-to-peer and traditional mentoring allowing them to build self-esteem, life-skills, and resources to succeed in school and throughout life.



# CURRICULUM

## Drive Good Character

Students learn how their behavior and choices impact their lives. They develop tools for success including character development, interpersonal skills, goal setting, and citizenship.

*Hours: 18 (Can be varied) | Grades: 6-9*

### Topics with objectives:

- **Introduction:** Students will understand the purpose of the program, start building teamwork with the other students, and get introduced to character values.
- **Personal Strengths:** Students will assess the words and tone they are currently using in their minds when they are addressing themselves. They will learn the importance of converting negative self-talk to positive self-talk. Students will also consider their personal character strengths and begin to learn the importance of utilizing them.
- **Game Day:** Students will be participating in multiple games to enhance the lessons learned and prepare them for upcoming lessons. These games will teach them communication, leadership, and teamwork skills.
- **Honesty & Integrity:** Students will assess their current honesty and integrity levels, learn the difference between the two, and realize their importance to themselves and society.
- **Dare to Dream:** Students will identify dreams and goals and name the steps to achieve them. Students will also identify and discuss potential barriers they will face and how to overcome them.
- **Gratitude:** Students will discover how gratitude positively impacts their lives and the lives around them.
- **Empathy & Caring:** Students will learn the importance of empathy and caring and how they differ. They will investigate opportunities to exercise care in their daily lives.
- **Trust & Respect:** Students will consider why trust and respect are important, how to gain others trust and respect, and why it's important.
- **Communication & Conflict Resolution:** Students will assess how they currently handle conflict, the importance of communication, and how to communicate more effectively.



- **Responsibility:** Students will consider the importance of responsibility in everyday life. They will consider responsibility in the areas of personal responsibility, time management, and success.
- **Diligence:** Students will explore the meaning of diligence and how it is an important part of their character and ability to succeed. They will explore goal setting and SMART goals.
- **Courage:** Students will consider what it means to be courageous and why it's important to break out of their comfort zones to stand up for what's right.
- **Leadership:** Students will consider the importance of both leading and following, what makes a good leader, and the difference between leadership styles.
- **"You Coach":** Students will build confidence and practice presentation skills while reviewing past lessons.
- **Acceptance:** Students will become advocates for diversity. They will accept differences and help to end bullying.
- **Citizenship & Legacy:** Students will explore the importance of the legacies they leave behind through impacting people and their communities.
- **Graduation:** Students will celebrate the growth they have experienced during the time spent together in this class.



# Perform


## Getting Results

Students identify their personal goals, determine what success means to them, and create a plan for achieving those goals. While building self-confidence they consider courage, grit, forgiveness, and the impact they have on the world.

*Hours: 18 (Can be varied) | Grades 9-12*

### Topics with objectives:

- **Choices:** Students will be introduced to the program and will gain a foundational knowledge of personal character strengths, which is a common theme throughout.
- **Conversations:** Students will improve communication and listening skills and learn the importance of good communication.
- **Interactions:** Students will be introduced to concepts used to build lifelong healthy relationships. Students will acquire the tools to create and sustain healthy relationships in a variety of aspects, including professional, peer, family, and significant others.
- **SELFIES:** Students will increase self-confidence and self-worth. Students will be encouraged to question cultural attitudes surrounding personal image.
- **The Other Guy:** Students will consider the importance of acceptance and respect for all people. Students will be encouraged to become a positive force for healthy and diverse communities by addressing issues of acceptance, diversity, and bullying.
- **Not Always Easy:** Students will increase their awareness of a broad spectrum of mental health issues including stress and suicide. Students will receive resources and understand that if they or a loved one is struggling, there is hope and help.
- **Leaving it Behind:** Students will reflect on their past and how that affects them today. They will discuss strategies to move beyond it, consider forgiveness, and move into a healthier future. Students will learn to resolve conflict in healthy ways.
- **Taking Control:** Students will explore the importance of self-control and restraint while they explore ways to increase those traits. They will consider the consequences of their actions and look at ways to develop their own emotional intelligence.
- **Strategies for Success:** Students will make their dreams visible to themselves and recognize them as goals they can accomplish in their lives. They will learn how to make their goals strong and realistic while they are encouraged to motivate themselves to work today toward their future.
- **Next Steps:** Students will gain skills to assist them in securing employment. They will explore ways to broaden their professional base, learn the importance of teamwork and networking, and learn tools for success.

- 
- **My Thoughts:** Students will learn the value of independent thinking, getting outside the box, problem solving, creative thinking, and to challenge norms. They will consider that the obvious way isn't always the right way or the best solution.
  - **Guest Speaker:** Students will meet community leaders and be exposed to various real life experiences.
  - **Grit:** Students will explore the importance of diligence and sticking with something until the end. They will consider the importance of addressing and overcoming barriers in the path to success.
  - **Stand Up:** Students will consider true courage and the importance of standing up for what they believe in, both for themselves and for others. They will also explore healthy risk taking.
  - **Stepping Up:** Students will learn both how to recognize and how to be good leaders. They will consider when to step up and when to follow. They will learn about different styles of leadership and what style they may prefer.
  - **Gratitude:** Students will look at gratitude and consider how being grateful positively impacts their lives.
  - **Socially Speaking:** Students will increase their awareness of social issues and be challenged as to how they apply to their lives. Students will learn of philanthropy and volunteering and the impact they can have on the world.
  - **Impact & Graduation:** Students will be made aware of the opportunity to live an impactful life that will live beyond them. Students will learn to live a life on intention. They will also reflect on the program as a whole and experience graduation.

# Build

## Tools for Success

Students increase their understanding of themselves and their strengths while creating a vision and priorities for their future. They build their self-esteem, awareness of their community, and communication skills.

*Hours: 30-45 (Can be varied) | Grades: 9-12*

### Topics with objectives

- **Introduction:** Students will be introduced to the program, learn about their classmates, and assess their personal quality strengths.
- **Talk to Me:** Students will improve communication skills by discussing different ways in which we communicate.
- **The Point:** Students will be introduced to concepts to build lifelong healthy relationships. Students will acquire the tools to create and sustain healthy relationships in a variety of aspects including professional, peer, family, and significant others.
- **The I in Me:** Students will increase self-confidence and self-worth. Students will be encouraged to question cultural attitudes surrounding gender and personal image.
- **Everyone Matters:** Students will consider a sense of acceptance and respect for all people. Students will learn about becoming a positive force for healthy and diverse communities by addressing issues of acceptance, diversity, and bullying.
- **Making it Through:** Students will increase their awareness of a broad spectrum of mental health issues, including stress and suicide. Students will receive resources and understand that if they or a loved one is struggling, they are not alone.
- **Unpacking:** Students will reflect on their past and how that affects them today. They will discuss strategies to get past it, leave the junk behind, and move into a healthier future. Students will learn to resolve conflicts in healthier ways.
- **The Plan:** Students will define what success is in their lives and create strategies to get there. Students will document tactics to achieve their goals.
- **Pick One:** Students will consider their personal strengths and possible options for the future while examining what it takes to be an effective employee.



- **Smart Enough:** Students will learn the value of independent thinking, getting outside the box, problem solving, creative thinking, and challenging norms. They will consider that the obvious way isn't always right or the solution.
- **Still Standing:** Students will explore the importance of diligence and sticking with something until the end. They will consider that throughout their lives they are going to meet with adversity and in order to be successful they will have to have it in them to keep going. Students will consider true courage and the importance for themselves and others in standing up for what they believe in. They will explore healthy risk-taking.
- **Taking Charge:** Students will learn how to recognize and be good leaders. They will consider when to step up and when to follow. They will explore different styles of leadership and what style they may prefer.
- **Whose Choice:** Students will increase their awareness of social issues and be challenged as to how it applies to their lives. Students will learn philanthropy and volunteering and the impact they can have on the world.
- **The Line:** Students will be made aware of the opportunity to live an impactful life that will live beyond them.

# Accelerate

## The Real World

Students prepare to live as independent and successful adults through exploring resource management, housing, transportation, and healthy habits. They explore college and trade opportunities, and receive assistance navigating those arenas. *Hours: 12-18 (Can be varied) | Grades 10-12*

### Topics with objectives

- **Introduction:** Students will be introduced to the program and get to know each other. They will have an opportunity to learn about Accelerate and what we'll be covering, while also considering their personal strengths.
- **Preparing for Success:** Students will discuss foundational concepts on students' path to success: studying, time management, and goal setting.
- **Furthering Education:** Students will investigate post-secondary opportunities such as college, trades, military, and apprenticeships.
- **Job Skills:** Students will develop skill sets that will enable them to become successful members of the work force, addressing both immediate and long term employment needs.
- **Resource Management:** Students will develop an understanding of aspects of resource management in order to insure the highest quality of life. They will explore topics including budgeting, saving, and credit.
- **Health and Wellness:** Students will gain information and resources to lead a healthy and balanced life. They will learn about managing stress and mental wellness, health care options and healthy living, and staying fit.
- **Nutrition:** Students will explore healthy eating habits. They will develop smart shopping skills and consider nutritional information.
- **Housing:** Students will learn how to secure safe and affordable housing, understand a lease agreement, and manage roommate relationships.
- **Transportation:** Students will address their need and options for transportation. They will receive education on purchasing and maintaining vehicles, financing, and alternate forms of transportation.



# COMING SOON...

## **Jobs 101** Employment Skills

Students learn skills to increase their likelihood of obtaining, keeping, and excelling in employment. Successful completion of the program guarantees the student a job interview. *Hours: 16 | Grades: 10-12*

## **GEMS** High school girls mentoring middle school girls.

Young women address relevant issues through peer-to-peer and traditional mentoring allowing them to build self-esteem, life-skills, and resources to succeed in school and throughout life.

## 40 DEVELOPMENTAL ASSETS® FOR ADOLESCENTS (12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

### EXTERNAL ASSETS

#### Support

1. Family Support | Family life provides high levels of love and support.
2. Positive Family Communication | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. Other Adult Relationships | Young person receives support from three or more nonparent adults.
4. Caring Neighborhood | Young person experiences caring neighbors.
5. Caring School Climate | School provides a caring, encouraging environment.
6. Parent Involvement in Schooling | Parent(s) are actively involved in helping the young person succeed in school.

#### Empowerment

7. Community Values Youth | Young person perceives that adults in the community value youth.
8. Youth as Resources | Young people are given useful roles in the community.
9. Service to Others | Young person serves in the community one hour or more per week.
10. Safety | Young person feels safe at home, school, and in the neighborhood.

#### Boundaries & Expectations

11. Family Boundaries | Family has clear rules and consequences and monitors the young person's whereabouts.
12. School Boundaries | School provides clear rules and consequences.
13. Neighborhood Boundaries | Neighbors take responsibility for monitoring young people's behavior.
14. Adult Role Models | Parent(s) and other adults model positive, responsible behavior.
15. Positive Peer Influence | Young person's best friends model responsible behavior.
16. High Expectations | Both parent(s) and teachers encourage the young person to do well.

#### Constructive Use of Time

17. Creative Activities | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. Youth Programs | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. Religious Community | Young person spends one hour or more per week in activities in a religious institution.
20. Time at Home | Young person is out with friends "with nothing special to do" two or fewer nights per week.

#### Commitment to Learning

21. Achievement Motivation | Young person is motivated to do well in school.
22. School Engagement | Young person is actively engaged in learning.
23. Homework | Young person reports doing at least one hour of homework every school day.
24. Bonding to School | Young person cares about her or his school.
25. Reading for Pleasure | Young person reads for pleasure three or more hours per week.

#### Positive Values

26. Caring | Young person places high value on helping other people.
27. Equality and Social Justice | Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity | Young person acts on convictions and stands up for her or his beliefs.
29. Honesty | Young person "tells the truth even when it is not easy."
30. Responsibility | Young person accepts and takes personal responsibility.
31. Restraint | Young person believes it is important not to be sexually active or to use alcohol or other drugs.

#### Social Competencies

32. Planning and Decision Making | Young person knows how to plan ahead and make choices.
33. Interpersonal Competence | Young person has empathy, sensitivity, and friendship skills.
34. Cultural Competence | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance Skills | Young person can resist negative peer pressure and dangerous situations.
36. Peaceful Conflict Resolution | Young person seeks to resolve conflict nonviolently.

#### Positive Identity

37. Personal Power | Young person feels he or she has control over "things that happen to me."
38. Self-Esteem | Young person reports having a high self-esteem.
39. Sense of Purpose | Young person reports that "my life has a purpose."
40. Positive View of Personal Future | Young person is optimistic about her or his personal future.

This page may be reproduced for educational, noncommercial uses only. Copyright © 1997, 2006 by Search Institute, 615 First Avenue N.E. Suite 125, Minneapolis, MN 55413; 800.888.7828; www.search-institute.org. All Rights Reserved.

The following are registered trademarks of Search Institute:  
Search Institute®, Developmental Assets®, and Healthy Communities®/Healthy Youth®



# EXPOSURE REPORT

Stephanie Wolf | *The Legacy Center for Community Success*

## OVERVIEW

Starting in the fall of 2013 and running through the spring of 2014, 83 students participated in The ROCK Exposure program. The students participating included 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders from four area high schools. The four high schools were Meridian High School; Bullock Creek High School; the Academic & Career Education Academy (ACEA), the alternative high school in Midland; and the Wenona Center, the alternative middle and high school in Bay City.

The ROCK Exposure program is an original program that focuses on teaching students life skills and character development to build upon each student's Developmental Assets. The same ROCK Exposure program was taught at all four schools with different instructors. The results presented below are summarized for the entire group of participants.

Students participating in The ROCK Exposure program were surveyed before the program began and after the program ended in order to collect basic demographic information and to assess their levels of Developmental Assets. The pre-test mean composite scores for the students fell within the FAIR or GOOD range for all of the Developmental Asset categories measured (*Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identity*).

As a group, the students scored higher in all eight Developmental Asset categories after participating in The ROCK Exposure program. This difference was statistically significant for all eight of the categories, thus showing that The ROCK Exposure program curriculum positively impacts students. This suggests that the students are more likely to help others, have adult role-models, build friendships, avoid bad choices such as alcohol, tobacco and drugs, have a higher self-esteem, and develop a more positive view of their future after participating in this program.



# SUMMARY OF RESULTS

Stephanie Wolf | *The Legacy Center for Community Success*

Starting in the fall of 2013 and running through the spring of 2014, 83 students from four area high schools participated in The ROCK Exposure program. The ROCK Exposure program is an original program taught by The ROCK Center for Youth Development, Midland, MI. The ROCK Exposure program was presented to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students at the Bullock Creek High School, the Meridian High School, the Academic & Career Education Academy (ACEA – the alternative high school in Midland), and the Wenona Center (the alternative middle & high school in Bay City). The ROCK Exposure coaches led classes on personal responsibility, resource management, and strategies for success.

As part of these classes, the coaches administered pre- and post-test Developmental Assets Profile (DAP, Search Institute, 2005) surveys, in order to gather demographic information and to assess student levels of Developmental Assets. The following report summarizes the results and provides an overview of the students, both before and after participating in the class, with respect to their level of Developmental Assets.

## Sample Demographics

The DAP surveys were administered to 83 students, with 52 being male and 31 being female. The average age of the students surveyed was 15.1 years, with ninth graders being 73% of the program. Of the students who recorded their race (79 of the 83), approximately 92% of participants were white. From the group of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students in The ROCK Exposure program, 16 attended Bullock Creek High School, 49 attended Meridian High School, 5 attended ACEA and 13 attended Wenona. Data from 83 students were used in the final analyses described below.

## Developmental Assets Framework and Developmental Assets Profile (DAP)

As mentioned earlier, students were given a standardized assessment to measure their level of Developmental Assets both before and after participating in

The ROCK Exposure Program classes. The Developmental Assets Profile (DAP) used in the present study was designed by researchers at the Search Institute to provide a standardized description of an individual's Developmental Assets as they see them.

"Developmental Assets are *developmental vitamins* – positive experiences and qualities identified as being essential to healthy psychological and social development in childhood and adolescence" (Search Institute, 2005, p.2).

These assets have the power to influence young people's developmental trajectories, protect them from a range of negative outcomes, and help them become more productive, caring, and responsible adults. External assets are from peers, parents, teachers, neighbors, and other adults in the community. They include positive role models, boundaries and expectations, as well as young people's constructive use of time. Internal assets are characteristics and behaviors that reflect positive personal and psychological development in young people. They include strengths such as positive values, positive identity, social competencies, and commitment to learning.

The Developmental Assets Profile (DAP) provides an assessment of the Developmental Asset Categories for youth ages 11-18. The DAP consists of 58 items which provide a quick, simple, valid, and reliable self-report of the types and levels of Developmental Asset categories currently being experienced by adolescents. Of these, 26 tap external assets, and 32 tap internal assets. The items and their alignment with the asset categories are shown in Appendix 1.

On the external side, the DAP scales are:

**Support** – support from parents, family and other adults; parent-adolescent communication; advice and help from parents; helpful neighbors; and caring school environment.

**Empowerment** – feeling safe at home, at school and in the neighborhood; feeling valued; and having useful jobs and roles.

**Boundaries and Expectations** – having good role models; clear rules at home and school; encouragement from parents and teachers; and monitoring by family and neighbors.

**Constructive Use of Time** – participation in religious or spiritual activity; involvement in a sport, club, or group; creative activities; and quality time at home.

On the internal asset side, the DAP scales are:

**Commitment to Learning** – enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things.

**Positive Values** – standing up for one's beliefs; taking responsibility; avoiding alcohol, tobacco, and drugs; valuing honesty; healthy behaviors; being encouraged to help others; and helping respecting and serving others.

**Social Competencies** – building friendships; properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully.

**Positive Identity** – optimism; locus of control; and self-esteem.

### DAP Scores and Interpretative Ranges

Responses to each individual DAP item are scored 0 (*"Not at all or rarely true"*), 1 (*"Somewhat or sometimes true"*), 2 (*"Very or often true"*), or 3 (*"Extremely or almost always true"*). DAP asset category scores range from 0 to 30, corresponding to the 0-3 item response scale multiplied by 10. For example, an adolescent reporting 3's for all items on a scale would get a scaled score of 30 (average of all items =  $3.0 \times 10 = 30$ ). This means that all of the items were rated *"Extremely or almost always true,"* which is the highest possible score and represents the upper limit of the range of scores.

Scores from 26-30 for a given asset category represent the highest range of scores and are considered 'EXCELLENT', suggesting abundant levels of assets in an adolescent's life. Scores in the range of 21-25 are still in the upper half of the distribution of raw scores and are considered 'GOOD'. For these students, most assets would be fairly strong or frequent in the adolescent's life, but there is room for improvement. Scores in the range of 15-20 fall in the middle of the range of possible raw scores and would be considered 'FAIR'. Not only is there room for improvement, but it may be important to try to build assets in areas with scores this low. Lastly, scores from 0-14 represent the low end of the possible range of scores and are, therefore, considered 'LOW'. In these cases, there are low levels of assets at work in a child's life, with considerable opportunities for improvement in many asset areas. Pre-test and posttest composite External and Internal Asset scores were computed for each participant.

### Mean DAP Asset Category Scores for The ROCK Exposure Program Sample

Table 1 shows the mean pre-test and post-test composite scores for the External and Internal Developmental Asset categories. In Figure 1, the same pre- and post-test composite scores for the External Development Asset categories are shown as compared to the highest possible standard score of 30 for each asset category.

Asset Category	Mean Pre-test Score $\pm$ Std.	Mean Post-test Score $\pm$ Std.
<b>External</b>		
-Support	20.54 $\pm$ 6.71	22.06 $\pm$ 6.61
-Empowerment	21.29 $\pm$ 5.65	22.88 $\pm$ 6.47
-Boundaries & Expectations	21.20 $\pm$ 5.68	22.71 $\pm$ 5.82
-Constructive Use of Time	15.00 $\pm$ 7.29	17.68 $\pm$ 7.77
<b>Internal</b>		
-Commitment to Learning	18.48 $\pm$ 6.10	20.29 $\pm$ 6.79
-Positive Values	19.88 $\pm$ 5.07	21.88 $\pm$ 5.61
-Social Competency	20.02 $\pm$ 5.00	21.30 $\pm$ 5.31
-Positive Identity	18.81 $\pm$ 6.21	21.18 $\pm$ 6.02

Table 1. Mean pre-test and post-test scores for the 8 DAP asset categories among participants of The ROCK Exposure Program (N=83).

### Mean Composite External Asset Scores Among ROCK Exposure Participants

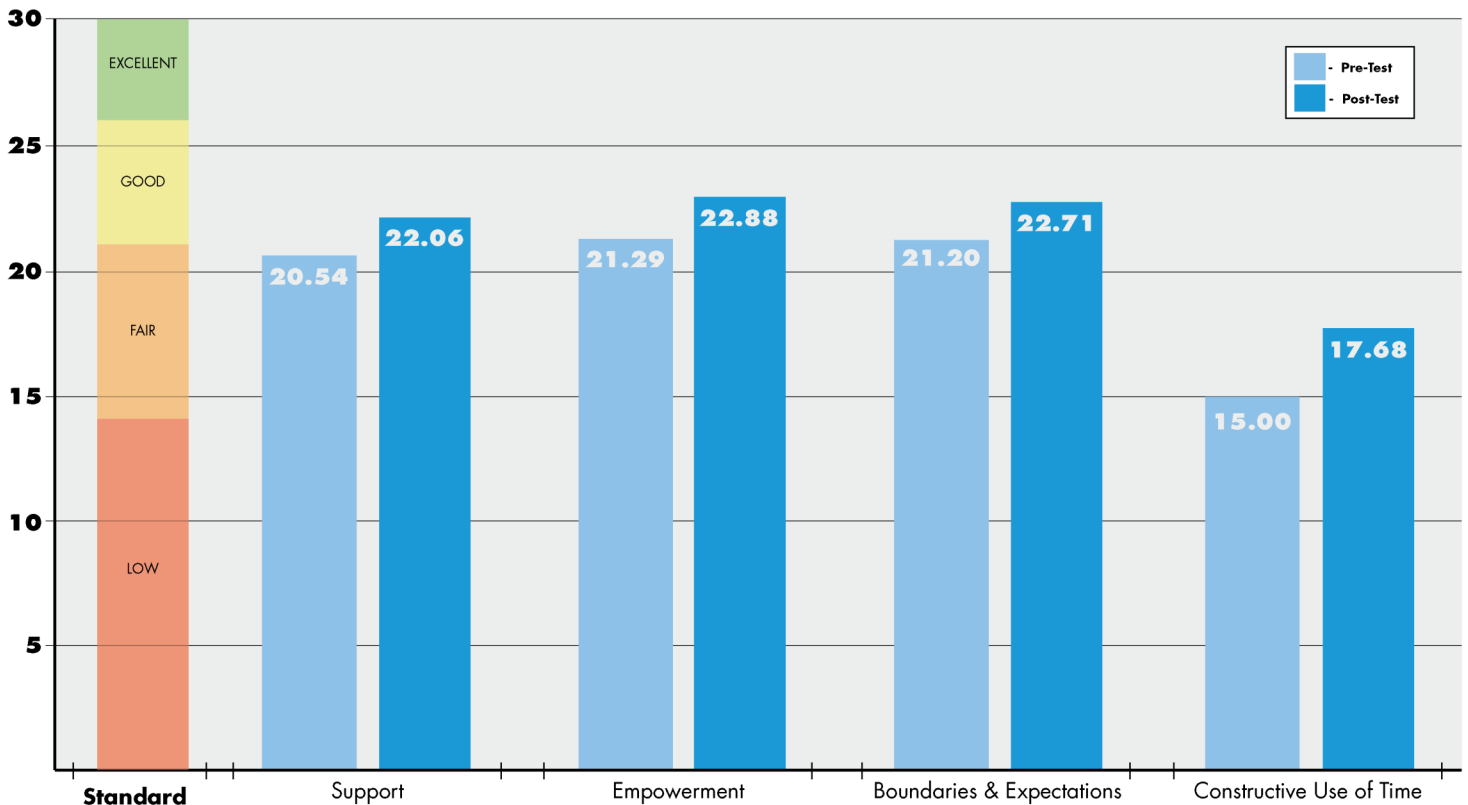



Figure 1. Mean pre-test and post-test scores from The ROCK Exposure Program participants for the External DAP asset categories as compared to the standard score.



**Support.** The mean pre-test score for the *Support* scale in The ROCK Exposure sample was 20.54 and the mean post-test score for the *Support* scale was 22.06. This shows that before students participated in The ROCK Exposure program, they were only registering in the FAIR range for *Support*, but significantly increased into the GOOD range after participating in this program. This suggests that, on average, students perceived higher levels of support, most likely from their schools and outside community, after participating in The ROCK Exposure program.

**Empowerment.** The mean pre-test composite score for the *Empowerment* scale in The ROCK Exposure sample was 21.29 and the mean post-test for the *Empowerment* scale was 22.88. While both of these scores fell within the GOOD range, there was a significant increase between the pre- and post-test. While this may suggest that students generally felt safe across many contexts, as well as felt valued and respected by others, the statistically significant increase between the pre-test score and the post-test score confirms that students, in general, report higher levels of *Empowerment* after participating in The ROCK Exposure program.

**Boundaries and Expectations.** The mean pre-test score for *Boundaries and Expectations* within The ROCK Exposure sample was 21.20 and the mean post-test score was 22.71. While both of these scores fell within the GOOD range, there was a statistically significant increase between the pre- and post-test. This suggests that while participating in The ROCK Exposure program, students more actively surrounded themselves with good role models among friends, family and outside the family.

**Constructive Use of Time.** The mean pre-test score for *Constructive Use of Time* for The ROCK Exposure sample was 15 and the mean post-test score was 17.68. This shows a dramatic increase within the FAIR range. This could be in direct response to the students participating in The ROCK Exposure Program since this asset category targets extracurricular activity. Although *Constructive Use of Time* is the asset category in which the sample as a whole scored in the lower boundary of the FAIR range, there was still a highly significant increase after the students completed The ROCK Exposure program.

### **Mean DAP Internal Asset Category Scores for The ROCK Exposure Program Sample**

Figure 2 shows the pre- and post-test composite scores for the Internal Development Asset categories for The ROCK Exposure group. As before, these scores are compared to the highest possible standard score of 30 for each asset category.

## Mean Composite Internal Asset Scores Among ROCK Exposure Participants

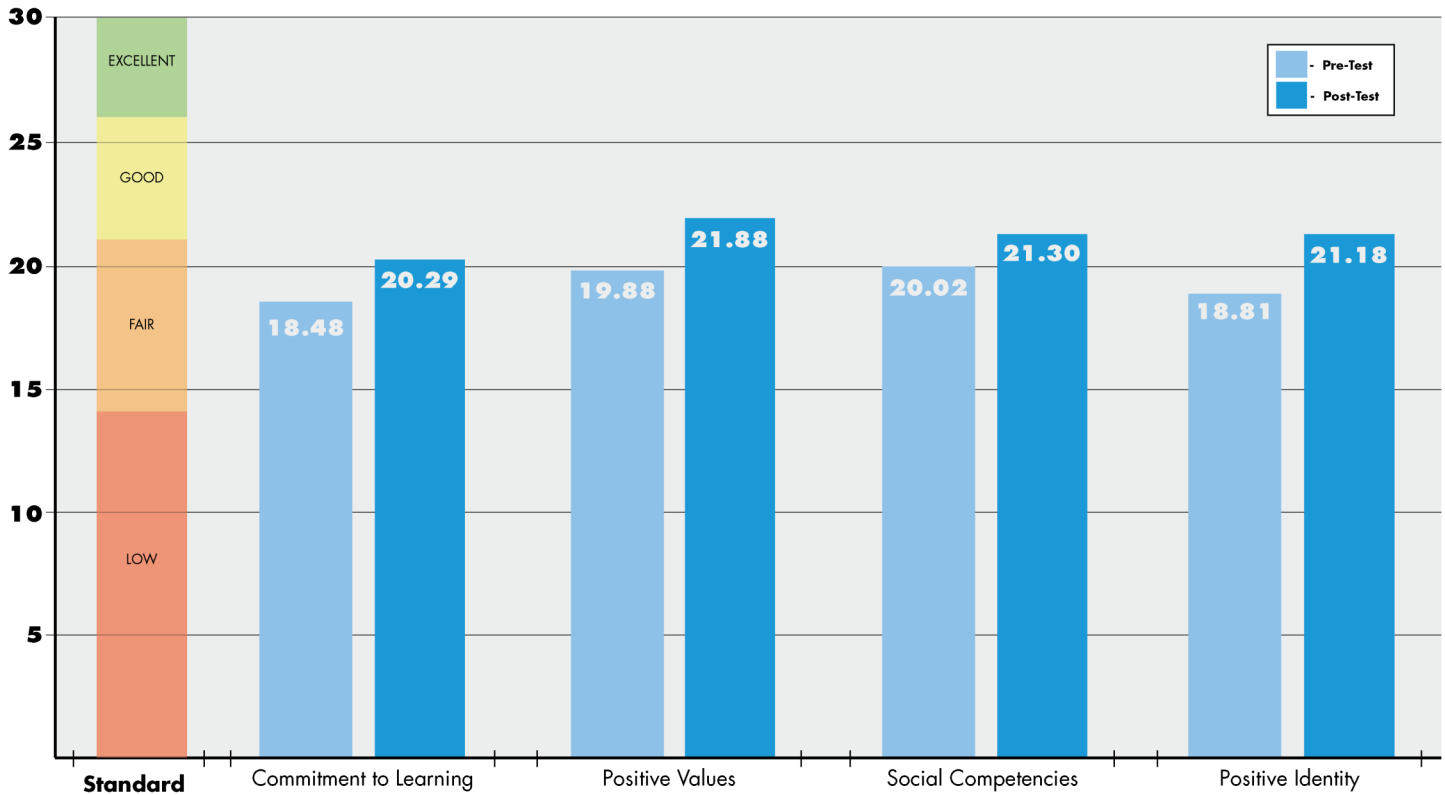



Figure 2. Mean pre-test and post-test scores from The ROCK Exposure Program participants for the Internal DAP asset categories as compared to the standard score.

**Commitment to Learning.** The mean pre-test score for the *Commitment to Learning* scale for The ROCK Exposure sample was 18.48 and the mean post-test score was 20.29. The pre-test mean falls in the FAIR range and the post-test mean significantly increases to borderline between the FAIR and GOOD range. This increase suggests that, once again, The ROCK Exposure program positively impacts its participants. Specifically, the students are more open to trying new things and are more interested in learning new things (in general) after participating in the program.

**Positive Values.** The mean pre-test score for the *Positive Values* scale within The ROCK Exposure program was 19.88 and the mean post-test score was 21.88. This shows a significant increase from the FAIR range to the GOOD range. Suggesting that after completing The ROCK Exposure program, students felt better about *Positive Value* assets, such as being honest and responsible, and seeing the importance of self-value, therefore avoiding tobacco, alcohol, and other drugs.

**Social Competencies.** The mean pre-test score for the *Social Competencies* scale within The ROCK Exposure sample was 20.02 and the posttest mean score was 21.30. This again shows a significant increase from the FAIR range to the GOOD range. The *Social Competencies* scale scores indicate that students possess more positive interpersonal skills, such as building friendships, resisting bad influences, and making good choices, after participating in The ROCK Exposure program.



**Positive Identity.** The mean pre-test score for the *Positive Identity* scale for The ROCK Exposure sample was 18.81 and the mean post-test score was 21.18. This shows a significant increase between the pre- and post-test results. The pre-test scores fell within the FAIR range, but after completing The ROCK Exposure program, students' scores registered in the GOOD range. The *Positive Identity* scale reflects a number of assets related to an adolescent's growing sense of identity – self-esteem, internal locus of control, optimism, and a growing sense of purpose in life. In this case, we see that the students report higher levels of self-esteem, more confidence in their ability to set goals for themselves and a more positive view of the future after participating in the program.

### **Conclusions**

During the fall of 2013 and running through the spring of 2014, data was collected from 83 students – both before and after participating in The ROCK Exposure program. The mean Developmental Asset scores for the entire group fell within the FAIR to GOOD range for all of the Developmental Asset categories assessed. More importantly, the post-test score increases were statistically significant in all eight asset categories. Thus, The ROCK Exposure program positively impacts the students who participate. This is especially true for the internal asset categories of *Commitment to Learning*, *Positive Values*, and *Positive Identity*. All three of these assets categories showed a 10% or more percent of increase between the overall mean pre- and post-test. This suggests that students are more motivated to do well, likely to stay away from harmful substances, help others, and take responsibility for themselves after participating in The ROCK Exposure program. Although there is still room for improvement in all areas (as compared to a standardized norm where a perfect score would be 30), the increases in scores after participation shows at least short-term (and hopefully long-term) success.

### **References**

*Developmental Assets Profile: Group Assessment User Manual.* (2005). Minneapolis: Search Institute.  
*Profiles of Student Life: Attitudes and Behaviors* (2006). Minneapolis: Search Institute Survey of Developmental Assets, Dorene Allen, Dr. Pamela Ecarius and Richard Dolinski, The Legacy Center for Community Success.

*ROCK Exposure Program-Spring 2011, Summary of Results* (2011). Dr. Jacquelyn Light, The Legacy Center for Community Success.