

Resiliency Factor Data
2007 Santa Rosa CHKS

Assets Reported by Self-identified GANG vs. NON-GANG members	Table B1					
	7th Grade		9th Grade		11th Grade	
	Gang	Non-gang	Gang	Non-gang	Gang	Non-gang
School Environment						
Total Assets*	16%	41%	12%	24%	18%	32%
Caring Relationships: Adults in School*	25%	40%	18%	23%	18%	33%
High Expectations: Adults in School*	29%	53%	22%	35%	21%	41%
Meaningful Participation*	5%	20%	3%	12%	12%	16%
Community Environment						
Total Assets*	40%	69%	36%	63%	40%	63%
Caring Relationships: Adults in Home	43%	69%	50%	64%	46%	64%
High Expectations: Adults in Home	52%	71%	49%	65%	42%	65%
Meaningful Participation	20%	53%	26%	45%	24%	45%
School Connectedness Scale	35%	59%	27%	44%	21%	43%

Some Observations:

- : Both gang members and non-gang members feel they have greater assets in the community than they do at school.
- : Meaningful participation at school is the lowest-rated asset among all students, and it is significantly lower for gang members as compared to non-gang members.
- : Among gang members only 5% at 7th grade and 3% at 9th grade feel they have meaningful participation in school (compared to 20% and 12% among non-gang members).
- : Among gang members and non gang members assets in school decline as students move from middle school to high school, and are lowest in 9th grade.
- : Among gang members meaningful participation in the community goes up as they get older.
- : Among gang members and non-gang members overall school connectedness goes down as they get older.
- : Gang members report having fewer assets than non-gang members.
- : There is a greater gap between school assets (lower) and community assets when comparing gang members and non-gang members.

Research shows that young people who have caring adults in their lives who believe in them and who have opportunities for meaningful participation, are less likely to engage in high risk behaviors. The California Healthy Kids Survey (CHKS) asks students if:

- They have at least one caring adult in their school or community
- The adults in their school or community believe in them
- They have opportunities for meaningful participation and decision making in their school or community

The 2007 CHKS show some disturbing responses from young people, especially those who report being involved in gang behavior.

Assets Reported by Self-identified GANG vs. NON-GANG members	Table B1	
	9th Grade	
	Gang	Non-gang
School Environment		
Total Assets	12%	24%
Caring Relationships: Adults in School	18%	23%
High Expectations: Adults in School	22%	35%
Meaningful Participation	3%	12%
Community Environment		
Total Assets*	36%	63%
Caring Relationships: Adults in Community	50%	64%
High Expectations: Adults in Community	49%	65%
Meaningful Participation	26%	45%
School Connectedness Scale	27%	44%

- Gang members report lower assets overall than non gang members.
- School related assets and school connectedness decline as these students get older.
- Meaningful participation at school is the lowest rated asset and is significantly lower for gang members as compared to non gang members.

Although gang members report higher levels of assets in the community, it is not clear from these results where gang members are finding their sense of belonging and adult approval in the community. 58% of 9th grade gang members reported that adults in their lives “*approve*” their gang involvement.

What can we, as school and community members, do to provide opportunities for meaningful participation and positive adult relationships for these young people?