

# *Picking up the PCEs to Map Community Assets*

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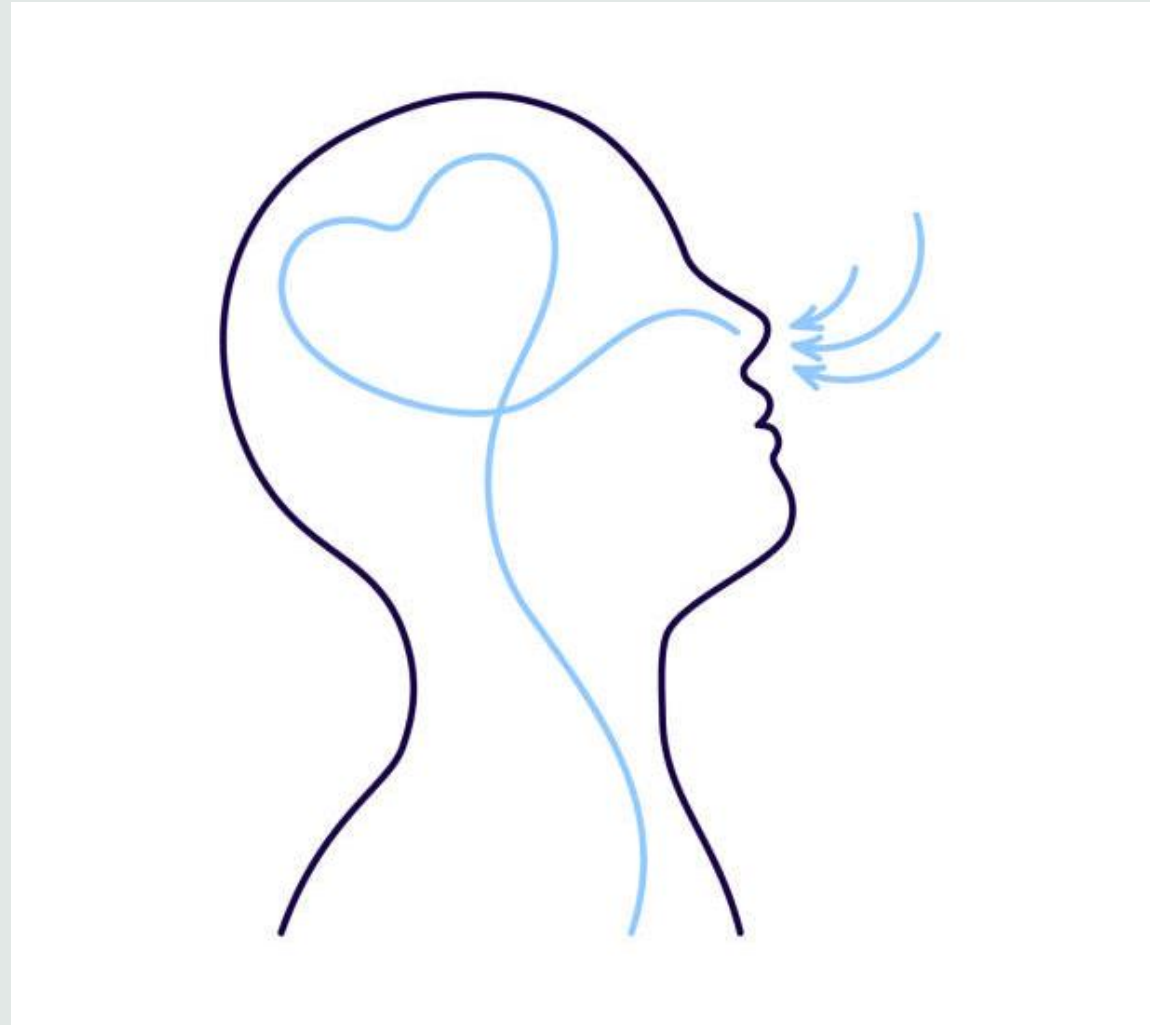
Presented by Katie Soule (she/her)

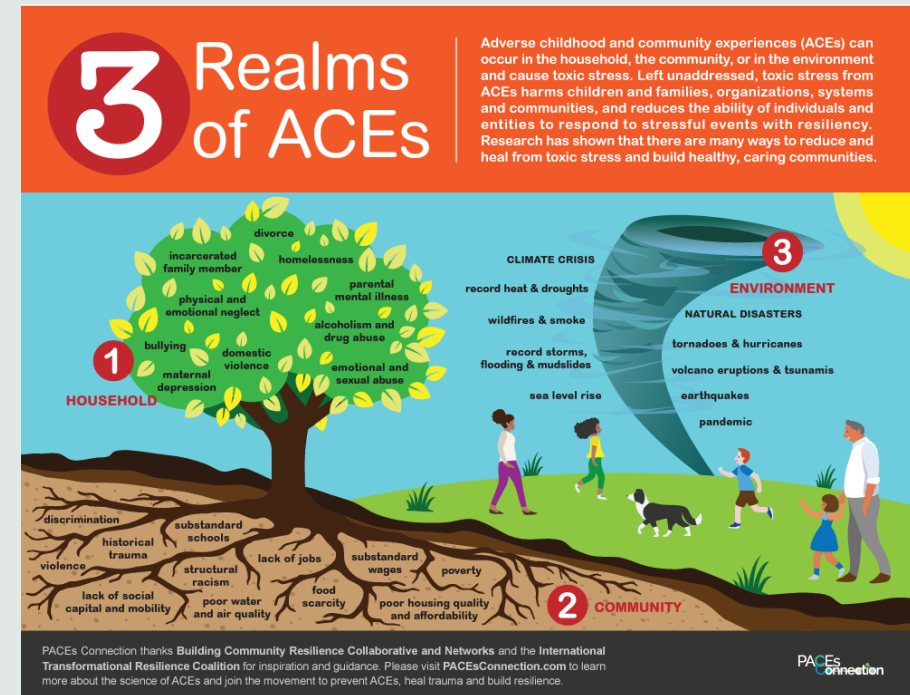
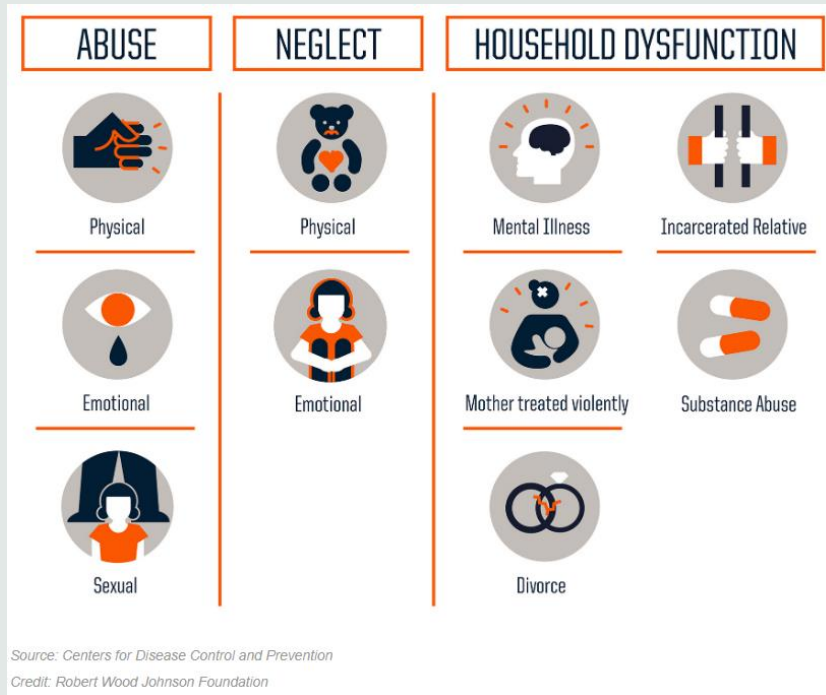
The Granite YMCA

# *Before we get started...*

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An optional moment to get grounded





# Level-setting: Adverse Childhood Experiences (ACEs)

- Original study found that certain adversities led to predictable outcomes at the population level
- Has been expanded over the last 30 years

# *Level-setting: Positive Childhood Experiences (PCEs): The Background*

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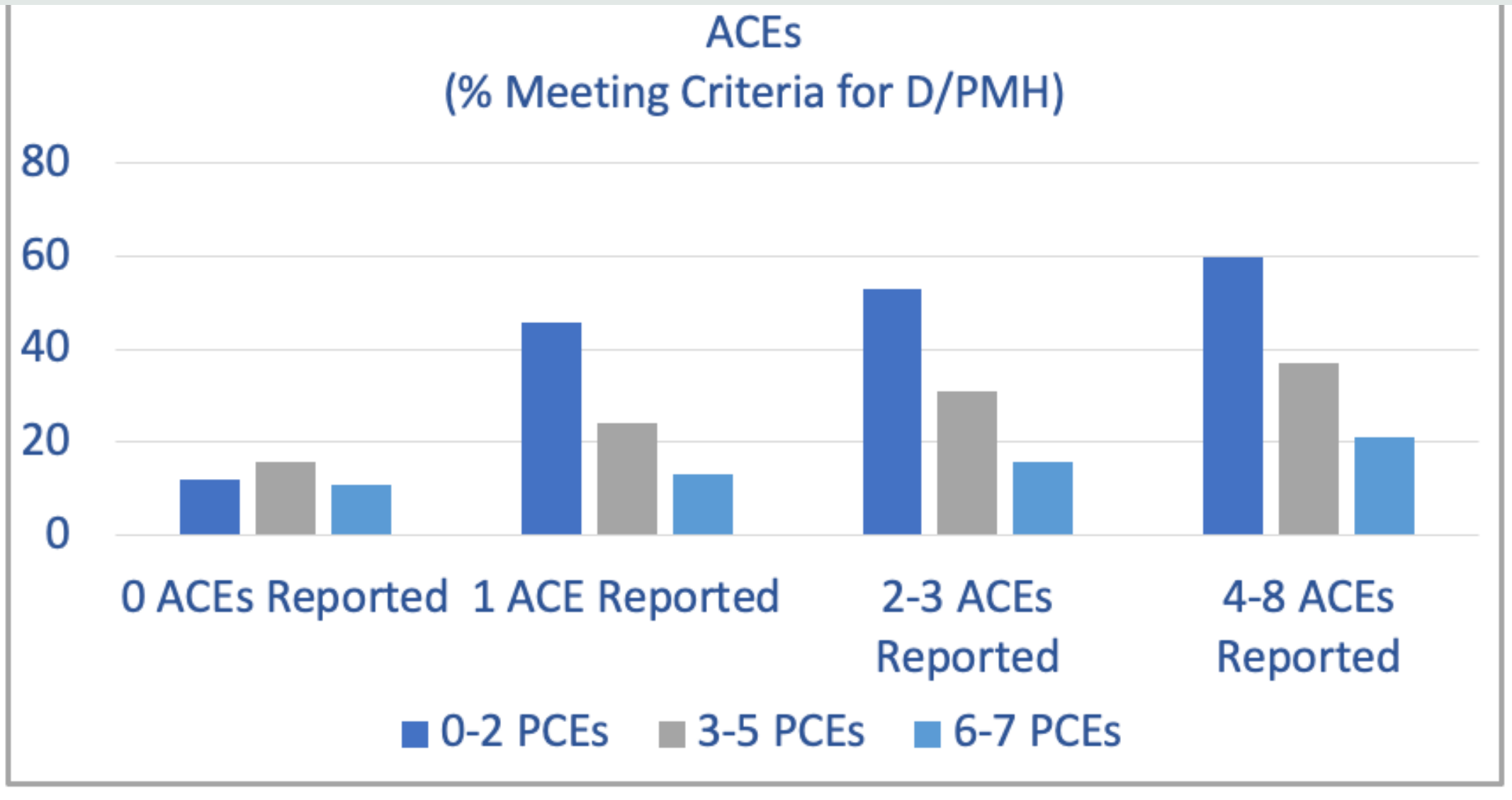
- 2019 study conducted at Johns Hopkins University by Dr. Christina Bethell
- Aimed at answering: are there experiences that buffer adversity and lead to better outcomes for adults in mental and relational health?
- Findings: PCEs demonstrate a dose-response relationship with positive mental and relational health in adults, adjusted for ACEs.
- Meaning: PCEs promote positive outcomes *even when* ACEs are present. (Bethell et al., 2019)

# *What are the PCEs?*

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- Able to talk to family about feelings
- Felt family stood up for them in difficult times
- Felt safe and protected by an adult in your home
- **Had at least two non-parent adults who took genuine interest**
- **Felt supported by friends**
- **Felt a sense of belonging at high school**
- **Enjoyed participating in community traditions**

# What the Data Illustrates



## *Layering in another approach*

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### Search Institute Developmental Assets Framework

- Search is a national non-profit and has been a research-rich organization since 1958
- Guided by a vision to create, “a world where all young people are valued and thrive”
- Framework is strengths-based and filled with things all youth need
- It is the most widely recognized approach to youth development
- Belief that everyone has a role in helping youth thrive



# *Components of the Assets Framework*

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- There are 40 Developmental Assets
- Original language for ages 12-18 but has been adapted for all developmental stages
- **External Assets:** supports, opportunities, and relationships young people need across all aspects of their lives (experiences that one gets or does not get)
- **Internal Assets:** personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled (a person's internal compass)
- All assets matter equally and are not weighted; the goal is to raise the cumulative number.



# *While you're listening to the panel*

## **External Assets**


Support 


Empowerment 

Boundaries and Expectations 

Constructive Use of Time 

## **Internal Assets**

Commitment to Learning 

Positive Values 

Social Competencies 

Positive Identity 

# *Panel Summary*

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Thank you to our panelists and panel moderator!

# *Table Activity Introduction*

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Mapping the community assets in this room

We all have a role

It's about **collective impact**

What assets are you building in your program(s)? Through your role? As an adult in this community? Where can we lean on one another?

# References

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Bethell, C., Jones, J., Gombojav, N., Linkenbach, J., & Sege, R. (2019, November 1). *Positive childhood experiences and adult mental and relational health in a statewide sample: Associations across adverse childhood experiences levels*. JAMA pediatrics. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6735495/>

Search Institute Developmental Relationships Framework: <https://searchinstitute.org/developmental-assets>

Search Institute *Essentials of Asset Building* trainer guide