

- **Parents found some assets easier to understand than others and operationalize in their homes than others.**

Parents generally found assets connected to support, communication, positive values, constructive use of time, and limits and expectations easiest to understand and/or implement. Those related to the community, planning and decision-making, and social justice were hardest for them to understand and/or implement. Difficulty was related both to time devoted to the concept and alignment with their current family values.

- **Children whose parents participated in the program were observed by their parents to have changed and acquired assets as a result of parents changing their behaviors.**

Parents believed that their children had acquired several assets, most notably feeling support from the family, using their time more constructively, being more motivated to learn, acquiring positive values, learning to plan ahead, resisting negative peer pressure, and assuming a more positive identity. Parents increased their knowledge and skill level of all eight asset categories. Mean ratings show that parents were close to strong agreement that their participation increased their knowledge and skills. Effect sizes ranged from small to medium.

- **There were some differences in outcomes related to site, participant gender, participant age, and participant level of educational attainment.**

The three sites had somewhat different impacts and areas in which there were statistically significant results. Stronger results for perceived changes in student asset acquisition were found for the Santa Ana and Fort Worth sites, both of which had more school-connected programs than the San Antonio site. San Antonio parents, however, had equal or higher changes than other sites in their estimation of the importance of some of the assets. Females tended to experience more positive impacts than males; younger participants experienced more positive impacts than older participants; and those with less than a high school education experienced more positive impacts than those with a high school or more advanced degree. Many of the effect sizes were small, with only a couple items having a medium effect.

RECOMMENDATIONS

1. **Develop additional varied activities, power-point slides, and examples from which facilitators can choose.**

Both parents and facilitators mentioned that additional activities and/or examples would be desirable, particularly for assets that were hard for parents to understand. Parents have a need to identify with the material and see how it applies to their lives. The slides in particular were viewed as important to that process.