

& DAP overview & coordination guide

Purpose of this guide:

This guide provides an overview of the Developmental Assets Profile (DAP) tool and guidance about its use and the resources needed for its implementation.

Measuring children's perception of their own well-being

Over the past two decades, research into children's perception of their own well-being has focused on developing key indicators and measures of both the internal and external drivers of their resilience and ability to thrive. This work has concentrated on an ecological understanding of children's development across the life cycle—which looks at the ways that children draw support from the relationships, institutions, systems and structures in their immediate surroundings. It has also looked at areas that nourish positive child and youth development—including self-perception, self-esteem, value systems, spirituality and views of the future.

After reviewing a number of existing self-perception survey instruments, **WV has selected the Developmental Assets Profile (DAP) as the recommended tool to measure the World Vision child well-being target 'children report an increase in level of wellbeing'.** The DAP was selected because it is an effective and cost-efficient DME tool.

This field guide provides guidance to effectively use the DAP in programme and project design, monitoring and evaluation (DME). It is intended for those staff coordinating the use of the DAP as part of the national office DME process.

Developmental Assets Profile (DAP)

DAP at-a-glance:

DAP tool: 58-item likert-scale survey

Unit of measurement: child

Target age: children aged 8 to 11 years old
or children aged 12 to 18 years old

World Vision child well-being target: Children report an increased level of well-being.

The DAP is based on validated scales of developmental assets, based on 20 years of research. This includes internal and external assets. See page 2 for a list of the developmental assets as part of the Developmental Assets Framework.

The DAP was developed and is owned by Search Institute, a research organisation in the United States, that focuses on young people's healthy development and well-being. World Vision International and Search Institute are in a partnership that allows World Vision to use the DAP in its work around the world within certain guidelines. The guidelines are designed to protect the quality and integrity of the research as well as the intellectual property rights of Search Institute.

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What is the DAP?





The DAP is a 58-item survey that was created by the Search Institute to measure the presence – and change over time – of the eight categories of developmental assets found within Search’s Developmental Assets Framework (see chart below). The DAP is a measurement tool that yields quantitative scores for each of the asset categories shown on the left side of the chart below. The DAP can also measure five broad context areas (personal, social, school, community and family).

DEVELOPMENTAL ASSETS FRAMEWORK





The first four asset categories focus on external structures, relationships, and activities that create a positive environment for young people.

8 CATEGORIES MEASURED WITH THE DAP

EXTERNAL ASSETS

1 Support		Young people need to be surrounded by people who love, care for, appreciate, and accept them.	1. Family support 2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 5. Caring school climate 6. Parent involvement in schooling
2 Empowerment		Young people need to feel valued and valuable. This happens when youth feel safe and respected.	7. Community values youth 8. Youth as resources 9. Service to others 10. Safety
3 Boundaries and expectations		Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.	11. Family boundaries 12. School boundaries 13. Neighbourhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations
4 Constructive use of time		Young people need opportunities - outside of school - to learn and develop new skills and interests with other youth and adults.	17. Creative activities 18. Youth projects 19. Religious community 20. Time at home

The next four asset categories reflect internal values, skills, and beliefs that young people also need to fully engage with and function in the world around them.

5 Commitment to learning		Young people need a sense of the lasting importance of learning and a belief in their own abilities.	21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure
6 Positive values		Young people need to develop strong guiding values or principles to help them make healthy live choices.	26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint
7 Social competencies		Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.	32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution
8 Positive identity		Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.	37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future

40 DEVELOPMENTAL ASSETS

INTERNAL ASSETS

Why use the DAP?

The DAP is designed to collect information on an adolescent's self-perception of assets. See the list of 40 developmental assets on the right side of the chart on page 2. Evidence shows the more assets in an adolescent's life, the better (see sidebar).

'Assets' are positive experiences, attitudes, relationships, values, skills, and qualities found in children, peers, families, schools, and communities.

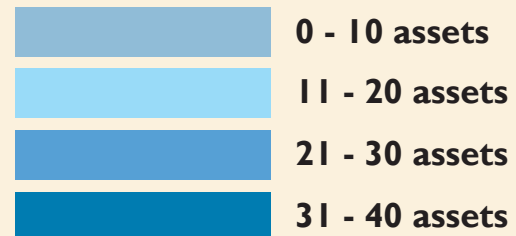
The DAP is an effective and cost-efficient DME tool and is recommended for World Vision use because:

- The DAP provides a **holistic view of well-being**: It helps staff to understand changes in children's lives in relation to specific child well-being outcomes (CWBOs) as well as changes from a holistic view of children's well-being, across interdependent CWBOs. See table on page 4.
- The DAP collects information on **children's perspectives**: It provides a rigorous and systematic way of understanding children's opinions about their own well-being.
- The DAP is **quantitatively rigorous**: The tool has been rigorously tested. It has high validity and reliability and correlates positively with healthy behaviour and negatively with high-risk behaviour.
- The DAP is **multi-purpose**: The data can be used for all phases of the DME cycle as well as community mobilisation and advocacy activities. It can also be used for individual counseling.
- The DAP is **user-friendly**: Once it has gone through a language versioning process, use of the tool and analysis is simple and can be used by local partners, teachers, youth leaders and youth.
- The DAP can **correlate with other measures**: The tool complements other measures, such as learning outcomes, life skills and other behaviours. See page 5 for more information.
- The developmental assets and the DAP have **cross-cultural relevance**: It has now been used in more than 20 countries and analysis shows the validity of the assets across cultures.
- The DAP has **multi-country applicability**: The tool is valuable for World Vision because the same tool can be used in countries around the world.

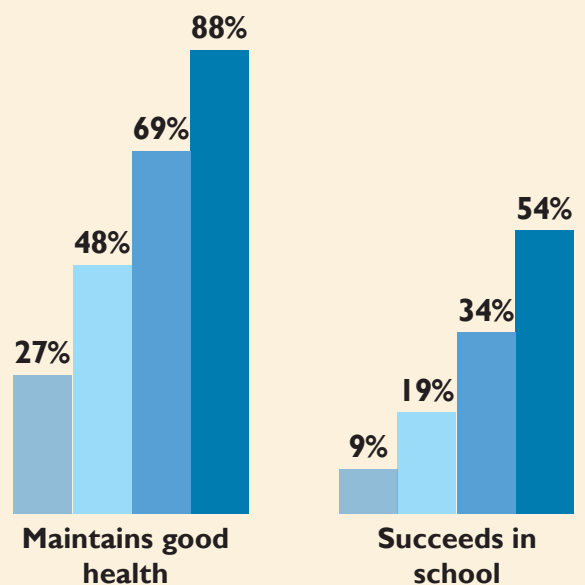
The power of assets

A survey conducted in the United States reveals that assets are powerful influences on adolescent behaviour. Regardless of gender, ethnicity, economic situation or geographic location assets promote positive behaviours and attitudes. They also help protect young people from many different problem behaviours.

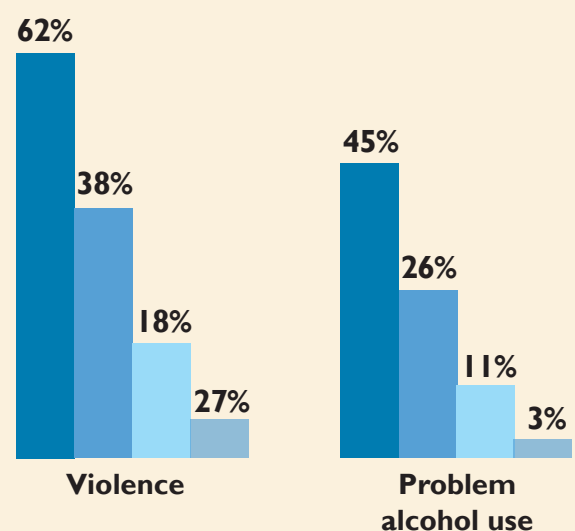
When an adolescent has:



Promoting positive behaviours



Protecting youth from high-risk behaviours



How is the DAP used in WV programming?

The DAP can be used in multiple ways. For World Vision staff, it is important to understand how it measures child well-being. Table 1 shows the connections between the internal and external assets measured by the DAP and the child well-being outcomes (CWBOs). In addition, the total DAP score, shown by all the colored boxes in Table 1, provides a holistic view of children's perspectives on their own well-being. This means that the DAP can track change over time in a specific project. It can also track changes of children's perspectives on well-being in the broader programme.

Table 1: Connections between internal and external assets and the child well-being outcomes

Goal: Sustained well-being of children within families and communities, especially the most vulnerable Luke 2 v 52 "And Jesus grew in wisdom and stature, and in favour with God and people."			
Girls and Boys:			
Enjoy good health	Are educated for life	Experience love of God and their neighbours	Are cared for, protected and participating
Children well nourished	Children read, write, and use numeracy skills	Children grow in their awareness and experience of God's love in an environment that recognises their freedom	Children cared for in a loving, safe, family and community environment with safe places to play
Children protected from infection, disease, and injury	Children make good judgments, can protect themselves, manage emotions, and communicate ideas	Children enjoy positive relationships with peers, family, and community members	Parents or caregivers provide well for their children
Children and their caregivers access essential health services	Adolescents ready for economic opportunity	Children value and care for others and their environment	Children celebrated and registered at birth
	Children access and complete basic education	Children have hope and vision for the future	Children are respected participants in decisions that affect their lives
Foundational Principles: Children are citizens and their rights and dignity are upheld (including girls and boys of all religions and ethnicities, any HIV status, and those with disabilities)			

Note: WorldVision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Motivated by our Christian faith, WorldVision is dedicated to working with the world's most vulnerable people. WorldVision serves all people regardless of religion, race, ethnicity or gender.

	Internal assets
	External assets
	Internal and external assets

Use the DAP tool if the project is engaged in work with children aged 8 to 11 years or adolescents aged 12 to 18 years—whether the activities are for education, economic readiness, child protection and participation, or health education and prevention—and if the project and programme team are interested in obtaining a holistic measure of well-being 'through the eyes of young people'.

How is the DAP used in WV programming?

Sampling

There is not one answer or numeric answer to sampling with the DAP. The DAP can be used in a variety of ways and is most effective when the sampling strategy matches the type of programming.

It is also critical to consider how the DAP data will be combined with qualitative data to understand children's perspectives so that the information can be used by local partners for programming decisions.

See Appendix A for different scenarios of how the DAP could be used in WV programming. These are illustrative examples and do not cover all the types of WV programming with children and adolescents. Consider this as a starting point to inform a locally-appropriate sampling strategy.

Disaggregation

Data collected from using the DAP can be disaggregated by gender, age, and ethnicity. Additional demographics can easily be added to the bio-data section of the DAP survey. Other relevant variables may include children registered in child sponsorship, out-of school youth, or youth participating in an existing project.

Including the most vulnerable

It is important to consider how to administer the DAP to the most vulnerable. In some cases, if the most vulnerable are out-of-school youth, a different method of administration may be needed. Some children with limited reading skills may also have difficulty in comprehending the DAP items that are being read to them. In this case, it is necessary to use different tools and methods or obtain information about assets from other informants, such as family members or teachers.

DAP Implementation Plan

Creating a DAP implementation plan is a helpful way to plan the use of the tool in a given project or programme. When the DAP is planned for measurement, use this suggested template as part of the overall planning process.

Overall purpose of DAP use:

- What will the DAP be used for in the programme:
 1. Assessment
 2. Design, monitoring and evaluation
 3. Community mobilisation or advocacy efforts
 4. Individual counseling purposes
- Who will be involved in the core DAP team at the national and zonal levels?

Sampling parameters:

- With whom will the DAP be used?
- How will participants be selected?

Timing of DAP administration:

- When in the project cycle will the DAP be used?
- Will there be *Time One* and *Time Two* use to track individual change over time?

Administration protocols:

- Who will administer the DAP?
- Will the DAP be administered using self, oral or interview administration (or all three)?
- How will the DAP be administered to the most vulnerable (if they are part of the project)?
- What language considerations need to be addressed?

Additional data gathering:

- What bio-data will be gathered during DAP administration?
- What other data sets will be gathered in parallel to DAP data (to track correlated changes in behavior or other outcomes)?
- How will different data sets be linked or integrated?
- What qualitative methods will be used with young people to interpret the DAP findings?

Data handling protocol:

- Who will screen DAP data?
- Who will enter DAP data?
- Who will do data quality tests?
- Who will analyse DAP and related data?

Capacity building needs:

- What capacity building (such as training, coaching and oversight) will be required for the project staff who will be involved in administering the DAP and handling the data generated by the DAP?
- What DAP field guides are needed for which staff?

Data-driven decision making:

- How will the DAP and qualitative findings be used for programming decisions?

When can the DAP be used?

Like any tool the DAP is most effective when its use is governed by the precept:

‘Success comes from having the right tool in the right hands applied to do the right job.’

✓ baseline and evaluation

Because the DAP tracks change over time of the eight asset categories (see the developmental assets framework on page 2), the tool can be used at baseline and evaluation. It is also the recommended tool for measuring World Vision’s child well-being target, ‘children report an increased level of well-being’; measured at baseline and evaluation.

✓ individual counseling

The DAP can be used as a counseling or guidance tool in youth work, clinical settings and specific projects focused on the most vulnerable children. The easy-to-score, self-interview format makes the tool a helpful resource in developing a counseling or guidance plan with a young person – one that focuses on building on existing strengths and addressing priority gaps. Users must be qualified counselors in order to use the DAP for individual counseling.

✓ project monitoring

The DAP can be used for annual project monitoring, but it is important to assess the value of frequent administrations given the potential for test-retest fatigue among participants.

✓ community mobilisation

Since the assets tracked by the DAP are often the same categories that youth, parents, community leaders and civil society organisations are most interested in, the tool can serve as a powerful catalyst for community dialogue and mobilisation.

✓ advocacy

Asset categories tracked by the DAP are often strongly correlated to the kind of developmental outcomes that are important to government policy makers and non-governmental funders. This data can provide a powerful advocacy resource. These outcomes include reduced violence, lower drug and alcohol use, decreased sexual activity, enhanced educational achievement, enhanced leadership, improved health, and increased valuing of diversity.

✓ project assessment

The DAP can be used to provide a snapshot of the asset categories of young people at a given moment in time. This can be used as a helpful assessment and appraisal tool. The information generated signals areas of relative strength, areas where key gaps seem to exist and where improvement seems possible. These snapshots can be generated at the individual level, though are often most meaningful at the level of larger cohorts of youth.

How can the DAP be used with other measures?

It is important to understand that it is beneficial to use the DAP with other measures. When other measures are used alongside the DAP, links can be established between the asset categories and corresponding changes in both promoting and protecting outcomes. Therefore, it is essential to coordinate collection of additional data related to:

Correlated changes in behavior:

DAP data can be compared with other data that tracks behaviors of interest to project objectives.

Examples of changes in:

- School or project attendance
- Problem-solving behaviors
- Health-related outcomes
- High-risk behaviours
- Participation in civic engagement

Correlated changes in achievement:

DAP data can be compared with data that tracks various kinds of achievements (particularly those linked to the acquisition of skills, knowledge or specific competencies in areas such as education, life skills or livelihood development).

Examples:

- Functional literacy levels
- Digital or financial literacy
- Graduation of school or training
- Livelihood outcomes

How can a national office use the DAP?

The first step is to find out if there is a contextualised version of the DAP for the primary language used by young people in the programmes where WV works. In order to find out if there is a local language DAP for your national office, contact Ashley Inselman at <ashley_inselman@wvi.org> who will liaise between the national office and Search Institute to find out what is already available for each country.

If there is not an existing language version, Search Institute will work with the WV global, regional and national office to develop one. National offices that wish to use the DAP are encouraged to do so. In that process, however, it is important to follow the protocols that have been established between World Vision International and Search Institute that uphold the quality of implementation and the spirit of collaboration.

Creating a local language version of the DAP involves more than translation. WV staff and key stakeholders will draw upon their knowledge of local culture (especially the culture of young people) in order to find the best words or expressions to use when translating the DAP from its user-friendly English into the local language. **Ultimately, language versioning involves capturing the essential quality and meaning of each of the DAP's 58 items – versus a literal translation.**

The field guide for *DAP Language Versioning* provides detailed information on this process.

Capacity building and resources for the DAP

Capacity building workshops	Key content areas
4-day WV DAP orientation	Asset-based approaches to youth development Search's 40 Developmental Assets and DAP survey tool DAP administration and data handling Data application options for DME and programme staff Development of a detailed DAP implementation plan
2-day DAP language versioning	Step-by-step overview of language versioning protocols and procedures Hands-on development of a draft local language version
2-day DAP administrators	Asset-based approaches to community youth development Search's 40 Developmental Assets and DAP survey tool DAP administration and data handling Data application options for programme staff
1-day DAP data management	Field level quick data quality checks Survey screening and scoring Data entry into MIS template
2-day data quality checks and DAP analysis - under development	Covers the use of statistical software to run a series of data quality checks, and to generate results by sub-scales (disaggregated by various demographic data points)
3-day DAP data application - under development	Covers the use of DAP data for (i) design and assessment activities; (ii) project monitoring and improvement; (iii) project evaluation and outcome tracking; (iv) individual coaching and mentoring; and (v) community mobilisation

Field guides	Key content areas
DAP Overview and Coordination	This covers the essential 'why's' and 'how's' of DAP use - and situates the use of the DAP within overall DME systems and processes.
DAP Language Versioning	This outlines the step-by-step process for developing a reliable local language version of the 58-item DAP survey.
DAP Administration	This provides detailed instructions (including a DAP administrator's script) for the use of the DAP with participating youth.
DAP Management and Analysis - under development	This covers the themes of (i) data screening; (ii) scoring; (iii) data entry, and (iv) initial data quality checks. This provides step-by-step guidance for the analysis of DAP data and the use of qualitative methods to interpret quantitative DAP data sets.
DAP Application - under development	This covers the ways in which DAP data can be applied by the project staff, local partners, community members, youth and other key stakeholders.

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Appendix A - Sampling guidance

Below, are three different scenarios of how the DAP could be used in WV programming. These are illustrative examples and do not cover all the types of WV programming with children and adolescents. Consider this as a starting point to inform a locally-appropriate sampling strategy.

The sample size of about 300 is offered in this guidance document because it is roughly the sample size needed to satisfy the common parameters inserted into typical sample size calculations, namely, being able to detect with 80% power an effect of about .30 standard deviations, at a significance level of .05 (yielding a total sample size of 278 needed, or 139 in each of a project and a comparison group, and further assuming that up to 10% of surveys may be unusable and have to be discarded due to having too much missing data or other reasons, thus starting with about 300 in order to ensure ending with about 278).

Sampling strategy #1

This approach can be used with time-based interventions such as a set life skills curriculum, a vocational training, or an after-school project. The information provided from the DAP will be valuable when used alongside other indicators and measures.

Sampling options:

1. Include all project participants at the beginning and the end of the intervention. If possible, create unique identifiers so that individual T1 and T2 scores can be matched. This approach can work if the number of project participants is relatively small (e.g., 100 or fewer).
2. Select a random sample of project participants at the beginning (cohort 1) and at the end (cohort 2) of the intervention (at least 300 participants – more if there are plans to do sub-group comparisons). Caution: since you are not using the exact same youth at Time 1 and Time 2 in this approach, you cannot infer the project contributed to any change you see, especially if you also do not statistically control for any possible pre-existing differences between cohort 1 and 2.

Even if the intervention time is shorter than the time period between the programme baseline and evaluation, the T1 and T2 DAP data can be used as information for the evaluation. Remember that the DAP requires at least a 3-month interval between baseline and Time 2 administration.

Use qualitative methods to understand trends, patterns and children's perspectives on the DAP scores.

Sampling strategy #2

This approach can be used with an education project. The information provided from the DAP will be valuable when used alongside other indicators and measures, such as attendance, completion and promotion, as well as other improved learning outcome measures.

Sampling options:

1. Select a random sample of project participants at the beginning of the school year (at least 300 participants – more if there are plans to do sub-group comparisons). At the end of the school year, have the same children retake the DAP. If possible, create unique identifiers so that individual T1 and T2 scores can be matched.
2. Select a random sample of project participants at baseline (cohort 1) and at the evaluation (cohort 2) (at least 300 participants – more if there are plans to do sub-group comparisons). See the same cautionary in Sampling strategy #1..

Use qualitative methods to understand trends, patterns and children's perspectives on the DAP scores.

Sampling strategy #3

This approach can be used with children's clubs in the communities. The information provided from the DAP will be valuable when used alongside other indicators and measures.

Sampling options:

1. In new clubs, include all project participants (children's club members) if the club is smaller than 300 children. The club members can take the DAP at the start up of the clubs. DAP data can even be used to inform club plans. All club members will retake the DAP at the time of programme evaluation. If possible, create unique identifiers so that individual T1 and T2 scores can be matched. This approach can work if the number of project participants is relatively small.
2. In clubs that have been ongoing for some time, children will have differing durations of participation. Some will have participated for 3 years in a 3-year-old club, some for 2 years, some for 1 year, and some for less than 1 year. Select a random sample of project participants (club members) at Time 1 (cohort 1) (at least 300 participants – more if there are plans to do sub-group comparisons). At the time of evaluation, identify children who have been in the clubs for differing periods of time. Use whatever groupings are sensible. In the example above, the groups would be 3 years, 2-3 years, 1-2 years, and less than 1 year. For a club with a lesser history, the groups might perhaps be, 1 year or more, 6 months to 1 year, 3-6 months, and less than 3 months participation. Sample at least 100 participants from each duration group to retake the DAP.

Use qualitative methods to understand trends, patterns and children's perspectives on the DAP scores.