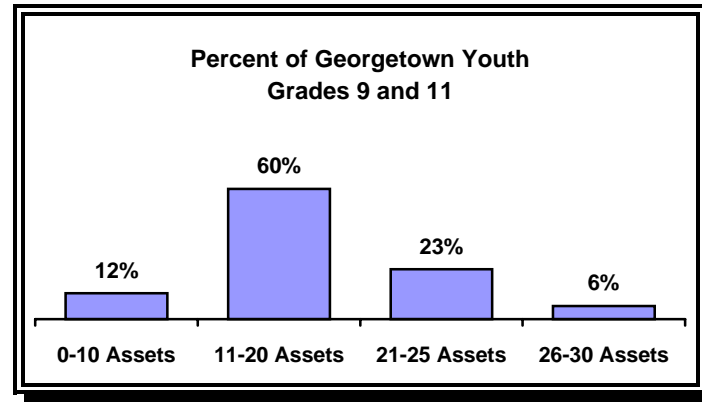


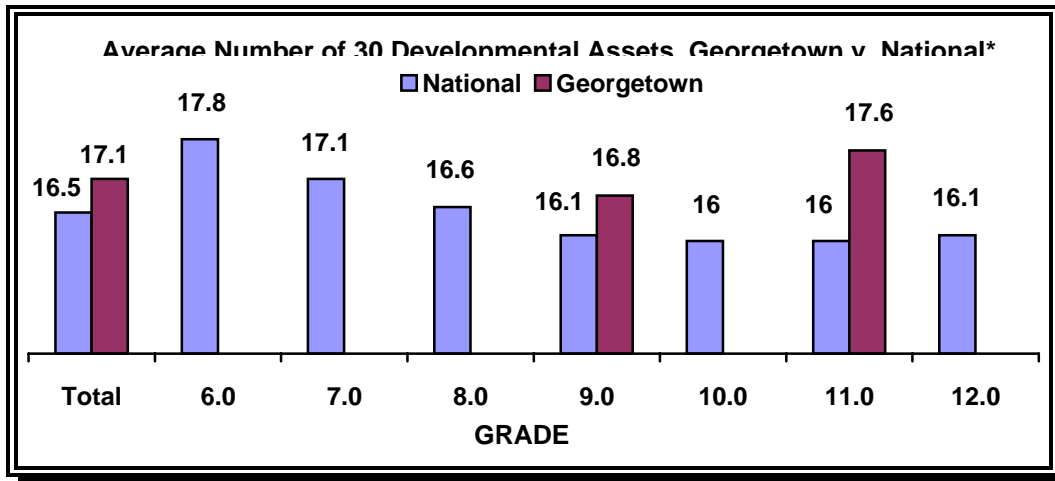
## DEVELOPMENTAL ASSETS

The Search Institute created a model for understanding the developmental needs of children and adolescents. Rooted in research of over 200,000 American youth in grades 6 to 12, this framework identifies 40 building blocks, or developmental assets, that all children and adolescents need to grow up healthy, responsible, and caring. These assets provide a powerful paradigm for mobilizing communities to take action for youth--action that can make a real difference.



Source: The Search Institute, 1996 survey.

When present, these assets protect young people from risk-taking behaviors and nurture positive behaviors valued by society. They are powerful shapers of young people's behavior. The more assets young people experience, the more they engage in positive behaviors such as volunteering in their community, making positive choices for good health, and succeeding in school. These assets are cumulative: the more, the better. In nationwide surveys of 213 communities during the 1996-1997 school year, the average young person experienced only 18 of the 40 assets. The "asset gap" exists in all types and sizes of communities and for all ages of youth, regardless of race or ethnicity.



Source: The Search Institute. \*National numbers are based on 260,000 6th-12th grade public school students in 460 cities, based on Search Institute's 1990-1994 national research program. This national research effort is supported, in part, by a grant from Lutheran Brotherhood, Minneapolis.

In February, 1996, the Search Institute's *Profiles of Student Life* surveyed 724 Georgetown High School students in 9th and 11th grades. Surveys were based on the 30 asset model which has since been expanded to 40 assets. The graphs on this page show the level of assets among Georgetown youth surveyed.

INDICATORS OF  
DEVELOPMENTAL ASSETS

# INDICATORS OF DEVELOPMENTAL ASSETS

CATEGORY	INTERNAL ASSETS
<b>SUPPORT</b>	<p><b>1. Family Support</b>-Family life provides high levels of love and support.</p> <p><b>2. Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).</p> <p><b>3. Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</p> <p><b>4. Caring Neighborhood</b>-Young person experiences caring neighbors.</p> <p><b>5. Caring School Climate</b>-School provides a caring, encouraging environment.</p> <p><b>6. Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</p>
<b>EMPOWERMENT</b>	<p><b>7. Community Values Youth</b>-Young person perceives that adults in the community value youth.</p> <p><b>8. Youth as Resources</b>-Young people are given useful roles in the community.</p> <p><b>9. Service to Others</b>-Young person serves in the community one hour or more per week</p> <p><b>10. Safety</b>-Young person feels safe at home, at school, and in the neighborhood.</p>
<b>BOUNDARIES &amp; EXPECTATIONS</b>	<p><b>11. Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p><b>12. School Boundaries</b>-School provides clear rules and consequences.</p> <p><b>13. Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</p> <p><b>14. Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</p> <p><b>15. Positive Peer Influence</b>-Young person's best friends model responsible behavior.</p> <p><b>16. High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</p>
<b>CONSTRUCTIVE USE OF TIME</b>	<p><b>17. Creative Activities</b>-young person spends three or more hours each week in lessons or practice in music, theater or other arts.</p> <p><b>18. Youth Programs</b>-Young person spends three or more hours each week in sports, clubs, or organizations at school and/or in the community.</p> <p><b>19. Religious Community</b>-Young person spends one or more hours each week in activities in a religious institution.</p> <p><b>20. Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>

# INDICATORS OF DEVELOPMENTAL ASSETS

CATEGORY	EXTERNAL ASSETS
<b>COMMITMENT TO LEARNING</b>	<p><b>21. Achievement Motivation</b>-Young person is motivated to do well in school.</p> <p><b>22. School Engagement</b>-Young person is actively engaged in learning.</p> <p><b>23. Homework</b>-Young person reports doing at least one hour of homework every school day.</p> <p><b>24. Bonding to School</b>-Young person cares about her or his school.</p> <p><b>25. Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</p>
<b>POSITIVE VALUES</b>	<p><b>26. Caring</b>-Young person places high value on helping other people.</p> <p><b>27. Equality and Social Justice</b>- Young person places high value on promoting equality and reducing hunger and poverty.</p> <p><b>28. Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</p> <p><b>30. Responsibility</b>-Young person accepts and takes personal responsibility.</p> <p><b>31. Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
<b>SOCIAL COMPETENCIES</b>	<p><b>32. Planning and Decision-Making</b>-Young person knows how to plan ahead and make choices.</p> <p><b>33. Interpersonal Competence</b>-Young person has empathy, sensitivity, and friendship skills.</p> <p><b>34. Cultural Competence</b>-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p><b>35. Resistance Skills</b>-Young person can resist negative peer pressure and dangerous situations.</p> <p><b>36. Peaceful Conflict Resolution</b>-Young person seeks to resolve conflict nonviolently.</p>
<b>POSITIVE IDENTITY</b>	<p><b>37. Personal Power</b>-Young person feels he or she has control over “thinks that happen to me.”</p> <p><b>38. Self-Esteem</b>-Young person reports having a high self esteem.</p> <p><b>39. Sense of Purpose</b>-Young person reports that “my life has a purpose.”</p> <p><b>40. Positive View of Personal Future</b>-Young person is optimistic about her or his personal future</p>

Source: The Search Institute

# INDICATORS OF DEVELOPMENTAL ASSETS

<b>The Consequences of Developmental Assets: Georgetown Youth [Grades 9 and 11]</b>						
<b>High Risk Behaviors</b>		<b>Percent At-Risk</b>				
<b>CATEGORY</b>	<b>DEFINITION</b>	<b>TOTAL</b>	<b>IF 0-10 ASSETS</b>	<b>IF 11-20 ASSETS</b>	<b>IF 21-25 ASSETS</b>	<b>IF 26-30 ASSETS</b>
<b>Alcohol</b>	6 or more uses in last month or got drunk once or more in last 2 weeks	27	51	30	12	10
<b>Tobacco</b>	Smokes 1 or more cigarettes every day or uses smokeless tobacco regularly	17	36	19	7	0
<b>Illicit Drugs</b>	6 or more uses in the last year	18	46	18	5	0
<b>Sexuality</b>	Sexual intercourse, 2 or more times	23	47	24	15	0
<b>Depression/ Suicide</b>	frequently depressed and/or has attempted suicide	21	39	24	9	2
<b>Anti-Social Behavior and Violence</b>	2 or more acts in the last year	33	66	36	13	7
<b>School Failure</b>	Skipped school 2 or more days in the last month	10	26	10	2	0
<b>Vehicle Recklessness</b>	Drinks and drives, rides with drinking driver, or non-use or seatbelts	43	61	48	26	15
<b>Percent Who Thrive</b>						
<b>School Success</b>	Mostly As on report card	24	4	21	37	56
<b>Caring</b>	Donates 1 hour or more per week	38	10	31	58	83

Source: The Search Institute survey, February, 1996. The numbers above are for all students combined.

As indicators of child welfare, Developmental Assets play a unique role in that they represent causal rather than symptomatic measures of well-being. While measures such as juvenile crime rates and educational failures speak to deficiencies in the healthy development in youth, assessing exactly where these deficiencies lie is a difficult task. This assessment is usually made after the fact, after the damage has been done. The Search Institute's surveys make it possible to identify gaps in the development of youth *before* they manifest into measurable problems such as crime and educational failure. Consequently, there are more opportunities to nurture strengths and provide a web of support that focuses on prevention.



In September, 1998, the Georgetown Project sponsored a Youth Summit where over 120 youth (grades 7-12) and 125 adults from a cross section of the Georgetown community came together to identify community assets, as well as critical challenges facing youth. During the day, five issues surfaced as top priorities for the community. Summit participants then divided themselves by topic to spend the remainder of the day planning action strategies. Below is a brief summary of strategies which

- Safe places to 'hang out' after school, on weekends and during the summer: assess potential facilities, sponsors and funding, transportation, and volunteers.
- Youth involvement and voice in decision making in school and community: develop Youth Council, GISD Administrator/Faculty/Student Advisory Council, publicize information.
- Solutions to abuse of drugs, alcohol and tobacco: awareness and education campaign, parent support groups, zero tolerance, youth role models, sting operations.
- Intergenerational activities: family field days, picnic in the park, neighborhood block parties, community service opportunities, mentoring, literacy and career programs.
- Increase in types and availability of activities for youth: community movies at the Palace Theater, Festival of the Mind (celebration and showcase of youth)

# INDICATORS OF DEVELOPMENTAL ASSETS

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he work groups. The greatest result of the summit was appreciation for the energy and enthusiasm of Georgetown's young people and their desire to be involved in the community. The message heard again and again was, "Give us a voice! Please don't do things *for* us, but allow us to be involved. Give us guidance and do things *with* us."