

What are developmental assets?

We all need support, skills, and resources to help us get where we want to go in life. The developmental assets are 40 basic, down-to-earth, good things that we need around us and within ourselves to help us make our dreams come true.

And we know that these assets have power. We know that they are positive building blocks, the things that are right with young people today. Search Institute, the research organization that developed the list of assets from research with hundreds of thousands of young people, has shown that:

- ✓ More assets in life means more positive choices and actions are likely—taking care of your health, helping others, avoiding dangerous situations.
- ✓ Fewer assets in life means more problems are likely—alcohol and other drug use, violent behavior, problems in school.

In short, assets are good for you! There are lots of reasons to connect with adults who will help you build assets, to build your own assets, and to help your friends and younger kids build assets, too. What reasons can you add to this list?

- ✓ As you build assets, you'll be building skills you need to succeed in life.
- ✓ You will get to know your own strengths and the strengths of others.
- ✓ Others will look to you as someone who can be trusted and relied upon.
- ✓ You will be better able to make a positive difference in your friendships, your family, your community, and the world.



Lenawee YOUTH Council
A Program of
Lenawee Community Foundation
(517) 423-1729



Developmental Assets: A Profile of Our Youth

Search Institute's framework of developmental assets provides a tool for assessing the health and well-being of middle and high school age youth. The asset framework represents a common core of developmental building blocks (assets) crucial for all youth. The national percentages of young people who report experiencing each asset were gathered from the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey in 318 communities and 33 states. Lenawee statistics were documented by surveying over 2,000 seventh, ninth, and eleventh grade students throughout Lenawee County.

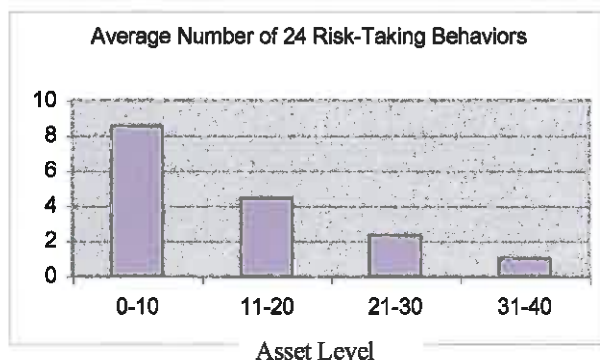
			EXTERNAL ASSETS		
<i>Asset Type</i>		<i>Asset Name</i>	<i>Asset Definition</i>	<i>National</i>	<i>Lenawee</i>
♥ Support	1	Family support	Family life provides high levels of love and support.	70%	66%
♥	2	Positive family communication	Young person and parent(s) communicate positively; young person is willing to seek advice from parent(s).	30%	27%
♥	3	Other adult relationships	Young person receives support from three or more non-parent adults.	45%	46%
♥	4	Caring neighborhood	Young person experiences caring neighbors.	40%	37%
♥	5	Caring school climate	School provides a caring, encouraging environment.	29%	27%
♥	6	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	34%	32%
♦ Empowerment	7	Community values youth	Young person perceives that adults in the community value youth.	25%	21%
♦	8	Youth as resources	Young people are given useful roles in the community.	28%	24%
♦	9	Service to others	Young person volunteers one hour or more weekly.	51%	51%
♦	10	Safety	Young person feels safe in home, school, and neighborhood.	51%	59%
⊛ Boundaries & Expectations	11	Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	48%	47%
⊛	12	School boundaries	School provides clear rules and consequences.	53%	49%
⊛	13	Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	49%	50%
⊛	14	Adult role models	Parent(s) and other adults model positive, responsible behavior.	30%	25%
⊛	15	Positive peer influence	Young person's best friends model responsible behavior.	65%	65%
⊛	16	High expectations	Parent(s) and teachers encourage the young person to do well.	49%	44%
⊙ Constructive Use of Time	17	Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	20%	19%
⊙	18	Youth programs	Young person spends three or more hours per week in school or community sports, clubs, or organizations.	58%	59%
⊙	19	Religious community	Young person spends one hour or more per week in religious activities.	63%	56%
⊙	20	Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	52%	51%

Items in RED are of equal value. Items in BLUE are of higher value. Items in BLACK are of lower value.

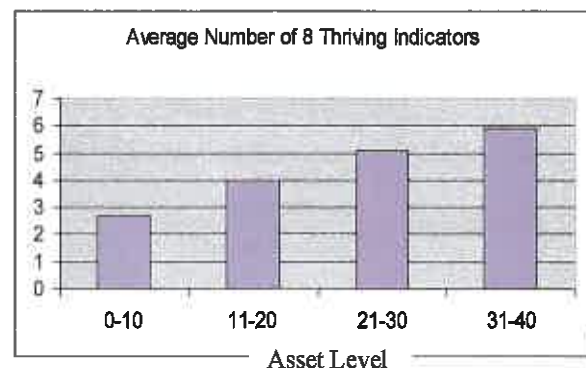
			INTERNAL ASSETS		
Asset Type		Asset Name	Asset Definition	National	Lenawee
🚩 Commitment to Learning	21	Achievement motivation	Young person is motivated to do well in school.	67%	62%
🚩	22	School engagement	Young person is actively engaged in learning.	61%	55%
🚩	23	Homework	Young person reports doing at least one hour of homework every school day.	53%	39%
🚩	24	Bonding to school	Young person cares about her or his school.	54%	51%
🚩	25	Reading for pleasure	Young person reads for pleasure three or more hours per week.	23%	21%
✚ Positive Values	26	Caring	Young person places high value on helping other people.	50%	42%
✚	27	Equality and social justice	Young person places high value on equality and reducing hunger and poverty.	52%	42%
✚	28	Integrity	Young person stands up for her or his beliefs.	68%	68%
✚	29	Honesty	Young person "tells the truth even when it is not easy."	67%	66%
✚	30	Responsibility	Young person takes personal responsibility.	63%	63%
✚	31	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	47%	50%
😊 Social Competencies	32	Planning and decision making	Young person knows how to plan ahead and make choices.	30%	27%
😊	33	Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	47%	43%
😊	34	Cultural competence	Young person has knowledge of and comfort with people of different backgrounds.	42%	40%
😊	35	Resistance skills	Young person can resist negative peer pressure and dangerous situations.	42%	41%
😊	36	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	45%	40%
👤 Positive Identity	37	Personal power	Young person feels he or she has control over "things that happen to me."	44%	43%
👤	38	Self-esteem	Young person reports having a high self-esteem.	52%	46%
👤	39	Sense of purpose	Young person reports that "my life has a purpose."	59%	57%
👤	40	Positive view of personal future	Young person is optimistic about her or his future.	74%	70%

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The Power of Assets to Protect
Against Risk-Taking Behaviors
Including Problem Alcohol Use, Illicit Drug Use,
Sexual Activity, and Violence



The Power of Assets to
Promote Thriving Indicators
Including School Success, Valuing Diversity,
Maintaining Good Health, and Delaying Gratification



an asset checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities.

NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.



- ☐ 1. I receive high levels of love and support from family members.
- ☐ 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
- ☐ 3. I know some nonparent adults I can go to for advice and support.
- ☐ 4. My neighbors encourage and support me.
- ☐ 5. My school provides a caring, encouraging environment.
- ☐ 6. My parent(s) or guardian(s) help me succeed in school.
- ☐ 7. I feel valued by adults in my community.
- ☐ 8. I am given useful roles in my community.
- ☐ 9. I serve in the community one hour or more each week.
- ☐ 10. I feel safe at home, at school, and in the neighborhood.
- ☐ 11. My family sets standards for appropriate conduct and monitors my whereabouts.
- ☐ 12. My school has clear rules and consequences for behavior.
- ☐ 13. Neighbors take responsibility for monitoring my behavior.
- ☐ 14. Parent(s) and other adults model positive, responsible behavior.
- ☐ 15. My best friends model responsible behavior.
- ☐ 16. My parent(s)/guardian(s) and teachers encourage me to do well.
- ☐ 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
- ☐ 18. I spend three hours or more each week in school or community sports, clubs, or organizations.
- ☐ 19. I spend one hour or more each week in religious services or participating in spiritual activities.
- ☐ 20. I go out with friends with nothing special to do two or fewer nights each week.
- ☐ 21. I want to do well in school.
- ☐ 22. I am actively engaged in learning.
- ☐ 23. I do an hour or more of homework each school day.
- ☐ 24. I care about my school.
- ☐ 25. I read for pleasure three or more hours each week.
- ☐ 26. I believe it is really important to help other people.
- ☐ 27. I want to help promote equality and reduce world poverty and hunger.
- ☐ 28. I can stand up for what I believe.
- ☐ 29. I tell the truth even when it's not easy.
- ☐ 30. I can accept and take personal responsibility.
- ☐ 31. I believe it is important not to be sexually active or to use alcohol or other drugs.
- ☐ 32. I am good at planning ahead and making decisions.
- ☐ 33. I am good at making and keeping friends.
- ☐ 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
- ☐ 35. I can resist negative peer pressure and dangerous situations.
- ☐ 36. I try to resolve conflict nonviolently.
- ☐ 37. I believe I have control over many things that happen to me.
- ☐ 38. I feel good about myself.
- ☐ 39. I believe my life has a purpose.
- ☐ 40. I am optimistic about my future.



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Asset Connection Cards

ASSET-BUILDING PARTNERS of _____

SUPPORT	COMMITMENT TO LEARNING	EMPOWERMENT
SOCIAL COMPETENCIES	ASSET BUILDERS	POSITIVE IDENTITY
	<p>"Much of the work of asset building occurs for FREE. It is the stuff people do in their everyday lives." Peter Benson</p>	
CONSTRUCTIVE USE OF TIME	POSITIVE VALUES	BOUNDARIES & EXPECTATIONS



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