

## **The Developmental Asset Network of Greater Pasadena**

### **Who We Are:**

The Asset Development Network of Greater Pasadena began in March 2002. It is a collaborative of individuals, organizations, and agencies that promote the philosophy of developmental assets. The purpose of the Network is to educate communities about the developmental assets, involve youth as partners in the decision-making, planning and promotion of developmental assets, and support collaborative efforts in building asset-rich communities that will support the positive development of all our young people.

### **What Are Developmental Assets?**

Developmental assets are building blocks all young people need to grow up competent, caring and healthy. When present, these assets nurture the positive behavior valued by society and protect young people from risk-taking behaviors. Developmental Assets are dramatically related to the choices young people make. The more assets young people have, the more likely they are to engage in positive, pro-social behaviors and the less likely they are to engage in problem behaviors. The Search Institute has tested and researched the 40 Developmental Assets with over one million youth in over 600 communities. They have been repeatedly proven to prevent negative behavior and promote positive outcomes for all young people. Having 30 to 40 of these assets in a young person's life includes preventing violent behavior and increasing academic outcomes.

To build an asset-rich community takes the commitment and intentional effort of all sectors of the society. Meaningful planning should always include youth themselves for the most comprehensive and successful outcomes. The Search Institute proposes five action strategies for transforming communities:

### **Five Action Strategies for Transforming Communities and Society: Creating a World Where All Young People Are Valued and Thrive**

1. **Engage Adults** – Engage adults from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighborhoods.
2. **Mobilize Young People** – Mobilize young people to use their power as asset builders and change agents.
3. **Activate Sectors** – Activate all sectors of the community – such as schools, congregations, youth businesses, human services and health-care organizations – to create an asset-building culture and to contribute fully to young people's healthy development.
4. **Invigorate Programs** – Invigorate, expand, and enhance programs to become more asset rich and to be available to and accessed by all children and youth.

- 5. Influence Civic Decisions** – Influence decision makers and opinion leaders to leverage financial, media, policy resources in support of this positive transformation of communities and society.

## **What Has the Asset Development Network Accomplished?**

Since 2002 we have hosted five Annual Conferences bringing the Asset Development philosophy, best practices and research to both direct service providers and policy-makers

We have promoted youth civic participation, partnering last year with the City of Pasadena Health Department and Neighborhood Connections to host a Youth Rally and Neighborhood Summit where half the participants were youth.

Programs designed directly for youth include the Photo Journalism Project, the Eliot Middle School Ambassadors (beginning our fourth year) and the Health Department

At PUSD we have hosted and brought training to faculty, principals and parents. Several schools have adopted the 40 Development Asset approach to their schools.

Examples of community collaborations for positive youth outcomes include:

- The Pasadena Department of Health
- MAP Youth, Family, and Community Engagement
- The Partnership for Children, Youth and Families
- Fuller Theological Seminary Youth Initiative
- Neighborhood Connections
- Pasadena Unified School District
- Our many Network members

## **Our goals for the year:**

1. To host our Sixth Annual Conference to explore Master Youth Plans as a strategy to evolve to an asset-rich community.
2. To support the development of a comprehensive Youth Council using proven best practices.
3. To engage the business sector of our community in supporting our young people through internships, job opportunities and career awareness and mentoring



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## Asset Development Network of Greater Pasadena

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Coalition For Zero Violence (626) 395-7484 <a href="http://www.ZeroViolence.org">www.ZeroViolence.org</a> <a href="mailto:sallytakeda@earthlink.net">sallytakeda@earthlink.net</a>	Catholic Big Brothers Big Sisters (626) 792-5664 <a href="http://www.catholicbigbrothers.org">www.catholicbigbrothers.org</a> <a href="mailto:mmantilla@catholicbigbrothers.org">mmantilla@catholicbigbrothers.org</a>
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Pasadena YWCA (626) 793-5171 <a href="http://www.ywca.org">www.ywca.org</a> <a href="mailto:judyaltman@ywca-pasadena.org">judyaltman@ywca-pasadena.org</a>	

## Asset Development Network of Greater Pasadena



HEALTHY COMMUNITIES  
*Healthy Youth*

09/17/2007

Item 4.A.

Handout by Ed Honowitz



## The Research

Since 1989, Search Institute has measured developmental assets in more than 1 million 6th to 12th graders in communities across the United States, using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*. At the heart of the institute's work is the framework of *40 developmental assets*, which are positive experiences, relationships, opportunities, and personal qualities that young people need to grow up healthy, caring, and responsible.

Developmental assets represent everyday wisdom about positive experiences and characteristics for young people. The research shows these assets are powerful influences on adolescent behavior. This power is evident across all cultural and socioeconomic groups. Evidence from other research shows assets may have the same kind of power for younger children.



## The Model

Asset development requires multiple caring relationships as well as consistent, clear and redundant messages across the community. This kind of community life becomes possible only when most residents know and exercise their capacity to promote asset building. Quiet, even solitary beginnings do make a difference. Over time, these quiet actions can become a steady drumbeat that transforms our nation—one young person and one community at a time.

The assets are more likely to blossom if they are nurtured simultaneously by families, schools, youth organizations, neighborhoods, religious institutions, health care providers and in the informal settings in which adults and youth interact.



## The Asset-Building Difference

For healthy development to occur for all children and youth, we need to rebuild communities where people and organizations feel connected, engaged, responsible, and committed to young people. In order to do this, some essential shifts in the thinking need to happen.

### MOVING FROM...

*Talking about problems*

**Talking about positives and possibilities**

### TO...

*Focusing on troubled and troubling youth* **Focusing on all children and adolescents**

*Focusing primarily on ages 0 to 5* **Focusing on all young people, ages 0-18**

*Age segregation* **Intergenerational community**

*Viewing young people as problems* **Seeing youth as resources**

*Reacting to problems* **Being proactive about building strengths**

*Blaming others* **Claiming personal responsibility**

*Treating youth as objects of programs* **Respecting youth as actors in their own development**

*Relying on professionals* **Involving everyone in the lives of young people**

*Competing priorities* **Cooperative efforts**

*Conflicting signals about values and priorities*

**Consistent messages about what is important**

*Managing crises* **Building a shared vision**

*Despair* **Hope**



## 15 Ways to Show Youth You Care

- 1 Volunteer to be a mentor for a young person.
- 2 Do simple acts of community service together.
- 3 Acknowledge them.
- 4 Forget your worries sometimes and concentrate only on them.
- 5 Have a regular family night to do something fun together.
- 6 Ask a young person to teach you a new skill.
- 7 Send them a letter or postcard.
- 8 Point out what you like about them.
- 9 Show up at their concerts, games and events.
- 10 Ask for their opinion.
- 11 Create a tradition with them and keep it.
- 12 Keep the promises you make.
- 13 Let youth know you are proud of their talents, capabilities and discoveries.
- 14 Listen when young people talk about their sense of purpose in life.
- 15 Ask young people what they are passionate about.



# the asset approach

## 40

### ELEMENTS OF HEALTHY DEVELOPMENT

*Minnesota high school students spend hundreds of volunteer hours working on a youth center that won't even be built until most of them have graduated; a mayor successfully campaigns for teenagers to become voting members on all city commissions and boards in Idaho; a New York school bus driver knows every one of her riders by name; a fast-food restaurant manager in Michigan includes training on peer leadership as part of new-employee orientation.*

These are real examples of real people making a positive difference in the lives of youth. Whether they know it or not, they are demonstrating what Search Institute's president, Peter Benson, calls the "power of one"—the potential for one individual to help, to heal, to support, to challenge, and to change, for the better, the life of a young person.

→ Search Institute has identified 40 positive experiences and qualities that all of us have the power to bring into the lives of children and youth, which are called **developmental assets**. For many people, the assets have become a source of ideas and inspiration in the face of frustration and even despair.

Assets helped change one Seattle mother's self-image as the parent of a child with special needs. "What a revelation!" she says. "I'd been walking around feeling handicapped as a parent because my own childhood was no picnic. I realized that I can still build assets for my son even though I hadn't received enough assets myself."



Caring adults used assets as a way to encourage an 18-year-old in Georgetown, Texas, to get involved in the community as a leader. "I used to get in a lot of fights," he says. "I'm still a fighter, but in a different way now."

So what are these developmental assets? The assets are spread across eight broad areas of human development. These categories paint a picture of the positive things all young people need to grow up healthy and responsible. Please see the sidebar for a full description.



On the next page, you'll find a chart of the developmental assets.

#### ASSET CATEGORIES

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

EXTERNAL ASSETS	<b>SUPPORT</b> 	Young people need to be surrounded by people who love, care for, appreciate, and accept them.
	<b>EMPOWERMENT</b> 	Young people need to feel valued and valuable. This happens when youth feel safe and respected.
	<b>BOUNDARIES AND EXPECTATIONS</b> 	Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.
	<b>CONSTRUCTIVE USE OF TIME</b> 	Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.

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

INTERNAL ASSETS	<b>COMMITMENT TO LEARNING</b> 	Young people need a sense of the lasting importance of learning and a belief in their own abilities.
	<b>POSITIVE VALUES</b> 	Young people need to develop strong guiding values or principles to help them make healthy life choices.
	<b>SOCIAL COMPETENCIES</b> 	Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.
	<b>POSITIVE IDENTITY</b> 	Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

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# DEVELOPMENTAL ASSETS

This chart shows eight areas of human development and groups the 40 developmental assets by these categories. The percentages of young people who report experiencing each asset were gathered from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey in 318 communities and 33 states.

asset type

asset name and definition

EXTERNAL ASSETS

## SUPPORT



1. **FAMILY SUPPORT** — Family life provides high levels of love and support. **70%**
2. **POSITIVE FAMILY COMMUNICATION** — Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). **30%**
3. **OTHER ADULT RELATIONSHIPS** — Young person receives support from three or more nonparent adults. **45%**
4. **CARING NEIGHBORHOOD** — Young person experiences caring neighbors. **40%**
5. **CARING SCHOOL CLIMATE** — School provides a caring, encouraging environment. **29%**
6. **PARENT INVOLVEMENT IN SCHOOLING** — Parent(s) are actively involved in helping young person succeed in school. **34%**

## EMPOWERMENT



7. **COMMUNITY VALUES YOUTH** — Young person perceives that adults in the community value youth. **25%**
8. **YOUTH AS RESOURCES** — Young people are given useful roles in the community. **28%**
9. **SERVICE TO OTHERS** — Young person serves in the community one hour or more per week. **51%**
10. **SAFETY** — Young person feels safe at home, at school, and in the neighborhood. **51%**

## BOUNDARIES & EXPECTATIONS



11. **FAMILY BOUNDARIES** — Family has clear rules and consequences and monitors the young person's whereabouts. **48%**
12. **SCHOOL BOUNDARIES** — School provides clear rules and consequences. **53%**
13. **NEIGHBORHOOD BOUNDARIES** — Neighbors take responsibility for monitoring young people's behavior. **49%**
14. **ADULT ROLE MODELS** — Parent(s) and other adults model positive, responsible behavior. **30%**
15. **POSITIVE PEER INFLUENCE** — Young person's best friends model responsible behavior. **65%**
16. **HIGH EXPECTATIONS** — Both parent(s) and teachers encourage the young person to do well. **49%**

## 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%**
18. **YOUTH PROGRAMS** — Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. **58%**
19. **RELIGIOUS COMMUNITY** — Young person spends one or more hours per week in activities in a religious institution. **63%**
20. **TIME AT HOME** — Young person is out with friends "with nothing special to do" two or fewer nights per week. **52%**

## COMMITMENT TO LEARNING



21. **ACHIEVEMENT MOTIVATION** — Young person is motivated to do well in school. **67%**
22. **SCHOOL ENGAGEMENT** — Young person is actively engaged in learning. **61%**
23. **HOMEWORK** — Young person reports doing at least one hour of homework every school day. **53%**
24. **BONDING TO SCHOOL** — Young person cares about her or his school. **54%**
25. **READING FOR PLEASURE** — Young person reads for pleasure three or more hours per week. **23%**

## POSITIVE VALUES



26. **CARING** — Young person places high value on helping other people. **50%**
27. **EQUALITY AND SOCIAL JUSTICE** — Young person places high value on promoting equality and reducing hunger and poverty. **52%**
28. **INTEGRITY** — Young person acts on convictions and stands up for her or his beliefs. **68%**
29. **HONESTY** — Young person "tells the truth even when it is not easy." **67%**
30. **RESPONSIBILITY** — Young person accepts and takes personal responsibility. **63%**
31. **RESTRAINT** — Young person believes it is important not to be sexually active or to use alcohol or other drugs. **47%**

INTERNAL ASSETS

## SOCIAL COMPETENCIES



32. **PLANNING AND DECISION MAKING** — Young person knows how to plan ahead and make choices. **30%**
33. **INTERPERSONAL COMPETENCE** — Young person has empathy, sensitivity, and friendship skills. **47%**
34. **CULTURAL COMPETENCE** — Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. **42%**
35. **RESISTANCE SKILLS** — Young person can resist negative peer pressure and dangerous situations. **42%**
36. **PEACEFUL CONFLICT RESOLUTION** — Young person seeks to resolve conflict nonviolently. **45%**

## POSITIVE IDENTITY



37. **PERSONAL POWER** — Young person feels he or she has control over "things that happen to me." **44%**
38. **SELF-ESTEEM** — Young person reports having a high self-esteem. **52%**
39. **SENSE OF PURPOSE** — Young person reports that "my life has a purpose." **59%**
40. **POSITIVE VIEW OF PERSONAL FUTURE** — Young person is optimistic about her or his personal future. **74%**

This chart may be reproduced for educational, noncommercial uses only. Download this and information on assets for younger children at [www.search-institute.org](http://www.search-institute.org). Copyright © 2002 Search Institute, 800-888-7828. Data are from 1999–2000 school year surveys of 217,277 students grades 6–12 in public and private U.S. schools.

# THE POWER OF ASSETS

On one level, the 40 developmental assets represent common wisdom about the kinds of positive experiences and characteristics that young people need and deserve. But their value extends further. Surveys of more than 200,000 students in grades 6–12 reveal that assets are powerful influences on adolescent behavior. Regardless of gender, ethnic heritage, economic situation, or geographic location, these assets both promote positive behaviors and attitudes and help protect young people from many different problem behaviors.

0–10 assets

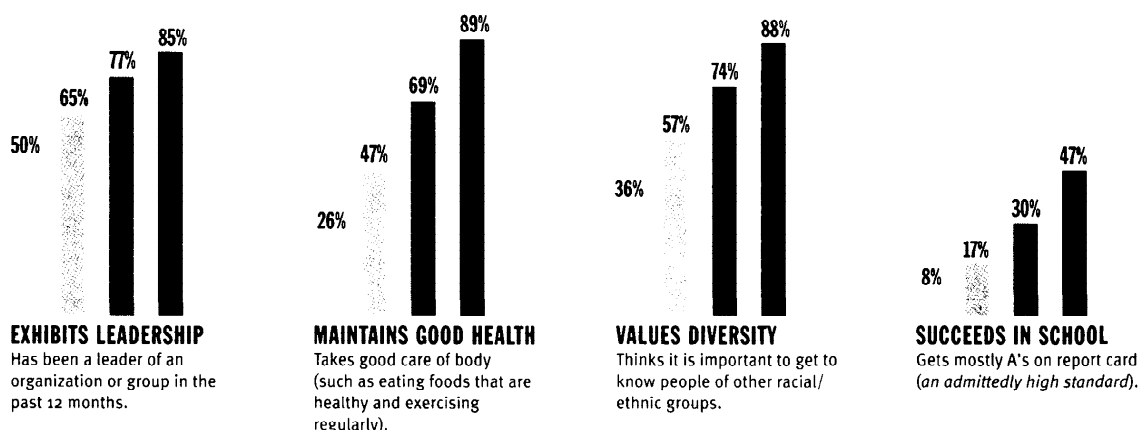
11–20 assets

21–30 assets

31–40 assets

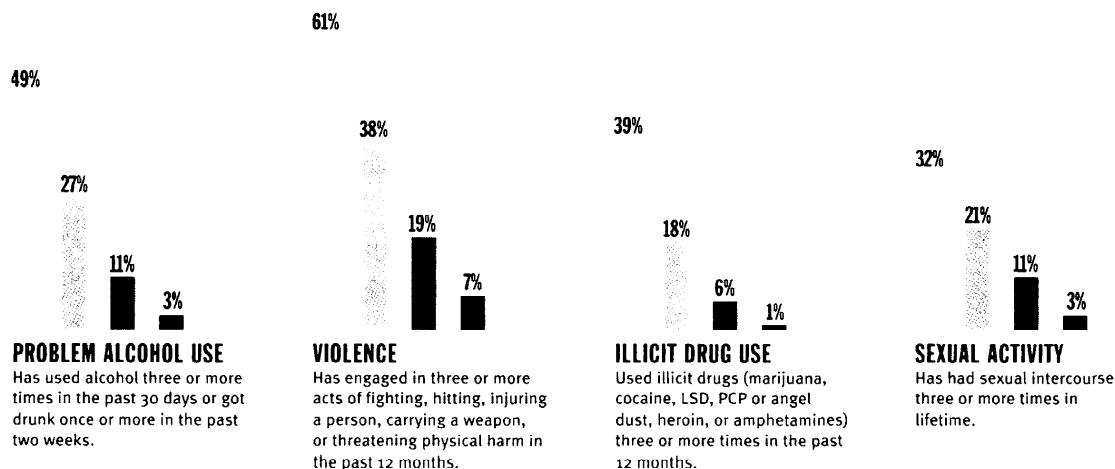
## PROMOTING POSITIVE BEHAVIORS AND ATTITUDES

Our research shows that the more assets students report having, the more likely they are to also report the following patterns of thriving behavior:



## PROTECTING YOUTH FROM HIGH-RISK BEHAVIORS

Assets not only promote positive behaviors, they also protect young people: The more assets a young person reports having, the less likely he or she is to make harmful or unhealthy choices. (Note that these definitions are set rather high, suggesting ongoing problems, not experimentation.)



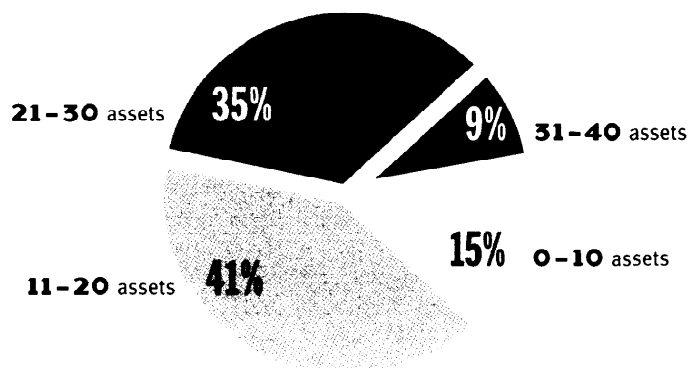
For more information: *A Fragile Foundation: The State of Developmental Assets among American Youth*; and *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development*, both available from Search Institute.

# THE CHALLENGE

The good news is that the assets are powerful and that everyone can build them (we call intentionally trying to help youth develop these strengths *building assets*). The challenge for all of us is that most young people aren't experiencing enough of them.

## THE GAP IN ASSETS AMONG YOUTH

While there is no "magic number" of assets young people should have, our data indicate that 31 is a worthy, though challenging, benchmark for experiencing their positive effects most strongly. Yet, as this chart shows, **only 9 percent of youth have 31 or more assets**. More than half have 20 or fewer assets.



## AVERAGE NUMBER OF ASSETS BY GENDER, GRADE, AND GEOGRAPHIC LOCATION

Search Institute's researchers have found that, **on average, young people report having 19.3 assets**. It may be tempting (and seem comforting) to think that *your* youth are different because of where they live, the schools they attend, their gender or ethnicity, and so on. But our research shows that young people from all walks of life have too few assets.

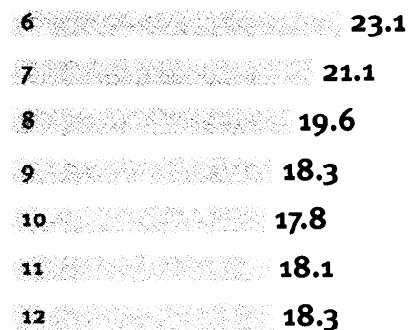
The chart here illustrates the overall consistency in levels of assets among boys and girls, younger youth and older youth, and young people living in urban, out of urban, and rural areas.

Overall, the average number of assets students report experiencing does not vary much by race or ethnicity. We are currently conducting analyses to learn how patterns of experience with specific assets may vary by race, ethnicity, and other demographic categories.

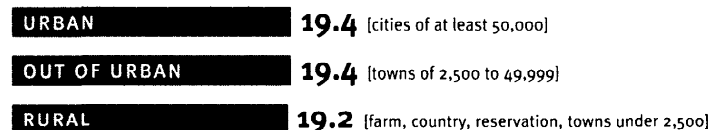
### GENDER



### GRADE



### GEOGRAPHIC LOCATION



0 5 10 15 20 25 30 35 40 assets

## LOOKING CLOSER AT THE ASSETS

The developmental assets appeal to our common sense, so they are easy to understand. You may even be beginning to see how important *you* are—or can be—in the lives of young people. But how do assets translate into your daily life? We asked the experts—young people. A diverse group of youth ages 12 to 17 in the Minneapolis and St. Paul metro area told us what others could do to help build their assets in each of the eight categories. Use the questions that follow to reflect on your potential to build assets.

# what youth say about...

## ♥ SUPPORT

*"Never give up on me."*

*"Try to understand me."*

### ASK YOURSELF

- Are there people in your life who have always supported you through hard times? Who are they? How do they support you?
- Do you know a young person who doesn't seem to have a lot of support from adults outside her or his family? What can you do to reach out to her or him?



## COMMITMENT TO LEARNING

*"Feed my interests."*

*"Make school more like a community."*

*"Be excited about your subject."*

### ASK YOURSELF

- What is/was the best thing about your school? What is/was the worst thing?
- Do you enjoy reading? Is there a way to share your interests with a youth or an adult?

## ● EMPOWERMENT

*"Give me a voice." "Take me seriously."*

*"Help me change things for the better."*

### ASK YOURSELF

- Where are the places in our community where young people are valued and listened to? How do you know this?
- How can youth and adults work together on projects to create a safer community for everyone?



## POSITIVE VALUES

*"Help me act from my ideals."*

*"Listen when I talk about the things that mean something to me."*

### ASK YOURSELF

- What values are most important to you?
- What does it mean to act on your values?



## BOUNDARIES AND EXPECTATIONS

*"Set fair boundaries." "Be a role model."*

*"Challenge me to succeed and comfort me when I fail."*

### ASK YOURSELF

- Who are the people in your life whom you most admire? Why?
- Do you think that the boundaries others set for you are fair? Why or why not?



## SOCIAL COMPETENCIES

*"Be open to the possibilities of people."*

*"Teach acceptance and respect, and we won't have to learn tolerance."*

### ASK YOURSELF

- What do you enjoy most about being with people of different cultural or ethnic backgrounds? What is hard about it?
- What nonviolent actions can you take if someone treats you or someone else in a way you don't like?



## CONSTRUCTIVE USE OF TIME

*"Let me play."*

*"Offer lots of fun things to do after school."*

*"Open up more places for young people to go."*

### ASK YOURSELF

- What opportunities do young people in this community have to be involved in positive activities or groups?
- Do you think it is important to regularly spend time at home with others in your family? Why or why not?



## POSITIVE IDENTITY

*"Tell me what's good about me."*

*"Help me hope and dream."*

*"Celebrate my uniqueness."*

### ASK YOURSELF

- What is one amazing or unique thing about you?
- What do you hope for in the future? What can you do now to make those dreams come true?

For more information: A helpful tool for facilitating youth-adult conversations about assets is *In Good Company: Tools to Help Youth and Adults Talk*, by Franklin W. Nelson. The poster series *In Our Own Words* inspired this activity and can also spark discussion, especially in classroom or other group settings. Both resources are available from Search Institute.

# THE POWER OF

Helping young people get the assets they need is like exercising your right to vote: It's important, it's powerful, it can be done after a lot of deliberation or on the spot, it's relatively easy, and it's *your* power—no one can do it for you. Asset building is like voting in another important way: Not enough people do it! Studies show that while the majority of Americans say they believe it's a good idea to contribute to the healthy development of young people, very few actually take action.\*

Fortunately, unlike voting, you can build assets every day, everywhere, as many times as you want. Once you start looking, you'll find plenty of opportunities that fit your time, energy, resources, commitment, and comfort level. You'll probably surprise yourself by coming up with some unique ideas that fit your personality and lifestyle. Here are some examples, from simple and straightforward to challenging and complex. Some will work best for youth, some for adults. Most, though, can be modified or adapted by anyone.



## In a Home

### ANYONE

- Learn more about the assets by checking out Search Institute's Web site at [www.search-institute.org](http://www.search-institute.org). Or call 800-888-7828 for more information.
- Contact local media to encourage positive coverage of children and youth.
- Check out organizations that serve youth in your community and make a donation (whatever amount you are comfortable with) to one or more of them.

### YOUTH

- Post the 40 developmental assets where you live. Choose a different asset each day and focus on ways to help build it for and with friends or siblings.
- Talk about the 40 developmental assets with your family. Which assets do family members think are the strongest in your family?
- If you have friends over, be sure to introduce them to your parents or guardians.

### ADULTS

- If you entertain friends in your home, pick a time to include their children.
- Offer to help your children with their homework.
- Send a friendly note to a young relative or friend, just to say "you are on my mind."



## In a Neighborhood

### ANYONE

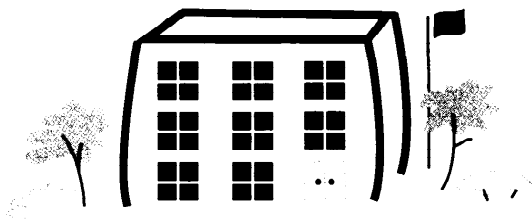
- Learn the names of your neighbors of all ages.
- Treat all neighbors with respect and courtesy; expect them to treat you the same way.
- Start or join a neighborhood watch or block club.

### YOUTH

- Ask a parent or guardian to introduce you to neighbors you don't know.
- Discuss with other young people in your neighborhood what's good about where you live. Also talk about ways you could improve the neighborhood.
- Volunteer to help a neighbor with babysitting or chores around her or his home (such as yard work, pet care, or cleaning).

### ADULTS

- Take time just to hang out with the young people on your block or in your building.
- Offer to help a young neighbor with a project or task (such as building or repairing something or a tough homework assignment).
- Let neighborhood youth know when their behavior is inappropriate or out-of-bounds.



## In a School

### ANYONE

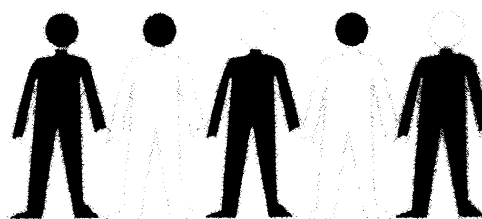
- Attend school-sponsored concerts, plays, or sporting events.
- Thank a teacher, principal, custodian, substitute, or anyone else for their efforts.
- Work with your school community to create a list of shared values for the school.
- Attend a school board meeting. Share information about the assets and direct board members and attendees to Search Institute's Web site ([www.search-institute.org](http://www.search-institute.org)).

### YOUTH

- Come to class prepared (homework done, pens and paper for taking notes, and so on).
- Treat your classmates and your teachers with respect. Expect the same in return.
- Form study groups with your friends. Ask for help when you need it, and offer help when you can.
- Organize a book club. Read *Step by Step: A Young Person's Guide to Positive Community Change*, a guidebook written for youth by youth (available from Search Institute).

### ADULTS

- Join a parent-teacher organization or other type of advisory group. Ask to give a brief presentation about the developmental assets.
- Volunteer your time (such as read to students, chaperon a field trip, or help out at an event).
- Organize a book club. Read *Great Places to Learn: How Asset-Building Schools Help Students Succeed* (available from Search Institute or at your local library).



## In a Community

### ANYONE

- Treat children, youth, and adults with respect.
- Volunteer in an organization that serves families and youth.
- Send your local officials (mayor, council members, and so on) information about the assets. Try *You Can Make a Difference for Kids* (available from Search Institute).

### YOUTH

- Participate in at least one club, group, team, or sport—or find something creative that appeals to you, such as acting or music.
- Build a relationship with a child through baby-sitting, tutoring, or volunteering as a coach or coaching assistant.
- Become involved in a social issue that interests you, such as affordable housing, discrimination, hunger, child abuse and neglect, or the environment.

### ADULTS

- Support local efforts to provide safe spaces for young people to meet and spend time together.
- Build at least one informal, ongoing, caring relationship with a child or adolescent.
- Model a positive, healthy lifestyle. This includes finding peaceful ways to resolve conflicts, being motivated to achieve, and advocating and working for equality and social justice.

\* For more information: *Grading Grown-Ups: American Adults Report on Their Real Relationships with Kids*, a 2001 study conducted by the Gallup Organization for Lutheran Brotherhood and Search Institute.

# THE POWER OF

The assets provide a framework for action that encourages all individuals to make a difference, no matter who they are or what their lives are like. The power of one is strong, indeed; just look back at some of the great examples of asset building that were mentioned at the beginning of this booklet.

Imagine for a moment what young people experience when they have many, many people and places in their lives all committed to nurturing and strengthening them by building assets: families that communicate and enjoy spending time together, supportive teachers and school staff, elected officials who have worked diligently to protect rights and opportunities for all youth, and so on.

Experience has taught us that our asset-building power grows exponentially in this kind of environment. As we work *together* on behalf of young people we ensure that they receive consistent messages and treatment, and we ourselves benefit because we connect with people who share our ideals, our vision, and our commitments.

Residents in hundreds of communities across the country are discovering that embracing the asset framework brings them together in new and exciting ways. It serves as a call to action and cooperation, a catalyst for uniting people who never before had reason to work together. As they explore this new territory, there are a few principles that help guide the way:

- **Everyone can build assets.** Building assets isn't just about great families or schools or neighborhoods. It requires consistent messages across a community.
- **All young people need assets.** While it is crucial to pay special attention to youth who struggle — economically, emotionally, or otherwise — nearly all young people need more assets than they have.
- **Relationships are key.** Strong relationships between adults and young people, young people and their peers, and teenagers and children are central to asset building.
- **Asset building is an ongoing process.** Building assets starts when a child is born and continues through high school and beyond.
- **Consistent messages are important.** It is important for families, schools, communities, the media, and others to all give young people consistent and similar messages about what is important and what is expected of them.
- **Intentional repetition is important.** Assets must be continually reinforced across the years and in all areas of a young person's life.

You may find that there are people in your community who share your enthusiasm for positive youth development. Search Institute's Web site at [www.search-institute.org/communities/](http://www.search-institute.org/communities/) can help you determine if there is a formal asset-building initiative where you live.

Whether you are acting on the power of one or rallying the power of hundreds, by focusing on the relationships, opportunities, skills, values, and self-perceptions — *the assets* — that young people need, you are laying the foundation for a great many wonderful things to come.

#### WHAT IS SEARCH INSTITUTE?

Search Institute is a nonprofit, nonsectarian organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. The institute conducts research and evaluation, develops publications and practical tools, and provides a wide range of training opportunities and technical assistance to support community initiatives.

**Healthy Communities • Healthy Youth (HC • HY)** is the institute's national initiative to equip communities across the country to build assets for youth. Major support for Search Institute's Healthy Communities • Healthy Youth (HC • HY) initiative is provided by Thrivent Financial for Lutherans. Lutheran Brotherhood, now Thrivent Financial for Lutherans is the founding national sponsor for HC • HY. Support for Search Institute's work on developmental assets and asset-building communities also comes from numerous national, state, and local foundations, organizations, and corporations; and school districts, city and state agencies, community collaborations, youth groups, and individuals across the country. For a complete listing of philanthropic supporters, see the Search Institute annual report at [www.search-institute.org](http://www.search-institute.org) or call the development office at 612-692-5545.

#### THE ASSET APPROACH

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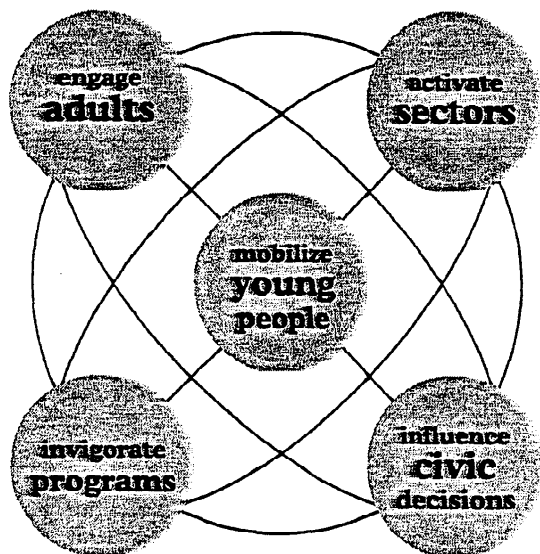
 **Thrivent Financial for Lutherans**  
A Century of Serving the Lutheran Community™





# the Five Action Strategies

**Five Action Strategies for Transforming Communities and Society:  
Creating a World Where All Young People Are Valued and Thrive**



- 1 **Engage Adults** — Engage adults from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighborhoods.
- 2 **Mobilize Young People** — Mobilize young people to use their power as asset builders and change agents.
- 3 **Activate Sectors** — Activate all sectors of the community—such as schools, congregations, youth, businesses, human services, and health-care organizations—to create an asset-building culture and to contribute fully to young people's healthy development.
- 4 **Invigorate Programs** — Invigorate, expand, and enhance programs to become more asset rich and to be available to and accessed by all children and youth.
- 5 **Influence Civic Decisions** — Influence decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.

## Making it Happen: Five Action Strategies for Your Asset-Building Initiative

The resources below (and many more) are available from Search Institute through our online catalog at [www.search-institute.org](http://www.search-institute.org). For more information or to receive a printed copy of the complete catalog, please call 800-888-7828. For complete information on all the Search Institute trainings and workshops offered through Vision Training Associates, see the Search Institute Web site or phone 800-294-4322.

### 1 Engage Adults



**Tag, You're It! 50 Easy Ways to Connect with Young People**  
Research shows that most young people don't have enough caring adults in their lives, and that many adults don't know what to do to be there for the young people around them. Hence, this book filled with 50 simple acts of caring to reach out to children and youth. 148 pages, \$7.95 #830-A33

#### Taking Asset Building Personally: Guide and Workbooks

Help yourself and others get personal with asset building using facilitated small-group discussions. Guide includes step-by-step instructions for starting supportive groups, while individual workbooks include information on the assets and numerous worksheets and activities for reflecting on intentionally building assets in daily life. Guide and 6 workbooks, \$69.95 #387-A33

#### Training: Starting and Supporting Asset Building in Communities

A workshop on successfully launching and supporting a Healthy Communities • Healthy Youth initiative to promote asset building in your community. 1 day. Call 800-294-4322 for pricing.

#### Your Family: Using Simple Wisdom in Raising Your Children

This compact booklet helps parents and other caregivers reflect on their important role in bringing good things into the lives of their children. Introduces the concept of developmental assets through a discussion of the eight asset categories and what those eight categories of development mean for children. Packets of 20, \$13.95 #838-A33

### 2 Mobilize Young People



#### Me@My Best: Ideas for Staying True to Yourself—Every Day

This 16-page booklet introduces the developmental assets framework in a youth-friendly way, encourages young people to explore what the categories mean to them personally, and inspires them to find and build upon their own strengths.

Packets of 20, \$9.95 #834-A33

#### Get Things Going! 50 Asset-Building Activities for Workshops,

**Presentations, and Meetings** There's nothing like a game or activity to break the ice at meetings, and this book offers a refreshing collection of asset-related icebreakers, mixers, and closings. 73 pages. \$14.95 #411-A33

#### Building Assets Together by Jolene L. Roehlkepartain and More Building

**Assets Together** by Rebecca Grothe Fresh, creative activities to do with groups of young people to help build assets and to help them learn about building assets for themselves and with their peers. 128 pages each, BAT \$22.95, #336-A33, MBAT \$26.95 #433-A33

#### Step by Step! A Young Person's Guide to Positive Community Change

This spiral bound workbook is loaded with action ideas and examples for young people who want to contribute to making their world better but don't know where and how to begin. 96 pages. \$19.95 #408-A33

#### What Teens Need to Succeed: Proven, Practical Ways to Shape Your Own

**Future** by Peter L. Benson, Judy Galbraith, and Pamela Espeland Use this book to let teens know they've got the power—the power to look at their lives, celebrate the good parts, identify the problem areas, and shape their own success. 272 pages. \$14.95 #311-A33

*Search Institute offers a number of trainings specifically for young people and adults together, including Youth Service, Leadership, and Empowerment Workshops. Call 800-294-4322 for details.*

Call Search Institute to order, 877-240-7251, or visit [www.search-institute.org](http://www.search-institute.org).

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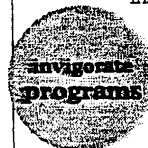
## 3 Activate Sectors and Invigorate Programs



### IN YOUTH ORGANIZATIONS

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### IN SCHOOLS

#### **Powerful Teaching: Developmental Assets in Curriculum and Instruction**

Shows education professionals how to infuse the assets into their curriculum and instruction and highlights research-based instructional strategies that are consistent with asset building. Includes examples from language arts, social studies, mathematics, science, health education, and visual arts. 300 pages, \$34.95 #751-A33

**Pass It On at School! Activity Handouts for Creating Caring Schools** Draws from proven ideas and tips from educators and students. Use the handouts again and again to find new ways to take advantage of "asset-building moments" throughout the school day and throughout the school community. 124 pages, \$24.95 #835-A33

**The Power of Parents: Parent Engagement in Schools and the Developmental Assets** by María Guajardo Lucero and Patsy Roybal This book describes how the developmental assets framework offers school communities a powerful resource for strengthening relationships between parents, school staff, and students. 56 pages, \$20 #205-A33

**Training: Change of Heart: A Student and Staff Retreat** An exciting two-day retreat for students and school staff to begin the process of fostering a more supportive school climate. 2 days. Call for pricing.

### IN CONGREGATIONS

#### **Building Assets in Congregations: A Practical Guide for Helping Youth Grow Up Healthy and A Foundation for Success: Congregations Building Assets in Youth**

Together, this book and video provide tools, examples, stories, and ideas from numerous faith traditions on how to integrate asset building with the life of a religious institution. Book 176 pages #113-A33, video 30 minutes #129-A33. Set \$29.95 #164-A33

#### **Step by Step! A Young Person's Guide to Positive Community Change**

This spiral bound workbook is loaded with action ideas and examples for young people who want to contribute to making their world better but don't know where and how to begin. 96 pages. \$19.95 #408-A33

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#### **Great Places to Learn: How Asset-Building Schools Help Students Succeed**

by Neal Starkman, Peter C. Scales, and Clay Roberts A powerful, positive guide to infusing assets into any school community. Learn the reasons why building assets is important to young people's education and strategies to put that learning into action. 216 pages, \$29.95 #722-A33

#### **"You Have to Live It": Building Developmental Assets in School**

**Communities video** This inspiring video lets you see and hear for yourself how students, teachers, principals, and school staff are building assets at school. Use it for instruction, use it for inspiration, and use it to get others on board! 27 minutes, \$24.95 #723-A33

**Ideas That Cook: Activities for Asset Builders in School Communities** by Neal Starkman Cook up lasting results with kids by using this collection of energizing projects from educators in all 50 states. 168 pages, \$26.95 #729-A33

**Training: Building Developmental Assets in School Communities** A workshop to describe the connections between the assets and student achievement. Learn how to initiate, increase, and strengthen the asset-building efforts that already exist in your school. 1 day. Call for offerings and pricing.

**Networking Congregations for Asset Building: A Tool Kit** Find the tools and strategies you need to bring together the congregations in your community for asset building. 205 pages, \$24.95 #172-A33

**Training: Integrating Assets into Your Congregation** A training for congregations of all faith tradition who want to learn how to re-envision congregational life and youth work from an asset-building perspective. 4 hours to 3 days. Pricing varies, call 800-294-4322.

## 5 Influence Civic Decisions



**Get the Word Out: Communication Tools and Ideas for Asset Builders Everywhere** Features ready-to-use materials, including asset articles and press releases, sample letters, and success stories. 192 pages. \$44.95 #426-A33

**Speaking of Developmental Assets: Presentation Resources and Strategies** This kit is packed with scripts, outlines, transparencies, handouts, and stories to make it easy for you to tell others about the power of assets. 202 pages, binder, transparencies. \$195 #177-A33

**Developmental Assets and Asset-Building Communities: Implications for Research, Policy, and Practice** This new resource extends the scholarly base for understanding the connection between young people's healthy development and the development of healthy communities. 244 pages, \$55 #222-A33

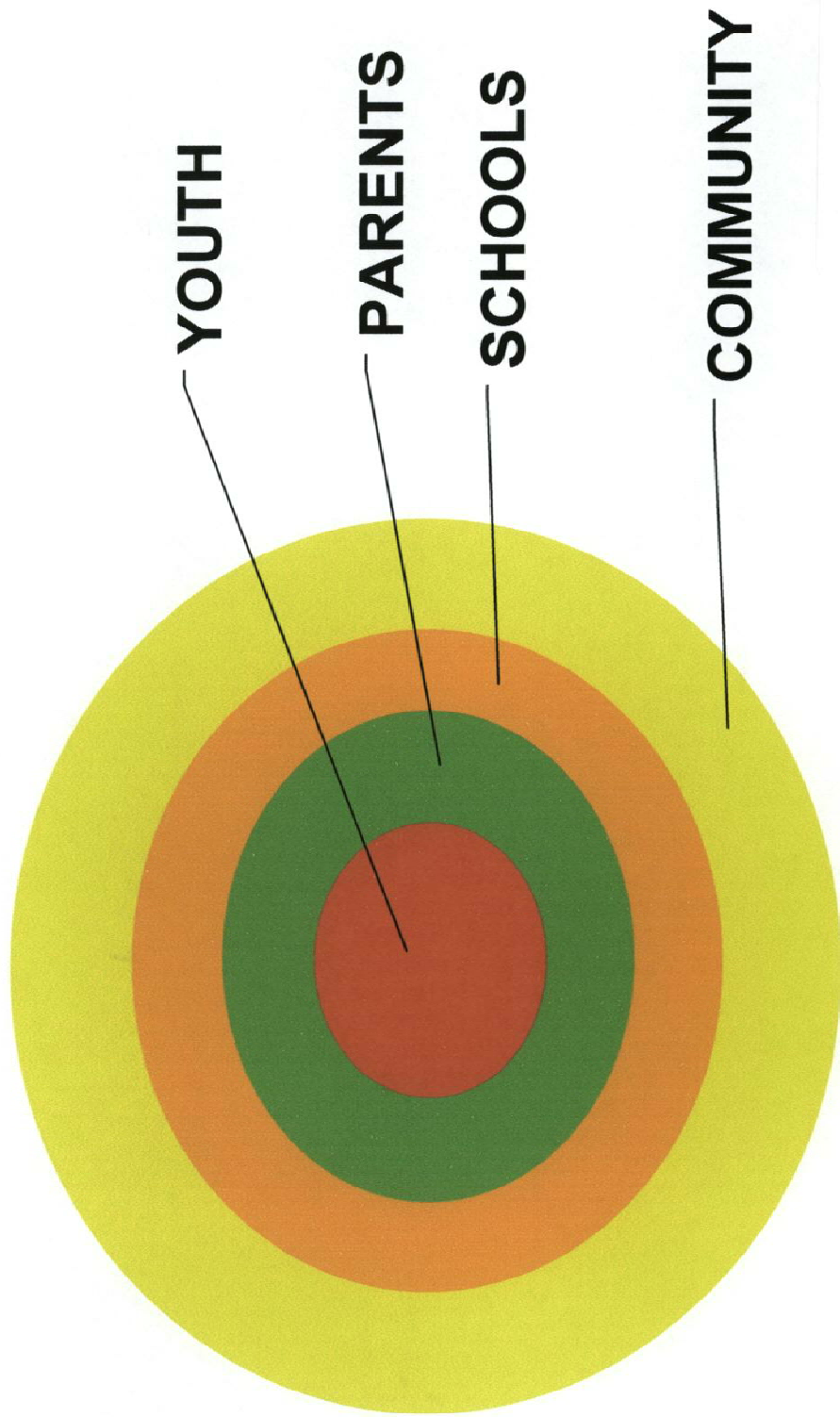


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The Asset Development Network of Greater Pasadena

***"Building Hopeful Futures: Understanding Obstacles to Positive Youth Development and Supporting the Promises of Youth"***



09/17/2007

Item 4.A.

Handout by Ed Honowitz



*The Asset Development Network of Greater Pasadena*  
***"Building Hopeful Futures: Understanding Obstacles to Positive Youth Development and Supporting the Promises of Youth"***

# Youth

**A place to go that is their own**

**Access to resources**

**Self determination through civic  
involvement & decision-making**

**Adult support**

**Opportunities to make a difference  
and to contribute**

## Assets

- 7-Community values youth**
- 14-Adult Role Models**
- 30-Responsibility**
- 32-Planning and decision-making**
- 37-Personal power**
- 39-Sense of power**





The Asset Development Network of Greater Pasadena

***"Building Hopeful Futures: Understanding Obstacles to Positive Youth Development and Supporting the Promises of Youth"***

# Parents

Parent education and awareness

Events and activities that bring  
parents and children together

Support for parents

Support parent involvement in schools

Paid time off once a month to spend  
at your child's school

## Assets

- 1-Family Support
- 2-Positive Family Communication
- 6-Parent Involvement in School
- 11-Family Boundaries
- 20-Time at home



The Asset Development Network of Greater Pasadena  
*"Building Hopeful Futures: Understanding Obstacles to Positive Youth Development and Supporting the Promises of Youth"*

# Schools

Positive and varied academic support

School open all day

A wide variety of relevant activities

Students have a say and opportunities  
for meaningful involvement

Long-term positive adult relationships

Targeted assistance-literacy, ESL

## Assets

- 5- Caring School Environment
- 12- School Boundaries
- 16- High Expectations
- 17- Creative Activities
- 22- School Engagement
- 24- Bonding to School





The Asset Development Network of Greater Pasadena  
***"Building Hopeful Futures: Understanding Obstacles to Positive Youth Development and Supporting the Promises of Youth"***

# Community

## Mentors

Internships and career mentors

Paid work experience

Job Shadow Day

Career and higher education resources

Access and transportation connecting youth to resources

Annual youth conference

Youth Council

Church support and involvement

Positive cultural awareness experiences

## Assets

- 3- Other adult relationships
- 4- Caring neighborhood
- 7- Community values youth
- 6- Youth as resources
- 19- Religious Community
- 27-Equality and Social Justice
- 34- Cultural Competence
- 40- Positive View of Future