

# Developmental Assets: A Profile of Your Youth

## Executive Summary

Leeds & Grenville Schools  
Leeds & Grenville Counties, ON

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*Prepared by:*



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# Developmental Assets: A Profile of Your Youth

## Leeds & Grenville Schools

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 crucial for all youth, regardless of community size, region of the country, gender, family economics, or race/ethnicity. This report summarizes the extent to which youth in your community experience these assets and how the assets relate to their behavior. These 40 Developmental Assets were assessed in July, 2007 using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*.

The following table describes the youth in your community who participated in the study.

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### Who Was Surveyed

|                    |                          | Number<br>of Youth | Percent<br>of Total |
|--------------------|--------------------------|--------------------|---------------------|
| Total Sample*      |                          | 1632               | 100                 |
| Gender**           | Male                     | 778                | 48                  |
|                    | Female                   | 840                | 52                  |
| Grade**            | 6                        | 0                  | 0                   |
|                    | 7                        | 169                | 10                  |
|                    | 8                        | 202                | 12                  |
|                    | 9                        | 401                | 25                  |
|                    | 10                       | 325                | 20                  |
|                    | 11                       | 283                | 17                  |
|                    | 12                       | 245                | 15                  |
| Race / Ethnicity** | American Indian          | 20                 | 1                   |
|                    | Asian / Pacific Islander | 28                 | 2                   |
|                    | Black / African American | 14                 | 1                   |
|                    | Hispanic                 | 8                  | 0                   |
|                    | White                    | 1489               | 92                  |
|                    | Multi-racial             | 65                 | 4                   |

\* Five criteria are used to determine whether individual responses are of good quality. In your study, survey forms were discarded for not meeting one or more of these criteria. See full report for more information.

\*\* Numbers may not sum to "Total Sample" due to missing information.

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The Developmental Assets are grouped into two major types (see Figures 1 and 2). **External assets** are the networks of support, opportunities and people that stimulate and nurture positive development in youth. **Internal assets** are the young person's own commitments, values, and competencies. Figures 1 and 2 provide the percentage of all youth in your study reporting each asset.

# Figure 1: External Assets

## Percent of Your Youth Reporting Each of 20 External Assets

| Asset Type                         | Asset Name                         | Definition   | Percent |
|------------------------------------|------------------------------------|--|---------|
| <b>Support</b>                     | 1. Family support                  | Family life provides high levels of love and support.  | 65      |
|                                    | 2. Positive family communication   | Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s)' advice and counsel. | 31      |
|                                    | 3. Other adult relationships       | Young person receives support from three or more nonparent adults.   | 41      |
|                                    | 4. Caring neighborhood             | Young person experiences caring neighbors.   | 36      |
|                                    | 5. Caring school climate           | School provides a caring, encouraging environment.   | 26      |
|                                    | 6. Parent involvement in schooling | Parent(s) are actively involved in helping young person succeed in school.   | 20      |
| <b>Empowerment</b>                 | 7. Community values youth          | Young person perceives that adults in the community value youth.   | 18      |
|                                    | 8. Youth as resources              | Young people are given useful roles in the community.  | 23      |
|                                    | 9. Service to others               | Young person serves in the community one hour or more per week.  | 49      |
|                                    | 10. Safety                         | Young person feels safe at home, school, and in the neighborhood.  | 51      |
| <b>Boundaries and Expectations</b> | 11. Family boundaries              | Family has clear rules and consequences, and monitors the young person's whereabouts.  | 34      |
|                                    | 12. School boundaries              | School provides clear rules and consequences.  | 39      |
|                                    | 13. Neighborhood boundaries        | Neighbors take responsibility for monitoring young people's behavior.  | 39      |
|                                    | 14. Adult role models              | Parent(s) and other adults model positive, responsible behavior.   | 23      |
|                                    | 15. Positive peer influence        | Young person's best friends model responsible behavior.  | 48      |
|                                    | 16. High expectations              | Both parent(s) and teachers encourage the young person to do well.   | 43      |
| <b>Constructive Use of Time</b>    | 17. Creative activities            | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.                        | 16      |
|                                    | 18. Youth programs                 | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations. | 57      |
|                                    | 19. Religious community            | Young person spends one or more hours per week in activities in a religious institution.   | 24      |
|                                    | 20. Time at home                   | Young person is out with friends "with nothing special to do" two or fewer nights per week.                                      | 50      |

## Figure 2: Internal Assets

### Percent of Your Youth Reporting Each of 20 Internal Assets

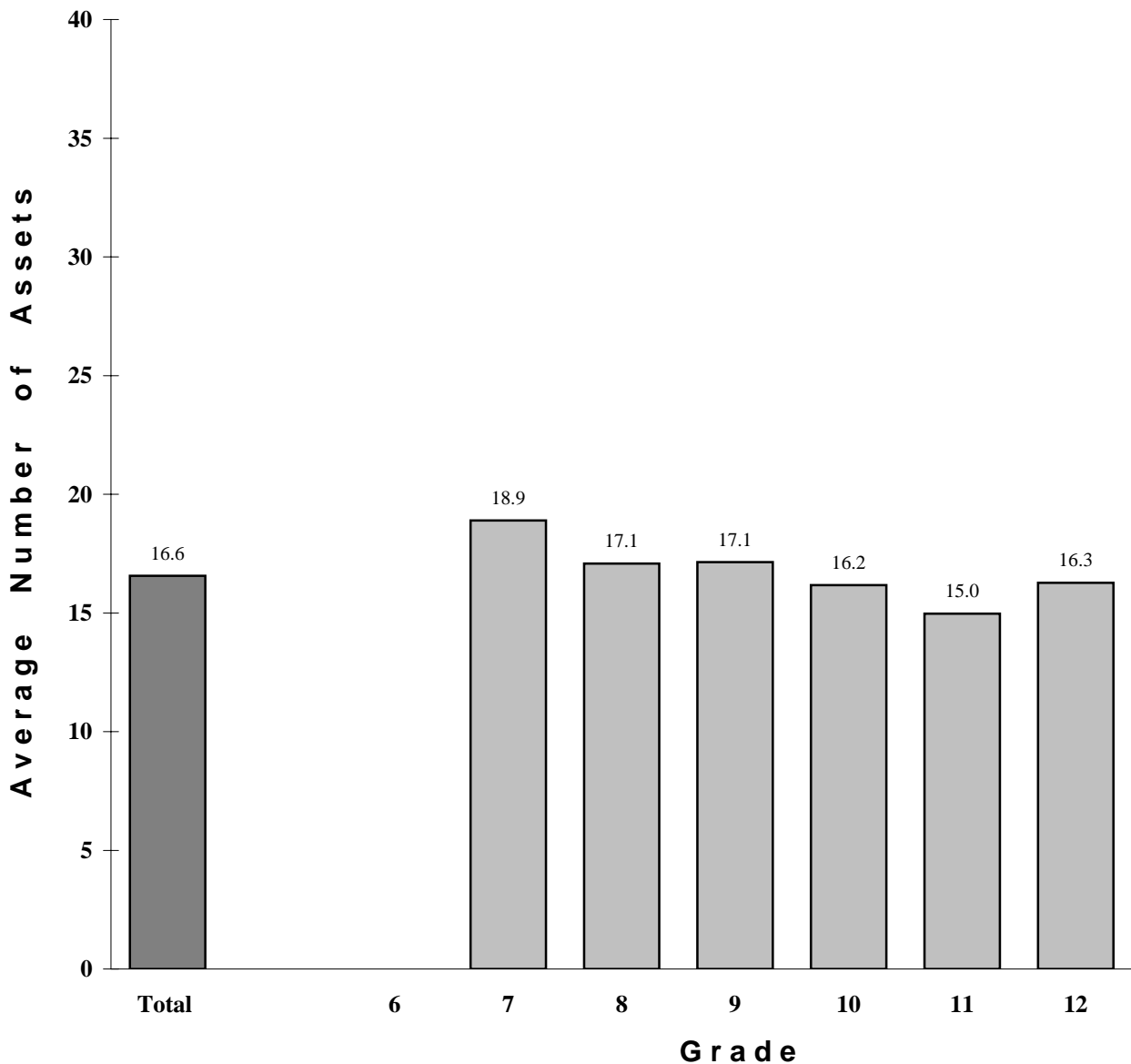
| Asset Type                           | Asset Name                       | Definition   | Percent   |
|--------------------------------------|----------------------------------|--|---|
| <b>Commitment to Learning</b>        | 21. Achievement motivation       | Young person is motivated to do well in school.  | 58  |
|                                      | 22. School engagement            | Young person is actively engaged in learning.  | 54  |
|                                      | 23. Homework                     | Young person reports doing at least one hour of homework every school day.                             | 36  |
|                                      | 24. Bonding to school            | Young person cares about his or her school.  | 55  |
|                                      | 25. Reading for pleasure         | Young person reads for pleasure three or more hours per week.  | 28  |
| <b>Positive Values</b>               | 26. Caring                       | Young person places high value on helping other people.  | 42  |
|                                      | 27. Equality and social justice  | Young person places high value on promoting equality and reducing hunger and poverty.                  | 45  |
|                                      | 28. Integrity                    | Young person acts on convictions and stands up for his or her beliefs.                                 | 65  |
|                                      | 29. Honesty                      | Young person tells the truth even when it is not easy.   | 65  |
|                                      | 30. Responsibility               | Young person accepts and takes personal responsibility.  | 58  |
|                                      | 31. Restraint                    | Young person believes it is important not to be sexually active or to use alcohol or other drugs.      | 23  |
| <b>Social Competencies</b>           | 32. Planning and decision-making | Young person knows how to plan ahead and make choices.   | 25  |
|                                      | 33. Interpersonal competence     | Young person has empathy, sensitivity, and friendship skills.  | 39  |
|                                      | 34. Cultural competence          | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. | 33  |
|                                      | 35. Resistance skills            | Young person can resist negative peer pressure and dangerous situations.                               | 35  |
|                                      | 36. Peaceful conflict resolution | Young person seeks to resolve conflict nonviolently.   | 38  |
|                                      | <b>Positive Identity</b>         | 37. Personal power   | Young person feels he or she has control over "things that happen to me." |
| 38. Self-esteem                      |                                  | Young person reports having a high self-esteem.  | 44  |
| 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 his or her personal future.   | 74  |

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## Figure 3: Average Number of Assets Your Youth Report

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Most young people in the United States—regardless of age, gender, or region of the country—experience too few of the 40 assets. Search Institute's research on adolescents consistently has shown a small, but observable, decrease in assets among older adolescents (9th- through 12th-grade youth) as compared with young adolescents (6th- through 8th-grade youth). If the average number of assets in some of your grades is particularly low compared to other grades, it may suggest a need to more closely examine what is happening at that grade level. Here is the average number of assets reported by youth in your community at each grade level.

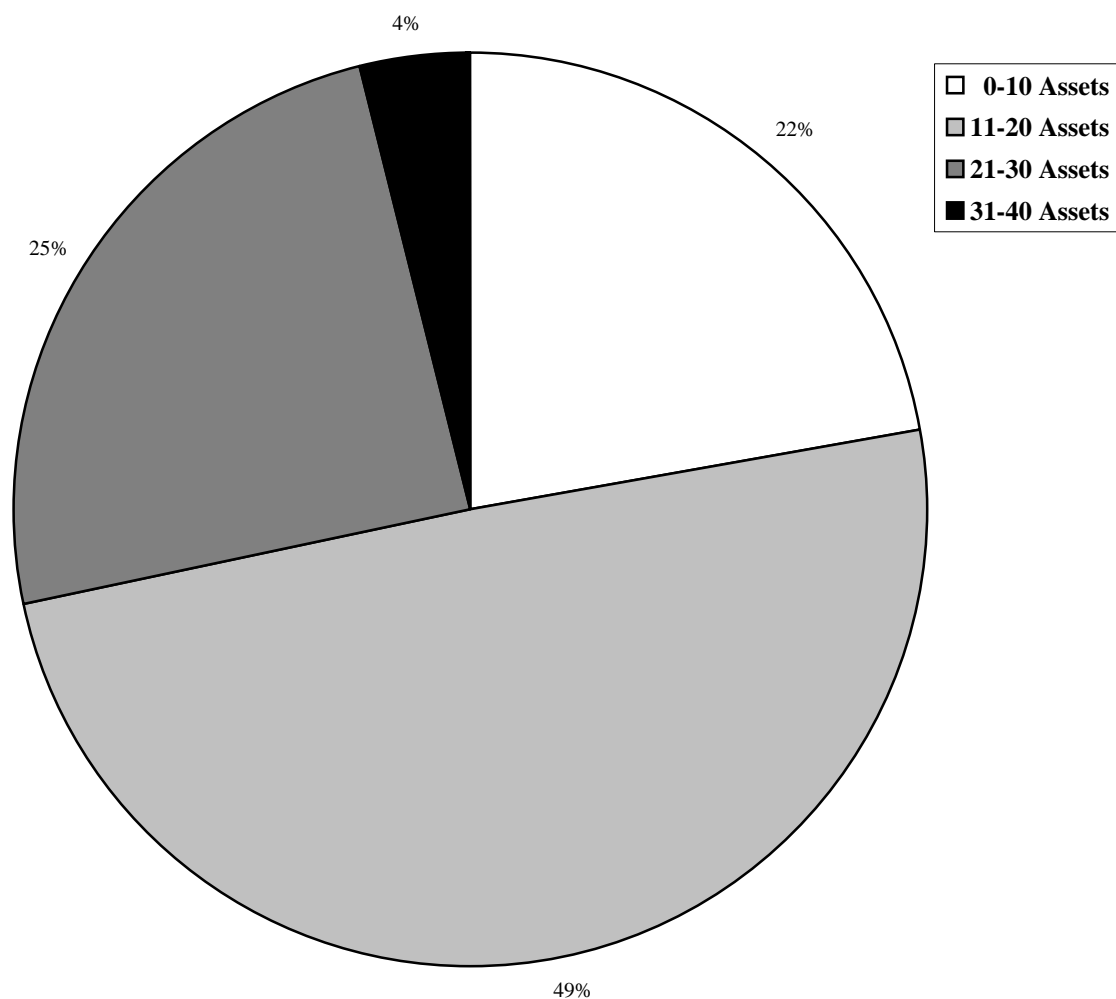


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## Figure 4: The Challenge Facing Your Community

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Ideally, of course, all youth would experience 31-40 of these assets. Each community needs to establish a goal for what percentage of youth it seeks to be at this level. This process can provide an important opportunity for creating a community vision for your youth. The figure below shows the percentage of your youth who experience each of four levels of assets: 0-10, 11-20, 21-30, and 31-40.



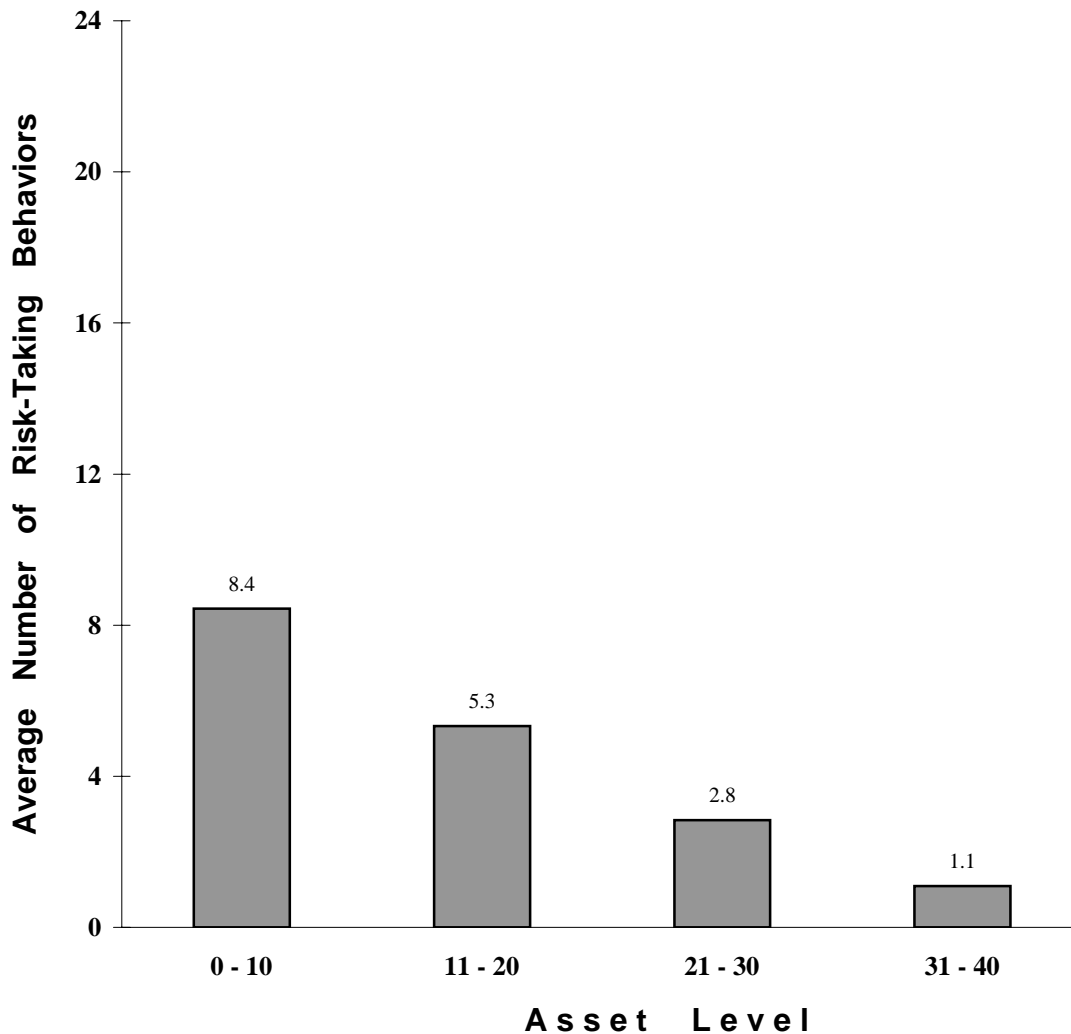
Note. Percentages may not total to 100% due to rounding.

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## Figure 5: The Power of Assets to Protect Against Risk-Taking Behaviors

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This figure shows the power of assets to protect youth from risk-taking behaviors. Search Institute's research consistently shows that youth with higher levels of assets are involved in fewer risk-taking behaviors. Each vertical bar shows the *average number* of 24 risk-taking behaviors among all youth, grouped by asset level (0-10, 11-20, 21-30, and 31-40). The 24 risk-taking behaviors are: alcohol use, binge drinking, smoking, smokeless tobacco, inhalants, marijuana, other illicit drugs, drinking and driving, riding with a driver who has been drinking, sexual intercourse, shoplifting, vandalism, trouble with police, hitting someone, hurting someone, use of a weapon, group fighting, carrying a weapon for protection, threatening physical harm, skipping school, gambling, eating disorders, depression, and attempted suicide.

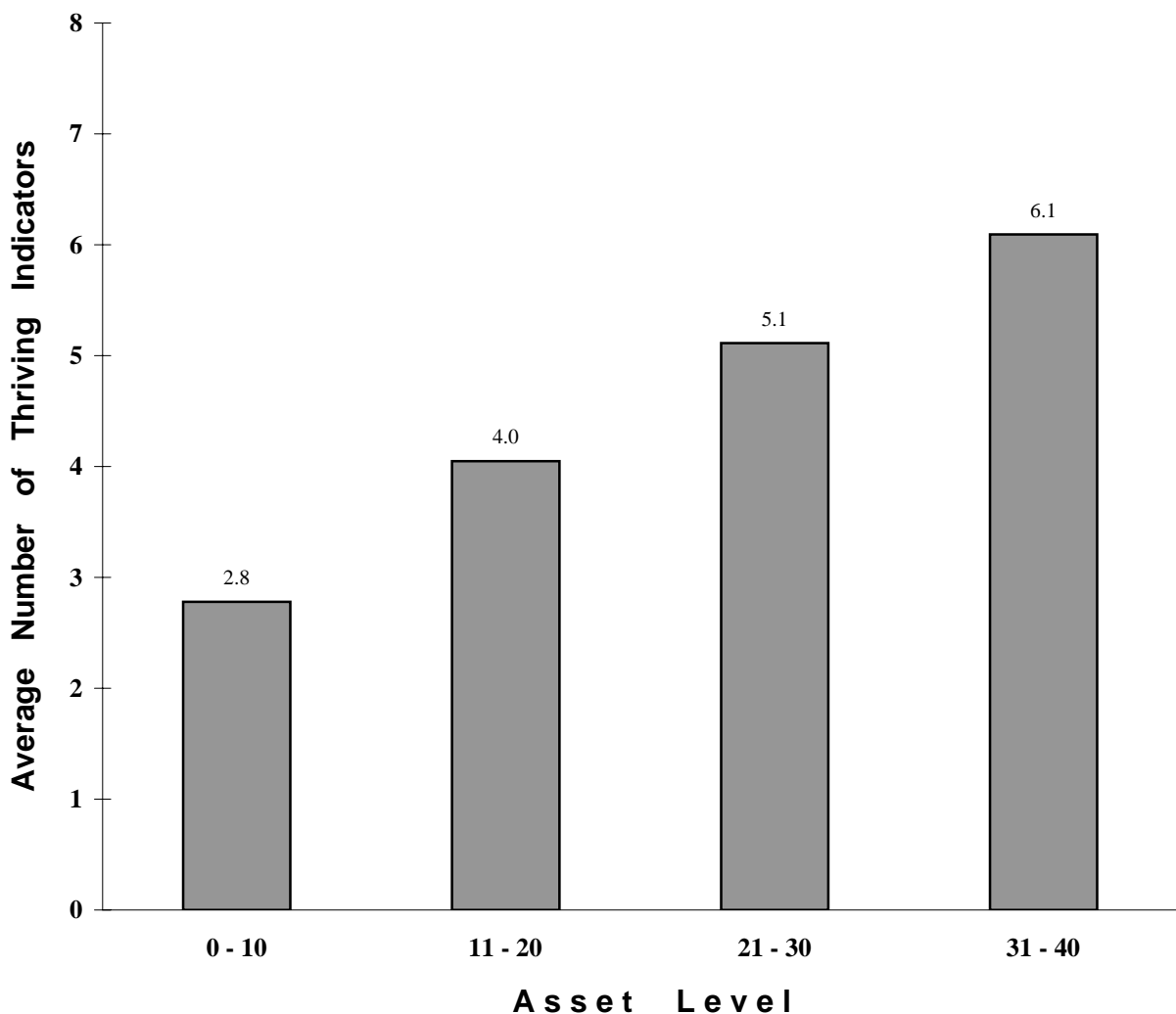


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## Figure 6: The Power of Assets to Promote Thriving Indicators

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This figure shows the power of assets to promote thriving indicators among your youth. Search Institute's research consistently shows that youth with higher levels of assets are more likely to report more thriving indicators. Each vertical bar shows the *average number* of eight thriving indicators among all youth, grouped by asset level (0-10, 11-20, 21-30, and 31-40). The eight thriving indicators are: school success, informal helping, valuing diversity, maintaining good health, exhibiting leadership, resisting danger, impulse control, and overcoming adversity.



# What Next?

## Moving from Awareness to Action

This report provides insights about the young people in your community and can be a powerful tool for community-wide discussion about how to improve the well-being of your youth. The good news is that everyone—parents, grandparents, educators, neighborhoods, children, teenagers, youth workers, employers, health care providers, coaches, and others—can build assets. Ideally, the whole community is involved to ensure that young people have the solid foundation they need to become tomorrow's competent, caring adults. Here are some suggestions for how to begin strengthening the assets among the youth in your community.

### *What adults can do . . .*

- Smile at every child or adolescent you see.
- Send a "thinking of you" or birthday card, letter, or e-mail message to a child or adolescent.
- Invite a young person you know to do something together, such as playing a game or going to a park.

### *What young people can do . . .*

- Take advantage of interesting and challenging opportunities through youth programs, cocurricular activities, and congregational youth programs.
- Get to know an adult you admire.
- Find opportunities to build relationships with younger children such as service projects, tutoring, or baby-sitting.

### *What families can do . . .*

- Model—and talk about—your own values and priorities.
- Regularly do things with your child, including projects around your house, recreational activities, and service projects.
- Talk to your children about assets. Ask them for suggestions of ways to strengthen theirs and yours.

### *What organizations can do . . .*

- Highlight, develop, expand, or support programs designed to build assets, such as mentoring, peer helping, service-learning, or parent education.
- Provide meaningful opportunities for young people to contribute to others in and through your organization.
- Develop employee policies that encourage asset building, including flexible work schedules for parents as well as other employees, so that they can volunteer in youth development programs.

For more information about what you can do to build assets or start an asset-building initiative in your community, call Search Institute at 1 - 800 - 888-7828.

If available, the name and phone number of a local contact person or initiative appears below.