



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.

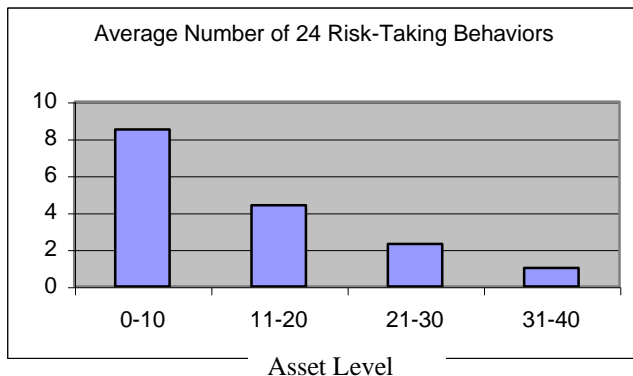
| EXTERNAL ASSETS | | | | | |
|----------------------------------------|----|----------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------|----------------|
| <i>Asset Type</i> | | <i>Asset Name</i> | <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 | | | |
|---------------------------------|----|-----------------------------------------|---------------------------------------------------------------------------------------------------|-----------------|----------------|
| <i>Asset Type</i> | | <i>Asset Name</i> | <i>Asset Definition</i> | <i>National</i> | <i>Lenawee</i> |
| 🚩 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

