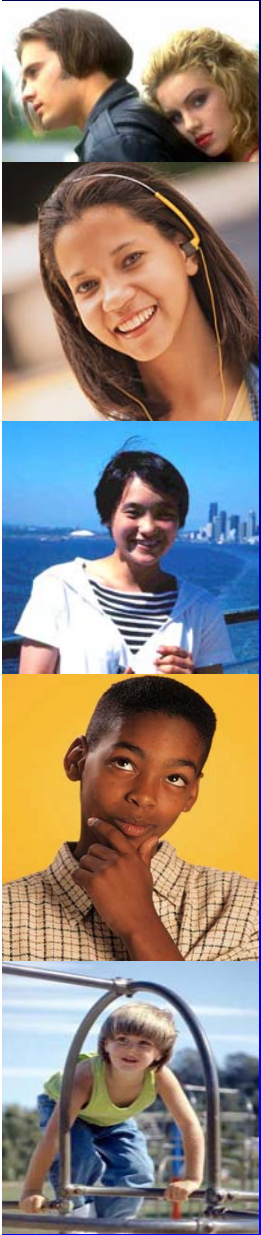


“Never underestimate
the power of a small
group of people to
change the world.”

Margaret Mead

n

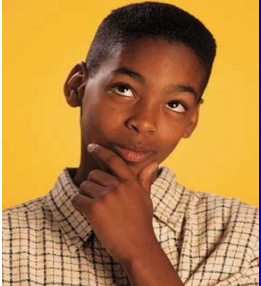


Mission

Promoting healthy families and a safe Pulaski County
by connecting people, resources and ideas.

Vision

Healthy families, a safe community



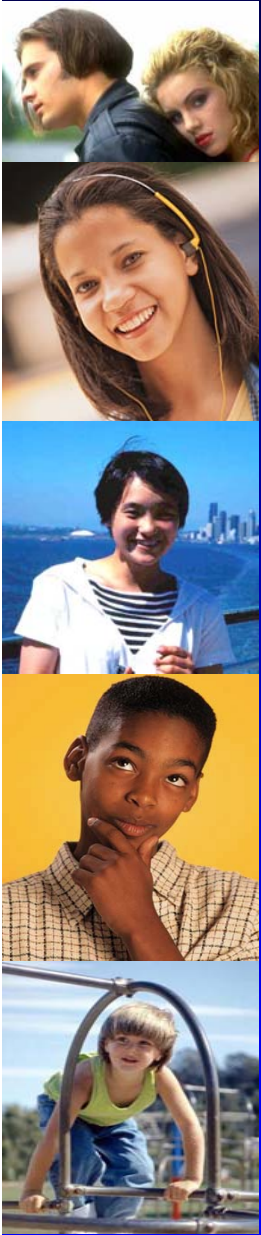
A healthy community for youth... what's in place

Economic affordable housing, job availability, reasonable wages for work, transportation

Services quality child care, health care, schools, intervention treatment

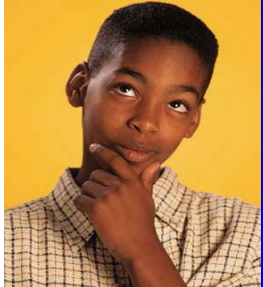
Risk reduction environmental, social, poverty, racism, violence, abuse and neglect, alcohol and other drugs

Human development making sure that a community provides ALL it's young people with the relationships opportunities and experiences they need to be healthy, caring, responsible, and competent



Research indicates the correlation between student achievement and intelligence/cognitive ability is about .5.

- n That means that 50% of the variation in achievement scores is explained by factors other than intelligence, i.e. relationships and environment.



40

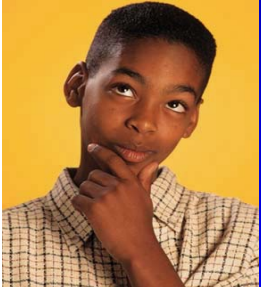
Developmental Assets[®]



ESSENTIAL BUILDING BLOCKS OF HUMAN DEVELOPMENT

Vision of Search Institute

Create a world where all children are valued and thrive.



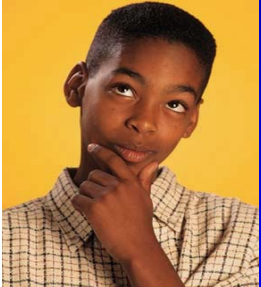
The Two Types of Assets

External

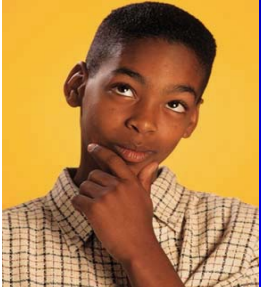
Relationships and opportunities that young people experience in their families, schools, and communities.

Internal

Competencies and values that youth develop internally to guide behaviors and choices



Categories of Developmental Assets



EXTERNAL ASSETS

- support
- empowerment
- boundaries and expectations
- constructive use of time

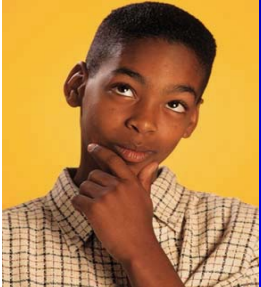
INTERNAL ASSETS

- commitment to learning
- positive values
- social competencies
- positive identity

The Power of Assets

- To protect from risk-taking behaviors
- To promote thriving behaviors
- To boost student achievement
- To engage a community

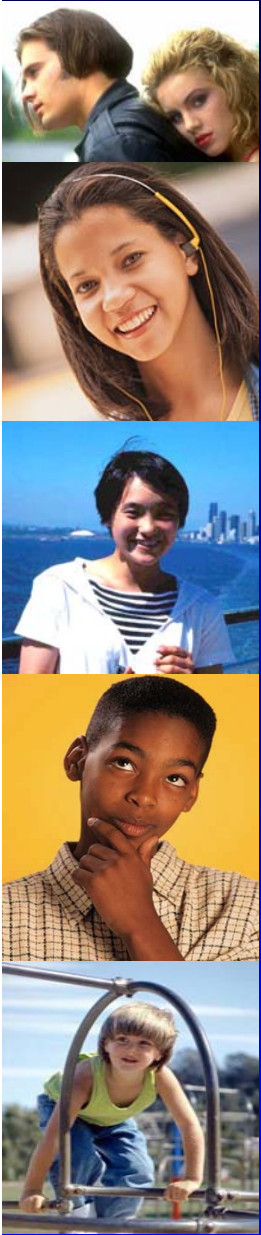




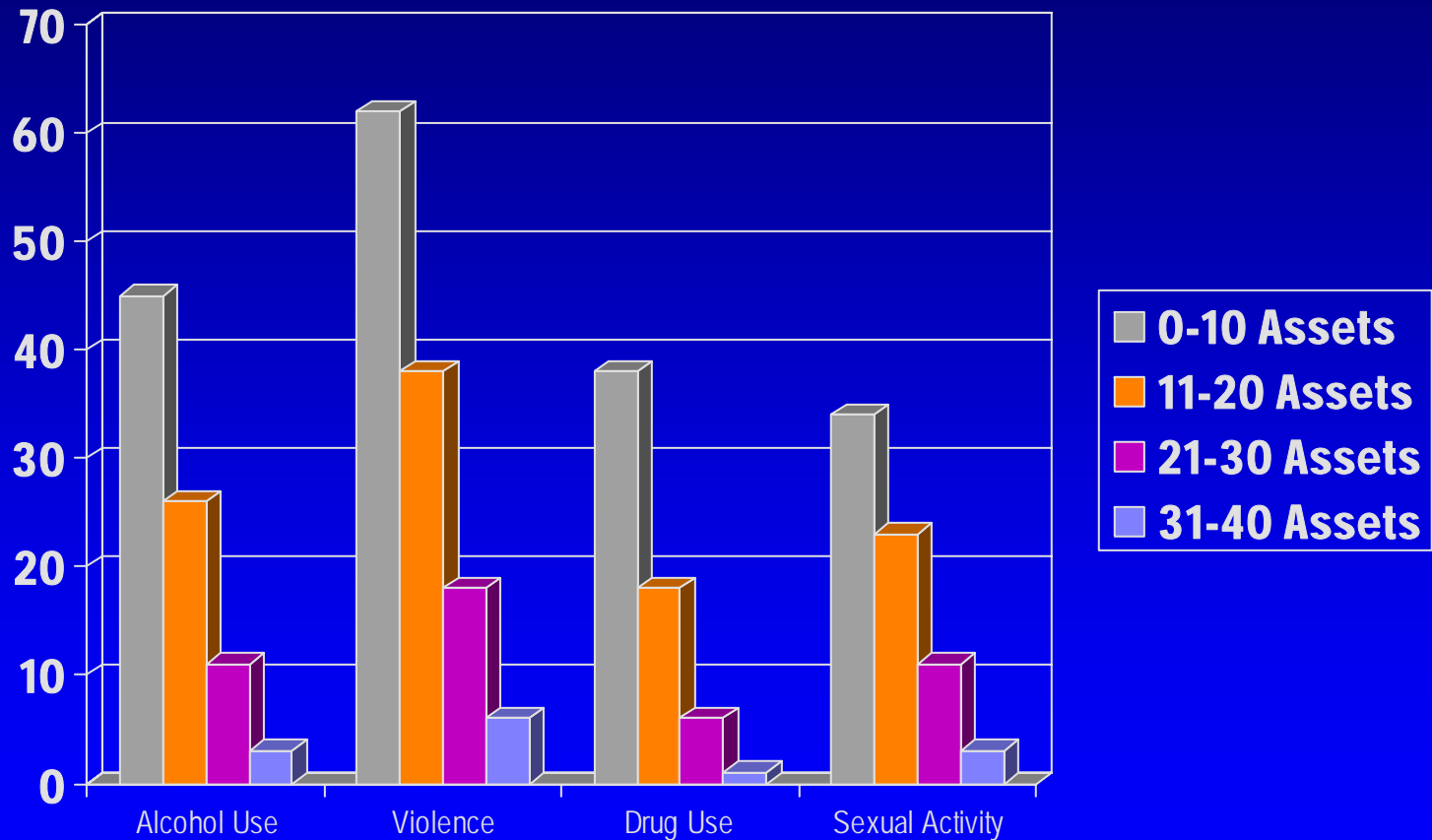
The POWER of Assets

to PROTECT

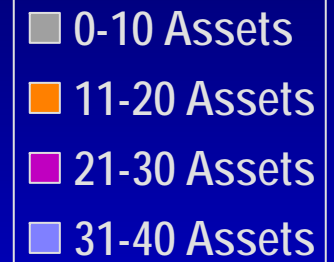
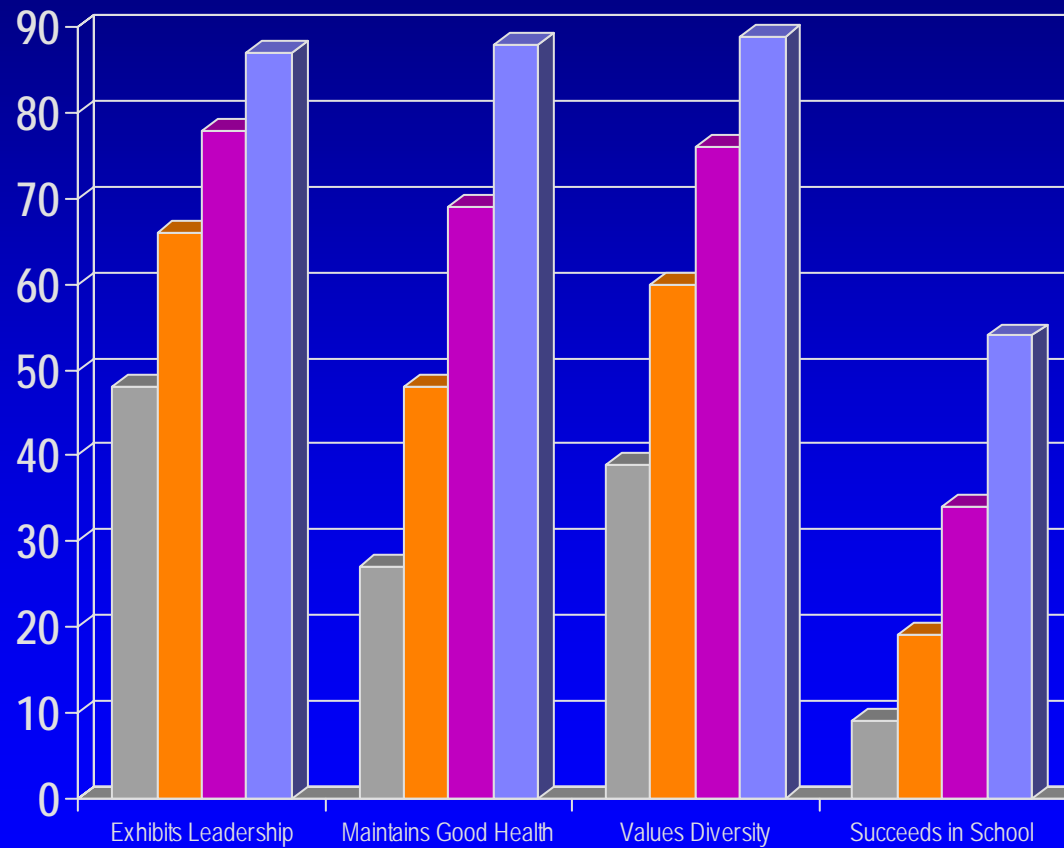
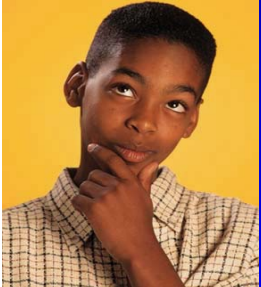
and PROMOTE



High-Risk Behaviors



Positive Outcomes

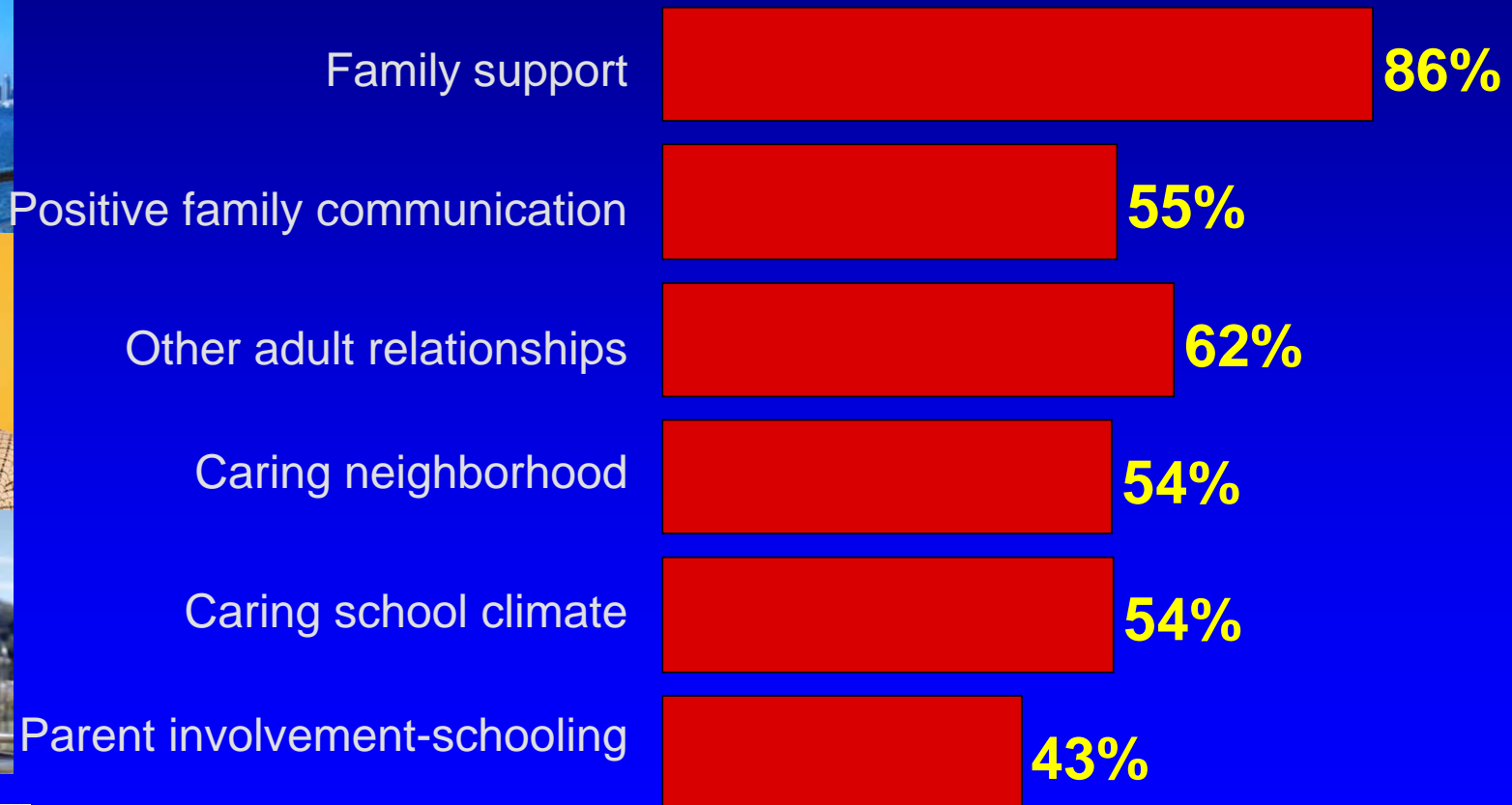
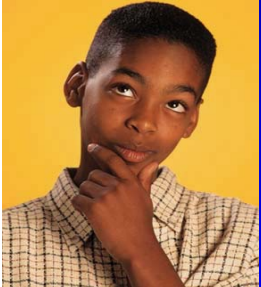


DEVELOPMENTAL ASSETS: A PROFILE OF PULASKI COUNTY CHILDREN

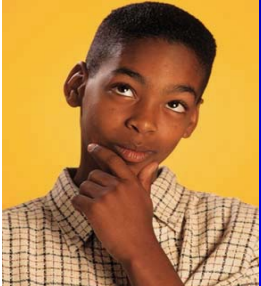
In May 2005, a total of 410
4th (n=208) and 5th (n=202) graders
in Pulaski County Schools were
surveyed using the Search
Institute's *Me and My World*.
The surveys were anonymous.



The Support Assets - Percentages Your Youth Report



The Empowerment Assets - Percentages Your Youth Report



Community values children

34%

Children as resources

46%

Service to others

37%

Safety

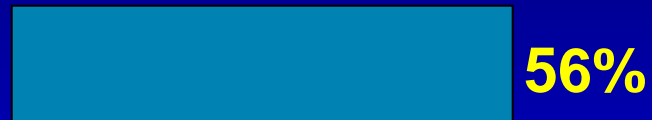
64%



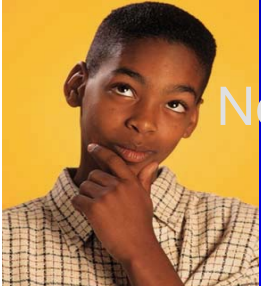
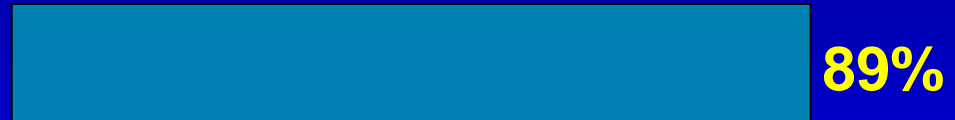
The Boundaries and Expectations Assets - Percentages Your Youth Report



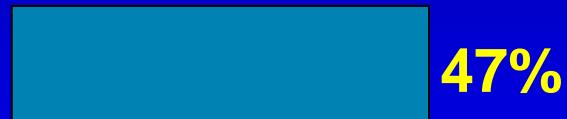
Family boundaries



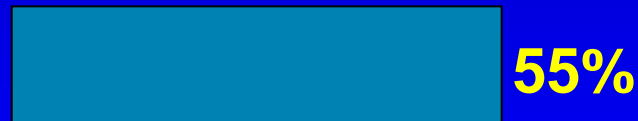
School boundaries



Neighborhood boundaries



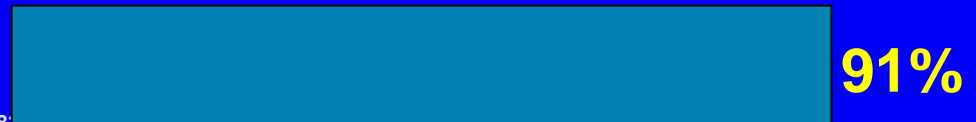
Adult role models



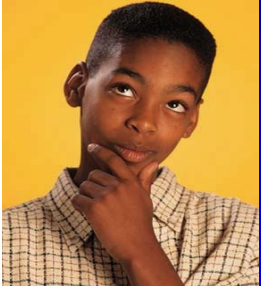
Positive peer influence



High expectations



The Constructive Use of Time Assets - Percentages Your Youth Report



Creative activities



49%

Child programs



65%

Religious community



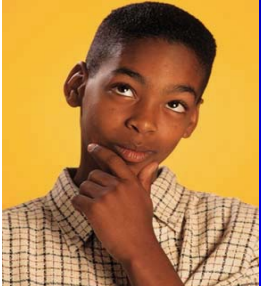
73%

Time at home



26%

The Commitment to Learning Assets - Percentages Your Youth Report



Achievement motivation



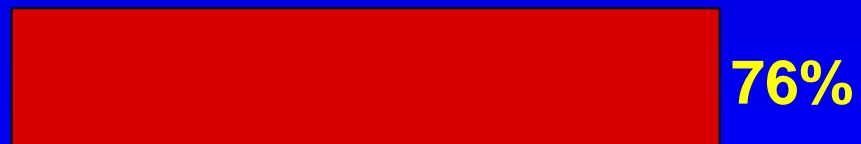
Learning engagement



Homework



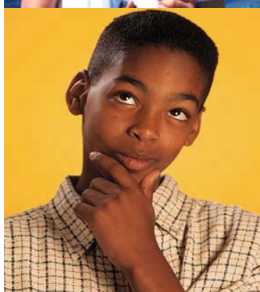
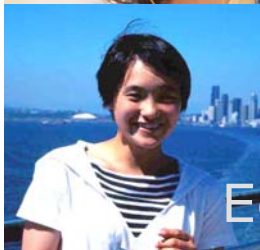
Bonding to adults at school



Reading for pleasure



The Positive Values Assets Percentages Your Youth Report



Equality and social justice

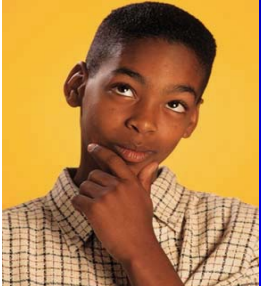
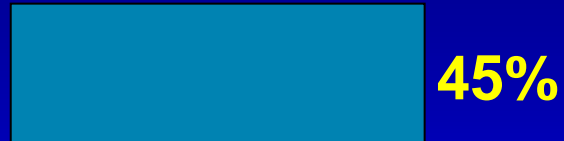




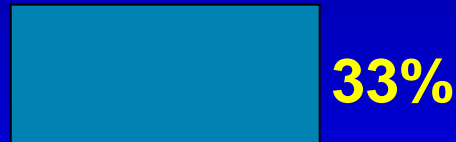
The Social Competencies Assets - Percentages Your Youth Report



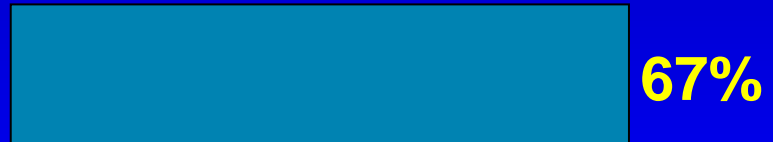
Planning & decision-making



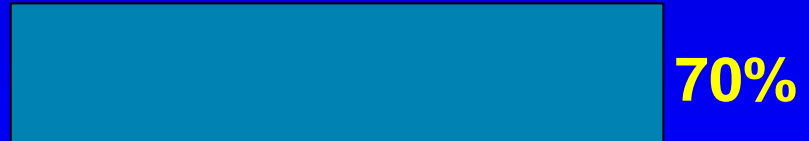
Interpersonal competence



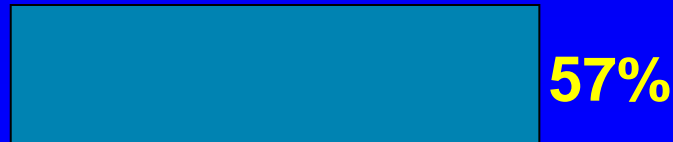
Cultural competence

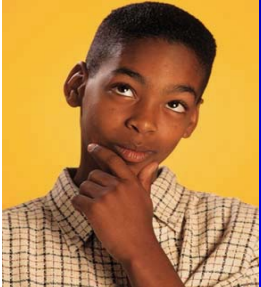


Resistance skills

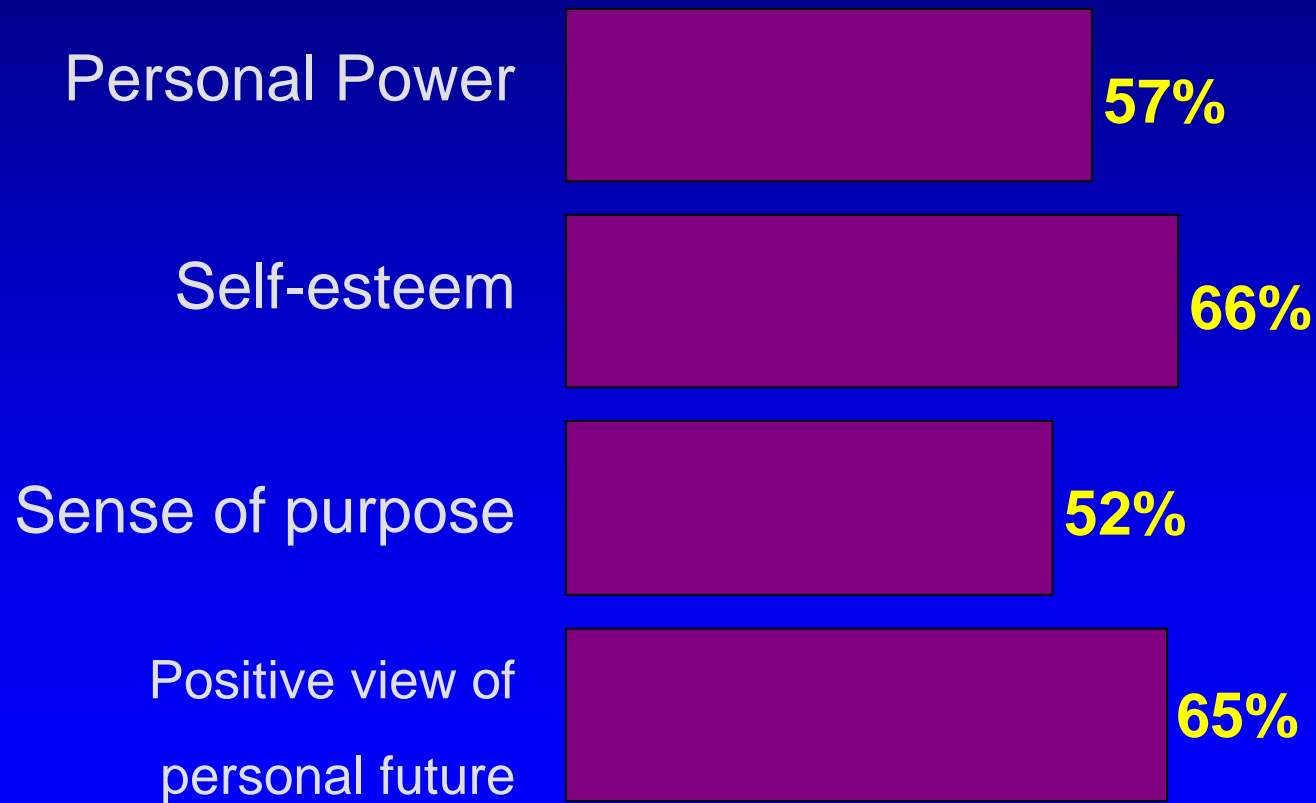


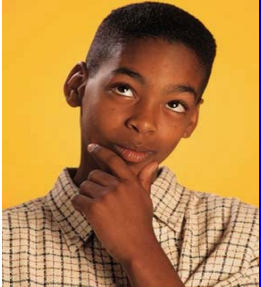
Peaceful conflict resolution





The Positive Identity Assets - Percentages Your Youth Report

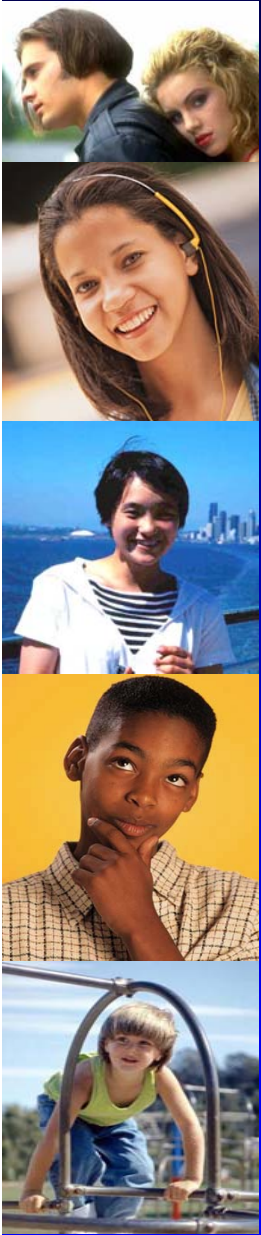




Boosting Student Achievement

"Students' asset levels are twice as important in predicting academic achievement as demographic factors such as gender, family, composition, socioeconomic status, or race/ethnicity."

Source: INSIGHTS AND EVIDENCE
www.search-institute.org



Boundaries & Expectations

- n LOOKS LIKE – Support
- n SOUNDS LIKE – Respect
- n FEELS LIKE – Safety

LOOKS, SOUNDS & FEELS LIKE
An Asset-rich Environment
“ENGAGEMENT”

Commitment-to-Learning Assets

- Achievement Motivation
- School Engagement
- Homework
- Bonding to School
- Reading for Pleasure



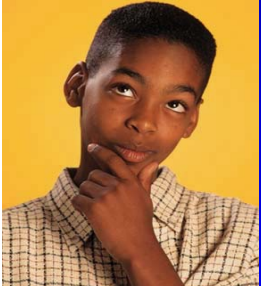
Academic Achievement and Assets

Studies have associated
Commitment-to-Learning Assets with:

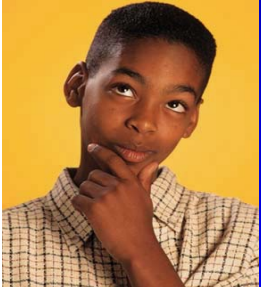
- increased high school completion
- increased enrollment in college
- higher grades
- higher achievement test scores
- better attendance
- less sexual intercourse and childbearing
- less drug use
- fewer conduct problems



Insights & Evidence



- n “Building developmental assets with young people is at least as successful in increasing their academic performance as any other single documented strategy.”
- n Target populations in “No Child Left Behind” Act improve as the number of their assets increase.



The Asset-Building Difference

From . . .

young people's problems

professionals' work

young people absorbing
resources

troubled young people

accountable only for
own behavior

incidental asset building

blaming others

To . . .

young people's strengths

everyone's work

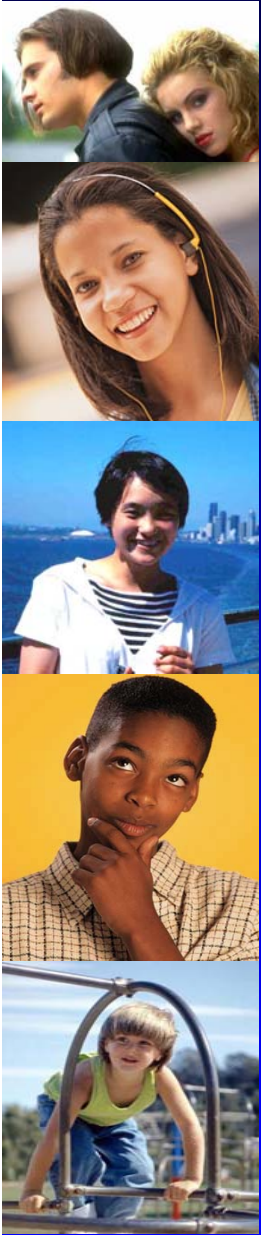
young people as
resources

all young people

accountable as well for
other adults' behavior

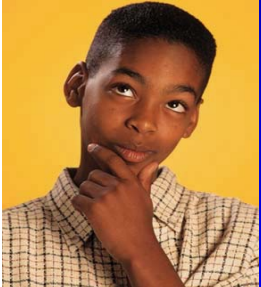
intentional asset building

claiming responsibility



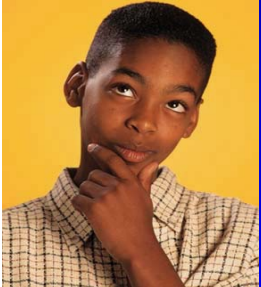
Research indicates the correlation between student achievement and intelligence/cognitive ability is about .5.

- n That means that 50% of the variation in achievement scores is explained by factors other than intelligence, i.e. relationships and environment.



**No significant learning
occurs without a
significant relationship.**

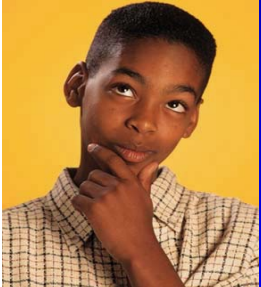
James Comer



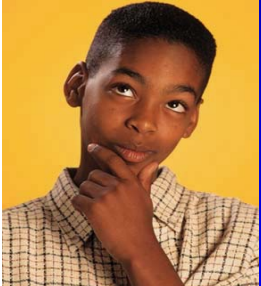
ENVIRONMENTS THAT INVITE

- n People, places, and policies reflect caring, respect, optimism, and trust
- n Student-oriented and focused
- n Message to each student is “you have value, you are capable, and you are responsible.”
- n Adult-Student collaboration

BE AN ASSET BUILDER



- n Remember the POWER OF ONE
- n Remember your energy is never neutral...
- n Remember what you do with and for children and youth makes a difference in their day and in their school success.



Asset Building does
not add to what's
on our plates.....

IT IS THE PLATE!!

Thank you!

For your commitment to
learning, your communities,
your schools, and youth!

