



State Senator
Chuck Chvala
SENATE MAJORITY LEADER

MAR 18 1999

March 17, 1999

The Honorable Rodney Moen
Rm. No. 316 S., Capitol
Madison, WI . 53702

Dear Senator Moen:

The Senate Committee on Organization has approved your request for the Members of the Senate Committee on Health, Utilities and Veterans and Military Affairs to travel to Green Bay, Wisconsin on March 22, 1999 for the purpose of holding a Public Hearing on matters pertaining health, utilities, veterans and military affairs in the State budget.

It is the Committee's understanding that you are seeking reimbursement for all actual and necessary expenses associated with the committee members' attendance at this hearing. It is further understood that you are seeking approval for additional staff support from the Senate Sergeant-at-Arms, if required.

Your request has been approved contingent upon the Senate not being in session. Please let me know if you have any questions.

Sincerely,

CHUCK CHVALA
Chairman
Senate Committee on Organization

Local Union No. 2304



Madison, Wisconsin

March 24, 1999

TO: Senate Committee

FROM: Dave Poklinkoski (President & Business Manager, IBEW Local 2304, former member of PSCW's Advisory Committee on Electric Utility Restructuring, member IBEW International Committee on Electric Utility Restructuring)

SUBJECT: Retail Choice Study in the Budget Bill

Why oppose a retail choice study in the Budget Bill? Two general points are key; 1) Energy policy should be debated and discussed and stand in the light of day as separate legislation, not slid in the back door, 2) a study regarding the future structure of the electric utility industry should not be initiated with a pre-determined end-state, in this case retail wheeling, choice, competition, etc.

The following are some additional relevant points:

- * The PSCW has recently studied the restructuring issue twice and developed two plans, the 32 step plan followed by the 7-step plan. What is the practical value of doing this again?
- * Of the 22 members of the PSCW's Advisory Committee on Electric Utility Restructuring (upon whose work the above plans were based) only five stakeholders voted in favor of retail choice as an end state and these parties could not agree amongst themselves on how to get there! These were; WPL, WEPCO, WMC, US Gen, and Johnson Controls (Consolidated Water Light & Power, joined them in the final write-ups). With the Retail Choice Study we really have a minority position rising and establishing the agenda they couldn't get in the first

two studies. (It appears that we are in that familiar “vote ‘til you get it right” scenario.)

* The PSCW is short-staffed and busy with the tremendous task of ensuring the development of reliability in Wisconsin’s electric supply. Maintaining reliability and the necessary infrastructure is the major task facing the PSCW. This sequential approach to change (establishing the necessary infrastructure and implementing Act 204) in our industry is also consistent with the PSCW’s previous plans. We must be careful not to change the focus of the PSCW away from getting this work done.

* Deregulation studies (especially those with a pre-determined end state), with the proper convergence of political forces, can and have turned into blueprints for legislation. Although a bit tortured, this was the experience next door in Iowa when the newly elected Democratic Governor told everyone to get with the ad hoc committee (with IUB Staff participation!) and put it together. In short, if we are meeting to figure out “how to do retail choice,” it can be a fast and slippery track to “just do it.” After all, the argument would go, wouldn’t we have just spent a lot of time and energy in this retail choice study; why waste it!?

* Act 204 in 196.491 requires the PSCW to do a lot of study and reporting on many of the key aspects that would be involved in a study. We should let Act 204 work.

In conclusion, let’s do first things first! We have a lot of work to do at the PSCW, in this legislature, in the executive offices of the utilities, and on the job in the power plants and transmission and distribution systems to ensure the providing of the vital service of gas and electricity to the citizens of WI in a safe, efficient and reliable manner. We need to focus on this task and another study, especially one that has a pre-determined end state, is dishonest to the short and long-term task in front of us.

Thank you for this opportunity to testify before you today.



40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

CATEGORY	ASSET NAME AND DEFINITION
EXTERNAL ASSETS	Support <ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 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). 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment <ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, at school, and in the neighborhood.
	Boundaries & Expectations <ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time <ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.
INTERNAL ASSETS	Commitment to Learning <ol style="list-style-type: none"> 21. Achievement motivation—Young person is motivated to do well in school. 22. School engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values <ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies <ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity <ol style="list-style-type: none"> 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. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future.

Protective Consequences of Developmental Assets

HIGH RISK BEHAVIOR PATTERNS		PERCENT WITH HIGH RISK PATTERNS			
CATEGORY	DEFINITION	If 0-10 ASSETS	If 11-20 ASSETS	If 21-30 ASSETS	If 31-40 ASSETS
ALCOHOL	Has used alcohol three or more times in the past month or got drunk once or more in the past two weeks	53	30	11	3
TOBACCO	Smokes one or more cigarettes every day or uses chewing tobacco frequently	45	21	6	1
ILLCIT DRUGS	Used illicit drugs three or more times in the past year	42	19	6	1
SEXUAL INTERCOURSE	Has had sexual intercourse three or more times in lifetime	33	21	10	3
DEPRESSION/ SUICIDE	Is frequently depressed and/or has attempted suicide	40	25	13	4
ANTI-SOCIAL BEHAVIOR	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the past year	52	23	7	1
VIOLENCE	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year	61	35	16	6
SCHOOL PROBLEMS	Has skipped school two or more days in the past month and/or has below a C average	43	19	7	2
DRIVING AND ALCOHOL	Has driven after drinking or ridden with a drinking driver three or more times in the past year	42	24	10	4
GAMBLING	Has gambled three or more times in the past year	34	23	13	6

*Based on studies of 6th-12th grade public school students during the 1996-97 school year. Sample includes 99,462 students in 213 cities.

**For further elaboration on developmental assets and the capacity of communities to promote these assets, see Peter Benson (1997). *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. San Francisco: Jossey-Bass.

Thriving Consequences of Developmental Assets

Thriving Indicators	Percent with Thriving Indicators			
	Category	If 0-10 Assets	If 11-20 Assets	If 21-30 Assets
Succeeds in School: Gets mostly A's on report card	7	19	35	53
Helps Others: Helps friends or neighbors one or more hours per week	69	83	91	96
Values Diversity: Places high importance on getting to know people of other racial/ethnic groups	34	53	69	87
Maintains Good Health: Pays attention to healthy nutrition and exercise	25	46	69	88
Exhibits Leadership: Has been a leader of a group or organization in the last 12 months	48	67	78	87
Resists Danger: Avoids doing things that are dangerous	6	15	29	43
Delays Gratification: Saves money for something special rather than spending it all right away	27	42	56	72
Overcomes Adversity: Does not give up when things get difficult	57	69	79	86

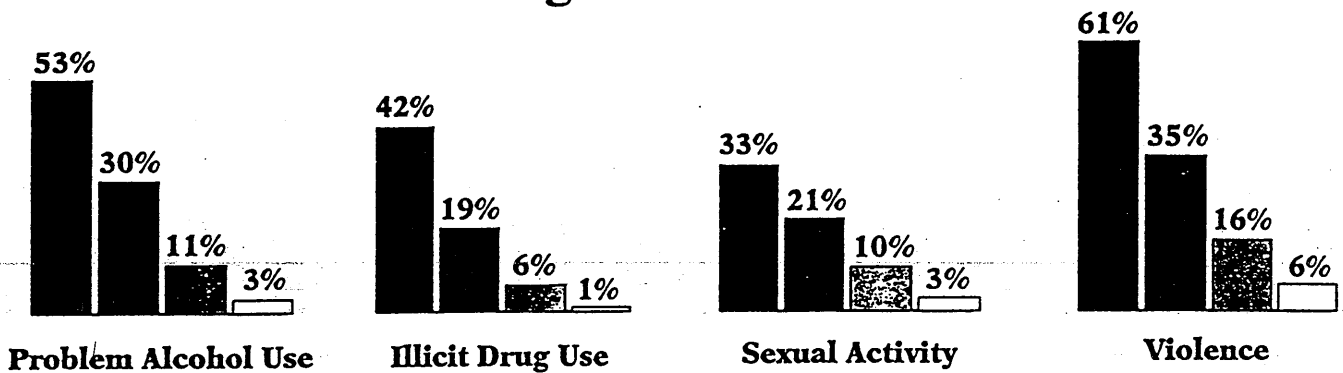
*Based on studies of 6th-12th grade public school students during the 1996-97 school year. Sample includes 99,462 students in 213 cities.

The Power of Developmental Assets

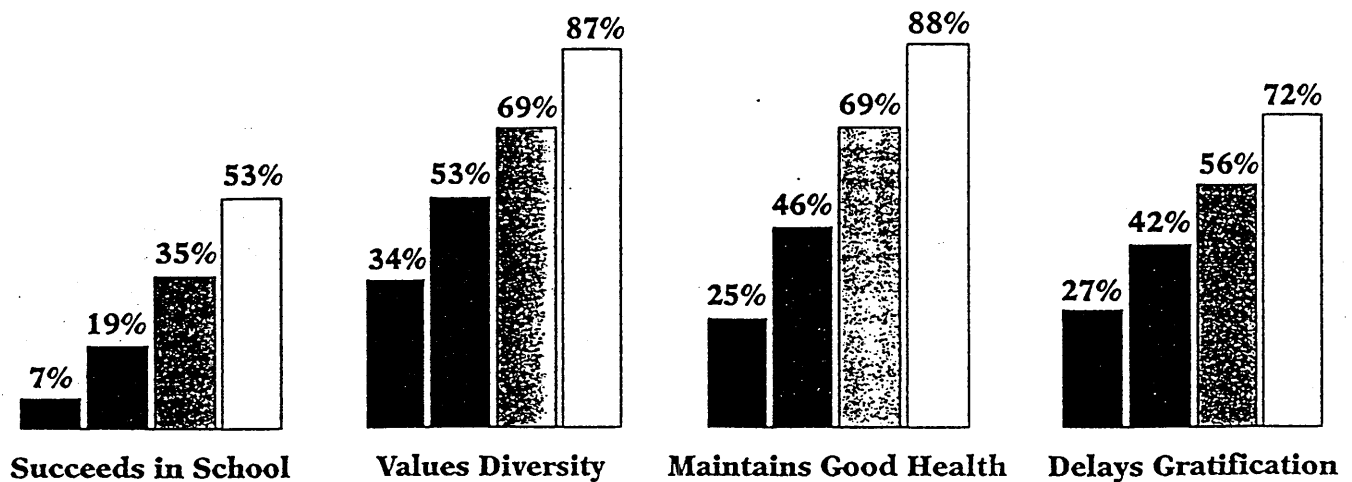
Based on Search Institute's study of almost 100,000 youth in 213 towns and cities across the United States during the 1996-1997 school year, this chart shows that the more assets young people experience, the less likely they are to engage in a wide range of risky behaviors, and the more likely they are to engage in positive behaviors.



The Power of Assets to Protect from High-Risk Behaviors



The Power of Assets to Promote Positive Attitudes and Behaviors



Based on survey responses of 99,462 6th- to 12th-grade youth in 213 towns and cities across the United States.
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HEALTHY COMMUNITIES FOR YOUTH

ECONOMIC AND SERVICE INFRASTRUCTURE		THE HUMAN DEVELOPMENT INFRASTRUCTURE (DEVELOPMENTAL ASSETS)		
PUBLIC SECTOR, PROFESSIONALS		I. THE PEOPLE AND THEIR LEADERS MOVING IN THE SAME DIRECTION		
II. NORMS AND DOMINANT BELIEFS		PLANNED ACTS OF ASSET BUILDING		
<ul style="list-style-type: none"> • Economic vitality • Affordable housing • Access to quality daycare • Access to quality health care • Access to quality human services and interventions • Neighborhood preservation • Environmental protection • Public safety • City-wide efforts to minimize threats to human development (e.g., poverty, racism, family violence, abuse, neglect) 	<ul style="list-style-type: none"> • Children and adolescents belong to all of us • All citizens have asset-building capacity and responsibility • All residents and organizations expected to take action • Commitment to inclusivity • Commitment to inter-generational community • Commitment to youth engagement and empowerment 	<ul style="list-style-type: none"> • Informal, relational support (hundreds of experiences per year for each child) • Inclusion of youth in decision-making and leadership • Adult articulation and modeling of boundaries and values • Sustained non-family relationships (all youth experience three or more) • Intergenerational gatherings, dialogue, and activities • Youth-to-youth asset-building • Teenagers bonding with children (all elementary school children have at least one sustained, caring relationship with an adolescent) • Informal, non-programmatic, intergenerational service to community • Discovery and affirmation of residents who already engage in asset-building 	<p>V. ORGANIZATIONS AND SYSTEMS</p> <ul style="list-style-type: none"> • Families • Schools • Religious institutions • Neighborhoods • Youth organizations • Employers • Health care providers • Police • Media • Agencies • Civic organizations • Parks and recreation • Coaches • Libraries • Local government 	<p>VI. NAMING, AFFIRMING, AND EXPANDING CURRENT ASSET-BUILDING ACTIVITIES</p> <ul style="list-style-type: none"> • Peer helping • Mentoring • Intergenerational connections • Community service, service learning • Clubs, teams, organizations • Family education • Cultural heritage • School readiness initiatives • School to work initiatives <p>VII. INTRODUCTION OF NEW EFFORTS</p> <ul style="list-style-type: none"> • Safe places for youth to gather • Gender-appropriate programs • Family celebrations • Celebrations of asset-building people • Connecting teenagers to children • Family support centers
<p>III. CONNECTIONS ACROSS SOCIALIZING SYSTEMS</p> <ul style="list-style-type: none"> • Consistency • Redundancy 				

Benson, P. L. (September, 1997). *All Kids Are Our Kids: What Communities Must Do to Raise Healthy Children and Adolescents*. San Francisco: Jossey-Bass.

12 Essential Paradigm Shifts Needed to Build the Asset Foundation for Children and Adolescents

FROM . . .

TO . . .

- | | |
|---|---|
| * Deficit language predominates | * Asset language is common |
| * Focus on troubled and troubling youth | * Focus on all children and adolescents |
| * Focus on ages 0 to 5 | * Focus on ages 0 to 18 |
| * Age segregation | * Intergenerational community |
| * Self-interest | * Shared responsibility |
| * Approach is to buy and implement new programs | * Approach is to expand asset-building actions by residents and systems |
| * Fragmented agenda | * Unifying vision around developmental assets |
| * Disconnected socializing systems and conflicting messages | * Connected socializing systems and consistent messages |
| * Efficiency | * Intentional redundancy |
| * Youth are objects of programs | * Youth are actors in the process of change |
| * Constant switching of priorities | * Long-term commitment |
| * Civic disengagement | * Engaged public |

Self-Esteem Builders

Students know what makes them feel successful or good about themselves. Here's what they say:

- Smile when you see me.
- Call me by my name.
- Listen to me when I talk.
- Let me know that you missed me when I was absent.
- Recognize my own special talents, even if they do not show up on my report card.
- Give me a chance to succeed in at least one small way each day.
- Praise me when I do something right.
- If you do not like something that I do, help me understand that you still like me as a person.
- Show me that I have a lot of options for the future and that I can set my own goals.
- Encourage me to aim high.



Below are ideas for how youth, adults, families, organizations, and communities can build assets in children and adolescents.

Ideas for Young People

1. Ask yourself what things you'd like to change in your neighborhood, then get involved with changing them.
2. Participate in at least one group, team, or sport—or find something creative that appeals to you, like theater, pottery, singing, or dancing.
3. Get to know an adult you admire.
4. Start a book club with friends.
5. Call friends and make a date to visit a hospital, treatment center, or nursing home to read to residents.

Ideas for Adults

1. Get to know the names of kids in your neighborhood and make a point of greeting them by name.
2. Challenge people who use negative stereotypes about youth.
3. Volunteer as a tutor or mentor at a nearby school or recreation center.
4. Make your home a safe haven, a place kids feel welcome and valued.
5. When you see a child or young person make a good decision, especially if it's a hard one, offer your praise and admiration.

Ideas for Parents/Guardians

1. Each day, pick an asset to purposefully nurture.
2. Think of your teens as "practicing" adults—teach them something practical, like how to change a tire on your car or fix a leaky faucet.
3. Introduce your children to other neighborhood adults and help them get acquainted.
4. Stay in contact with teachers about your child's progress, rather than waiting for report cards.
5. Pick a service project to do together, like collecting items for a food drive or delivering meals to homebound elders.

Ideas for Organizations

1. When looking for new volunteers for projects, remember to invite youth to participate.
2. Present the asset-building concept to employees, members, volunteers, or constituents.
3. Make sure employee policies encourage asset building.
4. Recognize children and young people who contribute to the community.
5. Set high standards for youth who work for you and give them as much control as possible over things that happen to them on the job.

Ideas to Mobilize Your Community

1. Talk informally with friends, family, neighbors, church members, and colleagues about assets.
2. Organize a community-wide meeting to talk about asset building. Be sure to include principals, business leaders, elected officials, and clergy.
3. Search out asset builders in your community and see what you can do to help or expand their efforts.
4. Help create or participate on a "vision team" to gather information, set priorities, and plan a community asset-building initiative.
5. Partner with another community or group actively building assets to swap ideas and share resources.

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Resources



The following materials are available from Search Institute. For a catalog or to order, call 800-888-7828.

- ***All Kids Are Our Kids***—A revolutionary book by Dr. Peter L. Benson that presents a comprehensive vision of what children and adolescents need to grow up healthy and what everyone in a community must do to rebuild this foundation for healthy development.
- ***What Kids Need to Succeed***—An easy-to-read book that gives ideas for building assets at home, in school, in congregations, and in youth-serving organizations.
- ***Starting Out Right***—A report that extends the assets concept to children from birth through age 11 and offers practical ideas for building assets for different age groups.
- ***150 Ways to Show Kids You Care***—A folded handout that doubles as an eye-catching poster.
- ***Building Assets Together***—A best-selling book filled with common-sense ideas for building assets at home, in the congregation, at school, and in the community.
- ***Building Assets in Congregations***—A practical book that offers youth workers, clergy, volunteers, and others the tips and tools they'll need to create an asset-building congregation.
- ***The Asset Approach***—An informative flier that provides a handy overview of the asset-building approach. Features a checklist for assessing assets of youth in your life.
- ***101 Asset-Building Actions***—A colorful poster that offers practical and easy ideas for promoting asset building.
- ***The Troubled Journey***—The groundbreaking 92-page report that set the stage for asset building.

ALSO:

- ***Assets*** magazine—A quarterly periodical that offers ideas, stories, and resources on asset building, and explores new areas of youth development and research. To subscribe, call 800-869-6882.

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The Asset Approach

giving kids what they need to succeed

Why do some kids grow up with ease, while others struggle? Why do some kids get involved in dangerous activities, while others spend their time contributing to society? Why do some youth “beat the odds” in difficult situations, while others get trapped?

Many factors influence why some young people have successes in life and why others have a harder time. Economic circumstances, genetics, trauma, and many other factors play a role. But these factors—which seem difficult, if not impossible, to change—aren’t all that matters. Research by Search Institute has identified 40 concrete, positive experiences and qualities—“developmental assets”—that have a tremendous influence on young people’s lives. And they are things that people from all walks of life can help to nurture.

Research shows that the 40 developmental assets help young people make wise decisions, choose positive paths, and grow up competent, caring, and responsible. The assets (see page 2) are grouped into eight categories:

- **Support**—Young people need to experience support, care, and love from their families and many others. They need organizations and institutions that provide positive, supportive environments.
- **Empowerment**—Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.

- **Boundaries and expectations**—Young people need to know what is expected of them and whether activities and behaviors are “in bounds” or “out of bounds.”
- **Constructive use of time**—Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.
- **Commitment to learning**—Young people need to develop a lifelong commitment to education and learning.
- **Positive values**—Youth need to develop strong values that guide their choices.
- **Social competencies**—Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- **Positive identity**—Young people need a strong sense of their own power, purpose, worth, and promise.

The asset framework is a framework that includes everyone. Families, schools, neighborhoods, congregations, and all organizations, institutions, and individuals in a community can play a role in building assets for youth. This brochure introduces the assets, shows their power and presence in young people’s lives, and gives concrete suggestions for what you can do to build assets.



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40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. Percentages of young people who experience each asset represent almost 100,000 6th- to 12th-grade youth surveyed in 213 towns and cities in the United States.

ASSET TYPE

ASSET NAME AND DEFINITION

ASSET TYPE	ASSET NAME AND DEFINITION	PERCENTAGE
EXTERNAL ASSETS	Support	
	1. Family support—Family life provides high levels of love and support.	64%
	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).	26%
	3. Other adult relationships—Young person receives support from three or more nonparent adults.	41%
	4. Caring neighborhood—Young person experiences caring neighbors.	40%
	5. Caring school climate—School provides a caring, encouraging environment.	24%
	6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.	29%
	Empowerment	
	7. Community values youth—Young person perceives that adults in the community value youth.	20%
	8. Youth as resources—Young people are given useful roles in the community.	24%
	9. Service to others—Young person serves in the community one hour or more per week.	50%
	10. Safety—Young person feels safe at home, school, and in the neighborhood.	55%
	Boundaries and Expectations	
	11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.	43%
	12. School boundaries—School provides clear rules and consequences.	46%
	13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.	46%
	14. Adult role models—Parent(s) and other adults model positive, responsible behavior.	27%
	15. Positive peer influence—Young person's best friends model responsible behavior.	60%
	16. High expectations—Both parent(s) and teachers encourage the young person to do well.	41%
	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.	19%	
18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	59%	
19. Religious community—Young person spends one or more hours per week in activities in a religious institution.	64%	
20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.	50%	
INTERNAL ASSETS	Commitment to Learning	
	21. Achievement motivation—Young person is motivated to do well in school.	63%
	22. School engagement—Young person is actively engaged in learning.	64%
	23. Homework—Young person reports doing at least one hour of homework every school day.	45%
	24. Bonding to school—Young person cares about her or his school.	51%
	25. Reading for pleasure—Young person reads for pleasure three or more hours per week.	24%
	Positive Values	
	26. Caring—Young person places high value on helping other people.	43%
	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 her or his beliefs.	63%
	29. Honesty—Young person "tells the truth even when it is not easy."	63%
	30. Responsibility—Young person accepts and takes personal responsibility.	60%
	31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.	42%
	Social Competencies	
32. Planning and decision making—Young person knows how to plan ahead and make choices.	29%	
33. Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.	43%	
34. Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	35%	
35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.	37%	
36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.	44%	
Positive Identity		
37. Personal power—Young person feels he or she has control over "things that happen to me."	45%	
38. Self-esteem—Young person reports having a high self-esteem.	47%	
39. Sense of purpose—Young person reports that "my life has a purpose."	55%	
40. Positive view of personal future—Young person is optimistic about her or his personal future.	70%	

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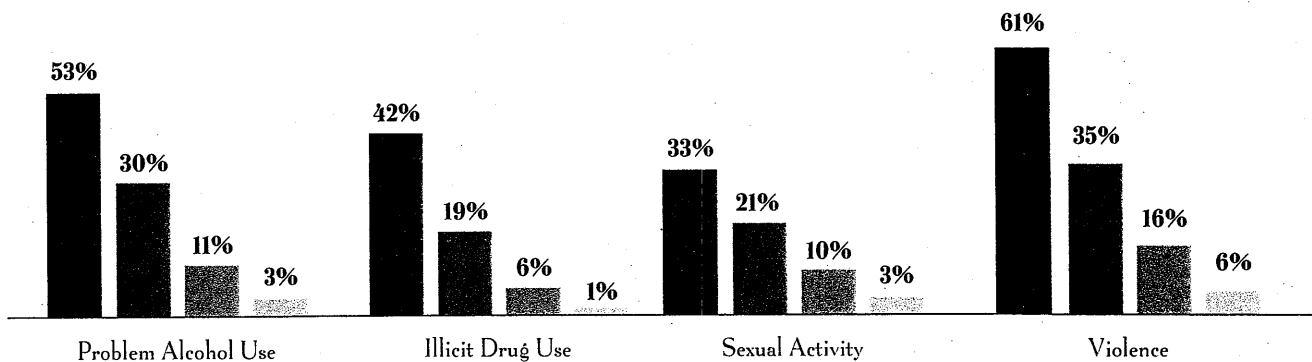
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The Power of Assets

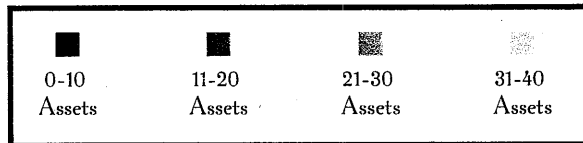
On one level, the 40 developmental assets represent everyday wisdom about positive experiences and characteristics for young people. In addition, Search Institute research has found that these assets are powerful influences on adolescent behavior—both protecting young people from many different problem behaviors and promoting positive attitudes and behaviors. This power is evident across all cultural and socioeconomic groups of youth. There is also evidence from other research that assets may have the same kind of power for younger children.

Protecting Youth from High-Risk Behaviors

Assets have tremendous power to protect youth from many different harmful or unhealthy choices. To illustrate, these charts show that youth with the most assets are least likely to engage in four different patterns of high-risk behavior. (For definitions of each problem behavior, see page 7.)

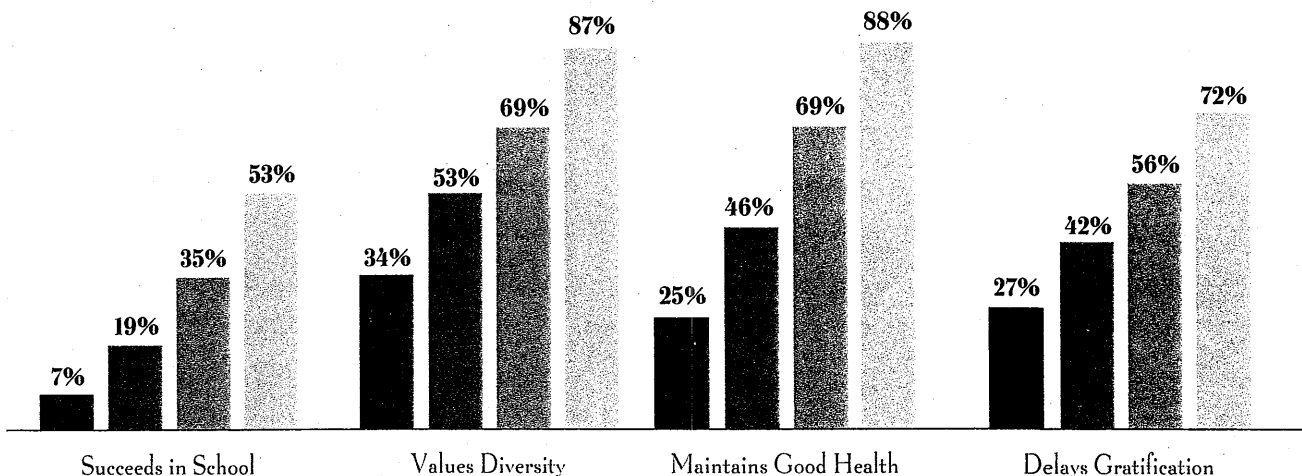


The same kind of impact is evident with many other problem behaviors, including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving and alcohol, and gambling.



Promoting Positive Attitudes and Behaviors

In addition to protecting youth from negative behaviors, having more assets increases the chances that young people will have positive attitudes and behaviors, as these charts show. (For definitions of each thriving behavior, see page 7.)

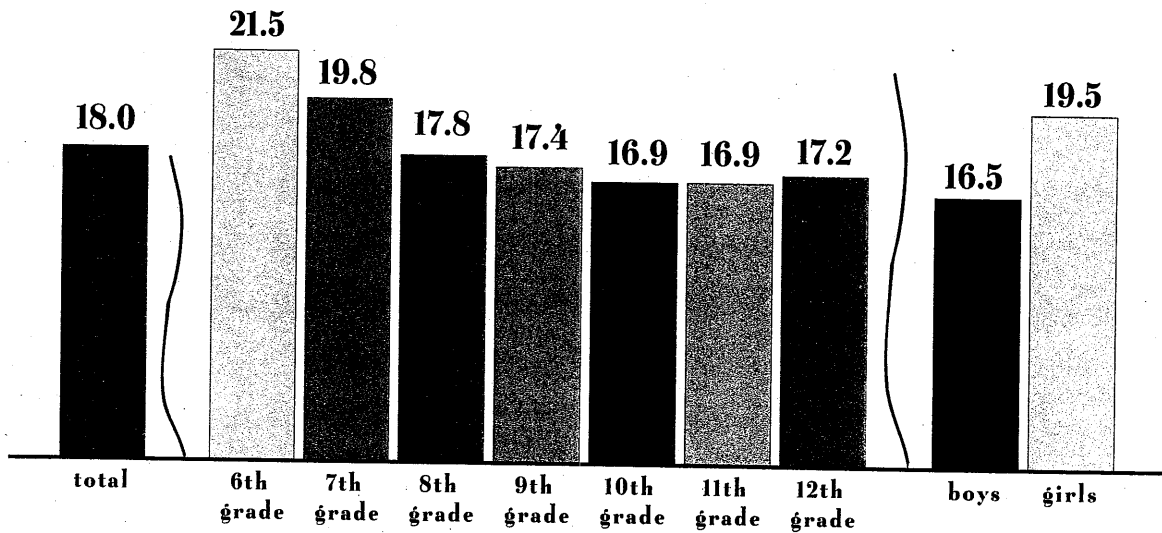


The Challenge Facing Communities

While the assets are powerful shapers of young people's lives and choices, too few young people experience many of these assets. Twenty-five of the 40 assets are experienced by less than half of the young people surveyed.

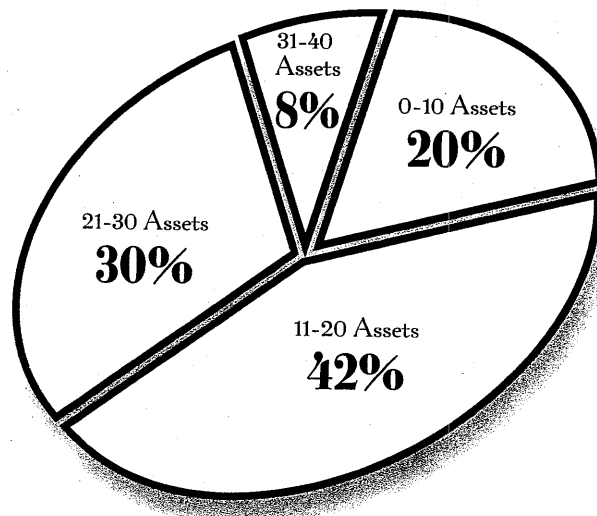
Average Number of Assets by Grade and Gender

The average young person surveyed experiences only 18 of the 40 assets. In general, older youth have lower average levels of assets than younger youth. And boys experience fewer assets than girls.



Youth with Different Levels of Assets

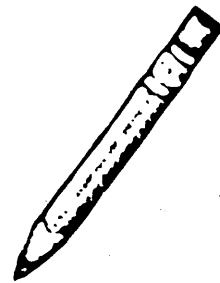
Ideally, all youth would experience at least 31 of these 40 assets. Yet, as this chart shows, only 8 percent of youth experience this level of assets. Sixty-two percent experience fewer than 20 of the assets.



What goal would you set for young people in your community, organization, neighborhood, or family?

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.

How You Can ... On Your Own Build Assets

Everyone—parents and guardians, grandparents, teachers, coaches, friends, youth workers, employers, youth, and others—can build assets. It doesn't necessarily take a lot of money. But it can make a tremendous difference in raising

confident, caring young people. What it takes is building relationships, spending time together, and being intentional about nurturing positive values and commitments. Some things you can do:

- ▶ Get to know the names of kids who live around you. Find out what interests them.
- ▶ Get to know what young people around you are really like, not just how they are portrayed in the media.
- ▶ Eat at least one meal together every day as a family. Take time to talk about what's going on in each other's lives.
- ▶ Volunteer as a tutor, mentor, or youth leader in a youth-serving program.

... In Your Organization

If you're involved in an organization such as a school, youth organization, congregation, family service agency, health-care provider, or business—either as an employee or volunteer—you can encourage asset-building action within that organization. Some possibilities:

- ▶ Educate your constituency, employees, or customers about their potential as asset builders.
- ▶ Develop policies that allow parents to be involved in their children's lives and that encourage all employees to get involved with kids in the community.
- ▶ Contribute time, talent, or resources to support community asset-building efforts.
- ▶ Develop or strengthen programs and activities that build assets, such as mentoring, service-learning activities, peer helping, and recreation.

... In Your Community

Hundreds of communities across the United States are discovering the power and potential of uniting efforts for asset building. They involve people from all parts of the community in shaping and coordinating strategies that will help all young people be more likely to succeed. You can use your influence in the community to:

- ▶ Talk about asset building with formal and informal leaders and other influential people you know. Get their support for asset building.
- ▶ Conduct a survey to measure the asset levels of young people in your community. (Call Search Institute for information.)
- ▶ Develop opportunities for youth to contribute to the community through sharing their perspectives and taking action and leadership.
- ▶ Celebrate and honor the commitments of people who dedicate their lives and time to children and youth.

Six Keys to Asset Building

It doesn't cost a lot of money or require special training to build developmental assets. Here are six keys to guide asset-building action.

1. **Everyone can build assets.** Building assets requires consistent messages across a community. All adults, youth, and children play a role.
2. **All young people need assets.** While it is crucial to pay special attention to those youth who have the least (economically or emotionally), nearly all young people need more assets than they have.
3. **Relationships are key.** Strong relationships between adults and young people, young people and their peers, and teenagers and children are central to asset building.
4. **Asset building is an ongoing process.** Building assets starts when a child is born and continues through high school and beyond.
5. **Consistent messages are important.** Young people need to receive consistent messages about what's important and what's expected from their families, schools, communities, the media, and other sources.
6. **Intentional redundancy is important.** Assets must be continually reinforced across the years and in all areas of a young person's life.

About the Research in this Brochure

Search Institute has been studying developmental assets in youth in communities since 1989, using a survey called *Profiles of Student Life: Attitudes and Behaviors*. In 1996, the current framework of 40 developmental assets was released. The data in this brochure is based on surveys during the 1996-97 school year of 99,462 6th- to 12th-grade public school students in 213 towns and cities in 25 states.

How Problem Behaviors and Thriving Indicators Were Defined

Here is how each of the behaviors and attitudes shown in the charts on page 3 were defined in the survey. *Note that the definitions of high-risk behaviors are set rather high, suggesting ongoing problems, not experimentation.*

High-Risk Behavior Patterns

- ▶ **Problem Alcohol Use**—Has used alcohol three or more times in the past 30 days or got drunk once or more in the past two weeks.
- ▶ **Illicit Drug Use**—Used illicit drugs (cocaine, LSD, PCP or angel dust, heroin, and amphetamines) three or more times in the past 12 months.
- ▶ **Sexual Activity**—Has had sexual intercourse three or more times in lifetime.
- ▶ **Violence**—Has engaged in three or more acts of fighting, hitting, injuring a person, carrying a weapon, or threatening physical harm in the past 12 months.

Thriving Attitudes and Behaviors

- ▶ **Succeeds in School**—Gets mostly A's on report card.
- ▶ **Values Diversity**—Places high importance on getting to know people of other racial/ethnic groups.
- ▶ **Maintains Good Health**—Pays attention to healthy nutrition and exercise.
- ▶ **Delays Gratification**—Saves money for something special rather than spending it all right away.

About Healthy Communities • Healthy Youth

This brochure is part of Search Institute's national Healthy Communities • Healthy Youth initiative, which seeks to equip communities across the country to build assets for youth. This initiative is underwritten by Lutheran Brotherhood, a not-for-profit organization providing financial services and community service opportunities for Lutherans nationwide. Search Institute's work on asset building also has received support from the Blandin Foundation, the Cargill Foundation, the DeWitt Wallace-Reader's Digest Fund, and the W.K. Kellogg Foundation.

Search Institute also leads Assets for Colorado Youth, a statewide initiative that seeks to mobilize all Coloradoans to build assets in children and adolescents. Major support for Assets for Colorado Youth is provided by The Colorado Trust.

Search Institute is a nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. The institute conducts research and evaluation, develops publications and practical tools, and provides training and technical assistance.

For More Information About Asset Building

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tools for asset builders

Here is a sampling of asset-building resources available from Search Institute.

101 Asset-Building Actions is a full-color poster that lists the 40 assets and gives ideas for individuals and organizations on how to build assets. Portions of the poster are bilingual (English and Spanish).

All Kids Are Our Kids is the groundbreaking book by Search Institute President Peter L. Benson that gives in-depth information on the assets and how communities can mobilize individuals and organizations to build assets in young people.

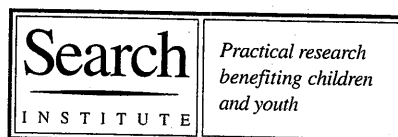
Assets: The Magazine of Ideas for Healthy Communities & Healthy Youth offers information and strategies for building assets and promoting positive youth development in kids. The magazine has ideas, stories, and resources for individuals, organizations, and community-wide initiatives that care about young people. To subscribe, call 800-869-6882.

Parenting with a Purpose is a booklet that challenges parents to view parenting through the asset framework, highlighting how the assets can reshape major parenting tasks and suggesting ways parents can find support in their community.

Starting Out Right: Developmental Assets for Children offers new frameworks for understanding and building the foundation that children from birth through age 11 need to begin a healthy life. It blends Search Institute's extensive research on adolescence with the literature on child development and the practical wisdom of people who work with and care for children.

What Kids Need to Succeed is an easy-to-read book that shows the importance of helping youth make positive life choices and gives practical ideas for building each developmental asset.

Introducing Healthy Communities • Healthy Youth is an informational handout that provides an overview of the Healthy Communities • Healthy Youth initiative and Search Institute. It opens to a colorful poster of asset-building ideas.



For more information on these resources and others, contact Search Institute, 700 South Third Street, Suite 210, Minneapolis, MN 55415. Toll-free: 800-888-7828. Web: www.search-institute.org.