

40 Developmental Assets

(With Analysis by Schools And Families Engaged)

The Search Institute has been providing high quality research on the needs of youth for 50 years. One of the most landmark studies involved the creation of 40 Developmental Assets. By 1999, training for the delivery of the 40 Developmental Assets to communities had been provided to over 50,000 participants. Schools and Churches all over the United States and around the world rely on findings from these studies. **Schools And Families Engaged** shares below the documentation on how their approach to Family Engagement supports the 40 Developmental Assets in building individuals, families, and communities.

<i>SEARCH Institute's</i> <u>40 DEVELOPMENTAL ASSETS</u>			<i>Schools And Families Engaged</i> <u>ANALYSIS of The S.A.F.E. TEAM PROGRAM</u>	
EXTERNAL ASSETS			PROBLEM	SOLUTION
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Support	Family support	Family life provides high levels of love and support.	Challenges include lack of time, apathy, single parent homes, no parenting heritage to follow and therefore, families don't know how to get involved at school (because of lacking the example or the skills to be involved)	S.A.F.E. TEAM is a program for parents and families to get started volunteering and developing awareness of their young person's world. The S.A.F.E. TEAM is an enhancement to an already existing relationship. Volunteers will gain exposure to other resources to increase their family support at home (i.e. email communication, events, etc.)
Support	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).	Challenges include a lack of communication between young people and their parents; no parenting heritage to follow and therefore, families don't know how to communicate with their children	S.A.F.E. TEAM will provide a common experience at the school for parents and their young people from which to begin conversations in a more supportive environment. Additionally, young people will observe the admiration of their peers for these volunteers, which positively influences their own view of their parents.
Support	Other Adult Relationships	Young person receives support from three or more nonparent adults.	Lack of mentors, male or female, who are safe adults.	S.A.F.E. TEAM members volunteer every school day and at school events. They are available to positively influence young people who are not their own children. Being at school allows adults to get to know their young person's friends and follow-up with them outside of school.
Support	Caring Neighborhood	Young person experiences caring neighbors.	People do not come outside of their homes to meet or serve their neighbors. Some fear street violence or unrest; others fail to make it a priority or take the time. Some are simply "self-centered."	S.A.F.E. TEAM is an immediate impact program that allows volunteers to become part of a team working together to improve their school community and also invites corporate involvement for long term impact.

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Support	Caring School Climate	School provides a caring, encouraging environment.	Teachers may lack the vision for volunteer support or feel overloaded with tests and responsibilities instead of creativity and relationships. Many teachers do not feel appreciated by parents. Parents lack opportunities for volunteering at school. Students are more isolated by race or social status; there is disrespect among students and for authorities. Some teachers are tempted to give up on their students. Administrators spend more time with problem students and have less time for positive relationships.	S.A.F.E. TEAM members provide a physical presence that demonstrates support going both directions (for teachers and students). More opportunities are offered to partner together. Parental presence serves as a bridge for isolated students and helps prevent bullying. It also increases accountability and offers relief for the overload teachers may experience. Parental presence provides awareness of the home environment and helps teachers' understanding of students.
Support	Parent Involvement in Schooling	Parent(s) are actively involved in helping young person succeed in school.	<i>Many parents do not:</i> help with homework; read to (or with) their young people; encourage good rest; provide good nutrition; enforce good discipline; offer exercise as an alternative to limit TV and game time; help their students set afterschool priorities; or offer accountability for balance and boundaries	S.A.F.E. TEAM encourages parents and families to support teachers and encourage students. It offers opportunities to increase parenting skills. S.A.F.E. TEAM provides awareness that parents are needed and wanted on a consistent basis. More parents at school generate more awareness of the school's needs and involvement in the solutions.
Empowerment	Community Values Youth	Young person perceives that adults in the community value youth.	Youth feel ignored and that they are not understood or listened to; may feel they are not allowed to be a part of something; may not feel accepted for who they are.	S.A.F.E. TEAM provides opportunities for adults to listen and understand young people over lunch, in the school halls, in classrooms, on the playground or in the parking lot. Volunteers may also participate in school sponsored activities and events. Community members, civic clubs, and corporate sponsors show they value youth by actively volunteering or providing financial support.
Empowerment	Youth as Resources	Young people are given useful roles in the community.	Young people may feel they are not allowed to be a part of something bigger than themselves – they need a cause; many do not feel accepted for who they are; others may not have outlets to showcase their talents and gifts. Many students use their spare time in negative ways.	S.A.F.E. TEAM will serve as a connection point with partner programs that provide useful roles in the community so they can use their time in a constructive way.

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Empowerment	Service to Others	Young person serves in the community one hour or more per week.	Many adults do not model the behavior of volunteering time to help others.	S.A.F.E. TEAM affords the opportunity to model commitment and service to the community.
Empowerment	Safety	Young person feels safe at home, at school, and in the neighborhood.	Many parents are not providing a safe environment for their children, especially allowing access to unsafe communication via cell phone, internet, inappropriate gaming, etc.; Neighborhood no longer feels safe; young people can't ride bikes or walk freely in the neighborhood.	S.A.F.E. TEAM provides additional safety for young people using trained volunteers who improve campus safety by walking the hallways, campus grounds, etc.. S.A.F.E. TEAM will also connect with partner programs that provide resources and training for parents in regards to safety at home and in the neighborhood. S.A.F.E. TEAM volunteers come alongside school resource officers in school and at school events to help students feel safe.
Boundaries and Expectations	Family Boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	Many parents allow their young people to make the rules – they offer no boundaries or rules, do not discipline consistently or follow through with consequences Some parents believe if they can reach them on a cell phone that's "good enough."	S.A.F.E. TEAM allows parents to see their students in an educational environment with specific boundaries, expectations and consequences. Adults realize this structure can be utilized at home so their young people have clearly set boundaries and expectations there, too.
Boundaries and Expectations	School Boundaries	School provides clear rules and consequences.	Young people may not want to follow the rules or accept personal responsibility for disobedience; may dislike or complain about the consequences.	S.A.F.E. TEAM volunteers encourage young people to make better choices and follow rules. They help the students take personal responsibility and accept consequences without complaining. Adult Volunteers can set the example because they will be asked to follow the school's guidelines, also. Parents will learn about the school's rules and can reinforce those at home as well as support the Administration and Teachers in their disciplinary roles.

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Boundaries and Expectations	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.	Some adults have an attitude that 'what others do is not my business' so they don't get involved because they think they can't (or shouldn't).	S.A.F.E. TEAM volunteers (parent and non-parent) will observe young people's behavior and encourage positive behavior and discourage poor choices at school as well as "out in the world." They will observe that teachers care enough to have classroom rules and reinforce them and that it is acceptable for the volunteers to expect the same behaviors of students in school and out in the neighborhood.
Boundaries and Expectations	Adult Role Models	Parent(s) and other adults model positive, responsible behavior.	Some parents want to isolate their young people and do not understand the value of other adults caring and being involved in their young person's life.	S.A.F.E. TEAM allows other responsible adults to interact with young people in a guided, supervised, safe educational environment. Students learn to interact with adults and learn from them and trust them (sometimes other adults are perceived as 'cooler' than one's own parents)
Boundaries and Expectations	Positive Peer Influence	Young person's best friends model responsible behavior.	Parents may not know who their young person is 'hanging with'. Once informed, they may not approve of their choice of peers.	S.A.F.E. TEAM allows parents time to observe and interact with their young person's peers in their school environment. In most cases, adults can be a better judge of character and can influence young people's choice of friends – or at least be aware of their interaction with others (recreational time, team projects at school, etc.)
Boundaries and Expectations	High Expectations	Both parent(s) and teachers encourage the young person to do well.	Challenges include a generational 'status quo' attitude, slothfulness, etc... Some students have no one telling them they can set and reach goals, strive to do things with excellence, overcome obstacles or never give up.	S.A.F.E. TEAM volunteers spend time in classrooms sharing their educational, occupational and life experiences to encourage students to try harder and achieve more goals. They also have opportunity to encourage young people in sports, fine arts, and vocational activities and events.
Constructive Use of Time	Creative Activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	Young persons may be more involved in electronic, mind numbing activities vs. activities that utilize creative brainwaves	S.A.F.E. TEAM volunteers can passively and actively participate in fine arts classes and encourage students to pursue and use their talents.

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Constructive Use of Time	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	Communities lack enough adults to lead their extracurricular programs. Young people may not be aware of the variety of programs that exist or may have never been invited to participate.	S.A.F.E. TEAM helps adult volunteers see how important and rewarding it is to help motivate, lead, coach, etc. young people at school. This may help adult volunteers catch the vision to invest more time leading or volunteering with their community's youth programs. When S.A.F.E. TEAM Volunteers have the opportunity to promote existing programs to youth, young people are more likely to participate if they see a familiar face in and away from school. (Chess Club, Kiwanis Key Club, Science Club, Sports, 4-H, Scouts etc.)
Constructive Use of Time	Religious Community	Young person spends one hour or more per week in activities in a religious institution.	Not all youth share the value for religious training.	The S.A.F.E. TEAM program can be started in both public and private schools. Volunteers are trained to adhere to school policy in sharing one's faith. In approved situations, volunteers can encourage young people to grow in their own faith.
Constructive Use of Time	Time at Home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	Parents do not always take the responsibility to provide more supervised activities for youth in their homes or create 'family times' at home. Youth feel they must be entertained instead of taking responsibility for making wise choices with their free time.	S.A.F.E. TEAM provides opportunities for youth to see their parents and other adults as 'fun' people while at school which may lead to wanting to spend more time together at home, too.
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Commitment to Learning	Achievement Motivation	Young person is motivated to do well in school.	Not all parents take the time to notice their young person's achievements or encourage them to perform to their best ability. Some parents may not have a correct perception of their own student's abilities or what motivates them.	S.A.F.E. TEAM volunteers can identify and provide recognition for students' personal achievement.

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Commitment to Learning	School Engagement	Young person is actively engaged in learning.	Students (and some parents) tend not to think school attendance or attention and participation in the classroom is important.	S.A.F.E. TEAM Program allows adults to share the importance of education and attendance at school. Adults can model the quality of 'follow through' by showing up on their day to volunteer. An extra adult in the classroom encourages attentiveness and participation.
Commitment to Learning	Homework	Young person reports doing at least one hour of homework every school day.	Parents are not always aware of assignments. Many lack confidence or the time to help their students at home.	S.A.F.E. TEAM allows parents to discover while volunteering that all educational goals cannot simply be met in the classroom and that study time at home is essential to personal success.
Commitment to Learning	Bonding to School	Young person cares about her or his school.	Unsupervised youth may deface property, participate in vandalism, etc., young people may be wasteful and have no appreciation of teachers, staff, facilities and cost of buildings, equipment, etc... The School may lack adult and youth volunteer opportunities for property upkeep & improvements. Young people may lack school pride due to no sense of 'being known at school; may not give back time or money to make the school a better place.	The presence of S.A.F.E. TEAM volunteers can help prevent young people from causing property damage and can help deter waste of schools resources. They can encourage students to appreciate the opportunity for learning. While volunteering, S.A.F.E. TEAM members will become aware of school's needs (repairs, landscaping). Adults can set an example by 'giving back' to make the school a better place, by showing appreciation for teachers and staff. They can help students understand the importance of obtaining an education.
Commitment to Learning	Reading for Pleasure	Young person reads for pleasure three or more hours per week.	Most adults do not model reading to their young people. Today's families spend too much time being entertained by TV, video games, Ipods, etc. Many feel reading is boring.	S.A.F.E. TEAM allows adults to be in class-rooms and read to students or with students. S.A.F.E. TEAM volunteers demonstrate how crucial good reading and comprehension skills are to successful learning. S.A.F.E. TEAM parents can partner with teachers to make reading a priority in the home.
Positive Values	Caring	Young person places high value on helping other people.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Positive Values	Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.

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Positive Values	Integrity	Young person acts on convictions and stands up for her or his beliefs.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Positive Values	Honesty	Young person "tells the truth even when it is not easy."	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Positive Values	Responsibility	Young person accepts and takes personal responsibility.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Positive Values	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Social Competencies	Planning and Decision Making	Young person knows how to plan ahead and make choices.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Social Competencies	Interpersonal Competence	Young person has empathy, sensitivity, and friendship skills.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Social Competencies	Cultural Competence	Young person has knowledge of and comfort with people of different cultural/ racial/ethnic backgrounds.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.

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Social Competencies	Resistance Skills	Young person can resist negative peer pressure and dangerous situations.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Social Competencies	Peaceful Conflict Resolution	Young person seeks to resolve conflict nonviolently.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Positive Identity	Personal Power	Young person feels he or she has control over "things that happen to me."	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Positive Identity	Self-esteem	Young person reports having a high self-esteem.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Positive Identity	Sense of Purpose	Young person reports that "my life has a purpose."	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.
Positive Identity	Positive View of Personal Future	Young person is optimistic about her or his personal future.	Too few role models	S.A.F.E. TEAM allows adults to model these positive values by supporting the staff, teachers, and students; also by providing positive accountability for others to know they can and should do the same.