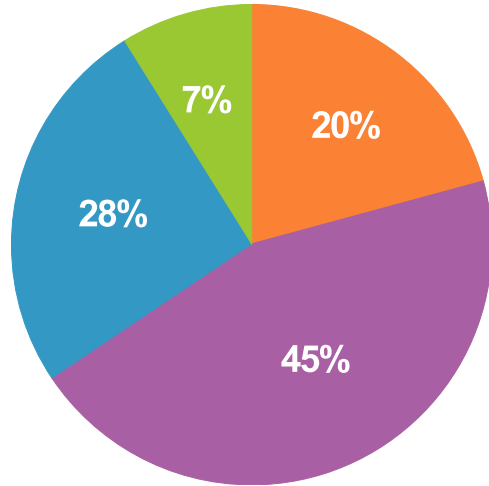


These charts represent the increase over the last decades in terms of how many developmental assets tri-town youth possess.

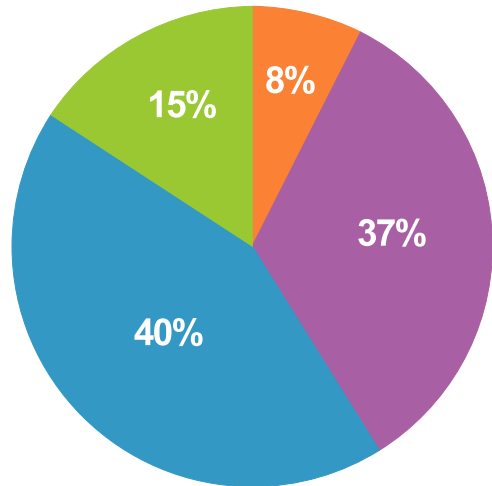


2015 Report to the Tri-Town Community

2005



2015



- 0-10 Assets
- 11-20 Assets
- 21-30 Assets
- 31-40 Assets



What Got Me Through Our Community Story

Dear Neighbor,

Seventh through twelfth grade students in the tri-town area take the Search Institute’s “Profiles of Student Life: Attitudes and Behaviors” survey nearly every other year. The results of these anonymous surveys consistently show our communities are making significant progress in fostering positive outcomes for youth. In fact, the more kids’ lives are steeped in positive people, places, experiences and opportunities — i.e., the “40 Developmental Assets” — the more likely it is that they will avoid negative attitudes and behaviors and will thrive! Compare the results of our survey’s baseline year, 2005, to the 2015 results of our community’s efforts to build youth assets. We are proud both of our work and of our youth!

Tri-Town Youth Services is funded by numerous sources — local, regional, state and federal — to increase our community’s awareness of what the 40 Developmental Assets are and how we can build them. But money isn’t the most important factor by far in ensuring our youth and families are getting what they need. The most important factors are YOU and what are called “developmental relationships.”

A developmental relationship is a close connection with an adult or peer that powerfully and positively shapes a young person’s identity, mindset, and determination not just to get by, but to flourish. It is a healthy, caring, bi-directional relationship that is crucial to ongoing health and well-being in which each person both contributes and benefits. The more developmental relationships the better. Developmental relationships serve to improve a young person’s educational performance, behavioral choices, perseverance when faced with challenges and distractions, and resiliency — the ability to bounce back from adversity. Search Institute notes, “When a thriving mindset shapes a young person’s decisions and actions, he or she is more likely to work hard both inside and outside of school, and to develop a range of social and emotional skills that are essential for success in some type of college, work, and civic life.” Clearly, we all need what developmental relationships have to offer.

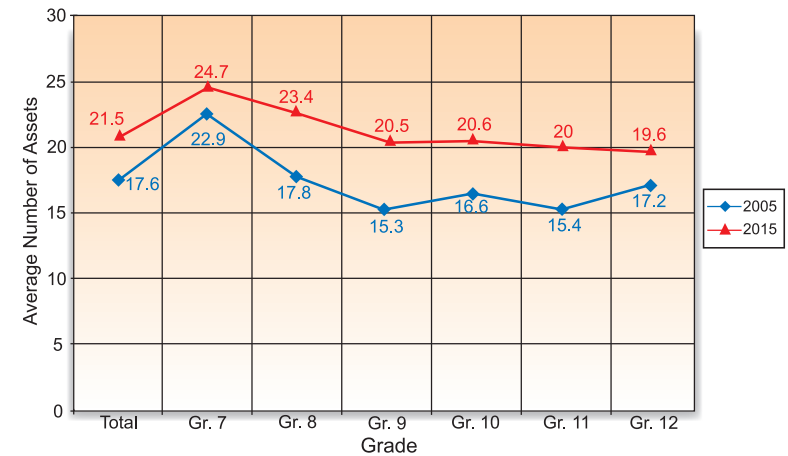
We offer you this: A Call to Action! Tri-town IS a village, and what will continue to “get us through” the difficulties that inevitably arise in life are precisely the strengths of the relationships we take the time and effort to build. In this publication we offer several suggestions for building developmental assets and relationships; in the upcoming days, weeks, months, years, we’ll be requesting your suggestions and ongoing discussions with community members to ensure our work remains both relevant and productive. We look forward to being in relationship with YOU!

Tri-Town Youth Services

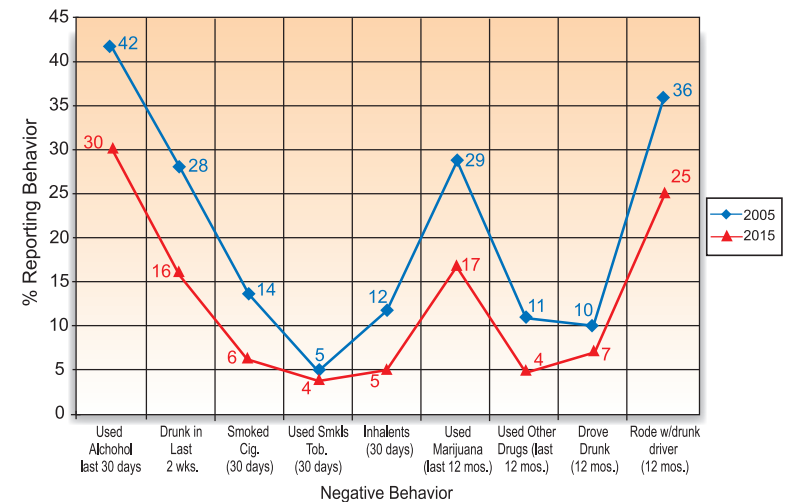
Gains Made Over the Past Decade

These two graphs demonstrate an important asset-building concept: as youth assets increase, risky behaviors diminish.

Average Number of Assets Reported By Our Youth 2005-2015



Nine Risk Taking Behaviors Related to Substance Abuse





THE EXTERNAL ASSETS

Positive Developmental Experiences that Surround Youth

The first 20 of the 40 Developmental Assets are the External Assets, i.e., assets about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive use of young people's time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development.

External Asset Category: Support

Percent of tri-town youth in grades 7-12 experiencing the
Support Assets

#	Asset Type	Definition	2005 %	2015 %
1	Family Support	Family life provides high levels of love and support.	66	77
2	Positive Family Communication	Young person and his/her parent(s) communicate positively and young person is willing to seek parent(s) advice and counsel.	27	37
3	Other Adult Relationships	Young person receives support from three or more non-parent adults.	49	56
4	Caring Neighborhood	Young person experiences caring neighbors.	40	43
5	Caring School Climate	School provides caring, encouraging environment.	28	40
6	Parent Involvement in Schooling	Parent(s) are actively involved in helping young person succeed in school.	19	30



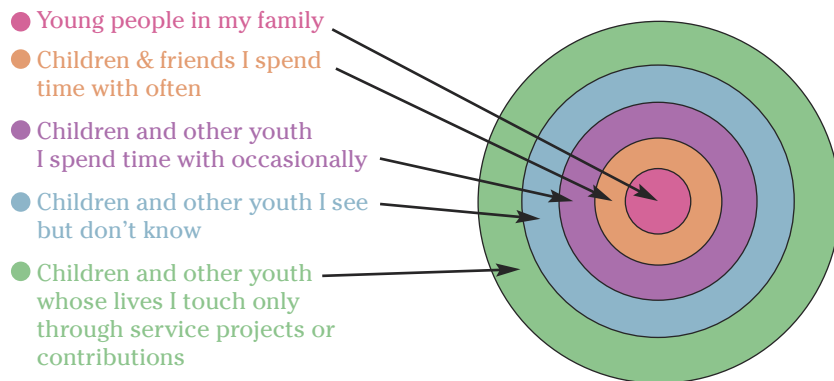
External Asset Category: Empowerment

Percent of tri-town youth in grades 7-12 experiencing the **Empowerment Assets**

#	Asset Type	Definition	2005 %	2015 %
7	Community Values Youth	Young person perceives that adults in the community value youth.	17	27
8	Youth as Resources	Young people are given useful roles in the community.	26	33
9	Other Adult Relationships	Young person serves in the community one hour or more per week.	49	52
10	Safety	Young person feels safe at home, school, and in the neighborhood.	59	61

Who's in Your Circle?

You touch many lives! Where do you spend the most time building relationships? Are there any circles where you currently do not do any asset building? How could you expand your asset building to these circles as well?



Internal Asset Category: Boundaries and Expectations

Percent of tri-town youth in grades 7-12 experiencing the **Boundaries and Expectations Assets**

#	Asset Type	Definition	2005 %	2015 %
11	Family Boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	40	48
12	School Boundaries	School provides clear rules and consequences.	36	58
13	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.	45	50
14	Adult Role Models	Parent(s) and other adults model responsible behavior.	29	38
15	Positive Peer Influence	Young person's best friends model responsible behavior.	57	72
16	High Expectations	Both parent(s) and teachers encourage the young person to do well.	57	58

What do young people say they want from developmental relationships?

- Provide Support:* Help me complete tasks and achieve goals.
- Encourage:* Praise my efforts and achievements.
- Guide:* Provide practical assistance and feedback to help me learn.
- Model:* Be an example I can learn from and admire.
- Advocate:* Stand up for me when I need it.

Remember, developmental relationships are bi-directional! Each person in a developmental relationship both contributes and benefits!



External Asset Category: Constructive Use of Time

Percent of tri-town youth in grades 7-12 experiencing the **the Constructive Use of Time Asset**

#	Asset Type	Definition	2005 %	2015 %
17	Creative Activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	23	20
18	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	70	75
19	Religious Community	Young person spends one or more hours per week in activities in a religious institution.	41	42
20	Time at Home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	50	69

What do young people say they want from developmental relationships?

- Share Power:* Hear my voice and let me share in making decisions.
- Share Voice:* Ask for and listen to my opinions and consider them when you make decisions.
- Respond:* Understand and adjust to my needs, interests, and abilities.
- Collaborate:* Work with me to accomplish goals and solve problems.

Remember, developmental relationships are bi-directional! Each person in a developmental relationship both contributes and benefits!



THE INTERNAL ASSETS

Qualities That Families & Communities Nurture in Their Youth

A community's responsibility for its young people does not end with the provision of external assets. Caring adults must make a similar commitment to nurturing the internal qualities that guide positive choices and foster a sense of confidence, passion, and purpose. Young people need this wisdom to make responsible decisions about the present and future. The second 20 of the 40 Developmental Assets includes commitment to learning, positive values, social competencies and positive identity.

Internal Asset Category: Commitment To Learning

Percent of tri-town youth in grades 7-12 experiencing the **Commitment to Learning Assets**

#	Asset Type	Definition	2005 %	2015 %
21	Achievement Motivation	Young person is motivated to do well in school.	64	75
22	School Engagement	Young person is actively engaged in learning.	43	50
23	Homework	Young person reports doing at least one hour of homework every day.	45	50
24	Bonding to School	Young person cares about his or her school.	51	71
25	Reading for Pleasure	Young person reads for pleasure three or more hours per week.	27	20

What do young people say they want from developmental relationships?

- Expand Possibilities:* Expand my horizons and connect me to opportunities.
- Explore:* Expose me to new ideas, experiences, and places.
- Connect:* Introduce me to people who can help me grow.
- Navigate:* Help me work through barriers that could stop me from achieving my goals.

Remember, developmental relationships are bi-directional! Each person in a developmental relationship both contributes and benefits!



Internal Asset Category: Positive Values

Percent of tri-town youth in grades 7-12 experiencing the **Positive Values Assets**

#	Asset Type	Definition	2005 %	2015 %
26	Caring	Young person places high value on helping other people.	42	62
27	Equality and Social Justice	Young person places high value on promoting equality and reducing hunger and poverty.	43	64
28	Integrity	Young person acts on convictions and stands up for his or her beliefs.	64	72
29	Honesty	Young person tells the truth even when it is not easy.	57	70
30	Responsibility	Young person accepts and takes personal responsibility.	54	71
31	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	35	44

What do young people say they want from developmental relationships?

- Challenge Growth:* Insist that I try to continuously improve.
- Inspire:* Help me see future possibilities for myself.
- Expect:* Make it clear that you want me to live up to my potential.
- Stretch:* Recognize my thoughts and abilities while also pushing me to strengthen them.
- Limit:* Hold me accountable for appropriate boundaries and rules.

Remember, developmental relationships are bi-directional! Each person in a developmental relationship both contributes and benefits!



Internal Asset Category: Social Competencies

Percent of tri-town youth in grades 7-12 experiencing the **Social Competency Assets**

#	Asset Type	Definition	2005 %	2015 %
32	Planning and Decision Making	Young person knows how to plan ahead and make choices.	32	39
33	Interpersonal Competence	Young person has empathy, sensitivity, and friendship skills.	43	50
34	Cultural Competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	39	40
35	Resistance Skills	Young person can resist negative peer pressure and dangerous situations.	37	52
36	Peaceful Conflict Resolution	Young person seeks to resolve conflict non-violently.	45	58

What do young people say they want from developmental relationships?

- Express Care:* Show that you like me and want the best for me.
- Be Present:* Pay attention when you are with me.
- Be Warm:* Let me know that you like being with me and express positive feelings toward me.
- Invest:* Commit time and energy to doing things for and with me.
- Show Interest:* Make it a priority to understand who I am and what I care about.
- Be Dependable:* Be someone I can count on and trust.

Remember, developmental relationships are bi-directional! Each person in a developmental relationship both contributes and benefits!



Internal Asset Category: Positive Identity

Percent of tri-town youth in grades 7-12 experiencing the
Positive Identity Assets

#	Asset Type	Definition	2005 %	2015 %
37	Personal Power	Young person feels he/she has control over "the things that happen to me".	46	50
38	Self Esteem	Young person reports having a high self-esteem.	45	52
39	Sense of Purpose	Young person reports that "my life has a purpose".	58	64
40	Positive View of Personal Future	Young person is optimistic about his/her future.	71	75



"Comparing our 2005 and 2015 survey results, our tri-town community is validated for working hard and valuing our youth. Of course, building developmental assets and developmental relationships is not a one-shot deal. Each generation of young people needs their internal assets cultivated, their external assets supported, and as many developmental relationships as they can get! The 40 Developmental Assets provide a toolkit for healthy, caring adults and peers who wish to participate in our ongoing commitment to helping children, youth, families, and thereby our whole community to thrive."

Cate Bourke, Prevention Coordinator, Tri-Town Youth Services