Components of a School-based Asset Building Movement

- Mobilizing School Staff to Build Assets
- Building Capacity to Support and Sustain Asset Building Efforts
- Supporting Principals in Achieving Long-term Change
- Weaving Assets into the Fabric of the School Community
- Engaging Young People in the Movement
- Mobilizing Parents to Build Assets
- Deepening Asset Building in Schools
- Activating Other Sectors

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Objectives

- Review the research on risk factors, protective factors and positive youth development.
- Examine the relationship between the research and high-risk behaviors and thriving indicators
- Identify practical strategies for reducing risks and increasing assets with young people, families, and staff.
- Develop a plan to initiate and support individual and institutional change

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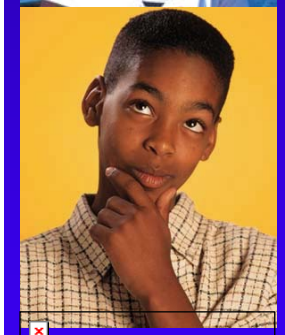

Welcome to

Building Developmental Assets in School Communities

12th Annual Violence Prevention Summer Institute

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Environment

- How adults treat young people
- How young people treat each other
- The physical environment

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Responses

- Say nothing
- Say nothing until people make a mistake and then respond with a gotcha
- Redirect them
- Positive response

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Welcome to

Becoming an Asset-Building Manager

Placentia-Yorba Linda USD

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Welcome to

Sharing the Asset Message

Garden Grove Unified School District

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Historical Shifts

From . . .	To . . .
Information	Skills
For Young People	With young people
Professional's work	Everyone's work
A curriculum	A movement

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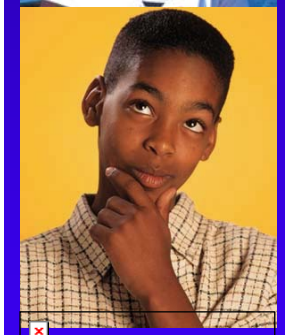

Welcome to

Deepening Assets in Schools Communities

Ventura Unified School District

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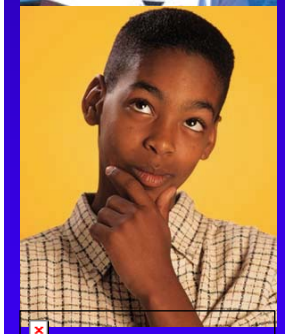

Eastside Catholic Observations

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Welcome to

Reducing Risks and Developing Assets

A Comprehensive Approach to Prevention

Educational Service District 112

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Welcome to

Becoming an Asset Building Manager

NCI Cancer Information Service

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Objectives

- Review the research on asset development.
- Examine the relationship between asset and thriving in the workplace
- Identify practical strategies for increasing assets with staff
- Develop a plan to initiate and support asset-building.

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Categories of Developmental Assets

EXTERNAL ASSETS

- support
- empowerment
- boundaries and expectations
- support for a balanced life

INTERNAL ASSETS

- commitment to learning and the organization
- positive values
- social competencies
- positive professional identity

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The Love Languages

- Physical Touch
- Words of Affirmation
- Quality Time
- Gifts
- Acts of Service

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Objectives

- Outline components of the Districts asset building initiative.
- Identify the fundamental building blocks for children, families, and staff.
- Identify practical ideas for building assets with children, families and staff.
- Plan strategies for dealing with people who are upset or angry in a manner that continues to build assets

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Levels of Relationships and Influence

- Level 1 – Basic Positive Social Interaction
- Level 2 – Taking a Personal Interest in the Student
- Level 3 – Identifying, Acknowledging, and Encouraging, Gifts & Talents
- Level 4 - Challenging Young People
- Level 5 – Focusing on Building Specific Assets
- Level 6 – Keeping In Touch Over Time

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Welcome to

Building Relationships with Children, Families & Staff

Garden Grove Unified School District

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Dealing with Angry People

- Let the person vent “I am sorry you feel that way”
- Don”t take it personally and avoid negative filters
- Be empathetic “I can see why you feel that way”
- Begin solving the problem “What I think I hear you saying is...” Let’s talk about what we can do to resolve this”
- Mutually agree on the solution
- Follow Up

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Key Questions

- What have you done?
  - Personally
  - Professionally
- What have you learned?
- What do you need?

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Welcome to

What Young People Need to Succeed

Lake County California

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Welcome to

Developing an Asset Building Community

What it Means to You, Your Organization, and Our Community

Pleasanton Unified School District
Community of Character Collaborative

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Risk Factors

- FAMILY
  history, management, conflict
  attitudes, low expectations
- INDIVIDUAL / PEER
  early aggressive behavior, friends
  attitudes, early initiation, heredity
- SCHOOL
  academic failure, school commitment
- COMMUNITY
  availability, norms, media, mobility,
  neighborhood attachment, poverty

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Key Questions

- What did you learn or re-learn?
- What surprised you?
- What concerns you the most?

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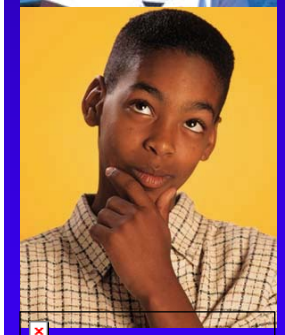

Welcome to

Rio Summit

sponsored by: Boys & Girls Clubs of Greater Oxnard Port Hueneme, Chick-Fil-A, Jersey Miles, Nancy Mayerson, Tom DeLapp. And Ventura County Office of Education

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Welcome to

An Asset Approach to Developing Hearts & Minds

Corpus Christi Independent School District

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Welcome to

Raising "Leave it to Beaver Kids" in a "Beavis and Butthead" World

Page School District

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Welcome to

Creating Great Places to Learn

Coordinated School Health Institute
Tennessee Department of Education

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Welcome to

What Young People Need to Succeed

Coalition For a Drug Free Nevada County

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Objectives

- Review the research on positive youth development.
- Examine the relationship between asset and high-risk behaviors and assets and thriving indicators
- Identify practical strategies for increasing assets with young people, families, and staff.
- Develop a plan to initiate and support asset-building.

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Welcome to

A New Tapestry in View: Social Threads

Australian Conference on Lutheran Education

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The New Three R's In Education

- Rigor
- Relevance
- Relationships

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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

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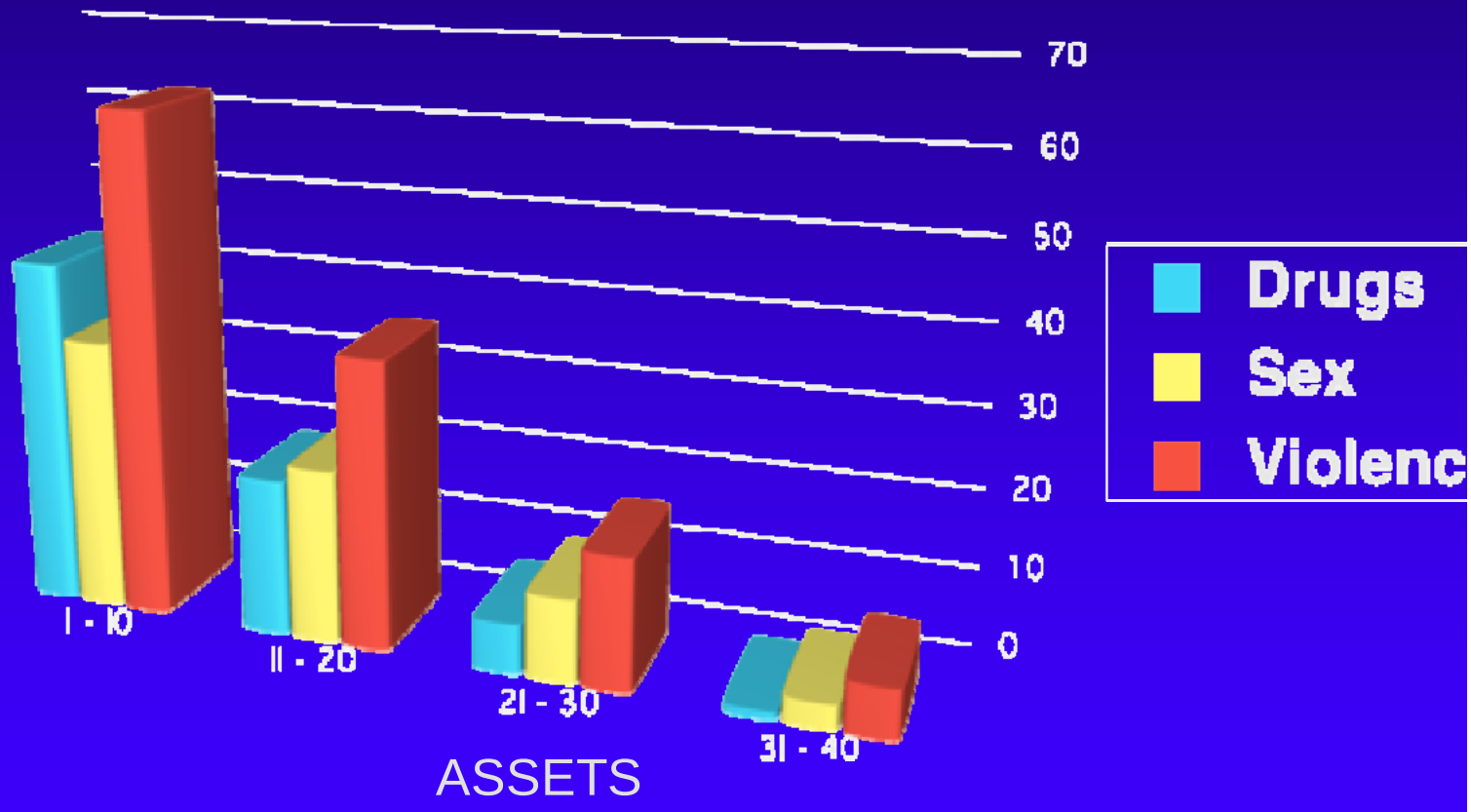
High-Risk Behaviors



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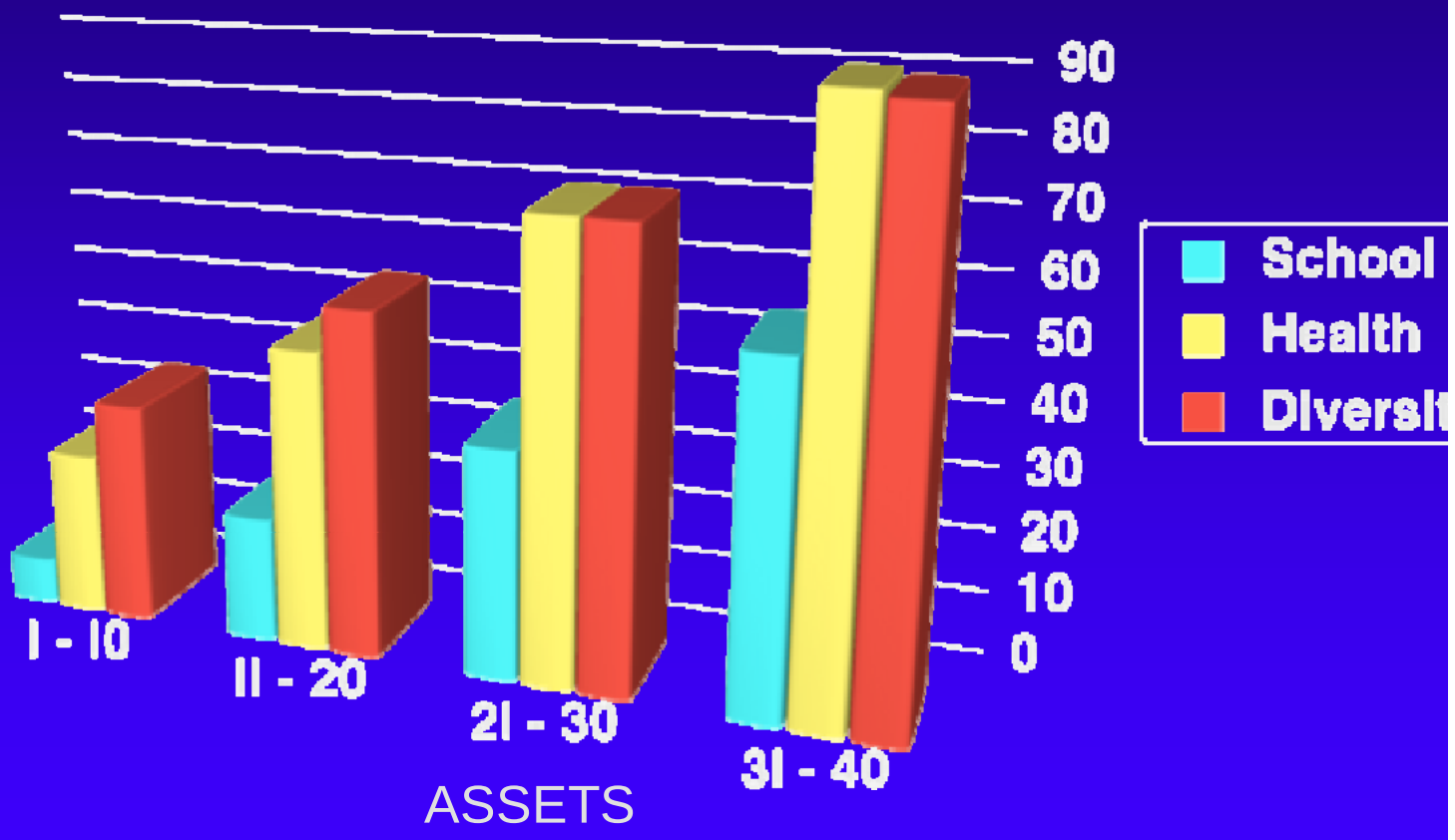
Positive Outcomes



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Boosting Student Achievement

- Developmental assets appear to have as much or more influence on student achievement as any other single school reform strategy
- For every one asset gained in the MN study students averaged a .2 grade point gain
- The assets with the strongest correlation to academic achievement and success are: 9, 17, 18, 19, and 25
- The assets with the second strongest correlation are: 15, 20, 22, 31, and 36

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Who was there for you ?

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Levels of Relationships and Influence

- Level 1 – Basic Positive Social Interaction
- Level 2 – Taking a Personal Interest in the Individual
- Level 3 – Identifying, Acknowledging, and Encouraging, Gifts & Talents
- Level 4 - Challenging People
- Level 5 – Focusing on Building Specific Assets
- Level 6 – Keeping In Touch Over Time

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The Love Languages of Children

- Physical Touch
- Words of Affirmation
- Quality Time
- Gifts
- Acts of Service

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Redirecting Inappropriate Behavior

- Take the person aside
- Use their name “Olivia”
- Express the feeling
  - “I was surprised” “I was worried” “I was disappointed”
- Identify the inappropriate behavior
  - “When you...”
- Indicate that’s not like them
  - “I often see you...” “I know you are capable of..."
- Ask
  - “what happened?”
  - “I understand how that would make you mad”
- Model
  - “Can you show me a better way?” “Let me show you how”
- Thank them

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In America Today

- Adults no longer play a role in the lives of children outside their family
- Parents are less available for their children
- We have become age segregated as a society
- Peers and the media have become more powerful shapers of values
- Institutions are suspicious of one another
- Negative portrayals of young people in the media is the norm

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Steps in Teaching Social Skills

- Motivation
- Small Steps
- Model
- Explain
- Practice
- Feedback
- Transfer
- Customize

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Refusal Skills

- Ask Questions
  - "What are we going to do?"
- Name the Trouble
  - "That's...."
- Identify Consequences
  - "If I do that..."
- Suggest Alternatives
  - "So why don't we..."
- Leave but Leave the Door Open
  - "If you change your mind..."

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To Make a Difference

- Tell the stories.
- Find the stories.
- Help them become the stories.

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The Seven Neckbones of the Giraffe Project

- Find your passion
- Create a vision.
- Analyze the obstacles and resources.
- Make the commitment.
- Make a plan.
- Take action.
- Reflect, celebrate, plan next steps.

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Creating a Movement

- Movements require committed and visionary leadership
- Movements require common vision and common language
- It's the power of a few that start movements
- Movements are "sticky"
- Movements normalize desired behaviors
- Movements require multiple messages from multiple sources over time
- The movement begins with you

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The Asset-Building Difference

From . . .	To . . .
young people's problems	young people's strengths
professionals' work	everyone's work
young people absorbing resources	young people as resources
asset building as a program	asset building as ways to interact with young people
troubled young people	all young people
accountable only for own behavior	accountable as well for other adults' behavior
incidental asset building	intentional asset building
blaming others	claiming responsibility

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Affirmations

- At least once a day I do something playful with my child
- I take the time to listen when a young person speaks to me
- At least once a week I do something to make someone's day
- Each day I'm involved in spontaneous acts of asset building
- I choose my attitude carefully each day
- I help young people to use their strengths to overcome their deficits
- I take the initiative in engaging young people positively
- I smile and make eye contact with young people as I go about my day
- Even when a child is in trouble I try to concentrate on what is right with them

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Five Action Strategies for Transforming Communities

- Engage Adults
- Mobilize Youth
- Activate Sectors
- Invigorate Programs
- Influence Civic Decisions

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Innovativeness

- Innovators 2.5%
- Early Adopters 13.5%
- Early Majority 34%
- Late Majority 34%
- Laggards 16%

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Questions for Reflection

- What is your vision for asset building in your organization?
- What is already in place?
- Where do you see gaps?

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Characteristics of an Asset Building Organization

- Visionary leadership
- Focus on strengths more than deficits
- Build assets with staff and youth
- Mobilize adults
- Engage youth more than serve youth
- Relationships more than programs
- Create an asset building environment
- Infuse assets into programs, practices, systems, and policies
- Long term not a quick fix

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Eastside Catholic Observations

- There were three asset categories where EC scored lower than the national data: caring neighbors, creative activities, and restraint.
- Even with higher levels of assets there were two asset categories where EC students did not score significantly higher: positive values and social competencies

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Eastside Catholic Observations

- EC asset levels were higher than the national average on 37 of 40 assets.
- EC was at least 10% points higher on 18 of 40 assets.
- On assets related to school there were several significant differences
  - Caring school climate + 24% points
  - School boundaries + 17% points
  - Youth programs + 32% points
  - School engagement + 15% points
  - Homework + 42% points
  - Bonding to school + 28% points

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Eastside Catholic Observations

- There were several gender specific differences in the data:
  - Reading for pleasure, girls + 18% pts.
  - Restraint, girls + 22% pts
  - Interpersonal competence, girls + 30% pts.
  - Peaceful conflict res. girls + 32% pts.
  - Safety, boys + 17% pts.
  - Self esteem, boys + 16% pts.

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Eastside Catholic Observations

- Overall EC's high risk data was well below national data but there are some areas of concern.
- Alcohol
  - 49% attend drinking parties, 28% used alcohol in the past 30 days, 22% rode with a drinking driver in the past year
- Depression and Suicide
  - 19% of girls have attempted suicide
- Violence
  - 39% of boys have been involved in three or more acts of fighting
- Gambling-
  - 43% of boys gamble

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Historical Shifts

From . . .	To . . .
Programs	People
What's wrong	What's right
Prevention	Asset/ Youth Development

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Welcome to

Take a Second. Make a Difference.

After School Leadership Conference 2007

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Welcome to

Becoming an Intentional Asset Builder

After School Leadership Conference

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Objectives

- Share your initial training experience and identify needs for future training
- Review changes in current training design
- Be actively involved in learning new strategies to deepen asset building in your schools
- Review new materials that can be used to support asset building trainings

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Refusal Skills for Self Control

- Stop what you are doing
  - "Stop." "Wait a minute."
- Name the trouble
  - "That's...."
- Identify consequences
  - "If I do that..."
- Think of something else to do, and move away from the situation
  - "Instead why don't I..."
- Give yourself credit for staying in control
  - "I did a good job."

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Check In

- Your name
- Your internal weather
- Any time constraints?
- Any elephants?
- Expectations

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Assets and No Child Left Behind

- Race/Ethnicity - Students from all racial/ethnic backgrounds with high assets are about five to 12 times as likely as those with few assets to be successful in schools
  - African American students 4.2 times
  - Asian American students 7.9 times
  - Hispanic American students 8.7 times
  - Native American students 4.7 times
  - White students 11.6 times
  - Multiracial students 8.0 times

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Welcome to

Narrowing the Achievement Gap Using Developmental Assets

San Francisco Unified School District

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Facts About Young Children and Assets

- Support - answer infants' cries immediately
- Empowerment - involve pre-schoolers' in age appropriate work and decisions
- Boundaries - give toddlers clear limits and show them how to behave
- Use of Time - provide daily exposure to art, music, and drama

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Facts About Young Children and Assets

- Learning - parents need to provide high quality toys and regular play
- Values - encourage sympathy and compassion
- Social Competencies - don't just tell children what to do, show them how
- Identity - acknowledge a child's success in areas that they value

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The Future of Prevention

From . . .	To . . .
Learning from our field	Learning from other disciplines
No tech	Hi-tech & High Touch
Preventing Problems	Preventing Problems and Developing Thriving Young People
Creating Programs	Creating Movements

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Shifts in Staff Behavior

From . . .	To . . .
Good Intentions	Good Intentions & Action
Superficial	Deeper More Meaningful
An Add On	Part of the Fabric of the School

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Service Learning

- Learning to Serve
- Serving to Learn
- Cross-age Teaching

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Target Population for Violence Prevention

- Adults
- Bystanders
- Bullies
- Victims

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Adults

- Be there
- Model Appropriate Behavior
- Take Action

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Bystanders

- Work with Peer Opinion Leaders
- Don’t give Bullies what they want
- Be heroic

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The Future of Prevention

From . . .

Changing Others

To . . .

Changing Yourself

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Bullies

- Build their assets
- Teach them self control
- Create logical consequences and be consistent

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Victims

- Build their assets
- Help them modify specific behaviors that may put them at risk

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Ten Examples of Organizational Relationship Building

- Student's Help in Hiring Staff
- Survey of Staff Assets / Asset Coaches
- Parent Conferencing Using Assets
- Staff Code of Conduct
- Invisible Mentoring
- Strength Interviews for New Students
- Post Cards / Calls Home
- Turn-Around Kids
- Influencing Appropriate Behavior

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Ten Examples of Organizational Relationship Building

- Student's Help in Hiring Staff
- Survey of Staff Assets / Asset Coaches
- Parent Conferencing Using Assets
- Staff Code of Conduct
- Invisible Mentoring
- Strength Interviews for New Students
- Post Cards / Calls Home
- Turn-Around Kids
- Influencing Appropriate Behavior
- Love Languages

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Asset Building Ideas for Coaches

- Create a Sense of Family on Your Team
  - Care about them outside their sport, retreats, levels of relationship, respect other priorities, everyone participates
- Establish a Positive Environment
  - Model the behaviors you want, address negatives in a positive way, virtues
- Focus on Player Development
  - Individual goals, affirmations, 5th quarter
- Adapt Your Style to the Player
  - Don't treat them the same, love languages, note cards
- Help Parents to be Asset Builders
  - Note cards, hoopbusters, share the assets

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Creating a Movement

- Movements require common vision and common language
- Movements require committed and visionary leadership

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Asset Building Ideas for Coaches

- Focus on Playing Up to Their Potential
- Give Players Responsibility
  - Community service project, have players run practice or drills, players help develop boundaries and expectations, coaches clinic

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Three Levels of Involvement

- Individual
  - Attitudes
  - Behavior
- Organizational
  - Relationships
  - Climate
  - Programs and Practices
- Community-wide
  - Awareness Building
  - Prioritizing
  - Conducting Community-wide Events
  - Communication
  - Coordination
  - Celebration

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Grading Grownups

- 1,500 adults surveyed
- Asked what was important to do for young people
- 37% gap between what they said was important to do and those that actually did it
- Only 5% would receive an A

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Core Values of Youth Development

- It starts with you
- Young people are our partners
- Think movement not program
- Involve the whole community
- Think intergenerational community
- Reach all people with multiple messages
- Build assets with staff
- Affirm current asset-building efforts
- Elevate the importance of service

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“We need to teach young people to be courageous.”

--- John Graham

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For More Information

- For materials visit the Search Institute website at www.search-institute.com or call 1-800-888-7828
- For training contact Vision Training at 1-800-294-4322

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Positive Affirmations

- Positive written statements
- Practiced and visualized daily
- Written as if you were already doing it well
- Shared with and supported by friends
- Reinforced with visual and auditory cues

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Positive Self Talk

- First stop negative self talk
- Adults model positive self talk out loud
- Focus on one mantra at a time
- Daily practice

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Mobilizing Staff

- Training Key Administrators and Decision Makers
- Training all Certificated Staff
- Training all Classified Staff
- Building Mentoring into Staff Evaluations
- Surveying Staff Assets

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Building Capacity to Support and Sustain Asset Building

- Training of Trainers
- Training Kit
- Asset Champions at Each Building

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Supporting Principals in Creating Long Term Change

- Principal's Support Package
- Newsletter
- Monthly Mailings
- Build into Administrative Evaluation

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Engaging Young People

- Identify Peer Opinion Leaders
- Train Key Leaders to Build Assets with Peers
- Involve Students in Decision Making and Problem Solving
- Community Service and Service Learning

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Deepening Asset Building in Schools

- Asset Mapping
- Building Internal Assets with Students
- Identifying Staff Norms
- Focusing on Specific Assets

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Activating Other Sectors

- Presentations to Key Groups
- Opening up all Trainings to the Community

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With Young Children

- Have high expectations (Emily)
- Use their imagination (Tony)
- Remember humor (Sara)
- Celebrate what's right
- Use their strengths to overcome deficits (Denver)
- When in doubt model (key)
- Use play as a teachable moment (puppets)

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Vision for the Start of School

- The First Day
  - Staff in the halls, banners and posters up, t-shirts on, greeting students and parents (level 1)
- The First Week
  - Staff know all students by name, staff working extra hard to connect with all students especially challenging students (level 2 & 3)
- The First Month
  - Staff know what's right with each student and has shared that with them and beginning to challenge them (level 3 & 4)

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Two Shifts

- People not programs
- Focus on what's right not what's wrong

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Objectives

- Identify strategies that deepen asset building and transform school communities
- Share practical examples and stories from around the country
- Develop a plan at an organizational level that contributes to positive youth development and creates an asset building movement

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Asset-Building Principles

- Asset building is a strength based model
- It is a school and community/ based model
- All young people and staff need assets
- Asset building schools focus on three areas relationships, environment, and programs and practices
- Everyone can build assets
- Think intergenerational community
- Asset-building is not a program it's a way of being
- Consistent and redundant messages are crucial
- The movement begins with you

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Objectives

- Review the history of prevention
- Examine what we have learned
- Identify what the future looks like

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Journal of School Health Data

- Connectedness to school is associated with:
  - Reduced substance abuse
  - Lower levels of violence
  - Reduced early sexual activity
- School characteristics that were associated with higher levels of connectedness include:
  - Positive classroom management
  - Participation in extracurricular activities
  - Tolerant disciplinary policies
  - Small school size

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Assets and No Child Left Behind

- Gender – The more assets females and males experience the more likely they are to have higher GPAs
- Family Income – It appears that developmental assets play an important role in helping low-income students succeed
- Family Composition – High-asset youth in St Louis Park are 13 times more likely to report succeeding in school than those with low assets

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Activate Sectors

- Montebello School District
  - Supt. Stories
  - Coordination of Three Initiatives
- Staff Norms
- Strength Interviews
- Invisible Mentoring
- Staff Asset Survey
- ?????

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Influence Civic Decisions

- Traverse City / United Way Funding
- Boise Project (ABC, NBC, Boards)
- ?????

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Invigorate Programs

- Skill Training
- Coaches Clinic
- Staff Training (feed the staff)
- Asset Mapping
- ?????

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Appreciative Inquiry

- Describe an incident when someone went the extra mile to deliver exceptional customer service.
- What made it possible?

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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

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California Healthy Kids Data

- Positive correlation between external assets and binge drinking, cigarette use, and bringing weapons to school
- Positive correlation between external assets and API quintile data
- Positive correlation between perceived safety and API quintile data

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Strategies

- Hiring of staff
- Asset conferencing
- Strength Interviews
- Catch them doing things right
- Invisible mentoring
- Skills

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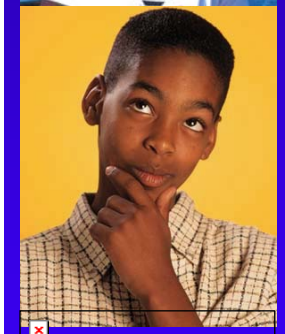

Welcome to

Asset Champions Workshop
Link and Learn

Presented by
Sacramento Office of Education
Search Institute

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St. Louis Park Data

- Almost all gender differences in assets are found in the area of internal assets
- Assets have increased and risk behaviors have decreased
- Asset gains persist over time
- Some groups of high risk students have shown dramatic reversals and have achieved good high school outcomes
- An intensive 9th grade program has produced some dramatic results

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Grading Grownups 2002

- Overall students rated adults consistently higher than adults rated themselves in engaging youth
- One dramatic exception is that young people believe adults do not report the positive behaviors of youth

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The Current Dilemma

- Do we use the Risk and Protective Factor model? ...or
- Do we use the Asset Development/ Youth Development model? ...or
- Do we use both and how do we integrate the two models?

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My Observations

- David has done a masterful job of researching and defining the risk factors
- Protective factors came later and are not as well defined
- Assets and protective factors are different
- Peter has done for assets what David did for risk factors
- David's work is focused more on programs and Peter's work on mobilizing individuals

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- David has programs and research to back those programs Peter does not
- The Asset Development Strategy is a stronger model than the Social Development Strategy
- There are proven programs that build assets
- The best approach is to reduce risks while at the same time you increase assets
- We should employ both individuals and programs to do this work
- More research is needed

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Ideas and Inspirations From Around the Country

- Board Policy
- Superintendent's Commitment
- Survey of Staff Assets
- Individual Staff Personal Asset Plan
- Invisible Mentoring
- Youth Hiring Staff
- Parent Conferencing Using Assets
- Assets in School Improvement Plans
- Staff Code of Conduct Based on Assets
- Strength Interviews

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Programs and Practices

- Which programs and practices already exist in my school?
- Which assets do they promote?
- How can I use these programs and practices more intentionally to build assets?

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My Vision

- More support for risk reduction with certain risks targeted
- A common list of protective factors that is more like the asset list
- Modify or eliminate the social development strategy
- Better marketing of proven programs and practices that are practical and have been successfully replicated
- Acknowledge that it is programs and more that make a difference and fund both

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My Vision (continued)

- Develop a common instrument that would better measure risks and assets
- David and Peter B pooling their enormous talents for kids

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Objectives

- To share a vision and specific examples of what “going deeper” might include
- To provide an opportunity for participants to share stories and examples of that work in their schools
- To provide examples of programs and practices that can build specific assets with students in schools

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Write a Note

- Tell the person what you appreciate and be specific
- Thank them
- Encourage them to do it for others because it makes a difference

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Examples from Lighthouse Schools

- Board policy
- All administrators trained
- Asset building time on supts. Monthly meeting agenda
- Teams trained to share the asset message
- All guidance staff with in-depth training
- Vision teams at each building
- Coordinator identified at each school

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Lighthouse Schools cont.

- Plan for each building
  - Assets prioritized
  - Asset mapping completed
  - Assets included in school improvement plan
- Programs and practices targeting specific assets (youth friends)
- Agreement on staff norms
- Survey of staff and their assets
- Student asset training
- On-going training for trainers
- On-going assessment of student asset levels
- Asset stories captured and shared
- Annual survey of needs

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Ten Initial Steps to Increase Asset-Building in Schools

- Provide training for all staff and volunteers.
- Post assets prominently.
- Begin staff meetings with asset building stories.
- Include assets in parent communication and conferences.
- Present assets to the community.
- Involve students in the staff hiring process.
- Include asset building in the staff evaluation process.
- Begin an invisible mentoring program.
- Involve staff in asset mapping.
- Involve students in writing notes to asset builders in their lives.

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Develop a Marketing Plan

- Who will you involve?
- How will you make it sticky?
- What strategies will you use over the year to insure consistent, redundant messages?

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Marketing Strategies

- Events
  - Inservice training
  - Student survey
  - Book study groups
  - Link & Learns
  - Staff asset survey
- Practices
  - Starting meetings with asset stories
  - Staff code of conduct
  - Invisible mentoring
  - Awards and letters (staff & student)
  - Parent conferences starting with assets
  - Campaign with a slogan
  - Students involved in hiring staff
  - Staff evaluations focus on mentoring

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Marketing Strategies cont.

- Publications
  - Newsletter (staff & students)
  - Posters
  - Resource library for staff & parents
  - Brochures
  - Stickers
- Media
  - TV & radio spots
  - Billboards
- Gadgets
  - Mouse pads
  - Magnets
  - T-shirts
  - Calendars
  - Mugs

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Ways to Make a Difference

- Say hi to someone.
- Invite someone to have lunch with you.
- Congratulate someone on a job well done or an achievement.
- Attend an event with someone of a different generation.
- Support someone who needs to talk.
- Refer someone who's in trouble to a counselor.
- Send a thank-you note to someone who made a difference.
- Ask someone to teach you something that that person does well.

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Vision for Douglas County

- Every young person has an adult in their life who thinks the world of them
- Intergenerational interaction is the norm
- Youth serving organizations define their work using the assets
- People on the street speak a common language
- Young people lead the movement
- Adults know it is their role and responsibility as a community member
- It is a right of passage to pay it forward

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Sharing Progress

- What have you done? (professionally and personally)
- So what have you learned?
- Now what do you need from today to support and deepen your efforts?

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Lessons Learned

- It requires two critical shifts in thinking
- Asset-Building is a journey of personal transformation
- It's more than being nice to each other
- Not to equate financial assets with developmental assets
- It's about creating great environments
- Creating a movement takes persistence
- The power of the few
- How to make it sticky
- Movements take on a life of their own
- The wisdom of young people

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Going Deeper Includes:

- Asset Mapping and Assessment
- Policy and Mission Connections
- Vision of an Asset-Building School
- On-going Training and Awareness
- Feeding the Staff
- Code of Conduct for Staff
- Involving Students
- Prioritizing Assets
- Long Range Plan

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Young Peoples Roles

- Researchers
- Setting the tone
  - Posters
  - Music
  - Greeters
  - Registration
- Facilitating/ Presenting
  - Facilitators
  - Story tellers
  - Role Players

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Social Change Process

- Receptivity
- Awareness
- Mobilization
- Action
- Continuity

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Planning Steps

- Are you familiar with the asset model and can you share the message effectively?
- Have you created a leadership group?
- Have you assessed your community's readiness?
- Have you developed a mission and vision?
- Have you developed a plan to build awareness?
- Have you set priorities and goals and objectives?
- Have you created an action plan and begun to act?
- Have you established ways to evaluate elements of your initiative?
- Have you found ways to celebrate your successes?

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Creating an Asset-Rich Environment

- staff in hallways
- doors open
- all staff and volunteers trained
- hall-friendliness the norm
- assets posted
- students involved in building assets
- assets part of evaluations
- physical environment warm and inviting

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Potential Topics

- Developing a vision / mission for your organization or community
- Assessing your organizations / communities readiness
- Building an inclusive movement
- Prioritizing assets
- Developing broad based youth involvement
- Link & Learn
- Sharing the asset message
- Team planning

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Research on Effective Schools

- Class Size
- School Size
- Warm and Caring Environment
- Parent Involvement
- A Significant Adult
- High Standards

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Personal Change is More Likely to Happen When

- You begin your day with a focus on what you want to change
- You visualize yourself being successful in making that change
- You have constant reminders to make the change
- You publicly commit to that change
- You have support from your peers in making that change

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Policies and Procedures

- Board Policy Supporting Asset Development
- Involving Young People in Decision Making
- Hiring With Student Input
- Staff Code of Conduct
- Evaluations Including Mentoring as a Criterion
- Starting Meetings with Asset Stories
- Build Assets for Staff
- Training for all Staff and Volunteers
- Strength Interviews with Students
- Involving Parents and Community in Building Assets

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Creating a Climate

- Music
- Inspirational Sayings
- Greeters
- Agreements
- Packets
- Name Tags
- Food

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