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
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.
Welcome to
Building Developmental Assets in School Communities
12th Annual Violence Prevention Summer Institute
Environment

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

- Say nothing
- Say nothing until people make a mistake and then respond with a gotcha
- Redirect them
- Positive response
Welcome to
Becoming an Asset-Building Manager
Placentia-Yorba Linda USD
Welcome to
Sharing the Asset Message
Garden Grove Unified School District
Historical Shifts

From . . .
Information
For Young People
Professional’s work
A curriculum

To . . .
Skills
With young people
Everyone’s work
A movement
Welcome to Reducing Risks and Developing Assets
A Comprehensive Approach to Prevention

Educational Service District 112
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.
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
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.
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
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
Key Questions

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

What Young People Need
to Succeed

Lake County California
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
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
Key Questions

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

An Asset Approach to Developing Hearts & Minds

Corpus Christi Independent School District
Welcome to
Raising “Leave it to Beaver Kids” in a “Beavis and Butthead” World
Page School District
Welcome to

Creating Great Places to Learn

Coordinated School Health Institute
Tennessee Department of Education
Welcome to
What Young People Need to Succeed
Coalition For a Drug Free Nevada County
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.
Welcome to

A New Tapestry in View:
Social Threads

Australian Conference on Lutheran Education
The New Three R’s In Education

- Rigor
- Relevance
- Relationships
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
High-Risk Behaviors

[Graph showing the comparison of different behaviors across different age groups]

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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.
Who was there for you?
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
The Love Languages of Children

- Physical Touch
- Words of Affirmation
- Quality Time
- Gifts
- Acts of Service
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
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
Steps in Teaching Social Skills

- Motivation
- Small Steps
- Model
- Explain
- Practice
- Feedback
- Transfer
- Customize
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...”
To Make a Difference

- Tell the stories.
- Find the stories.
- Help them become the stories.
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.
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 . . .
- young people’s problems
- professionals’ work
- young people absorbing resources
- asset building as a program
- troubled young people
- accountable only for own behavior
- incidental asset building
- blaming others

To . . .
- young people’s strengths
- everyone’s work
- young people as resources
- asset building as ways to interact with young people
- all young people
- accountable as well for other adults’ behavior
- intentional asset building
- claiming responsibility
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
Five Action Strategies for Transforming Communities

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

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

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

From . . .

Programs
What’s wrong
Prevention

To . . .

People
What’s right
Asset/ Youth Development
Welcome to

Take a Second. Make a Difference.

After School Leadership Conference 2007
Welcome to

Becoming an Intentional Asset Builder

After School Leadership Conference
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
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.”
Check In

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

Narrowing the Achievement Gap Using Developmental Assets

San Francisco Unified School District
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
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
The Future of Prevention

From . . .
Learning from our field
No tech
Preventing Problems
Creating Programs

To . . .
Learning from other disciplines
Hi-tech & High Touch
Preventing Problems and Developing Thriving Young People
Creating Movements
Shifts in Staff Behavior

From . . .

Good Intentions
Superficial
An Add On

To . . .

Good Intentions & Action
Deeper More Meaningful
Part of the Fabric of the School
Service Learning

- Learning to Serve
- Serving to Learn
- Cross-age Teaching
Target Population for Violence Prevention

- Adults
- Bystanders
- Bullies
- Victims
Adults

- Be there
- Model Appropriate Behavior
- Take Action
Bystanders

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

From . . .
Changing Others

To . . .
Changing Yourself
Bullies

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

- Build their assets
- Help them modify specific behaviors that may put them at risk
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
Ten Examples of Organizational Relationship Building

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- Post Cards / Calls Home
- Turn-Around Kids
- Influencing Appropriate Behavior
- Love Languages
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
Creating a Movement

- Movements require common vision and common language
- Movements require committed and visionary leadership
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
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
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
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
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
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
Positive Self Talk

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

- Training Key Administrators and Decision Makers
- Training all Certificated Staff
- Training all Classified Staff
- Building Mentoring into Staff Evaluations
- Surveying Staff Assets
Building Capacity to Support and Sustain Asset Building

- Training of Trainers
- Training Kit
- Asset Champions at Each Building
Supporting Principals in Creating Long Term Change

- Principal’s Support Package
- Newsletter
- Monthly Mailings
- Build into Administrative Evaluation
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
Deepening Asset Building in Schools

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

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

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

Montebello School District
  - Supt. Stories
  - Coordination of Three Initiatives

Staff Norms

Strength Interviews

Invisible Mentoring

Staff Asset Survey

??????
Influence Civic Decisions

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

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

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

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

Asset Champions Workshop
Link and Learn

Presented by
Sacramento Office of Education
Search Institute
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.
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.
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?
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.
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
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
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?
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
My Vision (continued)

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

- Board policy
- All administrators trained
- Asset building time on supt's. 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
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
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.
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?
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
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
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.
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
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?
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
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
Young Peoples Roles

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

- Receptivity
- Awareness
- Mobilization
- Action
- Continuity
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?
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
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
Research on Effective Schools

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

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