**CHILD/YOUTH DEVELOPMENT (Ages 3-5)**
United Way of Genesee County

**SUPPORT**
- 1 Family life provides high levels of love and support.
- 2 Parent(s) and child communicate positively. Child seeks out parent(s) for assistance with difficult tasks or situations.
- 3 Child receives support from at least one non-parental adult. Parent(s) have support from individuals outside the home.
- 4 Child experiences caring neighbors. Child is in caring, encouraging environments outside the home.
- 5 Parent(s) are actively involved in helping young child succeed in situations outside the home.

**EMPOWERMENT/SAFETY**
- 7 Parent(s) and other adults value and appreciate children.
- 8 Parent(s) and other adults take child into account when making decisions and gradually include the child in decisions.
- 9 The family regularly schedules time together in the community.
- 10 Child always has a safe environment at home, in out-of-home settings, and in the neighborhood.

None of these characteristics will be considered for funding.

**BOUNDARIES AND EXPECTATIONS**
- 11 Family has clear rules and consequences. Family monitors the child and consistently demonstrates appropriate behavior through modeling and limit setting.
- 12 Neighbors, childcare, preschool, and community provide clear rules and consequences.
- 13 Neighbors take responsibility for monitoring the child’s behavior.
- 14 Parent(s) and other adults model positive, responsible behavior.
- 15 Child interacts with other children who are encouraged and promoted. Child is given opportunities to play with other children in a safe, well-supervised setting.
- 16 Adult have realistic expectations of development at this age. Parent(s), caregivers, and other adults encourage child to develop his or her unique talents.

Programs dealing with characteristics 11, 14, 15, and 16 will be considered for funding.

**CONSTRUCTIVE USE OF TIME**
- 17 Child participates in music, art, or dramatic play on a daily basis.
- 18 Child interacts with children outside of the family. Family attends events with the child’s needs in mind.
- 19 Child is supervised by an adult at all times. Child spends most evenings and weekends at home with parent(s) in predictable, fun and enjoyable routines.

Programs that deal with characteristics 17 & 18 will be considered for funding.

**COMMITMENT TO LEARNING**
- 20 Parent(s) and other adults convey and reinforce expectations to do well at work, at school, in the community, and with the family.
- 21 The family models responsive and attentive attitudes at work, at school, in the community, and at home.
- 22 Parent(s) and other adults encourage the child to explore and provide stimulating toys that match the child’s emerging skills. Parent(s) and other adults are sensitive to the child’s level of development.
- 23 Child is encouraged to express sympathy for someone who is distressed and to share his or her possessions.
- 24 Child is read to by a caring adult at least 30 minutes a day.

Programs that deal with characteristics 22 & 24 will be considered for funding.

**POSITIVE VALUES**
- 25 Child is encouraged to express sympathy for someone who is distressed and to share his or her possessions.
- 26 Parent(s) place a high value on promoting equality and reducing hunger and poverty and model these beliefs.
- 27 Parent(s) act on convictions and stand up for their beliefs, and communicate and model this in the family.
- 28 Child learns the difference between truth and lies.
- 29 Child learns that actions have an effect on other people.
- 30 Parent(s) and other adults model, monitor, and teach the importance of good health habits. Child learns healthy sexual attitudes and beliefs and to respect others.

Programs dealing with characteristics 29 & 30 will be considered for funding.

**SOCIAL COMPETENCIES**
- 31 Child begins to make simple choices, solve simple problems, and develop simple plans at age appropriate level.
- 32 Child plays and interacts with other children and adults. Child freely expresses feelings and is taught to articulate feelings verbally. Parent(s) and other adults model and teach empathy.
- 33 Child is positively exposed to information and people of different cultural/racial/ethnic backgrounds. Child is taught to resist participating in behavior that is inappropriate or dangerous.
- 34 Child is taught to resist participating in behavior that is inappropriate or dangerous.
- 35 Parent(s) and other adults model peaceful conflict resolution. Child is taught and begins to practice nonviolent, acceptable ways to deal with challenging and frustrating situations.
- 36 Child communicates with clarity (consistent with its developmental level).

All characteristics in this category will be considered for funding.

**POSITIVE IDENTITIES**
- 37 Parent(s) feel they have control over things that happen to them and model coping skills, demonstrating healthy ways to deal with frustrations and challenges.
- 38 Parent(s) model self-esteem and create an environment where the child can develop positive self-esteem, giving the child positive feedback and reinforcement about skills and competencies.
- 39 Parent(s) report that their lives have purpose and model these beliefs through their behaviors. Parent(s) are optimistic about their personal future and work to provide a positive future for the child.

All characteristics in this category will be considered for funding.

**HEALTH CARE**
- 41 Parent(s) establish child with health care professionals.
- 42 Child is covered by comprehensive insurance.
- 43 Parent(s) practice preventative health and fitness habits and model this behavior.

None of these characteristics in this category will be considered for funding.

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Adapted from: The SEARCH Institute’s 40 Developmental Assets (1996) and the MSU Outreach Partnerships & Catholic Social Services of Lansing/St. Vincent Home ZOOM Team (2002)

THE CHARACTERISTICS IN BOLD WILL BE CONSIDERED FOR FUNDING. THE NON-BOLDED ITEMS MAY CONSIDERED IF A CASE FOR FUNDING IS MADE.
## CHILD/YOUTH DEVELOPMENT (Ages 3-5)

United Way of Genesee County

<table>
<thead>
<tr>
<th>SAFE</th>
<th>Research has shown that children who are safe have 11 to 29 of the 40 developmental assets</th>
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<th>POSITIVE IDENTITIES</th>
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<tbody>
<tr>
<td>1</td>
<td>Family life provides an inconsistent level of love and support.</td>
<td>7 Parent(s) and other adults inconsistently value and appreciate children.</td>
<td>11 Family has some rules and consequences. Family monitors the child and sometimes demonstrates appropriate behavior through modeling and limit setting.</td>
<td>17 Child participates in music, art, or dramatic play on a monthly basis. 18 Child sometimes interacts with children outside of the family. Family attends events with the child. 19 Child is mostly supervised by an adult at all times. Child spends some evenings and weekends at home with parent(s) in predictable, fun and enjoyable routines.</td>
<td>20 Parent(s) convey and reinforce expectations to do well at work, at school, in the community and with the family. 21 The family models responsive and attentive attitudes at work, at school, and at home. 22 Parent(s) encourage the child to explore and provide stimulating toys. Parent(s) are mostly sensitive to the child’s level of development. 23 Parent(s) encourage learning and engage the child in learning activities. 24 Child is ready to be a caring adult at least 10 minutes a day.</td>
<td>25 Child is sometimes encouraged to express sympathy for someone who is distressed and to share his or her possessions. 26 Parent(s) place some value on promoting equality and reducing hunger and poverty and model these beliefs. 27 Parent(s) try to act on convictions and stand up for their beliefs, and sometimes communicate and model this in the family. 28 Child learns the difference between truth and lying. 29 Child learns that actions have an effect on other people. 30 Parent(s) try to model, monitor, and teach the importance of good health habits. Child learns healthy sexual attitudes and beliefs and to respect others.</td>
<td>31 Child sometimes attempts to make simple choices, solve simple problems, and develop simple plans at age appropriate level. 32 Child sometimes plays and interacts with other children and adults. Child respects others. 33 Child is sometimes exposed to information and people of different cultural/racial/ethnic backgrounds. 34 Child is told to resist participating in behavior that is inappropriate or dangerous. 35 Parent(s) and other adults try to model peaceful conflict resolution. Child is told to practice nonviolent, acceptable ways to deal with challenging and frustrating situations. 36 Child sometimes communicates with clarity (consistent with its developmental level).</td>
<td>37 Parent(s) feel they have some control over things that happen to them and model minimal coping skills, demonstrating some healthy ways to deal with frustrations and challenges. 38 Parent(s) model some self-esteem and create an environment where the child might develop positive self-esteem, giving the child some positive feedback and reinforcement about skills and competencies. 39 Parent(s) report that their lives have some purpose and model these beliefs through their behaviors. 40 Parent(s) are semi-optimistic about their personal future and work to provide a somewhat positive future for the child.</td>
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Adapted from: The SEARCH Institute’s 40 Developmental Assets (1996) and the MSU Outreach Partnerships & Catholic Social Services of Lansing/St. Vincent Home ZOOM Team (2002)

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<td>1 Family life is unable to provide consistent levels of love and support.</td>
<td>2 Parent(s) and child communicate negatively. Child rarely seeks out parent(s) for assistance with difficult tasks or situations.</td>
<td>3 Child rarely receives support from a non-parental adult. Parent(s) have little or no support from individuals outside the home.</td>
<td>4 Child rarely experiences caring neighbors.</td>
<td>5 Child is rarely in a safe environment at home, in out-of-home settings, or in the neighborhood.</td>
<td>6 Child rarely has a safe environment at home, in out-of-home settings, or in the neighborhood.</td>
<td>7 Child does not participate in music, art, or dramatic play.</td>
<td>8 Child rarely interacts with children outside of the family. Family seldom attends events with the child’s needs in mind.</td>
<td>9 The family never serves others in the community, separately or together.</td>
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<td>7 Parent(s) and other adults rarely value and appreciate children.</td>
<td>8 Parent(s) and other adults seldom take child into account when making decisions and rarely include the child in decisions.</td>
<td>9 The family never serves others in the community, separately or together.</td>
<td>10 Child rarely has a safe environment at home, in out-of-home settings, or in the neighborhood.</td>
<td>11 Family has few rules and consequences. Family rarely monitors the child and does not demonstrate appropriate behavior through modeling and limit setting.</td>
<td>12 Neighbors, childcare, preschool, and community are not involved in providing clear rules and consequences.</td>
<td>13 Neighbors rarely take responsibility for monitoring the child’s behavior.</td>
<td>14 Neither parent(s) nor other adults model positive, responsible behavior.</td>
<td>15 Child interactions with other children are not encouraged and promoted. Child is rarely given opportunities to play with other children in a safe, well-supervised setting.</td>
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<td>17 Child does not participate in music, art, or dramatic play.</td>
<td>18 Child rarely interacts with children outside of the family. Family seldom attends events with the child’s needs in mind.</td>
<td>19 Child is not supervised by an adult at all times. Child spends most evenings and weekends at home with parent(s) with no predictable, fun and enjoyable routines.</td>
<td>20 Parent(s) and other adults seldom convey or reinforce expectations to do well at work, at school, and with the family.</td>
<td>21 The family does not model responsive and attentive attitudes at work, at school, in the community, and at home.</td>
<td>22 Parent(s) and other adult rarely encourage the child to explore and do not provide stimulating toys that match the child’s emerging skills. Parent(s) and other adults are insensitive to the child’s level of development.</td>
<td>23 Parent(s) and other adults do not enjoy learning and rarely engage the child in learning activities.</td>
<td>24 Child is rarely read to by a caring adult.</td>
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<td>24 Child is rarely read to by a caring adult.</td>
<td>25 Child is rarely encouraged to express sympathy for someone who is distressed or to share his or her possessions.</td>
<td>26 Parent(s) place little to no value on promoting equality and reducing hunger and poverty and do not model these beliefs.</td>
<td>27 Parent(s) rarely act on convictions or stand up for their beliefs, thereby not communicating and modeling this in the family.</td>
<td>28 Child thinks there is a difference between truth and lying.</td>
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<td>28 Child thinks there is a difference between truth and lying.</td>
<td>29 Child does not learn that actions have an effect on other people.</td>
<td>30 Parent(s) and other adults rarely model, monitor, or teach the importance of good health of good health habits. Child does not learn healthy sexual attitudes and beliefs or to respect others.</td>
<td>31 Child is rarely in a safe environment at home, in out-of-home settings, or in the neighborhood.</td>
<td>32 Child rarely plays and interacts with other children and adults. Child does not express feelings and is not taught to articulate feelings verbally. Parent(s) and other adults do not model and teach empathy.</td>
<td>33 Child is not positively exposed to information and people of different cultural/racial/ethnic backgrounds.</td>
<td>34 Child is not taught to resist participating in behavior that is inappropriate or dangerous.</td>
<td>35 Parent(s) and other adults do not model nonviolent, acceptable ways to deal with challenging and frustrating situations.</td>
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<td>38 Parent(s) model no self-esteem and create an environment where the child cannot develop positive self-esteem, giving the child negative or no feedback and reinforcement about skills and competencies.</td>
<td>39 Parent(s) report that their lives have little purpose and model these beliefs through their behaviors.</td>
<td>40 Parent(s) are pessimistic about their personal future and work to provide a negative future for the child.</td>
<td>41 Child is never in contact with health care professionals unless there is an emergency.</td>
<td>42 Child is not covered by any insurance.</td>
<td>43 Parent(s) do not practice preventative health and fitness habits.</td>
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