## SUPPORT

1. Family life provides high levels of love and support.
2. Youth and his and her parent(s) communicate positively, and youth is willing to seek advice and counsel from parent(s).
3. Youth receives support from three or more non-parental adults.
4. Youth experiences caring neighbors.
5. School provides a caring, encouraging environment.
6. Parent(s) are actively involved in helping youth succeed in school.

**Programs dealing with characteristics 2 and 3 will be considered for funding.**

## EMPOWERMENT/SAFETY

7. Youth perceives that adults in the community value youth.
8. Youth are given useful roles in the community.
9. Youth serves in the community one or more hours per week.
10. Youth feels safe at home, at school, and in the neighborhood.

Programs that deal with characteristics 8 & 9 will be considered for funding.

## BOUNDARIES AND EXPECTATIONS

11. Family has clear rules and consequences and monitors the youth’s whereabouts.
12. School provides clear rules and consequences.
13. Neighbors take responsibility for monitoring youth’s behavior.
14. Parent(s) and other adults model positive, responsible behavior.
15. Youth’s best friends model positive, responsible behavior.
16. Both parent(s) and teachers encourage the youth to do well.
17. Parent(s) understand age appropriate development and how to respond to the youth’s challenges.

Programs that deal with characteristic 18 will be considered for funding.

18. Youth spends six or more hours per week in cultural, recreational and/or community service activities.
19. Youth is out with friends “with nothing special to do” two or fewer nights per week.

Programs dealing with characteristic 18 will be considered for funding.

## CONSTRUCTIVE USE OF TIME

20. Youth is motivated to do well in school.
21. Youth is actively engaged in learning.
22. Youth reports doing at least one hour of homework every school day.
23. Youth cares about his or her school.
24. Youth reads for pleasure three or more hours per week.

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

## COMMITMENT TO LEARNING

25. Youth places high value on helping other people.
26. Youth places high value on promoting equality and reducing hunger and poverty.
27. Youth acts on convictions and stands up for his or her beliefs.
28. Youth tells the truth “even when it is not easy”.
29. Youth accepts and takes personal responsibility.
30. Youth believes it is important not to be sexually active or to use alcohol or other drugs.

Programs that deal with characteristics 25, 29 and 30 will be considered for funding.

## POSITIVE VALUES

31. Youth knows how to plan ahead and make choices.
32. Youth has empathy, sensitivity, and friendship skills.
33. Youth has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
34. Youth can resist negative peer pressure and dangerous situations.
35. Youth seeks to resolve conflict nonviolently.
36. Youth communicates with clarity.
37. Youth effectively analyzes most problems and selects appropriate solutions on own.
38. Youth follows the rules/laws consistently.
39. Youth acts as an independent, responsible citizen.
40. Youth can consistently and independently identify and access resources.
41. Youth exercises consistent independent and appropriate choice and control over the use of resources.

All of these characteristics will be considered for funding.

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**THRIVING**

Research has shown that youth who are thriving have 30 or more of the 40 developmental assets.

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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)
### SAFE

Research has shown that Youth who are safe have 11 to 29 of the 40 developmental assets.

<table>
<thead>
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<th>SPECIAL COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Family life provides some level of love and support.</td>
<td>7 Youth perceives that a few adults in the community value youth.</td>
<td>11 Family has some rules and consequences and sometimes monitors the youth’s whereabouts.</td>
<td>18 Youth spends at least one hour per week in cultural, recreational and/or community service activities.</td>
<td>20 Youth is somewhat motivated to do well in school.</td>
<td>25 Youth places some value on helping other people.</td>
<td>31 Youth has an idea how to plan ahead and make choices.</td>
</tr>
<tr>
<td>2 Youth and his or her parent(s) sometimes communicate and youth is sometimes willing to seek advice and counsel from parent(s).</td>
<td>8 A few youth are given useful roles in the community.</td>
<td>12 School provides some rules and consequences.</td>
<td>19 Youth is out with friends “with nothing special to do” at least three nights per week.</td>
<td>21 Youth is moderately engaged in learning.</td>
<td>26 Youth places some value on promoting equality and reducing hunger and poverty.</td>
<td>32 Youth has minimal empathy, sensitivity, and friendship skill.</td>
</tr>
<tr>
<td>3 Youth sometimes receives support from non-parental adults.</td>
<td>9 Youth serves in the community one or more hours per month.</td>
<td>13 Neighbors occasionally take responsibility for monitoring youth’s behavior.</td>
<td>22 Youth reports doing at least one hour of homework every week.</td>
<td>22 Youth sometimes cares about his or her school.</td>
<td>27 Youth sometimes acts on convictions and stands up for his or her beliefs.</td>
<td>33 Youth has minimal knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</td>
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<td>4 Youth occasionally experiences caring neighbors.</td>
<td>10 Youth feels safe at home, at school, or in the neighborhood.</td>
<td>14 Parent(s) and other adults sometimes model positive, responsible behavior.</td>
<td>23 Youth sometimes cares about his or her school.</td>
<td>24 Youth reads for pleasure three or more hours per month.</td>
<td>28 Youth sometimes tell the truth “even when it is not easy”.</td>
<td>34 Youth can sometimes resist negative peer pressure and dangerous situations.</td>
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<td>5 School provides a somewhat caring, somewhat encouraging environment.</td>
<td>6 Parent(s) are moderately involved in helping youth succeed in school.</td>
<td>15 Youth’s best friends sometimes model positive, responsible behavior.</td>
<td>25 Youth sometimes acts on convictions and stands up for his or her beliefs.</td>
<td>29 Youth sometimes accepts and takes personal responsibility.</td>
<td>35 You usually seeks to resolve conflict nonviolently.</td>
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<td>8 A few youth are given useful roles in the community.</td>
<td>16 Both parent(s) and teachers sometimes encourage the youth to do well.</td>
<td>30 Youth sometimes believes it is important not to be sexually active or to use alcohol or other drugs.</td>
<td>36 Youth sometimes acts as an independent, responsible citizen.</td>
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<td>9 Youth serves in the community one or more hours per month.</td>
<td>10 Youth feels safe at home, at school, or in the neighborhood.</td>
<td>17 Parent(s) understand age appropriate development with assistance.</td>
<td>37 Youth sometimes follows the rules/laws.</td>
<td>37 Youth sometimes acts as an independent, responsible citizen.</td>
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<td>11 Family has some rules and consequences and sometimes monitors the youth’s whereabouts.</td>
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<td>40 Youth can sometimes independently identify and access resources.</td>
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**MSU Outreach Partnerships/United Way of Genesee County**

December 13, 2002

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 BE CONSIDERED IF A CASE FOR FUNDING IS MADE.
### AT-RISK Research
Has shown that youth who are at-risk have ten or fewer of the 40 developmental assets

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<tbody>
<tr>
<td>1 Family life provides limited/no level of love and support. Youth is unwilling to seek advice and counsel from parent(s).</td>
<td>7 Youth perceives that adults in the community do not value youth. 8 Youth are not given useful roles in the community. 9 Youth does not serve in the community. 10 Youth does not feel safe at home, at school, or in the neighborhood.</td>
<td>11 Family does not have rules and consequences or monitor the youth’s whereabouts. 12 School does not provide clear rules and consequences. 13 Neighbors do not take responsibility for monitoring youth’s behavior. 14 Parent(s) and other adults do not model positive, responsible behavior. 15 Youth’s best friends do not model positive, responsible behavior. 16 Neither parent(s) nor teachers encourage the youth to do well. 17 Parent(s) do not understand age appropriate development.</td>
<td>18 Youth spends less than one hour per week in cultural, recreational and or community service activities. 19 Youth is out with friends “with nothing special to do” about five nights per week.</td>
<td>20 Youth is not motivated to do well in school. 21 Youth is not actively engaged in learning. 22 Youth does not report doing homework. 23 Youth does not care about his or her school. 24 Youth never reads for pleasure.</td>
<td>25 Youth does not place value on helping other people. 26 Youth does not place value on promoting equality and reducing hunger and poverty. 27 Youth does not act on convictions and stands up for his or her beliefs. 28 Youth does not tell the truth “even when it is not easy”. 29 Youth does not accept or take personal responsibility. 30 Youth has no belief that it is important not to be sexually active or to use alcohol or other drugs.</td>
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