

‘42’ DEVELOPMENTAL ASSETS

| | Asset Type | Asset Name and Definition |
|------------------------------------|--------------------------------------|--|
| External Assets (Supports) | Support | 1. Family Support - Family life provides high levels of love and support. 2. Positive Family Communication - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). 3. Other Adult Relationships - Young person receives support from three or more nonparent adults. 4. Caring Neighborhood - Young person experiences caring neighbors. 5. Caring School Climate - School provides a caring, encouraging environment. 6. Parent Involvement in Schooling - Parent(s) are actively involved in helping young person succeed in school. |
| | Empowerment | 7. Community Values Youth - Young person perceives that adults in the community value youth. 8. Youth as Resources - Young people are given useful roles in the community. 9. Service to Others - Young person serves in the community one hour or more per week. 10. Safety - Young person feels safe at home, at school, and in the neighborhood. |
| | Boundaries & Expectations | 11. Family Boundaries - Family has clear rules and consequences and monitors the young person’s whereabouts. 12. School Boundaries - School provides clear rules and consequences. 13. Neighborhood Boundaries - Neighbors take responsibility for monitoring young people’s behavior. 14. Adult Role Models - Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence - Young person’s best friends model responsible behavior. 16. High Expectations - Both parent(s) and teachers encourage the young person to do well. |
| | Constructive Use of Time | 17. Creative Activities - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community - Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home - Young person is out with friends “with nothing special to do” two or fewer nights per week. |
| Internal Assets (Strengths) | Commitment to Learning | 21. Achievement Motivation - Young person is motivated to do well in school. 22. School Engagement - Young person is actively engaged in learning. 23. Homework - Young person reports doing at least one hour of homework every school day. 24. Bonding to School - Young person cares about her or his school. 25. Reading for Pleasure - Young person reads for pleasure three or more hours per week. |
| | Positive Values | 26. Caring - Young person places high value on helping other people. 27. Equality and Social Justice - Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity - Young person acts on convictions and stands up for her or his beliefs. 29. Honesty - Young person “tells the truth even when it is not easy.” 30. Responsibility - Young person accepts and takes personal responsibility. 31. Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| | Social Competencies | 32. Planning and Decision Making - Young person knows how to plan ahead and make choices. 33. Interpersonal Competence - Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills - Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution - Young person seeks to resolve conflict nonviolently. |
| | Positive Identity | 37. Personal Power - Young person feels he or she has control over “things that happen to me.” 38. Self-Esteem - Young person reports having a high self-esteem. 39. Sense of Purpose - Young person reports that “my life has a purpose.” 40. Positive View of Personal Future - Young person is optimistic about her or his personal future. |
| | WCSD Gateway Assets | 41. Self-Discipline – Young person has the inner will to do whatever it takes to create a great outcome. 42. Grit – Young person sticks with things over the very long term until they master them. |

The West Carrollton City schools are an “**Asset-Building** and an **Asset-Rich**” school district. The ‘42’ Developmental Assets provide the framework for our focus on the **positive** growth and development of all the young people in our community. **Relationships are the basis for building assets**. We are **intentional, deliberate, and repetitious** about building assets and know that there is a very strong correlation between asset building and academic and life success.

One of the eight types of ‘42’ Developmental Assets is **Social Competencies** – “**young people need the skills to interact effectively with others, make difficult decisions, and to cope with new situations.**” Social Competency assets include: **#33 Interpersonal Competence** – young person has empathy, sensitivity, and friendship skills; **#34 Cultural Competence** – young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds; **#35 Resistance Skills** – young person can resist negative peer pressure and dangerous situations; **#36 Peaceful Conflict Resolution** – young person seeks to resolve conflict nonviolently. Summary of verified Bullying and Other Forms of Aggressive Behavior for the second semester of the 2014-2015 school year: WCHS - 0, WCMS - 0, Holliday - 0 , Nicholas - 0, Russell - 2, Schnell - 1, ECC - 0.