

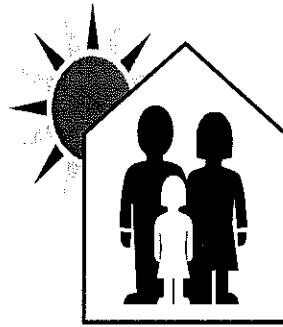
# CITY OF SIERRA MADRE YOUTH MASTER PLAN



MARCH, 1998

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# ***Sierra Madre Youth Master Plan***



**Adopted by the Sierra Madre City Council**

**March 10, 1998**

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## **THE YOUTH MASTER PLAN PROCESS**

Following adoption of the Sierra Madre General Plan in June 1996, the City Council appointed an ad hoc Steering Committee to develop a youth and family master plan. Youths have always been recognized as an important element of the Sierra Madre community. The General Plan objectives (C6.7), state that the City shall "develop a youth master plan to identify new programs and facilities for youth and young families; and to meet needs which are not being met under current programming."

The Steering Committee was comprised of City Councilmember MaryAnn MacGillivray, Chief of Police, Fire Chief, Director of Library Services, Assistant Recreation Director, Parks and Recreation Commission members, Deputy Superintendent of the Pasadena Unified School District, citizens, parents, religious leaders, students, PTA & PTO leadership and other community members. These persons were individuals committed to youth and who had served in many of the relevant community areas.

The principal tasks in developing the Youth Master Plan were to determine the needs of community youth, research local demographics, obtain community input (especially from young people), assess strategies for positive youth development and recommend programs and measures to fill needs not being met.

Community input was obtained by: 1) a survey distributed to all Sierra Madre residents, which requested data on the pre-school and elementary age group; 2) a survey of Junior and Senior High School students who participated in the recent "Profiles of Student Life - Attitudes and Behavior" survey; 3) workshops held for parents and students; 4) informal meetings held for young adults; 5) forums and art workshops held for elementary students; and 6) comments made by community members during committee meetings.

Identifying resources available for Sierra Madreans entailed questionnaires sent to private and social service providers within a three mile radius of the community, and all City Departments. From responses, a resource directory was then compiled and is now available to the public.

To evaluate the community's wide range of age needs, the Steering Committee divided into age-specific sub-committees: 0-5 years, 6-10 years, 11-13 years, and 14-18 years of age. After four months of analysis, each sub-committee submitted their report, which were compiled into this final document. This process represents the hard work, commitment, spirit and heart of hundreds of volunteers who dedicated their efforts for over eighteen months.

This plan makes tangible recommendations, suggests strategies for implementation, and lists measurable goals. It will be the responsibility of the City Council to adopt the plan and, with the Parks and Recreation Commission to evaluate annually the success of this plan.

The community must focus on the vision that brought us together: ... "to provide safe, healthy, and nurturing experiences that support young people and their families in becoming responsible and contributing members of their community. With the recognition that it is the youth of the community that will sustain the character of this village for future generations." For Sierra Madre's youth to meet these hopes, a supportive environment for change and collaborative efforts are necessary.



## **GUIDING PRINCIPLES**

### ***SIERRA MADRE COMMUNITY VISION FOR YOUTH***

*Sierra Madre is committed to bringing together the community and its resources to develop a supportive environment for our youth. It is our firm belief that the lives of our children, and the value of youth should be affirmed and strengthened. Our goal is to provide safe, healthy, and nurturing experiences that support young people and their families in becoming responsible and contributing members of their community, it is our youths that will sustain the character of this village in the future.*

#### **We must plan for:**

A continuum of services for all youth age groups, accommodating their varied socioeconomic and education levels;

A network of programs and resources promoting the full physical, mental and emotional development of our youth and their families; and

New mechanisms and incentives that encourage partnerships among public and private sector programs, community organizations, businesses, religious and educational institutions, students, and seniors;

The Youth Master Plan needs to be a dynamic document that will be reviewed and revised to meet changing needs.

#### **That:**

Proactively focus on the needs of the youth community, affirming that our youths are assets rather than liabilities;

Provide youth with service learning opportunities and recognition for their community service;

Encourage the development of supportive relationships within families, among parents, between adults and youths, across generations and among peers;

Include all age groups from birth to young adults;

Support families as a valued entity; and

Recognize that the needs of youth and families vary by individuals, who react differently within any given demographic category.

#### **Outcome measures will determine that, as a result of our efforts:**

The quality of life for Sierra Madre children, youth and families has improved;

Services are delivered effectively and efficiently;

The network of services maintain alliances and clearly define channels of communication; and

Programs are flexible, of high quality and (when appropriate) confidential, and are accessible and comprehensible to youth, parents, and other adults.

## **CHALLENGES AND CONSIDERATIONS**

The development of the Youth Master Plan (YMP) for the City of Sierra Madre is a new endeavor. However, the Plan requires successful implementation. It is important: 1) that the focus be to establish a framework and foundation for the ongoing development of Sierra Madre youth, 2) to recognize the challenges and risks involved, 3) to reflect on what “success” looks like, and 4) to determine how to measure our progress.

### **Challenges**

- To gain credibility for the Youth Master Plan with children, parents, guardians, families, schools, churches and the community.
- To create positive perceptions about our young people, and their special value.
- To generate and maintain enthusiasm for the Plan, especially in the early stages, when changes are not readily visible.
- To involve parents/guardians.
- To educate parents without intimidation or alienation.
- To involve youth.
- To educate youth without intimidation or alienation.
- To find physical space and funding sources for programs.
- To devise age-appropriate programs and activities, utilizing professional resources when available.
- To maintain an effective and working document, revising it when necessary.

### **Risks**

- Programs which do not reach targeted groups, or have little or no effect.
- Lack of parental interest or support that could undermine efforts to reach out to our youth.
- Lack of community support and participation which, as with lack of supportive parents, inhibit success.
- Lack of funding or support for implementing recommendations.

### What Success Looks Like

- When programs provide opportunities for young people to fulfill their needs.
- When support from the community, be it sharing of time, expertise, business knowledge, as role models or even behind the scenes, is demonstrated.
- When youth feel the community respects and values their contributions.
- When children have access to positive assets that enhance their lives and the lives of those around them.
- When youths develop decision-making skills, which can be utilized throughout their lives.
- When youths (as adults) involve themselves with activities and growth of healthy future generations.

### Progress Measurement

Progress can be measured by:

- Receptiveness of the Plan by youths, families and the community.
- Participation levels of young people and community involvement in activities and city programs, as participants or volunteers.
- Analysis of evaluation forms, sent out on a regular basis, to determine the satisfaction level of respondents.
- Results of open forums, held quarterly, which invite participants and YMP supporters to discuss its progress and offer constructive criticism and thought out solutions.
- Repeating portions of the survey or similar information gathering techniques that monitor the changing needs of the community.

## **THE FAMILIES AND CHILDREN OF SIERRA MADRE**

### **An Overview**

As children of all ages reside in Sierra Madre, meeting their different needs requires different approaches. For the purposes of this plan, children were grouped into four age categories: Pre-School Children (0-5), Elementary School Children (6-10), Early Adolescents (11-13), and Older Adolescents (15-18). This plan profiles each of these groups and their needs.

### **Demographics**

According to the Los Angeles “94: State of the County Databook”, children age 17 years and below make up 19% of Sierra Madre’s population. Race and ethnicity distributions were: 84% Caucasian, 9% Latino, 4% Asian Pacific, 2% African American and less than 1% Native American. The language spoken most often in the home is English.

Families comprised 60% of the households in Sierra Madre. Of these households, 78% were married couples. Single parent families with children under 18 were led both by females (7%) and males (2%). In 1994, there were 124 births in Sierra Madre. Mothers, under 18 years of age, gave birth to 3.2% of this total.

Eighty-two percent of Sierra Madreans qualify for the “able to work” category, the remaining 18% accounted for by senior citizens and children. The median household income in Sierra Madre was \$45,990; the County median, \$34,965. Of the 4,629 households, 63% earned \$35,000 or more. However, 5.3% of the population lived below the poverty level, and 2% received some form of government assistance. Of those persons living below the poverty level, 161 were children under the age of 18, constituting 9% of the children’s population.

Sierra Madre is part of the Pasadena Unified School System (PUSD), which includes Sierra Madre Elementary School, a public school for Pre-Kindergarten through sixth grade. In addition, there are three elementary private schools in Sierra Madre: Bethany Christian School, Gooden School and St. Rita’s Catholic School.

Sierra Madre students attend over 35 Junior and Senior High Schools. Located within or just outside of the City limits are Alverno High School, Maranatha High School and La Salle High School. The PUSD’s Pasadena High School is designated for those living in Sierra Madre. Other schools include: Flintridge Sacred Heart Academy, Flintridge Prep., St. Francis, Mayfield Jr. and Sr. Schools, Polytechnic School, St. Lucy’s, Westridge School, Loyola, High Point, and schools within the La Canada, Temple City, Monrovia and Arcadia school districts.

## PRE-SCHOOL CHILDREN AND THEIR FAMILIES

### *What Are Their Needs and How Does the Community Meet Them ?*

According to a Carnegie Corporation report, “The quality of young children's environment and social experience has a decisive, long-lasting impact on their well-being and ability to learn.” Many people believe that the first few years of life are the most important in determining its eventual quality. The health, development and well-being of babies are influenced by many physical, psychological, and social factors, and support in each of these areas is necessary. Every aspect of a child's development is affected by the quality of nurturing she/he receives. Inadequate or inappropriate care can even compromise the brain's physiological development.

This plan focuses on three areas relating to family needs: 1) support for new parents, 2) child care and early childhood education, and 3) child abuse.

Support for new parents – Responses to the Wistaria Vine Newsletter-Summer 1997 survey, distributed to all Sierra Madre households (see Appendix A), indicated new parents' need for educational support in the areas listed below (in order of most to least responses).

- breast feeding
- medical
- developmental
- nutritional
- behavioral
- other (baby-sitting in home, home school, etc.)

The Carnegie Corporation, the U.S. Advisory Board on Child Abuse and Neglect, and the March of Dimes Birth Defects Foundation, among others, recommend that communities establish *home visiting programs* (for example, from local hospitals) for families with new babies. A home visitation program centered in Sierra Madre would be ideal. However, budgetary constraints might preclude such a local approach. Therefore, developing a list of agencies in surrounding communities that offer such support is desirable.

Parent education programs are another need of Sierra Madre families. Classes addressing questions and concerns of expectant couples, new parents, and parents of young children exist in surrounding communities and are referred to in the Resource Guide for Families (Appendix B).

Childcare & Early Childhood Education - Creating stimulating environments for children is an important aspect of *quality* childcare centers. Quality child care is defined as “care in which the provider not only supplies basic essentials for life, but presents a program that includes activities at age appropriate levels to help children develop mentally, physically, emotionally, and socially”. A joint study by UCLA, Univ. of Colorado at Denver, Univ. of North Carolina and Yale, found that “...high staff-to-child ratios, highly educated staff, experienced administrators, and staff stability do much to create good-quality services.” It is well-documented that preschool children who have grown up in positive, stimulating environments have far greater chances at succeeding in life than those who have not.

Most families surveyed were fairly satisfied with the childcare they were able to find either in or outside of Sierra Madre. Of the families surveyed, thirty-four percent of the families with preschool children use childcare outside of Sierra Madre. Of that 34%, forty percent looked for and could not find within Sierra Madre childcare to meet their needs, and forty-nine percent indicated that they would prefer their child care located in Sierra Madre. Therefore, as the survey results indicate, additional quality childcare (day care, nursery school, infant day care, night time care, and sick child care) is needed in Sierra Madre.

#### Child Abuse in Sierra Madre

Recent statistics of the Los Angeles County Department of Children and Family Services (DCFS) report few child abuse cases in Sierra Madre. In 1996, 74 Sierra Madre children were referred to DCFS. In February 1997, the DCFS Social Worker caseload for Sierra Madre was 19 children (11 male, 8 female), from 13 families, broken down as follows:

Number of Cases	Case Status
2	Emergency Response, awaiting disposition
4	Family Maintenance
3	Family Reunification
10	Permanent Placement

#### Age and Ethnicity break down:

1	infant	13	Caucasians
1	2 year old	6	Latina/Latinos
2	ages 3 and 4		
11	ages 5 – 12		
4	ages 13 and older		

Although reported cases of child abuse in Sierra Madre are few, citizen complacency is not justified. DCFS records indicate that communities in middle to upper-middle class economic brackets do not report child abuse as readily as do other classes. The State of California reports that at least 50% of reported child abuse cases receive Aid to Families with Dependent Children (AFDC) or other type of governmental financial assistance.

Child neglect (i.e. inadequate housing, clothing, and food) is less prevalent in cities such as Sierra Madre, as the conditions that result in such neglect are not present in higher income communities. However, severe neglect (i.e. child abandonment) and medical neglect are an issue. This is a result of many children being cared for by people other than their parents. According to DCFS, physical abuse is less likely to be reported in wealthy communities, unless the abuse is blatantly obvious or a child is seen by a medical facility for injuries resulting from physical abuse. Infants pre-natally exposed to drugs and alcohol often go unreported for the same reason. Child sexual abuse can be more difficult to identify, but is reported with less hesitancy due to its overall impact on families and caregivers.

Child exploitation, emotional and other difficult to identify abuses are also less likely to be reported. Educating parents and the community continues to be the best way to combat such behavior.



## **ELEMENTARY SCHOOL-AGE CHILDREN AND THEIR FAMILIES**

### **What Are Their Needs?**

Children between the ages of 6 and 11 flourish when they have their basic physical and emotional needs fulfilled – food, shelter, medical care, love, and guidance from significant adults in their lives. Children’s social and academic foundations are built in elementary school. These foundations often will determine their ability to function effectively when adults. For this age group, adults within and outside of the family are the models from which they learn important lessons of life – how to get along with others, how to work towards common and independent goals, how to think, and how to love. Children’s sense of self-worth is dependent upon their belief that they matter to those near to them, and that they have a place in the world where their contributions matter.

### **How Does The Community Meet Their Needs?**

#### **Sense of Community**

Sierra Madre provides a full range of City services including fire, library, parks and recreation, planning and development, police, and public works. According to the Preschool and Elementary Age survey, the reasons families choose to live here are the “small town atmosphere”, “safe (community)” and “location.” Residents feel fortunate to live in a city that has been able to maintain its distinct and special identity. The community is enhanced by a business district that is easily accessible, and by community and philanthropic groups which generously support many projects and services for children and their families.

Lack of a separate Sierra Madre school district was voiced by many parents as a disadvantage to children and their sense of community. Many survey respondents were critical of the Pasadena Unified School District (PUSD), particularly at the middle school level. A survey of schools in the San Gabriel Valley counted 1051 Sierra Madre children, K through 12, attending at least 35 schools (five within PUSD). Kindergarten through sixth grade accounted for 557 children – 349 (63%) attending PUSD schools; 198 (35%) children attending 12 different private schools; and 10 (2%) children in Arcadia public schools.

#### **Child Care and Enrichment Programs for Children**

Elementary school children require adult supervision during non-school hours. In 1994, 39% of Sierra Madre children ages 6 through 17 came from families where both parents worked. Elementary age children in Sierra Madre would greatly benefit from quality day care and after school programs open to children from both public and private schools. Creative after-school programs at a different location from the day care facility should also be considered for drop-in recreation and/or tutoring activities. Suggestions made by children at Sierra Madre School and the Recreation Department’s Summer Camp included the desire for a variety of clubs (e.g. cooking, insect, photo), a room dedicated to quiet activities, additional opportunities for organized sports within the City, and safe skateboarding locations. Parents requested that after-school tutoring be offered as well. A re-evaluation of the existing programs, facilities, and fee structure may be appropriate.

### Safety and Transportation

Sierra Madre is a three square mile city, within which are business and services easily accessible to children by foot, bicycle, skates and skateboards. These forms of transportation are essential for those with no access to an adult to drive them to activities. Problems associated with these styles of transportation are the many hills, safety considerations (cars, skate boards and pedestrians together on City streets), occasional extreme heat and poor air quality, and the lack of adult supervision.

Elementary school children benefit directly from their contacts with the Sierra Madre Police Department and its form of community policing. As a result of the City's low crime rate, Sierra Madre Police have the opportunity to know community youths in a non-confrontational, supportive manner. Officers regularly emphasize the positive aspects of safety and security. This includes rewarding children who wear bicycle helmets with ice cream coupons, rather than citing those not in compliance. In addition, youth contacts are emphasized in the expenditure of overtime funds. Officers are funded to spend time in the parks, patrolling the mountain trails, working community events and overall being visible, accessible and available to youth. In conjunction with the Parks and Recreation Department, the Police Department sponsors special events for Sierra Madre children, which have included bike rodeos, skateboard exhibitions, and swim and softball teams. The Department also sponsors "Say No to Drugs" programs.

### Facilities

When asked "what cool stuff do you want in Sierra Madre?", Sierra Madre elementary students identified many activities involving a "facility." This was also the case when they responded to "The best thing about Sierra Madre is..." Facilities and programs seem to be very important to these youths and their parents. "Facilities" mean a "space" where programs and activities can take place. According to the 1996 General Plan, Sierra Madre has seven churches, six schools, five park areas (including Kersting Court), one public library, and the privately owned Retreat Center. The community has an accessible "downtown" area with some businesses offering programs for youth.

There is a variety of organized sports programs in Sierra Madre, some City sponsored. These programs are run by volunteers and City staff, who must share the use of such facility space with other groups. In a group discussion conducted at Sierra Madre Elementary School, students indicated that having a place of their own to 'hang-out' or to 'chill-out' was important. They wanted more space for outdoor sports (baseball, soccer, skateboarding, etc.) and more recreation programs (woodshop, cooking classes). However, the shortage of space in this built-out community has made it difficult to expand existing or create new programs.

### Businesses that Cater to Children and Families

Downtown Sierra Madre is within walking distance and easy to locate by most residents due to the City's compactness. The following businesses are listed because of their separate stock, space, or menu which caters to youth: Abacus Business Products, After School Adventures, Domino's Pizza, Foothill Creative Arts Group, K's Deli, Happy Jack's Video, Howie's Ranch Market, Kentucky Fried Chicken, Little Stuga, Mary's Market, Millie's Dancewear 2, Mission Renaissance Art Classes, Only Place in Town, Pacific Dance Center, Sierra Juice Company, Springbok, and Village Pizzeria.

**Community Partnerships**

Sierra Madre has always been a community that depends on and values volunteerism. Community partnerships between city departments, community service organizations and individuals have made a significant difference in the quality and quantity of the programs for children. Successful community partnerships have been the Library's Summer Reading Programs and Summer Live Entertainment and the Recreation Department's Huck Finn Day and Halloween Happenings activities.

**Family Support**

According to survey responses from the parents of elementary students, additional after school recreation programs, skateboard rink, and transportation assistance are needed. Parent baby sitting referral services and education courses geared toward the development and discipline of the elementary child were also requested. Survey responses noted that existing parent programs are done primarily through the schools.

## **SIERRA MADRE YOUTH SURVEY**

*In the Fall of 1996, the Youth Master Plan Steering Committee conducted a survey (developed by the Search Institute) of student attitudes and behaviors in grades 6 through 12, summarized below. A copy of the survey and its results are contained in Appendix G.*

*The Search Institute's research indicates youths' needs and categorizes requirements for meeting these needs as external and internal assets. **External assets** in a young person's environment support and nurture him/her, set boundaries and involve the young person in structured time use supervised by caring, principled adults. **Internal assets**, of major importance, include attitudes, values, and competencies in the head and heart of the child. A complete Search Institute profile on Sierra Madre youth is contained in the appendix.*

### ***External assets scoring high in Sierra Madre.***

- Family support (75%) Having a supportive family environment.*
- Service to others (59%) Helping other people without getting paid.*
- Positive peer influence (65%) Are your closest friends a positive influence.*
- Youth programs (69%) Community sports related activities.*
- Religious community (64%) Community religious activities.*

### ***External assets scoring low in Sierra Madre.***

- Parent involvement in schooling (30%) Parents being active in education.*
- Community values youth (21%) Perceived caring about youth in community.*
- Adult role models (32%) Parents or other adults who help in the community.*
- Creative activities (18%) Involved in activities other than sports after school.*

### ***Internal assets scoring high in Sierra Madre.***

- Homework (70%) Time spent on homework after school.*
- Achievement motivation (69%) Trying to do the best you can.*
- Integrity (71%) Standing up for what you believe.*
- Positive view of personal future (73%) Having a good life.*

### ***Internal assets scoring low in Sierra Madre.***

- Reading for pleasure (24%) Reading for fun.*
- Planning and decision-making (32%) Being rated on planning.*
- Resistance skills (45%) Knowing how to say no under pressure.*
- Personal power (48%) Having control over life.*

### ***Why are internal and external assets so important?***

*During teenage years youth become highly attracted to high risk behavior. It has been shown that there is a high correlation between the number of high scoring internal and external assets and a youth's potential to have a positive influence on the community. Specific risk behaviors - - behaviors known to potentially limit psychological, physical, or economic well-being during adolescence or adulthood - - demonstrate the importance of positive assets. Close attention should be given to high risk behavior, such as alcohol use, and its correlation to the 40 different internal and external assets outlined in the survey. Those youths who show between 31 and 40 internal and external assets have a 0% chance of inappropriate alcohol use as a teen, while those showing 10 or less assets run a 42% chance of excessive use of alcohol as a teen.*

## **EARLY ADOLESCENTS AND THEIR FAMILIES**

### **Who Are They?**

Sometimes adult-like, sometimes childish, often in awkward transition, early adolescents are an overlooked and under-regarded group. Early adolescence is unique in the wide range of developmental levels it encompasses. Intellectually, physically, psychologically, socially, morally and ethically, youths 11 to 14 years face growth, confusion, and challenge. They also face considerable risks. The lure of drugs, the hormonal changes which draw these youths toward sexual activity, the need to belong, and the desire for security which make gangs appealing are just a few of the challenges young adolescents face. The high percentage of both parents working when their children reach junior high dramatically reduces parental supervision and intensifies such children's feelings of isolation. The uneasiness many in our society feel about relating to pre- and early teens result in early adolescents' needs being easy to ignore.

### **What Are Their Needs?**

The needs of this age group, and their families, can be summarized as follows:

- Safe, self-contained programs, easily accessible after school and weekends by walking, bike riding, or skating are needed. Evening programs, which would permit the use of facilitators only then available, or permit more young people to participate are more desirable.
- After school activities such as sports, homework rooms, arts and crafts, volunteer opportunities, music, drama, science, entrepreneurial explorations, hobbies, literary or "chat groups". Sport is a broad category ranging from chess to roller hockey. Skateboarding is popular with this age group and they have strongly expressed their desire to have a park in town for such use.

Inherent and physical needs shared by these youths are listed below:

### **Inherent**

- To be loved.
- To live in a supportive environment that nurtures them.
- To experience good mental and physical health.
- To develop a sense of self-esteem and self-worth.  
To be valued by family, friends, and the community.
- To feel a sense of accomplishment for what they can do.
- To be who they are, without being pre-judged because of their age.
- To experience caring people in their lives.
- To be surrounded by those who will guide and motivate them to do well in school.
- To develop a sense of self-motivation to complement the help of those who are assisting them to do well in school.
- To develop pride for and affiliation with family, friends, school, church and community.
- To develop into a "caring" person.
- To become comfortable in a diverse society, able to handle situations as they arise.
- To feel safe and protected in their environment.

- To develop a value system that allows them to make choices, including resisting negative peer pressure and dangerous situations.
- To experience challenges and successes.
- To test their own limits in a positive manner (competition in sports, academics, arts, etc.).
- To attain a sense of belonging, through their shared experiences with others.
- To expand their learning “outside” school, in programs that challenge and motivate them, with an element of fun and camaraderie as well.
- To understand the consequences of their actions and a sense of responsibility for them.
- To become involved in the community by volunteering time and skills to those events and people who need their assistance, thus allowing them to develop a work ethic that will serve them in their future.

### Physical needs

#### I. We need access to more “physical plants”.

Space to support activities of the different age groups; A sharing of sites, where age and activities permit; Furnishing these sites with appropriate equipment and supplies, i.e. furniture, equipment for a “homework center”.

#### II. The Youth Master Plan goals should be to increase the number of positive assets being experienced, and develop a strategy for increasing them, as well as the number of youth experiencing them. The “ideal” number of assets all youth should experience is 31-40. According to the survey results:

**6<sup>th</sup> graders experience 27.2 assets**

**7<sup>th</sup> graders experience 19.6 assets**

**8<sup>th</sup> graders experience 20.2 assets**

The above data suggests the percentage of needs yet to be met. Sixth graders are the closest to the ideal goal, being just 3.8 assets shy of entering the top range. In fact they skew the results of any attempt to average the percentage of assets experienced by the total group. Their responses were higher than the other two grades, 37 out of the 40 times. Many of the 6<sup>th</sup> grade respondents believed that many of their needs were being met.

A significant drop in assets is experienced by the 7<sup>th</sup> and 8<sup>th</sup> graders. Fewer of their needs are being met (or so perceived!). Not only the nature or lack of City and community programs contribute to this drop, these young people feel these lacks in other areas of their life.

From the survey, our 7<sup>th</sup> graders seem the most vulnerable for “risk taking behavior.” This underlines the importance of “age appropriate” program content. Programs need to be developed for this 7<sup>th</sup> and 8<sup>th</sup> grade group.



**How Does The Community Meet Their Needs?**

City programs offered through the Recreation Department address some of the needs of our youth, but not all may be “age or interest” appropriate. In the last 6-8 months a concerted effort has been made to recognize needs and provide opportunities for involvement.

**City Programs**

After School and Vacation Day Camps  
 Special Interest Classes  
 Sierra Madre Swim Team  
 Youth Baseball and Softball  
 Aquatics Programs  
 Junior Lifeguard Program  
 Teen Volunteer Program  
 Youth Employment Program (procurement of community jobs)  
 Community Gardens  
 Community Excursions  
 Library Programs  
 Young Adult Summer Reading Club  
 Computer Services  
 Tutoring  
 Explorer Post 242 (exposure to the Police, Fire and Search and Rescue Depts.)  
 Earth Day events  
 Halloween Happenings (costume parade & contest, window painting & carnival)  
 Huck Finn Day – fishing tournament  
 Mt. Wilson Trail Race  
 Concerts in the Park (co-sponsored by the Chamber of Commerce)

There are also various church youth programs in the city (see Resource Guide, Appendix B). About 202 young people belong to such programs. Our survey results showed that our youth programs and religious community increase the community’s meeting these asset needs. Again, 7<sup>th</sup> graders diverged from the group, with 15-19% fewer of them believing their needs met.

Age Group	% experiencing Youth programs Assets	% experiencing Religious community Assets
6 <sup>th</sup> graders	77%	77%
7 <sup>th</sup> graders	58%	73%
8 <sup>th</sup> graders	73%	73%

**Community Programs**

As with the City programs, some of these offerings may not be age appropriate for the Early Adolescent group. Many are geared toward younger children. However, there are 6<sup>th</sup> graders who either feel “too old” or see it as “un-cool” to participate. Many of the items on this list are not “programs” in the true sense of the word, but rather entertainment events, but are still of value since they provide an opportunity of our youth to enjoy the recreation. Many of these events are family oriented and provide support for assets to family and communication.

Sierra Madre Rose Parade Float – building and decorating  
Wistaria Festival with tours and craft fair  
Easter Egg Hunt  
July 4<sup>th</sup> parade and festivities, a pre-party in Memorial Park & post-parade activities  
Movies in the Park  
Pioneer Days activities  
Signs of the Holiday Season & Candlelight Walk  
Christmas stocking give-away by the Fire Department

Additionally, various businesses in Sierra Madre have programs for a fee that might interest youths in this age group. A listing of these programs are found in the Resource Guide.

It is difficult to measure the effectiveness of the programs or activities offered, and which ones meet specific needs. In an attempt at some correlation, the Committee lists programs that may fulfill such needs, summarized below:

- Over 73% of those surveyed had a positive response to the religious community. Youth programs also met the needs of 73% of the 6<sup>th</sup> and 8<sup>th</sup> graders. Only the 7<sup>th</sup> graders came in with a lower number, 58%.
- The Explorer Scout Post was instituted in the City after the survey was performed. A Sierra Madre Explorer will attend law Enforcement Explorer Academy, become familiar with Fire and Police policies, and these departments' interactions with the Sierra Madre Search and Rescue. Explorer meetings are twice monthly, plus special events. Certification training in First Aid, C.P.R. and water rescue is available.
- Programs that provide community service opportunities had a positive impact, as 60-69% of those in this age group reported.
- Seven programs/activities cited provide opportunities to develop a sense of responsibility. However most children were not reached by these opportunities.
- Nine programs provide opportunities for experiencing achievement motivation, both with and without adult role models.
- Seven programs provide opportunities for building self-esteem; a high percentage of our youth report that need being fulfilled.
- Only four of our programs provide the opportunity to develop into a "caring" person (i.e. Positive Values). This may be indicative of the focus being on other, more tangible goals.

#### **Needs not being met for Early Adolescents**

The survey answers of the 6<sup>th</sup> graders differed greatly than those of the 7<sup>th</sup> and 8<sup>th</sup> graders, the 6<sup>th</sup> graders responded that a higher number of needs were being fulfilled. The 7<sup>th</sup> graders had the lowest numbers of assets fulfilled, the 8<sup>th</sup> graders with somewhat higher numbers, but still substantially lower than the 6<sup>th</sup> graders.

Of the areas within the survey that show significantly low positive responses, only those under 50% are cited. However, the 6<sup>th</sup> graders usually report higher percentage than 50%. The percentages following each comment are in order of grade, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. **Needs not being met are in bold.**

- ♦ **FAMILY** -- While all respondents reported a high percentage of need fulfillment in Family Support: 98%, 78% and 81%

**Positive family communications scores were low: 44%, 24% and 35%.**

**Family boundaries are not clear: 54%, 44% and 49%.**

**High Expectations of performance: 81%, 45%, and 46%, 7<sup>th</sup> and 8<sup>th</sup> graders feel their parents are not providing enough encouragement or expectations.**

**Parent Involvement in Schooling: 52%, 41% and 29%. (Similarly low percentages as in High Expectations.)**

However, there is an over 60% positive response for Achievement Motivation: 83%, 62%, and 73%. Although parents scored low in the expectation area, children are being motivated to achieve in school.

- ♦ **SCHOOL** -- Interesting and somewhat mixed impressions exist related to school. Some of the more significant include:

**School boundaries not clear. 77%, 49%, 51% reported knowing their boundaries in school.**

**Caring School environment: 65%, 29% and 32% reported that they were in a caring environment.**

Many children in this group **are not** reading for pleasure. Only **36%, 31% and 16%** report that they read for pleasure. However, ratings were higher on *Bonding to School*: 87%, 49%, and 56%. Also, students involved in their learning reported under *School Engagement* with: 81%, 64% and 73%. In addition to these higher scores, the percentage reporting positive on homework were 60%, 73% and 71%.

- ♦ **COMMUNITY** -- Overall, youths in this age group do not feel valued by their community, neither believing that their ideas are important nor that their opinions/voices are heard. Moreover, they feel that the community does not respond to their requests.

**The Community does not value them.** Only 64%, **24%** and **22%** felt they were of value to the community. Survey results show positive percentages drop even further (more than fifty percent) from 9<sup>th</sup> grade to 12<sup>th</sup> grade.

**They are not seen as a Community Resource,** 63% of 6<sup>th</sup> graders believed they are viewed as an asset, but only 29% and 22% of youths in the 7<sup>th</sup> and 8<sup>th</sup> grades so reported.

**Youths did not feel safe in their environment.** Only 46%, 42% and 57% reported feeling safe.

**Caring Neighborhood:** 67% of our 6<sup>th</sup> graders reported living in a caring neighborhood, **only 47% and 38% for 7<sup>th</sup> and 8<sup>th</sup>.**

- ◆ **ROLE MODELS** -- While the family is the first source of role models that a child has, school and the community are an additional source. Role models are an important part of one's life and the influence can be life long.

When surveyed for Other Adult Relationships providing support and encouragement: 67%, **44%** and 57% reported positively. There is room for improvement, especially with the 7<sup>th</sup> graders, who are most at risk.

**Adult Role Models:** 7<sup>th</sup> graders reported the lowest percentage **23%**. The 6<sup>th</sup> and 8<sup>th</sup> grades reported: 58% and 50% respectively.

A high percentage of this age group did respond favorably in the area of Positive Peer Influence: 90%, 82% and 81%.

- ◆ **SOCIAL COMPETENCIES** - - Students were asked many questions that dealt with skills that they will need to live in an environment of diverse peoples and ideas. Their lives will be full of situations that will require and development of strong planning and decision making skills for choices to be made.

**Planning and Decision-making skills.** Responses to these questions reveal only **43%, 22%** and **19%** believed that they have these skills.

Affected by their lack of decision-making skills, the majority of 7<sup>th</sup> and 8<sup>th</sup> graders have not developed **Resistance Skills: 49% and 35%** respectively.

There were similar responses in the area of **Peaceful Conflict Resolution**. Although 67% of 6<sup>th</sup> graders reported that they have this skill, only **40% and 46%** of 7<sup>th</sup> and 8<sup>th</sup> graders respectively reported that they had such skills.

**Cultural Competency** of our young people is in need of improvement. While 6<sup>th</sup> graders again scored a higher percentage in this asset, 70%, our 7<sup>th</sup> and 8<sup>th</sup> graders only report **45% and 46%**. According to the survey, there is not a significant rise in fulfillment of this need until 12<sup>th</sup> grade, but even there, is only at 51%. It is important to teach our children tolerance and understanding, to help them succeed in today's diverse society.

Along with cultural competencies our youth's responses indicate that they believe they need to develop **Interpersonal Competence** skills: **68%, 48% and 46%** (being good at making and keeping friends; sharing feelings; caring about other peoples).

- ◆ **POSITIVE VALUES** -- The youths in our age group responded with high percentages (57% and over) in four out of six areas: Equality and social justice, Integrity, Honesty and Restraint. The other two areas are covered below. The 6<sup>th</sup> graders once again reported high positive percentages 71% to 79% in each of these categories. Therefore, they will not be

cited in this part of the analysis. 7<sup>th</sup> graders reported percentages lower than 6<sup>th</sup> graders in all areas and lower than 8<sup>th</sup> graders in two areas.

Sierra Madre 7<sup>th</sup> and 8<sup>th</sup> graders *do not have a Sense of Responsibility* for their actions or behavior. Only 38% and 43% responded positively in taking responsibility for her/himself. From the survey, this sense of responsibility is not heightened until the 11<sup>th</sup> and 12<sup>th</sup> grades.

Upon reaching 7<sup>th</sup> grade, the **value of Caring has decreased** with 41% reporting that they do care about helping others. This percentage moves to 51% in the 8<sup>th</sup> grade. From that point, it declines somewhat until their senior year in high school.

In the area of **Equality and Social Justice**, 6<sup>th</sup> and 7<sup>th</sup> graders replied with positive fulfillment, at 75% and 59% respectively. This area is viewed with less importance in the 8<sup>th</sup> grade with only 46% having a positive response. It does not gain more importance until 12<sup>th</sup> grade.

- ♦ **CONSTRUCTIVE USE OF TIME** -- In the areas of Youth Programs, Religious community and Time at Home, the percentage of positive responses ranged from a low of 58% (by 7<sup>th</sup> graders in regards to Youth Programs) to a 79% for constructive use of time at home. The majority of percentages were in the high 60's and 70's, with conspicuous exception in opportunities for creative activities.

**Children lack opportunities for creative activities.** This was by far the lowest group of percentages reported in fulfillment, or rather, non-fulfillment of a need. The 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders reported: 19%, 18% and 19% fulfillment respectively. This trend also continues through high school, peaking only for 11th graders at 27%.

- ♦ **POSITIVE IDENTITY** – The intent of parents, caregivers and the community is to raise children with a strong positive identity, healthy self-esteem, belief in their personal power and a positive view of the future.

In spite of the low percentages cited in other areas of assets, Internal and External, youths report a high percentage of fulfillment in three out of four of these Positive Identity assets. To interpret these identity percentages, review youth feelings about family communication, role models, lack of value to the community, planning and decision making skills, social competencies, in the Appendix.

Overall, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders reported they do not feel as though they have **Personal Power** or control over their lives, giving answers of 48%, 40% and 51%. This belief / perception continues until the 11<sup>th</sup> and 12<sup>th</sup> grades.

It should be noted that 7<sup>th</sup> graders responded with lower percentages than that of the other grades in **Self-esteem**, **Sense of Purpose**, and **Positive View of the future**. Their response percentages were anywhere from 8% to 23% lower than either class.

## **OLDER ADOLESCENTS AND THEIR FAMILIES**

### **Who are They?**

The Master Plan Committee identified 279 Sierra Madre youths of high school age (15-18). Forty percent of these youths go to public schools, the other sixty percent to private schools. Most of the 109 youth in public schools attend Pasadena High, the other 170 students attend 8 different schools in the area. This splitting of students among many schools is unique to Sierra Madre and tends to keep the students in the community from having common interests.

Sixty-six percent of these youths 15 to 17 years of age spend 2 or more hours per school day alone at home. These realities increase the importance of positive community activities and support for families where the time available for parents to interact with or supervise their children is limited.

The Search Institute study shows that more than half of Sierra Madre teenage youth have less than half of the internal and external assets needed to survive. For example it has been found that if a community increases a student's number of internal and external assets from in their teens to their twenties, that student has twice the chance of succeeding in school. As a community, there are many things that can be done to assist with increasing youth's number of assets.

### **What Are Their Needs?**

Society's attention to this age group is often focused on negatives, such as gangs, substance abuse, or school dropouts. A positive emphasis on the full development of each young person is the most effective way to prevent negative outcomes.

The Search Institute survey gives objective information about some specific issues that must be addressed in Sierra Madre's support for high school students. The special surveys, interviews, and group discussions held by the Committee also provided important input from local youth, parents, and professionals.

#### **Internal needs or assets scoring less than 50% on the survey:**

- Reading for pleasure.(24%)
- Restraint (Sexually or alcohol and drugs) (47%)
- Planning and decision-making (32%)
- Peaceful conflict resolution (44%)
- Personal power (48%)

#### **External needs or assets scoring less than 50% on the survey:**

- Positive family communication. (32%)
- Other adult relationships. (49%)
- Caring neighborhood (43%)
- Caring school climate (40%)
- Parent involvement in schooling (30%)
- Community values youth. (21%)
- Adult role models (32%)
- Creative activities (18%)



### How Does The Community Meet Their Needs ?

There is not a lot available to Sierra Madre teenagers. If they want to get together with their friends, schools aren't a common meeting place due to the number of schools Sierra Madre youth attend, most of them are out of town. There are no real places downtown that accept "just hanging out"; the Recreation Center is typically populated by elementary students, and, 66% of the time, if teens want to meet at their homes after school, their parents are not home.

The following is a list of currently available programs for teens within a three mile radius of Sierra Madre. Although these activities meet some of their needs, they fall short of addressing issues reflected in the youth surveys.

### City Programs

#### Sierra Madre

- Teen Volunteer Program - Limited number of participants.
- Junior Lifeguards - Limited positions, not available all year.
- Dolphin Swim Team
- Explorer Post 242

#### Pasadena (Not local, transportation problems).

- YMCA
- Boys and Girls Club
- Boy Scouts
- Girl Scouts
- Ice Skating

#### Arcadia

- AYSO Soccer. Available Sept. through March.
- soccer fields not available in Sierra Madre.

### Church related programs

- St. Rita's youth programs
- Bethany youth programs (1 evening per week plus Sundays)
- Sierra Madre Congregational youth programs
- Ascension Church youth programs

### Community based programs

- Pony-Colt Baseball - March to July only. Only one baseball field (Dapper).
- Dapper Field is not large enough for older teenagers to play on.
- Girls Softball- February to July. Must share field with Little League (thus restricted time)

## **THE ACTION PLAN**

What can Sierra Madre do as a community? The survey's findings state that assets are available to fewer than half of teenagers and suggests that the proper approach is not about youth crisis management, or about preventing problems (although young people with these assets face fewer crises and problems). It is about investing wisely in youth, increasing their exposure to constructive activities, and instilling in them values and skills that will guide them from the within.

The Youth Master Plan Steering Committee offers the following Action Plan, which summarizes the steps necessary to create a more youth focused Community. The plan employs a three pronged approach: 1) is mobilizing, energizing and informing the community; 2) creating a coordinated system of family and youth activities, supports and opportunities; and 3) providing the coordination and monitoring to ensure full implementation. Together, these approaches provide the pathways to lead our community to become more healthy, nurturing, and supportive of its children, youth, and families.

### **I. Mobilize The Community**

The first approach is to create a shared community commitment to the youth of Sierra Madre. Its three goals are:

1. **GET EVERYONE INVOLVED**  
Every person, business, organization and agency has a role to play.
2. **INCLUDE AND RECOGNIZE YOUTH**  
Treat youth with respect, give them opportunities to contribute, and recognize them for positive actions.
3. **GIVE EVERYONE INFORMATION ABOUT WHAT PROGRAMS ARE AVAILABLE**  
Families should not have to search for information.

### **II. Create A Unified System Of Supports And Activities**

The second approach is to create the kind of service system embodied in the Guiding Principles. Its four goals are:

4. **BE SURE YOUTH HAVE SOMETHING CONSTRUCTIVE TO DO WHEN THEY ARE NOT IN SCHOOL**  
This was the highest priority of the study groups on school-age children.
5. **HELP EVERYONE FEEL SAFE AND SECURE**  
Safe neighborhoods are essential to a healthy community.
6. **SUPPORT FAMILIES**  
All families need community support.
7. **EDUCATE PARENTS**  
Children do not come with an instruction manual!

### **III. Coordinate, Support, And Monitor Implementation**

The third approach's main goal is to:

#### **8. COORDINATE OUR EFFORTS TO REACH THESE GOALS**

Coordinate and monitor the implementation of the Youth Master Plan.

For each goal, the Action Plan describes the purpose of the goal and the need for action in that area. It then provides the following for each:

**DESIRED OUTCOME**—a simple statement of what we hope to accomplish through this goal.

**IMMEDIATE ACTION STEPS**—recommended first steps to begin or continue work toward each goal.

**SHORT-TERM STRATEGIES and LONG-TERM STRATEGIES**—should guide the implementation process over the next five to ten years.

**INDICATORS OF PROGRESS**—things we will track over time, to show how well we are achieving the desired outcome.

These outcomes and indicators will measure the effect of the community's efforts. The Sierra Madre City Council with the Parks and Recreation Commission will monitor these indicators to evaluate the effectiveness of the Youth Master Plan implementation. They will make or recommend revisions to the plan or changes in resource allocations and programming, as necessary, to improve effectiveness.

#### **General Principles to Apply to All Recommendations**

1. Review all program content for current viability and relevance (ability to provide opportunities for our youth to develop positive assets) and place in the Implementation Plan. Programs must address the risk-taking behavior that results from our youth experiencing too few positive assets.
2. Enhance successful youth programs; strengthen what we already have and encourage more participation.
3. Review all programs for "age appropriate" activities and participants. An inappropriate mix of age and emotional development can have a negative impact on the success of the program. For example: 7<sup>th</sup> and 8<sup>th</sup> graders may not feel comfortable with 6<sup>th</sup> graders, who at this age are still idealistic and happy with their lives. The older children in this group do not identify with 6<sup>th</sup> graders' perception of life. If possible, we will need to develop "programs" within a program to accommodate these differences and still maintain a high level of all age participation.

## **MOBILIZE THE COMMUNITY**

### **Goal 1. Get Everyone Involved**

The first step is to ensure that residents, businesses, and organizations recognize the importance to the community of meeting the needs of children, youth, and their families that they accept a role in its implementation. A marketing plan to reach the community and to encourage the responsiveness of its youth must be devised. This will take time.

**Desired Outcome:** Residents, businesses, and families embrace the need and commitment to be a part of the development of the community's youth.

#### **Immediate Action Steps:**

1. Organize a community review committee that includes both youths and adults to help evaluate current programs and initiate new ones. Reports of the committee should reflect all community inputs. This will provide an opportunity for all involved (including those not yet experienced in such decision making processes) to work together for their community.
2. Maintain current parks/facilities on a regular preventive maintenance schedule.
3. Develop and adopt a "Youth and Family Impact Statement" to ensure consideration by the City and community is given to the direct and indirect impacts of policies and decisions.

#### **Short-Term Strategies:**

1. Encourage current businesses to be more youth friendly. City government to encourage and provide incentives for "youth friendly" businesses, both current and prospective.
2. Work with area churches, businesses, schools, and other youth agencies (such as the YMCA) to provide space at their facilities and to have or develop programs that will be available to all youth.
3. Encourage parent involvement as mentors or facilitators in youth programs and activities.
4. Improve existing City facilities for youth sport programs, including Heasley & Dapper Fields and the Heasley infield project.

#### **Long-Term Strategies:**

1. Approach businesses and organized groups within the City for support. Organize age-appropriate "internship" programs for young people to work within community businesses and service areas. This can be a great opportunity for young people to view the community from adult perspectives, and vice versa, enhancing mutual respect. It is an excellent way to remove the adversary relationship that has grown between some community businesses and young people.
2. Initiate education enhancement and mentoring programs. Adults with areas of expertise in English, science, computer systems, mathematics, history, etc., can provide assistance for those who seek it and in the process become role models and mentors. This educational

enhancement program should also include the arts, literature, music, drama and creative activities, perhaps “seeded” and supported by local businesses.

3. Sponsor projects where school and church resources are shared with community resources. Make lists of each and find creative ways of sharing them. For example, private school busses could be maintained by City resources in exchange for field resources for community sports programs or, the City could help with school building and ground maintenance in exchange for the school preparing lunches for the senior citizens.
4. Institute preventive safety presentations to parents and the Elementary and Junior High School students by the Police and Fire Prevention Departments.

#### **Indicators Of Progress:**

1. Increased community awareness of the Youth Master Plan.
2. Increased numbers of community volunteers working with youth.
3. Increased community involvement in implementation of the Youth Master Plan.
4. Increased numbers of family and youth-friendly businesses.

#### **Goal 2. Include And Recognize Youth**

Children and youth are not only future leaders and workers, they are current resources with energy and creativity to offer the community. They should be involved in the planning and implementing of all programs that affect their lives. Opportunities and incentives must be provided so that they can learn productive and contributing behavior and recognize that their actions serve the community. Modeling this approach, the Committee received meaningful input from children of all ages, and included two youths as voting members of the Youth Master Plan Process.

**Desired Outcome:** Improved employment readiness and citizenship among young people.

#### **Immediate Action Steps:**

1. Explore the feasibility of a Youth Advisory Council that reports to the City Council or appropriate City Commissions. This should include encouraging the appointment of a youth representative to the Parks and Recreation Commission, as allowed in the municipal code.
2. A regularly scheduled open forum (i.e. monthly) that allows young people to voice their concerns, ideas, and “wants”, perhaps moderated by a Youth Advisory Council. Begin with an informal meeting in the park, at the bandshell, with entertainment to follow.
3. Identify sites within the City that can provide an alternate, safe and entertaining environment (soda shop/“Bean Town”) atmosphere. The auditorium at Sierra Madre School could be used for plays, musicals, movies, talent shows, workshops, etc.

4. Organize a service group of young people, to develop their sense of belonging and demonstrate their value to the community. The community will not give its complete support or involvement if young people do not make an attempt to reciprocate.
5. Offer mentoring programs, such as apprenticeship or work study programs, that match youth with caring adults. (Maybe seniors can help.)
6. Pair youth with adult volunteers for community service projects. Example: similar to the Explorer Post or the Pioneer Days 5 K Fun-Run-Walk.

**Short-Term Strategies**

1. Market the value of youth to the community.
2. Design activities/events that foster communication with adults, especially with parents. One school in the community held a version of “College Bowl” and had parents and students compete, with buzzers and all. This format could be used not only for educational content but sports, music, etc. The competition can be fun and enlightening for both groups.
3. Have youth identify something in the community they would like to change, then develop two or three plans for changing it. If a plan seems feasible, put it into action.
4. Train adult leaders in helping youth through the decision-making process. They might be available to offer guidance or simply to listen.
5. Sponsor career days for young people to spend time with adults in interesting professions. (Done at some schools currently, i.e. at Westridge School).

**Long-Term Strategies:**

1. Child friendly businesses should include a separate area for children that caters to their needs and/or interests. Equipment racks for bicycles and skateboards while children shop or eat should be investigated for feasibility.
2. Develop Youth Employment Programs such as year around after school work, Summer youth employment, and Citizen/Youth employment (yard work, baby sitting, etc.).

**Indicators Of Progress:**

1. Increased participation by youth in community service activities.
2. Increased voter registration among youth 18-25 years old.
3. Increased youth membership on youth policy advisory groups of the City and community based organizations.
4. Fewer complaints of youth deviant behavior.



**Goal 3. Give Everyone Good Information About What Is Going On**

There are more resources and programs for families and children in Sierra Madre than many families know about. This goal's purpose is to ensure that everyone knows what is available and that existing resources are fully used.

**Desired Outcome:** Clear information readily available about resources for children, youth and their families.

**Immediate Action Steps:**

1. Work with the Red Cross to schedule and advertise baby sitting classes and include graduates of the course in the YESP (Youth Employment Summer Program) notebook.
2. Publish and distribute the Resources List directory of existing services and programs for Sierra Madre youth and their families.
3. Create a Sierra Madre Web page, including a teen page managed by teens. It could serve as input for: teen problems, available jobs, current activities, local clubs, Sierra Madre teen chat room and current City Council agendas.

**Short-Term Strategies**

1. Create Teen Activity Center.
2. Install a Frisbee golf course (ideal for Bailey Canyon).
3. Increase participation in current Young Adult Programs (Explorer Post, YEP, Library).
4. Develop a Parent Help Line.
5. Develop a Parent / Teen mediator program (relation support group).

**Long-Term Strategies**

1. Improve the Teen Activity Center.
2. Create (build) Community bulletin boards at all City parks.

**Indicators Of Progress**

1. Up-to-date and easily accessible resource information.
2. Increased participation in community programs by youth and their families.

## **CREATE A UNIFIED SYSTEM OF SUPPORTS AND ACTIVITIES**

### **Goal 4. Be Sure Young People Have Something Constructive To Do When They Are Not In School**

This goal was the highest priority of the groups that studied children's needs. All groups agreed that Sierra Madre must do a better job of meeting youth's non-school hours needs, especially because many Sierra Madre children live in families where both parents (or the single parent) are working.

The Committee discovered few available activities for 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders, probably a contributing factor to the reported incidence of particularly high vandalism among 9<sup>th</sup> graders. Among older youth, drinking, drug abuse, and sexual activity is higher than some would wish to believe for this community.

**Desired Outcome:** Increased availability of, and participation in, supervised activities for youth in these ages.

#### **Immediate Action Steps:**

1. Extend the City's Round-A-Bout transportation system to beyond 2:30 p.m. This extension would increase participation in City sponsored or local business sponsored programs.
2. Make the library more available to teens. Open on Sundays to increase available hours when youth need such resources.

#### **Short-Term Strategies:**

1. Engage professionals to assist in program content development consistent with the individual age groups targeted. This is essential to reach the 7<sup>th</sup> and 8<sup>th</sup> graders. Since their answers in the survey were significant lower than 6<sup>th</sup> graders, we need to identify if these represent "just" adolescent behavior or the need for better guidance through these years.

Age-appropriate content of the programs will be crucial to success. There will need to be some separation of the ages: 7<sup>th</sup> and 8<sup>th</sup> graders together/ high school age students (although there may be some emotional separation in this group). Young adults have different needs and should be approached accordingly.

2. Develop organized sports, including intramural programs for alternative sports (volleyball, basketball, tennis, etc. Provide a monthly skateboarding event (possibly collaborating with another city).
3. Re-write job requirements for senior recreation staff positions (i.e. Senior Recreation Leader) to require them to be those older than 16 years old; possibly seniors in high school, or persons intending to or majoring in recreation, education or other youth related fields. Those 16 years or younger could be utilized as assistant camp leaders.
4. Organize additional clubs and/or groups that can come to the community or can be developed here, i.e. Junior Achievement.

5. Provide more opportunities for creative activities, recruit Creative Arts Group, After School Adventures, etc.
6. Provide more concerts, plays and movies, using the Band Shell. Parent support is necessary for these activities, as well as youth input. The Recreation Center sponsored “Battle of the Bands” activities have been well-received.
7. Devise a solution for the critical need for more space for programs developed for young people. If building a new facility is not possible, utilize school facilities or the Recreation Center as an alternative.
  - Resource Center for Homework/Tutoring/Mentoring at Library, Teen Center or both.
  - Entertainment area with billiards, ping pong, pinball, videos, music etc. In general a place when the youth can hang out together and have fun with one another.
  - Improve the Recreation Center with furnishings that allow a multipurpose room with a schedule of different activities, (homework, computer, and for relaxation “down time” center or entertainment).

With such a varied age group and number of programs will require creative scheduling of the facility.

- Design an outdoor area that could be “multipurpose” for skateboarding, in-line skating, roller hockey, etc, supervised by adults, but a place youth would feel is their special place to go.
- Depending on what monies are available for these plans, there may still be a need for fundraising. This could be a community effort, heavily attended and supported by all. It is important that, to reinforce our young people’s sense of responsibility, they will need to work for what they want.

### **Long-Term Strategies**

1. Create new recreation facilities in Sierra Madre to expand youth options other than in school activities, such as:
  - a) Skateboard park (currently implemented by other local cities.)
  - b) Roller hockey rink. Leagues could be started through local businesses.
  - c) An additional full size baseball field. Sierra Madre baseball leagues (Farm and Little League, Girls Softball, and Pony Colt) do not have enough field time to accommodate the number of players wanting to play.
  - d) More volleyball and basketball courts.
  - e) A soccer field.
2. Expand Summer Day Camp/After School programs, to help bridge the gap caused by the lack of our own school district. Review the possibility of PUSD day care on the school site at Sierra Madre Elementary to free up the Recreation Center space for additional activities.

3. Expand the Library to provide identifiable study and expanded computer space and a multipurpose room for children's programs which can also be used as a homework center for young adult services, age-sequestered book collection, reading area.
4. Create incentives for new Sierra Madre businesses that are youth oriented. Examples: a) bowling alley, b) restaurants, c) arts (theater, music, dance).

**Indicators Of Progress:**

1. Increased social behavior among teenagers.
2. Reduction in alcohol, tobacco and other drug use among youths.
3. Reduction in teenage sexual activity.
4. Increased opportunities for youth to explore career paths and job options.
5. Increased preschool and school age childcare.
6. Increased number of safe places for youth to study and socialize.
7. Increased use of public transportation by youth to YMP programs.

**Goal 5. Help Everyone Feel Safe And Secure**

Sierra Madre enjoys one of the lowest crime rates in Southern California. However, such an environment will not stay that way if not tended to and maintained. This is more than a charge to law enforcement—it is a call to every resident of Sierra Madre. Building strong neighborhood connections can help people form relationships that stabilize and strengthen family life and increase respect for others and their property.

Family-friendly neighborhoods, where adults share a commitment to all children, are *safe* neighborhoods. With coordination and training, organizations such as Neighborhood Watch might be important in implementing many facets of the Youth Master Plan.

**Desired Outcome:** Safe, secure, caring neighborhoods.

**Immediate Action Steps:**

1. The City's Round-A-Bout transportation system, a fixed route with designated stops, should be extended past 2:30 p.m., and thus could provide an alternative for moving elementary age children, supervised or unsupervised, from site to site safely and efficiently. The costs and effectiveness of a more inclusive system should be evaluated.

**Short-Term Strategies:**

1. Have Police make "Okay and Not Okay Behavior" presentations at schools.
2. Police and Fire Departments to provide community presentations on "At Home Safety for Kids & Their Parents" and education seminars on "Latchkey Children."
3. Re-initiate neighborhood watch programs in areas with increased criminal activity.

**Long-Term Strategies**

1. The City of Sierra Madre should not rule out the possibility of child abuse in the community, and should identify ways to offer child abuse identification and prevention instruction through schools, churches, and after-school programs.

**Indicators Of Progress:**

1. Increase in the number of neighborhood-based activities and organizations.
2. Reduction in crime and arrest rates among juveniles.
3. Decrease in reported cases of vandalism by teenagers.
4. Reduction in substantiated reports of child abuse and neglect.

**Goal 6. Support Families**

Economically viable, safe and secure families will best satisfy the primary needs of children and adolescents. Families need support from their community, their employers, their schools, and their neighborhoods. Strengthening such relationships is particularly effective in reducing isolation often felt by new parents or newly arrived families. It is also an effective strategy in reducing crime.

**Desired Outcome:** Strong community supports and healthy families.

**Immediate Action Steps:**

1. Sponsor and publicize discussion nights for parents and teens.
2. Invite community health professionals, religious leaders, therapists and educators to talk about how community norms affect teenage involvement with drugs, alcohol and sex. For example, what can the community do to limit or restrict easy access by youth to alcohol, drugs, or sex explicit material?
3. Invite parents and youth to suggest topics, then asks experts to prepare study guides for family discussion of current issues.

**Short-Term Strategies:**

1. Develop a programs that will improve parent communication and involvement with youth.
2. Establish a Welcome Wagon or play group for new parents and families.

**Long-Term Strategies:**

1. Sierra Madre should improve quality childcare in the City by:
  - a) Inviting State licensing to hold orientation sessions for new and existing unlicensed daycare centers.
  - b) Facilitating individuals to pursue careers in childcare through the licensing process.
  - c) Providing ongoing classes to keep existing providers current with trends in their field.
  - d) Encouraging unlicensed facilities to become licensed.

2. Develop youth programs, making available counselors of their peers, adults, and professionals that will address topics of relevance to youth in a non-threatening manner and atmosphere. We could organize/share programs among the Youth Groups already in place as well as involve surrounding communities.
3. Create clear expectations of how youth should relate to one another in their activities.
4. Create a climate in which abstinence by youth is valued and affirmed.

**Indicators Of Progress:**

1. Increase in family-friendly policies among Sierra Madre employers.
2. Increased parental involvement in schools.
3. Increased number of community volunteers.

**Goal 7. Educate Parents**

Sierra Madre takes seriously its commitment to improve the support, education and training available to parents, people providing parenting support to children not their own, and other caregivers. Traditional parent education classes do not satisfy the requirements of today's time-starved families: greater creativity and flexibility is needed.

**Desired Outcome:** Healthy families.

**Immediate Action Steps:**

1. Provide households in Sierra Madre a resource directory of nearby agencies that offer support for new and expecting parents. Make this information available on Sierra Madre Web Page and through pamphlets available at City Facilities.
2. Implement local speakers series and discussion groups to help parents learn to recognize and evaluate good, mediocre, and bad childcare.
3. Make parents aware of the City transportation system.

**Short-Term Strategies**

1. Develop appropriate programs for preschool children and hold them in convenient locations (for example, one morning a week offer a class in craft making and physical movement in Memorial Park). Procure materials through grants or donations and secure teachers from Pacific Oaks, PCC, or through local preschools as a community outreach project.
2. Disburse information to care givers in Sierra Madre both in English and in Spanish. (There are many Spanish speaking nannies in the City.)
3. Reactivate a toy loan program.

4. Offer programs for both stay at home and working parents. (The Sierra Madre Library does a good job of this with their story hour.) Develop other programs similarly.

**Indicators Of Progress:**

1. Increased involvement by parents in schools.
2. Increase participation by youth in community and private programs.

**COORDINATE, SUPPORT AND MONITOR IMPLEMENTATION****Goal 8. Coordinate Our Efforts To Reach These Goals**

The Steering Committee often found the need for better coordination, use, or accessibility of existing resources. Accomplishing this is less expensive than creating new programs, but requires staff time and training and increased levels of funding available.

**Desired Outcome:** Collaborative implementation of the Youth Master Plan.

**Immediate Action Steps:**

1. The City Council's adoption of the Youth Master Plan.
2. With Steering Committee input, the City Council should approve and fund development of programs and action steps outlined in the Youth Master Plan. Representatives from the Parks and Recreation Commission, community organizations, and youth should coordinate resources and maintain the overall direction of the Plan. The impact of the Youth Master Plan should be evaluated by using the community scorecard developed by the Steering Committee. An additional task should be to research the potential for grants from the public and private sectors.
3. A detailed plan for achieving Youth Master Plan goals, specifying timelines, accountability, baseline data and needed resources should be developed by July 1, 1998.

**Short-Term Strategies**

1. Collect data for evaluating the effect of the Youth Master Plan.
2. Publish baseline data for the Youth Master Plan Indicators of Progress. The first community scorecard should be published in 1998.

**Long-Term Strategies**

1. Annually update and publish a community scorecard, and use it to evaluate the effectiveness of the community's efforts to achieve YMP goals.
2. Regularly make necessary revisions and additions to YMP recommendations.
3. Maintain communication with the community and provide a forum for joint problem-solving.

**Indicators Of Progress:**

1. Existence of a thorough implementation plan.
2. Existence of a collaborative structure to monitor plan implementation.
3. Existence of a problem-solving structure with legitimacy in the community.
4. Publication of an annual community scorecard of YMP progress.

**Challenges**

To address the challenges that will be faced, we need to:

- To prioritize needs related to reducing juvenile risk-taking behavior, beginning with programs that will have the most positive impact.
- To devise programs that effectively meet youth needs, especially for 7<sup>th</sup> graders.
- To use our resources efficiently and effectively, in particular upgrading the physical plants that might be available.
- To gain respect, cooperation and credibility with the priority target group (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders).
- To educate parents/guardians on the Plan and their children's role in its success. We must approach them with sensitivity to their opinions and beliefs, and not give the impression that we are usurping their authority.
- To encourage parent/guardian continued participation, even after their children are grown, essential for the longevity of this program.
- To earn community financial and personal support for these programs, especially from those with applicable expertise and knowledge.
- To host community fundraisers and donation campaigns to foster a sense of community pride in youth accomplishments.



**APPENDICES**

- A. Surveys used in data gathering for Youth Master Plan
- B. Resource List for Families
- C. Results of the Public Sector Service Survey
- D. Correlation of programs meeting specific youth needs
- E. Resources used in the development of the Youth Master Plan
- F. Those responsible for the Youth Master Plan
- G. Search Institute Survey and Results

## APPENDIX A

**SURVEYS USED IN DATA GATHERING FOR YOUTH MASTER PLAN****City of Sierra Madre  
Youth Master Plan Survey**

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**Public Sector Survey**

The following information is needed as a part of the Sierra Madre Youth Master Plan. Your assistance is greatly appreciated in completing it and returning to Michelle Keith by May 2, 1997. Thank you.

Department : \_\_\_\_\_

Person Completing Survey: \_\_\_\_\_

1. Does your department have mission statements, policies, or procedures which relate to children, youth and families which are used in policy making?
2. Does your department have commissions/boards/committees whose recommendations impact children or youth and families? If so, what?
3. If you have programs or services specifically for children or youth and families, what is the budget for the specific programs? How many are served?
4. Are there procedures or methods in place to insure that families and programs are user friendly to children, youth and families?
5. What City of Sierra Madre regulatory functions (zoning, licensing, permits, fees, etc.) exist in your department which have a direct or indirect impact on children, youth and families, and the programs which serve them?
6. Are there partnership and collaboration efforts with other departments, governmental agencies, community agencies, etc., which assist you department, in serving children, youth and families?
7. Are there federal, state, county or local requirements (mandates), which impact the programs and services that your department offer children, youth and families?
8. Are there unmet needs for children, youth and families which your department could provide programs and services for if funds were available? If Yes, what are these needs and what is an estimate of the costs of providing them?

9. Are there any evaluation measures which your department have that are used to evaluate the impact of services and programs?
10. Are there any emerging opportunities, program, or regulations which you foresee that will impact services for children youth and families?
11. Are there recommendations or ideas which you would like to give the Youth Master Plan Steering Committee?

## City of Sierra Madre Youth Master Plan

### Service Agency Survey

#### SECTION 1: General Information

Agency Name	
Parent Agency (if different)	
Address, City, State, Zip	
Phone Number	
Service Location	
Service Description	
Language Spoken	
Days & Hours of Service	
Year Agency was Founded	
Fees	
Eligibility Requirements	
Handicapped Accessible	
Transportation Provided	
Collaborative Agencies	
Respondent's Name & Title	

#### SECTION 2: Agency Statistics

- Does your agency serve children and/or families who reside or go to school in Sierra Madre? NO YES If yes, what percentage of your total clients are under 18 from Sierra Madre?

2. Please estimate what percentage of your Agency's resources are derived from the following sources: Federal Grants, State Funding Sources, County Funding Sources, City of Sierra Madre, Fees, Private Fundraising, Foundations, United Way, Pasadena Unified School District, and Other.
3. Some agencies provide one specific service to a target population, others provide a variety of services. Please estimate the number of people from Sierra Madre in each age category who received the following types of services from your Agency:

**AGE 0 - 2 yrs:** Health Care, Mental Health, Job Training, Child Care, Recreation/Sports, Youth Development other than sports, Food / Shelter / Emergency Services, and Other.

**AGE 2 - 5 yrs:** Health Care, Mental Health, Job Training, Child Care, Recreation/Sports, Youth Development other than sports, Food / Shelter / Emergency Services, and Other.

**AGE 6 - 11 yrs:** Health Care, Mental Health, Job Training, Child Care, Recreation/Sports, Youth Development other than sports, Food / Shelter / Emergency Services, and Other.

**AGE 12 - 14 yrs:** Health Care, Mental Health, Job Training, Child Care, Recreation/Sports, Youth Development other than sports, Food / Shelter / Emergency Services, and Other.

**AGE 15 - 18 yrs:** Health Care, Mental Health, Job Training, Child Care, Recreation/Sports, Youth Development other than sports, Food / Shelter / Emergency Services, and Other.

**AGE Adult:** Health Care, Mental Health, Job Training, Child Care, Recreation/Sports, Youth Development other than sports, Food / Shelter / Emergency Services, and Other.

4. Does your Agency target services to any of the following populations in Sierra Madre? If so, estimate how many: Children with Disabilities, Pregnant and / or Parenting Teens, Families with Substance Abuse Problems, Youth Offenders, Families with New Babies and Other.
5. Do you have a volunteer program? Are you interested in a youth volunteer program?

### SECTION3: Agency Opinions

6. What would you consider to be the most serious unmet needs for children, youth and families in Sierra Madre?
7. If the Youth Master Planning process determines that there is a demonstrated need for more of the services you offer Sierra Madre, would you have the capacity to increase services in this area? Please explain.

8. What would you like to see the Youth Master Plan process accomplish over the next five to ten years?

Thank you for taking the time to assist the City of Sierra Madre with the Youth Master Plan. Please mail completed surveys to, Michelle Keith at 232 W. Sierra Madre Blvd., Sierra Madre, CA 91024.

## ***Youth Input Questionnaire***

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1. Where do you go to school?
2. Where do most of your friend's go to school?
3. What do you do on the weekend?
4. Do you ride bikes a lot?
5. Do you play sports? Which ones?
6. What would you like in Sierra Madre?
7. Would you like another field?
8. Would you like an outdoor hockey rink?
9. Would you like an ice skating rink?
10. Would you like a bowling alley?
11. Would you like another park?

Thank you for taking the time to help us out.

(Distributed to Elementary School Students)

## CITY OF SIERRA MADRE YOUTH MASTER PLAN SURVEY

### \* PRESCHOOL AND ELEMENTARY AGE COMMITTEES \*

Help us help you by answering the following questions. Community responses will be used to revise and develop services for preschool and elementary age children and their families in the Youth Master Plan.

### Family Profile

- |   |                    |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
|---|--------------------|-------|--------|------|--------|---------|------------|--------|------------|--------------|-------------|---------------|-------|--|---|----------------|-------------------|-------------------|-------------------|-------------------|--------------------|------------------|-----------------|-------------------|-----------------|-------|-----------|
| <p>1. How many children are in your family?</p> <p>2. What are the ages of your children?</p> <p>3. Who does your child live with and who else is in the home? (check all that apply)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">mother &amp; father</td> <td style="width: 50%;">uncle</td> </tr> <tr> <td>mother</td> <td>aunt</td> </tr> <tr> <td>father</td> <td>brother</td> </tr> <tr> <td>stepmother</td> <td>sister</td> </tr> <tr> <td>stepfather</td> <td>stepsiblings</td> </tr> <tr> <td>grandparent</td> <td>half siblings</td> </tr> <tr> <td>other</td> <td></td> </tr> </table> | mother & father    | uncle | mother | aunt | father | brother | stepmother | sister | stepfather | stepsiblings | grandparent | half siblings | other |  | <p>4. What is your family income level?</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Under \$25,000</td> <td style="width: 50%;">\$45,000 - 64,999</td> </tr> <tr> <td>\$35,000 - 34,999</td> <td>\$65,000 - 84,999</td> </tr> <tr> <td>\$35,000 - 44,999</td> <td>\$85,000 and above</td> </tr> </table> <p>5. Do you own your home? YES NO</p> <p>6. How would you describe your child's ethnicity? (check all that apply)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">African American</td> <td style="width: 50%;">Hispanic/Latino</td> </tr> <tr> <td>Asian or Islander</td> <td>Native American</td> </tr> <tr> <td>Other</td> <td>Caucasian</td> </tr> </table> <p>7. What languages are spoken in your home?</p> | Under \$25,000 | \$45,000 - 64,999 | \$35,000 - 34,999 | \$65,000 - 84,999 | \$35,000 - 44,999 | \$85,000 and above | African American | Hispanic/Latino | Asian or Islander | Native American | Other | Caucasian |
| mother & father   | uncle              |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| mother  | aunt               |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| father  | brother            |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| stepmother  | sister             |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| stepfather  | stepsiblings       |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| grandparent   | half siblings      |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| other   |                    |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| Under \$25,000  | \$45,000 - 64,999  |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| \$35,000 - 34,999   | \$65,000 - 84,999  |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| \$35,000 - 44,999   | \$85,000 and above |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| African American  | Hispanic/Latino    |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| Asian or Islander   | Native American    |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |
| Other   | Caucasian          |       |        |      |        |         |            |        |            |              |             |               |       |  |   |                |                   |                   |                   |                   |                    |                  |                 |                   |                 |       |           |

### Child Care Questions

- |   |   |
|---|---|
| <p>8. Who cares for your preschool and/or elementary school child? (check all that apply, P for preschool, &amp; E for elementary age children) P E</p> <p>parent</p> <p>other family member</p> <p>in home placement</p> <p>family day care</p> <p>Preschool</p> <p>Elementary School</p> <p>Child care center</p> <p>Recreation Dept.</p> <p>Rec. Dept. summer camp</p> | <p>10. At what age did your child/children start participating in day care?</p> <p>11. Why did you choose your preschool child provider?</p> <p>12. Why did you choose your elementary child's provider?</p> <p>13. Is your provider licensed? YES NO</p> <p>14. Is your child cared for by a person or group in Sierra Madre?</p> <p>15. Did you look for child care in Sierra Madre?</p> <p>16. Would you like your child care to be located in Sierra Madre?</p> |
|---|---|
9. Please comment on your satisfaction with your child's/children's current care situation:

### Sierra Madre Questions

- |  |   |
|--|---|
| <p>17. How many years has your family lived in Sierra Madre?</p> | <p>18. What is your family's primary reason for living in Sierra Madre?</p> |
|--|---|
19. In what City services does your child participate? (check all that apply, P for preschool, & E for elementary age children).
- |                      |                          |                             |
|----------------------|--------------------------|-----------------------------|
| P E swimming lessons | P E Huck Finn Day        |                             |
| P E family swim      | P E Summer Reading       | P E Halloween               |
| P E tutor program    | P E Concerts in the Park | P E Recreation Classes      |
| P E parks            | P E preschool story hour | P E 4 <sup>th</sup> of July |
| P E summer camp      | P E library services     | P E other                   |



20. In what activities does your child participate that are sponsored by **other organizations**? ? (check all that apply, **P** for preschool, & **E** for elementary age children)

<b>P</b>	<b>E</b>	Athletic Assoc.	<b>P</b>	<b>E</b>	Creative Arts Groups	<b>P</b>	<b>E</b>	Scouting
<b>P</b>	<b>E</b>	Pacific Dance Center	<b>P</b>	<b>E</b>	Renaissance Art Classes	<b>P</b>	<b>E</b>	AYSO
<b>P</b>	<b>E</b>	Pasadena Symphony	<b>P</b>	<b>E</b>	Little League	<b>P</b>	<b>E</b>	Other

### Parent Support Questions

21. Where was your child born?

22. What type of support do/did you need as a new parent? (check all that apply)

medical      nutritional  
developmental      behavioral  
breast feeding      other

23. If you have a child rearing question, where would you go for information?

24. If you participated in a parent education program, where did you go?

### Planning Questions

25. What would you like to see Sierra Madre offer most for your family? (check all that apply)

organized play group for toddlers  
baby-sitting referral  
transportation  
toy loan  
children's health clinic  
skate board rink  
after school recreation program  
other

26. Where does your child go to school and why did you choose that school?

preschool \_\_\_\_\_

elementary school \_\_\_\_\_

27. Which schools would you like your child to attend for their future and why?

preschool \_\_\_\_\_

elementary school \_\_\_\_\_

middle school \_\_\_\_\_

high school \_\_\_\_\_

**Please return** your completed surveys to the service desks at City Hall, Library, Recreation Dept. or Creative Arts Group or mail by folding survey into thirds, stapling and affixing postage.

**Questions** may be directed to the Co-Chairs of the Preschool and Elementary Subcommittee: Jackie Raymond, Creative Arts Group Director, 355-8350 or Toni Buckner, City Librarian, 355-7187

**THANK YOU FOR YOUR PARTICIPATION IN THE YOUTH MASTER PLAN**

**TO:** ALL 6<sup>TH</sup>, 7<sup>TH</sup>, AND 8<sup>TH</sup> GRADE TEACHERS WHOSE STUDENTS RESIDE IN SIERRA MADRE

**FROM:** SIERRA MADRE YOUTH MASTER PLAN SUB-COMMITTEE AGES 11 - 14

Thank you for answering these few questions pertaining to your students.

***Please circle your answer.***

1. What grade(s) do you teach?      6      7      8
2. What grade are offered at your school?      K - 6      K - 8      K - 12      6 - 8      7 - 12
3. Is the school where you teach      public      private-religious      private non-religious?
4. What is the average classroom size?      Under 20      20 - 24      24 - 30      Over 30
5. What do you perceive to be your students' top three influences outside of the classroom?  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
6. How does each one of the above effect the classroom ? (Please use more room if necessary)  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
7. Has parent participation ***increased*** or ***decreased*** in the last three years?
8. Have your students ever indicated a strong desire for a specific after school activity which is not now being offered?
9. What extra curricular programs would you suggest be made available to all students?
10. Would you be willing to help initiate or serve as an advisor for any program you would like to see available?      NO      YES      If yes, please leave your name, address and phone number.

Thank you for taking the time to help our committee identify needs of children 11 - 14 years of age. Please feel free to contact Tina Coats with further comments at 355-8458.

## WISH LIST FOR SIERRA MADRE RESIDENTS AGES 11 - 14

LET THE SIERRA MADRE YOUTH MASTER PLAN COMMITTEE KNOW  
WHAT YOU WANT AND NEED IN SIERRA MADRE

We need your help your help in filling out this survey about the kinds of programs you would like to see in town. We will use the results to develop a youth action plan. Thank you for your help.

1. How old are you ?
2. Mark the programs you would like to see in Sierra Madre with a + and mark programs you may already be involved in with an 0.

- |   |   |
|---|---|
| <input type="checkbox"/> Library programs   | <input type="checkbox"/> Teen drop-in center            |
| <input type="checkbox"/> Anti-drug, alcohol or tobacco programs                     | <input type="checkbox"/> Youth leadership program       |
| <input type="checkbox"/> Anti-gang or violence programs                             | <input type="checkbox"/> Counseling or support group    |
| <input type="checkbox"/> Art, drama, dance, or music program                        | <input type="checkbox"/> Tutoring or homework center    |
| <input type="checkbox"/> Scouts, Campfire or similar program                        | <input type="checkbox"/> Sports (team, lessons, league) |
| <input type="checkbox"/> Job training or work experience                            | <input type="checkbox"/> Mentor/ role model program     |
| <input type="checkbox"/> Volunteer or community work program                        |   |
| <input type="checkbox"/> After-school programs with a variety of activities offered |   |

3. Please describe other programs you would like to see available or ways you would add or change that you are already attending: \_\_\_\_\_

4. When do you most need a program ? (check up to 3)

before school	after school	summerevenings	school breaks
weekends	during school hours	days off	other

5. Which three things are most important to you in a program?

to feel safe there	to like it and have fun	to be at the time I want
my friends are there	to like the other kids I met	to like the staff
to learn something new	my parents want me there	its easy to get to
it doesn't cost much	kids help decide the activities	other

We would like you to get involved. Please write your name and number and we will get in touch with you to help present your ideas to the Sierra Madre Youth Master Plan Committee. Thank you.

If there are further questions or comments you may call Tina Coats 355-8458.

## APPENDIX B

**RESOURCES LIST FOR FAMILIES****ACTIVITIES – GENERAL****Armory Center for the Arts**

145 N. Raymond  
Pasadena, CA 91101  
792-5101

**After School Adventures  
Hands-On Workshops & Seminars**

90 N. Baldwin Avenue, #7  
Sierra Madre, CA 91024  
355-2004

**Boys & Girls Clubs of Pasadena**

3230 E. Del Mar  
Pasadena, CA 91104  
449-1953

**Boy Scouts of America  
'Lucky Baldwin' District**

3450 E. Sierra Madre Blvd.  
Pasadena, CA 91107  
351-8815

**Campfire Council of the Foothills**

136 W. Lime Avenue  
Monrovia, CA 91016  
305-1200  
Youth clubs K-12, in-school programs,  
summer camps  
Fee: \$12 per year

**Creative Arts Group (Foothill)**

108 N. Baldwin Avenue  
Sierra Madre, CA 91024  
355-8350

**Girl Scouts of America  
Mt. Wilson Council\***

101 Wheeler Avenue  
Arcadia, CA 91007  
445-7771  
English/Spanish  
Youth clubs for girls age 5 –17  
Fee: \$7 per year

**Junior Achievement (National)**

One Education Way  
Colorado Springs, CO 80906-4477  
719-540-8000

**Kidspace Museum**

390 S. El Molino Ave.  
Pasadena, CA 91107

**Mountain & Sea Adventures**

1107 Fair Oaks Ave., Ste. 117  
Pasadena, CA 91030  
403-2169

**Pasadena Junior Philharmonic**

1214 E. Green Street  
Pasadena, CA 91107  
792-0463

**Renaissance Studio**

5 Kersting Court  
Sierra Madre, CA 91024  
355-6639  
art classes

**San Gabriel Valley Learning Center\***

3160 E. Del Mar Blvd.  
Pasadena, CA 91107  
796-6115  
Girls ONLY 6 – 13 years  
After school (2-6 p.m.)  
Fee: \$75 per month or  
Summer Camp (7 a.m. to 6 p.m.)  
Fee: \$75 per week

**Sierra Madre Library\***

(Young Adult Programs)  
440 W. Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-7186  
Children's Librarian: Cathy Ryne

**Sierra Madre Recreation Dept.\***

232 W. Sierra Madre Blvd.

Sierra Madre, CA 91024

355-5278

Programs include: Little League, Girls Softball, dance classes, tennis classes, t-ball, Poly/Colt, community events, cooking classes, gymnastics, volleyball, crafts, after school & camp programs, park facilities, young adult activities, aquatics.

**Y.M.C.A. Pasadena**

2750 New York Drive

Pasadena, CA 91107

798-0862

health, fitness, aquatics, leadership program

**Y.M.C.A. – Monrovia**

501 S. Mountain Avenue

Monrovia, CA 91016

359-9244

**ACTIVITIES – SPORTS & FITNESS****AYSO – Region 2**

2115 S. Third Avenue

Arcadia, CA 91006

446-3922

**Eaton Canyon Golf Course**

1150 Sierra Madre Villa

Pasadena, CA 91104

794-6773

**Eaton Canyon Nature Center**

1750 N. Altadena Drive

Pasadena, CA 91104

398-5420

hiking, trails

**Pacific Dance Centre**

7 Kersting Court

Sierra Madre, CA 91024

355-3665

Dir. &amp; Choreographer: Patricia Farmer

**Sierra Health and Fitness**

20 N. Baldwin Avenue

Sierra Madre, CA 91024

836-1236

Program Director: Rudy Hayek

**Sierra Madre Dolphin Swim Team**

611 E. Sierra Madre Blvd.

Sierra Madre, CA 91024

355-2356

Coach Mark Keith

**ACTIVITIES – SUMMER****Sierra Madre City Aquatics Programs****Junior Lifeguard /Aide Program \***

611 E. Sierra Madre Blvd.

355-2356

Pool Managers: James Carlson &amp;

Barbara Banis

**Sierra Madre Recreation Summer****Camp & Teen Volunteer Program\***

611 E. Sierra Madre Blvd.

355-5278

Coordinator: Delia Garcia-Moriel

**Bethany Summer Camp (Bible School)**

93 N. Baldwin Ave.

Sierra Madre, CA 91024

355-1403

**Congregational Church (Bible School)**

170 W. Sierra Madre Blvd.

Sierra Madre, CA 91024

355-3566

**ADVOCACY****American Cancer Society - Pasadena**

50 N. Hill Avenue, Ste. 200

Pasadena, CA 91104

795-7774

**Catholic Big Brothers, Pasadena**  
792-5678

**Friends of the Sierra Madre Library**  
P.O. Box 334  
Sierra Madre, CA 91025

**Grace Center**  
P.O. Box 94716  
Pasadena, CA 91109  
355-4545

**Hillsides Home For Children**  
940 N. Avenue 64  
Pasadena, CA 91109  
(213) 254-2274

**Kare Youth League**  
5150 Farna  
Arcadia, CA 91006  
442-1160

**Nature Friends**  
423 Yucca Trail  
Sierra Madre, CA 91024  
355-5425

**Sierra Madre Enviromental Council**  
P.O. Box 85  
Sierra Madre, CA 91025

**Sierra Madre Historical and  
Preservation Society**  
P.O. Box 202  
Sierra Madre, CA 91025

#### **AGENCIES – EMPLOYMENT**

**Town and Country Domestic Services**  
25 S. Baldwin Ave., Ste. 2  
Sierra Madre, CA 91024  
355-4548

**Summer Youth Employment Program**  
611 E. Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-5278

#### **AGENCIES – EMERGENCY SERVICES**

**American Red Cross San Gabriel  
Valley Chapter \*Pasadena Center \***  
50 N. Hill Avenue, Suite 100  
Pasadena, CA 91107  
395-7188 or sign-ups 1-800-627-7000  
Manager: Susan Snyder  
Disaster assistance, preparedness, first  
aid & CPR classes

#### **AGENCIES – GENERAL (SERVICE CLUBS)**

**Congregational Church**  
170 W. Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-3566

**United Methodist Church**  
695 W. Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-0629

**Ascension Church**  
25 E. Laurel Ave.  
Sierra Madre, CA 91024  
355-1133

**Pasadena Jewish Temple and Center**  
1434 N. Altadena Drive  
Pasadena, CA 91104  
798-1161

**Sierra Madre Chamber of Commerce**  
49 S. Baldwin, Ste. K  
Sierra Madre, CA 91024  
355-5111

**Sierra Madre Civic Club**  
P.O. Box 413  
Sierra Madre, CA 91025  
Meets the 2<sup>nd</sup> Thursday of each month  
at the Senior Center

**Sierra Madre Kiwanis**  
P.O. Box 364  
Sierra Madre, CA 91025

**Sierra Madre Rose Float Assoc.\***  
P.O. Box 603  
Sierra Madre, CA 91025  
355-7005

**Rotary Club of Sierra Madre**  
P.O. Box 863  
Sierra Madre, CA 91025

**Sierra Madre Woman's Club**  
550 West Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-9063

#### **CHILDCARE/ PRE-SCHOOL**

**Child Care Information Service**  
2700 Foothill, Ste. 121  
Pasadena, CA 91107  
449-8221  
Referrals for licensed providers

**Hastings Ranch Nursery School**  
3740 E. Sierra Madre Blvd.  
Pasadena, CA 91107  
351-9171

**Mama Pete's Nursery School**  
71 Suffolk Avenue  
Sierra Madre, CA 91024  
355-9567  
Director: Marjorie Petersen

**Pasadena Head Start**  
595 Lincoln Ave., Ste. 203  
Pasadena, CA 91105  
568-9822

**Sierra Madre Community Nursery School (Parent Participation)**  
701 E. Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-1655  
Preschool – K  
Director: Beverly Slocum

**Sunrise Nursery School**  
3700 E. Sierra Madre Blvd.  
Pasadena, CA 91107  
351-9899

#### **CHURCH PROGRAMS**

**St. Rita's Church**  
90 E. Alegria Ave  
Sierra Madre, CA 91024  
355-1292  
Age Group 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders  
**Enrollment: 30 members**  
Meets on Saturday in PAC Hall: 6:30 to 8:30 p.m. Directors: Sue Mischenko & Marion Toyoshima, 355-1543

**Congregational Church**  
170 W. Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-3566  
Meets on Wednesday: 6:00 - 7:30 p.m.  
Sunday mornings: 9:30 - 10:45 am  
Meetings are continuously held.  
Planned outings and activities.  
**Enrollment: 80 - 90 members** but all do not attend each meeting.  
Director: Steve Wiebe, 355-3566

**Bethany Church of Sierra Madre**  
93 N. Baldwin  
Sierra Madre, CA 91024  
355-1403  
**Meets on Wednesday: 7:00 p.m.**  
**Enrollment: Junior High – 7<sup>th</sup> and 8<sup>th</sup> grade 35 members**  
Senior High – 9<sup>th</sup> thru 12<sup>th</sup> grade **35 members**  
Director: Rick Wilson

**United Methodist Church**  
695 W. Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-0629  
Enrollment: Junior High Group – **12 members** Meets on Sundays at 6:30 p.m., continuous. Director: Jamie Fox

**Episcopal Church of The Ascension**

25 E. Laurel  
Sierra Madre, CA 91024  
355-1133

**Enrollment:** Junior High Group  
Director: Susan Snyder

**Church of Christ**

212 N. Lima Avenue  
Sierra Madre, CA 91024  
355-1817

**COUNSELING****Counseling Services for Families**

See Foothill Family Services (Health – General)

**LIFE Changes Counseling Center**

37 Auburn Ave., Ste. 5  
Sierra Madre, CA 91024  
355-2321

**EDUCATION / MUSEUMS****Alverno High School**

200 N. Michilinda Ave.  
Sierra Madre, CA 91024  
355-3463  
9 – 12 grade

**Los Angeles County Arboretum**

301 N. Baldwin  
Arcadia, CA 91006  
821-3222

**Bethany Christian School**

93 N. Baldwin Ave.  
Sierra Madre, CA 91024  
355-3527  
K - 8

**Citrus College**

1000 W. Foothill Blvd.  
Glendora, CA 91713  
963-0323

**Gooden School**

192 N. Baldwin Ave.  
Sierra Madre, CA 91024  
355-2410  
K – 8 (after care available)

**Huntington Library & Botanical Gardens\***

1151 Oxford Road  
San Marino, CA 91108  
405-2272  
Fee: \$7.50

**La Salle High School**

3880 E. Sierra Madre Blvd.  
Pasadena, CA 91107  
351-8951  
9 – 12 grade

**Maranatha High School**

160 N. Canon Ave.  
Sierra Madre, CA 91024  
355-4242  
9 – 12 grade

**Norton Simon Museum**

411 W. Colorado Blvd.  
Pasadena, CA 91109  
449-6840

**Pasadena City College**

1570 E. Colorado Blvd.  
Pasadena, CA 91107  
585-7123

**Pasadena Historical Museum\***

470 W. Walnut Street  
Pasadena, CA 91103  
577-1660  
Th – Sat. – 1 to 4 p.m.

**Pasadena Unified School District ( Sierra Madre and Don Benito Elementary Schools, Pasadena High School, Wilson Junior High School, etc.)**

350 S. Hudson Street  
Pasadena, CA 91103  
795-6981



**Sierra Madre Public Library**  
440 W. Sierra Madre Blvd.  
Sierra Madre, CA 91024  
355-7186  
Librarian: Toni Buckner

**St. Rita's School**  
322 N. Baldwin Ave.  
Sierra Madre, CA 91024  
355-6114  
Sister Helen Mary Woodcock  
K – 8 grade

### **HEALTH – DRUGS**

**Day One**  
132 N. Euclid Ave.  
Pasadena, CA 91101  
583-2755

**Five Acres**  
760 W. Mountainview  
Altadena, CA 91101  
296-3955

**Las Encinas**  
2900 E. Del Mar  
Pasadena, CA 91107  
795-9901

### **HEALTH - GENERAL**

**Arcadia Methodist Hospital**  
300 W. Huntington Drive  
Arcadia, CA 91106  
445-4441

**City of Hope**  
1500 E. Duarte Road  
Duarte, CA 91010  
359-8111

**Foothill Family Services**  
118 S. Oak Knoll Ave.  
Pasadena, CA 91101  
795-6907  
Eng/Spanish/Chinese/Armenian

**Huntington Memorial Hospital**  
100 W. California Blvd.  
Pasadena, CA 91105  
397-5000

**Pacific Clinics**  
909 S. Fair Oaks  
Pasadena, CA 91105  
795-8471

**St. Luke's Hospital**  
2632 E. Washington Blvd.  
Pasadena, CA 91107  
797-1141

### **HEALTH - SEXUAL**

**AIDS Service Center**  
126 W. Del Mar  
Pasadena, CA 91104  
796-5633

**Foothill Family Planning**  
960 E. Green Street, Ste. 202  
Pasadena, CA 91104  
793-5184

**Pasadena Planned Parenthood**  
1045 N. Lake Ave.  
Pasadena, CA 91104  
798-0706  
Eng/Spanish

### **HEALTH - MENTAL**

**Pasadena Mental Health Center**  
1495 N. Lake Ave.  
Pasadena, CA 91104  
798-0907

### **HOTLINES**

**Al-Anon & Alateen**  
760-7122

**Alcohol & Drug Abuse****1-800-252-6465****Center Against Abusive Behavior****796-7358****Center for Disease Control AIDS****1-800-342-AIDS****Child Abuse****1-800-540-4000****Children's Services****858-2100****Missing Children****1-800-222-3463****Nationally Sexually Transmitted  
Disease****1-800-227-8922****Pregnancy Help Center****444-4357****Rape Crisis Hotline****1-714-831-9110****Runaway Hotline****1-800-231-6946****Suicide Prevention****1-213-381-5111****Teen Crisis Intervention****363 E. Villa****Pasadena, CA****584-1102****Youth Crisis Line****1-800-843-5200**

**\* ORGANIZATIONS WITH VOLUNTEER OPPORTUNITIES FOR YOUTH.**

## APPENDIX C

**PUBLIC SECTOR SURVEY RESULTS****PUBLIC SECTOR SURVEY RESULTS****City of Sierra Madre Youth Master Plan**

1. *Does your department have mission statements, policies, or procedures that relate to children, youth and families which are used in policy making?*

Department	
City Administration	Yes. We, the employees of the City of Sierra Madre, are dedicated to delivering quality customer service to our residents, visitors, and community. As a team, we strive to update services in response to changing needs. We are committed to providing all services in a manner that is professional, courteous, cost effective, efficient and understanding.
Development Services	Yes. City of Sierra Madre General Plan and Quimby Act Ordinance #1114.
Financial Services	No.
Fire Department	No.
Library Services	Yes. Policy Manual sections pertaining to children's use of library material and kids left at the facility.
Public Works	No.
Police Department	Yes.
Recreation Department	Yes. The primary purpose of the Recreation Department programs is to service community Youth. Policy and procedures are listed in the policy and program guidelines and personnel manuals.

2. *Does your department have commissions/boards/committees whose recommendations impact children or youth and families? If so, what?*

Department		Explain
City Administration	Yes	The City Council passes local governmental policies and establishes procedures that directly effect all members of the community. The Cultural Heritage Commission's purpose is to preserve the historic integrity of the community. Although their recommendations do not have a direct, apparent impact to the children and families of this community, their efforts to preserve the history of Sierra Madre, creates a visible and

		tangible sense of belonging amongst members of the past, present and future for the City.
Development Services	Yes	Planning Commission
Financial Services	No	
Fire Department	No	
Library Services	Yes	Library Board Trustees are an administrative board that is responsible for developing policies that impact public library service.  Friends of the Sierra Madre Library, although they are not a public appointed body, the 'Friends' are a certified non-profit whose sole purpose is to raise funds to support the library and library programs.
Public Works	No.	
Police Department	No	(*other than the City Council)
Recreation Department	Yes	Parks and Recreation Commission Commission on Aging, Inc. Sierra Madre Swim Team Parent Assoc. Friends of the Sierra Madre Pool Sierra Madre Little League Sierra Madre Girls Softball Sierra Madre Pony / Colt Family Community Council (PUSD area)

3. *If you have programs or services specifically for children or youth and families, what is the budget for the specific programs? How many are served?*

Department		Explain
City Administration	Yes	Sierra Madre Round-a-Bout. \$6,000 annually. Round-a-Bout is a fixed route transportation system that operates 4 times a day, twice in the morning and twice in the afternoon. Services seniors and children who use City services such as the Library, Pool, Community Recreation Center, and Senior Center. People served vary.
Development Services	No	
Financial Services	No	
Fire Department	No	Although the Sierra Madre Volunteer Firefighters' Assoc. does host several youth orientated events throughout the year for which funds are donated by the community.
Library Services	Yes (FY 96-97)	\$8,264 - Children's Library materials \$1,110 - Children's summer reading club number of participants: 486 number of participants from class visits: 3,998 \$700 - live family entertainment program number of participants: 1,086

		\$185 - Pre-school Storyhour number of participants: 2,095 \$2,500 - Tutoring number of participants: 149 \$300 - Public Access Computers (software) \$2,500 - Young Adult Library materials \$51,000 - Children's Library personnel
Public Works	No	
Police Department	Yes	\$1,000 - Drug Awareness \$400 - Softball Team Sponsor \$300 - Skateboard Demonstration
Recreation Department	Yes	\$149,618 - Aquatics Program *includes Jr. Guards \$8,000 - Young Adult Program \$500 - Youth Ball Program \$1,300 - Huck Finn Day \$200 - Halloween Happenings \$99,800 - After School / Camp Programs \$45,000 - Adult / youth classes

**4. Are there procedures or methods in place to insure that facilities and programs are user friendly to children, youth and families?**

Department		Explain
City Administration	No.	Sierra Madre is a small hometown style community, and although there are no specific procedures in place, it is the City Council's and Administration goal that all activities in town be family oriented. We do all we can to maintain that hometown family feel.
Development Services	No	
Financial Services	No	
Fire Department	No	
Library Services	Yes	Library Procedural manual includes many items that pertain to children.
Public Works	Yes	Our staff is always aware of public safety issues in an attempt to make our public systems safer for children, youth & families.
Police Department	Yes	Officers & materials are specifically trained and designed to be user friendly.
Recreation Department	Yes	Projects, programs and applications all receive review by the Parks and Recreation Commission. The Commission on Aging, Inc. reviews projects & programs for the City's Community Development Block Grant funds.

5. *What City of Sierra Madre regulatory functions (zoning, licensing, permits, fees, etc.) exist in your department which have a direct or indirect impact on children, youth and families, and the programs which serve them?*

Department		Explain
City Administration	Yes	The City Council often receives requests for temporary use permits or a One day special event permit from resident and community groups that are interested in throwing a block party or putting on a community event/festival.
Development Services	Yes	Zoning and Land Use, park dedication fees
Financial Services	No	
Fire Department	Yes	Permits issued by the Bureau of Fire Prevention.
Library Services	Yes	Library fines and fees
Public Works	Yes	Indirectly regulatory functions directed towards public safety
Police Department	Yes	City codes, Vehicle codes and other general laws
Recreation Department	Yes	Fees for service; class and rental fees, City municipal code regarding park uses and hours, facility policies and program guidelines.

6. *Are there partnership and collaboration efforts with other departments, governmental agencies, community agencies, etc., which assist you department, in serving children, youth and families?*

Department		Explain
City Administration	Yes	The City or a community group organizes a city event or a neighborhood party, Administration and Public Works work together to make sure streets are closed. Administration works with Recreation to assist the various community groups in any way we can.
Development Services	No	
Financial Services	No	
Fire Department	Yes	Explorer Post 242 project with Police and Search & Rescue Departments.
Library Services	Yes	Children's and Young Adult Librarian works closely with teachers from local schools (preschool - high school), home schools and the Recreation Department to cooperatively offer programs for youth. The Friends of the Library, Kiwanis, Sierra Madre Volunteer Firefighters' Assoc., Civic Club and local businesses provide financial support for many of the Library's outreach programs and activities.
Public Works	Yes	Boys Scouts of America San Gabriel Valley Council to work on special projects.

Police Department	Yes	Parks and Recreation, DPSS
Recreation Department	Yes	All City Departments, local schools, and community groups

**7. Are there federal, state, county or local requirements (mandates), which impact the programs and services that your department offer children, youth and families?**

Department		Explain
City Administration	Yes	There are mandates at all levels of government that may effect the transportation program, or any City program which the City Council or Administration may implement.
Development Services	No	
Financial Services	No	
Fire Department	No	
Library Services	No	
Public Works	N/A	
Police Department	Yes	Juvenile procedures (laws)
Recreation Department	Yes	<p>Licensing requirements for 'child care' programs. Certification requirements for aquatics staff. Labor-related laws and regulations for employees, especially minors. Health and safety training for all recreation employees. Health Department regulations for the aquatics facility. Blood-borne pathogens, Title 22 and ADA requirements.</p> <p>Sierra Madre Municipal Code 12.24</p> <p>Child abuse laws, especially in regards to reporting of incidents.</p> <p>Restrictions on grants funding from all levels of government.</p>

**8. Are there unmet needs for children, youth and families which your department could provide programs and services for if funds were available? If Yes, what are these needs and what is an estimate of the costs of providing them?**

Department		Explain
City Administration	N/A	
Development Services	No	
Financial Services	No	
Fire Department	No	
Library Services	Yes	<p>Internet station and training (\$2,000 hardware, \$300 network installation, \$1,000 furniture, \$5,300 staff)</p> <p>Children's Material \$5,000</p>

		<p>Young Adult materials \$2,000</p> <p>Young Adult area remodel would include tables, computer and additional book stacks</p> <p>Homework center (additional personnel and a community room would be required)</p> <p>*the last two items are estimated costs of \$700,000 to \$1,000,000 construction cost, \$5,500 personal 10% of construction cost for furnishings and equipment</p>
Public Works	Yes	See, question 6. This project list is a need. Service projects are a need for these organizations. Funding for these projects would be minimal, perhaps limited to materials for projects and limited staff time for administering the individual projects.
Police Department	Unknown	
Recreation Department	Yes	<p>Additional recreation facilities for a Junior High School and High School Program.</p> <p>Additional athletic fields, ideally with lights. (soccer, football, ball fields) This would allow for more diverse sports programs for all ages.</p> <p>Additional staff for new programs and facilities, especially teens and classes for children.</p> <p>In-line skating / hockey rink for organized skating activities.</p> <p>Additional transportation services within the community for children. Expand Round-a-bout hours possibly, which would require additional funds for staff.</p>

9. *Are there any evaluation measures which your department have that are used to evaluate the impact of services and programs?*

Department		Explain
City Administration	Yes	In the past, Administration has used the Wistaria Vine newsletter to solicit responses from the community regarding City projects, the type of activities and businesses they are looking for to meet their needs and their overall feelings about their town.



Development Services	No	Not Yet
Financial Services	No	
Fire Department	Yes	
Library Services	Yes	The Children's Librarian keeps statistics for circulation, program attendance, computer usage, class visits, etc. She also generates a Summer Reading Club report that includes program description, activities, attendance and a participant profile.
Public Works	No	
Police Department	No.	Possibly statistics on juvenile involvement in crime
Recreation Department	Yes	Distribution of regular evaluations to parents and participants for all recreation and aquatics programs, which are reviewed by staff and the Parks and Recreation Commission.

10. *Are there any emerging opportunities, program, or regulations which you foresee that will impact services for children youth and families?*

Department		Explain
City Administration	No	Not in Administration
Development Services	No	
Financial Services	No	
Fire Department	Yes	Explorer Post
Library Services	Yes	Public Library foundation augmentation; discounted telecommunication rates; ERAF - property tax funds that the State has taken from local jurisdictions to reallocate to education; Communications Decency Act of 1996
Public Works	Yes	See question 6.
Police Department	No	
Recreation Department	Yes	<p>Acquisition of natural foothill lands through the 1992 Proposition A funds increase the City's open space lands.</p> <p>Working parents needs for additional child care especially for ill children.</p> <p>Programs and facilities for Young Adults would increase service for them, however additional funding would be needed.</p> <p>Opportunities to work with the P.U.S.D. and private schools within the City for additional facility opportunities to expand programs and services.</p>

11. *Are there recommendations or ideas which you would like to give the Youth Master Plan Steering Committee?*

Department		Explain
City Administration		<p>The information obtained through this survey should be assembled in 'draft' form and returned to all participant's for a quick review prior to it being finalized.</p> <p>Representation from the committee may wish to contact Pasadena and review their 'Youth Master' plan work that is currently being completed.</p> <p>Once the Plan is completed, a 'Plan' should be developed to continue to monitor progress and to ensure implementation and the 'Plan' should be revisited on an annual basis.</p>
Development Services	No	
Financial Services	No	
Fire Department	No	
Library Services		<p>Space at the Library to create a Young Adult Department that has a separate identity from the Children's and Adult Departments, a community room that could be dedicated as a homework center from 2:00 - 6:00 p.m. serving elementary through high school students, additional Young Adult programs organized through the Recreation and library Departments, remodel and expansion of the Recreation Center to provide a better space for the day care program, and a separate area for a Young Adult center/lounge.</p>
Public Works		<p>Scouting programs. Although scouting programs are not typically run by the City, they certainly are a part of the overall picture in serving youth and families and should be recognized as such.</p> <p>A key opportunity to showcase youths in Scouting would be to have groups lead the flag ceremonies at City Council meetings. This is commonly done in other cities and a great way for kids and adult program leaders to see themselves on television.</p>
Police Department	No	
Recreation Department	Yes	See response to question 10.

## APPENDIX D

**CORRELATION OF PROGRAMS MEETING SPECIFIC YOUTH NEEDS**

<b>Organization/Services/Activities</b>	<b>Need/Needs Met</b>	<b>Developmental Assets</b>
<b>CHURCH PROGRAMS</b>  <b>Church affiliated Youth Groups</b>	Support from peers and community  Develop sense of value, self worth and self-esteem.  Feeling safe in their environment.  Have peer and adult roles models.  Develop value system, be a caring person  Affiliation with peers and others in learning, for recreation activities and opportunities for community service.  To function within a diverse group of people, to belong.	Support, Empowerment, Boundaries & Expectations  Empowerment, Positive Identity, Positive Identity  Support, Empowerment, Boundaries & Expectations  Support, Positive Values  Boundaries & Expectations Social Competencies Support, Positive Values,  Support, Positive Identity, Social Competencies Constructive Use of Time Empowerment, Boundaries and Expectations  Support, Positive Identity, Empowerment
<b>CITY PROGRAMS</b>  <b>Explorer Scout Post 242 – involving the Police &amp; Fire Departments along with Search and Rescue Team.</b>	Develop a sense of responsibility.  Develop self -esteem and self-worth.  To be valued as an individual and as part of a community, to belong.  Opportunity to contribute to the community.  To experience “caring” individuals. To develop as a “caring” person.  To have positive role models  Motivation to learn.  To acclimate and interact with a diverse group (society)  Positive Reinforcement of successful actions and accomplishments.	Positive Values, Social Competencies, Positive Identity, Boundaries & Expectations  Empowerment, Support Positive Values  Empowerment, Support, Positive Identity, Positive Values, Boundaries & Expectations  Empowerment, Support, Social Competencies, Constructive Use of Time  Support, Empowerment, Positive Identity  Support, Positive Values, Positive Identity  Support, Commitment to Learning, Positive Values, Positive Identity, Empowerment  Support, Positive Identity Social Competencies, Empowerment

Organization/Services/Activities	Need/Needs Met	Developmental Assets
<b>Sierra Madre Recreation Department</b>  <b>After School and Vacation Day Camps</b>	<p>To be in a supportive environment.</p> <p>To feel safe and protected in their environment.</p> <p>To acclimate and interact with a diverse group of people</p> <p>To socialize and enjoy their time within a diverse group</p> <p>To have structure in their environment</p>	<p>Support, Empowerment, Boundaries &amp; Expectations</p> <p>Support, Empowerment, Boundaries &amp; Expectations</p> <p>Support, Empowerment, Social Competencies, Positive Values, Positive Identity, Boundaries &amp; Expectations</p> <p>Social Competencies Support, Positive Values and Identity</p> <p>Support, Empowerment, Boundaries &amp; Expectations</p>
<b>Aquatics Program</b>	<p>To be motivated by peers &amp; adults</p> <p>To learn and challenge oneself</p>	<p>Support, Empowerment</p> <p>Support, Positive Identity, Empowerment, Boundaries &amp; Expectations</p>
<b>Sierra Madre Swim Team</b>	<p>To be motivated by peers &amp; adults</p> <p>To become self motivated and succeed.</p> <p>To have positive role models</p> <p>Expand their knowledge and participation outside of school.</p> <p>Acceptance by peers and adults, to belong.</p> <p>Contributing to their community (i.e. Swim Team)</p>	<p>Support, Empowerment</p> <p>Support, Empowerment, Commitment to Learning Positive Identity &amp; Values</p> <p>Support, Empowerment, Boundaries &amp; Expectations</p> <p>Constructive Use of Time Support. Empowerment. Commitment to Learning</p> <p>Support, Empowerment, Positive Identity</p> <p>Constructive Use of Time Support, Positive Identity</p>
<b>Junior Lifeguard Program</b>	<p>Opportunity to develop a sense of responsibility to others/community, to be valued</p> <p>Contribute to the community as a caring individual, to belong.</p> <p>Develop a sense of self-worth and self esteem.</p> <p>To have peers and adults as role model</p>	<p>Support, Empowerment, Constructive use of Time, Commitment to Learning Positive Identity, Boundaries &amp; Expectations</p> <p>Positive Values, Support Social Competencies, Constructive Use of Time.</p> <p>Support, Empowerment Positive Identity Support, Positive Values</p>

Organization/Services/Activities	Need/Needs Met	Developmental Assets
<b>Special Interest Classes</b>	<p>To experience other areas of study/interest/talent that may not be covered in “school.”</p> <p>To be guided and motivated by adults and peers</p> <p>To experience a sense of accomplishment</p>	<p>Support, Positive Identity Empowerment</p> <p>Support, Positive Identity Empowerment, Constructive Use of Time</p> <p>Support, Empowerment, Positive Identity</p>
<b>Teen Volunteer Program</b>	<p>To develop a sense of responsibility for oneself &amp; community</p> <p>To develop a sense of self-worth and esteem</p> <p>To contribute to the community, to be valued</p> <p>To experience encouragement and motivation from peers and adults.</p> <p>To develop into a “caring” individual</p>	<p>Support, Empowerment, Positive Identity, Positive Values, Constructive Use of Time</p> <p>Support, Empowerment, Positive Identity</p> <p>Constructive Use of Time, Boundaries &amp; Expectations Support, Positive Identity</p> <p>Support, Empowerment, Boundaries &amp; Expectations Positive Identity Constructive Use of Time</p> <p>Empowerment, Positive Identity &amp; Values, Support</p>
<b>Referral Service for jobs that our young people can do for individuals in the community. The youths are paid for their services.</b>	<p>To develop a sense of responsibility for one’s self and the community.</p> <p>To develop a sense of self-esteem and self-worth</p> <p>To be valued</p>	<p>Empowerment, Support, Boundaries &amp; Expectations Positive Identity Constructive Use of Time</p> <p>Empowerment, Support, Positive Identity</p> <p>Empowerment, Support, Positive Identity</p>
<b>Community Gardens</b>	<p>To develop a sense of responsibility.</p> <p>To learn in an environment other than school.</p> <p>Depending on those in the surrounding plots of land, there could be opportunity:</p> <p>To have adult and/or peer role models.</p>	<p>Support, Empowerment,</p> <p>Support, Empowerment</p> <p>Support, Empowerment</p>
<b>Community Excursions</b>	<p>To develop a sense of responsibility for one’s self and actions.</p> <p>To acclimate and function with a diverse group of people</p>	<p>Support, Empowerment, Boundaries &amp; Expectations Positive Identity</p> <p>Boundaries &amp; Expectations Support, Empowerment, Social Competencies, Positive Values</p>

Organization/Services/Activities	Need/Needs Met	Developmental Assets
<p><b>COMMUNITY ACTIVITIES</b></p> <p>Various 1-2 day events/happenings/activities that are often seasonal and encourage family and individual participation (See list on page 9)</p> <p>Sierra Madre Library Summer Reading Program</p> <p>Computer room available in the library</p> <p>Sierra Madre Rose Parade Float – Building and Decorating</p>	<p>To learn about and join in a diverse group of people, to belong.</p> <p>To develop a sense of responsibility for one's learning.</p> <p>To have role models, adult and peer for motivation</p> <p>Opportunity to “learn” outside of the school environment</p> <p>To contribute to the community</p>	<p>Support, Empowerment, Boundaries &amp; Expectations Positive Values</p> <p>Support, Empowerment, Commitment to Learning Constructive Use of Time</p> <p>Support, Empowerment</p> <p>Support, Empowerment, Commitment to Learning</p> <p>Support, Empowerment, Boundaries &amp; Expectations Constructive Use of Time, Positive Identity, Positive Values</p>

## APPENDIX E

**RESOURCES USED IN THE DEVELOPMENT OF THIS YOUTH MASTER PLAN**

Ames, Katrine. “Who’s Minding Our Children?” Newsweek. 8 June 1992, p.51.

“Availability of Quality Child Care.” By Pasadena Commission on Children and Youth.

Chelton, Mary K.. “Three in Five Public Library Users Are Youth, Implications of Survey Results from the National Center for Education Statistics.” Public Libraries, (March/April 1997): 104-108.

The City of Sierra Madre General Plan, Adopted June 11, 1996, Resolution No. 96-28.

City of Sierra Madre Youth Master Plan Survey Responses from Families Having Only Elementary Aged Children, and (both) Preschool and Elementary Age Children.

Claremont Youth Master Plan Steering Committee. Claremont Youth Master Plan. Jan.26, ‘95.

“Cost of Child Care Puts Welfare Reform at Risk, Study Says.” Los Angeles Times, Feb.’97, p.3.

“Cost, Quality, and Child Outcomes in Child Care Centers: Executive Summary,” University of Colorado at Denver, University of California at Los Angeles, Univ of North Carolina, and Yale University. January 1995.

Dollar, Susan and Kimble, Morton, ed. Mothers’ Ink Guide to Area Schools: Altadena, La Canada, Pasadena, San Marino, Sierra Madre, South Pasadena, and Home Schools. Altadena: Ms. Dragon Print & Copy, 1996.

“Los Angeles ‘94: “State of the County Databook” by United Way

1990 United States Census

“Nurturing a Family Community in Pasadena, Altadena and Sierra Madre: Status Report of our Children, Youth and Families 1997.” By The Family Community Council.

Report: Study on Arcadia’s Current Youth Programs and Proposed Activities for Consideration in the Development of an Arcadia Youth Master Plan, May 8, 1997.

Sierra Madre Elementary School - K through 6 Grades, Focus Group Discussions, Spring 1997, by Lisa Spigai-Perez

Sierra Madre Youth Master Plan Kid’s Survey, by Becky Bickel

Vaeth, Elisabeth. “Child Care Presents Challenge, Expense for Working Parents.” Atlanta Business Chronicle. 6 September 1996, p. 41.

## APPENDIX H

**THOSE RESPONSIBLE FOR THE YOUTH MASTER PLAN*****YOUTH MASTER PLAN INITIATORS*****Sierra Madre City Council**

James Hester, Mayor  
Doug Hayes, Mayor Pro-Tem  
Gary Adams, Councilmember  
Bart Doyle, Councilmember  
MaryAnn MacGillivray, Councilmember

***Youth Master Plan Steering Committee***

Jeff Weaver	Chairperson
Mike Emm	Co-Chairperson
Rev. Dick Anderson	Congregational Church
David Banis	Deputy Superintendent, P.U.S.D.
Karma Bell	President Sierra Madre Little League
Toni Buckner	Director of Library Services
Sheri Burnett	Community Parent
Tina Coats	Community Parent
Michelle Keith	Assistant Recreation Director (staff liaison)
MaryAnn MacGillivray	City Council Liaison
Al Nocita	PTA President, Sierra Madre School
Nicholas Potter	High School Student
Jackie Raymond	Director, Creative Arts Group
Susan Snyder	Chairperson Parks & Recreation Commission
Joseph Surgent	Chief of Police (Retired)
Edward Tracy	Fire Chief
Elisa Weaver	High School Student
Celeste Zimmer	PTO President, St. Rita's School

***Support Staff To The Youth Master Plan Steering Committee***

John Davidson	City Administrator
King Davis, Jr.	Chief of Police
Chris Christensen	Chief of Police (Retired 1997)
Rosemary Garcia	Recreation Senior Leader
Courtney Haller	Recreation Intern (1996 - 97)
Sean Joyce	Former City Administrator



*Others Who Have Contributed To The Youth Master Plan Process*

Ryan Arcand	High School Student
Bonnie Armstrong	P.U.S.D. School Boardmember
Kevin Buck	MS Therapist, Educator
Carol Canterbury	Community Parent
Tom Canterbury	Community Parent
Bart Doyle	Council Member
Nick Doyle	High School Student
Milton Goldberg	Parks and Recreation Commissioner
Dick Guthrie	Human Service Manager, City of Claremont
Randy Horn	Vice Principal, Maranatha High School
Mr. Janzen	Community Parent
Meredith Keith	Community Youth – Cover Graphics & Design
Kevin Kerrington	Youth Minister, Bethany Church
Eph Konigsberg	Community Member – copy editing
Tom Lucas	Bean Town
Ann Luke	Chamber of Commerce, President
Mary Malaitesta	Community Member
Connie McCleary	Director of Grace Center
Mr. McMillian	Community Parent
Jonathan Parent	High School Senior
Pete Pearson	Community Member
Patrick Ray	Boys Scout of America
Dianne Scalzo	Community Member
Neil Vance	Youth Coordinator, Bethany Church

*Youth Master Plan—Age Group Subcommittee Members***PRE-SCHOOL CHILDHOOD AGE GROUP: Rev. Dick Anderson / Jackie Raymond, Co-Chairs**

Daphne Halpern	Susan Kistner	Beverly Solcum
Marjorie Petersen	Carol Jones	Nancy Warschaw-Forbes
Becky Bickel	Rondi Walsh	Stacie Stout
Pat Kocsis		

**ELEMENTARY AGE GROUP: Susan Snyder / Toni Buckner, Co-Chairs**

Sheri Burnet	Lisa Spigai-Perez	Becky Bickel
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**EARLY ADOLESCENTS GROUP: Celeste Zimmer, Chair**

Tina Coats, Co-Chair	Al Nocita	Amanda Dillion
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**OLDER ADOLESCENTS GROUP: Courtney Haller, Chair**

David Banis	Karma Bell	Neil Vance
MaryAnn MacGillivray	Ed Tracy	Nick Potter
Mike Emm	Elisa Weaver	

Thank you to the City of Claremont for giving us an excellent framework, resource and model to follow during our process.

**APPENDIX G**

**SEARCH INSTITUTE SURVEY AND RESULTS**

# **Developmental Assets: A Profile of Your Youth**

## **Executive Summary**

**Sierra Madre Youth  
Sierra Madre, CA**

**June 6, 1997**

***Prepared by:***



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benefiting the well-being of children and adolescents.**

# Developmental Assets: A Profile of Your Youth

## Sierra Madre Youth

Search Institute's framework of developmental assets provides a tool for assessing the health and well-being of middle and high school age youth. The asset framework represents a common core of developmental building blocks crucial for all youth, regardless of community size, region of the country, gender, family economics, or race/ethnicity. This report summarizes the extent to which youth in your community experience these assets and how the assets relate to their behavior. These 40 developmental assets were assessed in January,, 1997 using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*.

The following table describes the youth in your community who participated in the study.

### Who Was Surveyed

		Number of Youth	Percent of Total
Total Sample*		318	100
Gender**	Male	167	53
	Female	151	47
Grade**	6	48	15
	7	45	14
	8	37	12
	9	48	15
	10	66	21
	11	33	10
	12	41	13
Race / Ethnicity**	American Indian	2	1
	Asian / Pacific Islander	18	6
	Black / African American	4	1
	Hispanic	30	10
	White	225	72
	Multi-racial	33	11

\* Five criteria are used to determine whether individual responses are of good quality. In your study, 19 survey forms were discarded for not meeting one or more of these criteria. See full report for more information.

\*\* Numbers may not sum to "Total Sample" due to missing information.

The developmental assets are grouped into two major types (see Figures 1 and 2). **External assets** are the networks of support, opportunities and people that stimulate and nurture positive development in youth. **Internal assets** are the young person's own commitments, values, and competencies. Figures 1 and 2 provide the percentage of all youth in your study reporting each asset.

## Figure 1: External Assets

### Percent of Your Youth Reporting Each of 20 External Assets

Asset Type	Asset Name	Definition	Percent
<b>Support</b>	1. Family support	Family life provides high levels of love and support.	75
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s') advice and counsel.	32
	3. Other adult relationships	Young person receives support from three or more non-parent adults.	49
	4. Caring neighborhood	Young person experiences caring neighbors.	43
	5. Caring school climate	School provides a caring, encouraging environment.	40
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	30
<b>Empowerment</b>	7. Community values youth	Young person perceives that adults in the community value youth.	21
	8. Youth as resources	Young people are given useful roles in the community.	31
	9. Service to others	Young person serves in the community one hour or more per week.	59
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	54
<b>Boundaries and Expectations</b>	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	44
	12. School boundaries	School provides clear rules and consequences.	49
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	44
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	32
	15. Positive peer influence	Young person's best friends model responsible behavior.	65
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	49
<b>Constructive Use of Time</b>	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	18
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	69
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	64
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	62

## Figure 2: Internal Assets

### Percent of Your Youth Reporting Each of 20 Internal Assets

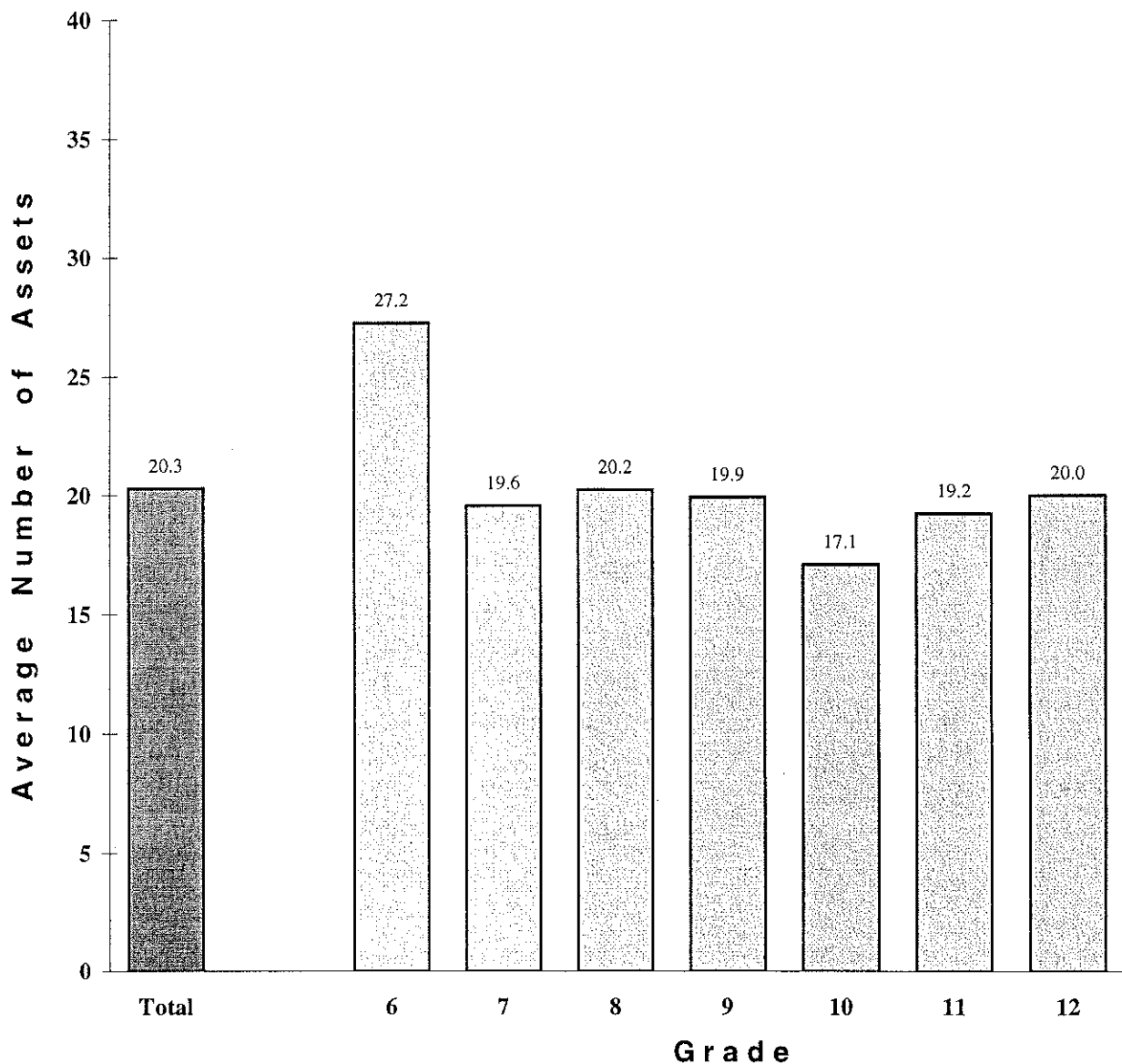
Asset Type	Asset Name	Definition	Percent
<b>Commitment to Learning</b>	21. Achievement motivation	Young person is motivated to do well in school.	69
	22. School engagement	Young person is actively engaged in learning.	68
	23. Homework	Young person reports doing at least one hour of homework every school day.	70
	24. Bonding to school	Young person cares about his or her school.	62
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	24
<b>Positive Values</b>	26. Caring	Young person places high value on helping other people.	50
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	51
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	71
	29. Honesty	Young person tells the truth even when it is not easy.	61
	30. Responsibility	Young person accepts and takes personal responsibility.	53
<b>Social Competencies</b>	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	47
	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	32
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	50
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	48
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	45
<b>Positive Identity</b>	36. Peaceful conflict resolution	Young person seeks to resolve conflict non-violently.	44
	37. Personal power	Young person feels he or she has control over "things that happen to me."	48
	38. Self-esteem	Young person reports having a high self-esteem.	59
	39. Sense of purpose	Young person reports that "my life has a purpose."	66
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	73

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## Figure 3: Average Number of Assets Your Youth Report

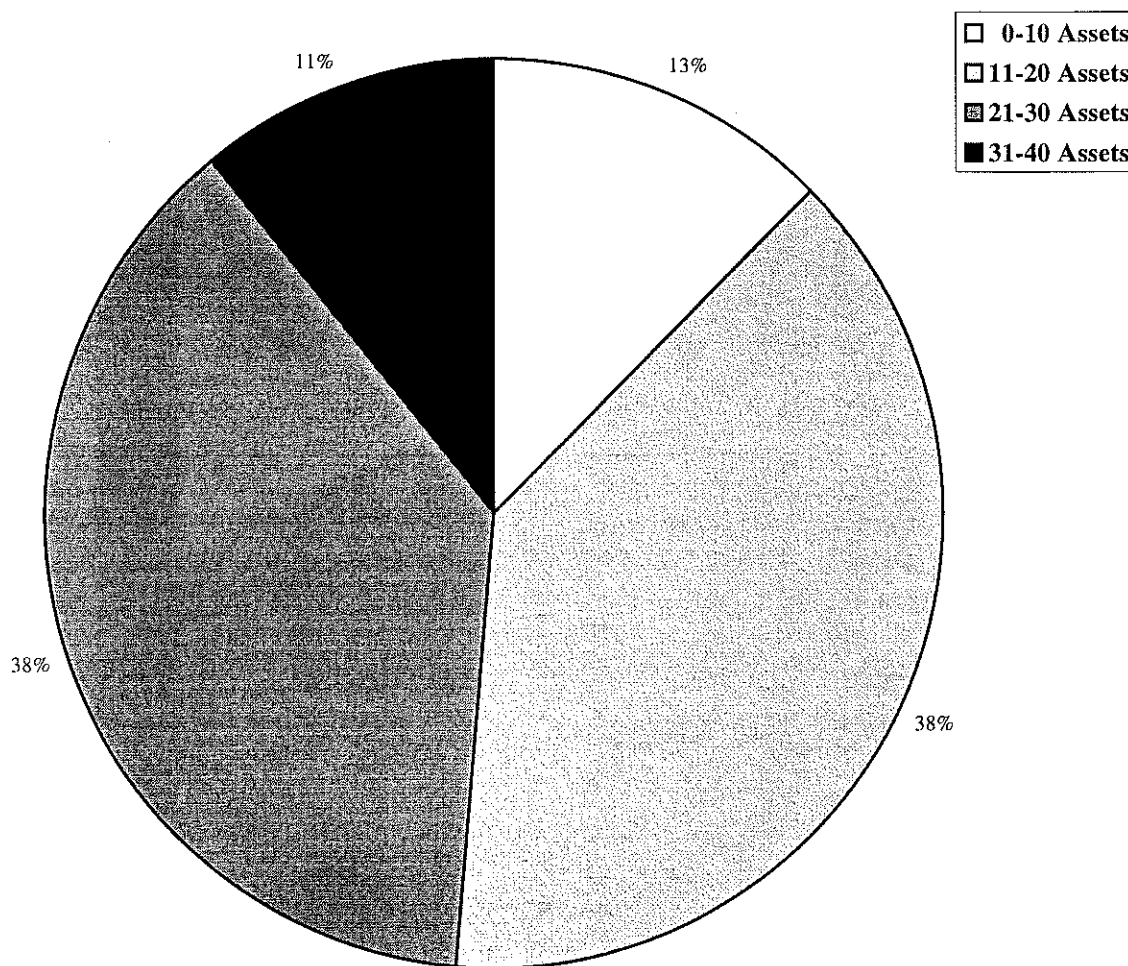
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Most young people in the United States—regardless of age, gender, or region of the country—experience too few of the 40 assets. Search Institute's research on adolescents consistently has shown a small, but observable, decrease in assets among older adolescents (9th- through 12th-grade youth) as compared with young adolescents (6th- through 8th-grade youth). If the average number of assets in some of your grades is particularly low compared to other grades, it may suggest a need to more closely examine what is happening at that grade level. Here is the average number of assets reported by youth in your community at each grade level.



## Figure 4: The Challenge Facing Your Community

Ideally, of course, all youth would experience 31-40 of these assets. Each community needs to establish a goal for what percentage of youth it seeks to be at this level. This process can provide an important opportunity for creating a community vision for your youth. The figure below shows the percentage of your youth who experience each of four levels of assets: 0-10, 11-20, 21-30, and 31-40.



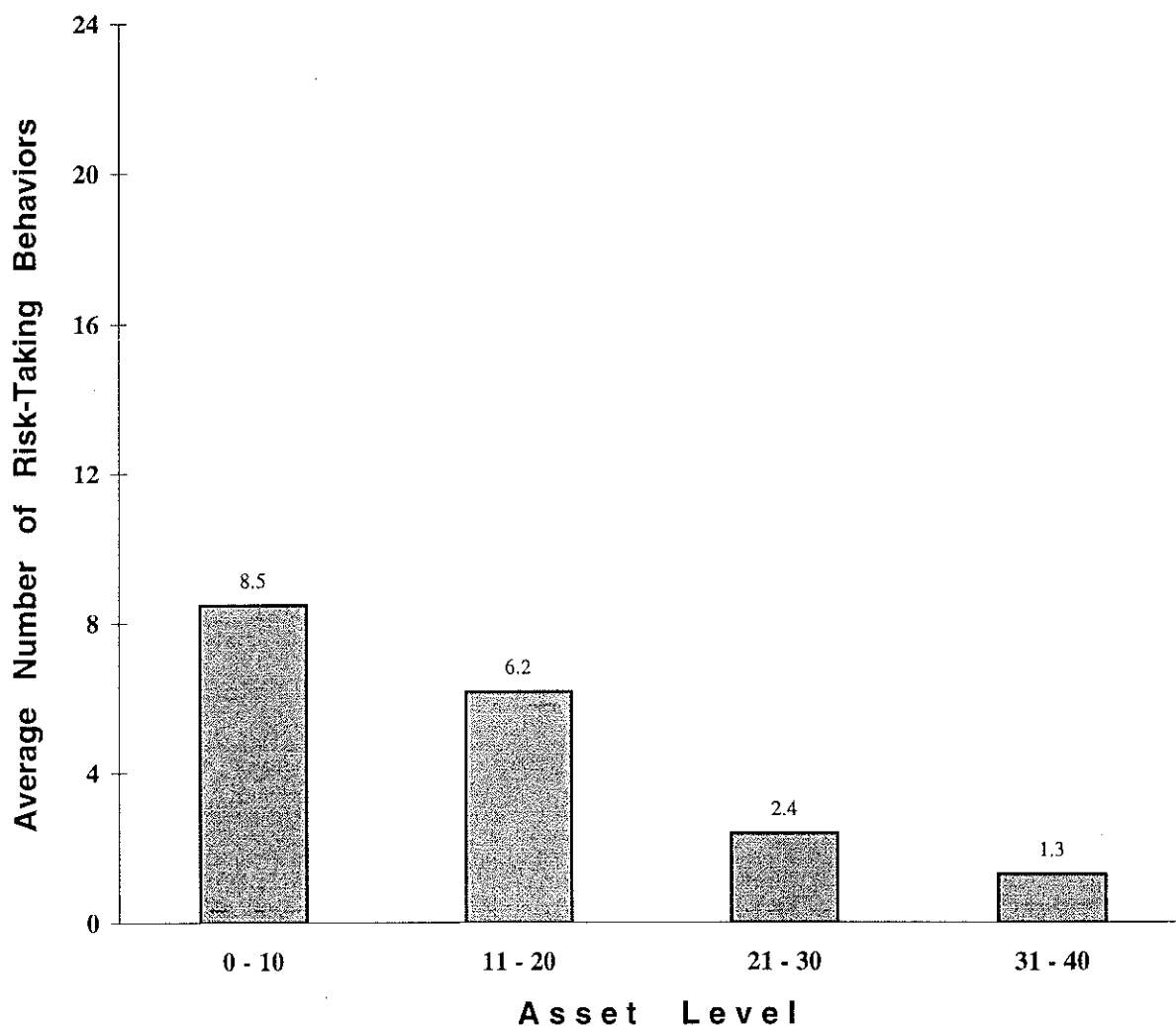


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## Figure 5: The Power of Assets to Protect Against Risk-Taking Behaviors

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This figure shows the power of assets to protect youth from risk-taking behaviors. Search Institute's research consistently shows that youth with higher levels of assets are involved in fewer risk-taking behaviors. Each vertical bar shows the *average number* of 24 risk-taking behaviors among all youth, grouped by asset level (0-10, 11-20, 21-30, and 31-40). The 24 risk-taking behaviors are: alcohol use, binge drinking, smoking, smokeless tobacco, inhalants, marijuana, other illicit drugs, drinking and driving, riding with a driver who has been drinking, sexual intercourse, shoplifting, vandalism, trouble with police, hitting someone, hurting someone, use of a weapon, group fighting, carrying a weapon for protection, threatening physical harm, skipping school, gambling, eating disorders, depression, and attempted suicide.

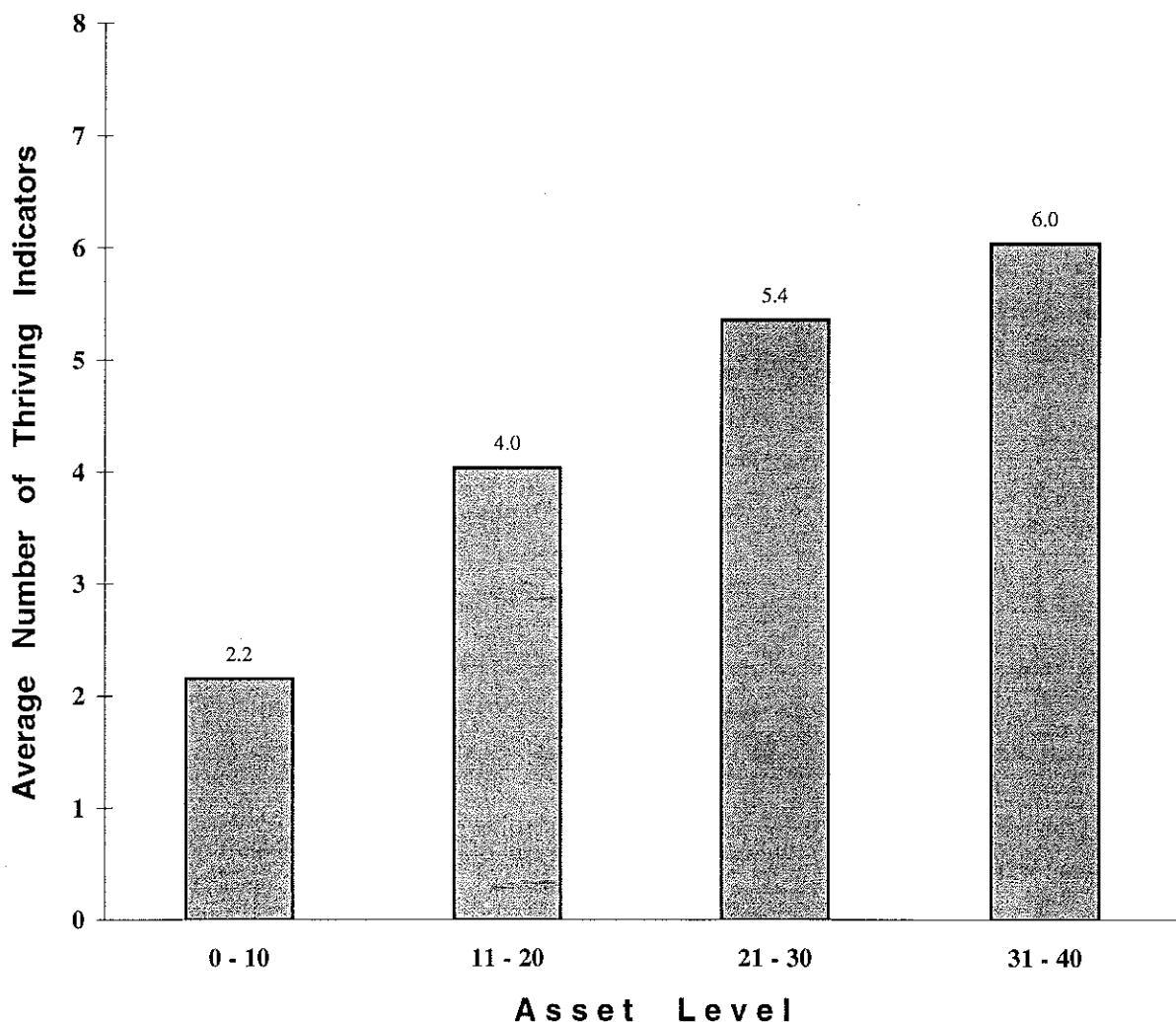


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## Figure 6: The Power of Assets to Promote Thriving Indicators

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This figure shows the power of assets to promote thriving indicators among your youth. Search Institute's research consistently shows that youth with higher levels of assets are more likely to report more thriving indicators. Each verticle bar shows the *average number* of eight thriving indicators among all youth, grouped by asset level (0-10, 11-20, 21-30, and 31-40). The eight thriving indicators are: school success, informal helping, valuing diversity, maintaining good health, exhibiting leadership, resisting danger, impulse control, and overcoming adversity.



# What Next?

## Moving from Awareness to Action

This report provides insights about the young people in your community and can be a powerful tool for community-wide discussion about how to improve the well-being of your youth. The good news is that everyone—parents, grandparents, educators, neighborhoods, children, teenagers, youth workers, employers, health care providers, coaches, and others—can build assets. Ideally, the whole community is involved to ensure that young people have the solid foundation they need to become tomorrow's competent, caring adults. Here are some suggestions for how to begin strengthening the assets among the youth in your community.

### *What adults can do . . .*

- Smile at every child or adolescent you see.
- Send a "thinking of you" or birthday card, letter, or e-mail message to a child or adolescent.
- Invite a young person you know to do something together, such as playing a game or going to a park.

### *What young people can do . . .*

- Take advantage of interesting and challenging opportunities through youth programs, cocurricular activities, and congregational youth programs.
- Get to know an adult you admire.
- Find opportunities to build relationships with younger children such as service projects, tutoring, or baby-sitting.

### *What families can do . . .*

- Model—and talk about—your own values and priorities.
- Regularly do things with your child, including projects around your house, recreational activities, and service projects.
- Talk to your children about assets. Ask them for suggestions of ways to strengthen theirs and yours.

### *What organizations can do . . .*

- Highlight, develop, expand, or support programs designed to build assets, such as mentoring, peer helping, service-learning, or parent education.
- Provide meaningful opportunities for young people to contribute to others in and through your organization.
- Develop employee policies that encourage asset building, including flexible work schedules for parents as well as other employees, so that they can volunteer in youth development programs.

For more information about what you can do to build assets or start an asset-building initiative in your community, call Search Institute at 1 - 800 - 888-7828.

If available, the name and phone number of a local contact person or initiative appears below.

# REPORT

## **Developmental Assets: A Profile of Your Youth Sierra Madre Youth**

### ***Prepared for:***

**City of Sierra Madre  
Sierra Madre, CA**

**June 6, 1997**

### ***Prepared by:***



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This report was prepared for City of Sierra Madre by Search Institute, a Minneapolis-based non-profit research and educational organization specializing in studies of children and adolescents. The information in this report may be reproduced and distributed at the discretion of the party contracting the study. Search Institute will treat this report as confidential. Because these data can be used to further the understanding of adolescent development, Search Institute reserves the right to add these data to its larger developmental asset database.

*Search Institute Profiles of Student Life: Attitudes and Behaviors* and the framework of 40 Developmental Assets copyright © 1996 by Search Institute. For more information, please contact Search Institute at 1-800-888-7828.

# I. Introduction

Search Institute's framework of developmental assets provides a way to assess the health and well-being of middle and high school age youth. The assets represent a common core of developmental building blocks crucial for all youth, regardless of community size, region of the country, gender, family economics, or race/ethnicity. This report summarizes the extent to which youth in your community experience these assets and how the assets relate to their behavior. These 40 developmental assets were assessed using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*.

## Developmental Assets: A Paradigm of Positive Human Development

A litany of studies—both national and local—call attention to frighteningly high rates of alcohol and other drug use, teenage pregnancy, violence, school failure, and other concerns about adolescents. People everywhere are looking for solutions to these problems. Yet, in spite of our best intentions, we seem to be making little progress. The most common response is to seek to reduce problems through prevention programs, early intervention, and social services. Then, when all else fails, we turn to increasingly expensive treatment and/or incarceration, adding more strain to community resources and patience.

It is appropriate to try to control and reduce problems among young people. Indeed, health-compromising, future-jeopardizing, and safety-threatening behaviors must be confronted and solutions sought. And forces that threaten healthy development—such as adults who exploit youth, over-exposure to mass media, violence, poverty, and racism—must be vigorously combated. However, the problem-centered approach which relies heavily on professionals and public sector resources rarely works by itself. Despite the best intentions and valiant efforts of concerned and competent people and organizations, the problems often persist or are replaced by other problems that require still more resources.

A complementary approach is needed—one that accents healthy development and requires action by all residents of a community. This approach recognizes that a major issue in all towns and cities is that many of the core processes of healthy development are increasingly absent. These include adult support, positive intergenerational relationships, safe places, clear and consistent boundaries, participation in constructive activities, commitment to learning, consistent attention to values, and practice in serving others. The fragility of this developmental infrastructure explains many of the behavioral choices made by adolescents that trouble communities.

Strengthening, and in some cases rebuilding, this developmental infrastructure is essential for the positive development of all young people in all communities. Furthermore, everyone has a role to play. Though support from professionals and the public sector is needed, much of the responsibility and capacity for the healthy development of youth is in the hands of the people who interact with young

people every day—families, friends, neighbors, seniors, law enforcement, businesses, religious institutions, and other citizens.

Search Institute's framework of developmental assets provides a way not only for assessing your youth but also for mobilizing community-wide attention to the need for the healthy development of young people.

The 40 assets and their definitions are listed in Figure 1. The assets are grouped into two major types:

1. **External assets** are positive developmental experiences that surround youth with support, empowerment, boundaries and expectations, and opportunities for constructive use of time. When provided by many different formal and informal systems in a community, they stimulate and nurture positive development in youth.

2. **Internal assets** are a young person's own commitments, values, and competencies. They are grouped into categories of educational commitment, positive values, social competencies, and positive identity. Similar to the external assets, community is also important for the development of these internal assets.

The asset framework is based on years of scientific inquiry into risk and resiliency factors, as well as normal developmental processes. Researchers and evaluators at Search Institute have combined and analyzed numerous studies to create the asset framework. This research has shown that youth with higher levels of assets are significantly less likely to engage in risk-taking behaviors, such as substance use, delinquency, school truancy, or too-early sexual activity. In addition, they are more likely to exhibit indicators of thriving, such as school success and informal helping.

For more information about Search Institute's work undergirding the developmental asset paradigm, see Appendix C.

## How Your Study Was Done

The survey *Search Institute Profiles of Student Life: Attitudes and Behaviors* was used to measure these assets among youth in your community. Similar research has been conducted with hundreds of thousands of young people in hundreds of communities across the country.<sup>1</sup>

The survey was administered in January, February and March, 1997 to students who are Sierra Madre residents in grades 6 through 12 at La Salle HS, Alverno HS, Sierra Madre School, Pasadena HS, Wilson JHS, Maranatha HS, St. Rita's School, Bethany School, Arcadia Christian and Community Outreach in Los Angeles County, CA. Standardized administration procedures were provided to school staff by Search Institute to enhance the quality of the data. To ensure complete student anonymity, no names or identification numbers were used.

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<sup>1</sup>Early studies measured a set of 30 developmental assets. The new framework of 40 assets reflects Search Institute's ongoing commitment to increase the understanding of the developmental needs and processes of children and adolescents.

The survey administrator reports that individuals were chosen to participate rather than being selected randomly. Additionally, the number of surveys administered per school is quite small. For these reasons, caution should be used when interpreting these data. Because it is unknown what bias may be present, the data can only be assumed to be representative of those who participated, and should not be considered representative of all Sierra Madre youth.

Parents were notified by letter of the survey administration and given the option of withdrawing their student(s); 8 did so.

To create the final set of data on which these findings are based, several checks were made on individual survey responses. For this report, 19 survey(s) were eliminated due to inconsistent responses, missing data on 40 or more items, reports of unrealistically high levels of alcohol or other drug use (e.g., daily use of multiple drugs), or grades other than those intended to be surveyed. The number of surveys discarded represents 6 percent of the total number of surveys received at Search Institute. Typically less than five percent of surveys are discarded for these reasons. If, for any reason, the percentage of discarded surveys is greater than 10 percent, caution should be used in interpreting the results, as some bias may be present.

Another factor affecting the quality of the data is the degree to which the surveyed students represent the youth in the participating school(s). If a random sample was used, the sample needs to be large enough to appropriately represent the student population. Studies intended to assess all youth should ideally obtain data from at least 80 percent of the students. Neither method produces perfect results, but both can provide quality information about your youth.

In this report, percentages are generally reported by total group, by gender, and by grade. To protect anonymity, if data are available from fewer than 30 students per grade, percentages are reported for combinations of grades (for example 6th-7th-8th, 9th-10th, and 11th-12th). When the sample sizes at the individual grade levels are 50 youth or fewer, caution should be used in making comparisons among grades, unless the sample sizes represent the total number of youth in those grades. If all grades 6-12 were not surveyed, caution should be used in reporting the total percentages as they will not necessarily be representative of the entire population of students in grades 6-12. Characteristics of the youth participating in your study are given in Figure 2.

## **How to Use This Report**

This report contains important insights about the young people in your community. It includes information about the challenges they face and the internal strengths and external supports they have to overcome those challenges.

In reading a report such as this, there is often a tendency to debate the accuracy of individual numbers or their meanings. Some general guidelines for interpretation may be helpful. First, differences of five percent or more between grade levels or between males and females are likely to be



significant and meaningful. Second, it is often helpful to look for *patterns* of findings rather than to focus on a specific asset or finding, for example, does one grade or set of grades consistently report fewer assets? Third, do not overwhelm others with numbers at the risk of losing their understanding of key messages. Rather, make more use of the figures that give the overall messages such as the average number of assets your youth report.

There are many people in your community who will benefit from the information in this report. These include educators, parents, young people, youth workers, community leaders, policy makers, media, religious leaders, employers, coaches, health care providers, and so on. Use local resources or those from Search Institute to help you communicate these findings to others. Appendix D in this report lists some of the asset-building resources available from Search Institute.

Once you have shared the information with key people and groups, your community can begin the important work of asset building. This, of course, requires a long-term, community-wide effort. While this report gives a snapshot of youth at a particular point in time, asset building begins at birth and continues through childhood, adolescence, and beyond. Section V of this report highlights some ideas for getting started as an asset-building community. Once you do, you will find that there are many individuals and groups in your own community that already are involved in asset building. You also will find that many people and organizations have creative new ways to build assets. Asset building is not a program—it is a catalyst for connecting and empowering all sectors of your community.

## Figure 1: 40 Developmental Assets

External Assets		
Asset Type	Asset Name	Definition
<b>Support</b>	1. Family support	Family life provides high levels of love and support. Young person and her or his parent(s) communicate positively, and young person is willing to seek parent(s') advice and counsel.
	2. Positive family communication	
	3. Other adult relationships	Young person receives support from three or more non-parent 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.
<b>Empowerment</b>	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, school, and in the neighborhood.
<b>Boundaries and Expectations</b>	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.
	12. School boundaries	
	13. Neighborhood boundaries	School provides clear rules and consequences.
	14. Adult role models	Neighbors take responsibility for monitoring young people's behavior.
	15. Positive peer influence	Parent(s) and other adults model positive, responsible behavior.
	16. High expectations	Young person's best friends model responsible behavior. Both parent(s) and teachers encourage the young person to do well.
<b>Constructive Use of Time</b>	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 community organizations.
	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.

## Figure 1: 40 Developmental Assets (Cont'd)

Internal Assets		
Asset Type	Asset Name	Definition
<b>Commitment to Learning</b>	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.
<b>Positive Values</b>	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.
<b>Social Competencies</b>	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 non-violently.
<b>Positive Identity</b>	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.

## Figure 2: Who Was Surveyed

		Number of Youth	Percent of Total
<b>Total Sample</b>		318	100
<b>Gender*</b>	Male	167	53
	Female	151	47
<b>Grade*</b>	6	48	15
	7	45	14
	8	37	12
	9	48	15
	10	66	21
	11	33	10
	12	41	13
<b>Race / Ethnicity*</b>	American Indian	2	1
	Asian / Pacific Islander	18	6
	Black / African American	4	1
	Hispanic	30	10
	White	225	72
	Multi-racial	33	11

\*Numbers may not sum to "Total Sample" due to missing information.

## II. Portrait of Developmental Assets

In this section information about your young people's assets is presented in various forms. Both the average number of assets your youth report plus the percentage of youth who report each asset are noted. Whether or not a youth is said to have an asset is based on how he or she answered the questions that measure the asset. (See Appendix B for more information on which survey items measure each asset. See Appendix A for information on how your youth responded to each survey item.) In order to simplify reporting and focus attention on overall trends, all assets are assessed as either present or absent in a youth's life. In reality, of course, youth experience assets in degrees, not all or nothing.

Figure 3 shows the average number of assets for all youth combined, as well as by grade. In order to motivate and challenge your community, you may want to create a shared vision for the average number of assets you want your youth to experience. This approach reminds citizens that there are many different asset combinations that contribute to the healthy development of youth. When a majority of youth experience an asset, it becomes accepted and normative.

### External Assets

Figures 4 and 5 show the overall percentages of youth who report each *external* asset as well as the percentages by grade and gender. The external assets are the positive experiences and support a young person receives from formal and informal connections to others in the community. There are 20 external assets, divided into four categories: **support, empowerment, boundaries and expectations, and constructive use of time.**

The **SUPPORT** assets refer to the way young people experience love, affirmation, and acceptance. Ideally, young people experience an abundance of support not only in their families but also from many other people in the community.

The **EMPOWERMENT** assets relate to the key developmental need for youth to be valued and valuable. The empowerment assets highlight this need, focusing on community perceptions of youth (as reported by youth), and opportunities for youth to contribute to society in meaningful ways.

**BOUNDARIES AND EXPECTATIONS** assets refer to the need for youth to have clear and enforced boundaries to complement support and empowerment. Ideally, boundary assets are experienced in the settings of family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across socializing systems.

The final category of external assets is **CONSTRUCTIVE USE OF TIME**. One of the prime characteristics of a healthy community for youth is a rich array of structured opportunities for children and adolescents. Whether through schools, community organizations, or religious institutions, these structured activities contribute to the development of many of the internal and external assets.

## Internal Assets

Figures 6 and 7 show the overall percentage of youth with each *internal* asset and the percentage by grade and gender. The internal assets are those things a community and family nurture within youth so they can contribute to their own development. There are 20 internal assets divided into four categories: **commitment to learning**, **positive values**, **social competencies**, and a **positive identity**.

**COMMITMENT TO LEARNING** is essential to young people in today's changing world. Developing an internal intellectual curiosity and the skills to gain new knowledge and learn from experience are important characteristics for a workforce that must adapt to rapid change.

**POSITIVE VALUES** are important "external compasses" to guide young people's priorities and choices. Though there are many values that we seek to nurture, the asset framework focuses on six values known to both help prevent high risk behaviors *and* promote caring for others.

**SOCIAL COMPETENCIES** reflect the important personal skills young people need to negotiate through the maze of choices and options they face. These skills also lay a foundation for independence and competence as young adults.

**POSITIVE IDENTITY** assets focus on young people's view of themselves—their own sense of power, purpose, worth, and promise. Without these assets, young people risk feeling powerless and without a sense of initiative and purpose.

## Deficits

Assets form part of the developmental infrastructure on which healthy lives are built. Deficits are countervailing influences that can interfere with a youth's healthy development, limiting access to external assets, blocking development of internal assets, or easing the way into risky behavioral choices. Deficits are negative influences, none of which necessarily does permanent harm, but each of which makes harm more possible.

## Figure Descriptions

**Figure 3:** The average number of 40 assets your youth report, for the total sample and by grade level. Each student's responses are analyzed to determine whether he/she has each asset. The number of assets are then averaged across groups (total sample and grade level). Past evidence indicates that the number of reported assets is relatively similar across grades. Attention should be focused on increasing the number of assets your youth report.

**Questions to consider:** What is the average number of assets reported by your youth? How do the number of assets compare across grades? Are there any grades reporting low numbers of assets?

**Figure 4:** The percentage of your surveyed youth reporting each of 20 external assets, listed under four general external asset categories. This bar graph gives a visual presentation of the differences in percentages in the external assets.

**Questions to consider:** Where are the strengths and needs of your youth with respect to external assets; that is, which assets do more of your youth report, and which do fewer report? Are there some *categories* of assets that are particularly high or low in general?

**Figure 5:** The percentage of your surveyed youth reporting each of 20 external assets, for the total sample, by gender, and by grade. The 20 external assets are listed under the four general external asset categories. You will notice that the percentages for the total sample correspond to those presented graphically in Figure 4.

**Questions to consider:** Are there differences between males and females? Do females report certain external assets more than males, and vice versa? Are there certain grades reporting consistently higher or lower levels of external assets?

**Figure 6:** The percentage of your surveyed youth reporting each of 20 internal assets, listed under the four general internal asset categories. This bar graph gives a visual presentation of the differences in percentages in the internal assets.

**Questions to consider:** Where are the strengths and needs of your youth with respect to internal assets; that is, which assets do more youth report, and which do fewer report? Are there some *categories* of assets that are particularly high or low in general?

**Figure 7:** The percentage of your surveyed youth reporting each of 20 internal assets, for the total sample, by gender, and by grade. The 20 internal assets are listed under the four general internal asset categories. You will notice that the percentages for the total sample correspond to those presented graphically in Figure 6.

**Questions to consider:** Are there differences between males and females? Do females report certain internal assets more than males, and vice versa? Are there certain grades reporting consistently higher or lower levels of internal assets?

**Figure 8:** The percentage of your surveyed youth reporting each of five developmental deficits, for the total sample, by gender, and by grade. Each of these deficits can interfere with the development of assets. Each also is correlated with high-risk behavior. Although this report advocates community-based efforts to promote developmental assets, communities must also focus attention on preventing these and related deficits (e.g., poverty, racism, exclusion).

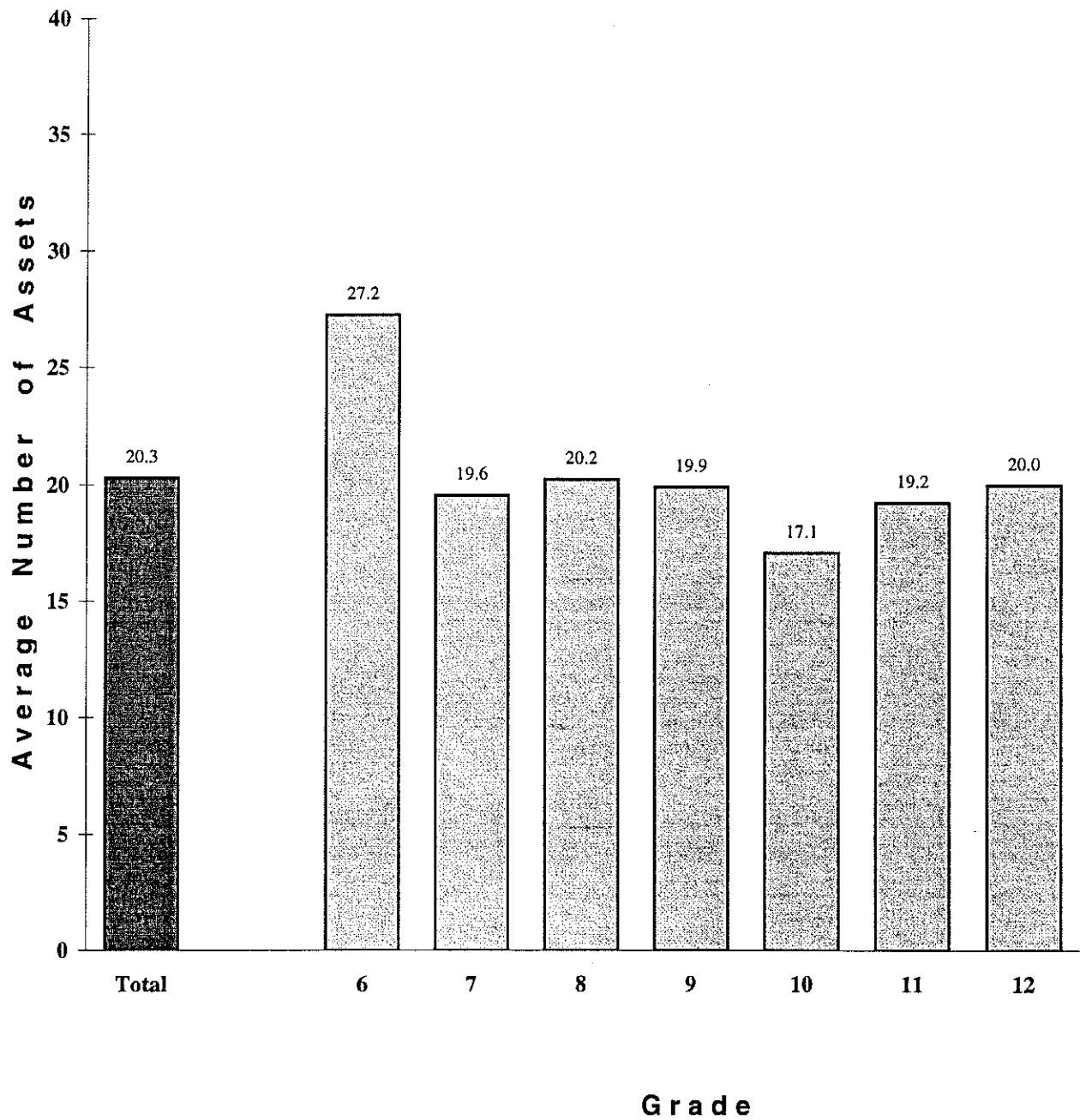
***Questions to consider:*** What percentage of your youth are reporting these deficits? Are there differences between males and females, or across grade levels? How do these differences in deficits relate to the differences in the assets you have already detected?



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**Figure 3: Average Number of 40 Assets**

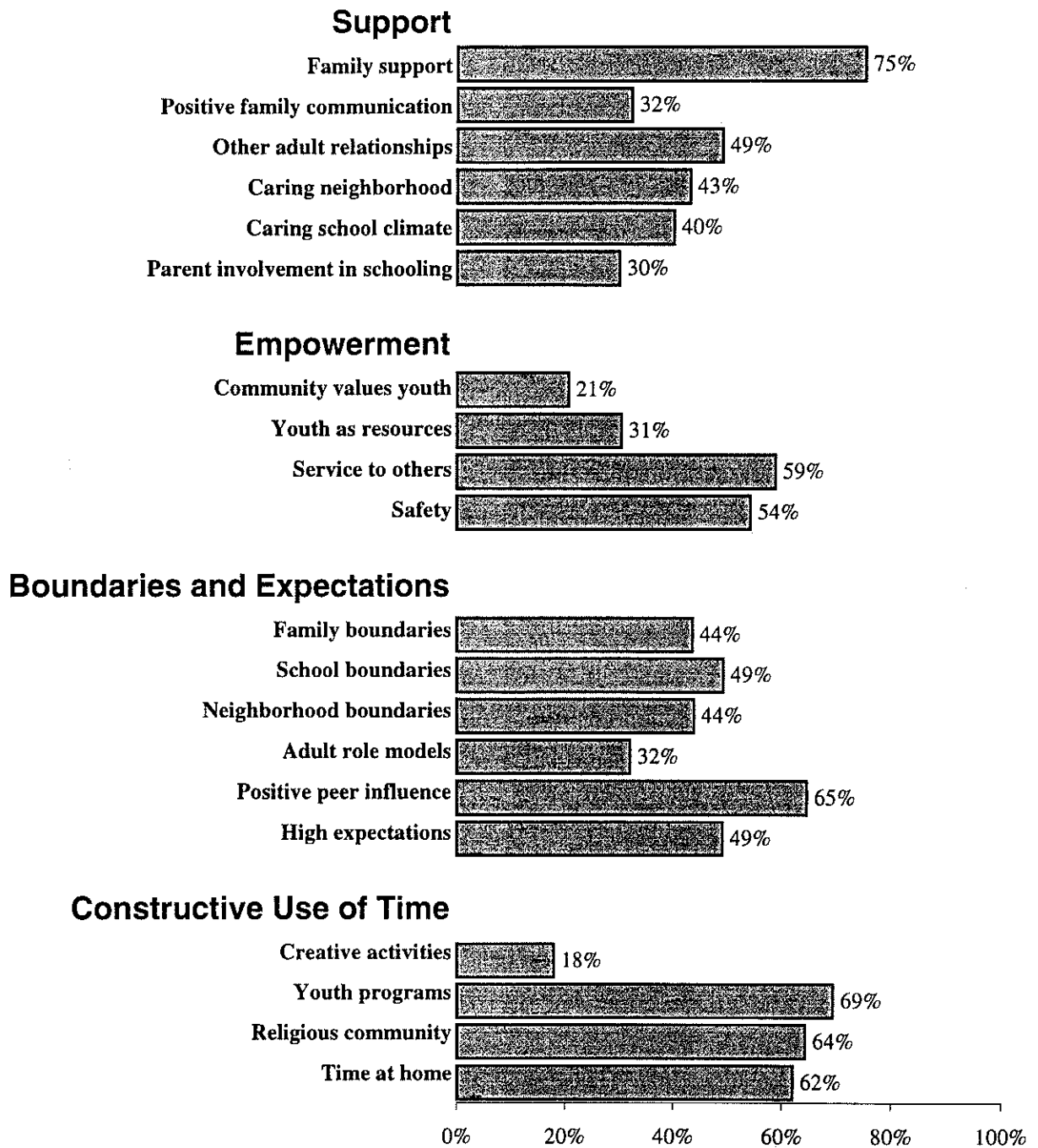
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**Figure 4: Percent of Youth Reporting Each of 20 External Assets**

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**Figure 5: Percent of Youth Reporting Each External Asset, by Gender and Grade**

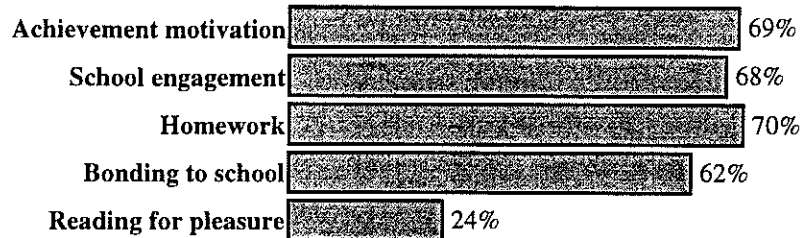
External Asset	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
<b>Support</b>											
1. Family support	75	74	77	98	78	81	67	71	64	68	
2. Positive family communication	32	29	36	44	24	35	33	30	36	24	
3. Other adult relationships	49	50	49	67	44	57	43	48	36	46	
4. Caring neighborhood	43	44	42	65	47	38	40	34	30	49	
5. Caring school climate	40	34	48	65	29	32	38	29	45	49	
6. Parent involvement in schooling	30	27	33	52	41	29	33	20	27	10	
<b>Empowerment</b>											
7. Community values youth	21	21	21	60	24	22	10	11	9	7	
8. Youth as resources	31	25	36	63	29	22	33	20	24	22	
9. Service to others	59	52	67	69	60	61	63	47	55	63	
10. Safety	54	61	47	46	42	57	56	56	67	61	
<b>Boundaries and Expectations</b>											
11. Family boundaries	44	38	50	54	44	49	35	41	42	41	
12. School boundaries	49	47	52	77	49	51	42	39	33	54	
13. Neighborhood boundaries	44	43	45	52	58	62	44	33	30	32	
14. Adult role models	32	29	36	58	23	50	20	17	33	37	
15. Positive peer influence	65	62	68	90	82	81	58	52	55	39	
16. High expectations	49	44	55	81	42	46	45	33	48	54	
<b>Constructive Use of Time</b>											
17. Creative activities	18	15	21	19	18	19	19	14	27	15	
18. Youth programs	69	69	70	77	58	73	63	71	70	76	
19. Religious community	64	60	69	77	73	73	75	45	64	51	
20. Time at home	62	61	63	79	69	68	65	49	58	51	

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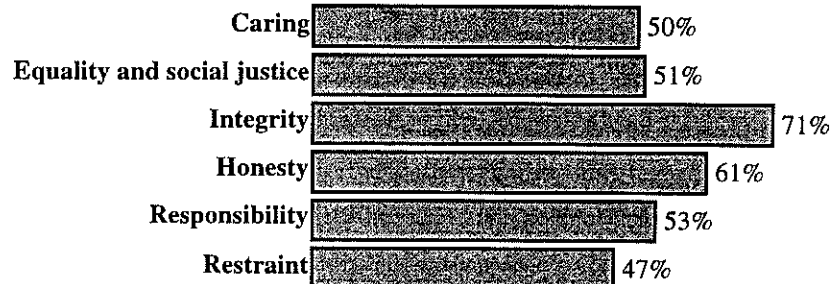
**Figure 6: Percent of Youth Reporting Each of 20 Internal Assets**

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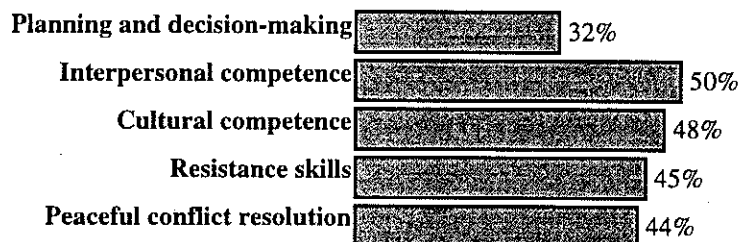
**Commitment to Learning**



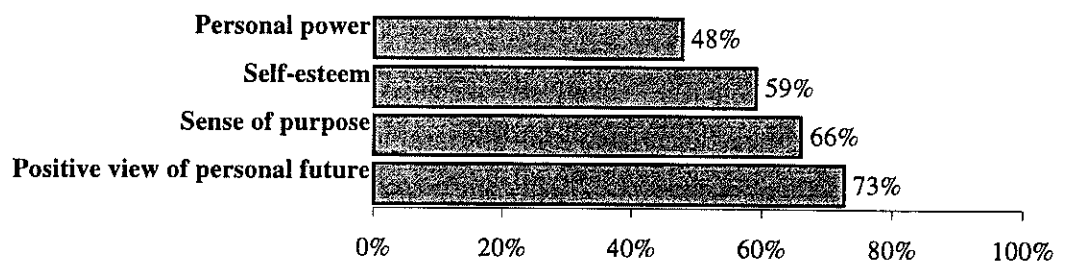
**Positive Values**



**Social Competencies**



**Positive Identity**



**Figure 7: Percent of Youth Reporting Each Internal Asset, by Gender and Grade**

Internal Asset	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
Commitment to Learning											
21. Achievement motivation	69	68	72	83	62	73	67	67	67	68	
22. School engagement	68	62	74	81	64	73	73	61	58	63	
23. Homework	70	69	72	60	73	71	85	69	70	63	
24. Bonding to school	62	57	68	87	49	56	60	56	64	65	
25. Reading for pleasure	24	19	30	36	31	16	17	18	33	20	
Positive Values											
26. Caring	50	37	65	71	41	51	44	45	45	56	
27. Equality and social justice	51	34	70	75	59	46	45	43	36	54	
28. Integrity	71	65	78	77	57	65	62	71	82	88	
29. Honesty	61	54	68	79	58	62	60	52	53	63	
30. Responsibility	53	47	60	77	38	43	45	43	64	68	
31. Restraint	47	44	50	77	60	57	38	35	33	29	
Social Competencies											
32. Planning and decision-making	32	28	36	43	22	19	23	32	42	41	
33. Interpersonal competence	50	35	67	68	48	46	55	41	48	49	
34. Cultural competence	48	38	59	70	45	46	40	38	48	51	
35. Resistance skills	45	43	48	74	49	35	44	35	42	37	
36. Peaceful conflict resolution	44	35	54	67	40	46	45	33	36	41	
Positive Identity											
37. Personal power	48	51	44	48	40	51	38	45	52	66	
38. Self-esteem	59	64	54	71	53	68	48	53	55	71	
39. Sense of purpose	66	69	62	73	62	70	63	65	61	68	
40. Positive view of personal future	73	71	74	85	62	76	77	68	67	73	

**Figure 8: Percent of Youth Reporting Each of 5 Deficits, by Gender and Grade**

Deficit	Definition	Total Sample	Gender		Grade							
			M	F	6	7	8	9	10	11	12	
Alone at Home	Two hours or more per school day	66	66	66	57	53	62	72	73	74	67	
TV Overexposure	Watches TV or videos three or more hours per school day	53	56	49	47	60	59	47	55	48	51	
Physical Abuse	Reports one or more incidents, "have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?"	23	23	23	18	34	27	21	24	18	17	
Victim of Violence	Reports one or more incidents, "how many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?"	27	34	20	23	32	30	21	30	15	39	
Drinking Parties	Reports attending one or more parties in the last year "where other kids your age were drinking."	48	49	48	2	29	35	52	71	70	78	

### III: Portrait of Risk-Taking Behaviors and Thriving Indicators

There is growing concern in the United States about the increase in negative and potentially life-threatening behaviors among our young people as well as a decrease in positive, health-promoting behaviors. This section presents information about your youth's involvement in each of 24 risk-taking behaviors. Also measured is the extent to which your youth report each of eight thriving indicators, which are commonly valued and accepted as important elements of healthy development.

Perhaps more important than your youth's involvement in individual acts of risk-taking are *patterns of high-risk behavior*—repeated involvement in behaviors that compromise a young person's well-being. For example, a young person who reports using alcohol once or more in the past month is considered to be involved in risk-taking behavior. However, a young person who has used alcohol *three* or more times in the past month (almost once a week) is engaging in a high-risk pattern of behavior and is even more likely to experience negative consequences related to the behavior.

#### Figure Descriptions

**Figure 9:** The percentage of your surveyed youth reporting each of nine risk-taking behaviors related specifically to alcohol, tobacco, and/or other drug use. The figure presents the risk-taking behaviors and how these behaviors are defined within the survey. Percentages are also reported for each behavior by gender and by grade.

**Questions to consider:** What percentage of your youth are reporting these substance-related risk-taking behaviors? Are there differences between males and females, or across grade levels? How do these differences relate to the differences in the assets or the deficits you have already detected?

**Figure 10:** The percentage of your surveyed youth reporting each of 15 other risk-taking behaviors, such as anti-social behavior and gambling. The figure presents the risk-taking behaviors and how these behaviors are defined within the survey. Percentages are also reported for each behavior by gender and by grade.

**Questions to consider:** What percentages of your youth are reporting these risk-taking behaviors? Are there differences between males and females, or across grade levels? How do these differences relate to the differences in the assets or the deficits you have already detected?

**Figure 11:** The percentage of your surveyed youth reporting problematic levels of 10 high-risk behavior patterns. The figure presents the high-risk behavior patterns and how these patterns are defined within the survey. Essentially, the high-risk behavior patterns represent higher incidence levels

of the previously reported 24 risk behaviors; and, in many cases, combinations of related risk behaviors are used to define a pattern. Percentages are also reported for each pattern by gender and by grade.

**Questions to consider:** What percentage of your youth are reporting these high-risk behavior patterns? Are there differences between males and females, or across grade levels? How do these differences relate to the differences in the assets or the deficits you have already detected?

**Figure 12:** The percentage of your surveyed youth reporting each of eight thriving indicators, ranging from affirmation of diversity to school success . The figure presents the thriving indicators and how they are defined within the survey. Percentages are also reported for each thriving indicator by gender and by grade.

**Questions to consider:** What percentage of your youth report these thriving indicators? Are there differences between males and females, or across grade levels? How do these differences in thriving relate to the differences in the assets, deficits, or risk-taking behaviors that you have already detected?



**Figure 9: Percent of Youth Reporting Each of 9 Substance Use Related Risk-Taking Behaviors, by Gender and Grade**

Risk-Taking Behavior		Total	Gender		Grade							
Category	Definition	Sample	M	F	6	7	8	9	10	11	12	
Alcohol	Used alcohol once or more in the last 30 days	32	34	31	2	18	27	40	47	36	54	
	Got drunk once or more in the last two weeks	16	16	15	0	7	11	17	32	15	22	
Tobacco	Smoked cigarettes once or more in the last 30 days	20	23	17	4	4	11	23	35	24	34	
	Used smokeless tobacco once or more in the last 12 months	7	11	3	0	2	14	8	11	3	10	
Inhalants	Sniffed or inhaled substances to get high once or more in the last 12 months	13	13	13	10	22	11	23	8	9	7	
Marijuana	Used marijuana once or more in the last 12 months	20	24	15	2	2	19	19	30	27	39	
Other Drug Use	Used other illicit drugs once or more in the last 12 months*	10	10	10	0	2	8	12	15	9	26	
Driving and Alcohol	Drove after drinking once or more in the last 12 months	9	11	7	0	2	5	6	18	12	20	
	Rode (once or more in the last 12 months) with a driver who had been drinking	32	30	34	10	38	22	27	39	36	46	

\* Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

**Figure 10: Percent of Youth Reporting Each of 15 Other Risk-Taking Behaviors, by Gender and Grade**

Risk-Taking Behavior		Total	Gender		Grade							
Category	Definition	Sample	M	F	6	7	8	9	10	11	12	
Sexual Intercourse	Has had sexual intercourse one or more times	15	18	11	0	11	16	17	18	9	32	
Anti-Social Behavior	Shoplifted once or more in the last 12 months	28	32	23	10	20	41	40	30	30	24	
	Committed vandalism once or more in the last 12 months	19	27	9	6	13	16	29	23	24	17	
	Got into trouble with police once or more in the last 12 months	23	33	11	6	13	14	17	36	33	37	
Violence	Hit someone once or more in the last 12 months	33	43	23	28	47	24	36	33	21	40	
	Physically hurt someone once or more in the last 12 months	14	19	9	10	13	8	15	15	9	24	
	Used a weapon to get something from a person once or more in the last 12 months	4	5	3	0	7	5	4	5	6	2	
	Been in a group fight once or more in the last 12 months	24	28	20	38	24	22	19	21	15	29	
	Carried a weapon for protection once or more in the last 12 months	9	15	3	2	11	6	19	6	9	12	
	Threatened physical harm to someone once or more in the last 12 months	32	42	22	18	41	38	30	39	25	29	
School Truancy	Skipped school once or more in the last four weeks	24	24	24	8	27	19	35	29	21	24	
Gambling	Gambled once or more in the last 12 months	39	50	28	29	43	54	39	33	42	41	
Eating Disorder	Has engaged in bulimic or anorexic behavior	13	10	16	12	18	14	4	12	18	15	
Depression	Felt sad or depressed most or all of the time in the last month	12	8	17	8	16	8	8	20	19	5	
Attempted Suicide	Has attempted suicide one or more times	8	5	11	0	13	14	2	9	6	15	

**Figure 11: Percent of Youth Reporting Each of 10 High-Risk Behavior Patterns, by Gender and Grade**

High-Risk Behavior Pattern		Total	Gender		Grade							
Category	Definition	Sample	M	F	6	7	8	9	10	11	12	
Alcohol	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	20	21	19	0	7	16	23	36	15	37	
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	11	13	9	2	2	8	10	20	9	24	
Illicit Drugs	Used illicit drugs three or more times in the last 12 months*	15	16	14	0	2	11	19	24	16	31	
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	12	14	10	0	7	11	13	15	9	29	
Depression/ Suicide	Is frequently depressed and/or has attempted suicide	17	11	23	8	22	19	8	24	22	15	
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	23	30	15	6	14	24	35	29	24	24	
Violence	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	32	41	21	26	34	29	37	29	25	40	
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	18	18	19	6	27	14	21	23	18	17	
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	13	14	12	2	7	3	17	20	12	27	
Gambling	Has gambled three or more times in the last 12 months	19	28	9	4	18	32	17	20	18	24	

\* Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

**Figure 12: Percent of Youth Reporting Each of 8 Thriving Indicators, by Gender and Grade**

Thriving Indicator	Definition	Total	Gender		Grade						
		Sample	M	F	6	7	8	9	10	11	12
Succeeds in School	Gets mostly As on report card	24	23	26	31	18	26	23	14	39	27
Helps Others	Helps friends or neighbors one or more hours per week	82	74	90	87	82	81	87	77	71	85
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	61	50	73	73	64	61	53	52	66	63
Maintains Good Health	Pays attention to healthy nutrition and exercise	60	58	63	83	60	57	57	58	52	54
Exhibits Leadership	Has been a leader of a group or organization in the last 12 months	76	70	81	81	69	75	79	74	55	93
Resists Danger	Avoids doing things that are dangerous	22	11	33	44	22	14	19	12	24	18
Delays Gratification	Saves money for something special rather than spending it all right away	56	55	56	70	64	59	51	41	58	54
Overcomes Adversity	Does not give up when things get difficult	72	73	71	81	73	84	55	68	75	70

## IV: The Power of Developmental Assets

Fortunately, the choices young people make about how to act, what to do, and who to be are not made simply by chance. Their decisions are made based on a web of external and internal influences, including the developmental assets. The figures in this section reflect how the assets they experience influence the choices they make regarding the risk-taking behaviors and thriving indicators described in section III.

Search Institute's studies have consistently shown that young people who experience more of the assets engage in fewer risk-taking behaviors, and are more likely to report indicators of thriving. In other words, the more assets a young person experiences, the more likely he or she will choose a healthy lifestyle. This has been shown to be true regardless of age, race, gender, or region of the country. It is likely that the data about your youth will follow this same pattern.

### Figure Descriptions

**Figure 13:** Average number of risk-taking behaviors by asset levels. This bar graph illustrates the powerful effect of assets on risk-taking behaviors among your youth. Your youth were first categorized by the total number of assets each reported (0-10, 11-20, 21-30, 31-40), and then the average number of the 24 risk-taking behaviors was calculated. Likely your data reflect a higher average number of risk-taking behaviors among those students with lower levels of assets.

**Questions to consider:** Do assets make a difference for your youth? Do your youth follow the normative pattern of decreasing levels of risk-taking behaviors with higher levels of assets?

**Figure 14:** The protective consequences of developmental assets—the percentage of your surveyed youth reporting each of nine risk-taking behaviors related specifically to alcohol, tobacco, and other drug use. These findings are based on the total sample, reported by asset level. This figure, similar to Figure 9, presents the risk-taking behaviors and how these behaviors are defined within the survey. In addition, percentages are reported for each behavior by the four levels of assets (0-10, 11-20, 21-30, 31-40 assets). Typically there has been strong and consistent evidence that youth reporting more assets also report fewer risk-taking behaviors.

**Questions to consider:** What is the general pattern of risk-taking behaviors as you move across asset levels? Is the pattern consistent with what Search Institute has seen in its studies?

**Figure 15:** The protective consequences of developmental assets—the percentage of your surveyed youth reporting each of 15 risk-taking behaviors related to potentially harmful actions. The figure, similar to Figure 10, presents the risk-taking behaviors and how these behaviors are defined within the survey, together with the total sample percentage for each. In addition, percentages for each

behavior are reported by asset level (0-10, 11-20, 21-30, and 31-40 assets). Typically there has been strong and consistent evidence that youth reporting more assets also report fewer of these risk-taking behaviors.

**Questions to consider:** What is the general pattern of risk-taking behaviors as you move across asset levels? Is the pattern consistent with what has been found in Search Institute's studies, or with what you would expect?

**Figure 16:** The protective consequences of developmental assets—the percentage of your surveyed youth reporting each of 10 high-risk behavior patterns. The findings are reported for the total sample and by asset level. The figure, similar to Figure 11, presents the high-risk behaviors and how they are defined within the survey, together with the total sample percentage reporting each pattern. In addition, percentages are reported by asset level (0-10, 11-20, 21-30, 31-40 assets). Historically there has been strong and consistent evidence that youth reporting more assets also report fewer high-risk behaviors.

**Questions to consider:** What is the general pattern of high-risk behaviors as you move across asset levels? Is the pattern consistent with what has been found in Search Institute's studies or with what you would expect?

**Figure 17:** Average number of eight thriving indicators by asset level. Just as assets protect, they also promote. As this bar graph shows, youth with more assets generally report higher average levels on the eight thriving indicators.

**Questions to consider:** Do assets make a difference for your youth? Do your youth follow the normative pattern of increasing levels of thriving indicators with higher levels of assets?

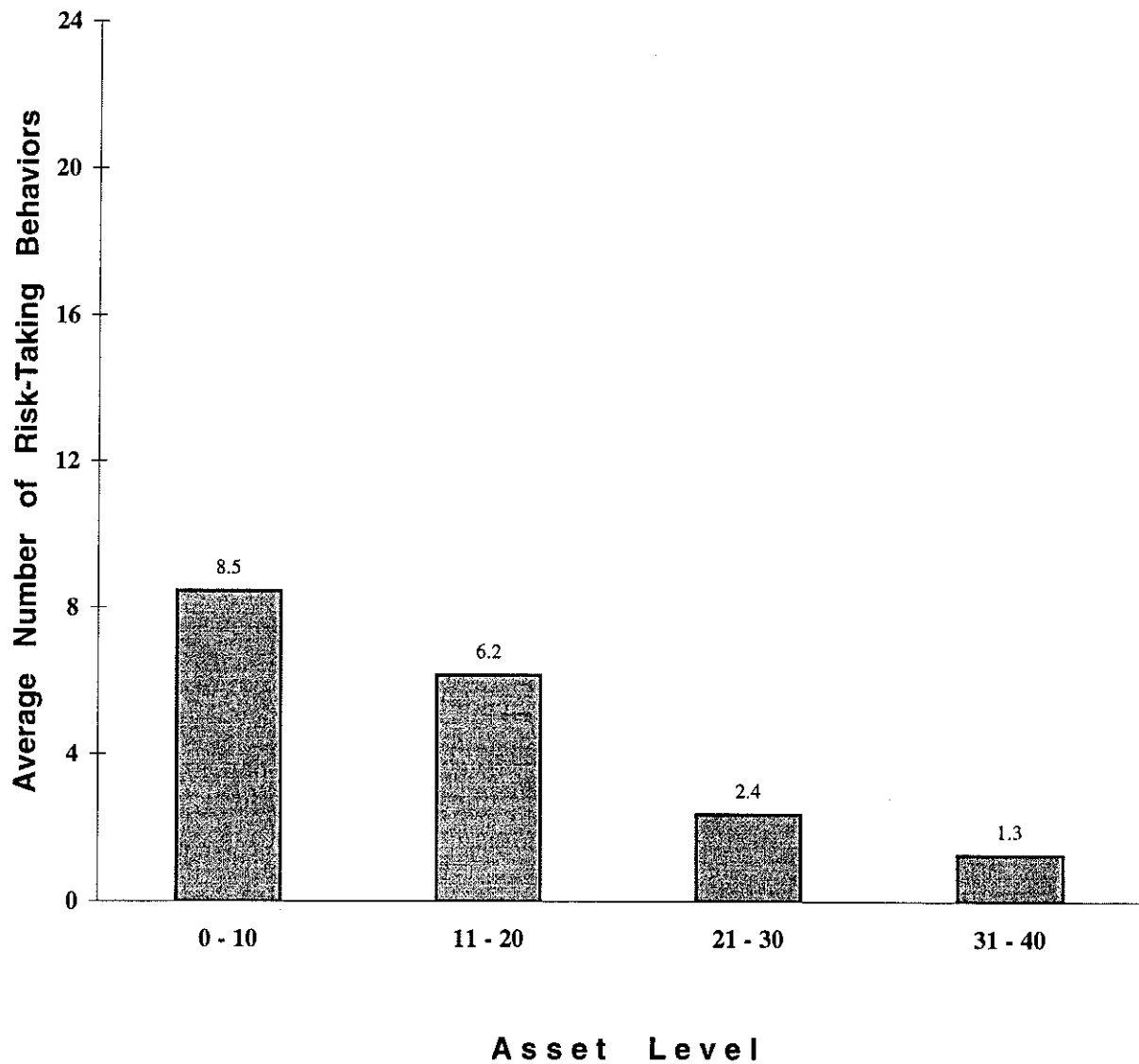
**Figure 18:** The positive consequences of developmental assets—the percentage of your surveyed youth reporting each of eight thriving indicators. These findings are reported for the total sample and by asset level. The figure, similar to Figure 12, presents the thriving indicators and how they are defined within the survey, together with the overall percentage of the total sample reporting each. In addition, percentages are reported by asset level (0-10, 11-20, 21-30, 31-40 assets). Strong and consistent evidence indicates that youth who report more assets also report more thriving indicators.

**Questions to consider:** What is the pattern of thriving indicators as you move across asset levels? Is the pattern consistent with what has been found in Search Institute's studies or with what you would expect?

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**Figure 13: Average Number of 24 Risk-Taking Behaviors, by Asset Level**

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**Figure 14: Percent of Youth Reporting Each of 9 Substance Use Related Risk-Taking Behaviors, by Asset Level**

Risk-Taking Behavior		Total Sample	Number of Assets			
Category	Definition		0-10	11-20	21-30	31-40
<b>Alcohol</b>	Used alcohol once or more in the last 30 days	32	58	40	20	10
	Got drunk once or more in the last two weeks	16	31	21	8	0
<b>Tobacco</b>	Smoked cigarettes once or more in the last 30 days	20	33	28	11	0
	Used smokeless tobacco once or more in the last 12 months	7	11	12	2	3
<b>Inhalants</b>	Sniffed or inhaled substances to get high once or more in the last 12 months	13	22	19	6	0
<b>Marijuana</b>	Used marijuana once or more in the last 12 months	20	39	32	7	0
<b>Other Drug Use</b>	Used other illicit drugs once or more in the last 12 months†	10	29	16	2	0
<b>Driving and Alcohol</b>	Drove after drinking once or more in the last 12 months	9	19	14	4	0
	Rode (once or more in the last 12 months) with a driver who had been drinking	32	47	39	25	13

† Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines



**Figure 15: Percent of Youth Reporting Each of 15 Other Risk-Taking Behaviors, by Asset Level**

Risk-Taking Behavior		Total	Number of Assets			
Category	Definition	Sample	0-10	11-20	21-30	31-40
<b>Sexual Intercourse</b>	Has had sexual intercourse one or more times	15	31	18	10	0
<b>Anti-Social Behavior</b>	Shoplifted once or more in the last 12 months	28	56	36	12	10
	Committed vandalism once or more in the last 12 months	19	47	24	8	3
	Got into trouble with police once or more in the last 12 months	23	50	30	12	0
<b>Violence</b>	Hit someone once or more in the last 12 months	33	50	46	17	19
	Physically hurt someone once or more in the last 12 months	14	25	15	10	0
	Used a weapon to get something from a person once or more in the last 12 months	4	11	3	2	0
	Been in a group fight once or more in the last 12 months	24	36	30	13	19
	Carried a weapon for protection once or more in the last 12 months	9	19	11	4	3
	Threatened physical harm to someone once or more in the last 12 months	32	60	44	17	6
<b>School Truancy</b>	Skipped school once or more in the last four weeks	24	44	29	11	23
<b>Gambling</b>	Gambled once or more in the last 12 months	39	64	53	22	16
<b>Eating Disorder</b>	Has engaged in bulimic or anorexic behavior	13	25	16	10	0
<b>Depression</b>	Felt sad or depressed most or all of the time in the last month	12	28	13	8	0
<b>Attempted Suicide</b>	Has attempted suicide one or more times	8	25	9	3	0

**Figure 16: Percent of Youth Reporting Each of 10 High-Risk Behavior Patterns, by Asset Level**

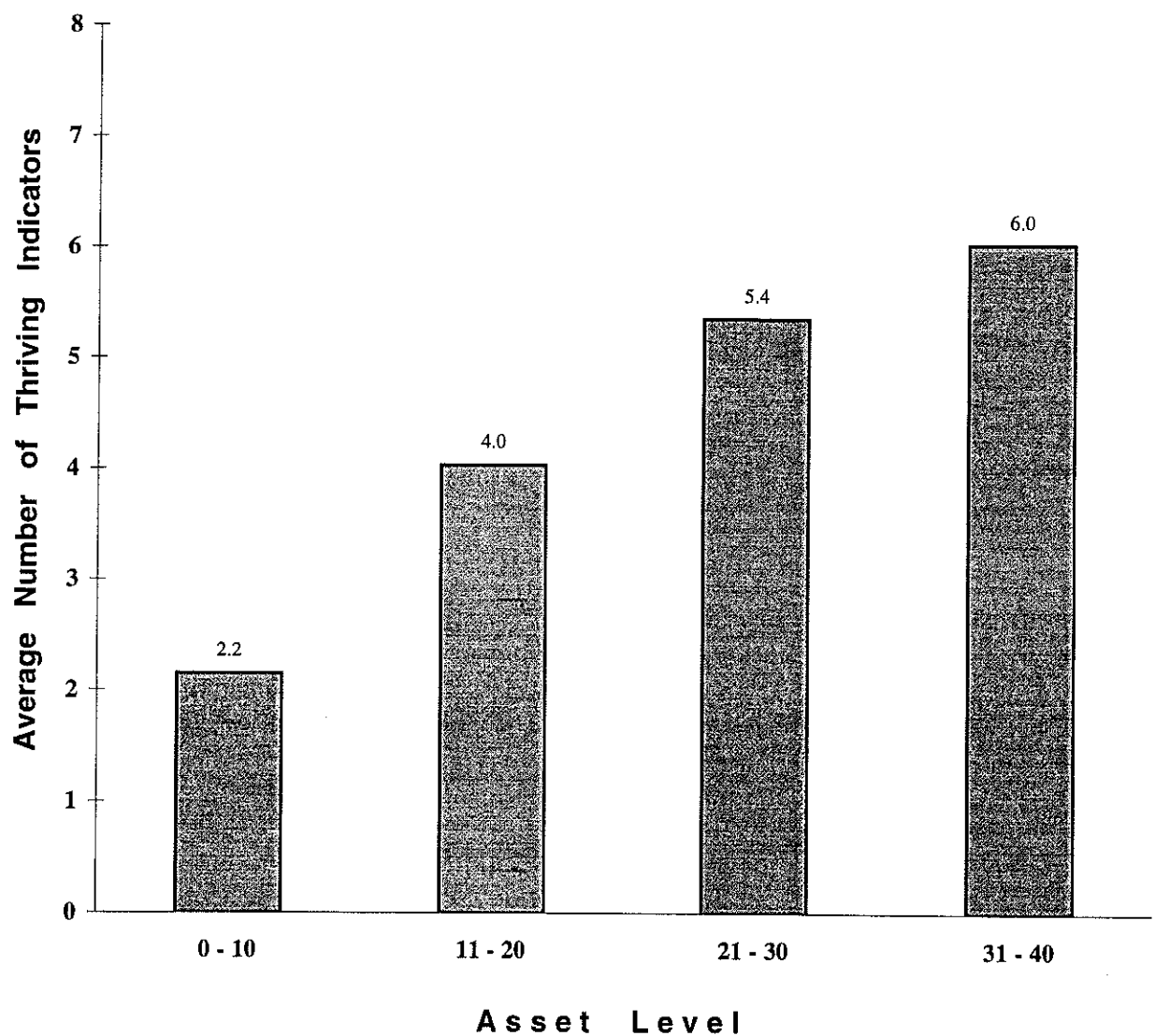
High-Risk Behavior Pattern		Total Sample	Number of Assets			
Category	Definition		0-10	11-20	21-30	31-40
<b>Alcohol</b>	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	20	42	26	12	0
<b>Tobacco</b>	Smokes one or more cigarettes every day or uses chewing tobacco frequently	11	33	13	4	0
<b>Illicit Drugs</b>	Used illicit drugs three or more times in the last 12 months†	15	31	25	6	0
<b>Sexual Intercourse</b>	Has had sexual intercourse three or more times in lifetime	12	22	16	8	0
<b>Depression/Suicide</b>	Is frequently depressed and/or has attempted suicide	17	42	19	10	0
<b>Anti-Social Behavior</b>	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	23	56	28	9	3
<b>Violence</b>	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	32	49	46	15	10
<b>School Problems</b>	Has skipped school two or more days in the last four weeks and/or has below a C average	18	50	21	6	13
<b>Driving and Alcohol</b>	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	13	28	17	6	0
<b>Gambling</b>	Has gambled three or more times in the last 12 months	19	28	27	9	6

† Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

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**Figure 17: Average Number of 8 Thriving Indicators, by Asset Level**

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**Figure 18: Percent of Youth Reporting Each of 8 Thriving Indicators, by Asset Level**

Thriving Indicator	Definition	Total Sample	Number of Assets			
			0-10	11-20	21-30	31-40
<b>Succeeds in School</b>	Gets mostly As on report card	24	8	17	38	39
<b>Helps Others</b>	Helps friends or neighbors one or more hours per week	82	44	86	88	93
<b>Values Diversity</b>	Places high importance on getting to know people of other racial/ethnic groups	61	22	55	70	81
<b>Maintains Good Health</b>	Pays attention to healthy nutrition and exercise	60	28	47	74	100
<b>Exhibits Leadership</b>	Has been a leader of a group or organization in the last 12 months	76	33	76	87	87
<b>Resists Danger</b>	Avoids doing things that are dangerous	22	6	10	36	39
<b>Delays Gratification</b>	Saves money for something special rather than spending it all right away	56	28	46	67	81
<b>Overcomes Adversity</b>	Does not give up when things get difficult	72	54	69	78	84

## V. From Awareness to Action

### The Challenge

In all communities across the country, developmental assets are too fragile. Ideally, a community should strive to ensure that all youth experience 31 or more of the 40 developmental assets. In your community, 11 percent of students surveyed report 31 or more of the assets (see Figure 19). Had your study included youth who have dropped out of school, the picture of assets would likely be even more somber.

This portrait of developmental assets likely mirrors the pattern found in communities across the nation. Regardless of town size or geography, youth typically:

- receive too little support through sustained and positive intergenerational relationships;
- lack opportunities for leadership and involvement;
- disengage from youth-serving programs in the community;
- experience inconsistent or unarticulated boundaries;
- feel disconnected from their community; and
- miss the formation of social competencies and positive values.

As long as this pattern continues, we will see too many young people who are susceptible to risk taking and negative pressure, drawn to less desirable sources of belonging, and ill-equipped to become the next generation of parents, workers, leaders, and citizens. Why are we in this situation? A number of social forces could be at work, including:

- high levels of parental absence in the lives of children;
- adult silence about boundaries and values;
- the fragmentation of many socializing systems;
- age segregation and the general disengagement of the public from building meaningful connections with youth;
- the isolation of people of all ages within neighborhoods;
- over-exposure to the mass media;
- barriers to healthy development such as poverty, lack of access to programs and services, and families ill-equipped to care for their children;
- fear of involvement by adults and a sense that youth are the responsibility of "someone else"; and
- the too-common occurrence of schools, religious institutions, and other youth-serving organizations not adequately equipped to be places of support, caring, and positive challenge.

This combination of factors suggests, among other things, that we are losing our capacity to be communities in which caring, connectedness, and a shared sense of purpose are common-place and a commitment to children dominates public and private life.

## Promoting Developmental Assets

Assets are cumulative or additive—the more, the better. Search Institute's research has consistently shown that the more assets young people have, the less likely they are to be involved in risk-taking behaviors. And, multiple forms of thriving, such as school success, increase as assets increase. Given the power of the developmental assets and their current state of disrepair, a commitment to asset building should become a top priority. While many well-intentioned youth development efforts focus on the consequences of asset depletion, unless we place major energy into rebuilding the asset foundation for youth, the problems we now see will persist—and likely increase.

How do we begin the work of strengthening the developmental assets for all young people? Through its work with communities across the country, Search Institute has identified six principles to help guide the process.<sup>2</sup>

1. ***All young people need assets:*** While it is crucial to pay special attention to those who have the least (economically or emotionally), **all** children and adolescents will benefit from having more assets than they now have.
2. ***Everyone can build assets:*** Asset development requires positive messages across a community. All adults, youth, and children play a role.
3. ***It's an ongoing process:*** Asset development starts when a child is born and continues through high school and beyond.
4. ***Relationships are key:*** A central key to asset development is strong relationships between adults and young people, young people and their peers, and teenagers and children.
5. ***Consistent messages:*** Asset building requires consistent, positive messages about what is important.
6. ***Redundancy:*** Young people need to hear the same positive messages and feel support over and over again, from many different people.

Asset-building communities mobilize people, organizations, institutions, and systems to take action around a shared understanding of positive development. Figure 20 lists 35 characteristics of asset-building communities. Ultimately, rebuilding and strengthening the developmental infrastructure in a community is not a program run by professionals. It is a movement that creates a community-wide sense of common purpose, places residents and their leaders on the same team moving in the same direction, and creates a culture in which all residents are expected, by virtue of their membership in the community, to promote the positive development of youth.

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<sup>2</sup> Adapted from *Uniting Communities for Youth: Mobilizing All Sectors to Create a Positive Future* by Dr. Peter L. Benson, Search Institute, 1995.

## Taking Action

There is no single model for how a community-wide, asset-building initiative is launched and sustained. However, certain dynamics appear essential. The movement requires a team of people—representing all socializing systems and voices in the community (including youth)—to gather information, plan, and take the lead in mobilizing the community’s asset-building capacity. We recommend these general strategies for getting started:

- **Establish long-term goals and perspective**—Use the information in this report to begin developing a shared community-wide vision of increasing the asset base for all children and adolescents. Strive to increase the average number of assets to 31 or more. Reaching this target cannot be rushed or done with a single new idea or program. It will take a long-term commitment, multiple and coordinated changes, and a passion for the vision that will sustain the efforts.
- **Mobilize the public**—A priority should be communicating the developmental assets and their power to all residents of your community—including children and youth—on multiple occasions, using a variety of media.
- **Think intergenerationally**—In all communities, we have become too comfortable with disconnected generations. Opportunities to connect old and young, adults and youth, teenagers and children should be acknowledged and celebrated for their asset-building power.
- **Expand the reach of family education**—Families are a key source of developmental assets. All parents and guardians need multiple opportunities to learn about, remember, and build developmental assets. Agencies, schools, community education, religious institutions, the media, public health, and other community-based organizations should work together to provide these opportunities, with particular emphasis on promoting responsible fathering.
- **Support and expand current asset-building efforts**—Though they may not use the same vocabulary, many people, places, and programs already build assets. They are found throughout communities in neighborhoods, schools, parks and recreation programs, religious institutions, and youth organizations. Recognizing, publicizing, and supporting these efforts, helps to reinforce their commitment and inspires others to take similar action.
- **Strengthen socializing systems**—Though much asset-building occurs in daily, informal interactions, neighborhoods, schools, religious institutions, youth organizations, and employers must also become more intentional about asset building. Opportunities for training, technical assistance, and networking should be made available in these settings.
- **Empower youth to contribute**—Many youth feel devalued by adults. And most report that their community does not provide useful roles for young people. It should become normative in all settings where youth are involved to seek their input and advice, to make decisions with them, and to treat them as responsible, competent allies in all asset-building efforts.

- **Elevate the importance of service**—It ought to become the norm for children and youth to engage in acts of caring and compassion for others and for the common good through youth organizations, families, neighborhoods, schools, and religious institutions. Service to others both solidifies caring values and provides opportunities for building the assets of social competencies, empowerment, and positive identity. When combined with intentional reflection, it becomes a powerful tool for shaping learning, positive values, and competencies. A goal is to ensure that all youth engage in acts of service many times a year from ages 5-20.

- **Provide places to grow**—Too many youth are disengaged from the kinds of teams, clubs, organizations, and programs that provide safe and active places to develop asset strength. All citizens and their leaders need to rally around the expansion of opportunities, and parents and all adults must encourage and reward involvement.

- **Advocate for quality opportunities for young people**—Young people are the responsibility not just of families but of the whole community. It is the responsibility of all citizens—whether they have children or not—to demand, support, and allocate necessary resources for the highest quality schools, pre- and after-school care, and other youth programs. In addition, individuals should be challenged to contribute their time and talent as volunteers in youth programs. Employers should be encouraged to provide incentives for volunteer activity on behalf of children and youth.

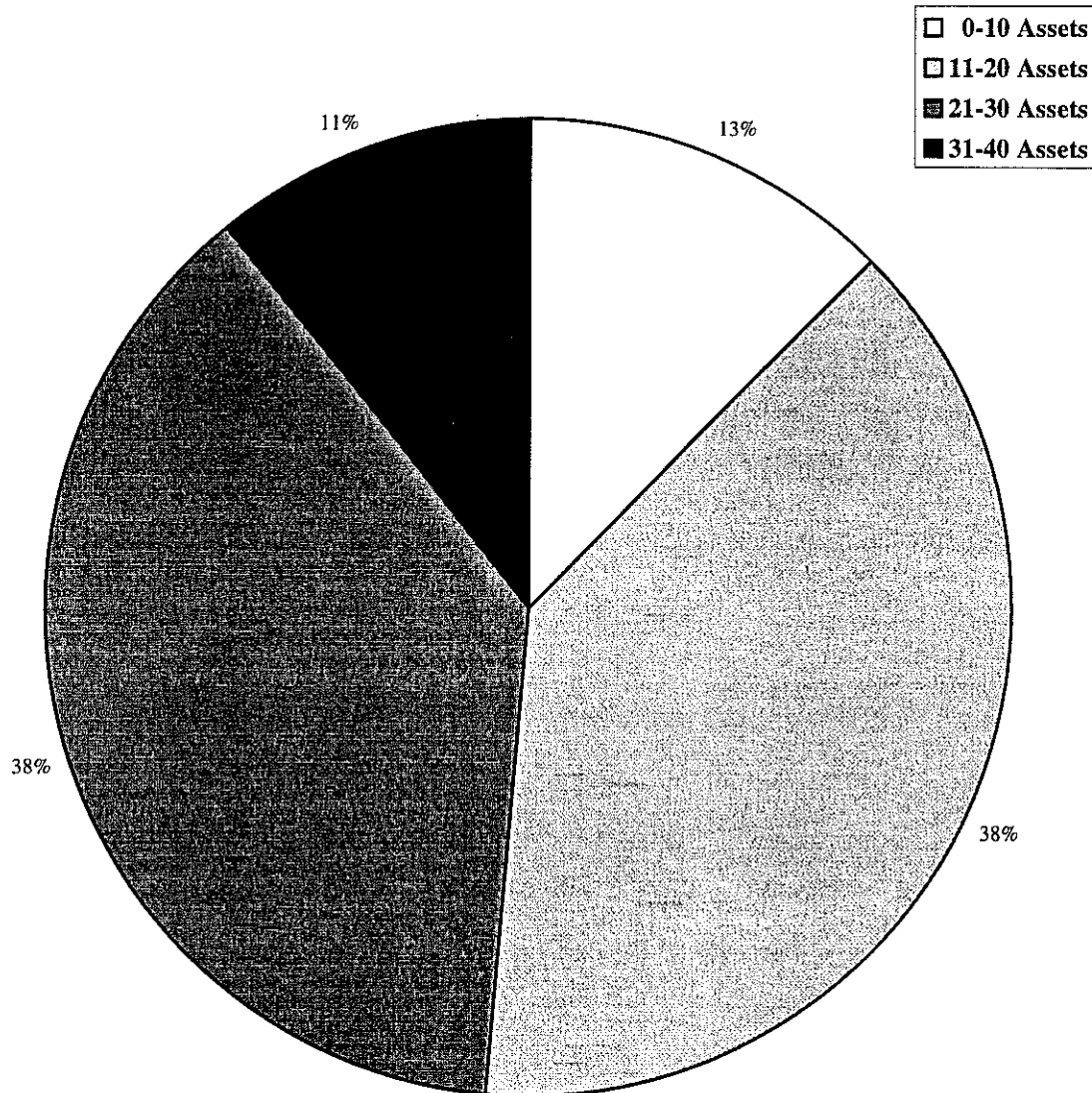
- **Begin public dialogue**—It is a formidable task to build public consensus on a common core of shared values and boundaries. Nevertheless, a way must be found to pursue this essential dialogue. While cultural, religious, and political diversity adds richness to these discussions, there is also a shared set of values and boundaries—unknown at this point to all of us—which every community and its people can articulate and uphold. Beginning this process in neighborhoods and apartment buildings, in congregations and community centers, and in other grassroots settings not only leads to broader understanding in the community as a whole, but it also begins to create relationships and connections at the personal level.



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**Figure 19: The Challenge**

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## Figure 20: 35 Characteristics of Asset-Building Communities

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1. A vision rooted in developmental assets is communicated several times a year to all residents.
2. All residents understand their personal capacity to promote developmental assets.
3. Most residents take personal responsibility.
4. Most residents take action.
5. New residents are quickly socialized to the community vision.
6. Children and teenagers know the developmental assets.
7. Most youth take action to promote assets for themselves and for their peers.
8. The community thinks and acts intergenerationally. Most adults establish sustained relationships with children and adolescents and most adolescents establish sustained relationships with younger children.
9. Youth have many opportunities to lead, make decisions, and give input; youth are provided useful roles in community life. Youth then are actors in the reclaiming of community rather than just objects of programs.
10. All children and teenagers frequently engage in service to others. Much of this "work" is done with adults, and a premium is placed on learning from these experiences (i.e., service-learning).
11. A common core of values is named.
12. Adults model and articulate their values.
13. A common core of boundaries is named.
14. Adults model and articulate these boundaries.
15. Families are supported, taught, and equipped to elevate asset building to top priority.
16. Community programs assist adults – particularly parents – to personally reclaim developmental assets.
17. Neighbors and community residents build caring relationships with youth and express this caring through dialogue, listening, commending positive behavior, acknowledging their presence, enjoying their company, and involving them in decision-making. They know neighborhood children and adolescents by name and take time to get to know them.
18. Businesses that employ teenagers address the assets of support, boundaries, values, and social competencies. Employers also develop family-friendly policies and provide mechanisms for employees to build relationships with youth.
19. Religious institutions mobilize their capacity for intergenerational relationships, educating and supporting parents, constructive use of time, values development, and service to the community. They focus on both their own members and the larger community.
20. Schools – both elementary and secondary – place priority on becoming caring environments for all students, providing a challenging and engaging curriculum for all students, providing opportunities for nurturing values deemed crucial by the community, expanding and strengthening co-curricular activities, and using their connections with parents to reinforce the importance of family attention to assets.

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## Figure 20: 35 Characteristics of Asset-Building Communities (Cont'd)

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21. Youth organizations and other service providers train leaders and volunteers in asset-building strategies and provide meaningful opportunities for youth to serve their communities and build citizenship and leadership skills.
22. Local government – through policy, influence, training, and resource allocation – moves asset development and community-wide cooperation to top priorities for planning, policies, and funding allocations within the municipality.
23. The community invests in expanding and strengthening its systems of youth clubs, teams, and organizations.
24. Virtually all 7- to 18-year-olds are involved in one or more clubs, teams, or other youth-serving organizations that view building assets as central to their mission.
25. All professionals (e.g., day-care providers, teachers, social workers, religious youth workers) and volunteers (e.g., coaches, mentors) who work with youth receive training in asset building.
26. The media (print, radio, television, internet) repeatedly communicate the community's vision, support local mobilization efforts, and provide forums for sharing innovative actions taken by individuals and organizations.
27. The community prizes cultural strengths and traditions. Particularly for youth of color, this heritage includes the concept of elders, the primacy of intergenerational relationships, respect for figures of authority, the value of caring for others, and a wisdom about what matters. Being in touch with and affirming these strengths represent an important dimension of cultural competence, in addition to knowledge and contact with cultures beyond one's own.
28. Teenagers have safe places "to hang."
29. Families have safe places on weekends and during evenings to receive short-term child care.
30. All children receive frequent expressions of support in both informal public settings and in places where youth gather.
31. The community celebrates the individuals and systems which take innovative action. Youth professionals and volunteers have high status in the life of the community.
32. The community-wide commitment to asset building is long-term and inclusive.
33. The community pays particular attention to helping girls develop assertiveness skills, a sense of personal control and mastery, and healthy self-concept.
34. The community pays particular attention to helping boys develop and express compassion and caring.
35. Current programs which intentionally build assets, such as peer helping, mentoring, and service-learning, are elevated to top priority and expanded to reach a larger number of youth.

# Appendices

**There are four appendices included in this report.**

- |                   |   |
|-------------------|---|
| <b>Appendix A</b> | A list of all survey items with response option percentages by total sample, by gender, and by grade level    |
| <b>Appendix B</b> | Item mapping to assets, deficits, risk-taking behaviors, high-risk behavior patterns, and thriving indicators |
| <b>Appendix C</b> | A bibliography of the theory and research undergirding Search Institute's framework of developmental assets   |
| <b>Appendix D</b> | Search Institute asset-promoting print and video resources  |

Appendix A All Survey Items by Gender and Grade		Percent								
		Total Sample	Gender		Grade					
			M	F	6	7	8	9	10	11 12
<b>1. Age</b>										
11 or younger	10	5	16	69	0	0	0	0	0	0
12	12	11	13	31	51	0	0	0	0	0
13	12	13	11	0	42	51	0	0	0	0
14	15	15	15	0	7	46	56	0	0	0
15	16	17	15	0	0	3	42	45	0	0
16	18	22	15	0	0	0	2	53	64	2
17	11	10	12	0	0	0	0	2	33	56
18	6	7	4	0	0	0	0	0	3	41
19 or older	0	0	0	0	0	0	0	0	0	0
<b>2. Grade in school</b>										
5th	0	0	0	0	0	0	0	0	0	0
6th	15	12	19	100	0	0	0	0	0	0
7th	14	11	17	0	100	0	0	0	0	0
8th	12	14	9	0	0	100	0	0	0	0
9th	15	14	16	0	0	0	100	0	0	0
10th	21	25	17	0	0	0	0	100	0	0
11th	10	11	10	0	0	0	0	0	100	0
12th	13	13	13	0	0	0	0	0	0	100
<b>3. Gender</b>										
Male	53	100	0	42	42	65	50	62	55	51
Female	47	0	100	58	58	35	50	38	45	49
<b>4. Race / ethnicity</b>										
American Indian	1	1	1	0	0	0	4	0	0	0
Asian or Pacific Islander	6	5	6	10	2	14	2	3	3	8
Black or African American	1	2	0	0	5	3	2	0	0	0
Hispanic	10	7	12	6	7	8	19	6	9	13
White	72	76	68	71	71	68	63	80	85	68
Multi-racial	11	8	13	13	14	8	10	11	3	13
<b>5. Which best describes your family?</b>										
I live with two parents	73	69	77	73	67	59	85	70	81	78
I live in a one-parent family with my mother	14	14	13	15	20	19	6	11	13	15
I live in a one-parent family with my father	2	2	2	0	4	3	2	2	0	2
Sometimes I live with my mother and sometimes with my father	11	15	7	13	9	19	6	18	6	5
<b>How important is this to you in your life?</b>										
<b>6. Helping other people</b>										
Not important	2	2	2	0	2	0	2	3	3	2
Somewhat important	14	20	7	6	11	19	19	15	12	12
Not sure	10	13	7	8	20	11	4	9	12	5
Quite important	50	48	52	48	47	47	56	47	48	54
Extremely important	25	18	33	38	20	22	19	26	24	27
<b>7. Helping to reduce hunger and poverty in the world</b>										
Not important	9	10	7	2	0	14	9	14	15	7
Somewhat important	21	29	13	8	18	16	28	26	27	24
Not sure	18	22	14	13	27	16	19	17	27	12
Quite important	29	25	34	33	18	30	23	33	24	41
Extremely important	22	13	32	44	36	24	21	11	6	15
<b>8. Helping to make the world a better place in which to live</b>										
Not important	5	7	3	0	0	6	7	8	12	7
Somewhat important	14	20	7	0	14	19	15	17	15	17
Not sure	11	13	7	6	7	14	13	14	9	10
Quite important	40	34	47	40	41	33	41	38	48	41
Extremely important	30	25	36	54	39	28	24	24	15	24

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>How important is this to you in your life?</b>										
9. Being religious or spiritual										
Not important	14	17	11	13	9	5	9	26	12	20
Somewhat important	15	13	17	8	13	14	23	8	12	27
Not sure	16	17	16	17	22	14	17	18	15	10
Quite important	27	27	26	33	20	32	28	35	24	7
Extremely important	28	26	30	29	36	35	23	12	36	37
10. Helping to make sure that all people are treated fairly										
Not important	4	6	2	0	2	5	4	6	6	5
Somewhat important	10	13	8	4	9	8	11	15	12	12
Not sure	10	15	5	4	11	24	11	9	3	10
Quite important	46	43	48	42	43	32	60	48	48	44
Extremely important	30	23	36	50	34	30	15	22	30	29
11. Getting to know people who are of a different race than I am										
Not important	6	8	4	0	0	6	6	12	13	5
Somewhat important	13	20	6	6	14	17	19	11	9	17
Not sure	20	22	17	21	23	17	21	25	13	15
Quite important	40	36	44	40	45	33	34	42	41	41
Extremely important	21	15	29	33	18	28	19	11	25	22
12. Speaking up for equality (everyone should have the same rights and opportunities)										
Not important	4	7	2	0	2	3	11	5	6	5
Somewhat important	9	12	5	6	14	5	7	11	0	15
Not sure	15	21	9	8	16	14	22	18	15	12
Quite important	33	33	33	27	21	46	39	35	30	34
Extremely important	38	27	51	58	47	32	22	31	48	34
13. Giving time or money to make life better for other people										
Not important	10	14	5	2	9	8	9	12	18	10
Somewhat important	18	23	13	6	23	22	21	20	15	20
Not sure	21	26	16	19	25	19	19	23	27	15
Quite important	36	27	47	51	27	38	40	29	30	39
Extremely important	15	10	20	21	16	14	11	15	9	17
14. Doing what I believe is right even if my friends make fun of me										
Not important	2	4	1	0	0	5	6	2	0	2
Somewhat important	10	14	6	6	16	11	15	11	6	5
Not sure	12	15	9	8	25	8	15	14	13	2
Quite important	35	36	34	25	20	35	34	46	38	46
Extremely important	40	31	50	60	39	41	30	28	44	44
15. Standing up for what I believe, even when it's unpopular to do so										
Not important	2	2	1	0	0	0	4	3	0	3
Somewhat important	9	10	7	0	20	16	13	6	0	5
Not sure	11	12	10	19	14	16	6	8	15	0
Quite important	35	35	34	23	20	30	51	42	24	48
Extremely important	44	40	48	58	45	38	26	42	61	45
16. Telling the truth, even when it's not easy										
Not important	6	7	5	2	2	0	11	9	9	10
Somewhat important	11	15	7	4	16	16	9	11	13	10
Not sure	22	24	20	15	24	22	21	28	25	17
Quite important	33	30	37	25	27	35	36	37	31	41
Extremely important	28	24	31	54	31	27	23	15	22	22

All Survey Items by Gender and Grade  (Cont'd)		Percent										
		Total Sample	Gender		Grade							
			M	F	6	7	8	9	10	11	12	
How important is this to you in your life?												
17. Accepting responsibility for my actions when I make a mistake or get in trouble												
Not important		6	9	4	0	5	0	9	12	6	10	
Somewhat important		13	15	11	6	16	14	19	17	6	7	
Not sure		15	17	12	8	26	16	15	18	9	7	
Quite important		37	35	40	35	28	43	43	34	42	39	
Extremely important		29	25	33	50	26	27	15	18	36	37	
18. Doing my best even when I have to do a job I don't like												
Not important		5	5	5	0	9	5	2	6	12	2	
Somewhat important		15	18	11	11	14	24	23	14	3	15	
Not sure		19	22	15	15	25	24	21	20	21	7	
Quite important		35	30	42	36	27	19	36	40	39	46	
Extremely important		25	25	26	38	25	27	17	20	24	29	
19. On an average school day, about how much time do you spend doing homework outside of school?												
None		4	2	5	0	0	0	0	9	9	5	
Half hour or less		7	9	5	6	2	3	4	9	6	17	
Between half an hour and an hour		19	21	17	33	25	26	11	12	15	15	
1 hour		21	23	17	23	20	40	15	18	12	17	
2 hours		28	31	23	31	23	20	35	28	30	24	
3 hours or more		22	14	31	6	30	11	35	23	27	22	
20. What grades do you earn in school?												
Mostly As		24	23	26	31	18	26	23	14	39	27	
About half As and half Bs		36	31	41	50	44	26	36	31	15	41	
Mostly Bs		12	12	11	4	9	14	9	15	21	12	
About half Bs and half Cs		18	22	14	8	18	29	23	18	15	17	
Mostly Cs		5	7	3	2	4	0	6	12	3	2	
About half Cs and half Ds		4	4	3	2	7	6	0	6	3	0	
Mostly Ds		1	1	1	2	0	0	2	0	0	0	
Mostly below Ds		1	0	2	0	0	0	0	3	3	0	
How often does one of your parents . . . ?												
21. Help you with your school work												
Very often		14	14	13	27	30	14	10	8	0	5	
Often		17	18	17	33	11	24	21	17	9	2	
Sometimes		28	22	35	27	34	32	29	26	33	17	
Seldom		26	27	24	13	23	22	31	27	27	37	
Never		15	19	12	0	2	8	8	23	30	39	
22. Talk to you about what you are doing in school												
Very often		30	32	27	33	30	29	27	29	42	20	
Often		29	31	26	38	27	20	29	33	21	27	
Sometimes		29	29	30	25	30	31	33	27	24	34	
Seldom		8	5	11	4	14	14	6	5	9	7	
Never		4	4	5	0	0	6	4	6	3	12	
23. Ask you about homework												
Very often		38	41	34	54	50	37	38	30	33	20	
Often		26	28	24	27	16	23	38	32	21	20	
Sometimes		18	18	19	8	18	26	13	24	21	20	
Seldom		11	8	15	10	9	11	9	9	9	24	
Never		6	4	9	0	7	3	2	5	15	17	
24. Go to meetings or events at your school												
Very often		22	18	26	29	32	17	21	14	30	15	
Often		27	27	27	25	23	29	32	29	21	29	
Sometimes		24	26	21	27	18	23	26	21	24	27	
Seldom		14	12	15	19	16	17	15	15	6	5	
Never		14	16	11	0	11	14	6	21	18	24	

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>25. At school I try as hard as I can to do my best work</b>										
Strongly agree	32	24	40	55	42	27	23	24	24	24
Agree	46	51	41	40	33	59	52	47	39	51
Not sure	13	13	14	4	20	8	19	12	18	12
Disagree	7	10	3	0	4	3	4	14	9	10
Strongly disagree	3	2	3	0	0	3	2	3	9	2
<b>26. My teachers really care about me</b>										
Strongly agree	20	17	23	54	20	11	8	11	18	15
Agree	37	36	37	29	24	35	46	35	33	54
Not sure	26	28	24	10	24	32	31	35	30	15
Disagree	11	10	12	2	20	11	10	12	9	10
Strongly disagree	7	10	5	4	11	11	4	6	9	7
<b>27. It bothers me when I don't do something well</b>										
Strongly agree	38	35	40	52	24	35	33	36	45	39
Agree	42	44	40	27	42	49	42	48	39	46
Not sure	11	10	12	13	20	14	10	8	3	7
Disagree	6	8	5	6	7	0	15	5	6	5
Strongly disagree	3	4	3	2	7	3	0	3	6	2
<b>28. I get a lot of encouragement at my school</b>										
Strongly agree	16	11	22	34	16	14	13	9	21	10
Agree	37	35	38	28	34	38	36	36	36	49
Not sure	26	29	23	23	30	19	34	27	24	22
Disagree	14	16	11	13	9	16	17	20	9	7
Strongly disagree	8	9	6	2	11	14	0	8	9	12
<b>29. Teachers at school push me to be the best I can be</b>										
Strongly agree	20	20	21	46	14	14	19	14	21	15
Agree	31	27	37	35	36	35	26	24	27	39
Not sure	26	29	23	13	30	27	30	38	18	22
Disagree	16	17	15	4	11	19	21	18	21	20
Strongly disagree	6	8	4	2	9	5	4	6	12	5
<b>30. My parents push me to be the best I can be</b>										
Strongly agree	57	58	56	81	53	62	55	50	55	41
Agree	31	30	33	17	22	32	43	32	30	44
Not sure	7	10	5	2	18	3	2	11	9	5
Disagree	4	2	6	0	7	3	0	6	6	7
Strongly disagree	1	1	1	0	0	0	0	2	0	2
<b>31. During the last four weeks, how many days of school have you missed because you skipped or "ditched?"</b>										
None	76	76	76	92	73	81	65	71	79	76
1 day	9	10	8	4	7	11	17	12	3	7
2 days	5	5	5	0	9	0	8	8	6	5
3 days	3	3	3	0	4	3	4	3	3	2
4 - 5 days	3	2	4	4	0	3	4	3	6	0
6 - 10 days	1	1	1	0	2	0	2	2	0	2
11 or more days	3	2	3	0	4	3	0	2	3	7
<b>How often do you . . . ?</b>										
<b>32. Feel bored at school</b>										
Usually	40	47	32	19	42	38	38	55	52	37
Sometimes	58	51	65	81	53	59	58	42	48	63
Never	2	2	3	0	4	3	4	3	0	0
<b>33. Come to classes without bringing paper or something to write with</b>										
Usually	10	16	4	6	7	5	10	12	15	15
Sometimes	30	35	25	42	36	22	35	30	24	17
Never	60	50	71	52	58	73	54	58	61	68



All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>How often do you . . . ?</b>										
34. Come to classes without your homework finished										
Usually	13	13	13	2	16	14	15	11	12	22
Sometimes	52	54	50	51	53	59	46	52	58	49
Never	35	34	37	47	31	27	40	38	30	29
35. Come to classes without your books										
Usually	6	8	3	4	2	8	4	9	6	7
Sometimes	26	26	26	23	16	8	29	32	39	34
Never	68	65	71	73	82	84	67	59	55	59
36. On the whole, I like myself										
Strongly agree	42	49	34	60	38	46	27	38	39	46
Agree	44	37	51	31	44	41	50	53	36	44
Not sure	11	10	12	6	13	8	17	6	21	7
Disagree	2	3	1	2	4	3	4	0	0	2
Strongly disagree	2	1	2	0	0	3	2	3	3	0
37. It is against my values to drink alcohol while I am a teenager										
Strongly agree	33	32	35	71	39	32	27	18	24	24
Agree	17	19	15	8	27	32	10	21	6	10
Not sure	19	20	17	6	25	11	29	18	30	15
Disagree	16	13	19	2	5	16	15	21	24	29
Strongly disagree	15	16	14	13	5	8	19	21	15	22
38. I like to do exciting things even if they are dangerous										
Strongly agree	20	27	13	13	11	25	21	28	18	23
Agree	33	40	26	15	33	31	40	35	33	48
Not sure	25	22	29	29	33	31	21	25	24	13
Disagree	15	7	24	27	13	8	13	12	21	13
Strongly disagree	6	4	9	17	9	6	6	0	3	5
39. At times, I think I am no good at all										
Strongly agree	5	1	10	8	4	3	6	8	3	2
Agree	23	18	28	13	38	22	30	23	18	17
Not sure	20	24	15	29	18	22	19	20	18	10
Disagree	29	28	30	17	22	30	30	29	33	46
Strongly disagree	23	28	17	33	18	24	15	21	27	24
40. I get along well with my parents										
Strongly agree	35	35	36	53	47	35	19	35	21	35
Agree	46	45	48	45	31	54	50	47	52	48
Not sure	10	11	9	2	11	3	19	9	18	8
Disagree	6	6	5	0	7	5	13	6	3	5
Strongly disagree	3	3	3	0	4	3	0	3	6	5
41. All in all, I am glad I am me										
Strongly agree	46	46	45	75	44	59	30	32	36	50
Agree	36	35	38	15	36	27	51	53	27	35
Not sure	12	14	11	8	11	5	15	12	27	10
Disagree	3	2	3	0	9	5	0	0	3	3
Strongly disagree	3	2	3	2	0	3	4	3	6	3
42. I feel I do not have much to be proud of										
Strongly agree	3	2	5	4	7	3	2	2	3	5
Agree	9	8	10	2	11	11	15	11	9	5
Not sure	9	12	7	4	9	3	9	17	18	5
Disagree	38	31	45	33	33	38	38	46	30	39
Strongly disagree	40	46	33	56	40	46	36	25	39	46

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>43. If I break one of my parents' rules, I usually get punished</b>										
Strongly agree	18	17	20	32	25	24	13	15	9	10
Agree	42	40	45	40	36	35	40	42	55	51
Not sure	19	21	17	23	20	24	19	17	21	12
Disagree	16	17	13	4	14	14	23	18	9	24
Strongly disagree	4	4	5	0	5	3	6	8	6	2
<b>44. My parents give me help and support when I need it</b>										
Strongly agree	48	49	47	79	51	43	46	42	39	29
Agree	39	38	40	21	33	43	40	38	45	56
Not sure	8	8	9	0	9	8	13	12	9	7
Disagree	3	5	2	0	4	5	2	5	6	2
Strongly disagree	2	1	2	0	2	0	0	3	0	5
<b>45. It is against my values to have sex while I am a teenager</b>										
Strongly agree	40	30	50	67	53	38	27	29	33	32
Agree	15	16	13	15	11	27	21	12	9	10
Not sure	19	22	15	10	13	11	29	26	27	12
Disagree	12	11	14	2	11	11	8	14	15	27
Strongly disagree	14	21	7	6	11	14	15	20	15	20
<b>46. In my school there are clear rules about what students can and cannot do</b>										
Strongly agree	40	39	41	56	51	30	29	32	33	49
Agree	40	39	40	25	36	43	46	48	36	39
Not sure	10	12	9	13	9	8	10	9	21	5
Disagree	6	3	9	4	4	14	8	6	3	2
Strongly disagree	4	7	1	2	0	5	6	5	6	5
<b>47. I care about the school I go to</b>										
Strongly agree	28	26	30	53	18	22	21	24	24	30
Agree	35	31	38	34	31	33	40	32	39	35
Not sure	22	21	23	6	29	28	33	20	24	15
Disagree	10	13	5	4	18	6	4	15	3	13
Strongly disagree	6	8	4	2	4	11	2	9	9	8
<b>48. My parents often tell me they love me</b>										
Strongly agree	50	46	56	73	62	51	48	44	36	34
Agree	32	35	29	21	22	32	38	38	42	34
Not sure	10	10	9	6	7	11	6	9	15	17
Disagree	5	5	5	0	7	3	6	6	3	10
Strongly disagree	3	4	1	0	2	3	2	3	3	5
<b>49. In my family, I feel useful and important</b>										
Strongly agree	32	35	28	52	31	35	25	24	27	29
Agree	45	40	51	35	42	46	46	48	52	49
Not sure	16	16	16	8	18	11	25	24	15	7
Disagree	3	4	3	4	7	3	2	0	0	10
Strongly disagree	3	5	2	0	2	5	2	5	6	5
<b>50. Students in my school care about me</b>										
Strongly agree	17	14	21	26	11	14	15	17	24	17
Agree	37	37	38	32	20	41	40	35	36	59
Not sure	31	31	31	30	47	30	26	38	24	15
Disagree	8	10	7	9	9	11	15	3	9	5
Strongly disagree	7	10	3	4	13	5	4	8	6	5
<b>51. In my family, there are clear rules about what I can and cannot do</b>										
Strongly agree	33	32	34	58	40	32	25	21	30	29
Agree	39	35	43	29	33	46	48	42	36	37
Not sure	19	23	15	10	20	16	21	24	27	17
Disagree	7	7	7	2	7	3	6	11	3	15
Strongly disagree	1	2	1	0	0	3	0	2	3	2

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>52. In my neighborhood, there are a lot of people who care about me</b>										
Strongly agree	15	14	15	35	20	11	6	9	9	10
Agree	29	30	27	29	27	27	33	25	21	39
Not sure	39	37	41	27	40	46	40	43	45	32
Disagree	9	10	9	8	2	8	13	11	12	12
Strongly disagree	9	9	8	0	11	8	8	12	12	7
<b>53. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs</b>										
Strongly agree	41	41	41	81	42	62	25	28	24	28
Agree	23	23	23	9	16	14	35	26	33	28
Not sure	17	18	15	9	29	11	17	22	12	13
Disagree	8	7	9	0	4	5	6	11	15	15
Strongly disagree	12	11	12	2	9	8	17	14	15	18
<b>54. If one of my neighbors saw me do something wrong, he or she would tell one of my parents</b>										
Strongly agree	20	16	24	35	33	16	25	8	12	7
Agree	24	27	21	17	24	46	19	25	18	24
Not sure	35	36	34	38	27	24	35	47	39	29
Disagree	13	13	14	6	11	8	13	14	21	22
Strongly disagree	8	8	7	4	4	5	8	6	9	17
<b>During the last 12 months, how many times have you . . . ?</b>										
<b>55. Been a leader in a group or organization</b>										
Never	24	30	19	19	31	25	21	26	45	7
Once in a while	18	17	19	17	16	11	29	20	18	15
Sometimes	20	17	23	27	18	25	13	27	6	15
Often	17	17	17	19	16	14	13	17	15	24
Always	21	19	23	19	20	25	25	11	15	39
<b>56. Stolen something from a store</b>										
Never	72	68	77	90	80	59	60	70	70	76
Once in a while	9	10	7	8	7	11	8	12	12	2
Sometimes	6	7	5	0	5	11	8	8	6	7
Often	5	5	5	2	0	5	13	3	6	5
Always	8	10	6	0	9	14	10	8	6	10
<b>57. Gotten into trouble with the police</b>										
Never	77	67	89	94	87	86	83	64	67	63
Once in a while	11	15	6	6	4	3	6	18	12	22
Sometimes	4	7	2	0	4	3	2	5	6	12
Often	4	5	3	0	2	8	6	5	6	2
Always	3	6	1	0	2	0	2	9	9	0
<b>58. Hit or beat up someone</b>										
Never	67	57	77	72	53	76	64	67	79	60
Once in a while	15	21	8	20	20	5	16	15	15	13
Sometimes	9	10	8	7	13	11	9	9	3	10
Often	3	3	3	0	0	3	4	5	0	8
Always	6	9	4	2	13	5	7	5	3	10
<b>59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)</b>										
Never	81	73	91	94	87	84	71	77	76	83
Once in a while	9	14	4	4	9	5	13	9	9	15
Sometimes	3	5	1	2	0	5	6	5	3	2
Often	2	1	3	0	2	0	2	3	3	0
Always	4	7	1	0	2	5	8	6	9	0

# All Survey Items by Gender and Grade

(Cont'd)

All Survey Items by Gender and Grade  (Cont'd)		Percent										
		Total Sample	Gender		Grade							
			M	F	6	7	8	9	10	11	12	
During an average week, how many hours do you spend . . . ?												
60. Playing on or helping with sports teams at school or in the community												
0 hours		28	27	28	21	36	22	19	36	27	29	
1 hour		10	10	11	10	20	11	21	2	6	5	
2 hours		9	11	8	21	4	11	10	6	0	12	
3 - 5 hours		16	13	20	21	24	19	15	11	18	7	
6 - 10 hours		18	17	19	17	7	24	15	20	21	22	
11 or more hours		19	23	14	10	9	14	21	26	27	24	
61. In clubs or organizations (other than sports) at school (for example, school newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.)												
0 hours		44	54	34	46	51	42	50	52	33	29	
1 hour		21	20	21	21	13	33	23	24	9	17	
2 hours		15	11	20	10	16	8	13	14	30	20	
3 - 5 hours		13	11	15	17	7	17	10	6	15	24	
6 - 10 hours		4	1	7	6	7	0	2	2	6	5	
11 or more hours		3	4	3	0	7	0	2	3	6	5	
62. In clubs or organizations (other than sports) outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)												
0 hours		69	72	65	67	64	70	65	70	79	68	
1 hour		8	7	9	8	13	5	13	6	0	7	
2 hours		11	8	14	17	11	11	8	11	6	12	
3 - 5 hours		8	8	9	4	7	8	8	8	15	12	
6 - 10 hours		2	2	3	2	0	5	2	5	0	0	
11 or more hours		2	2	1	2	4	0	4	2	0	0	
63. Reading just for fun (not part of your school work)												
0 hours		33	40	25	15	31	41	38	44	30	29	
1 hour		22	22	22	28	22	22	19	24	15	20	
2 hours		21	20	23	21	16	22	27	14	21	32	
3 - 5 hours		14	11	17	26	18	11	10	8	18	10	
6 - 10 hours		6	4	8	6	7	5	6	5	3	10	
11 or more hours		4	3	5	4	7	0	0	6	12	0	
64. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place												
0 hours		36	40	31	23	27	27	25	55	36	49	
1 hour		20	17	23	10	27	16	35	14	21	15	
2 hours		22	22	21	27	31	43	17	12	18	10	
3 - 5 hours		17	16	19	31	7	11	23	14	12	20	
6 - 10 hours		3	3	4	6	7	0	0	3	3	5	
11 or more hours		3	2	3	2	2	3	0	2	9	2	
65. Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your city a better place for people to live												
0 hours		41	48	33	31	40	39	38	53	45	37	
1 hour		28	25	32	31	31	36	17	20	39	34	
2 hours		18	16	19	19	18	22	27	15	3	17	
3 - 5 hours		10	8	12	15	4	3	17	8	9	12	
6 - 10 hours		2	1	3	2	2	0	0	5	0	0	
11 or more hours		2	2	1	2	4	0	2	0	3	0	

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>During an average week, how many hours do you spend . . . ?</b>										
<b>66. Helping friends or neighbors</b>										
0 hours	18	26	10	13	18	19	13	23	29	15
1 hour	37	40	33	38	27	53	43	27	42	37
2 hours	23	20	26	23	22	11	17	32	16	29
3 - 5 hours	11	8	14	11	16	11	17	9	6	7
6 - 10 hours	7	3	12	13	7	3	9	8	3	7
11 or more hours	4	3	5	2	11	3	2	2	3	5
<b>67. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends</b>										
0 hours	57	65	49	46	62	49	67	63	48	61
1 hour	15	14	16	25	9	16	10	12	15	17
2 hours	10	6	14	10	11	16	4	11	9	7
3 - 5 hours	9	7	11	8	13	8	8	6	15	7
6 - 10 hours	3	4	3	2	4	8	2	2	3	5
11 or more hours	5	4	7	8	0	3	8	6	9	2
<b>People who know me would say that this is . . .</b>										
<b>68. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous</b>										
Not at all like me	8	9	7	6	9	16	4	8	3	10
A little like me	11	13	10	4	7	8	21	17	12	7
Somewhat like me	16	18	14	11	23	11	17	20	15	15
Quite like me	27	28	27	21	26	43	19	27	27	32
Very much like me	37	32	43	57	35	22	40	29	42	37
<b>69. Caring about other people's feelings</b>										
Not at all like me	4	6	1	0	5	8	0	9	0	2
A little like me	7	12	1	4	11	11	10	5	6	2
Somewhat like me	15	19	11	13	20	11	19	14	12	17
Quite like me	36	37	35	28	27	38	38	44	42	34
Very much like me	38	26	51	55	36	32	33	29	39	44
<b>70. Thinking through the possible good and bad results of different choices before I make decisions</b>										
Not at all like me	10	12	7	2	14	14	11	17	6	2
A little like me	11	15	6	11	18	19	11	8	6	2
Somewhat like me	27	23	31	23	32	28	26	20	30	34
Quite like me	33	32	34	43	23	25	30	38	33	37
Very much like me	20	18	22	21	14	14	23	18	24	24
<b>71. Saving my money for something special rather than spending it all right away</b>										
Not at all like me	11	14	8	6	16	8	9	20	12	5
A little like me	14	14	14	11	13	24	17	12	9	12
Somewhat like me	19	16	22	13	7	8	23	27	21	29
Quite like me	22	24	21	28	20	30	30	11	18	27
Very much like me	33	31	35	43	44	30	21	30	39	27
<b>72. Respecting the values and beliefs of people who are of a different race or culture than I am</b>										
Not at all like me	6	9	2	0	5	5	11	8	9	2
A little like me	6	10	2	4	11	5	9	8	0	2
Somewhat like me	15	19	10	6	9	19	17	18	19	17
Quite like me	33	34	32	23	30	41	23	35	38	44
Very much like me	40	28	54	66	45	30	40	32	34	34
<b>73. Giving up when things get hard for me</b>										
Not at all like me	43	48	37	55	42	51	30	36	50	43
A little like me	29	24	33	26	31	32	26	32	25	28
Somewhat like me	17	16	19	11	20	8	28	20	16	15
Quite like me	8	8	8	9	4	8	11	8	9	8
Very much like me	3	4	3	0	2	0	6	5	0	8

All Survey Items by Gender and Grade  (Cont'd)		Percent										
		Total  Sample	Gender		Grade							
			M	F	6	7	8	9	10	11	12	
People who know me would say that this is . . .												
74. Staying away from people who might get me in trouble												
Not at all like me	15	16	14	9	13	5	15	20	15	24		
A little like me	18	16	20	2	18	30	21	20	18	17		
Somewhat like me	24	23	25	9	20	19	28	35	30	22		
Quite like me	22	25	19	28	20	32	23	18	15	22		
Very much like me	21	20	22	53	29	14	13	8	21	15		
75. Feeling really sad when one of my friends is unhappy												
Not at all like me	11	16	4	9	11	11	11	14	12	5		
A little like me	17	19	13	13	20	14	17	15	15	22		
Somewhat like me	26	35	17	26	11	35	21	32	30	29		
Quite like me	28	18	38	26	27	22	36	27	30	24		
Very much like me	19	11	28	26	30	19	15	12	12	20		
76. Being good at making and keeping friends												
Not at all like me	6	8	4	2	14	5	4	9	3	2		
A little like me	7	10	5	2	11	8	11	6	6	7		
Somewhat like me	15	15	14	11	14	14	19	15	12	17		
Quite like me	34	37	32	33	18	38	34	37	55	29		
Very much like me	38	30	46	52	43	35	32	32	24	44		
77. Knowing a lot about people of other races												
Not at all like me	8	10	6	0	9	5	20	11	6	5		
A little like me	19	25	13	13	27	19	17	27	15	12		
Somewhat like me	28	28	27	38	18	30	26	29	27	24		
Quite like me	27	24	30	23	20	35	24	23	33	34		
Very much like me	18	12	24	26	25	11	13	11	18	24		
78. Enjoying being with people who are of a different race than I am												
Not at all like me	5	7	3	0	7	0	6	11	3	5		
A little like me	12	16	7	9	16	17	15	9	13	10		
Somewhat like me	20	22	16	17	23	17	19	23	25	12		
Quite like me	35	34	35	30	20	33	45	36	28	46		
Very much like me	29	20	38	43	34	33	15	21	31	27		
79. Being good at planning ahead												
Not at all like me	12	16	7	9	11	11	16	15	9	10		
A little like me	16	21	11	11	23	16	18	15	12	20		
Somewhat like me	28	26	30	20	25	35	29	30	36	22		
Quite like me	27	25	29	30	27	30	27	26	30	17		
Very much like me	17	12	23	30	14	8	11	14	12	32		
80. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day)												
Not at all like me	6	7	5	0	9	11	4	6	6	10		
A little like me	13	13	14	9	11	19	17	9	24	10		
Somewhat like me	20	22	17	9	20	14	21	27	18	27		
Quite like me	29	32	26	38	24	27	40	26	27	20		
Very much like me	31	26	37	45	36	30	17	32	24	34		
How many times, if any, have you had alcohol to drink . . . ?												
81. In your lifetime												
0	30	26	33	73	24	27	29	15	27	12		
1	10	11	9	17	16	16	2	8	3	10		
2	10	11	9	6	16	11	10	9	9	10		
3 - 5	11	11	11	2	13	11	8	24	3	7		
6 - 9	8	10	7	2	13	5	6	12	12	7		
10 - 19	9	8	11	0	16	11	15	5	18	7		
20 - 39	9	8	10	0	0	14	19	8	18	10		
40 +	12	14	11	0	2	5	10	20	9	37		

All Survey Items by Gender and Grade  (Cont'd)		Percent									
		Total Sample	Gender		Grade						
			M	F	6	7	8	9	10	11	12
How many times, if any, have you had alcohol to drink . . . ?											
82. During the last 12 months											
0	45	43	46	85	53	54	33	29	33	27	
1	12	13	10	10	16	5	10	18	9	7	
2	9	7	11	2	13	11	10	11	9	5	
3 - 5	10	10	11	2	11	5	17	8	24	10	
6 - 9	6	5	6	0	0	5	13	9	3	7	
10 - 19	10	10	10	0	4	19	10	8	18	17	
20 - 39	3	4	3	0	2	0	0	6	3	12	
40 +	5	7	4	0	0	0	6	12	0	15	
83. During the last 30 days											
0	68	66	69	98	82	73	60	53	64	46	
1	10	10	9	2	9	11	10	15	9	10	
2	7	7	7	0	2	8	13	3	12	12	
3 - 5	7	6	7	0	2	8	2	12	12	10	
6 - 9	5	6	3	0	2	0	8	6	0	15	
10 - 19	3	4	1	0	0	0	4	8	0	5	
20 - 39	1	0	3	0	0	0	2	2	3	2	
40 +	1	1	1	0	2	0	0	2	0	0	
84. Think back over the last two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)											
None	84	84	85	100	93	89	83	68	85	78	
Once	5	3	7	0	0	3	6	12	3	7	
Twice	6	8	3	0	4	5	4	8	12	7	
3 to 5 times	3	3	2	0	0	3	4	6	0	2	
6 to 9 times	1	2	0	0	0	0	0	3	0	2	
10 or more times	2	1	3	0	2	0	2	3	0	2	
85. If you came home from a party and your parents found out that you had been drinking, how upset do you think they would be?											
Not at all upset	4	4	5	0	4	3	0	3	6	15	
A little upset	7	7	7	0	2	5	13	8	6	15	
Somewhat upset	12	12	13	2	9	5	17	20	12	17	
Very upset	16	19	13	15	13	27	13	14	15	22	
Extremely upset	60	58	63	83	71	59	58	56	61	32	
How many times, if any, have you smoked cigarettes . . . ?											
86. In your lifetime											
0	56	49	64	94	67	51	40	45	48	46	
1	7	8	5	2	11	14	6	8	6	0	
2	6	6	5	2	7	11	10	5	0	5	
3 - 5	5	5	4	0	4	3	8	8	6	2	
6 - 9	3	4	2	2	0	3	8	2	3	5	
10 - 19	5	7	4	0	7	3	13	3	12	2	
20 - 39	3	5	2	0	2	5	6	3	3	5	
40 +	15	16	14	0	2	11	8	27	21	34	
87. During the last 12 months											
0	67	61	74	94	82	73	48	58	61	56	
1	6	8	4	4	7	8	10	8	3	0	
2	4	4	4	0	4	3	10	5	3	0	
3 - 5	3	4	3	2	0	0	6	2	6	10	
6 - 9	2	3	1	0	0	0	4	2	6	2	
10 - 19	4	4	3	0	2	5	15	0	0	5	
20 - 39	3	3	3	0	2	8	0	5	6	0	
40 +	11	13	9	0	2	3	6	23	15	27	

# All Survey Items by Gender and Grade

(Cont'd)

All Survey Items by Gender and Grade  (Cont'd)		Percent									
		Total Sample	Gender		Grade						
			M	F	6	7	8	9	10	11	12
How many times, if any, have you smoked cigarettes . . . ?											
88. During the last 30 days											
0		80	77	83	96	96	89	77	65	76	66
1		3	4	2	2	0	0	10	3	3	2
2		1	2	1	2	0	0	0	5	0	0
3 - 5		3	3	3	0	0	0	2	5	9	5
6 - 9		2	2	1	0	2	8	4	0	0	0
10 - 19		1	1	2	0	0	0	0	5	3	0
20 - 39		2	2	1	0	0	3	2	3	3	2
40 +		8	9	7	0	2	0	4	15	6	24
89. During the last two weeks, about how many cigarettes have you smoked?											
None		83	82	85	98	98	89	81	73	79	68
Less than 1 cigarette per day		5	5	6	0	0	3	8	8	12	7
1 to 5 cigarettes per day		6	7	5	2	2	8	6	8	6	10
About 1/2 pack per day		2	3	1	0	0	0	2	5	0	7
About 1 pack per day		2	3	1	0	0	0	2	6	3	2
About 1 - 1/2 packs per day		1	1	1	0	0	0	0	2	0	5
2 or more packs per day		0	0	0	0	0	0	0	0	0	0
How many times, if any, have you used marijuana (grass, pot) or hashish (hash, hash oil) . . . ?											
90. In your lifetime											
0		75	70	81	98	91	76	73	65	67	56
1		3	5	1	2	2	8	2	2	9	2
2		3	4	2	0	2	3	6	0	9	2
3 - 5		3	5	1	0	0	3	2	11	0	0
6 - 9		3	3	3	0	2	0	10	2	3	5
10 - 19		2	2	3	0	0	3	4	0	3	7
20 - 39		3	4	1	0	0	5	0	5	6	2
40 +		8	8	8	0	2	3	2	17	3	24
91. During the last 12 months											
0		80	76	85	98	98	81	81	70	73	61
1		3	6	0	2	0	5	4	3	9	0
2		3	2	3	0	0	3	0	3	3	12
3 - 5		2	2	2	0	0	0	4	5	0	2
6 - 9		4	4	4	0	0	5	6	2	6	10
10 - 19		3	3	2	0	0	3	2	5	3	5
20 - 39		2	4	0	0	0	3	0	5	3	2
40 +		4	4	4	0	2	0	2	9	3	7
How many times, if any, have you used cocaine (crack, coke, snow, rock) . . . ?											
92. In your lifetime											
0		96	96	95	100	98	100	96	95	97	85
1		2	2	2	0	0	0	4	2	3	5
2		0	0	0	0	0	0	0	0	0	0
3 - 5		0	0	1	0	0	0	0	0	0	2
6 - 9		1	0	1	0	0	0	0	3	0	0
10 - 19		0	1	0	0	0	0	0	0	0	2
20 - 39		0	1	0	0	0	0	0	0	0	2
40 +		1	1	1	0	2	0	0	0	0	2
93. During the last 12 months											
0		97	98	97	100	98	100	98	97	97	93
1		1	1	0	0	0	0	2	0	0	2
2		0	0	0	0	0	0	0	0	0	0
3 - 5		1	1	1	0	0	0	0	2	3	2
6 - 9		0	0	1	0	0	0	0	2	0	0
10 - 19		0	1	0	0	0	0	0	0	0	2
20 - 39		0	0	0	0	0	0	0	0	0	0
40 +		0	0	1	0	2	0	0	0	0	0



# All Survey Items by Gender and Grade

(Cont'd)

All Survey Items by Gender and Grade  (Cont'd)		Percent										
		Total Sample	Gender		Grade							
			M	F	6	7	8	9	10	11	12	
During the last 12 months, how many times have you ... ?												
94. Been to a party where other kids your age were drinking												
Never		52	51	52	98	71	65	48	29	30	22	
Once		12	10	15	2	20	11	10	15	21	7	
Twice		10	8	11	0	4	11	10	20	12	7	
3 - 4 times		8	8	7	0	2	3	10	12	15	10	
5 or more times		19	22	15	0	2	11	21	24	21	54	
95. Driven a car after you had been drinking												
Never		91	89	93	100	98	95	94	82	88	80	
Once		4	6	3	0	2	5	2	11	0	7	
Twice		2	2	1	0	0	0	0	3	9	2	
3 - 4 times		2	2	1	0	0	0	2	2	3	7	
5 or more times		1	1	2	0	0	0	2	3	0	2	
96. Ridden in a car whose driver had been drinking												
Never		68	70	66	90	62	78	73	61	64	54	
Once		14	13	15	0	20	11	10	17	24	17	
Twice		7	5	9	8	11	8	4	3	12	5	
3 - 4 times		4	4	3	2	2	0	4	8	0	7	
5 or more times		7	7	7	0	4	3	8	12	0	17	
How many times, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high ... ?												
97. During the last 12 months												
0		87	87	87	90	78	89	77	92	91	93	
1		5	5	5	10	7	0	10	3	3	0	
2		3	4	3	0	9	5	6	2	0	2	
3 - 5		3	2	3	0	4	5	6	0	3	0	
6 - 9		1	1	1	0	0	0	0	2	0	2	
10 - 19		1	1	1	0	0	0	0	2	0	2	
20 - 39		0	0	0	0	0	0	0	0	0	0	
40 +		1	1	1	0	2	0	0	0	3	0	
98. During the last 30 days												
0		94	92	96	100	82	95	92	98	94	95	
1		3	4	1	0	11	3	6	0	0	0	
2		2	2	1	0	2	3	0	2	3	5	
3 - 5		1	1	1	0	2	0	2	0	0	0	
6 - 9		0	0	0	0	0	0	0	0	0	0	
10 - 19		0	1	0	0	0	0	0	0	3	0	
20 - 39		0	0	0	0	0	0	0	0	0	0	
40 +		0	0	1	0	2	0	0	0	0	0	
99. In an average week, how many times do all of the people in your family who live with you eat dinner together?												
None		9	7	11	2	14	8	10	11	0	15	
Once a week		8	7	8	4	7	5	4	12	6	12	
Twice a week		7	7	7	4	2	8	8	9	18	2	
Three times a week		14	15	13	23	14	14	6	14	9	20	
4 times a week		11	10	13	4	11	8	17	11	12	17	
5 times a week		19	17	21	17	16	22	25	14	24	17	
6 times a week		12	16	8	17	11	14	15	14	9	2	
7 times a week		20	22	19	29	25	22	15	17	21	15	
100. How often did you feel sad or depressed during the last month?												
All of the time		3	3	4	2	9	3	4	3	0	3	
Most of the time		9	5	13	6	7	5	4	17	19	3	
Some of the time		18	16	20	10	11	19	23	20	22	23	
Once in a while		53	52	53	60	56	54	48	47	47	60	
Not at all		17	23	10	21	18	19	21	14	13	13	

# All Survey Items by Gender and Grade

(Cont'd)

	Total Sample	Percent								
		Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>101. Have you ever tried to kill yourself?</b>										
No	92	95	89	100	87	86	98	91	94	85
Yes, once	5	2	7	0	11	5	0	3	3	13
Yes, twice	1	1	1	0	0	5	0	2	3	0
Yes, more than two times	2	2	3	0	2	3	2	5	0	3
<b>102. Have you ever had sexual intercourse ("gone all the way," "made love")?</b>										
No	85	82	89	100	89	84	83	82	91	68
Once	3	4	1	0	4	5	4	3	0	0
Twice	0	0	1	0	0	0	0	0	0	2
3 times	1	2	1	0	0	3	0	2	3	2
4 or more times	11	12	9	0	7	8	13	14	6	27
<b>103. When you have sex, how often do you and/or your partner use a birth control method such as birth control pills, a condom (rubber), foam, diaphragm, or IUD?</b>										
Never	30	30	30	67	64	50	25	0	0	21
Seldom	4	3	5	0	9	0	0	0	0	7
Sometimes	7	5	10	0	0	0	0	17	0	14
Often	7	8	5	0	0	17	0	17	0	7
Always	53	54	50	33	27	33	75	67	100	50
<b>How many times, if any, in the last 12 months have you used . . . ?</b>										
<b>104. Chewing tobacco or snuff</b>										
0	93	89	97	100	98	86	92	89	97	90
1	1	2	0	0	0	5	2	2	0	0
2	2	3	1	0	2	5	2	3	3	0
3 - 5	2	3	0	0	0	3	2	3	0	2
6 - 9	0	0	0	0	0	0	0	0	0	0
10 - 19	1	1	0	0	0	0	0	0	0	5
20 - 39	1	1	1	0	0	0	0	3	0	0
40 +	1	1	1	0	0	0	2	0	0	2
<b>105. Heroin (smack, horse, skag) or other narcotics like opium or morphine</b>										
0	98	98	98	100	98	100	98	97	100	93
1	1	1	1	0	2	0	2	2	0	2
2	1	1	1	0	0	0	0	2	0	2
3 - 5	0	0	0	0	0	0	0	0	0	0
6 - 9	0	0	0	0	0	0	0	0	0	0
10 - 19	0	1	0	0	0	0	0	0	0	2
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0
<b>106. Alawan</b>										
0	100	100	100	100	100	100	100	100	100	100
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3 - 5	0	0	0	0	0	0	0	0	0	0
6 - 9	0	0	0	0	0	0	0	0	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	0	0	0	0	0	0	0	0
<b>107. PCP or Angel Dust</b>										
0	98	99	97	100	98	97	100	98	94	98
1	1	1	1	0	0	3	0	0	0	3
2	1	1	1	0	0	0	0	0	6	0
3 - 5	0	0	0	0	0	0	0	0	0	0
6 - 9	0	0	1	0	0	0	0	2	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	0	0	1	0	2	0	0	0	0	0

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
How many times, if any, in the last 12 months have you used ... ?										
108. LSD ("acid")										
0	93	94	93	100	98	95	96	89	94	85
1	4	4	3	0	2	3	4	5	3	8
2	1	1	1	0	0	3	0	0	3	3
3 - 5	0	1	0	0	0	0	0	2	0	0
6 - 9	0	0	1	0	0	0	0	2	0	0
10 - 19	0	0	0	0	0	0	0	0	0	0
20 - 39	1	1	1	0	0	0	0	3	0	5
40 +	0	0	0	0	0	0	0	0	0	0
109. Amphetamines (for example, uppers, ups, speed, bennies, dexies) without a prescription from a doctor										
0	95	96	93	100	98	97	93	92	97	85
1	1	1	1	0	0	3	0	2	0	3
2	1	1	1	0	0	0	2	2	0	3
3 - 5	1	1	2	0	0	0	2	0	3	5
6 - 9	1	1	1	0	0	0	0	2	0	3
10 - 19	1	1	1	0	0	0	2	2	0	0
20 - 39	0	0	0	0	0	0	0	0	0	0
40 +	1	1	1	0	2	0	0	2	0	3
110. Sometimes I feel like my life has no purpose										
Strongly agree	5	4	6	4	2	5	8	5	6	2
Agree	13	10	15	8	18	14	13	6	21	15
Not sure	17	17	17	15	18	11	17	24	12	15
Disagree	26	28	25	19	29	24	25	33	24	27
Strongly disagree	40	42	37	54	33	46	38	32	36	41
111. Adults in my town or city make me feel important										
Strongly agree	14	15	13	40	18	16	13	5	3	5
Agree	23	23	23	29	20	35	21	23	16	20
Not sure	34	33	35	25	31	19	46	38	41	37
Disagree	16	16	16	6	16	16	8	26	22	17
Strongly disagree	12	13	12	0	16	14	13	9	19	22
112. Adults in my town or city listen to what I have to say										
Strongly agree	9	9	9	29	9	11	4	3	3	3
Agree	24	25	22	38	27	16	17	23	19	25
Not sure	33	33	32	19	31	32	48	37	28	30
Disagree	20	20	21	13	13	24	13	29	31	20
Strongly disagree	14	12	17	2	20	16	19	8	19	23
113. I'm given lots of chances to help make my town or city a better place in which to live										
Strongly agree	11	12	11	35	12	8	8	9	0	0
Agree	19	14	25	25	23	16	19	15	12	22
Not sure	33	35	31	25	33	38	38	35	30	34
Disagree	23	27	19	10	23	27	19	29	33	24
Strongly disagree	13	12	15	4	9	11	17	12	24	20
114. Adults in my town or city don't care about people my age										
Strongly agree	9	9	9	4	9	14	6	6	15	12
Agree	18	19	17	0	16	19	23	32	12	17
Not sure	34	34	33	29	23	25	34	35	42	49
Disagree	21	18	25	19	27	28	30	17	18	12
Strongly disagree	18	19	17	48	25	14	6	11	12	10

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>115. In my town or city, I feel like I matter to people</b>										
Strongly agree	12	12	12	36	11	16	0	9	6	3
Agree	22	21	23	34	27	16	25	14	12	23
Not sure	42	43	42	21	38	43	50	48	48	48
Disagree	16	16	17	9	11	14	19	23	18	20
Strongly disagree	8	9	7	0	13	11	6	6	15	8
<b>116. When things don't go well for me, I am good at finding a way to make things better</b>										
Strongly agree	16	16	17	31	20	14	6	14	6	20
Agree	42	40	43	35	33	46	54	35	36	54
Not sure	29	32	25	23	27	32	25	36	42	15
Disagree	8	7	10	6	9	8	8	9	9	10
Strongly disagree	5	5	5	4	11	0	6	6	6	2
<b>117. When I am an adult, I'm sure I will have a good life</b>										
Strongly agree	40	41	39	54	44	46	44	27	30	37
Agree	33	31	35	31	18	30	33	41	36	37
Not sure	22	23	21	13	27	22	19	27	27	22
Disagree	2	2	2	2	7	3	0	2	3	0
Strongly disagree	3	3	3	0	4	0	4	3	3	5
<b>During the last 12 months, how many times have you . . . ?</b>										
<b>118. Taken part in a fight where a group of your friends fought another group</b>										
Never	76	72	80	63	76	78	81	79	85	71
Once	12	15	9	21	7	14	8	11	9	15
Twice	8	8	7	10	11	6	6	5	3	12
3 - 4 times	1	1	2	4	0	0	0	2	0	2
5 or more times	3	5	2	2	7	3	4	5	3	0
<b>119. Hurt someone badly enough to need bandages or a doctor</b>										
Never	86	81	91	90	87	92	85	85	91	76
Once	9	12	6	10	9	3	10	9	6	15
Twice	2	2	1	0	0	3	2	3	0	5
3 - 4 times	2	2	1	0	2	0	0	3	0	5
5 or more times	1	2	1	0	2	3	2	0	3	0
<b>120. Used a knife, gun or other weapon to get something from a person</b>										
Never	96	95	97	100	93	95	96	95	94	98
Once	1	1	1	0	0	0	0	3	0	0
Twice	1	1	1	0	0	3	4	0	3	0
3 - 4 times	2	3	0	0	4	0	0	2	3	2
5 or more times	1	1	1	0	2	3	0	0	0	0
<b>121. If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?</b>										
Yes	30	28	31	53	29	19	19	24	25	39
Probably	22	21	23	13	31	24	29	20	19	17
I'm not sure	16	13	18	17	16	19	13	17	19	10
Probably not	16	19	12	11	7	19	25	18	16	12
No	17	19	16	6	18	19	15	21	22	22
<b>122. How much of the time do your parents ask you where you are going or with whom you will be?</b>										
Never	3	3	4	0	9	3	2	5	0	5
Seldom	3	4	1	2	2	5	4	5	0	0
Some of the time	10	13	7	9	18	5	8	9	13	12
Most of the time	31	38	25	28	20	43	40	32	38	22
All of the time	52	42	63	61	51	43	46	50	50	61

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Among the people you consider to be your closest friends, how many would you say ... ?										
123. Drink alcohol once a week or more										
None	59	56	63	96	84	70	54	35	45	34
A few	20	22	17	4	9	19	23	35	30	15
Some	8	10	6	0	4	3	13	8	18	15
Most	10	10	10	0	0	8	10	18	6	24
All	3	2	4	0	2	0	0	5	0	12
124. Have used drugs such as marijuana or cocaine										
None	61	62	59	98	84	70	56	45	39	29
A few	17	18	17	0	9	16	19	27	27	22
Some	9	7	11	2	2	8	17	9	18	10
Most	9	10	8	0	2	5	6	11	15	27
All	4	3	5	0	2	0	2	8	0	12
125. Do well in school										
None	7	7	6	2	9	5	8	11	6	2
A few	7	10	5	4	9	8	10	8	3	7
Some	23	27	19	13	16	19	23	35	22	29
Most	46	43	48	35	34	62	50	42	63	41
All	17	13	22	46	32	5	8	5	6	20
126. Get into trouble at school										
None	41	30	53	63	41	27	42	32	33	49
A few	31	33	29	15	27	38	33	37	39	29
Some	20	25	15	17	27	24	19	18	24	15
Most	5	9	1	6	0	11	2	9	3	5
All	2	3	1	0	5	0	4	3	0	2
How often do you feel afraid of ... ?										
127. Walking around your neighborhood										
Never	78	87	67	63	73	78	85	83	85	76
Once in a while	15	11	21	23	18	19	8	11	12	20
Sometimes	4	1	9	8	7	3	4	3	3	2
Often	2	1	2	2	2	0	2	3	0	0
Always	1	0	2	4	0	0	0	0	0	2
128. Getting hurt by someone at your school										
Never	74	69	79	73	60	76	67	72	82	93
Once in a while	17	21	12	15	20	14	29	20	15	0
Sometimes	6	7	4	4	9	5	4	8	3	5
Often	2	2	1	4	4	3	0	0	0	0
Always	2	1	4	4	7	3	0	0	0	2
129. Getting hurt by someone in your home										
Never	89	94	83	92	84	86	94	89	97	80
Once in a while	5	3	7	6	2	5	4	5	3	10
Sometimes	3	1	6	2	4	8	2	3	0	5
Often	2	2	1	0	4	0	0	3	0	2
Always	1	0	2	0	4	0	0	0	0	2
130. On the average, how many evenings per week do you go out to activities at a school, youth group, congregation, or other organization?										
0	31	37	25	21	25	38	38	42	24	27
1	20	20	21	29	41	24	13	11	15	12
2	23	22	24	25	16	16	21	22	30	32
3	12	8	17	15	11	8	17	9	15	12
4	6	7	5	6	2	5	4	8	6	10
5	5	4	7	2	5	8	4	6	9	2
6	1	2	0	0	0	0	2	2	0	2
7	1	1	1	2	0	0	2	2	0	2

# All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>131. On the average, how many evenings per week do you go out just to be with your friends without anything special to do?</b>										
0	16	15	16	30	33	16	15	9	0	2
1	23	24	22	30	18	27	27	17	18	24
2	24	22	25	19	18	24	23	23	39	24
3	18	17	19	9	16	19	29	18	18	15
4	8	10	6	4	2	8	4	11	18	10
5	6	6	6	4	7	3	2	11	6	7
6	3	2	4	4	7	0	0	3	0	7
7	3	4	3	0	0	3	0	8	0	10
<b>132. Imagine that someone at your school hit you or pushed you for no reason. What would you do?</b>										
I'd hit or push them right back.	46	51	41	28	51	51	43	52	61	39
I'd try to hurt them worse than they hurt me.	10	15	5	4	9	3	13	15	3	20
I'd try to talk to this person and work out our differences.	11	8	14	11	7	11	13	9	12	15
I'd talk to a teacher or other adult.	13	8	19	43	20	8	4	3	9	7
I'd just ignore it and do nothing.	20	19	21	13	13	27	28	21	15	20
<b>133. Students help decide what goes on in my school</b>										
Strongly agree	13	12	15	22	11	14	17	8	12	12
Agree	37	27	47	42	40	32	43	27	30	44
Not sure	28	33	23	29	31	19	36	39	12	20
Disagree	9	12	7	0	4	19	2	14	21	7
Strongly disagree	12	16	8	7	13	16	2	12	24	17
<b>134. I don't care how I do in school</b>										
Strongly agree	4	4	4	2	4	3	4	6	0	5
Agree	3	4	1	2	2	8	2	5	0	0
Not sure	7	10	5	2	7	0	4	12	15	10
Disagree	26	29	23	13	20	30	36	26	24	34
Strongly disagree	60	53	67	80	67	59	53	52	61	51
<b>135. I have lots of good conversations with my parents</b>										
Strongly agree	22	20	25	44	18	16	23	15	15	22
Agree	39	38	39	29	29	49	40	48	42	32
Not sure	22	23	21	20	24	14	23	24	21	24
Disagree	10	12	8	4	20	16	9	3	12	12
Strongly disagree	7	7	7	2	9	5	4	9	9	10
<b>136. If I break a rule at school, I'm sure to get in trouble</b>										
Strongly agree	21	18	24	42	16	30	15	14	9	23
Agree	31	26	36	27	38	27	34	37	18	28
Not sure	28	32	24	20	24	22	34	29	52	20
Disagree	14	17	11	7	13	14	11	15	15	25
Strongly disagree	6	7	5	4	9	8	6	5	6	5
<b>137. My parents spend a lot of time helping other people</b>										
Strongly agree	18	15	21	22	22	27	15	15	15	12
Agree	35	34	36	51	18	41	32	33	33	39
Not sure	32	35	29	18	36	27	36	38	42	29
Disagree	9	10	8	7	16	3	13	9	3	12
Strongly disagree	5	5	5	2	9	3	4	5	6	7
<b>138. I have little control over the things that will happen in my life</b>										
Strongly agree	6	6	6	13	4	8	6	3	3	2
Agree	12	10	15	20	18	14	13	9	0	10
Not sure	19	20	17	13	22	5	26	22	24	15
Disagree	34	34	33	18	38	35	30	40	42	32
Strongly disagree	30	31	29	36	18	38	26	26	30	41

# All Survey Items by Gender and Grade

(Cont'd)

All Survey Items by Gender and Grade  (Cont'd)		Percent										
		Total Sample	Gender		Grade							
			M	F	6	7	8	9	10	11	12	
During the last 12 months, how many times have you . . . ? 139. Carried a knife or gun to protect yourself												
Never	91	85	97	98	89	94	81	94	91	88		
Once	4	6	1	2	7	3	4	2	3	7		
Twice	2	3	0	0	0	3	4	3	0	0		
3 - 4 times	1	1	1	0	0	0	2	0	0	2		
5 or more times	3	5	1	0	4	0	9	2	6	2		
140. Threatened to physically hurt someone												
Never	68	58	78	82	59	62	70	61	75	71		
Once	13	15	10	14	16	19	7	17	9	5		
Twice	4	7	1	0	2	3	9	8	6	0		
3 - 4 times	5	6	3	2	7	5	4	5	3	5		
5 or more times	11	14	7	2	16	11	11	11	6	20		
141. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)												
Never	61	50	72	71	57	46	61	67	58	59		
Once	12	13	10	16	16	11	11	11	9	10		
Twice	9	9	9	9	9	11	11	3	15	7		
3 - 4 times	6	8	3	0	7	11	2	5	9	10		
5 or more times	13	20	5	4	11	22	15	15	9	15		
How many adults have you known for two or more years who . . . ? (don't count parents or relatives)												
142. Give you lots of encouragement whenever they see you												
0	9	9	9	7	16	8	11	9	6	5		
1	14	14	14	11	16	6	20	9	15	22		
2	17	15	19	13	16	17	17	17	24	17		
3 or 4	20	22	17	13	16	14	9	29	24	29		
5 or more	41	40	42	56	38	56	43	36	30	27		
143. You look forward to spending time with												
0	11	14	7	2	16	14	11	11	15	7		
1	16	19	13	16	9	11	20	20	18	17		
2	22	18	26	18	23	24	11	18	30	32		
3 or 4	23	24	22	20	26	24	16	23	24	29		
5 or more	29	26	32	44	26	27	42	29	12	15		
144. Spend a lot of time helping other people												
0	15	20	10	16	7	9	20	26	15	7		
1	16	17	14	7	23	17	17	9	12	27		
2	19	20	18	16	16	11	20	21	30	22		
3 or 4	24	20	29	36	28	20	20	21	21	24		
5 or more	26	23	28	27	26	43	24	23	21	20		
145. Do things that are wrong or dangerous												
0	62	58	66	84	66	75	44	54	58	56		
1	19	19	19	9	23	17	24	20	6	32		
2	10	13	8	7	5	3	22	11	26	2		
3 or 4	4	5	3	0	2	3	4	8	6	5		
5 or more	4	4	4	0	5	3	4	8	3	5		
146. Talk with you at least once a month												
0	7	9	6	7	9	3	9	9	6	7		
1	17	18	15	9	18	27	20	14	19	15		
2	19	14	24	16	18	19	22	20	22	15		
3 or 4	19	20	17	18	11	16	24	20	19	22		
5 or more	39	40	38	51	44	35	26	37	34	41		

# All Survey Items by Gender and Grade

(Cont'd)

All Survey Items by Gender and Grade  (Cont'd)		Percent										
		Total Sample	Gender		Grade							
			M	F	6	7	8	9	10	11	12	
On an average school day, how many hours do you spend . . . ?												
147. Watching TV or videos												
None		11	10	11	5	16	11	9	8	15	15	
Less than 1 hour		16	16	16	16	4	19	17	17	15	24	
1 hour		21	18	24	33	20	11	28	21	21	10	
2 hours		28	30	26	28	16	30	28	38	30	22	
3 hours		14	15	13	12	22	14	11	12	12	17	
4 or more hours		11	11	10	7	22	16	9	5	6	12	
148. At home with no adult there with you												
None		12	10	14	19	19	3	13	8	3	18	
Less than 1 hour		22	24	20	24	28	35	15	19	23	15	
1 hour		21	26	15	24	12	27	21	28	16	15	
2 hours		18	16	20	14	16	16	17	17	29	18	
3 hours		13	15	10	7	5	8	15	19	16	18	
4 or more hours		14	9	20	12	21	11	19	9	13	15	
149. Have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?												
Never		77	77	77	82	66	73	79	76	82	83	
Once		8	5	11	7	14	11	8	6	9	2	
2 - 3 times		9	12	6	7	11	11	8	12	3	10	
4 - 10 times		3	4	2	5	0	5	0	3	6	2	
More than 10 times		3	2	3	0	9	0	4	3	0	2	
150. How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?												
Never		73	66	80	77	68	70	79	70	85	61	
Once		12	13	9	5	9	22	8	15	12	10	
Twice		5	7	4	7	7	5	4	5	0	10	
3 times		4	5	3	7	7	3	2	2	3	7	
4 or more times		6	9	3	5	9	0	6	9	0	12	
151. Where does your family now live?												
On a farm		2	2	1	0	4	3	4	0	0	3	
In the country, not on a farm		1	1	1	0	0	0	0	5	0	0	
On an American Indian reservation		1	2	0	0	4	0	2	0	0	0	
In a small town (under 2,500 in population)		16	14	18	21	20	22	15	9	6	21	
In a town (2,500 to 9,999)		25	28	22	33	13	32	21	38	24	10	
In a small city (10,000 to 49,999)		53	52	54	44	47	43	56	48	70	67	
In a medium size city (50,000 to 250,000)		2	0	4	0	11	0	2	0	0	0	
In a large city (over 250,000)		0	1	0	2	0	0	0	0	0	0	
152. How many years have you lived in the city where you now live?												
All my life		40	46	34	44	29	35	40	41	45	46	
10 years or more, but I've lived in at least one other place		19	17	21	16	13	32	13	20	15	22	
5 - 9 years		20	18	22	16	31	22	26	18	18	7	
3 - 4 years		11	11	11	19	18	8	13	5	12	7	
1 - 2 years		5	4	7	2	4	3	4	6	6	12	
Less than 1 year		5	5	5	2	4	0	4	11	3	5	
153. How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten?												
Never		89	91	87	93	82	89	94	88	88	93	
Once in a while		7	5	9	7	11	5	4	8	6	7	
Sometimes		2	2	3	0	4	3	2	3	3	0	
Often		1	2	1	0	2	3	0	2	3	0	



# **All Survey Items by Gender and Grade**

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>154. Have you ever gone several months where you cut down on how much you ate and lost so much weight or became so thin that other people became worried about you?</b>										
Yes	11	7	15	12	13	11	4	9	15	15
No	89	93	85	88	87	89	96	91	85	85
<b>155. What is the highest level of schooling your father (or step-father or male foster parent/guardian) completed?</b>										
Completed grade school or less	2	2	3	3	4	0	2	0	0	7
Some high school	3	3	3	3	0	0	9	5	0	2
Completed high school	7	5	9	10	11	6	6	8	3	2
Some college	17	20	14	10	16	11	19	18	22	24
Completed college	31	32	31	33	38	40	30	32	22	24
Graduate or professional school after college	33	32	33	33	24	37	26	30	53	34
Don't know, or does not apply	7	6	7	10	7	6	9	8	0	5
<b>156. What is the highest level of schooling your mother (or step-mother or female foster parent/guardian) completed?</b>										
Completed grade school or less	1	1	1	3	2	0	2	0	0	2
Some high school	2	2	2	0	0	0	4	3	0	5
Completed high school	12	8	16	13	24	3	13	14	3	10
Some college	20	23	18	15	20	14	23	23	30	17
Completed college	37	38	36	38	33	56	33	32	33	39
Graduate or professional school after college	23	23	24	28	13	22	23	23	30	27
Don't know, or does not apply	4	5	3	5	7	6	2	6	3	0

# Appendix B

## Item Mapping to Assets, Deficits, Risk-Taking Behaviors, High-Risk Behavior Patterns, and Thriving Indicators

### EXTERNAL ASSETS

#### Support

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Family support	40	I get along well with my parents
	44	My parents give me help and support when I need it.
	48	My parents often tell me they love me.
Positive family communication	121	If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?
	135	I have lots of good conversations with my parents.
Other adult relationships		How many adults have you known for two or more years who...?
	142	Give you lots of encouragement whenever they see you
	143	You look forward to spending time with
	146	Talk with you at least once a month
Caring neighborhood	52	In my neighborhood, there are a lot of people who care about me.
Caring school climate	26	My teachers really care about me.
	28	I get a lot of encouragement at my school.
	50	Students in my school care about me.
Parent involvement in schooling		How often does one of your parents...?
	21	Help you with your school work
	22	Talk to you about what you are doing in school
	23	Ask you about homework
	24	Go to meetings or events at your school

#### Empowerment

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Community values youth	111	Adults in my town or city make me feel important.
	112	Adults in my town or city listen to what I have to say.
	114	Adults in my town or city don't care about people my age.
	115	In my town or city, I feel like I matter to people.

Youth as resources	49	In my family, I feel useful and important.
	113	I'm given lots of chances to help make my town or city a better place in which to live.
	133	Students help decide what goes on in my school.
Service to others		During an average week, how many hours do you spend...?
	65	Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your city a better place for people to live
Safety		How often do you feel afraid of...?
	127	Walking around your neighborhood
	128	Getting hurt by someone at your school
	129	Getting hurt by someone in your home

## Boundaries and Expectations

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Family boundaries	43	If I break one of my parents' rules, I usually get punished.
	51	In my family, there are clear rules about what I can and cannot do.
	122	How much of the time do your parents ask you where you are going or with whom you will be?
School boundaries	46	In my school there are clear rules about what students can and cannot do.
	53	At my school, everyone knows that you'll get in trouble for using alcohol or other drugs.
	136	If I break a rule at school, I'm sure to get in trouble.
Neighborhood boundaries	54	If one of my neighbors saw me do something wrong, he or she would tell one of my parents.
Adult role models	137	My parents spend a lot of time helping other people.
		How many adults have you known for two or more years who...?
	144	Spend a lot of time helping other people
Positive peer influence	145	Do things that are wrong or dangerous
		Among the people you consider to be your closest friends, how many would you say...?
	123	Drink alcohol once a week or more
	124	Have used drugs such as marijuana or cocaine
	125	Do well in school
High expectations	126	Get into trouble at school
	29	Teachers at school push me to be the best I can be.
	30	My parents push me to be the best I can be.

## Constructive Use of Time

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Creative activities		During an average week, how many hours do you spend...?
	67	Practicing or taking lessons in music, art, drama, or dance, after school or on weekends
Youth programs		During an average week, how many hours do you spend...?
	60	Playing on or helping with sports teams at school or in the community
	61	In clubs or organizations (other than sports) <u>at school</u> (for example, school newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.)
	62	In clubs or organizations (other than sports) <u>outside of school</u> (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)
Religious community		During an average week, how many hours do you spend...?
	64	Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place
Time at home	131	On the average, how many evenings per week do you go out just to be with your friends without anything special to do?

## INTERNAL ASSETS

### Commitment to Learning

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Achievement motivation	25	At school I try as hard as I can to do my best work.
	27	It bothers me when I don't do something well.
	134	I don't care how I do in school.
School engagement		How often do you...?
	32	Feel bored at school
	33	Come to classes without bringing paper or something to write with
	34	Come to classes without your homework finished
	35	Come to classes without your books
Homework	19	On an average school day, about how much time do you spend doing homework outside of school?
Bonding to school	47	I care about the school I go to.
Reading for pleasure	63	During an average week, how many hours do you spend...? Reading just for fun (not part of your school work)

## Positive Values

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Caring		How important is each of the following to you in your life?
	6	Helping other people
	8	Helping to make the world a better place in which to live
	13	Giving time or money to make life better for other people
Equality and social justice		How important is each of the following to you in your life?
	7	Helping to reduce hunger and poverty in the world
	10	Helping to make sure that all people are treated fairly
	12	Speaking up for equality (everyone should have the same rights and opportunities)
Integrity		How important is each of the following to you in your life?
	14	Doing what I believe is right even if my friends make fun of me
	15	Standing up for what I believe, even when it's unpopular to do so
Honesty		How important is each of the following to you in your life?
	16	Telling the truth, even when it's not easy
Responsibility		How important is each of the following to you in your life?
	17	Accepting responsibility for my actions when I make a mistake or get in trouble
	18	Doing my best even when I have to do a job I don't like
Restraint	37	It is against my values to drink alcohol while I am a teenager.
	45	It is against my values to have sex while I am a teenager.

## Social Competencies

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Planning and decision-making		Think about the people who know you well. How do you think they would rate you on each of these?
	70	Thinking through the possible good and bad results of different choices before I make decisions
	79	Being good at planning ahead
Interpersonal competence		Think about the people who know you well. How do you think they would rate you on each of these?
	69	Caring about other people's feelings
	75	Feeling really sad when one of my friends is unhappy
	76	Being good at making and keeping friends

## Cultural competence

Think about the people who know you well. How do you think they would rate you on each of these?

- |    |  |
|----|--|
| 72 | Respecting the values and beliefs of people who are of a different race or culture than I am |
| 77 | Knowing a lot about people of other races  |
| 78 | Enjoying being with people who are of a different race than I am                             |

## Resistance skills

Think about the people who know you well. How do you think they would rate you on each of these?

- |    |  |
|----|--|
| 68 | Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous |
| 74 | Staying away from people who might get me in trouble                                     |

## Peaceful conflict resolution

- |     |   |
|-----|---|
| 132 | Imagine that someone at your school hit you or pushed you for no reason. What would you do? |
|-----|---|

## Positive Identity

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
Personal power	116	When things don't go well for me, I am good at finding a way to make things better.
	138	I have little control over the things that will happen in my life.
Self-esteem	36	On the whole, I like myself.
	39	At times, I think I am no good at all.
	41	All in all, I am glad I am me.
	42	I feel I do not have much to be proud of.
Sense of purpose	110	Sometimes I feel like my life has no purpose.
Positive view of personal future	117	When I am an adult, I'm sure I will have a good life.

## DEFICITS

<u>Deficit</u>	<u>Question #</u>	<u>Question</u>
Alone at home	148	On an average school day, how many hours do you spend...? At home with no adult there with you
TV overexposure	147	On an average school day, how many hours do you spend...? Watching TV or videos
Physical abuse	149	Have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?

Victim of violence 150

How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?

Drinking parties 94

During the last 12 months, how many times have you...?  
Been to a party where other kids your age were drinking

### **RISK-TAKING BEHAVIORS**

<b><u>Risk-Taking Behavior</u></b>	<b><u>Question #</u></b>	<b><u>Question</u></b>
Alcohol	83	How many times, if any, have you had alcohol to drink during the last 30 days?
	84	Think back over the last two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)
Tobacco	88	How many times, if any, have you smoked cigarettes during the last 30 days?
	104	How many times, if any, in the last 12 months have you used chewing tobacco or snuff?
Inhalants	97	During the last 12 months, how many times, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high?
Marijuana	91	How many times, if any, have you used marijuana (grass, pot) or hashish (hash, hash oil) during the last 12 months?
Other drug use	93	How many times, if any, have you used cocaine (crack, coke, snow, rock) during the last 12 months?
	105	How many times, if any, in the last 12 months have you used heroin (smack, horse, skag) or other narcotics like opium or morphine?
	107	How many times, if any, in the last 12 months have you used PCP or Angel Dust?
	108	How many times, if any, in the last 12 months have you used LSD ("acid")?
	109	How many times, if any, in the last 12 months have you used amphetamines (for example, uppers, ups, speed, bennies, dexies) without a prescription from a doctor?
Driving and alcohol	95	During the last 12 months, how many times have you driven a car after you had been drinking?
	96	During the last 12 months, how many times have you ridden in a car whose driver had been drinking?
Sexual intercourse	102	Have you ever had sexual intercourse ("gone all the way," "made love")?

Anti-social behavior	56	During the last 12 months, how many times have you stolen something from a store?
	57	During the last 12 months, how many times have you gotten into trouble with the police?
	59	During the last 12 months, how many times have you damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)?
Violence	58	During the last 12 months, how many times have you hit or beat up someone?
	118	During the last 12 months, how many times have you taken part in a fight where a group of your friends fought another group?
	119	During the last 12 months, how many times have you hurt someone badly enough to need bandages or a doctor?
	120	During the last 12 months, how many times have you used a knife, gun or other weapon to get something from a person?
	139	During the last 12 months, how many times have you carried a knife or gun to protect yourself?
	140	During the last 12 months, how many times have you threatened to physically hurt someone?
School truancy	31	During the last four weeks, how many days of school have you missed because you skipped or "ditched?"
Gambling	141	During the last 12 months, how many times have you gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)?
Eating disorder	153	How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten?
	154	Have you ever gone several months where you cut down on how much you ate and lost so much weight or became so thin that other people became worried about you?
Depression	100	How often did you feel sad or depressed during the last month?
Attempted suicide	101	Have you ever tried to kill yourself?

### **HIGH-RISK BEHAVIOR PATTERNS**

*As is mentioned in Section III, high-risk behavior patterns represent higher incidence levels of the previously reported 24 risk-taking behaviors. In many cases, combinations of related risk-taking behaviors are used to define a pattern.*

<b><u>High Risk Pattern</u></b>	<b><u>Question #</u></b>	<b><u>Question</u></b>
Alcohol	83	How many times, if any, have you used alcohol to drink during the last 30 days?
	84	Think back over the last two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)



Tobacco	89	During the last two weeks, about how many cigarettes have you smoked?
	104	How many times, if any, in the last 12 months have you used chewing tobacco or snuff?
Illicit drugs	91	How many times, if any, have you used marijuana (grass, pot) or hashish (hash, hash oil) during the last 12 months?
	93	How many times, if any, have you used cocaine (crack, coke, snow, rock) during the last 12 months?
	105	How many times, if any, in the last 12 months have you used heroin (smack, horse, skag) or other narcotics like opium or morphine?
	107	How many times, if any, in the last 12 months have you used PCP or Angel Dust?
	108	How many times, if any, in the last 12 months have you used LSD ("acid")?
	109	How many times, if any, in the last 12 months have you used amphetamines (for example, uppers, ups, speed, bennies, dexies) without a prescription from a doctor?
Sexual intercourse	102	Have you ever had sexual intercourse ("gone all the way," "made love")?
Depression/suicide	100	How often did you feel sad or depressed during the last month?
	101	Have you ever tried to kill yourself?
Anti-social behavior	56	During the last 12 months, how many times have you stolen something from a store?
	57	During the last 12 months, how many times have you gotten into trouble with the police?
	59	During the last 12 months, how many times have you damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)?
Violence	58	During the last 12 months, how many times have you hit or beat up someone?
	118	During the last 12 months, how many times have you taken part in a fight where a group of your friends fought another group?
	119	During the last 12 months, how many times have you hurt someone badly enough to need bandages or a doctor?
	120	During the last 12 months, how many times have you used a knife, gun or other weapon to get something from a person?
	139	During the last 12 months, how many times have you carried a knife or gun to protect yourself?
	140	During the last 12 months, how many times have you threatened to physically hurt someone?
School problems	20	What grades do you earn in school?
	31	During the last four weeks, how many days of school have you missed because you skipped or "ditched"?

Driving and alcohol	95	During the last 12 months, how many times have you driven a car after you had been drinking?
	96	During the last 12 months, how many times have you ridden in a car whose driver had been drinking?
Gambling	141	During the last 12 months, how many times have you gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)?

### **THRIVING INDICATORS**

<b><u>Thriving Indicator</u></b>	<b><u>Question #</u></b>	<b><u>Question</u></b>
Succeeds in school	20	What grades do you earn in school?
Helps others	66	During an average week, how many hours do you spend...? Helping friends or neighbors
Values diversity		How important is each of the following to you in your life?
	11	Getting to know people who are of a different race than I am
Maintains good health		Think about the people who know you well. How do you think they would rate you on each of these?
	80	Taking good care of my body (such as eating foods that are good for me, exercising regularly, and eating three good meals a day)
Exhibits leadership	55	During the last 12 months, how many times have you...? Been a leader in a group or organization
Resists danger	38	I like to do exciting things even if they are dangerous.
Delays gratification		Think about the people who know you well. How do you think they would rate you on each of these?
	71	Saving my money for something special rather than spending it all right away
Overcomes adversity		Think about the people who know you well. How do you think they would rate you on each of these?
	73	Giving up when things get hard for me

# Appendix C

## Bibliography of the Theory and Research Undergirding Search Institute's Framework of Developmental Assets.

- Benson, P. (1993). *The troubled journey: A portrait of 6th-12th grade youth*. Minneapolis: Search Institute.
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- Benson, P. (In press). *From peril to possibility: Mobilizing communities to promote developmental assets*. San Francisco: Jossey-Bass. (Scheduled for release in Fall 1997.)
- Blyth, D. (1994). *Healthy communities, healthy youth: How communities contribute to positive youth development*. Minneapolis: Search Institute.
- Blyth, D., & Leffert, N. (1995). Communities as contexts for adolescent development: An empirical analysis. *Journal of Adolescent Research*, 10(1), 64-87.
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- Scales, P. (1996). How to equip our children for success. *Our Children: The National PTA Magazine*, 22(1), 32-33
- Scales, P., & Gibbons, J. (1996). Extended family members and unrelated adults in the lives of young adolescents: A research agenda. *Journal of Early Adolescence*, 16(4), 365-389.

# Appendix D

## Search Institute Asset-Promoting Print and Video Resources

### **Healthy Communities • Healthy Youth Sampler Kit**

This kit features a variety of resources to help you start or build upon your HC•HY initiative. The kit includes:

*Everyone's An Asset Builder* (6 booklet series)

*What Kids Need to Succeed*

*Building Assets Together* (workbook)

*Building Assets in Youth* (video)

*The Troubled Journey* (full report)

Healthy Communities • Healthy Youth booklet (5 copies)

*150 Ways to Show Kids You Care* (50 copies)

Search Institute Resource Catalog (5 copies)

Asset Balloons (1 packet of 24)

Ideal also for libraries, community centers, and organizations beginning to integrate developmental assets into their work, and individuals who promote asset building in speaking and training events.

#359 \$79.00

### **Sharing the Asset Message Speaker's Kit**

This kit includes everything you need to present the asset framework to your organization or community. It includes a speaker's script, 13 transparencies, stories from asset-building communities around the country, answers to commonly-asked questions, and reproducible handouts.

#368 \$175.00

### **Assets: The Magazine of Ideas for Healthy Communities and Healthy Youth**

This full color newsmagazine includes a potpourri of information for anyone involved or interested in building assets in youth. It offers practical information for those who work with youth; provides tips on collaboration, outreach and program development; and highlights research and resource information.

Subscription rate: \$14.50 per year (four issues)

### **Healthy Communities • Healthy Youth Booklet**

This 20-page booklet provides a comprehensive, yet easy-to-understand, picture of the asset-building framework and its implications for communities. Citing real-life examples, the booklet offers ideas for how individuals, families, organizations, and communities can participate in a Healthy Communities • Healthy Youth movement. Ideal for distributing to others.

#351 \$2.50 each

### **The Troubled Journey: A Portrait of 6th-12th Grade Youth**

By Dr. Peter L. Benson

This in-depth, groundbreaking study provides the research framework for the asset-promoting approach. It proposes a vision for positive youth development, defines the construct of developmental assets, and demonstrates their protective consequences.

#308 \$10.00

**For a catalog of additional resources, call Search Institute at 1-800-888-7828.**