

What Can I Do?

Children First is as much about adult behavior as it is about how young people respond to that behavior. Review this report and reflect on the young people you come in contact with and how you can make an asset-building difference.

All adults have a stake in the Asset #7: Community Values Youth. Think of the simple things you can do during your day to make an impact and intentionally act on those ideas.

Daily Actions

- Greet all children and teens when you see them in the community.
- Get to know the families in your neighborhood.
- Thank teen employees who provide you service in the establishments you frequent.
- Talk with your child's friends. Become allies with their parents.
- Wave at children at bus stops.

Learn More

- Visit www.children-first.org and learn more about the assets and what is going on in St. Louis Park. Sign up to receive the Children First newsletter.
- Like Children First SLP on facebook
- Check out the resources available at www.search-institute.org to see the work being done nationally.

Get More Involved

- Share this report with someone you know.
- Determine with others what you can do to incorporate asset-building into your activities or organization.
- Become trained as a Children First Asset Champion. Join the more than 200 Asset Champions who are intentional about building assets and improving the lives of our children and teens.

Your commitment:

As Dr. Peter Benson, former president of Search Institute, who developed this research used to say, "If you breathe, you're on the team!"

What I commit to do to build assets in young people:

Thanks to American Legion Post 282 for providing a generous grant to conduct the survey.

What can YOU do to increase these assets in our young people?

- 29% perceive that adults in the community value them.
- 41% feel their neighbors care about them.
- 53% receive support from at least three adults, other than their parents.

Children First Leadership 2013-14

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Community Support Card for Our Youth

Your kids.

My kids.

Our kids.



Individuals, families & organizations giving youth the care and support they need.

What is a Support Card?

The Support Card measures the support that St. Louis Park young people feel in their lives. In St. Louis Park, we call these measures the "40 Developmental Assets." Children First's work is based on asking everyone in the community to build these assets in young people.

The 40 assets address the relationships, experiences and expectations that young people need in their lives. The Support Card gives each of us--- parent, non-parent, neighbor, friend, businessperson, faith leader, teacher, public safety officer, public official, youth program professional ---a clear look at the lives of St. Louis Park young people through the asset lens. This lens helps us focus on the strengths in young people's lives and helps us consider how to build upon those strengths.

The data contained in this report is derived from a 160-question survey called the Profiles of Student Life: Attitudes and Behaviors that St. Louis Park Public School 6-12th grade students took in February 2014. Search Institute, a research organization based in Minneapolis, developed the survey and coined the term Developmental Assets. While the survey instrument is only appropriate for middle and high school students, the assets are important for all of our children, birth through 18 years old.

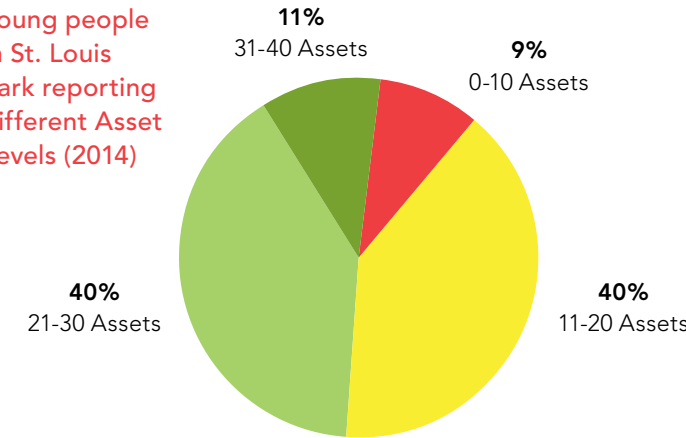
Most importantly, the Support Card is not only an assessment of our youth, but also of the St. Louis Park community.

The chart below shows the percentage of young people who reported that they have each asset.

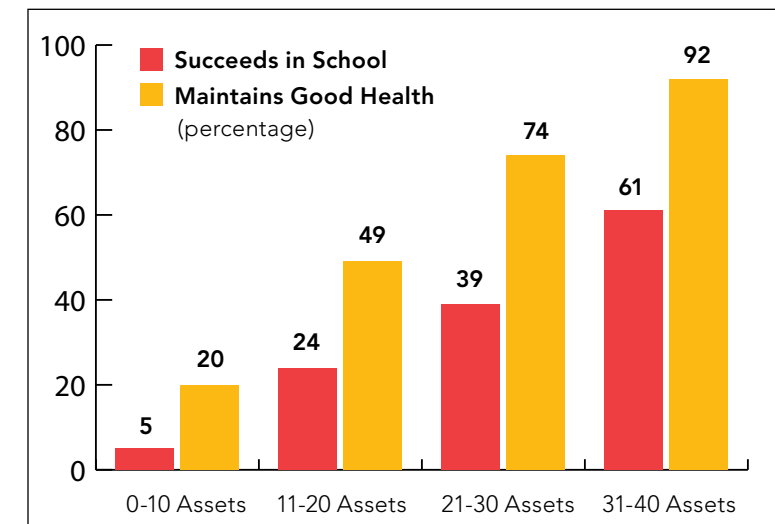
40 Development Assets				
Category	Asset	Definition	St. Louis Park % 2003 2014	US Sample % 2010
Support	1. Family support	Family life provides high levels of love and support.	69 74	72
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and council.	31 34	32
	3. Other adult relationships	Young person receives support from three or more non-parent adults.	46 53	50
	4. Caring neighborhood	Young person experiences caring neighbors.	40 41	40
	5. Caring school climate	School provides a caring, encouraging environment.	36 39	35
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	32 35	33
Empowerment	7. Community values	Young person perceives that adults in the community value youth.	28 29	25
	8. Youth as resources	Young people are given useful roles in the community.	30 31	32
	9. Service to others	Young person serves in the community one hour or more per week.	51 51	51
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	53 50	54
Boundaries & Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	47 44	47
	12. School boundaries	School provides clear rules and consequences.	44 51	56
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	49 46	48
	14. Adult role models	Parents and other adults model positive, responsible behavior.	36 36	28
	15. Positive peer influence	Young person's best friends model responsible behavior.	72 73	68
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	50 57	65
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	22 17	20
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	64 64	61
	19. Religious Community	Young person spends one or more hours per week in activities in a religious institution.	60 53	51
	20. Time at Home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	51 67	55
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	68 74	71
	22. School engagement	Young person is actively engaged in learning.	62 61	62
	23. Homework	Young person reports doing at least one hour of homework every school day.	56 55	53
	24. Bonding to school	Young person cares about his or her school.	57 64	61
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	26 26	23
Positive Values	26. Caring	Young person places high value on helping other people.	50 60	52
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	52 67	55
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	70 76	71
	29. Honesty	Young person "tells the truth even when it is not easy."	65 69	69
	30. Responsibility	Young person accepts and takes personal responsibility.	63 67	67
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	53 49	47
Social Competencies	32. Planning and decision making	Young person knows how to plan ahead and make choices.	32 35	33
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	46 46	48
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	47 49	42
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	50 49	45
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	55 60	44
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	47 44	45
	38. Self-esteem	Young person reports having a high self-esteem.	50 51	52
	39. Sense of purpose	Young person reports that "my life has a purpose."	63 62	63
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	70 73	75

The Gap in Assets Among Youth

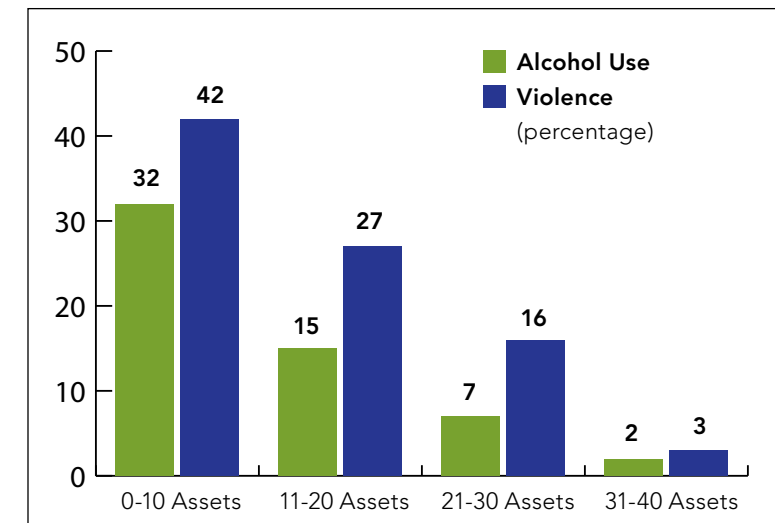
Young people in St. Louis Park reporting different Asset Levels (2014)



The Power of Assets to Promote



The Power of Assets to Protect



Assets developed by Search Institute, 615 First Ave. NE, Ste. 125, Minneapolis, MN 55413 www.search-institute.org

So what?

The Support Card shows the level of Developmental Assets of our youth. Search Institute's national research with 4 million young people shows that those who have more of these developmental assets do better in school, volunteer in the community and live a healthier lifestyle. Young people with lots of the assets are also less likely to be violent, use drugs and alcohol, be sexually active or engage in other risk behaviors. Young people who have 31-40 of the Developmental Assets are most likely to be inoculated against risk behaviors. The trouble is, only 11% of our young people have that many assets.

About Children First

The seed for Children First was planted in 1992 when the St. Louis Park school superintendent challenged the St. Louis Park Rotary Club to make life better for kids. Founding partners were the business, city, education, health and faith communities. Since then, St. Louis Park has spread community-wide focusing on the healthy development of all young people.

The mission of Children First is to inspire adults to build the 40 assets in young people. The assets are common sense, positive experiences and qualities that influence the choices young people make and help them become caring, responsible adults. The Children First initiative is designed to leverage community resources and have a ripple effect throughout St. Louis Park. The community partners and more than 200 trained volunteer Asset Champions, and caring individuals like you, bring Children First to life.

