

Characteristics of asset-building organizations

1. A vision rooted in Developmental Assets® is communicated several times a year to all employees.
2. All employees understand their personal capacity to promote Developmental Assets.
3. Most employees take personal responsibility.
4. Most employees take action.
5. New employees are quickly socialized to the community vision.
6. Children and youth 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 relations with younger children.
9. Youth have many opportunities to lead, make decisions, and give input; youth are provided with useful roles in community life. Youth participate in the community rather than just being objects of programs.
10. All children and youth 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 adopt Developmental Assets.

17. Neighbours and community residents build caring relationships with children and youth and express this caring through dialogue, listening, commending positive behaviour, acknowledging their presence, enjoying their company, and involving them in decision-making. They know neighbourhood children and adolescents by name and take time to get to know them.
18. Businesses that employ youth 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.
21. Youth organizations and other service providers train leaders and volunteers in asset-building strategies and provide meaningful opportunities for youth to service 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 fund allocations with 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., childcare providers, teachers, social workers, religious youth workers) and volunteers (e.g., coaches, mentors) who work with children and youth receive training in asset building.
26. 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 children and youth of colour, this heritage includes the concept of elders, the primacy of intergenerational relationships, respect for figures of authority, the value of caring for others, and 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. Children and youth have safe places "to hang."
29. Families have safe places on weekends and during evenings to receive short-term child care.
30. All children and youth receive frequent expressions of support in both informal public settings and in places where they 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 children and youth.