

Community Youth Mapping
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Community Mapping

Background of County

Kosciusko County is located in the northern part of Indiana. The county was established in April 1836 honoring the Polish born Revolutionary War hero Thaddeus Kosciuszko. Its 74,057 (2000 Census Estimate) residents live in 17 townships of various size and landscape. The townships in Kosciusko County are: Clay, Etna, Franklin, Harrison, Jackson, Lake, Monroe, Plain, Prairie, Scott, Seward, Tippecanoe, Turkey Creek, Van Buren, Washington, and Wayne.

The county population has grown 13.4% from 1990-2000 (2000 Census Data), a modest increase compared to the nation. The residential growth in Kosciusko County has been accompanied by continued strength in the economy. Income within Kosciusko County is high, and the county is economically strong.

The community that makes up Kosciusko County is predominantly white with a growing minority population. The percent increase of the minority population is larger than that of the white population; still the growth is much larger in the white population as the minority group populations are originally very small.

Kosciusko County is rich in cultural and natural attractions. The historical sites, museums, and recreational areas are well managed for the enjoyment of the public. Kosciusko County offers a plentitude of places to relax or play. Over 100 lakes, premier golf courses, various parks and festivals make Kosciusko County a popular resort destination. This characteristic is reflected in the population shifts in the sector of the county designated as resort areas. It has also been a factor in the immigration of senior citizens.

The convenience of location and “down home” feel reflects the strength of the community and the reason that many people are choosing to relocate within the borders of Kosciusko County.

During the early part of 2000, within Kosciusko County study circles were conducted to find the greatest educational need for youth within the county. Through study circles a common theme emerged. Schools wanted students that would come to school prepared to learn with life skills that aided in that learning. Business and industry wanted workers who would come to work, complete their job, and be team players. Parents voices were heard saying that they are raising their children the best that they know how to do, they just need some help teaching the life skills that are needed day in and day out.

Answer Identified

Kosciusko County identified the Search Institute’s “40 Developmental Assets” as the lens through which they would mobilize their community. This framework identifies 40 critical factors for young people's growth and development. When drawn together, these assets offer a set of benchmarks for positive child and adolescent development. The assets clearly show important roles that families, schools, congregations, neighborhoods, youth organizations, and others in communities play in shaping young people's lives.

The first 20 developmental assets focus on positive experiences that young people receive from the people and institutions in their lives. Four categories of external assets are included in the framework:

- **Support**-Young people need to experience support, care, and love from their families, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments.
- **Empowerment**-Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- **Boundaries and expectations**-Young people need to know what is expected of them and whether activities and behaviors are "in bounds" and "out of bounds."
- **Constructive use of time**-Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.

A community's responsibility for its young does not end with the provision of external assets. There needs to be a similar commitment to nurturing the internal qualities that guide choices and create a sense of centeredness, purpose, and focus. Indeed, shaping internal dispositions that encourage wise, responsible, and compassionate judgments is particularly important in a society that prizes individualism. Four categories of internal assets are included in the framework:

- **Commitment to learning**- Young people need to develop a lifelong commitment to education and learning.
- **Positive values**-Youth need to develop strong values that guide their choices.
- **Social competencies**-Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- **Positive identity**-Young people need a strong sense of their own power, purpose, worth, and promise.

On one level, the 40 developmental assets represent everyday wisdom about positive experiences and characteristics for young people. In addition, research has found that these assets are powerful influences on adolescent behavior. This includes both protecting young people from many different

problem behaviors and promoting positive attitudes and behaviors. The power of the assets is evident across all cultural and socioeconomic groups of youth. Evidence from other research has shown that assets have the same kind of power for younger youth.

Yet, while the assets are molding elements of young people's lives and choices, too few young people are experiencing enough of the developmental assets. The average young person surveyed experiences only 18 of the assets. Overall, 62 percent of young people surveyed experience fewer than 20 of the assets (Search Institute 1999).

Vision Team

Kosciusko County decided to recruit a number of individuals representing various sectors of the community to serve on their Vision Team. This team meets on a monthly basis to further the overall community asset building initiative. To date, the team is continuing to receive instruction regarding the 40 developmental assets and community asset building, coordinating strategic plans suited specifically to meet the needs of their own counties and educating others in our community about this initiative. The Kosciusko County Vision Team developed the name "Kids Count in Kosciusko County" as the name for the positive youth development initiative taking place in the county. The following is a list of the agencies and organizations represented by each county's Vision Team, as well as further explanation regarding our teams primary goal thus far community youth asset mapping.

Juvenile Court
Law enforcement (Sheriff and Chief of Police)
Division of Family and Children
Warsaw Community School Corporation
Special Education Cooperative
Kosciusko County United Way
Probation Department
Media
Education for Conflict Resolution
Tippecanoe Valley School Corporation
Wawasee Community School Corporation
Parents/Concerned Citizens
Law
Boy Scouts

The Vision Team's primary goal for their first year was to facilitate community youth asset mapping.

Community Youth Asset Mapping

Community youth asset mapping is defined as, "young people and adults canvassing their neighborhoods in search of places to go and things to do," by the Center for Youth Development and Policy Research. Young people called "mappers" go out and explore their neighborhoods using a survey instrument to find the resources available for young people, children and their families in the community. The Center for Youth Development and Policy Research developed the mapping process because they believe:

- All young people need a variety of opportunities, safe places, and caring adults as they grow and develop;
- Young people must be active participants in their learning and development;
- Nurturing young people and families to foster the growth of healthy communities;
- An intentional focus on the positive development of young people will lead to more effective and practical policies, programs, and practices; and

- Through changes in information, attitudes, and involvement there will be increased support of youth development.

The reasons for conducting community youth mapping are simple. Many young people would like to know what places and opportunities are available in their community. The community can benefit from this information because in order to get a complete picture of what youth in the community need, the community needs to have a map of what they currently have and what they are lacking.

The Center for Youth Development and Policy Research has identified these outcomes from doing a community youth mapping project. These are the outcomes that the Center identified:

- Use of Data – by engaging the community in a collection of new data, this data will give the community a comprehensive look at what resources really exist for children, youth and families, from a youth perspective
- Easy Access to Data – the data collected through the Center for Youth Development and Policy Research is stored on an easily accessible website (in Kosciusko County the data collected will be available by access many county websites, the data will be entered into an access system)
- Youth/Adult Involvement – mapping provides adults and youth to work hand-in-hand. The data is collected by youth. The youth are also the key stakeholders in the planning of the mapping, collection of the mapping information, data entry, analysis, and dissemination of the information gathered through mapping. The adults provide personal support, technical support, and analyzing help after the data is collected.
- Skill Development – the youth involved with mapping gain fundamental skills that are necessary for them to grow into productive adults. Youth gain a ninth grade reading ability, better written and oral communication skills, problem solving and critical thinking skills, knowledge and comfort with technology, and the ability to work with diverse groups of people.
- Employment – within the Center for Youth Development and Policy Research plan, youth are recruited to map as employees,

within Kosciusko County's mapping plan, the youth involved in mapping are volunteers from Grace College.

The benefits from doing a community youth mapping project in a county are going to depend on the needs within a community. Within Kosciusko County these are the benefits that the Vision Team identified, after studying the Center for Youth Development and Policy plans for mapping.

- Better Relationships – youth, adults, and service providers and community-based organizations can build stronger relationships by undertaking the mapping process
- Safer Communities – mapping can provide a list of places to go and things to do so that there is always some safe place for youth to be.
- Civic Engagement – young people will be involved and can help to place active roles in facilitating community change.
- Skills – young people learn skills such as communication skills, job preparation and data collection.

Ten Step Mapping Process

Step One – The first step identified by The Center for Youth Development and Policy is to gain community commitment. The Center gives instruction to find a neutral organization to convene a meeting of public and private community players.

The Kosciusko County Community Foundation decided to serve as the convening organization. The foundation brought together the community in a series of “study circles.”

Step Two – Formation of the advisory group. The advisory group should be in place to full-fill two items. First of which is governance meaning that they make key decisions, shape the vision, and sustain the involvement. The second

role of the advisory committee is to fundraise.

The Vision Team in Kosciusko County had already been convened, so they were the group that would be used as the advisory committee. The Kosciusko County Vision Team adopted the mission statement of, "...working together as a community to develop responsible and caring youth." The Vision Team also adopted the name of Kids Count in Kosciusko County. Fundraising was not necessary for the Vision Team because they had funds through their asset building initiative that were used to map.

Step 3 – Project Management and Step 4 – Community Youth Mapping and Pre-Planning: These steps are asking to identify and give details about these topics: identify a lead organization that will serve a "work group." This lead organization is responsible for such things as developing a recruitment strategy, selecting mappers, serve as a support team, create fact sheets, release press releases, define the physical area to be mapped, develop a survey tool, create a plan for implementation, serve as a command center, and to create a transportation.

The lead organization within the mapping of Kosciusko County would be the same organization that served as the convening organization, the Kosciusko County Community Foundation. The foundation decided that the best way to go about mapping would be to work with Grace College. After weeks of correspondence, it was decided that the Grace College freshmen class, about 200 students, would do the entire mapping as a community service project. The foundation staff developed detailed maps of Kosciusko County for the mappers to

use throughout the county. The foundation also released press releases to the public to inform them of the upcoming mapping. The staff at the foundation developed a four-page survey instrument (see attached survey instrument). The first page of the survey instrument is the logistical information to be gathered about every business, organization or service provider that the mapper came into contact with. The second page of the survey is the program list page. This gives the contact person a chance to tell every service or opportunity that may be available to youth. The third page of the survey gives the contact person a chance to give details about each and every service that they provide for youth. The final page of the survey is a chance for the mapper to give their honest opinion of the places that they have just mapped. Transportation for the mappers was provided by Grace College. Each day that the mappers would be going out to map, they would come to the foundation with their freshman advisor. Then after being trained on the mapping process, they would leave with an identification tag, cell phones for emergencies, and the mappers were required to work in groups of two for safety reasons.

Step 5 – Recruit Youth Mappers and Field Supervisors and Step 6 – Training of Youth Mappers and Field Supervisors: The Center for Youth Development and Policy Research recommends that the youth mappers be compensated for their work collecting data for the community. The center outlines these basic hiring principles when recruiting mappers: stay competitive with the current job market, create multiple strategies for outreach, and determine an interview process. The Center also recommends that youth and field

supervisors be trained before being sent out into the field to gather data. The Center recommends that a day of training be offered to all youth mappers and field supervisors.

The Kosciusko County Community Foundation was fortunate enough to work with Grace College and have all of their freshmen class volunteer to do the mapping. The Grace College freshmen were given training at their freshmen orientation meeting. Then, the freshmen were given some repeats in their training when they came to the foundation before leaving to go out and map.

Step 7 – The Fieldwork: The Center defines this step as the actual fieldwork. Within their outline they have a mapping project to be conducted during the summer. The mappers are then out in the field for the entire day. In Kosciusko County the fieldwork mapping took place during the fall from September 24, 2001 until October 11, 2001. (Clean-up activity took approximately three weeks) The mapping happened during the hours of 2 pm and 6 pm.

Step 8 – Data Analysis: The Center has identified 4 sub-sections within data analysis that need to be considered when analyzing your data. The first of the four is mapping analysis. Mapping analysis is studying the data that was collected by the mappers whom were out canvassing the community. The second is data dump plus mapping analysis, this section is using directories that are already in existence and adding the new information gathered into those directories to fill gaps. The third section is spatial analysis. Spatial analysis is

used to show physical gaps in the resources that are available in your home area. The final section is that of updating and maintenance. The data that has been collected needs to be kept current. This step is very important in order to show changes that are taking place within your community. Kosciusko County developed an access based information system so that residents of Kosciusko County will be able to access the mapping data. Through Access information can be updated easily and gaps can be easily recognized.

Step 9 – Information Dissemination: The Center for Youth Development and Policy Research has marked this step as the one in which to get the information gathered in mapping out to the public.

Step 10 – Evaluation and Next Steps: The Center for Youth Development and Policy Research has designated this step as a tool to look over the mapping project that has just taken place, to look at the strengths and then look for areas of improvement. Currently in Kosciusko County, our vision team is working on steps 9 and 10 of the mapping process. We are looking for constructive criticism and areas of strength so that in two years when the mapping project is revisited we can avoid bumps in the mapping road.

In conclusion, youth mapping or youth canvassing their community in search of resources available, is a great tool for communities to use to strengthen their network of support for youth in their community.



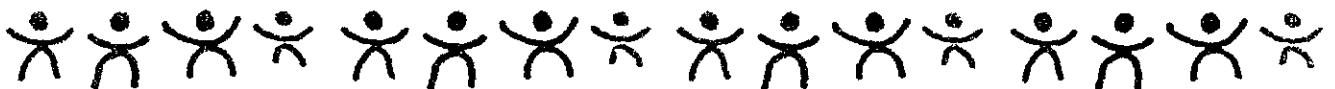
40 Developmental Assets

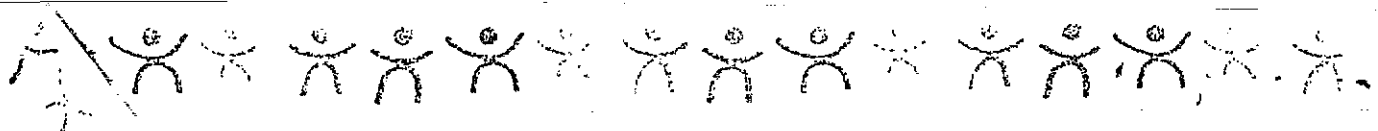
Search Institute has identified the following factors in young people's lives that make them more likely to grow up healthy, caring, and responsible. You and a teenager can assess—and talk about—the assets you both experience or lack. Complete the checklist separately, then talk about similarities, differences and ways to build new strengths.

External Assets

Type	Asset Name	Definition	Parent	Teen
Support	1. Family support	Family life provides high levels of love and support.	<input type="checkbox"/>	<input type="checkbox"/>
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	<input type="checkbox"/>	<input type="checkbox"/>
	3. Other adult relationships	Young person receives support from three or more non-parent adults.	<input type="checkbox"/>	<input type="checkbox"/>
	4. Caring neighborhood	Young person experiences caring neighbors.	<input type="checkbox"/>	<input type="checkbox"/>
	5. Caring school climate	School provides a caring, encouraging environment.	<input type="checkbox"/>	<input type="checkbox"/>
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	<input type="checkbox"/>	<input type="checkbox"/>
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	<input type="checkbox"/>	<input type="checkbox"/>
	8. Youth as resources	Young people are given useful roles in the community.	<input type="checkbox"/>	<input type="checkbox"/>
	9. Service to others	Young person serves in the community one hour or more per week.	<input type="checkbox"/>	<input type="checkbox"/>
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	<input type="checkbox"/>	<input type="checkbox"/>

More Assets





Developmental Assets

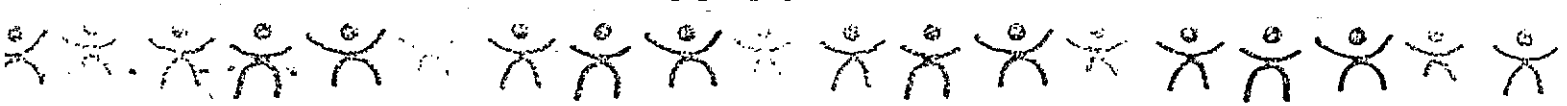
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External Assets

Type	Asset Name	Definition	Parent	Teen
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	_____	_____
	12. School boundaries	School provides clear rules and consequences.	_____	_____
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	_____	_____
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	_____	_____
	15. Positive peer influence	Young person's best friends model responsible behavior.	_____	_____
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	_____	_____
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	_____	_____
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	_____	_____
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	_____	_____
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	_____	_____

ts on Back!





Type	Asset Name	Definition	Parent	Teen
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	_____	_____
	22. School engagement	Young person is actively engaged in learning.	_____	_____
	23. Homework	Young person reports doing at least one hour of homework every school day.	_____	_____
	24. Bonding to school	Young person cares about his or her school.	_____	_____
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	_____	_____
Positive Values	26. Caring	Young person places high value on helping other people.	_____	_____
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	_____	_____
	28. Integrity	Young person acts on convictions and stands up for his or her 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.	_____	_____



Healthy Communities • Healthy Youth is a national initiative to bring Search Institute's new paradigm for positive youth development to communities across the country. The initiative, rooted in the institute's framework of developmental assets, provides communities, schools, organizations and families with resources, technical assistance and training to launch and sustain long-term efforts to promote the positive development of youth.

For information on asset building and Search Institute's national II
 NOTE: This checklist is not intended nor appropriate as a
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Type	Asset Name	Definition	Parent	Teen
Social Competencies	32. Planning & decision-making	Young person knows how to plan ahead and make choices.		
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.		
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.		
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.		
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.		
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."		
	38. Self-esteem	Young person reports having a high self-esteem.		
	39. Sense of purpose	Young person reports that "my life has a purpose."		
	40. Positive view of personal future	Young person is optimistic about his or her personal future.		



Major support for Search Institute's Healthy Communities • Healthy Youth initiative is underwritten by **Lutheran Brotherhood**, a not-for-profit organization providing financial services and community service opportunities for Lutherans nationwide.

Healthy Communities • Healthy Youth initiative, call 1-800-888-7828.
 scientific or accurate measurement of developmental assets.
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opmental Assets

has identified the following building blocks of healthy development that help young people grow up and responsible. Percentages of young people who experience each asset represent almost 100,000 made youth surveyed in 213 towns and cities in the United States.

Asset Type	Asset Name	Definition	Percentage	
External Assets	Support	1. Family support	Family life provides high levels of love and support.	64%
		2. Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	26%
		3. Other adult relationships	Young person receives support from three or more nonparent adults.	41%
		4. Caring neighborhood	Young person experiences caring neighbors.	40%
		5. Caring school climate	School provides a caring, encouraging environment.	24%
		6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	29%
	Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	20%
		8. Youth as resources	Young people are given useful roles in the community.	24%
		9. Service to others	Young person serves in the community one hour or more per week.	50%
		10. Safety	Young person feels safe at home, at school, and in the neighborhood.	55%
	Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	43%
		12. School boundaries	School provides clear rules and consequences.	46%
		13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	46%
		14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	27%
		15. Positive peer influence	Young person's best friends model responsible behavior.	60%
		16. High expectations	Both parent(s) and teachers encourage the young person to do well.	41%
	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.	19%
		18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	59%
		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.	50%
Internal Assets	Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	63%
		22. School engagement	Young person is actively engaged in learning.	64%
		23. Homework	Young person reports doing at least one hour of homework every school day.	45%
		24. Bonding to school	Young person cares about his or her school.	51%
		25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	24%
	Positive Values	26. Caring	Young person places high value on helping other people.	43%
		27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	45%
		28. Integrity	Young person acts on convictions and stands up for her or his beliefs.	63%
	Social Competencies	29. Honesty	Young person "tells the truth even when it is not easy."	63%
		30. Responsibility	Young person accepts and takes personal responsibility.	60%
31. Restraint		Young person believes it is important not to be sexually active or to use alcohol or other drugs.	42%	
32. Planning and decision making		Young person knows how to plan ahead and make choices.	29%	
33. Interpersonal competence		Young person has empathy, sensitivity, and friendship skills.	43%	
34. Cultural competence		Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	35%	
35. Resistance skills		Young person can resist negative peer pressure and dangerous situations.	37%	
36. Peaceful conflict resolution		Young person seeks to resolve conflict nonviolently.	44%	
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	45%	
	38. Self-esteem	Young person reports having a high self-esteem.	47%	
	39. Sense of purpose	Young person reports that "my life has a purpose."	55%	
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	70%	

An Asset Checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities.

NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.

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- 1. I receive high levels of love and support from family members.
 - 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
 - 3. I know some nonparent adults I can go to for advice and support.
 - 4. My neighbors encourage and support me.
 - 5. My school provides a caring, encouraging environment.
 - 6. My parent(s) or guardian(s) help me succeed in school.
 - 7. I feel valued by adults in my community.
 - 8. I am given useful roles in my community.
 - 9. I serve in the community one hour or more each week.
 - 10. I feel safe at home, at school, and in the neighborhood.
 - 11. My family sets standards for appropriate conduct and monitors my whereabouts.
 - 12. My school has clear rules and consequences for behavior.
 - 13. Neighbors take responsibility for monitoring my behavior.
 - 14. Parent(s) and other adults model positive, responsible behavior.
 - 15. My best friends model responsible behavior.
 - 16. My parent(s)/guardian(s) and teachers encourage me to do well.
 - 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
 - 18. I spend three hours or more each week in school or community sports, clubs, or organizations.
 - 19. I spend one hour or more each week in religious services or participating in spiritual activities.
 - 20. I go out with friends "with nothing special to do" two or fewer nights each week.
 - 21. I want to do well in school.
 - 22. I am actively engaged in learning.
 - 23. I do an hour or more of homework each school day.
 - 24. I care about my school.
 - 25. I read for pleasure three or more hours each week.
 - 26. I believe it is really important to help other people.
 - 27. I want to help promote equality and reduce world poverty and hunger.
 - 28. I can stand up for what I believe.
 - 29. I can tell the truth even when it's not easy.
 - 30. I can accept and take personal responsibility.
 - 31. I believe it is important not to be sexually active or to use alcohol or other drugs.
 - 32. I am good at planning ahead and making decisions.
 - 33. I am good at making and keeping friends.
 - 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
 - 35. I can resist negative peer pressure and dangerous situations.
 - 36. I try to resolve conflict nonviolently.
 - 37. I believe I have control over many things that happen to me.
 - 38. I feel good about myself.
 - 39. I believe my life has a purpose.
 - 40. I am optimistic about my future.