



Support Our Youth Month 2018

"Combating Crime with Assets"



ABOUT CIYDC

The Cayman Islands Youth Development Consortium is a non-government, non-profit organization, founded specifically to implement asset-building programmes for Cayman's youth.

OUR PURPOSE

It is our belief that the proactive youth development approach of helping all young people develop their assets (strengths), is the most effective way of preventing their involvement in risky behaviour.

OUR MISSION

The mission of the Cayman Islands Youth Development Consortium is to motivate all children and young people about their assets, which encompass the support of their peers, family, school and community.

OUR VISION

Our vision is to ensure that every young person has an awareness of their assets and have a drive for success in all areas. In this we hope to see them as:-

- 1) Be God-fearing and have a recognition of their purpose in life
- 2) Have value for themselves and others

VALUES STATEMENT

We believe that:

All the young people of the Cayman Islands have the potential to succeed and if given the opportunity, they can succeed at whatever they put their mind to.

Executive Summary

We continued the theme “Combating Crime with Assets” for Support Our Youth Month 2018, “Combating Crime with Assets”, because relevance and timeliness.

All youth may face some risk factors that can lead to the problem behaviors of Substance Abuse, Delinquency, Teen Pregnancy, School failure/ dropping out of school, and Violence. While all youth face some risk factors, Hawkins & Catalano’s research found that youth that face multiple risk factors at home, in school and in the community, are more likely to exhibit more problem behaviors as adolescents. From this, and numerous research conducted in the Cayman Islands on the subject matter, we can conclude that the young people of the Cayman Islands are challenged on the path to healthy development by risk factors in their community, schools, family and among themselves.

However, based on the research conducted by Search Institute, there are 40 positive things that every young person need to lead healthy and successful lives. These assets include personal traits as well as support, empowerment and bonding to community, school and family. This framework encourages communities to come together and promote and foster assets in all youth. The more assets a child has the less likely they are to become involved in antisocial behaviors such as teen pregnancy, school drop out, violence and substance abuse.

At a time when there is great concern for crime prevention and the need to keep our young people occupied, it is important that our approach is not reactive and limited to specific challenging populations, but rather proactive and targeted to all youth. This way we are preventing problems and issues in the future, thus having a better chance for a thriving community. It is no longer acceptable for most attention and resources to go into apprehension, prosecution and punishment, rather than focusing on the personal experiences and factors which predispose him/ her to criminal behavior.

Starting with the Planning for Youth Success conference again with the theme “Strengthen Communities, Educate Youth and Prevent Crime”, to discuss proactive supports, opportunities, programs and services and crime prevention using asset-based strategies. The intention was to target key stakeholders, community members and young people to be involved in a day of activities leading to specific actions within their districts. We had a good cross section of young people at the conference, who came up with good suggestions, but were limited without the involvement of key stakeholders and community members.

Celebrate Our Youth Day was poorly supported but we held it nonetheless and conducted the asset building training with the few people in attendance.



Background Information

Overview:

In 2008 the Cayman Islands Youth Development Consortium began exploring youth development models that would create a community-specific plan to develop the strengths/ assets of our youth. After reviewing several models for youth development and empowerment, it was decided that the Search Institute's Developmental Assets provided a framework which was simple and culturally sensitive. It was then adopted into the consortium's mission and vision as its proactive guide to providing positive alternative programmes and activities.

After reviewing data from various needs assessment and surveys and reports, and with holding focus group discussions at the consortium's Leadership & Prevention camps (2008 and 2009) and National Youth Development Symposium 2009, it was determined that the developmental assets approach was a good tool to use to further promote positive youth development and engage young people in positive alternative activities.

The Supporting Cayman Youth Campaign was developed in 2010 to get the ball rolling on promoting asset-building in the Cayman Islands.

Framework:

The Search Institute has developed a youth development model identifying 40 positive experiences, relationships, skills, and qualities that all young people need to promote positive development and reduce their involvement in risk taking behaviors. This framework includes the 40 Assets which are organized in eight categories including external and internal assets. The Developmental Asset model offers innovative strategies for building community capacity to ensure that the community, family, and individual build assets in youth.

There are three dimensions to this approach:

- Cultivate community readiness and commitment
- Create an infrastructure in the community
- Build capacity through five "Action Strategies"

Whilst most people in the Cayman Islands might not be familiar with asset building there is a sense of commitment to promote healthy lifestyles and choices for our youth. Cultivating the community readiness might take some time but once people are trained from each sector then they could promote the Asset Building concepts, thus we would be creating the community infrastructure as we promote the ideas and concepts of asset building.

The Action Strategies are five domains within the community which have the potential to transform the lives of young people. They provide the framework for long-term action that must be consistent, intentional, and ongoing.

Influence Civic Decisions – influence decision makers and opinion leaders to leverage financial, media, and policy resources in support of positive transformation of community and society.

Activate Sectors – Activate all sectors of the community – such as schools, congregations, youth, businesses, human services, and health-care organizations – to create an asset building culture and to contribute fully to young people's healthy development.

Engaging Adults – promotes adults from all walks of life to develop sustained strength building relationships with children and adolescents, both within families and in neighborhoods.

Mobilizing Young People – mobilize young people to use their power as asset builders and change agents.

Invigorate Programs – invigorate, expand, and enhance programs to become more asset rich and to be available to and accessed by all children and youth.

Overview of Supporting Cayman Youth Campaign

There are partnerships and opportunities that help our young people to succeed. These include programmes that provide safe, challenging, engaging and fun learning experiences for our youth, as well as programmes that engage families, schools, churches, business leaders and adult volunteers in the lives of our young people, thereby promoting positive relationships among children, youth, families and adults and thus building stronger communities.

The Supporting Cayman Youth Campaign is a national celebration of partnerships and opportunities to promote the critical importance of these opportunities for the success of our young people.

The aim is to encourage everyone in the Cayman Islands to engage in or support innovative youth programs and asset-building activities that ensure the holistic development and well-being of our youth.

Endorsed by government officials, community leaders and young people, the campaign is acknowledged every year during the month of January, as Support Our Youth Month.

2010 Proclamation

WHEREAS, The well-being of all our young people is of paramount importance to the future of these islands. WHEREAS, the people of the **Cayman Islands** have clearly shown that they value partnerships and opportunities for our youth which

- Support or generate programmes that provide safe, challenging, engaging and fun learning experiences for our youth.

- Support working families by ensuring their children are safe and productive after the regular school day ends.

Engage families, schools, churches, business leaders and adult volunteers in the lives of our young people, thereby promoting positive relationships among children, youth, families and adults, and so building stronger communities.

and

WHEREAS, **The Cayman Islands Youth Development Consortium** has done significant work in the area of the development and well-being of our youth, grounded in the principle that supporting our youth in asset-building is key to helping them become successful adults.

and

WHEREAS, **The Supporting Cayman Youth Campaign**, is planned to be a national celebration of partnerships and opportunities, starting in January 2010, to promote the critical importance of these opportunities for the success of our young people.

THEREFORE BE IT RESOLVED that I, **Honourable W. McKeever Bush, Premier of the Cayman Islands**, do hereby proclaim January, as "*Support Our Youth Month*"; AND I DO FURTHER DECLARE that as Premier, I enthusiastically endorse *the Supporting Cayman's Youth Campaign*, and encourage everyone in our islands to engage in or support innovative youth programs and asset-building activities that ensure the holistic development and well being of our youth.

Goal/ Objectives

Influence civic decisions - by influencing decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.

SUPPORTING CAYMAN YOUTH CAMPAIGN

Goal: Implement Support Our Youth Month Events and Activities

A planned national celebration of partnerships and opportunities to promote the critical importance of these opportunities for the success of Cayman's young people.

- **Planning for Youth Success Conference**
- **Celebrate Our Youth Day**

Developmental Assets and Key Stakeholders

External Assets

Parents/ Family
 Community/ Businesses etc.
 Schools
 Youth

Support

1. Family support	Family life provides high levels of love and support.
2. Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. Other adult relationships	Young person receives support from three or more nonparent adults.
4. Caring neighborhood	Young person experiences caring neighbors.
5. Caring school climate	School provides a caring, encouraging environment.
6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. Community values youth	Young person perceives that adults in the community value youth.
8. Youth as resources	Young people are given useful roles in the community.
9. Service to others	Young person serves in the community one hour or more per week.
10. Safety	Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

11. Family boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
12. School Boundaries	School provides clear rules and consequences.
13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
14. Adult role models	Parent(s) and other adults model positive, responsible behavior.
15. Positive peer influence	Young person's best friends model responsible behavior.
16. High expectations	Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. Religious community	Young person spends one or more hours per week in activities in a religious institution.
20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week

Developmental Assets and Key Stakeholders

Internal Assets

 Youth

Commitment to Learning

21. Achievement motivation	Young person is motivated to do well in school.
22. School engagement	Young person actively engaged in learning.
23. Homework	Young person reports doing at least one hour of homework every school day.
24. Bonding to school	Young person cares about her or his school.
25. Reading for pleasure	Young person reads for pleasure three or more hours per week.

Positive Values

26. Caring	Young person places high value on helping other people.
27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity	Young person acts on convictions and stands up for her or his beliefs.
29. Honesty	Young person “tells the truth even when it is not easy.”
30. Responsibility	Young person accepts and takes personal responsibility.
31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. Planning and decision-making	Young person knows how to plan ahead and make choices.
33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/ racial/ ethnic backgrounds.
35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.
36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.

Positive Identity

37. Personal power	Young person feels he or she has control over “things that happen to me.”
38. Self-esteem	Young person reports having a high self-esteem.
39. Sense of purpose	Young person reports that “my life has a purpose.”
40. Positive view of personal future	Young person is optimistic about her or his personal future.

Assets and Organizations

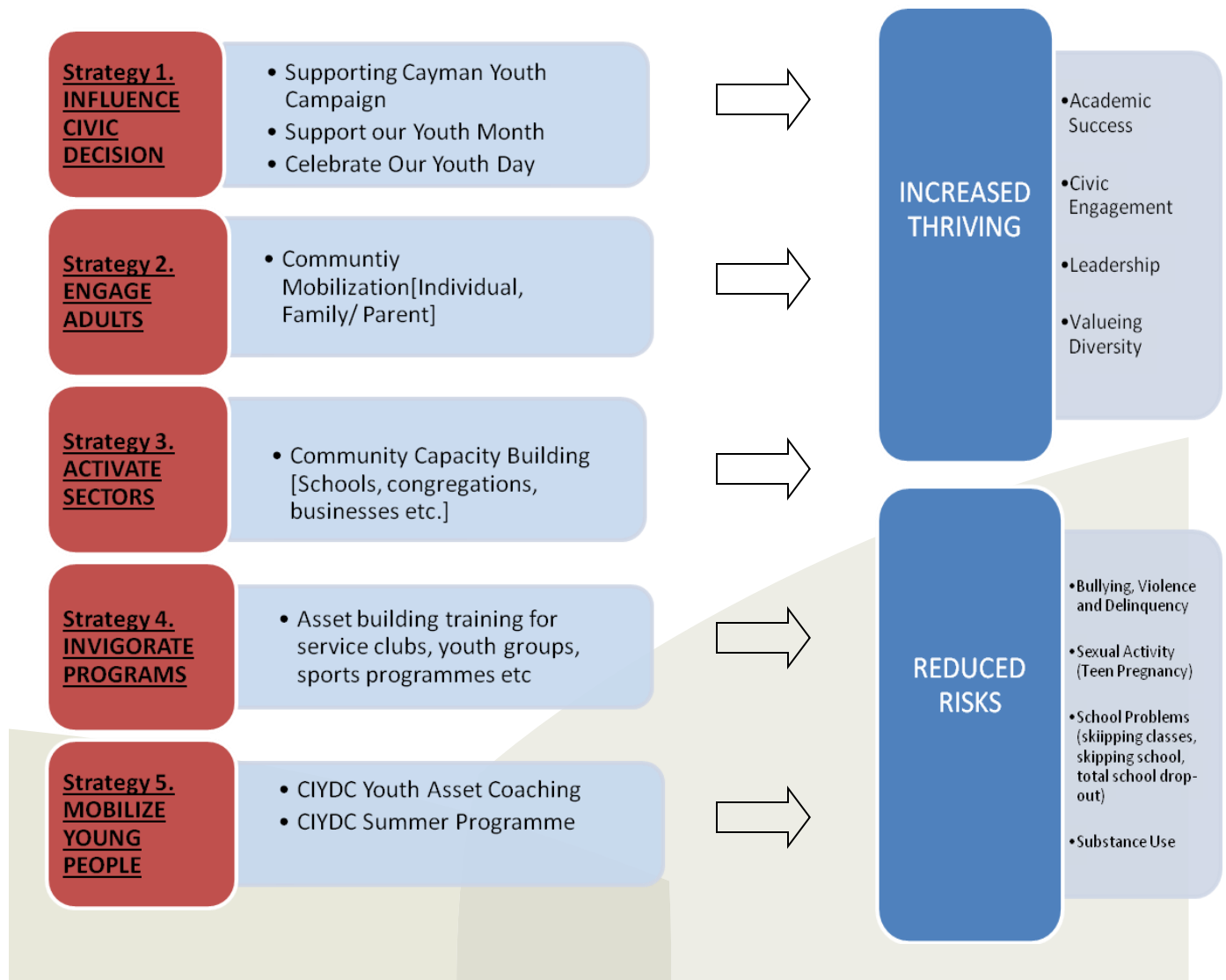
SUPPORT	EMPOWERMENT	BOUNDARIES AND EXPECTATIONS	CONSTRUCTIVE USE OF TIME
1. Family Resource Centre 2. Big Brothers, Big Sisters	1. Save Our Youth Foundation 2. Youth Services Unit 3. Rotary/ Rotaract/ Rotaract Blue 4. Lion's Club/ Leo Club 5. Kiwanis/ Key Club 6. Cayman Aids Foundation 7. CI Red Cross 8. Optimist Club 9. Toastmasters Club 10. Feed Our Future 11. National Workforce Development Agency	1. Neighborhood Policing 2. Royal Cayman Islands Police Service 3. Her Majesty Prison Service 4. Community Rehabilitation Department 5. Neighborhood Policing 6. Royal Cayman Islands Police Service 7. Her Majesty Prison Service	1. Girl Guides 2. Scouts 3. Duke of Edinburgh 4. Cadet Corps 5. Junior Achievement 6. Church Youth Groups 7. Child Evangelism Fellowship 8. CNCF Young at Art 9. Sports Associations/ Clubs 10. Cayman Drama Society 11. National Gallery 12. National Trust 13. Cayman Youth Choir 14. Music Schools 15. Positive Intervention Now 16. Tutoring Programmes 17. YMCA
COMMITMENT TO LEARNING	POSITIVE VALUES	SOCIAL COMPETENCIES	POSITIVE IDENTITY
1. Schools 2. Libraries 3. After-school Programmes 4. Tutoring/ Educational Support Services 5. Colleges 6. Scholarship Programmes	1. National Drug Council 2. Cayman Aids Foundation 3. Public Health 4. CI Red Cross	1. Youth ACT	1. Church Youth Groups

Implementation of Planning for Youth Success Conference 2018

Planning for Youth Success Initiative

Raising successful kids takes more than just a single family or school; it takes an entire community. An engaged community requires many people—educators, faith community leaders, parents, governmental figures, and others—to come together to support youth.

CIYDC's mission includes providing communities with the resources and information they need to organize and mobilize individuals and groups on behalf of youth. The planning for youth success initiative is the intentional approach of CIYDC to coordinate communities across the Cayman Islands as they engage and mobilize to develop the assets of their young people. Community initiatives based on the Developmental Assets, work thoughtfully to determine how people in all spheres of life can be involved. There are five action strategies identified by the Search Institute for transforming a community towards positive change. CIYDC's planning for youth success initiative covers strategies 1-3 and its programmes covers strategies 4-5. Held at the beginning of Support Our Youth Month the Planning for Youth Success conference is the foundational event for the implementation of the strategies outlined. The end result of this approach is increased thriving of our youth and reduced risks.



Key Findings

Procession and Opening Exercise

After the signing of the proclamation the government and community officials and students of the John Gray and Clifton Hunter High Schools were escorted into the main room by the Cayman Islands Cadet Corps. The event was officially opened with a welcome remark by CIYDC board member, Mrs. Kathy Wilks and the national song presented by the Cayman Youth Choir, Aleena Danta. Invocation was offered by Rev. Ambassador Sylvia Wilks.

Speech from Premier Alden McLaughlin read by Mr. Austin Harris

After giving a brief greeting Mr. Austin Harris offered opening remarks on behalf of the Premier, Honorable Alden McLaughlin.

Testimonial from Mr. Hooker

Mr. Hooker shared his personal experience and testimony regarding criminal activity and over thirty years of addiction. He spoke about how on first entering the prison system he thought about the transition from one level to the next just by seeing the different colors of the prison uniforms, yet the prison system is still structured that way. He spoke about his realization of a contributory factor being bad parenting and growing up in an environment that was conducive to drug use. He also shared his views that with his struggle and being incarcerated took his voice away as a parent and thus believed that this was also contributory to his son's criminal involvement. Mr. Hooker gave gratitude to the various agencies that has helped him with his recovery and rehabilitation, the Drug Treatment Court, Department of Community and Rehabilitation, Department of Counseling Services and National Drug Council.

Keynote Speech: Strengthen Communities, Educate Youth and Prevent Crime with a focus on Parent Involvement by Hon. Floyd Green, Jamaica State Minister of Education, Youth and Information

- Early Childhood development and critical development of the brain and thus parental guidance and support very important. Mentioned that it is critical what parents do to our children in their household, whether they are reinforcing positive values and the assets. He made comparison of parents who provide love and support, versus parents that neglect children
- Village raising the child - the importance of parenting as a responsibility of the entire community. We have to intervene at the government and community level to work with parents to become better parents. Give parents some of the principles that are needed to reinforce the assets that we need to build up in our children. Suggestion of parent programs: Parents places within schools where parents could attend parent classes, Parent mentors that go into homes and mentor parents into asset building practices of providing support
- Parent involvement is important but is everybody's business and thus community development should be an emphasis for dealing with crime
- A very important part of parenting and youth development is empowering our young people
- Instead of a tokenistic approach when engaging young people see them as solutions to some of the problems, instead as problems to be fixed
- How do you engage or empower them? Ask them!
- Challenge to Government and Community - Make young people tell you what they need to be influenced, to be motivated, to take up the developmental assets and work with them
- Allow them to give a book/ shopping list of expectations of what they want the government or community to do
- Give young people an opportunity to give input on youth policy from the beginning so as to get their buy-in during the implementation stage



- Use young people as mentors for information on what is relevant to young people and to get information on how they communicate
- Challenge to young people - raise your voices as asset builders. You are never too young to see wrong and speak up about it and never too young to create change. Become advocates and ensure your school community hold up to the developmental assets so that next year you can report on how you have built assets, the changes that took place and the outcome that resulted
- Challenge to parents - Listen to your children so as to learn how best to empower and guide them

Panel Discussion "Crime - the current situation with our young people" facilitated by Mrs. Paulinda Mendoza Williams of Department of Children and Family Services

After a brief synopsis of the current situation with our young people our facilitator, Mrs. Paulinda Mendoza Williams introduced the panelist consisting of representatives of the National Drug Council, police, prison and community rehabilitation.

Chief Inspector Patrick Beersingh, Royal Cayman Islands Police Service

- From his observation Mr. Beersingh mentioned a lack of collaboration
- He asked the question of how we could move away from reactive measures to more proactive measures
- As a country our proactive strategies are deemed insufficient
- Shared some information about the benefits of community policing

Luisa McLaughlin, National Drug Council

- Shared current statistics from the 2016 Cayman Islands Drug Use Survey. Currently the most prevalent drug is alcohol, then marijuana, especially for grades nine to twelve. Year after year indications of early use. (age 8 and 9 years old)

Mrs. Lisa Hill-Malice, Department of Community Rehabilitation

- Shared information on the services provided by the DCR and provided current statistics relating to crime from their database. Court referrals a steady rise from approximately 200 to 1000 from 2004 to currently, Majority of court referrals from West Bay and George Town, Type of offences for referrals include assault related, drug related

Alfred McLeod, Correctional Counsellor Her Majesty's Cayman Islands Prison Service

- Emphasized various aspects of the criminality report, especially that pertaining to youth involvement at school and other youth organizations. Shared some of his experiences as a former counselor at a public high school and his current work at the prison
- Highlighted the atmosphere at the prison and shared some of the programs that they are currently working on

Key Question from youth attendee and Response

- Question from Clifton Hunter Student: Why does there seem to be a tunnel from school to prison and how can we block this?
- Response from CIYDC Chair, Mr. Michael Wilks: Instead of a straight linear approach of assessing success an alternative system could be created so that individuals are not sent to the bottom of the scale because they didn't get good grades. Opportunities should be created as a result of interests, as well as skills and experiences earned.

- Question to all panelists from John Gray Student: What is the favorite part of your job?

- Response from Mrs. Lisa Hill-Malice, Department of Community Rehabilitation: Seeing people change and make changes in their lives. Like today seeing Mr. Hooker speak to the young people was one of those moments for me, that I felt very, very proud. So those are the things that keep us going in our job.



Breakout Session:

The importance of Positive Peer influence encouraging Service to others/ Constructive Use of Time - Young People: *facilitated by* National Drug Council/ Youth to Youth Group



National Asset Building Planning *Facilitated by* Sylvia Wilks, Caribbean Youth Assets

Defining Youth Success

" Answer the questions: "How do we define youth success?" and "What aspects of youth success are critical for us?" Decide—as a community—what we want young people to know, do and be like so they will be successful

After a brief discussion about the developmental assets and its benefits to help young people succeed, we spoke about what young people need to know, do and be.

Know - Aware of all the developmental assets from primary school, reinforced throughout formal education

Do - Complete a basic assessment of their developmental assets, register their personal asset building plan and actively work on their plan to build their assets and develop their sparks

Be - Become asset leaders to promote the assets and be intentional asset builders of others

Measuring Youth Success

" Answer the question: "How do we measure youth success?"

- Explore ways to measure youth success characteristics

Stemming from the previous discussion defining youth success in relation to the developmental assets, the young people were briefly introduced to behavior surveys that could help indicate where young people were at with their assets. They were told that similar to the National Drug Council youth survey, surveys can be conducted to give a general report on how well our young people are doing. This could also be done on an individual basis and thus the young people were asked to rate themselves on all the assets, from a scale of one to ten. One as the lowest on the scale and ten being the highest.



Youth Participants Survey Results

Clifton Hunter High School - External Assets

The total or accumulative score for 15 students is 150. Even though there were some students that had low scores for individual assets, most students rated their assets 5 and above for all asset categories.

Support Assets

[Family support]	[Positive family communication]	[Other adult relationships]	[Caring neighborhood]	[Caring school climate]	[Parent involvement in schooling]
130	94	123	104	92	130

The scores for family support and parent involvement in schooling were the highest. Both receiving 87% shows that this is an important experience for these students.

Empowerment Assets

[Community values youth]	[Youth as resources]	[Service to others]	[Safety]
86	100	82	125

Safety received the highest score. Even though Community Values Youth received a moderate score of 57%, only 26% of the students had scores under 5

Boundaries and Expectations

[Family boundaries]	[School Boundaries]	[Neighborhood boundaries]	[Adult role models]	[Positive peer influence]	[High expectations]
130	110	94	127	124	134

High expectations received the highest score of 89% thus most of these students experience parents and teachers that encourage them to do well. Interestingly, none of the students had individual scores below 5.

Constructive Use of Time

[Creative activities]	[Youth programs]	[Religious community]	[Time at home]
100	114	93	90

Although accumulatively the scores were fair, this category had the lowest individual scores.

Clifton Hunter High School - Internal Assets

For each asset the total or accumulative score for 15 students would be 150. Even though there were some students that had low scores for individual assets, most students rated their assets 5 and above for all asset categories.

Commitment to Learning Assets

[Achievement Motivation]	[School Engagement]	[Homework]	[Bonding to school]	[Reading for Pleasure]
130	127	101	101	102

Achievement Motivation and School Engagement received the highest scores. Here 87% of the students indicate that they are motivated to do well in school.

Positive Values Assets

[Caring]	[Equality and social justice]	[Honesty]	[Responsibility]	[Restraint]
121	98	110	124	133

Restraint and responsibility were the highest scores here. The result of the survey showed that 89% of these students believed it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies Assets

[Planning and decision making]	[Interpersonal Competence]	[Cultural Competence]	[Resistance skills]	[Peaceful conflict resolution]
116	115	117	124	104

The resistance skills scores were the highest for this asset category and the only one with no scores under 5. This is a strong indicator that these students have the ability to resist negative peer pressure and dangerous situations.

Positive Identity Assets

[Personal power]	[Self-esteem]	[Sense of purpose]	[Positive view of personal future]
118	116	131	138

The highest score for this category is positive view of personal future. 80% of these students scored either 9 or 10 out of 10. Interestingly, the student that scored the lowest here, also scored lowest for self-esteem and sense of purpose. The only other low score was another student rating 1 out of 10 for personal power.

Youth Participants Survey Results

John Gray High School - External Assets

The total or accumulative score for 9 students is 90. Even though there were some students that had low scores for individual assets, most students rated their assets 5 and above for all asset categories.

Support Assets

[Family support]	[Positive family communication]	[Other adult relationships]	[Caring neighborhood]	[Caring school climate]	[Parent involvement in schooling]
82	68	78	49	63	79

Family support and parent involvement in school were the highest scores for these students. For family support 77% and Parent involvement in schooling 67% of the students had 10 as their scores. Noteworthy is the fact that for Caring neighborhood 44% of the students had ratings below 5.

Empowerment Assets

[Community values youth]	[Youth as resources]	[Service to others]	[Safety]
63	39	26	64

The highest scores reported by these students are safety and community values youth. Interestingly, as the scores reflect for both youth as resources and service to others, 67% of the students had ratings below 5. Also interesting to note is that for service to others all 67% of students rating under 5 were all 1s.

Boundaries and Expectations

[Family boundaries]	[School Boundaries]	[Neighborhood boundaries]	[Adult role models]	[Positive peer influence]	[High expectations]
90	80	31	78	80	90

Family boundaries and high expectations received full scores, however not only neighborhood boundaries received the lowest score in this category, but was the only one to have scores under 5. In fact, 67% of the students ratings were under 5.

Constructive Use of Time

[Creative activities]	[Youth programs]	[Religious community]	[Time at home]
70	65	80	55

Religious community received the highest score for this asset category. Noteworthy is the fact that 67% of the students gave youth programs and religious community a score of 10.

John Gray High School - Internal Assets

The total or accumulative score for 9 students is 90. Even though there were some students that had low scores for individual assets, most students rated their assets 5 and above for all asset categories.

Commitment to Learning Assets

[Achievement Motivation]	[School Engagement]	[Homework]	[Bonding to school]	[Reading for Pleasure]
89	83	58	74	64

Achievement Motivation and School Engagement received the highest scores. Here 89% of the students indicate that they are motivated to do well in school.

Positive Values Assets

[Caring]	[Equality and social justice]	[Integrity]	[Honesty]	[Responsibility]	[Restraint]
75	64	75	70	79	90

Restraint and responsibility were the highest scores here. The result of the survey showed that 100% of these students believed it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies Assets

[Planning and decision making]	[Interpersonal Competence]	[Cultural Competence]	[Resistance skills]	[Peaceful conflict resolution]
78	79	88	81	77

Cultural competence received the highest score for this category. 78% of the students gave this a rating of 10. Resistance skills had the second highest score but was the only asset with a score below 5.

Positive Identity Assets

[Personal power]	[Self-esteem]	[Sense of purpose]	[Positive view of personal future]
81	81	81	80

Personal future, self-esteem and sense of purpose received the highest accumulative scores. Only sense of purpose had a score below 5 of which the same student gave a score under 5 for positive view of personal future.

Mapping Community Assets That Support Youth Success

" Answer the question: "What community resources can promote youth success?"

- Identify strengths and assets within themselves
- Map the community, identifying individual people and resources and exploring the connections to people, places
- Explore ways to promote two success characteristics through these supportive resources and identified assets

Planning the Project for Youth Success

" Answer the questions: "What project shall we undertake to promote youth success?"

and "How can we engage the community and measure the results of this project?"

- Plan a community wide project that will help the community give youth the skills, knowledge, and/or dispositions for at least one of the selected success characteristics
- Identify action steps, time lines, resources, and persons responsible
- Include ways to evaluate the effectiveness of the project as well as public relations activities

WEST BAY

Mapping Community Assets That Support Youth Success

The students representing West Bay did a good job with their drawing and were able to pin point some key areas, stemming from the Seven mile beach stretch.

The public primary school was included, but no other school, church or youth program was pointed out or made mention of in our discussion. Interestingly, Camana Bay was not pointed out, nor mentioned in discussion.

Even though specific people were not mentioned a general mention was made about teachers in connection to Sir John A Cumber Primary School.

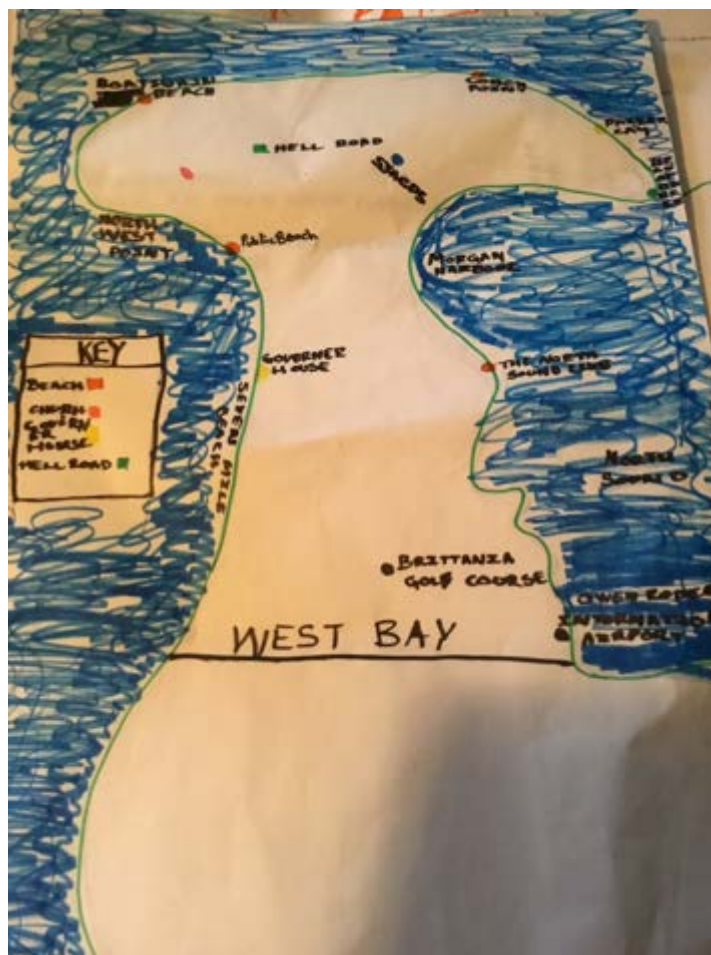
Planning the Project for Youth Success

This group focused only on the internal asset commitment to learning category, with an emphasis on homework. Although they did not come up with action steps, time lines and resources needed, they came up with three good ideas for a community wide project.

The three projects are:-

1. A homework club
2. Social media ads
3. Video to show how homework is important

This group was supported by a teacher from the John Gray High School, Mrs. Cassandra Ebanks Powery



GEORGE TOWN

Mapping Community Assets That Support Youth Success

The students representing George Town did not pin point much of the business establishments, but instead tried to point out the neighborhood where some of them lived. There was no indication of specific organizations or individuals for these neighborhoods. The students drew and labelled their school and listed school engagement and education as an asset of interest.

Planning the Project for Youth Success

This group focused on the internal asset commitment to learning category, with an emphasis on reading for pleasure and achievement motivation. They also added an external asset category, empowerment, focusing on the environment. Although they did not come up with action steps, time lines and resources needed, they came up with three good ideas for a community wide project.

The three projects are:-

1. Start a community library
2. Start a growth mindset center to motivate a child growth mindset
3. A project to promote community service

This group was supported by a community member, politician, Ms. Catherine Tyson and Mrs. Cassandra Ebanks Powery.



BOODEN TOWN

Mapping Community Assets That Support Youth Success

The students representing Bodden Town was the largest of the groups so they were split in two. The first group had much difficulty with their mapping. Unlike the other groups this one had difficulty communicating and could not agree on what to put on their community map. They complained of it being spoiled at the beginning and then found it difficult to continue. The second group communicated quite well and were able to produce a comprehensive community map that focused mainly on the Savannah area and included several businesses, schools, churches etc. Interestingly, they wrote Countryside village plaza and of all the businesses located there, they only pointed out Fosters Food Fair. Also interesting is the size of the cross used as a marker for the two churches pointed out on the map. These were the Savannah United Church of God and the Cayman Islands Baptist church. The Launch Pad preschool was pointed out, as well as the Savannah and Bodden Town Primary school. Noteworthy is the fact that even though both schools have a playing field next to them, they only pinpointed the Bodden Town playing field. Also noteworthy is the fact that the police station is right next to the Civic Centre, yet was neither drawn nor pinpointed on this community map.

Planning the Project for Youth Success

Two of the members of group one, with limited discussion with their team members came up with four projects. Three of the projects listed were to promote all the assets and one project focused on the commitment to learning internal asset category, with specific attention paid to homework.

The four projects are:-

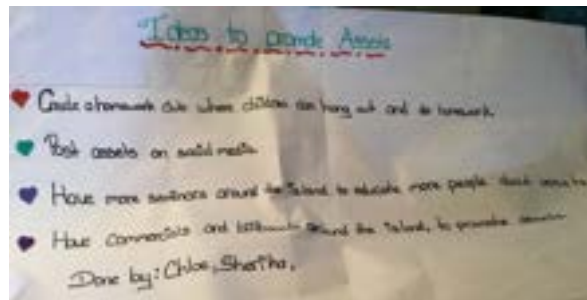
1. Create a homework club where children can hang out and do homework
2. Post assets on social media
3. Have seminars around the island to educate more people about the assets
4. Have commercials and billboards around the island to promote the assets.

The second group came up with two projects. One was focused on one external asset category, empowerment and one internal asset category, positive identity.

The two projects are:-

1. An encouragement group to help with self esteem
2. Community get together to plan future events that will benefit the community as a whole to see how much adults value youth.

Both these groups were supported by their accompanying teacher.



NORTH SIDE/ EAST END

Mapping Community Assets That Support Youth Success

The students representing North Side and East were merged as these were the smallest of the groups. The group pinpointed the school in Northside but not East End. For both districts the civic centers were marked and interestingly whereas the other districts did not, this group pointed out the police stations. There were no markings for specific assets for neither districts.

Planning the Project for Youth Success

This group focused mainly on opportunities for community recreation. Even though not specifically tied to particular assets, they can be considered under the constructive use of time asset category.

The three projects are:-

1. Build an Arcade
2. A public pool
3. Build a sky zone



Significant Successes

Success	Factors That Supported Success
Representation of Important Organizations - Family Resource Centre, Department of Children and Family Services, National Drug Council, Royal Cayman Islands Police Service, Prison, John Gray High School, Concerned Citizens, Ex-Prisoners	Intentionality of organizations represented
Involvement and participation of John Gray High School and Clifton Hunter High School Students	Intentionality and action of John Gray High School and Clifton Hunter High School principals

Shortcomings and Recommended Solutions

Shortcoming	Recommended Solutions
Limited representation of organizations	Individual Stakeholder meetings/ workshops
Limited representation/ participation of schools and churches	Select Support Our Youth Month liaisons as promoters
Attendance of community supporters and young people low	Partnership with media to promote Support Our Youth Month

Implementation of Celebrate Our Youth Day 2018

Background

Celebrate Our Youth Day is planned as the event of Support Our Youth Month that would bring together young people and their supporters together to promote the assets that help them succeed.

Young people would showcase their talents, organizations and schools promote their programs and services and the general public is engaged in activities that build their awareness of the developmental assets.

This year's Celebrate Our Youth Day was scheduled during the first week of January to avoid the challenges experienced previous years with the clashing of other major events. Due to limited registration of booths the event was re-scheduled and implemented on February 3rd.

Event Activities

Opening - At the beginning of the event one of the signatories of the Support Our Youth month proclamation signed the current document. After a brief overview of the internal and external assets, two videos were shown.

Asset Building Training - Conducted condensed version of Essentials of Asset Building Training

Booth Display - Health Services Authority, National Drug Council and Save Our Youth Foundation



Shortcomings and Solutions

Shortcoming	Recommended Solutions
Limited representation of organizations	Individual Stakeholder meetings/ workshops
Limited representation/ participation of schools and churches	Select Support Our Youth Month liaisons as promoters
Attendance of community supporters and young people low	Partnership with media to promote Support Our Youth Month

Conclusions, Implications & Recommendations

Conclusions

Supporting Cayman Youth Campaign has the potential to become an impactful national initiative however, limited funds and resources results in limited outreach and participation. Despite this fact this year's events yielded some important and key information that can inform the way forward.

The testimonial from Mr. Hooker and the presentations from the panelist were a reminder of why proactive work is so important when it comes on to dealing with the risk factors in our environment such as the availability and use of drugs. A strong statement was made about the cycle of bad parenting, reinforcing the importance of focusing on proactive versus reactive measures.

The keynote speech did not only offer suggestions on the involvement of parents, with an emphasis on their roles and responsibilities, but called to the attention the responsibility of the entire community. A challenge was offered to the government and the community to listen to our young people on how best to engage them, also to parents so as to learn how best to empower and guide them. A challenge was also offered to the young people to become asset builders and raise their voices as advocates.

We made a good start towards the formation of a National Asset Building Plan, with the input shared by the young people through their self-assessment, community mapping and coming up with ideas for community initiatives. It is clear that more emphasis need to placed on building on efforts to support our parents, but also proactive, community work to utilize young people as resources and improve on how they are viewed.

From all the activities of this year's Support Our Youth month, one thing is clear, we are still a far way from mobilization, action and continuity for asset building in the Cayman Islands.

Implications

Combating crime with assets or being intentional about the success of our young people is too crucial a matter not to be taken seriously by all stakeholders. Furthermore, not only is it to be considered a serious cause and satisfaction sought in isolated work, but serious enough for a combined effort. The risk factors that are causative to youth problem behaviors are multiple and from different domains. So it is with the developmental assets. The more a young person has, the less likely he/ she is to gravitate to negative adolescent behavior, and the more likely they are to succeed. However, no one individual or entity can provide all of the assets of one young person or all of our youth. Considering this, it would be prudent that all stakeholders agree and actively participate in Support Our Youth month.

Recommendations

In order for the Supporting Cayman Youth Campaign to be fully realized the following factors are needed:-

- CIYDC need a fully functional secretariat with full national support to implement all action strategies
- Purchase of Search Institute Survey prior to Support Our Youth month for analysis and recommendations to be presented at the conference
- Organizations and schools complete and submit organizational assessment prior to Support Our Youth month for analysis and recommendations
- District groups set up to complete asset building community mobilization grid prior to Support Our Youth month for analysis and recommendations
- Two day conference instead of one to facilitate completion of National Asset Building Plan and include a component for young people to create their own asset building plan
- Stakeholder commitment
- Partnership with national agencies such as National Youth Commission and Youth Services Unit
- Add research component to Planning for Youth Conference to allow opportunity for local researchers, including young people to submit research papers and make presentations at the conference
- Development of an action plan at the end of the conference with specific action items for each district to accomplish and report on at the following conference
- Selection of district committees that will liaise with schools and churches within their districts to plan a special activities and/ or event during Support Our Youth Month
- Partnership with marketing companies to help promote Support Our Youth Month

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