



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

**PROJECT
CORNERSTONE**
A YMCA of Silicon Valley Initiative



PALO ALTO UNIFIED SCHOOL DISTRICT YOUTH SURVEY RESULTS

SUPPORT

	Elementary	Middle School	High School
1 FAMILY SUPPORT Family life provides high levels of love and support.	89	84	66
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).	64	52	32
3 OTHER ADULT RELATIONSHIPS Young person receives support from three or more non-parent adults.	52	58	50
4 CARING NEIGHBORHOOD Young person experiences caring neighbors.	56	49	35
5 CARING SCHOOL CLIMATE School provides a caring, encouraging environment.	75	48	39
6 PARENT INVOLVEMENT IN SCHOOLING Parent(s) are actively involved in helping young person succeed in school.	53	52	33

EMPOWERMENT

	Elementary	Middle School	High School
7 COMMUNITY VALUES YOUTH Young person perceives that adults in the community value youth.	34	40	22
8 YOUTH AS RESOURCES Young people are given useful roles in the community.	61	47	40
9 SERVICE TO OTHERS Young person serves in the community one hour or more per week.	32	39	51
10 SAFETY Young person feels safe at home, school, and in the neighborhood.	76	46	58

BOUNDARIES AND EXPECTATIONS

	Elementary	Middle School	High School
11 FAMILY BOUNDARIES Family has clear rules and consequences and monitors the young person's whereabouts.	63	46	39
12 SCHOOL BOUNDARIES School provides clear rules and consequences.	83	78	42
13 NEIGHBORHOOD BOUNDARIES Neighbors take responsibility for monitoring young people's behavior.	51	55	38
14 ADULT ROLE MODELS Parent(s) and other adults model positive, responsible behavior.	51	48	33
15 POSITIVE PEER INFLUENCE Young person's best friends model responsible behavior.	96	94	76
16 HIGH EXPECTATIONS Both parent(s) and teachers encourage the young person to do well.	91	68	51

CONSTRUCTIVE USE OF TIME

	Elementary	Middle School	High School
17 CREATIVE ACTIVITIES Young person spends three or more hours per week in lessons or practice in music, theater or other arts.	78	32	31
18 YOUTH PROGRAMS Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community.	66	76	76
19 RELIGIOUS COMMUNITY Young person spends one or more hours per week in activities in a religious institution.	45	40	33
20 TIME AT HOME For elementary school students: Young person spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games. For middle and high school students: Young person is out with friends with nothing special to do two or fewer nights per week.	41	81	83

COMMITMENT TO LEARNING

	Elementary	Middle School	High School
21 ACHIEVEMENT MOTIVATION Young person is motivated to do well in school.	80	88	82
22 SCHOOL ENGAGEMENT Young person is actively engaged in learning.	63	76	74
23 HOMEWORK Young person reports doing at least one hour of homework every school day.	87	75	93
24 BONDING TO SCHOOL Young person cares about his or her school.	89	82	74
25 READING FOR PLEASURE Young person reads for pleasure three or more hours per week.	76	49	26

POSITIVE VALUES

	Elementary	Middle School	High School
26 CARING Young person places high value on helping other people.	91	61	57
27 EQUALITY AND SOCIAL JUSTICE Young person places high value on promoting equality and reducing hunger and poverty.	75	62	56
28 INTEGRITY Young person stands up for her or his beliefs.	86	65	73
29 HONESTY Young person tells the truth even when it is not easy.	92	71	65
30 RESPONSIBILITY Young person accepts and takes personal responsibility.	91	66	65
31 HEALTHY LIFESTYLE (elementary school students): Parent(s) tell the child it is important to have good health habits. OR	90		
31 RESTRAINT (middle and high school students) Young person believes it is important not to be sexually active or to use alcohol or other drugs.		79	41

SOCIAL COMPETENCIES

	Elementary	Middle School	High School
32 PLANNING AND DECISION MAKING Young person knows how to plan ahead and make choices.	53	37	37
33 INTERPERSONAL COMPETENCE Young person has empathy, sensitivity and friendship skills.	59	64	48
34 CULTURAL COMPETENCE Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	76	55	51
35 RESISTANCE SKILLS Young person can resist negative peer pressure and dangerous situations.	81	61	51
36 PEACEFUL CONFLICT RESOLUTION Young person seeks to resolve conflict nonviolently.	89	69	61

POSITIVE IDENTITY

	Elementary	Middle School	High School
37 PERSONAL POWER Young person feels he or she has control over "things that happen to me."	65	47	48
38 SELF-ESTEEM Young person reports having a high self-esteem.	70	57	45
39 SENSE OF PURPOSE Young person reports that "my life has a purpose."	46	70	56
40 POSITIVE VIEW OF PERSONAL FUTURE Young person is optimistic about her or his personal future.	56	77	70
41 POSITIVE CULTURAL IDENTITY Young person is comfortable with and proud of his or her identity, including but not limited to disabilities, ethnicity, faith/religion, family status, gender, language and sexual orientation.*			

*Project Cornerstone established this asset for Silicon Valley as a result of community input.

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What are Developmental Assets?

The Developmental Assets are the positive values, relationships, skills and experiences that help young people thrive and become caring, responsible, successful adults. They represent the relationships, opportunities, and personal **qualities that young people need to avoid risks and to thrive**. Because of its basis in youth development, resiliency, and prevention research and its proven effectiveness, the Developmental Assets framework has become one of the most widely used approaches to positive youth development in the United States.

The Power of Assets

The 41 Developmental Assets represent everyday wisdom about positive experiences and characteristics for young people. Search Institute research has found that these assets are powerful influences on adolescent behavior—both protecting young people from many different risky behaviors, and promoting positive attitudes and actions.

We surveyed Palo Alto students in the fall of 2010 to guide our efforts to improve the lives of our youth. To view the complete PAUSD survey reports, visit www.psnpaloalto.org.

Who needs them? Why are they important?

Over time, studies of more than 2.2 million young people consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive. Research has proven that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, including problem alcohol use, violence, illicit drug use, and sexual activity. The same kind of impact is evident with many other problem behaviors, including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving and alcohol, and gambling.

How to get started building assets?

There are many ways you can start building assets for the children and youth around you. Most likely you are already building assets in your children and their friends, but we want you to intentionally build assets for all youth in our community. It only takes a second...

And it's as simple as:

- Smiling and making eye contact with any youth as you go about your day.
- Engaging youth in conversation starting with "What's your name?"
- Making a connection with the kids in your neighborhood.
- Finding out their names.
- Asking open ended questions.
- Encouraging them, with a smile, to do the right thing.
- Stopping at every lemonade stand!

It only takes a second to make a difference.

