EXTERNAL ASSETS

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.
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.
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.

INTERNAL ASSETS

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 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 she or he 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.
41. Positive cultural identity*: Youth feels comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation.

*Project Cornerstone established this asset through local community input.