

Internal Assets

External Assets

Support

**Boundaries
&
Expectations**

**Empower-
ment**

Time Use

**Educational
Commitment**

**Positive
Identity**

**Social
Competencies**

Values

- Family Support
- Positive family communication

- Other adult relationships
- Caring neighborhood
- Caring school climate
- Parent involvement in schooling

- Family life provides high levels of love and support
- Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s)
- Young person receives support from three or more nonparent adults
- Young person experiences caring neighbors
- School provides a caring, encouraging environment
- Parent(s) are actively involved in helping young person succeed in school

- Community values youth
- Youth as resources
- Service to others

- Safety

- Young person perceives that adults in the community value youth
- Young people are given useful roles in the community
- Young person serves in the community one hour or more per week
- Young person feels safe at home, school, and in the neighborhood

- **Family boundaries**
- **School boundaries**
- **Neighborhood boundaries**
- **Adult role models**

- **Positive peer influence**
- **High expectations**

- **Family has clear rules and consequences and monitors the young person's whereabouts**
- **School provides clear rules and consequences**
- **Neighbors take responsibility for monitoring young person's behavior**
- **Parent(s) and other adults model positive, responsible behavior**
- **Young person's best friends model responsible behavior**

- **Both parent(s) and teachers encourage the young person to do well**

- **Creative activities**
- **Youth programs**
- **Religious community**

- **Time at home**

- **Young person spends three or more hours per week in lessons or practice in music, theater, or other arts**
- **Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community**
- **Young person spends one or more hours per week in activities in a spiritual or religious community**
- **Young person is out with friends "with nothing special to do" two or fewer nights per week**

- **Achievement motivation**
- **School engagement**
- **Homework**

- **Bonding to school**
- **Reading for pleasure**

- **Young person is motivated to do well in school**
- **Young person is actively engaged in learning**
- **Young person reports doing at least one hour of homework every school day**
- **Young person cares about her or his school**
- **Young person reads for pleasure three or more hours per week**

- **Caring**
- **Equality and social justice**
- **Integrity**

- **Honesty**
- **Responsibility**
- **Restraint**

- **Young person places high value on helping other people**
- **Young person places high value on promoting equality and reducing hunger and poverty**
- **Young person acts on convictions and stands up for her or his beliefs**
- **Young person “tells the truth even when it is not easy”**
- **Young person accepts and takes personal responsibility**
- **Young person believes it is important not to be sexually active or to use alcohol or other drugs**

- **Planning and decision making**
- **Interpersonal competence**
- **Cultural competence**

- **Resistance skills**

- **Peaceful conflict resolution**

- **Young person knows how to plan ahead and make choices**
- **Young person has empathy, sensitivity, and friendship skills**
- **Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds**
- **Young person can resist negative peer pressure and dangerous situations**
- **Young person seeks to resolve conflict nonviolently**

- **Personal power**
- **Self-esteem**
- **Sense of purpose**
- **Positive view of personal future**

- **Young person feels he or she has control over “things that happen to me”**
- **Young person reports having a high self-esteem**
- **Young person reports that “my life has a purpose”**
- **Young person is optimistic about her or his personal future**