

YOUTH DEVELOPMENTAL ASSETS™

External Assets	SUPPORT	<ol style="list-style-type: none"> 1. Family support: Family life provides high levels of love and support. 2. Positive family communication: Parents and youth communicate positively; youth is willing to seek advice and counsel from parents and extended family. 3. Other adult relationships: Youth receives support from three or more non-parent adults. 4. Caring neighborhood and community: Youth experiences caring neighborhood and community. 5. Caring school climate: School provides a caring, encouraging environment. 6. Parent involvement in school: Parents are actively involved in helping child succeed in school.
	EMPOWERMENT	<ol style="list-style-type: none"> 7. Community values youth: Youth believes that community adults value young people. 8. Youth have useful roles: Youth are taught and given useful roles in community life. 9. Volunteers in community: Youth gives one hour or more per week to serving in the community. 10. Safety: Youth feels safe in home, school, and neighborhood/ community.
	BOUNDARIES AND EXPECTATIONS	<ol style="list-style-type: none"> 11. Family boundaries: Family has clear rules and consequences and monitors youth's whereabouts. 12. School boundaries: School provides clear rules and consequences. 13. Neighborhood boundaries: Neighbors take responsibility for monitoring youth's whereabouts. 14. Adult role models: Parents, Elders, and other adults model positive, responsible behavior. 15. Positive peer influence: Youth's close friends model responsible behavior. 16. High expectations: Parents and teachers encourage youth to do well.
	CONSTRUCTIVE USE OF TIME	<ol style="list-style-type: none"> 17. Creative and cultural activities: Youth is involved three or more hours per week in activities that include music, arts, crafts or cultural activities. 18. Youth programs: Youth spends one hour or more per week in sports, clubs, or other organizations at school or in the community. 19. Religious community: Youth is involved in one or more hours per week in religious services or spiritual activities. 20. Time at home: Youth is out with friends "with nothing special to do" two or fewer nights per week
Internal Assets	COMMITMENT TO LEARNING	<ol style="list-style-type: none"> 21. Achievement motivation: Youth is motivated to do well in school. 22. School engagement: Youth is actively engaged in learning. 23. Homework: Youth reports doing one or more hours of homework per day. 24. Bonding to school: Youth cares about his or her school. 25. Reading for pleasure: Youth reads for pleasure three or more hours per week.
	POSITIVE VALUES	<ol style="list-style-type: none"> 26. Caring: Youth places high value on freely helping other people. 27. Equality and social justice: Youth places high value on promoting equality and reducing hunger and poverty. 28. Integrity: Youth acts on convictions and stands up for beliefs. 29. Honesty: Youth tells the truth even when it is not easy. 30. Responsibility: Youth accepts and takes personal responsibility. 31. Restraint: Youth believes it's important not to be sexually active, use alcohol or drugs.
	SOCIAL SKILLS	<ol style="list-style-type: none"> 32. Planning and decision-making: Youth has skills to plan ahead and make responsible choices. 33. Interpersonal skills: Youth has empathy, sensitivity, and friendship skills. 34. Cultural competence: Youth knows and is comfortable with people of different cultural, racial, and ethnic backgrounds. 35. Resistance skills: Youth can resist negative peer pressure and dangerous community influences. 36. Peaceful conflict resolution: Youth seeks to resolve conflict without violence.
	POSITIVE IDENTITY	<ol style="list-style-type: none"> 37. Personal power: Youth feels in control over "<i>many things that happen to me.</i>" 38. Self-esteem: Youth reports having high self-esteem. 39. Sense of purpose: Youth reports that "<i>my life has a purpose.</i>" 40. Positive view of personal future: Youth is optimistic about his or her personal future.

For more information contact:
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Developmental Assets is based on research from
 Search Institute www.search-institute.org