The 41 Developmental Assets

The 40 Developmental Assets have been identified through the research by the Search Institute (www.search-institute.org) of Minneapolis, Minnesota as the “building blocks of healthy development that help young people grow up healthy, caring, and responsible adults.” Project Cornerstone (www.projectcornerstone.org) of Santa Clara County, California established the need for the “41st Asset through community outreach and input. The Youth Development Initiative has adapted the Developmental Assets as its guiding theory in advancing the Youth Development movement.

<table>
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<th>Category</th>
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<td><strong>EXTERNAL ASSETS</strong></td>
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| 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 parent(s)  
3. OTHER ADULT RELATIONSHIPS Young person receives support from three or more non-parent 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 |
| 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 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 believes 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/his personal future  
41. POSITIVE CULTURAL IDENTITY Young person feels proud of her/his cultural background |

**ITALICIZED and Bolded Assets** are focuses of the Youth Development Initiative mission.