

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.

	Category	Asset Name and Definition
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 parent(s) 3. <i>OTHER ADULT RELATIONSHIPS</i> 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. <i>COMMUNITY VALUES YOUTH</i> Young person perceives that adults in the community value youth 8. <i>YOUTH AS RESOURCES</i> 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
INTERNAL ASSETS	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. <i>PERSONAL POWER</i> 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. <i>POSITIVE VIEW OF PERSONAL FUTURE</i> 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.



YOUTH DEVELOPMENT INITIATIVE
To bring youth and adults together to provide the supports and opportunities that young people in San Mateo County need to thrive.
www.BetheDifference.org