

<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>1. Family support</b>—Family life provides high levels of love and support.</li> <li><b>2. Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>3. Other adult relationships</b>—Young person receives support from three or more nonparent adults.</li> <li><b>4. Caring neighborhood</b>—Young person experiences caring neighbors.</li> <li><b>5. Caring school climate</b>—School provides a caring, encouraging environment.</li> <li><b>6. Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>7. Community values youth</b>—Young person perceives that adults in the community value youth.</li> <li><b>8. Youth as resources</b>—Young people are given useful roles in the community.</li> <li><b>9. Service to others</b>—Young person serves in the community one hour or more per week.</li> <li><b>10. Safety</b>—Young person feels safe at home, school, and in the neighborhood.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>11. Family boundaries</b>—Family has clear rules and consequences and monitors the young person’s whereabouts.</li> <li><b>12. School Boundaries</b>—School provides clear rules and consequences.</li> <li><b>13. Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people’s behavior.</li> <li><b>14. Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li><b>15. Positive peer influence</b>—Young person’s best friends model responsible behavior.</li> <li><b>16. High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>17. Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>18. Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>19. Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>20. Time at home</b>—Young person is out with friends “with nothing special to do” two or fewer nights per week.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>21. Achievement Motivation</b>—Young person is motivated to do well in school.</li> <li><b>22. School Engagement</b>—Young person is actively engaged in learning.</li> <li><b>23. Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li><b>24. Bonding to school</b>—Young person cares about her or his school.</li> <li><b>25. Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>26. Caring</b>—Young person places high value on helping other people.</li> <li><b>27. Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>28. Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>29. Honesty</b>—Young person “tells the truth even when it is not easy.”</li> <li><b>30. Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li><b>31. Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>32. Planning and decision making</b>—Young person knows how to plan ahead and make choices.</li> <li><b>33. Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li><b>34. Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>35. Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li><b>36. Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>37. Personal power</b>—Young person feels he or she has control over “things that happen to me.”</li> <li><b>38. Self-esteem</b>—Young person reports having a high self-esteem.</li> <li><b>39. Sense of purpose</b>—Young person reports that “my life has a purpose.”</li> <li><b>40. Positive view of personal future</b>—Young person is optimistic about her or his personal future.</li> </ol>