**External Assets**

**SUPPORT**

1. **FAMILY SUPPORT**
   Parent(s) or caregiver(s) express love and provide high levels of help and support.
   \[70\%\]

2. **POSITIVE FAMILY COMMUNICATION**
   Young person is comfortable talking with parent(s) or caregiver(s) and will talk to them about concerns or serious issues.
   \[29\%\]

3. **OTHER ADULT RELATIONSHIPS**
   Young person has three or more supportive non-parent adults in his or her life.
   \[45\%\]

4. **CARING NEIGHBORHOOD**
   Young person has neighbors who care about her or him.
   \[35\%\]

5. **CARING SCHOOL CLIMATE**
   Teachers, administrators, and other students care about and encourage the young person.
   \[35\%\]

6. **PARENT(S) or CAREGIVER(S) INVOLVED IN SCHOOL**
   Parent(s) or caregiver(s) actively help the young person succeed in school.
   \[23\%\]

**EMPOWERMENT**

7. **COMMUNITY VALUES YOUTH**
   Young person feels that adults listen to youth and see them as important.
   \[20\%\]

8. **YOUTH AS RESOURCES**
   Young people have useful roles at home, at school, and in the community.
   \[28\%\]

9. **SERVICE TO OTHERS**
   Young person volunteers in the community one hour or more per week.
   \[50\%\]

10. **FEELS SAFE IN COMMUNITY**
    Young person feels safe at home, school and in the neighborhood.
    \[52\%\]

**BOUNDARIES AND EXPECTATIONS**

11. **FAMILY BOUNDARIES**
    Parent(s) or caregiver(s) has clear rules and consequences and knows where the young person is going and with whom.
    \[39\%\]

12. **SCHOOL BOUNDARIES**
    School provides clear rules and consequences.
    \[49\%\]

13. **NEIGHBORHOOD BOUNDARIES**
    Neighbors will say something if the young person is acting inappropriately.
    \[43\%\]

14. **ADULT ROLE MODELS**
    Parent(s), caregiver(s), and other adults model positive behavior, helping others and making healthy choices.
    \[32\%\]

15. **POSITIVE PEER INFLUENCE**
    Young person's close friends make responsible, positive choices.
    \[70\%\]

16. **HIGH EXPECTATIONS**
    Parent(s), caregiver(s), and teachers encourage the young person to do his or her best while at school and in other activities.
    \[52\%\]

**CONSTRUCTIVE USE OF TIME**

17. **CREATIVE ACTIVITIES**
    Young person spends three or more hours per week in lessons or practice in music, art, drama, or dance.
    \[18\%\]

18. **YOUTH PROGRAMS**
    Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in his or her community.
    \[64\%\]

19. **RELIGIOUS COMMUNITY**
    Young person attends religious programs or services for one or more hours per week.
    \[46\%\]

20. **TIME AT HOME**
    Young person is at home, or engaged in structured activities, 5 or more nights per week.
    \[70\%\]

**Internal Assets**

**COMMITMENT TO LEARNING**

21. **ACHIEVEMENT MOTIVATION**
    Young person tries to do her or his best in school.
    \[73\%\]

22. **SCHOOL ENGAGEMENT**
    Young person comes to class prepared and ready to learn.
    \[58\%\]

23. **HOMEWORK**
    Young person does at least one hour of homework on school days.
    \[69\%\]

24. **BONDING TO SCHOOL**
    Young person cares about his or her school.
    \[60\%\]

25. **READING FOR PLEASURE**
    Young person reads for fun or enjoyment three or more hours per week.
    \[23\%\]

**POSITIVE VALUES**

26. **CARING**
    Young person feels it is important to help other people.
    \[63\%\]

27. **EQUALITY & SOCIAL JUSTICE**
    Young person feels it is important to promote equality and reduce hunger and poverty.
    \[66\%\]

28. **INTEGRITY**
    Young person stands up for her or his beliefs and does the right thing, even if friends make fun of her or him.
    \[76\%\]

29. **HONESTY**
    Young person tells the truth even when it's not easy.
    \[66\%\]

30. **RESPONSIBILITY**
    Young person takes personal responsibility for his or her actions.
    \[64\%\]

31. **RESTRAINT**
    Young person believes it is important not to sexually active or to use alcohol or other drugs.
    \[40\%\]

**SOCIAL COMPETENCIES**

32. **PLANNING & DECISION-MAKING**
    Young person thinks through decisions, and is able to plan ahead.
    \[34\%\]

33. **INTERPERSONAL COMPETENCE**
    Young person cares about others' feelings and is good at making and keeping friends.
    \[40\%\]

34. **CULTURAL COMPETENCE**
    Young person is comfortable with, and respects the values and beliefs of, people of different cultural, racial, and ethnic backgrounds.
    \[53\%\]

35. **RESISTANCE SKILLS**
    Young person can say no and avoid things that are wrong or dangerous.
    \[46\%\]

36. **PEACEFUL CONFLICT RESOLUTION**
    Young person attempts to work out conflicts in a nonviolent manner.
    \[53\%\]

**POSITIVE IDENTITY**

37. **PERSONAL POWER**
    Young person feels he or she has control over "things that happen to me."
    \[42\%\]

38. **SELF-ESTEEM**
    Young person feels good about her- or himself.
    \[47\%\]

39. **SENSE OF PURPOSE**
    Young person reports that "my life has a purpose."
    \[57\%\]

40. **POSITIVE VIEW OF FUTURE**
    Young person is optimistic about his or her personal future.
    \[68\%\]

(\*Arlington Youth Survey Data 2015, 8th, 10th, 12th grades)