

## ‘42’ DEVELOPMENTAL ASSETS

	<b>Asset Type</b>	<b>Asset Name and Definition</b>
<b>External Assets (Supports)</b>	<b>Support</b>	1. <b>Family Support</b> - Family life provides high levels of love and support. 2. <b>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 parent(s). 3. <b>Other Adult Relationships</b> - Young person receives support from three or more nonparent adults. 4. <b>Caring Neighborhood</b> - Young person experiences caring neighbors. 5. <b>Caring School Climate</b> - School provides a caring, encouraging environment. 6. <b>Parent Involvement in Schooling</b> - Parent(s) are actively involved in helping young person succeed in school.
	<b>Empowerment</b>	7. <b>Community Values Youth</b> - Young person perceives that adults in the community value youth. 8. <b>Youth as Resources</b> - Young people are given useful roles in the community. 9. <b>Service to Others</b> - Young person serves in the community one hour or more per week. 10. <b>Safety</b> - Young person feels safe at home, at school, and in the neighborhood.
	<b>Boundaries &amp; Expectations</b>	11. <b>Family Boundaries</b> - Family has clear rules and consequences and monitors the young person’s whereabouts. 12. <b>School Boundaries</b> - School provides clear rules and consequences. 13. <b>Neighborhood Boundaries</b> - Neighbors take responsibility for monitoring young people’s behavior. 14. <b>Adult Role Models</b> - Parent(s) and other adults model positive, responsible behavior. 15. <b>Positive Peer Influence</b> - Young person’s best friends model responsible behavior. 16. <b>High Expectations</b> - Both parent(s) and teachers encourage the young person to do well.
	<b>Constructive Use of Time</b>	17. <b>Creative Activities</b> - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. <b>Youth Programs</b> - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. <b>Religious Community</b> - Young person spends one or more hours per week in activities in a religious institution. 20. <b>Time at Home</b> - Young person is out with friends “with nothing special to do” two or fewer nights per week.
<b>Internal Assets (Strengths)</b>	<b>Commitment to Learning</b>	21. <b>Achievement Motivation</b> - Young person is motivated to do well in school. 22. <b>School Engagement</b> - Young person is actively engaged in learning. 23. <b>Homework</b> - Young person reports doing at least one hour of homework every school day. 24. <b>Bonding to School</b> - Young person cares about her or his school. 25. <b>Reading for Pleasure</b> - Young person reads for pleasure three or more hours per week.
	<b>Positive Values</b>	26. <b>Caring</b> - Young person places high value on helping other people. 27. <b>Equality and Social Justice</b> - Young person places high value on promoting equality and reducing hunger and poverty. 28. <b>Integrity</b> - Young person acts on convictions and stands up for her or his beliefs. 29. <b>Honesty</b> - Young person “tells the truth even when it is not easy.” 30. <b>Responsibility</b> - Young person accepts and takes personal responsibility. 31. <b>Restraint</b> - Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	<b>Social Competencies</b>	32. <b>Planning and Decision Making</b> - Young person knows how to plan ahead and make choices. 33. <b>Interpersonal Competence</b> - Young person has empathy, sensitivity, and friendship skills. 34. <b>Cultural Competence</b> - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. <b>Resistance Skills</b> - Young person can resist negative peer pressure and dangerous situations. 36. <b>Peaceful Conflict Resolution</b> - Young person seeks to resolve conflict nonviolently.
	<b>Positive Identity</b>	37. <b>Personal Power</b> - Young person feels he or she has control over “things that happen to me.” 38. <b>Self-Esteem</b> - Young person reports having a high self-esteem. 39. <b>Sense of Purpose</b> - Young person reports that “my life has a purpose.” 40. <b>Positive View of Personal Future</b> - Young person is optimistic about her or his personal future.
	<b>WCSD Gateway Assets</b>	41. <b>Self-Discipline</b> – Young person has the inner will to do whatever it takes to create a great outcome. 42. <b>Grit</b> – Young person sticks with things over the very long term until they master them.

The West Carrollton City schools are an “**Asset-Building** and an **Asset-Rich**” school district. The ‘42’ Developmental Assets provide the framework for our focus on the **positive** growth and development of all the young people in our community. **Relationships are the basis for building assets**. We are **intentional, deliberate, and repetitious** about building assets and know that there is a very strong correlation between asset building and academic and life success.