



PROJECT CORNERSTONE
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Project Cornerstone's Outreach & Listening Campaign: Volume I

Report on Focus Groups with Gay, Lesbian, Bisexual & Transgender (GLBT), Latino & Vietnamese Community Members

May 2001

Background

What is Project Cornerstone?

Project Cornerstone is a county-wide, collaborative, community movement with the mission of motivating and empowering all individuals and organizations to come together to nurture and develop caring, competent and responsible children and youth. Cornerstone uses the developmental assets approach of building on the strengths of children and youth and recognizing them as valuable members of our community rather than problems.

Cornerstone convenes and supports individuals and organizations from all sectors of the community, from neighbors and community groups to policy makers and elected officials, from youth service providers and teachers to business leaders, to work together to build positive connections between adults and youth. Cornerstone provides training and guidance to assist and challenge individuals and organizations to put the asset approach into action for all children and youth throughout Santa Clara Valley.

Cornerstone is committed to identifying and enhancing the assets of all children and youth. This shall include, but not be limited to, characteristics such as ancestry, color, creed, disability, economic status, gender, gender identity, incarceration or probationary status, immigration status, language, parenting/family status, race religion or sexual orientation.

Cornerstone's Diversity Team leads and guides outreach to and partnership with diverse communities to ensure that Cornerstone builds an inclusive community movement for all our children and youth.

What are Developmental Assets?

Most people think of assets in terms of property or financial resources. Developmental assets are also valuable resources. Assets are positive experiences, opportunities, values and skills children and youth need to become healthy, caring responsible adults. Through years of research Search Institute, a non-profit education and research organization, identified the 40 developmental assets as the essential building blocks of healthy youth development. The asset approach provides us with a blueprint for building strong communities. Cornerstone is one of nearly 600 developmental assets initiatives throughout North America.

Last year Cornerstone conducted Search's survey with local students. The results are a call to action for us to reclaim our responsibilities and opportunities to support the healthy development of our youth. Search's research shows that youth need 30 or more of the 40 assets to thrive. Only 6% of our youth have 30 - 40 assets, and the 7,000 students surveyed had an average of 18.2 assets. All our youth need more assets, and we have the power to make a difference - each of us must be asset-builders for all children and youth.

What is the Outreach & Listening Campaign?

Cornerstone's Diversity Team is leading "waves", or phases, of outreach in order to engage in meaningful discussion and partnership with a small number of targeted communities at a time. Our hope is that each "wave" of outreach will result in new partnerships to support the growth of Cornerstone's community movement including self-initiated asset-building efforts within and across the various communities.

Between November 2000 and April 2001, members of Cornerstone's collaborative Diversity Team and other community volunteers lead 15 focus groups with 146 community members. Focus group participants included 81 adults and 65 youth who were from various parts of Santa Clara Valley from Morgan Hill to Mountain View.

Project Cornerstone is grateful to all of the community members who participated and to the organizations that hosted the focus groups:

GLBT Community Focus Groups:

- Bay Area Career Women
- Billy DeFrank Lesbian & Gay Community Center
- Parents & Friends of Lesbians and Gays (PFLAG)
- Recovering Lesbians

Latino Community Focus Groups:

- City of San José's Parks, Recreation & Neighborhood Services Youth Employment Services
- MACSA El Torro Center
- Meadowfair Neighborhood Association
- Catholic Charities-Washington United Youth Center
- Mujeres Latina Luchando por la Superacion
- Mount Madonna YMCA

Vietnamese Community Focus Groups:

- AACI
- Asian Pacific Family Resource Center
- Catholic Charities-YES
- Gardner Family Care Corp.
- Gunderson High School
- Vietnamese Twenty Family Principles/Noi Quy Gia Dinh

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Common Issues Across Communities

The GLBT, Latino and Vietnamese communities each have unique experiences and traditions. On the other hand, these three communities are not mutually exclusive as GLBT youth and adults come from all cultural and ethnic backgrounds, and our community is becoming increasingly multicultural/multiracial.

While each community has distinct experiences and values, some common themes emerged across the three unique and overlapping communities. Youth and adults in all three communities expressed:

- 1.) Concerns about the challenges for youth and parents to feel welcome, respected, understood and safe in school;
- 2.) High value for, and some concern about, families as the foundation of support and guidance for youth;
- 3.) The importance of youth having positive identities and the need for adults to support and guide them in developing a positive sense of self and connections to cultural and GLBT communities in the face of many societal messages that do not support pride in their backgrounds and identity.

Following are highlights from each of the three targeted communities in five areas of common interest and priority: 1.) Family; 2.) Other Adults; 3.) School; 4.) Peers & Youth Programs; 5.) Positive Values, Social Competencies & Positive Identity.

The sections with highlights from each community include focus group participants' recommendations for changes in programs and policies to support asset building in schools, youth programs and the community. The section that follows the focus group highlights and summary/conclusions, includes focus group participants' suggestions about concrete actions individuals can take to build assets in children and youth.

Gay, Lesbian, Bisexual & Transgender (GLBT) Community Highlights

1.) Family can be a great source of support for GLBT youth. Unfortunately some families and parents do not accept and support their children's GLBT identities. GLBT community members and friends expressed that the following are very important for families to be positive asset-builders for GLBT youth.

- Support, acceptance & encouragement from families.
- Parent involvement in schooling, especially because GLBT youth face many challenges at school.
- A community environment that supports GLBT parents and parents with GLBT youth.

"Families can support youth by demonstrating their love and acceptance." – Adult lesbian

"Families teach their children not to make slanderous ethnic statements, but they do not do that for gays. It's the last acceptable minority to make fun of." – Parent & Friends of Lesbians and Gays (PFLAG) member

"We need help/resources in how to talk with parents. They should have sexual orientation issues brought up with parents early on – like at PTA's." – GLBT youth

"One of the best things that happened is my mom said, 'I didn't think you being gay was something I needed a support group for.'" – GLBT youth

2.) Relationships with Other Adults, outside of their families, are especially important to GLBT youth, because they may not experience support and acceptance from their parents due to their sexual orientation. GLBT youth and adults described the important supports other adults, especially GLBT adults, provide for youth:

- Mentorship
- Role modeling in the community
- Acceptance from a wide circle of adults
- Someone to talk to

"Giving time is the most valuable asset we have to offer youth." – Lesbian woman

"Our gay youth are rarely blood youth (our own children by birth)." – Lesbian woman

3.) Schools are a major area of concern for the GLBT community, because many GLBT youth feel unaccepted, harassed and unsafe at school.

Caring school climate is one of the assets that GLBT youth are likely to experience at very low levels. Although Cornerstone's survey of student attitudes and behavior did not ask students to identify themselves as GLBT, the aggregate survey results show that only 22% of students across Santa Clara Valley experience caring school climates. This percentage would likely drop significantly if GLBT youth's responses were reported separately.

GLBT community members and friends made the following **recommendations** to address this major problem:

- Training for teachers on GLBT issues so that they are supportive of GLBT youth and intervene when students and other teachers demonstrate homophobic attitudes and behavior.
- Establishing clear school rules/boundaries so that everyone knows that discrimination is unacceptable and there are clear and consistent responses to harassment of GLBT youth.
- Teachers, administrators and staff should work together with students, parents and community members to ensure safe schools with no violence and no harassment

"Have the education process (about GLBT issues) become a whole school-wide project – administration and everything. It needs that kind of power." – GLBT youth

"What's being allowed to happen in the schools is "forcing" gay youth out of regular schools and into independent studies." – Adult youth worker

"All of the out students at school have not lasted. They are in home study now." – GLBT youth

"Kids care about their school and bonding with friends, even though the school climate is not caring." – Adult youth worker

4.) Supportive Peers & open and affirming Youth Programs are especially important to the GLBT community because many GLBT youth do not experience support and acceptance from adults or youth in their families, at school and in the general community. Youth and adults stated that GLBT youth benefit from supportive peers who are aware and sensitive to GLBT issues whether or not they are GLBT themselves.

GLBT youth and adults described the following programs as being successful and recommended that more be available:

- Gay Straight Alliances (GSA's) at schools
- Programs that are open and affirming
- Drop-in centers that support diversity and are safe and sober

“Youth can support other youth by believing in themselves and believing they can make a difference.” – Adult lesbian

“There’s no place for us to go, and we’re looking for some fun, and that’s when we get in trouble.” – GLBT youth

“Sometimes I don’t even want to be around anybody, because I feel so unaccepted.” – GLBT youth

5.) Positive Values, Social Competencies & Positive Identity are high priorities for the GLBT community, because GLBT youth live in a society that often does not accept their identity and judges their values.

GLBT youth and adults expressed that the following assets (in these categories) are most important. Also included are suggestions for adding new assets or redefining existing assets to include specific values, skills/competencies and sense of identity:

- Integrity
- Respect for self and others / respect & tolerance for differences (add)
- Self esteem – including self acceptance and respect (redefine)
- Personal power
- Safety (from the Boundaries & Expectations category)
- Peaceful conflict resolution skills
- Anger management (add)
- Ability to respond to disparaging remarks (add)
- Freedom of expression / positive self expression (add)

“It’s hard to develop self esteem when all you get is negative feedback.” – GLBT youth

“Low self esteem is the #1 cause of suicide in young males. I want my son to feel good about himself ... to be proud of who he is.” – PFLAG parent member

“I fear that gay youth will act out their alienation through drugs, alcohol, prostitution, homelessness and running away.” – Adult lesbian

“Homophobia – face it, erase it.” – Lesbian woman

Latino Community Highlights

1.) Family is highly valued and appreciated by Latino youth and adults, and the Latino community defines family to include extended family members. Some focus group participants described neighbors as part of extended family networks especially in celebrating and sharing cultural traditions.

Many Latino adults described the positive family communication they experienced through relationships with their mothers, aunt or grandparents as they were growing up. Youth and adults, however, expressed concern about the more common experiences today of youth and parents not having as consistent and positive communication.

In Cornerstone's county-wide survey of students' attitudes and behaviors, Latino youth had higher levels of family support than most other youth, 67% compared to the aggregate of 62%, and the highest levels of positive family communication, 28% compared to the aggregate of 26%. Although Latino youth may have higher levels of positive family communication than others, many still face challenges in communicating with their parents.

"My grandparents were my parents. When I was growing up I always had support and advice from my grandmother." – Latina mother

"Our families are united even though we may suffer more hardships because we don't understand American culture and most of us are recent immigrants." – Latina mother

2.) Other adults in the lives of young people are important to Latino youth and adults. As mentioned earlier, caring neighbors and extended family members provide valuable support and guidance to youth in addition to the support they receive from their parents. Other adults serve as mentors, and youth especially appreciate having other adults to talk to when they do not feel comfortable talking with their parents. In addition to close relationships with other adults, Latino youth and adults expressed the importance of community leaders and heroes who serve as powerful role models for youth.

"We need to take ownership and responsibility in our neighborhood and community. We should get involved even if we don't have kids." – Latino adult

"The percentage of adult role models should be higher." – Latino youth referring to Cornerstone's survey results that only 18% of Latino youth perceive that their parents and other adults model responsible behavior

3.) School is a challenge and an opportunity for many Latino youth. Youth and adults expressed a strong desire to learn more about students' options. They are especially interested in learning about higher education, which can be both an opportunity for building successful futures and as a motivator for youth to be committed to and interested in earlier years of schooling. Latino youth stated that often education is not a priority for them, because of the need to work to support their families.

Latino youth experience many barriers to school success, and parents face barriers to involvement in their children's education. Latino community members made the following **recommendations**:

- Schools need to improve their caring climates to welcome and respect Latino students and parents.
- Bilingual school staff are needed to ensure access for Latino parents
- Schools need to raise their expectations of what Latino youth can accomplish and support them to fulfill their potentials

"When my kids attended Washington Elementary they had good grades. Now that they're in high school they're failing – the teachers do not help my children." – Latina mother

"Middle schools and high schools need to be part of the community, and there needs to be a connection, a continuous attitude to reduce the schools' sense that when youth are out of school they're no longer 'our problem'." – Latino adult

"It's important that families support their kids to go to college. We need more groups to help motivate Latino students." – Latino youth

"If schools provided a caring environment maybe it could lead to a caring community where youth are valued more." – Latino youth

4.) Peers & Youth Programs are important to the Latino community, especially the youth. Youth described the importance of support and understanding from friends with whom they spend a lot of time. Youth and adults both stated the need for more youth centers and community centers to offer youth safe places to be involved in positive activities. Youth and adults had many ideas about helpful programs that youth could benefit from, such as educational support and college exploration and community service groups. Latino community members expressed a need not only for additional centers but also for more information about existing programs.

Latino youth and adults included churches as important community resources for youth and places where valuable programs and activities are and could be offered. In Cornerstone's survey, Latino youth had higher levels of time spent in religious community than most other youth, 53% compared to the aggregate of 48%.

Latino community members also suggested that neighborhood groups could do more to organize activities for youth and families and to involve youth in their existing efforts.

“We can get youth involved in our plans – ask them to volunteer. We need to make them feel important by doing something right and showing that they’re capable. That way adults will see them in a positive light.” – Latino adult neighborhood association member

“Youth support each other by spending time together and sharing ideas, advice and hope.” – Latina youth

5.) Positive Values, Social Competencies & Positive Identity are important to the Latino community especially as they are tied to important relationships in youth’s lives. Relationships with family members, neighbors, and peers and connections with faith communities and other social/community groups provide youth with a sense of belonging and shape their values and identity.

Cornerstone’s survey results show that Latino youth have higher levels of valuing equality and social justice than many other youth, 61% as compared to the aggregate 54%.

Latino youth and adults expressed concerns that the community, individuals and programs, needs to support Latino youth in developing stronger decision making and goal setting skills so that they can make healthier choices and better understand the consequences of their actions.

In Cornerstone’s survey results, Latino youth were lower than the aggregate in experiencing the following assets: resistance skills related to peer pressure and peaceful conflict resolution skills.

“It takes time. We need to support kids to teach them respect, to encourage them in school, to support their dreams. By setting that foundation we’ll get kids out of the street.” – Latino adult

Vietnamese Community Highlights

1.) Family is considered the cornerstone of Vietnamese society and the Vietnamese community in Santa Clara Valley. Vietnamese cultural values and traditions focus on supporting and honoring the family, and family is traditionally defined to include the extended family network.

Youth and adults expressed the importance of:

- Spending time together as a family
- Parents showing support for and acceptance of their children
- Parents and children showing respect for and understanding of each other
- Parents and other adult family members passing on values and cultural traditions

Youth and adults expressed the challenges of:

- Cultural and generational gaps
- Limited time

The challenges of misunderstandings across generations, often based on differing levels of acculturation, contributed to the results of Cornerstone's county-wide survey of students' attitudes and behaviors. Asian Pacific Islander (API) youth, including Vietnamese, had lower levels of family support than others, 52% compared to the aggregate of 62%. While family is very important to Vietnamese and other API communities, there is a gap between parents' approach to providing support for their children and how youth understand and feel about the support their parents and families provide.

"Parents need to invest their time and energy in their children – the gaps between parents and children are too big. The Vietnamese community needs to teach and encourage young people to learn Vietnamese." – Vietnamese father

"Parents need to participate and seek out to understand different issues youth are dealing with in order to help them more effectively." – Vietnamese mother

"Parents should accept children for who they are and stop comparing them to others." – Vietnamese youth

"Because of their high expectation of you, it feels like they are just telling you what to do rather than supporting you." – Vietnamese youth

"Parents can show support by coming to their kids' activities and showing pride." – Vietnamese youth

"We are focused on the whole family, not only youth. Everyone in the family, including youth themselves, needs to support and be involved in creating a healthy environment for youth and their families." – Vietnamese adult

2.) Youth's relationships with **other adults** outside of the family are important to Vietnamese community members for specific reasons.

Youth value relationships and communication with other adults for support and guidance. Other adults are important as "someone to talk to" when they may not feel comfortable talking with their parents or adults in their family.

Both youth and adults expressed the importance of other adults teaching and modeling cultural values and traditions. Youth felt that other adults often are able to teach about culture in positive ways that are different from their parents' approaches that make them feel pressured. Adults feel it is important for other adults to model cultural values to support the efforts of parents and other family members to teach culture to their children.

"In American values, the relationships between neighbors are little. According to Vietnamese values in Viet Nam, your neighbors are treated as relatives. Youth call neighbors uncles and aunts, brothers and sisters – Ban anh em xa, mua lang gieng gan." – Vietnamese adult.

3.) **School** is a high priority for the Vietnamese community. Vietnamese adults expressed that ensuring that children do well in school is one of the primary goals/responsibilities of Vietnamese parents.

In Cornerstone's survey of students' attitudes and behaviors, Asian Pacific Islander (API) youth, including Vietnamese, had the highest levels of all of the five assets in the commitment to learning category. For example, 74% of API youth have achievement motivation versus 66% among all youth surveyed.

Vietnamese youth expressed the need to balance achievement motivation and high expectations with support and acceptance so that youth do not feel so pressured about school performance.

Both youth and parents expressed serious concerns about the lack of caring school climates, and made the following **recommendations**:

- Teachers, administrators and staff should be trained to understand and respect Vietnamese and other cultures.
- Bilingual staff must be available to provide parents with access to the schools and to support parent involvement in their children's schooling.

“Parents should set reasonable expectations and stop pressuring their children too much.” – Vietnamese youth.

“Family involvement in school and life is hard because parents go to work and kids go to school and they don’t get to see each other.” – Vietnamese youth

4.) Vietnamese youth and adults had strong opinions and recommendations about Peers & Youth Programs.

Vietnamese youth and adults stated that youth’s peers are very important to them, but they expressed this in different ways. Youth described a strong need for support from friends for understanding and acceptance, especially because of the generation gap and cultural differences they experience with their parents and other Vietnamese adults. Adults, especially parents, emphasized the importance of guiding children and youth to choose positive friends.

In Cornerstone’s youth survey, Asian Pacific Islander (API) youth, including Vietnamese, had the highest level of positive peer influence, 79%, of any of the racial/ethnic groups reported and compared to the aggregate of 66%.

Vietnamese youth and adults also expressed the need for more youth programs, again, with different focuses coming from different generations. Following are their **recommendations:**

- Vietnamese parents stated the need for more homework/educational centers including teaching Vietnamese language and culture. They offered ideas such as elders volunteering their time to teach children and youth, and parents sharing responsibilities for transporting youth to homework centers.
- Similar to GLBT youth, Vietnamese youth and adult youth workers, who were mostly younger adults, stated the need for more youth centers and positive places for Vietnamese youth to hang out and feel a sense of belonging as well as participate in a variety of programs.
- Vietnamese youth, like Latino youth, also stated that more outreach was needed to inform youth and the community about existing programs. While Vietnamese youth expressed confusion and uncertainty about how to access programs and services, they suggested many ideas about how to improve outreach such as youth taking responsibility for sharing information with their peers, schools providing information, and creating resource listings through the Internet.

“Youth are scared to ask for help, or uncomfortable and afraid of adults’ reaction. We worry that our parents will be mad or won’t understand (why we need a program).” – Vietnamese youth

“Parents can assist their children in developing healthy relationships among themselves by creating opportunities for their children to get together in a group so they can support and help each other in a healthy way – camping, cultural events and celebrations.” – Vietnamese parents

5.) Positive Values, Social Competency & Positive Identity are important to Vietnamese youth and adults who expressed that the following assets from the categories are most important to them individually and to the Vietnamese community:

- Integrity
- Honesty
- Responsibility
- Sense of purpose
- Positive view of personal future

In addition, youth expressed that cultural competence, defined as knowledge of and comfort with people of different cultural/racial/ethnic backgrounds, is very important to them. Youth and adults felt that cultural identity was also important.

Vietnamese youth and adults expressed concerns about the following challenges to building/experiencing these important assets:

- Balancing Vietnamese and American culture (youth & adults)
- Feeling supported and respected (youth)

“Parents can use folklore and storytelling to teach their children about morality.” – Vietnamese father

“In American culture we encourage individualism. In contrast, Vietnamese parents do not show enough respect to youth, but there is family order in Vietnamese culture which helps parents to discipline their children easily. Therefore, we have to harmonize both values, because they both have positive points for promoting youth’s values.” – Vietnamese adult

Conclusions

The successes, challenges, hopes and commitments shared by GLBT, Latino and Vietnamese youth and adults through the focus groups offer us new understanding and appreciation for the unique values and traditions and common experiences and aspirations these diverse communities have for and with their children and youth.

Focus group participants of all ages and roles and from various backgrounds expressed support for the developmental assets approach and described their own individual and community connections to asset-building. They shared diverse approaches to building assets in youth, from generations-old, cultural traditions to new ways that are needed to support youth in our increasingly complex society.

Focus group participants also shared values that are not fully incorporated in the 40 assets as Search currently defines them. GLBT, Latino and Vietnamese community members recommend adding or redefining the following assets to make the asset framework more reflective of and meaningful for their experiences and values:

- Cultural identity (different than cultural competence) – Young person feels a positive understanding of their cultural heritage and a sense of belonging to a community
- Positive identity (as an asset, not just a category) – Young person accepts and respects him/herself.
- Respect – Young person has respect for others, adults, youth, family and community members.
- Spiritual Foundation/Guidance (not just time spent in religious community) – Young person has spiritual faith or beliefs that help them understand their purpose for living.

Also, some Vietnamese community members suggested redefining many of the assets, particularly in the positive identity category, to shift from a focus on individual power to family values and responsibilities.

In addition to the suggestions about the asset framework, GLBT, Latino and Vietnamese community members made strong recommendations to policy-makers, schools and program providers that can be summarized as follows:

- 1.) Caring school climates are critical to the academic, social and emotional success and well-being of all youth, and GLBT, Latino and Vietnamese youth and parents need:
 - School administrators, teachers, and staff who are knowledgeable and respectful of GLBT issues and Latino and Vietnamese cultures, and who model respectful and inclusive behavior to all students.
 - Bilingual staff available to ensure Latino and Vietnamese parents access to schools and involvement in their children's education.
 - Consistent school policies to ensure students' safety and to reduce and respond to incidents of harassment.
 - Commitment from school administrators and teachers to support all students to succeed in school and to work toward and choose from a wide variety of educational opportunities.

- 2.) More programs are needed to provide youth with support and opportunities to participate in safe, healthy activities. This includes:
- Youth, family and community programs that welcome and celebrate diversity.
 - Greater outreach to inform youth about community programs and resources.

While policies and programs are important, the asset approach challenges us to recognize that relationships, interactions and connections, between individual youth and adults, are the key to supporting and guiding our children and youth to thrive. The next section includes asset-building ideas suggested by GLBT, Latino and Vietnamese community members.



Ideas for Building Assets

Ideas for all community members:

- 1.) Believe in your own power to change the world. Think, "It begins with me."
- 2.) Focus on our common experiences. Ask "How are we alike?"
- 3.) Challenge stereotypes – speak up when you hear someone disrespecting others.
- 4.) Look for positives – don't focus on negatives.
- 5.) Recognize others, youth and adults, when they do something well.
- 6.) Do something to show that youth are good, and get the media to cover the story.

Ideas for youth:

- 1.) Be friendly with other youth even when you don't know them.
- 2.) Stand up for other youth when they need support and when you believe in what they're doing.
- 3.) Listen to your friends when they have problems.
- 4.) Be willing to help other youth without judging them.
- 5.) Reach out to others – let them know about programs and community resources.
- 6.) Be responsible – show youth, adults and yourself that you keep your promises and they can count on you.
- 7.) Get involved in the community – volunteer to help others.

- 8.) Kick it with other youth – hang out, play sports, have fun – form a support network.
- 9.) Be a role model – do the right thing and influence other youth.

Ideas for parents:

- 1.) Talk with your kids - listen.
- 2.) Show interest in your children's lives – ask how their day was.
- 3.) Allow friends to come visit at home.
- 4.) Be open to friends from different backgrounds.
- 5.) Help guide young children in choosing their friends right when they are very little.
- 6.) Respect youth's ideas and feelings.
- 7.) Allow youth to learn from their mistakes.
- 8.) Accept children for who they are - don't compare them to others.
- 9.) Recognize youth's strengths – don't just focus on problems.
- 10.) Expect the best from your children, but don't pressure them too much.
- 11.) Make time to spend with your children.
- 12.) Show support by coming to activities and showing pride.
- 13.) Acknowledge problems.
- 14.) Encourage youth to stop negative behaviors, intervene when things aren't going right and discuss issues.
- 15.) Seek out information to understand different issues youth are dealing with in order to help them more effectively.
- 16.) Pass on your values.

- 17.) Tell stories that teach culture and morality.
- 18.) Organize camping and cultural celebrations with other families so youth can develop healthy relationships with each other.
- 19.) Network with other families and host family fun nights at home.

Ideas for all adults:

- 1.) "Giving time is the most valuable asset."
- 2.) Be a positive role model.
- 3.) Build self esteem and positive identity in youth.
- 4.) Be proud of your culture and be active in the community.
- 5.) Be out and be visible.
- 6.) Share your personal stories.
- 7.) Develop trusting relationships with youth.
- 8.) Respect youth's opinions and honor their feelings.
- 9.) Show by example - walk your talk.
- 10.) Make a personal commitment to mentor youth and support youth activities.

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