



FOR YOUTH DEVELOPMENT™  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

**PROJECT  
CORNERSTONE**  
A YMCA of Silicon Valley Initiative



# SILICON VALLEY YOUTH SURVEY RESULTS

## SUPPORT

	Elementary	Middle School	High School
<b>1 FAMILY SUPPORT</b> Family life provides high levels of love and support.	88	77	65
<b>2 POSITIVE FAMILY COMMUNICATION</b> Young person and his or her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	63	39	30
<b>3 OTHER ADULT RELATIONSHIPS</b> Young person receives support from three or more non-parent adults.	53	46	46
<b>4 CARING NEIGHBORHOOD</b> Young person experiences caring neighbors.	52	43	33
<b>5 CARING SCHOOL CLIMATE</b> School provides a caring, encouraging environment.	65	42	32
<b>6 PARENT INVOLVEMENT IN SCHOOLING</b> Parent(s) are actively involved in helping young person succeed in school.	52	44	30

## EMPOWERMENT

<b>7 COMMUNITY VALUES YOUTH</b> Young person perceives that adults in the community value youth.	33	29	19
<b>8 YOUTH AS RESOURCES</b> Young people are given useful roles in the community.	53	38	33
<b>9 SERVICE TO OTHERS</b> Young person serves in the community one hour or more per week.	32	46	48
<b>10 SAFETY</b> Young person feels safe at home, school, and in the neighborhood.	62	39	52

## BOUNDARIES AND EXPECTATIONS

<b>11 FAMILY BOUNDARIES</b> Family has clear rules and consequences and monitors the young person's whereabouts.	60	47	42
<b>12 SCHOOL BOUNDARIES</b> School provides clear rules and consequences.	87	73	54
<b>13 NEIGHBORHOOD BOUNDARIES</b> Neighbors take responsibility for monitoring young people's behavior.	49	54	39
<b>14 ADULT ROLE MODELS</b> Parent(s) and other adults model positive, responsible behavior.	52	35	28
<b>15 POSITIVE PEER INFLUENCE</b> Young person's best friends model responsible behavior.	91	85	69
<b>16 HIGH EXPECTATIONS</b> Both parent(s) and teachers encourage the young person to do well.	92	66	51

## CONSTRUCTIVE USE OF TIME

<b>17 CREATIVE ACTIVITIES</b> Young person spends three or more hours per week in lessons or practice in music, theater or other arts.	66	23	25
<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.	56	55	63
<b>19 RELIGIOUS COMMUNITY</b> Young person spends one or more hours per week in activities in a religious institution.	50	51	41
<b>20 TIME AT HOME</b> For elementary school students: Young person spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games. For middle and high school students: Young person is out with friends with nothing special to do two or fewer nights per week.	31	74	72

## COMMITMENT TO LEARNING

<b>21 ACHIEVEMENT MOTIVATION</b> Young person is motivated to do well in school.	78	77	77
<b>22 SCHOOL ENGAGEMENT</b> Young person is actively engaged in learning.	62	71	66
<b>23 HOMEWORK</b> Young person reports doing at least one hour of homework every school day.	84	69	81
<b>24 BONDING TO SCHOOL</b> Young person cares about his or her school.	83	74	66
<b>25 READING FOR PLEASURE</b> Young person reads for pleasure three or more hours per week.	63	29	23

## POSITIVE VALUES

<b>26 CARING</b> Young person places high value on helping other people.	87	61	55
<b>27 EQUALITY AND SOCIAL JUSTICE</b> Young person places high value on promoting equality and reducing hunger and poverty.	71	66	59
<b>28 INTEGRITY</b> Young person stands up for her or his beliefs.	83	67	72
<b>29 HONESTY</b> Young person tells the truth even when it is not easy.	89	72	67
<b>30 RESPONSIBILITY</b> Young person accepts and takes personal responsibility.	84	69	68
<b>31 HEALTHY LIFESTYLE</b> (elementary school students): Parent(s) tell the child it is important to have good health habits. OR	84		
<b>31 RESTRAINT</b> (middle and high school students) Young person believes it is important not to be sexually active or to use alcohol or other drugs.		70	46

## SOCIAL COMPETENCIES

<b>32 PLANNING AND DECISION MAKING</b> Young person knows how to plan ahead and make choices.	54	35	34
<b>33 INTERPERSONAL COMPETENCE</b> Young person has empathy, sensitivity and friendship skills.	54	52	47
<b>34 CULTURAL COMPETENCE</b> Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	69	50	50
<b>35 RESISTANCE SKILLS</b> Young person can resist negative peer pressure and dangerous situations.	79	54	47
<b>36 PEACEFUL CONFLICT RESOLUTION</b> Young person seeks to resolve conflict nonviolently.	85	58	52

## POSITIVE IDENTITY

<b>37 PERSONAL POWER</b> Young person feels he or she has control over "things that happen to me."	63	37	43
<b>38 SELF-ESTEEM</b> Young person reports having a high self-esteem.	66	48	44
<b>39 SENSE OF PURPOSE</b> Young person reports that "my life has a purpose."	48	60	57
<b>40 POSITIVE VIEW OF PERSONAL FUTURE</b> Young person is optimistic about her or his personal future.	61	76	70
<b>41 POSITIVE CULTURAL IDENTITY</b> Young person is comfortable with and proud of his or her identity, including but not limited to disabilities, ethnicity, faith/religion, family status, gender, language and sexual orientation.*			

\*Project Cornerstone established this asset for Silicon Valley as a result of community input.