

Learning Network Agenda

Tuesday January 17, 2012

Room 169 "Board of Education Meeting Room" L'Anse High School

Goals:

1. Explore the issues and status of vulnerable youth in the community.
2. Strengthen collaborative efforts to improve services and programs for vulnerable youth.
3. Increase sustainability of community services for vulnerable youth.


Session Objectives:

1. Learn about our youth and the 40 Developmental Assets™
2. Review goals and topics chosen on November 16, 2011. Are they still relevant?
3. Form teams, schedule sites for next four meetings, choose topics.

10:00 – 10:15 a.m.	PART ONE – LEARNING SESSION <ul style="list-style-type: none">• Welcome, Preview Agenda and Update
10:15 – 11:45 a.m.	LEARNING TOPIC PRESENTATION <ul style="list-style-type: none">• Introduction to Assets• Fishbowl Discussion with Students
11:45 – 12:15 p.m.	Lunch
12:15 – 1:15 p.m.	PART TWO – REVIEW GOALS & TOPICS
1:15 – 2:15 p.m.	Small Group Work <ul style="list-style-type: none">• Form small groups, choose which group will host which date and which topic will be the focus of the day they host.
2:15 – 2:30 p.m.	Break
2:30 – 3:15 p.m.	Small Group Presentations and Host Reflections <ul style="list-style-type: none">• Small group presentations of recommendations to host team• Host team feedback and response• Identification of possible action steps• Discussion
3:15 – 3:30p.m.	Wrap-up/Evaluation/Next Meetings – March 13 and May 8

For more information:

http://www.glycd.org/programs_learning_networks_baraga.php
Paul Olson, LMSW, CAADC - polson@glycd.org or 906-228-8919 x29

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Baraga County Vulnerable Youth Learning Network Orientation

Goals:

1. Explore the issues and status of vulnerable youth in the community.
2. Strengthen collaborative efforts to improve services and programs for vulnerable youth.
3. Increase sustainability of community services for vulnerable youth.

November 16, 2011 Attendance: Peter Autio, John Block, Kathy Flagstadt, Ed Gransell, Heather Grentz, Marie Harju, Lynn Ketola, Bill Kirchhofer, Gordette Leutz, Jennifer Lynn, Thurza Mathes, Paul Olson, Tess Paakola, Amy Quinn, Brian Rendel, Bertha Rogers, Chris Salo, June Schaefer, Amy St. Arnold, Lois Weber, Jon Young

Topics that were identified as priorities (in no particular order):

- Substance Abuse – youth and adult
- Youth who are struggling, but may not meet the criteria for specific services such as SSI (young people who "fall through the cracks" in many ways)
- The Michigan Merit Curriculum - is it right for all young people?
- Parental Engagement – How do we encourage parents to keep up "their part of the bargain?"
- Transportation

List of topics brainstormed by the three groups:

Group 1.	Group 2.	Group 3.
Kids falling between cracks - What services available to youth who do not receive SSI Drugs/alcohol Michigan Merit Curriculum - drop outs, personal curriculum, poverty, ee, graduation Training for entrepreneurs How do we "catch" non-traditional 4 year college students - gaps in continuum of care Positive attitude towards community college Bullying	Issues in Baraga County Poverty Unemployment Substance Abuse Transportation (lack of) Recreation (lack of) Inconsistent inter-agency communications Topics in Baraga County High School Requirements for graduation - options - need more Positive outcomes for youth (what happens when youth age out of foster care)	Limited resources Transportation Bullying Family Life Style Parental Engagement Healthy Life-style Truancy/attendance Racial issues Community involvement Peer Pressure Lack of goals/aspirations Emphasis of higher ed. Jobs/sense of entitlement/work ethic spirituality/morals

Tentative Meeting Dates:

- January 17th, 2012
- March 13th, 2012
- May 8th, 2012
- August 21, 2012
- October 30, 2012

For more information, see: http://www.glycd.org/programs_learning_networks_baraga.php



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STRONG COMMUNITY: ONE YOUTH AT A TIME

In the fall of 2011, 231 youth in 8th, 10th and 12th grades were surveyed with the Profiles of Student Life: Attitudes & Behaviors™ survey created by the Search InstituteSM. This survey was accomplished through a partnership which included Great Lakes Center for Youth Development, Baraga Area Schools, L'Anse Area Schools, the Baraga County Community Foundation, the Copper Country Intermediate School District and Portage Health.

The Developmental Asset framework defines community strengths and needs based on relationships among youth and adults. While one person may not be able to transform overall community factors,



one person, working alone if necessary, has the power to transform relationships.

This framework empowers us to identify ways we'd like to see these relationships grow. As you scan the list on Page 3, you'll notice two things - first, that many people

already work to build assets in the young people they know and, second, that this way of looking at what youth need is not just for parents or teachers. Everyone has the ability to help make our community the best place it can be for youth. We can all look at the assets and see things we already do or can start doing to create a better place for youth.

Too few assets leave youth vulnerable on two fronts: they are more likely to engage in risky behaviors, and less likely to realize their true potential as adults. Building stronger relationships with the youth in our home, community, church or school takes effort, but the Developmental Assets framework tells us it's worth it.

2011 BARAGA COUNTY YOUTH BY ASSET LEVELS

While there is no "magic number" of assets young people should have, youth with at least half of the 40 Assets are much less prone to risk-taking behavior. Yet, as the chart shows, only 38% of Baraga County youth have 21 or more assets and, perhaps more concerning, 18% of the youth surveyed have 10 or fewer of the 40 Assets. The average student who took this survey has 18 assets.

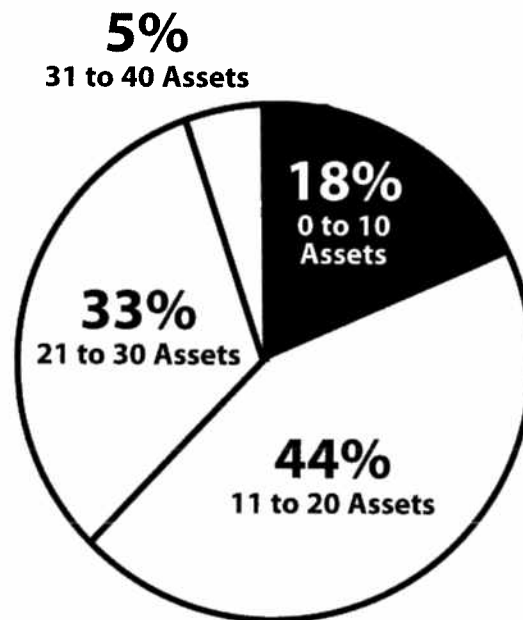
(In this report, percentages may not total 100% due to rounding)

MOST COMMON ASSETS

Positive View of Personal Future	73%
Honesty	72%
Achievement Motivation	70%
Responsibility	68%
Integrity	68%

LEAST COMMON ASSETS

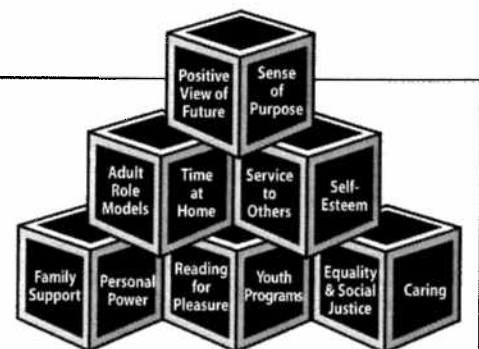
Creative Activities	13%
Youth as Resources	17%
Reading for Pleasure	17%
Caring School Climate	20%
Community Values Youth	20%



Percentage of Baraga County youth who experience each of four levels of assets

WHAT ARE ASSETS?

They are the strengths, or building blocks, that kids need to grow up healthy, competent and caring. Research shows that youth with more assets experience more success in life and participate in fewer risk-taking behaviors.



THE POWER OF ASSET BUILDING

Search Institute studies have consistently shown that young people who experience more of the assets engage in fewer risk-taking behaviors and are more likely to report thriving indicators. This means the more assets a young person experiences, the more likely he or she will choose a healthy lifestyle. This has been shown to be true regardless of age, gender, or region of the country.

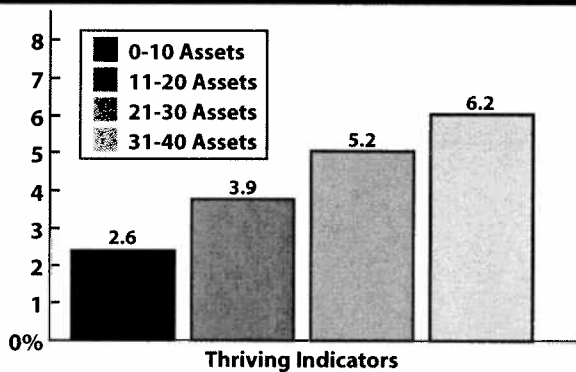
THE POWER TO PROMOTE

The 2011 Baraga County survey results reveal that the more assets youth have, the more likely they are to engage in "Thriving Behaviors" such as: control impulsive behavior, experience school success, exhibit leadership, help others informally, maintain good personal health, overcome adversity, resist danger and value diversity.

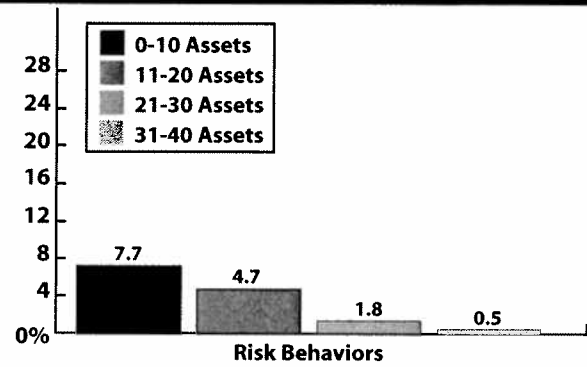
THE POWER TO PROTECT

The survey results indicate that the more assets youth have, the less likely they are to participate in risk-taking behaviors. Risk Behaviors include: alcohol use, inhalant use, getting into trouble with police, binge drinking, smoking, marijuana use, shoplifting, hurting another person, smokeless tobacco use, using a weapon, fighting in groups, illegal drug use, eating disorders, carrying a weapon for protection, driving while drinking, skipping school, threatening to cause physical harm, early sexual intercourse, gambling, attempting suicide, vandalism, depression and riding with an impaired driver.

Number of thriving indicators by asset level



Number of risk behaviors by asset level



PERCENT OF OUR YOUTH REPORTING SUBSTANCE USE RELATED RISK-TAKING BEHAVIORS 2011

Category	Risk-Taking Behavior Definition	Total	Gender		Grade		
			M	F	8	10	12
Alcohol	Used alcohol once or more in the last 30 days	20%	20%	20%	16%	18%	29%
	Got drunk once or more in the last two weeks	11%	12%	10%	6%	11%	19%
Tobacco	Smoked cigarettes once or more in the last 30 days	11%	6%	15%	8%	11%	16%
Marijuana	Used marijuana once or more in the last 12 months	21%	23%	19%	9%	27%	31%
Other Drug Use	Used other illicit drugs once or more in the last 12 months (Includes LSD, heroin, and amphetamines)	3%	4%	2%	1%	4%	4%
Driving & Alcohol	Rode (once or more in the last 12 months) with a driver who had been drinking	45%	51%	41%	48%	53%	33%

Survey results from "Profiles of Student Life: Attitudes and Behaviors" by Search Institute

PERCENT OF OUR YOUTH REPORTING THRIVING INDICATORS 2011

Category	Thriving Indicator Definition	Total	Gender		Grade		
			M	F	8	10	12
Helps Others	Helps friends or neighbors one or more hours per week	83%	83%	84%	84%	82%	83%
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	50%	33%	61%	52%	52%	44%
Maintains Good Health	Pays attention to healthy nutrition and exercise	59%	56%	63%	70%	50%	56%
Delays Gratification	Saves money for something special rather than spending it all right away	44%	47%	42%	45%	38%	49%

40 DEVELOPMENTAL ASSETS

In Search Institute terms, **assets** are key individual or environmental resources that enable and nurture young people to develop in healthy, positive ways. Percentages are for the 231 youth in 8th, 10th and 12th grade at Baraga county schools who were surveyed in 2011.

Asset Type		Asset Name & Definition	Percentage
EXTERNAL ASSETS	SUPPORT	1 Family Support – Family life provides high levels of love and support	65%
		2 Positive Family Communication – Young person and his or her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s)	29%
		3 Other Adult Relationships – Young person receives support from three or more nonparent adults	50%
		4 Caring Neighborhood – Young person experiences caring neighbors	46%
		5 Caring School Climate – School provides a caring, encouraging environment	20%
		6 Parent Involvement in Schooling – Parent(s) are actively involved in helping young person succeed in school	30%
	EMPOWERMENT	7 Community Values Youth – Young person perceives that adults in the community value youth	20%
		8 Youth as Resources – Young people are given useful roles in the community	17%
		9 Service to Others – Young person serves in the community one hour or more per week	51%
	BOUNDARIES & EXPECTATIONS	10 Safety – Young person feels safe at home, at school, and in the neighborhood	59%
		11 Family Boundaries – Family has clear rules and consequences and monitors the young person's whereabouts	43%
		12 School Boundaries – School provides clear rules and consequences	50%
		13 Neighborhood Boundaries – Neighbors take responsibility for monitoring young people's behavior	50%
	CONSTRUCTIVE USE OF TIME	14 Adult Role Models – Parent(s) and other adults model positive, responsible behavior	21%
		15 Positive Peer Influence – Young person's best friends model responsible behavior	65%
		16 High Expectations – Both parent(s) and teachers encourage the young person to do well	41%
		17 Creative Activities – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts	13%
		18 Youth Programs – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community	62%
		19 Religious Community – Young person spends one or more hours per week in a religious institution	46%
		20 Time at Home – Young person is out with friends "with nothing special to do" two or fewer nights per week	48%
INTERNAL ASSETS	COMMITMENT TO LEARNING	21 Achievement Motivation – Young person is motivated to do well in school	70%
		22 School Engagement – Young person is actively engaged in learning	57%
		23 Homework – Young person reports doing at least one hour of homework every school day	47%
		24 Bonding to School – Young person cares about her or his school	51%
		25 Reading for Pleasure – Young person reads for pleasure three or more hours per week	17%
	POSITIVE VALUES	26 Caring – Young person places high value on helping other people	46%
		27 Equality and Social Justice – Young person places high value on promoting equality and reducing hunger and poverty	48%
		28 Integrity – Young person acts on convictions and stands up for her or his beliefs	68%
	SOCIAL COMPETENCIES	29 Honesty – Young person "tells the truth even when it is not easy"	72%
		30 Responsibility – Young person accepts and takes personal responsibility	68%
		31 Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs	36%
		32 Planning and Decision Making – Young person knows how to plan ahead and make choices	27%
		33 Interpersonal Competence – Young person has empathy, sensitivity, and friendship skills	42%
	POSITIVE IDENTITY	34 Cultural Competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds	28%
35 Resistance Skills – Young person can resist negative peer pressure		40%	
36 Peaceful Conflict Resolution – Young person seeks to resolve conflict nonviolently		39%	
37 Personal Power – Young person feels he or she has control over "things that happen to me"		50%	
38 Self-Esteem – Young person reports having a high self-esteem		51%	
39 Sense of Purpose – Young person reports that "my life has a purpose"		67%	
	40 Positive View of Personal Future – Young person is optimistic about her or his personal future	73%	

BE AN ASSET BUILDER



Who can be an Asset Builder?

Any person, youth or adult, who commits time, energy and/or resources to making a difference in the community by promoting healthy youth

Basic Keys to Asset Building



1. Everyone can build assets
2. All young people need assets
3. Relationships are key
4. The more assets, the better
5. It takes the whole community

BEGIN WITH FIRST STEPS

As a Young Person, You Can...

- Challenge yourself to develop a new interest on your own, or try a new activity through school, local youth programming, co-curricular activities, or faith community youth program.
- Strike up a conversation with an adult you admire, and get to know that person better. See adults as potential friends and informal mentors.
- Look for opportunities to build relationships with younger children through service projects, tutoring, or baby-sitting.

As a Parent or Family Member, You Can...

- Consistently model—and talk about—your family's values and priorities.
- Regularly include all children in your family in projects around the house, recreational activities of all kinds, and community service projects that benefit people with needs greater than your own.
- Post a list of the Developmental Assets and talk to children about them. Ask teens for suggestions of ways to strengthen their assets as well as yours.

As a Neighbor or Caring Adult, You Can...

- Invite a young person you know to join you in an activity: play a game, visit a park, or go for a walk together.
- Greet the children and adolescents you see every day.
- Send birthday cards, letters, "I'm thinking of you" notes, or e-messages to a child or adolescent with whom you have a connection.

As an Organization Member and/or Business Person, You Can...

- Highlight, develop, expand, and support programs designed to build assets, such as one-on-one mentoring, peer helping, service learning, and parent education.
- Provide meaningful opportunities for young people to contribute to the lives of others, in and through your organization.
- Develop employee policies that encourage asset building in youth, including flexible work schedules for parents and other employees that allow them to volunteer in youth development programs.

For information on services and activities available through GLCYD, please give us a call!



This report was prepared by the Great Lakes Center for Youth Development, 1175 Erie St., Marquette, MI 49855; 1-877-339-6884; for more information on the 40 Developmental Assets and the State of Youth Report, log on to www.glcyd.org.

Funding for this survey is provided by Great Lakes Center for Youth Development, The Copper Country Intermediate School District, Portage Health, and the Baraga County Community Foundation.

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Data Report

Baraga County Vulnerable Youth Learning Network
January 17, 2012

Paul Olson, LMSW, CAADC


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Another Youth-Building Opportunity Brought to You By:




40 Developmental Assets

- Building Blocks
- All Kids Need Assets
- Everyone Can be an Asset Builder
- Relationships are Key
- It Takes the Whole Community




Asset Categories

External	Internal
♥ Support	💡 Commitment to Learning
● Empowerment	☺ Positive Values
★ Boundaries and Expectations	😊 Social Competencies
🕒 Constructive Use of Time	👍 Positive Identity



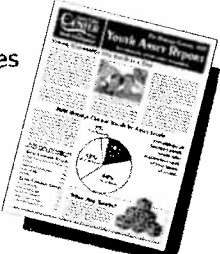

Common Data Uses

- Snapshot
- School Improvement
- Patterns of Data
- Community Mobilization



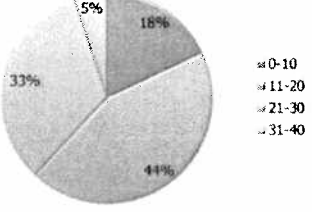
Profiles of Student Life: Attitudes & Behaviors

- 8th, 10th, & 12th grades
- 231 students
 - 99 Males, 130 Females
- 160 Questions
- Average # of Assets – 18.0





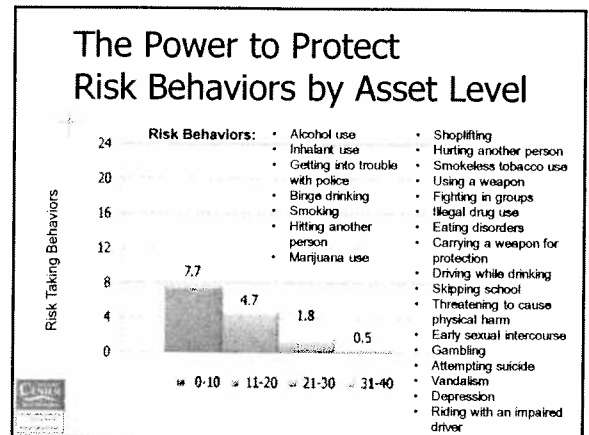
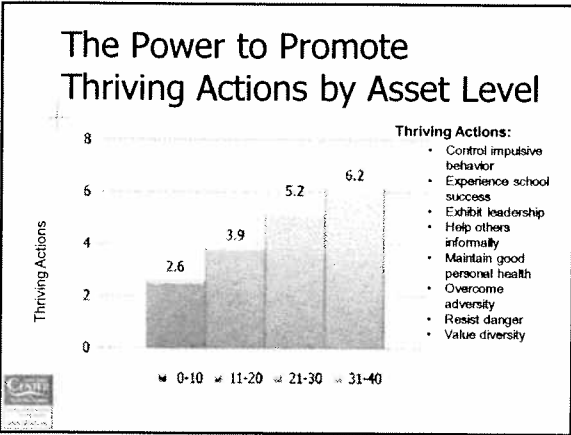
Profiles of Student Life: Attitudes and Behaviors - Overall Results

- 38% of youth have more than half of the assets
- Average number of Assets: 18.0



Asset Range	Percentage
0-10	5%
11-20	18%
21-30	44%
31-40	33%





Most Common Assets

Positive View of Personal Future	73%
Honesty	72%
Achievement Motivation	70%
Responsibility	68%
Integrity	68%

Least Common Assets

Creative Activities	13%
Youth as Resources	17%
Reading for Pleasure	17%
Caring School Climate	20%
Community Values Youth	20%

- ### Next Steps
- Community Release of Data
 - Local Presentations
 - School Board Presentations
 - School Staff Presentations
 - Community Group Presentations



Zoomerang Survey Results

Baraga Learning Network

Response Status: Completes

Filter: No filter applied

Jan 05, 2012 8:05 AM PST

1. We have currently scheduled five sessions. How many sessions do you feel would be appropriate during 2012?

5 seems appropriate	7	78%
Less than 5	1	11%
6	0	0%
7	1	11%
8	0	0%
More than 8	0	0%
Total	9	100%

2. We are currently scheduled to meet approximately every other month. How much time do you think should go by between sessions?

Every other month seems appropriate	7	78%
One Month	1	11%
Quarterly	1	11%
More frequently than monthly	0	0%
Total	9	100%

3. If there are other people who you think should be involved in the Learning Network, please enter their name and any contact information you have for them below.

2 Responses

4. What are your overall impressions of our idea for this Learning Network?

8 Responses

5. If you have not signed a letter of commitment to join the Learning Network and do not intend to, could you share with us your reasons?

2 Responses

3. If there are other people who you think should be involved in the Learning Network, please enter their name and any contact information you have for them below.

Respondent #	Response
1	Heather Jahfetson, director of the Great Explorations, or G.E., after-school program at Baraga Schools would be a valuable member (if she already isn't one). She may be reached at 906-353-6663 ext. 205, 3:30 - 5:30, M-F.

2 N/A

4. What are your overall impressions of our idea for this Learning Network?

Respondent #	Response
1	I beleive this will be beneficial to the youth in our County.
2	I am a new member. I wouldn't have become interested if I didn't like what I read in the paper and found on your site. So far, it looks very good to me.
3	I believe that if meetings are facilitated efficiently and all voices are heard, some useful information may be shared and perhaps small changes may occur.
4	The idea is great and I hope it works
5	I think that this is a good idea, however I find the level of assertiveness to join a little disconcerting, however maybe this is what is needed to ensure the success of the project. I am always interested to learn more to better help the clientele that I serve.
6	It is good to have many organizations and groups involved. Having people who are truly interested in helping our youth are essential.

7 maybe meet every 5-6 weeks instead of 8 weeks

5. If you have not signed a letter of commitment to join the Learning Network and do not intend to, could you share with us your reasons?

Respondent #	Response
1	I have signed a letter and am excited about my first meeting soon to come!
2	N/A

The Benson Index



In 1963, federal economist Mollie Orshansky devised a formula for measuring income adequacy and poverty in this country. The measurement was named the Orshansky Index and has been used for decades to determine eligibility for federal assistance programs.

It's time for a new index, one that doesn't measure economic security but provides an assessment of a community's success at providing young people with support, empowerment, boundaries and opportunities.

This new index would be called the Benson Index, named after my friend Peter Benson who died this past week. He introduced me to the concept of positive youth development and the importance of caring relationships. 'Relationships are the oxygen of human development,' he said.

During our conversations, Peter would point out that our national perspective of young people was incomplete and heavily skewed to focus on issues such as sexual activity, drug use and violence. The Benson Index would help provide a fuller and accurate picture of youth in this country. The index could be a number, or a score or a grade and would provide a snapshot of the presence of community supports available to young people, such as intergenerational relationship, caring neighborhoods, adult role models and opportunities for youth to join adults in enhancing community life.

especially important and timely. Lifting young people out of poverty depends on changing their contexts – the people, places and settings that shape their economic and developmental fortunes. The Benson Index can help with this.

I would want the results from the Benson Index to be posted at the city limits of every town in America, similar to the 'fire danger' needle you always see before entering a national forest. If the needle is in the red, you know that young people aren't getting the support they need. If the needle is in the green, then young people are thriving.

Local chambers of commerce would use the index to show businesses and families that the area is a great place for kids to grow up. Presidential debates would focus on how well the candidates improved the Benson Index in their home state. The NFL wouldn't host a Super Bowl in a city unless the local Benson Index was above a certain level. You get the idea.

In early 2010, after spending a day together meeting with offices on Capitol Hill, Peter and I grabbed a drink before he headed to the airport. I asked him what was the next 'big thing' on his horizon.

Peter described his vision of being a 'troubadour for youth,' traveling the country and mobilizing communities to embed youth in networks of caring adults. His goal was to engage ten million adults from all walks of life to develop sustained, caring relationships with children and adolescence both within families and in neighborhoods.

One of Peter's favorite phrases was, 'If you breathe, you are on the team.' He used these words to encourage and empower all adults

Many cities already have some form of the Benson Index in place. Bucks County, Pennsylvania, issues a 'Student Support Card' to report how the community is doing in providing support to the local students. On the other side of the country, Ventura County, Calif., publishes the Creating Asset Rich Environments (CARE) report every other year to document how well the county is providing young people with supports, opportunities and high expectations. Over the coming years, these communities need to be the standard, not the exception.

As our country continues to face economic uncertainty and high unemployment, the Benson Index is

to play an active role in supporting and caring for young people. You don't need to be a professional youth worker, or a teacher or even a parent to get involved. Everyone has a role to play.

Peter will not get the chance to play the role of national troubadour and any hope of fulfilling his vision relies on the rest of us choosing to know, name, move toward, care about, and connect with young people in every neighborhood of this country.

If you breathe, you are on the team.

Jon Terry is president of Capital Youth Strategies, a government relations and advocacy firm based in Washington, D.C.


**Baraga County Vulnerable Youth Learning Network
January 17, 2012
L'Anse High School**

Please fill in the circle that is your best response to the statement.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree					
The session content was relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
I learned something new about the other team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
I understand the purpose and objectives of the Learning Network.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
There was an appropriate balance of listening and interaction time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
The meeting place and food service were acceptable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
How likely would you be to refer the Great Lakes Center for Youth Development to a friend or colleague? (10 being high)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>	10 <input type="radio"/>

What have you learned from this that you can use in the near-future?

Please feel free to add additional comments or questions on the back.

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