

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.

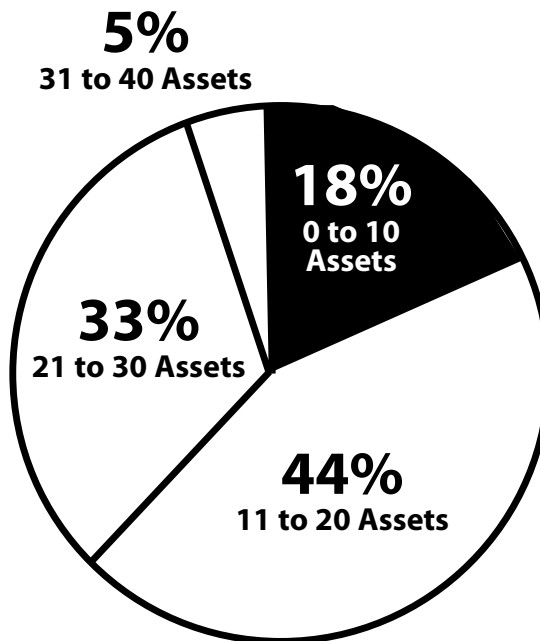
(In this report, percentages may not total 100% due to rounding)

MOST COMMON ASSETS

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

LEAST COMMON ASSETS

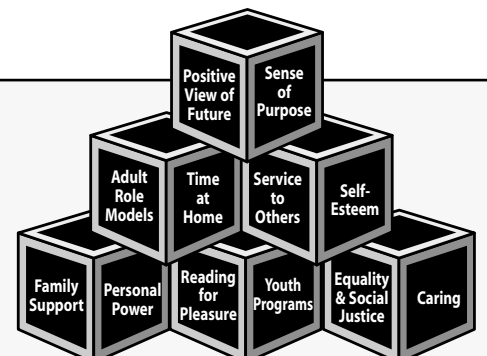
Creative Activities	13%
Youth as Resources	17%
Reading for Pleasure	17%
Caring School Climate	20%
Community Values Youth	20%



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.

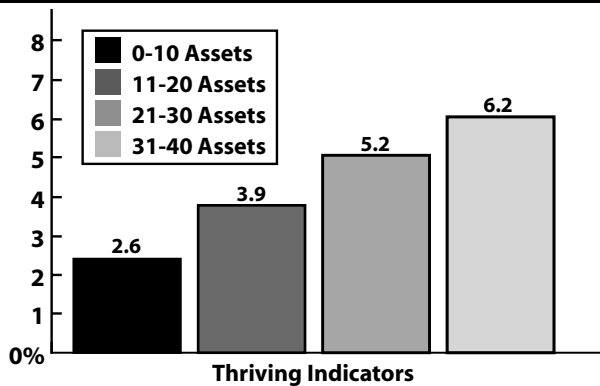
THE POWER TO PROMOTE

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.

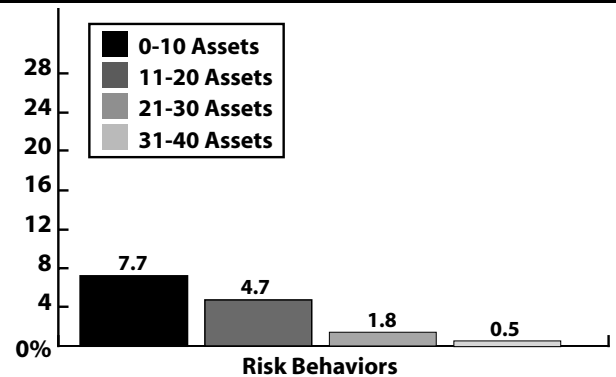
THE POWER TO PROTECT

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%
		10 Safety – Young person feels safe at home, at school, and in the neighborhood	59%
	BOUNDARIES & EXPECTATIONS	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%
		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%
	CONSTRUCTIVE USE OF TIME	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%
		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%
	SOCIAL COMPETENCIES	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%
		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%	
POSITIVE IDENTITY	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 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 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 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.

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