

ASSET PROFILE COMPARISONS

Marquette and Alger Counties and Search Institute National Data

The 40 Developmental Assets are divided in two important and distinct ways—20 external and 20 internal assets.

External Assets

The external assets refer to the positive developmental experiences young people gain through relationships and opportunities in their lives. They emerge through constant exposure to informal interactions with caring and principled adults and peers, and they are reinforced by a larger network of community institutions.

The external assets are further divided into four separate asset categories:

1. Empowerment
2. Boundaries
3. Expectations
4. Constructive Use of Time

Internal Assets

The internal assets are competencies, skills and self-perceptions that young people develop over time. Communities can ensure that young people have external assets, but internal assets do not simply occur; they evolve gradually as a result of numerous experiences (Search Institute, 143).

The internal assets are also further divided into four separate asset categories:

1. Commitment to Learning
2. Positive Values
3. Social Competencies
4. Positive Identity

Comparing Youth Assets: Marquette Alger Counties and Search Institute Data

The following Search Institute data is a result from the 1999-2000 school year survey of 217,277 students grades 6th - 12th in public and private U.S. schools who took the *Profiles of Student Life: Attitudes and Behaviors* survey created by Search Institute. This data is **not** a national representative sample of youth; therefore, cannot be generalized.

The Marquette and Alger County data was gathered during the 2002-2003 school year from 2,128 young people in the 8th, 10th, and 12th grades.

These charts offer a comparison of the 2002 *Marquette and Alger Counties Profiles of Student Life: Attitudes and Behaviors* survey with the 1999-2000 school year data representing a national pool.

In the Marquette/Alger 2002 Data column, a **red %** indicates Marquette and Alger youth lower than the Search Institute national data set, a **blue %** indicates Marquette and Alger youth higher than the Search Institute national data set and a black % indicates an exact match with the Search Institute national data.

EXTERNAL ASSETS

External assets focus on external structures, relationships, and activities that create a positive environment for young people.

Support – Young people need to be surrounded by people who love, care for, appreciate, and accept them.

Asset	Marquette/Alger 2002 Data	National 1999-2000 Data
1. Family support	68%	70%
2. Positive family communication	24%	30%
3. Other adult relationships	47%	45%
4. Caring neighborhood	38%	40%
5. Caring school climate	27%	29%
6. Parent involvement in schooling	31%	34%

Empowerment – Young people need to feel valued and valuable. This happens when youth feel safe and respected.

Asset	Marquette/Alger 2002 Data	National 1999-2000 Data
7. Community values youth	20%	25%
8. Youth as resources	25%	28%
9. Service to others	49%	51%
10. Safety	63%	51%

Boundaries and Expectations – Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.

Asset	Marquette/Alger 2002 Data	National 1999-2000 Data
11. Family boundaries	47%	48%
12. School boundaries	54%	53%
13. Neighborhood boundaries	48%	49%
14. Adult role models	27%	30%
15. Positive peer influence	62%	65%
16. High expectations	45%	49%

Constructive Use of Time – Young people need opportunities outside of school to learn and develop new skills and interests with other youth and adults.

Asset	Marquette/Alger 2002 Data	National 1999-2000 Data
17. Creative activities	20%	20%
18. Youth programs	62%	58%
19. Religious community	52%	63%
20. Time at home	39%	52%

INTERNAL ASSETS

Internal assets reflect internal values, skills, and beliefs that young people also need to fully engage with and function in the world around them.

Commitment to Learning – Young people need a sense of the lasting importance of learning and a belief in their own abilities.

Asset	Marquette/Alger 2002 Data	National 1999-2000 Data
21. Achievement motivation	66%	67%
22. School engagement	65%	61%
23. Homework	53%	53%
24. Bonding to school	52%	54%
25. Reading for pleasure	27%	23%

Positive Values – Young people need to develop strong guiding values or principles to help them make healthy life choices.

Asset	Marquette/Alger 2002 Data	National 1999-2000 Data
26. Caring	43%	50%
27. Equality and social justice	44%	52%
28. Integrity	70%	68%
29. Honesty	68%	67%
30. Responsibility	64%	63%
31. Restraint	40%	47%

Social Competencies – Young people need the skill to interact effectively with others, to make difficult decisions, and to cope with new situations.

Asset	Marquette/Alger 2002 Data	National 1999-2000 Data
32. Planning and decision making	30%	30%
33. Interpersonal competence	45%	47%
34. Cultural competence	35%	42%
35. Resistance skills	40%	42%
36. Peaceful conflict resolution	47%	45%

Positive Identity – Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

Asset	Marquette/Alger 2002 Data	National 1999-2000 Data
37. Personal power	45%	44%
38. Self-esteem	42%	52%
39. Sense of purpose	56%	59%
40. Positive view of personal future	71%	74%

The data and asset category definitions have been taken from *The Asset Approach 40 Elements of Healthy Development* published by Search Institute, www.search-institute.org.