

# Youth Priorities 2008-10

**What young people in Chippewa, Mackinac and Luce Counties want you to know about their healthy development.**

Thirty-three young people gathered for the Eastern U.P. Youth Asset Summit on September 24, 2008 to review the results of the *Profiles of Student Life: Attitudes and Behaviors* survey conducted by the Great Lakes Center for Youth Development. (See back of this sheet for results.) Using data from the survey, the students determined what they consider to be the greatest strengths and areas for concern around youth development in the three-county area. Then they brainstormed ways to improve the youth environment in their communities.

## Strengths

- **Safety:** Asset 10 - Young person feels safe at home, at school, and in the neighborhood
- **School Boundaries:** Asset 12 - School provides clear rules and consequences
- **Personal Power:** Asset 37 - Young person feels he or she has control over “things that happen to me”

## Areas of Concern

- **Community Values Youth:** Asset 7 - Young person perceives that adults in the community value youth
- **Restraint:** Asset 31 - Young person believes it is important not to be sexually active or to use alcohol or other drugs
- **Sense of Purpose:** Asset 39 - Young person reports that “my life has a purpose”



Thirty-three students from seven school districts gathered to discuss strengths and areas of concern in their communities and to plan ways to strengthen the environment for themselves and their peers.

## What Are the 40 Assets?

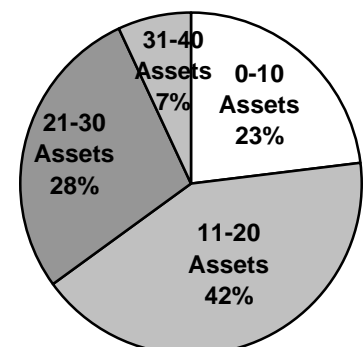
They are strengths, or building blocks, that kids need to grow up healthy, competent, and caring. Research shows that youth with more assets experience more success in life and participate in fewer risk-taking behaviors.

## Youth need parents, schools and communities to:

- Help youth feel valued
- Teach young people to make healthy choices
- Help youth find their life’s purpose

## 2007 Chippewa and Mackinac 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 Developmental Assets are much less prone to risk-taking behavior. Yet, as the chart shows, only 35% of the youth surveyed in Chippewa and Mackinac Counties have 21 or more assets and perhaps more concerning, 23% have 10 or fewer assets.



# 40 Developmental Assets

The 40 Developmental Assets have been identified by Search Institute as key individual or environmental resources that enable and nurture young people to develop in healthy, positive ways. Percentages are for the 1,135 youth in 8<sup>th</sup>, 10<sup>th</sup> & 12<sup>th</sup> grades at Chippewa and Mackinac County schools who were surveyed in 2007.

	Asset Type	Asset Name and Definition	%
External Assets	Support	<b>1. Family support</b> -- Family life provides high levels of love and support.	65%
		<b>2. Positive family communication</b> -- Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	26%
		<b>3. Other adult relationships</b> -- Young person receives support from three or more nonparent adults.	42%
		<b>4. Caring neighborhood</b> -- Young person experiences caring neighbors.	42%
		<b>5. Caring school climate</b> -- School provides a caring, encouraging environment.	28%
		<b>6. Parent involvement in schooling</b> -- Parent(s) are actively involved in helping young person succeed in school.	28%
	Empowerment	<b>7. Community values youth</b> -- Young person perceives that adults in the community value youth.	22%
		<b>8. Youth as resources</b> -- Young people are given useful roles in the community.	23%
		<b>9. Service to others</b> -- Young person serves in the community one hour or more per week.	51%
		<b>10. Safety</b> -- Young person feels safe at home, at school, and in the neighborhood.	60%
Boundaries & Expectations	<b>11. Family boundaries</b> -- Family has clear rules and consequences and monitors the young person's whereabouts.	40%	
	<b>12. School boundaries</b> -- School provides clear rules and consequences.	40%	
	<b>13. Neighborhood boundaries</b> -- Neighbors take responsibility for monitoring young people's behavior.	51%	
	<b>14. Adult role models</b> -- Parent(s) and other adults model positive, responsible behavior.	22%	
	<b>15. Positive peer influence</b> -- Young person's best friends model responsible behavior.	54%	
	<b>16. High expectations</b> -- Both parent(s) and teachers encourage the young person to do well.	42%	
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	16%	
	<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.	59%	
	<b>19. Religious community</b> -- Young person spends one or more hours per week in activities in a religious institution.	45%	
	<b>20. Time at home</b> -- Young person is out with friends "with nothing special to do" two or fewer nights per week.	49%	
Internal Assets	Commitment to Learning	<b>21. Achievement motivation</b> -- Young person is motivated to do well in school.	59%
		<b>22. School engagement</b> -- Young person is actively engaged in learning.	52%
		<b>23. Homework</b> -- Young person reports doing at least one hour of homework every school day.	38%
		<b>24. Bonding to school</b> -- Young person cares about her or his school.	50%
		<b>25. Reading for pleasure</b> -- Young person reads for pleasure three or more hours per week.	23%
	Positive Values	<b>26. Caring</b> -- Young person places high value on helping other people.	42%
		<b>27. Equality and social justice</b> -- Young person places high value on promoting equality and reducing hunger and poverty.	43%
		<b>28. Integrity</b> -- Young person acts on convictions and stands up for her or his beliefs.	67%
		<b>29. Honesty</b> -- Young person "tells the truth even when it is not easy."	64%
		<b>30. Responsibility</b> -- Young person accepts and takes personal responsibility.	61%
		<b>31. Restraint</b> -- Young person believes it is important not to be sexually active or to use alcohol or other drugs.	34%
	Social Competencies	<b>32. Planning and decision making</b> -- Young person knows how to plan ahead and make choices.	27%
		<b>33. Interpersonal competence</b> -- Young person has empathy, sensitivity, and friendship skills.	38%
		<b>34. Cultural competence</b> -- Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	32%
		<b>35. Resistance skills</b> -- Young person can resist negative peer pressure and dangerous situations.	36%
		<b>36. Peaceful conflict resolution</b> -- Young person seeks to resolve conflict nonviolently.	36%
Positive Identity	<b>37. Personal power</b> -- Young person feels he or she has control over "things that happen to me."	42%	
	<b>38. Self-esteem</b> -- Young person reports having a high self-esteem.	47%	
	<b>39. Sense of purpose</b> -- Young person reports that "my life has a purpose."	61%	
	<b>40. Positive view of personal future</b> -- Young person is optimistic about his or her personal future.	69%	

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