



## A Snapshot of Our Youth

In 2002, 2004, and 2006, Luce County surveyed youth to learn more about the youth environment. This report details the 2006 results of two different surveys taken by 271 students in 6th, 8th, 10th, and 12th grade at Tahquamenon Area Schools in 2006. The two surveys were *Profiles of Student Life: Attitudes & Behaviors Survey*™ created by the Search Institute™ and the Great Lakes Center for Youth Development's *Sidebar Survey*. This project is funded by the Luce County Child Protection Council.

The results help the Luce County community better understand how our youth perceive their lives and their interactions

with others—peers, family, school, and community. The Luce County Asset Development Team encourages community leaders, parents, neighbors, educators, and youth themselves to discuss this data. It can help the community plan how to better provide the supports young people need and the opportunities that will help them grow into competent and caring citizens.

The Asset Vision Committee provides leadership for the asset initiative. It is comprised of staff from MSU Extension, LMAS Health Department, Tahquamenon Area Schools and The YAP Teen Center.

## 2006 LUCE COUNTY Youth by ASSET LEVELS

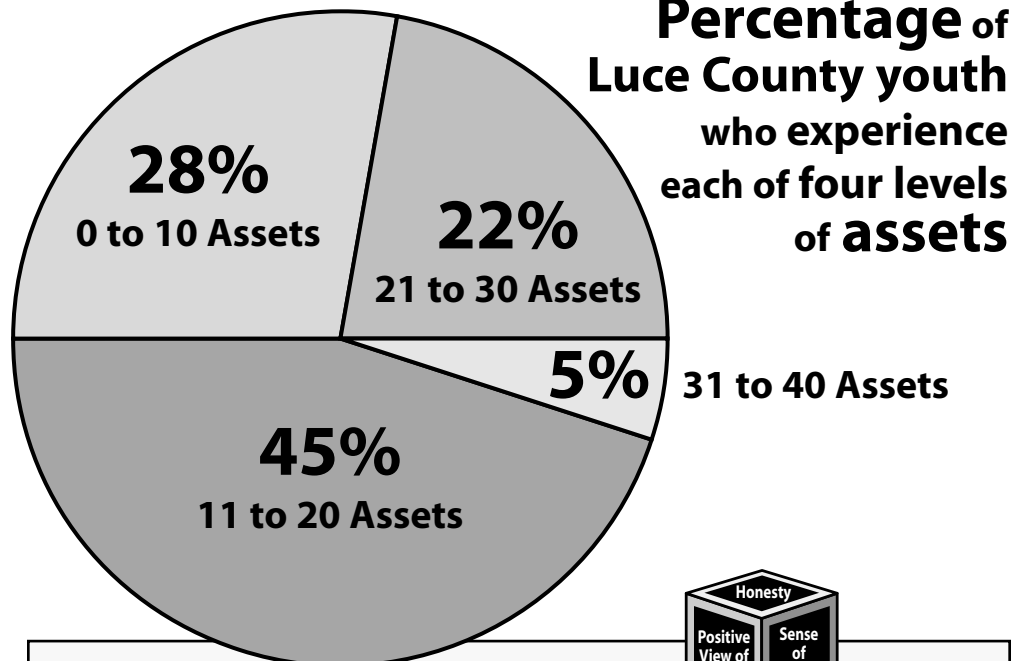
While there is no “magic number” of assets young people should have, youth with at least half of the 40 Assets are much less prone to risk-taking behavior. Yet, as the chart shows, only 27% of Luce County youth have 21 or more assets and, perhaps more concerning, 28% of the youth surveyed have 10 or fewer of the 40 Assets.

### FIVE HIGHEST ASSETS

Family Support	74%
Positive View of Future	65%
Honesty	65%
Safety	61%
Responsibility	61%

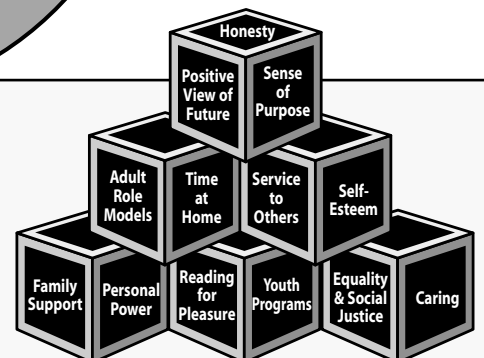
### FIVE LOWEST ASSETS

Creative Activities	9%
Community Values Youth	20%
Adult Role Models	20%
Reading for Pleasure	22%
Youth as Resources	24%



## WHAT ARE ASSETS?

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



# THE POWER of ASSET BUILDING

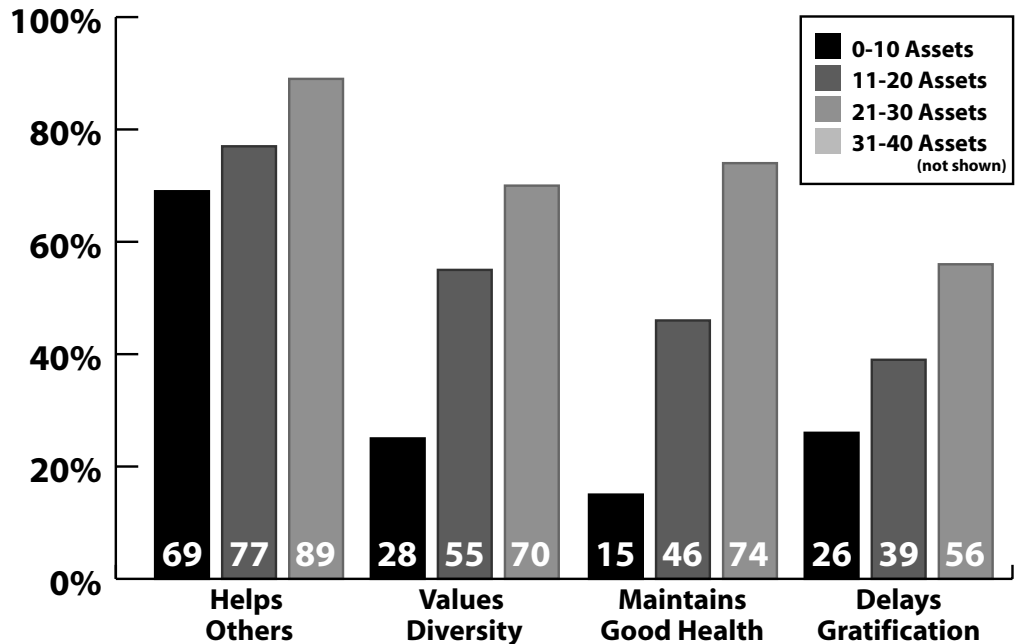
Search Institute studies have consistently shown that young people who experience more of the assets engage in fewer risk-taking behaviors and are more likely to report thriving indicators. In other words, the more assets a young person experiences, the more likely he or she will choose a healthy lifestyle.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



## THE POWER TO PROMOTE

The Luce County survey results reveal that the more assets youth have, the more likely they are to be involved in thriving behaviors such as helping friends and neighbors, valuing diversity, maintaining good health, and not spending their money quickly. Youth who have more assets are also more likely to be leaders, resist dangerous activities, and not give up when things get difficult.

**Percentage of Youth Reporting these Thriving Indicators in 2006**

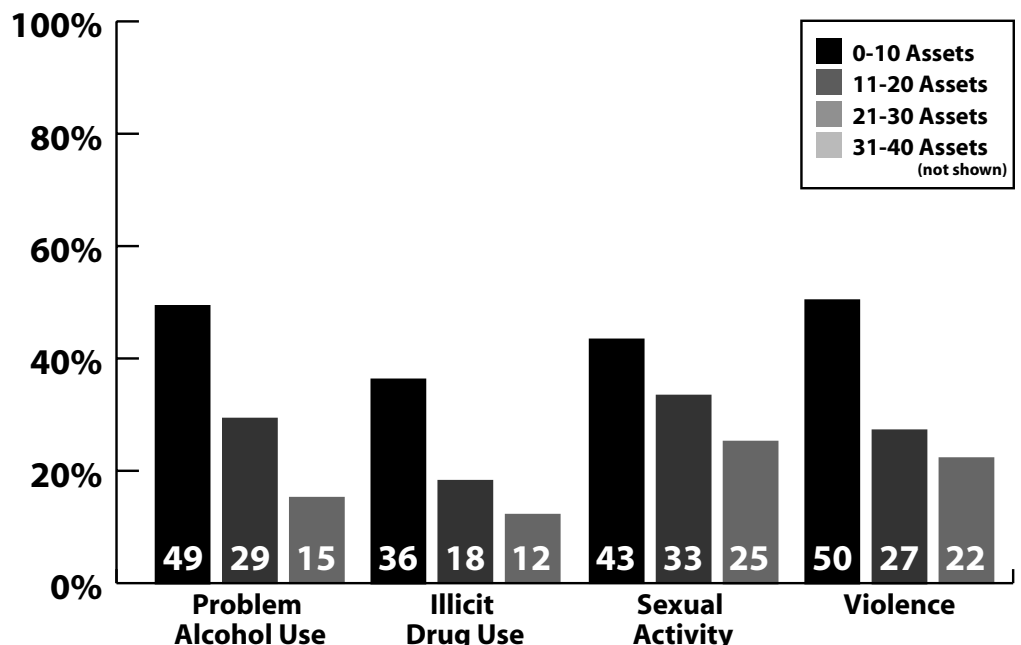


## THE POWER TO PROTECT

The survey results indicate that the more assets youth have, the less likely they are to participate in risk-taking behaviors. As illustrated by these charts, youth with more assets are less likely to be involved in sexual activity and violent behavior.

**Note:** Search Institute did not provide data for asset level 31-40 due to having fewer than 20 youth representing this level. Search Institute declines to provide this data because they feel that it could compromise the anonymity of the respondents and would yield scientifically unstable results.

**Percentage of Youth Reporting these Risk Behaviors in 2006**



# 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 271 youth in 6th, 8th, 10th and 12th grades at Luce County Schools who were surveyed in 2006.

		Asset Type	Asset Name & Definition	Percentage
EXTERNAL ASSETS	SUPPORT	1	<b>Family Support</b> – Family life provides high levels of love and support	74%
		2	<b>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)	29%
		3	<b>Other Adult Relationships</b> – Young person receives support from three or more nonparent adults	45%
		4	<b>Caring Neighborhood</b> – Young person experiences caring neighbors	43%
		5	<b>Caring School Climate</b> – School provides a caring, encouraging environment	25%
		6	<b>Parent Involvement in Schooling</b> – Parent(s) are actively involved in helping young person succeed in school	33%
	EMPOWERMENT	7	<b>Community Values Youth</b> – Young person perceives that adults in the community value youth	20%
		8	<b>Youth as Resources</b> – Young people are given useful roles in the community	24%
		9	<b>Service to Others</b> – Young person serves in the community one hour or more per week	47%
		10	<b>Safety</b> – Young person feels safe at home, at school, and in the neighborhood	61%
	BOUNDARIES & EXPECTATIONS	11	<b>Family Boundaries</b> – Family has clear rules and consequences and monitors the young person's whereabouts	39%
		12	<b>School Boundaries</b> – School provides clear rules and consequences	43%
		13	<b>Neighborhood Boundaries</b> – Neighbors take responsibility for monitoring young people's behavior	51%
		14	<b>Adult Role Models</b> – Parent(s) and other adults model positive, responsible behavior	20%
	CONSTRUCTIVE USE OF TIME	15	<b>Positive Peer Influence</b> – Young person's best friends model responsible behavior	47%
		16	<b>High Expectations</b> – Both parent(s) and teachers encourage the young person to do well	41%
		17	<b>Creative Activities</b> – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts	9%
		18	<b>Youth Programs</b> – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community	47%
		19	<b>Religious Community</b> – Young person spends one or more hours per week in a religious institution	43%
		20	<b>Time at Home</b> – Young person is out with friends "with nothing special to do" two or fewer nights per week	44%
INTERNAL ASSETS	COMMITMENT TO LEARNING	21	<b>Achievement Motivation</b> – Young person is motivated to do well in school	56%
		22	<b>School Engagement</b> – Young person is actively engaged in learning	43%
		23	<b>Homework</b> – Young person reports doing at least one hour of homework every school day	29%
		24	<b>Bonding to School</b> – Young person cares about her or his school	41%
		25	<b>Reading for Pleasure</b> – Young person reads for pleasure three or more hours per week	22%
	POSITIVE VALUES	26	<b>Caring</b> – Young person places high value on helping other people	41%
		27	<b>Equality and Social Justice</b> – Young person places high value on promoting equality and reducing hunger and poverty	39%
		28	<b>Integrity</b> – Young person acts on convictions and stands up for her or his beliefs	60%
		29	<b>Honesty</b> – Young person "tells the truth even when it is not easy"	65%
		30	<b>Responsibility</b> – Young person accepts and takes personal responsibility	61%
		31	<b>Restraint</b> – Young person believes it is important not to be sexually active or to use alcohol or other drugs	35%
	SOCIAL COMPETENCIES	32	<b>Planning and Decision Making</b> – Young person knows how to plan ahead and make choices	24%
		33	<b>Interpersonal Competence</b> – Young person has empathy, sensitivity, and friendship skills	37%
		34	<b>Cultural Competence</b> – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds	29%
35		<b>Resistance Skills</b> – Young person can resist negative peer pressure	31%	
POSITIVE IDENTITY	36	<b>Peaceful Conflict Resolution</b> – Young person seeks to resolve conflict nonviolently	34%	
	37	<b>Personal Power</b> – Young person feels he or she has control over "things that happen to me"	34%	
	38	<b>Self-Esteem</b> – Young person reports having a high self-esteem	43%	
	39	<b>Sense of Purpose</b> – Young person reports that "my life has a purpose"	52%	
	40	<b>Positive View of Personal Future</b> – Young person is optimistic about her or his personal future	65%	

# LUCE COUNTY YOUTH REPORTING EACH OF 7 THRIVING INDICATORS, by GENDER AND GRADE IN 2006

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

Category	Thriving Indicator Definition	Total	Gender		Grade			
			M	F	6	8	10	12
<b>Helps Others</b>	Helps friends or neighbors one or more hours per week	<b>77%</b>	67%	85%	73%	76%	78%	83%
<b>Values Diversity</b>	Places high importance on getting to know people of other racial/ethnic groups	<b>51%</b>	42%	58%	57%	43%	54%	51%
<b>Maintains Good Health</b>	Pays attention to healthy nutrition and exercise	<b>47%</b>	47%	47%	58%	44%	39%	47%
<b>Exhibits Leadership</b>	Has been a leader of a group or organization in the last 12 months	<b>56%</b>	58%	54%	59%	45%	61%	58%
<b>Resists Danger</b>	Avoids doing things that are dangerous	<b>17%</b>	9%	24%	24%	15%	16%	12%
<b>Delays Gratification</b>	Saves money for something special rather than spending it all right away	<b>43%</b>	47%	39%	58%	41%	42%	25%
<b>Overcomes Adversity</b>	Does not give up when things get difficult	<b>68%</b>	67%	69%	65%	73%	78%	54%

# LUCE COUNTY YOUTH REPORTING EACH OF 9 SUBSTANCE USE RELATED RISK-TAKING BEHAVIORS, by GENDER AND GRADE IN 2006

Category	Risk-Taking Behavior Definition	Total	Gender		Grade			
			M	F	6	8	10	12
<b>Alcohol</b>	■ Used alcohol once or more in the last 30 days	<b>37%</b>	38%	37%	11%	29%	48%	73%
	■ Got drunk once or more in the last two weeks	<b>30%</b>	32%	28%	9%	25%	36%	57%
<b>Tobacco</b>	■ Smoked cigarettes once or more in the last 30 days	<b>21%</b>	20%	21%	4%	23%	24%	37%
	■ Used smokeless tobacco once or more in the last 12 months	<b>15%</b>	24%	7%	4%	17%	12%	30%
<b>Inhalants</b>	■ Sniffed or inhaled substances to get high once or more in the last 12 months	<b>17%</b>	15%	20%	13%	31%	14%	9%
<b>Marijuana</b>	■ Used marijuana once or more in the last 12 months	<b>26%</b>	26%	26%	1%	23%	42%	47%
<b>Other Drug Use</b>	■ Used other illicit drugs once or more in the last 12 months (Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines)	<b>13%</b>	13%	13%	0%	10%	15%	33%
<b>Driving &amp; Alcohol</b>	■ Drove after drinking once or more in the last 12 months	<b>12%</b>	15%	10%	3%	8%	12%	32%
	■ Rode (once or more in the last 12 months) with a driver who had been drinking	<b>35%</b>	34%	36%	24%	36%	35%	49%

# 2006 LUCE COUNTY SIDEBAR SURVEY

The *Sidebar Survey* was taken in 2006 by 287 youth in Luce County. The survey was developed locally by members of community organizations and agencies under the guidance of the Great Lakes Center for Youth Development. This survey was designed to collect additional information beyond the *Profiles of Student Life: Attitudes and Behaviors Survey*, such as: Post High School Career Planning, Access to Substances, Nutrition and Exercise. Survey highlights are shared below. More information is available at [www.soyreport.org](http://www.soyreport.org).

## POST HIGH SCHOOL CAREER PLANNING

- 92% of the youth plan to participate in some form of post high school education; of those who do, 45% are planning to pursue a 4-year degree

### Career Paths

- Natural Resources 5%
- Arts and Communications 8%
- Business Management / Marketing 10%
- Health Sciences 10%
- Engineering / Manufacturing 14%
- Human Services 19%
- Undecided or other 34%



## WHERE YOUTH THINK THEY WILL LIVE AND WORK AS ADULTS

- Approximately half of the youth state that they would like to stay in Michigan, but only 22% say they would like to stay in the U.P.
- When asked what they like best about the area – “my family is here” and “beautiful area” were the top responses

## ACCESS TO SUBSTANCES

What perceptions do area youth have regarding smoking, drinking, and illicit drugs?

### Disapproving its use:

- 50% of area youth feel it is wrong for someone their age to drink alcohol, 60% to smoke cigarettes, and 65% to use marijuana

### Consider it a great risk:

- 56% said smoking a pack of cigarettes or more per day is a great risk, 47% reported regular use of marijuana a great risk, and 34% viewed binge drinking as a great risk

### How available are these substances?

- 42% of teens reported it is very easy to get alcohol; 50% said the same for cigarettes
- 25% of students said that it would be very easy to get alcohol from home without parents knowing it
- 28% of youth reported knowing at least one store that would sell alcohol without asking for ID or proof of age

## NUTRITION AND EXERCISE

- 63% of females are trying to lose weight, compared to 38% of males
- 81% of students eat fewer than 5 servings of fruits and vegetables per day
- 17% reported no strenuous physical activity for the past 7 days

## SUBSTANCE USE

- 33% of students surveyed claim to have taken a prescription drug to get high in the last year
- 69% of high school seniors reported that they got drunk for the first time under the age of 15
- 28% of students surveyed claimed that they got drunk at least one time in the last month



# BEING AN ASSET BUILDER

## Who can be an Asset Builder?



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

## 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

## Simple Asset Building Ideas

### Families

- Eat at least one meal together as a family daily
- Set aside at least one evening a week for family activities
- Serve others as a family; together with your child, help a neighbor
- Know where your children are, who they are with, and that activities are alcohol/drug free

### Adults

- Build at least one sustained, caring relationship with a youth
- Join the Asset Vision Committee
- Be a positive role model
- Learn the names of all children and teens who live near you or work in shops you frequent; greet them by name

### Youth

- Help a neighbor with their yard or volunteer at school or church
- Be a positive influence on your friends
- Join with friends to plan fun activities that are alcohol and drug free
- Be a positive role model for younger youth

### Churches

- Involve youth in leadership roles in the church and in worship services
- Intentionally foster intergenerational relationships by providing activities for all ages within the congregation
- Provide your facilities for community youth activities

### Schools

- Encourage all students to do well in school
- Schedule asset building training for students, teachers, bus drivers, coaches, etc
- Connect every child with a caring adult in the school
- Develop a Parent Network to link parents together and support their parenting efforts
- Empower students to become engaged and involved in their school

### Organizations

- Involve youth in leadership and programming
- Develop ways youth can volunteer and serve others
- Recognize them for their efforts
- Thank people who work with youth and show them that you value them
- Support and sponsor youth activities and projects



This report was prepared by the Great Lakes Center for Youth Development. For more information on the 40 Developmental Assets and the State of Youth Report, log on to [www.soyreport.org](http://www.soyreport.org).

Information about the 40 Developmental Assets is copyrighted by Search Institute and used by permission. For more information, contact Search Institute: 700 S. Third St., Minneapolis, MN 55415; 1-800-888-7828; or visit [www.search-institute.org](http://www.search-institute.org).

**The complete results of this survey are available for review at the Luce County MSU Extension Office.  
Luce County MSU Extension • 407 West Harrie, Newberry, MI 49868 • (906) 293-3203**