



A Snapshot of Our Youth

In 1997, a group of individuals met as follow-up to a Search Institute™ training on the “Youth Developmental Asset Building Model”. This core group initiated the first survey of 6-12 grades in our six school districts with the Search Institute™ *Profiles of Student Life: Attitudes and Behaviors*™. The interest in asset building led to the formation of The Dickinson-Iron Healthy Youth Coalition, which continues to lead the asset building initiative in our community. The approach to viewing youth as the solution, not the problem, has been our message as we continue to promote the asset-building model.

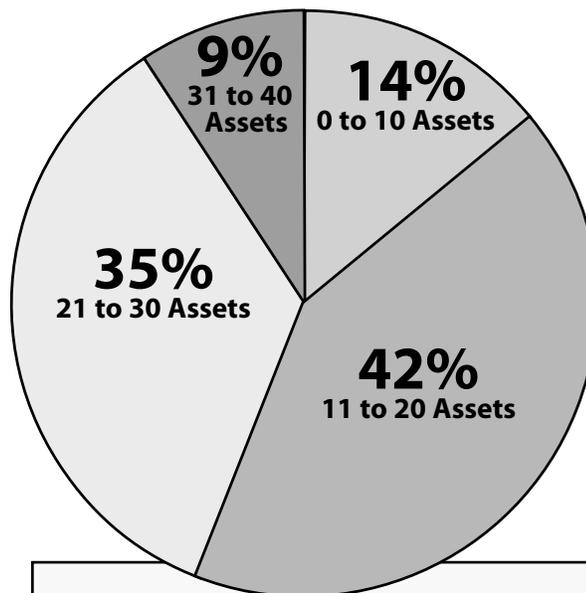
Education and support for asset building initiatives continues across all community and school environments.

As our community refined our approach to youth asset building, it became important that we support this model in the 0-5 year old population. Asset building is now a part of 0-5 programs for young children in our communities.

We were excited to see our children’s assets increase from 17.6 in 1997 to 19.3 in 2002. **Our most recent 2007 survey shows an average of 19.4 assets.** Our work will continue with the support of all our community’s citizens.

2007 Dickinson and Iron 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 44% of Dickinson and Iron County youth have 21 or more assets and, perhaps more concerning, 14% of the youth surveyed have 10 or fewer of the 40 Assets.



Percentage of Dickinson and Iron County youth who experience each of four levels of assets

MOST COMMON ASSETS

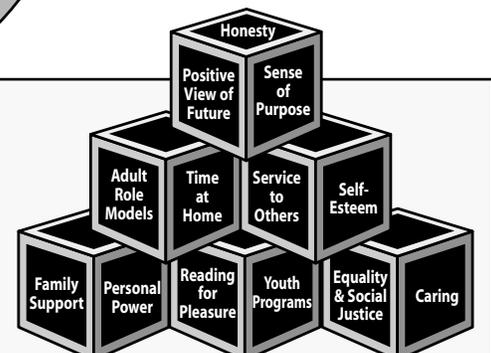
Positive View of Future	76%
Family Support	73%
Achievement Motivation	69%
Integrity	68%
Honesty	68%

LEAST COMMON ASSETS

Creative Activities	17%
Reading for Pleasure	24%
Community Values Youth	25%
Youth as Resources	27%
Planning and Decision Making	28%

WHAT ARE ASSETS?

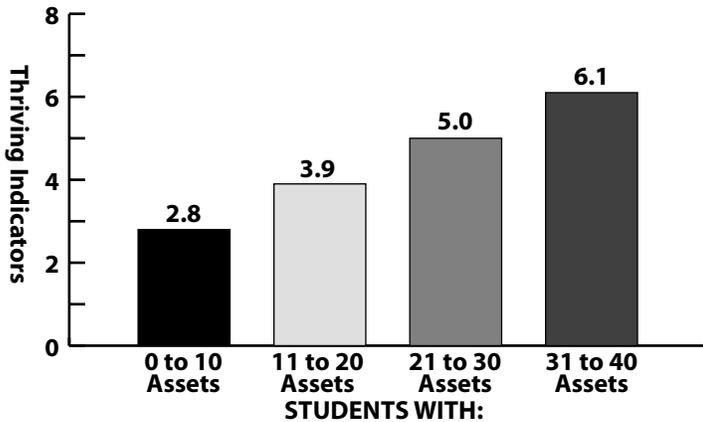
They are the strengths, or building blocks, that kids need to grow up healthy, competent and caring. Research tells us that youth with more assets experience more success in life and participate in fewer risk-taking behaviors.



THE POWER OF ASSET BUILDING

THE POWER OF ASSETS TO PROMOTE THRIVING ACTIONS

This figure shows the power of assets to promote thriving actions among our youth. Search Institute's research consistently shows that youth with higher levels of assets are more likely to report more thriving indicators. Each vertical bar shows the *average number* of 8 thriving indicators among all youth surveyed, grouped by asset level.

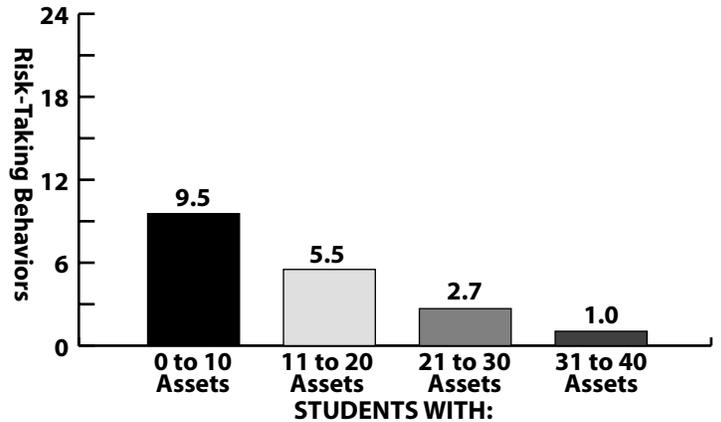


THE 8 THRIVING INDICATORS ARE:

- School success
- Helping others
- Valuing diversity
- Maintaining good health
- Leadership
- Resisting danger
- Impulse control
- Overcoming adversity

THE POWER OF ASSETS TO PROTECT AGAINST RISK-TAKING BEHAVIORS

This figure shows the power of assets to protect youth from risk-taking behaviors. Search Institute's research consistently shows that youth with higher levels of assets are involved in fewer risk-taking behaviors. Each vertical bar shows the *average number* of 24 risk-taking behaviors among all youth surveyed, grouped by asset level.

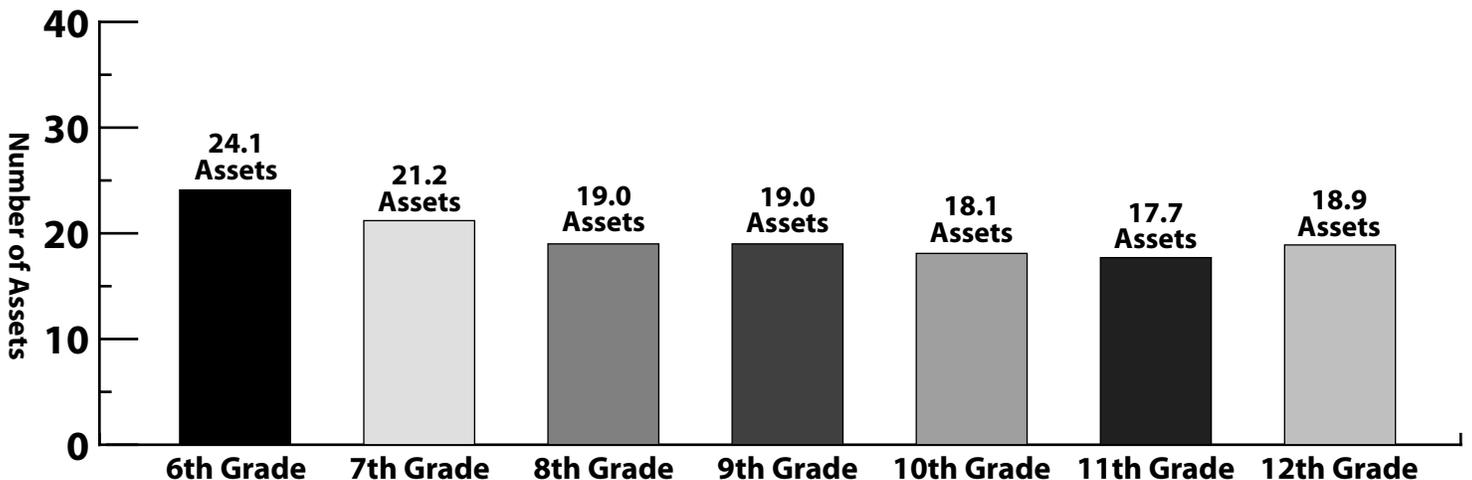


THE 24 RISK-TAKING BEHAVIORS INCLUDE:

- Alcohol use
- Tobacco use
- Illegal drug use
- Violence
- Crime
- Sexual activity
- Vandalism
- Skipping school

AVERAGE NUMBER OF ASSETS BY GRADE

Most of our adolescents experience too few of the 40 Assets. In fact, as you see in the following graph, our children actually start losing assets as they move into middle high school. This is significant as the youth enter into a critical time of decision-making for life. Parents heavily involved in their children's elementary education back off discipline, communication, sharing values, etc. as their youth move into their middle and high school years. This is the time when maximum support and dialogue need to take place. As a community, we must closely examine what is "happening" at each grade level.



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 2,961 youth in 6th, 7th, 8th, 9th, 10th, 11th and 12th grades at Dickinson and Iron County Schools who were surveyed in 2007.

↑ Assets that have increased by 5% or more since 1997
 ↓ Assets that have decreased by 5% or more since 1997

Asset Type	Asset Name & Definition	Percentage
EXTERNAL ASSETS	SUPPORT	
	1 Family Support – Family life provides high levels of love and support	73% ↑
	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)	30%
	3 Other Adult Relationships – Young person receives support from three or more nonparent adults	45%
	4 Caring Neighborhood – Young person experiences caring neighbors	43% ↑
	5 Caring School Climate – School provides a caring, encouraging environment	34% ↑
	6 Parent Involvement in Schooling – Parent(s) are actively involved in helping young person succeed in school	33%
	EMPOWERMENT	
	7 Community Values Youth – Young person perceives that adults in the community value youth	25% ↑
	8 Youth as Resources – Young people are given useful roles in the community	27% ↑
	9 Service to Others – Young person serves in the community one hour or more per week	54% ↑
	10 Safety – Young person feels safe at home, at school, and in the neighborhood	57%
	BOUNDARIES & EXPECTATIONS	
	11 Family Boundaries – Family has clear rules and consequences and monitors the young person's whereabouts	49%
	12 School Boundaries – School provides clear rules and consequences	56% ↑
	13 Neighborhood Boundaries – Neighbors take responsibility for monitoring young people's behavior	51% ↑
	14 Adult Role Models – Parent(s) and other adults model positive, responsible behavior	31% ↑
	15 Positive Peer Influence – Young person's best friends model responsible behavior	66% ↑
	16 High Expectations – Both parent(s) and teachers encourage the young person to do well	51% ↑
	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	17%	
18 Youth Programs – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community	60% ↑	
19 Religious Community – Young person spends one or more hours per week in a religious institution	61%	
20 Time at Home – Young person is out with friends "with nothing special to do" two or fewer nights per week	47% ↑	
INTERNAL ASSETS	COMMITMENT TO LEARNING	
	21 Achievement Motivation – Young person is motivated to do well in school	69% ↑
	22 School Engagement – Young person is actively engaged in learning	66% ↑
	23 Homework – Young person reports doing at least one hour of homework every school day	39%
	24 Bonding to School – Young person cares about her or his school	63% ↑
	25 Reading for Pleasure – Young person reads for pleasure three or more hours per week	24%
	POSITIVE VALUES	
	26 Caring – Young person places high value on helping other people	48% ↑
	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"	68% ↑
	30 Responsibility – Young person accepts and takes personal responsibility	66%
	31 Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs	45% ↑
	SOCIAL COMPETENCIES	
	32 Planning and Decision Making – Young person knows how to plan ahead and make choices	28%
	33 Interpersonal Competence – Young person has empathy, sensitivity, and friendship skills	46%
	34 Cultural Competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds	34%
	35 Resistance Skills – Young person can resist negative peer pressure	42% ↑
	36 Peaceful Conflict Resolution – Young person seeks to resolve conflict nonviolently	46% ↑
	POSITIVE IDENTITY	
37 Personal Power – Young person feels he or she has control over "things that happen to me"	48%	
38 Self-Esteem – Young person reports having a high self-esteem	49%	
39 Sense of Purpose – Young person reports that "my life has a purpose"	60% ↑	
40 Positive View of Personal Future – Young person is optimistic about her or his personal future	76% ↑	

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 Dickinson-Iron Healthy Youth Coalition
- 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 youth for their community service efforts
- Thank people who work with youth and show them that you value them
- Support and sponsor youth activities and projects

This report and project is supported by the Dickinson and Iron Collaborative Boards, Dickinson-Iron Healthy Youth Coalition, Norway-Vulcan, Iron Mountain, Kingsford, Forest Park, North Dickinson and West Iron County Schools, Dickinson-Iron Intermediate School District, Dickinson-Iron District Health Department, Iron Mountain-Kingsford Kiwanis Club, Northpointe Behavioral Healthcare Systems, and Great Lakes Center for Youth Development.

This report was prepared by the Great Lakes Center for Youth Development, 307 South Front Street, 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.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.

