

STRONG COMMUNITY: ONE YOUTH AT A TIME

In 2010, 1,816 youth in 8th, 10th and 12th graders were surveyed with the *Profiles of Student Life: Attitudes & Behaviors™* survey created by the Search InstituteSM. It is the seventh time the survey has been administered in all of the middle and high schools.

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, notice this way of looking at what youth need is not just for parents or teachers. Everyone has the ability to make our community the best place it can be for youth.

Anyone can look at the assets and see things they 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.

There is very good news in this report. More youth have more assets than ever! Building stronger relationships with the youth in your home, community, church or



school takes effort, but the Developmental Assets framework tells us it's worth it.

2010 MARQUETTE AND ALGER 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 47% of youth in Marquette and Alger counties have 21 or more assets and, perhaps more concerning, 12% of the youth surveyed have 10 or fewer of the 40 Assets.

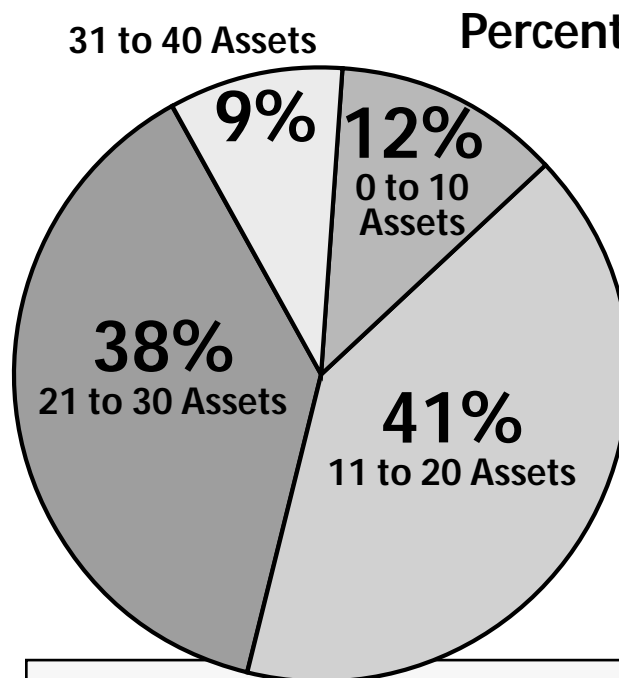
Totals in this report may not equal 100% due to rounding.

MOST COMMON ASSETS

Positive View of Personal Future	75%
Integrity	73%
Family Support	72%
Achievement Motivation	71%
Honesty	71%
Responsibility	71%

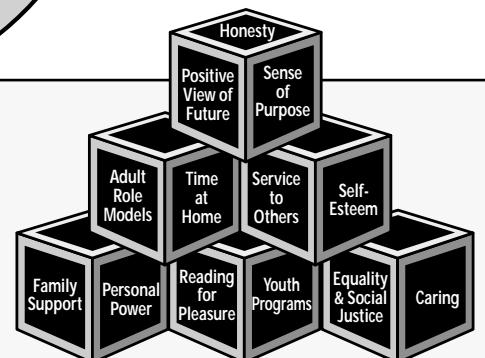
LEAST COMMON ASSETS

Youth as Resources	29%
Adult Role Models	28%
Reading for Pleasure	27%
Community Values Youth	24%
Creative Activities	17%



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.



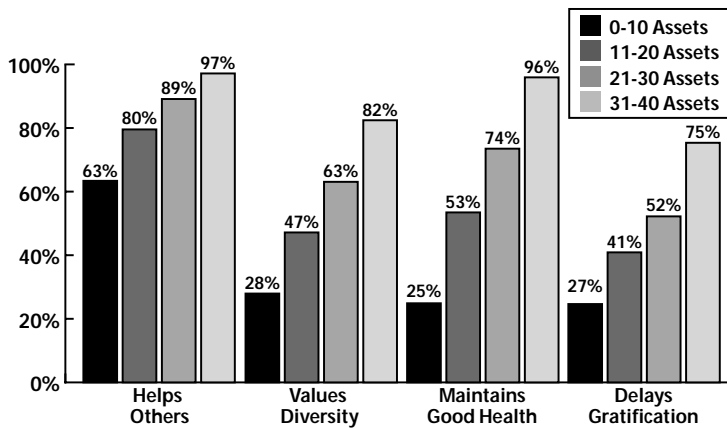
THE POWER OF ASSET BUILDING

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 2010 Marquette and Alger county survey results reveal that the more assets youth have, the more likely they are to help friends and neighbors, value diversity, maintain good health and not spend 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.

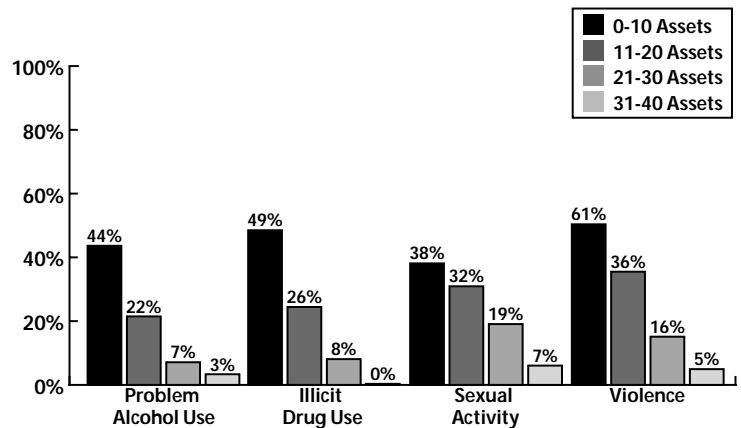
Percentage of Our Youth Reporting these Thriving Indicators in 2010



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 alcohol and illicit drug use, sexual activity and violent behavior.

Percentage of Our Youth Reporting these Risk Behaviors in 2010



PERCENT OF OUR YOUTH REPORTING THRIVING INDICATORS

Category	Thriving Indicator Definition	Total	Gender		Grade		
			M	F	8	10	12
Helps Others	Helps friends or neighbors one or more hours per week	81%	79%	84%	82%	82%	79%
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	54%	46%	62%	50%	57%	55%
Maintains Good Health	Pays attention to healthy nutrition and exercise	60%	57%	62%	62%	59%	58%
Delays Gratification	Saves money for something special rather than spending it all right away	47%	49%	45%	47%	47%	47%

PERCENT OF OUR YOUTH REPORTING SUBSTANCE USE RELATED RISK-TAKING BEHAVIORS

Category	Risk-Taking Behavior Definition	Total	Gender		Grade		
			M	F	8	10	12
Alcohol	Used alcohol once or more in the last 30 days	23%	25%	22%	15%	22%	35%
	Got drunk once or more in the last two weeks	15%	18%	12%	10%	13%	24%
Tobacco	Smoked cigarettes once or more in the last 30 days	12%	12%	12%	9%	12%	16%
Marijuana	Used marijuana once or more in the last 12 months	25%	28%	22%	12%	28%	35%
Other Drug Use	Used other illicit drugs once or more in the last 12 months (Includes LSD, heroin, and amphetamines)	7%	8%	6%	6%	5%	11%
Driving & Alcohol	Rode (once or more in the last 12 months) with a driver who had been drinking	34%	32%	36%	33%	33%	35%

40 DEVELOPMENTAL ASSETS

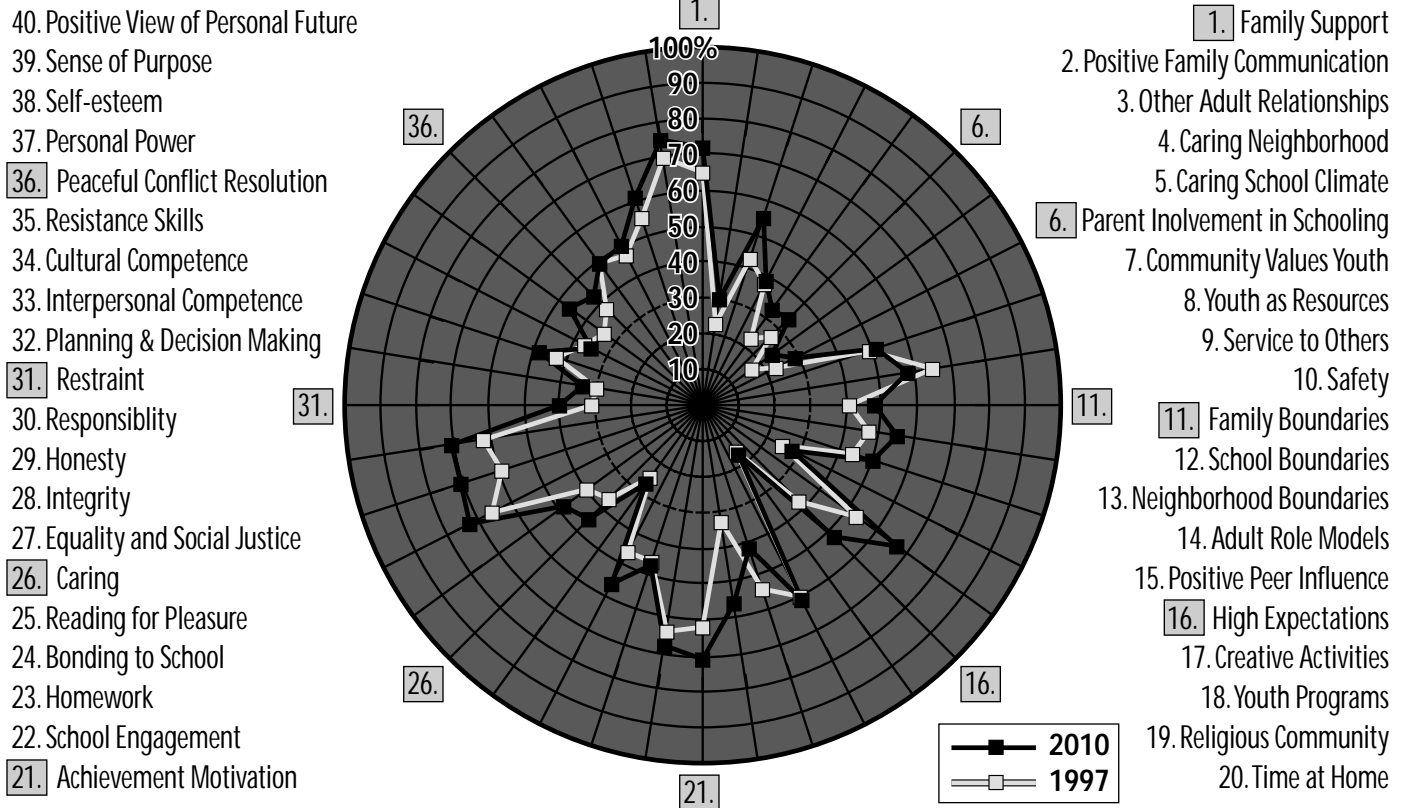
In Search Institute terms, **assets** are key individual or environmental resources that enable and nurture young people to develop in healthy, positive ways. Percentages are for the 1,816 youth in 8th, 10th and 12th grade at Marquette and Alger county schools who were surveyed in 2010.

↑ 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	72% ↑
	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	55% ↑
	4 Caring Neighborhood – Young person experiences caring neighbors	39%
	5 Caring School Climate – School provides a caring, encouraging environment	33% ↑
	6 Parent Involvement in Schooling – Parent(s) are actively involved in helping young person succeed in school	34% ↑
	EMPOWERMENT	
	7 Community Values Youth – Young person perceives that adults in the community value youth	24% ↑
	8 Youth as Resources – Young people are given useful roles in the community	29% ↑
	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	58% ↓
	BOUNDARIES & EXPECTATIONS	
	11 Family Boundaries – Family has clear rules and consequences and monitors the young person's whereabouts	48% ↑
	12 School Boundaries – School provides clear rules and consequences	55% ↑
	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	28%
	15 Positive Peer Influence – Young person's best friends model responsible behavior	67% ↑
	16 High Expectations – Both parent(s) and teachers encourage the young person to do well	52% ↑
	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	61%	
19 Religious Community – Young person spends one or more hours per week in a religious institution	42% ↓	
20 Time at Home – Young person is out with friends "with nothing special to do" two or fewer nights per week	56% ↑	
INTERNAL ASSETS	COMMITMENT TO LEARNING	
	21 Achievement Motivation – Young person is motivated to do well in school	71% ↑
	22 School Engagement – Young person is actively engaged in learning	68%
	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	56% ↑
	25 Reading for Pleasure – Young person reads for pleasure three or more hours per week	27%
	POSITIVE VALUES	
	26 Caring – Young person places high value on helping other people	45% ↑
	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	73% ↑
	29 Honesty – Young person "tells the truth even when it is not easy"	71% ↑
	30 Responsibility – Young person accepts and takes personal responsibility	71% ↑
	31 Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs	40% ↑
	SOCIAL COMPETENCIES	
	32 Planning and Decision Making – Young person knows how to plan ahead and make choices	34%
	33 Interpersonal Competence – Young person has empathy, sensitivity, and friendship skills	48% ↓
	34 Cultural Competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds	35%
	35 Resistance Skills – Young person can resist negative peer pressure	46% ↑
	36 Peaceful Conflict Resolution – Young person seeks to resolve conflict nonviolently	43% ↑
	POSITIVE IDENTITY	
37 Personal Power – Young person feels he or she has control over "things that happen to me"	49%	
38 Self-Esteem – Young person reports having a high self-esteem	50%	
39 Sense of Purpose – Young person reports that "my life has a purpose"	61% ↑	
40 Positive View of Personal Future – Young person is optimistic about her or his personal future	75% ↑	

PERCENTAGE OF YOUTH REPORTING EACH ASSET

The Profiles of Student Life Survey was first performed in Marquette and Alger counties in 1997. This chart shows how the assets have changed since that time, as you can see on the previous page, 25 assets increased by 5% or more since then, but this chart shows that almost all of the assets have had some increase.



Key Supports for Young People

The Developmental Assets approach emphasizes the importance of providing youth with the positive core developmental supports and traits they need from adults, including but not limited to:

- Caring adult relationships
- Positive intergenerational family relationships
- Safety at home, school, and in the neighborhood
- Clear, consistent boundaries and guidelines
- Opportunities for participation in constructive activities
- A commitment to learning
- Consistent attention to developing positive values
- Opportunities to serve the needs of others
- Time to practice and learn planning and decisionmaking skills
- Opportunities to develop a sense of purpose and goals for the future



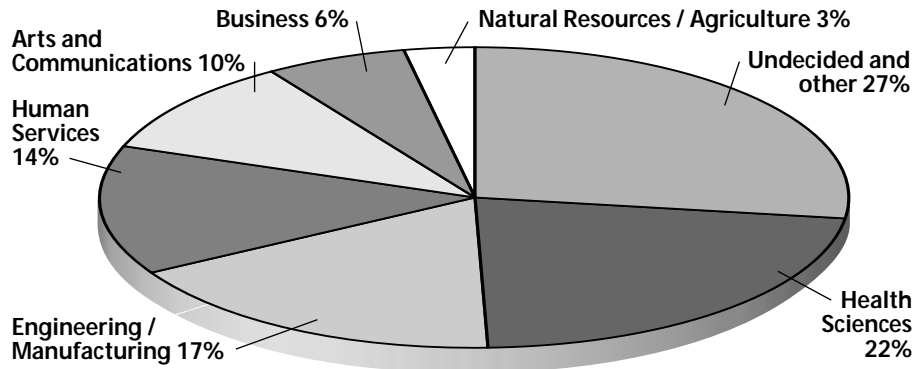
2010 MARQUETTE AND ALGER COUNTY SIDEBAR SURVEY

The *Sidebar Survey* was taken in 2010 by 1,858 youth in Marquette and Alger counties. 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. Survey highlights are shared below. Percentages represent what students reported at the time of the survey. More information is available at www.soyreport.org.

Post High School CAREER PLANNING

68% of the youth plan to participate in 4 or more years of college.

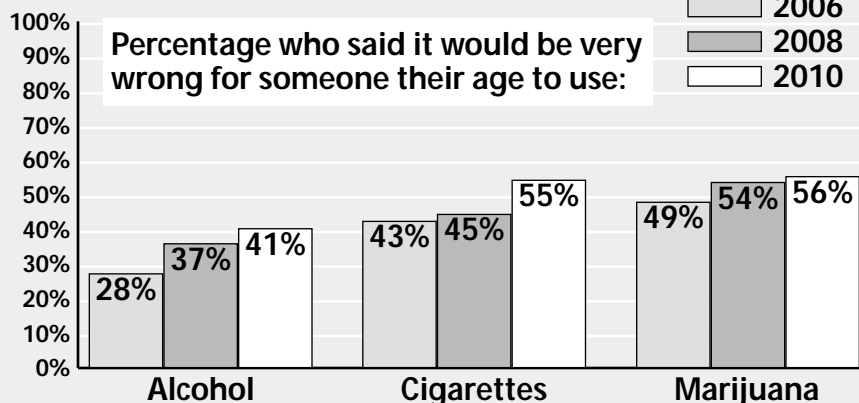
Career Paths



NUTRITION AND EXERCISE

- 47% of females are trying to lose weight, compared to 24% of males
- 82% of students eat fewer than 5 servings of fruits and vegetables per day
- 10% of students did not exercise for at least 30 minutes during any one of the past 7 days
- 44% of students eat breakfast every day

ACCESS TO SUBSTANCES



- 12% of students said they have taken a prescription drug to get high in the last year
- 38% report it is very easy to get alcohol; 35% indicate the same for cigarettes
- 18% of students said that it would be very easy to get alcohol from home without parents knowing it

INTERNET USE AND SAFETY

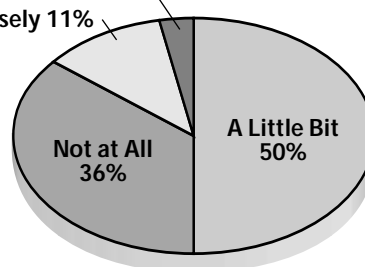
89% use social networking sites such as Facebook

When asked "In the past year, have you seen a post or received a message that was intended to threaten, embarrass or harass you?" — 19% of students answered "yes." 15% of males and 23% of females.

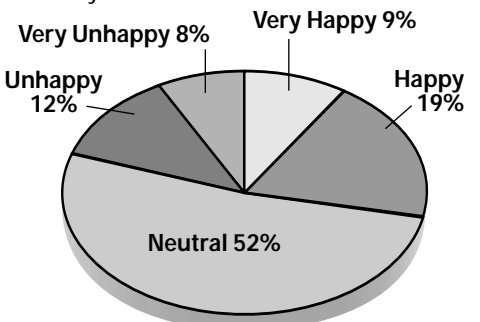
QUESTION: How closely is your recreational use of the Internet monitored by your parents?

I Have No Access to a Computer Outside of School 3%

Very Closely 11%



QUESTION: If your parents knew everything you saw, did, or posted online, how do you think they would feel?



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.soyreport.org.

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