

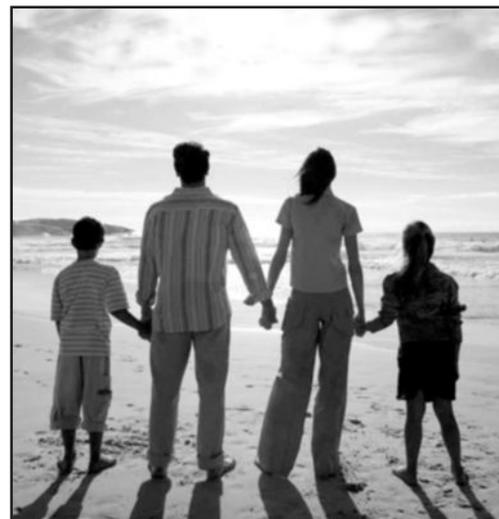
## A CRUCIAL MESSAGE FOR PARENTS

In 2012, 1,774 youth in the 8th, 10th and 12th grades were surveyed with the Profiles of Student Life: Attitudes and Behavior® survey created by the Search Institute®. It was the eighth time since 1997 that the survey had been administered in Marquette and Alger County school districts.

Since 1997, more than half of the assets have increased significantly. There have been sizable increases in many of the “External Assets,” especially those related to schools. These improvements seem to indicate that our community is taking the message of intentional asset-building to heart.

Another important place to intentionally build assets is the family—no matter what its shape or size. This year, we are calling on our community to help families equip themselves to better build assets. On page 4, we introduce a new framework of “Family Assets” which are key qualities that help all families be strong. We also introduce nine strategies especially for parents and caregivers to build assets in their children.

Everyone in the community—parents, other adults, organizations and even youth themselves—has a role to play when it comes to building assets in our youth.



## 2012 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 44% of youth in Marquette and Alger Counties have 21 or more assets. Perhaps more concerning, 14% of the youth surveyed have 10 or fewer of the 40 Assets. **The average number of assets youth possessed was 19.6.**

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

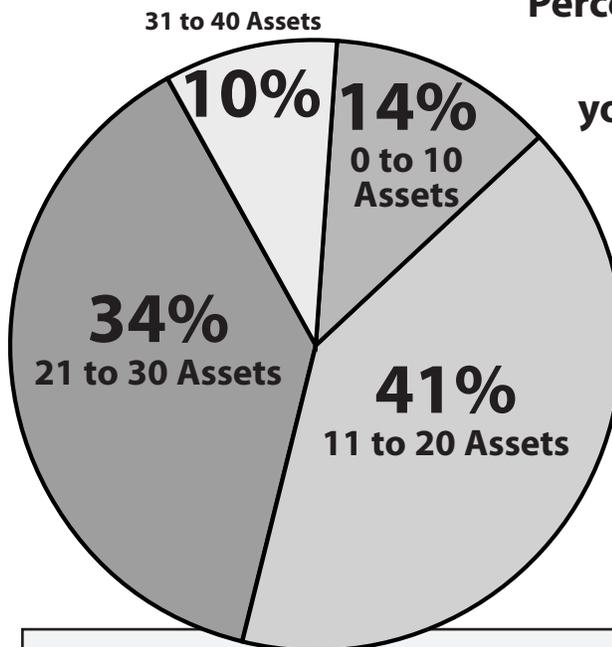
### MOST COMMON ASSETS

Achievement motivation	74%
Integrity	74%
Honesty	74%
Responsibility	72%
Positive view of personal future	71%

### LEAST COMMON ASSETS

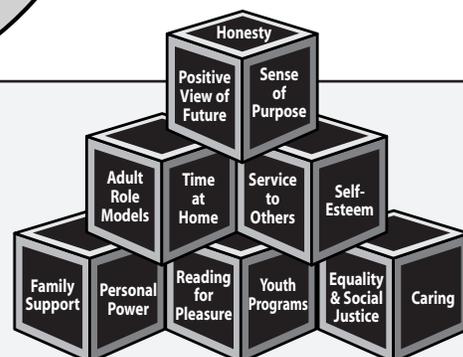
Positive family communication	28%
Youth as resources	28%
Reading for pleasure	24%
Community values youth	23%
Creative activities	17%

Percentage of Marquette and Alger County youth who experience each of four levels of assets



## 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.



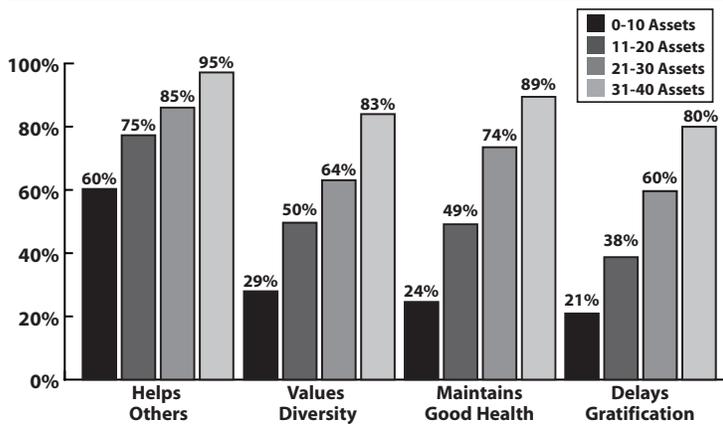
# THE POWER OF ASSET BUILDING

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 2012 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.

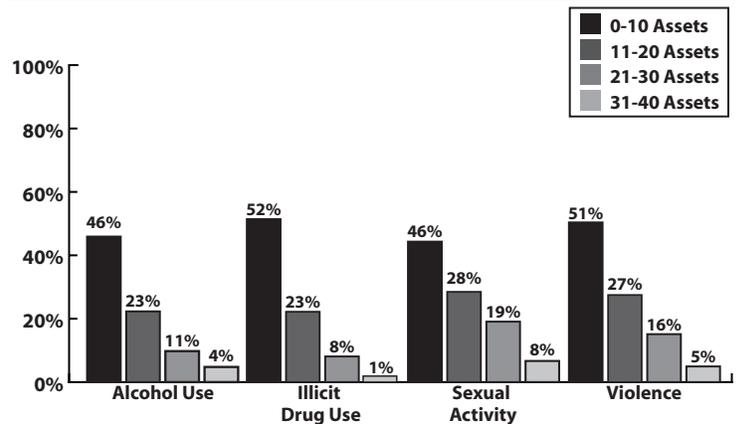
**Percentage of Our Youth Reporting these Thriving Indicators in 2012**



## 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 2012**



## 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	78%	76%	79%	77%	77%	79%
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	54%	47%	62%	53%	56%	54%
Maintains Good Health	Pays attention to healthy nutrition and exercise	58%	57%	59%	60%	58%	57%
Delays Gratification	Saves money for something special rather than spending it all right away	47%	48%	46%	51%	47%	44%

## 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	27%	28%	25%	12%	28%	40%
	Got drunk once or more in the last two weeks	18%	20%	17%	8%	18%	28%
Tobacco	Smoked cigarettes once or more in the last 30 days	14%	14%	14%	8%	14%	20%
Marijuana	Used marijuana once or more in the last 12 months	27%	29%	25%	12%	27%	41%
Other Drug Use	Used other illicit drugs once or more in the last 12 months (Includes LSD, heroin, and amphetamines)	7%	9%	6%	4%	6%	12%
Driving & Alcohol	Rode (once or more in the last 12 months) with a driver who had been drinking	28%	26%	31%	29%	28%	29%

# 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 1,774 youth in 8th, 10th and 12th grade at Marquette and Alger County schools who were surveyed in 2012.

↑ 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	<b>SUPPORT</b>	
	1 <b>Family Support</b> – Family life provides high levels of love and support	69%
	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)	28% ↑
	3 <b>Other Adult Relationships</b> – Young person receives support from three or more nonparent adults	51% ↑
	4 <b>Caring Neighborhood</b> – Young person experiences caring neighbors	36%
	5 <b>Caring School Climate</b> – School provides a caring, encouraging environment	34% ↑
	6 <b>Parent Involvement in Schooling</b> – Parent(s) are actively involved in helping young person succeed in school	33% ↑
	<b>EMPOWERMENT</b>	
	7 <b>Community Values Youth</b> – Young person perceives that adults in the community value youth	23% ↑
	8 <b>Youth as Resources</b> – Young people are given useful roles in the community	28% ↑
	9 <b>Service to Others</b> – Young person serves in the community one hour or more per week	49%
	10 <b>Safety</b> – Young person feels safe at home, at school and in the neighborhood	59% ↓
	<b>BOUNDARIES &amp; EXPECTATIONS</b>	
	11 <b>Family Boundaries</b> – Family has clear rules and consequences and monitors the young person's whereabouts	46% ↑
	12 <b>School Boundaries</b> – School provides clear rules and consequences	56% ↑
	13 <b>Neighborhood Boundaries</b> – Neighbors take responsibility for monitoring young people's behavior	50% ↑
	14 <b>Adult Role Models</b> – Parent(s) and other adults model positive, responsible behavior	29%
	15 <b>Positive Peer Influence</b> – Young person's best friends model responsible behavior	68% ↑
	16 <b>High Expectations</b> – Both parent(s) and teachers encourage the young person to do well	53% ↑
	<b>CONSTRUCTIVE USE OF TIME</b>	
17 <b>Creative Activities</b> – Young person spends three or more hours per week in lessons or practice in music, theater or other arts	17%	
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	58%	
19 <b>Religious Community</b> – Young person spends one or more hours per week in a religious institution	40% ↓	
20 <b>Time at Home</b> – Young person is out with friends "with nothing special to do" two or fewer nights per week	51% ↑	
INTERNAL ASSETS	<b>COMMITMENT TO LEARNING</b>	
	21 <b>Achievement Motivation</b> – Young person is motivated to do well in school	74% ↑
	22 <b>School Engagement</b> – Young person is actively engaged in learning	67%
	23 <b>Homework</b> – Young person reports doing at least one hour of homework every school day	44%
	24 <b>Bonding to School</b> – Young person cares about her or his school	61% ↑
	25 <b>Reading for Pleasure</b> – Young person reads for pleasure three or more hours per week	24%
	<b>POSITIVE VALUES</b>	
	26 <b>Caring</b> – Young person places high value on helping other people	52% ↑
	27 <b>Equality and Social Justice</b> – Young person places high value on promoting equality and reducing hunger and poverty	54% ↑
	28 <b>Integrity</b> – Young person acts on convictions and stands up for her or his beliefs	74% ↑
	29 <b>Honesty</b> – Young person "tells the truth even when it is not easy"	74% ↑
	30 <b>Responsibility</b> – Young person accepts and takes personal responsibility	72% ↑
	31 <b>Restraint</b> – Young person believes it is important not to be sexually active or to use alcohol or other drugs	40% ↑
	<b>SOCIAL COMPETENCIES</b>	
	32 <b>Planning and Decision Making</b> – Young person knows how to plan ahead and make choices	36% ↑
	33 <b>Interpersonal Competence</b> – Young person has empathy, sensitivity and friendship skills	49% ↑
	34 <b>Cultural Competence</b> – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds	34%
	35 <b>Resistance Skills</b> – Young person can resist negative peer pressure	44% ↑
	36 <b>Peaceful Conflict Resolution</b> – Young person seeks to resolve conflict nonviolently	42%
	<b>POSITIVE IDENTITY</b>	
37 <b>Personal Power</b> – Young person feels he or she has control over "things that happen to me"	44% ↓	
38 <b>Self-Esteem</b> – Young person reports having a high self-esteem	45%	
39 <b>Sense of Purpose</b> – Young person reports that "my life has a purpose"	59%	
40 <b>Positive View of Personal Future</b> – Young person is optimistic about her or his personal future	71%	

# FAMILY ASSETS – A POSITIVE APPROACH TO STRENGTHENING FAMILIES

Our families help shape who we are. A strong, healthy, caring family can make a lot of difference in our lives. When we don't have a family like that, it's harder to thrive in life and to overcome challenges.

Building on 20 years of Developmental Assets research, Search Institute® recently conducted a national study to identify a set of "Family Assets" that make a major difference in the lives of both kids and parenting adults. When families have more of these assets, the teens and adults in the family do better in life.

We know families come in all shapes and sizes. Family Assets are everyday actions that all families can take to become stronger. Everyone in a family—including children, teens and parenting adults—plays a role in building these assets which fall into these categories:

**Nurturing Relationships** - Families are stronger when family members have healthy relationships with one another. People in healthy relationships communicate openly, show affection and support each other.

**Establishing Routines** - Families are stronger when they share meals, traditions, and activities together and when family members know they can depend on each other.

**Maintaining Expectations** - Families are stronger when they have clear expectations for each other, including talking about tough issues, setting fair rules and boundaries, and expecting everyone to contribute to family life.

**Adapting to Challenges** - Families are stronger when they balance everyday commitments, make decisions and solve problems together and adjust when necessary.

**Connecting to Community** - Families are stronger when they feel like they have deep connections to their friends and neighbors and when they have access to activities and resources to enrich their lives.



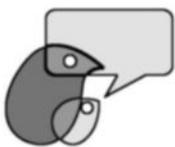
## NINE PARENTING STRATEGIES FOR RAISING SUCCESSFUL KIDS

Parenting can be wonderful and rewarding, but it can also be difficult and challenging. There's a lot of information out there about what we "should" do to raise "good" kids. In reality, there are no guaranteed methods for ensuring we and our children will be happy, healthy

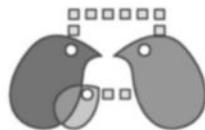
and successful in life. There is, however, plenty of research showing that parents can make a significant, positive difference through a number of simple approaches. Focusing on these nine research-based strategies provides guidance in the uncertain world of parenting.



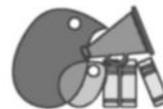
*Create a warm, caring, supportive family.*



*Maintain open, honest communication.*



*Connect your kids to other caring, responsible adults.*



*Get involved in your kid's school and other activities.*



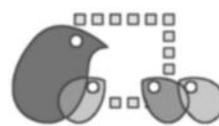
*Empower your kid to contribute.*



*Keep your child safe.*



*Set boundaries and high expectations.*



*Get to know your kid's friends.*



*Be a positive role model.*

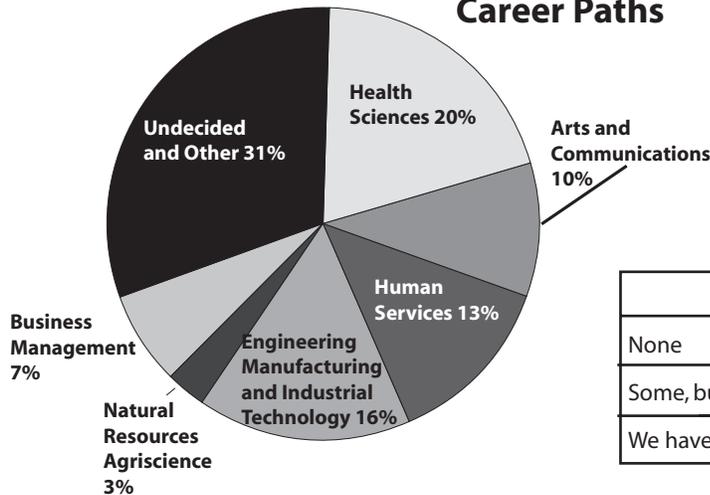
For practical ways to build your family, visit [www.ParentFurther.com](http://www.ParentFurther.com)

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# 2012 MARQUETTE AND ALGER COUNTY SIDEBAR SURVEY

The *Sidebar Survey* was developed locally by members of community organizations and agencies under the guidance of 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.glcyd.org](http://www.glcyd.org).

## POST HIGH SCHOOL CAREER PLANNING Career Paths



## COLLEGE PREPARATION

7% are planning to attend a 1 or 2 year technical program or community college  
64% are planning 4 or more years of college

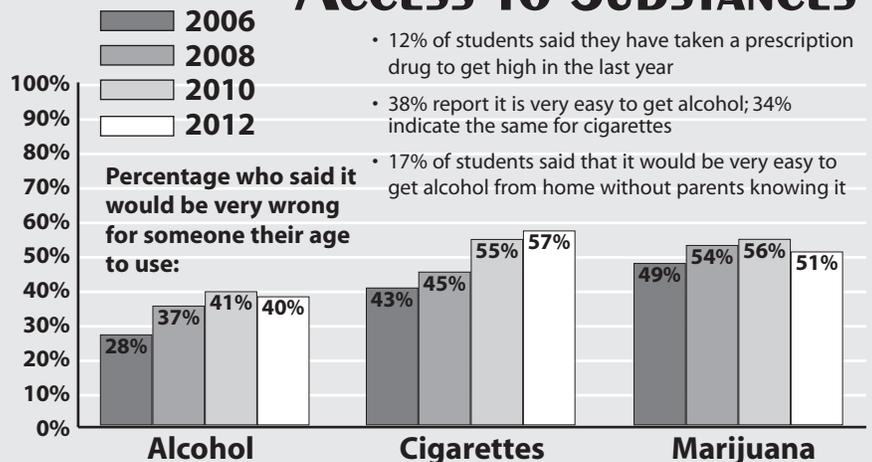
“ **QUESTION:** *If you are planning to attend a college or trade school, how much planning have you and your family done on how you are going to pay for it?* ”

	8th Grade	10th Grade	12th Grade
None	41%	29%	17%
Some, but we are not done	50%	59%	62%
We have a complete plan	9%	12%	21%

## NUTRITION AND EXERCISE

- 51% of females are trying to lose weight, compared to 23% of males
- 84% of students eat fewer than 5 servings of fruits and vegetables per day
- 10% of students did not exercise for at least 60 minutes during any one of the past 7 days
- 41% of students eat breakfast every day

## ACCESS TO SUBSTANCES



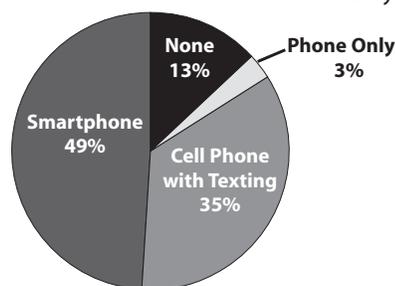
- 12% of students said they have taken a prescription drug to get high in the last year
- 38% report it is very easy to get alcohol; 34% indicate the same for cigarettes
- 17% of students said that it would be very easy to get alcohol from home without parents knowing it

## INTERNET USE AND SAFETY

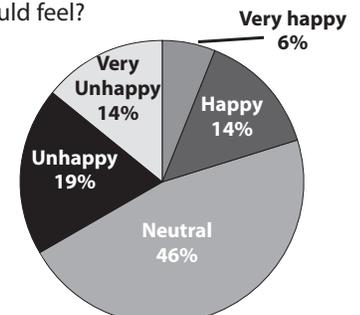
90% use social networking.  
39% said that they use the Internet (not doing homework) or text message 3 or more hours per day.  
46% said “not at all” when asked how much their parents monitor their text messaging and recreational use of the Internet.  
When asked “In the past year, have you seen a post or received a message online or via text messaging that was intended to threaten, embarrass or harass you?” - 23% of students answered “yes,” 18% of males and 28% of females.

*In the 2012 version of the Sidebar Survey - cell phone, smart phone and text messaging questions were added.*

**What kind of cell phone do you have?**



**QUESTION:** If your parents knew everything you posted online and read all of your text messages, 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 or faith community.
- 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 babysitting.

### 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 Great Lakes Center for Youth Development, 1175 Erie St., Marquette, MI 49855; (906) 228-8919 or 1-877-339-6884. For more information on the 40 Developmental Assets, log on to [www.glcyd.org](http://www.glcyd.org).

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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).