

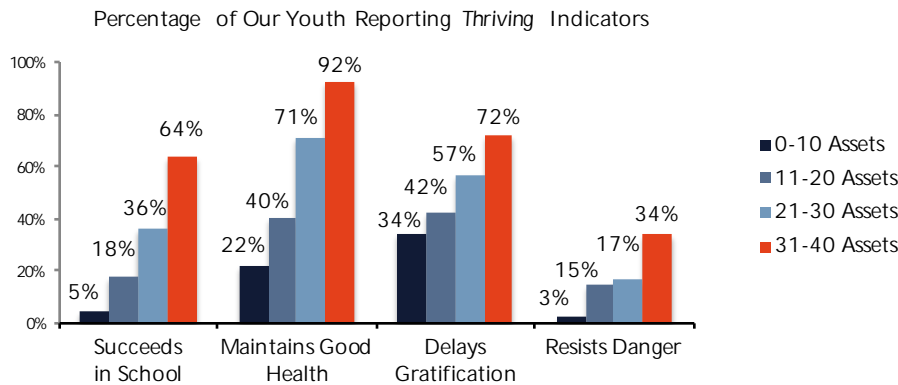
## A Message to Our Community

While one person may not be able to entirely transform the future of a community, each one of us has the power to cultivate meaningful, sustained relationships with young people, which is one of the most important factors in ensuring their success.

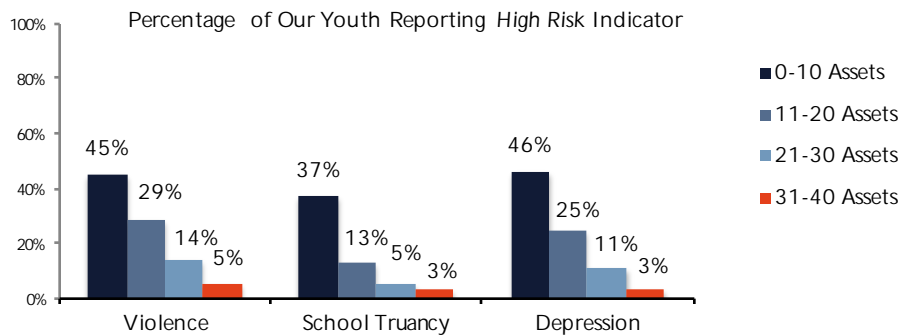
This report reflects the perspective of our youth using the *Profiles of Student Life: Attitudes and Behaviors*® survey created by Search Institute®, an applied research organization. They introduced Developmental Assets, now one of the most widely used frameworks in the world for youth development. These “Assets” are building blocks of healthy development to help youth thrive.

We are excited to see a steady increase in the average number of Assets our youth possess. When the survey was taken in 2006, students in 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade averaged 19.3 assets. The average has increased to 21.8 in 2015.

The charts below show the difference in thriving and high-risk indicators reported by our youth by Asset level. Notice the correlation between the number of Assets and the number of youth participating in, or experiencing, each indicator.



The levels of assets are better predictors of high-risk involvement and thriving than poverty, family structure or other demographic differences.



### What Are Assets?

Forty research-based, positive experiences and qualities, such as caring neighborhoods and sense of purpose, that influence young people's development and are proven to help raise healthy and successful young people.

Assets provide a framework for understanding what young people need to succeed and be healthy. They focus on solutions rather than problems.

See page 3 for the full list of assets.

### 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.

### Ways to Build Assets

*Individuals*

- Model and talk about your family's morals and values
- Include youth in volunteer opportunities
- Know the names of youth you interact with regularly

*Organizations*

- Develop flexible work schedules that allow adults to participate in youth programs

In 2015, 947 youth in the 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> grades were surveyed with the Profiles of Student Life: Attitudes and Behavior® survey created by Search Institute®.

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. The pie chart below shows 56% of youth in Dickinson and Iron Counties have 21 or more assets and 7% of the youth surveyed have 10 or fewer of the 40 Assets. Totals in this report may not equal 100% due to rounding.

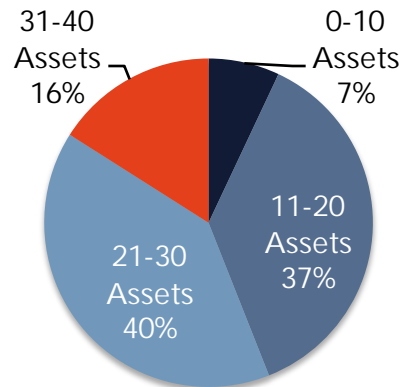
**Most Common Assets**

Positive Peer Influence	80%
Achievement Motivation	79%
Family Support	79%
Integrity	79%

**Least Common Assets**

Creative Activities	15%
Reading for Pleasure	22%
Community Values Youth	29%

Percentage of our youth who experience each of four levels of assets



Percentage of Our Youth Reporting Thriving Behaviors

Category	Definition	Total	Gender		Grade		
			M	F	7	9	11
Helps Others	Helps friends and neighbors one or more hours per week	82	80	83	81	81	83
Values Diversity	Places high importance on getting to know people of other racial/ethnic groups	60	52	66	65	61	53
Exhibits Leadership	Has been a leader of a group or organization in the last 12 months	63	62	64	61	65	62
Overcomes Adversity	Does not give up when things get difficult	70	73	67	73	71	66

Percentage of Our Youth Reporting Substance Use Related Risk-Taking Behaviors

Category	Definition	Total	Gender		Grade		
			M	F	7	9	11
Alcohol	• Used alcohol once or more in the last 30 days	19	21	16	7	14	34
	• Got drunk once or more in the last two weeks	11	13	10	7	6	21
Tobacco	• Smoked cigarettes once or more in the last 30 days	6	6	6	2	4	11
Marijuana	• Used marijuana once or more in the last 30 days	9	10	9	1	4	23
Other Drug Use	• Used heroin or other narcotics once or more in the last 12 months	2	2	1	1	1	3
Driving and Alcohol	• Rode (once or more in the last 12 months) with a driver who had been drinking	31	27	35	30	30	33

# 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 947 youth in the 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> grade at Dickinson and Iron County schools who were surveyed in September 2015.

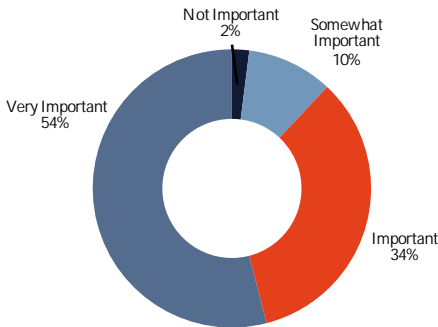
Asset Type	Asset Name & Definition	Percentage	
External Assets	Support	1. Family Support – Family Life provides high levels of love and support.	79%
		2. Positive family communication – Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.	36%
		3. Other adult relationships – Young person receives support from three or more nonparent adults.	52%
		4. Caring neighborhood – Young person experiences caring neighbors.	42%
		5. Caring school climate – School provides a caring, encouraging environment.	41%
		6. Parent involvement in schooling – Parent(s) are actively involved in helping young person succeed in school.	50%
	Empowerment	7. Community values youth – Young person perceives that adults in the community value youth.	29%
		8. Youth as resources – Young people are given useful roles in the community.	37%
		9. Service to others – Young person serves in the community one hour or more per week.	56%
		10. Safety – Young person feels safe at home, school, and in the neighborhood.	52%
	Boundaries and Expectations	11. Family boundaries – Family has clear rules and consequences, and monitors the young person's whereabouts.	55%
		12. School boundaries – School provides clear rules and consequences.	66%
		13. Neighborhood boundaries – Neighbors take responsibility for monitoring young people's behavior.	56%
		14. Adult role models – Parents(s) and other adults model positive, responsible behavior.	35%
		15. Positive peer influence – Young person's best friends model responsible behavior.	80%
		16. High expectations – Both parent(s) and teachers encourage the young person to do well.	63%
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.	15%	
	18. Youth programs – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	61%	
	19. Religious community – Young person spends one or more hours per week in activities in a religious institution.	54%	
	20. Time at home – Young person is out with friends "with nothing special to do" two or fewer nights per week.	54%	
Commitment to Learning	21. Achievement motivation – Young person is motivated to do well in school.	79%	
	22. School engagement – Young person is actively engaged in learning.	71%	
	23. Homework – Young person reports doing at least one hour of homework every school day.	54%	
	24. Bonding to school – Young person cares about his or her school.	78%	
	25. Reading for pleasure – Young person reads for pleasure three or more hours per week.	22%	
Positive Values	26. Caring – Young person places high value on helping other people.	64%	
	27. Equality and social justice – Young person places high value on promoting equality and reducing hunger and poverty.	65%	
	28. Integrity – Young person acts on convictions and stands up for his or her beliefs.	79%	
	29. Honesty – Young person tells the truth even when it's not easy.	78%	
	30. Responsibility – Young person accepts and takes personal responsibility.	78%	
	31. Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.	52%	
Social Competencies	32. Planning and decision-making – Young person knows how to plan ahead and make choices.	35%	
	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 and dangerous situations.	47%	
	36. Peaceful conflict resolution – Young person seeks to resolve conflict nonviolently.	54%	
Positive Identities	37. Personal power – Young person feels he or she has control over "things that happen to me."	40%	
	38. Self-esteem – Young person reports having high self-esteem.	46%	
	39. Sense of purpose – Young person reports that "my life has a purpose."	59%	
	40. Positive view of personal future – Young person is optimistic about his or her personal future.	73%	

# 2015 Dickinson and Iron 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. More information is available at [www.glcyd.org](http://www.glcyd.org).

## Career Preparation

How important do you think post high school education is to having the kind of life you want as an adult?



Post-secondary plans by grade

	7th	9th	11th
Full time student	34%	45%	51%
Full time employment (not planning on continuing education)	2%	3%	2%
Full time employment with hopes of continuing education later on	3%	2%	3%
Employment while going to school part time	19%	17%	22%
Military	8%	8%	6%
Undecided/Other	34%	26%	16%

58%

of youth are working during the school year

17%

of youth feel they cannot afford or do not know how to apply to a college or trade school

## Internet Use and Safety

92%

have an account on a social networking site

29%

of females have been threatened, embarrassed or harassed online

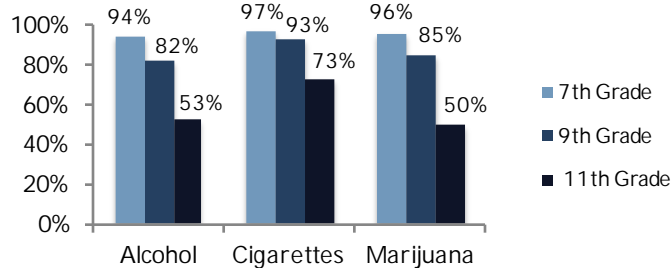
How closely internet use is monitored by parents:  
Not at all      A little bit

32%

51%

## Substance Use and Perceptions

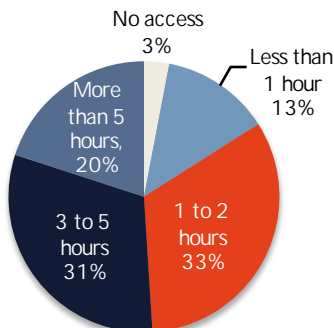
Percentage of youth reporting it's wrong or very wrong for someone their age to use:



56%

of youth report it easy or very easy to get alcohol

Average time per day spent online not doing homework



## Health and Nutrition

How would you describe your weight?

	Male	Female
Very Underweight	1%	1%
Underweight	10%	6%
About right	70%	64%
Overweight	18%	26%
Very Overweight	1%	3%

46%

of females are trying to lose weight

40%

of youth eat breakfast every day



This report was prepared by Great Lakes Center for Youth Development, 712 Chippewa Square, Suite 200, Marquette, MI 49855; 906-228-8919. For more information, log onto [www.glcyd.org](http://www.glcyd.org)

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