

Youth Asset Report

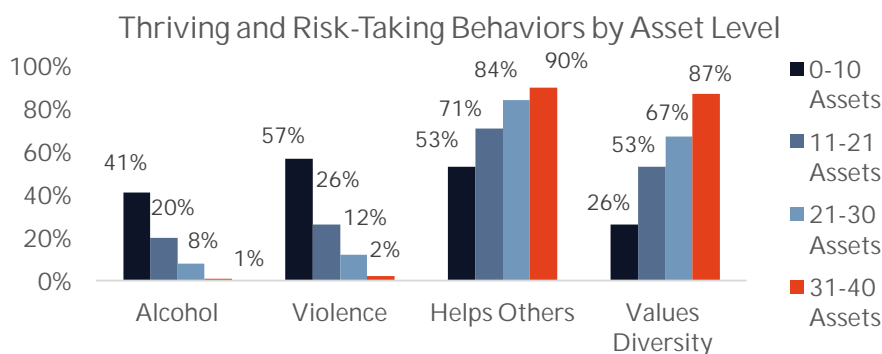
A Message to Our Community

There is an old saying, “It takes a village to raise a child.” As a community member, you are an important part of the village. You may have children of your own. You may work with young people in your career. You might interact with them in your neighborhood, your place of worship or in some other area of your life. Regardless of how much or how little of your time is spent with young people, you have a role to play in creating a place where they can thrive.

For more than 20 years, organizations, families, schools and individuals in Marquette and Alger Counties have used the framework of 40 Developmental Assets® to support our youth. Developmental Assets, or “assets” for short, are building blocks of healthy development that help young people grow up into successful and contributing members of our community.

Every two years, 8th, 10th and 12th graders in Marquette and Alger Counties are surveyed to measure how many of the 40 Assets they have in their lives. This data, along with additional survey information, gives a well-rounded picture of how our youth are doing. This report highlights data from surveys administered in fall 2016.

The graph below illustrates the power of assets. The bars represent the percentage of our youth with varying levels of assets. It shows that our youth with more assets engage in more thriving behaviors such as helping others and valuing diversity and in fewer risky behaviors like alcohol use and violence.



Inside the report, you will find information that may be encouraging, surprising, concerning and perhaps even shocking to you. Our hope is that you will consider it carefully and think about how you can be more intentional in your efforts to help our young people have the best shot at growing up healthy, competent and caring. After all, it takes a village.

Everyone can be an Asset Builder!

Anyone, even you—especially you—can build assets in young people. It doesn't have to involve complicated programs or processes. You may already be doing it, and you can always do more. Here are some ways to connect with young people and build their assets.

What individuals can do

- Model and talk about your family's morals and values
- Know the names of youth
- Teach youth a skill such as gardening or baking
- Listen to a young person's stories
- Offer them a challenging book
- Ask for their advice and take it seriously

What organizations can do

- Develop flexible work schedules that allow adults to participate in youth programs
- Coordinate an internship position for youth
- Engage youth on your board of directors
- Hire a youth to decorate your windows for the holidays
- Host a “Take Your Child to Work” Day

In fall 2016, 8th, 10th and 12th graders in Marquette and Alger County schools were surveyed with the Profiles of Student Life: Attitudes and Behaviors survey from Search Institute. The 40 Developmental Assets are measured by one or more of 160 survey items. Based on their individual responses, youth are determined to “have” or “not have” an asset. The survey is done anonymously; no one sees how individual students respond.

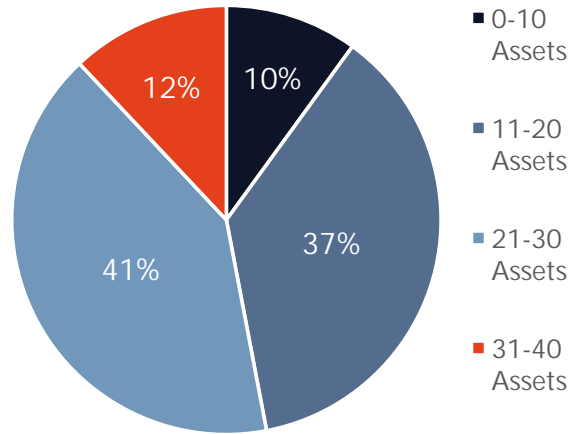
Most Common Assets

| | |
|-------------------------|-----|
| Integrity | 81% |
| Responsibility | 80% |
| Achievement Motivation | 79% |
| Honesty | 79% |
| Family Support | 77% |
| Positive Peer Influence | 77% |

Least Common Assets

| | |
|------------------------|-----|
| Creative Activities | 18% |
| Reading for Pleasure | 23% |
| Community Values Youth | 26% |
| Adult Role Models | 34% |

Asset Levels of Our Youth



While there is no magic number of assets young people should have, youth with more than half of the 40 Assets are much less prone to negative risk-taking behavior. The chart below shows 53 percent of youth surveyed have 21 or more assets. In 1997 when the survey was first done, only 34 percent of youth had 21 or more. Though we have made great strides in 20 years, 10 percent of our youth in 2016 had only 10 assets or fewer.

Percentage of Our Youth Reporting Thriving Behaviors

| Category | Definition | Total | Gender | | Grade | | |
|----------------------|--|-------|--------|----|-------|----|----|
| | | | M | F | 8 | 10 | 12 |
| Helps Neighbors | • Helps friends or neighbors one or more hours per week | 77 | 77 | 76 | 81 | 75 | 74 |
| Values Diversity | • Places high importance on getting to know people of other racial/ethnic groups | 61 | 50 | 71 | 62 | 60 | 59 |
| Exhibits Leadership | • Has been a leader of a group or organization in the last 12 months | 65 | 63 | 66 | 59 | 66 | 70 |
| Delays Gratification | • Saves money for something special rather than spending it right away | 50 | 50 | 50 | 52 | 48 | 50 |

Percentage of Our Youth Reporting Risk-Taking Behaviors

| Category | Definition | Total | Gender | | Grade | | |
|---------------------|---|-------|--------|----|-------|----|----|
| | | | M | F | 8 | 10 | 12 |
| Alcohol | • Used alcohol once or more in the last 30 days • Got drunk once or more in the last two weeks | 20 | 20 | 21 | 8 | 19 | 36 |
| | | 11 | 12 | 11 | 5 | 8 | 24 |
| Tobacco | • Smoked cigarettes once or more in the last 30 days • Used smokeless tobacco once or more in the last two weeks | 9 | 9 | 9 | 3 | 7 | 18 |
| | | 9 | 14 | 5 | 4 | 10 | 15 |
| Marijuana | • Used marijuana once or more in the last 30 days | 13 | 12 | 14 | 5 | 11 | 25 |
| Driving and Alcohol | • Rode once or more in the last 12 months with a driver who had been drinking | 26 | 25 | 26 | 23 | 28 | 27 |
| Violence | • Carried a weapon for protection once or more in the last 12 months | 20 | 27 | 14 | 23 | 19 | 18 |
| Depression | • Felt sad or depressed most or all of the time in the last month | 22 | 15 | 28 | 19 | 23 | 24 |
| Attempted Suicide | • Has attempted suicide one or more times | 17 | 12 | 20 | 14 | 18 | 18 |

40 Developmental Assets

In Search Institute terms, assets are key relationships, experiences, skills and characteristics that enable young people to develop in healthy, positive ways. Percentages are for the 1,522 students in 8th, 10th and 12th grades surveyed in Marquette and Alger schools in fall 2016.

| | |
|---|---|
| % | The percentage of our youth possessing this asset |
| ↑ | Assets that have increased by 5% or more since 1997 |
| ↓ | Assets that have decreased by 5% or more since 1997 |

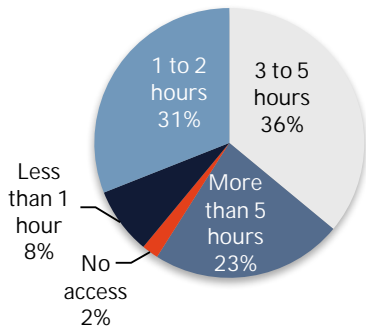
| | Asset Type | Asset Name & Definition | Percentage | |
|---|--|--|------------|---|
| External Assets | Support | 1. Family Support – Family life provides high levels of love and support. | 77% | ↑ |
| | | 2. Positive family communication – Young person and his or her parent(s) communicate positively, 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. | 54% | ↑ |
| | | 4. Caring neighborhood – Young person experiences caring neighbors. | 39% | |
| | | 5. Caring school climate – School provides a caring, encouraging environment. | 41% | ↑ |
| | Empowerment | 6. Parent involvement in schooling – Parent(s) are actively involved in helping young person succeed in school. | 36% | ↑ |
| | | 7. Community values youth – Young person perceives that adults in the community value youth. | 26% | ↑ |
| | | 8. Youth as resources – Young people are given useful roles in the community. | 36% | ↑ |
| | | 9. Service to others – Young person serves in the community one hour or more per week. | 49% | |
| | Boundaries and Expectations | 10. Safety – Young person feels safe at home, school, and in the neighborhood. | 54% | ↓ |
| | | 11. Family boundaries – Family has clear rules and consequences, and monitors the young person's whereabouts. | 59% | ↑ |
| | | 12. School boundaries – School provides clear rules and consequences. | 63% | ↑ |
| | | 13. Neighborhood boundaries – Neighbors take responsibility for monitoring young people's behavior. | 52% | ↑ |
| | | 14. Adult role models – Parents(s) and other adults model positive, responsible behavior. | 34% | ↑ |
| | | 15. Positive peer influence – Young person's best friends model responsible behavior. | 77% | ↑ |
| | Constructive Use of Time | 16. High expectations – Both parent(s) and teachers encourage the young person to do well. | 64% | ↑ |
| 17. Creative activities – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. | | 18% | | |
| 18. Youth programs – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations. | | 58% | | |
| 19. Religious community – Young person spends one or more hours per week in activities in a religious institution. | | 40% | ↓ | |
| Commitment to Learning | 20. Time at home – Young person is out with friends "with nothing special to do" two or fewer nights per week. | 53% | ↑ | |
| | 21. Achievement motivation – Young person is motivated to do well in school. | 79% | ↑ | |
| | 22. School engagement – Young person is actively engaged in learning. | 43% | ↓ | |
| | 23. Homework – Young person reports doing at least one hour of homework every school day. | 45% | | |
| | 24. Bonding to school – Young person cares about his or her school. | 71% | ↑ | |
| Positive Values | 25. Reading for pleasure – Young person reads for pleasure three or more hours per week. | 23% | | |
| | 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. | 69% | ↑ | |
| | 28. Integrity – Young person acts on convictions and stands up for his or her beliefs. | 81% | ↑ | |
| | 29. Honesty – Young person tells the truth even when it's not easy. | 79% | ↑ | |
| | 30. Responsibility – Young person accepts and takes personal responsibility. | 80% | ↑ | |
| | 31. Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs. | 49% | ↑ | |
| Social Competencies | 32. Planning and decision-making – Young person knows how to plan ahead and make choices. | 41% | ↑ | |
| | 33. Interpersonal competence – Young person has empathy, sensitivity, and friendship skills. | 51% | ↑ | |
| | 34. Cultural competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. | 44% | ↑ | |
| | 35. Resistance skills – Young person can resist negative peer pressure and dangerous situations. | 54% | ↑ | |
| | 36. Peaceful conflict resolution – Young person seeks to resolve conflict nonviolently. | 52% | ↑ | |
| Positive Identities | 37. Personal power – Young person feels he or she has control over "things that happen to me." | 43% | ↓ | |
| | 38. Self-esteem – Young person reports having high self-esteem. | 44% | | |
| | 39. Sense of purpose – Young person reports that "my life has a purpose." | 56% | | |
| | 40. Positive view of personal future – Young person is optimistic about his or her personal future. | 70% | | |

2016 Marquette and Alger County Sidebar Survey

The Sidebar Survey was developed locally by members of community organizations under the guidance of Great Lakes Center for Youth Development. This survey was designed to collect additional information beyond the Attitudes and Behaviors® survey. More information is available at www.glycd.org.

Internet Use and Safety

Average time per week spent online not doing homework



97%

females

91%

males

Have an account on a social networking site

How closely internet use is monitored by parents

40%

not at all

48%

a little bit

30% of females and 17% of males report they have seen an online message or text message made by a peer that was meant to threaten, embarrass or harass

Have you ever used a cell phone for "sexting?"

| | 8th | 10th | 12th |
|--|-----|------|------|
| Yes, I have sent and received such messages | 5% | 18% | 25% |
| Yes, I have received messages but have not sent them | 12% | 15% | 12% |
| No, I have never received or sent such messages | 70% | 58% | 56% |
| I don't know what sexting is | 14% | 9% | 7% |

Health and Nutrition

Youth trying to lose weight

46%

females

24%

males

81% of youth report they would be proud of a friend for finding help when needed if the friend told them they were meeting with a counselor every week

If you have ever thought talking to a counselor or mental health professional would be helpful but you didn't what was the reason?

| | Total |
|---|-------|
| I didn't know who to talk to | 20% |
| It costs too much money | 11% |
| I didn't want my parents to know | 14% |
| I didn't want my friends to know | 11% |
| I didn't have enough time | 13% |
| I've never thought about seeing a counselor or mental health professional | 63% |

36% of youth report they eat breakfast every day

Career Preparation

Post-secondary plans by grade

| | 8th | 10th | 12th |
|--|-----|------|------|
| Full time student | 42% | 51% | 51% |
| Full time employment (not planning on continuing education) | 1% | 1% | 2% |
| Full time employment with hopes of continuing education later on | 3% | 3% | 4% |
| Employment while going to school part time or full time | 19% | 19% | 24% |
| Military | 7% | 5% | 5% |
| Undecided/Other | 28% | 20% | 14% |

51%

of youth are working during the school year

2%

females

9%

males

plan to earn a technical/vocational certificate



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.glycd.org

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