

Branch County Profile of Youth

Results of the Search Institute Study

1998, 2001 and 2004 Comparisons

Search Institute 101

The basics

- 40 developmental assets
 - External (20)
 - Internal (20)
- Thriving Indicators
- Deficits

Developmental Assets

- Search Institutes 40 developmental assets assesses the health and well being of youth. They represent a common core of building blocks crucial for all youth.
- Search Institute studies summarizes the extent to which these assets exist in our community and how they impact behaviors.

Assets – 40 assets, 2 groups

External – Positive experiences and support one receives from formal and informal connections to others in the community

Internal – things a family and community nurture within youth so that they can contribute to their own development

External assets

- 1. Support** - Refers to the way youth **experience love and acceptance** from their families as well as the community.
- 2. Empowerment** - Relate to youths **need to be valued and feel valuable**. How do youth think they are viewed by the community and can they contribute to their society.

External Assets

- 3. Boundaries and Expectations** - Refers to the need for youth to have **clear AND enforced boundaries** within family, school and in their neighborhood, or community. There needs to be consistent messages about appropriate and acceptable behavior.
- 4. Constructive use of Time** - Are there a **wide variety of structured opportunities** for youth to spend their time; whether through schools, community organizations or religious institutions

Internal Assets

- 1. Commitment to learning** - Refers to the development of an **intellectual curiosity** and the **skills to gain new knowledge** and learn from experiences.
- 2. Positive Values** - Our “**internal compass**” we use to guide our choices and set priorities

Internal Assets

- 3. Social Competencies** - Reflects the **personal skills** youth need to make choices in society. They include; Decision making, Interpersonal skills, Cultural competence, Resistance skills Conflict resolution skills.
- 4. Positive Identity** - Focuses on a young persons **view of themselves**, their own sense of power, purpose, worth and promise.

Indicators

The positive and negative consequences of developmental assets. There are 2 types identified in this study.

Thriving indicators – increase as asset levels rise

Deficits – increase as asset levels fall

Thriving Indicators

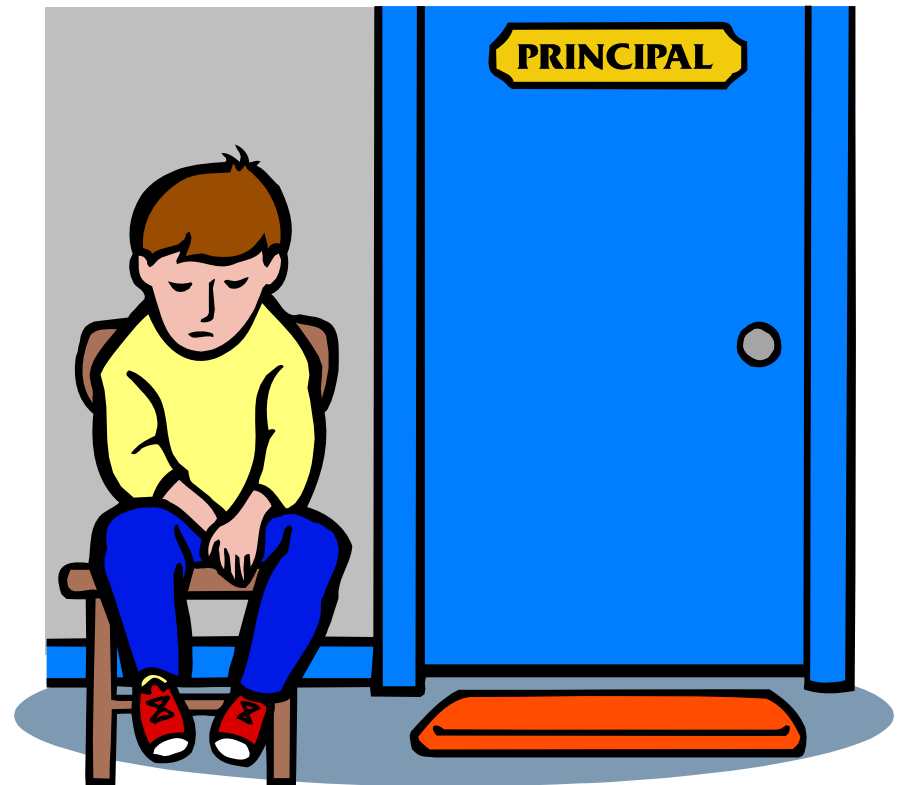
Evidence that successful development is occurring

- Succeeds in school
- Helps others
- Values diversity
- Maintains good health
- Exhibits leadership
- Resists danger
- Delays gratification
- Overcomes adversity



Deficits – “the flip side”

- Countervailing influences that can interfere with healthy development, blocking development of assets and easing the way to risky behavioral choices. On their own, they do not necessarily do permanent harm, but each makes harm more possible



Deficits

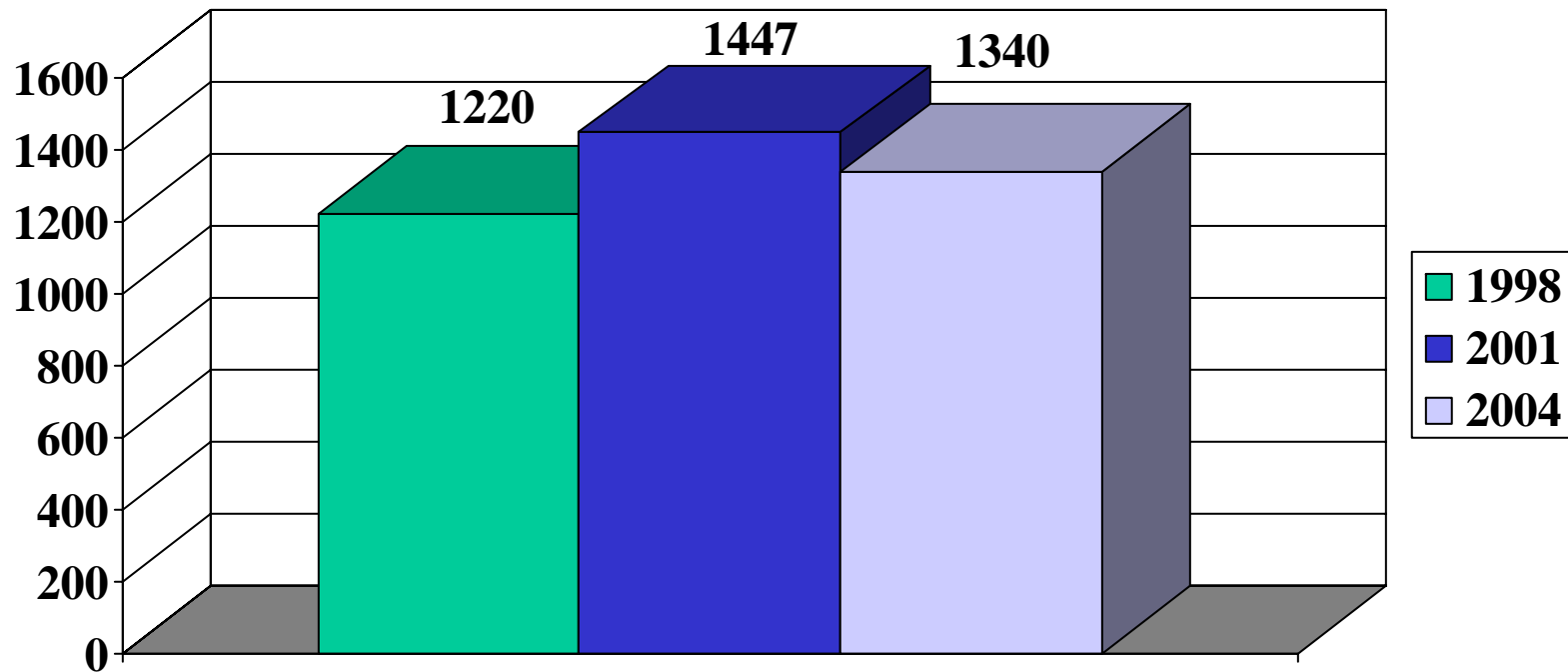
- Alone at home 2 hrs./day or more
- TV overexposure 3 hrs./day or more
- Physical Abuse 1 or more incident
- Victim of Violence 1 or more – past 2 yrs.
- Drinking parties 1 or more – past year



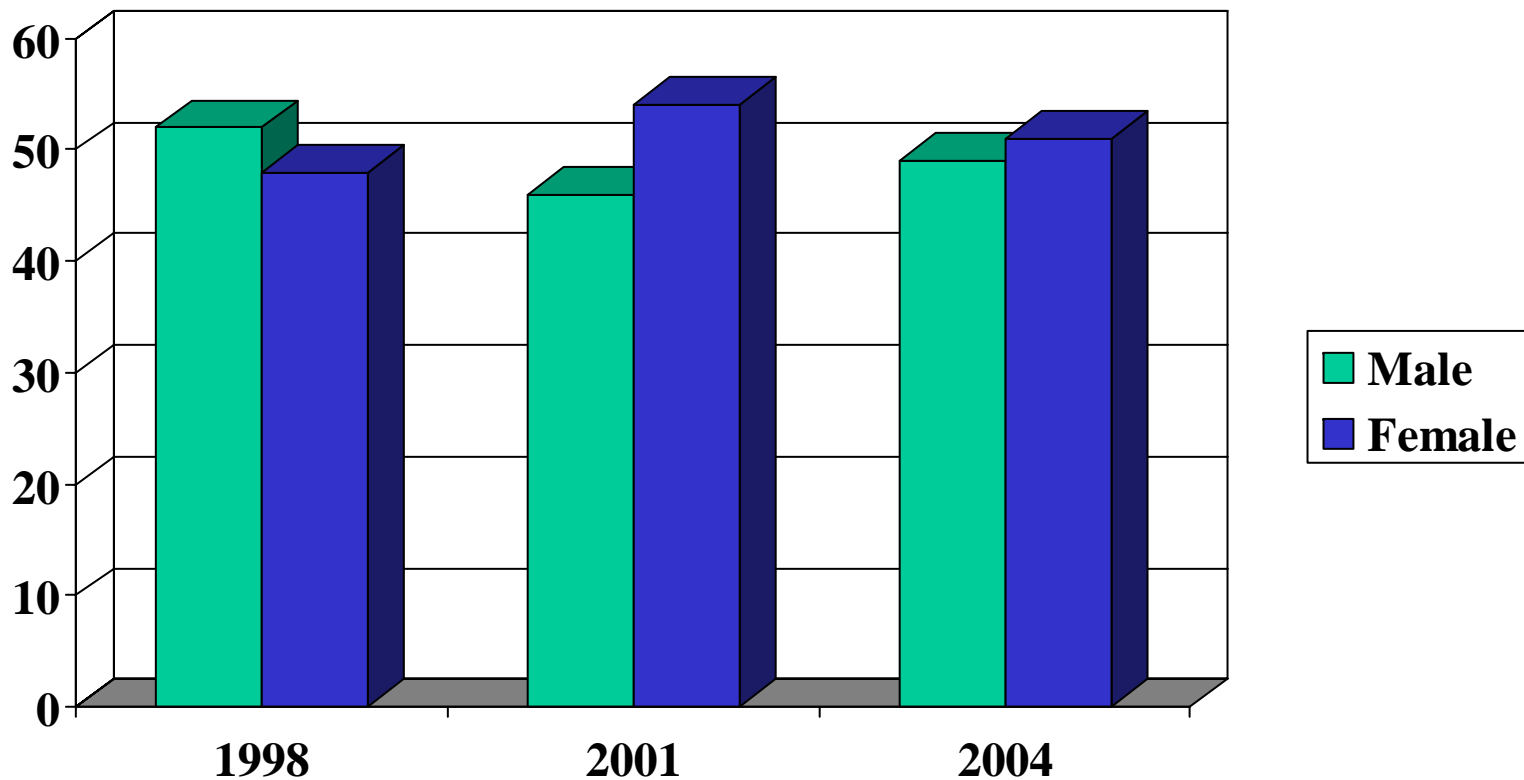
Who was surveyed?

1998/2001/2004 grades 7,9,11;
Union City 2004 grades 6-12

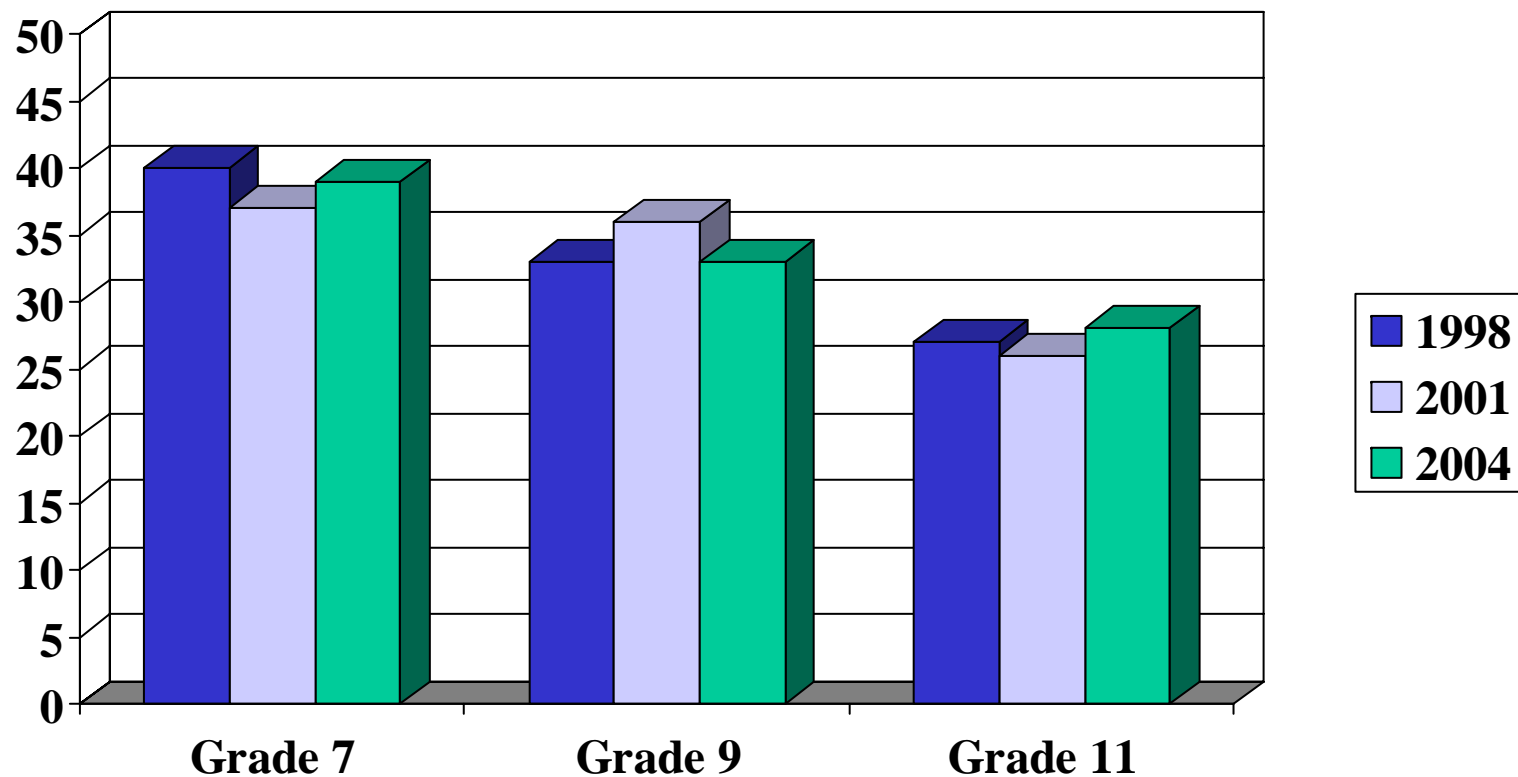
2004 includes 307 students in grades 6-8-10-12



Percentage of the Surveyed Population by Sex, 1998, 2001, and 2004



Percentage of the Population by Grade Level, 1998, 2001, and 2004



External Assets: Support, 1998, 2001 and 2004

% REPORTING ASSET	1998	2001	2004
Family	69	67	68
Positive Family Communication	29	29	28
Adult Relationships	46	45	43
Caring Neighborhood	42	39	37
Caring School Climate	25	25	26
Parent Involvement	36	34	31

External Assets: Empowerment, 1998, 2001 and 2004

% REPORTING ASSET	1998	2001	2004
Community Values Youth	23	21	20
Youth as Resources	24	24	23
Service to Others	50	49	51
Safety	52	49	54

External Assets: Boundaries and Expectations, 1998, 2001 and 2004

% REPORTING ASSET	1998	2001	2004
Family Boundaries	45	47	44
School Boundaries	49	57	47
Neighborhood Boundaries	50	53	49
Adult Role Models	29	25	25
Positive Peer Influence	62	64	60
High Expectations	47	47	48

External Assets: Constructive Use of Time, 1998, 2001 and 2004

% REPORTING ASSET	1998	2001	2004
Creative Activities	19	17	17
Youth Programs	57	55	52
Religious Community	55	52	47
Time at Home	51	54	52

Internal Assets: Commitment to Learning, 1998, 2001 and 2004

% REPORTING ASSET	1998	2001	2004
Achievement	64	64	58
Motivation			
School Engagement	57	56	48
Homework	49	48	34
Bonding to School	52	53	48
Reading for Pleasure	21	20	23

Internal Assets: Positive Values, 1998, 2001 and 2004

% REPORTING ASSET	1998	2001	2004
Caring	44	47	44
Equality/Social Justice	43	49	46
Integrity	63	66	67
Honesty	65	67	68
Responsibility	63	64	65
Restraint	41	48	41

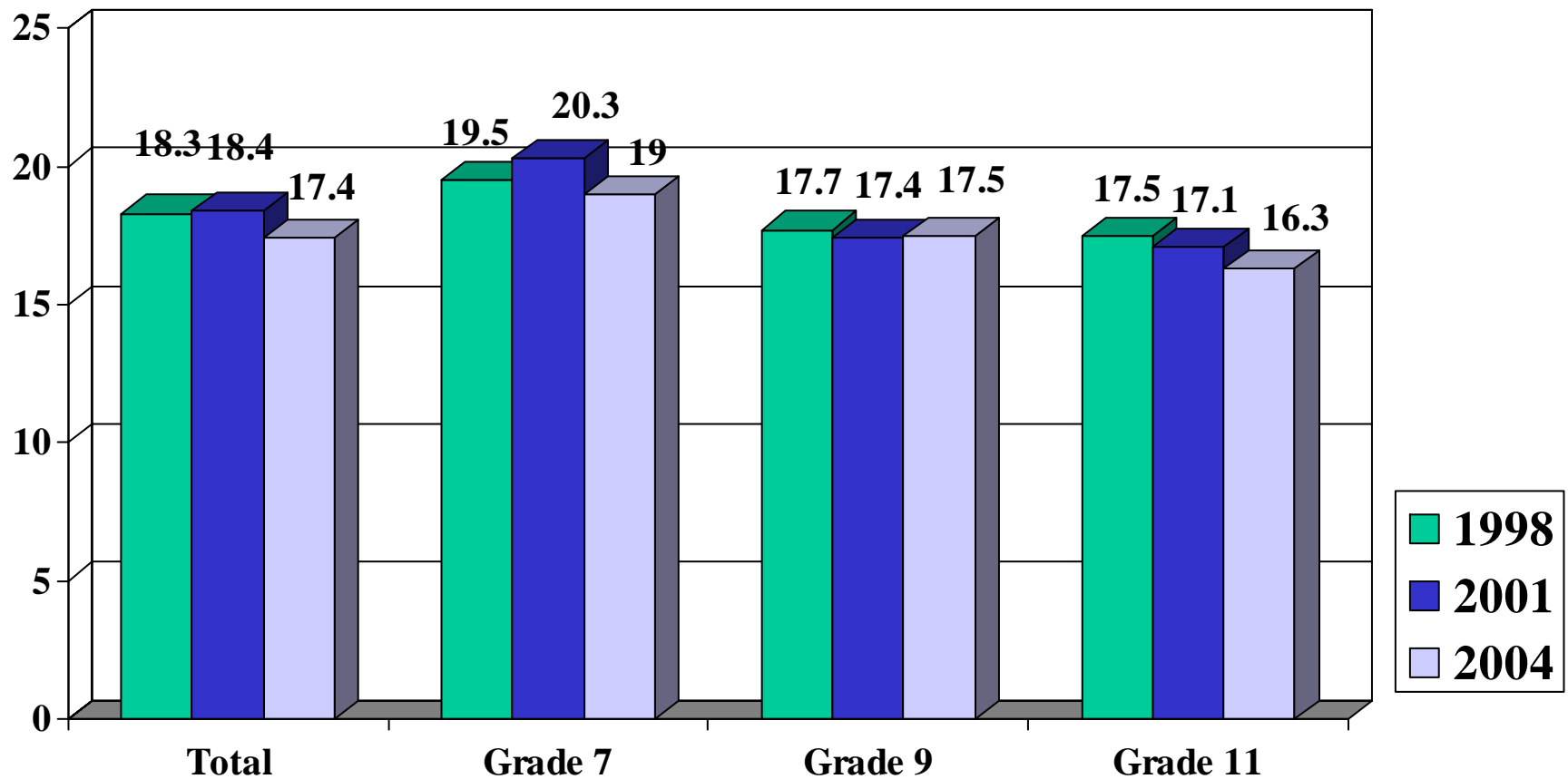
Internal Assets: Social Competencies, 1998, 2001 and 2004

% REPORTING ASSET	1998	2001	2004
Planning & Decision Making	25	24	23
Interpersonal Competence	44	46	39
Cultural Competence	31	31	32
Resistance Skills	37	39	36
Peaceful Conflict Resolution	43	45	35

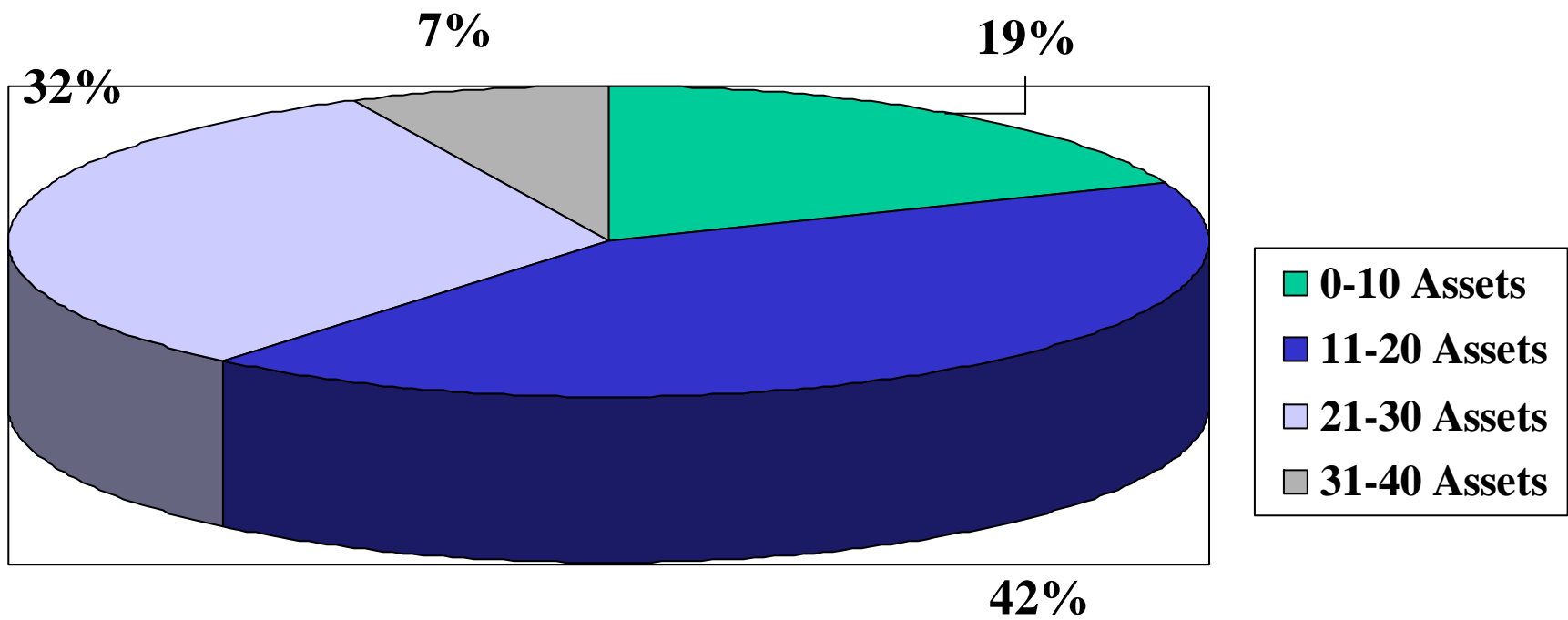
Internal Assets: Positive Identity, 1998, 2001 and 2004

% REPORTING ASSET	1998	2001	2004
Personal Power	45	41	39
Self-esteem	46	44	40
Sense of Purpose	54	54	49
Positive View of Future	71	69	67

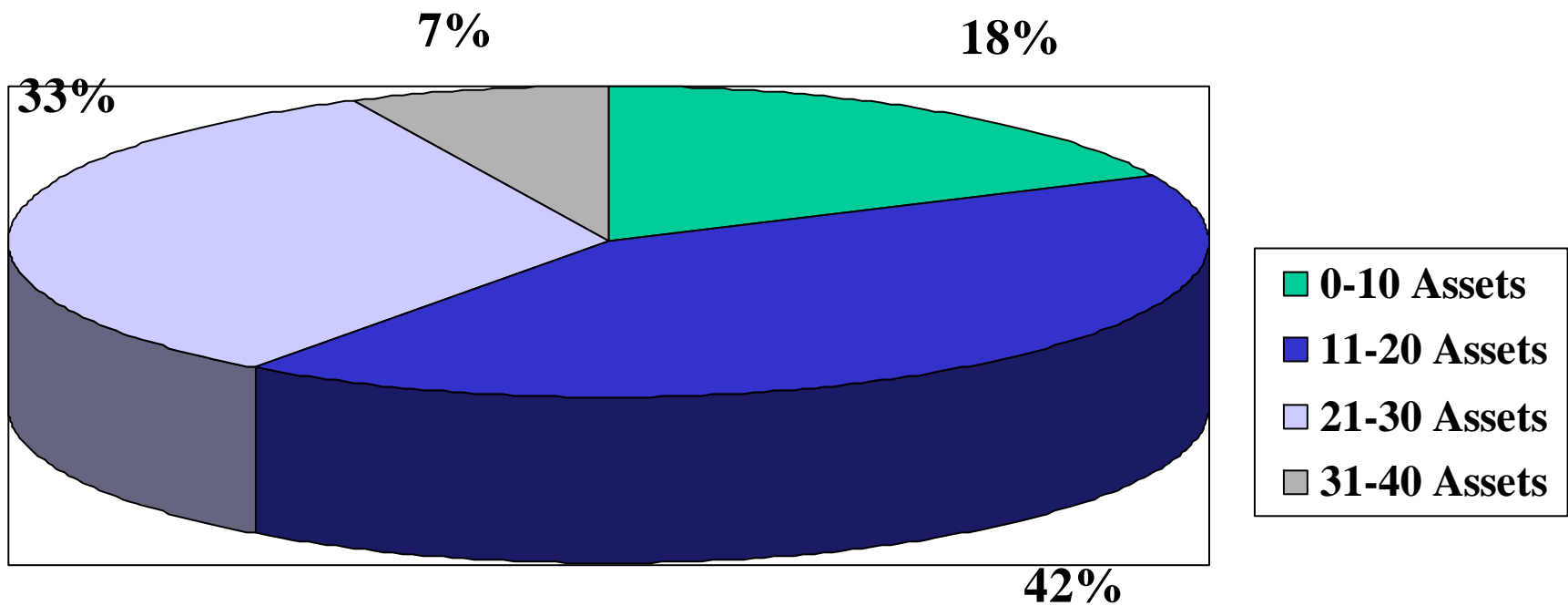
Average Number of Youth Assets, 1998, 2001, and 2004



Percentage of Youth at Four Asset Levels, 1998

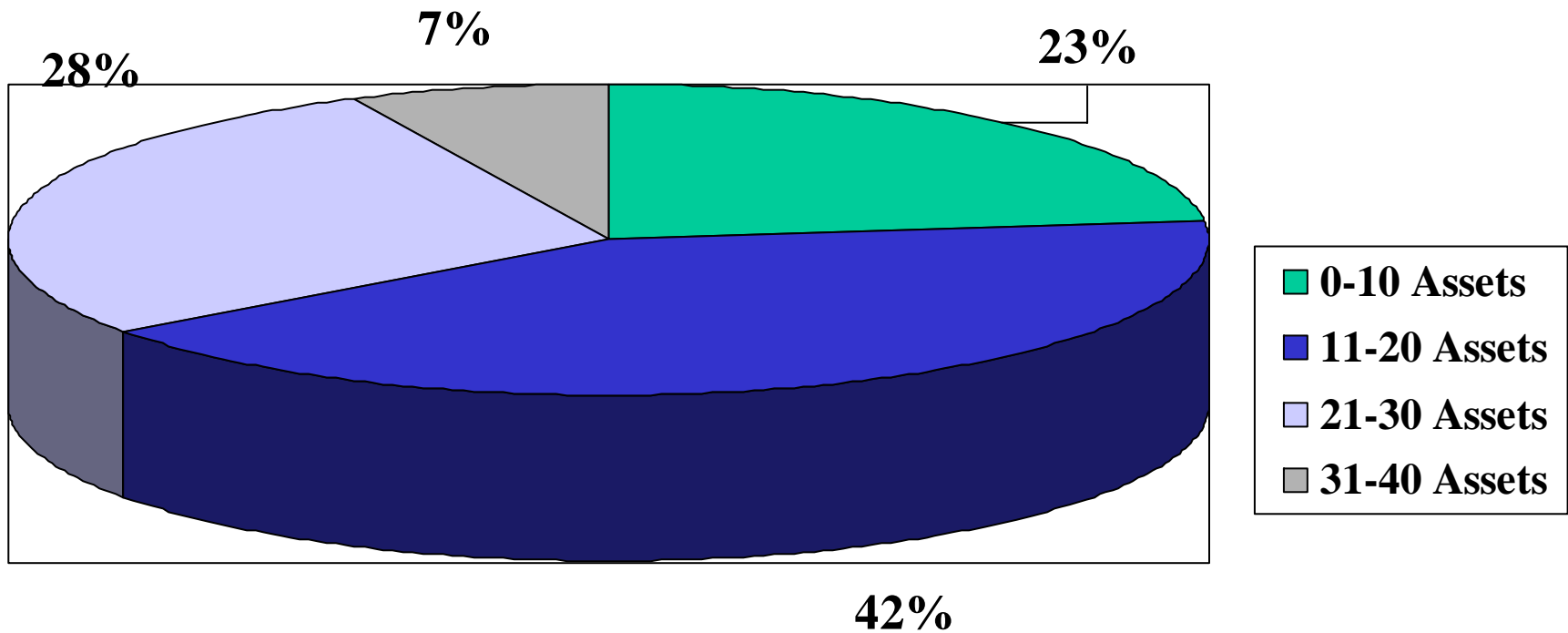


Percentage of Youth at Four Asset Levels, 2001



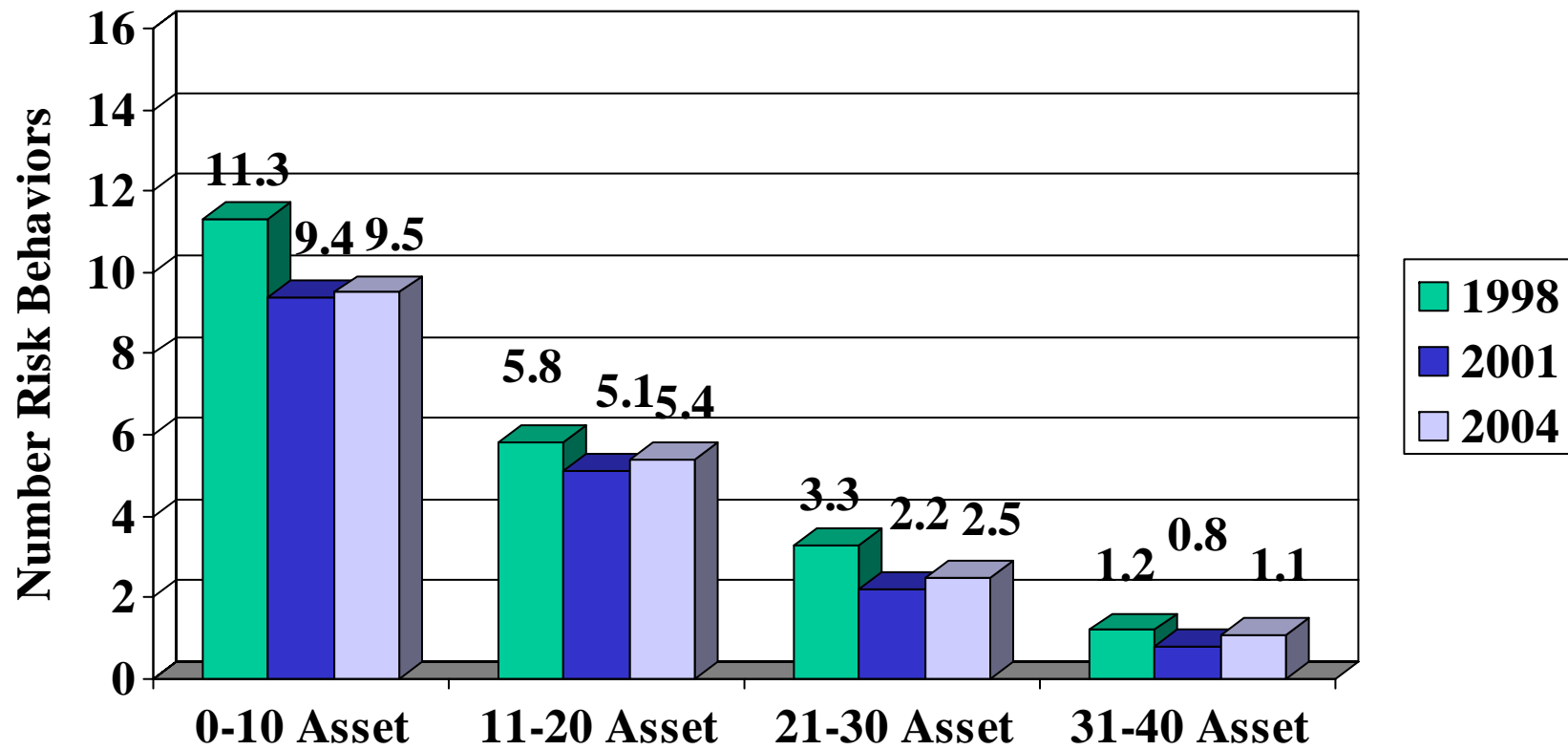
Percentage of Youth at Four Asset Levels, 2004

And the reason this is important is...

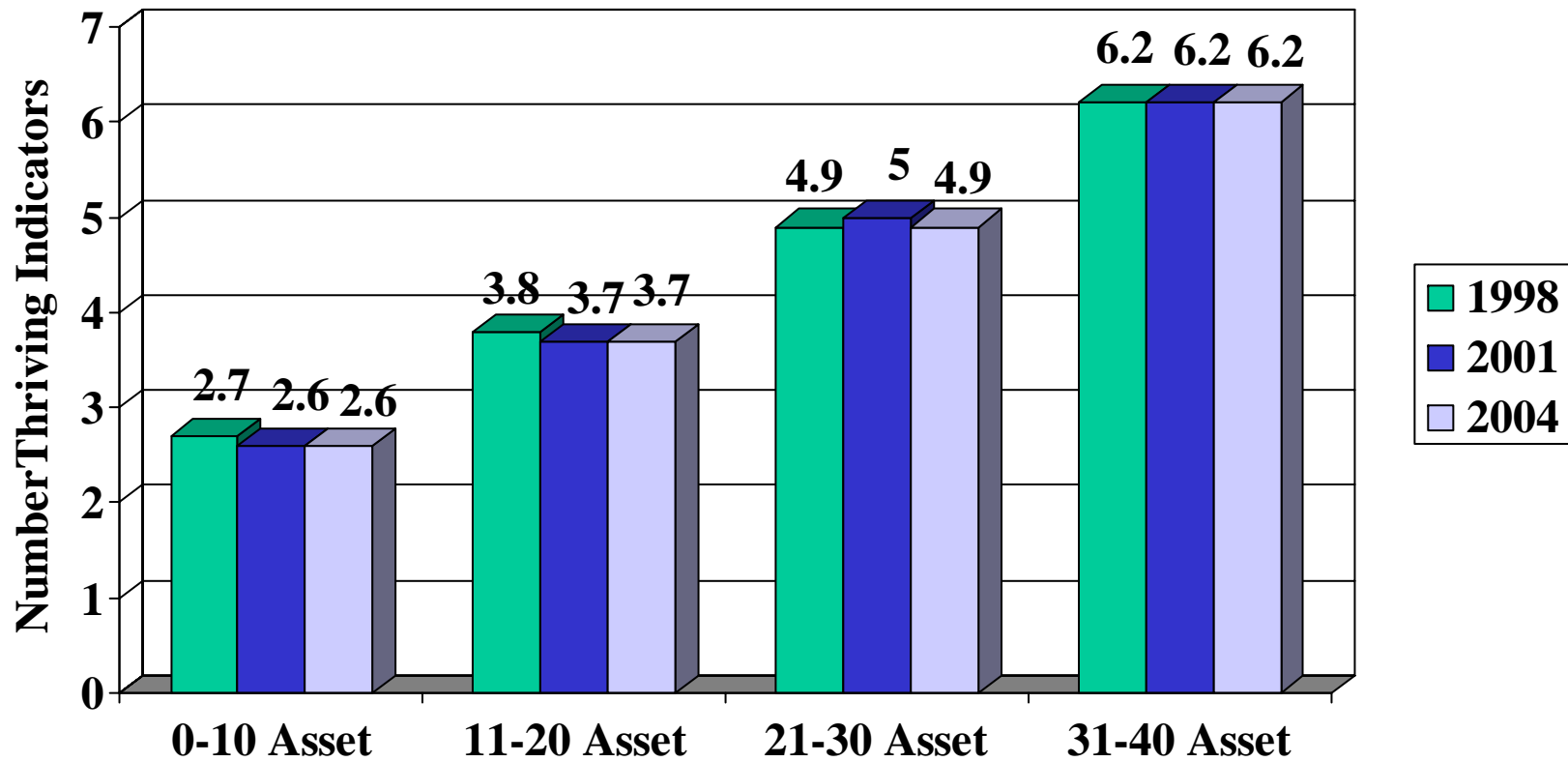


Average Number of Risk Taking Behaviors based on Asset Level, 1998, 2001, and 2004

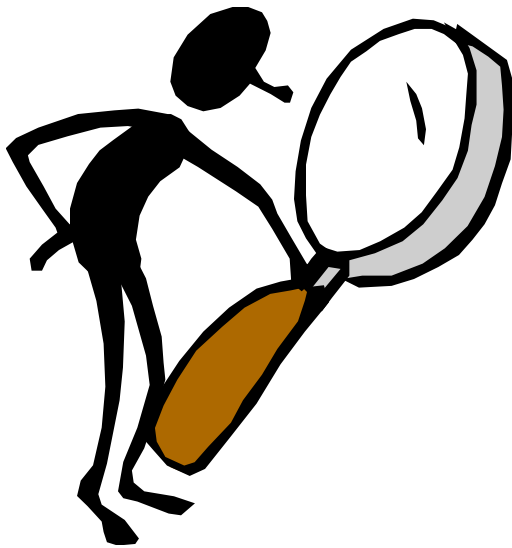
Students with high assets are nearly 10x less likely to...



Average Number of Thriving Indicators based on Asset Level, 1998, 2001, and 2004



Let's look at some specifics

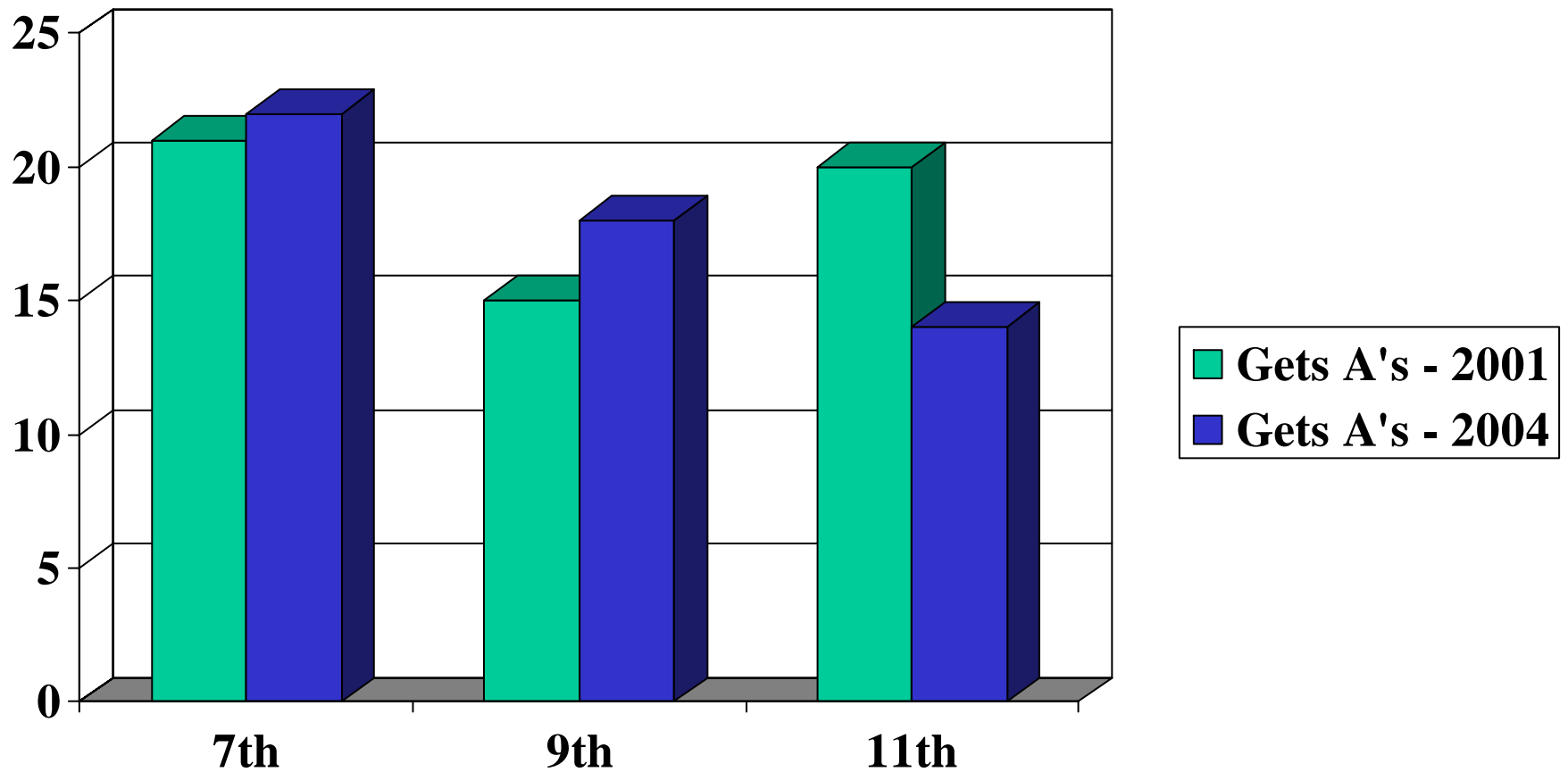


Thriving indicators

Percent of youth reporting thriving indicators

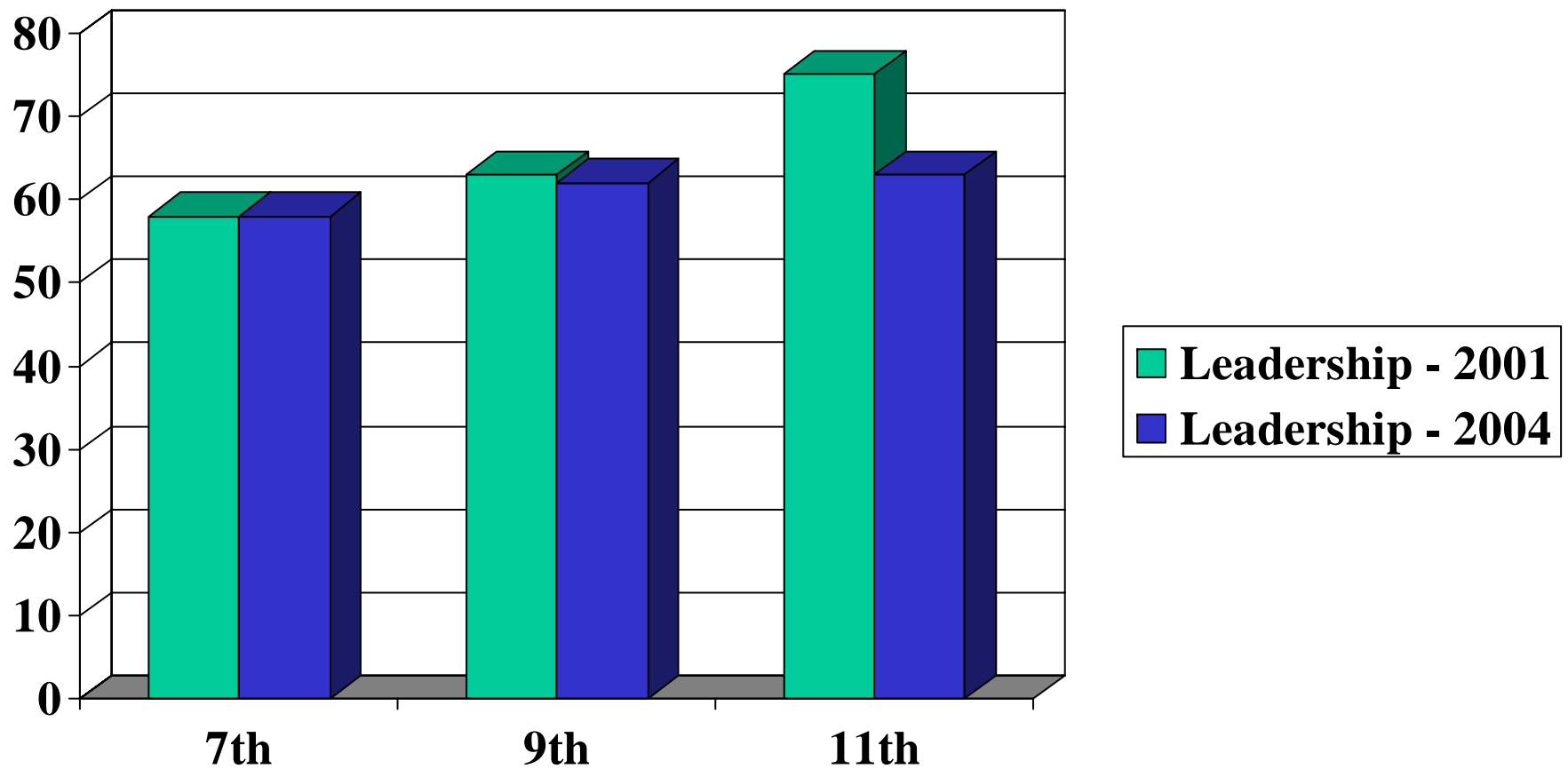
2001 vs. 2004

Succeeds in school



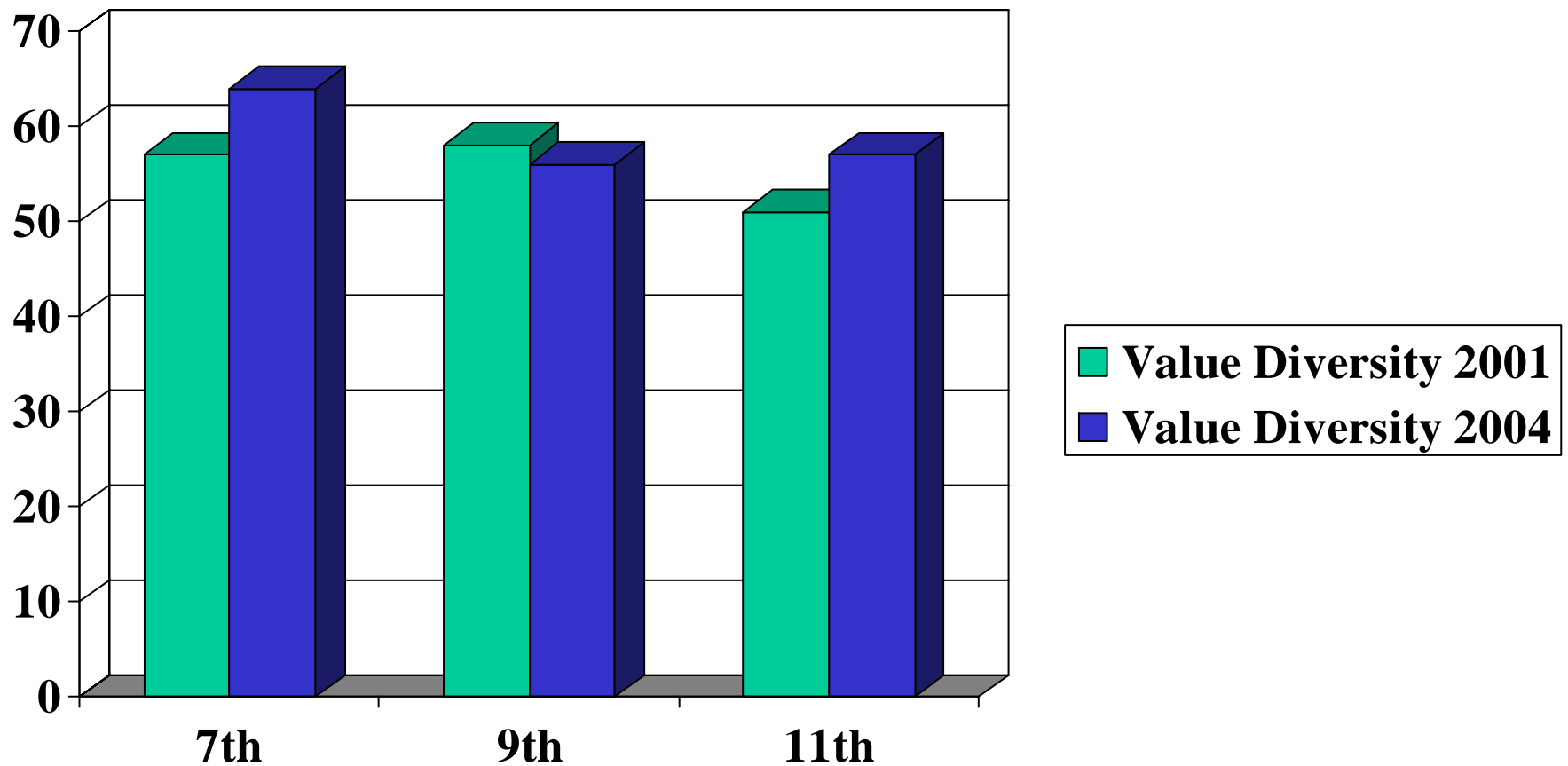
Percent of youth reporting thriving indicators 2001 vs. 2004

Has been leader of a group or organization



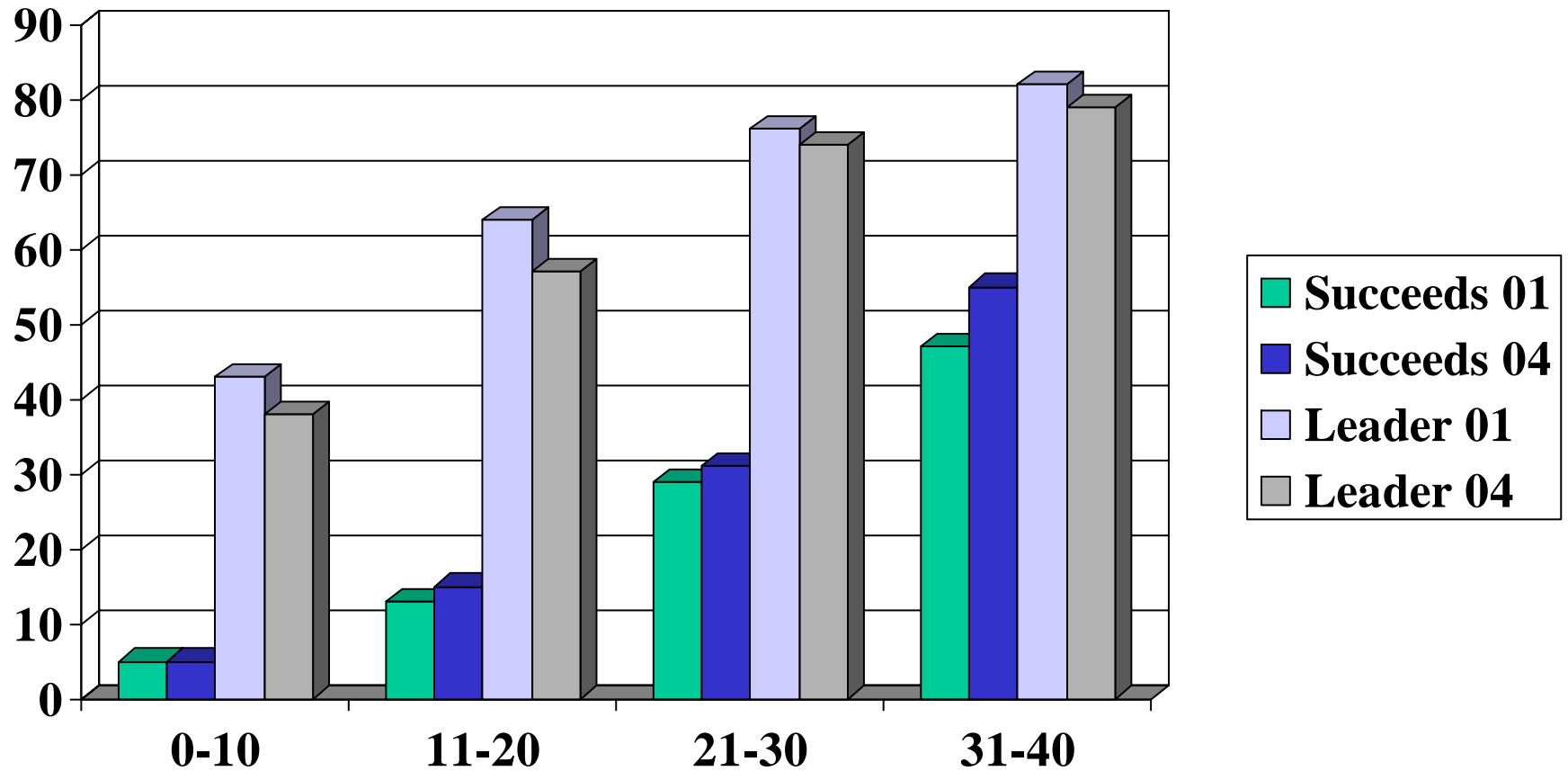
Percent of youth reporting thriving indicators 2001 vs. 2004

Important to know people of other ethnic/racial groups



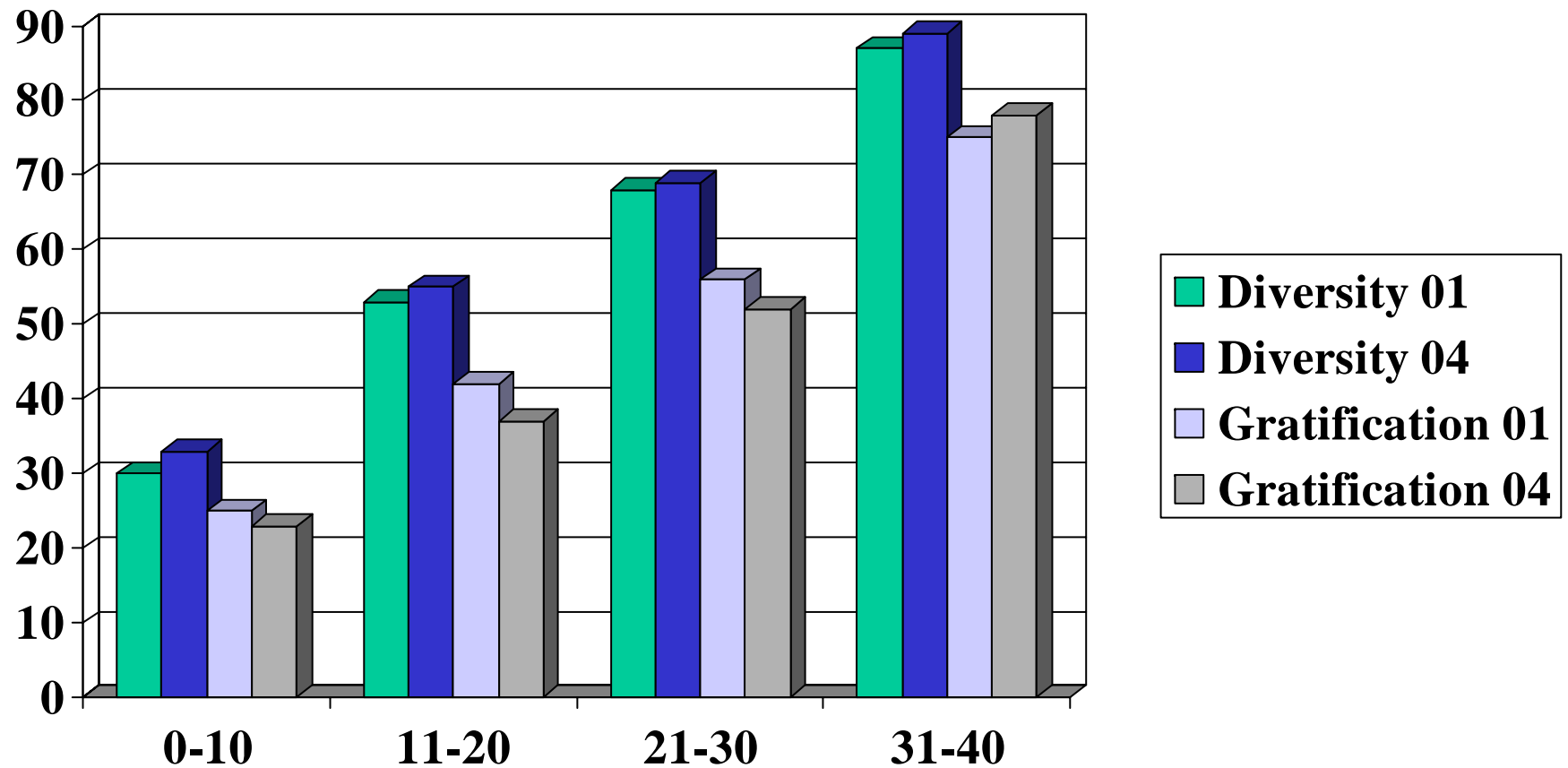
Thriving Indicators and asset levels

School success; Leadership



Thriving Indicators and asset levels

Value diversity; Delay gratification

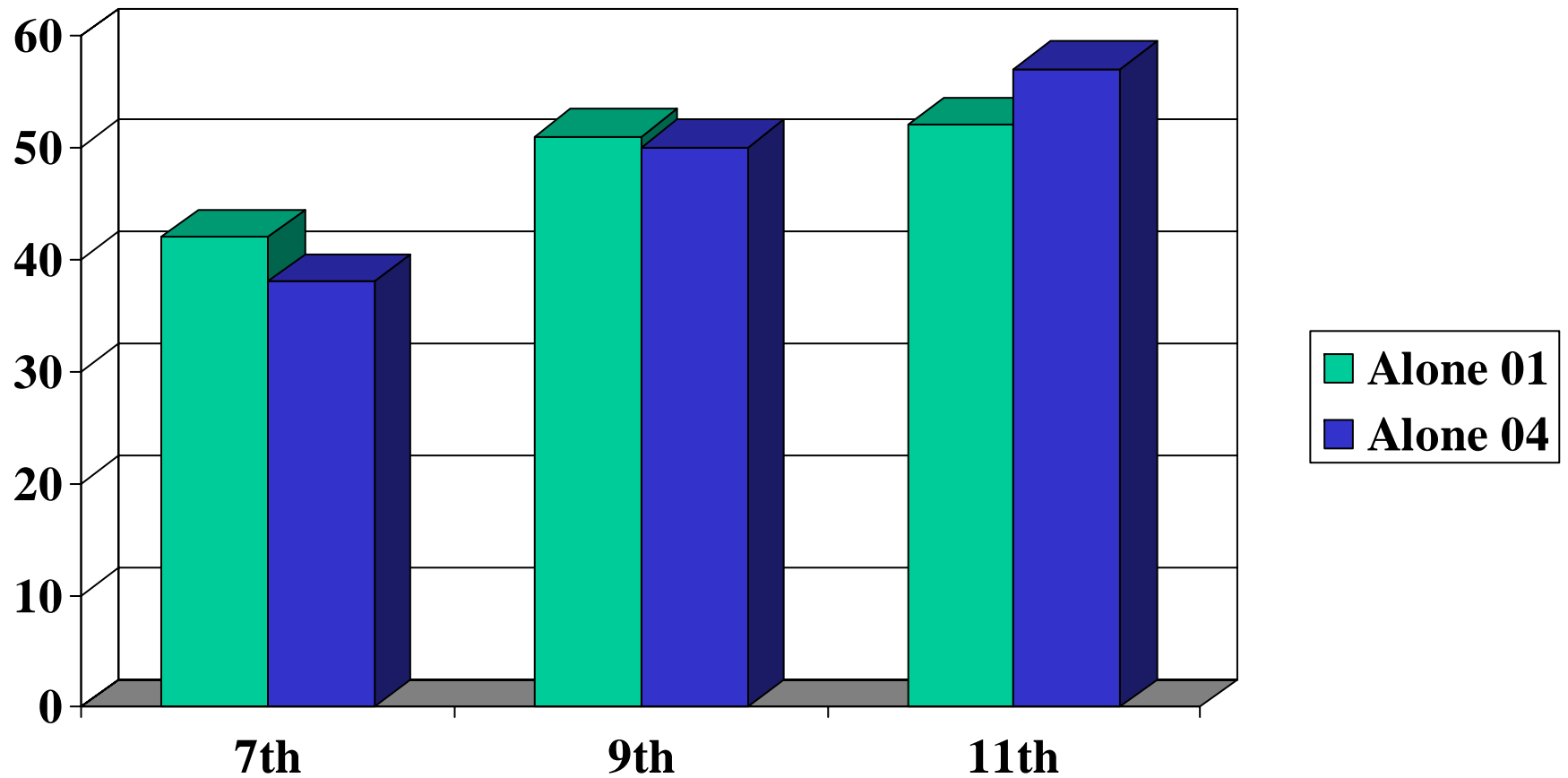


Deficit behavior



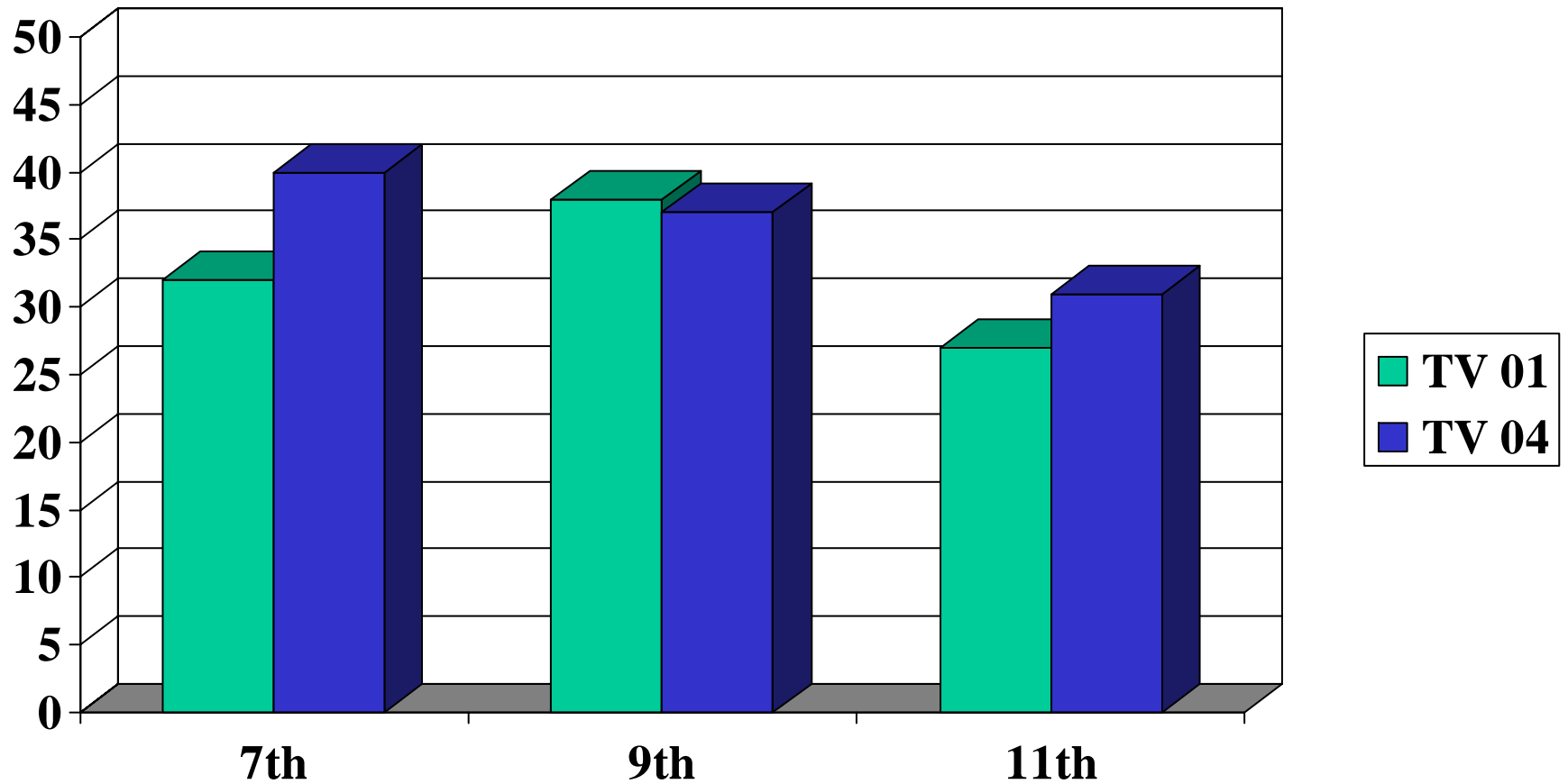
Percent of youth reporting deficits 2001 vs. 2004

Alone at Home 2+hrs/day



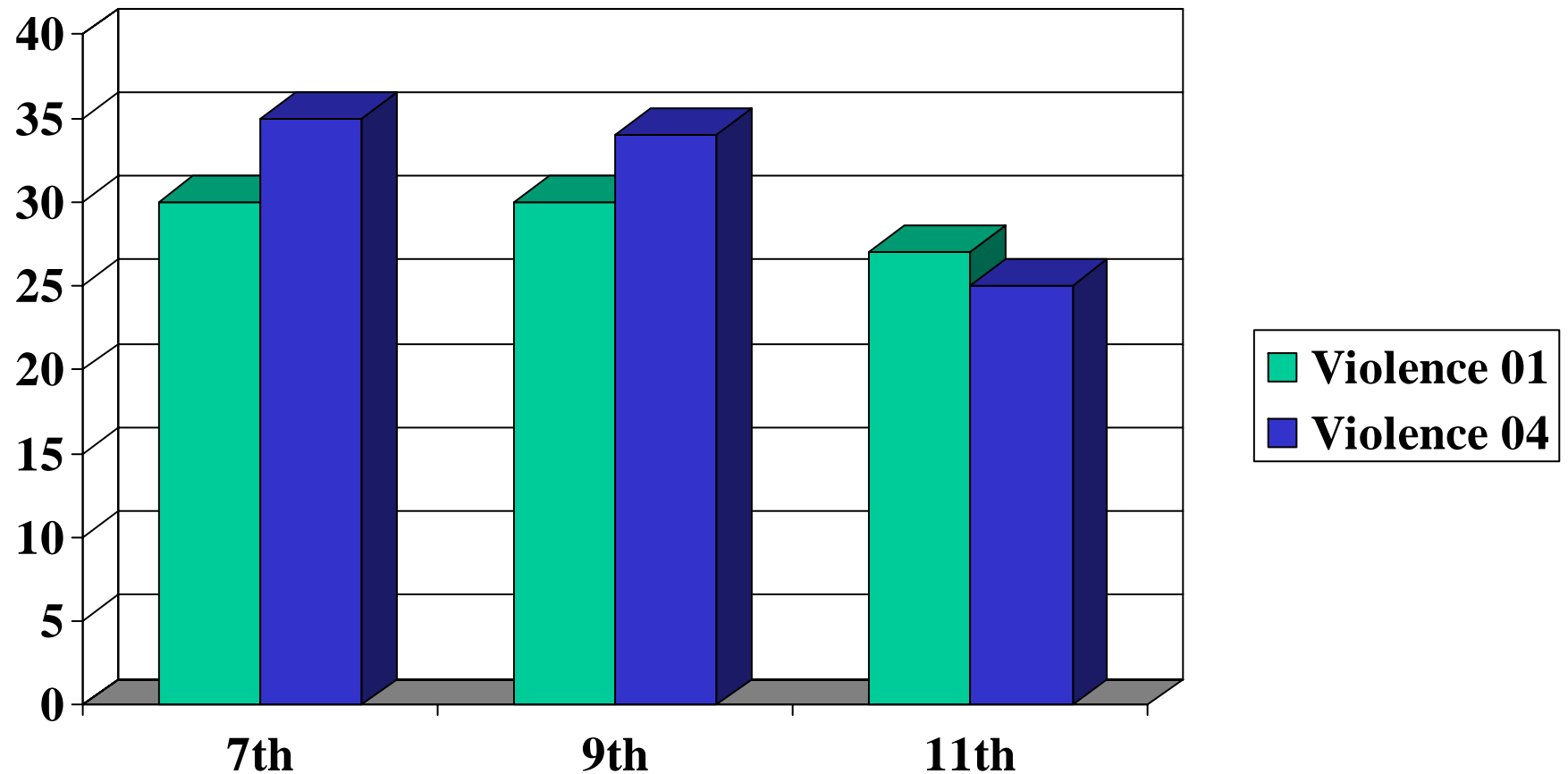
Percent of youth reporting deficits 2001 vs. 2004

Too Much TV/Videos 3+ hrs/day



Percent of youth reporting deficits 2001 vs. 2004

Violence – physical injury in past 2 yrs

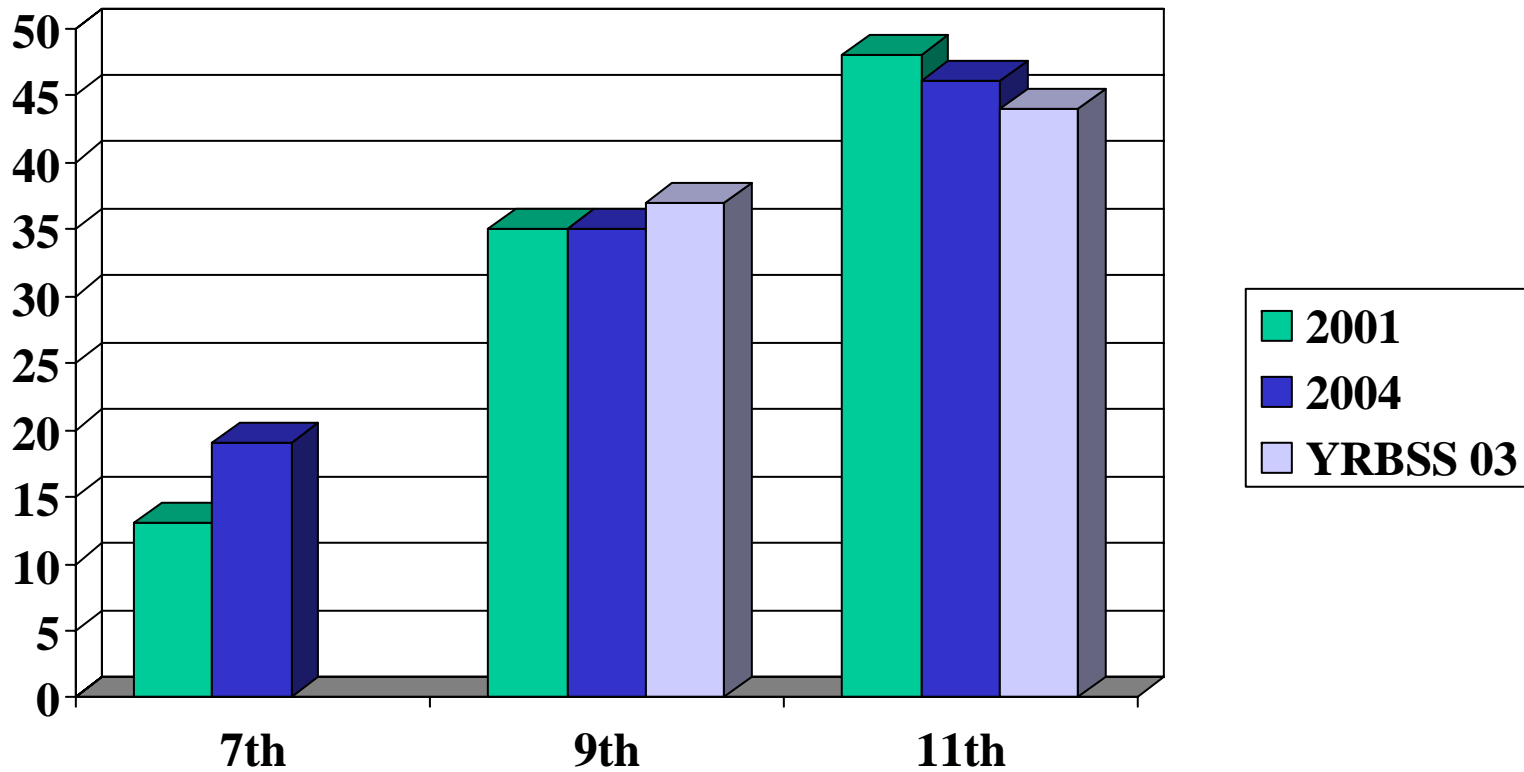


Risk taking behaviors



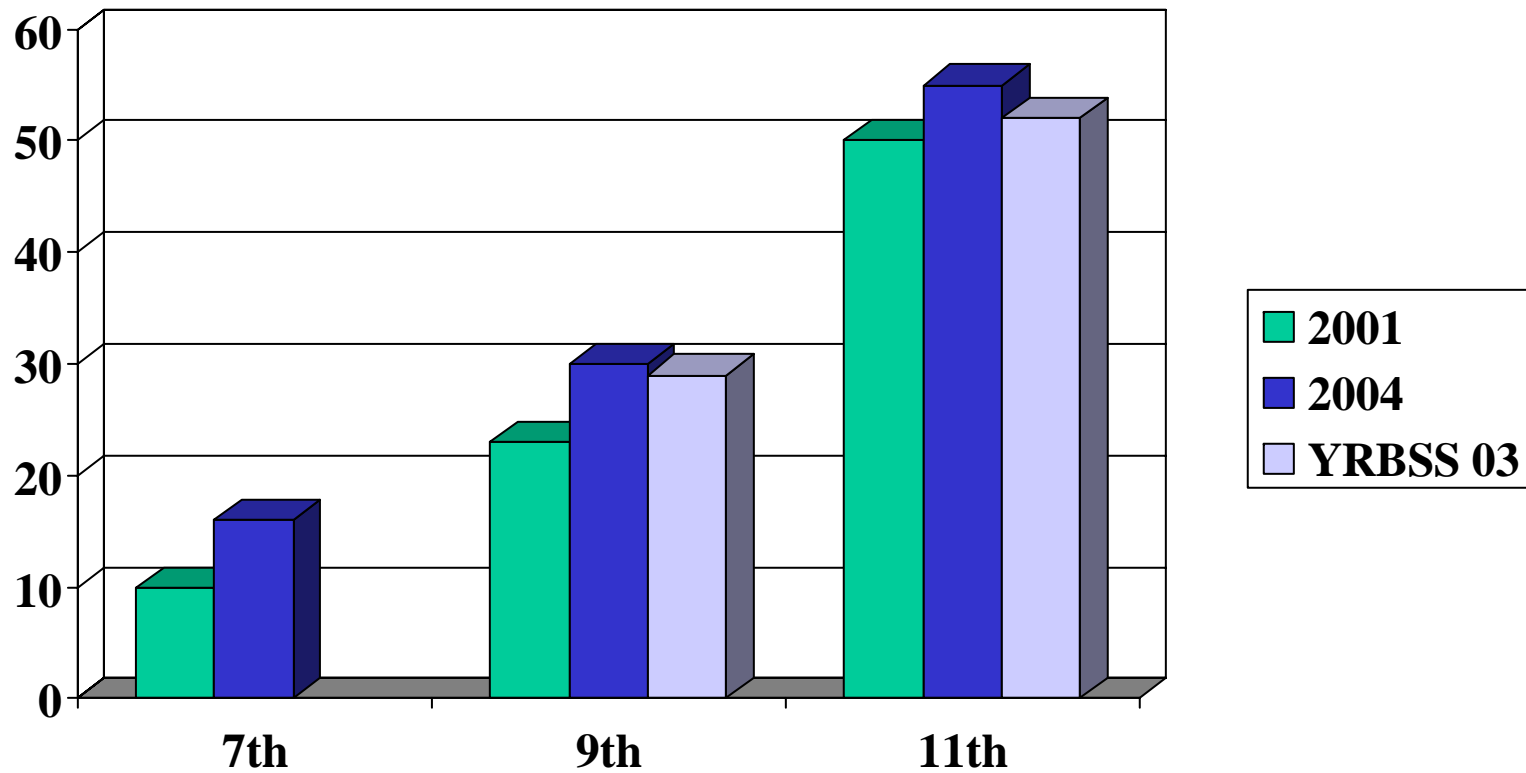
Alcohol

Used alcohol at least once in past month



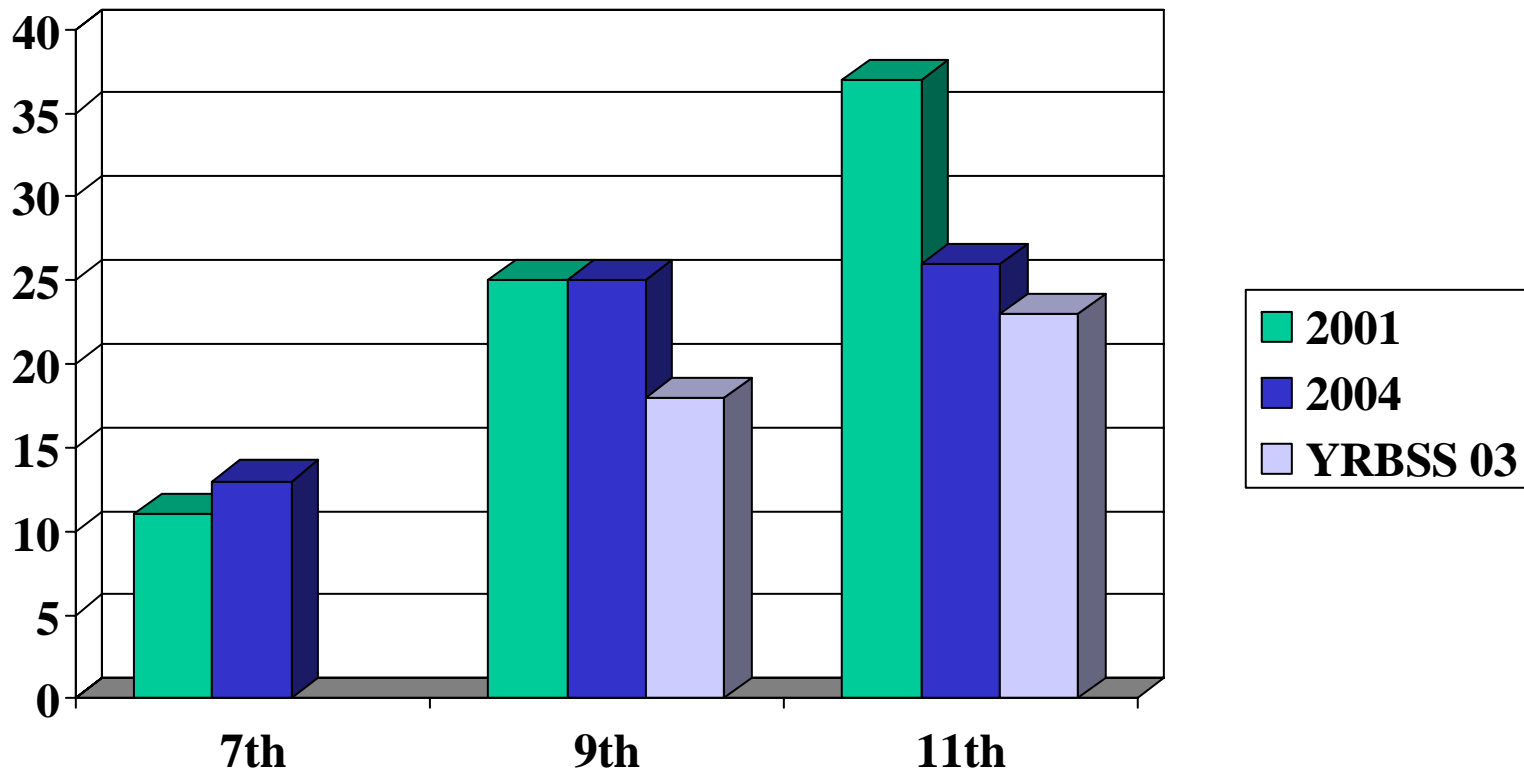
Sex

At least once in your life



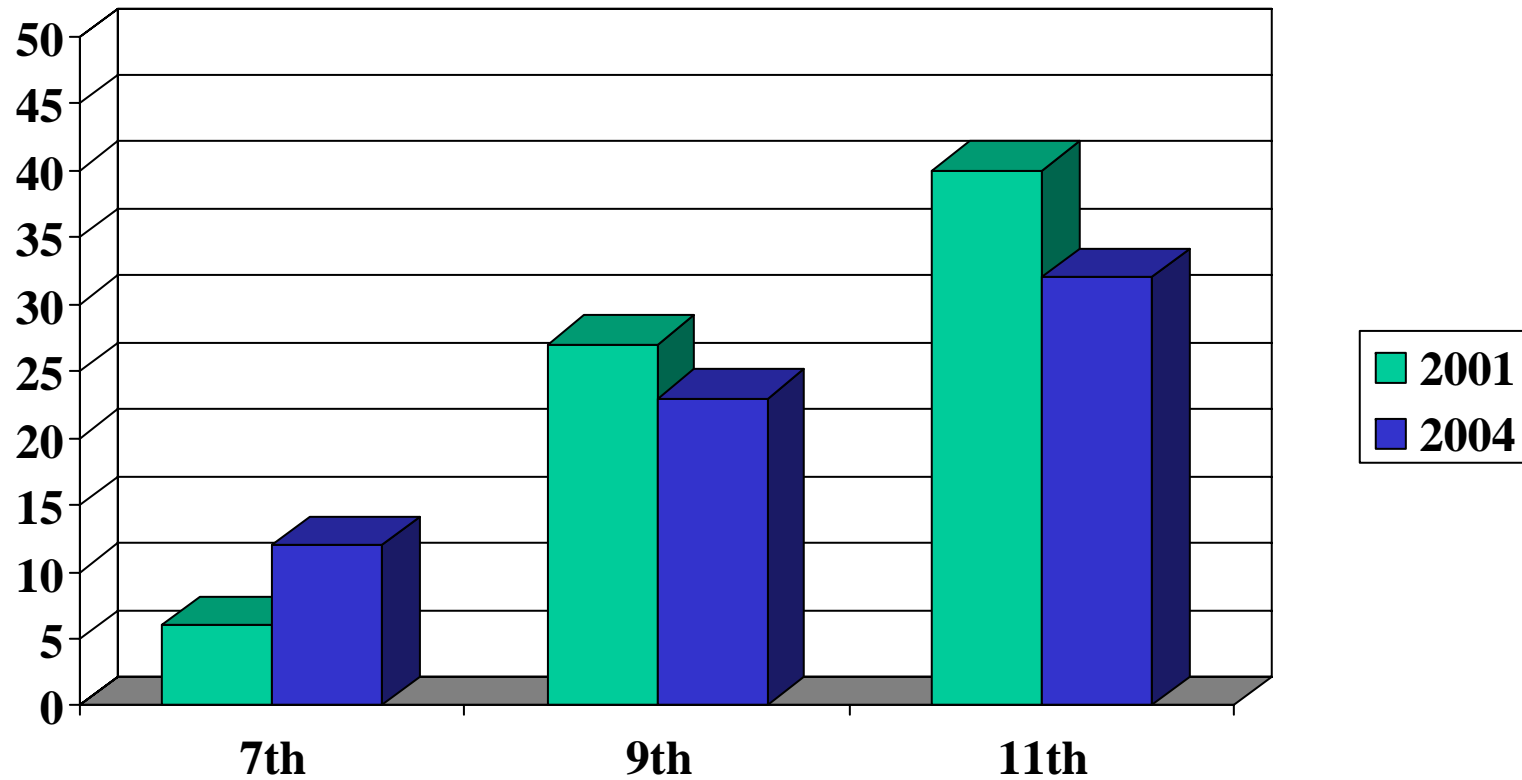
Smoking

≥ 1 time in past 30 days



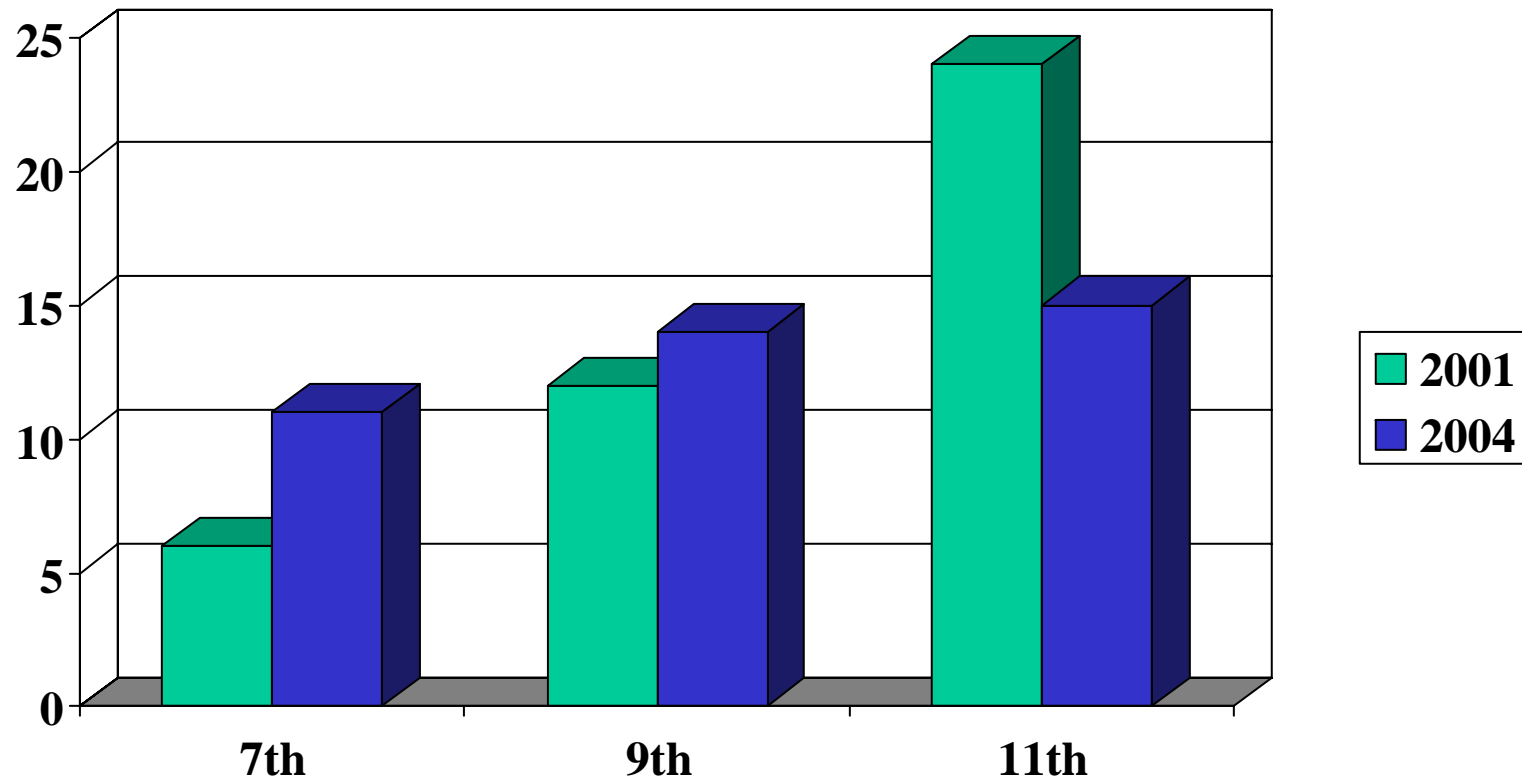
Smoked Marijuana

At least once in the past year



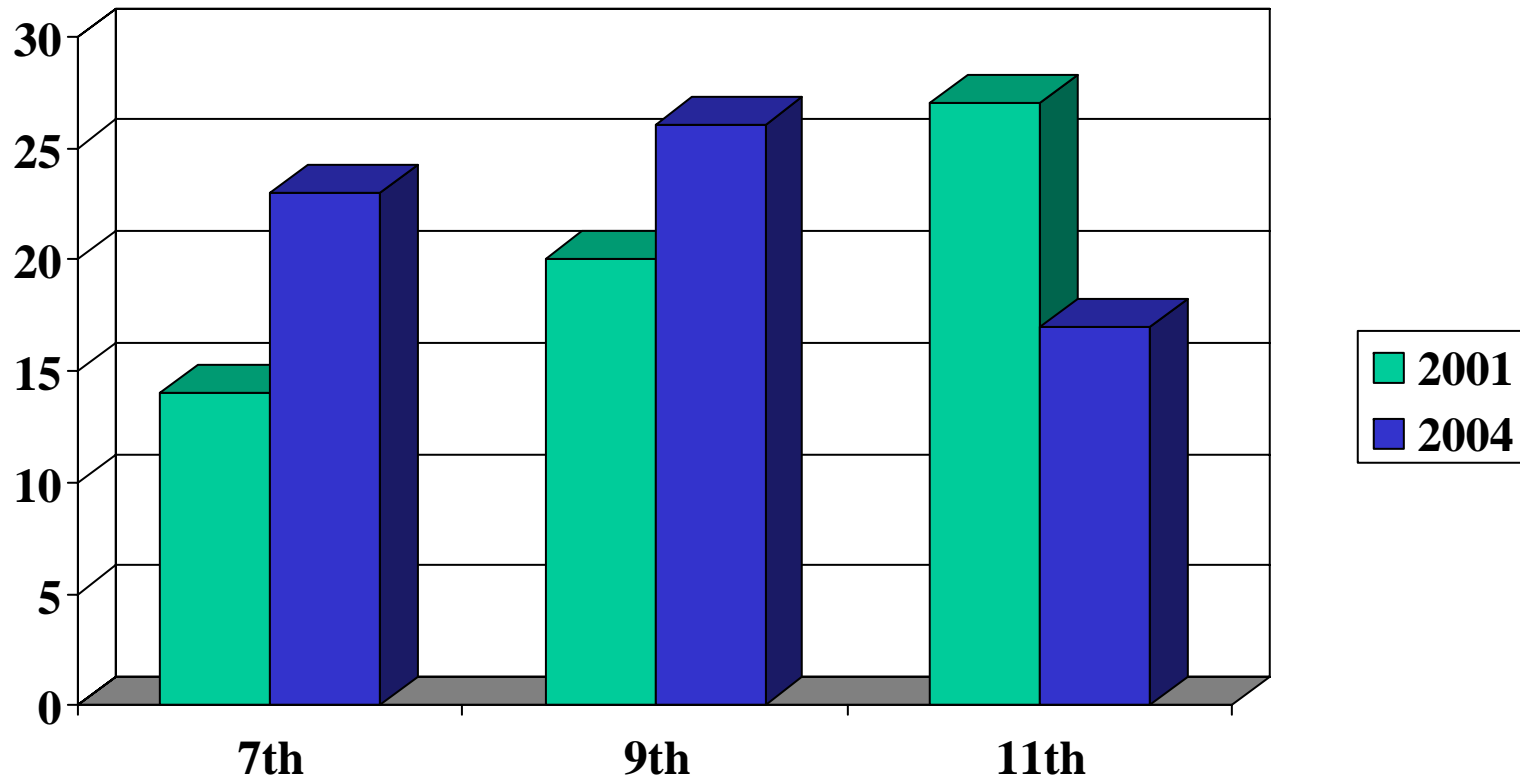
Other illicit drugs

At least once in the last year

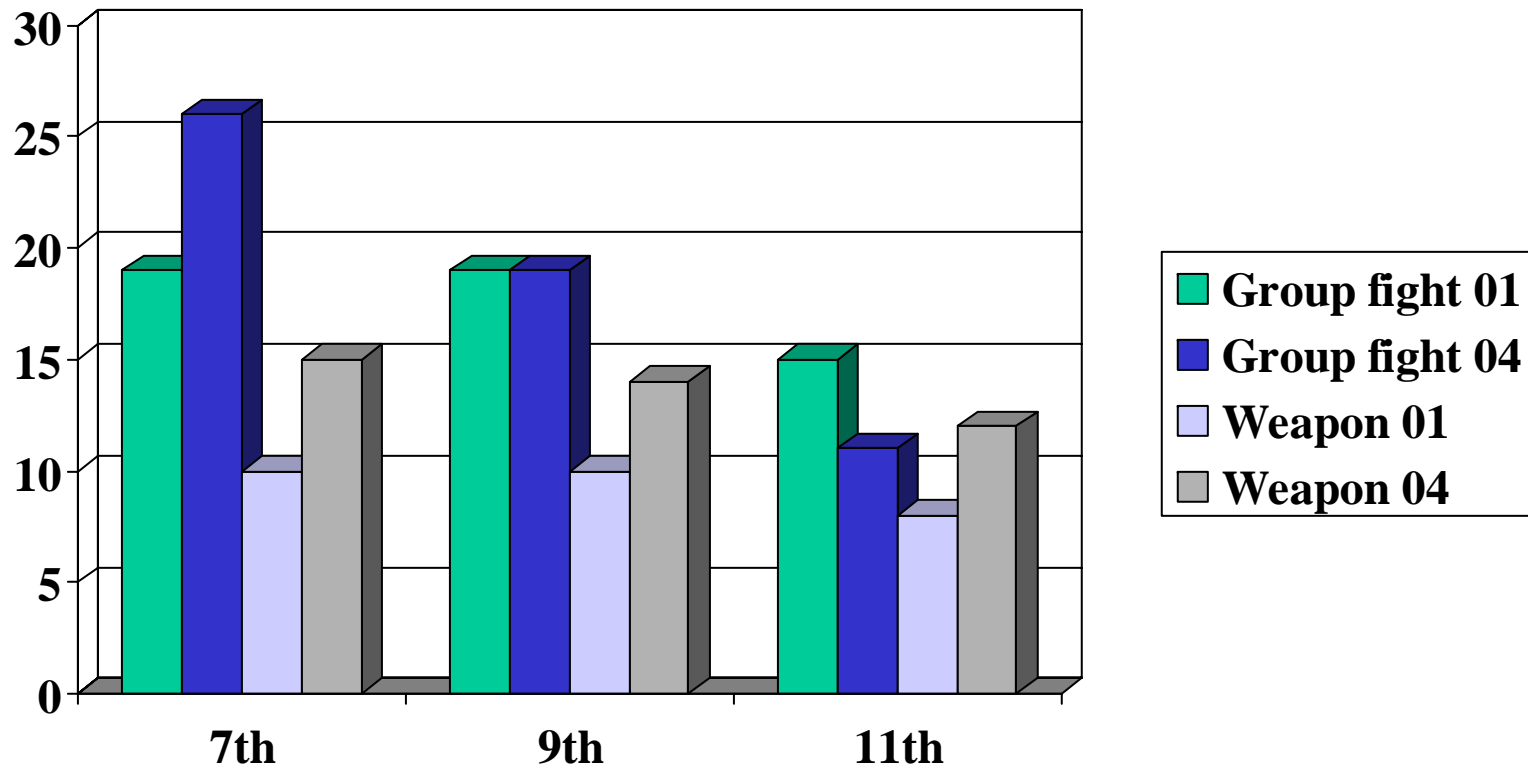


Shoplifting

At least once in the last year

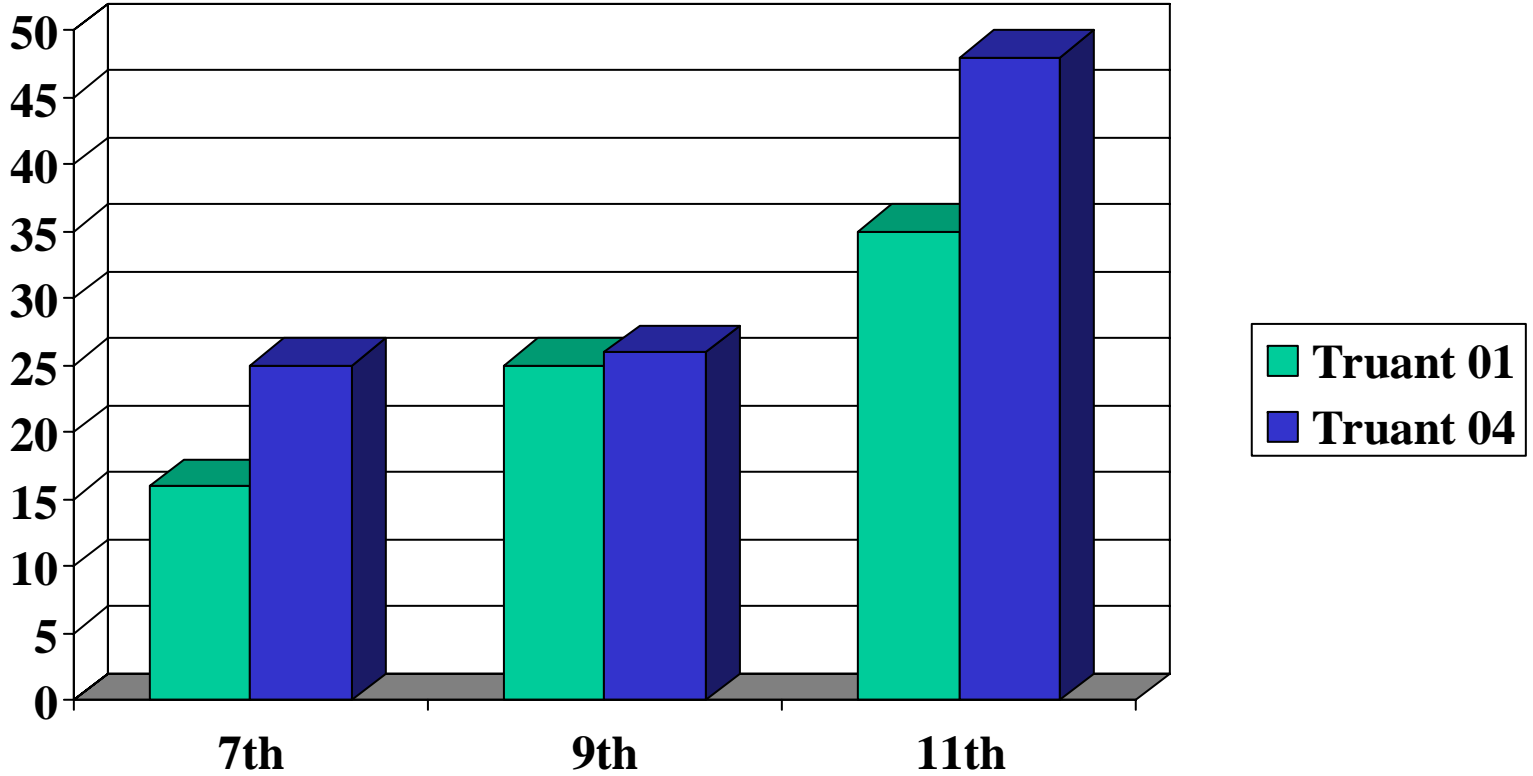


Violence In the past 12 months

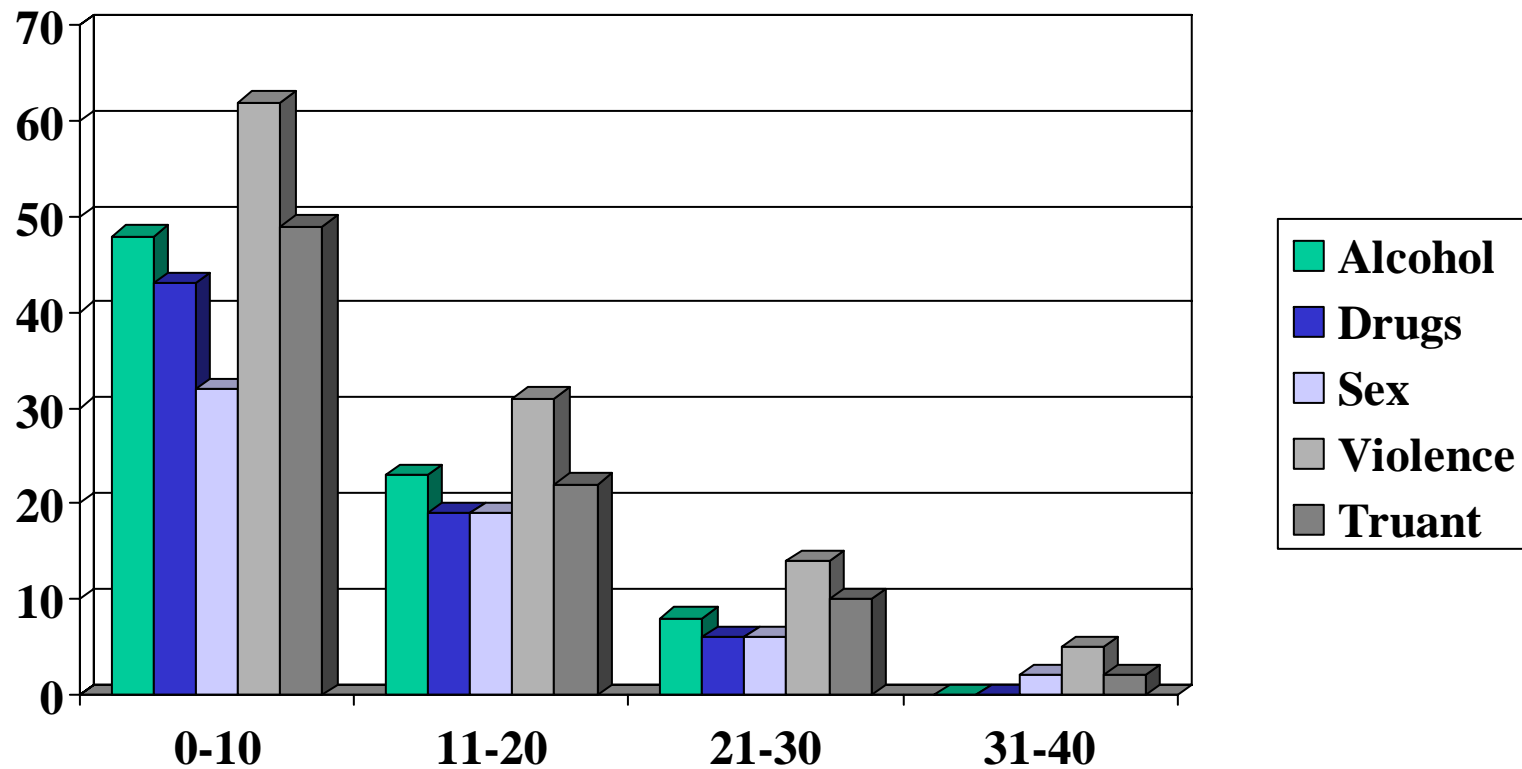


Truant

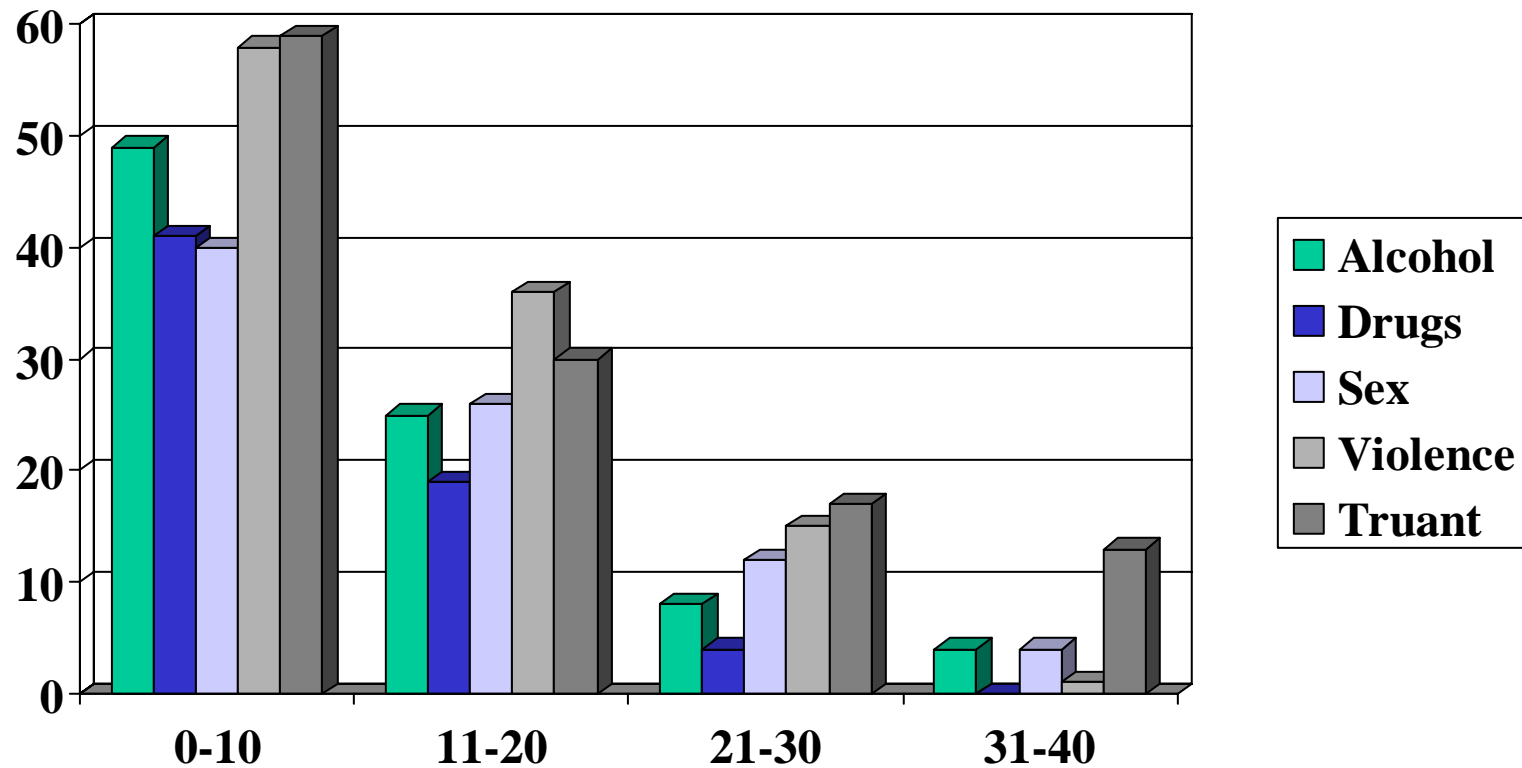
In the past 4 weeks



High Risk Behavior and Asset Levels 2001



High Risk Behavior and Asset Levels 2004

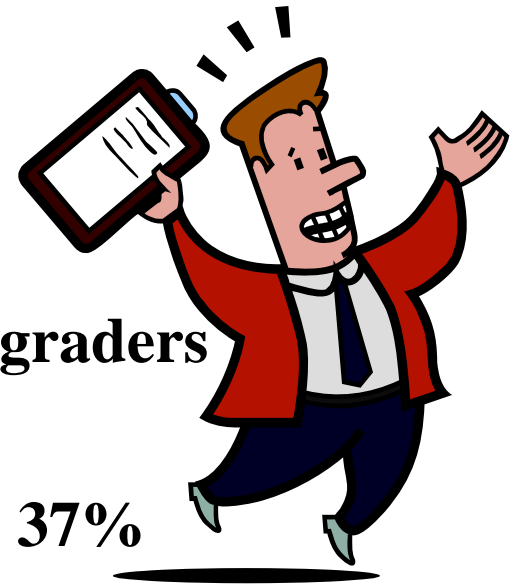


Final Thoughts



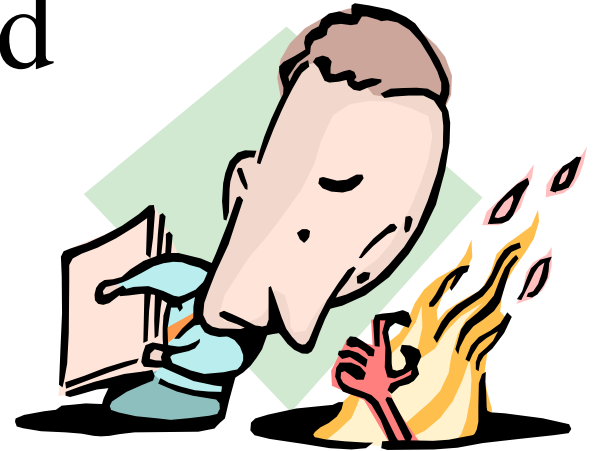
The Good

- ✓ **Smoking among 11th graders down 29%**
- ✓ **Marijuana use down among 9th and 11th graders 15% and 20% respectively**
- ✓ **Illicit drug use among 11th graders down 37%**
- ✓ **Diversity as a thriving indicator up 12% in 7th and 11th grade**
- ✓ **Integrity, honesty and responsibility all show modest gains**



The...not so good

- ✓ Parental and religious involvement down 14 and 15 % respectively
- ✓ Homework down 31%
- ✓ Peaceful conflict resolution down 19%
- ✓ 0-10 asset group grows from 18 to 23%
- ✓ Sexual activity among 7th graders up 60%
- ✓ Marijuana use among 7th graders doubled
- ✓ Shoplifting among 7th graders up 60%



Results

- A copy of this report can be downloaded or viewed from the Community Health Agency Website at

WWW.BHSJ.ORG

- Click on data and then Branch County
- The Search Institute report can be obtained through the Branch Intermediate School District