

St. Joseph County Profile of Youth



Search Institute results for 2004

Search Institute Study

Developmental Assets:
A Profile of youth in St. Joseph County

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**
- 2. Empowerment**
- 3. Boundaries/Expectations**
- 4. Constructive use of time**

Support

- Refers to the way youth experience love and acceptance from their families as well as the community.



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 in a meaningful way?



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.

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?

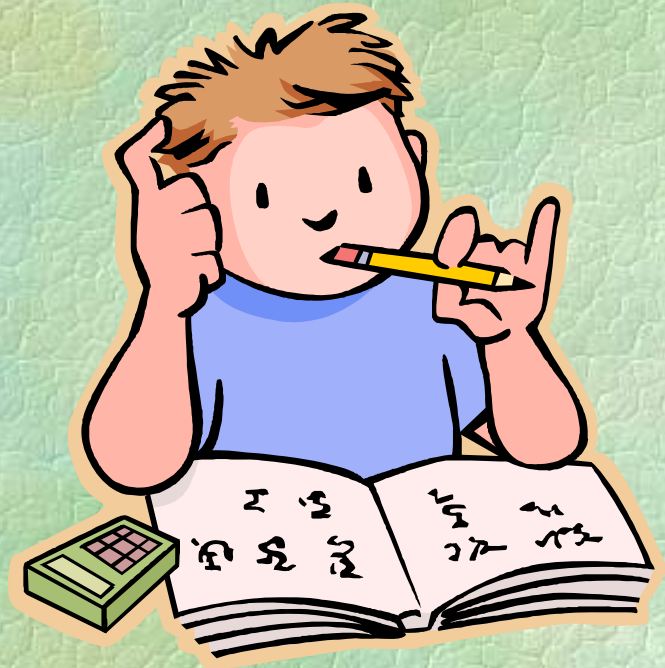


Internal Assets

- 1. Commitment to learning**
- 2. Positive Values**
- 3. Social Competencies**
- 4. Positive Identity**

Commitment to Learning

- Refers to the development of an intellectual curiosity and the skills to gain new knowledge and learn from experiences.



Positive Values

- Our “internal compass” we use to guide our choices and set priorities.



Social Competencies

Reflects the personal skills youth need to make choices in society. They include;

1. Decision making
2. Interpersonal skills
3. Cultural competence
4. Resistance skills
5. Conflict resolution skills.

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

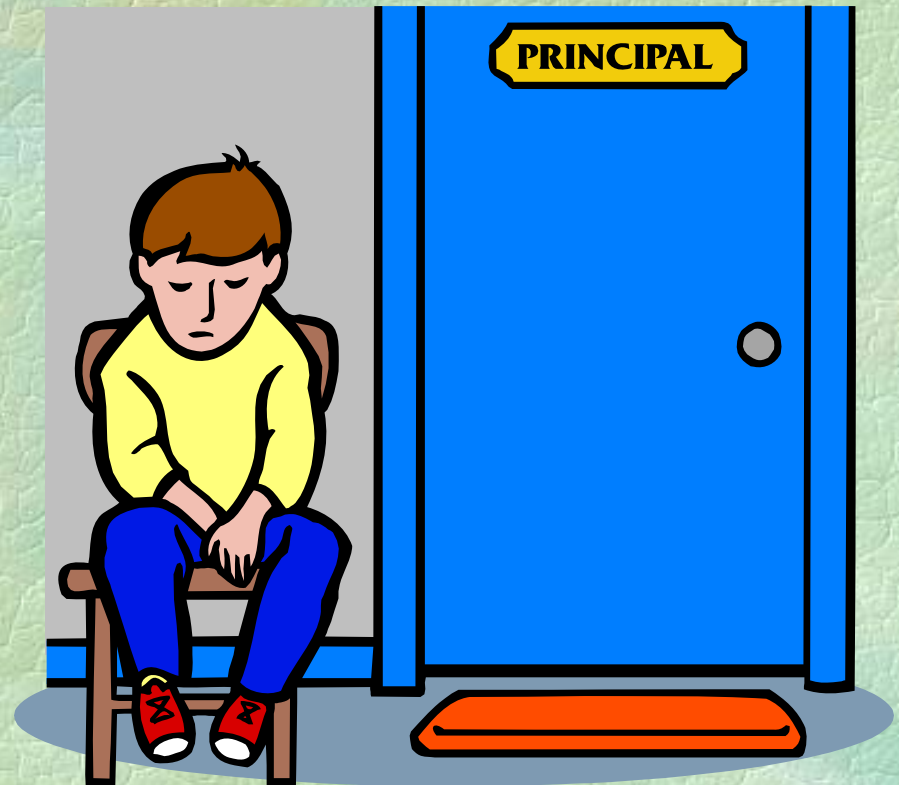
Evidence that successful development is occurring

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



Deficits – “the flip side”

- These are 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



Search Institute – The Survey

- The survey was conducted in April of 2004 with 956 students being surveyed in St. Joseph County. Grades included were 7, 9 and 11. 156 questions were posed to students to assess their assets, deficits, risk taking behaviors and thriving indicators.

Participating Schools

- Centerville – Jr. & Sr. High School
- Colon – Jr. & Sr. High School
- Constantine – Jr. & Sr. High School
- Mendon – Jr. & Sr. High School
- Sturgis – Jr. & Sr. High School
- Three Rivers Jr. & Sr. High School
- White Pigeon Jr. & Sr. High School

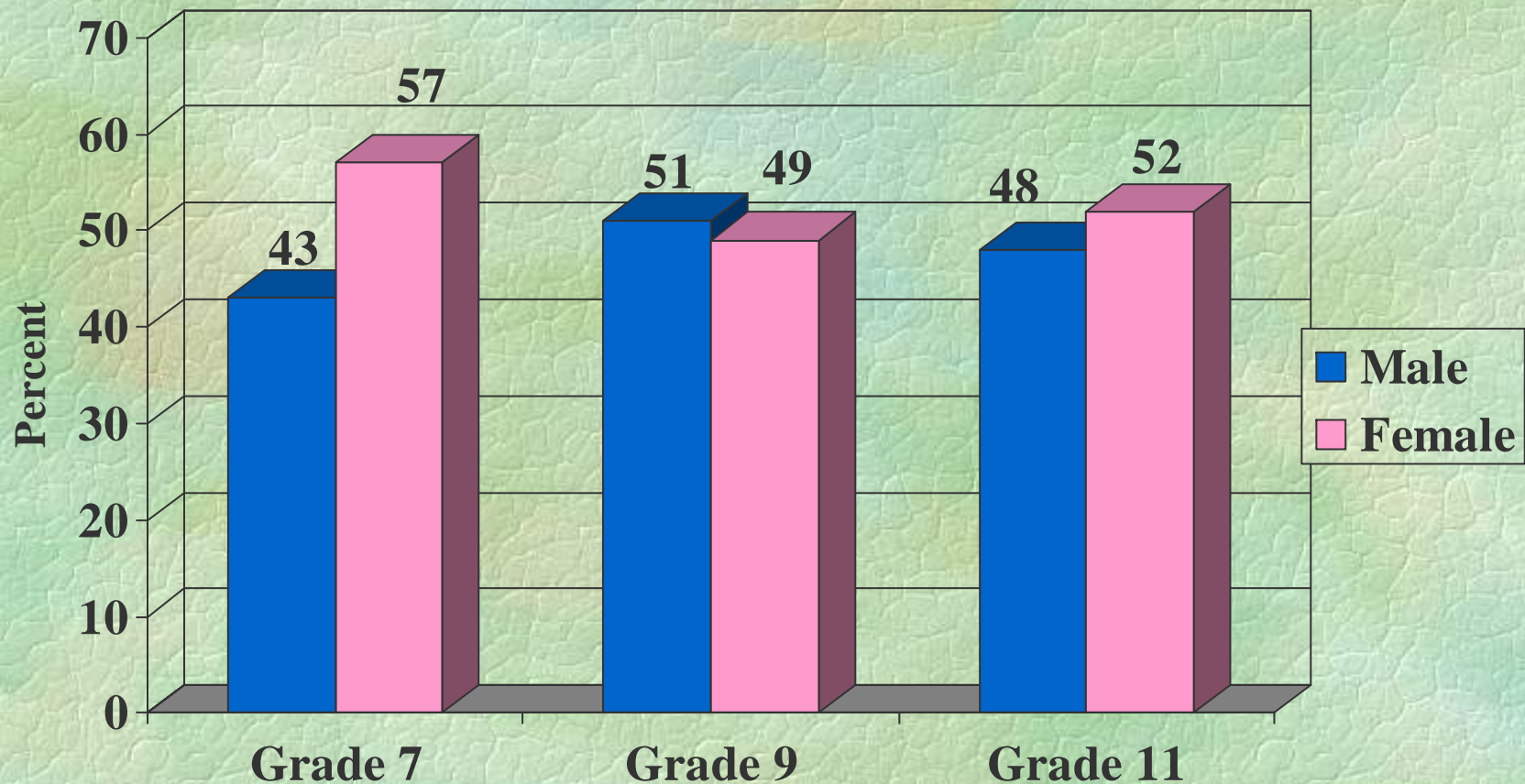
Search Institute Surveys

“Risk taking and assets”

- The survey asks the students about risk taking behaviors including drug use, violent behaviors and sexual activity. The behaviors are compared to the asset profiles, both positive and negative, to determine the relationship between asset levels and risk taking behavior.

Percent of the Surveyed Population by Sex and Grade Level

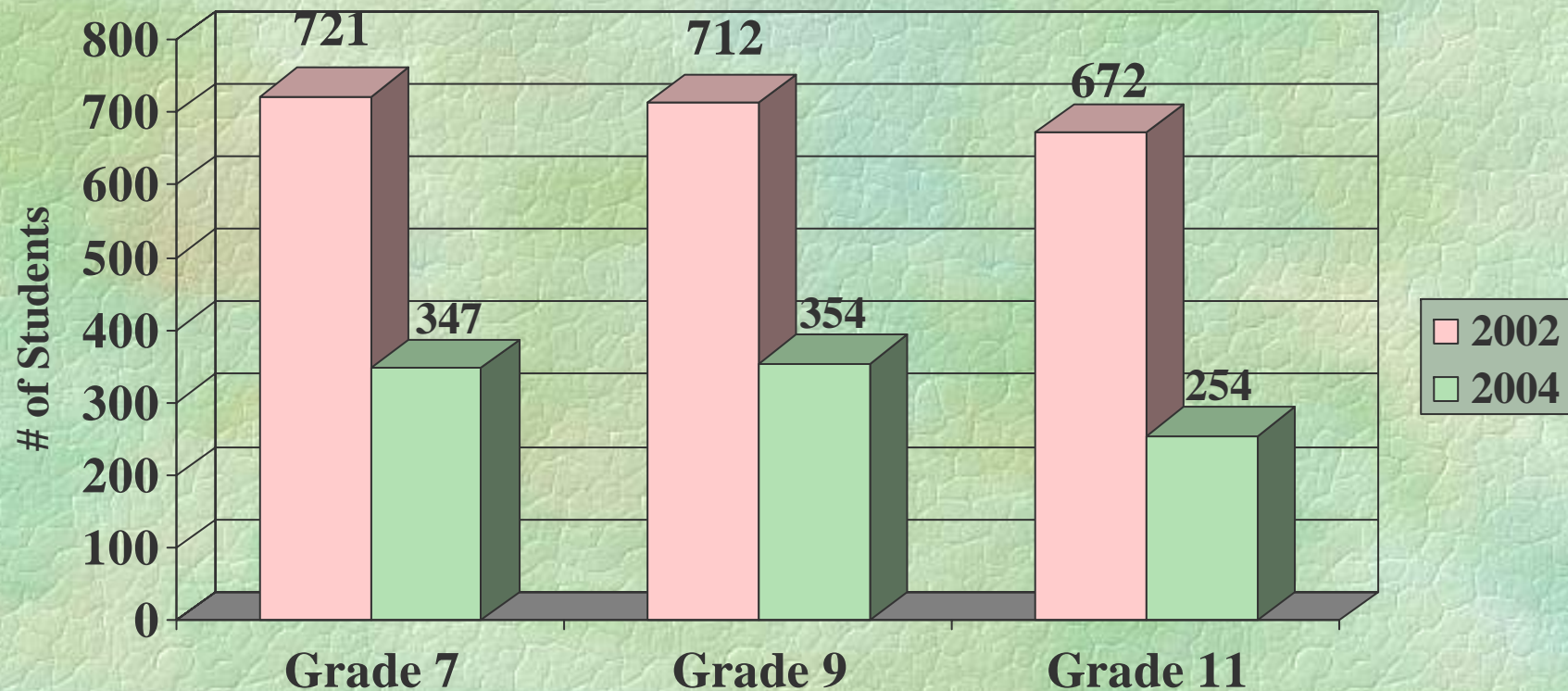
2004 Search Institute Study, St. Joseph County



Number of Students Surveyed, by Grade Level

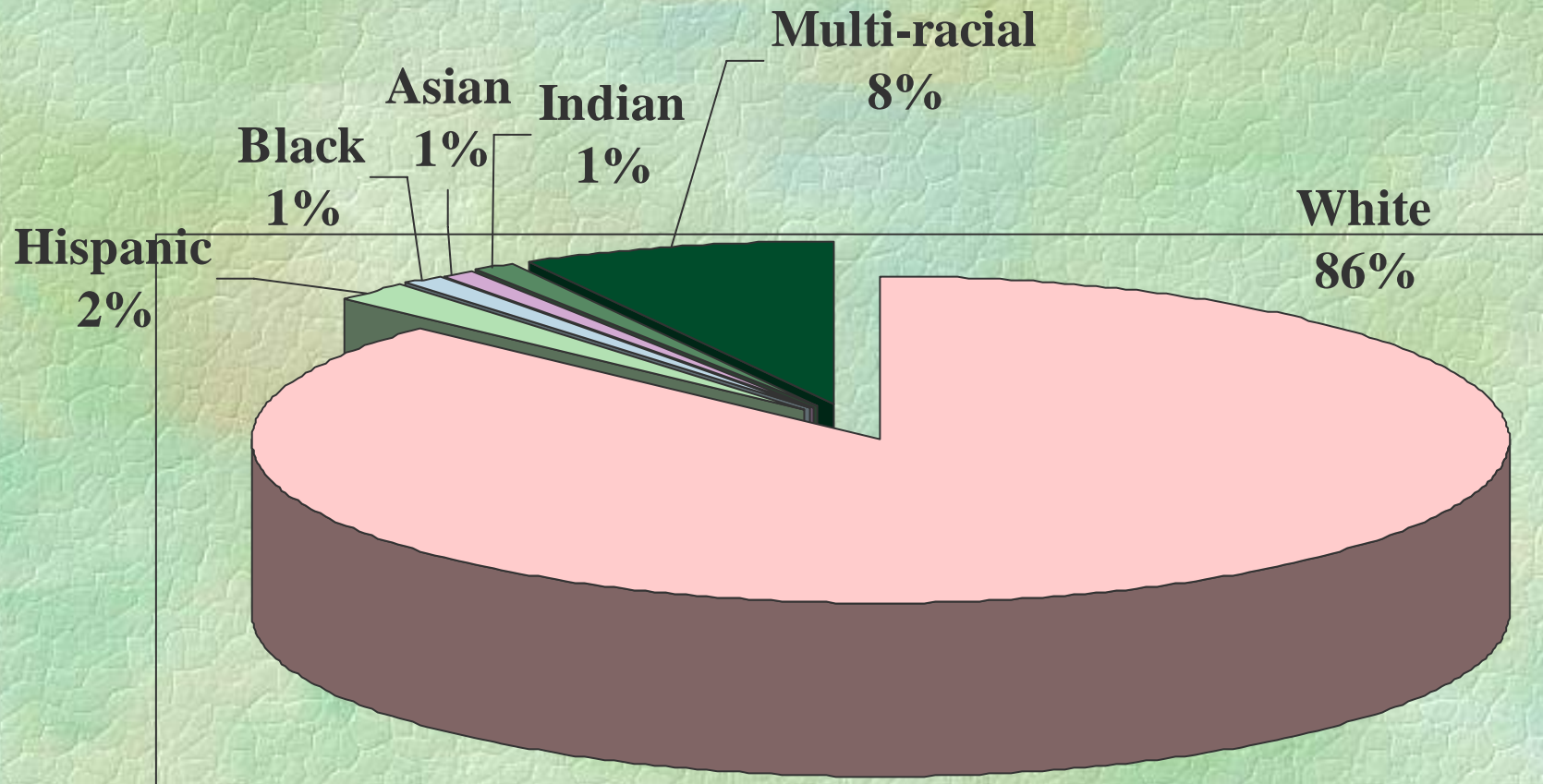
2002/4 Search Institute Study, St. Joseph County

2002 - opt out 2004- opt in



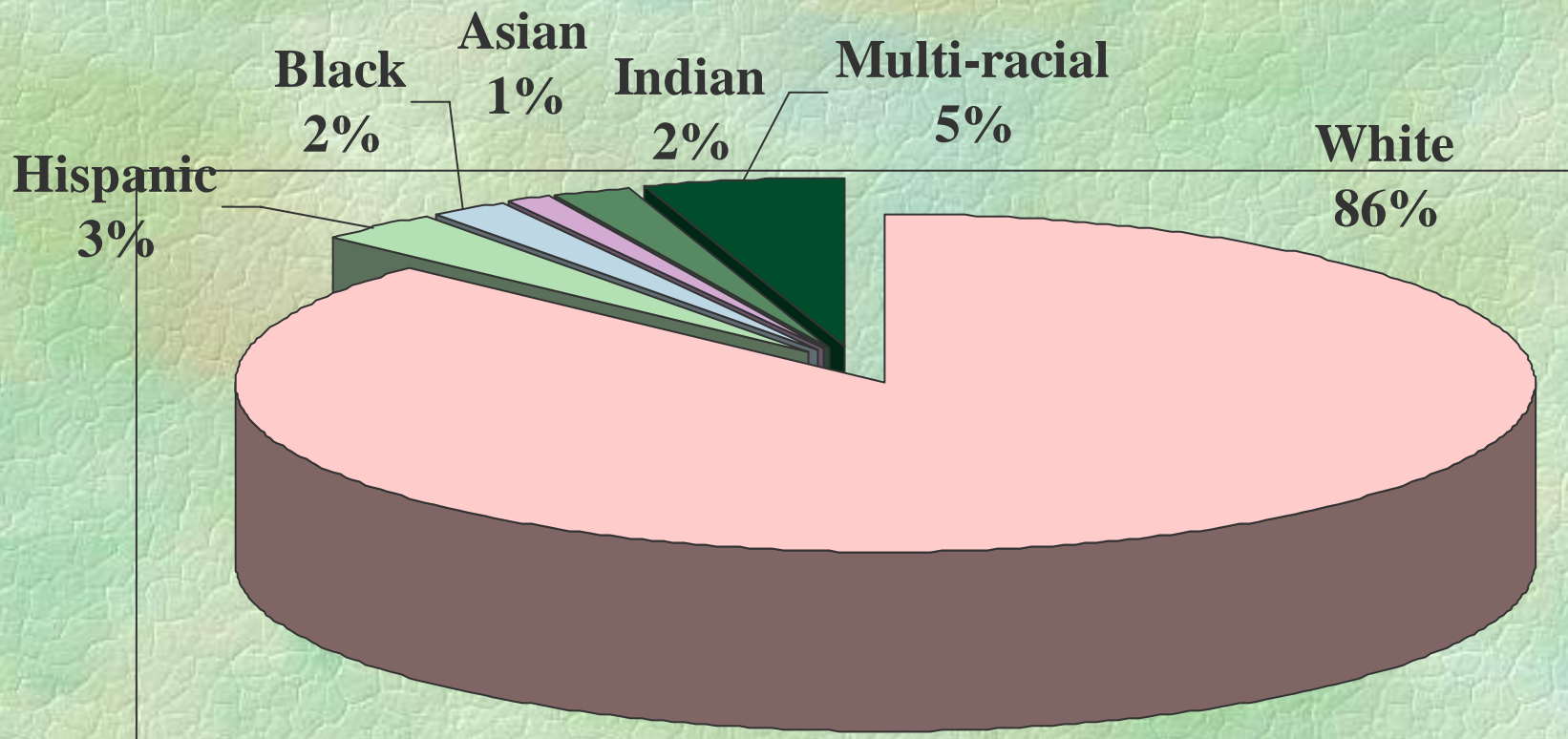
% of Surveyed Population by Race, 2004

2004 Search Institute Study, St. Joseph County



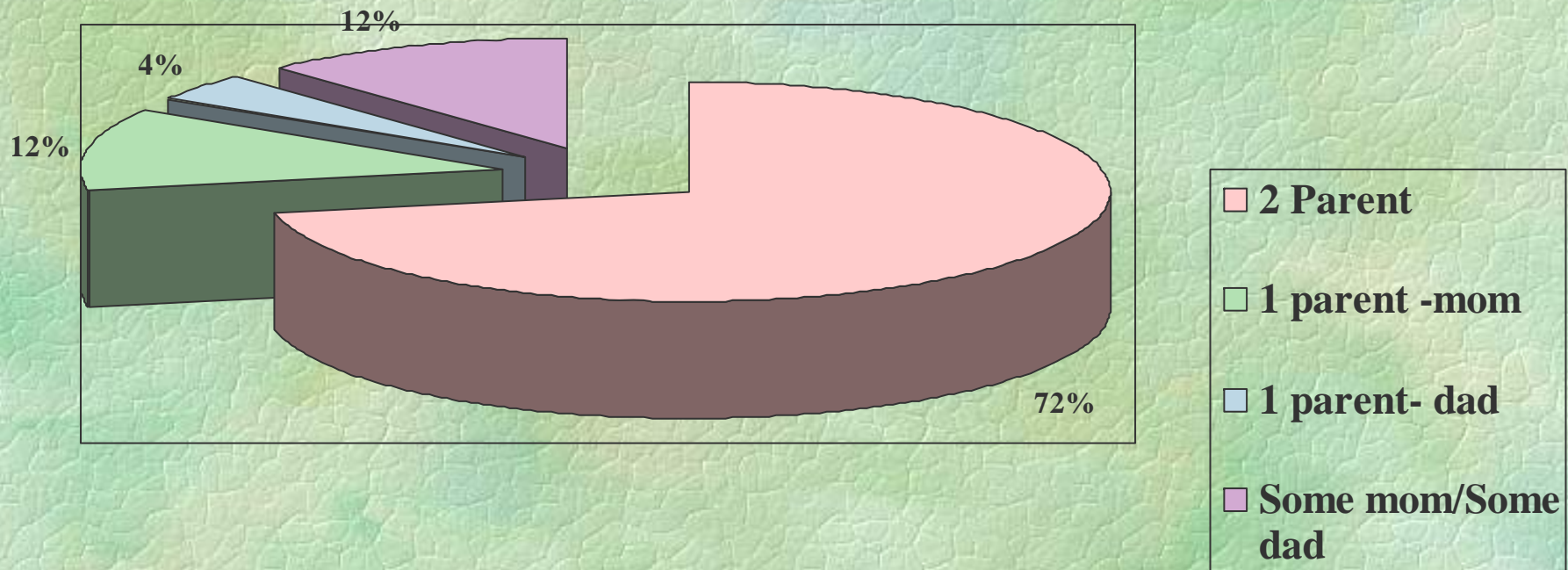
% of Surveyed Population by Race, 2002

2002 Search Institute Study, St. Joseph County



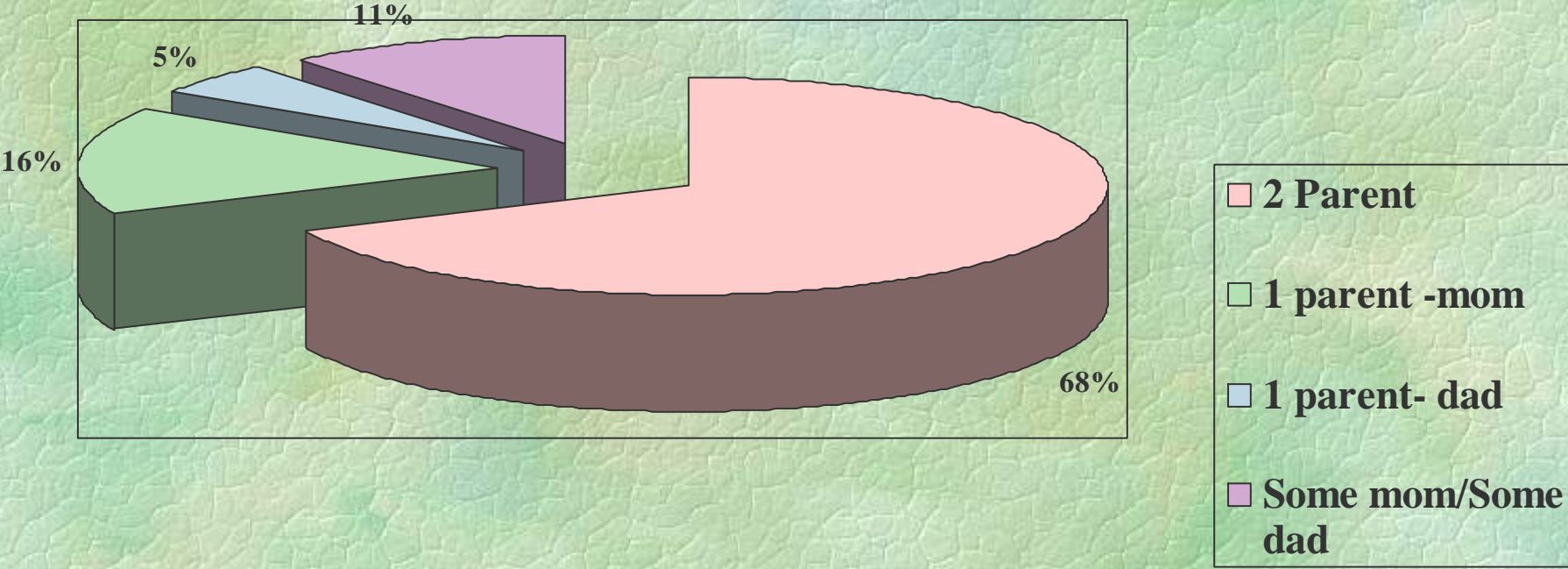
Family Structure, 2004

2004 Search Institute Study, St. Joseph County



Family Structure – 2002

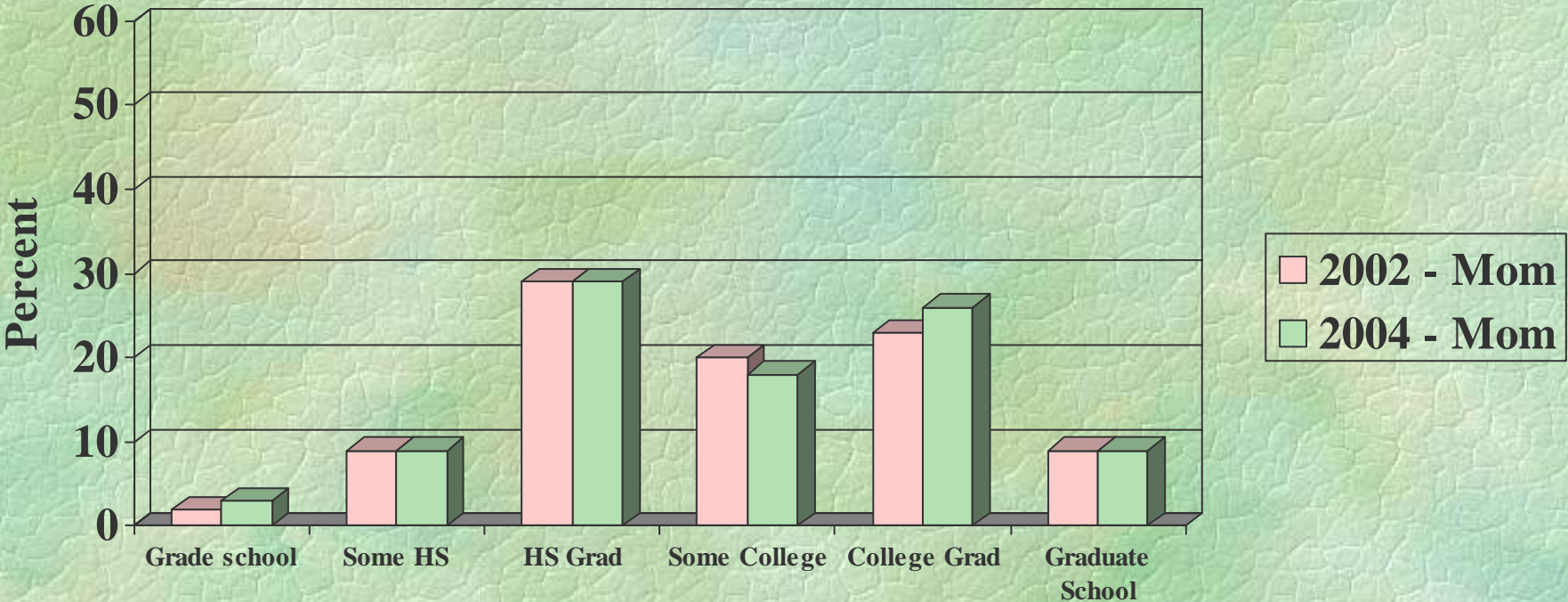
2002 Search Institute Study, St. Joseph County



Parents Education

2002/4 Search Institute

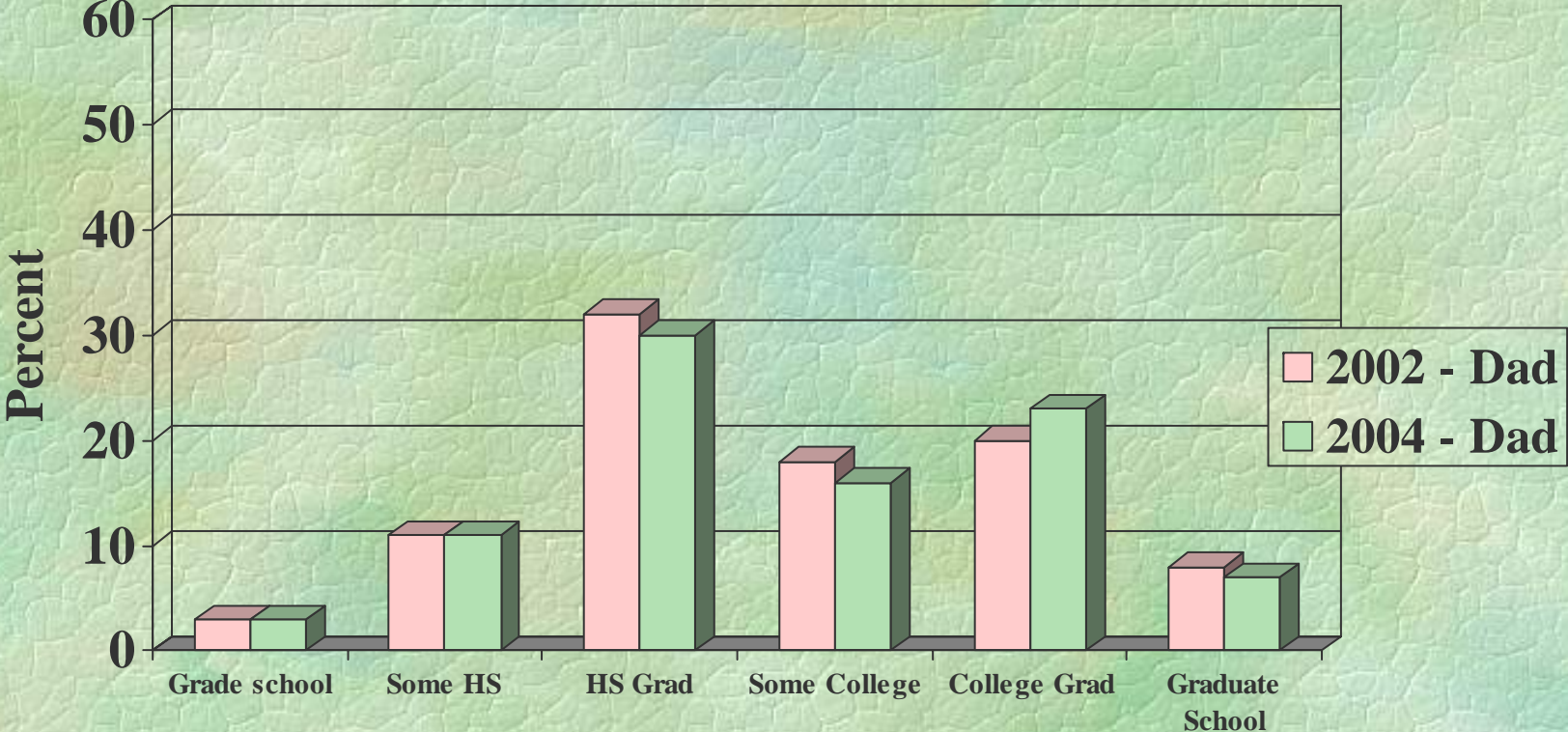
Mom



Parents Education

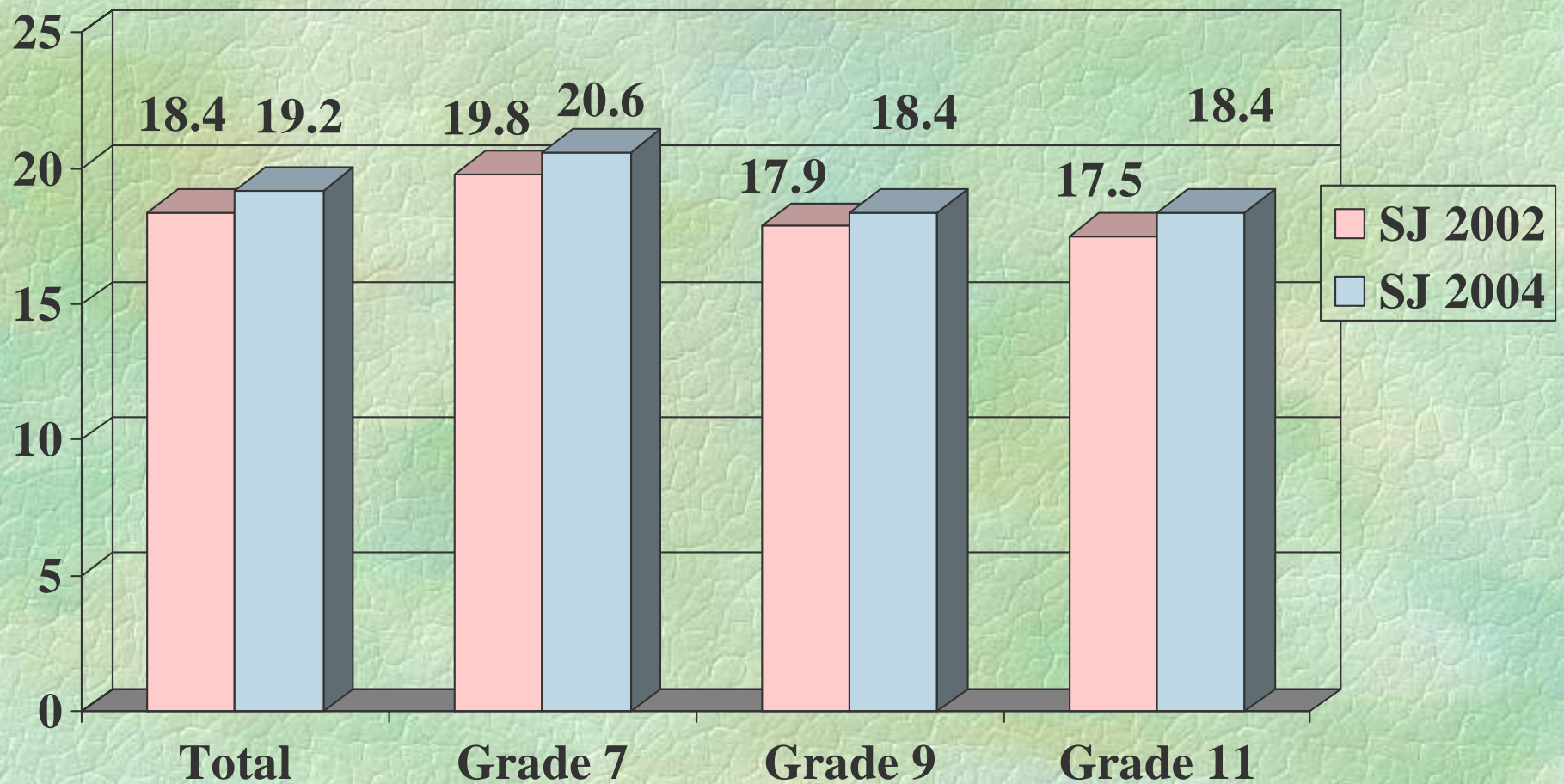
2002/4 Search Institute

Dad



Average Number of Youth Assets, By Grade – SJ 2004 and 2002

2002/4 Search Institute Study, St. Joseph County



External Assets: Support, St. Joseph

SI 2004 Compared to 2002

% REPORTING ASSET	SJ 2002	SJ 2004
Family	67	70
Positive Family Communication	29	33
Adult Relationships	42	50
Caring Neighborhood	36	39
Caring School Climate	24	28
Parent Involvement	31	35

External Assets: Empowerment, SI 2004 Compared to 2002

% REPORTING ASSET	SJ 2002	SJ 2004
Community Values Youth	21	23
Youth as Resources	23	25
Service to Others	51	53
Safety	52	51

External Assets: Boundaries and Expectations

SI 2004 and 2002

% REPORTING ASSET	SJ 2002	SJ 2004
Family Boundaries	46	50
School Boundaries	53	50
Neighborhood Boundaries	48	53
Adult Role Models	24	27
Positive Peer Influence	66	64
High Expectations	45	46

External Assets: Constructive Use of Time, SJ 2004 and 2002

SI 2004 and 2002

% REPORTING ASSET	SJ 2002	SJ 2004
Creative Activities	17	17
Youth Programs	58	62
Religious Community	56	54
Time at Home	56	59

Internal Assets: Commitment to Learning, SJ 2004 and 2002

SI 2004 and 2002

% REPORTING ASSET	SJ 2002	SJ 2004
Achievement	65	72
Motivation		
School Engagement	63	65
Homework	40	36
Bonding to School	52	57
Reading for Pleasure	23	21

Internal Assets: Positive Values, SJ 2004 and 2002

SI 2004 and 2002

% REPORTING ASSET	SJ 2002	SJ 2004
Caring	44	48
Equality/Social Justice	46	49
Integrity	65	70
Honesty	67	70
Responsibility	63	70
Restraint	47	50

Internal Assets: Social Competencies, SI 2004 and 2002

% REPORTING ASSET	SJ 2002	SJ 2004
Planning/Decision Making	27	26
Interpersonal Competence	43	44
Cultural Competence	37	36
Resistance Skills	41	43
Peaceful Conflict Resolution	46	44

Internal Assets: Positive Identity, SI 2004 and 2002

% REPORTING ASSET	SJ 2002	SJ 2004
Personal Power	43	46
Self-esteem	46	46
Sense of Purpose	55	54
Positive View of Future	74	76

Summary of Asset Levels 2002 vs. 2004

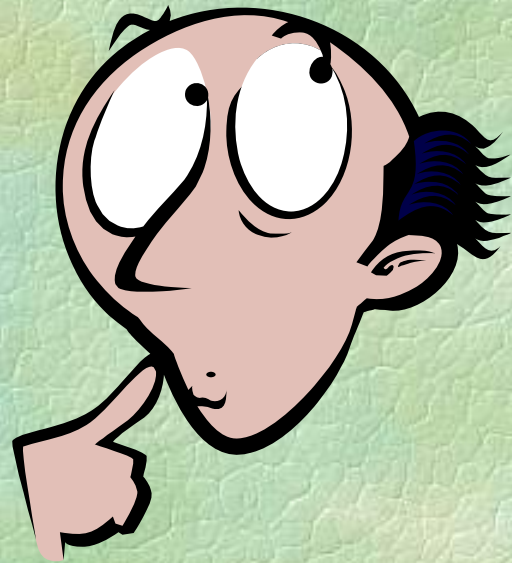
Search Institute 2002/4

	<u>2002</u>	<u>2004</u>
0-10 Assets	17%	14%
11-20 Assets	45%	43%
21-30 Assets	31%	35%
31-40 Assets	7%	8%

Note: 13% more kids with 20+ assets

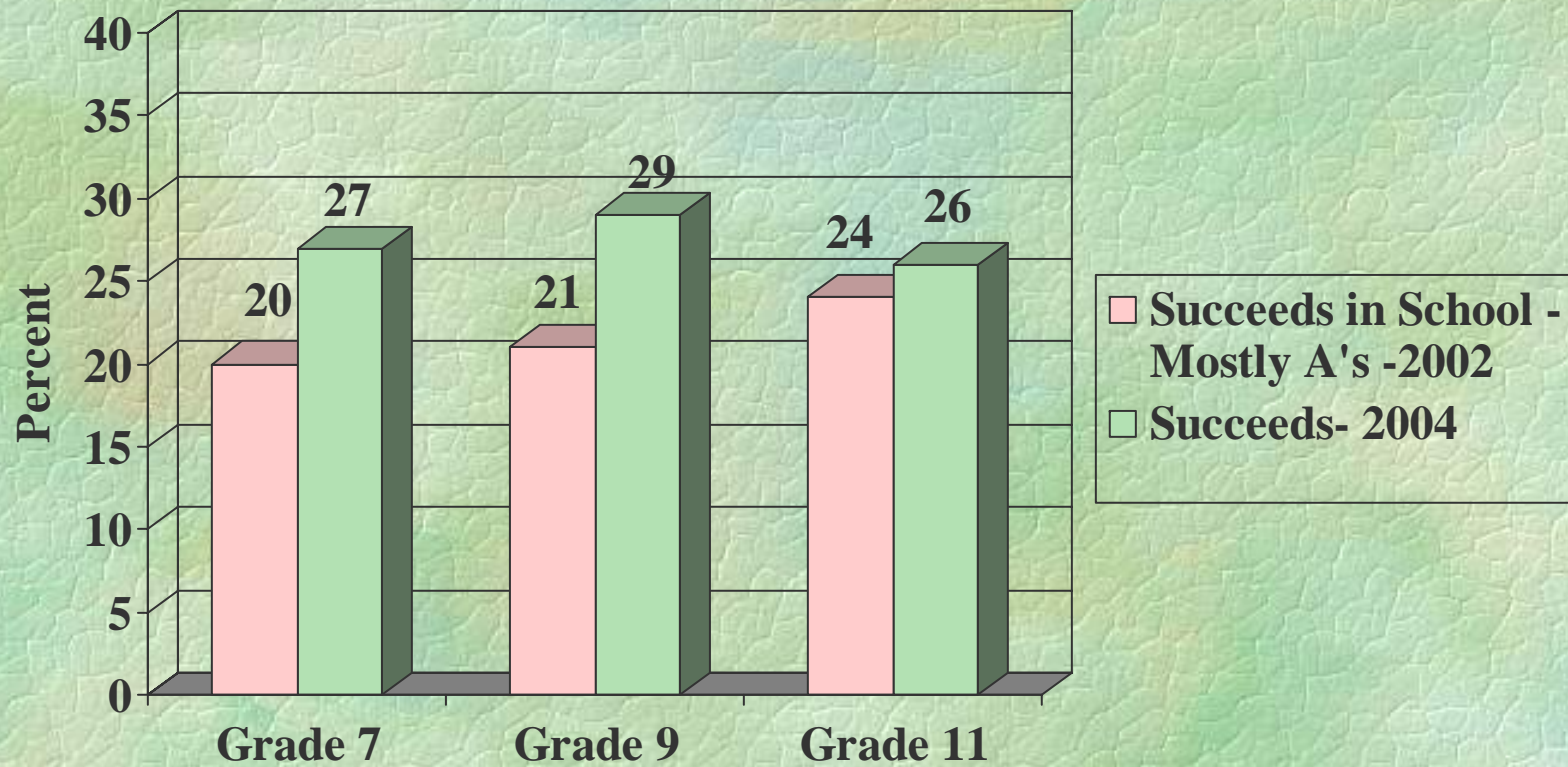
13% may seem somewhat small, but with 1,000 kids...

Does anyone
remember those
thriving indicators?
By all rights we
ought to have
higher levels.
Well, how did we
do?



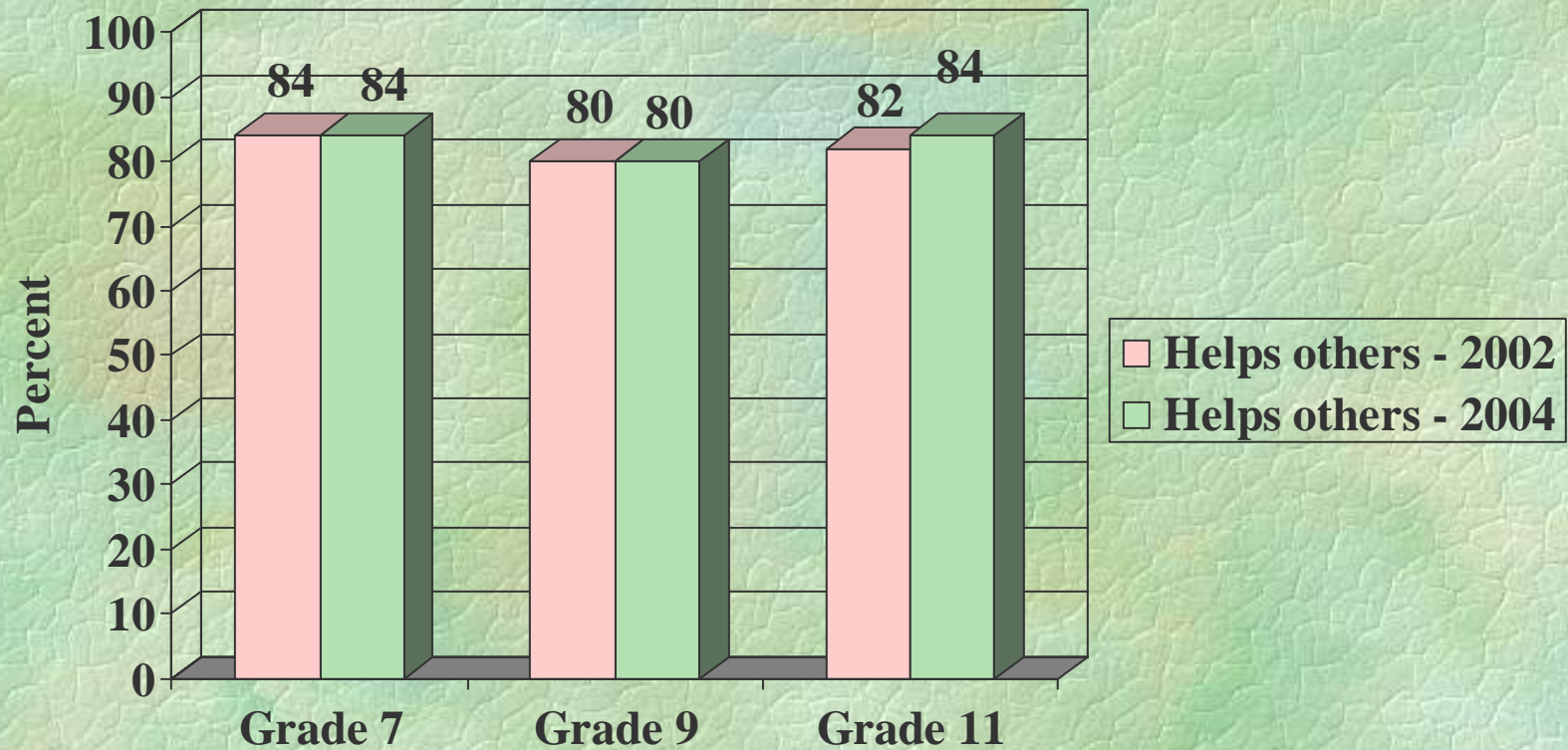
Succeeds in School

Search Institute Study 2002/4



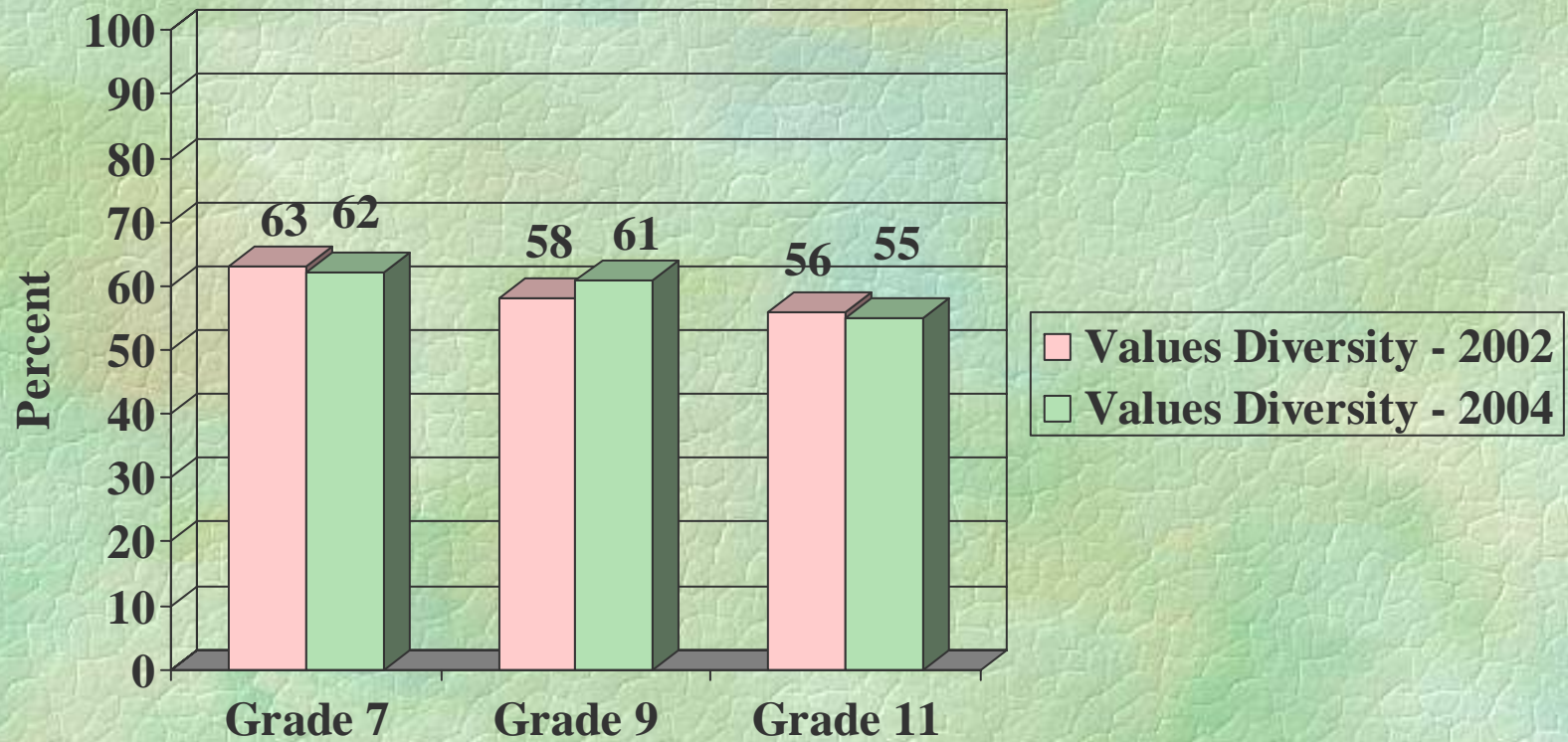
Is helpful to others

Search Institute Study 2002/4



Values Diversity

Search Institute Study 2002/4



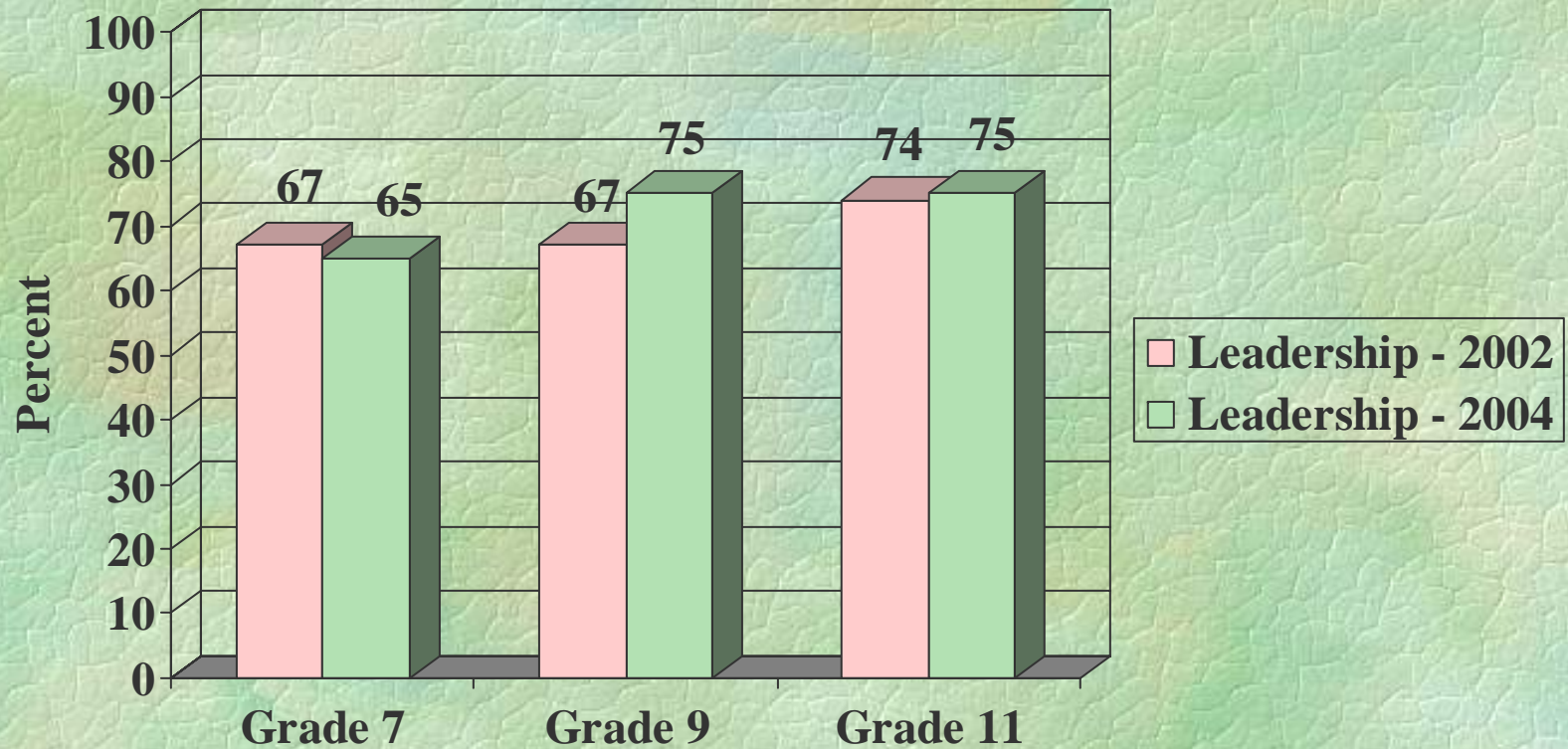
Maintains Good Health

Search Institute Study 2002/4



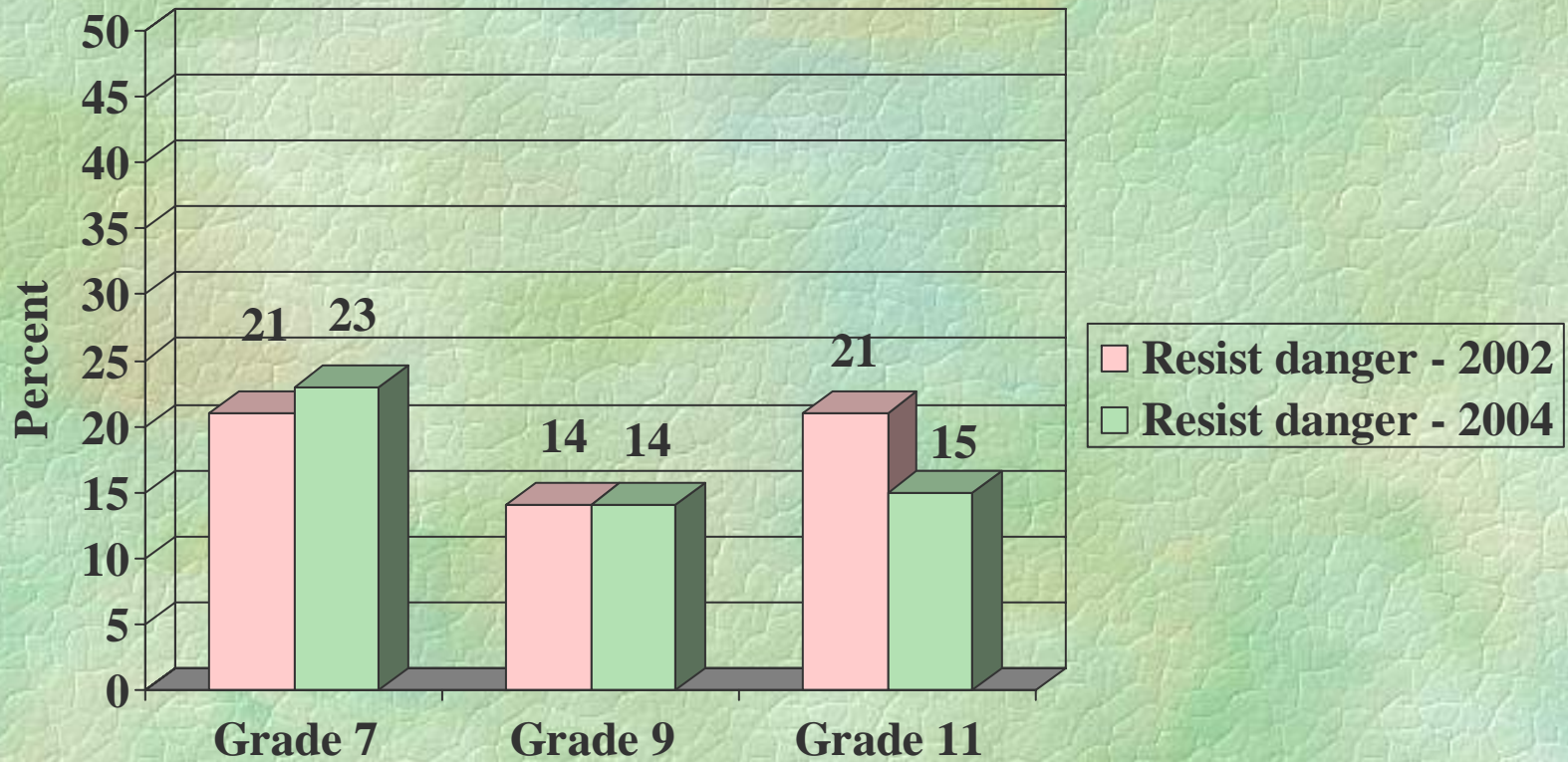
Exhibits Leadership

Search Institute Study 2002/4



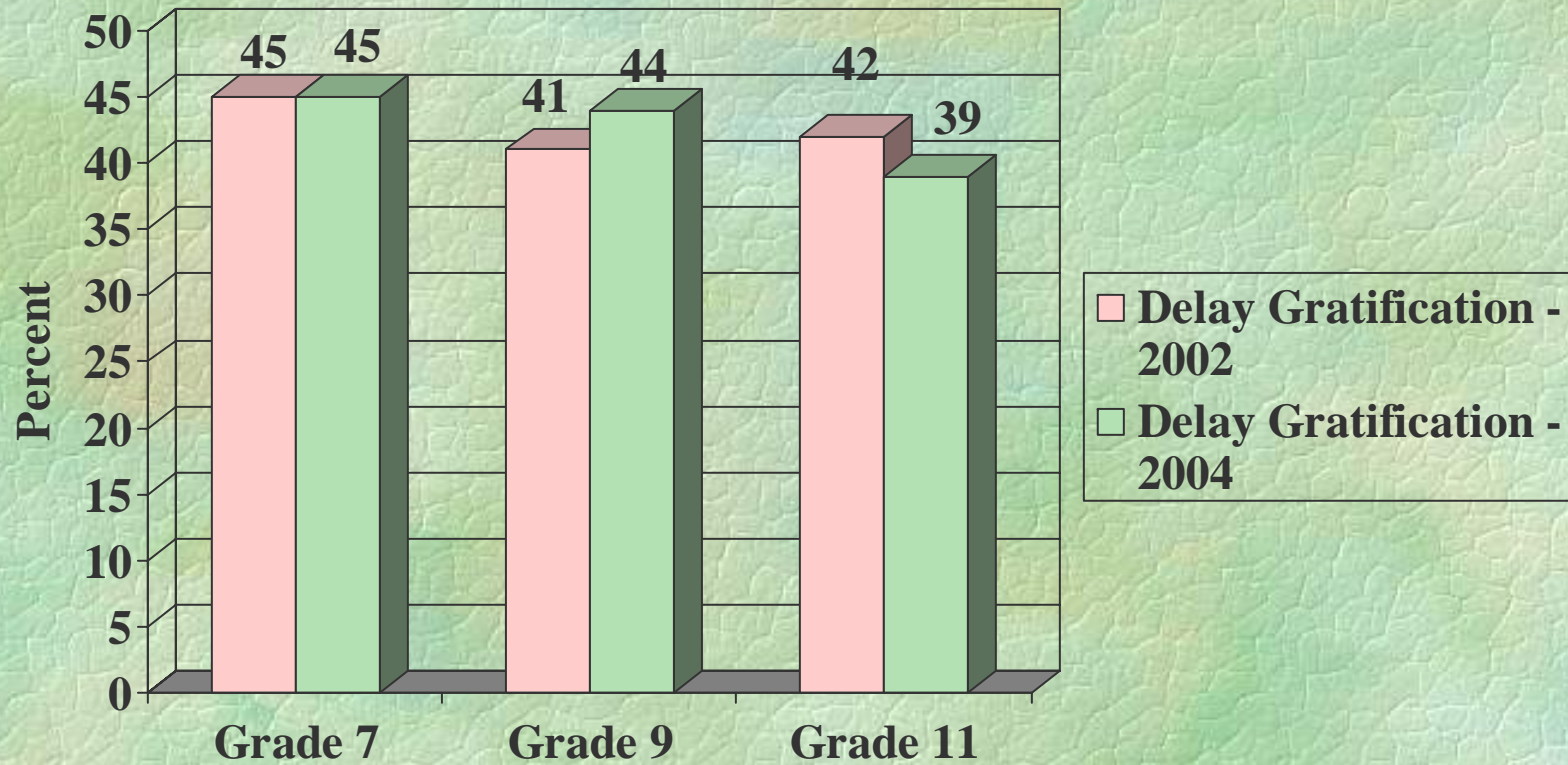
Resists Danger

Search Institute Study 2002/4



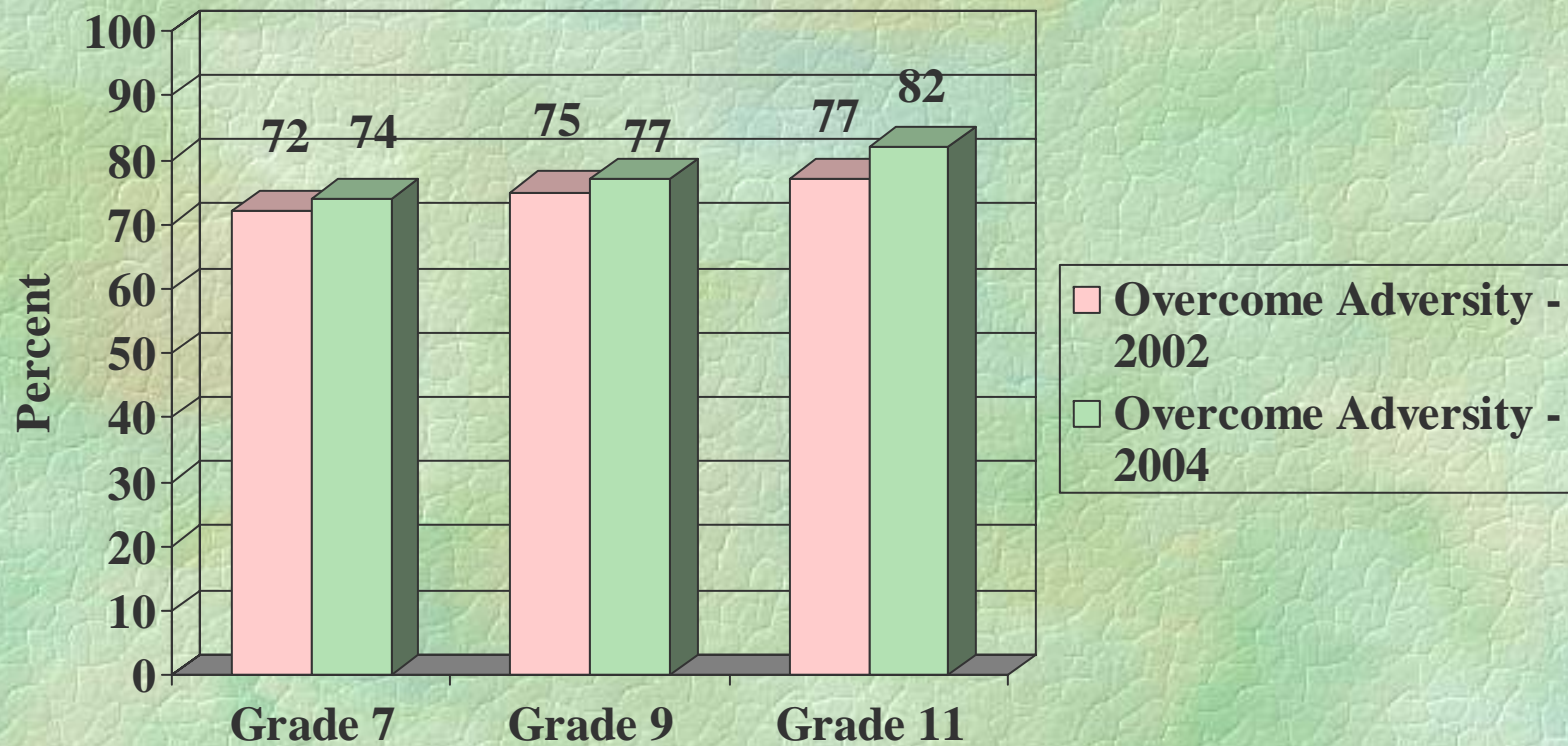
Delays Gratification

Search Institute Study 2002/4



Overcomes Adversity

Search Institute Study 2002/4



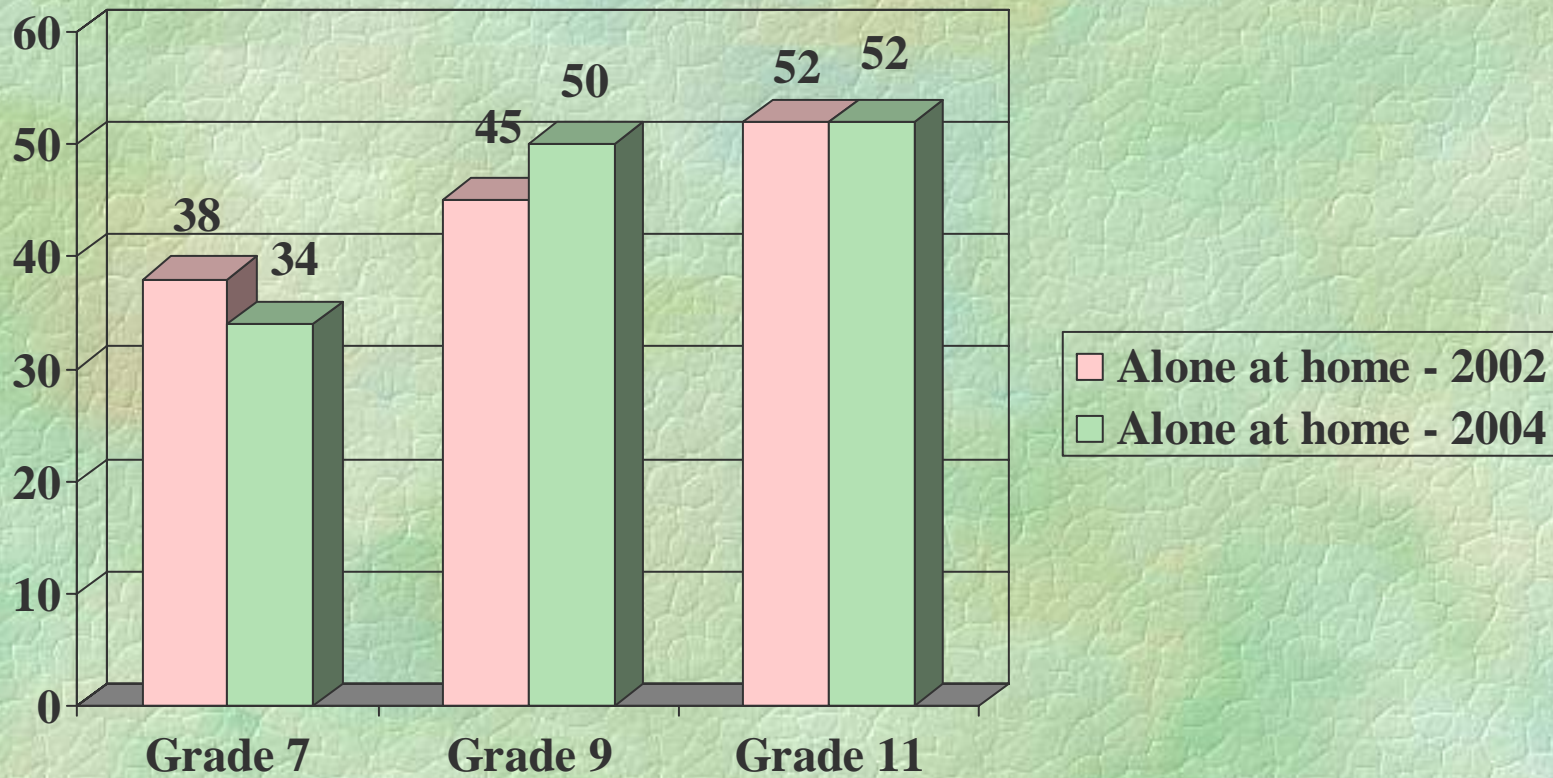
Deficits – a dirty word

Ok, let's hear it.
What about the
bad stuff?



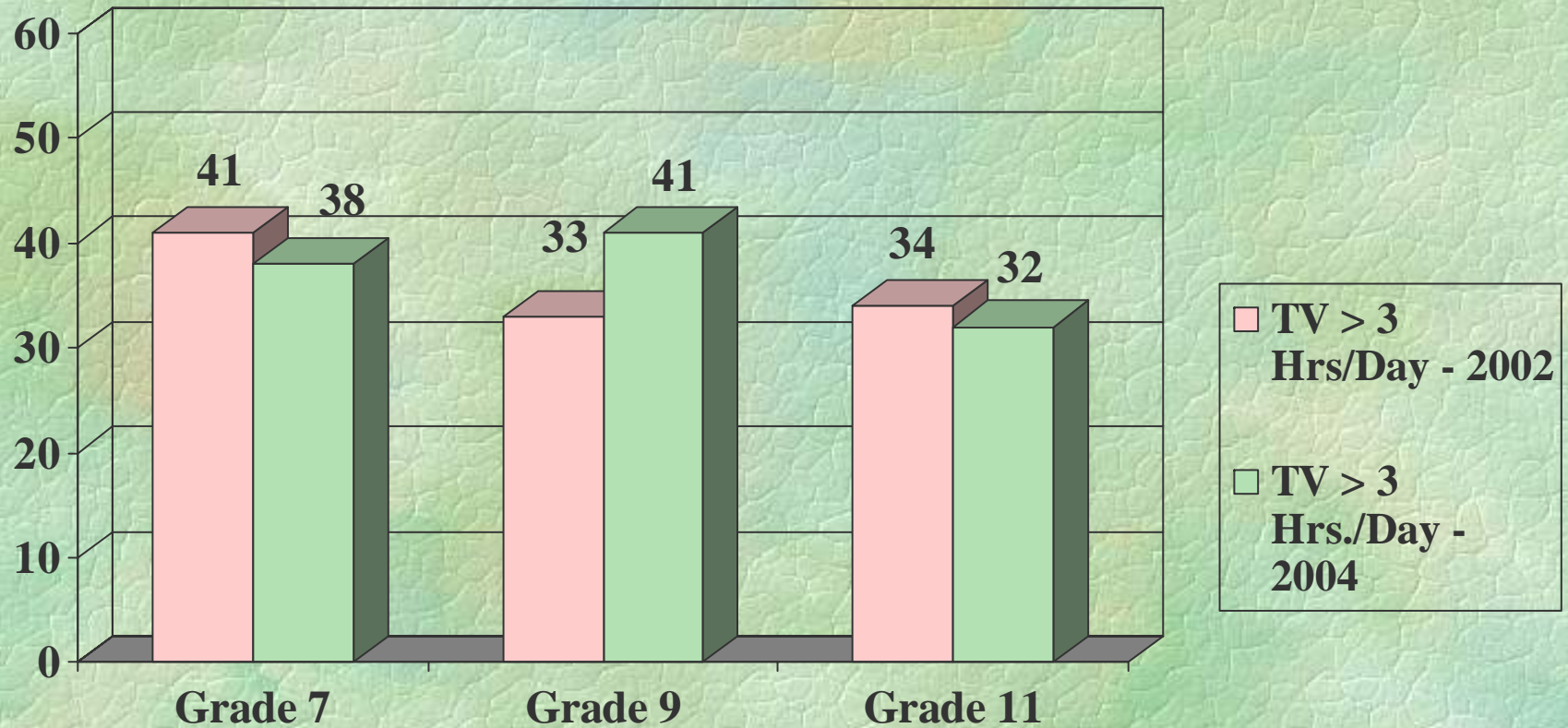
Alone at home

Search Institute 2002/4



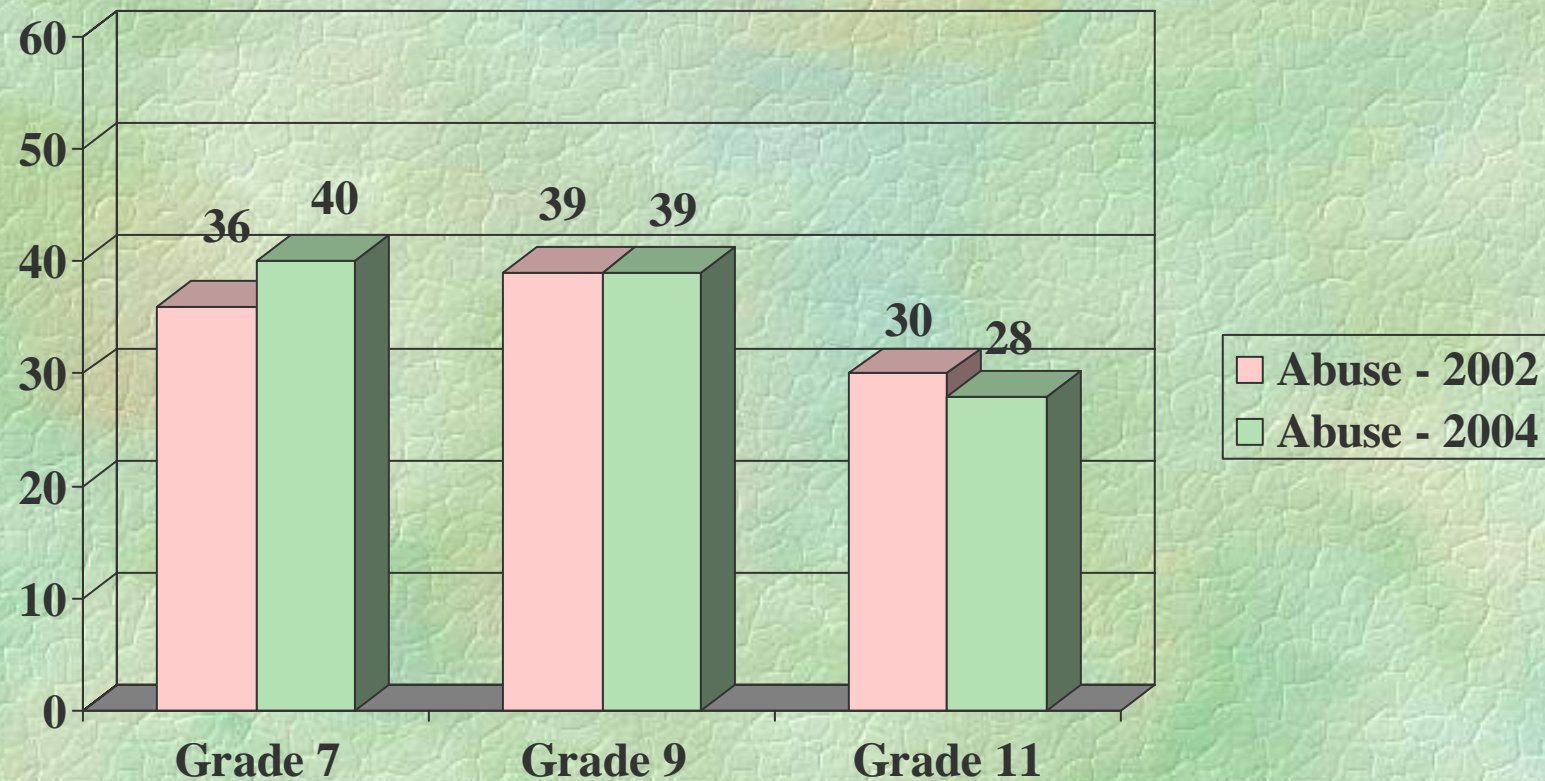
Too Much TV

Search Institute 2002/4



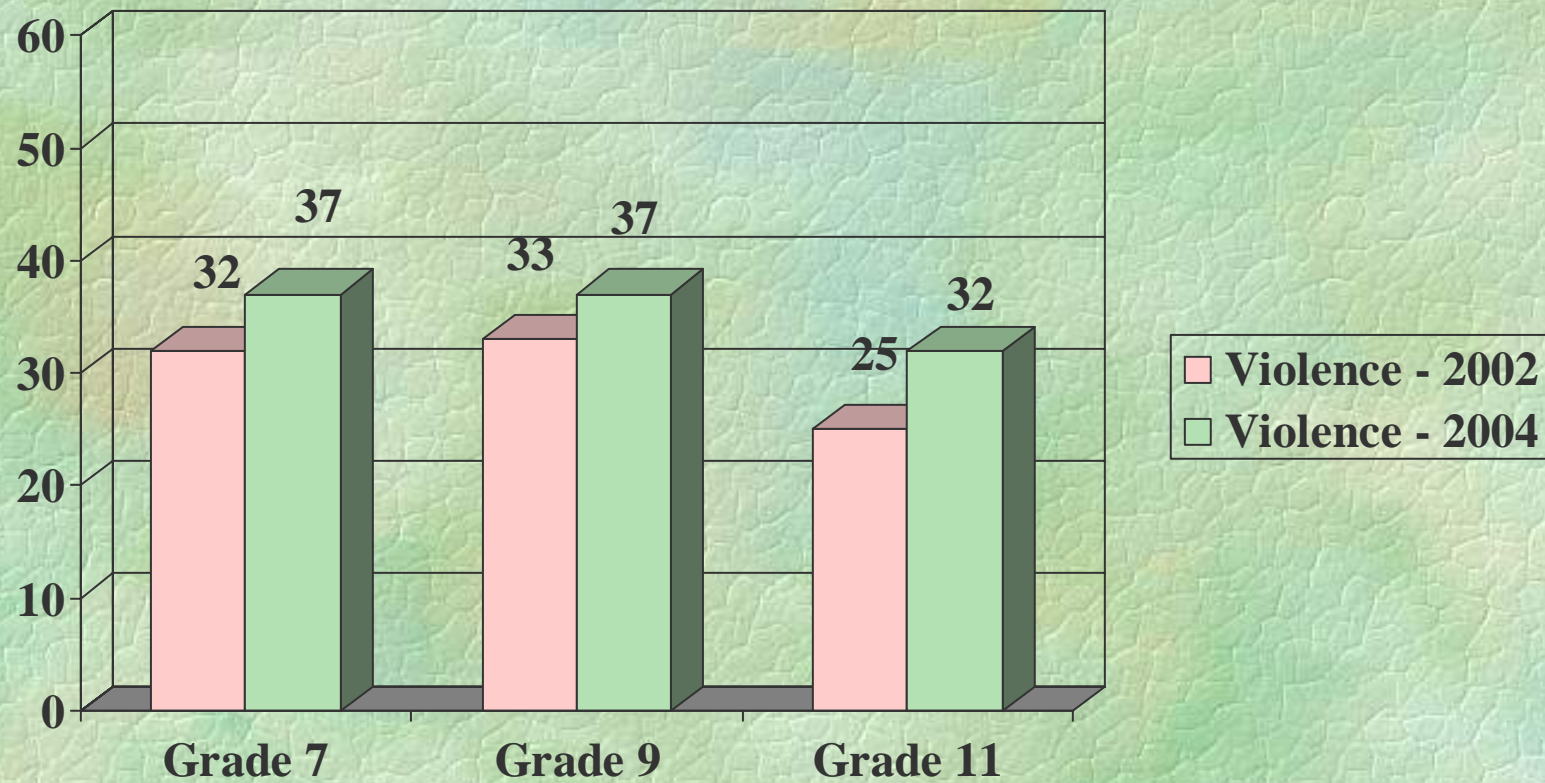
Physical Abuse – at home

Search Institute 2002/4



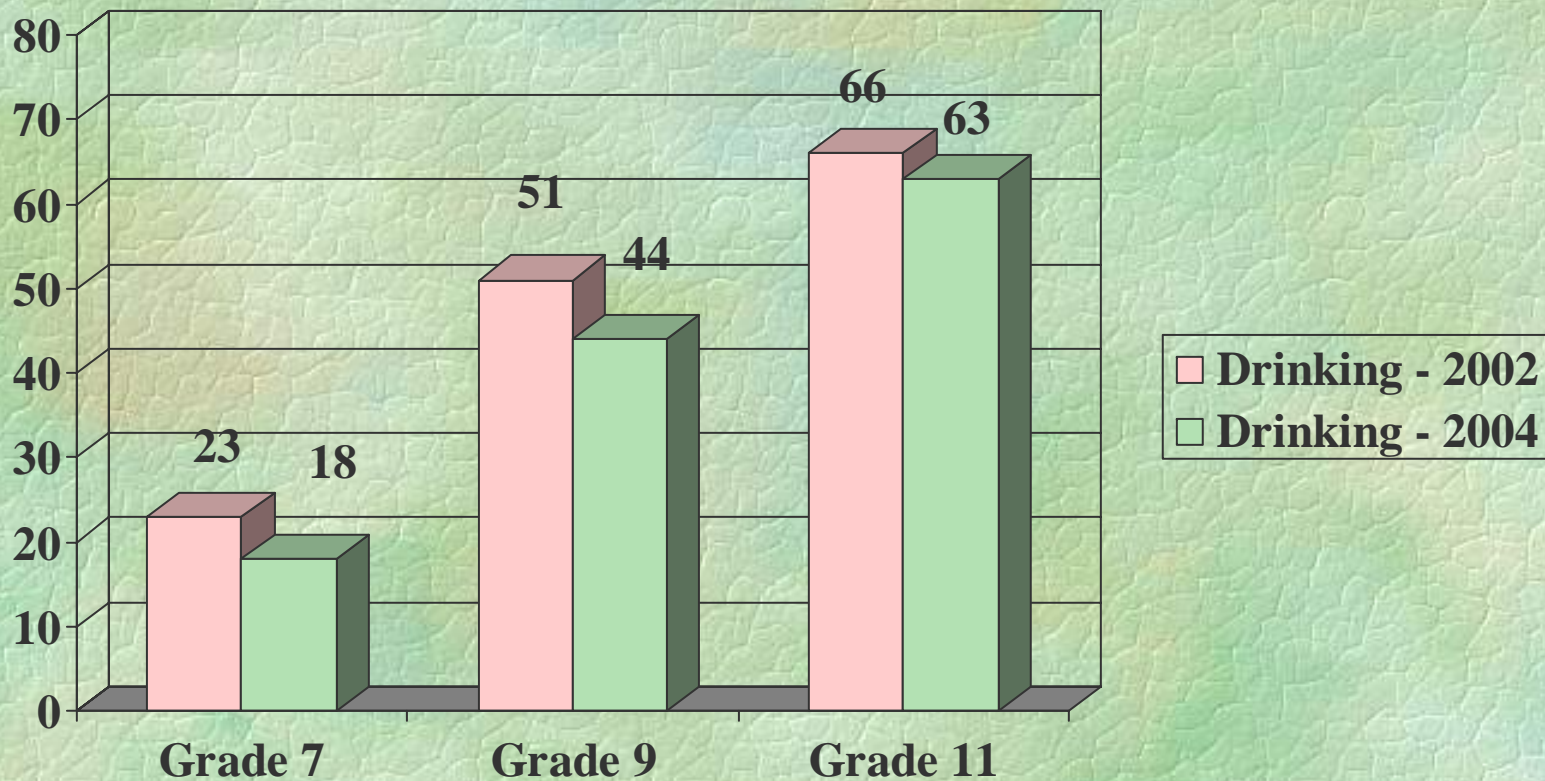
Victim of Violence

Search Institute 2002/4



Drinking Parties

Search Institute 2002/4

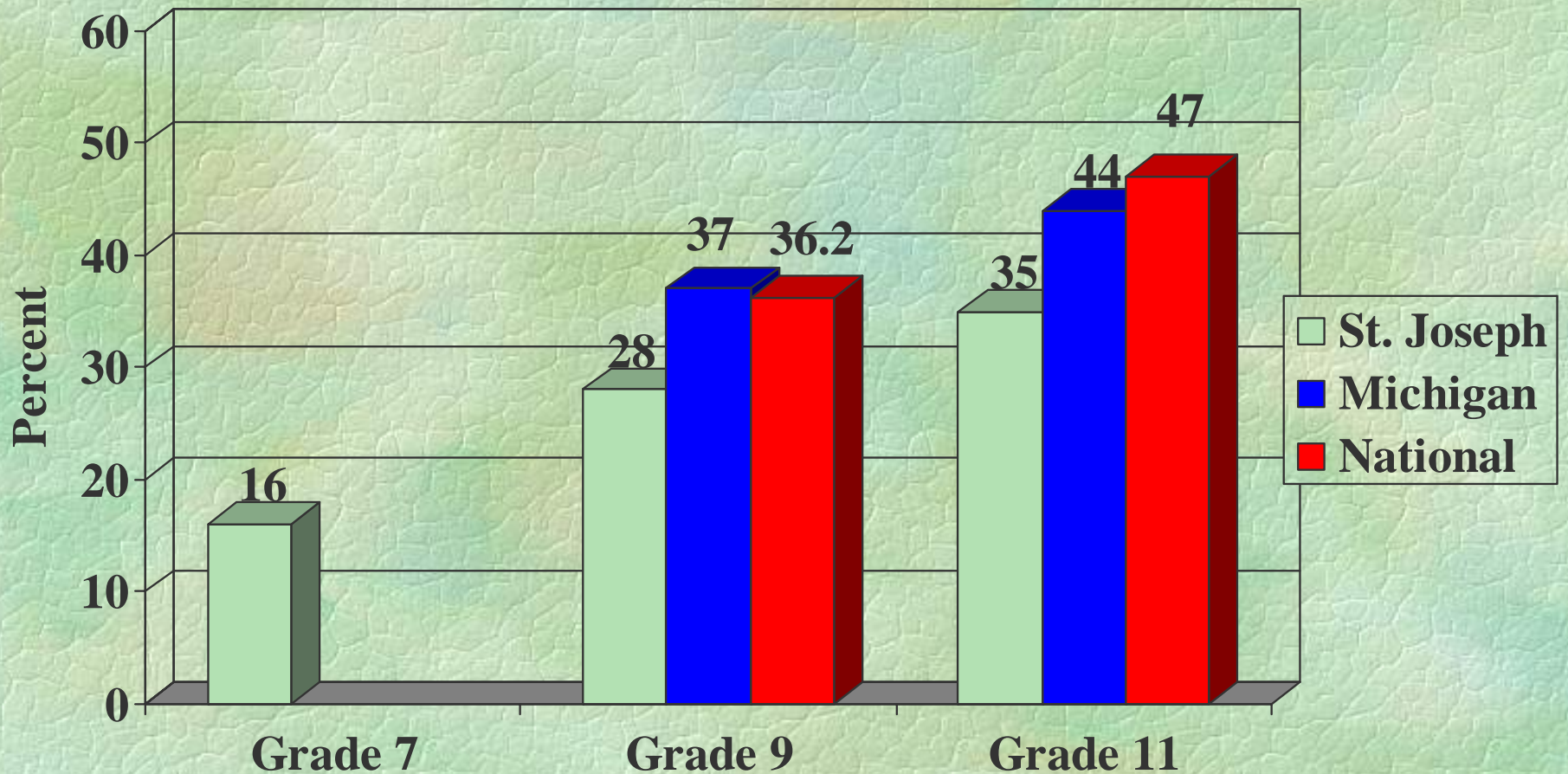


Analysis of Specific Risk Behaviors

Comparison of 2004 Search Institute Asset Survey of St. Joseph Youth with the 2003 Michigan YRBS and 2003 U.S. YRBS data

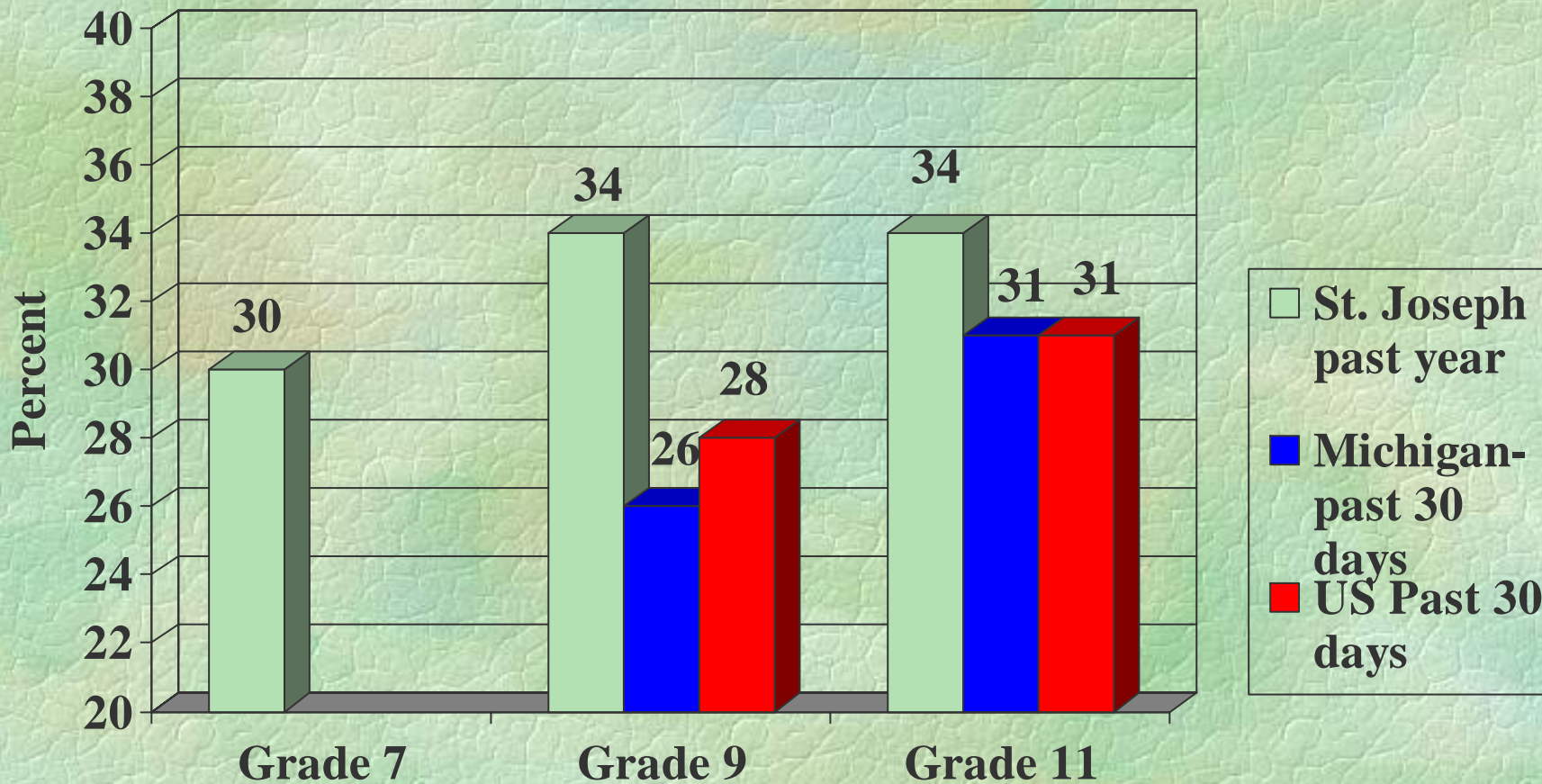
Comparison of Percentage of Students who Drank in the Past 30 Days

2004 Search Institute Study, MI-YRBS 2003, US-YRBS 2003



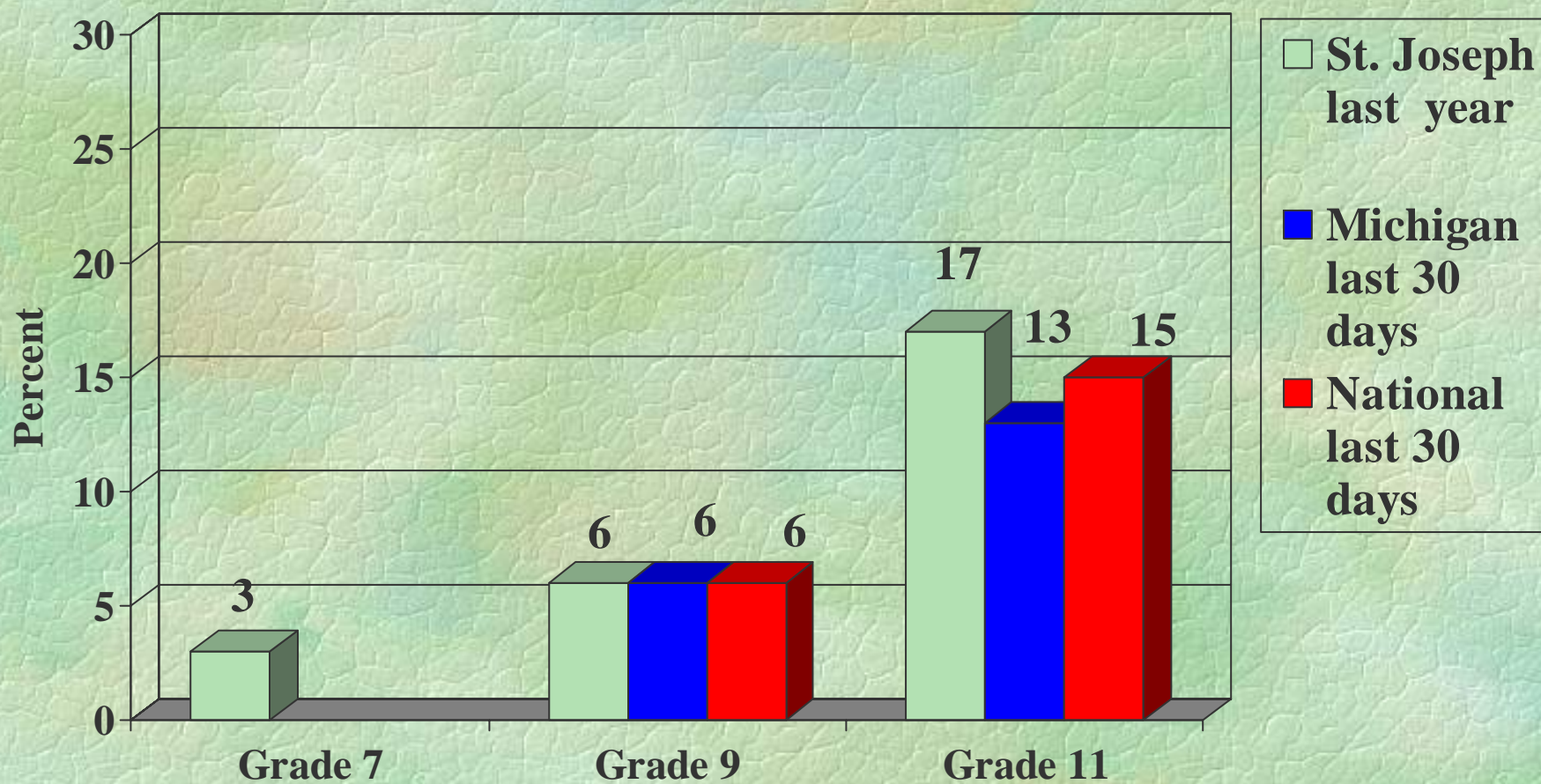
Percentage of Students Riding with Driver who Drank – at least 1 time/past year

2004 Search Institute Study, MI-YRBS 2003, US-YRBS 2003



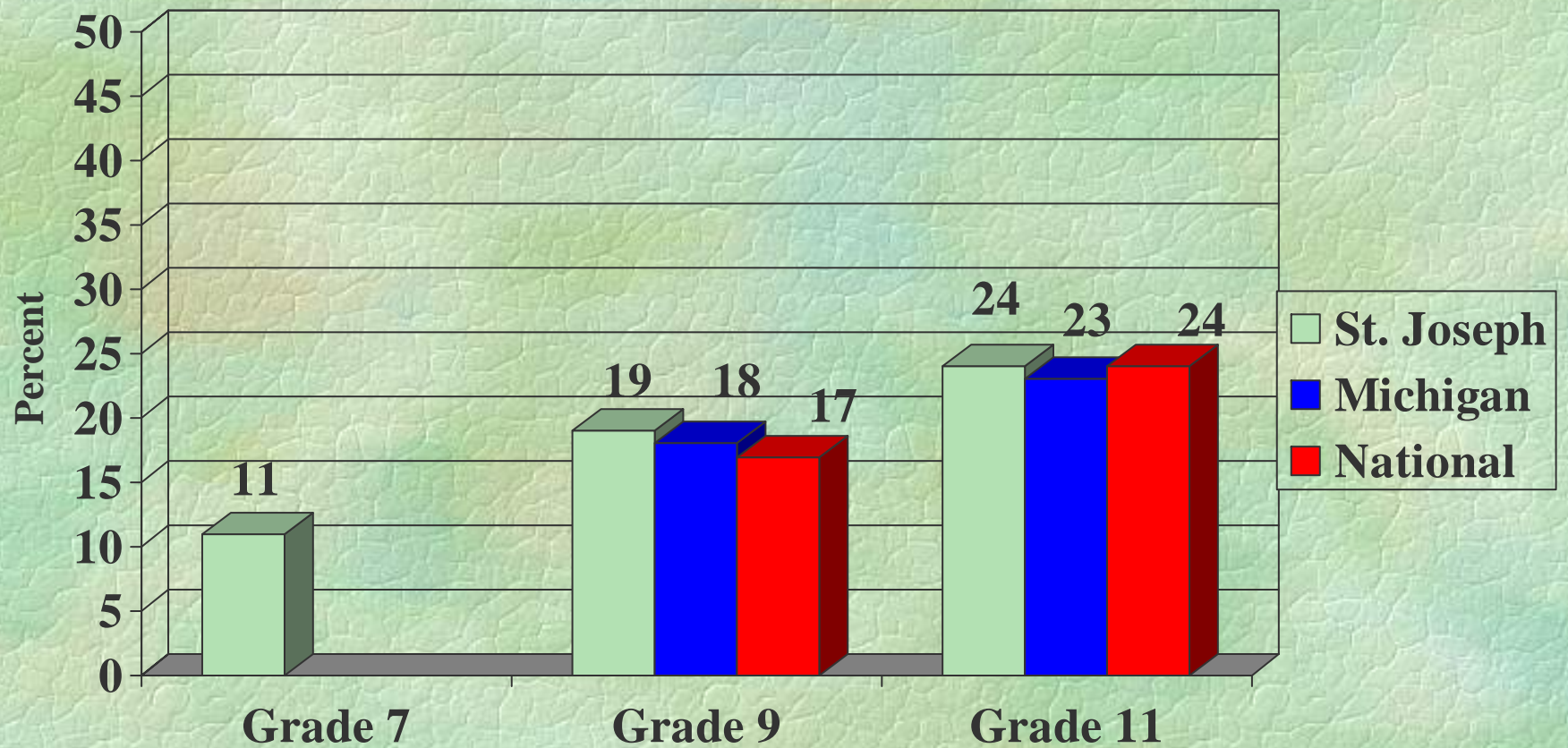
Percentage of Students Who Drove after Drinking – at least 1 time/past year

2004 Search Institute Study, MI-YRBS 2003, US-YRBS 2003



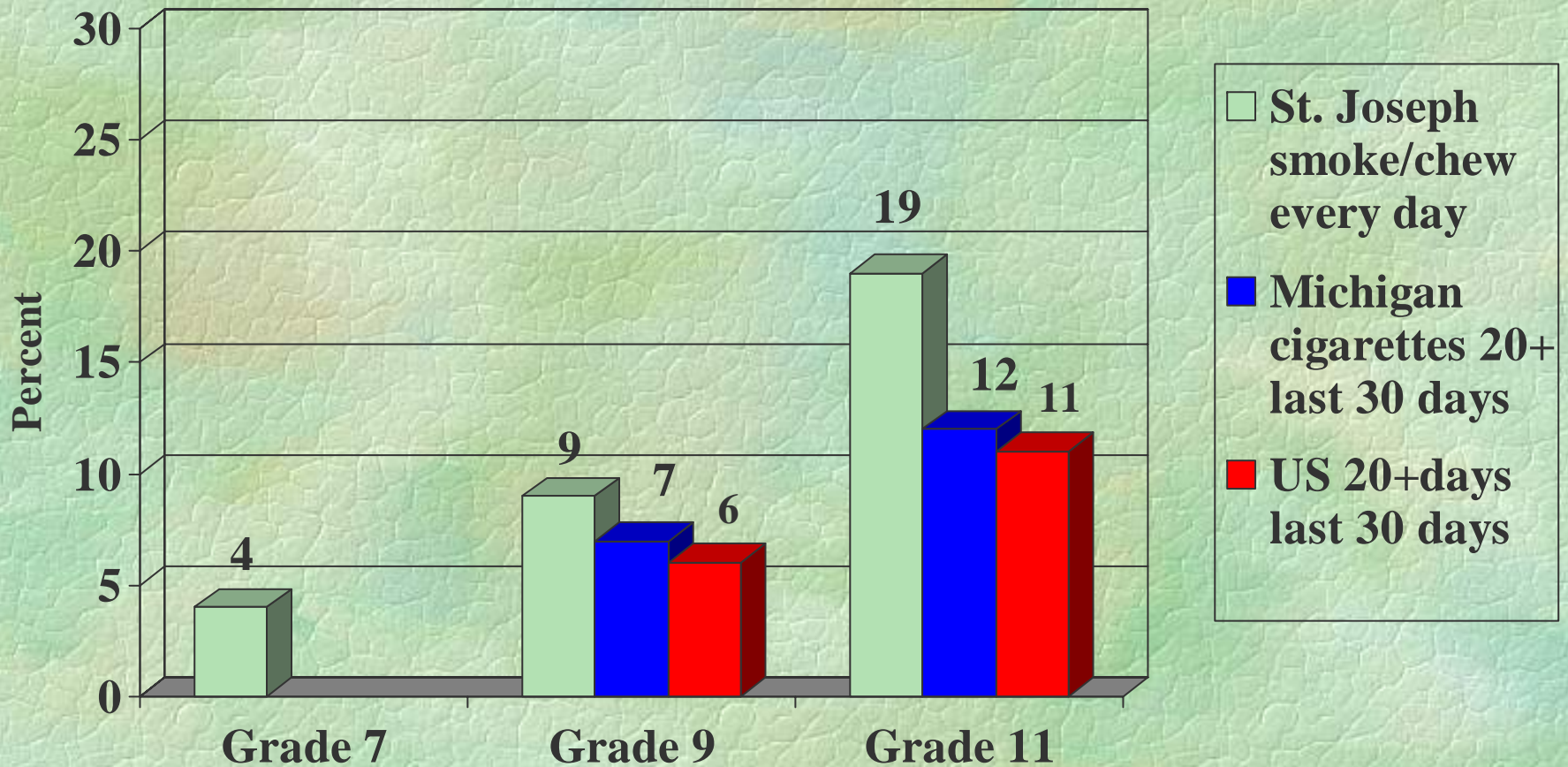
Percentage of Students Who Smoked at least once in the last 30 days

2004 Search Institute Study, MI-YRBS 2003, US-YRBS 2003



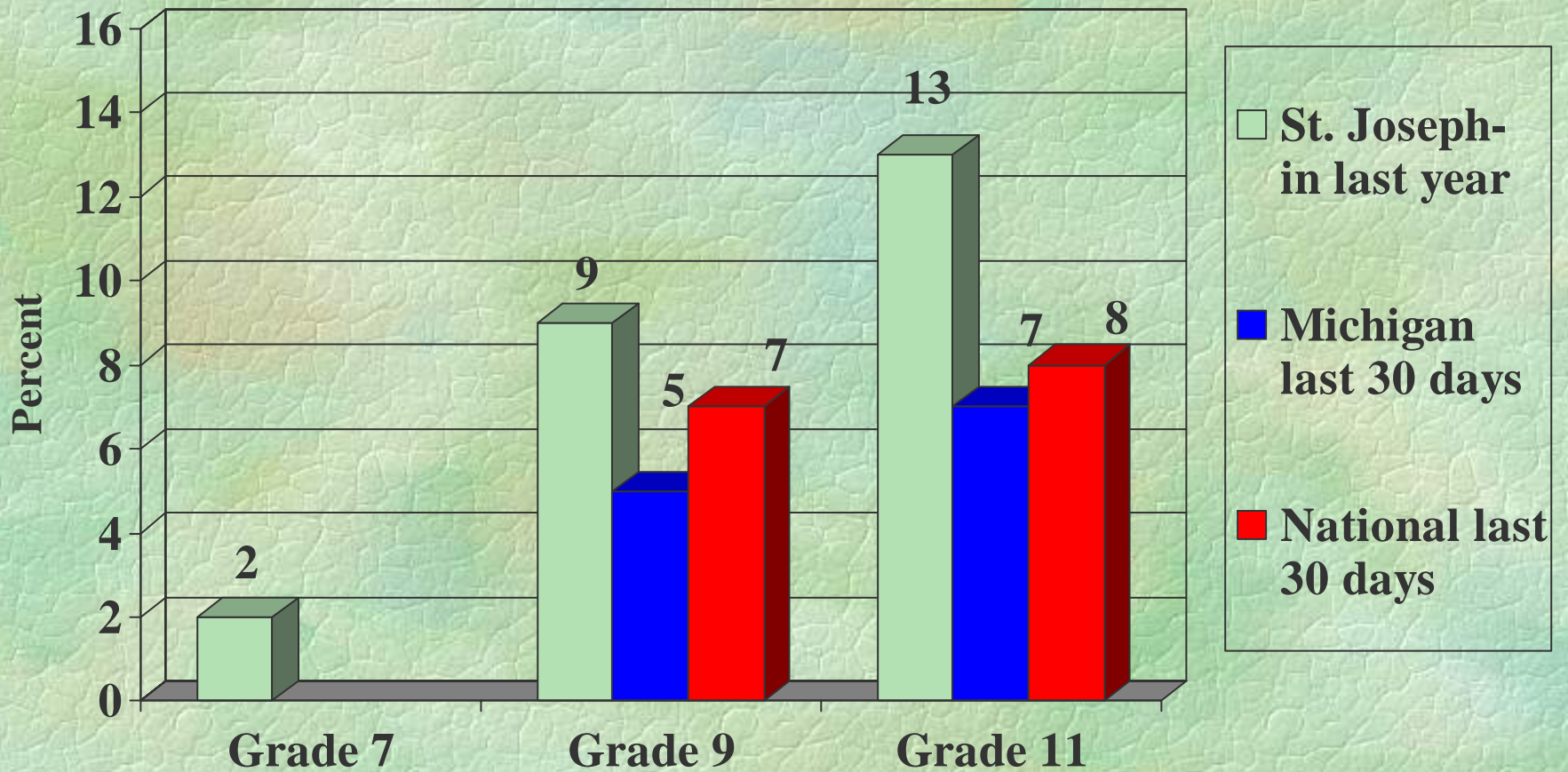
Percentage of Students Who Smoked Regularly, last 30 days

2004 Search Institute Study, MI-YRBS 2003, US-YRBS 2003



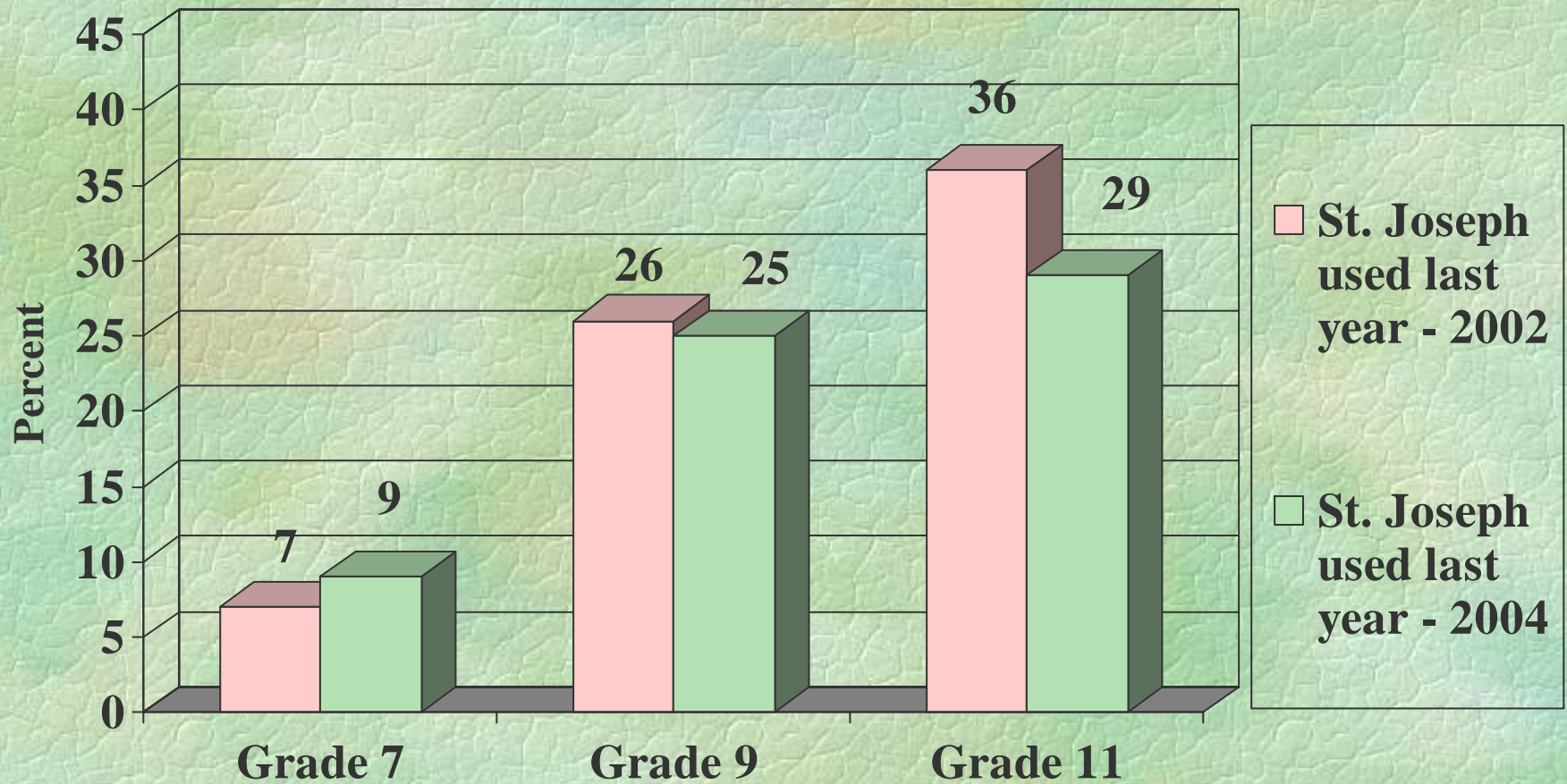
Comparison of the Percentage of Students Who Used Smokeless Tobacco at Least Once

2004 Search Institute Study, MI-YRBS 2003, US-YRBS 2003



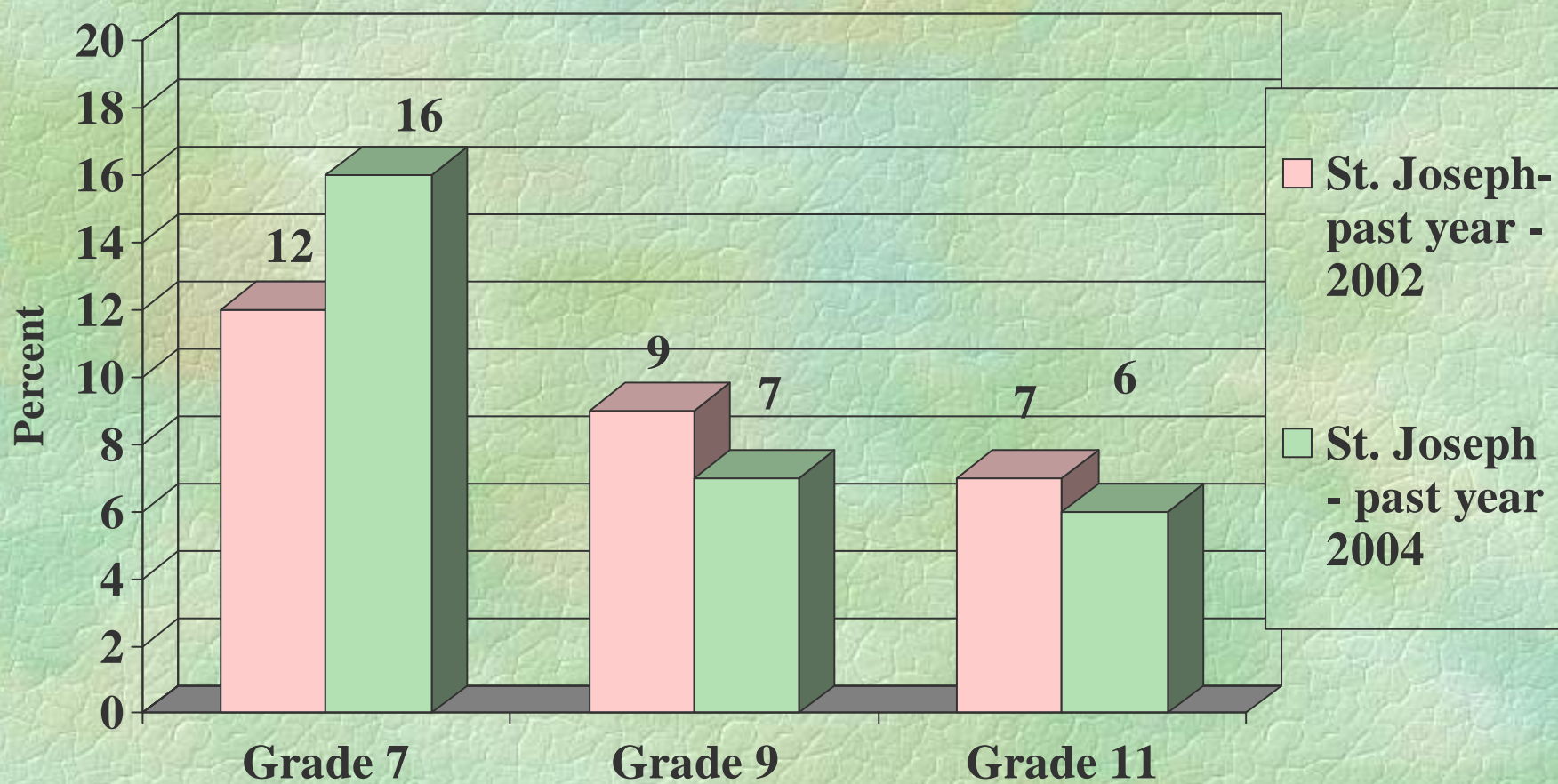
Comparison of the Percentage of Students Who Used Marijuana at Least Once

2004 Search Institute Study



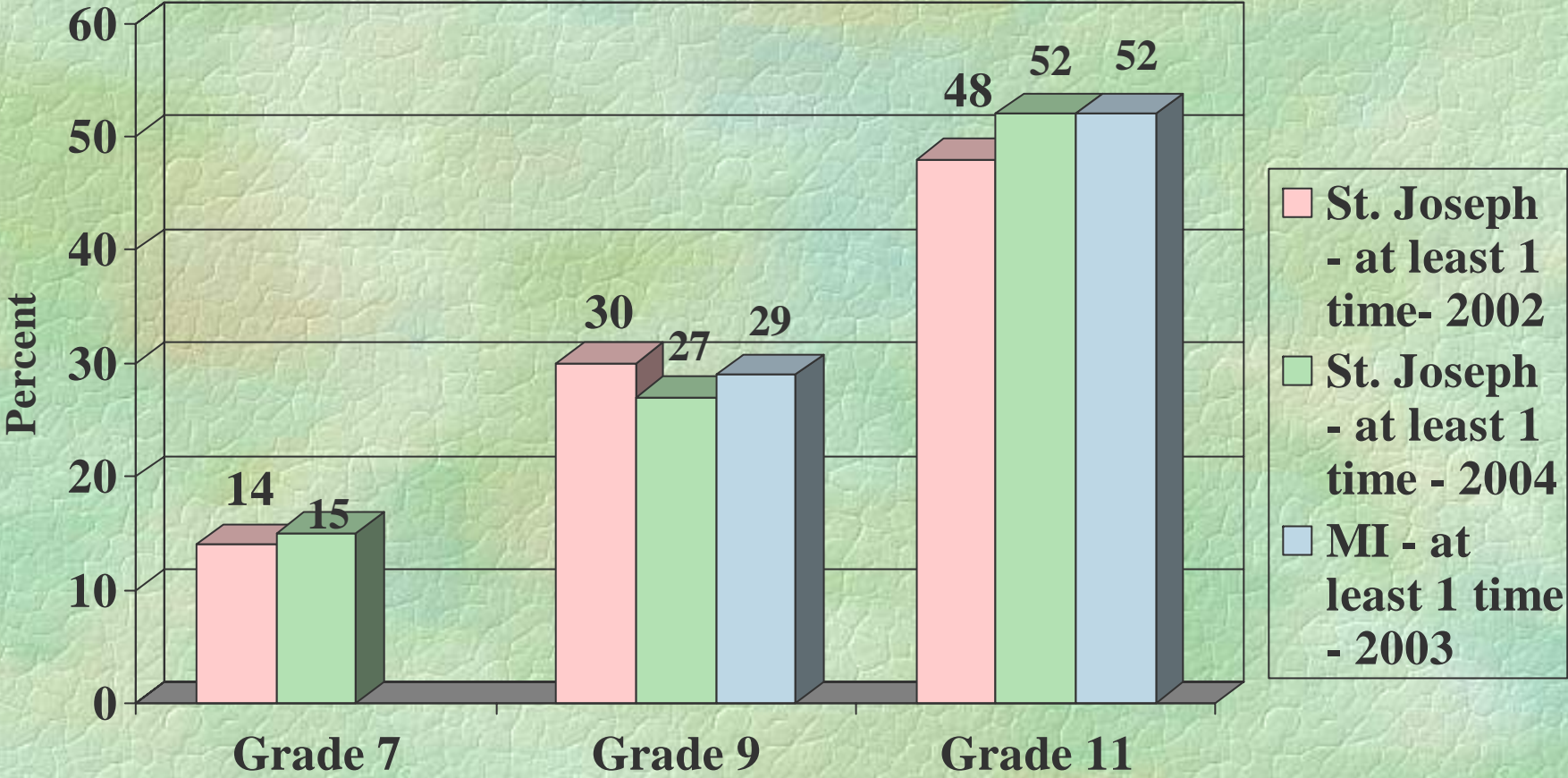
Comparison of the Percentage of Students Who Used Inhalants at least Once in Past Year

2004 Search Institute Study



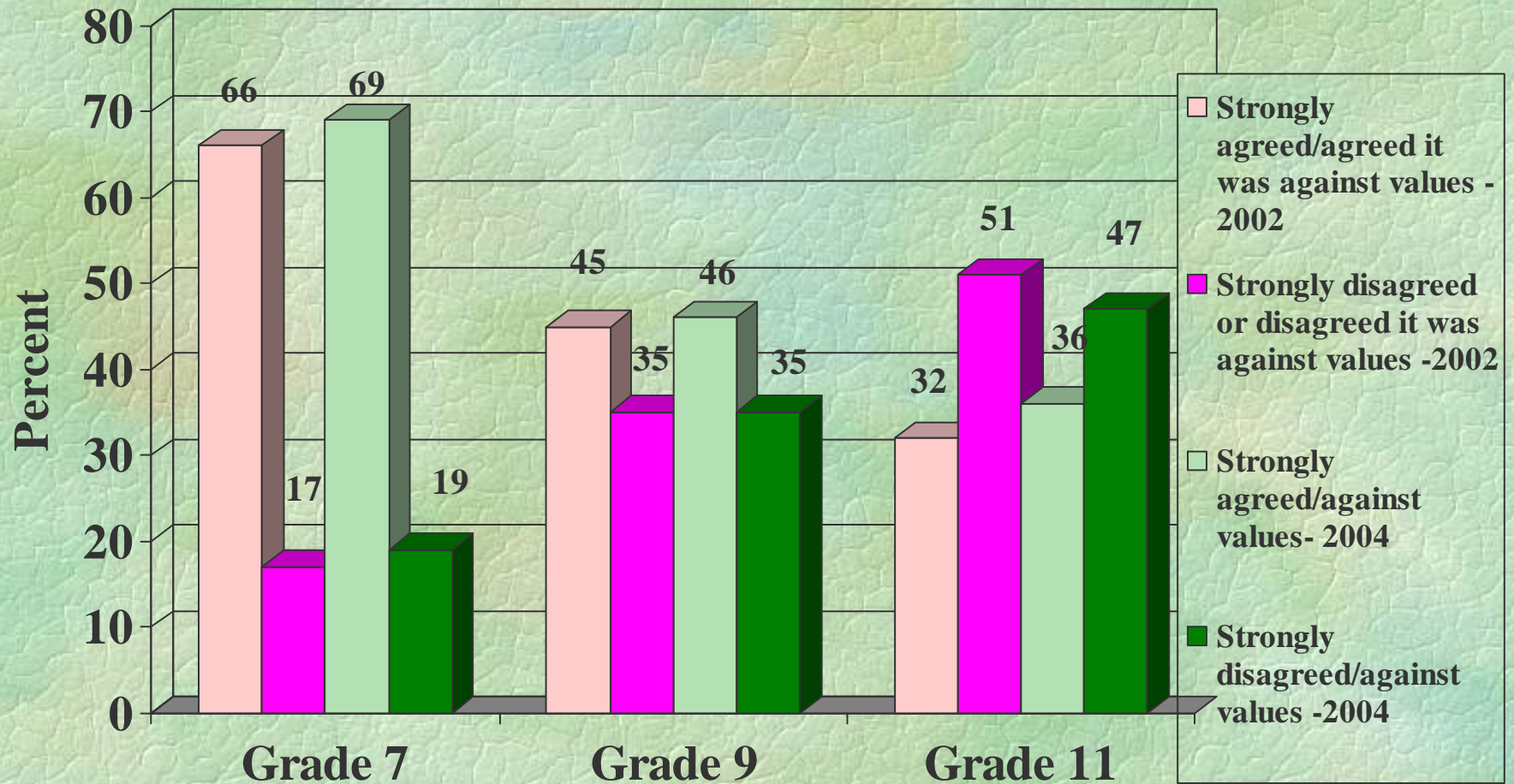
Comparison of Youth who had intercourse at least once

2004 Search Institute Study



St. Joseph Youth Attitude about Having Sex as a Teenager

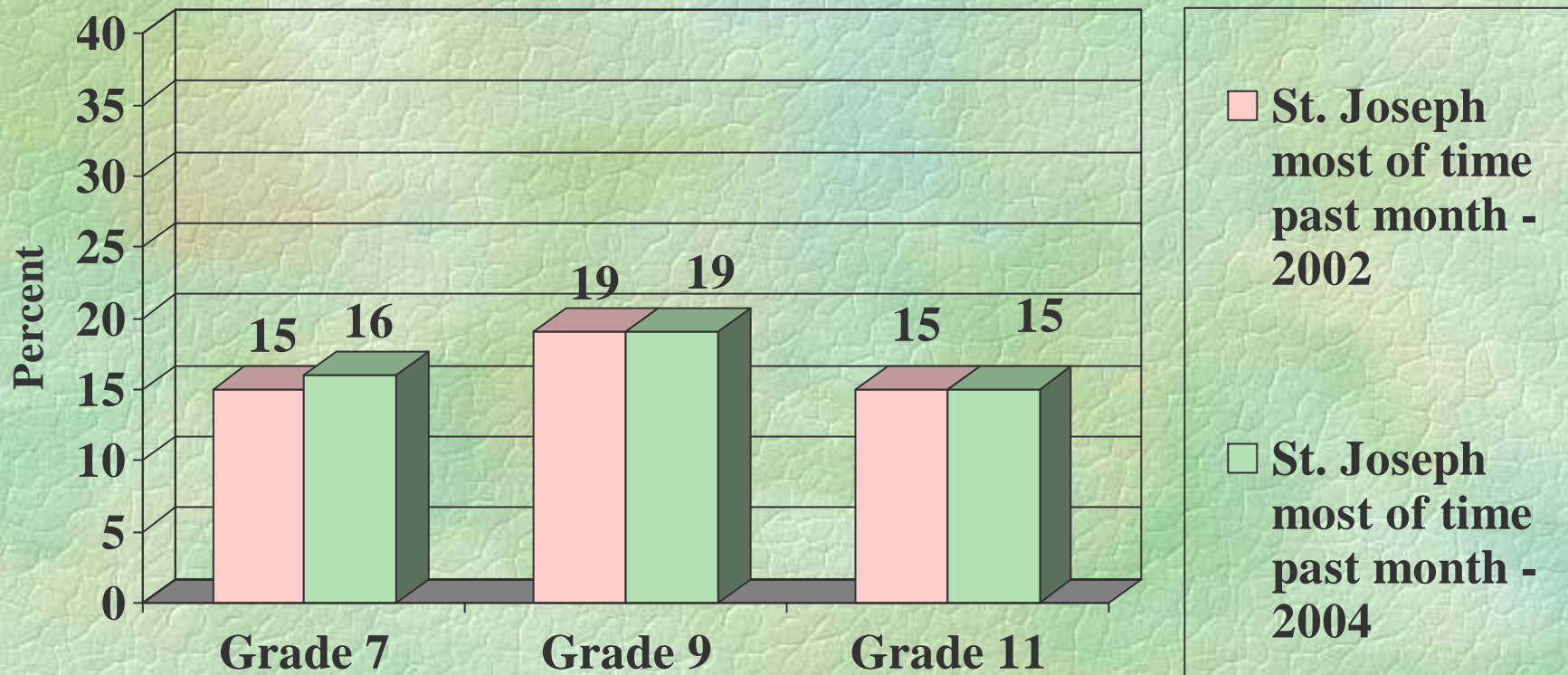
2004 Search Institute Study



Comparison of the Percentage of Students Who Felt Sad or Depressed – past 30 days

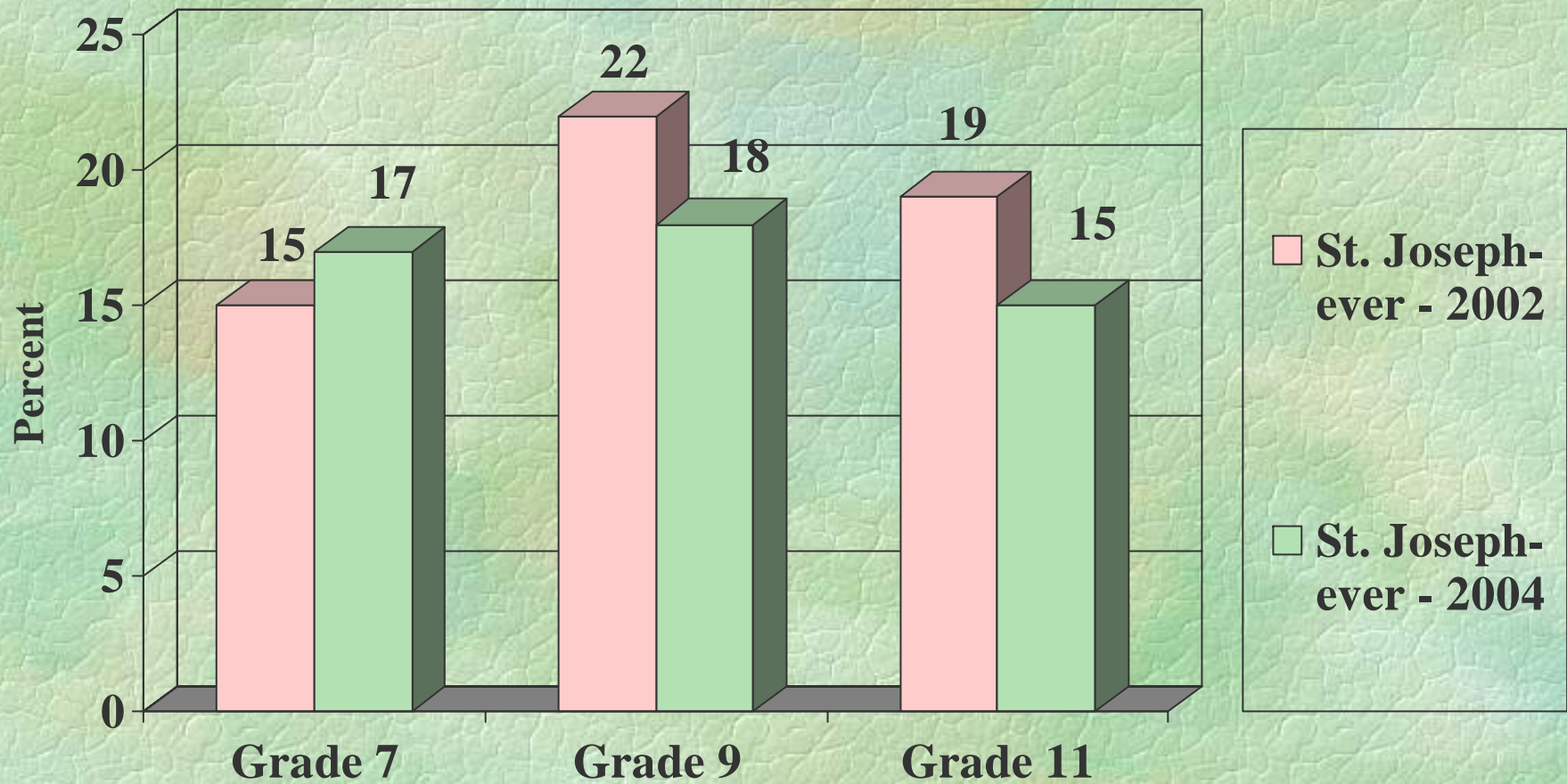
2004 Search Institute Study

Most or all of the time



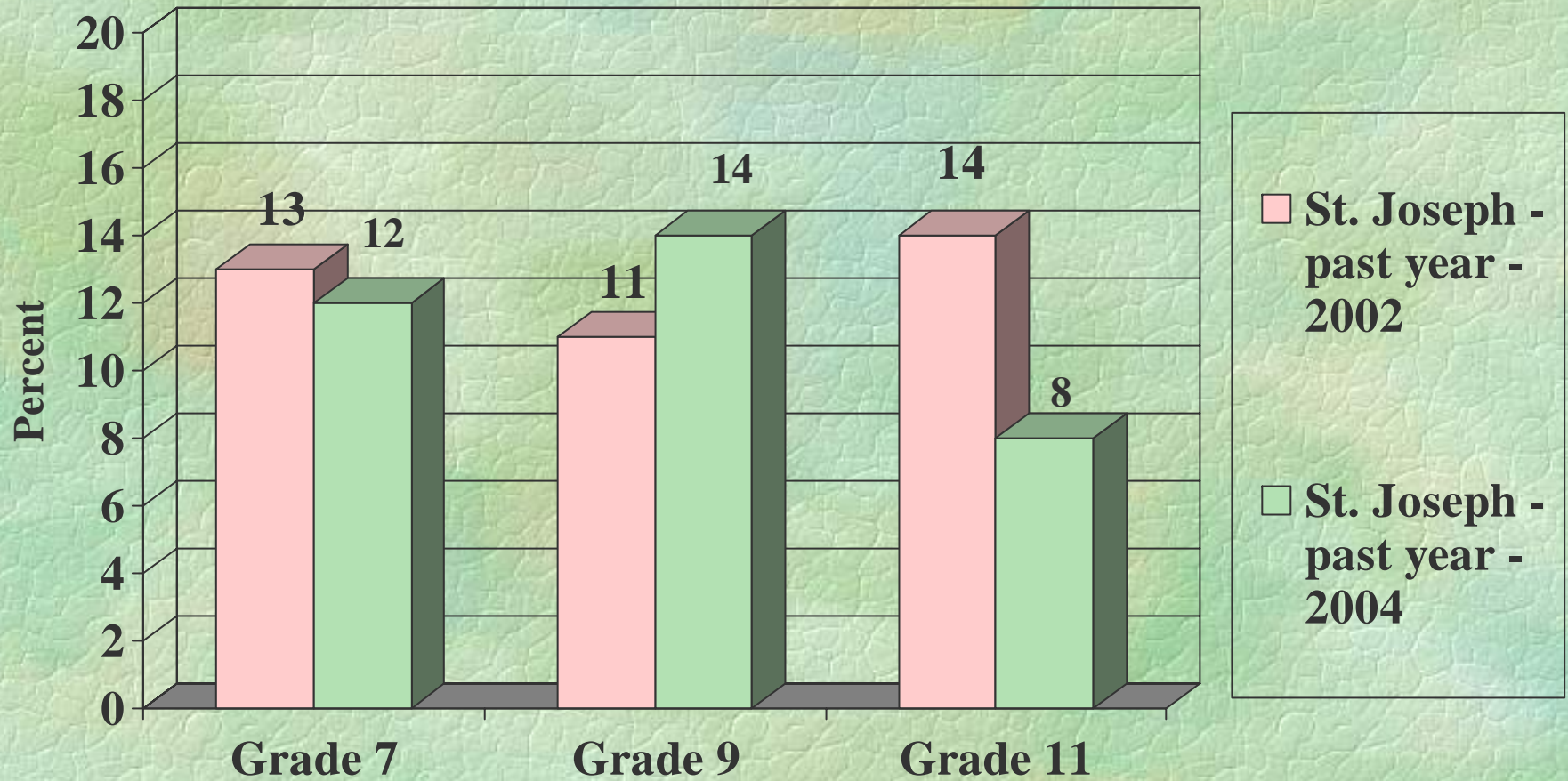
Comparison of the Percentage of Students Who attempted suicide at least once

2004 Search Institute Study



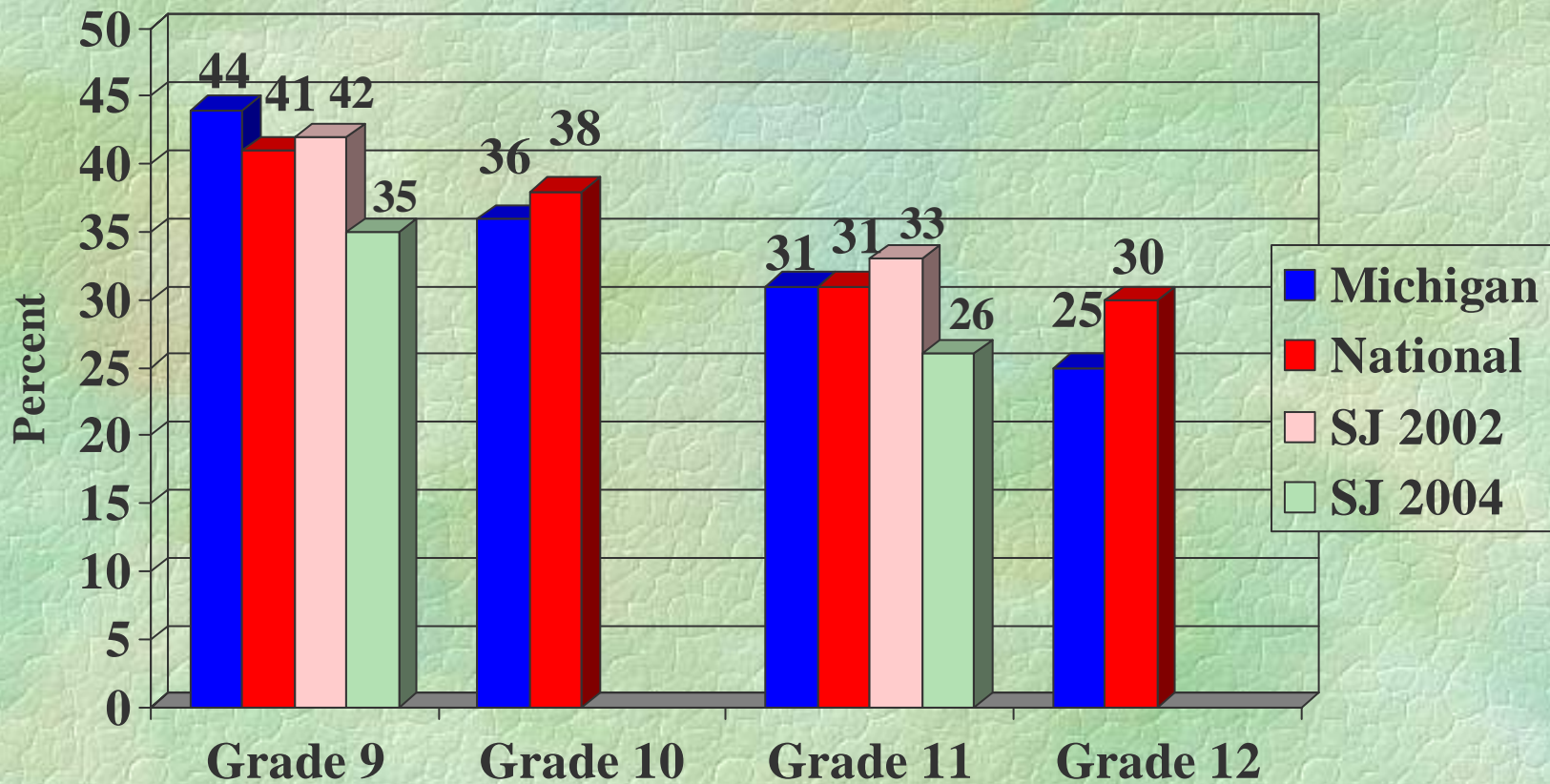
Comparison of the Percentage of Students Who Carried a Weapon at Least Once

2004 Search Institute Study



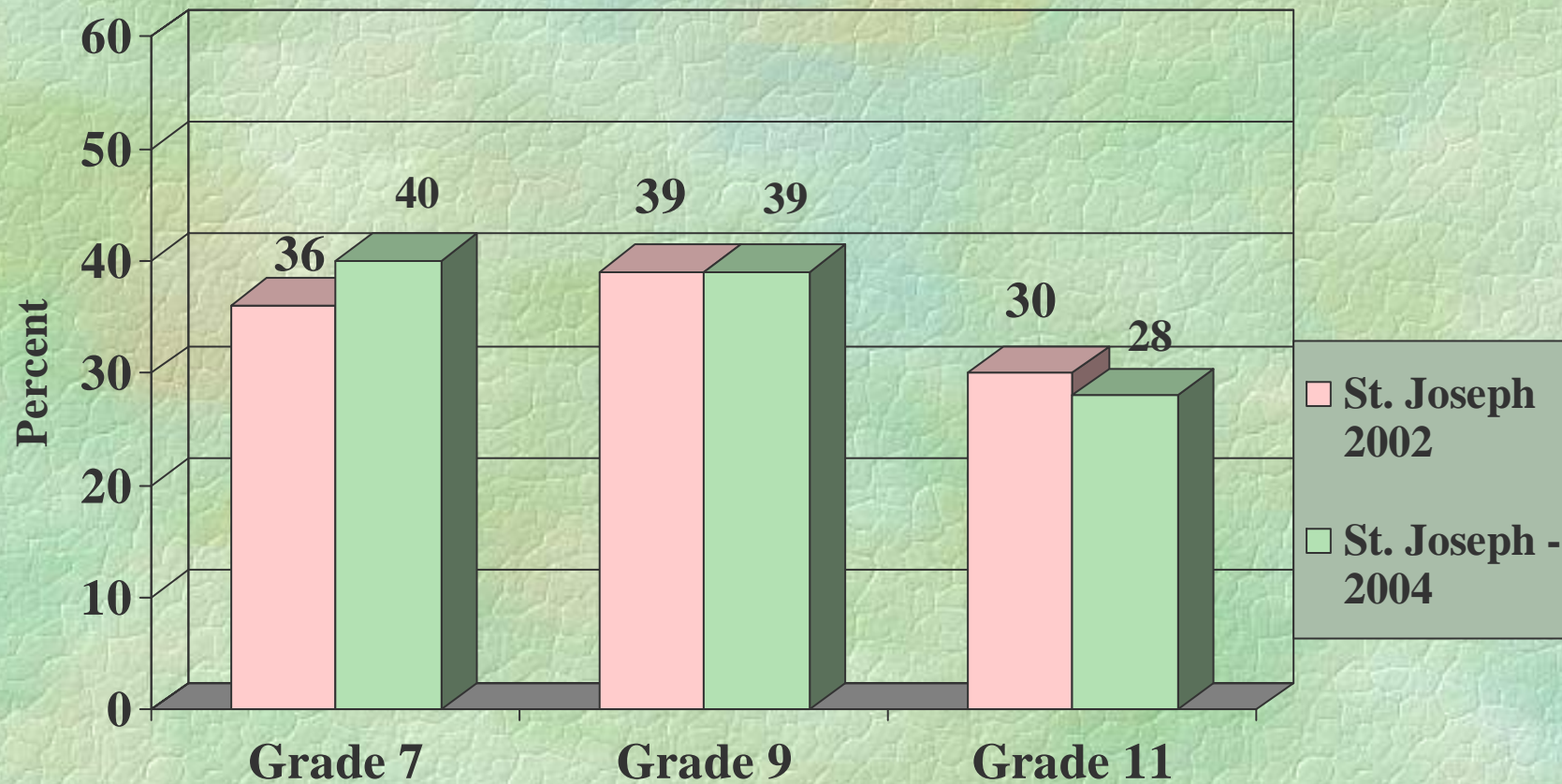
Percentage of Students in a Physical Fight in Past Year

2004 Search Institute Study, MI-YRBS 2003, US-YRBS 2003



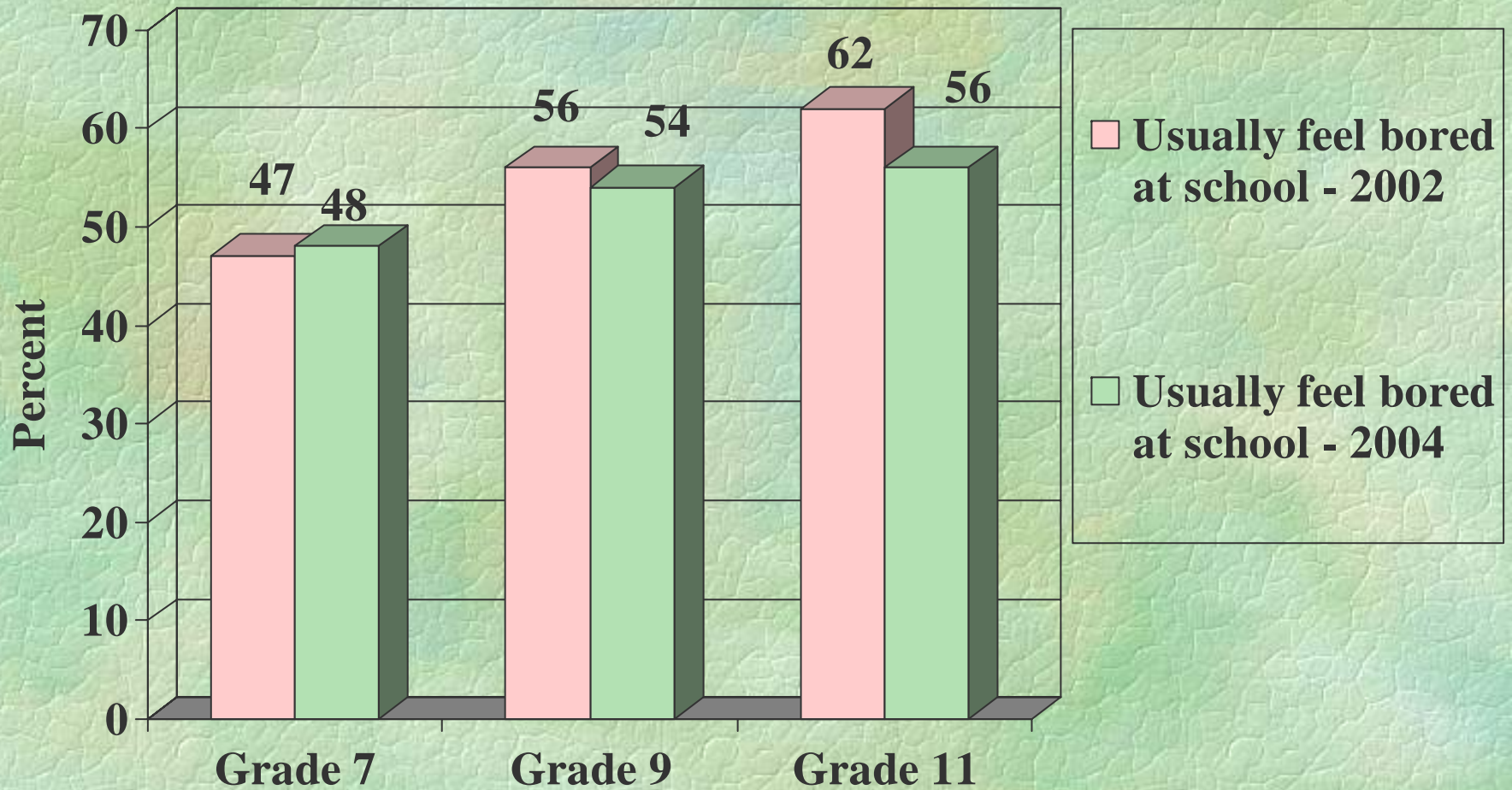
Percentage of St. Joseph Students Ever Physically Harmed by Someone in the Family or Living with Them

2004 Search Institute Study



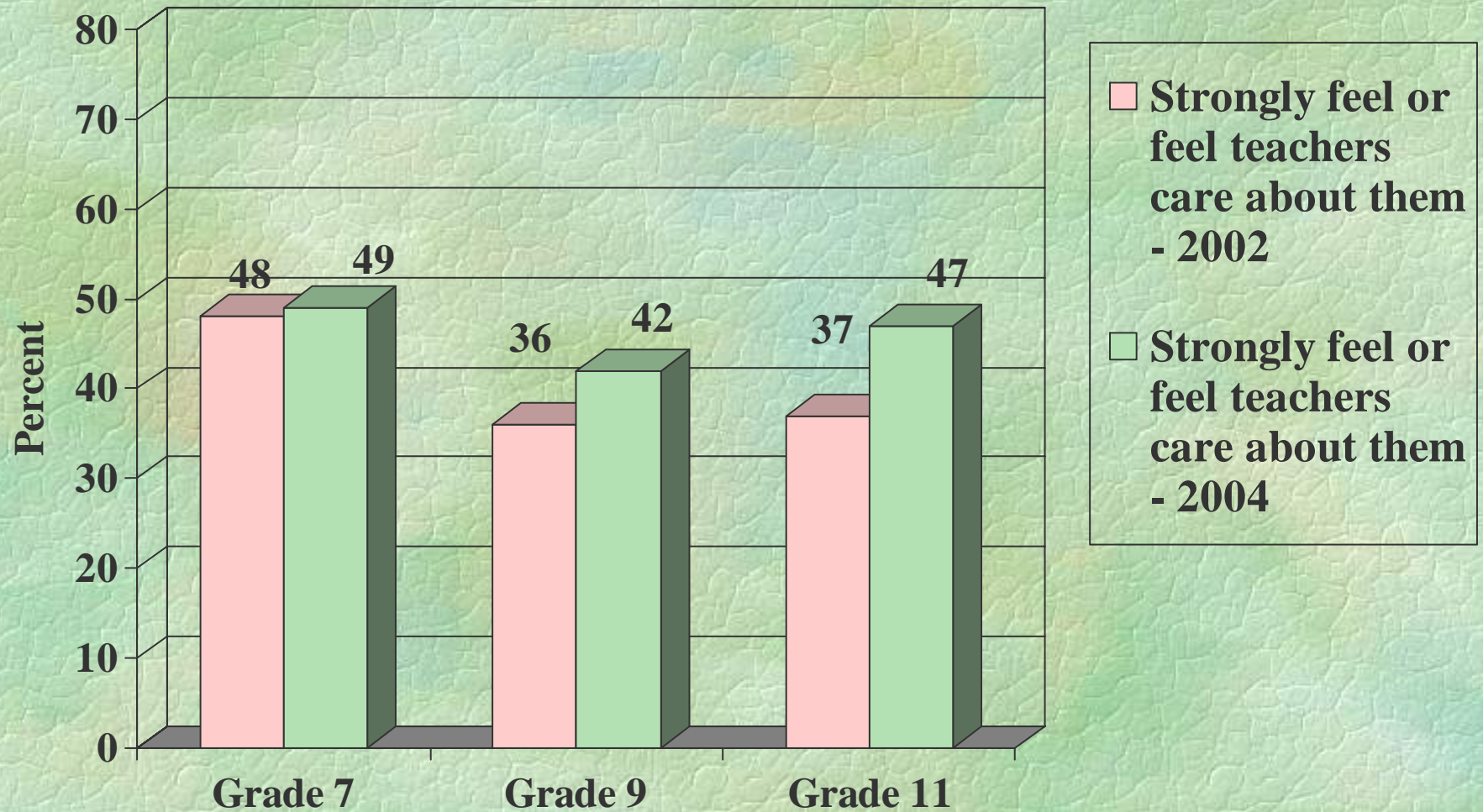
Students Attitudes about School

2004 Search Institute



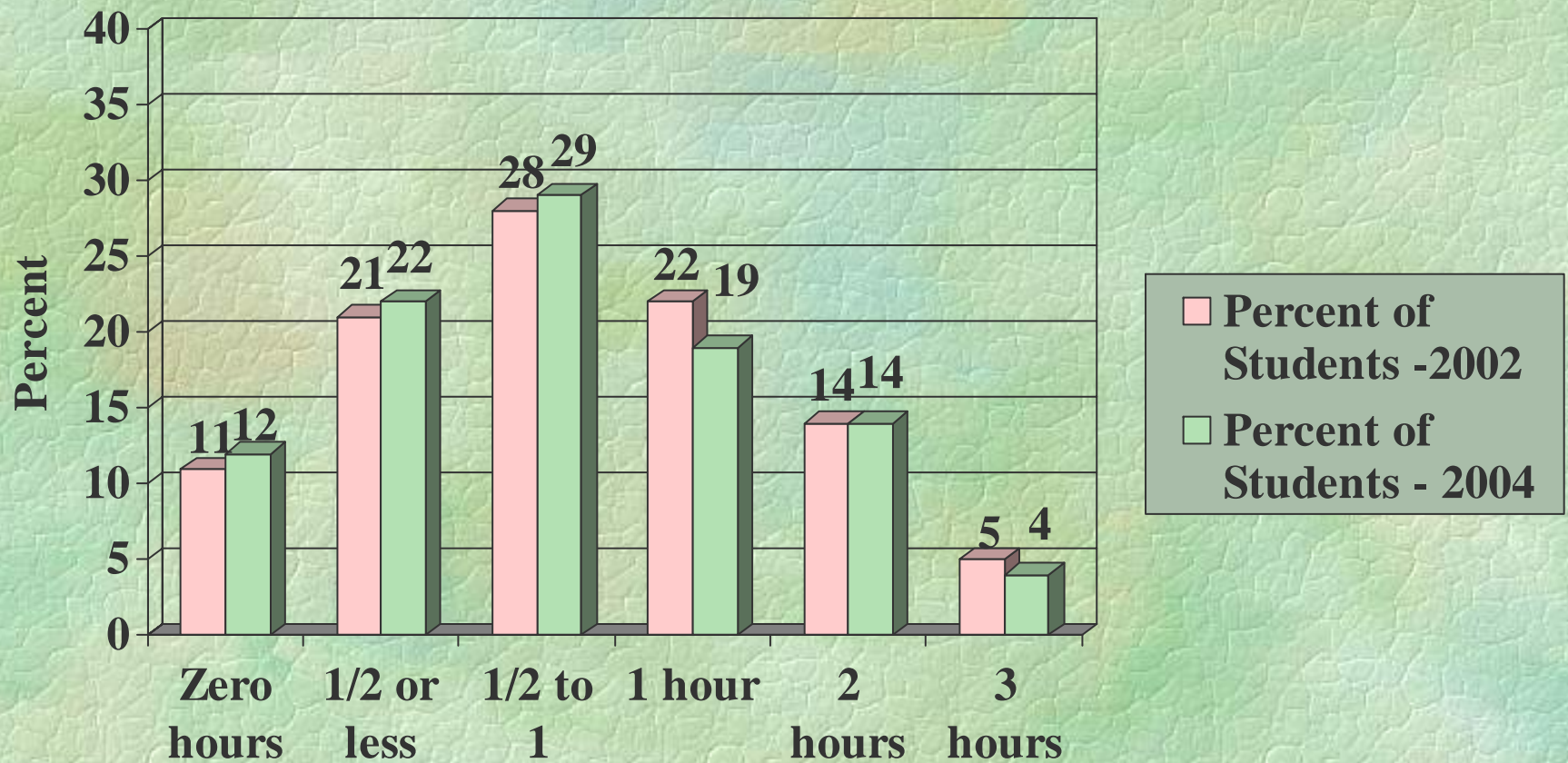
Students and Teachers

2004 Search Institute



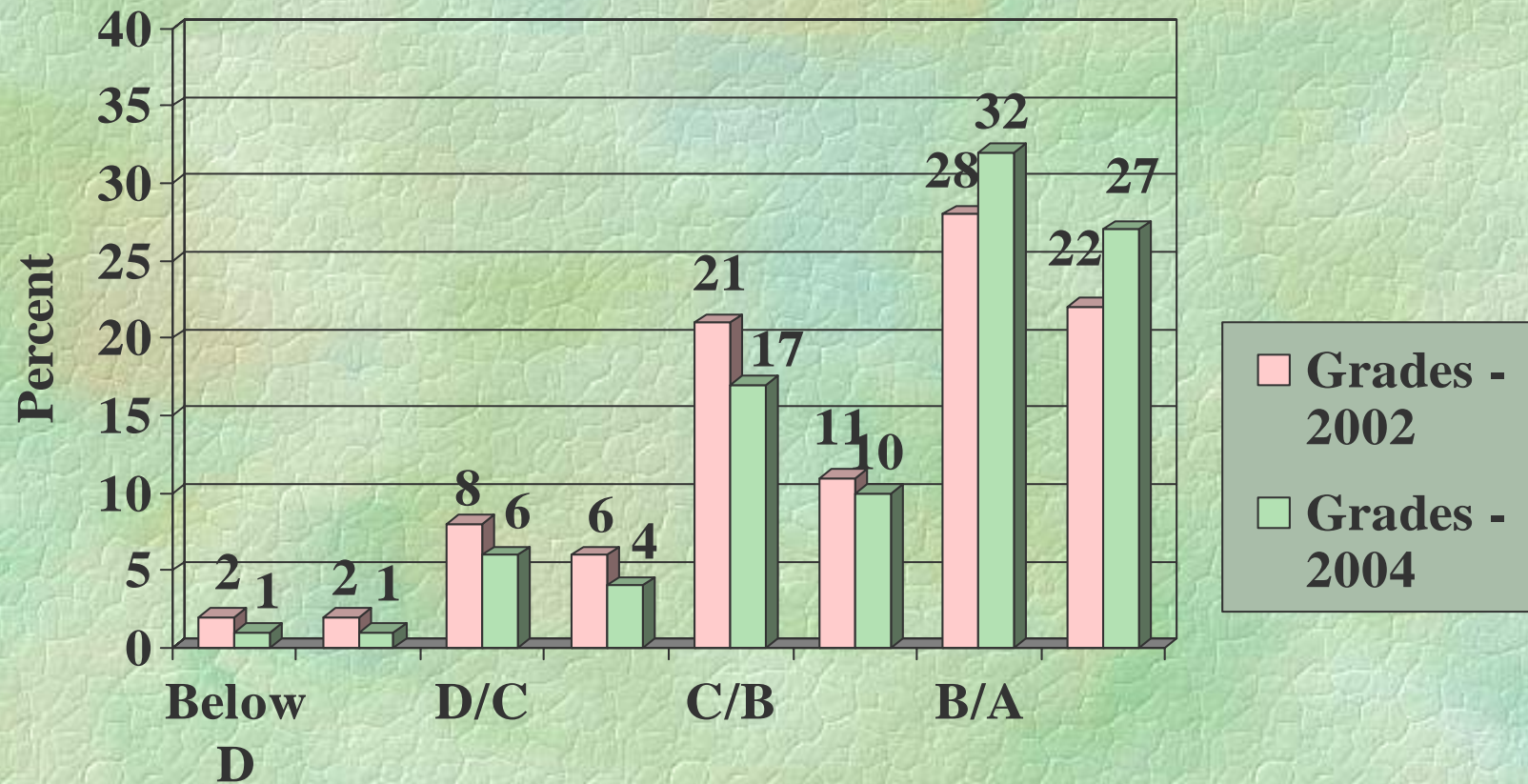
Percentage of Time Students Spend on Homework

2004 Search Institute Study



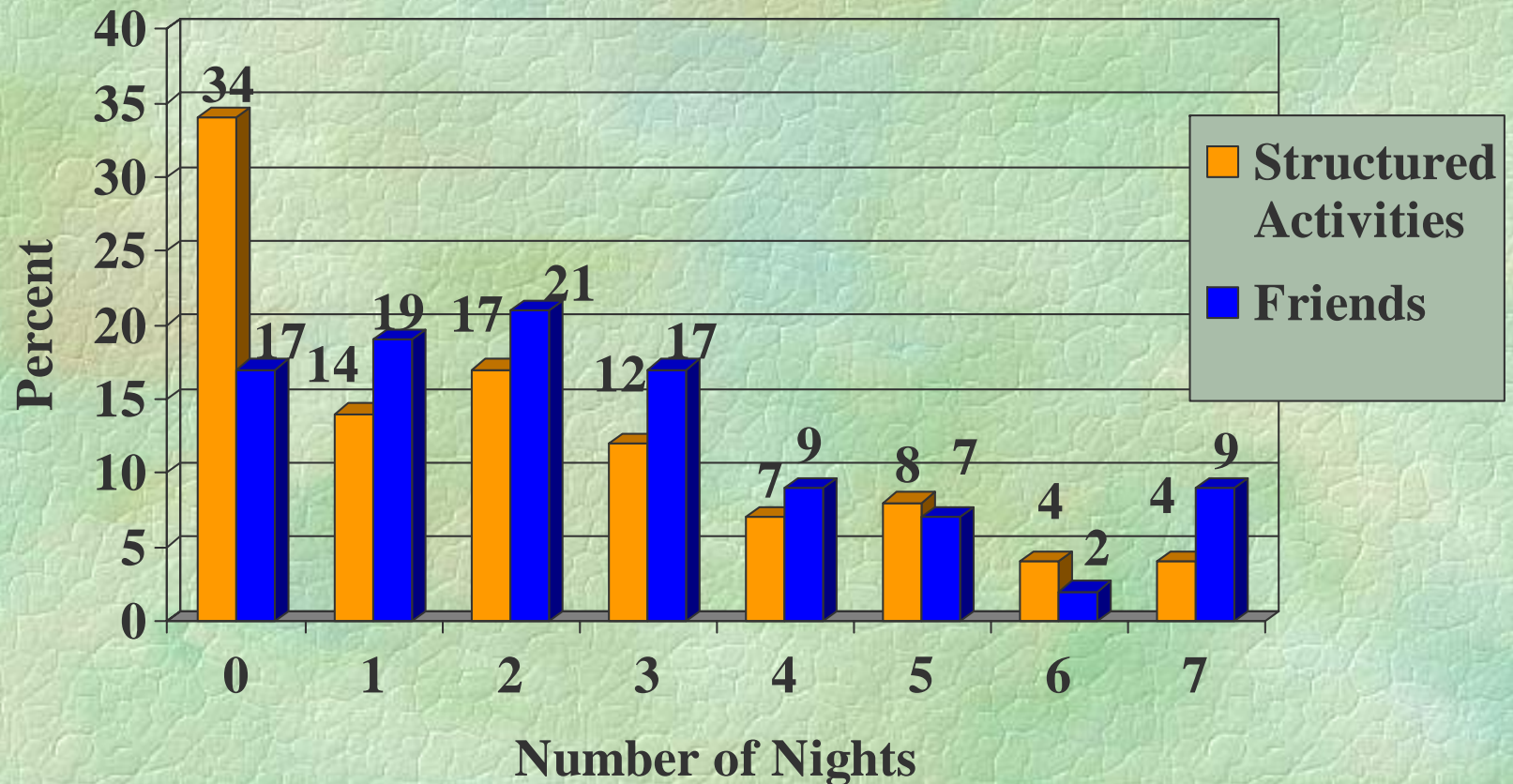
Percentage of Students by Grades Earned in School

2004 Search Institute Study



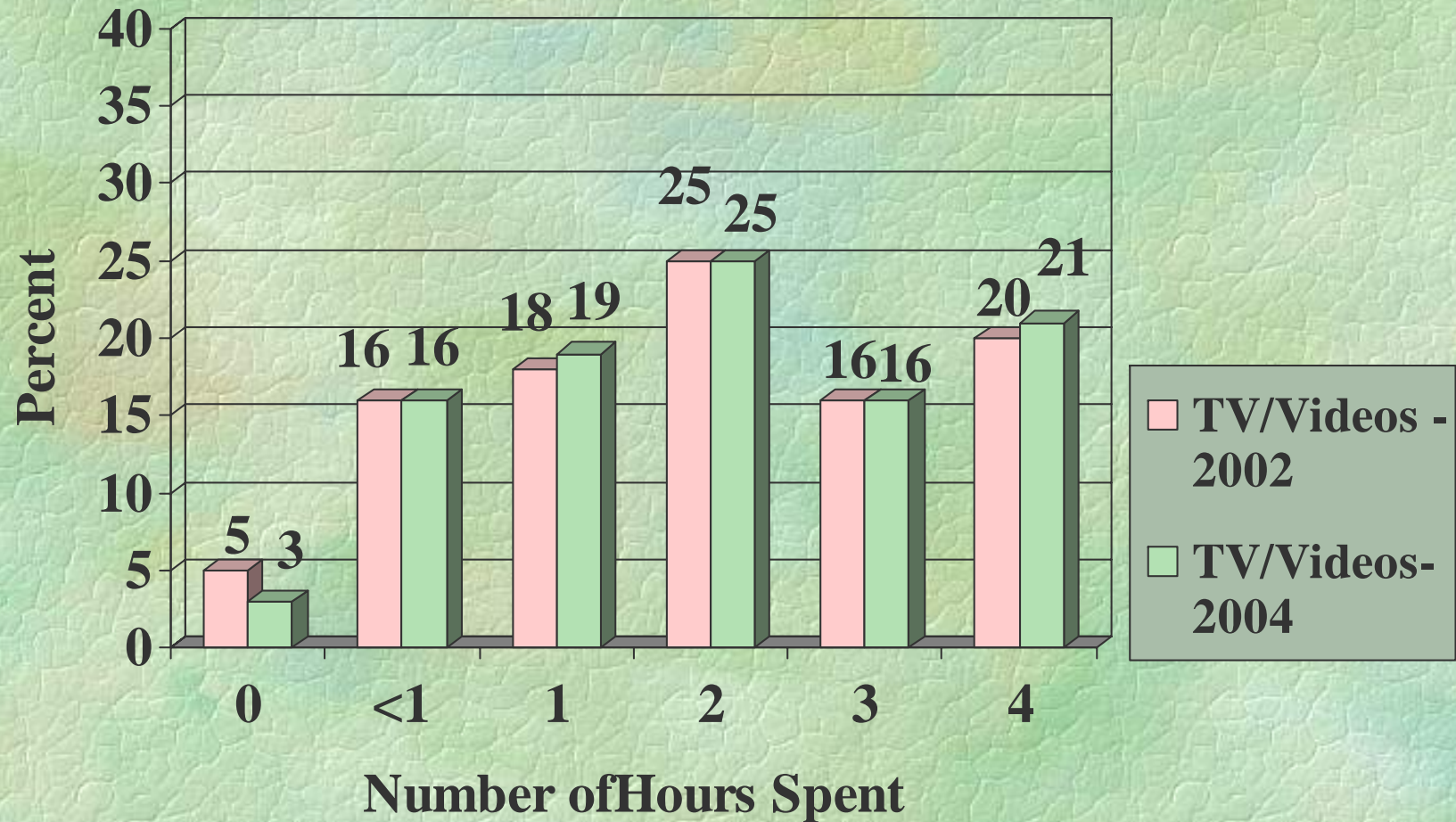
Number of Evenings/Week Students Attend structured activities/ or go hang with friends

2004 Search Institute Study



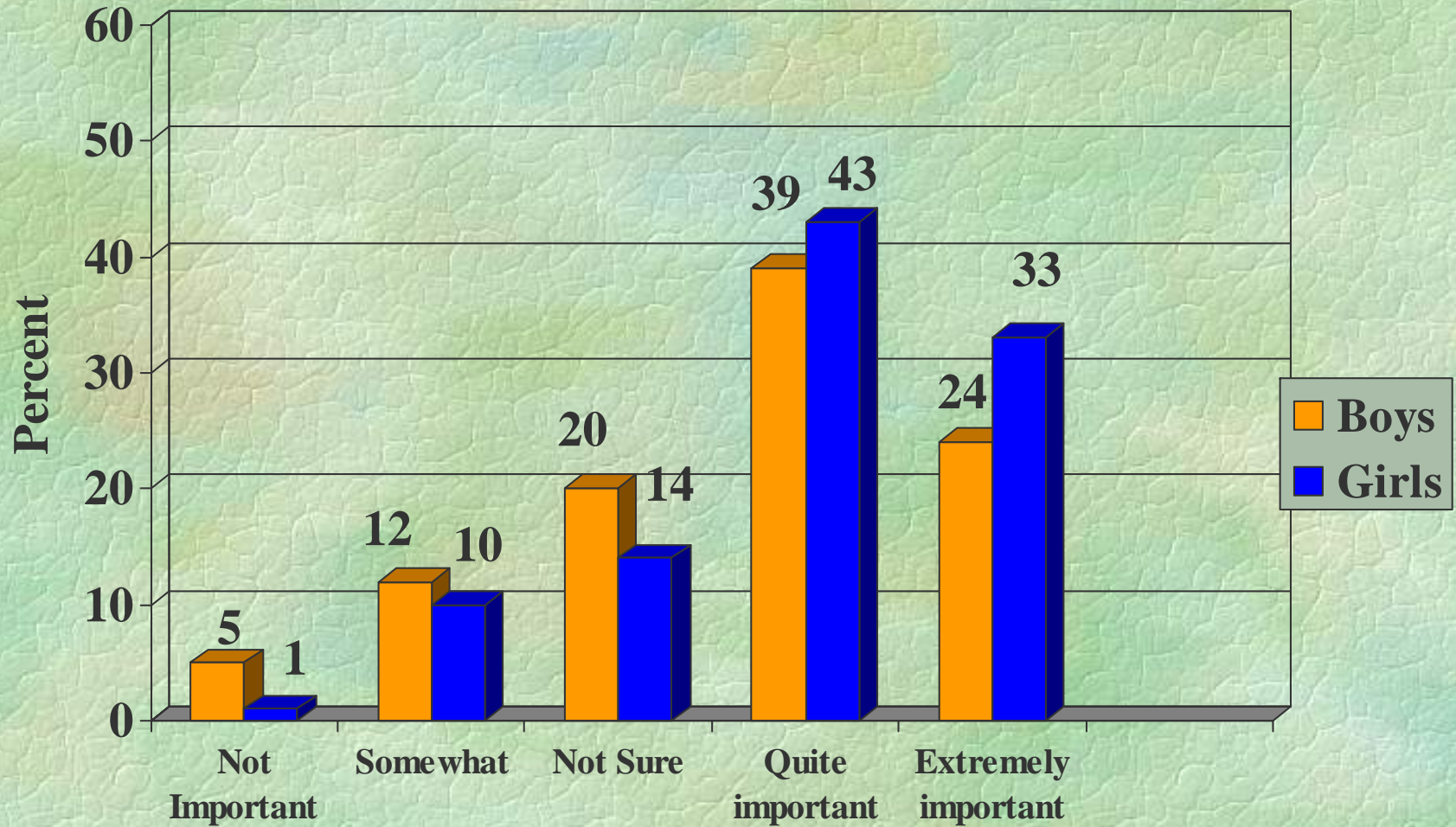
Number of Hours/Day Students Watch TV or Videos

2004 Search Institute Study

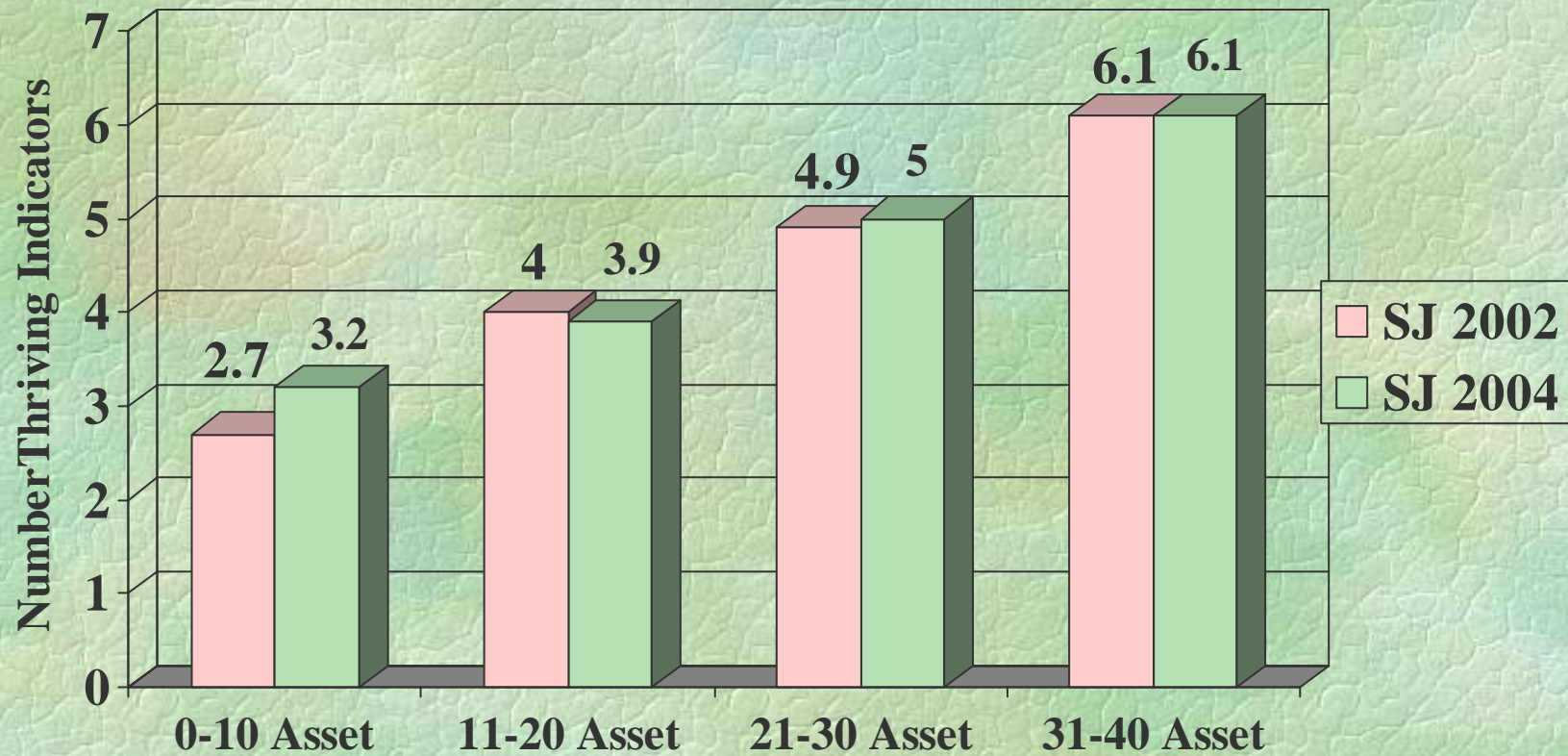


Truth – boys vs. girls

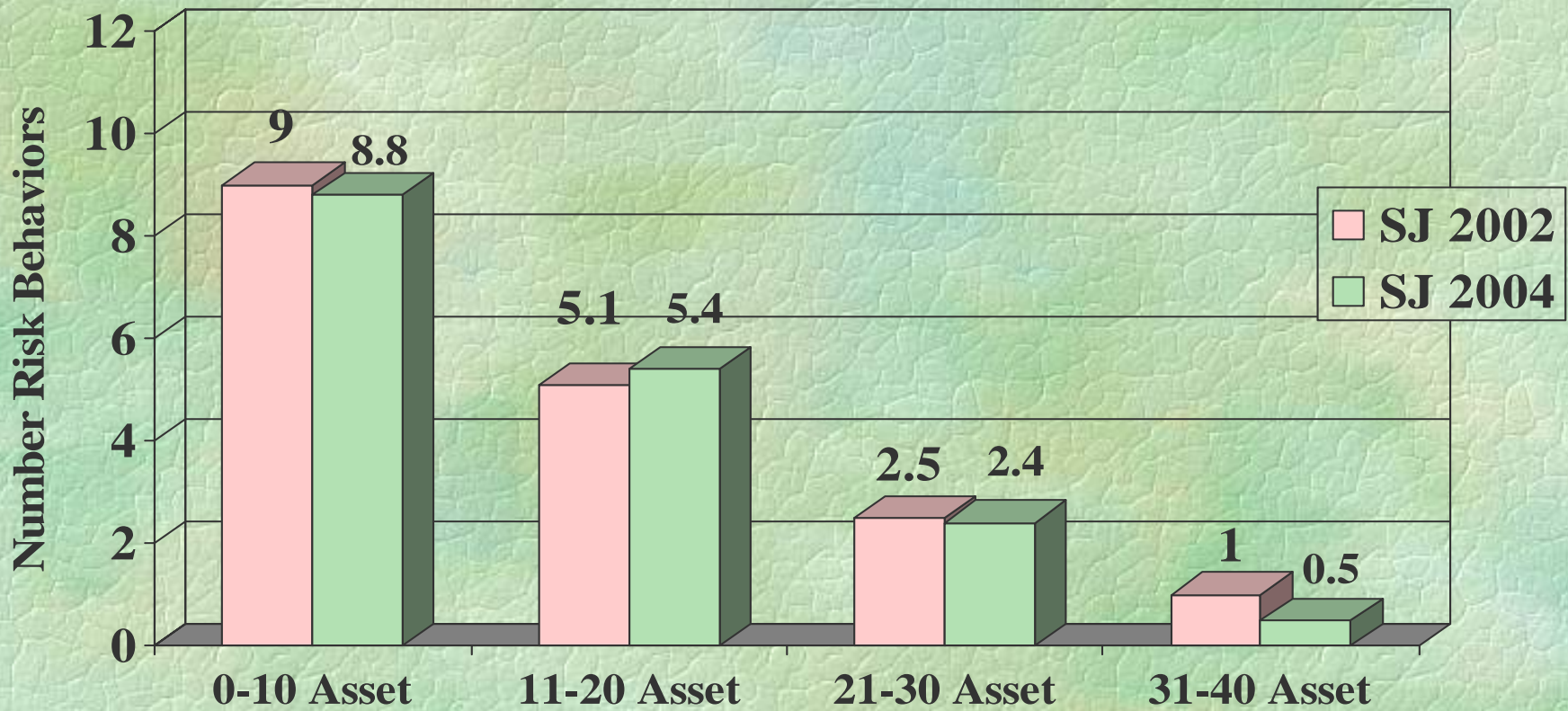
2004 Search Institute Study, St. Joseph County
Telling the Truth, even when it is not easy...



Average Number of Thriving Indicators based on Asset Level, SJ 2002 Compared to 2004

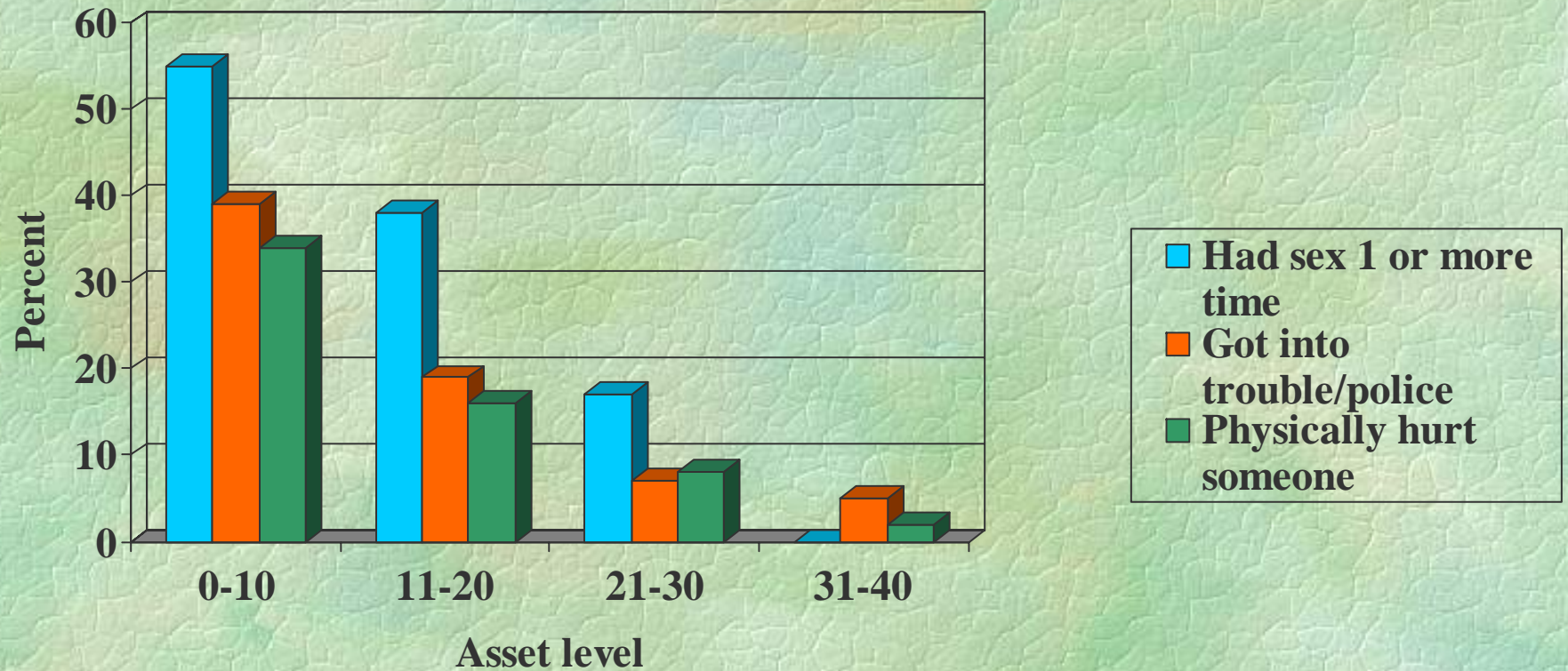


Average Number of Risk Taking Behaviors based on Asset Level, SJ 2004 Compared to 2002



Risks vs. Assets

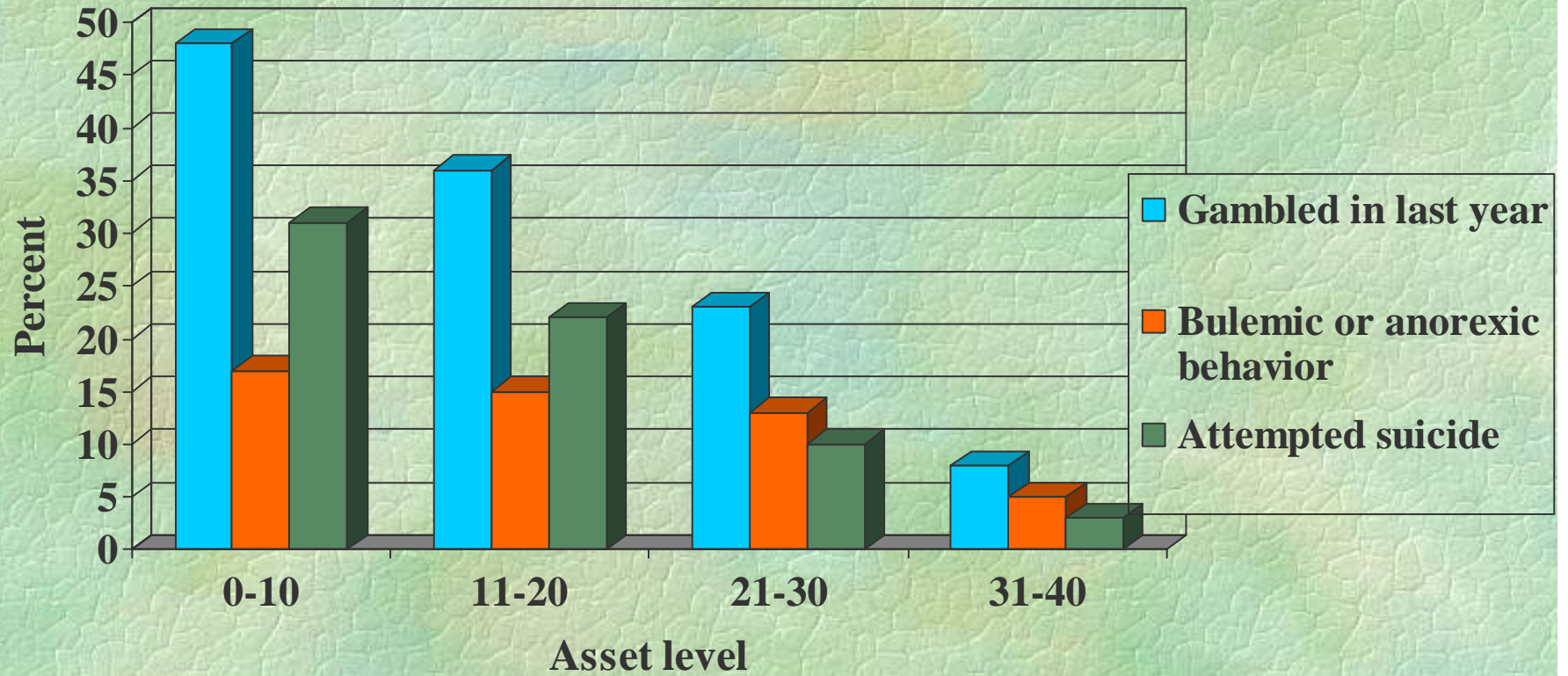
A no brain-er
Search Institute 2004



Risks vs. Assets

A no brain-er

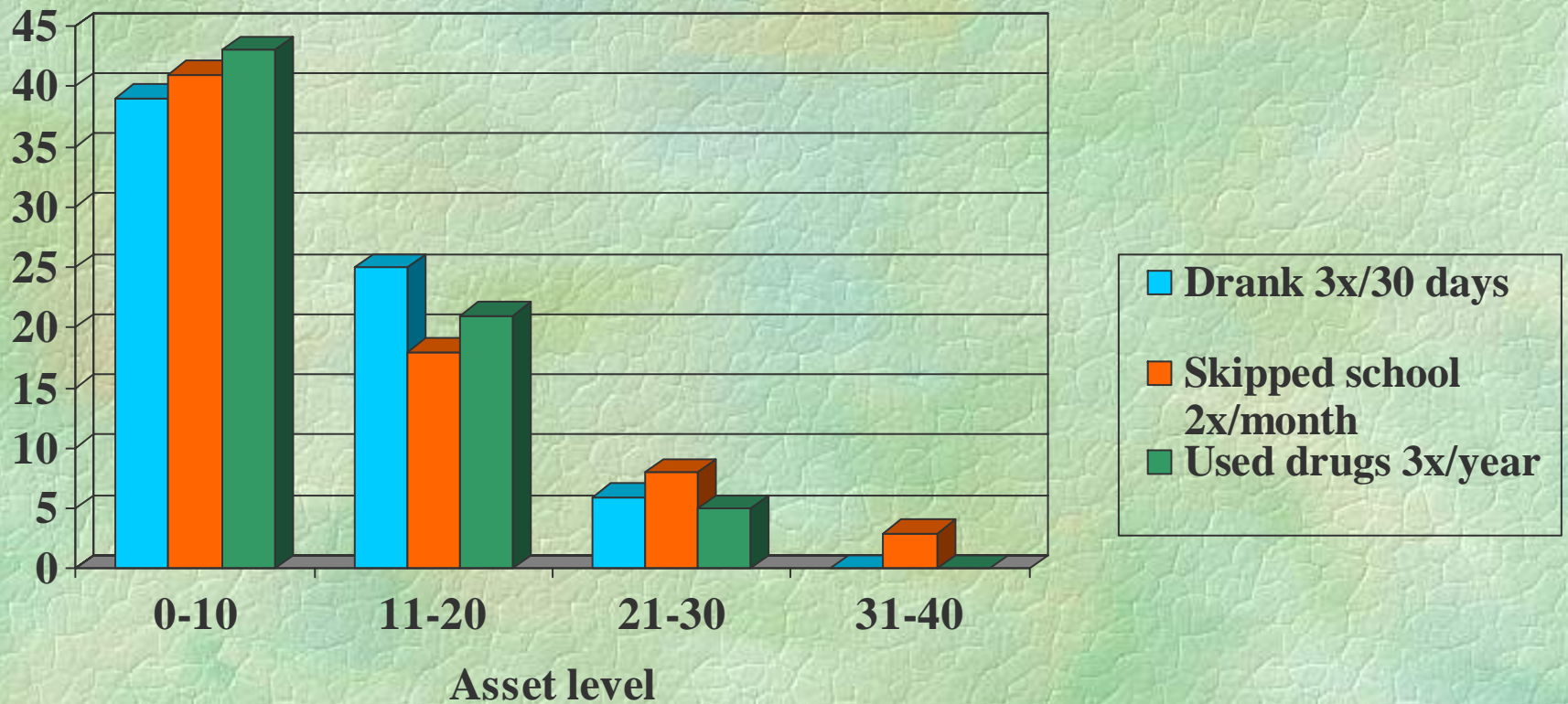
Search Institute 2004



Risks vs. Assets

A no brain-er

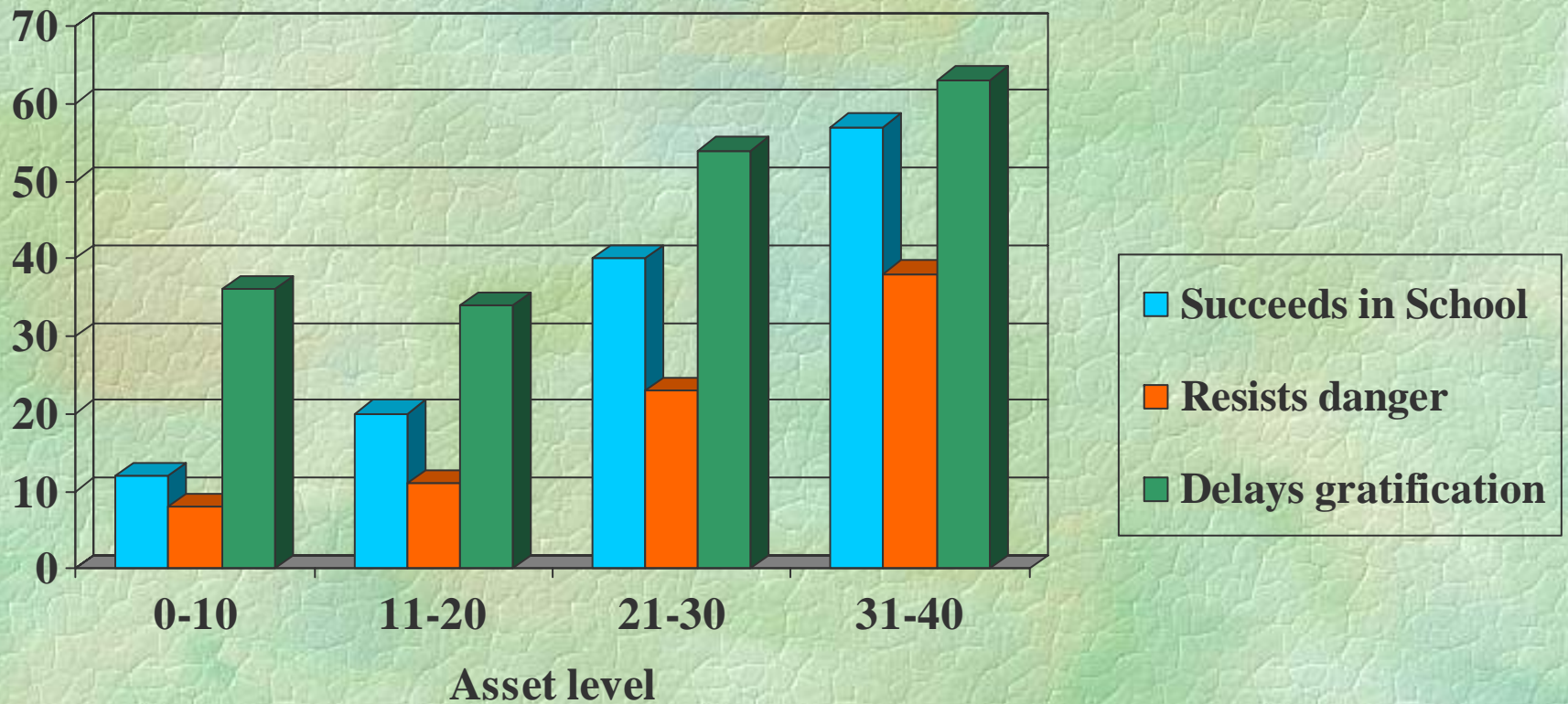
Search Institute 2004



Thriving and Assets

What a world of difference

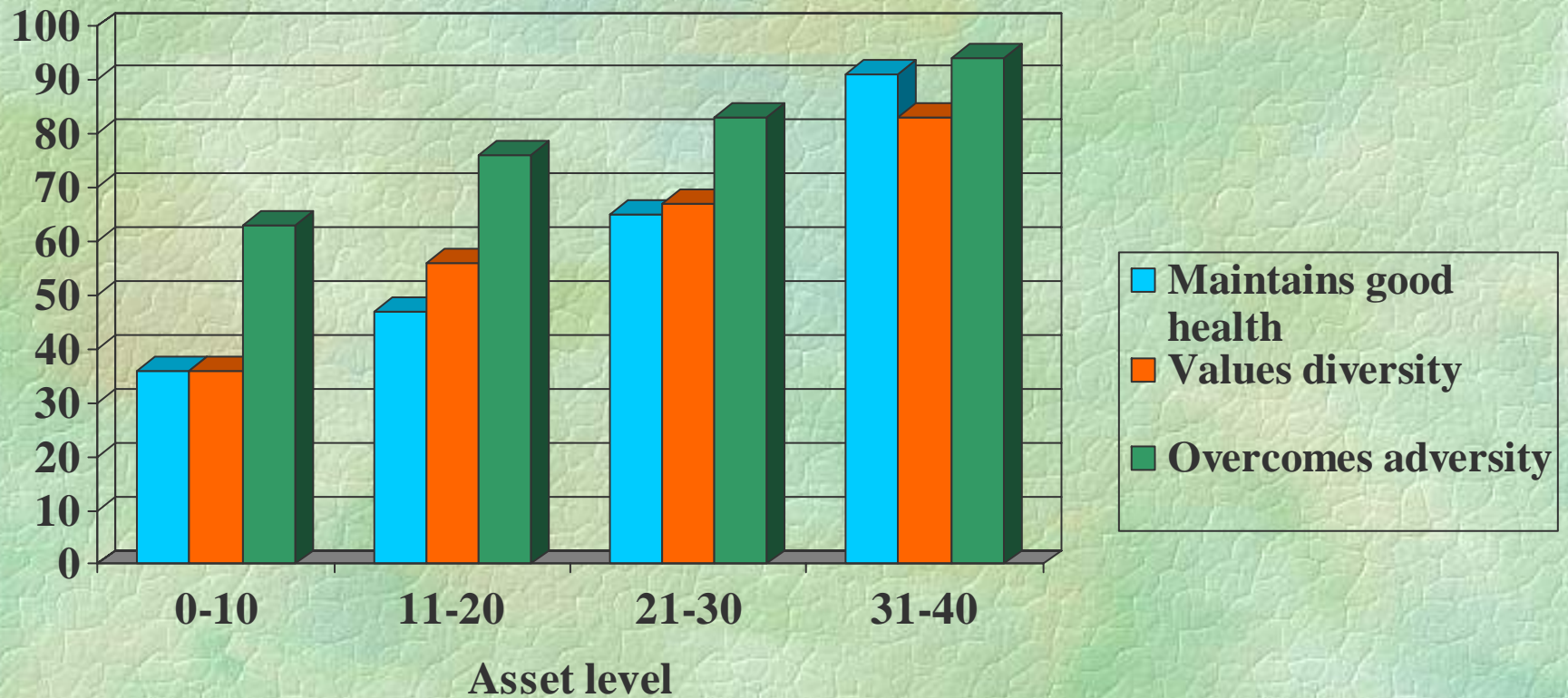
Search Institute 2004



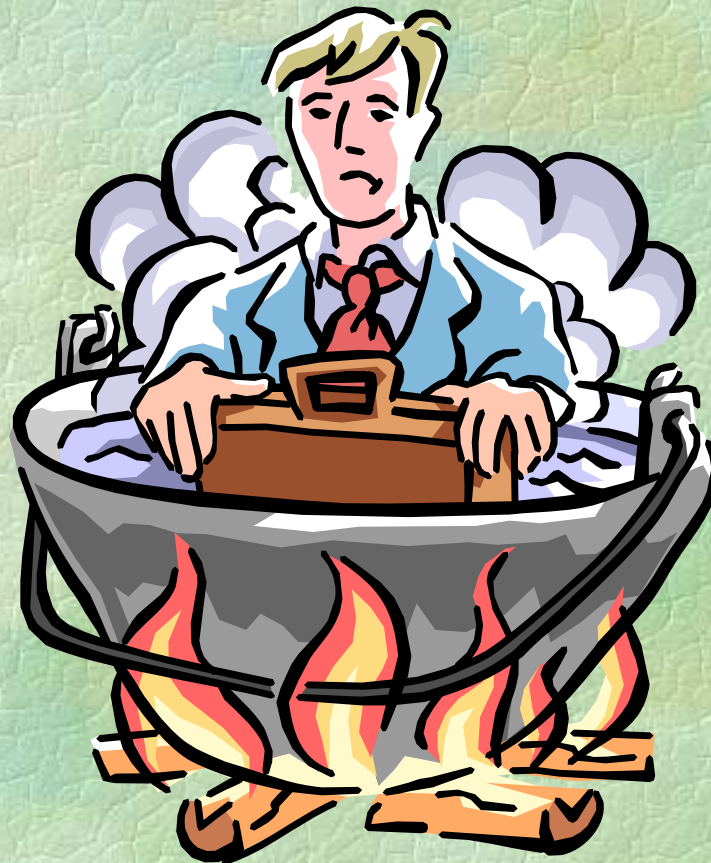
Thriving and Assets

What a world of difference

Search Institute 2004



Conclusions- what bubbled up



Areas of significant change

(the good)

1. External asset – adult relationships – up more than 20%
2. Succeeds in school – thriving indicator – much higher
3. Attendance at drinking parties – down in all grade levels
4. Marijuana use among 11th graders – down 24 %
5. Suicide rates among 9th & 11th graders – down > 20%
6. More students feel teachers care about them

Areas of significant change

The bad and some ugly

1. Inhalant use among 7th graders – up 33%
2. Smoking (regular) still very high – not new
3. 9th graders – watching TV – up 24%
4. **Victim of violence status for 7th, 9th, and 11th graders up 15 %, 12%, 28% respectively**
5. **27% more 9th graders carried a weapon to school**
6. Survey dataset drops by > 50% 2105- 2002 955-2004

Moving Forward

- All young people need assets.
- Everyone can build assets – it requires positive messages across a community
- It is ongoing – it begins at birth and continues through your life
- Relationships are key – parent to child, peer to peer
- Passing this information on to the community is key in getting the ball rolling.