PROFILES OF STUDENT LIFE:
Attitudes & Behaviors

Midland County Youth Study 2021
Special Thanks

Financial supporters:

- Midland Area Youth Action Council
- St. John’s Episcopal Church
- Midland County ESA
- Community Mental Health of Central Michigan
- Noon Rotary Community Needs Committee
- Midland Kiwanis Foundation
Special Thanks

School Partners:

- Academic and Career Education Academy
- Bullock Creek Schools
- Coleman Community Schools
- Meridian Public Schools
- Midland Public Schools
- Windover High School
## Definitions

<table>
<thead>
<tr>
<th>Developmental Assets</th>
<th>External Assets</th>
<th>Internal Assets</th>
</tr>
</thead>
</table>
| **A framework of protective factors** | Environments, activities, and experiences we can provide for youth to help them thrive. These fall into four categories:  
• Support  
• Empowerment  
• Boundaries & Expectations  
• Constructive Use of Time | Attributes and values youth hold that influence their perceptions of self and others, as well as how they interact with one another. There are four categories:  
• Commitment to learning  
• Positive Values  
• Social Competencies  
• Positive Identity |

External influences and internal attributes that cumulatively impact youth and reduce their engagement in risk-taking behaviors.
Participants (Public School 6th-12th graders)
- 4389 total students (69% participation)

Gender
- 1980 female (45.1%)
- 2113 male (48.1%)
- 281 “not sure” or “neither” (6.4%)

Race/Ethnicity
- 2% American Indian/Alaska Native
- 3% Asian
- 2% Black/African American
- 2% Hispanic/Latino
- 79% White
- 2% Other
- 11% More than one
Participation by Grade

- 9th: 17%
- 10th: 15%
- 11th: 12%
- 12th: 12%
- 6th: 13%
- 7th: 15%
- 8th: 15%
- 9th: 17%

Midland County
Average Number of Developmental Assets held by youth increased from 2006-2016, but declined from 2016-2021.
Assets in Developing Youth

Assets peak in 6th grade, when peers become primary influencer in teen's life.
Assets by Grade

2021

Assets Reported by Midland County Students

Assets trend downwards as students get older with a slight uptick in 12th grade.
Assets Over Time

2006-2021

Assets Reported by Midland County Students

Students reported increasing numbers of assets between 2006 and 2016. However, in 2021, students reported fewer assets in almost every grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>23.8</td>
<td>+1.0</td>
<td>+0.6</td>
<td>-2.0</td>
</tr>
<tr>
<td>7th</td>
<td>22.9</td>
<td>+0.8</td>
<td>-0.3</td>
<td>-1.7</td>
</tr>
<tr>
<td>8th</td>
<td>20.3</td>
<td>+2.0</td>
<td>+0.5</td>
<td>-3.0</td>
</tr>
<tr>
<td>9th</td>
<td>19.3</td>
<td>+1.3</td>
<td>+1.5</td>
<td>-2.1</td>
</tr>
<tr>
<td>10th</td>
<td>18.5</td>
<td>+0.5</td>
<td>+1.1</td>
<td>-0.7</td>
</tr>
<tr>
<td>11th</td>
<td>17.6</td>
<td>+1.9</td>
<td>+0.4</td>
<td>-0.6</td>
</tr>
<tr>
<td>12th</td>
<td>18.6</td>
<td>+0.5</td>
<td>+0.9</td>
<td>-0.1</td>
</tr>
</tbody>
</table>
Comparative Distribution of Assets

There is a significant reduction in risk-taking behaviors when youth reach 20 Developmental Assets. Yet, in 2021, fewer students have 20 or more Assets than in 2016.
Distribution of Assets

Assets were trending higher, but that trend reversed in 2021.

We want to decrease the number of youth with 0-10 and 11-20 Assets, while increasing those with 21-30 and 31-40.
Midland County students were in a growth pattern across most external assets through 2016. In 2021, nearly every external asset category was lower.
External Assets - Support
2021 Results
Change since 2016

<table>
<thead>
<tr>
<th>Category</th>
<th>2021 Results</th>
<th>Change since 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Support</td>
<td>72%</td>
<td>-5%</td>
</tr>
<tr>
<td>Positive Family Communications</td>
<td>36%</td>
<td>-2%</td>
</tr>
<tr>
<td>Other Adult Relationships</td>
<td>51%</td>
<td>-3%</td>
</tr>
<tr>
<td>Caring Neighborhood</td>
<td>32%</td>
<td>-7%</td>
</tr>
<tr>
<td>Caring School Climate</td>
<td>32%</td>
<td>-11%</td>
</tr>
<tr>
<td>Parent Involvement in Schooling</td>
<td>35%</td>
<td>-5%</td>
</tr>
</tbody>
</table>
External Assets - Empowerment

<table>
<thead>
<tr>
<th>Community Values Youth</th>
<th>Youth as Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>31%</td>
</tr>
<tr>
<td>-8%</td>
<td>-8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service to Others</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>-7%</td>
<td>-8%</td>
</tr>
</tbody>
</table>
# External Assets - Constructive Use of Time

<table>
<thead>
<tr>
<th>Creative Activities</th>
<th>Youth Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>57%</td>
</tr>
<tr>
<td>0%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Community</th>
<th>Time at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>37%</td>
<td>72%</td>
</tr>
<tr>
<td>-13%</td>
<td>+1%</td>
</tr>
</tbody>
</table>
Internal assets faired somewhat better than external since 2016, but the majority still dropped for Midland County students.
Internal Assets - Commitment to Learning

Achievement Motivation: 73% (-5%)

School Engagement: 82%
*See Footnote

Homework: 41% (-11%)

Bonding to School: 67% (-9%)

Reading for Pleasure: 21% (-3%)

*Search Institute changed the questions that define this asset in 2018. Therefore, we cannot compare this asset over time.
## Internal Assets - Positive Values

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Percentage</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring</td>
<td>63%</td>
<td>+2%</td>
</tr>
<tr>
<td>Equality &amp; Social Justice</td>
<td>69%</td>
<td>+6%</td>
</tr>
<tr>
<td>Integrity</td>
<td>74%</td>
<td>-3%</td>
</tr>
<tr>
<td>Honesty</td>
<td>72%</td>
<td>-3%</td>
</tr>
<tr>
<td>Responsibility</td>
<td>72%</td>
<td>-1%</td>
</tr>
<tr>
<td>Restraint</td>
<td>68%</td>
<td>+7%</td>
</tr>
</tbody>
</table>
Internal Assets - Social Competencies

- Planning & Decision-making: 34% (−4%)
- Interpersonal Competence: 49% (+4%)
- Cultural Competence: 52% (+10%)
- Resistance Skills: 50% (−4%)
- Peaceful Conflict Resolution: 56% (−3%)
Internal Assets - Positive Identity

<table>
<thead>
<tr>
<th></th>
<th>Personal Power</th>
<th>Sense of Purpose</th>
<th>Self-Esteem</th>
<th>Positive View of Personal Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>33%</td>
<td>46%</td>
<td>34%</td>
<td>63%</td>
</tr>
<tr>
<td>Change</td>
<td>-10%</td>
<td>-13%</td>
<td>-14%</td>
<td>-11%</td>
</tr>
</tbody>
</table>
Assets vs. Risk-Taking Behaviors

Number of Assets

<table>
<thead>
<tr>
<th>Assets</th>
<th>0-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>8.8</td>
<td>4.8</td>
<td>2.1</td>
<td>0.8</td>
</tr>
<tr>
<td>2011</td>
<td>8.4</td>
<td>4.3</td>
<td>1.6</td>
<td>0.5</td>
</tr>
<tr>
<td>2016</td>
<td>7.7</td>
<td>4.0</td>
<td>1.6</td>
<td>0.5</td>
</tr>
<tr>
<td>2021</td>
<td>6.3</td>
<td>3.5</td>
<td>1.6</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Risk-Taking Behaviors

From 2006 to 2021, the number of assets has decreased while the number of risk-taking behaviors has increased.
Risk Taking Behaviors

In the past 12 months....

Most risk-taking behaviors did not change significantly.

- Rode with someone who had been Drinking: 22% (21%)
- Shoplifted: 8% (+1%)
- Vandalism: 8% (+1%)
- Trouble with Police: 9% (0%)
- Used Weapon to get Something: 2% (0%)
- Hit Someone: 20% (+2%)
- Physically Hurt Someone: 9% (0%)
- Threw a Weapon: 0% (0%)
- Group Fight: 12% (-1%)
- Carried a Weapon for Protection: 19% (+3%)
- Threatened Physical Harm: 19% (0%)
- Drove after Drinking: 2% (-2%)
- Skipped School: 27% (+3%)
- Gambled: 13% (-3%)
### Impactful Assets

Five assets have a strong inverse relationship with most risk-taking behaviors.

<table>
<thead>
<tr>
<th>Assets</th>
<th>School Problems</th>
<th>Gambling</th>
<th>School Truancy</th>
<th>Violence</th>
<th>Anti-social Behaviors</th>
<th>Driving &amp; Alcohol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Peer Influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resistance Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restraint</td>
<td><strong>Blue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Role Models</td>
<td><strong>Blue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Relative Importance

- **Primary**
- **Other**
## Assets & Substance Use

Four of the same assets influence youth substance use.

<table>
<thead>
<tr>
<th>Assets</th>
<th>Relative Importance</th>
<th>Primary</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Peer Influence</td>
<td>Rarely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resistance Skills</td>
<td>Sometimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restraint</td>
<td>Often</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Motivation</td>
<td>Important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Role Models</td>
<td>Essential</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Substance Use Behaviors</th>
<th>Rx Drugs</th>
<th>Heroin</th>
<th>Marijuana</th>
<th>Vaping Nicotine</th>
<th>Tobacco</th>
<th>Alcohol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative Importance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
30 Day Substance Use

Vaping and alcohol use rates are nearly equal; marijuana is close behind. Use increases as students get older.
Substance Use Trends, 2006-2021

Alcohol, tobacco, marijuana, and other drug use has decreased significantly since 2006.
Poly Substance Use
Comparing Vaping, Marijuana, and Alcohol

5% of all students use both alcohol and nicotine vapes.

2.5% of all students use all three of the above listed substances.
Most students do not use substances, as noted by the light blue sections. Regardless of use status, most students recognize the risk of using substances. The exception is marijuana users, who very consistently reported very low or slight perception of risk of marijuana use.
Most youth do perceive risks of all substance use, and most youth do not use. Youth who use marijuana report a much lower perception of risk of marijuana use.
Students who report higher levels of assets are less likely to use substances.
Depression increased from 17% overall in 2016 to 28% in 2021.
Suicide attempts rose from 14% to 19% overall from 2016-2021.
Eating Disorders

Eating disorders have increased 10% since 2016.
Female students were substantially more likely to experience depression (34%), attempt suicide (21%), and have an eating disorder (30%) than males (18%, 13%, 17%).

Students who identified as “not sure” or “neither” for gender were approximately twice as likely as females to experience depression (64%), attempt suicide (47%), and have an eating disorder (42%).

Technology use (defined to include tv, videos, computer, cell phones, tablets, texting, email, and social media) were somewhat, but not significantly, associated with depression.
Assets vs. Mental Health

Students with higher assets are significantly less likely to experience depression, attempt suicide, or have eating disorders.
## Assets & Mental Health

Four of the same assets influence youth substance use.

<table>
<thead>
<tr>
<th>Assets</th>
<th>Suicide</th>
<th>Depression</th>
<th>Eating Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Power</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Values Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Peer Influence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Relative Importance

- Primary
- Secondary
- Other
Limitations of Study

No study is perfect; here are some things we wish we knew more about.

- Need more information about students' screen and social media use to identify whether there is a relationship with mental health concerns.
- Limited to studying only 23 of 24 risk-taking behaviors due to removal of two questions.
- Simplification and removal of gender identity and sexual orientation identifiers limited our ability to learn about the experiences of these students.
- Lack data on students with disabilities because survey does not ask about disabilities.
Accomplishments
Based on Countywide Data

- Overall decline in substance use.
  - 4% decline in alcohol use
  - 4% decline in tobacco use
  - 1% decline in marijuana use
  - 1% decline in other drugs
  - 2% decline in driving after using alcohol

- Significant increase in Priority Asset Restraint

- Continued strong presence of Positive Peer Influence
  - Restraint and Positive Peer Influence are identified as a primary asset for reducing risk-taking behaviors.
Accomplishments, cont.

Based on Countywide Data

- Diversity, Equity, and Inclusion
  - 10% increase in Cultural Competence
  - 15% increase in Equality and Social Justice
  - 12% increase in Caring
  - 4% increase in Interpersonal Competence
Concerns
Based on Countywide Data

Positive Identity Assets
More than half of students surveyed did not have 3 of these assets.
• Self-esteem (34%, 14% decline)
• Sense of Purpose (46%, 13% decline)
• Positive View of Personal Future (63%, 11% decline)
• Personal Power (33%, 10% decline)

Risk-Taking Behaviors
Certain risk-taking behaviors have increased significantly, especially in females.
• 11% increase in depression
  • Females 34%, Males 18%
• 5% increase in attempted suicide
  • Females 21%, Males 13%
• 10% increase in eating disorders
  • Females 30%, Males 17%
Concerns, cont.

Based on Countywide Data

Empowerment Assets
Each of the Empowerment Assets declined
- Safety (44%, 8% decline)
- Youth as Resources (31%, 8% decline)
- Community Values Youth (24%, 8% decline)
- Service to Others (47%, 7% decline)

Other Assets
Many other assets declined significantly
- Religious Community (37%, 13% decline)
- Neighborhood Boundaries (40%, 9% decline)
- Bonding to School (67%, 9% decline)

Every asset matters when it comes to developing youth.
Recommendations

Refocus on Building Assets!!!

- Build relationships with young people and encourage relationships with positive peers.
- Seek out opportunities to serve
  - Service to others has been found to help people connect with others, build a sense of purpose, and develop one's own self-worth.*
- Educate parents and community members
  - Everyone's an Asset-BUILDER
  - Presentations to middle school parents
  - Resources like YC Magazine and Directions NOT Included podcast
- What else???

*Surgeon General's Advisory, Protecting Youth Mental Health, 2021
Discussion

- What are you wondering?
- What concerns you?
- What excites you?
- What can schools do to better support youth?
- What can parents and community members do?
- Who else needs to see this presentation?