

PROFILES OF STUDENT LIFE:

Attitudes & Behaviors

2021



Midland County Youth Study



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

Developmental Assets

A framework of protective factors

External influences and internal attributes that cumulatively impact youth and reduce their engagement in risk-taking behaviors

External Assets

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

Internal Assets

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:

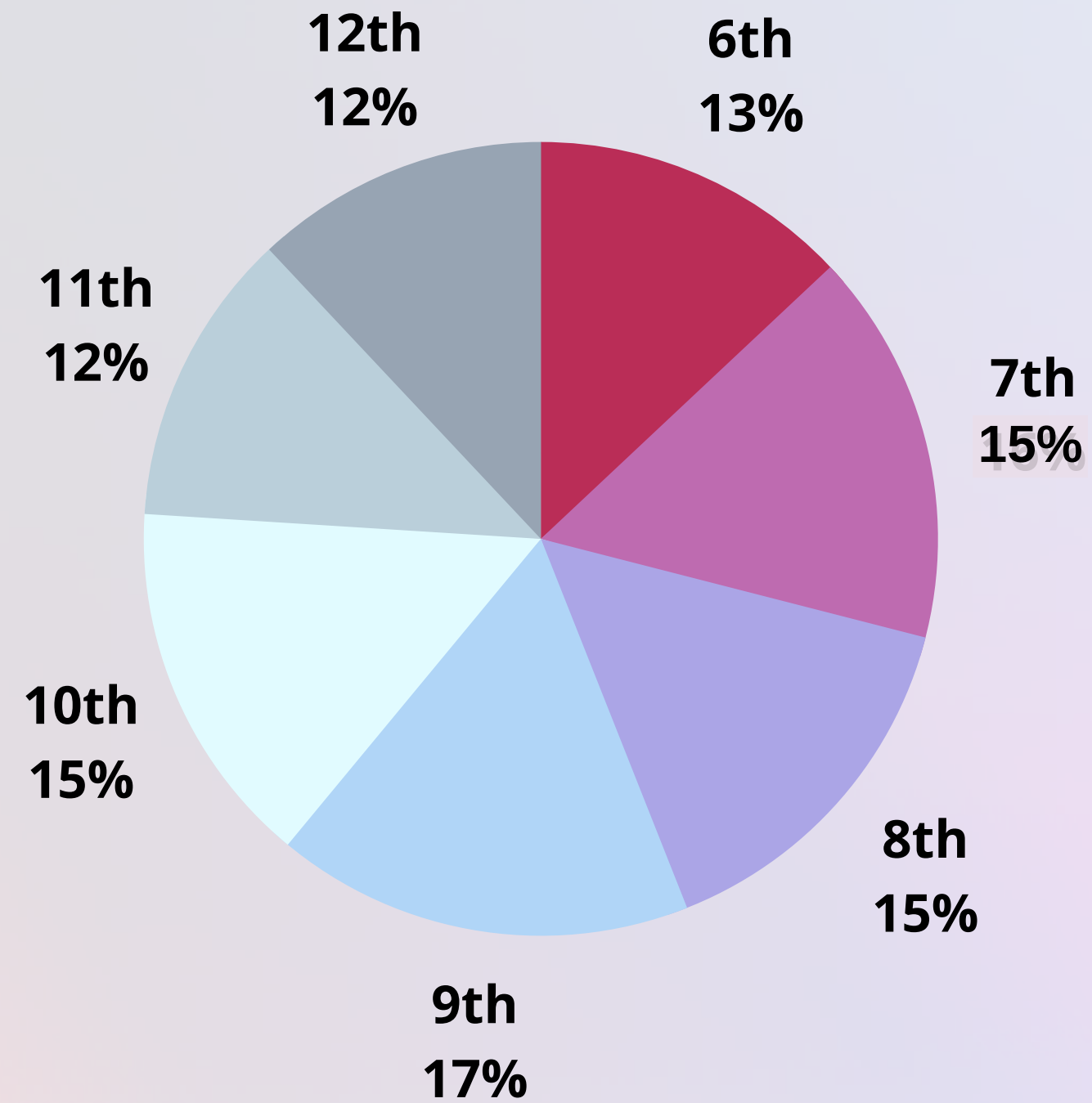
- Commitment to learning
- Positive Values
- Social Competencies
- Positive Identity

Demographics

- **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



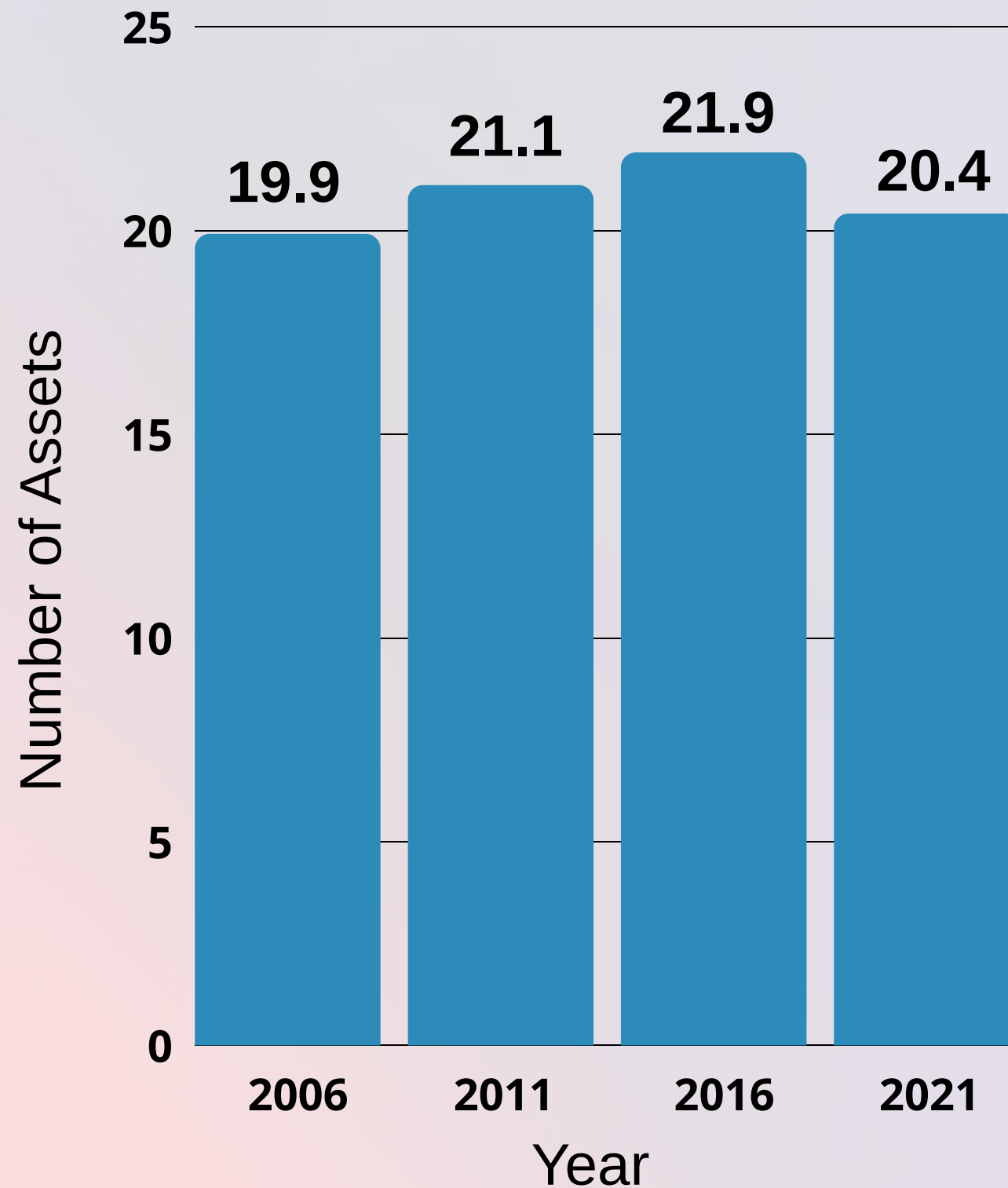
Participation by Grade



Midland County



Average Number of Assets



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.

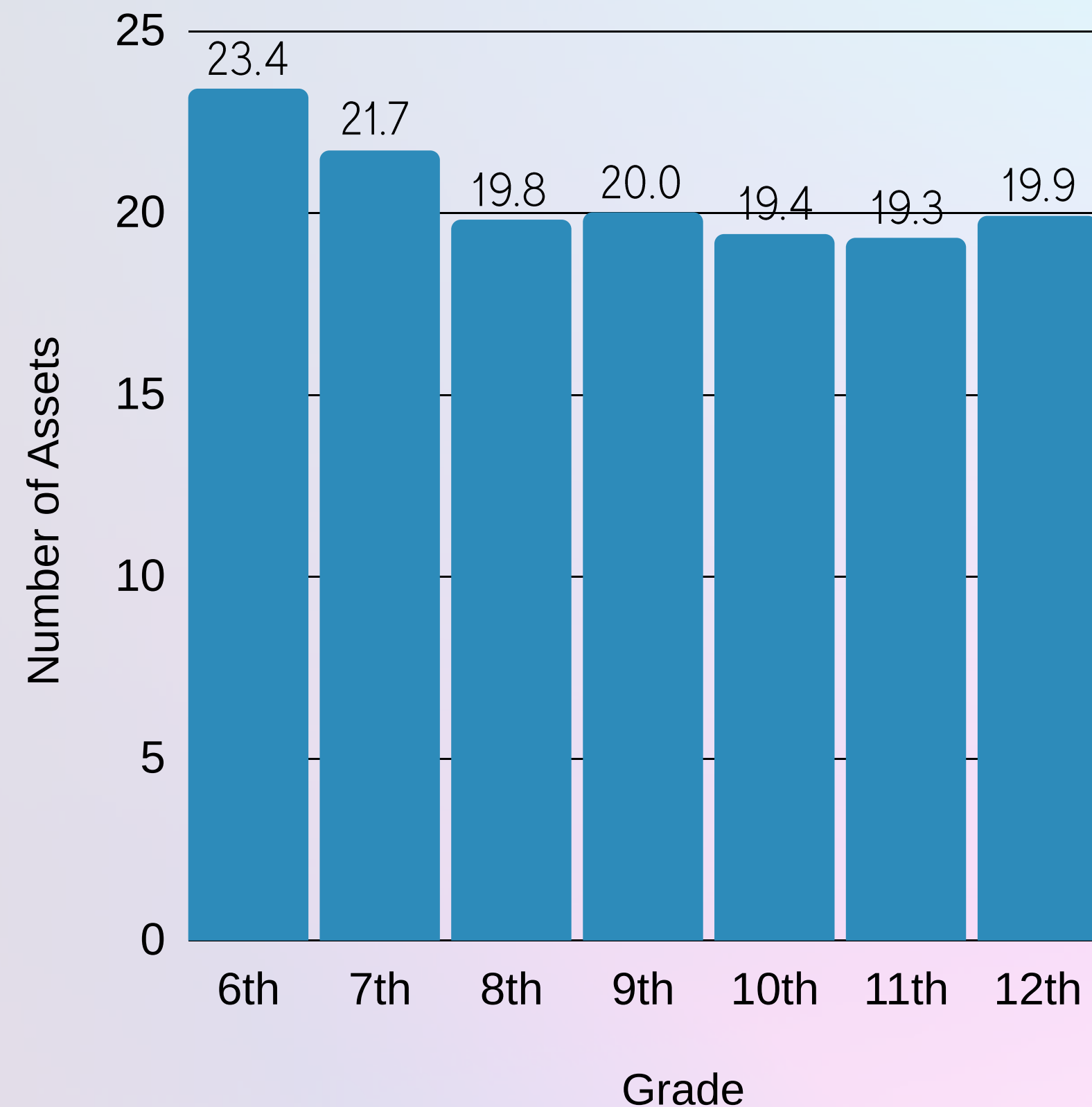


Assets by Grade

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.



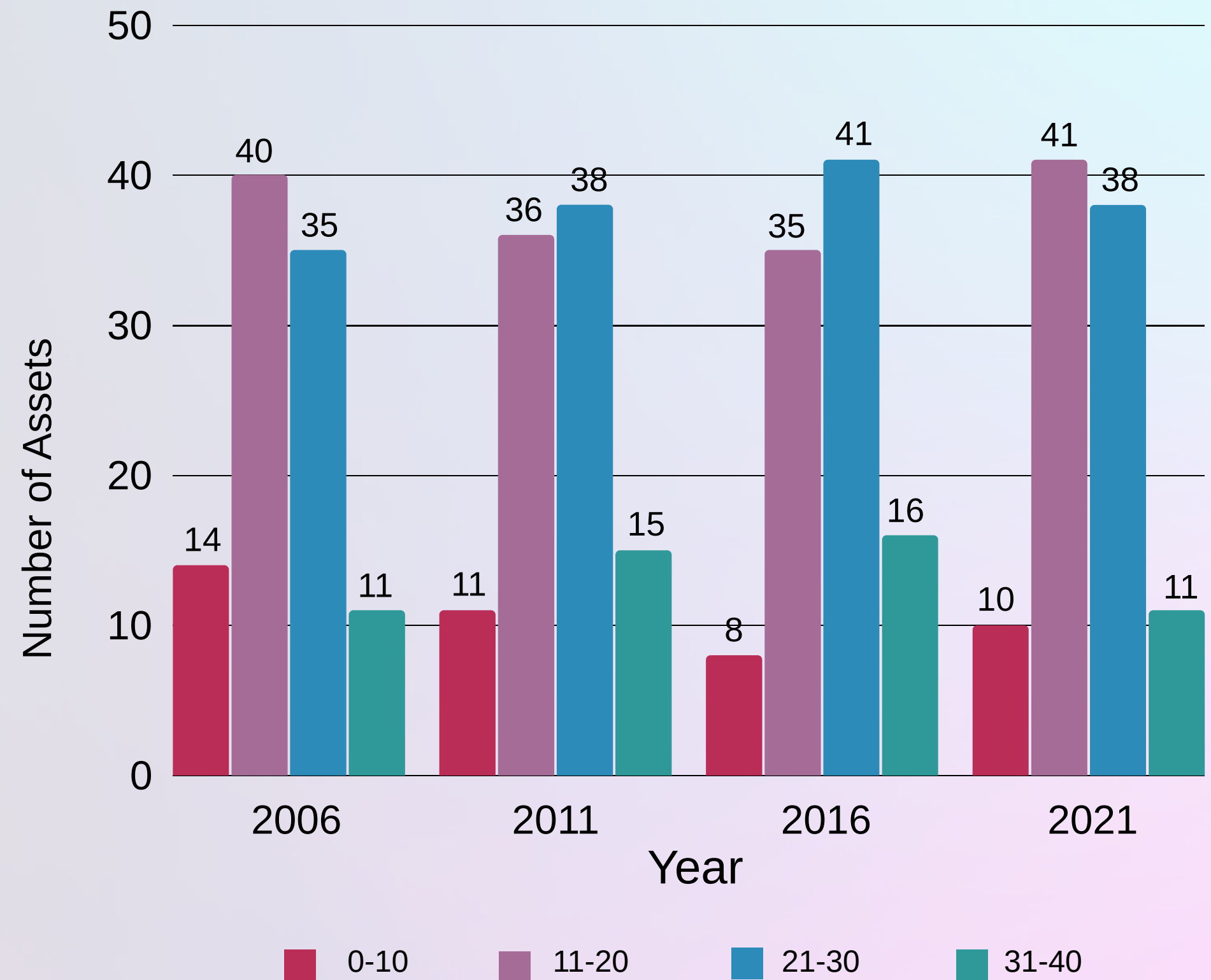
	Change Across Surveys			
	Year			
Grade	2006	2011	2016	2021
6th	23.8	+1.0	+0.6	-2.0
7th	22.9	+0.8	-0.3	-1.7
8th	20.3	+2.0	+0.5	-3.0
9th	19.3	+1.3	+1.5	-2.1
10th	18.5	+0.5	+1.1	-0.7
11th	17.6	+1.9	+0.4	-0.6
12th	18.6	+0.5	+0.9	-0.1

Baseline
Number of
Assets

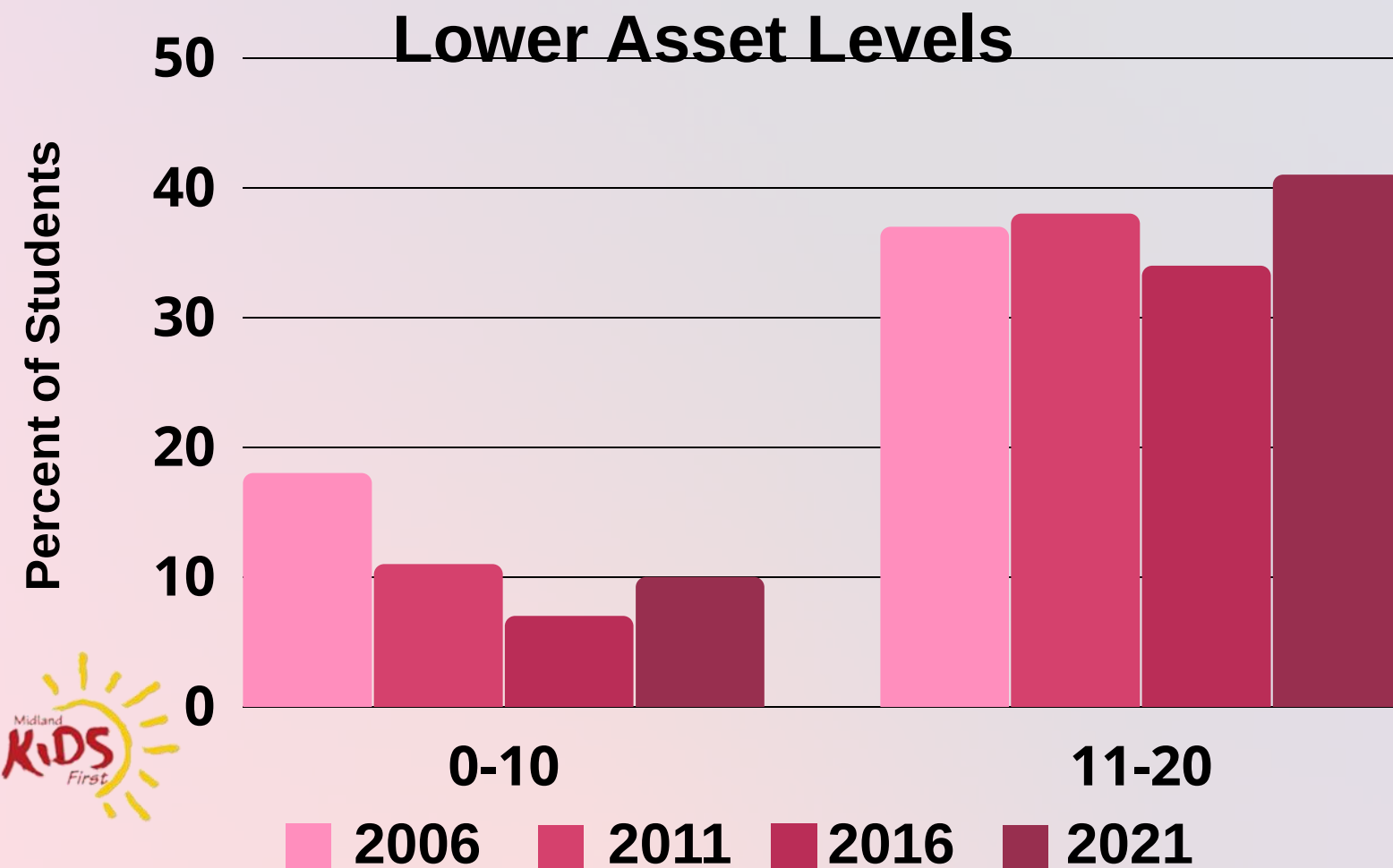
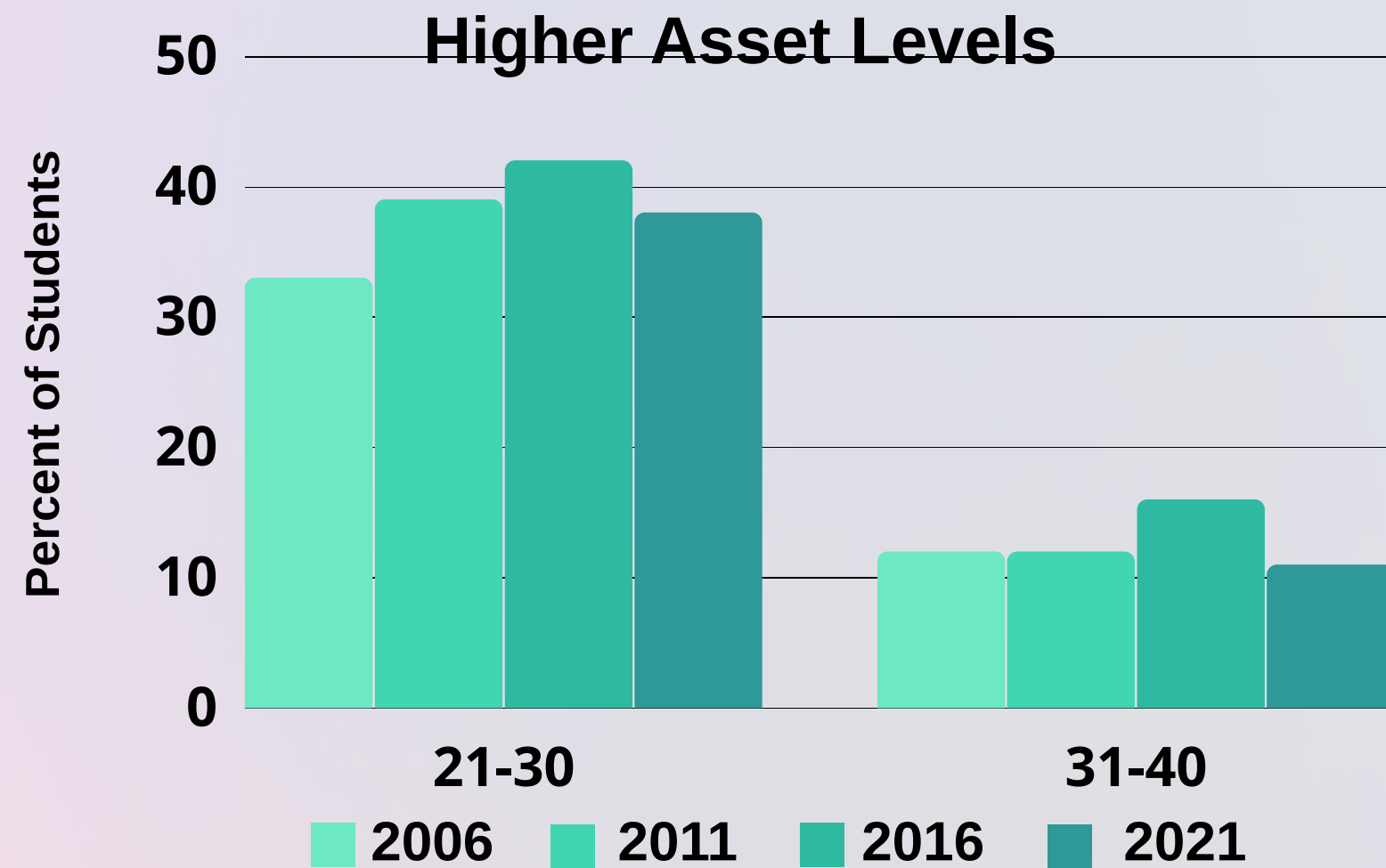


Comparative Distribution of Assets

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



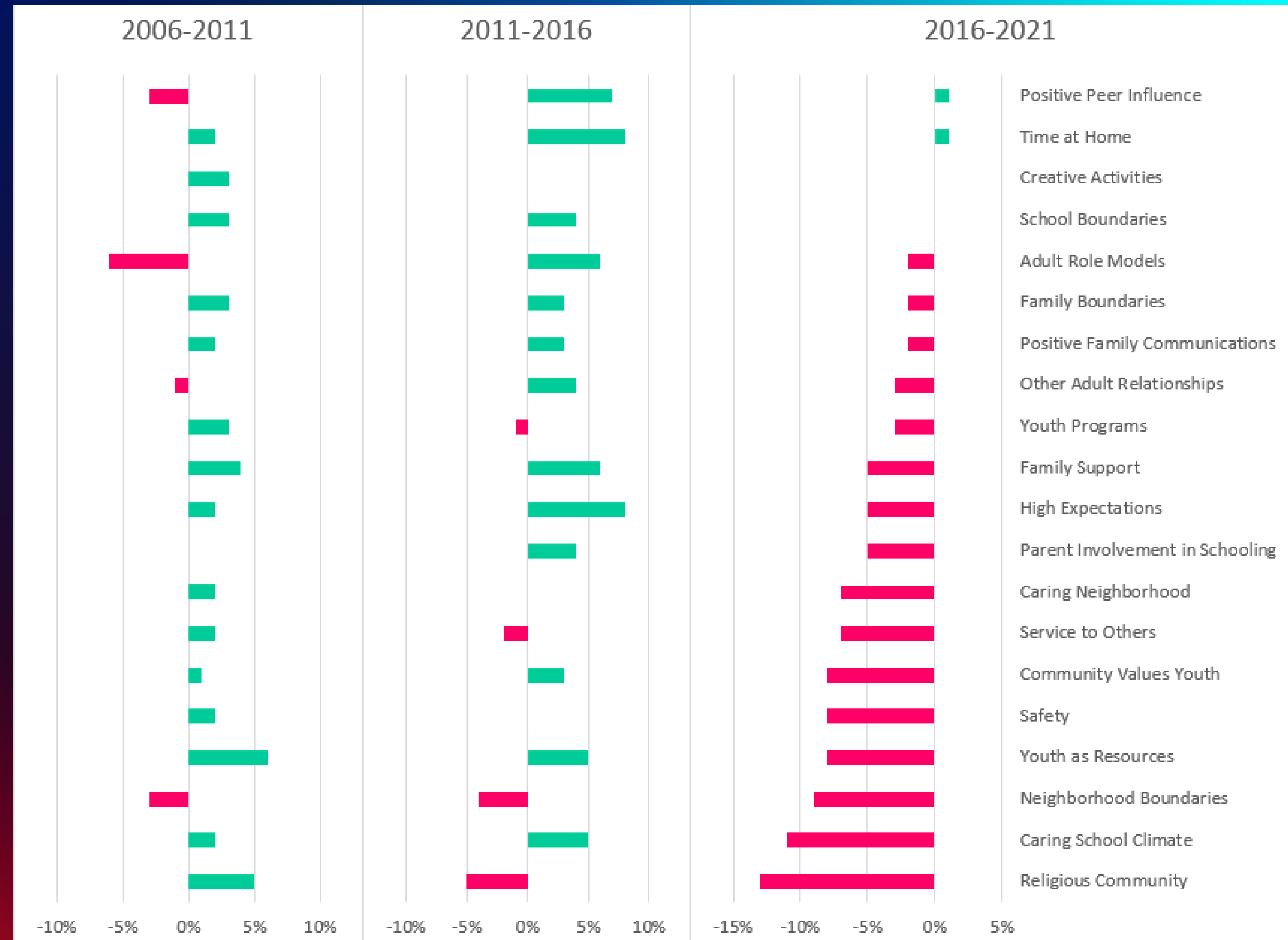
Assets were trending higher, but that trend reversed in 2021.

We want to *decrease* the number of youth with 0-10 and 11-20 Assets, while *increasing* those with 21-30 and 31-40.



External Assets: Change Over Time

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

Family Support



72%
-5%

Positive Family Communications



36%
-2%

Other Adult Relationships



51%
-3%

Caring Neighborhood



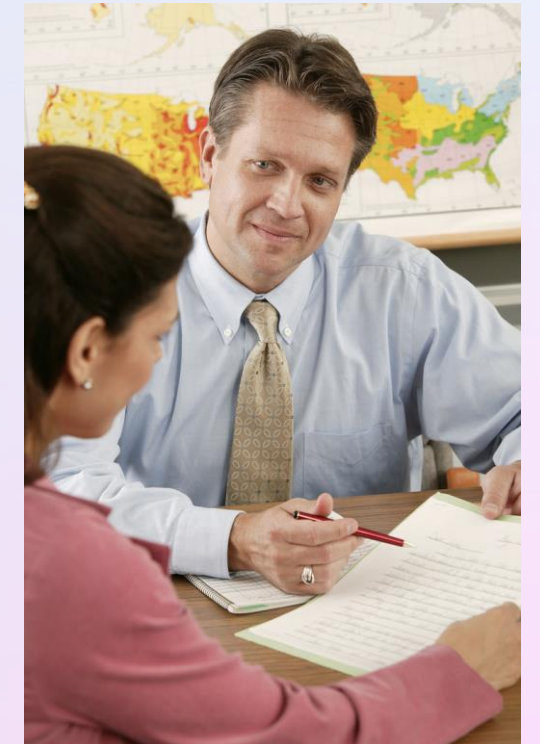
32%
-7%

Caring School Climate



32%
-11%

Parent Involvement in Schooling



35%
-5%

External Assets - Empowerment

Community
Values Youth

24%

-8%



Youth as
Resources

31%

-8%



Service to
Others

47%

-7%



Safety

44%

-8%



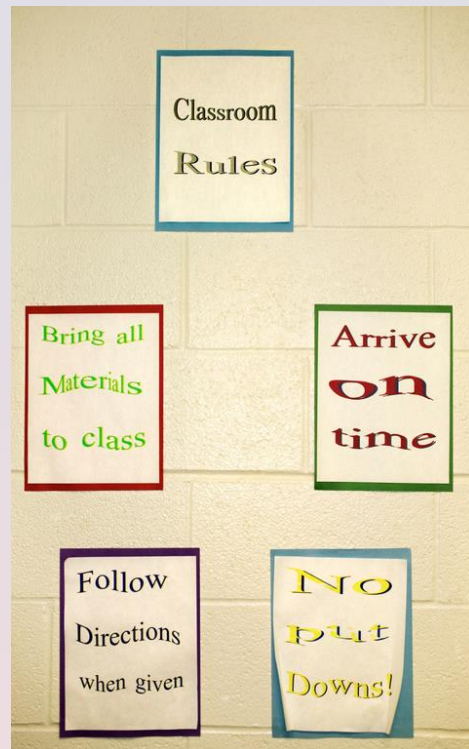
External Assets - Boundaries & Expectations

Family Boundaries



51%
-2%

School Boundaries



62%
0%

Neighborhood Boundaries



40%
-9%

Adult Role Models



37%
-2%

Positive Peer Influence



84%
+1%

High Expectations



57%
-5%

External Assets - Constructive Use of Time

Creative Activities

19%
0%



Youth Programs

57%
-3%



Religious Community

37%
-13%



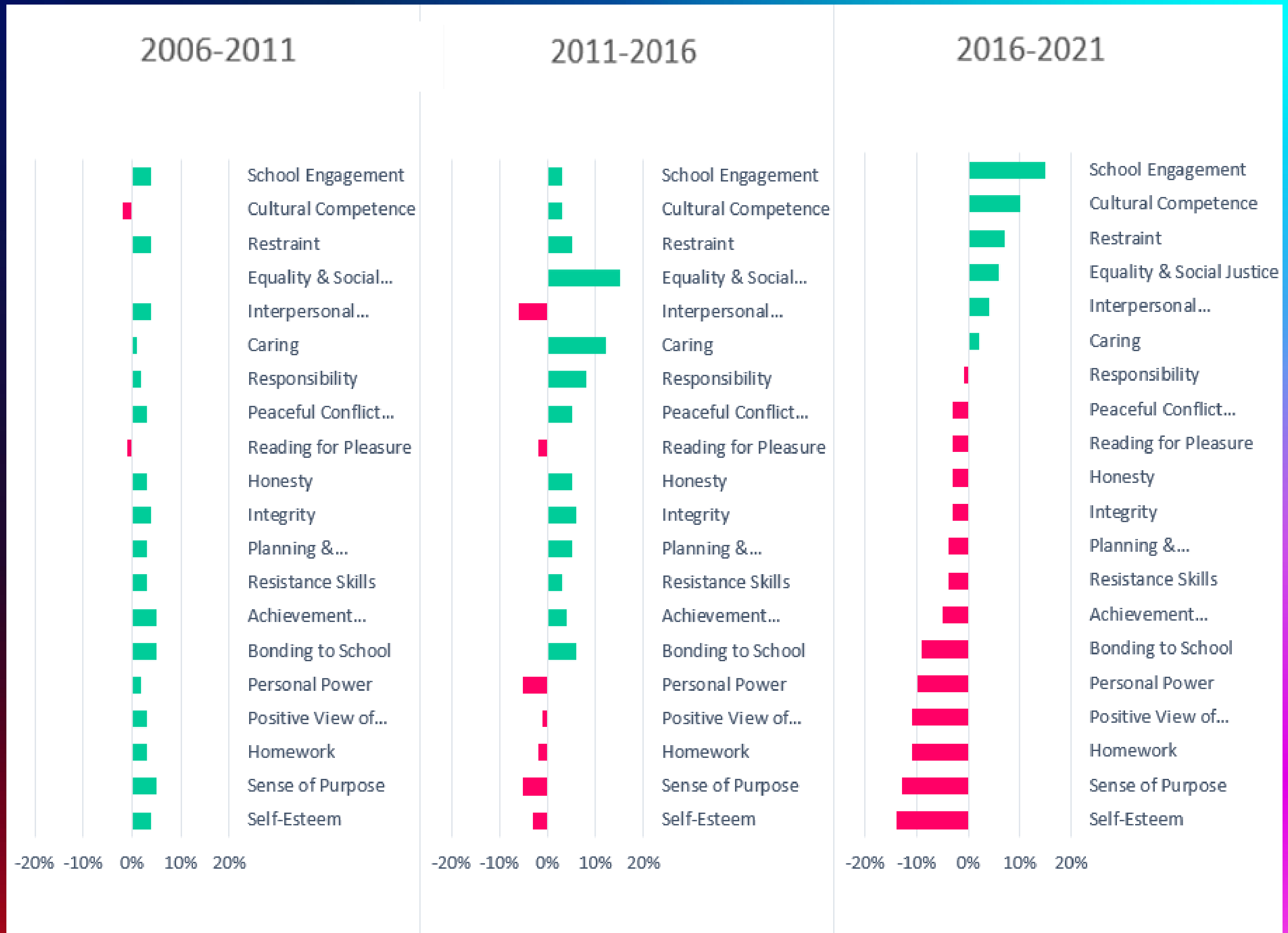
Time at Home

72%
+1%



Internal Assets: Changes Over Time

Internal assets fared somewhat better than external since 2016, but the majority still dropped for Midland County students.



Internal Assets - Commitment to Learning

Achievement Motivation



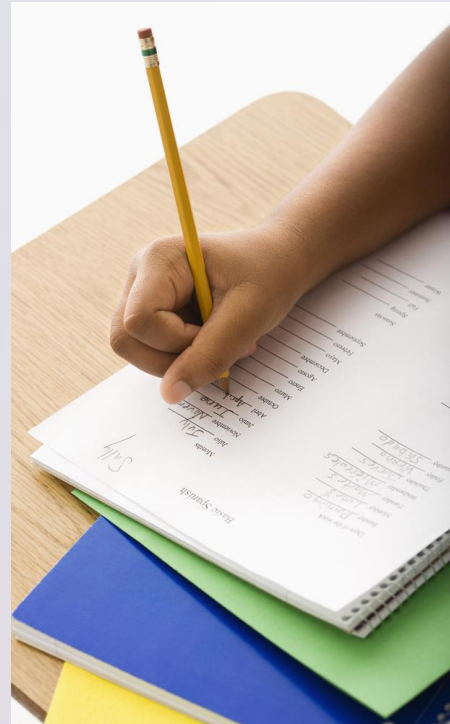
73%
-5%

School Engagement



82%
+15%

Homework



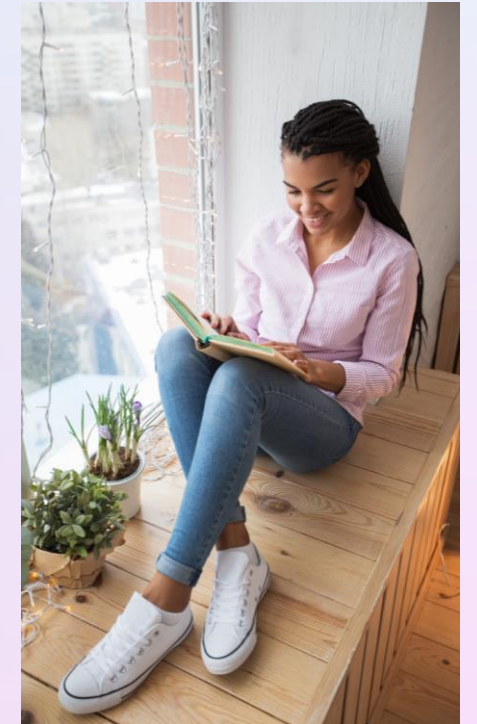
41%
-11%

Bonding to School



67%
-9%

Reading for Pleasure



21%
-3%

Internal Assets - Positive Values

Caring



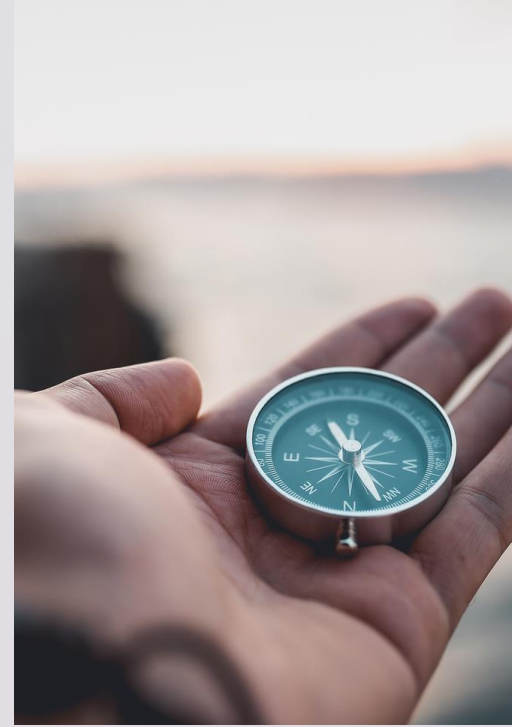
63%
+2%

Equality & Social Justice



69%
+6%

Integrity



74%
-3%

Honesty



72%
-3%

Responsibility



72%
-1%

Restraint



68%
+7%

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

**Personal
Power**

33%
-10%



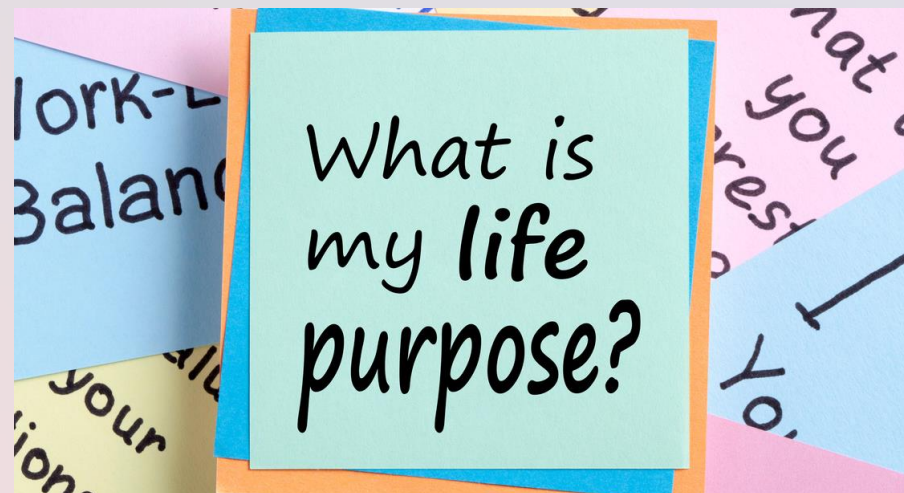
**Self-
Esteem**

34%
-14%



**Sense of
Purpose**

46%
-13%

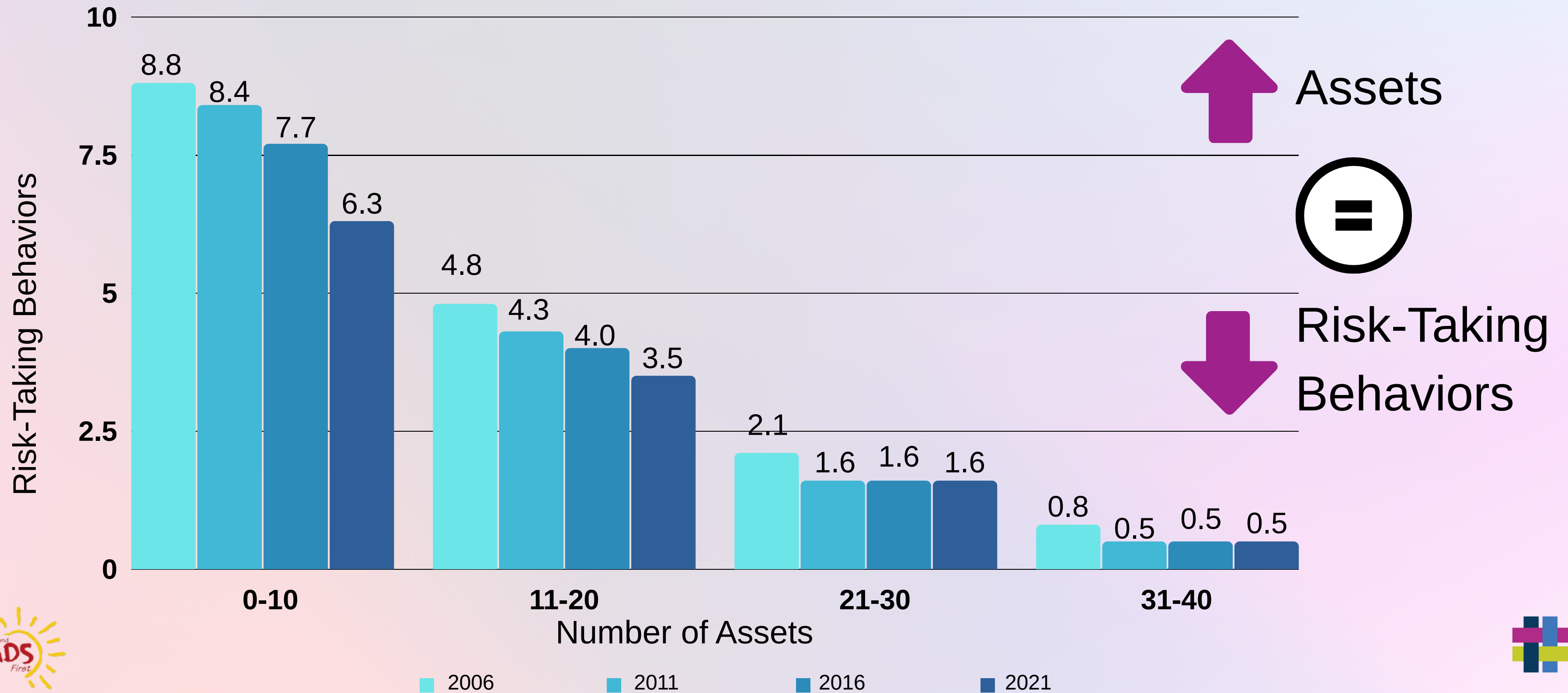


**Positive View of
Personal Future**

63%
-11%



Assets vs. Risk-Taking Behaviors

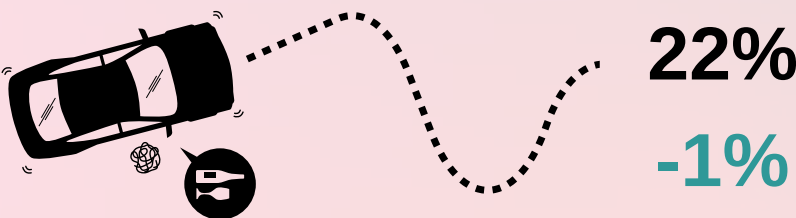


Risk Taking Behaviors

In the past 12 months....

Most risk-taking behaviors did not change significantly.

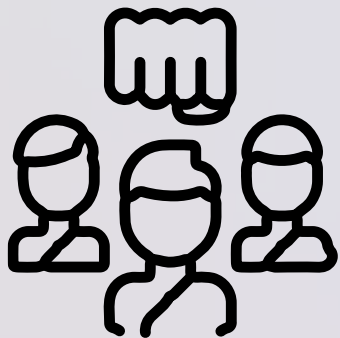
Rode with someone who had been Drinking



Shoplifted
8%
+1%



Hit Someone
20%
+2%



Group Fight
12%
-1%



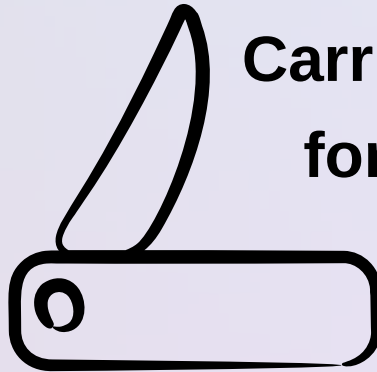
Drove after Drinking
2%
-2%



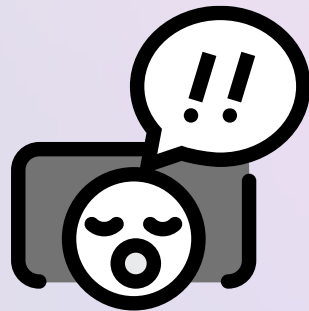
Vandalism
8%
+1%



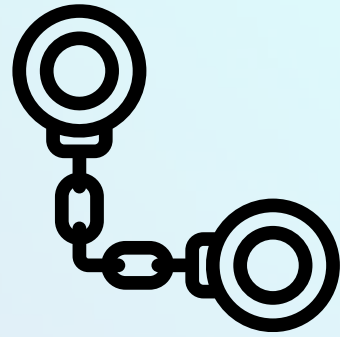
Physically Hurt Someone
9%
0%



Carried a Weapon for Protection
19%
+3%



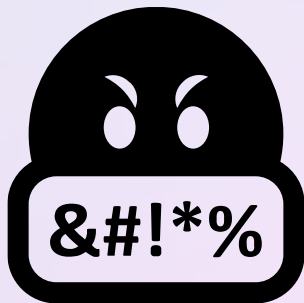
Skipped School
27%
+3%



Trouble with Police
9%
0%



Used Weapon to get Something
2%
0%



Threatened Physical Harm
19%
0%



Gambled
13%
-3%

Impactful Assets

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



	Risk-Taking Behaviors					
Assets	School Problems	Gambling	School Truancy	Violence	Anti-social Behaviors	Driving & Alcohol
Positive Peer Influence	Primary	Primary	Primary	Primary	Primary	Primary
Resistance Skills	Primary	Primary	Primary	Primary	Primary	Primary
Restraint	Other	Primary	Primary	Primary	Primary	Primary
Achievement Motivation	Primary	Primary	Primary	Primary	Primary	Other
Adult Role Models	Other	Other	Other	Primary	Other	Other
Relative Importance		Primary		Other		



Assets & Substance Use

Four of the same assets influence youth substance use.

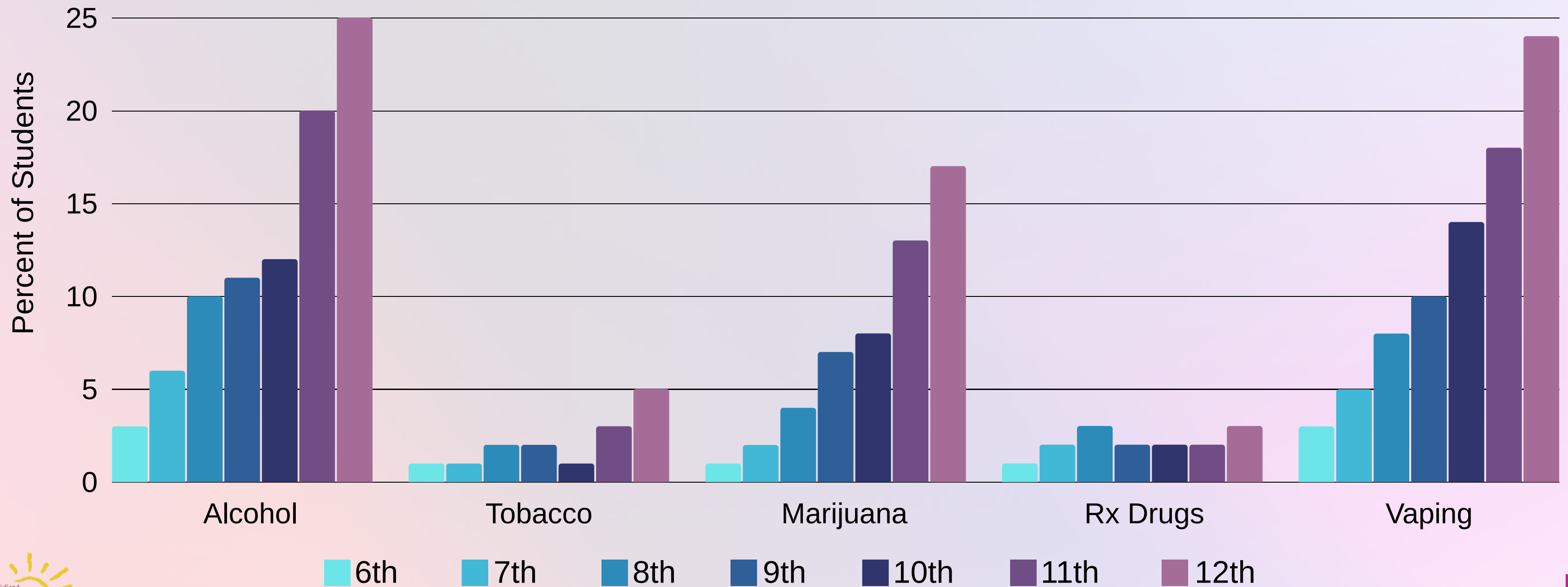


	Substance Use Behaviors					
Assets	Rx Drugs	Heroin	Marijuana	Vaping Nicotine	Tobacco	Alcohol
Positive Peer Influence						
Resistance Skills						
Restraint						
Achievement Motivation						
Adult Role Models						
Relative Importance		Primary		Other		



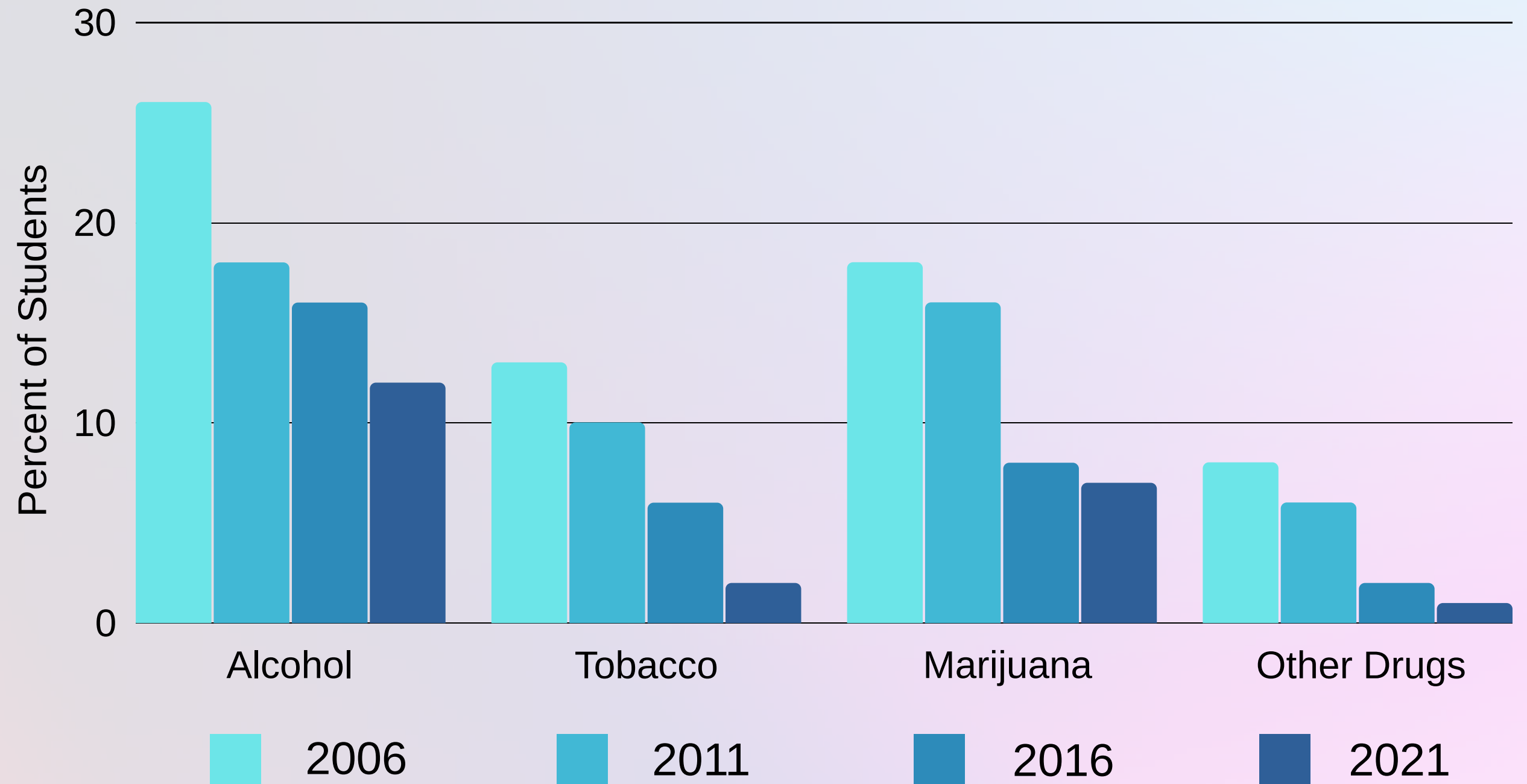
30 Day Substance Use

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%

Alcohol & Vape

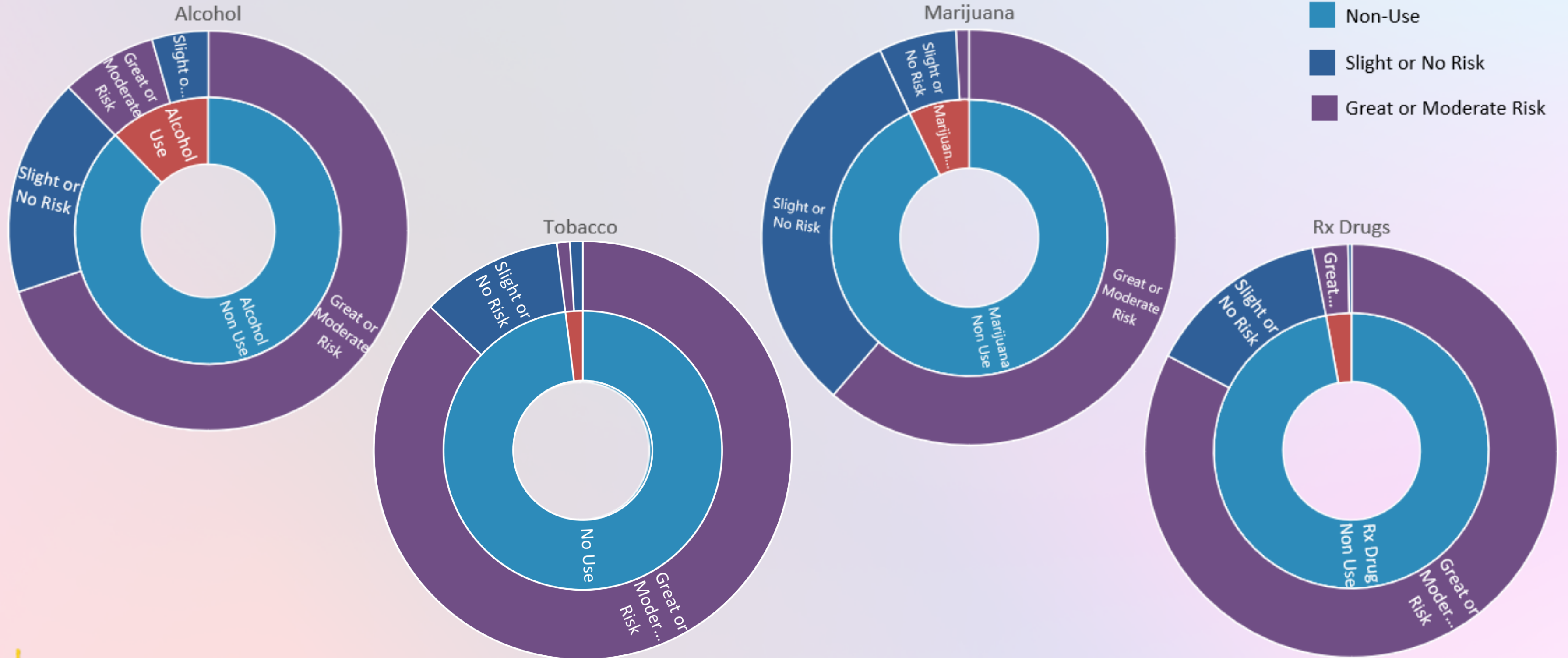
5% of all students use **both** alcohol and nicotine vapes.

2.5%

Alcohol, Vape, Marijuana

2.5% of all students use **all three** of the above listed substances.

Use vs. Perception of Risk

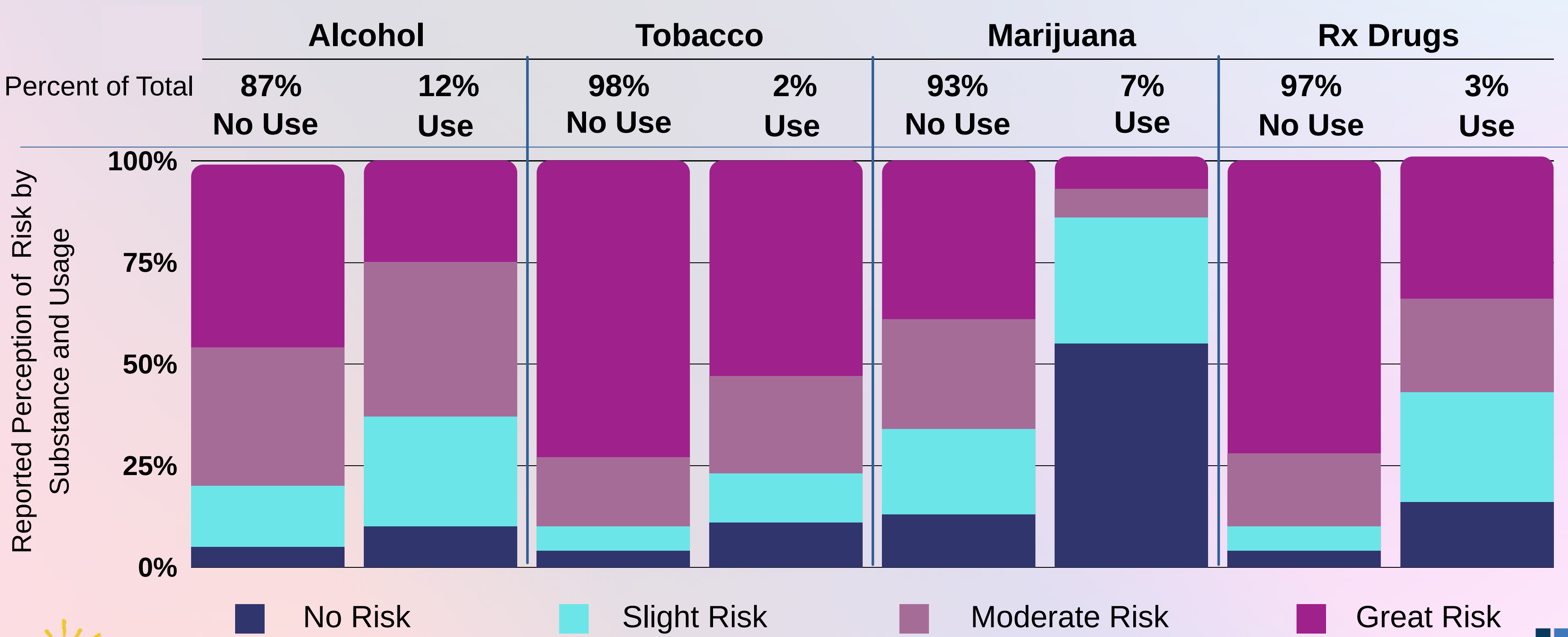


Most students do not use substances, as noted by the light blue sections.
Regardless of use status, most students recognize the risk of using substances.

The exception is marijuana users, who very consistently reported very low or slight perception of risk of marijuana use.



Substance Use vs Perception of Risk

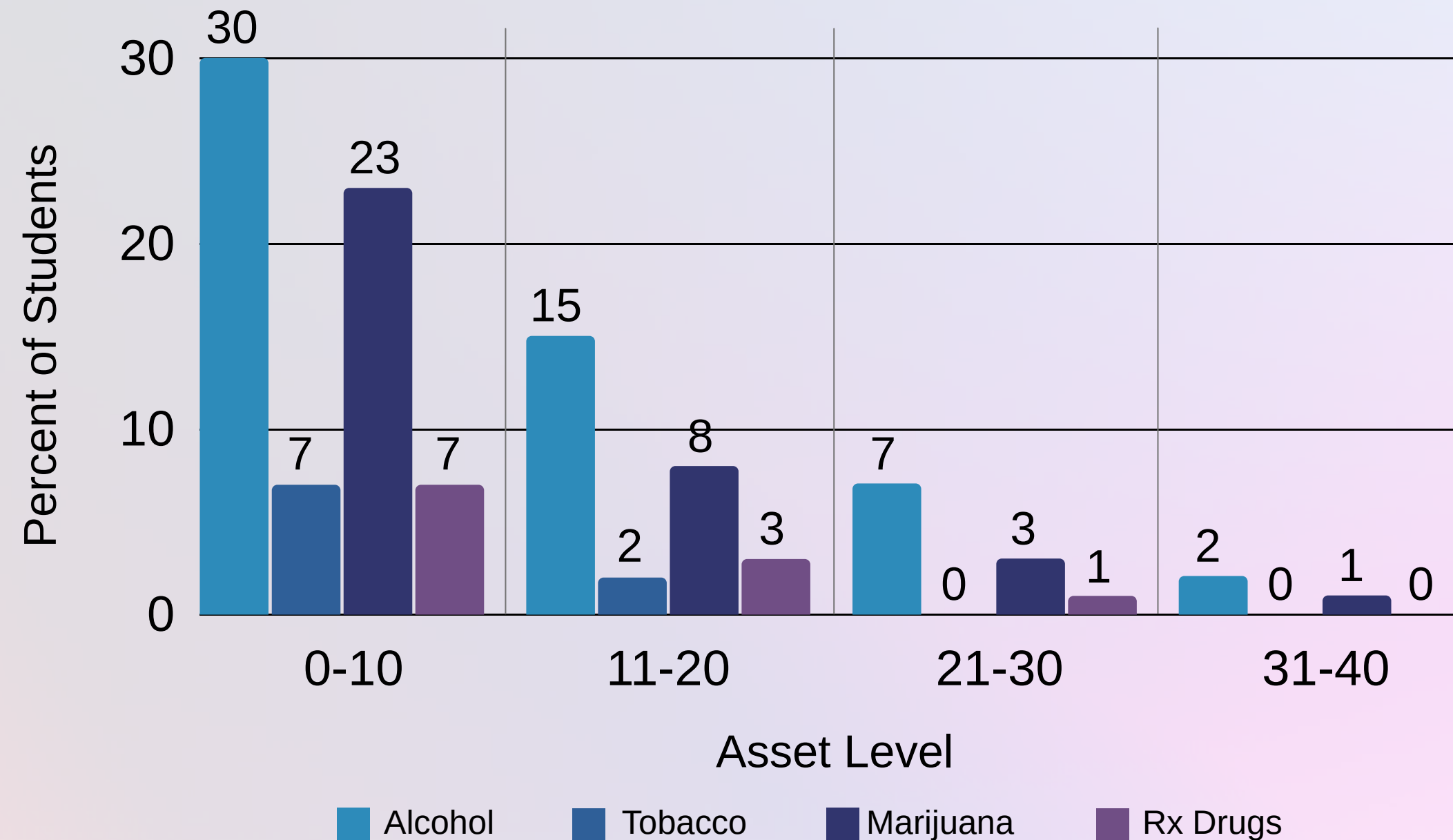


Most youth do perceive risks of all substance use, and most youth do not use.
Youth who use marijuana report a much lower perception of risk of marijuana use.



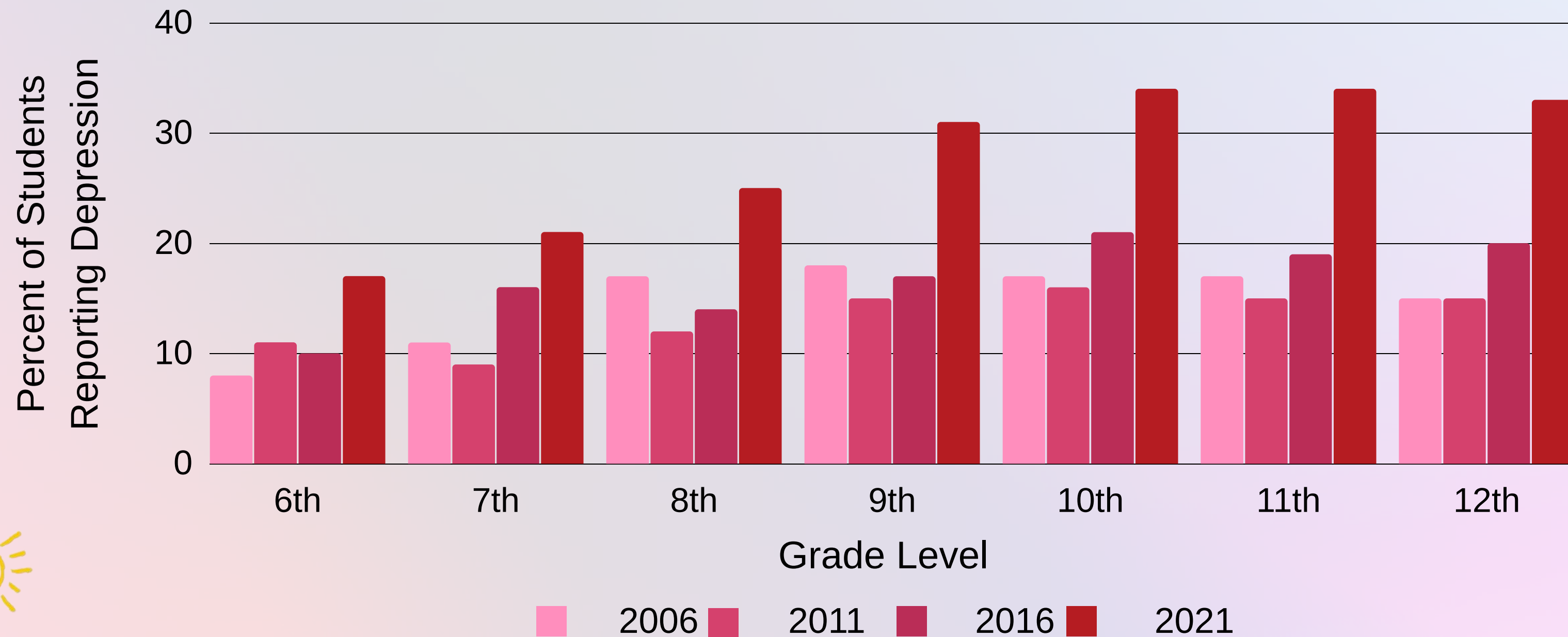
Use by Asset Level

Students who report higher levels of assets are less likely to use substances.



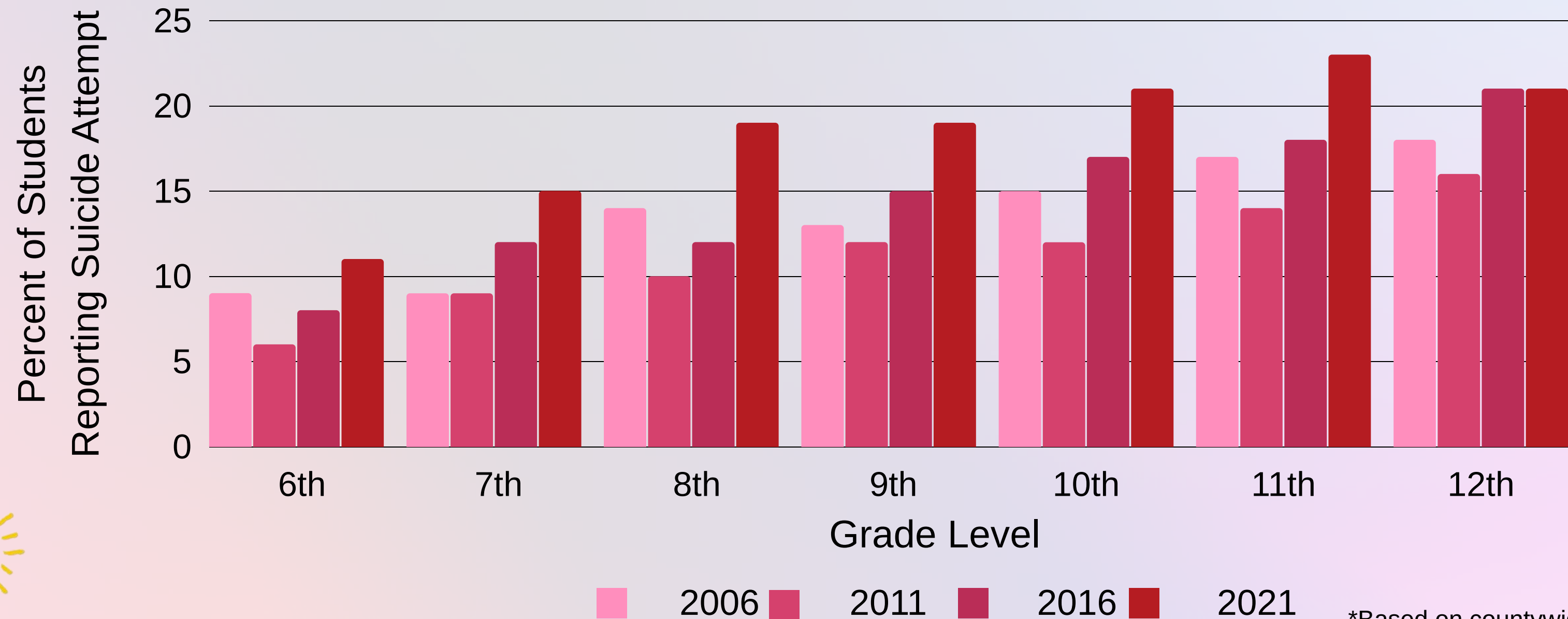
Depression

Depression increased from 17% overall in 2016 to 28% in 2021.



Suicide

Suicide attempts rose from 14% to 19% overall from 2016-2021.

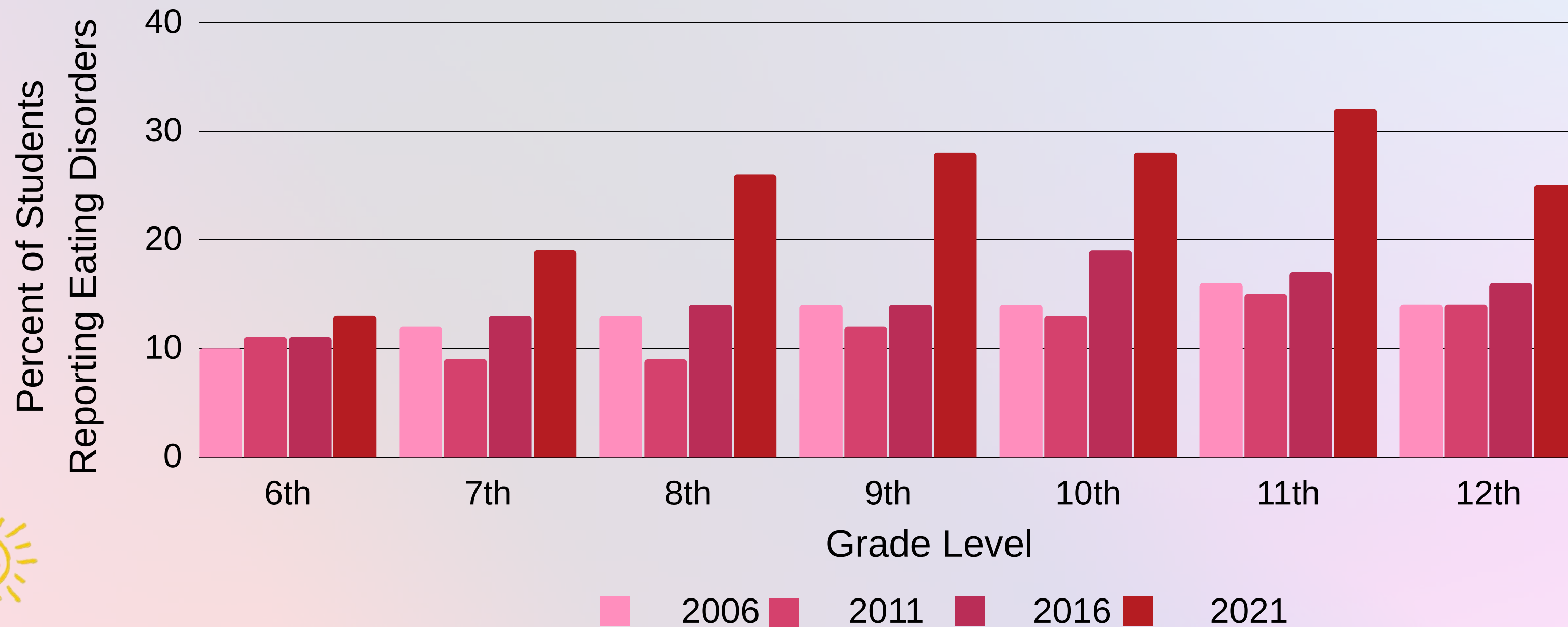


*Based on countywide data



Eating Disorders

Eating disorders have increased 10% since 2016.



More on Mental Health and Related Behaviors

Based on Countywide Data



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

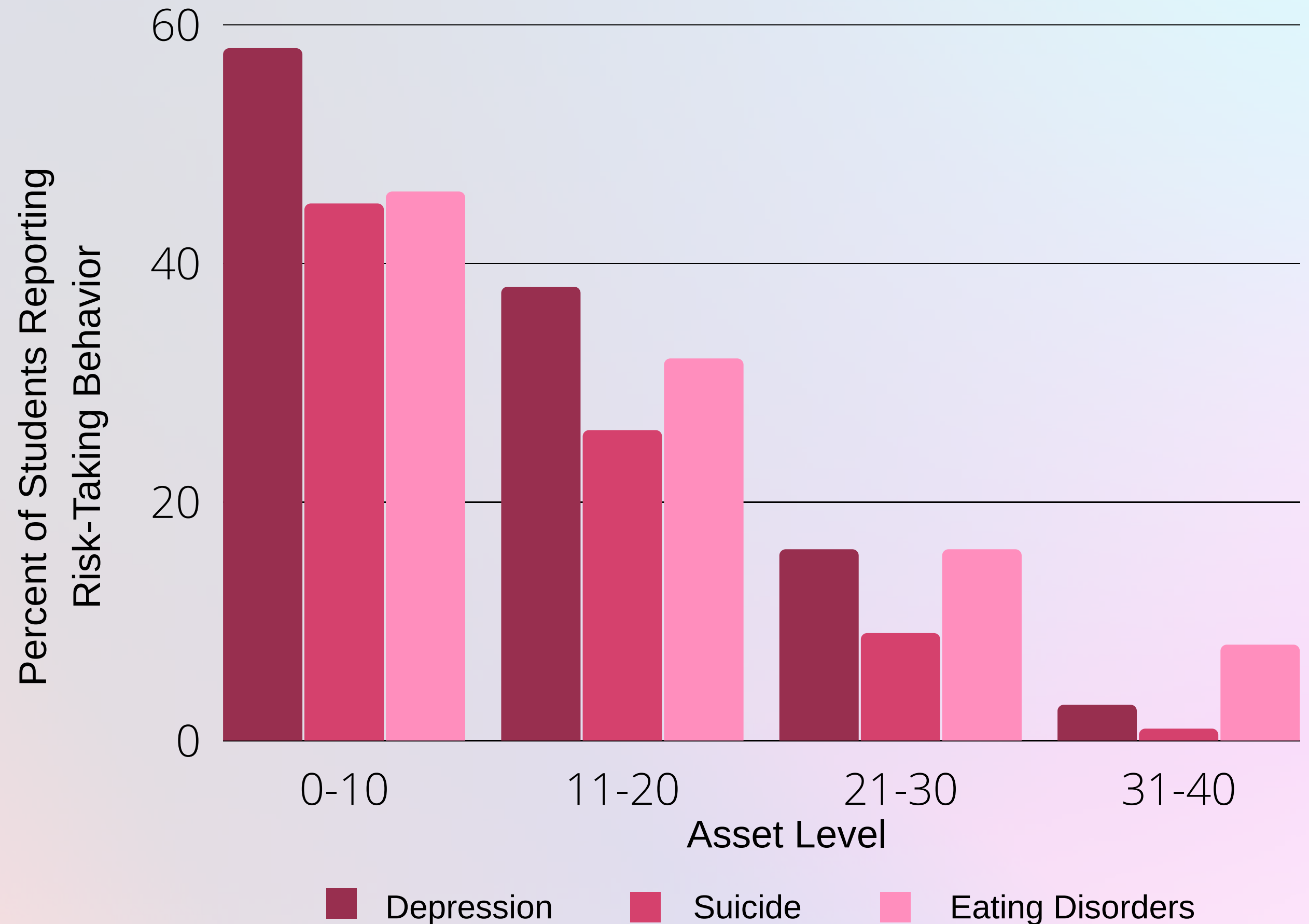
Students who identified as “not sure” or “neither” for gender were approximately twice as likely as females to experience depression (64%), attempt suicide (47%), and have an eating disorder (42%).

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.



	Mental Health Behaviors		
Assets	Suicide	Depression	Eating Disorders
Sense of Purpose			
Self Esteem			
Personal Power			
Community Values Youth			
Family Support			
Safety			
Positive Peer Influence			

Relative Importance
Primary
Secondary
Other



Limitations of Study

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



Removal of sexual orientation and simplification of gender identity questions leaves reduces awareness of these students' protective and risk factors.

Removal of sexual activity questions leaves data gap, limiting how our community addresses this risk factor.

Need more information about students' screen and social media use.

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?