

# 2014 PROFILE OF YOUTH IN GREATER BRIDGEPORT

Presented By

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*Catalyst for Community Change*

Bridgeport, CT

In Cooperation With

Search Institute, Minneapolis, MN

## STRATFORD



# 2014 PROFILE OF YOUTH OVERVIEW

**3,141 youth surveyed**

-18% sample of youth, grades 7-12 in Greater Bridgeport

Participating public school districts:

**Bridgeport, Fairfield, Monroe, Stratford & Trumbull**

## **Racial and Ethnic Breakdown**

53% White

11% Multi-racial

17% Hispanic

10% African American

5% Asian/Pacific Islander <1% Native American

4% Other

# 2014 PROFILE OF YOUTH STRATFORD BREAKDOWN

**549** Youth surveyed

## Racial and Ethnic Breakdown

42% White

20% Hispanic

2% Asian/Pacific

3% Other

15% Multi-racial

16% African American

1% Native American

# STRATFORD YOUTH SURVEYED

Stratford students had 18.4 of 40 developmental assets on average:

- 22.9 in the 7<sup>th</sup> grade
- 18.2 in the 8<sup>th</sup> grade
- 18.7 in the 9<sup>th</sup> grade
- 17.5 in the 10<sup>th</sup> grade
- 17.9 in the 11<sup>th</sup> grade
- 16.8 in 12<sup>th</sup> grade

Of the students surveyed, 49% presented themselves as male – indicating a 51% female response.

# DEVELOPMENTAL ASSETS

## EXTERNAL ASSETS

Positive experiences and support a young person receives from formal and informal connections to the community (2011 Stratford Data in parentheses)

### SUPPORT

1. Family Support 68% Family life provides high levels of love & support (68%)
2. Positive Family Communication 24% Young person & parents communicate positively and youth seeks parental advice (22%)
3. Other Adult Relationships 48% Young person receives support from 3+ nonparent adults (48%)
4. Caring neighborhood 34% Young person experiences caring neighbors (39%)
5. Caring School Climate 27% School provides a caring, encouraging environment (29%)
6. Parent Involvement in Schooling 27% Parent(s) actively involved in helping young person succeed in school (24%)

### EMPOWERMENT

1. Community Values Youth 17% Young person perceives that adults values youth (18%)
2. Youth as Resources 27% Young people are given useful roles in the community (26%)
3. Service to Others 54% Young person serves in the community one (1) hour or more per week (53%)
4. Safety 47% Young feels safe at home, school and in the neighborhood (50%)

# EXTERNAL ASSETS *continued*

## BOUNDARIES & EXPECTATIONS

1. **Family Boundaries** 37% Family has clear rules & consequences and monitors young person's whereabouts (42%)
2. **School Boundaries** 53% School provides clear rules & consequences (54%)
3. **Neighborhood Boundaries** 36% Neighbors take responsibility for monitoring youth behavior (41%)
4. **Adult Role Models** 28% Parent(s) and other adults model positive, responsible behavior (24%)
5. **Positive peer influence** 60% Young person's friends model responsible behavior (58%)
6. **High Expectations** 51% Both parent(s) and teachers encourage the young person to do well (49%)

## CONSTRUCTIVE USE OF TIME

1. **Creative Activities** 18% Young person spends 3+ hours/week in lessons or practice of music, theater or other arts. (23%)
2. **Youth Programs** 58% Young person spends 3+ hours/week in sports, clubs or organizations and school and/or community (57%)
3. **Religious Community** 52% Young person spends 1+ hours/week in activities in a religious institution. (52%)
4. **Time at Home** 52% Young person is out with friends "with nothing special to do" 2 or fewer nights/week (58%)

# DEVELOPMENTAL ASSETS

## INTERNAL ASSETS

Things a community and family nurture within youth so they can contribute to their own development (2011 Stratford Data in parentheses)

### COMMITMENT TO LEARNING

1. Achievement motivation 68% Young person is motivated to do well in school (69%)
2. School engagement 55% Young person is actively engaged in learning (51%)
3. Homework 40% Young person reports doing at least one (1) hour of homework every school day (47%)
4. Bonding to school 46% Young person cares about his/her school (47%)
5. Reading for pleasure 18% Young person reads for pleasure 3+ hours/week (22%)

### POSITIVE VALUES

1. Caring 53% Young person places high value on helping others (53%)
2. Equality & School Justice 57% Young person places high value on promoting equality and reducing hunger & poverty (53%)
3. Integrity 77% Young person acts on convictions and stands up for his/her beliefs (74%)
4. Honesty 69% Young person tells the truth even when it is not easy (65%)
5. Responsibility 69% Young person accepts and takes personal responsibility (67%)
6. Restraint 38% Young person believes it is important not to be sexually active or to use alcohol/other drugs (38%)

# INTERNAL ASSETS *continued*

## SOCIAL COMPETENCIES

1. **Planning & Decision Making** 32% Young person knows how to plan ahead & make choices (31%)
2. **Interpersonal Competence** 44% Young person has empathy, sensitivity, and friendship skills (44%)
3. **Cultural Competence** 54% Young person has knowledge of/comfort with people of different cultural/racial/ethnic backgrounds (49%)
4. **Resistance skills** 44% Young person can resist negative peer pressure & dangerous situations (43%)
5. **Peaceful conflict resolution** 37% Young person seeks to resolve conflict nonviolently (34%)

## POSITIVE IDENTITY

1. **Personal Power** 39% Young person feels he/she has control over "things that happen to me" (42%)
2. **Self-esteem** 47% Young person reports having a high self-esteem (53%)
3. **Sense of purpose** 59% Young person reports that "my life has a purpose" (62%)
4. **Positive view of personal future** 71% Young person is optimistic about his or her personal future (71%)



# ASSUMPTIONS ABOUT ASSETS

Individuals do not need the entire range of assets to thrive. Combinations of assets across domains reflect equally positive adolescent development.

Having more assets is better than having a few. Having strong assets in one category can offset weak assets in another. However, life is easier to manage if one has assets in all domains.

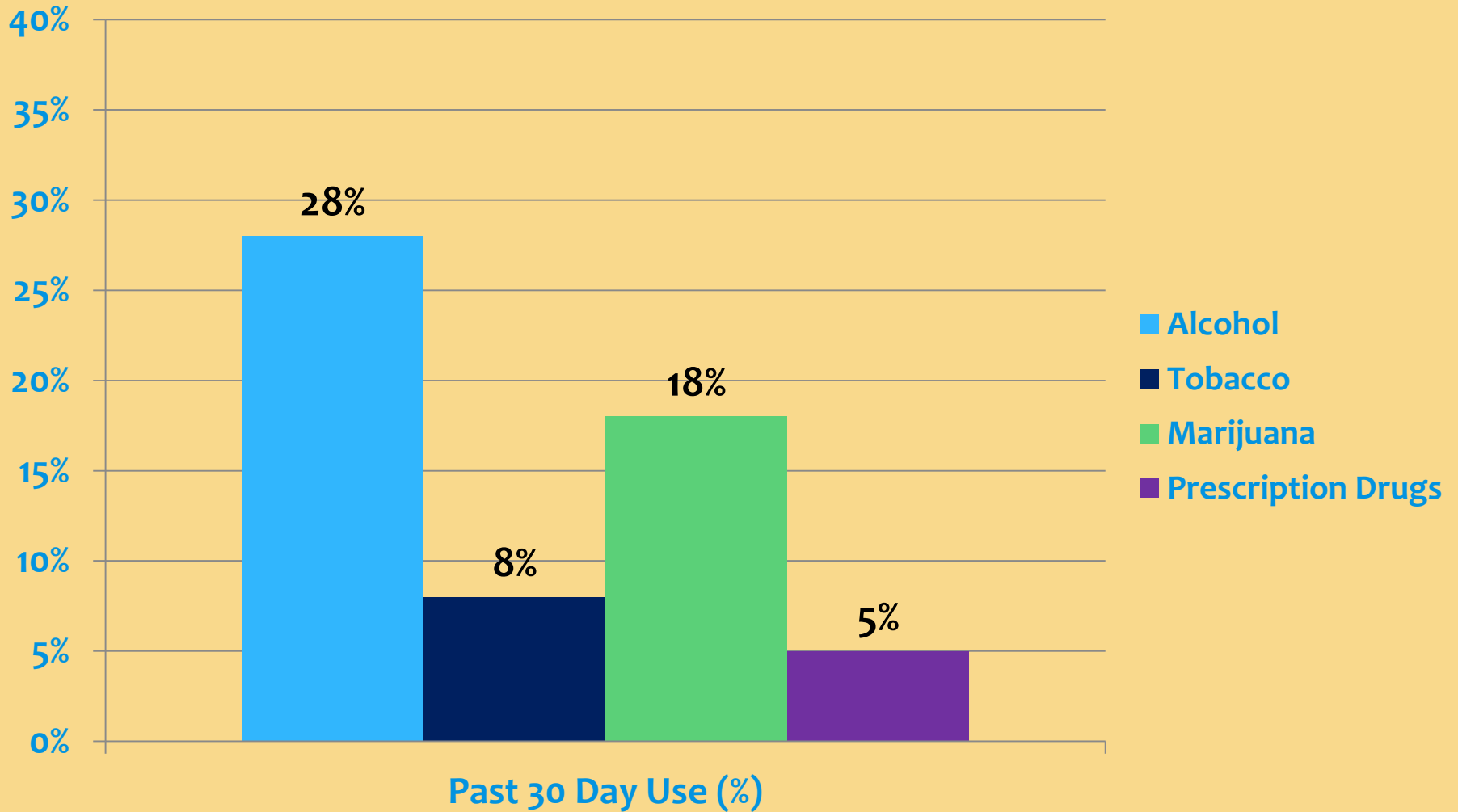
Continued exposure to positive experiences, settings and people, as well as opportunities to gain and refine life skills, supports young people in the acquisition and growth of these assets.

# FOUR CORE MEASURES

- **PAST 30 Day Use**
- **Perception of Harm**
- **Youth Perception of Parent Disapproval**
- **Youth Perception of Peer Disapproval**

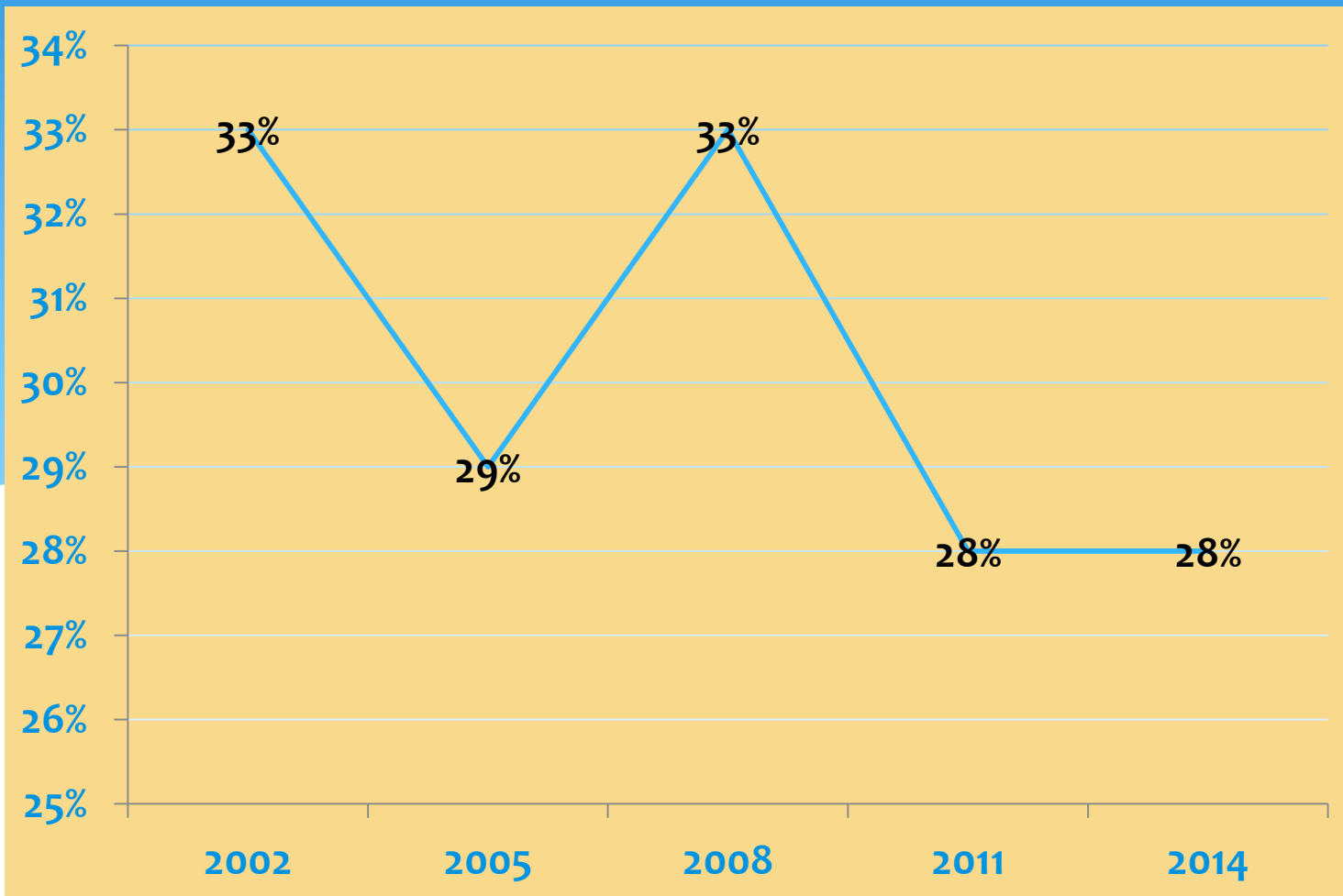
# FOUR CORE MEASURES

## PAST 30 Day Use

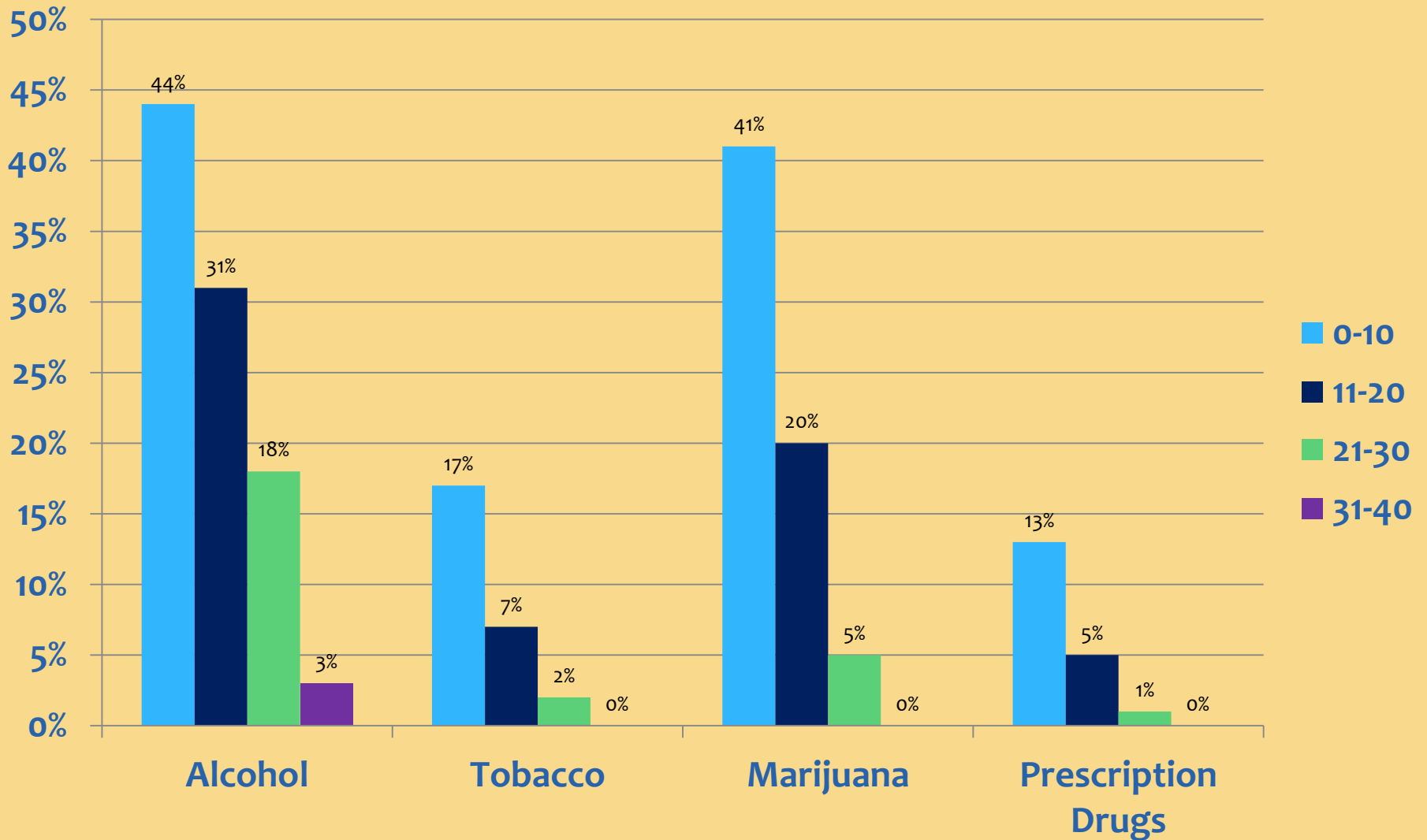


# Alcohol Trend Data

## PAST 30 Day Use (2002-2014)

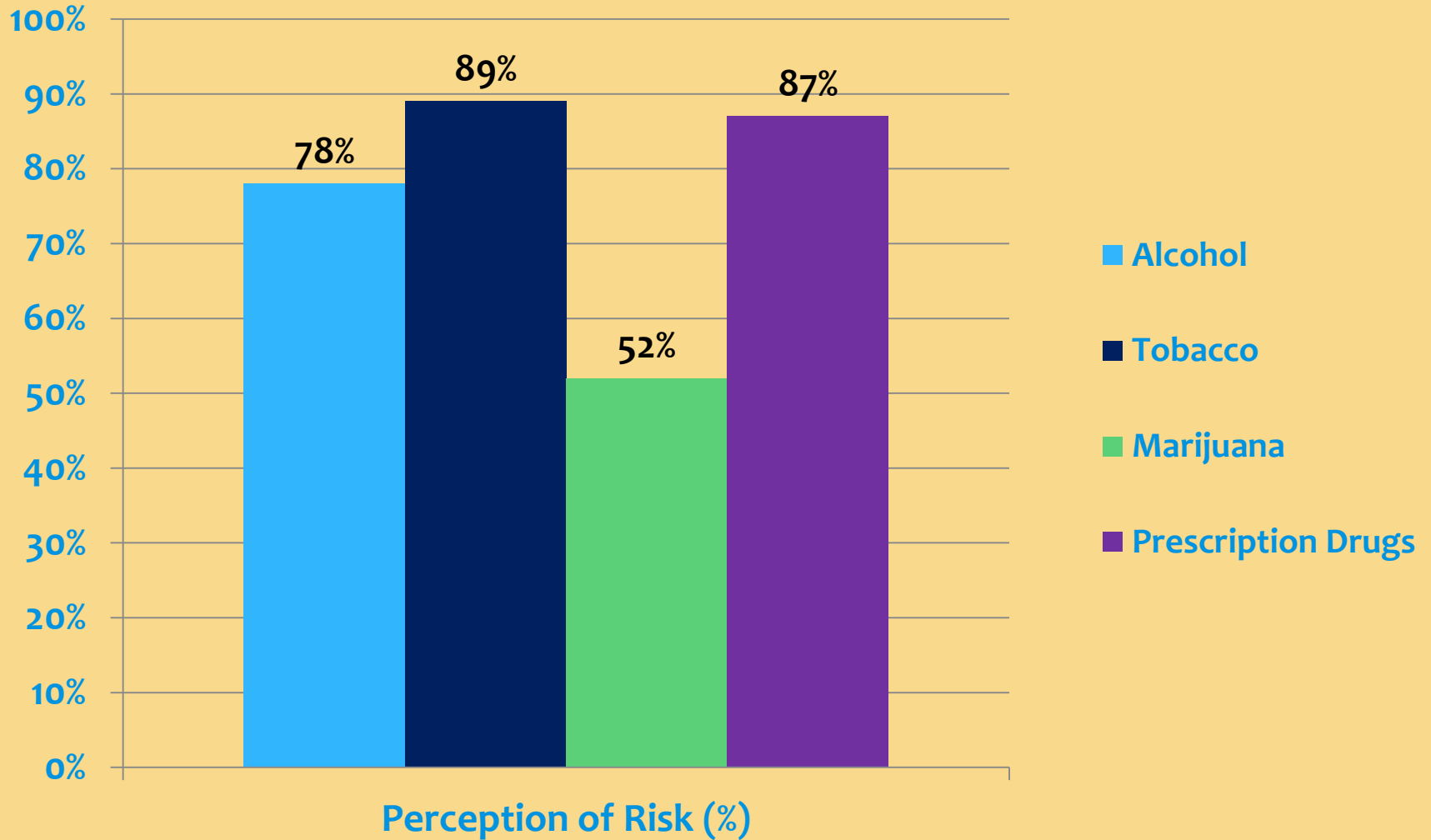


# Past 30-Day Substance Use by Asset Level

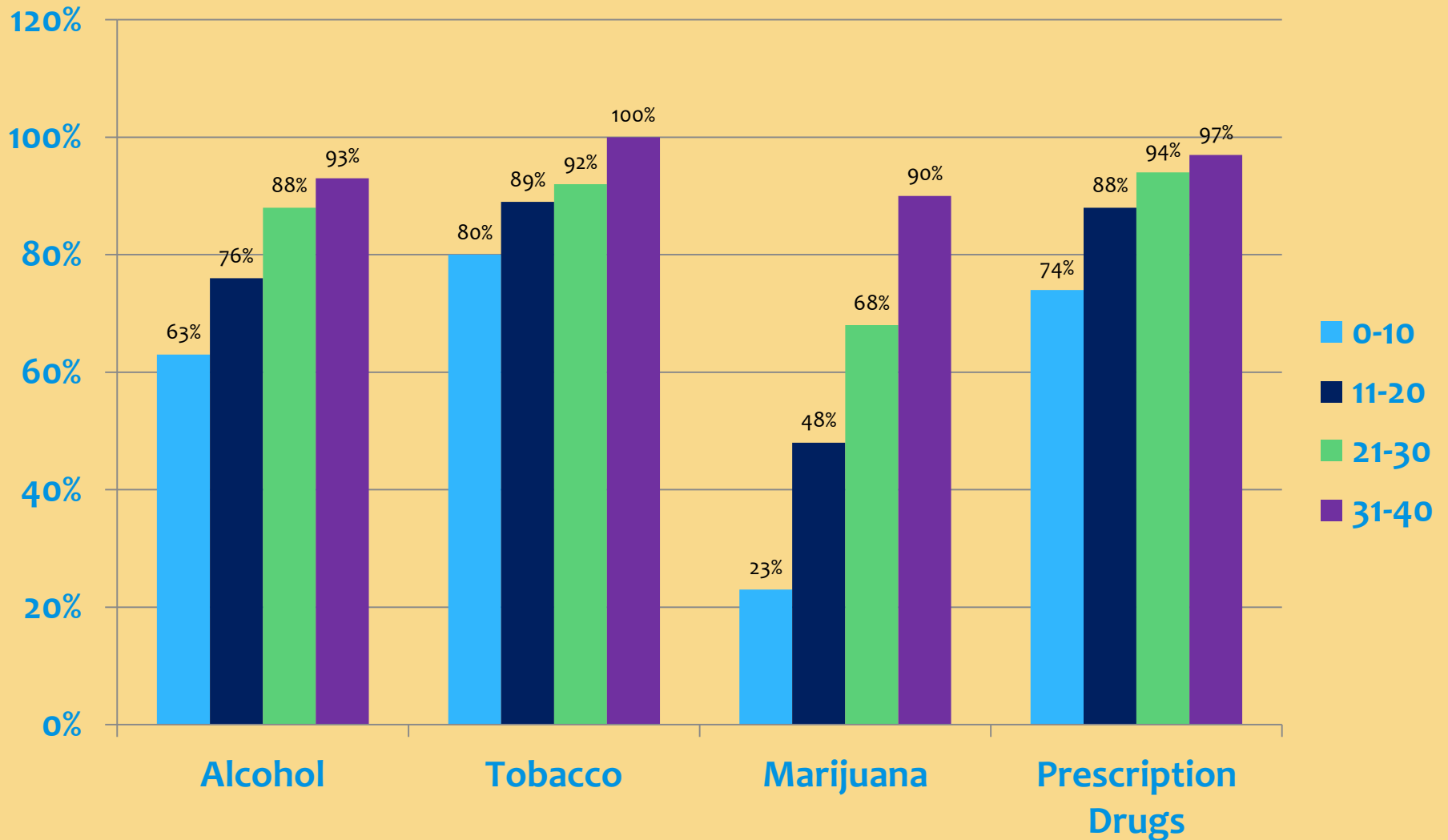


# FOUR CORE MEASURES

## Youth's Perception of Risk

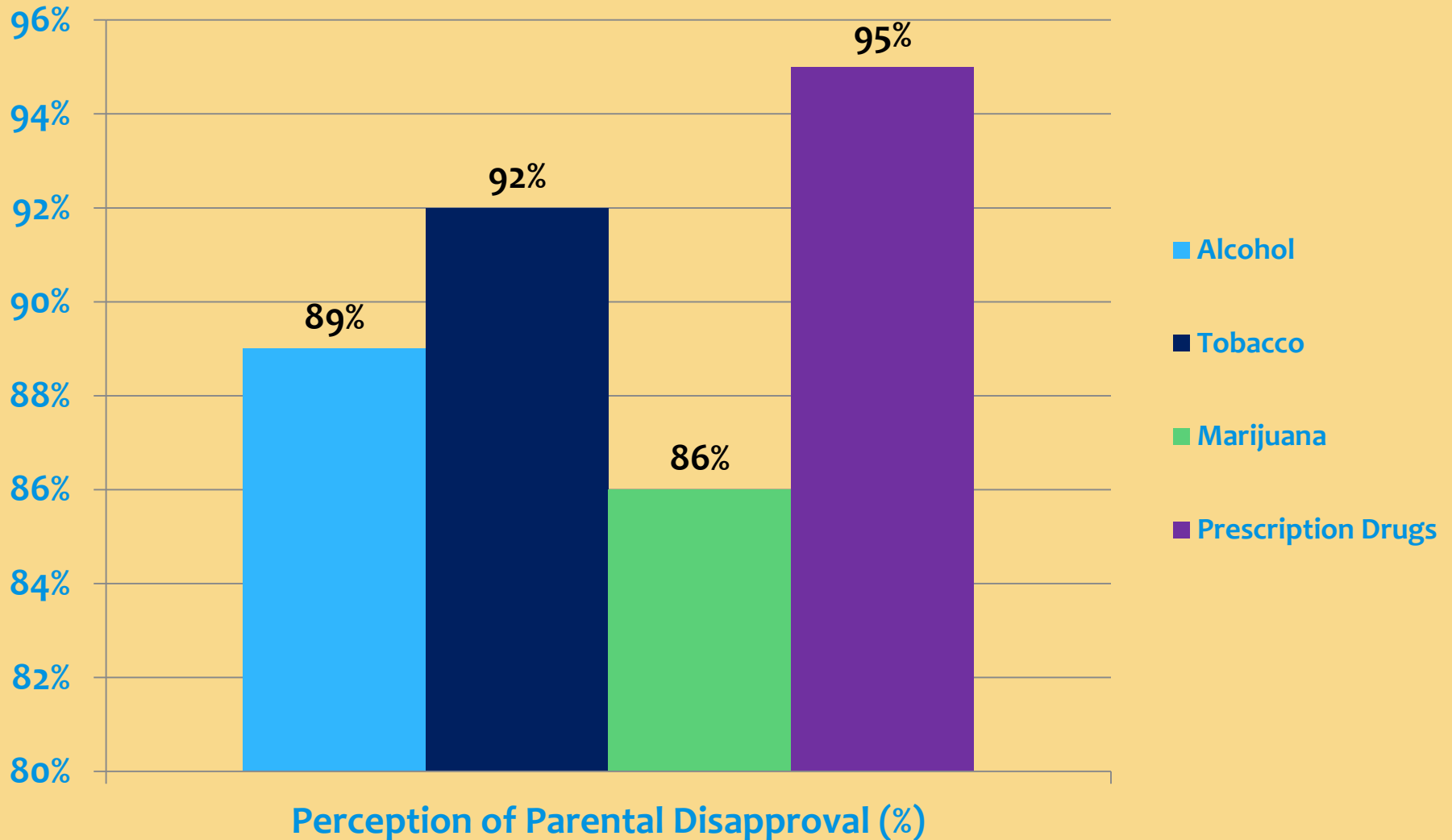


# Youth's Perception of Substance Use Risk by Asset Level



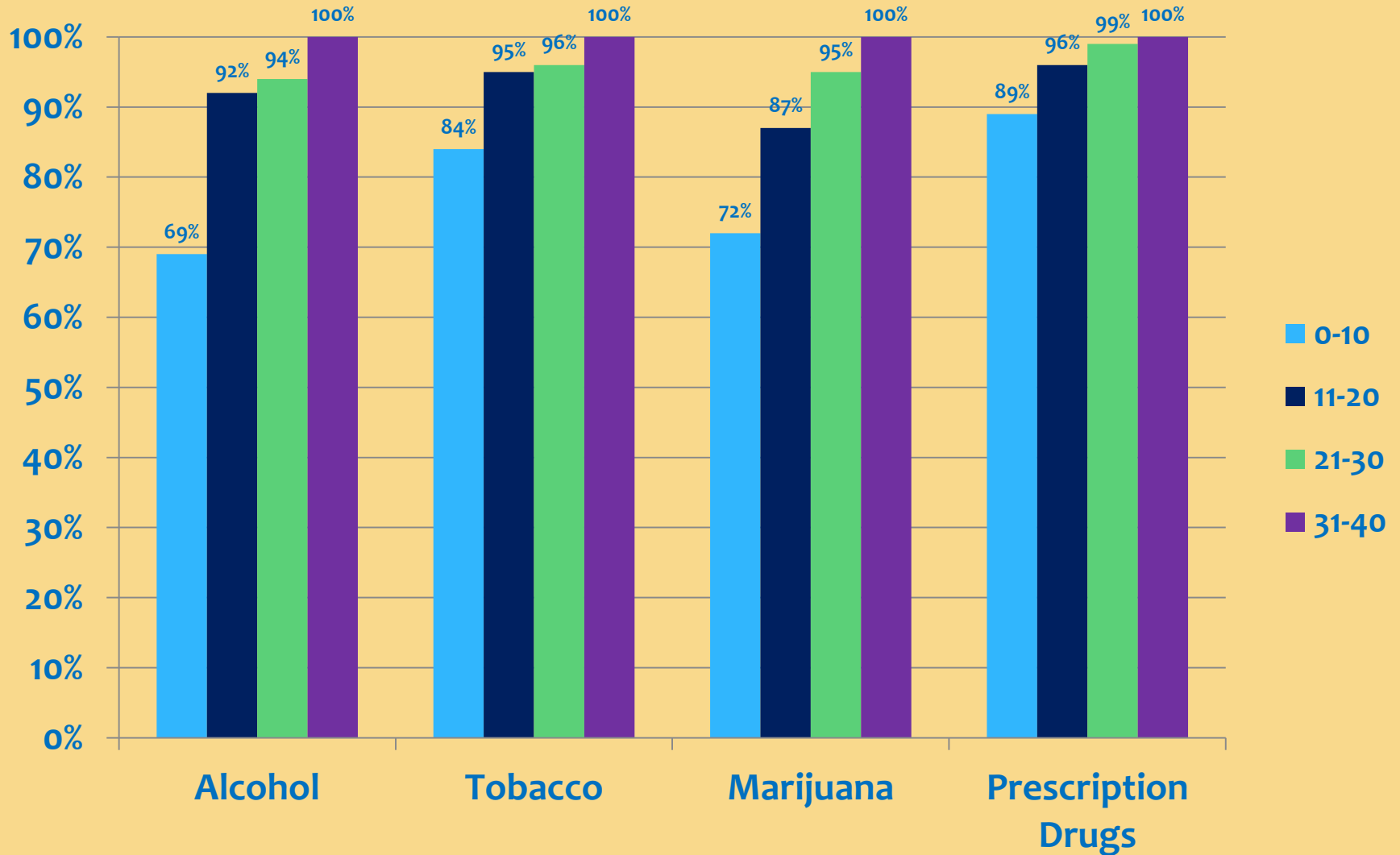
# FOUR CORE MEASURES

## Youth Perception of Parental Disapproval



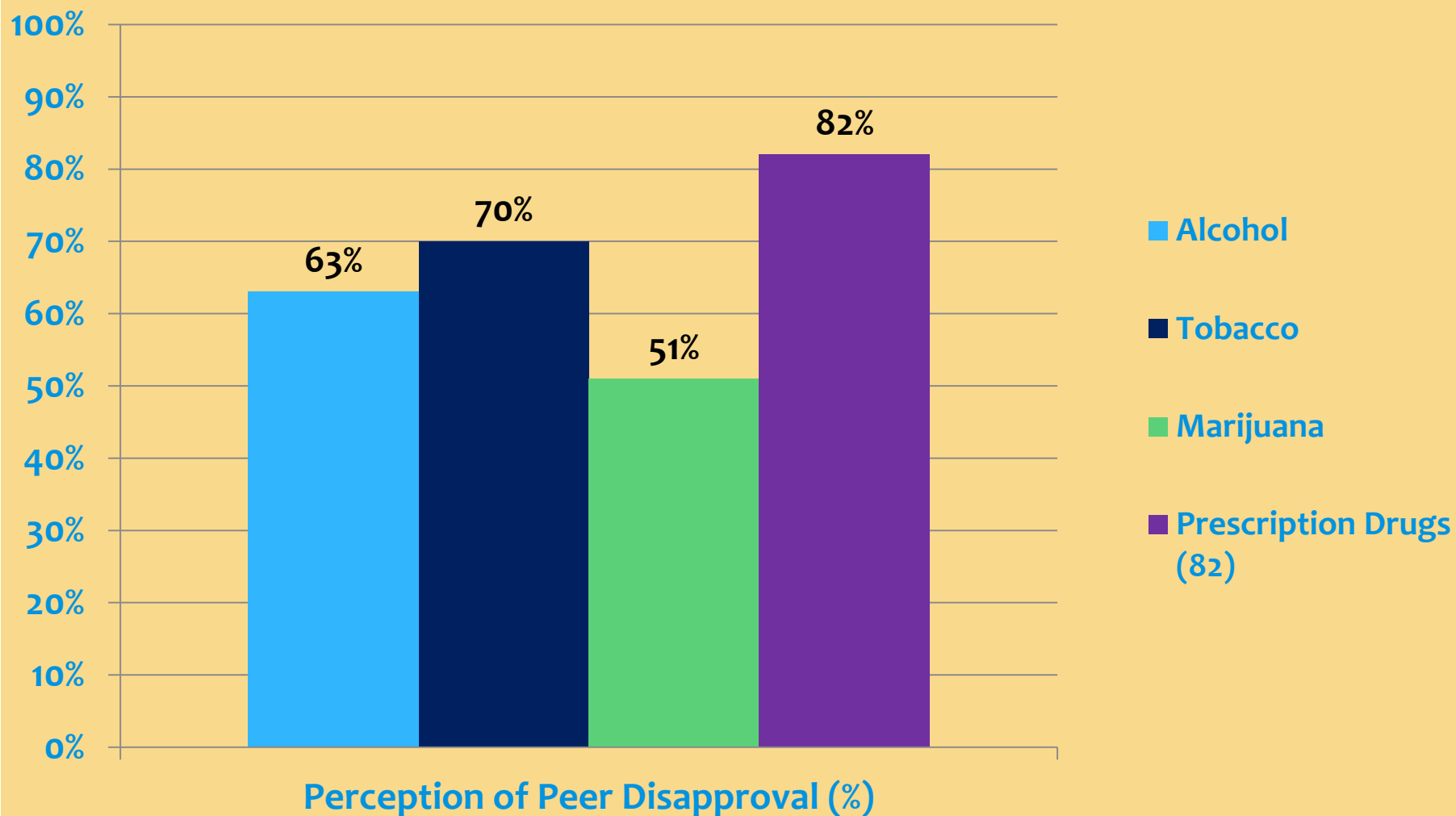


# Perception of Parental Disapproval by Asset Level



# FOUR CORE MEASURES

## Youth Perception of Peer Disapproval



# GENDER DIFFERENCES

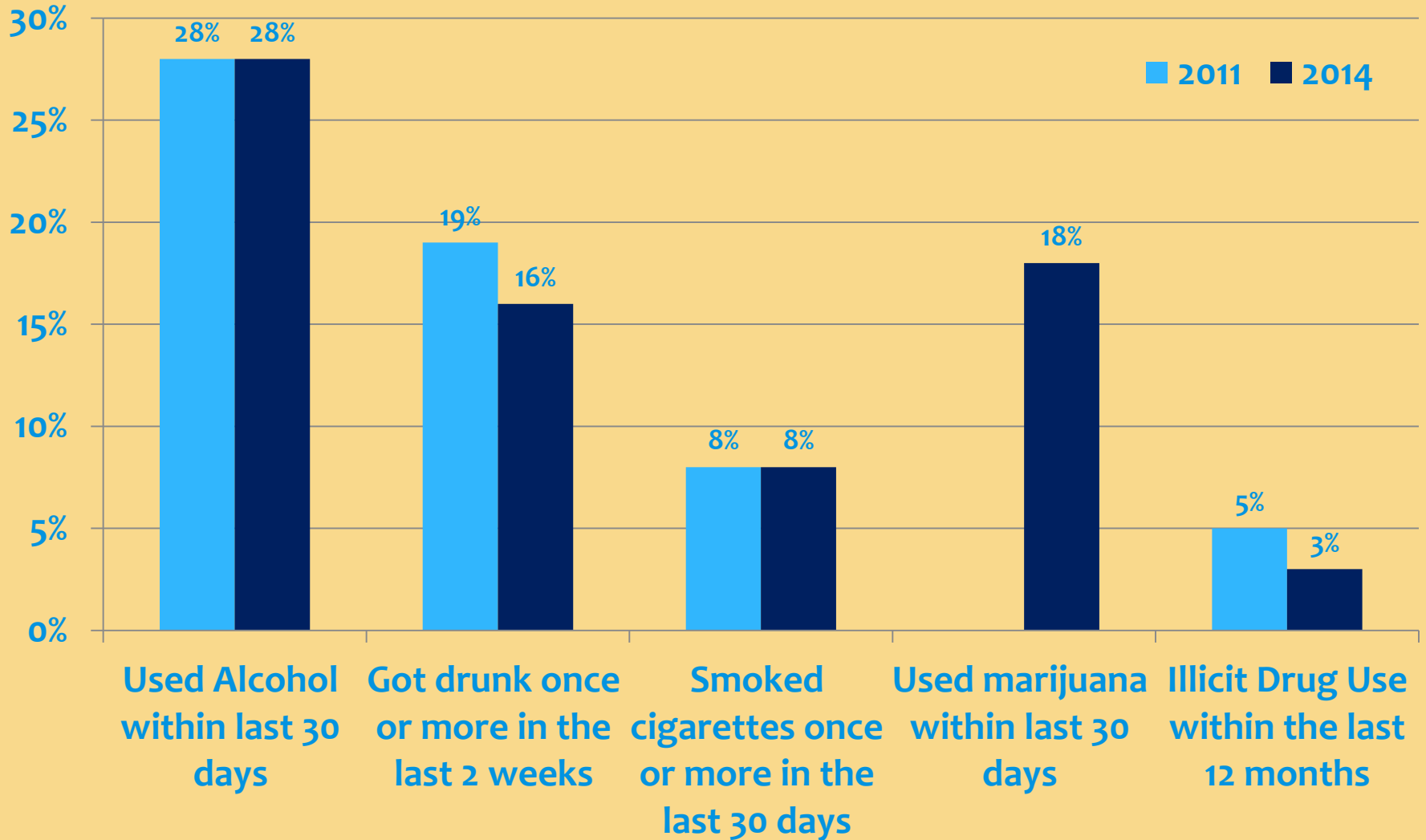
In addition to an educational achievement gap, there is a serious gap between the performance of young male students versus female students. Note the following differences of more than 8% between young male and female students.

Developmental Asset	Male	Female
Service to others – serves community 1-2 hours/week	49%	59%
Safety – feels safe at home, school and in the community	59%	35%
Creative Activities – spends 3 or more hours/week in lessons/practice in music/theater/other arts	13%	23%
Achievement Motivation – is motivated to do well in school	60%	76%
Religious Involvement – one or more hours/week in activities at a religious institution	53%	52%
Positive Peer Influence-considers their close friends as a positive influence	58%	62%
Reading for Pleasure – reads for pleasure 3+/week	13%	23%
Caring – places high value on helping other people	43%	62%

## GENDER DIFFERENCES continued

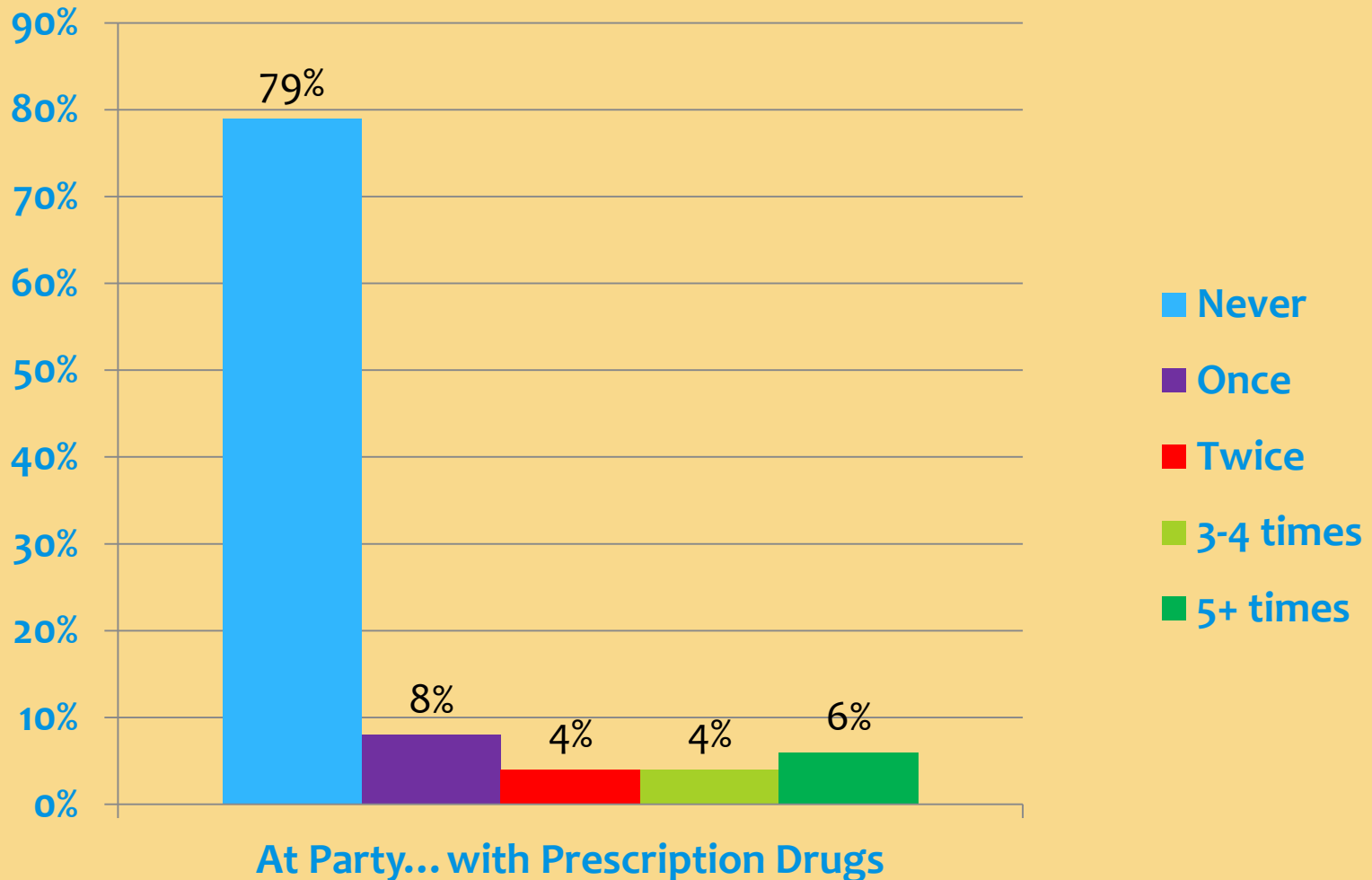
Developmental Asset	Male	Female
<b>Equality &amp; Social Justice</b> – places high value on promoting equality/reducing hunger & poverty	50%	63%
<b>Integrity</b> – acts on convictions and stands up for what he/she believes	70%	83%
<b>Honesty</b> – tells the truth even when it is not easy	64%	73%
<b>Responsibility</b> – accepts and takes personal responsibility	66%	72%
<b>Restraint</b> – believes it is important not to be sexually active or to use alcohol/other drugs	36%	42%
<b>Interpersonal Competence</b> – has empathy, sensitivity & friendship skills	33%	53%
<b>Cultural Competence</b> – has knowledge of & comfort with people of different cultural/ethnic/racial backgrounds	50%	58%
<b>Sense of Purpose</b> - believes their life has purpose	72%	48%
<b>Self-esteem</b> – has a positive sense of self	60%	35%
<b>Peaceful Conflict Resolution</b> – young person seeks to resolve conflict nonviolently	29%	45%

# Risk-Taking Behaviors



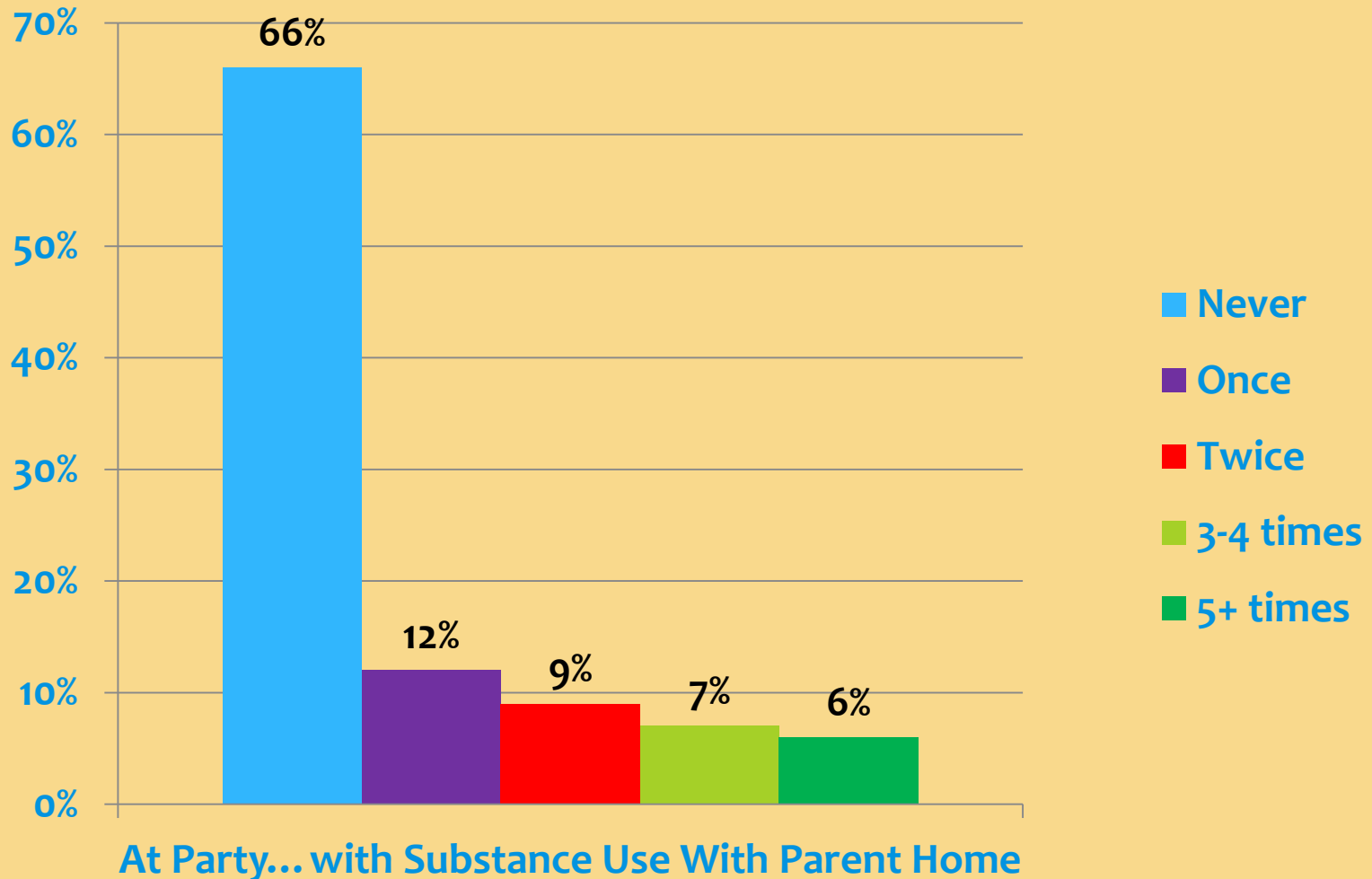
# Supplemental Question Response

When asked: During the past 12 months, how many times have you been to a party where other kids your age were taking prescription drugs (not prescribed to them)?



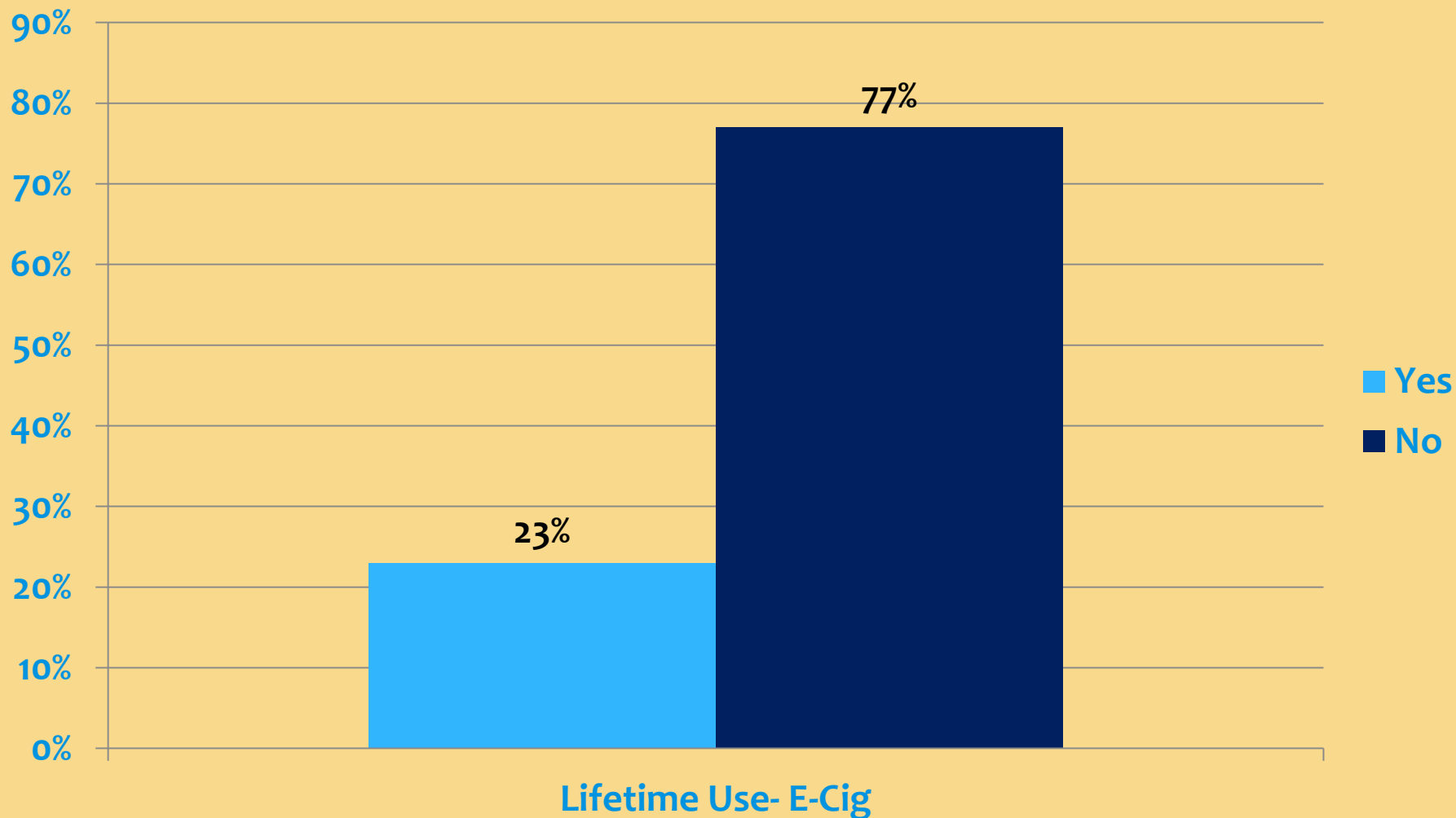
# Supplemental Question Response

When asked: Have you been to party or gathering where kids your age were drinking and/or doing other drugs while a parent was home?



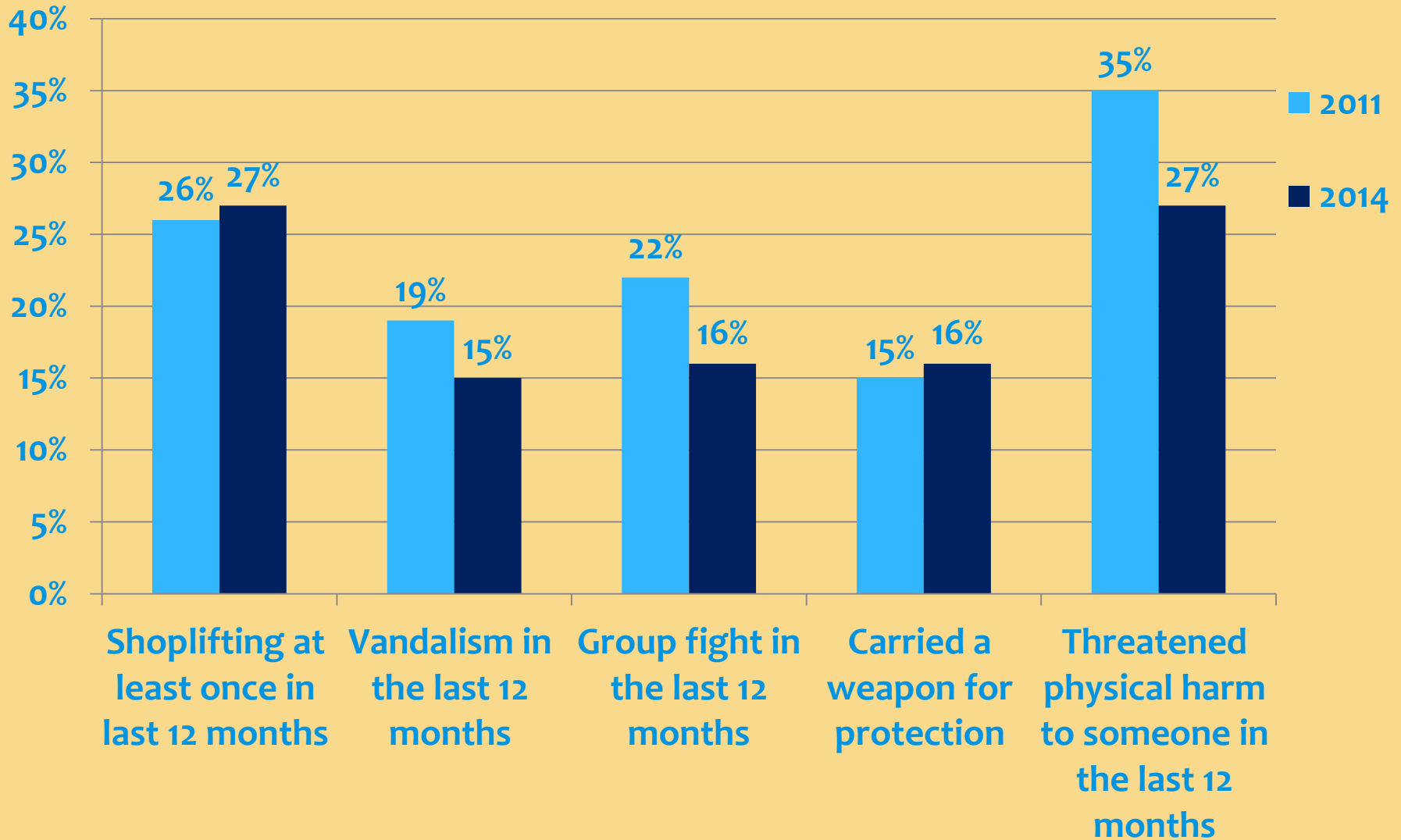
# Supplemental Question Response

When asked: Have you ever used an electronic cigarette (e-cig)?



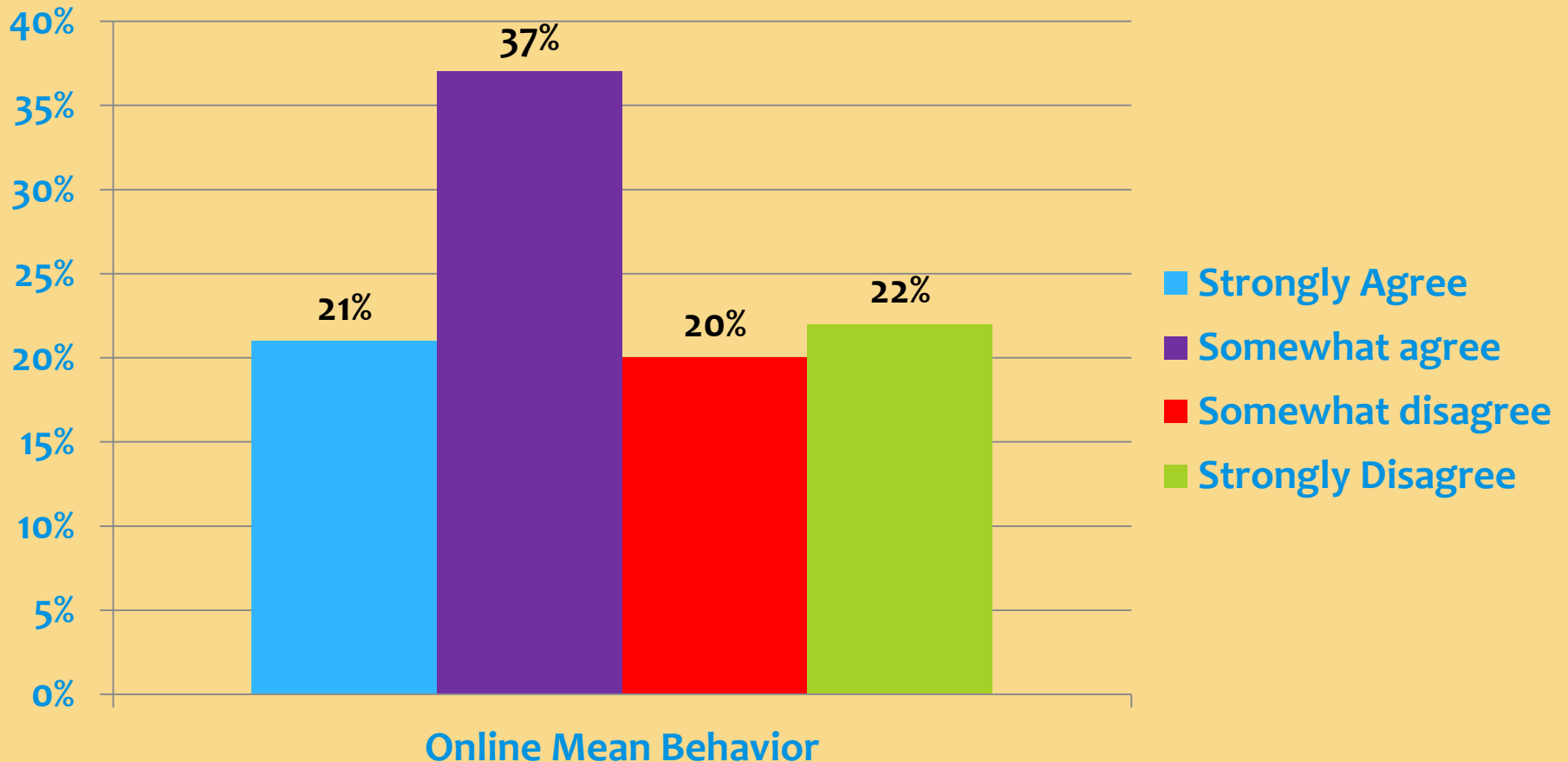


# Risk-Taking Behaviors

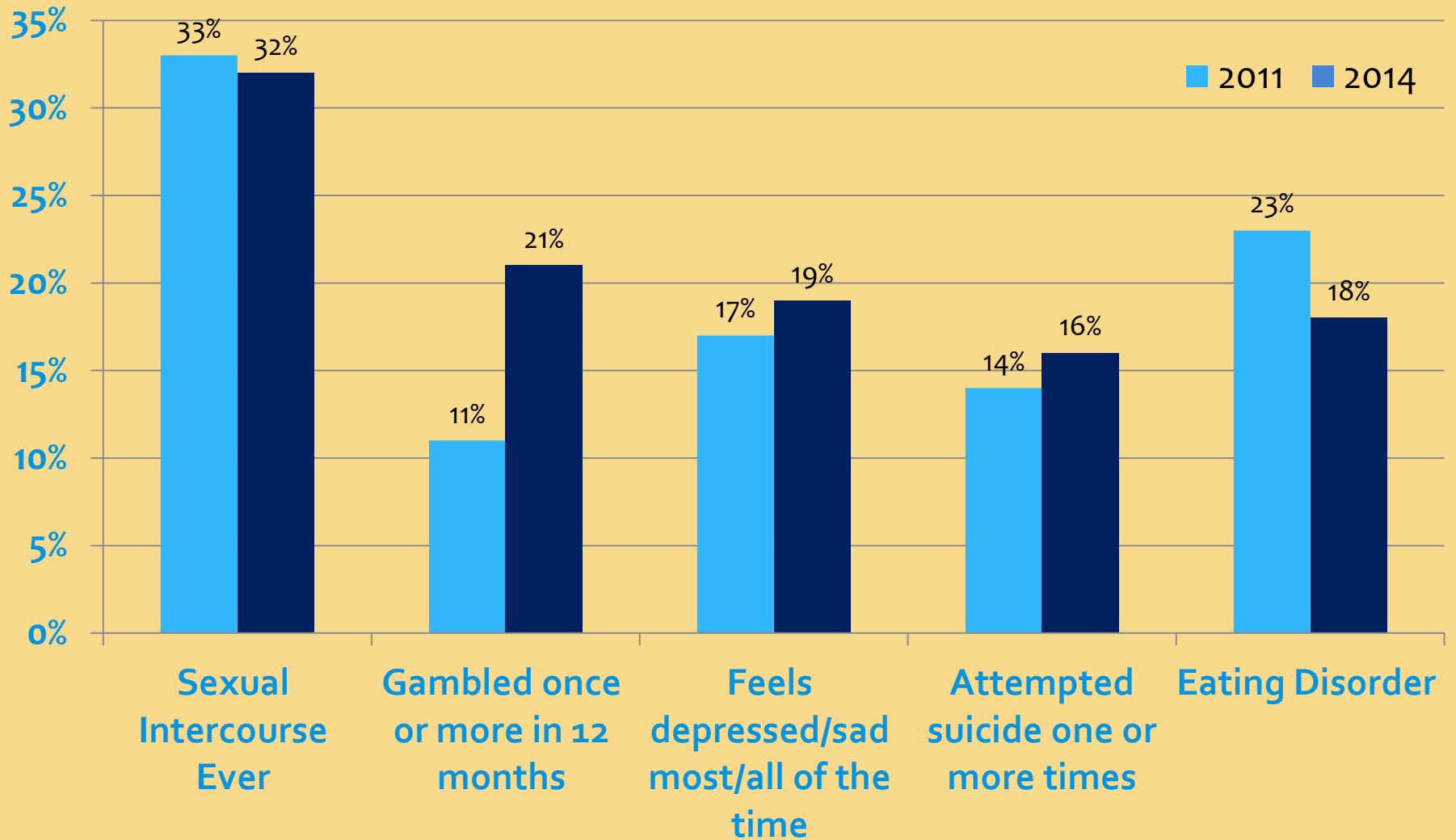


# Supplemental Question Response

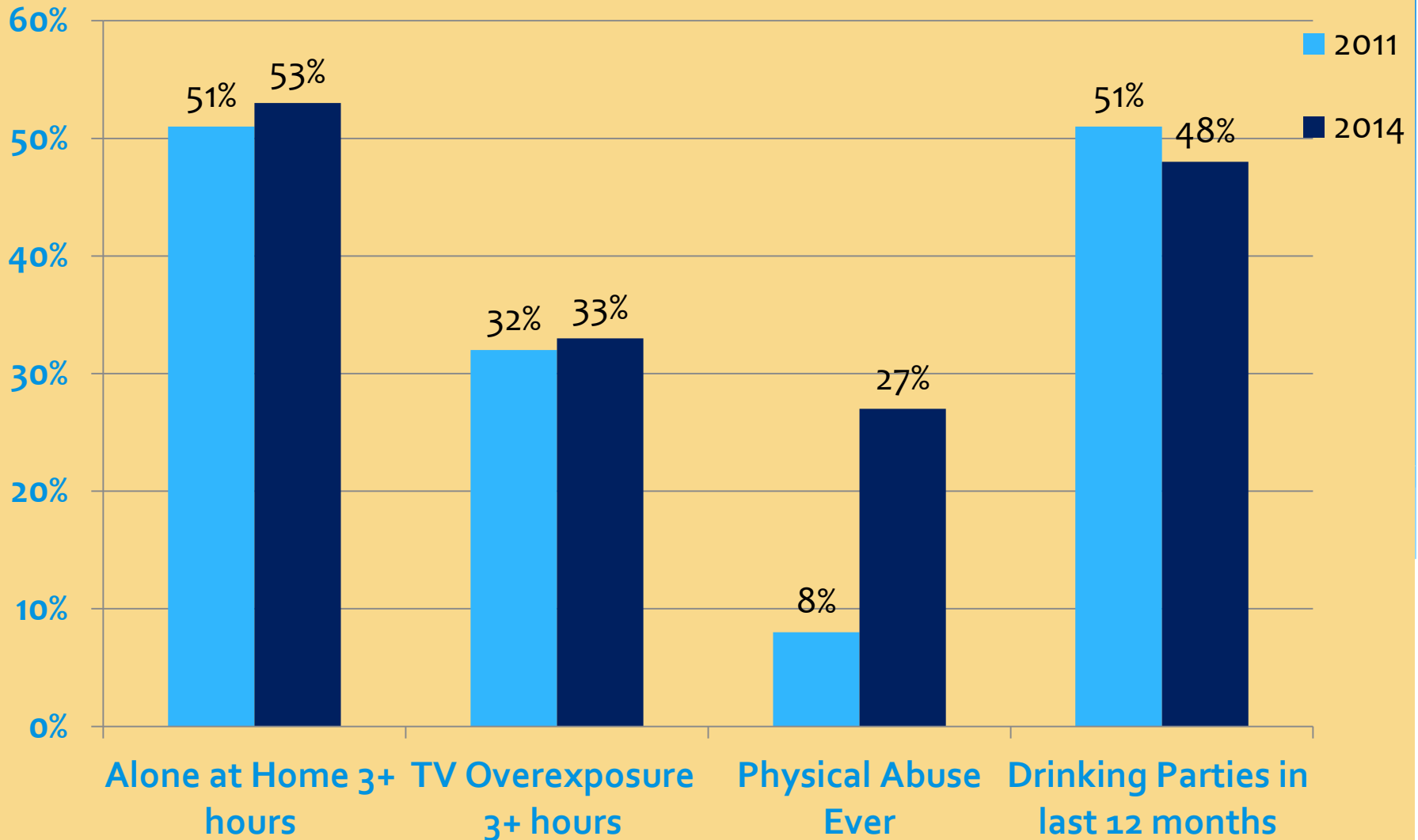
When responding to the statement: Since the start of this school year, I have seen posts where kids from my school were insulted, teased, harassed, or abused by other students through social media (Facebook, Twitter, Instagram, Snapchat, askFM, Vine), youth report:



# Other Risk-Taking Behavior Comparisons

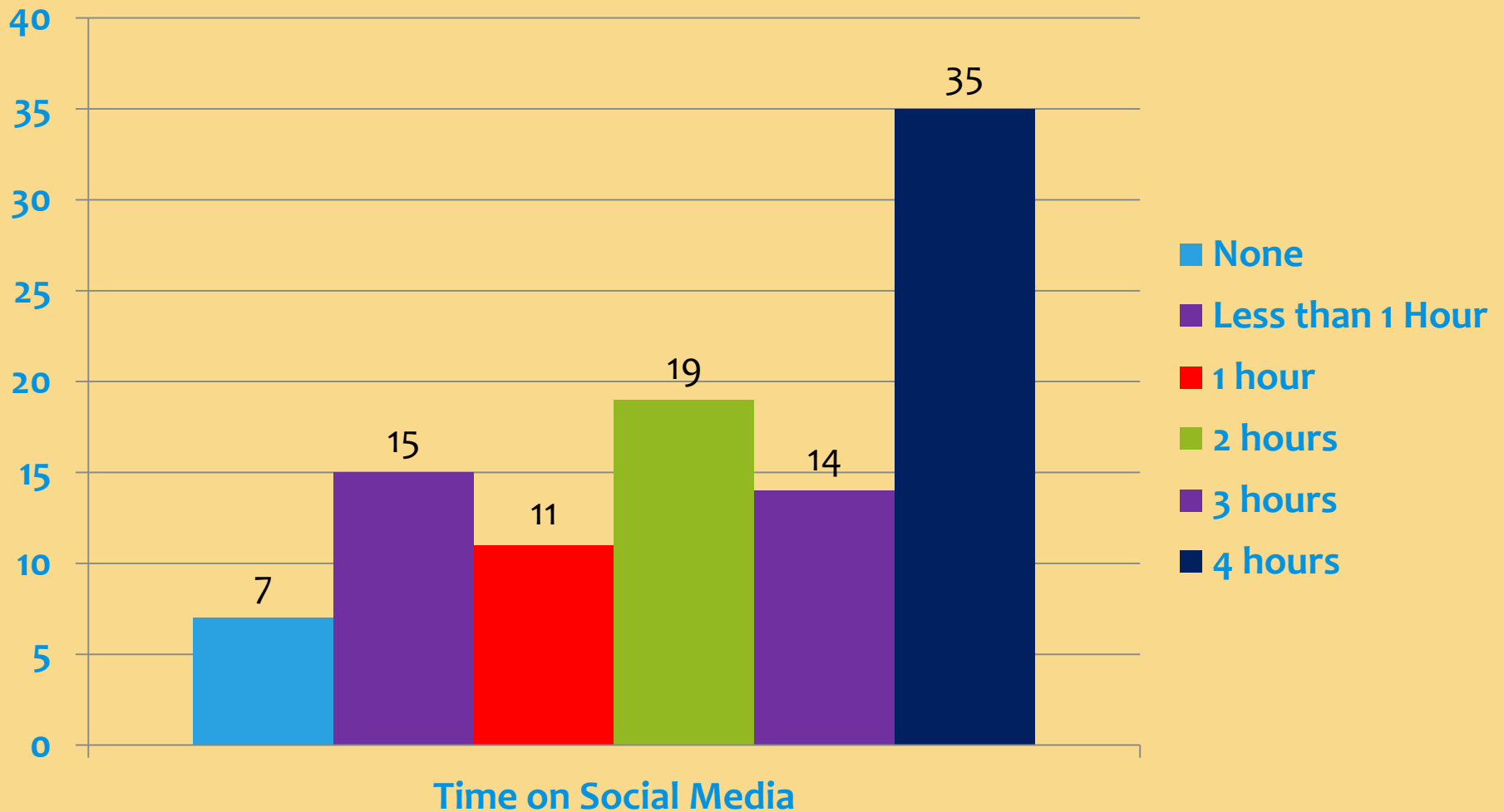


# Youth Reporting Developmental Deficits



# Supplemental Question Response

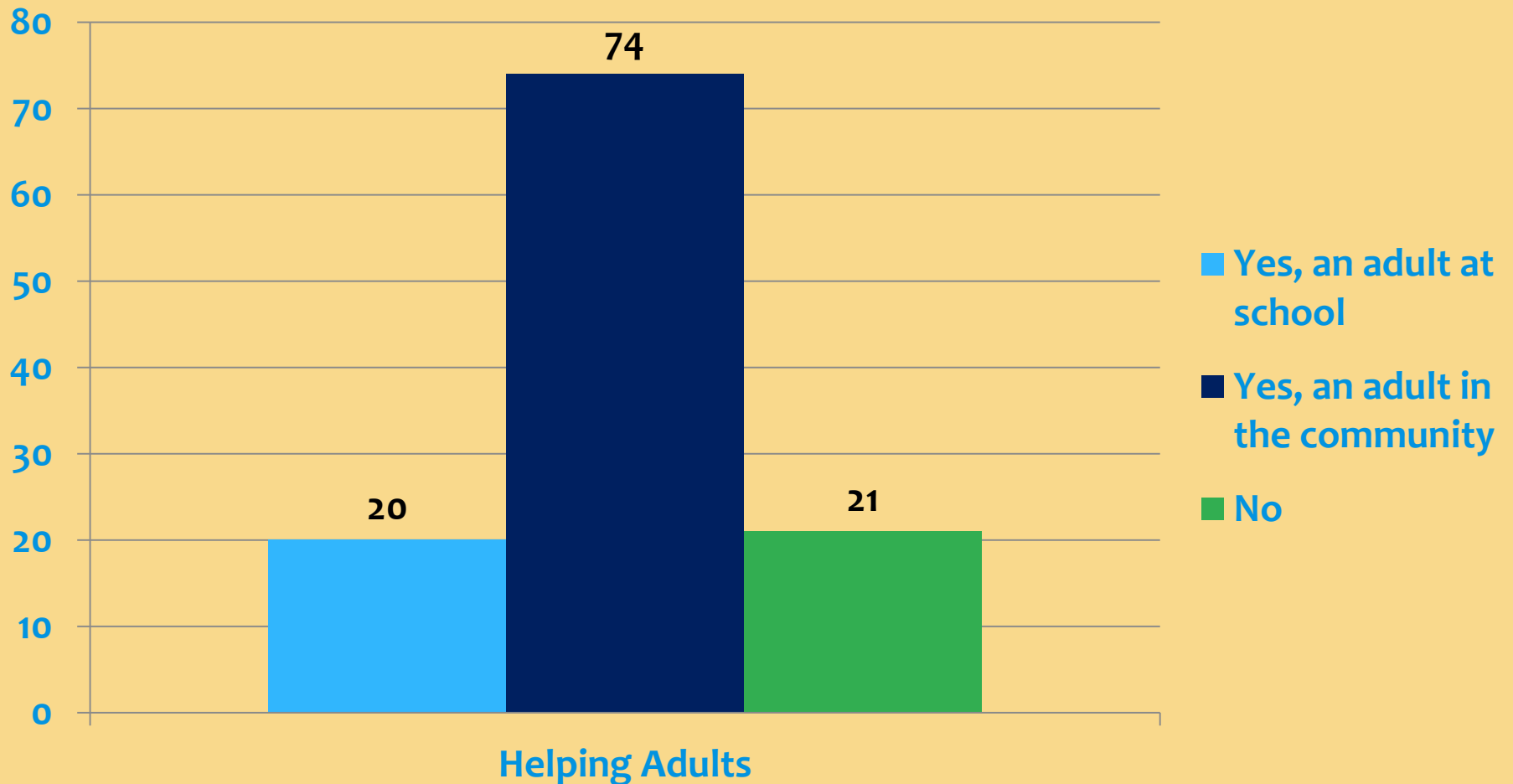
When asked: On an average school day, how many hours do you spend on social media sites either on your phone, a computer, or other device?



# Supplemental Question Response

Right now, is there an adult in your life that you would go to for help if you were feeling sad, depressed, anxious, or worried, etc.?

(Please check all that apply)

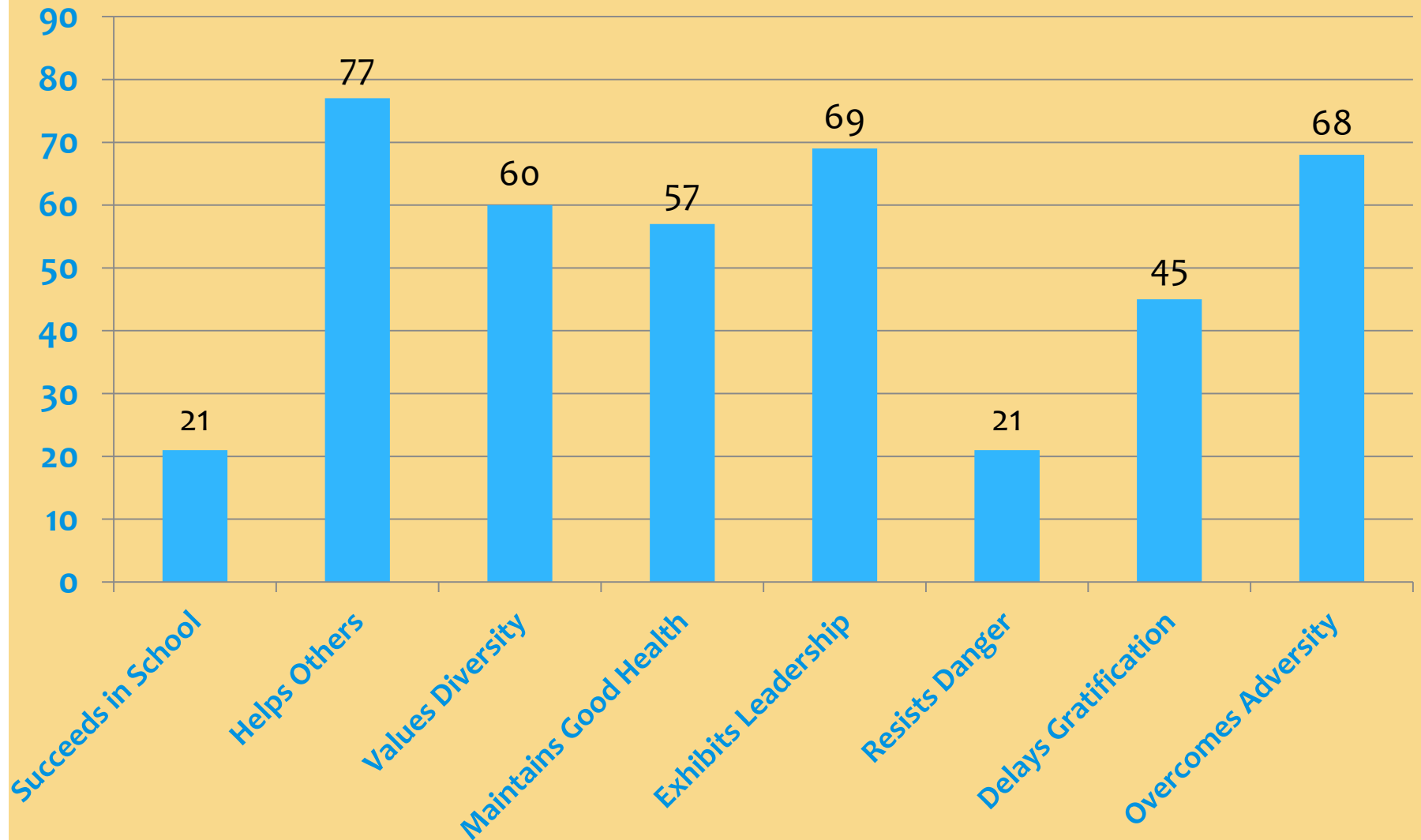


# The 8 Indicators of Thriving Youth

These are the factors commonly valued & accepted by developmental experts as important elements of healthy human development.

1. Experience school success
2. Exhibit leadership
3. Help others informally
4. Resist danger
5. Value diversity
6. Control impulsive behavior
7. Maintain good personal health
8. Overcome adversity

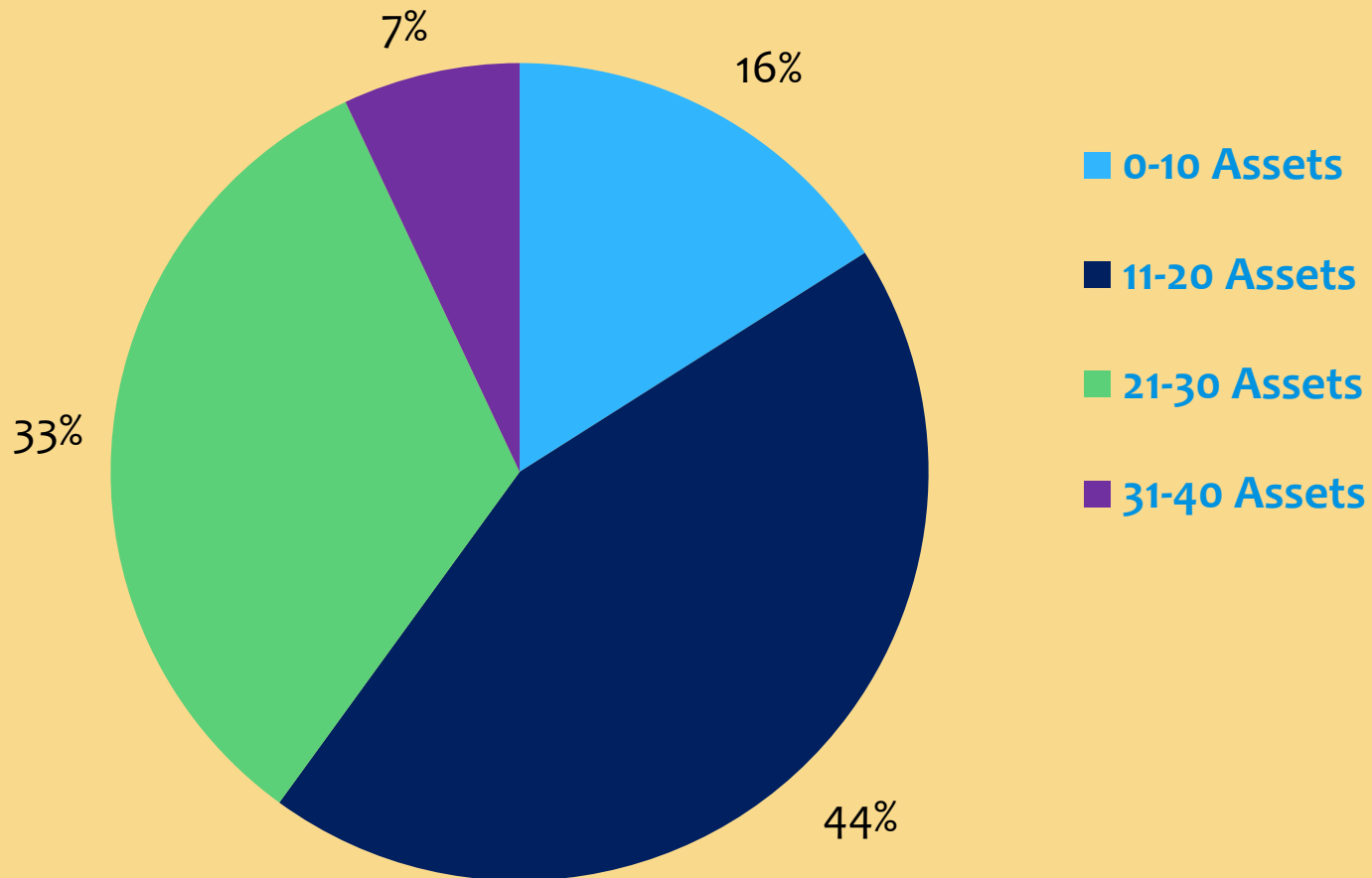
# 8 Indicators of Thriving Youth





# Stratford's Asset Challenge

## Assets



# Strengthening the Foundation of Developmental Assets

**All young people need assets** ~ While it is crucial to pay special attention to youth who have the least resources (economically/emotionally), all children and adolescents will benefit from having even more assets than they have now.

**Everyone Can build assets** ~ All adults, youth & children can play a role in developing assets by spreading positive messages to and about young people across the community.

**Building assets is an ongoing process** ~ Asset development starts with a child is born, and continues through high school and beyond.

**Relationships are crucial** ~ A key to asset development is strong relationships between adults & young people, between young people & their peers and between teenagers & younger children.

**Send consistent messages** ~ Asset building requires sending consistent, positive messages to youth & adults about what is important.

**Repeat the message – again & again** ~ Young people need to hear the same positive messages and feel support, over and over, from many different people.

**REMEMBER**

**It's all about  
the ASSETS**