

# 2010 Student Support Card

UPPER BUCKS HEALTHY COMMUNITIES  
HEALTHY YOUTH COALITION



**STUDENTS:** Secondary Students of Upper Bucks County

**GRADES:** 8th, 10th and 12th Grades

**COMMUNITIES:** Palisades, Pennridge and Quakertown



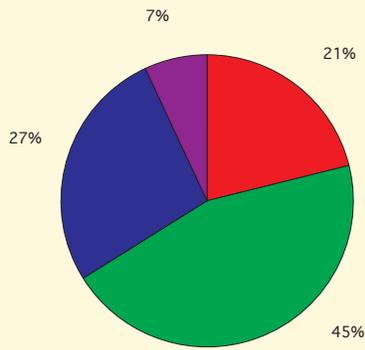
# Level of 40 Developmental Assets®

Upper Bucks Healthy Communities Healthy Youth Coalition

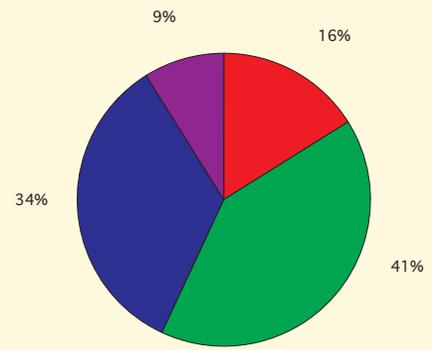
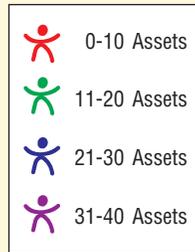
Baseline (2002-04) total: 2,694 youth surveyed

Current (2009-2010) total: 2,773 youth surveyed

	TYPE	ASSET NAME	DEFINITION	BASE %	CURRENT %	CHANGE %
EXTERNAL ASSETS	Support	1. Family Support	Family life provides high levels of love and support.	66	71	5
		2. Positive Family Communications	Parents and child communicate positively; child is willing to seek parents advice and counsel.	28	32	4
		3. Other Adult Relationships	Child receives support from three or more non-parent adults.	45	51	6
		4. Caring Neighborhood	Child experiences caring neighbors.	39	41	2
		5. Caring School Climate	School provides a caring, encouraging environment.	26	31	5
		6. Parent Involvement	Parents are actively involved in helping child succeed in school.	22	29	7
	Empowerment	7. Community Values Youth	Child perceives that community adults value youth.	20	22	2
		8. Youth Given Useful Roles	Youth are given useful roles in community life.	23	29	6
		9. Community Service	Child gives one hour or more per week to serve in one's community.	44	46	2
		10. Safety	Child feels safe in home, school and neighborhood.	57	58	1
	Boundaries and Expectations	11. Family Boundaries	Family has clear rules and consequences: and monitors whereabouts.	43	46	3
		12. School Boundaries	School provides clear rules and consequences.	49	56	7
		13. Neighborhood Boundaries	Neighbors would report undesirable behavior to family.	43	48	5
		14. Adult Role Models	Parent(s) and other adults model prosocial behavior.	26	28	2
		15. Positive Peer Influence	Child's best friends model responsible behavior.	57	65	8
		16. High Expectations	Both parents and teachers press child to achieve.	42	51	9
	Time	17. Creative Activities	Involved three or more hours per week in lessons or practice in music, theater, or other arts.	20	18	-2
		18. Youth Programs	Youth spend one hour or more per week in sports, clubs or organizations at school and/or in community organizations.	57	64	7
		19. Religious Community	Involved one or more hours per week.	47	44	-3
		20. Time at Home	Out with friends "with nothing special to do," two or fewer nights per week.	52	66	14
Educational Commitment	21. Achievement Motivation	Child is motivated to do well in school.	62	70	8	
	22. School Engagement	Child is actively engaged in learning.	57	65	8	
	23. Homework	Child reports one or more hours of homework per day.	43	41	-2	
	24. Bonding to School	Child cares about her/his school.	43	53	10	
	25. Reading for Pleasure	Child reads for pleasure three or more hours per week.	20	19	-1	
Values	26. Caring	Child places high value on helping other people.	41	44	3	
	27. Equality and Social Justice	Child places high value on promoting equality and reducing hunger and poverty.	41	42	1	
	28. Integrity	Child acts on convictions, stands up for her or his beliefs.	67	70	3	
	29. Honesty	Child "tells the truth even when it is not easy."	66	67	1	
	30. Responsibility	Child accepts and takes personal responsibility.	60	66	6	
	31. Restraint	Child believes it is important not to be sexually active or to use alcohol or other drugs.	38	41	3	
Social Competencies	32. Planning and Decision-making	Child has skill to plan ahead and make choices.	26	29	3	
	33. Interpersonal Competence	Child has empathy, sensitivity, and friendship skills.	46	47	1	
	34. Cultural Competence	Child has knowledge of and comfort with people of different racial backgrounds.	37	34	-3	
	35. Resistance Skills	Child can resist negative peer pressure.	39	45	6	
	36. Peaceful Conflict Resolution	Child seeks to resolve conflict non-violently.	38	42	4	
Positive Identity	37. Personal Control	Child feels she/he has control over "things that happen to me."	47	50	3	
	38. Self-esteem	Child reports high self-esteem.	46	51	5	
	39. Sense of Purpose	Child reports "my life has a purpose."	57	65	8	
	40. Positive View of Personal Future	Child is optimistic about his/her personal future.	70	76	6	



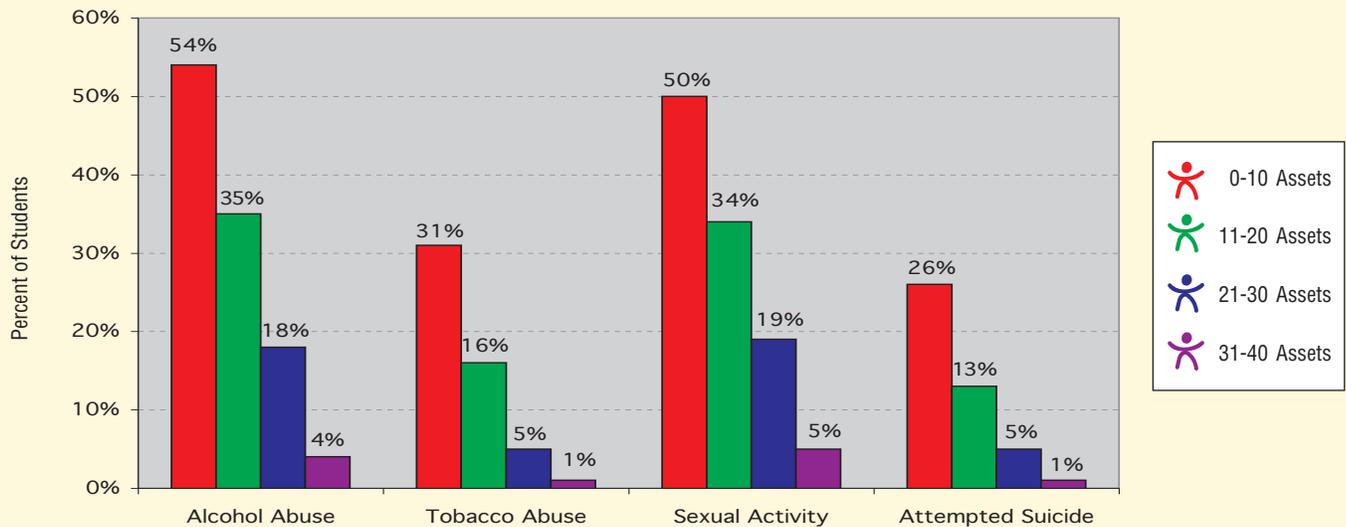
**Baseline Level of Assets  
2002 - 2004**



**Current Level of Assets  
2009 - 2010**

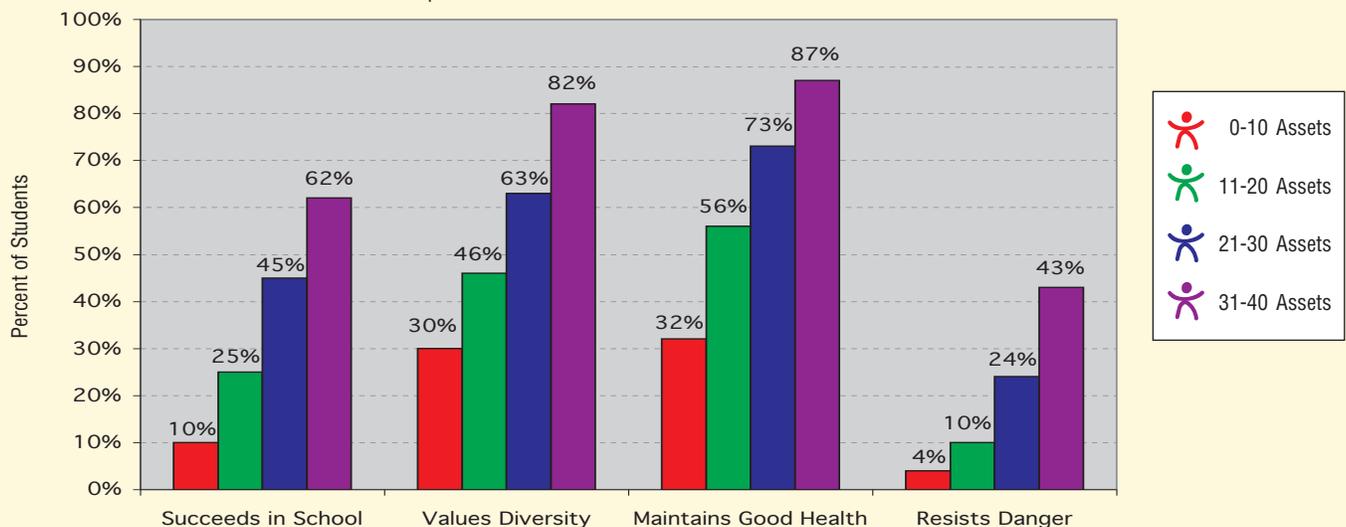
### More Assets = Less Risk Behaviors

Assets have the power to protect youth from harmful and unhealthy choices. To illustrate this the charts below show that youth with the most assets are least likely to engage in the four different patterns of high risk behavior.



### More Assets = More Thriving Behaviors

In addition to protecting youth from high risk behaviors, having more assets increases the chances that young people will have positive attitudes and behaviors as the charts below show.



## Reasons to Celebrate

- 35 out of 40 asset categories have increased.
- Only 5 asset categories have decreased.
- Of the 22 assets that schools can directly affect, a total of 19 assets have increased.
- The asset categories with the largest percentage were: 1) Parent Involvement (32%), 2) Youth as Resources- (26%), 3) Bonding to School- (23%), 4) High Expectations (21%) and 5) Caring School Climate (19%).
- Total number of assets possessed by Upper Bucks youth has increased from 17.5 to 19.1- a 9% increase
- Total % of students possessing 20 or more assets has increased from 34% to 43%- a 26% increase.
- Previous 30-Day Alcohol Use among 12th graders has decreased from baseline of 52% to 40% in 2010 - a 23% reduction.
- Previous 30-Day Tobacco Use among 12th graders has decreased from baseline of 33% to 19% in 2010 - a 42% reduction.
- Percentage of 8th graders who engaged in binge drinking\* in previous two-week period decreased from baseline of 9% to 6% in 2010- a 33% reduction.
- Previous 30-Day Marijuana Use among 12th graders has decreased from baseline of 29% to 21% in 2010 - a 28% reduction.
- Previous 30-Day Marijuana Use among 8th graders has decreased from baseline of 7% to 3% in 2010 - a 57% reduction.
- A majority of all youth do not regularly (prior 30-day period) drink alcohol, tobacco, or use marijuana- 73%, 88% and 87% respectively.

## Reasons to Stay Connected

- After years of decreasing percentages of both 8th and 10th graders reporting prior 30-day alcohol use there has been a "leveling off" for both age groups.
- 166 members of the Class of 2010 have driven a car after drinking within the last year- 55 seniors have driven after drinking 3 or more times in the last year.
- 804 members of the Class of 2010 have been a passenger in a car with a driver who has been drinking within the last year- 277 seniors have ridden with an impaired driver 3 or more times in the same period.
- 8% of the Class of 2010 (222 youth) report using a prescription drug that was not prescribed to them by a doctor.
- The percentage of youth who have had sexual intercourse is 26% (721 youth) and 24% (173 youth) of those youth seldom or never use any contraceptive devices
- A total of 10% (277 youth) have attempted to kill themselves at least once and 4% (111 youth) have made 2 or more attempts\*\*
- 13% of all youth (360 youth) report that they have carried a gun or knife to protect themselves during the past year.
- 15% of all youth (416 youth) report that they have taken part in a fight where a group of their friends have fought another group.
- 3% of all youth (83 youth) report that they have used a knife or gun to get something from another person.

\* Binge Drinking- Consuming five or more drinks in one sitting in the previous two-week period

\*\*Prior attempts to commit suicide is the number one risk factor for future attempts

# 2010 Student Support Card

## What is the Upper Bucks Student Support Card (UBSSC)?

First- a few points on what it is not. The UBSSC does not measure proficiency in reading, writing, or mathematics. The UBSSC does not measure SAT scores or Pennsylvania System of School Assessment (PSSA) scores. Instead, it measures the quality and the quantity of support that young people feel in their lives. These measures of social and emotional health, show how much external support youth feel from their school, family, faith community, other adults, and community. It also measures internal strengths such as character and personality traits, that compel each student to make positive, healthy decisions. The UBSSC gives each teacher, youth program professional, parent, guardian, neighbor, and public official a tool to understand what kinds of supports young people need to be successful. The data contained in the UBSSC is derived from a bi-annual 156-question survey called the “Profiles of Student Life: Attitudes and Behaviors.” Search Institute, a research organization based in Minneapolis, MN, developed the survey instrument and coined the term “Developmental Assets®.”

The UBSSC is not a gauge to judge what is lacking. Rather, it is a strength-based measure to find out what supports do exist, and build upon that foundation. It is, most importantly, an assessment not only of our youth and their perceptions, but also of our communities that comprise Upper Bucks County. It is a clarion call for each of us to get involved in the lives of the youth in our midst. The UBSSC shows that the more assets and supports a young person has, the more likely he/she is to succeed in school, make wise choices in regards to their mental, emotional and physical health and accept the values and beliefs of people from different cultures. Also the more likely they will be able to remain alcohol and drug-free, and be able to practice what are called “refusal skills” when faced with dangerous situations.

## Why is this important?

The UBSSC shows the level of Developmental Assets® our youth have and the relationship and correlation between asset levels and risk behaviors and thriving behaviors. The UBSSC shows that we all (i.e. parents, extended family, community members, schools, faith community leaders, neighbors, coaches, business leaders, etc.) can impact the levels of assets possessed by youth. For too long, focus has been put upon educational organizations and other professionals to “fix” the problems experienced by many youth. While school districts are being held to increasing challenging academic benchmarks mandated by the state and federal governments, the UBSSC tracks the progress we are making in regards to a young person’s social and emotional health. We know that academic learning increases if a student’s social and emotional life is healthy. Schools cannot do this alone. We all must do our part to ensure that young people are ready for school and are supported in making the right choices. The research is quite clear, and has finally confirmed what we have known all along, KIDS NEED US – ALL OF US.

## What to do?

Consider getting involved with the Upper Bucks Healthy Communities Healthy Youth Coalition (UBHCHY). For a list of regular meetings, you can go to [www.justcommunity.com](http://www.justcommunity.com). You can also simply do your part by intentionally establishing more relationships with young people in and around your life. Share with them the facts you learned by reading the UBSSC. Ultimately, the name of the game is RELATIONSHIPS!

# Upper Bucks HCHY Coalition



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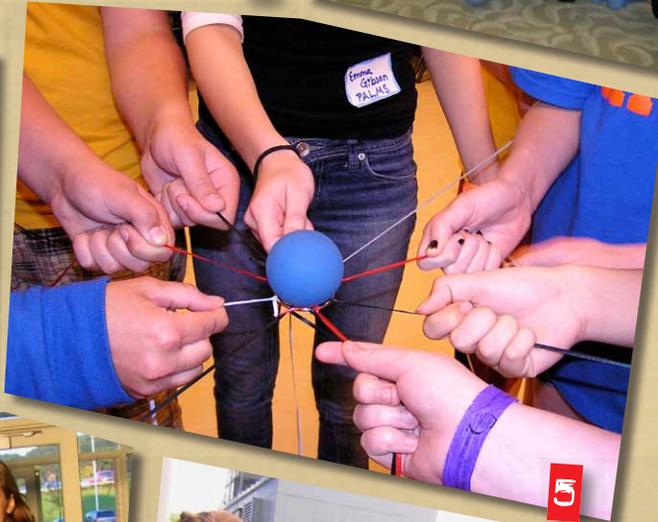
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- 1-2003 Early Asset Champions- James Scanlon, Ray Fox, Larry Cerami
- 2-2006 Quakertown Halloween Parade
- 3-2006 Social Norms Campaign- Palisades Street Team Members
- 4-2006 Social Norms Campaign- Upper Bucks Street Team Members Attend National Conference
- 5-2008 Youth Summit Participants Cooperate
- 6-2006 Social Norms Campaign- Pennridge High School Street Team Members
- 7-2009 Youth Summit Participants

**Mission Statement:** "To promote positive youth development by providing information, supporting programs and strengthening community relationships that build assets to help youth stay healthy, safe and drug-free."

**Steering Committee:** Lois Dodson, Ray Fox, Steve Gratas, Donna Holmes, Lynette Reed, Karen Richter, Lee Rush, Cheryl Swartley, and Alice Zander  
 The Upper Bucks HCHY Coalition is funded in part by a federal grant through the White House Office of National Drug Control Policy, (ONDCP) and the Substance Abuse and Mental Health Services Administration, (SAMHSA).