

# 2014 PROFILE OF YOUTH IN GREATER BRIDGEPORT

Presented By

**RYASAP**

*Catalyst for Community Change*

Bridgeport, CT

In Cooperation With

Search Institute, Minneapolis, MN

**FAIRFIELD**



# 2014 PROFILE OF YOUTH OVERVIEW

- **3,141 youth surveyed**

- an 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 FAIRFIELD BREAKDOWN

**928** Youth surveyed

## Racial and Ethnic Breakdown

77% White

4% Hispanic

6% Asian/Pacific

3% Other

7% Multi-racial

2% African American

1% Native American

# FAIRFIELD YOUTH SURVEYED

Fairfield students had 21.3 of 40 developmental assets on average:

- 24.7 in the 7<sup>th</sup> grade
- 22.5 in the 8<sup>th</sup> grade
- 21.4 in the 9<sup>th</sup> grade
- 19.0 in the 10<sup>th</sup> grade
- 20.3 in the 11<sup>th</sup> grade
- 19.8 in 12<sup>th</sup> grade

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

# DEVELOPMENTAL ASSETS

## EXTERNAL ASSETS

Positive experiences and support a young person receives from formal and informal connections to the community (comparison 2012 Fairfield results)

### SUPPORT

1. **Family Support** 79% Family life provides high levels of love & support (80%)
2. **Positive Family Communication** 38% Young person & parents communicate (34%) positively and youth seeks parental advice
3. **Other Adult Relationships** 58% Young person receives support from 3+ nonparent adults (56%)
4. **Caring neighborhood** 46% Young person experiences caring neighbors (50%)
5. **Caring School Climate** 34% School provides a caring, encouraging environment (39%)
6. **Parent Involvement in Schooling** 26% Parent(s) actively involved in helping young person succeed in school (35%)

### EMPOWERMENT

1. **Community Values Youth** 27% Young person perceives that adults values youth (26%)
2. **Youth as Resources** 36% Young people are given useful roles in the community (32%)
3. **Service to Others** 54% Young person serves in the community one (1) hour or more per week (53%)
4. **Safety** 61% Young feels safe at home, school and in the neighborhood (59%)

## EXTERNAL ASSETS *continued*

### BOUNDARIES & EXPECTATIONS

1. **Family Boundaries** 44% Family has clear rules & consequences and monitors young person's whereabouts (47%)
2. **School Boundaries** 53% School provides clear rules & consequences (56%)
3. **Neighborhood Boundaries** 42% Neighbors take responsibility for monitoring youth behavior (47%)
4. **Adult Role Models** 40% Parent(s) and other adults model positive, responsible behavior (39%)
5. **Positive peer influence** 71% Young person's friends model responsible behavior (71%)
6. **High Expectations** 51% Both parent(s) and teachers encourage the young person to do well (55%)

### CONSTRUCTIVE USE OF TIME

1. **Creative Activities** 22% Young person spends 3+ hours/week in lessons or practice of music, theater or other arts. (20%)
2. **Youth Programs** 76% Young person spends 3+ hours/week in sports, clubs or organizations and school and/or community (71%)
3. **Religious Community** 48% Young person spends 1+ hours/week in activities in a religious institution. (54%)
4. **Time at Home** 62% Young person is out with friends "with nothing special to do" 2 or fewer nights/week (60%)

# DEVELOPMENTAL ASSETS

## INTERNAL ASSETS

Things a community and family nurture within youth so they can contribute to their own development (comparison 2012 Fairfield results)

### COMMITMENT TO LEARNING

1. Achievement motivation 78% Young person is motivated to do well in school (79%)
2. School engagement 61% Young person is actively engaged in learning (69%)
3. Homework 67% Young person reports doing at least one (1) hour of homework every school day (71%)
4. Bonding to school 67% Young person cares about his/her school (68%)
5. Reading for pleasure 18% Young person reads for pleasure 3+ hours/week (22%)

### POSITIVE VALUES

1. Caring 59% Young person places high value on helping others (57%)
2. Equality & School Justice 58% Young person places high value on promoting equality and reducing hunger & poverty (53%)
3. Integrity 73% Young person acts on convictions and stands up for his/her beliefs (72%)
4. Honesty 70% Young person tells the truth even when it is not easy (71%)
5. Responsibility 71% Young person accepts and takes personal responsibility (67%)
6. Restraint 42% Young person believes it is important not to be sexually active or to use alcohol/other drugs (47%)

# INTERNAL ASSETS *continued*

## SOCIAL COMPETENCIES

1. Planning & Decision Making 43% Young person knows how to plan ahead & make choices (39%)
2. Interpersonal Competence 49% Young person has empathy, sensitivity, and friendship skills (52%)
3. Cultural Competence 43% Young person has knowledge of/comfort with people of different cultural/racial/ethnic backgrounds (42%)
4. Resistance skills 50% Young person can resist negative peer pressure & dangerous situations (51%)
5. Peaceful conflict resolution 59% Young person seeks to resolve conflict nonviolently (58%)

## POSITIVE IDENTITY

1. Personal Power 52% Young person feels he/she has control over "things that happen to me" (54%)
2. Self-esteem 57% Young person reports having a high self-esteem (60%)
3. Sense of purpose 70% Young person reports that "my life has a purpose" (72%)
4. Positive view of personal future 78% Young person is optimistic about his or her personal future (81%)



## ASSUMPTIONS ABOUT ASSETS

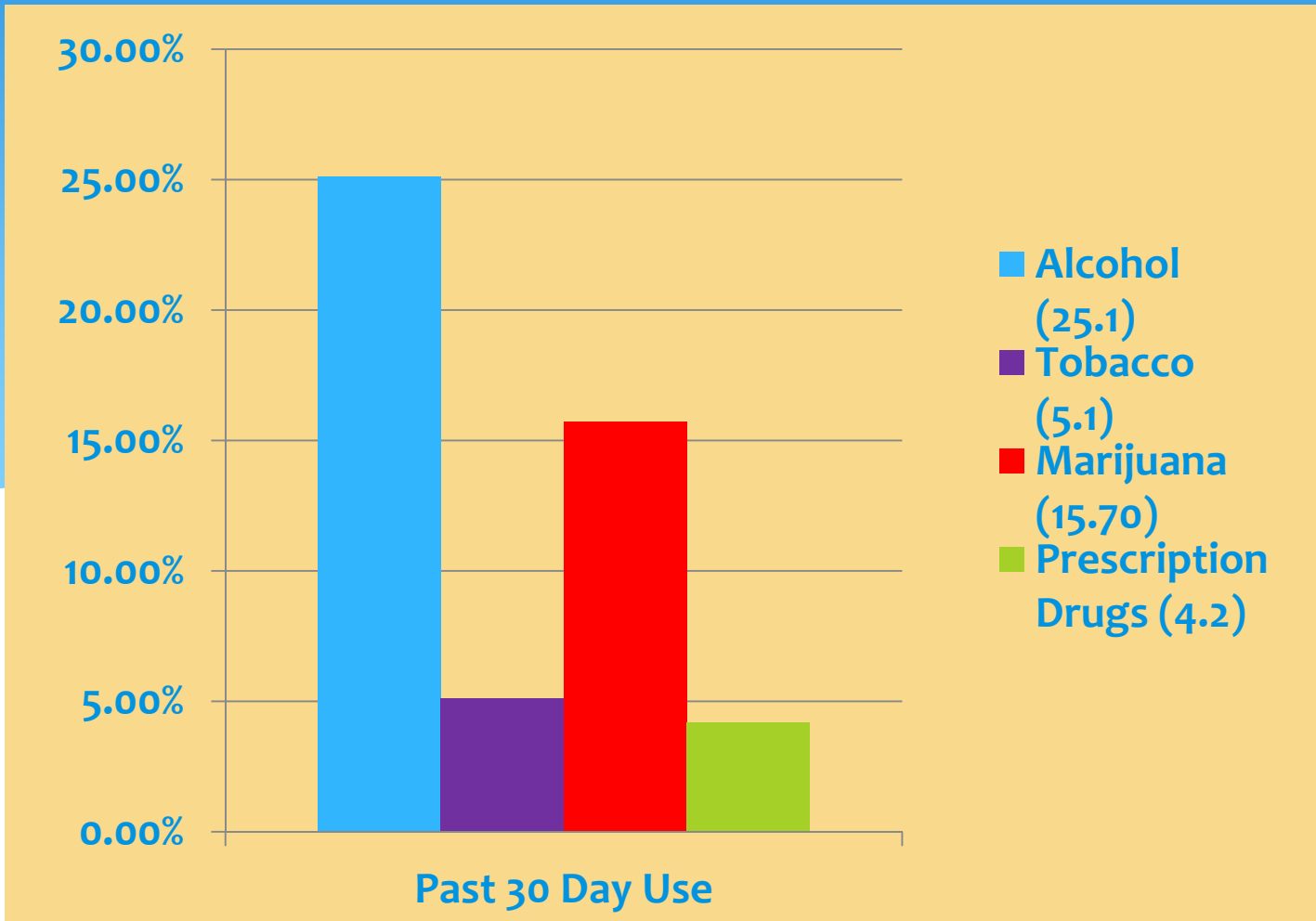
Individuals do not need the entire range of assets to thrive. Combinations of assets across domains reflect equally positive adolescent development.

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.

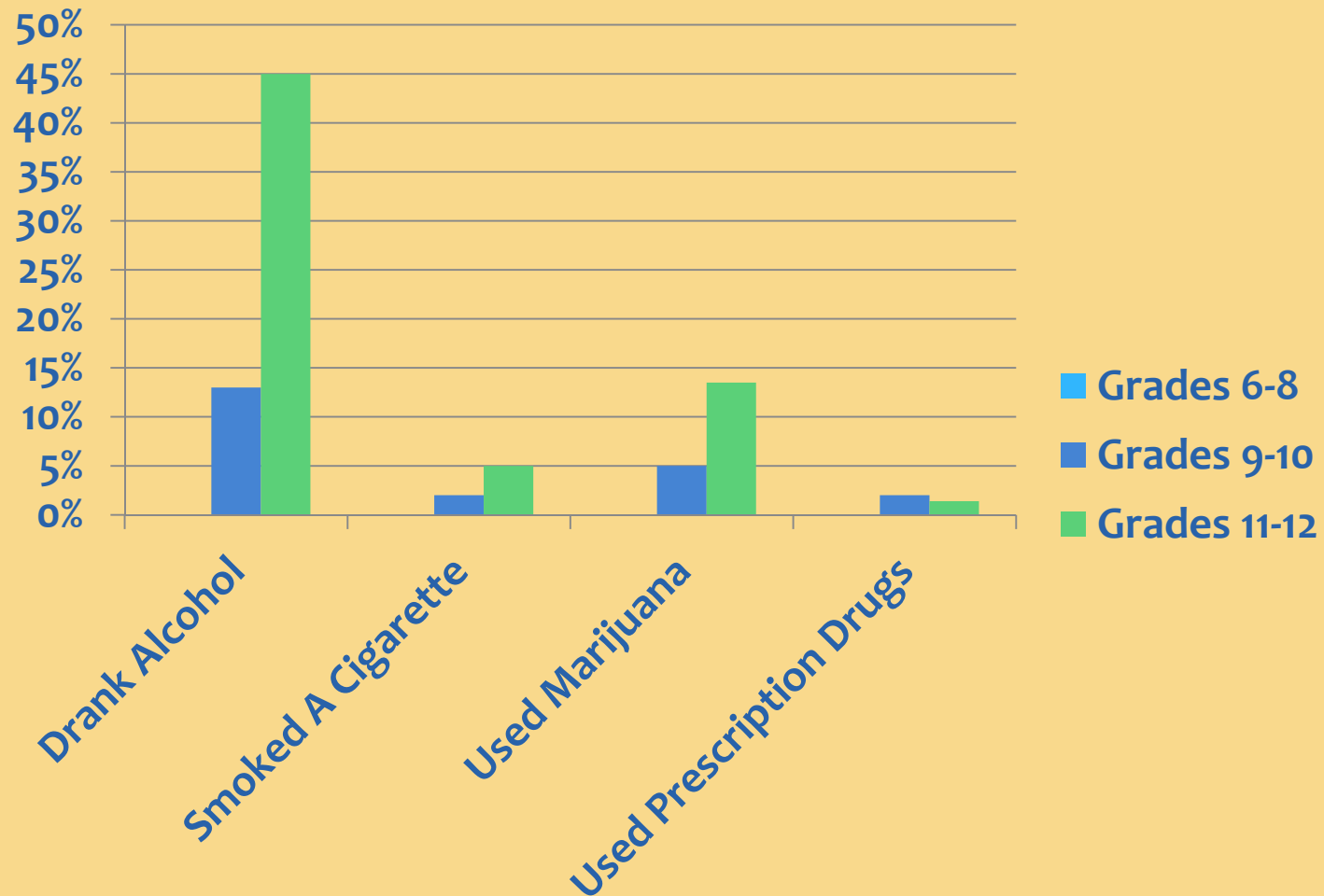
# FOUR CORE MEASURES

## PAST 30 Day Use



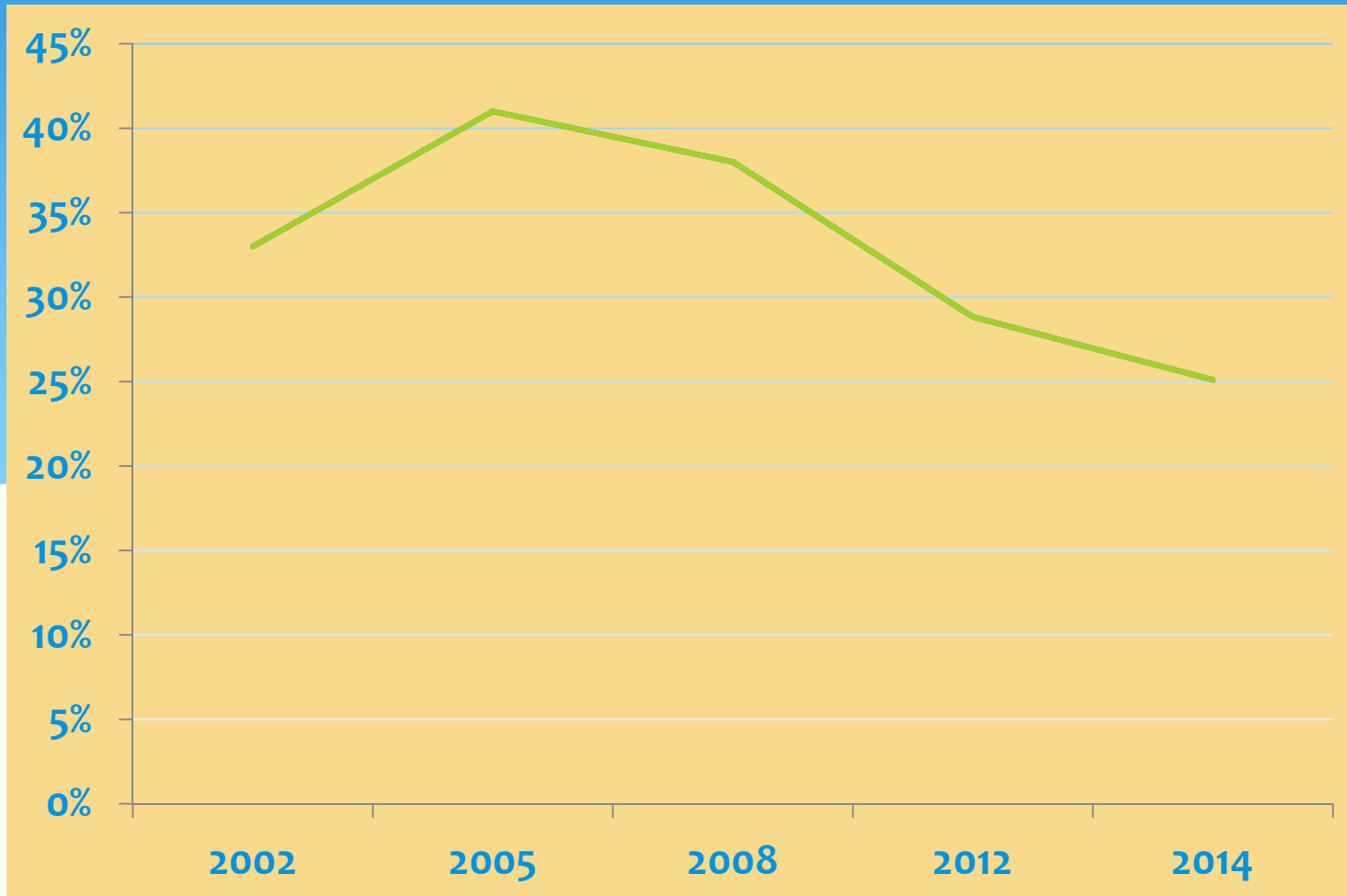
# Fairfield Parent Survey (2014)

When parents were asked to respond to: In the past 30 days, my child probably...

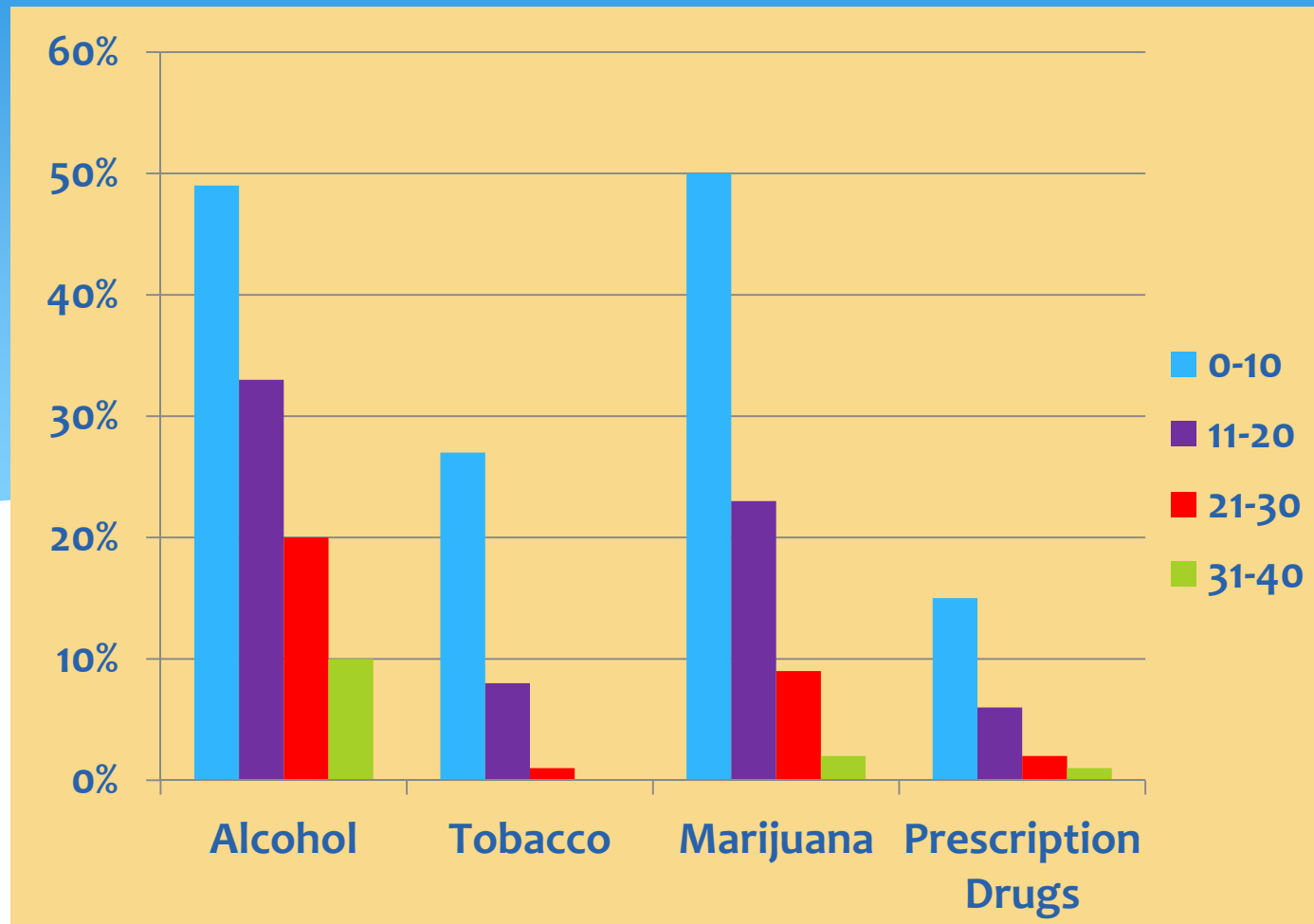


# Alcohol Trend Data

## PAST 30 Day Use (2002-2014)

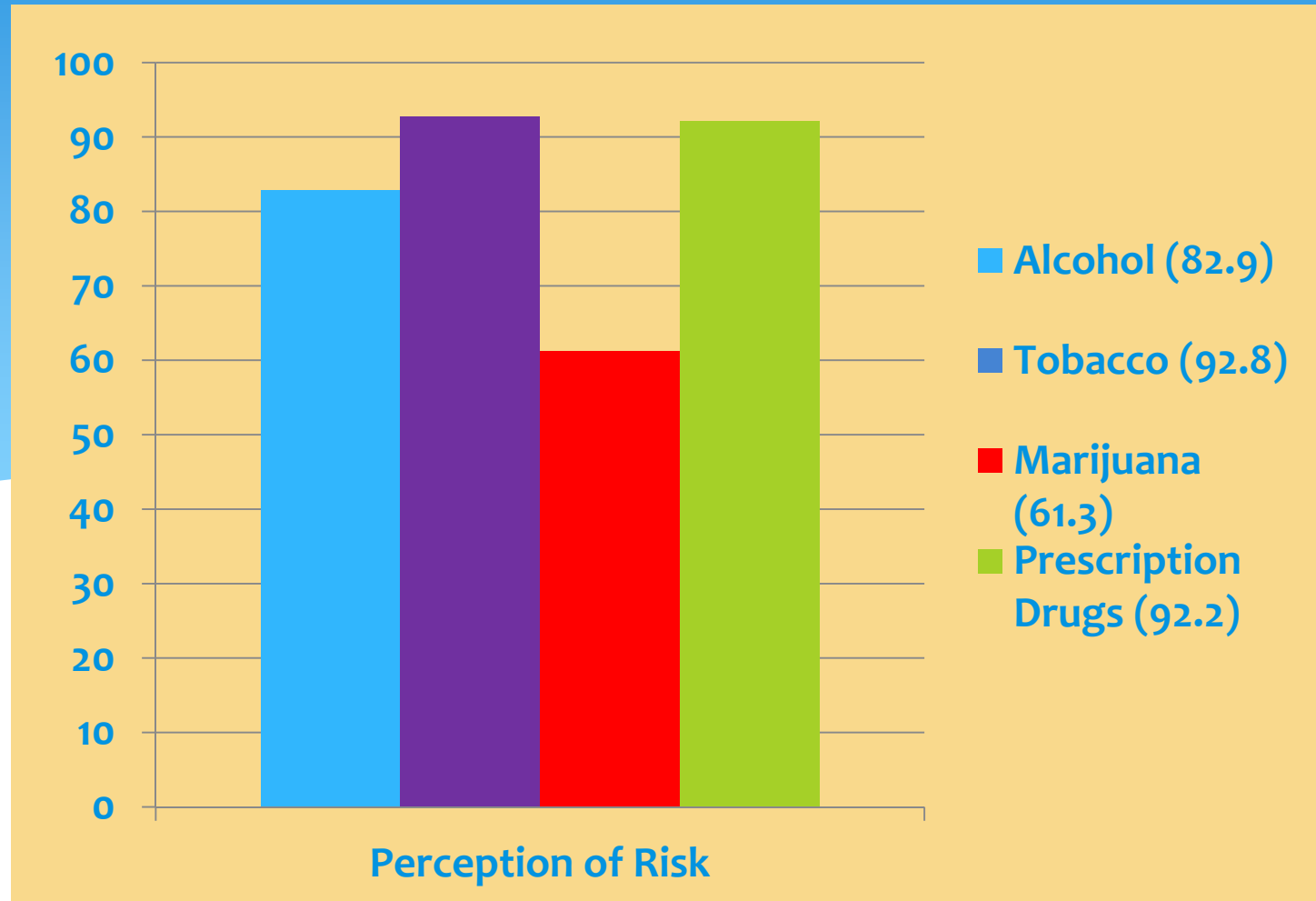


## Past 30-Day Substance Use by Asset Level



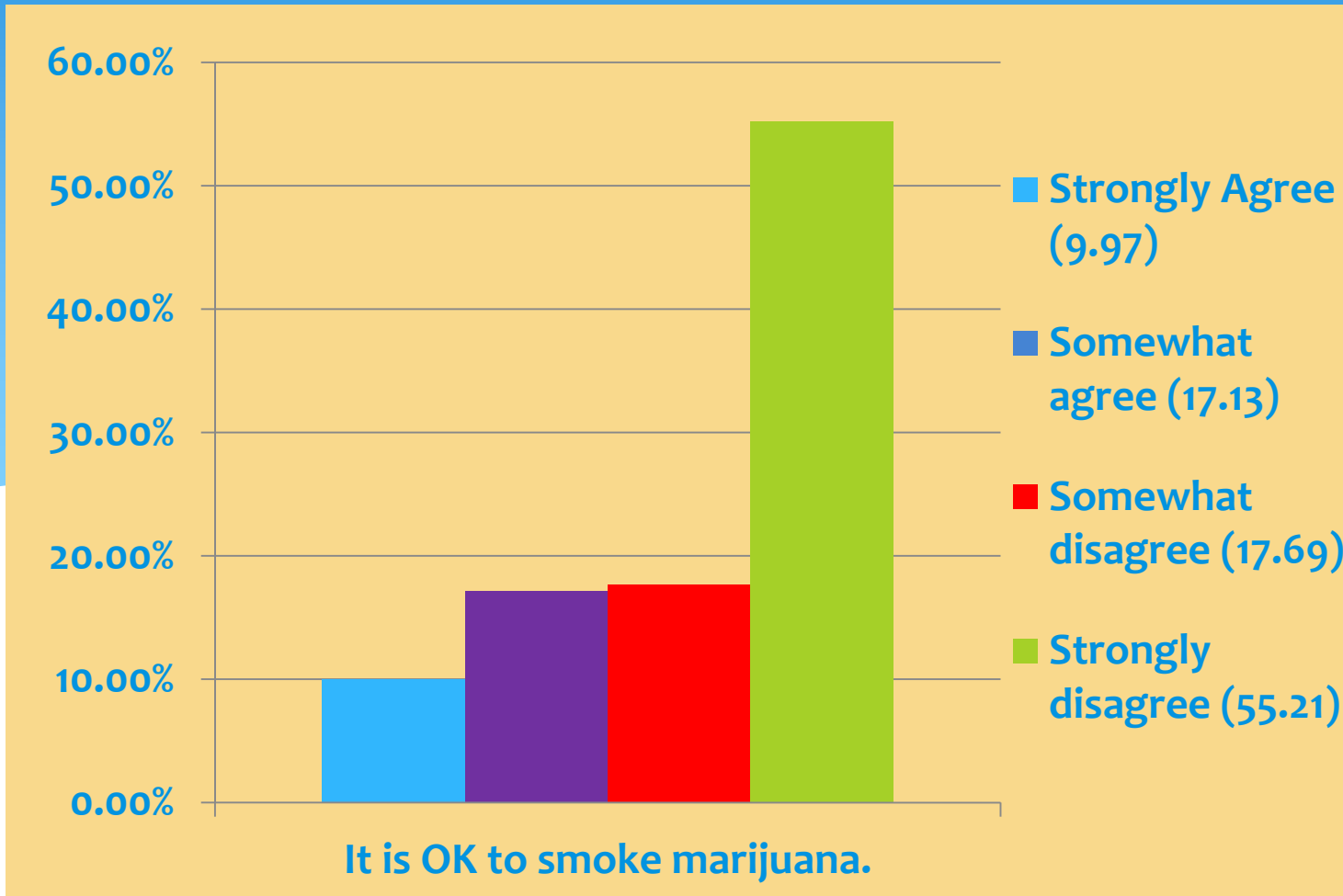
# FOUR CORE MEASURES

## Perception of Risk



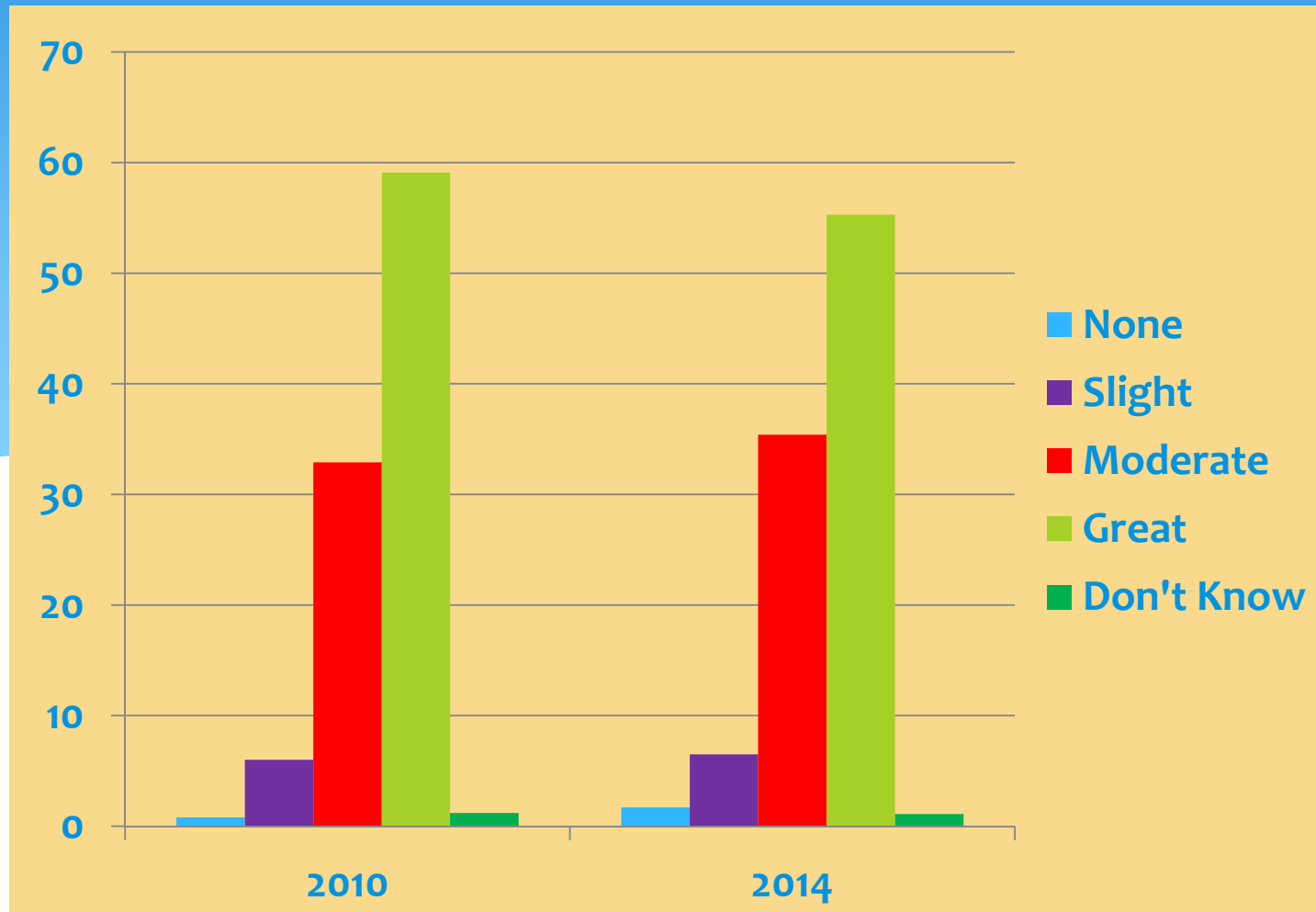
# RYASAP SIS Supplemental Survey 2014

## Perception of Risk



# Fairfield Parent Survey (2010, 2014)

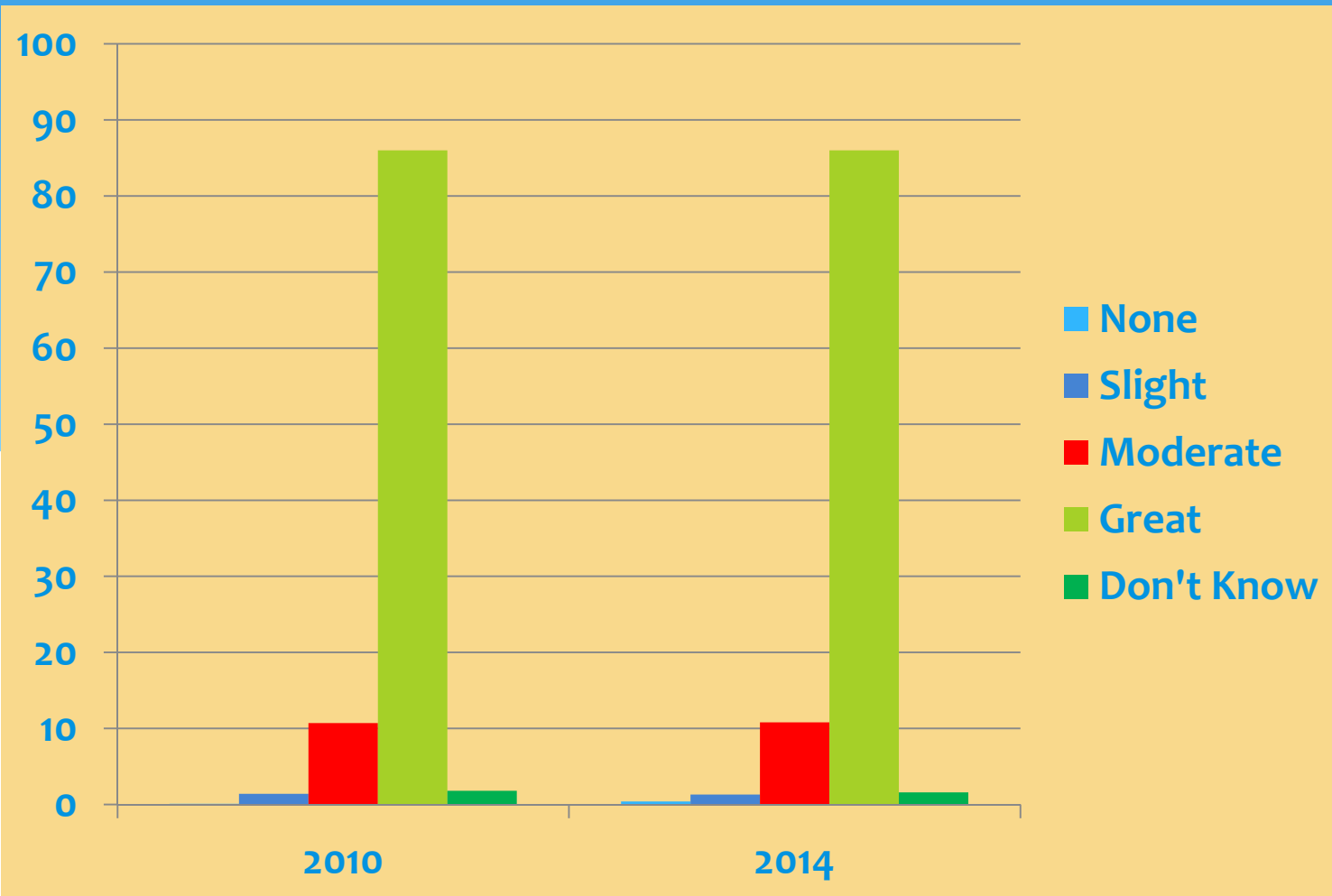
When asked: How much risk of harm is there to teenagers if they *drink alcohol once or twice a month*?





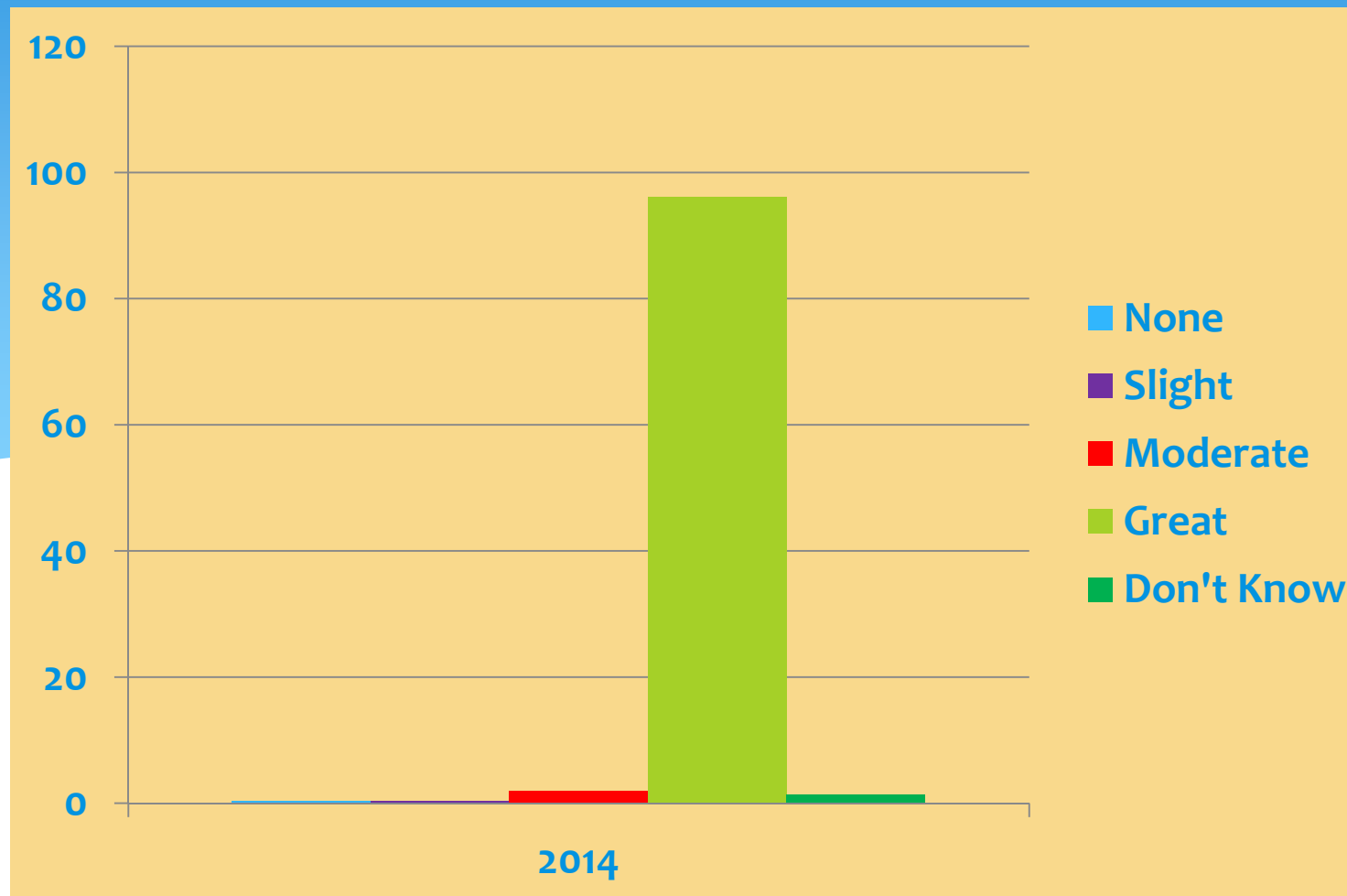
# Fairfield Parent Survey (2010, 2014)

When asked: How much risk of harm is there to teenagers if they use *marijuana more than once a week*?

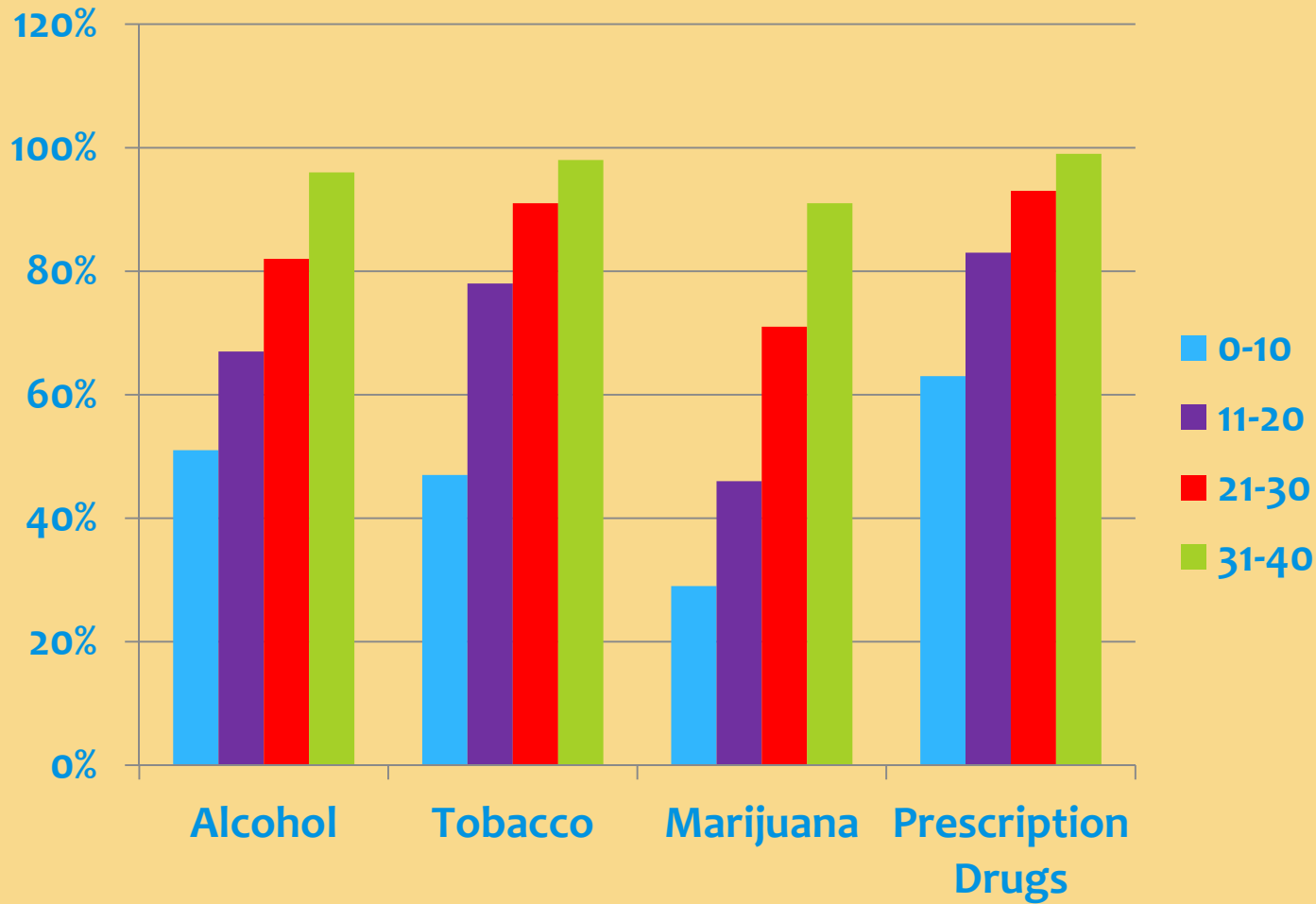


## Fairfield Parent Survey (2014)

When asked: How much risk of harm is there to teenagers if they use *prescription drugs without own prescription*?

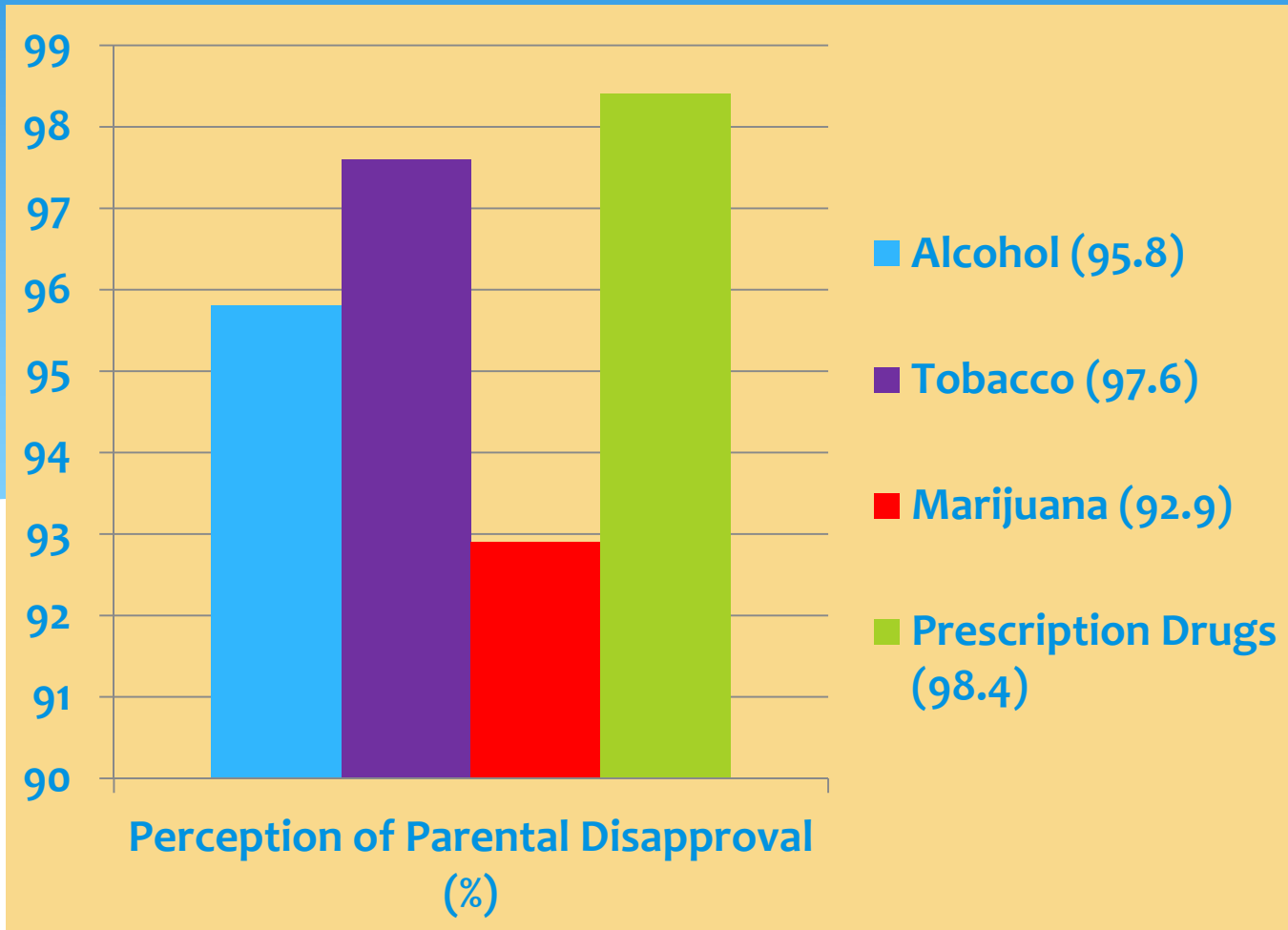


# Perception of Substance Use Risk by Asset Level

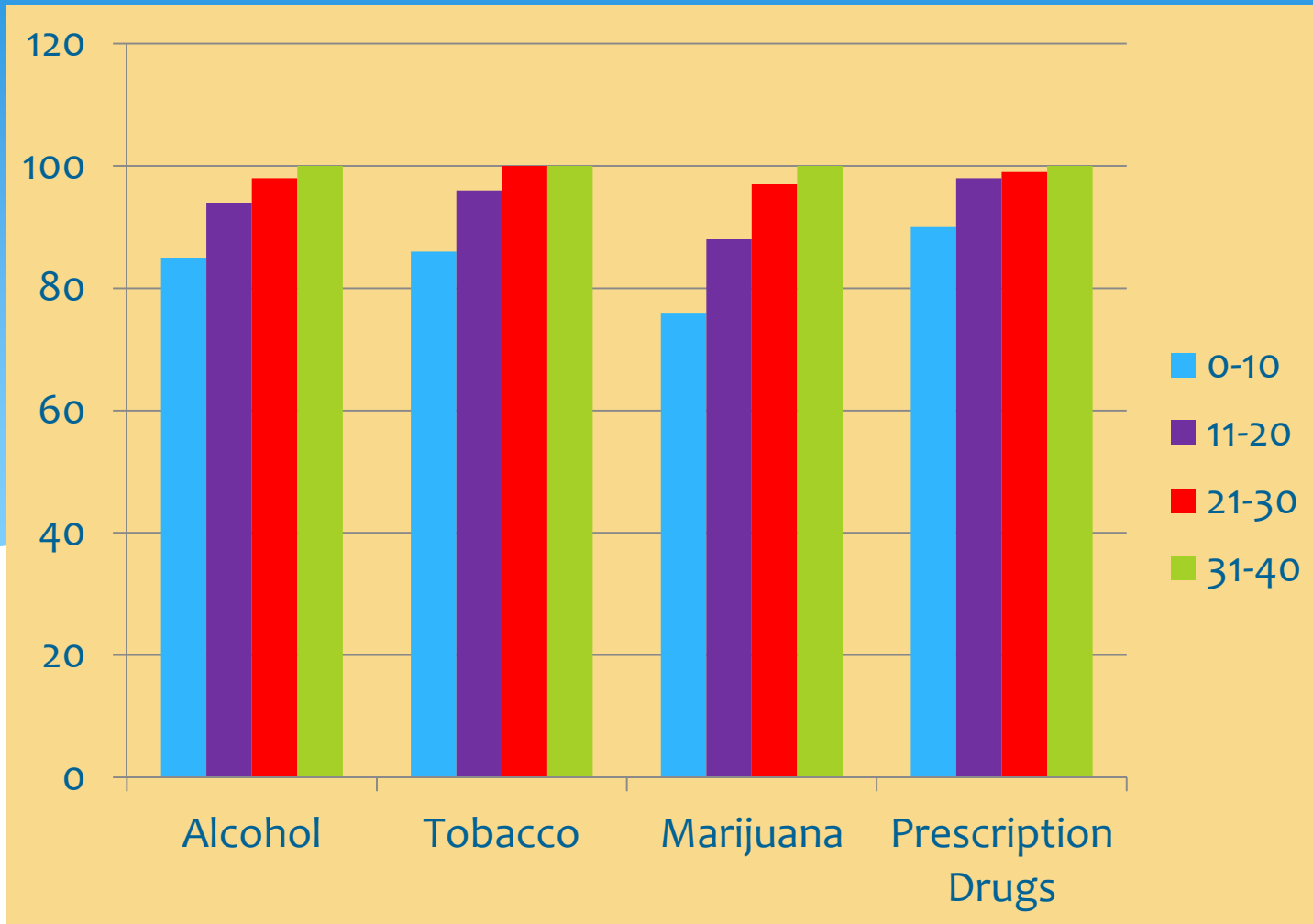


# FOUR CORE MEASURES

## Perception of Parental Disapproval

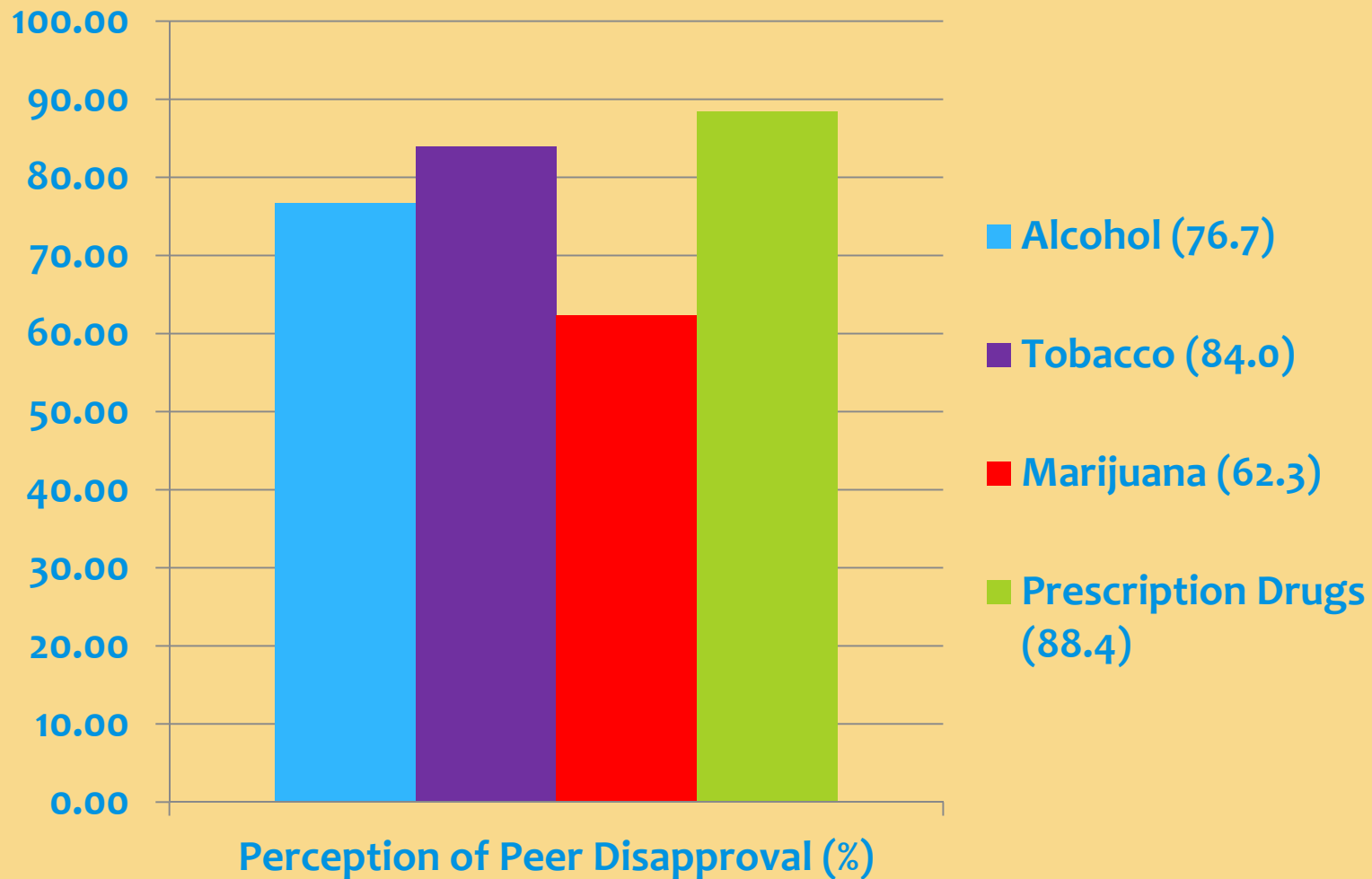


# Perception of Parental Disapproval by Asset Level



# FOUR CORE MEASURES

## 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.

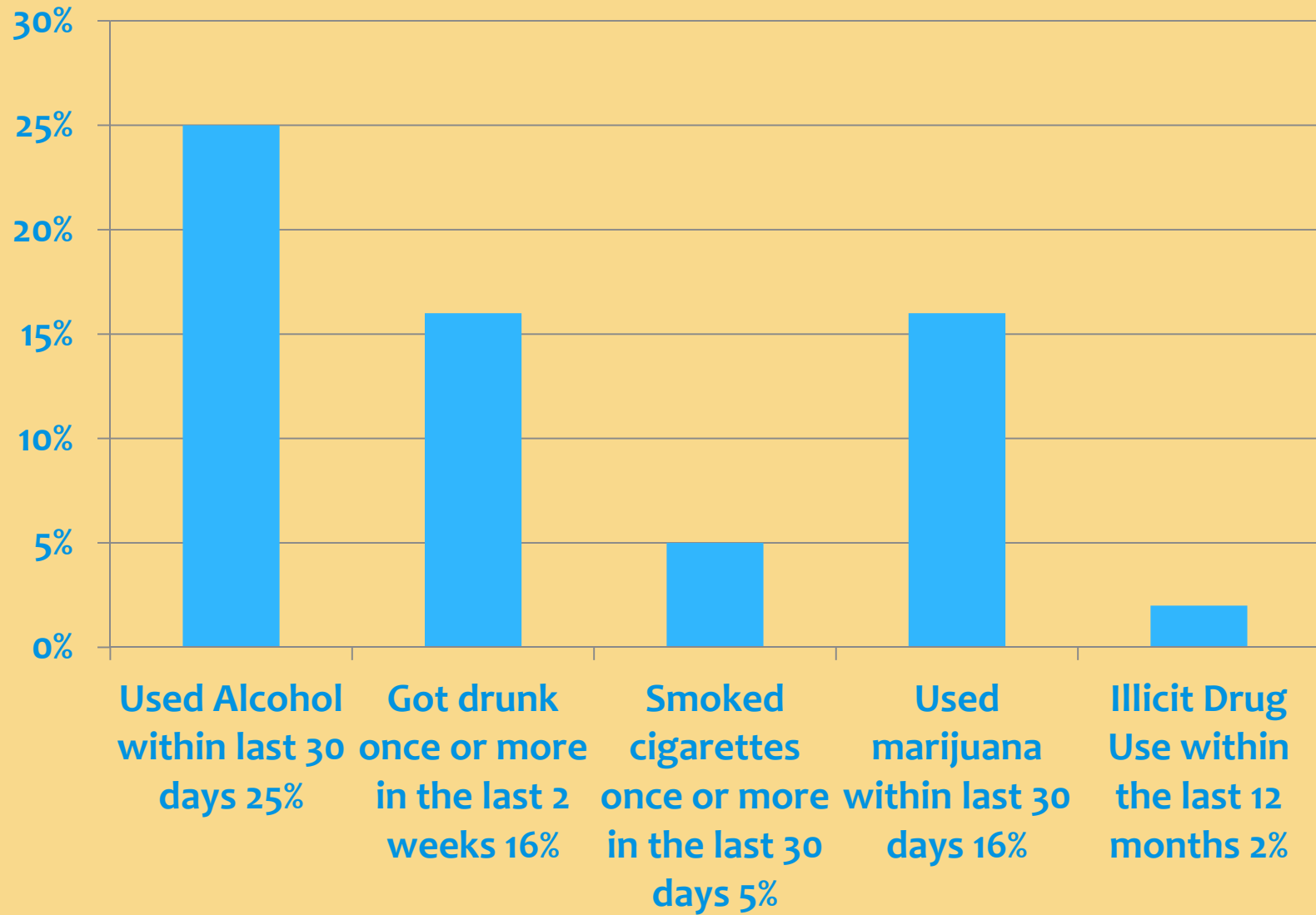
Developmental Asset	Male	Female
Service to others – serves community 1-2 hours/week	47%	61%
Safety – feels safe in the community	<b>70%</b>	51%
Adult Role models - Parent(s) and other adults who spend at lot of time helping other people	34%	46%
Creative Activities – spends 3 or more hours/week in lessons/practice in music/theater/other arts	17%	27%
Achievement Motivation – is motivated to do well in school	72%	84%
Positive Peer Influence – Young person’s best friends model responsible behavior	65%	77%
Homework – young person reports doing at least one hour of homework/school day	58%	<b>76%</b>
Succeeds in School – gets mostly A’s on report card	28%	45%
Caring – finds extreme importance in helping others	53%	<b>70%</b>
School Engagement – young person is actively engaged in learning	34%	70%
Bonding to School – young person cares about his/her school	66%	68%
Values Diversity -Places high importance getting to know people of other racial/ethnic group	50%	63%

## GENDER DIFFERENCES continued

Developmental Asset	Male	Female
<b>Parent Involvement in Schooling</b> – parents are actively involved in helping young person success in school	25%	28%
<b>Neighborhood Boundaries</b> – Neighbors take responsibility for monitoring youth behavior	39%	45%
<b>Equality &amp; Social Justice</b> – places high value on promoting equality/reducing hunger & poverty	44%	67%
<b>Caring Neighborhood</b> –Young person experiences caring neighbors	46%	47%
<b>Integrity</b> – acts on convictions and stands up for what he/she believes	69%	77%
<b>Responsibility</b> – accepts and takes personal responsibility	67%	74%
<b>Restraint</b> – strongly agrees it is important not to use alcohol as a teenager	38%	47%
<b>Positive View of Personal Future</b> – believes as an adult, young person will have a good life.	79%	77%
<b>Overcomes Adversity</b> – does not give up when things are difficult	59%	62%
<b>Peaceful Conflict Resolution</b> – young person seeks to resolve conflict nonviolently	44%	<b>74%</b>
<b>Self-Esteem</b> – young person reports having high “self-esteem”	<b>65%</b>	49%
<b>Resistance Skills</b> – strongly agrees young person can resist negative peer pressure	44%	<b>55%</b>
<b>Sense of Purpose</b> – young person reports “my life has a sense of purpose”	75%	64%

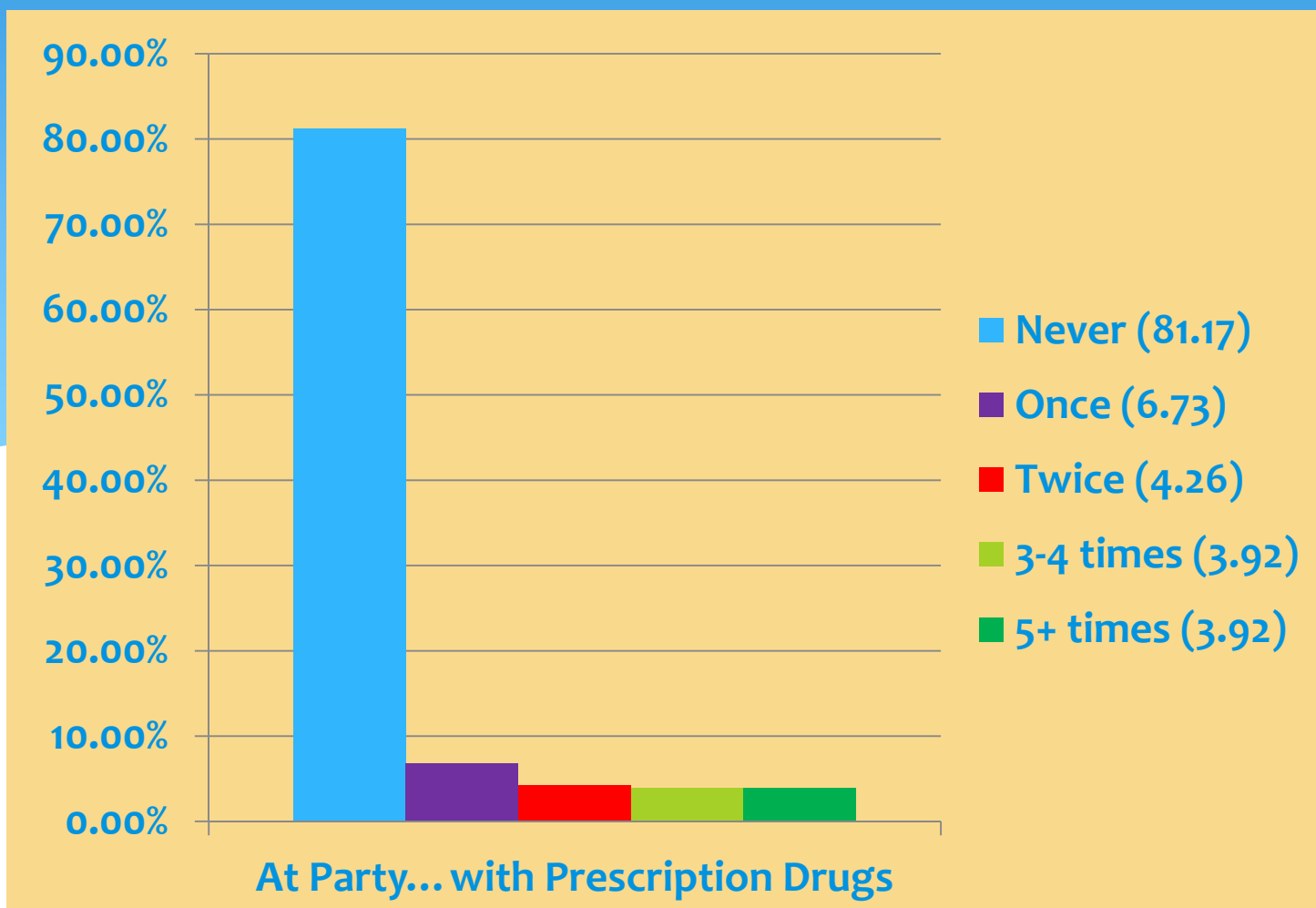


# Risk-Taking Behaviors



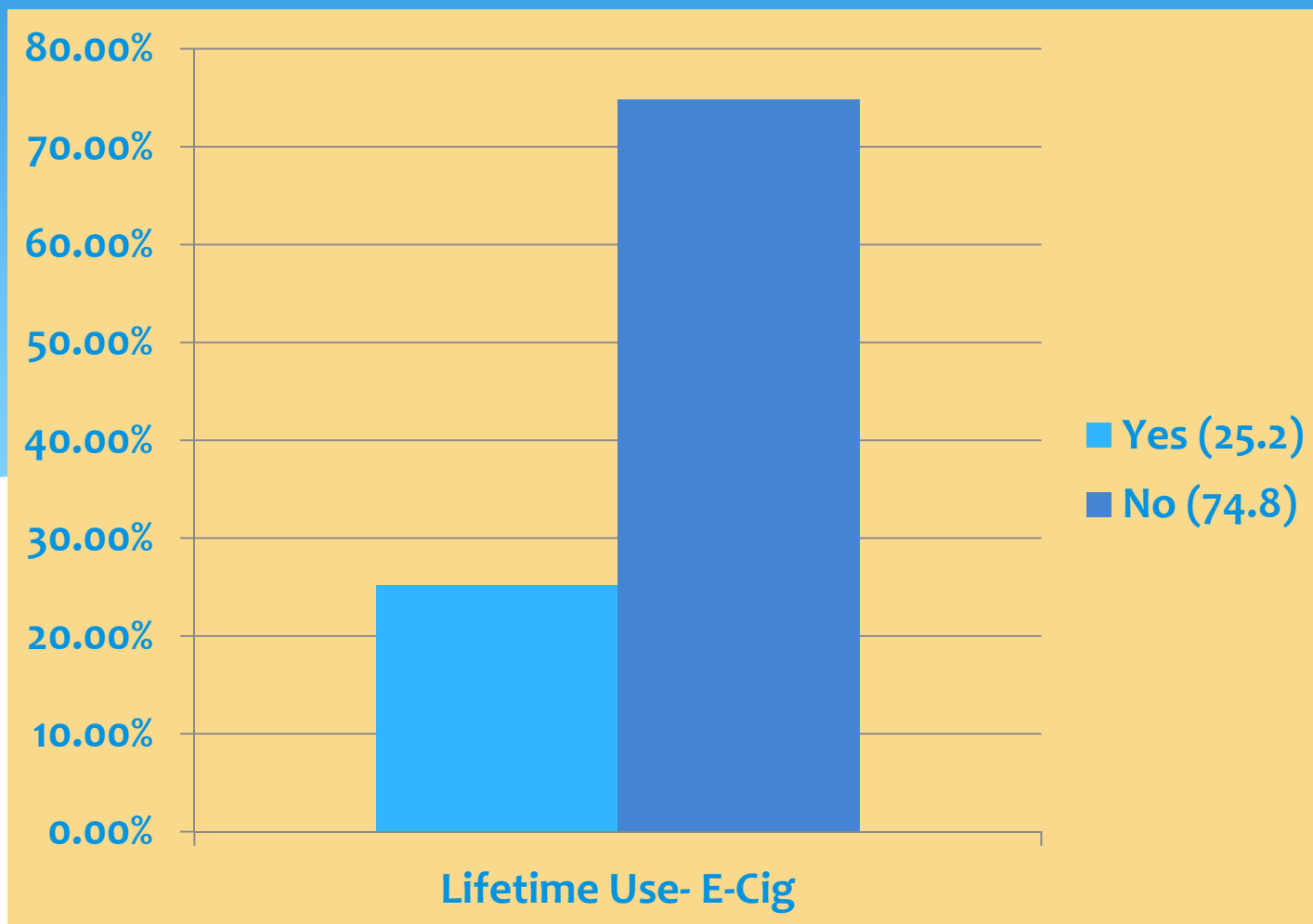
## Supplemental Question Response

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)?



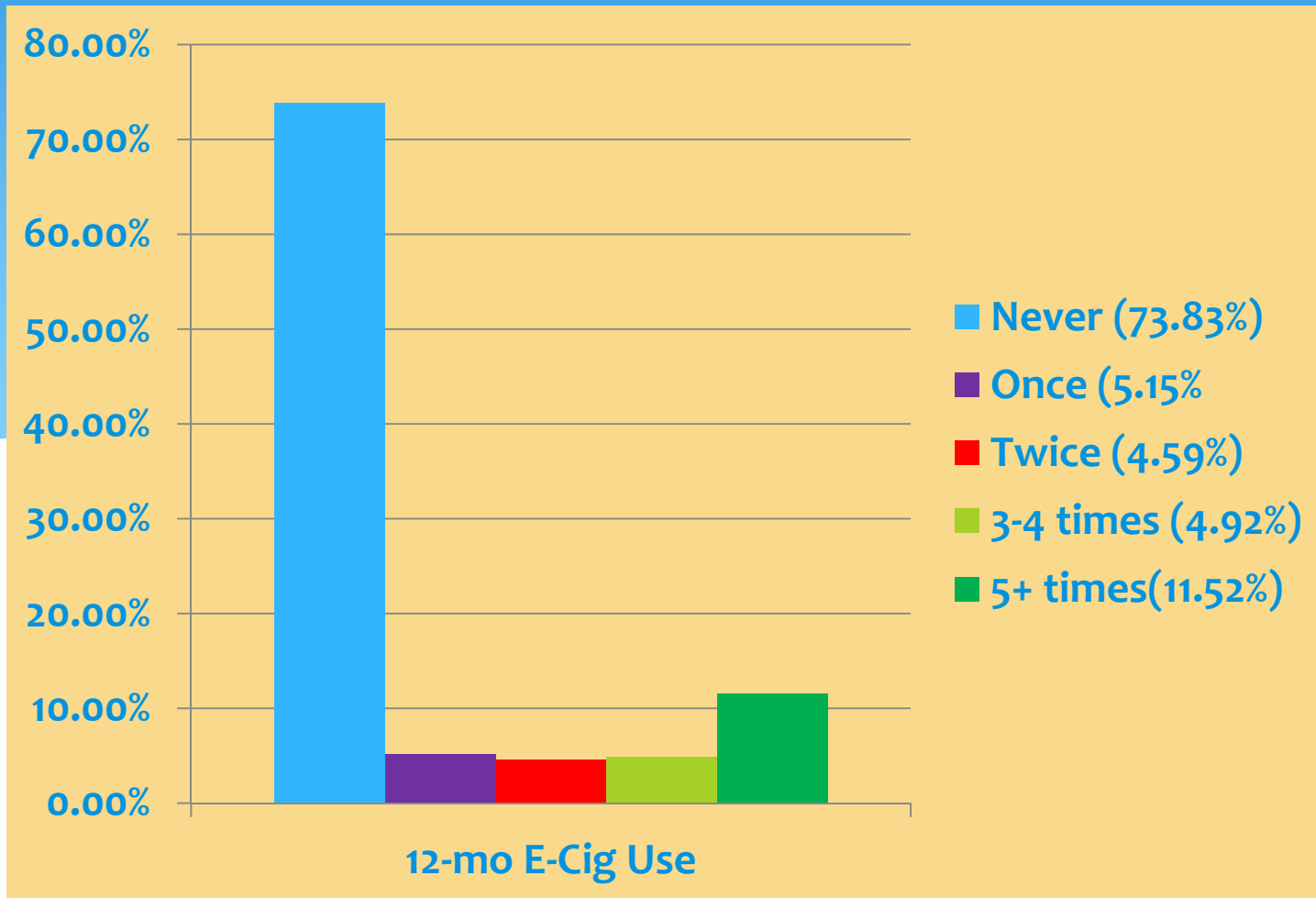
## Supplemental Question Response

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

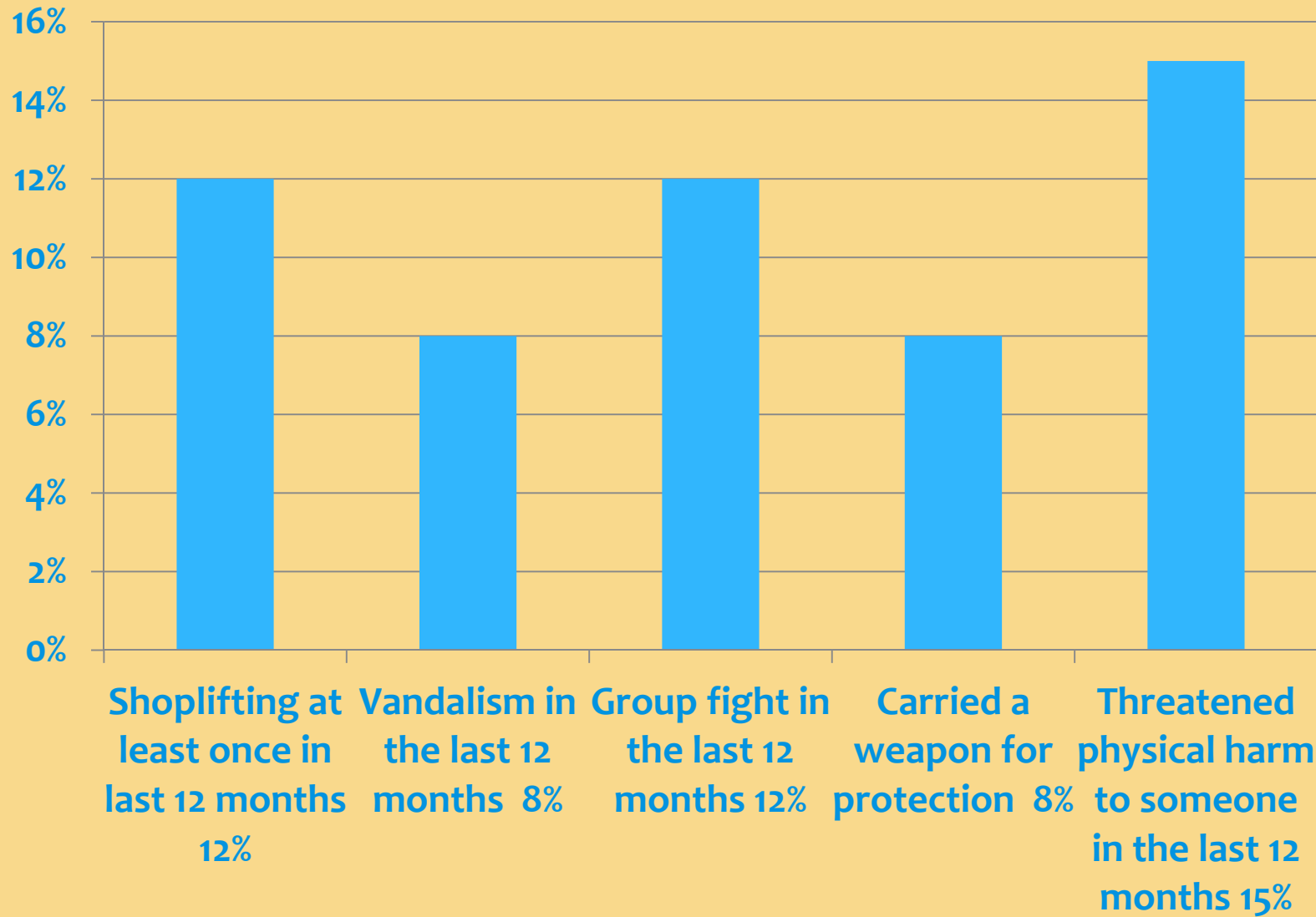


# Supplemental Question Response

When asked: During the past 12 months, how many times have you smoked an e-cigarette (e-cig)?

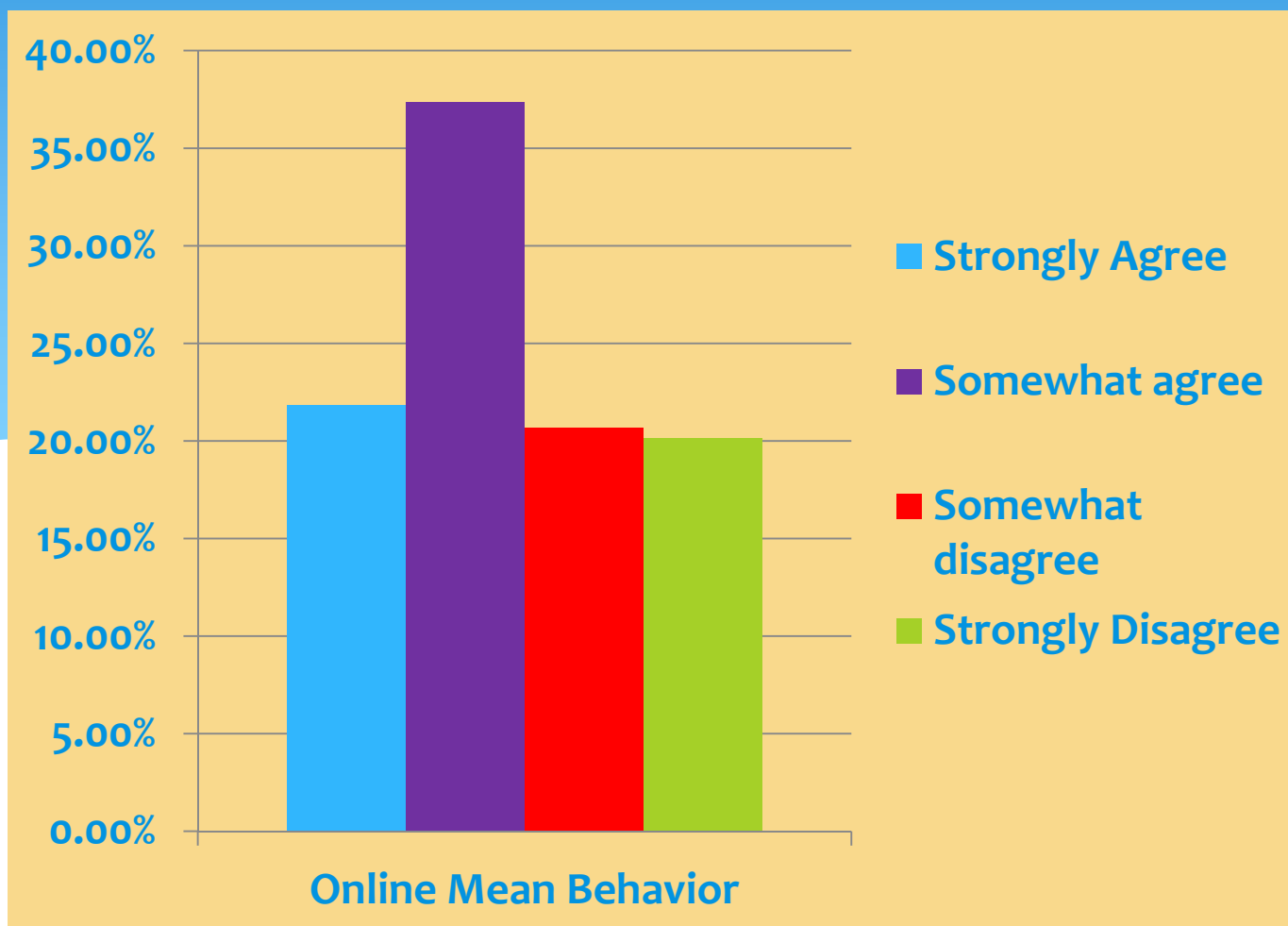


# Risk-Taking Behaviors

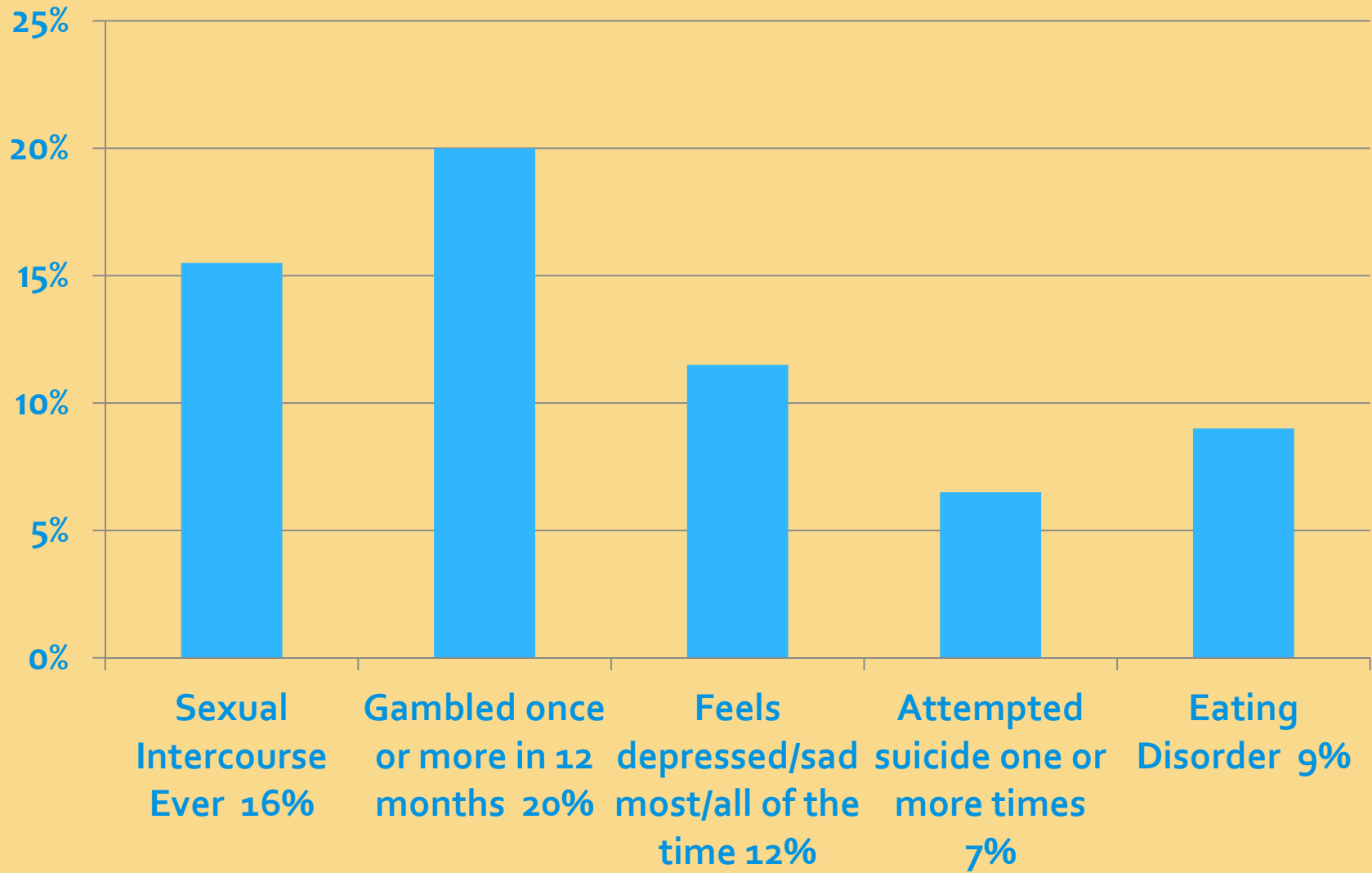


## Supplemental Question Response

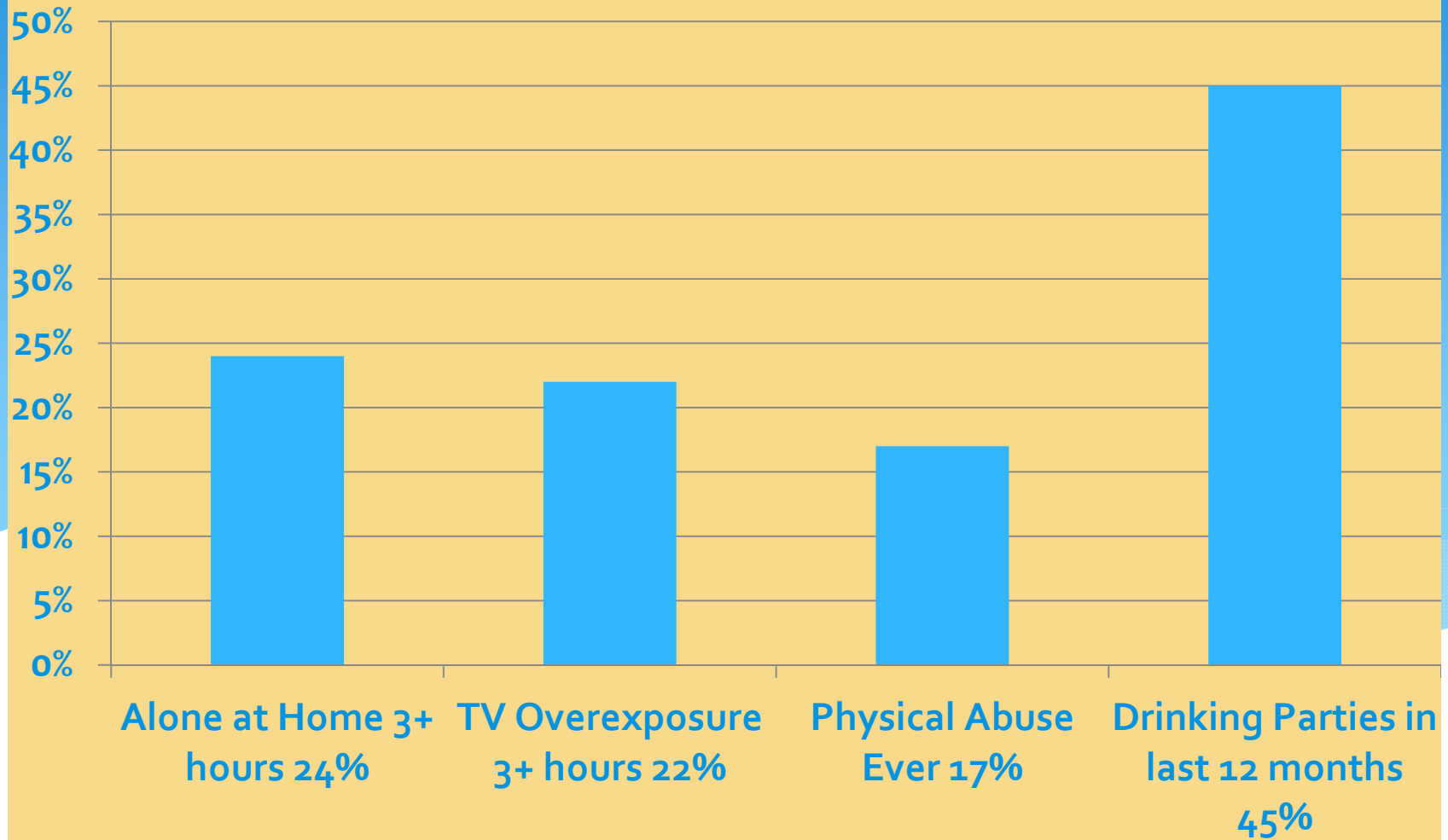
When responding to the statement: Since the start of this school year, I have seen posts where kids from my school were insulted, teased, harassed, or abused by other students through social media (Facebook, Twitter, Instagram, Snapchat, askFM, Vine), youth report:



# Risk-Taking Behaviors



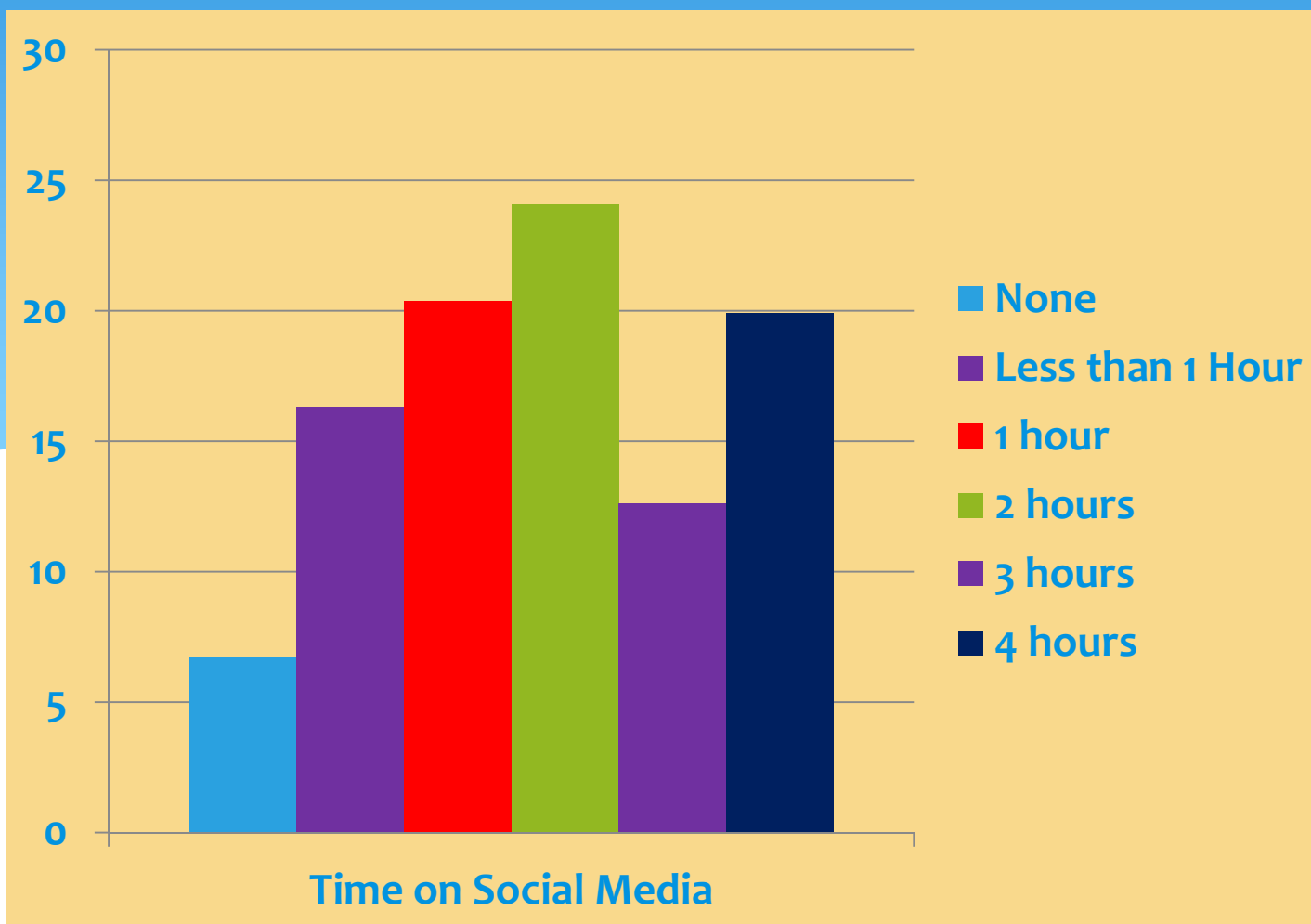
# Youth Reporting Developmental Deficits





## 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?

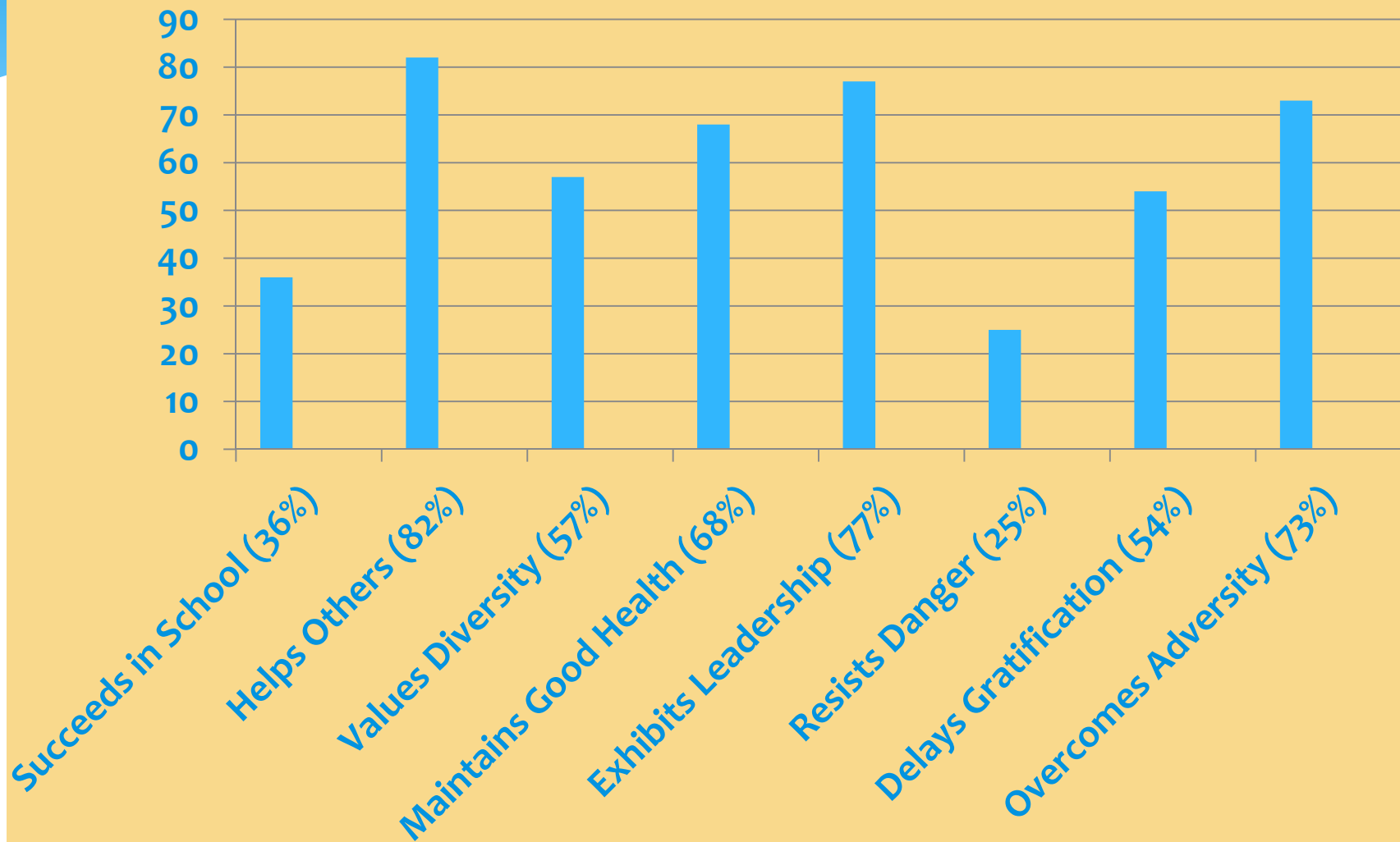


# The 8 Indicators of Thriving Youth

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

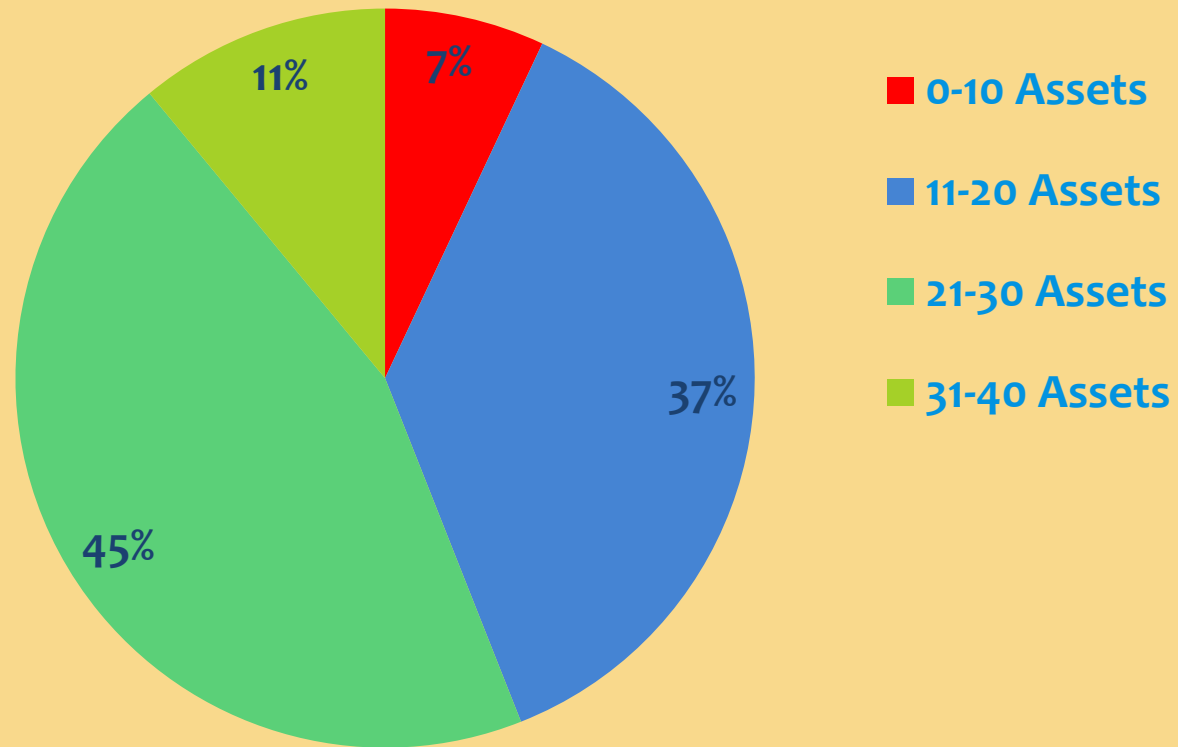
- Experience school success
  - Exhibit leadership
  - Help others informally
    - Resist danger
    - Value diversity
- Control impulsive behavior
- Maintain good personal health
  - Overcome adversity

# 8 Thriving Indicators



# Fairfield'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**

# Contact Information

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