

CADY Overall Results: Urban Sample



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EXECUTIVE SUMMARY

Should Michigan create an asset-based urban strategy to address youth substance use and violence? If so, what would that strategy look like? The purpose of this report is to answer these questions by presenting the results of the Community Asset Development for Youth (CADY) surveys that were conducted in Spring, 1999 in three urban areas in Michigan. An “asset” approach focuses on the strengths youth need to make healthy choices to avoid substance use and violence. The CADY asset approach surveys youth to determine what assets they need for healthy development. Parents, school staff, community members, and local policy makers are also surveyed to determine how they both teach and support these youth assets. This report focuses on CADY survey results from three of Michigan’s key urban areas. The results will help shape a more comprehensive urban strategy to prevent youth substance use and violence.

Respondents. The following respondents completed the surveys with the five main CADY surveys: 2,421 adolescent youths, 574 parents, 706 community members, 485 school staff, and 62 civic officials with these characteristics:

	Sex		Race	
Youth	Male 43%	Black 46%	White 22%	Asian 2%
	Female 52%	Hispanic 17%	Other 13%	
	NA 5%			
Parents	Male 17%	Black 21%	White 46%	Asian .3%
	Female 77%	Hispanic 21%	Other 12%	
	NA 7%			
Community Members	Male 37%	Black 8%	White 64%	Asian 3%
	Female 44%	Hispanic 5%	Other 3%	NA 19%
	NA 19%			
School Staff	Male 28%	Black 19%	White 61%	Asian 2%
	Female 55%	Hispanic 4%	Other 4%	NA 10%
	NA 17%			
Civic Officials	Male 43%	Black 27%	White 53%	Asian 0%
	Female 52%	Hispanic 9%	Other 11%	
	NA 5%			

YOUTH SURVEY RESULTS

Research tells us that youth attitude change must precede youth behavior change. Youth that hold attitudes against substance use and violence do not use substances or behave violently. Our report focuses on how to strengthen youth attitudes against substance use and violence. Through statistical methods, survey responses were analyzed to answer two questions.

First, which assets impact youth attitudes about substance use and violence? Second, do parents, community members, school staff, and civic officials contribute in bolstering these assets for the youth in these communities?

Youth Assets Needed to Strengthen Attitudes against Substance Use. Results from the CADY youth survey in the three urban areas indicate the following assets bolster youth resilience to **substance use**:

- Having strong attitudes against substance use
- Having strong attitudes against violence
- Being surrounded by positive peer influences
- Having the skills to resist peer pressures
- Fearing consequences of illegal actions
- Receiving praise for not using drugs by parents and others
- Having cultural competence skills
- Feeling comfortable with one's ethnic/racial identity
- Valuing school
- Communicating and bonding with parents and other adults

Youth Assets Needed to Strengthen Attitudes against Violence. Analyses also indicate the following assets strengthen youth resilience to **violence**:

- Knowing the difference between right and wrong (morality)
- Having strong conflict management skills
- Having attitudes against marijuana use
- Fearing consequences of illegal actions

The assets listed above are called *target assets* in this report because they are the assets that have the most impact on youth attitudes in your community. The results above reflect the total population of youth in these communities. Please note in the pages to follow that different grade levels and races/ethnicities will have different target assets for bolstering the same attitude. Fractionating the results is included to provide flexibility to target a specific youth population or the entire youth population in the action plan.

PARENT, SCHOOL STAFF, COMMUNITY, AND CIVIC OFFICIAL RESULTS

Research indicates that youth develop best when: a) parents and teachers actively support and reinforce the assets in the course of their normal activities, and b) community members role model the assets, and civic officials support policies that promote the assets. It is important to focus on the target assets that **are not receiving strong support** across these four groups.

Parents' Contributions. Parent involvement should concentrate on teaching and reinforcing their teens for:

- Forming relationships with members from other racial/ethnic backgrounds
- Becoming more knowledgeable about and comfortable with their own ethnic and racial background
- Resisting peer pressure related to risky situations
- Adhering to reasonable limits on teen behavior
- Selecting friends that have a positive influence
- Developing stronger attitudes against solving problems with violence
- Managing conflict with nonaggressive strategies

School Staff Contributions. Results also indicate that school staff should pay more attention to the following assets in the course of their instruction:

- Helping students manage conflict with nonaggressive strategies
- Helping students form relationships with others from different ethnic backgrounds
- Enforcing consequences associated with violence and substance use in the school setting
- Praising youth for not using drugs or alcohol
- Reinforcing the need to reject violence as a problem solving tool
- Providing youth with specific strategies for resisting negative peer pressure

Community Members' Contributions. Results provide some interesting insights about the kinds of assets that community members could more actively support:

- Improving conflict management skills
- Improving relationships with others from different ethnic backgrounds
- Reinforcing attitudes against violence
- Praising youth for not using drugs or alcohol
- Helping youth resist negative peer pressure
- Helping youth understand basic moral issues about helping and caring for others in the community

Civic Officials' Contributions. Civic officials (police, judges, city administrators) could more actively support the following youth assets:

- Promoting and providing more extracurricular activities for youth
- Helping youth understand the consequences of their behaviors
- Helping youth understand basic moral issues about helping and caring for others in the community
- Promoting policies that take a strong stand against substance abuse and violence across all age groups
- Helping youth understand the value of school and academic achievement

YOUTH-SERVING ORGANIZATIONS SURVEY RESULTS

In addition to surveying the five groups, the CADY communities identified the organizations that provide programs and services for youth, and the kinds of resources they provided. These efforts were able to identify over 200 organizations and over 500 programs and strategies that are offered to help youth and parents. These organizations range from social service agencies to schools, faith-based institutions, and businesses. These catalogues allow communities to match their asset needs with their programming resources.

POLICY RECOMMENDATIONS

1. Governments and schools should adopt an asset strategy for funding prevention and youth development programs.

Many current funding strategies in youth development generally focus only on risk factors. This strategy often prevents building a coherent method for addressing risks. An asset strategy requires two elements. First is a focus on solutions, and not just problems. The asset approach advocates creating a stable, focused, coordinated strategy to youth development around a few core elements that will ultimately reduce risk. Unfortunately, the “risk” approach almost prevents communities from developing a consensus about what solutions are needed since the only consensus is about the kind of risks that exist. Second, assets require a comprehensive approach. Youth development belongs to parents, schools, civic officials, and community members simultaneously. Forcing just the schools or just the parents to change will not work. All must be taught and reinforced for working together. The “risk” approach funds a risk factor for a particular group of people thereby fragmenting the prevention effort.

2. Better coordination is needed within governments and communities to help deliver more targeted and coherent resources where and when they are needed most.

An asset approach focuses on building character, skills, and relationships for youth, while at the same time building a support structure among parents, schools, civic officials, and community groups. Currently, most communities across Michigan offer many resources to help address substance use and violence among youth. However, communities are very fragmented in the kinds of resources they offer, and how those

resources are not targeted toward building assets that are most needed. Better coordination would pull resources together and focus them on assets that will more likely reduce substance use and violence.

3. Strengthen morality and conflict management in our homes, schools, and communities.

The data reveal that urban communities in Michigan live within a culture of survival. That culture makes it difficult for youth to handle conflict nonaggressively, or to trust others enough to reach out to care for them. Youth often feel compelled to turn to violence for solving problems, while parents, teachers, community members, and civic officials do not necessarily discourage this strategy. While all the communities we studied offer many programs to address these issues, the political will to redirect this culture of survival seems missing. It is important to think about all the ways in which parents, governments, schools, and community members erode this will and support a survivalist culture.

4. Cultural competence and cultural acceptance are key urban assets that can have a significant impact on strengthening morality and building conflict management skills.

It is clear from the data that youth who interact with individuals from other cultures, and accept the value of their own culture demonstrate much more stable character and skill sets. The reasons seem clear. If youth interact comfortably with people from different cultures, they probably are more skilled communicators who can then use this skill to resolve conflict non-violently. And, if they accept their own cultural background, they are more secure with their identity and less compelled to strengthen their identity through violence.

Unfortunately, the cultural competence and feelings of acceptance are not a part of what parents, schools, community members and civic officials teach and reinforce. Helping these groups both understand the role of culture in preventing substance use and violence, and providing them with the skills to reinforce a stronger cultural outlook would provide a significant advantage for youth.

Urban Sample CADY Asset Results

Name of Asset and Definition	Youth		Parents		Community Members		School Staff		Civic Officials	
	% Who Have the Asset	% Who Teach Asset	% Who Model Asset	% Who Teach Asset	% Who Model Asset	% Who Teach Asset	% Who Model Asset	% Who Teach Asset	% Who Model Asset	% Who Teach Asset
n=1894 overall, n=626 for 11th, n=591 for 9th, n=677 for 7th	All	11	9	7	n=574	n=706	n=485	n=62		
Attachment to Outside Activities: Youth is involved and values extracurricular activities.	43	52	46	37	73	35	82	31		
Communication Competence: Youth perceives his/her communication style to be effective (achieves goals) and appropriate (non-offensive).	56	65	56	47	80	54	85	N/A		
Conflict Management: Youth deals with conflict via nonaggressive communication.	44	54	45	34	86	76	88	N/A		
Cultural Competence: Youth has the ability to form relationships with members from other racial/ethnic backgrounds.	56	59	60	53	58	51	62	N/A		
Family Bonding and Communication: Youth perceives his/her family to care, talk and listen.	63	65	62	68	88	N/A	N/A	N/A		
Fear of Consequences: Youth abstain from immoral/illegal acts for a fear of getting into trouble by an authority.	58	59	55	64	92	N/A	89	42		
Feelings of Cultural Acceptance: Youth is knowledgeable about and comfortable with his/her racial/ethnic background even if it is not the majority orientation.	50	65	55	34	73	35	61	N/A		
Morality: Youth understands socially acceptable right from wrong and his/her actions are consistent with this understanding.	28	23	27	28	91	73	77	47		
Other Adult Bonding and Communication: Other adults in youth's life care and listen.	70	75	73	72	N/A	69	N/A	N/A		
Personal Attitudes against Alcohol Use: Youth does not believe in using alcohol.	55	49	54	64	92	40	57	40		
Personal Attitudes against Cigarette Use: Youth does not believe in smoking cigarettes.	51	55	53	55	92	64	77	27		
Personal Attitudes against Inhalant Use: Youth does not believe in using inhalants.	71	79	71	71	91	70	59	33		
Personal Attitudes against Marijuana Use: Youth does not believe in smoking marijuana.	52	52	50	56	92	61	80	51		
Personal Attitudes against Violent Behaviors: Youth does not believe in using violence.	33	40	33	32	86	60	61	35		
Positive Diverse Relationships: Youth report having many caring relationships with; non-family adults, peers, and family/relatives.	81	87	88	79	N/A	N/A	N/A	N/A		
Positive Peer Influences: Youth surrounds him/herself with peers whom do not engage in violence, substance abuse, or other illegal acts.	52	51	55	56	89	N/A	N/A	N/A		
Praise for Not Using: Youth reports receiving praise for not using drugs or alcohol.	62	63	59	69	90	N/A	81	N/A		
Resisting Peer Pressures: Youth can resist pressure from peers to engage in risky behaviors.	57	62	56	56	84	N/A	74	N/A		
School Value: Youth enjoys school and sees value in getting an education.	69	77	69	66	93	70	95	33		
Setting Limits for Youth: Youth reports that family limits are imposed on his/her activities.	41	37	42	45	86	N/A	N/A	N/A		
Teacher/School Bonding and Communication: Youth perceives teachers care and listen.	38	42	35	38	N/A	N/A	92	N/A		

Please note that the overall percentage score may not reflect the average score of the 11th, 9th and 7th grade responses. This can be attributed to the overall youth sample containing grades 7-12.

CADY Asset Results by Race

Name of Asset and Definition	% Youth Who Have the Asset			
	All n=2,421	Black n=1,114	White n=534	Hispanic n=409
Attachment to Outside Activities: Youth is involved and values extracurricular activities.	43	51	39	34
Communication Competence: Youth perceives his/her communication style to be effective (achieves goals) and appropriate (non-offensive).	56	58	52	54
Conflict Management: Youth deals with conflict via nonaggressive communication.	44	42	48	49
Cultural Competence: Youth has the ability to form relationships with members from other racial/ethnic backgrounds.	56	57	58	57
Family Bonding and Communication: Youth perceives his/her family to care, talk and listen.	63	67	60	65
Fear of Consequences: Youth abstain from immoral/illegal acts for a fear of getting into trouble by an authority.	58	65	51	58
Feelings of Cultural Acceptance: Youth is knowledgeable about and comfortable with his/her racial/ethnic background even if it is not the majority orientation.	50	56	41	56
Morality: Youth understands socially acceptable right from wrong and his/her actions are consistent with this understanding.	28	28	27	33
Other Adult Bonding and Communication: Other adults in youth's life care and listen.	70	75	73	68
Personal Attitudes against Alcohol Use: Youth does not believe in using alcohol.	55	63	43	52
Personal Attitudes against Cigarette Use: Youth does not believe in smoking cigarettes.	51	58	46	49
Personal Attitudes against Inhalant Use: Youth does not believe in using inhalants.	71	75	77	67
Personal Attitudes against Marijuana Use: Youth does not believe in smoking marijuana.	52	55	53	53
Personal Attitudes against Violent Behaviors: Youth does not believe in using violence.	33	35	36	35
Positive Diverse Relationships: Youth report having many caring relationships with; non-family adults, peers, and family/relatives.	81	84	85	82
Positive Peer Influences: Youth surrounds him/herself with peers whom do not engage in violence, substance abuse, or other illegal acts.	52	59	46	50
Praise for Not Using: Youth reports receiving praise for not using drugs or alcohol.	62	68	56	66
Resisting Peer Pressures: Youth can resist pressure from peers to engage in risky behaviors.	57	63	51	56
School Value: Youth enjoys school and sees value in getting an education.	69	75	66	68
Setting Limits for Youth: Youth reports that family limits are imposed on his/her activities.	41	46	33	42
Teacher/School Bonding and Communication: Youth perceives teachers care and listen.	38	43	34	35

Strengthening Attitudes against Substance Use & Violence. The following table explains which assets (listed down the left-hand side of the table) bolster attitudes against substance use and violence (listed at the top of the table) for the urban youth sample. Assets that strengthen an attitude are called target assets and are indicated by ‘T’. Target assets receiving at least 65% support from the youth are indicated by ‘T*’.

Name of Asset	Attitudes against Alcohol Use			Attitudes against Cigarette Use			Attitudes against Marijuana Use			Attitudes against Inhalant Use			Attitudes against Violent Behaviors				
	All	11 th	9 th	All	11 th	9 th	All	11 th	9 th	All	11 th	9 th	All	11 th	9 th	7 th	
Attachment to Outside Activities																	T
Communication Competence																	T
Conflict Management						T											T
Cultural Competence																	T
Family Bonding and Communication																	T
Fear of Consequences	T	T*	T			T											T
Feelings of Cultural Acceptance																	T
Morality		T	T			T											T
Other Adult Bonding & Communication																	T*
Personal Attitudes against Alcohol Use				T		T											T
Personal Attitudes against Cigarette Use					T												T
Personal Attitudes against Inhalant Use				T*		T*											T
Personal Attitudes against Marijuana Use	T	T	T	T	T	T											T
Personal Attitudes against Violent Behaviors																	T
Positive Diverse Relationships																	T*
Positive Peer Influences	T	T	T			T											T
Praise for Not Using		T			T												T
Resisting Peer Pressures	T	T	T	T	T	T											T
School Value																	T*
Setting Limits for Youth																	T*
Teacher Bonding & Communication		T															T

Strengthening Attitudes against Substance Use & Violence. The following table explains which assets (listed down the left-hand side of the table) bolster attitudes against substance use and violence (listed at the top of the table) for the urban youth sample by race. Assets that strengthen an attitude are called target assets and are indicated by ‘T’. Target assets receiving at least 65% support from the youth are indicated by ‘T*’.

Name of Asset	Attitudes against Alcohol Use			Attitudes against Cigarette Use			Attitudes against Marijuana Use			Attitudes against Inhalant Use			Attitudes against Violent Behaviors		
	B	W	H	B	W	H	B	W	H	B	W	H	B	W	H
Attachment to Outside Activities															
Communication Competence						T									
Conflict Management		T												T	T
Cultural Competence															
Family Bonding and Communication															
Fear of Consequences	T*	T	T		T		T*	T	T	T*	T				T
Feelings of Cultural Acceptance													T		
Morality		T		T		T									T
Other Adult Bonding & Communication														T*	
Personal Attitudes against Alcohol Use					T		T	T	T						
Personal Attitudes against Cigarette Use								T	T	T					
Personal Attitudes against Inhalant Use									T*						
Personal Attitudes against Marijuana Use	T	T	T		T	T				T*			T		
Personal Attitudes against Violent Behaviors			T		T					T					
Positive Diverse Relationships															
Positive Peer Influences		T													
Praise for Not Using	T*									T*					
Resisting Peer Pressures	T					T									
School Value															
Setting Limits for Youth	T														
Teacher Bonding & Communication		T			T					T					

B= Black/African American

W= White/Anglo

H= Of Hispanic Origin