|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Alcohol | 2006  % | 2008  % | 2010  % | 2012  % | 2014  % | 2016  % | 2018  % | 2021 % | Total Δ\* 2006-2021 | 2018-2021 |
| Past 30-Day Use | 36 | 34 | 29 | 33 | 24 | 23 | 23 | 21 | -41% | -9% |
| Parental Disapproval | na | na | 83 | 92 | 94 | 95 | 93 | 96 | +16% | +3% |
| Peer Disapproval | na | na | na | 69 | 73 | 79 | 81 | 78 | +13% | -4% |
| Perception of Risk | na | na | 66 | 77 | 80 | 79 | 78 | 82 | +24% | +5% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Marijuana | 2006  % | 2008  % | 2010  % | 2012  % | 2014  % | 2016  % | 2018  % | 2021 % | Total Δ\*  2006-2021 | 2018-2021 |
| Past 30-Day Use | 23 | 20 | 17 | 20 | 20 | 15 | 13 | 10 | -57% | -23% |
| Parental Disapproval | na | na | 90 | 89 | 88 | 88 | 87 | 92 | +2% | +6% |
| Peer Disapproval | na | na | na | 63 | 60 | 66 | 68 | 71 | +13% | +4% |
| Perception of Risk | na | na | 76 | 61 | 57 | 62 | 64 | 65 | -14% | +2% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Tobacco | 2006  % | 2008  % | | 2010  % | 2012  % | 2014  % | 2016  % | 2018  % | 2021 % | |  |  | | --- | --- | | Total Δ\* 2006-2021 | 2018-2021 | | |  |  | | --- | --- | | Total Δ\* 2006-2021 | 2018-2021 | |
| Past 30-Day Use | 15 | 13 | 11 | | 10 | 7 | 5 | 4 | 2 | -87% | -50% |
| Parental Disapproval | na | na | 92 | | 94 | 96 | 96 | 95 | 98 | \_+7% | +3% |
| Peer Disapproval | na | na | na | | 77 | 80 | 86 | 84 | 86 | +12% | +2% |
| Perception of Risk | na | na | 92 | | 89 | 90 | 90 | 90 | 92 | = | +2% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prescription Drugs | 2006  % | 2008  % | 2010  % | 2012  % | 2014  % | 2016  % | 2018  % | 2021% | Total Δ\* |  |
| Past 30-Day Use | na | na | na | 7 | 5 | 5 | 4 | 2 | -71% | -50% |
| Parental Disapproval | na | na | na | 96 | 97 | 97 | 97 | 98 | +2% | +1% |
| Peer Disapproval | na | na | na | 84 | 84 | 89 | 88 | 92 | +10% | +5% |
| Perception of Risk | na | na | na | 89 | 89 | 90 | 89 | 93 | +4% | +4% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Thriving Indicators | 2006  % | 2008  % | 2010  % | 2012  % | 2014  % | 2016  % | 2018  % | 2021% | Total Δ\*2006-2021 | 2018-2021 |
| Succeeds in School | 33 | 29 | 31 | 34 | 31 | 32 | 33 | 35 | +6% | **+6%** |
| Helps Others | 80 | 79 | 79 | 77 | 77 | 72 | 74 | 78 | -3% | +5% |
| Values Diversity | 53 | 54 | 53 | 58 | 54 | 59 | 62 | 74 | +40% | **+19%** |
| Maintains Good Health | 60 | 64 | 66 | 67 | 64 | 65 | 62 | 60 | = | -3% |
| Exhibits Leadership | 68 | 67 | 73 | 73 | 75 | 77 | 72 | 57 | -16% | -21% |
| Resists Danger | 19 | 20 | 18 | 18 | 14 | 17 | 18 | 19 | = | +6% |
| Delays Gratification | 50 | 51 | 51 | 49 | 52 | 57 | 53 | 56 | +12% | **+6%** |
| Overcomes Adversity | 75 | 72 | 74 | 71 | 70 | 72 | 69 | 61 | -19% | -12% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Risk Taking Behaviors | 2006  % | 2008  % | 2010  % | 2012  % | 2014  % | 2016  % | 2018  % | 2021 % | Total Δ\* 2006-2021 | 2018-2021 |
| Other Drug Use | 9 | 6 | 6 | 6 | 3 | 3 | 3 | 1 | -89% | -67% |
| Binge Drinking | 24 | 21 | 21 | 20 | 12 | 13 | 11 | 12 | -50% | +9% |
| Rode w/ a Drinking Driver | 30 | 31 | 31 | 31 | 31 | 29 | 29 | 18 | -40% | -38% |
| Drove & Drank | 11 | 10 | 10 | 11 | 7 | 7 | 6 | 8 | -27% | +33% |
| Sexual Intercourse | 30 | 28 | 27 | 31 | 26 | 18 | 21 | 14 | -53% | -33% |
| Anti-Social Behavior | 17 | 14 | 14 | 14 | 11 | 12 | 9 | 8 | -53% | -11% |
| Violence | 27 | 27 | 28 | 25 | 24 | 22 | 25 | 17 | -37% | -32% |
| School Truancy | 31 | 30 | 29 | 26 | 24 | 26 | 23 | 17 | -45% | -26% |
| Eating Disorder | 13 | 11 | 14 | 16 | 17 | 18 | 19 | 21 | +62% | +11% |
| Depression | 10 | 11 | 10 | 15 | 17 | 15 | 16 | 19/23 | +90%/+130% | +19%/+44% |
| Attempted Suicide | 9 | 10 | 9 | 12 | 13 | 15 | 12 | 10  (72 youth) | +11% | -33% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Internal Assets  Asset Name | | 2006  % | 2008  % | 2010  % | 2012  % | 2014  % | 2016  % | 2018  % | 2021 % | Total Change 2006-2021 | 2018-2021 |
|  | **Commitment to Learning** | | | | | | | | | |  |
| Achievement motivation | | 61 | 65 | 67 | 70 | 71 | 72 | 69 | 71 | **+16%** | **+3%** |
| School engagement | | 53 | 53 | 57 | 58 | 58 | 62 | 32 | 80 | **+51%** | **+150%** |
| Homework | | 52 | 51 | 58 | 58 | 55 | 57 | 44 | 59 | **+13%** | **+34%** |
| Bonding to School | | 44 | 49 | 50 | 57 | 58 | 65 | 58 | 69 | **+57%** | **+16%** |
| Reading for pleasure | | 24 | 28 | 27 | 24 | 20 | 17 | 16 | 16 | -33% | = |
|  | **Positive Values** | | | | | | | | | |  |
| Caring | | 46 | 52 | 53 | 53 | 56 | 58 | 64 | 69 | **+50%** | **+8%** |
| Equality and social justice | | 42 | 50 | 52 | 56 | 58 | 60 | 62 | 74 | **+76%** | **+19%** |
| Integrity | | 63 | 68 | 73 | 73 | 72 | 75 | 76 | 76 | **+20%** | = |
| Honesty | | 60 | 63 | 65 | 67 | 66 | 70 | 70 | 75 | **+25%** | **+7%** |
| Responsibility | | 57 | 59 | 62 | 66 | 64 | 67 | 70 | 76 | **+33%** | **+9%** |
| Restraint | | 39 | 42 | 43 | 38 | 42 | 48 | 45 | 46 | **+18%** | **+2%** |
|  | **Social Competencies** | | | | | | | | | |  |
| Planning & decision-making | | 30 | 33 | 34 | 34 | 32 | 34 | 35 | 40 | **+33%** | **+14%** |
| Interpersonal competence | | 47 | 48 | 52 | 48 | 49 | 46 | 47 | 55 | **+17%** | **+17%** |
| Cultural competence | | 35 | 38 | 36 | 39 | 39 | 43 | 45 | 59 | **+69%** | **+31%** |
| Resistance skills | | 40 | 46 | 45 | 44 | 44 | 49 | 48 | 50 | **+25%** | **+4%** |
| Peaceful conflict resolution | | 40 | 45 | 43 | 45 | 47 | 46 | 44 | 49 | **+23%** | **+11%** |
|  | **Positive Identity** | | | | | | | | | |  |
| Personal power | | 46 | 49 | 50 | 48 | 44 | 47 | 45 | 44 | -4% | -2% |
| Self-esteem | | 52 | 54 | 54 | 50 | 48 | 49 | 49 | 45 | -13% | -8% |
| Sense of purpose | | 70 | 67 | 67 | 63 | 57 | 64 | 64 | 58 | -17% | -9% |
| Positive view of future | | 74 | 74 | 76 | 74 | 73 | 75 | 76 | 68 | -8% | -11% |

**Commitment to Learning** assets are essential in a rapidly changing world. Developing intellectual curiosity and critical thinking skills to acquire knowledge and learn from experience are important characteristics of successful adolescents**. Positive Values** assets are important “internal compasses” that guide young people's priorities and choices. These values represent the foundation first laid by a young person’s family. Though parents and caregivers seek to nurture and instill many values in children, the asset framework focuses particularly on six known to help prevent high-risk behaviors and promote caring for others. **Social Competencies** assets reflect important personal skills young people need to negotiate the maze of choices and options they face in the teenage years. These skills also lay a foundation for the development of independence and competence as young adults. **Positive Identity** assets focus on young people's views of themselves—their own sense of power,and purpose, worth, and promise. Without these assets, young people risk feeling powerless and lack a sense of initiative and meaning.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| External Assets  Asset Name | | 2006  % | 2008  % | 2010  % | 2012  % | 2014  % | 2016  % | 2018  % | 2021 % | Overall change\* | 2018-2021 |
|  | **Support** | | | | | | | | | |  |
| Family support | | 70 | 70 | 72 | 74 | 74 | 78 | 77 | 81 | +16% | +5% |
| Positive family communication | | 30 | 32 | 32 | 32 | 31 | 35 | 38 | 42 | +40% | +11% |
| Other adult relationships | | 47 | 50 | 57 | 63 | 61 | 61 | 58 | 57 | **+21%** | -2% |
| Caring neighborhoods | | 42 | 46 | 46 | 42 | 41 | 48 | 43 | 44 | +5% | +2% |
| Caring school climate | | 30 | 29 | 33 | 35 | 35 | 40 | 36 | 42 | +40% | +17% |
| Parent involvement in schooling | | 25 | 28 | 30 | 29 | 29 | 34 | 28 | 26 | +4% | **-7%** |
|  | **Empowerment** | | | | | | | | | |  |
| Community values youth | | 20 | 26 | 26 | 23 | 25 | 33 | 26 | 27 | +35% | +4% |
| Youth as resources | | 23 | 25 | 29 | 30 | 28 | 38 | 35 | 36 | +57% | +3% |
| Service to others | | 52 | 49 | 55 | 56 | 52 | 52 | 48 | 41 | -21% | -15% |
| Safety | | 66 | 62 | 62 | 60 | 59 | 55 | 56 | 55 | -17% | -2% |
|  | **Boundaries and Expectations** | | | | | | | | | |  |
| Family boundaries | | 43 | 46 | 49 | 47 | 48 | 53 | 55 | 54 | +26% | -2% |
| School boundaries | | 45 | 52 | 52 | 53 | 47 | 56 | 56 | 60 | +33% | +7% |
| Neighborhood boundaries | | 41 | 47 | 46 | 45 | 43 | 49 | 43 | 38 | -7% | -12% |
| Adult role models | | 31 | 32 | 31 | 31 | 29 | 36 | 36 | 42 | +35% | +17% |
| Positive peer influence | | 61 | 64 | 65 | 68 | 66 | 72 | 76 | 82 | +34% | +8% |
| High expectations | | 44 | 49 | 48 | 55 | 56 | 60 | 60 | 63 | +43% | +5% |
|  | **Constructive Use of Time** | | | | | | | | | |  |
| Creative activities | | 24 | 21 | 22 | 19 | 19 | 19 | 15 | 17 | -29% | +13% |
| Youth programs | | 68 | 68 | 73 | 76 | 74 | 75 | 73 | 52 | -24% | -29% |
| Religious community | | 45 | 40 | 40 | 41 | 37 | 39 | 36 | 26 | -42% | -28% |
| Time at home | | 56 | 58 | 73 | 62 | 67 | 72 | 74 | 72 | +29% | -3% |

**Support** assets refer to the love, affirmation, and acceptance that young people receive from families, other adults, and peers. Ideally, young people experience an abundance of support not only within their families, but also from many other people in their community. **Empowerment** assets relate to the key developmental need youth have to be valued and valuable. Empowerment assets focus on community perceptions of young people (as reported by youth themselves), on opportunities for youth to contribute to and serve their community in meaningful ways, and on the community’s efforts to create a safe place for youth to grow and flourish. **Boundaries and Expectations** assets refer to the need youth have for clear and enforced boundaries to complement their experience of the Support and Empowerment assets. Ideally, Boundaries and Expectations assets are experienced within the family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across social systems and contexts. **Constructive Use of Time** assets are the purposeful, structured opportunities for children and adolescents that a healthy community offers to its young people. Whether they’re provided through schools, community groups, or religious institutions, organized activities contribute to the development of many external and internal assets.