



Brooklyn Bridge
ALLIANCE
FOR YOUTH

2016

Youth to Youth Survey



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Executive Summary

In the summer of 2016, the Youth Data Squad planned and initiated a data-gathering project to understand youth participation in Out-of-School-Time (OST) programs and activities. This is the fourth iteration of the survey, including 2008, 2012, and 2014. In addition to the data on participation, the survey also included questions to further explore results of the Brooklyn Youth Council (BYC) Youth Issues Study and Youth Engagement Feasibility Report, and to answer specific questions posed by Alliance members.

During 4 weeks spanning mid-June through mid-July, the Youth Data Squad surveyed a statistically significant sample¹ of youth ages 10-19 (N=840). The Squad targeted disconnected young people in Brooklyn Center and Brooklyn Park, and used as a proxy, low-income neighborhoods with higher percentages of minority youth since we knew from previous research that those populations participated less in OST programs and activities. The squad also collected surveys from program participants (N=317) to increase responses for questions related to interests, barriers and motivations.

The surveys were weighted in order to ensure that the sample demographics of the respondents were representative of the target population when examined for age, school, city, ethnicity, and gender.

Key Findings

Youth Participation and Engagement

1. **YOUTH PARTICIPATION:** Sixty-six percent (N=523) of respondents reported that they had ever participated in OST programs or activities, and 40% were currently participating in summer OST programs or activities. The participation numbers were slightly higher than in 2014. Conversely, data show that 34% of youth reported that they have never participated. And 60% reported that they were not currently participating.

Participation

Have you EVER participated in programs or activities for youth?	2014	2016
Yes	57%	66%
No	43%	34%

Are you CURRENTLY participating in any kind of program or activity?	2014	2016
Yes	39%	40%
No	61%	60%

¹ For a population of 15,000 youth (ages 10-19) in the Brooklyn, a sample size that would give us a 95% confidence level that our data is statistically significant and a 5% margin of error, would be 375 youth.

2. **YOUTH ENGAGEMENT:** Youth were asked (N=840) if they would like to be involved in being a part of making decisions that affect their lives in their community, school, and city and 76% responded yes to at least one of those categories.

When youth who responded yes were asked a follow-up question about how they wanted to be engaged, they answered volunteering or helping (29%), having a voice (15%), actively doing something (15%), I don't know (12%), and 31% didn't answer at all. There was a positive correlation between youth who had participated in OST programs or activities, and youth who said yes to being involved in making decisions that affect their lives.

Youth Engagement

Would you like to be involved in being a part of making decisions that affect your life...	All respondents
At school?	69%
In your community?	63%
In your city?	56%
<i>Answered YES to at least one category</i>	<i>76%</i>

Youth Engagement (by OST Participation)

Would you like to be involved in being a part of making decisions that affect your life...	Youth who have EVER Participated	Youth that have NEVER Participated
In your community?	67%	56%
At school?	73%	62%
In your city?	59%	50%
<i>Answered YES to at least one category</i>	<i>79%</i>	<i>70%</i>

Barriers and Motivations to Participation

3. **BARRIERS:** The top barriers to participation (N=840) included too busy with job or homework, not knowing what programs and activities are available, having responsibilities at home, lack of transportation or cost of programming. Older youth (ages 15-19) said they were busier with responsibilities than younger youth (ages 10-14). Younger youth knew less about what was available.

Top 5 Barriers to OST Participation

Barrier	
Too Busy with Job or Homework	40%
Don't Know What's Available	33%
Have Responsibilities at Home	24%
Transportation	21%
Cost	19%

Barriers to OST Participation (by Age)

Barrier	10-14	15-19
Too Busy with Job or Homework	21%	60%
Have Responsibilities at Home	18%	30%
Don't Know What's Available	38%	28%

The results were strongly sensitive to age, more so than gender, participation, or ethnicity. The data seemed to indicate that older youth, especially those over 16, were more likely to be employed, had more responsibilities, were more focused on graduation and post-secondary education, and made more of their own choices for their involvement in programs and activities.

- INTERESTS:** The top 5 types of programs and activities that youth wanted (N=840) included sports, employment, music, performing and visual arts, and afterschool programs. Female youth wanted to be a part of music, performing and visual arts, and volunteer programs more than male youth. Older youth wanted tutoring, leadership, volunteer, and employment programs more than younger youth.

Top 5 Programs and Activities Youth Want to Participate In

Programs or Activities	
Sports	72%
Employment	38%
Music	34%
Performing/Visual Arts	29%
Afterschool Programs	28%

Top 3 Programs and Activities Youth Want to Participate in (by Gender)

Program or Activity	Female	Male
Music	46%	21%
Performing/Visual Arts	45%	16%
Volunteering	30%	14%

Top 4 Programs and Activities Youth Want to Participate in (by Age)

Program or Activity	10-14	15-19
Employment	29%	50%
Volunteering	17%	28%
Tutoring	12%	22%
Leadership	14%	21%

- MOTIVATIONS:** When asked what would get them to participate in programs and activities, youth said (N=840) recommendations from friends or family, free or low cost, and incentives (such as awards or prizes), safety, and ease of getting there or signing up, over the more traditional approach of advertising programming.

Motivations to Participate in Programs or Activities

Motivation	
Friends or parents recommend it	50%
Free or low cost	47%
Incentives: awards or prizes	44%
Safe (program location and getting there)	36%
Make it easy to get there or sign up	35%
Advertising	16%

Challenges to Life Success

6. **RESPONSIBILITIES:** When asked how responsibilities affected their lives, the top answers given (N=840) were they don't, less social time, makes school/homework difficult, less sleep, and less time for afterschool activities. Responsibilities affected older youth (ages 15-19) more than younger youth (ages 10-15). They reported less social time, less time for afterschool activities, makes school and doing homework more difficult, less sleep, and poor mental health.

Older youth suggested that having better scheduling and time management skills, and having more time, would help make it easier to handle their responsibilities.

Effects of Responsibilities on Youth (N=840)

Do responsibilities at home, work, school, etc. affect your life?	
Yes	60%
No	40%
If so, how?	
Less social time	53%
Makes school/doing homework more difficult	45%
Less sleep	43%
They don't	40%
Less time for afterschool activities	34%

Effect of Responsibilities on Youth (by Age)

Do responsibilities at home, work, school, etc. affect your life?	10-14	15-19
Yes	50%	73%
No	50%	27%
If yes, how?		
Less social time	23%	42%
Makes school/doing homework more difficult	19%	38%
Less sleep	16%	37%
Less time for afterschool activities	15%	27%
Can't get a job	5%	15%
Poor mental health	4%	13%

7. **LOSING MOTIVATION:** Failure was the top reason young people said (N=840) they lose motivation, followed by discouragement, peer pressure, family issues, loss of hope, and trauma. Younger youth reported that peer pressure causes them to lose motivation at a much higher rate than older youth. Older youth reported loss of hope or vision, discouragement, mental health or family issues significantly more than when compared to younger youth.

When asked what motivates youth, the top answers were people (such as family, friends, and teachers), external motivation (such as incentives or goals), intrinsic motivation, and encouragement.

Top 6 Causes of Youth Losing Motivation

What causes you to lose motivation?	
Failure	46%
Discouragement	33%
Peer pressure	24%
Family issues	23%
Loss of hope or vision	21%
Trauma	19%

Differences in Causes of Youth Losing Motivation (by Age)

What causes you to lose motivation	10-14	15-19
Peer Pressure	30%	19%
Discouragement	27%	39%
Loss of hope or vision	15%	29%
Family issues	19%	27%
Mental health issues	6%	18%

PROBLEMS AT SCHOOL: Young people said (N=840) that not being able to focus was the biggest problem they faced at school. No motivation, teachers who are poor at communication and building trust with me, and difficulty in class were also selected. When asked about how to solve problems in school, youth suggested changes to teaching style, better relationships with teachers, and making changes to themselves.

Top 4 Problems at School

Problems	
Can't focus	52%
No motivation	25%
Teachers who are poor at communication and building trust with me	25%
Difficulty in class	24%

Recommendations

- Engage youth in making decisions that affect their lives in all existing programs, activities, and systems.
- Alliance partners use this understanding of youth's barriers and motivations to participation to improve existing or develop new programs and activities.
- Use this data to dive deeper into the needs of non-participating youth and share these insights with partners to expand these youth's participation.
- Program goals for youth should include developing social emotional skills to help them navigate life challenges.

Next Steps

- Share this report with Alliance partners, youth, and community.
- Discuss the implications of this new information and identify immediate action items that expand participation and engagement for youth.
- Use the results to inform the Alliance's Strategic Plan and the work of the BYC.

INTRODUCTION

In the summer of 2016, the Youth Data Squad, consisting of 5 youth researchers, 1 adult researcher and 1 adult manager, planned and initiated a data-gathering project to understand youth participation in Out-of-School-Time (OST) programs and activities.

This is the fourth iteration of the survey, including 2008, 2012, and 2014. The Alliance's interest in OST programs and activities is related to our goal to improve outcomes for youth in the Brooklyns. According to a Harvard Family Research Project, "...children and youth who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness" (Little, Wimer, and Weiss, 2008, p.2). The now-biennial Youth to Youth Survey provides data for the Alliance to track how well young people are accessing OST programs and activities.

PURPOSE

The purpose of the 2016 Youth-to-Youth Survey includes:

- Understand youth participation in Out-of-School-Time (OST) programs and activities.
- Compare current data with data from previous surveys.
- Further explore the results of the Brooklyns Youth Council Issues Study (2016).
- Further explore the results of the Youth Engagement Feasibility Study (2016).
- Answer specific questions posed by Alliance members around a proposed bike rental program and summer employment for youth.
- Inform the Alliance's strategic plan for 2017-2020.

METHODS

The week after high schools in the Brooklyns were finished in June 2016, the Alliance hired 5 young people (ages 17-18) as Research Assistants. We used the Youth Action Crew: Crew Leader Guide (University of Minnesota Extension: Center for Youth Development, 2010) as a model. As the name implies, our survey only works if young people share in the responsibility of designing, implementing, and analyzing the data, and they did so in the 8 weeks of the project. This model was modified to reflect the emphasis on research. Activities included:

Staff Preparation

- Alliance staff reviewed the Youth Action Crew model and created a job description for Youth Researchers. This position was posted and youth were selected via the BrookLynk internship program.

Weeks 1-2: Training and Design

- Training on the work that the Alliance does, the questions and types of answers we were looking for, and survey design.
- Survey design; we took the questions from previous years' surveys, the Youth Issues Survey, and from our Alliance partners, and designed a final survey (Appendix A) that would be understandable to our target audience.

- Questions were designed with input from many young people. This included several open-ended questions and allowed “Other, please explain” options for all questions to ensure that we would hear youth’s voice as much as possible.
- The Youth Researchers were trained on how to implement the survey. Similar to previous years’ surveys, we wanted to use a convenience sample of youth in schools, public places, or via door knocking at apartment complexes in the neighborhoods we were targeting.

Weeks 2-5: Surveying

- Set goal for number of surveys to collect: According to the 2009-2014 5-year American Community Survey, there are an estimated 15,300 youth ages 10-19 who live in Brooklyn Center and Brooklyn Park. To achieve a sample with a confidence level of 95% and a confidence interval of 5% for that size population, we would have to survey 375 youth.
- Spanning mid-June through mid-July, the Youth Data Squad surveyed youth ages 10-19 (compared to previous studies, where the age range was 12-19 year olds).
- The Youth Researchers targeted disconnected young people in Brooklyn Center and Brooklyn Park, and used as a proxy, low-income neighborhoods with higher percentages of minority youth since we knew from previous research that those populations participated less in OST programs and activities.
- The Brooklyn Park GIS Department created population density maps of the Brooklyns by race (based on ESRI data) (<http://tinyurl.com/jale4ta>). We also accessed maps of the Racially Concentrated Areas of Poverty (Metropolitan Council, 2013).
- The Youth Researchers created a list of potential survey sites where they thought disconnected youth could be found. These included city events (such as Earle Brown Days), public libraries, summer school, apartment complexes, transit centers, parks, and basketball courts.
- During the surveying period, the Youth Researchers visited all of the sites on the list (Appendix B) in an order based on event and school schedules, weather, and Youth Data Squad availability.
- In the end, 21 sites were visited and surveys were received at 19 of those sites. In the last week of the survey period, 45 online surveys were also received targeting demographics (age, school, and race/ethnicity) lacking in the sample.

Weeks 5-8: Data entry, Analysis and Presentation

- Overall, we received a total of 840 surveys, including 317 surveys collected from program participants to increase responses for questions related to interests, barriers and motivations. (These surveys were not used in calculating participation data.) Forty-five (45) surveys were collected via an online survey on Survey Monkey.
- As the surveys were being collected, the Youth Data Squad entered them into Survey Monkey.
- We checked 20% of the entered surveys for accuracy and found 10 errors (single answer choices entered incorrectly). These were corrected, so we estimate there are still 40 entry errors in the overall sample.
- Qualitative analysis was completed on all open-ended questions.
- The surveys were then weighted in order to ensure that the sample demographics of the respondents were representative of the target population when examined for age, school, city, race/ethnicity and gender.

- The data was disaggregated by demographics (gender, age, etc.) and participation to look at any differences between subgroups. The data show the greatest differences when disaggregated by age.
- The Youth Researchers helped to provide context in making meaning of the data.
- Infographics were created with youth input, and a presentation was created.

Challenges

Finding non-participating youth in large numbers was hard. During the day, public spaces the Youth Researchers assumed would have youth were empty, such as near shopping locations and parks. Youth seemed to only come out of their homes for special events such as Tater Days or Earle Brown Days, or after 4pm.

One plausible explanation was that young people were staying inside their homes during the summer heat of the day, playing video games, hanging out with friends, or watching their younger siblings while the adults of the family worked. The Youth Researchers also posited that older youth who had access to transportation were leaving the Brooklyns or were employed during the day.

To address this challenge the youth used a variety of surveying strategies; door-knocking, and targeting surveying at summer school and drop-in (non-programming) spaces.

RESPONDENT DEMOGRAPHICS

Age

How old are you?

After the data collection was completed, we noticed that we had oversampled 12-13 year olds (34%). The 2010 Census data showed that for the Brooklyns the population of each yearly age subgroup was approximately 1.5% of the overall population. Therefore, a representative sample of the target age groups of 10-19 years of age would be 10% per year of age, or 20% for 12-13 year olds. Therefore, we weighted surveys from oversampled subgroups in order to be more representative of the youth population in the Brooklyns when considering age and other demographics.

Age	Respondents	Unweighted	Weighted
10	53	6%	8%
11	120	14%	11%
12	141	17%	12%
13	138	17%	12%
14	82	10%	10%
15	80	10%	12%
16	76	9%	11%

17	77	9%	13%
18	36	4%	6%
19	16	2%	3%
Over 19	9	1%	1%

School

What school will you go to this fall?

There were a total of 105 schools represented among survey respondents. Elementary schools were included this year since we added 10 and 11 year olds to the target population. The schools in the *Other Brooklyns Schools* and *Other non-Brooklyns Schools* categories are listed in Appendix C. A rough estimate of Brooklyns schools representation can be found in Appendix D.

School	Respondents	Unweighted	Weighted
Brooklyn Center Secondary	144	18%	14%
Park Center HS	94	11%	16%
North View Middle	83	10%	9%
Brooklyn Middle	55	7%	5%
Osseo Senior HS	33	4%	5%
Jackson Middle	32	4%	5%
Champlin Park HS	29	4%	5%
Robbinsdale Cooper HS	23	3%	4%
Robbinsdale Middle	23	3%	3%
Osseo Middle	17	2%	2%
Other Brooklyns Schools	47	6%	7%
Graduated	35	4%	6%
Quit/No longer attending	7	1%	1%
Other Non-Brooklyns Schools	204	24%	22%

City

What city do you live in now?

Along with Brooklyn Center, Brooklyn Park, and Minneapolis, there were 26 other cities of residence reported in the survey results. For youth ages 10-19, the 2010-2014 5-Year American Community Survey estimated a population of 3,819 in Brooklyn Center and 11,482 in Brooklyn Park. The cities in the *Other City* category are listed in Appendix A.

City	Respondents	Unweighted	Weighted
Brooklyn Center	250	30%	28%
Brooklyn Park	372	45%	53%
Minneapolis	56	7%	6%
Other City	138	19%	13%

Brooklyn Residents or Students

Seventy-nine percent (79%) of respondents were either residents of Brooklyn Center or Brooklyn Park, and/or attended our target schools. Those that were not, were visiting or attending programs at the sites we surveyed. All of the survey sites were in Brooklyn Center or Brooklyn Park, except for Sandburg Learning Center, which is in Golden Valley. We chose to survey at that location in order to get more detail from students in the Robbinsdale School District. Those surveys were weighted accordingly in the overall study so as not to skew the results towards youth not living in the Brooklyns.

Race/Ethnicity

May I ask you what your ethnic background is?

Respondents were asked to select all the race/ethnicity categories that applied to them. The races/ethnicities listed in the *Other Race/Ethnicity* category can be found in Appendix A.

Race/Ethnicity	Respondents	Unweighted	Weighted
African American	393	49%	53%
African	84	10%	12%
Hispanic/Latino	112	14%	12%
Native American/American Indian	86	11%	10%
Asian	139	17%	18%
European American/White	186	23%	19%
Other Race/Ethnicity	13	2%	2%

The percentage of European American/White respondents was lower than the 2010-2014 5-Year American Community Survey estimates for the Brooklyns for population under 18 years old (29%). However, the percentage of respondents reporting African-American and Native American/American Indian was much higher than ACS estimates (34% and 0.4%).

Since we targeted neighborhoods with higher concentrations of students of color, it was not surprising that the number of European American/White youth would be less than expected in a random sample of the cities. As for the high percentage of African-American and Native American/American Indian youth, many of the respondents who reported this ethnicity reported having multiple ethnicities. In the ACS categories, they would fall under

Multiple Races and not be counted as only African American or only Native American/American Indian.

Multiple races or ethnicities was not a choice respondents could choose. Instead, the number in this category was calculated by counting the respondents who checked more than one category. Fifteen percent (15%) of respondents indicated multiple race/ethnicity. This is almost double the ACS estimate (8%) for the Brooklyns. The high percentage of Multiple Race/Ethnicity may be due to the fact that a high percentage of multiple race/ethnicity youth live in the areas we surveyed compared with the Brooklyns as a whole.

Gender

What is your gender?

According to the 2010-2014 American Community Survey, the percentages for males and females for the cities of Brooklyn Center and Brooklyn Park are 52% and 48% respectively. The self-identified genders that make up the *Other Gender* category are listed in Appendix A.

Gender	Respondents	Unweighted	Weighted
Female	404	50%	51%
Male	403	50%	48%
Transgender	4	1%	1%
Other Gender	3	0%	0%

FINDINGS

Results and discussions are presented below. In our analysis we disaggregated all data by gender, age, and participation. We have included in this report significant differences for discussion. They are also presented in table form in Appendices E and F.

Sample Size

We did not include the surveys of youth who were surveyed at summer programming sites when answering the question about participation in OST programming, which would have biased the results. The number of surveys (Unweighted N) used to answer questions about participation are listed in the table below, as well as the N for all the other non-participation questions. Subgroups that were oversampled were multiplied by a “weight” factor in order to ensure that the sample demographics of the respondents were representative of the target population when examined for age, school, city, race/ethnicity and gender. The weighted number of surveys (N’s) for the participation questions are also listed in the table below, as well as the weighted N’s for all the other questions.

	Unweighted N	Weighted N
Participation questions	523	523
All other questions	840	607

Participation

In previous surveys, youth were asked about their participation in “youth programs—like at a park, community center, after-school or during the summer”. Some of the Alliance partners wanted us to expand that definition to include other activities. In the 2016 survey, we provided examples of activities and programs that included:

- Sports
- School sponsored activities or clubs
- Parks and recreation programs
- Performing or visual arts (music, dance, etc.)
- Community clubs or programs (4H, Scouts, YMCA, etc.)
- Tutoring or homework help
- Leadership activities (student government, youth councils, etc.)
- Religious activities (youth group, etc.)
- Volunteer opportunities
- Employment (jobs, job skills training, internships)

The Youth Researchers noted that there was still a lot of confusion around what exactly constituted a program or activity. Many youth who took the survey would ask the Youth Researchers to clarify whether or not what they were participating in was considered a program or activity. This was especially true regarding the artificial distinction between programs offered during the school day (e.g. orchestra) and OST programs. And when analyzing the data, it was noted that 30% of youth who were surveyed *while participating in an afterschool program* responded “No” to the question of whether they were currently participating. For those youth, even though they were participating in OST programming, they did not realize that what they were participating in is what we consider a program or activity. More work is needed to better understand young people’s view of participation.

Have you EVER participated in programs or activities for youth, like at a park, community center, after-school, or during the summer?

Answer	2014	2016
Yes	58%	66%
No	42%	34%

The percentage of youth reporting “Yes” to ever participating in OST programs or activities was 8% higher in 2016 than 2014. There may be three reasons for this increase 1) more youth had participated, 2) we expanded the definition of what constitutes an OST program or activity, or 3) young people’s ideas about what it means to participate may have changed.

When disaggregated by race/ethnicity, White youth had participated (ever) in OST programs and activities at a much higher rate than non-White youth (81% to 64%). And when reporting what they had participated in, 64% of White youth reported Sports, compared with 48% of non-White youth. And for Current Participation, even though the percentages were similar (38% White to 40% non-White), 52% of White youth report participating in Sports currently compared with 40% of non-White youth. These data points

are especially interesting considering that youth of all races and ethnicities reported similar percentages for Sports as an activity they would like to participate in (~70%).

If yes, what have you participated in?

Answer	All Youth
Sports	51%
After-school	17%
Music/Arts	12%
School-sponsored activities or clubs	11%
Other community clubs or programs	8%
Volunteer opportunities	7%
Employment	5%
Summer school	5%
Tutoring or homework help	3%
Leadership activities	3%
Religious activities	3%
Other	3%

Most youth reported that they had participated in Sports and After-school programs. When we separated the data by gender, a much higher percentage of males answered Sports than females (61% vs. 41%). Conversely, females participated in Performing/Visual Arts more than males (14% vs. 3%).

Are you CURRENTLY participating in any kind of program or activity?

Answer	2014	2016
Yes	39%	40%
No	61%	60%

There was no significant change from 2014-2016. This is not surprising considering that we were targeting disconnected youth and surveying mostly in locations where no programming (or only drop-in programs) was occurring.

However, 60% of the youth not participating in any programs or activities during the summer in our targeted sample is still a high number when compared with the goal of getting all youth access to high-quality OST programs afterschool and in summer. These results lead us to consider the following:

- We have targeted youth not in programming, does this forever skew our 'currently' participating number? Should we focus more on EVER participated?
- Why do young people, even when they are IN programming, not see themselves as being a part of programming?

- Are we reaching and do we have sustained engagement with disconnected youth in high quality programming, not simply drop-in or other short-term activities?
- Is young people’s definition of participation different than how we would determine participation?

Overall youth ages 10-14 were participating in summer programming or activities at a rate 11% higher than youth ages 15-19 (44% vs. 33%).

Younger youth may be participating more because there are more park and recreation, and community education programs available for elementary and middle school aged youth than for older youth. Also, parents may be signing up younger youth for summer programming to get them out of the house (as a possible pseudo-daycare) or they think it’s good for them. Alternatively, older youth can choose to not attend if they aren’t interested or if the programs don’t meet their needs.

The Youth Researchers discussed that for older youth ‘programs and activities’ are not really a focus. Older youth are more focused on graduating, getting a job, or figuring out the next stage in their life. Suggesting that for older youth creating high quality job, education and career planning settings is key.

If yes, what are you participating in?

Answer	All Youth
Sports	42%
After-school	14%
Employment	12%
Summer school	11%
School-sponsored activities or clubs	10%
Music/Arts	8%
Other community clubs or programs	6%
Religious activities	3%
Leadership activities	2%
Tutoring or homework help	1%
Volunteer opportunities	1%
Other	3%

Similar to the previous set of questions, Sports and After-school programs were the most participated in currently. Males again participated in Sports at a much higher percentage than females (57% vs. 28%). Females responded with Employment more than males (20% vs. 5%).

Younger youth (ages 10-14) were participating in After-school programs more than older youth (ages 15-19) (23% vs. 5%). Not surprisingly, older youth were working (Employment) more than younger youth (22% vs. 3%).

Youth Engagement

Would you like to be involved in being a part of making decisions that affect your life in your community, at school, or in your city?

Answer	All Youth
At school	69%
In your community	63%
In your city	56%
<i>Answered Yes to at least one category</i>	<i>76%</i>

Youth engagement is more than just participation; it is a process of involving young people in the institutions and decisions that affect their lives. Seventy-six percent (76%) of youth answered “Yes” when we asked about whether they wanted to be engaged in their community, schools, or cities.

Younger youth wanted to be engaged in their schools more (75% vs. 63%) than older youth. When we separated out the data between youth who had ever participated in OST programs and those who didn’t, we found a correlation between those who had ever participated in programming with those who wanted to be engaged. This seems to indicate that young people who participate early in OST programs are more likely to want to be engaged in their communities and schools, and be more involved civically as adults. Two studies on youth engagement (Brennan, Barnett, and Lesmeister, 2007; Brennan, Barnett, and McGrath, 2009) reported that engaged youth are likely to be future leaders in their communities because of the development of life skills (such as problem solving and decision-making) and the sense of belonging and purpose that is created.

If yes, how would you like to be involved?

This was an open-ended question. A qualitative analysis was completed and the results listed below.

Answer	All Youth
Yes, but no answer on how	31%
Volunteering or helping	29%
Having a voice	15%
Actively doing something	15%
I don’t know	12%
Be a part of decision-making	10%
Work on student issues	7%
Other	7%

The Youth Researchers indicated that youth had a hard time knowing what options there were for engagement. Twelve percent (12%) answered I Don't Know, and 31% provided no answer at all. This information will be used to inform our work that started with our Youth Engagement Feasibility Study and will continue with pilot projects this upcoming year.

- Why are 60% of youth surveyed not currently participating in OST programs but 76% say they want to be engaged at a much deeper level in their community, school, or city?

Some of the following results may shed some light on this question.

Barriers to Participation

What, if anything, are the reasons you don't participate in programs or activities?

Answer	2014	2016
I am too busy with other things, such as a job or homework	14%*	40%**
Don't know what's available	45%	33%
Have responsibilities at home	28%	24%
Don't have a way to get there or home	35%	21%
Activities cost too much	28%	19%
My parents won't let me	N/A	8%**
Other	8%	13%

*In 2014, the answer choice given was "Have a job or internship."

**This answer choice was new to the 2016 survey.

In 2014, the top barrier to participation was "not knowing what was available". In 2016, with the input of the Youth Researchers, we added "too busy with job or homework". This addition proved very insightful. It was the top answer in 2016. When we disaggregated the data by age, older youth (ages 15-19) selected "Too busy" at a rate of 60% compared to younger youth (ages 10-14) at 21%. They also reported having responsibilities at home at a higher rate (30% vs. 18%). When the data was separated by gender, females had more difficulties with transportation than males (27% vs. 16%).

Having responsibilities at home, work, or school is one of the main themes reported in this survey as a barrier to participation in OST programs and activities.

This is much more difficult barrier to overcome since it requires more creative solutions related to scheduling, adding different types of programs related to their responsibilities or priorities, or increasing the quality programs to make it worth spending some of the limited free time that some youth have. Overcoming not knowing what's available, cost, and transportation barriers are still important to address, especially for younger youth and their families.

Areas for further discussion:

- What should our participation rate be for young people in our community?
- How can we innovate in the OST programming that would support youth who have responsibilities, but would benefit from positive youth development opportunities?

Interests

What programs or activities would you like to be a part of, if they were available?

Answer	2014	2016
Sports	66%	72%
Employment	55%	38%
Music	52%	34%
Performing and visual arts	44%	29%
After-school programs	N/A*	28%
Volunteering opportunities	N/A*	22%
School sponsored activities or clubs, not sports	N/A*	21%
Leadership activities	36%	17%
Specialty classes	31%	17%
Tutoring or homework help	33%	17%
Other community clubs and programs	N/A*	9%
Religious activities	N/A*	7%
Other	N/A*	4%

*This answer choice was new to the 2016 survey.

Youth in the Brooklyn's wanted to a part of sports, employment, music, performing and visual arts, and after school programs. The top 3 program interests continue to be the same as the interests reflected in previous years' survey data. Interests however, varied most by gender and age.

Male respondents wanted sports more than females (83% vs. 60%), but females wanted more music (46% vs. 21%), performing/visual arts (45% vs. 16%), and volunteering opportunities (30% vs. 14%) compared to male youth. Older youth (ages 15-19) wanted employment (50% vs. 29%) and volunteering (28% vs. 17%) more than younger youth (ages 10-14).

Further research is needed to understand:

- Is there adequate programming for older youth based on their interests?
- Are there adequate sports, performing/visual arts programs?
- Is there a gap in access to sports programming?
- Is there a way to engage youth in their interests to improve graduation rates? Pathways to college and career? Or violence prevention?
- If these programs are created, would we see an increase in participation?

The BrookLynk Youth Employment Program was created as a response to youth’s needs for employment programs indicated in the 2014 youth survey (55%). BrookLynk was launched in 2015 and has operated for two full summers. This year’s survey results indicate a 17% reduction in employment programming interest overall. However, while overall interest in employment has gone down, there is still high interest (50%) among older youth. Thus, BrookLynk will expand targeted marketing to youth ages 16-21 for internships.

Motivations

What would get you to participate in a program or activity?

Answer	All Youth
Recommendations from friends or parents	50%
Free or low cost	47%
Incentives: awards or prizes	44%
Safe (program location or getting there)	36%
Make it easy for me (or my parent) to get there or sign up	35%
Advertising: social media, TV, radio, mail, door-to-door	16%
Other	7%

When youth were asked what would get them to participate in OST programs and activities, top responses were recommendations from friends or parents, free or low cost, and incentives, such as prizes or awards. Note that more traditional forms of marketing, like advertising came in very low. Young people are more interested in attending when people they trust recommended programs. Program providers should consider new strategies for getting young people and their parents to recommend programs to other parents or youth.

This data will be used by the Alliance to reconsider our existing outreach strategies. We will also use this data to inform the development of our online program locator to utilize a recommendation strategy for increasing participation. Furthermore, we have allocated resources to our Access and Outreach team to pilot new ideas in this arena.

When disaggregated by gender and age, we found that females wanted low (or no) cost programs (53% vs. 41%) and transportation help (43% vs. 30%) more than males, but males wanted incentives (50% vs. 39%) more than females. Older youth (ages 15-19) wanted free or low cost programs more (53% vs. 41%) than younger youth (ages 10-14).

“Incentives” was an interesting answer choice. Many young people (especially older youth as the data shows in subsequent questions) are motivated by external means. We oftentimes assume that youth understand the benefits to OST program participation, as discussed briefly in the introduction. But if they don’t understand the benefits, helping them see what they would gain may help convince them to participate. For younger youth, having a concrete benefit, like an award, public recognition, or prize maybe more tangible.

BrooklynsConnect.org

Have you ever used BrooklynsConnect.org to find a program or activity?

Answer	2014	2016
Yes	4%	3%
No	96%	97%

There was no significant change in the percentage of youth who have used our program locator in the past few years. The majority of youth are not using BrooklynsConnect.org to find a program or activity. Website analytics do show a steady stream of visitors to the website, though we suspect it is parents and youth-serving professionals who are the users. And if young people reported that the recommendations of their friends and parents are important, then we should consider how to incorporate that feature onto our online program locator. For further discussion:

- BrooklynsConnect.org, or BrookLynk online job hub: How do we use the information on how what motivates youth or would get them to participate, to improve how we connect?

Responsibilities

Does having responsibilities at home, work, school, etc. affect your life?

Answer	All Youth
Yes	60%
No	40%

Not only did 60% of youth tell us that they are affected by the responsibilities they have at work, school, and home, but when we looked at different age groups, we found that older youth were disproportionately affected compared to younger youth (73% vs. 50%).

How does having responsibilities affect your life?

Answer	All Youth
Less social time	53%
Makes school/doing homework more difficult	45%
Less sleep	43%
Less time for afterschool activities	34%
Can't get a job	16%
Poor mental health	13%
Other	7%

As discussed with the Youth Researchers, having less social time is a concern because young people need to build relationships with their peers. Those relationships help motivate youth, create a sense of belonging and provide a supportive environment for taking positive risks. Having responsibilities affects young people’s ability to develop relationships needed for positive youth development.

Due to having these responsibilities, older youth reported they had less social time (58% vs. 47%), school was more difficult (51% vs. 37%), and they had less sleep (51% vs. 32%) than younger youth. All of those answers have implications for how well older youth fare academically.

What would make it easier for you to handle your responsibilities?

This was an open-ended question. A qualitative analysis was completed and the results listed below.

Answer	All Youth
Better scheduling or time management skills	18%
Nothing	13%
More time	12%
Less responsibilities	12%
I don’t know	12%
Help or support	7%
Focus or motivation	3%
Money	2%
Sleep	2%
Less stress	1%
Other	18%

When we asked what would help make it easier to handle your responsibilities, youth responded that they wanted better scheduling and time management skills. Young people realize their need to develop knowledge, skills, and abilities to help them be successful. Older youth reported wanting better scheduling or time management skills at a higher rate (24% vs. 13%) than younger youth.

As seen earlier in the study, young people perceive that they have a lot of responsibilities and that these responsibilities are affecting many facets of their lives. The desire to learn more time management skills may indicate that youth are at an important transition point in their lives where their responsibilities are increasing yet they haven’t developed all the life skills needed to handle them. Further research is needed to understand:

- Where can young people, especially ages 15-19 learn time management (and other) skills to cope with the growing responsibilities of adulthood?

Losing Motivation

What causes you to lose motivation?

Answer	All Youth
Failure	46%
Discouragement	33%
Peer pressure	24%
Family issues	23%
Loss of hope or vision	21%
Trauma	19%
Takes too much effort	17%
Loneliness	15%
Mental Health	12%
Other	10%

Youth reported that “failure” was the top reason why young people lost motivation. As discussed with our research team, young people aren’t necessarily facing more failure than adults, but they might not have developed the resiliency skills to deal with it well. High quality OST programs, classrooms that integrate social & emotional learning and caring adults can help young people cultivate those skills.

Older youth reported feeling more discouraged (39% vs. 27%), loss of hope or vision (29% vs. 15%), and mental health issues (18% vs. 6%) than younger youth. Younger youth said that they deal with peer pressure at a higher rate (30% vs. 19%) than older youth.

What motivates you?

This was an open-ended question. A qualitative analysis was completed and the results listed below.

Answer	All Youth
People, such as family or friends	45%
Intrinsic motivation (internal goals)	23%
External motivation (incentives)	21%
Doing something fun or interesting	18%
Encouragement	10%
Other	13%

If you remember that relationships are very important to many young people for getting involved, then it makes sense that people, namely family or friends, is the top answer for what motivates them. For this answer, females reported an even higher rate (51%)

especially compared with males (38%). Older youth were more motivated intrinsically (30% vs. 18%) and by external incentives (28% vs. 15%) than young youth, but younger youth were more motivated by doing what they perceived to be fun or interesting more than (23% vs. 12%) older youth.

This information may be particularly useful to inform the design of programs, schools, and settings for young people’s development. If we understand and integrate their motivations into our designs, we can increase their participation, overall connectedness and likelihood of positive outcomes for young people.

Problems at School

What problems, if any, do you have at school?

Answer	All Youth
Can’t focus	52%
No motivation	25%
Teachers who are poor at communicating and building trust	25%
Difficulty in class	24%
Attendance	15%
Behavior issues	12%
Nothing	11%
Lack of resources or support	9%
Bullying	9%
Violence	9%
Other	7%

It was surprising the “can’t focus” was the number one problem with school. Our research team suggests that for many youth, especially older youth, all the responsibilities they have outside of school, lack of interest, relevance, or engagement with what’s being taught in schools may be driving this reason.

Thirty six percent (36%) of older youth felt that they had no motivation at school. Sixteen percent (16%) of younger youth had no motivation at school. This is astounding to think that over 1/3 of youth in our community have no motivation.

What are ways we can fix problems at school?

This was an open-ended question. A qualitative analysis was completed and the results listed below.

Answer	All Youth
Changes to teaching methods and teacher interactions	18%
Change myself	16%
I don't know	13%
Create a more inclusive environment	10%
Nothing / You can't	9%
School level changes	9%
Provide more help for students	8%
Remove myself from distractions	4%
I don't have problems	4%
Enforce rules or better discipline	2%
Other	10%

Youth wanted to explore different styles of learning that engage them more than the typical lecture and worksheets common to some classrooms. Young people also desired to have better one-on-one relationships and more trust with their teachers. The Youth Researchers were surprised that youth were honest enough to admit that they know that part of the solution is to change themselves, such as being more motivated and engaged in their learning.

More research is needed to understand:

- What are the current initiatives are underway to explore different styles of learning and student engagement in schools?
- What are the ways students can successfully 'change themselves' to fix their problems at school?

Bike Sharing Program

If the city had a bike-sharing program, which would rent out bikes for a small fee, would you use it?

Answer	All Youth
Yes	48%
No	52%

About half of the respondents thought they would use a rental bike program.

Social Networks for Summer Employment

Who would you ask for help if you wanted to find a summer job?

This was an open-ended question. A qualitative analysis was completed and the results listed below.

Answer	All Youth
Parents/Family	67%
Friends	21%
School Staff	14%
Internet/Website	8%
Community Organizations	7%
Local Businesses	4%
Nobody/I don't know	10%
Other	5%

Research shows that professional social networks are essential for finding a living wage job. However, for young people who live in low socio-economic neighborhoods, turning mostly to parents and family might not be as helpful. These data show that as youth get older, they rely on their parents and family less for summer employment help and more on friends and school staff.

DISCUSSION & RECOMMENDATIONS

The following discussion and research questions were identified in the report. They are consolidated here along with recommendations for action. The research questions are listed in order of their impact on informing action steps.

Youth Engagement and Participation

RECOMMENDATION #1: Engage youth in making decisions that affect their lives in all existing programs, activities, and systems.

More than just participation, 76% of youth wanted to be engaged in their schools, community, or city. Yet, from our Youth Engagement Feasibility Study, we found that few of our partners had any opportunities for young people to be engaged and partner with adults in their organizations. Alliance partners can consider how we can increase youth engagement in the Brooklyns, as it could have significant impact on increasing participation in OST programs and activities, and civic engagement for the rest of their lives.

These research questions may help us better understand participation and engagement:

1. We have targeted youth not in programming does this skew our 'currently' participating number? Should we focus more on EVER participated?

2. Are we reaching disconnected youth with high quality programming, not simply drop-in or other short-term activities?
3. Why are 60% of youth surveyed not currently participating in OST programs but 76% say they want to be engaged at a much deeper level in their community, school, or city?
4. Why do young people, even when they are IN programming, not see themselves as being a part of programming?
5. Are these youth participating, and they don't readily identify that their participation on their schools basketball team or other afterschool opportunity is actually 'participation' by our definition?

Understanding Barriers and Motivations to Participation

RECOMMENDATION #2: Alliance partners use this understanding of youth's barriers and motivations to participation to improve existing or develop new programs and activities.

Many young people have responsibilities in their homes, at work, or at school that keep them from attending OST programs and activities. And many of the older youth are eager to participate in tutoring, volunteer, and leadership programs so they can graduate high school and get into college, or get a job to start making money for themselves or their families. Understanding the barriers and motivations will help influence program design and marketing that better connects with the needs and interests of young people.

These research questions may help us better understand barriers and motivations:

1. Is there adequate programming for older youth based on their interests?
2. Is there a way to engage youth in their interests to improve graduation rates? Pathways to college and career? Or violence prevention?
3. BrooklynConnect.org or BrookLynk online job hub: How do we use the information on how what motivates youth or would get them to participate, to improve how we connect?
4. What should our participation rate be for our young people?
5. How can we maximize the Out-of-School Time to support youth?
6. Are there adequate sports, performing/visual arts programs?
7. Is there a gap in access to sports programming?
8. What are the outcomes of existing sports programs?
9. If these programs were created, would we see an increase in participation?

Understanding the Target Population

RECOMMENDATION #3: Use this data to dive deeper into the needs of non-participating youth and share these insights with partners to expand these youth's participation.

The increased responsibilities that youth reported may signal something more than just busier youth. Johnson and Mollborn (2009, p.1) showed that young people who "felt unsafe in their schools or neighborhoods, witnessed or were victims of violence, had fewer economic resources in the household, and lived in certain family structures" were less likely to identify as adolescents and more as adults. If indeed this is occurring, then we need to do more research into understanding how this affects a segment of our youth population,

including their priorities, perspectives, challenges, and supports needed to be successful in all facets of their lives.

These research questions may help us better understand

1. What are the current initiatives underway to improve interactions with students, teaching methods and creating a more inclusive environment?
2. What are the ways students can successfully 'change themselves' to fix their problems at school?
3. How can we support youth who may be experiencing poverty or violence?

Social Emotional Skills

RECOMMENDATION #4: Program goals for youth should include developing social emotional skills to help them navigate life challenges.

OST programs should not exist solely to keep young people busy and off the streets. Youth are at an important stage in their lives where they need to develop knowledge, skills, and abilities to help them succeed in life. Even the simplest drop-in program model can incorporate social emotional skill learning, which will benefit the young person beyond the duration of the activity. Organizations should thoughtfully consider which skills their programs can teach well, the proper program dosage and duration, and providing the program design and staffing to help youth gain those skills.

These research questions may help us better understand

1. Where can young people, especially ages 15-19 learn time management (and other) life skills in an engaging and positive youth development setting?

Special Thanks

Thank you to Youthprise! Your support of the Alliance data and youth program quality improvement work, and your shared vision for youth engagement made this possible!

Thank you to Ivan Lui and Kayson Syoneso for their leadership and support of our crew this summer.

And most importantly, thank you to all of the Youth Researchers, and to the young people in our community for bringing their voice forward!

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APPENDIX A: 2016 Brooklyns Youth to Youth Survey



Hi, we're with the Youth Data Squad and we're collecting information to help the Brooklyns be a great place for youth. Would you be able to take a 5-minute survey?

Survey #: _____

1. How old are you? _____

2. What school will you go to this fall? *(Check one.)*

- | | | |
|--|--|---|
| <input type="checkbox"/> Brooklyn Middle | <input type="checkbox"/> Osseo Middle | <input type="checkbox"/> Quit/No longer attending |
| <input type="checkbox"/> Brooklyn Center Secondary | <input type="checkbox"/> Osseo Senior HS | <input type="checkbox"/> Graduated |
| <input type="checkbox"/> Champlin Park HS | <input type="checkbox"/> Park Center HS | <input type="checkbox"/> Online School |
| <input type="checkbox"/> Jackson Middle | <input type="checkbox"/> Robbinsdale Cooper HS | <input type="checkbox"/> Homeschool |
| <input type="checkbox"/> North View Middle | <input type="checkbox"/> Robbinsdale Middle | |
| <input type="checkbox"/> Other (please specify): _____ | | |

3. What city do you live in now? *(Check one.)*

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Brooklyn Center | <input type="checkbox"/> Brooklyn Park | <input type="checkbox"/> Minneapolis |
| <input type="checkbox"/> Other (please specify): _____ | | |

EXAMPLES OF ACTIVITIES AND PROGRAMS

- | | |
|---|---|
| <ul style="list-style-type: none">• Sports• School sponsored activities or clubs• Parks and recreation programs• Performing or visual arts (music, dance, etc.)• Community clubs or programs (4H, Scouts, YMCA, etc.) | <ul style="list-style-type: none">• Tutoring or homework help• Leadership activities (student government, youth councils, etc.)• Religious activities (youth group, etc.)• Volunteer opportunities• Employment (jobs, job skills training, internships) |
|---|---|

4. Have you **EVER** participated in programs or activities for youth, like at a park, community center, after-school, or during the summer? *(Check one.)*

Yes No If yes, what have you participated in? _____

5. Are you **CURRENTLY** participating in any kind of program or activity? *(Check one.)*

Yes No If yes, what are you participating in? _____

6. **What, if anything, are the reasons you don't participate in programs or activities?** *(Check all that apply.)*

- | | |
|---|--|
| <input type="checkbox"/> Don't know what's available | <input type="checkbox"/> Don't have a way to get there or home |
| <input type="checkbox"/> Activities cost too much | <input type="checkbox"/> Have responsibilities at home (caring for cousins, brothers, sisters, etc.) |
| <input type="checkbox"/> I am busy with other things, such as a job or homework | <input type="checkbox"/> My parents (or guardians) won't let me |
| <input type="checkbox"/> Other (please specify): _____ | |

7. **What programs or activities would you like to be a part of, if they were available?** *(Check all that apply.)*

- Sports (lessons, club or community teams, school teams, exercise, fitness)
- School sponsored activities or clubs that are not sports, such as drama, music, chess or science club
- After-school programs (recreation center classes, groups, activities)
- Specialty classes (computer, technology, automotive)
- Music (lessons, recording, performance)
- Performing and Visual Arts (dance, theater, song, painting, photography, crafts)
- Tutoring, homework help, or academic programs
- Leadership activities such as student government, youth councils or committees
- Other community clubs and programs such as 4H, Scouts, YMCA-clubs, or Community Ed
- Religious activities such as religious services, education or youth group
- Volunteer opportunities (One2One, community service projects)
- Employment (jobs, job skills training, internships)
- Other (please specify): _____

8. **What would get you to participate in a program or activity?** *(Check all that apply)*

- Incentives: awards or prizes
- Friends or parents recommend it
- Advertising: social media, TV, radio, mail, door-to-door
- Free or low cost
- Make it easy for me (or my parent) to get there or sign up
- Safe (program location and getting there)
- Other (please specify): _____

9. **Have you ever used BrooklynsConnect.org to find a program or activity?** *(Check one.)*

- Yes No

10. How does having responsibilities at home, work, school, etc. affect your life? *(Check all that apply.)*

- | | |
|---|---|
| <input type="checkbox"/> They don't | <input type="checkbox"/> Can't get a job |
| <input type="checkbox"/> Less social time | <input type="checkbox"/> Less sleep |
| <input type="checkbox"/> Less time for afterschool activities | <input type="checkbox"/> Poor mental health |
| <input type="checkbox"/> Makes school/doing homework more difficult | |
| <input type="checkbox"/> Other (please specify): _____ | |

11. What would make it easier for you to handle your responsibilities?

12. What causes you to lose motivation? *(Check all that apply.)*

- | | |
|--|--|
| <input type="checkbox"/> Failure | <input type="checkbox"/> Loss of hope or vision |
| <input type="checkbox"/> Trauma (bad stuff happening in the past that still affects you) | <input type="checkbox"/> Loneliness |
| <input type="checkbox"/> Discouragement | <input type="checkbox"/> Mental health issues (i.e. depression or anxiety) |
| <input type="checkbox"/> Peer pressure | <input type="checkbox"/> Family issues |
| <input type="checkbox"/> Other (please specify): _____ | <input type="checkbox"/> Takes too much effort |

13. What motivates you?

14. What problems, if any, do you have at school? *(Check all that apply.)*

- | | |
|--|--|
| <input type="checkbox"/> Can't focus | <input type="checkbox"/> Difficulty in classes |
| <input type="checkbox"/> Lack of resources/support | <input type="checkbox"/> Teachers who are poor at communicating and building trust with me |
| <input type="checkbox"/> No motivation | <input type="checkbox"/> Behavior issues |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Bullying |
| <input type="checkbox"/> Violence | |
| <input type="checkbox"/> Other (please specify): _____ | |

15. What are ways we can fix problems at school?

16. Would you like to be involved in being a part of making decisions that affect your life...

In your community? Yes No

At school? Yes No

In your city? Yes No

If yes, what are some ways you would like to be involved? _____

17. If the city had a bike-sharing program, which would rent out bikes for a small fee, would you use it?

Yes No

18. Who would you ask for help if you wanted to find a summer job?

19. May I ask what your ethnic background is? We are collecting this information to make sure that we survey all ethnic groups in our community. (Check all that apply.)

African American

African (Liberian, Oromo, Somali, etc.)

Hispanic/Latino

Native American/American Indian

Asian (Chinese, Hmong, Japanese, Korean, Laotian, Vietnamese, etc.)

European American/White

Other? (Please specify): _____

20. What is your gender?

Female

Male

Transgender

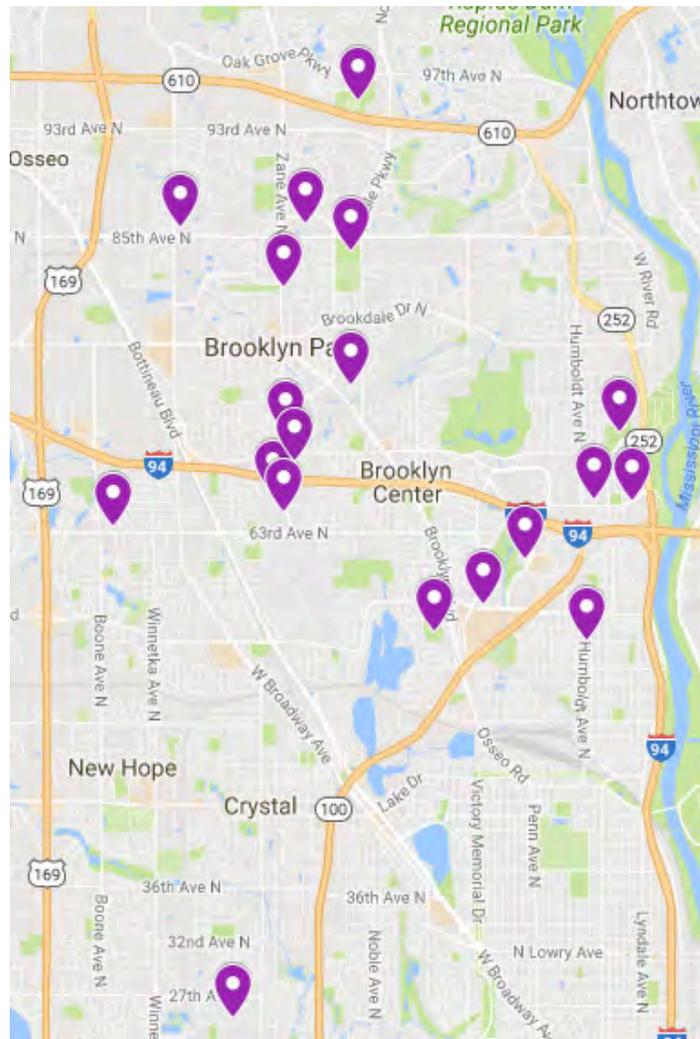
Other

Thanks for taking the time to take our survey!

APPENDIX B: Survey Locations

- Brookdale Library
- Brooklyn Park Library
- Central Park
- Noble Sports Park
- Evergreen Park
- Northport Park
- Oak Grove Park
- Zanewood Community Center
- Brooklyn Park Community Activity Center
- Eden Park Apartments
- Villa Del Coronado Apartments
- The Willows Apartments
- Autumn Ridge Apartments
- Georgetown Park Townhomes
- Brooklyn Center Secondary
- Park Center Senior High School
- North View Middle School
- Sandburg Learning Center
- Earle Brown Days Parade
- Brooklyn Center Transit Center (Metro Transit)

Map: Survey Locations



APPENDIX C: Other Answers for Demographic Questions

Schools

Other Brooklyns Schools: Athlos Leadership Academy (6), Prairie Seeds Academy (5), Brooklyn Center Academy (4), Edinbrook Elementary (4), Evergreen Park Elementary (3), Excell Academy (3), Noble Academy (2), Odyssey Academy (2), Park Brook Elementary (2), Zanewood Elementary (2), Earle Brown Elementary (1), Hennepin Technical College (1), Maranatha Christian Academy (1), New Millennium Academy (1), North Hennepin Community College (1), Northport Elementary (1), Online School (1), Osseo Area Learning Center (1), Sage Academy Charter (1), St. Alphonsus (1), Woodland Elementary (1)

Other non-Brooklyns Schools: Plymouth (57), Robbinsdale Armstrong HS (21), Edgewood Middle (6), Edison HS (6), I don't know (6), Fair School Crystal (5), Maple grove Middle (4), Patrick Henry HS (4), Anoka Middle (3), Columbia Academy (3), Coon Rapids HS (3), Fridley HS (3), Fridley Middle (3), Highview ALC (3), Achieve (2), Calvin Christian HS (2), DaVinci Academy of Arts and Science (2), Irondale HS (2), NEC (2), Northdale Middle (2), Parnassus Preparatory (2), Sacred Heart Catholic School (2), St. Michael – Albertville HS (2), St. Paul Conservatory for Performing Artists (2), Maple Grove HS (2), A school in Louisiana (1), Anishinabe Academy (1), Anwatin Middle (1), Apply Valley HS (1), Buffalo Middle (1) Central Middle School (Wayzata) (1), Cesar Chavez Charter School (1), CIS (1), Cityview Community (1), Cristo Rey Jesuit HS (1), Cyber Village Academy (1), Dexter Middle (1), Don't remember name (1), Elk River Middle (1), Fair School Downtown (1), Falcon Ridge Elementary (1), Hopkins North Junior (1), Immaculate Conception (1), Jefferson HS (1), King of Grace Lutheran School (1), Marcy Open (1), MEFE HS (1), Minneapolis North HS (1), Minnesota Charter School (1), Minnesota Transitions Charter (1), Morris Bye Elementary (1), Newport Elementary (1), North Junior (1), Osseo Academy (1), Park Pine Elementary (1), Riverback (1), Salk Middle (1), Sojourner Truth Academy (1), South HS (1), Spring Lake Park HS (1), St. Louis Park HS (1), St. Raphael School (1), Still deciding (1), Transitional School (1), Twin Lakes Elementary (1), Venture Academy (1), Wayzata HS (1), Wayzata Middle (1), Weaver Lake Elementary (1), Westwood Middle (1), Winslow Township HS (1), University of Minnesota (1)

City

Other: New Hope (29), Crystal (28), Plymouth (26), Robbinsdale (16), Golden Valley (14), Maple grove (12), Coon Rapids (7), Blaine (3), Fridley (3) Columbia Heights (2), New Brighton (2), Albertville (1), Anoka (1), Berlin, NJ (1), Bloomington (1), Buffalo (1), Champlin (1), Elk River (1), Hilltop (1), Hopkins (1), Newport (1), Ramsey (1), St. Paul (1), St. Michael (1), Tennessee (1), Westmount (1)

Race/Ethnicity

Other Race/Ethnicity: Guyanese (2), Jamaican (2), Samoa (1), Do not know (1), Yemini/Arab (1), Mix (1), Puerto Rican (1), Dominican (1), American (1), Bahamian (1), Pacific Islander (1)

Gender

Other Gender: Agender boy (1), Genderqueer (1), Demigirl (1)

APPENDIX D: Estimate of Brooklyns School Representation

This estimate was calculated based on 2016 Minnesota Department of Education Enrollment Data, numbers of students in 2015 in the Robbinsdale and Anoka-Hennepin School Districts who were residents of the Brooklyns, and school boundary maps from Osseo school districts.

School	%
Brooklyn Center Secondary	12%
Park Center HS	25%
North View Middle	8%
Brooklyn Middle	12%
Osseo Senior HS	12%
Jackson Middle	8%
Champlin Park HS	11%
Robbinsdale Cooper HS	5%
Robbinsdale Middle	4%
Osseo Middle	3%

APPENDIX E: Disaggregated Results for Gender and Age

All the data disaggregated by gender and age is shown below. Any subgroup differences larger than 10% are highlighted in yellow. For the Participation vs. Other Questions data, the Weighted N are:

Subgroups	Participation Weighted N	Other Questions Weighted N
Female	254	287
Male	255	301
Ages 10-14	244	323
Ages 15-19	274	277

Participation

Have you EVER participated in programs or activities for youth, like at a park, community center, after-school, or during the summer?

Answer	Female	Male	Ages 10-14	Ages 15-19
Yes	64%	67%	67%	66%
No	36%	33%	33%	34%

If yes, what have you participated in?

Answer	Female	Male	Ages 10-14	Ages 15-19
Sports	41%	61%	51%	52%
School-sponsored activities or clubs	14%	9%	6%	16%
Summer school	4%	5%	3%	6%
After-school	20%	15%	23%	14%
Music	7%	1%	4%	4%
Performing/Visual Arts	14%	3%	9%	7%
Tutoring or homework help	3%	4%	2%	4%
Leadership activities	5%	1%	3%	3%
Other community clubs or programs	12%	4%	7%	8%
Religious activities	4%	2%	2%	3%
Volunteer opportunities	10%	5%	2%	12%
Employment	9%	2%	1%	9%
Other	4%	1%	2%	2%

Are you *CURRENTLY* participating in any kind of program or activity?

Answer	Female	Male	Ages 10-14	Ages 15-19
Yes	39%	41%	44%	33%
No	61%	59%	56%	64%

If yes, what are you participating in?

Answer	Female	Male	Ages 10-14	Ages 15-19
Sports	28%	57%	40%	43%
School-sponsored activities or clubs	11%	8%	9%	10%
Summer school	11%	11%	7%	15%
After-school	19%	11%	23%	5%
Music	4%	1%	4%	1%
Performing/Visual Arts	9%	2%	7%	3%
Tutoring or homework help	1%	2%	1%	2%
Leadership activities	3%	2%	1%	4%
Other community clubs or programs	6%	6%	2%	10%
Religious activities	6%	0%	2%	4%
Volunteer opportunities	3%	0%	1%	2%
Employment	20%	5%	3%	22%
Other	4%	1%	5%	2%

Youth Engagement

Would you like to be involved in being a part of making decisions that affect your life in your community, at school, or in your city?

Answer	Female	Male	Ages 10-14	Ages 15-19
At school	75%	65%	75%	63%
In your community	64%	63%	63%	64%
In your city	58%	55%	55%	58%
Answered Yes to at least one category	80%	77%	80%	73%

If yes, how would you like to be involved?

Answer	Female	Male	Ages 10-14	Ages 15-19
Volunteering or helping	31%	26%	31%	25%
Having a voice	13%	16%	15%	15%
Actively doing something	18%	12%	10%	22%
I don't know	12%	13%	13%	11%
Be a part of decision-making	9%	11%	8%	12%
Work on student issues	9%	5%	9%	5%
Other	8%	6%	8%	4%

Barriers to Participation

What, if anything, are the reasons you don't participate in programs or activities?

Answer	Female	Male	Ages 10-14	Ages 15-19
I am too busy with other things, such as a job or homework	40%	33%	21%	60%
Don't know what's available	33%	17%	38%	28%
Have responsibilities at home	28%	39%	18%	30%
Don't have a way to get there or home	27%	16%	22%	20%
Activities cost too much	23%	20%	21%	18%
My parents won't let me	8%	7%	9%	7%
Other	13%	13%	17%	9%

Interests

What programs or activities would you like to be a part of, if they were available?

Answer	Female	Male	Ages 10-14	Ages 15-19
Sports	60%	83%	74%	69%
Employment	42%	36%	29%	50%
Music	46%	21%	34%	33%
Performing and visual arts	45%	16%	29%	30%
After-school programs	29%	28%	27%	29%
Volunteering opportunities	30%	14%	17%	28%

School sponsored activities or clubs that are not sports	23%	18%	23%	19%
Leadership activities	19%	15%	14%	21%
Specialty classes	13%	21%	19%	15%
Tutoring or homework help	19%	16%	12%	22%
Other community clubs and programs	11%	7%	10%	8%
Religious activities	7%	8%	6%	8%
Other	3%	5%	4%	3%

Motivations

What would get you to participate in a program or activity?

Answer	Female	Male	Ages 10-14	Ages 15-19
Recommendations from friends or parents	53%	48%	50%	51%
Free or low cost	53%	41%	41%	53%
Incentives: awards or prizes	39%	50%	46%	41%
Safe (program location or getting there)	43%	30%	39%	33%
Make it easy for me (or my parent) to get there or sign up	40%	30%	31%	38%
Advertising: social media, TV, radio, mail, door-to-door	20%	12%	15%	17%
Other	6%	7%	6%	8%

BrooklynsConnect.org

Have you ever used BrooklynsConnect.org to find a program or activity?

Answer	Female	Male	Ages 10-14	Ages 15-19
Yes	2%	3%	4%	96%
No	98%	97%	2%	98%

Responsibilities

Does having responsibilities at home, work, school, etc. affect your life?

Answer	Female	Male	Ages 10-14	Ages 15-19
Yes	65%	56%	50%	73%
No	35%	44%	50%	27%

How does having responsibilities affect your life?

Answer	Female	Male	Ages 10-14	Ages 15-19
Less social time	58%	49%	47%	58%
Makes school/doing homework more difficult	48%	42%	37%	51%
Less sleep	44%	42%	32%	51%
Less time for afterschool activities	33%	36%	31%	37%
Can't get a job	19%	12%	10%	20%
Poor mental health	12%	13%	7%	17%
Other	7%	6%	8%	6%

What would make it easier for you to handle your responsibilities?

Answer	Female	Male	Ages 10-14	Ages 15-19
Better scheduling or time management skills	20%	17%	13%	24%
Nothing	12%	15%	19%	7%
More time	13%	12%	10%	15%
Less responsibilities	12%	13%	14%	11%
I don't know	13%	11%	14%	10%
Help or support	8%	7%	7%	8%
Focus or motivation	4%	3%	2%	5%
Money	2%	2%	7%	8%
Sleep	1%	2%	1%	2%
Less stress	2%	1%	0%	2%
Other	18%	18%	20%	17%

Losing Motivation

What causes you to lose motivation?

Answer	Female	Male	Ages 10-14	Ages 15-19
Failure	46%	47%	45%	47%
Discouragement	37%	28%	27%	39%
Peer pressure	30%	20%	30%	19%
Family issues	27%	19%	19%	27%
Loss of hope or vision	23%	20%	15%	29%
Trauma	22%	16%	20%	19%
Takes too much effort	20%	14%	17%	17%
Loneliness	19%	11%	13%	17%
Mental Health	14%	10%	6%	18%
Other	9%	11%	9%	12%

What motivates you?

Answer	Female	Male	Ages 10-14	Ages 15-19
People, such as family or friends	51%	38%	45%	46%
Intrinsic motivation (internal goals)	21%	26%	18%	30%
External motivation (incentives)	20%	22%	15%	28%
Doing something fun or interesting	15%	21%	23%	12%
Encouragement	11%	10%	12%	8%
Other	12%	15%	15%	12%

Problems at School

What problems, if any, do you have at school?

Answer	Female	Male	Ages 10-14	Ages 15-19
Can't focus	52%	50%	48%	55%
No motivation	28%	23%	16%	36%
Teachers who are poor at communicating and building trust	24%	25%	24%	25%

Difficulty in class	24%	24%	25%	23%
Attendance	18%	13%	12%	18%
Behavior issues	13%	11%	17%	6%
Nothing	9%	13%	12%	11%
Lack of resources or support	11%	6%	8%	12%
Bullying	11%	7%	13%	4%
Violence	8%	9%	12%	5%
Other	20%	16%	18%	19%

What are ways we can fix problems at school?

Answer	Female	Male	Ages 10-14	Ages 15-19
Changes to teaching methods and teacher interactions	19%	16%	17%	18%
Change myself	16%	16%	14%	18%
I don't know	12%	14%	13%	12%
Create a more inclusive environment	13%	7%	13%	7%
Nothing / You can't	9%	9%	9%	8%
School level changes	8%	9%	5%	13%
Provide more help for students	6%	10%	6%	10%
Remove myself from distractions	4%	5%	6%	3%
I don't have problems	4%	4%	5%	4%
Enforce rules or better discipline	2%	1%	2%	1%
Other	9%	11%	12%	8%

Bike Sharing Program

If the city had a bike-sharing program, which would rent out bikes for a small fee, would you use it?

Answer	Female	Male	Ages 10-14	Ages 15-19
Yes	49%	51%	50%	46%
No	47%	53%	50%	54%

Social Networks for Summer Employment

Who would you ask for help if you wanted to find a summer job?

Answer	Female	Male	Ages 10-14	Ages 15-19
Parents/Family	66%	69%	76%	59%
Friends	21%	21%	11%	32%
School Staff	16%	12%	9%	20%
Internet/Website	9%	6%	4%	11%
Community Organizations	7%	6%	6%	7%
Local Businesses	3%	5%	4%	4%
Nobody/I don't know	10%	10%	10%	11%
Other	6%	5%	6%	5%

APPENDIX F: Disaggregated Results for Participation

Would you like to be involved in being a part of making decisions that affect your life in your community, at school, or in your city?

Answer	Ever Participated	Never Participated	Currently Participating	Currently Not Participating
At school	73%	62%	73%	66%
In your community	67%	56%	67%	61%
In your city	59%	50%	63%	51%
At least one	79%	70%	79%	75%