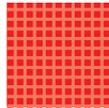


Exploring the Supply and Demand for Community Learning Opportunities in Minnesota



A Survey of Minnesota
Parents and Youth

Dear Fellow Minnesotans,

It is with great pleasure we share the results of this one of a kind study—*Exploring Supply and Demand for Community Learning Opportunities in Minnesota*. This study was designed to explore Minnesota parent and youth perceptions about afterschool opportunities for young people across the state.

In its 2005 report *Journeys into Community: Transforming Youth Opportunities for Learning and Development*,ⁱ the Minnesota Commission on Out of School Time examined the importance of community learning opportunities during the non-school hours. The Commission created a vision for Minnesota where every youth is engaged, every family has access to quality opportunities, and every community has a clear plan and adequate support for such opportunities.

Since that report, new research has continued to demonstrate the value of such community learning opportunities and the impact these opportunities can have on academic performance, social and emotional development, safety, and the prevention of risk behaviors.ⁱⁱ The accumulated weight of evidence now indicates that these types of opportunities are no longer just nice but are increasingly an essential contributor to the positive development of youth and their success in formal educational setting.

This study, *Exploring Supply and Demand for Community Learning Opportunities in Minnesota*, finds that families do not have equal access to quality opportunities (especially during the summer months). This creates an *opportunity gap* that significantly contributes to educational and developmental disparities across communities, ethnic, racial, and income groups. These disparities are one of Minnesota’s greatest challenges to the healthy development and education of Minnesota young people. This is a challenge not just for schools but also for cities and towns across Minnesota where community learning opportunities occur.

This report will provide a statewide perspective on these issues. Visit the report webpage at <http://www.extension.umn.edu/AppliedYouthResearch/> for regional findings. Both will inform your thinking about how your region and type of community are faring when it comes to providing engaging community learning opportunities for all.

Credits: This report would not have been possible without the commitment, talent, and energy of many people who played a part in the study: the Wilder Research staff—particularly Greg Owen and Nicole Martin Rogers—who provided assistance with all aspects of survey creation and data collection; assistance from Promise Fellow Tremaine Versteeg, for sorting and categorizing data; graduate assistant Yuefeng Hau for literature review; special thanks to funding partners and others who helped inform this work—Minnesota Department of Education; the McKnight foundation; Minnesota Department of Human Services; Youth Community Connections; special thanks go to Alyssa Thomas and Chrysa Otto, whose creativity, organizational skills and flair for presentation made this data come to life.

i. Minnesota Commission on Out-of-School Time. (2005). *Journeys into community: Transforming youth opportunities for learning and development*. Minneapolis, Minnesota: University of Minnesota. Available at <http://www.mncost.org>.

ii. See appendix A for a summary of research on why out of school time opportunities matter.

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Executive Summary

Minnesota community, business, and policy leaders and their national counterparts increasingly understand that community learning opportunities during the non-school hours are critical to both learning and development. Multiple research studies have documented that organized, high quality out of school activities benefit young people academically, socially, and emotionally. Such activities impact academic achievement (especially learning loss over the summer months), foster a sense of agency (that what they do matters), provide safety and belonging, while at the same time providing youth opportunities to explore their interests and interact with caring adults. For some youth these types of community learning opportunities provide a positive alternative to unsupervised time and activities that could put them at risk. As a result, such community learning opportunities are no longer just nice. Positive community learning opportunities are now increasingly necessary in promoting the healthy growth and development of young people.¹

It appears, however, that an *opportunity gap* in afterschool learning opportunities exists, limiting the number of youth who benefit from participation. It is problematic that Minnesota lacks a clear understanding of which youth participate and the supply and demand for such opportunities—especially from the perspective of parents and youth. The current study helps construct a clearer picture of parent and youth perceptions about how Minnesota is doing in providing an optimal mix of opportunities for young people and the issues and barriers affecting youth participation. The study is one of several efforts by the University of Minnesota Extension Center for Youth Development and its partners² to better understand the quality, availability, and impact of community learning opportunities.

Research Approach

Telephone surveys were conducted during the winter of 2007-2008 with a representative statewide random sample of families with youth who were in 7th to 12th grades during the last school year. A total of 1,607 parents and 808 youth were surveyed across Minnesota. Wilder Research Center was contracted to help develop the survey and conduct the telephone surveys. Several questions were patterned after the national study *All Work and No Play? Listening to What Kids and Parents Really Want from Out-of-School Time*,³ conducted by Public Agenda for the Wallace Foundation in 2004.

1. Little, P. M. D., Wimer, C., & Weiss, H. (2007). After school programs in the 21st century: Their Potential and what it Takes to Achieve it. *Issues and Opportunities in Out of School Time Evaluation, No. 10*. Harvard Family Research Project. Available at <http://www.hfrp.org/publications-resources/browse-our-publications/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>.

2. Special thanks to the Minnesota Department of Education, the McKnight Foundation, the Minnesota Department of Human Services, Youth Community Connections, and the Wilder Research for their financial, technical, conceptual and practical support for this work. The study would not have been possible without their efforts.

3. Duffett, A., & Johnson, J. (2004). *All work and no play? Listening to what kids and parents really want from out-of-school time*. New York: Public Agenda. Available at <http://www.wallacefoundation.org/WF/KnowledgeCenter/KnowledgeTopics/Out-of-SchoolLearning/AllWorkAndNoPlay.htm>

The study drew random samples from eight different regions across the state including the Twin Cities and surrounding suburban communities.⁴ Analysis suggested that there are three significant influences that most affect parent and youth perceptions regarding out of school time: the *type of community* in which families reside, their *ethnic, racial, and immigrant background*, and the *economic status* of families. It is through these three primary lenses, rather than just regional geography, that parent and youth views are presented. The following six questions are critical to better understanding the use, supply, and demand of community learning opportunities in Minnesota and provide the outline for this report:

1. How do Minnesota youth spend their time?
2. What is the perceived quality of Minnesota youth programs?
3. How satisfied are Minnesotans with their community's efforts in youth programming?
4. What do Minnesota parents and youth want in programs?
5. What do Minnesota parents and youth value about youth programs?
6. How difficult is it for Minnesota families to find community learning opportunities?

The report concludes that Minnesota is indeed doing better in many ways than a comparable national sample. Unfortunately, however, in many ways there is a significant *opportunity gap* and that gap is more a function of the perceived availability and affordability of such opportunities than either the lack of interest in or demand for them by parents and youth. Only when this gap is closed will Minnesota live up to the vision proposed by the Minnesota Commission on Out of School Time⁵—a vision that seeks to ensure every child is engaged in their own learning and development, every family has access to quality opportunities during the non-school hours, and every community has a clear plan and adequate support for the community learning opportunities its parents and youth need and want.

Summary of Findings

Section 1: How do Minnesota youth spend their time?

Youth have approximately 2000 hours of discretionary time at their disposal every year—equivalent to a full time job. This is time that is not filled with school or family obligations and comprises a considerable portion of each day in the life of a young person. The extent to which this time is spent productively depends in large part upon the availability and affordability of programs and activities to which youth have access and in which they choose to participate. It is also related to choices that youth and their parents make given their values and the fit of available programs in their communities.

According to the surveys, much of Minnesota 7th through 12th grade youths' out of school time during the school year is spent around adults. A majority of time is also spent with friends or siblings. During

4. See Appendix B for a more detailed breakdown of the sample and survey procedure.

5. Minnesota Commission on Out-of-School Time. (2005). *Journeys into community: Transforming youth opportunities for learning and development*. Minneapolis, Minnesota: University of Minnesota. Available at <http://www.mncost.org>.

both the school year and the summer, few youth this age are home alone. While about half of youth spend most of their out of school time in sports or activities during the school year, only about one-quarter spend a large proportion of their time in activities over the summer. In both the summer and the school year, adult supervision is somewhat more common in the urban metro and least common in the suburbs. A majority of youth in families with incomes above \$50,000 participates in activities during the school year but only a minority of youth with lower family incomes do so. Hispanic, non-white, and immigrant youth have lower levels of activity participation than white youth during the school year but participation rates are much closer during the summer.

Almost all youth participate in some activity at some time during the year. It may be, however, that at any given point in time, many youth (and perhaps most youth in some subgroups) are unlikely to participate in constructive youth programs or activities. The most common activities listed were sports (70%), religious instruction or youth groups (60%), volunteer work (59%), school-based extracurricular activities (56%), and music, dance, or art lessons (56%). Thirty-five percent of youth in grades 7-12 have part-time jobs, though 53% of youth in grades 10-12 had a part-time during the last school year. One in ten youth surveyed participate in the University's 4-H Program. There is greater variety in participation rates by family income and race/ethnic background than across communities.

Action Implications:

- A significant amount of time is available for most Minnesota youth that could be used to enrich learning and development through community learning opportunities—especially for low income families and youth in greater Minnesota and urban metro communities.
- Much lower participation rates during the summer point to a need for more summer options. This is especially true for lower income and minority youth who often suffer from major summer learning loss. Research indicates that high quality summer out of school time opportunities such as camps and enrichment programs help ensure youth perform better when they go back to school in the fall.⁶
- A systematic approach to garnering public, private, and individual resources to provide even the five most popular activities for low income and minority youth could significantly increase the positive impact of youth participation.

Section 2: What is the perceived quality of Minnesota youth programs?

The quality of programs is a critical factor in choices youth make about programs, their decision to stay in them, their level of engagement, and what they gain from participating. In 2002 the National Research Council of the United States identified the following key features of developmental settings for community youth programs: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, and integration of family, school and community efforts.⁷

The vast majority of Minnesota parents indicated that the programs in which their teens participated most often are of high quality, slightly higher than parents nationally. About one in four parents feel the programs are average or poor quality in Minnesota. Income and race affect parent ratings of program quality, with non-whites and lower income parents most likely to report youth participation in low quality programs.

The vast majority of Minnesota youth also report that they enjoy going to the activities, feel safe there, and are treated with respect at these activities. However, just over half report that they receive individual attention and that program leaders understand today's youth. Youth with the lowest family incomes are least likely to report that they often have any of these high quality experiences in youth programs. Hispanic and non-white youth and immigrants report less positive feelings across quality dimensions studied.

Since these data are only ratings of the programs parents and youth describe as the ones they spend the most time in, the ratings probably overestimate the average quality of programs in the state.

Action Implications

- A statewide system of support to both assess and improve key dimensions of quality across youth programs would help ensure all youth who participate receive the maximum benefit.
- A key element of ensuring quality programs is the adults who provide and run these programs. They are the people who develop caring relationships with youth and help them learn. Work to strengthen the preparation, selection, and in service training of youth workers and their ability to intentionally support quality programs is essential for maximum growth and impact in the youth development field.
- The University of Minnesota Extension Center for Youth Development's Youth Work Institute and the Minnesota Department of Education and funding collaborators should continue to broaden and systematize policy and training efforts targeted to preparation and support of parents, volunteers, and program administrators in quality improvement efforts.

Section 3: How satisfied are Minnesotans with their community's efforts in youth programming?

Communities are the settings in which out of school programs take place and through which youth encounter most community learning opportunities. These opportunities occur in a variety of ways, including community education, Boys and Girls Clubs, Y's, scouting, 4-H, private lessons, community-based non-profits and faith based organizations, public libraries, and park and recreation centers. Through these experiences, youth learn to be leaders, contribute to community vitality, and become citizens. National research suggests that the supply of high quality programs for youth is not distributed equally across communities.⁸ National surveys suggest that eight of ten parents agree there is a need for public investment to create more and better youth programs.⁹

6. Birmingham, J., Pechman, E. M., Russell, C. A., & Mielke, M. (2005). *Shared features of high-performing after-school programs: A follow-up to the TASC evaluation*. Washington, DC: Policy Studies Associates. Available at <http://www.sedl.org/pubs/fam107/fam107.pdf>.

7. Eccles, J., & J. A. Gootman. (Eds.) (2002) *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press.

8. Eccles & Gootman, 2002.

9. Quinn, J. (1999). Where Need Meets Opportunity: Youth Development Programs for Early Teens. *The Future of Children* 9(2): 96-116.

Only one in every four Minnesota parents reported their community is doing very well providing programs for youth. About half believe their communities are doing “OK” with one in four overall reporting their community is not doing very well. Parents in suburban communities were somewhat more likely to rate their community as doing very well (36%) while four out of ten parents in urban communities report their community is *not* doing very well. One in three parents in rural areas and small towns thought their communities were not doing very well in providing programs for youth compared with only one in five in the suburbs and cities around greater Minnesota. The greatest differences, however, are by income level, where a majority of low income families feel their communities are not doing very well—more than twice the rate of parents with incomes over \$75,000. Hispanic and non-white parents have the lowest levels of satisfaction with their communities’ provision of programs for teenagers.

Similarly, while a majority of parents and youth report there are “enough” opportunities in their community, very few report there are too many (7%) and a significant number (over 32%) report there “needs to be more options.” Similar differences by community type, race, and family income are found as those noted above.

Action Implications

- Data collected for this study indicate community learning opportunities are not equally distributed around the state nor equally accessible by families of different types. This disparity contributes to increasingly visible educational and developmental gaps. Addressing these disparities in opportunities must become a higher priority if their power to support learning and development is to become fully realized.
- The need for more youth program options is most noticeable for low income and minority parents and those outside the suburban metro area. Other studies have found that 1) while some communities are opportunity rich others are either opportunity poor or dominated by only what schools provide and 2) that there is a tendency to put services in more at risk neighborhoods but not opportunities.¹⁰
- There is a critical need to better understand the capacity of providers of community learning opportunities around the state and within each community. A study of program providers is needed to gain a better understanding of the factors that affect both the supply of opportunities and the capacity to increase the number of such opportunities in different community types.

Section 4: What do Minnesota parents and youth want in programs?

In the words of John Gardner, former Secretary of Health, Education, and Welfare, “The child absorbs values, good and bad, on the playground, through the media, on the street—everywhere. It is the community and culture that holds the individual in a framework of values...Values that are never expressed are apt to be taken for granted and not adequately conveyed to young people.”¹¹ The nature and type of opportunities available in a community help convey the values of the community.

10. Saito, Rebecca N., Peter Benson, Dale Blyth and Anu Sharma. (1995). *Places to grow, Perspectives on youth development opportunities for seven to 14-year old Minneapolis youth*. Minneapolis, Search Institute.

11. Gardner, J.W. 1991. “Community.” Unpublished manuscript.

Most Minnesota parents (85%) want programs that teach the value of hard work and help youth explore their interests. Over 70% want opportunities for youth to try new things, volunteer opportunities and programs teaching youth how to get along with others. For youth, the highest three preferences, and the only ones selected by a clear majority of youth, are help exploring interests (71%) followed by 67% who would like athletic activities and programs that focus on getting into college or careers. Forty nine percent of youth want opportunities to try new things. Lower percentages of youth would choose programs that reinforce their religious faith and supervised homework help.

Overall, parents are interested in youth development—learning to get along with others, teaching the value of hard work—while youth are more interested in programs that provide enrichment opportunities in sports and academics. Both parents and youth want community programs that allow youth opportunities to explore their interests. There are small differences in parent and youth program preferences across community types, income levels, or ethnicities. Parents and youth across all categories want very similar types of opportunities; this suggests that there is essentially *no difference in demand* by community type, race, immigrant status, or income. If anything, lower income and immigrant parents and youth want more college and career oriented opportunities.

Action Implications

- Given what parents and youth want from community learning opportunities, it is in the public’s interest to explore new ways to mobilize public, private and individual resources to ensure such opportunities are readily available—especially for families who have less income or are people of color, Hispanic, or new immigrants.
- Similar levels of demand for community programs that promote positive youth development across all community types, family income levels, and background types illustrates the timeliness of exploring ways to create the public and private partnerships necessary to leverage and promote support for existing programs and essential for the creation of more opportunities where they are most lacking.
- Ensuring better communication within communities about the availability of the kinds of experiences youth and parents both want is an important step in increasing demand (for high quality programs) and ensuring that youth and families are aware of existing opportunities.

Section 5: What do Minnesota parents and youth value about youth programs?

Forty-seven percent of Minnesota parents feel the best reason for young people to participate in out of school programs is to develop their interests and hobbies while parents nationally picked “to have fun” as their first choice. In Minnesota as well as nationally, youth most often report that the best reason to participate is to have fun. However, Minnesota parents and youth with low incomes and those who are non-white, Hispanic and immigrants are more likely to report keeping youth busy as the best reason for participation.

The majority of Minnesota parents—about 90%—agree that youth programs are important to the

positive development of youth and over 70% agree that young people have more than enough academics during the school year so activities should focus on things that capture their interest. Slightly fewer parents (65%) agree that the increasing emphasis on standardized tests and higher academic standards should translate into a focus on academic skills in out of school activities. About half of parents reported that youth spend too much time in organized activities and an equal percentage feel youth do not have enough opportunities to participate in activities. Parents and youth from low income families as well as families of color, Hispanics, and new immigrants clearly indicate there are not enough opportunities.

Minnesota youth are much more likely than youth nationally to report very much looking forward to participating in activities—53% of Minnesota youth compared to only 38% of youth nationally. Most Minnesota young people believe teenagers who participate in programs are better off than those with lots of free time. Over six times as many youth believe youth are better off when they participate in activities (83%) than when they have lots of free time (13%). Further, over half report that they “very much” look forward to participating in activities; only 5% report that they do not look forward to participating. Youth attitudes are strongly related to family income levels with youth at lower levels less likely to look forward to participating and believe youth with more free time do better.

Action Implications

- Study results confirm strong recognition among parents and youth that quality out of school opportunities contribute to positive developmental outcomes for youth. Parents and youth place high value on these programs. Advocacy efforts, such as those being sponsored by Youth Community Connections and emerging policy work to stimulate legislative supports are well placed investments.

Section 6: How difficult is it for Minnesota families to find community learning opportunities?

Less than half of Minnesota parents (45%) believe they have things under control when it comes to having things for their teen children to do during out of school hours. Over half of Minnesota parents report that they occasionally (43%) or often (12%) struggle to find things for their children to do when they are not in school. Parents in urban areas and lower income families struggle more than others to find things for youth to do. These findings for Minnesota parents follow the findings for parents nationally.

Fifty-seven percent of parents in Minnesota report that the summer is the most difficult time to find things for youth to do, while only 15% report weekends as most difficult and 13% say after school is most difficult. However, youth report that summer and after school are equally as difficult to find things to do at 34%, with 28% reporting it is difficult to find something to do on the weekends. Youth are about twice as likely as parents to report that weekends are the most difficult time to find things to do.

Minnesota parents have somewhat less difficulty finding youth programs than parents nationally. The greatest difference between the Minnesota and national results lies in finding programs that are run by trustworthy adults (22% in Minnesota vs. 32% nationally find this somewhat or very difficult). In Minnesota, affordable programs (38%) and high quality programs (34%) are the most difficult to find.

Parents in urban areas consistently have the most difficulty in finding all types of youth programs, with over half of parents reporting affordability and quality programs somewhat or very difficult to find. Parents in the suburban metro area report having the fewest difficulties in finding all but affordable programs; affordable programs are actually the most difficult for suburban parents to find. For parents in small towns and cities in greater Minnesota, finding affordable programs is about as difficult as finding high quality programs. About one out of three of parents in rural areas report having a somewhat or very difficult time finding programs that are interesting to youth, affordable, conveniently located, and high quality.

Over half of all parents with incomes below \$25,000 have difficulty finding programs that are affordable (69%), interesting (55%), conveniently located (55%), high quality (59%), and run by trustworthy adults (55%); nearly half (46%) have difficulty finding age-appropriate youth programs. As income levels increase, parents are less likely to report difficulties finding most types of programs but especially those that are affordable and high quality.

Non-white, Hispanic, and immigrant families are especially likely to have difficulty finding affordable youth programs. Over half of immigrant parents have difficulty finding high quality programs as well. In addition to affordability, among non-white and Hispanic parents, nearly half report difficulty finding high quality programs that are conveniently located.

Action Implications

- Recent work by the University of Minnesota Extension Center for Youth Development (and others) is engaging youth to both map and market opportunities in their community. These programs show particular promise and should be evaluated more fully and possibly expanded.

- In general, the power of youth, in partnership with adults, is the largest untapped potential for fundamentally changing awareness and access to youth programs and increasing their availability. Investments to significantly mobilize the power of youth working with adults in a variety of deliberate efforts could yield multiple benefits for youth as well as communities.

- Enhancing affordability and availability is a shared public, private, and individual responsibility. Finding ways to deliberately leverage these multiple sources in a systematic rather than haphazard way holds great promise at both the state and community levels. Everything from challenge grants to providing matching scholarships to cover fees could prove effective in changing the current picture. ■

Introduction

In its 2005 report *Journeys into Community: Transforming Youth Opportunities for Learning and Development*,¹ the Minnesota Commission on Out of School Time examined the importance of community learning opportunities during the non-school hours. The Commission created a vision for Minnesota where every youth is engaged, every family has access to quality opportunities, and every community has a clear plan and adequate support for such opportunities. Since that report, new research has continued to demonstrate the value of such community learning opportunities and the impact these opportunities can have on academic performance, social and emotional development, safety, and the prevention of risk behaviors.² The accumulated weight of evidence now indicates that these types of opportunities are no longer just nice but are increasingly an essential contributor to the positive development of youth and their success in formal educational settings.

However, all families do not have equal access to quality opportunities (especially during the summer months). This creates an *opportunity gap* that significantly contributes to educational and developmental disparities across communities and across ethnic, racial, and income groups. These disparities are one of Minnesota's greatest challenges to the healthy development and education of young people. This is a challenge not just for schools but also for cities and towns across Minnesota where community learning opportunities occur.

Much remains unknown about the supply of and demand for community learning opportunities around the state. It is not evident whether there are variations in "supply" across communities or whether there are differences in "demand" for available opportunities. Do we need to increase the number and quality of opportunities available or work on improving our understanding of the motivation of parents and youth to use opportunities already present?

This report examines the nature of the opportunity gap through a survey of parents and youth across the state. It provides a first comprehensive look at the gap in terms of:

- the way youth use their time,
- perceptions of the quality of opportunities available,
- opinions of how well communities are doing in providing such opportunities,
- what parents and youth want from community learning opportunities,
- what they value about these opportunities, and
- barriers people face in finding and participating in such opportunities.

The surveys were conducted by phone with a randomly drawn sample of households in the eight regions of the state. Views of parents and youth presented here are broken down by three factors that most shaped their responses—the *type of community* in which families reside, their *ethnic background*, and their *economic status*. Appendices contain additional information with responses analyzed based on family structure, family work status, and parent education.³

This report examines data for each of the six areas above and seeks to draw simple conclusions with implications for policy-makers and others who care about the learning and development of Minnesota youth. Together with information about access to early childhood education as well as information on child and school-age care, it begins to provide a more comprehensive picture of the extent to which Minnesota is optimizing the use of non-school hours for the learning and development of its children and youth.

Study Description

Telephone surveys were conducted during the winter of 2007-2008 with a representative statewide random sample of families with youth who were in 7th to 12th grades during the last school year. A total of 1,607 parents and 808 youth from the same families were surveyed across Minnesota. The Wilder Foundation Research Center helped construct and conduct the telephone surveys. Questions were patterned after a national study, *All Work and No Play? Listening to What Kids and Parents Really Want from Out-of-School Time*, by Public Agenda for the Wallace Foundation in 2004.⁴ Many of the items in the Minnesota survey match questions from the Public Agenda survey in order to provide a comparison of Minnesota and national results. For additional information on the sample, please see Appendix B.

Section 1: Time use

How do Minnesota youth spend their time?

Topics covered in this section:

Time use

Activity participation

Youth have approximately 2000 hours of discretionary time at their disposal every year—equivalent to a full time job. This is time that is not filled with school or family obligations and comprises a considerable portion of each day in the life of a young person. The extent to which this time is spent productively depends in large part upon the availability and affordability of programs and activities to which youth have access and in which they choose to participate. It is also related to choices that youth and their parents make given their values and the fit of available programs in their communities.

Data from the 2007 Minnesota Student Survey⁵ suggests that the majority of youth participate in some type of organized activity during the school year. However, during the school year, nearly 50% of youth in grades 7-12 watch at least an hour of TV per day and 26% play at least one hour of video games each day. Thirty-three percent of youth spend at least an hour per day on the phone or text messaging and over 30% spend at least an hour per day on-line. Only 27% report spending an hour or more each day on homework and only 10% spend at least one hour per day reading for pleasure.

This section explores how and with whom youth spend this discretionary time and the types of programs and activities in which they participate during the school year and the summer.

How do youth report using their time during the school year and the summer?

Much of Minnesota 7th thru 12th grade youths' out of school time during the school year is spent with friends or siblings with parents or adults around. During both the school year and the summer, few youth are home alone. While about half of youth spend most of their out of school time in sports or activities during the school year, only about one-quarter spend a large proportion of their time in activities over the summer. In both the summer and the school year, adult supervision is somewhat more common in the urban metro and least common in the suburbs. A majority of youth in families with incomes above \$50,000 participates in activities during the school year but only a minority of youth with lower family incomes does so. Non-white and immigrant youth have lower levels of activity participation than white youth during

the school year but participation rates are much closer during the summer.

A closer look

State results: Most youth have a parent or adult around most of the time (70% during the school year and 64% over the summer). Correspondingly, most were rarely home alone (5% during the school year and 5% over the summer). Frequent involvement in activities drops from 51% in the school year to 28% in the summer. The proportion of youth spending most of their time with friends or siblings increases from 54% in the school year to 63% during the summer.

Community type: Across all community types, the majority of youth have a parent or adult around most of the time, with urban youth having the highest level of adult supervision (77%) and suburban youth

having the lowest (63%). Small towns, rural areas, and suburbs have higher percentages of youth involved in activities during the school year with lower percentages in cities in greater Minnesota and the urban metro. Over the summer, fewer youth in all community types are involved in sports and activities and spend more time with peers.

Family economic status: Youth reporting they had a parent or adult around is fairly consistent across income levels during the school year. Participation in sports and other activities is highest among youth with family incomes above \$50,000. Compared to the school year, there are considerably fewer youth involved in sports or activities at all income levels during the summer, though the decrease is less dramatic for higher income youth. At all income levels, youth

spend more time with friends and siblings during the summer.

Race/ethnicity: Youth of all racial/ethnic backgrounds often have a parent or other adult around. During the summer, white and minority youth are home alone more often than immigrant youth (16% vs. 8%). During the school year, a greater percentage of white youth participate in sports and activities, though participation is fairly equal across race/ethnic groups during the summer.

Few youth grade 7 to 12 spend time alone. More time is spent with friends and in sports or activities during the summer.

Question:

In a typical week, how did you spend all or most of your time?

(Survey question for youth)*

During the last school year?

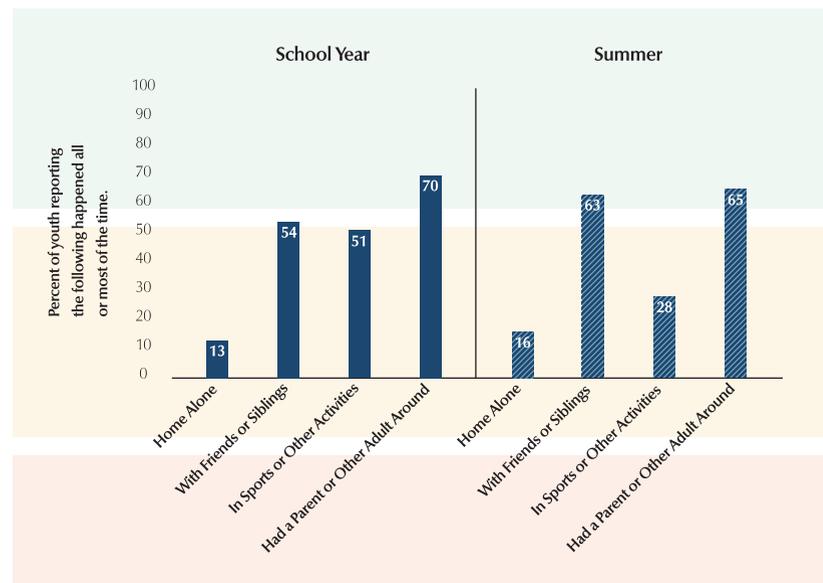
- Home alone
- With friends or siblings
- In sports or activities
- Had a parent or adult around

During the last summer?

- Home alone
- With friends or siblings
- In sports or activities
- Had a parent or adult around

* based on survey questions Y7, Y8, Y17 and Y18

Minnesota results:



Minnesota breakdown:

School year
 Summer

Category	Sub-category	Home alone		With friends or siblings		In sports or activities		Had a parent or adult around	
		School year	Summer	School year	Summer	School year	Summer	School year	Summer
Community Type	Rural	12%	18%	54%	55%	56%	28%	73%	63%
	Small Town	11%	15%	61%	65%	58%	33%	69%	65%
	City in Greater Minnesota	13%	16%	52%	62%	46%	26%	67%	65%
	Suburban Metro	16%	18%	55%	70%	51%	32%	63%	59%
	Urban Metro	11%	10%	52%	66%	44%	25%	77%	67%
Family Economic Status	Less than \$25,000	13%	7%	43%	57%	34%	16%	71%	70%
	\$25,000 to \$50,000	13%	15%	57%	63%	47%	22%	72%	72%
	\$50,000 to \$75,000	14%	20%	56%	61%	53%	33%	68%	58%
	\$75,000 to \$100,000	8%	14%	62%	67%	57%	38%	68%	57%
	\$100,000 or more	11%	15%	51%	65%	56%	29%	70%	65%
Race/Ethnicity	White	12%	16%	54%	64%	53%	29%	70%	63%
	Non-white	12%	16%	65%	56%	43%	29%	69%	70%
	Immigrant	11%	8%	57%	55%	32%	25%	77%	66%

In what types of activities do Minnesota youth participate?

Most youth in Minnesota (98%) participated in some type of organized activity at some time during the past school year. This means that at some point in a year, virtually all youth are connected to some form of organized activity for at least a short period of time. However, the number of youth constructively participating at any one point in time may be significantly less.

The top five activities in which youth participated are sports, religious instruction or youth groups, volunteering, school extracurricular activities, and art, music, or dance lessons. Youth participation rates in activities are generally comparable across communities. Youth in the lowest income categories are less likely to participate in any of the top five categories than those in higher income families. White youth have higher

participation rates across all activities than either youth of color or immigrant youth.

A closer look

State results: The most common activities listed were sports (70%), religious instruction or youth groups (60%), volunteer work (59%), school-based extracurricular activities (56%), and music, dance, or art lessons (56%). Thirty-five percent of youth have part-time jobs. However, the results above are for youth in grades 7-12; when we limit the results to youth in grades 10-12, 53% had a part-time during the last school year. In the remaining activities, participation rates are around 25%. One in ten youth surveyed participate in the University's 4-H Program.

Community type: When looking at participation by community type, sports participation is highest in all

community types. Religious activities were the second most common activity in all communities (61-67%) except the urban metro area, where participation rates reach only 40%. The percent of youth reporting volunteer work was slightly lower than the state average in rural areas and small towns, while youth in the suburban and urban metro area reported volunteering at a higher rate than the state average. Youth in the urban metro area, however, were least likely to participate in music or art programs or extracurricular activities.

Family economic status: Youth in the lowest income group participate less frequently than other youth in all activities except volunteering. Participation in sports activities increases steadily with income, from a low of 60% to a high of 86%. Participation in religious activities, school extracurricular activities, and music,

art and dance lessons exceeded state averages for youth with family incomes of at least \$50,000, while participation in these activities was considerably lower for youth with family incomes below \$25,000.

Race/ethnicity: Immigrant youth were least likely to participate in any activity during the last school year. Fewer Hispanic or non-white and immigrant youth participated in sports activities, though sports remain the activity in which more youth spent time across all groups. Immigrant and non-white youth are less frequently involved in religious and volunteer activities than their white counterparts. ■

Most Minnesota youth do participate in some out of school program or organization.

Question:

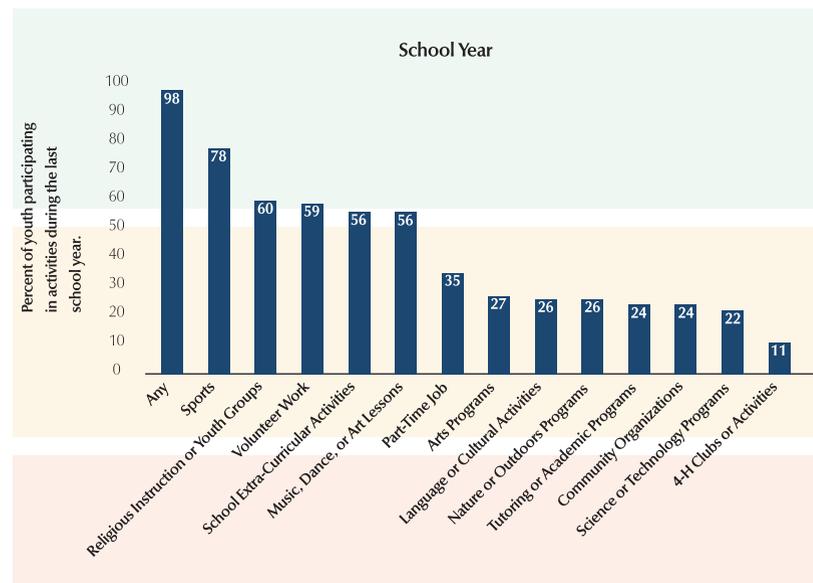
What activities did you participate in during the last school year?

(Survey question for youth)*

- Any
- Sports
- Religious instruction or youth groups
- Volunteer work
- School extra-curricular activities
- Music dance or art lessons
- Part-time job
- Arts programs
- Language or cultural activities
- Nature or outdoors programs
- Tutoring or academic programs
- Community organizations
- Science or technology programs
- 4-H clubs or activities

* based on survey question Y4

Minnesota results:



Minnesota breakdown:

(Top six answers)

		Any	Sports	Religious	Volunteer	Extra-curricular	Music, art, dance
Community Type	Rural	98%	76%	67%	55%	59%	58%
	Small Town	97%	78%	66%	51%	50%	52%
	City in Greater Minnesota	99%	78%	61%	61%	57%	65%
	Suburban Metro	99%	81%	63%	66%	58%	52%
	Urban Metro	96%	78%	40%	65%	54%	48%
Family Economic Status	Less than \$25,000	96%	60%	38%	55%	45%	41%
	\$25,000 to \$50,000	98%	74%	57%	51%	50%	54%
	\$50,000 to \$75,000	97%	82%	64%	61%	60%	61%
	\$75,000 to \$100,000	98%	80%	62%	66%	62%	61%
	\$100,000 or more	100%	86%	70%	65%	61%	61%
Race/Ethnicity	White	98%	80%	64%	61%	57%	59%
	Non-white	98%	67%	43%	53%	55%	54%
	Immigrant	90%	70%	42%	49%	49%	32%

Section 2: Quality

What is the perceived quality of Minnesota youth programs?

Topics covered in this section:

Program quality

Program characteristics

The National Research Council convened a fifteen member committee of experts in youth research, policy and practice in 2002 to study the elements of quality in all types of community youth development settings. The Council's approach integrated the current science of adolescent health and development with research findings related to program design, implementation, and evaluation of community programs for youth.⁶ Their work resulted in a list of key features of developmental settings for community youth serving programs:

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill building
- Integration of family, school and community efforts

Other research shows that youth who participate regularly in high quality programs see significantly more positive outcomes than youth who participate less frequently or in programs of lesser quality.⁷ In fact, poor quality programs may actually harm young people.⁸

This section examines how parents and youth perceive the overall quality of the programs youth participate in as well as the views of young people about critical dimensions of programs.

What is the perceived quality of Minnesota youth programs?

The vast majority of Minnesota parents and youth believe the programs in which youth participate most often are of high quality, slightly higher than parents nationally. About one in four parents feel the programs are mid or poor quality in Minnesota. Income and race affect parent and youth ratings of high quality programs, with non-whites and lower income parents most likely to report youth participation in low quality programs. However, since this is only a rating of the programs youth participate in most often, it may overestimate the average quality of all programs.

A closer look

State results: Three-fourths of Minnesota parents and over 80% of Minnesota youth believe the program in which youth spent the most time during the school

year is of high quality. Only 3% felt programs most often attended were low quality.

Community type: Across all community types, more Minnesota parents typically perceive programs to be of high quality than youth. The largest discrepancies in parent-youth perceptions of program quality are in small towns and suburban metro areas where parent and youth perceptions are separated by nine and twelve percentage points, respectively. Overall, there are no major or systematic differences in perceived program quality by community type.

Family economic status: When compared by family income level, youth in most income levels rate programs as good quality slightly more often than parents. Across all income levels the vast majority of

parents and youth report youth programs as good quality.

Race/ethnicity: More white youth rated their programs as high quality than their parents and non-white or Hispanic and immigrant youth. Generally only small differences exist in either youth or parents ratings of high quality programs across racial categories. ■

Minority and lower income parents report lower quality programs.

Question:

How would you rate the quality of the program that you (youth) or your child (parent) participates in most often?

(Survey question for parents and youth)*

Parents?

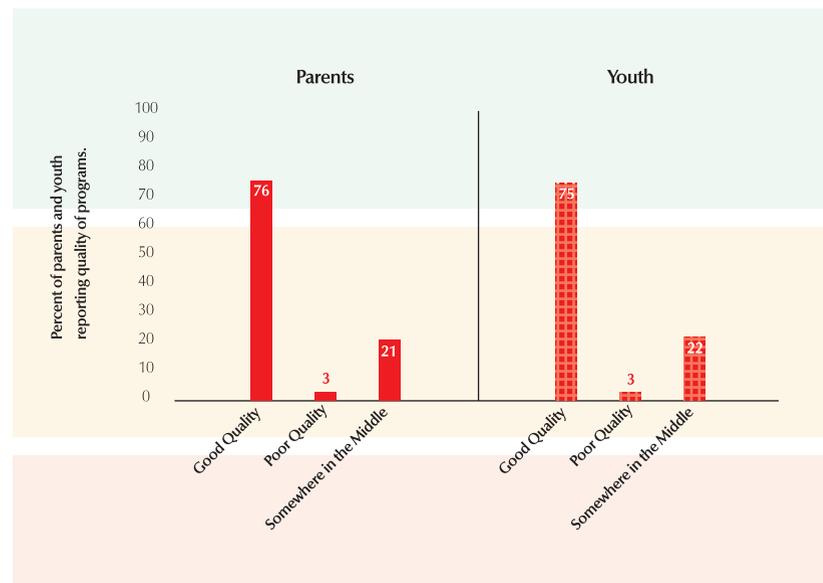
- Good quality
- Poor quality
- Somewhere in the middle

Youth?

- Good quality
- Poor quality
- Somewhere in the middle

* based on survey questions P21 and Y13

Minnesota results:



Minnesota breakdown:

□ Parents
■ Youth

Category	Sub-category	Parents	Quality Rating		
			Good quality	Poor quality	Somewhere in the middle
Community Type	Rural	75%	80%	4%	20%
	Small Town	71%	80%	3%	26%
	City in Greater Minnesota	79%	83%	2%	19%
	Suburban Metro	73%	85%	3%	23%
	Urban Metro	78%	83%	3%	19%
Family Economic Status	Less than \$25,000	77%	73%	2%	21%
	\$25,000 to \$50,000	74%	78%	3%	23%
	\$50,000 to \$75,000	71%	89%	5%	24%
	\$75,000 to \$100,000	74%	79%	4%	22%
	\$100,000 or more	79%	83%	2%	19%
Race/Ethnicity	White	75%	84%	3%	22%
	Non-white	79%	74%	5%	16%
	Immigrant	77%	76%	3%	20%

What qualities do Minnesota youth experience in out of school opportunities?

The vast majority of Minnesota youth report that they enjoy going to activities, that they feel safe and that they are treated with respect at these activities. However, just over half report that they receive individual attention and that the program leaders understand today's youth. Youth with the lowest family incomes are least likely to report that they often have any of these high quality experiences in youth programs. There are smaller and less systematic differences by community type. Hispanic and non-white youth as well as immigrants report less positive feelings across the dimensions studied. In general, youth of various types see the activities in which they participate most often in very positive terms. It appears these youth may have found the activities that make them feel best (e.g.

respected, safe, and fun) and participate in these most often. As a result, findings say less about the general experiences of youth across programs as a whole.

A closer look

State results: In reporting about the activity they participated in most often, the majority of youth reported that they often enjoy going (84%), feel safe (93%), the adults are friendly (88%), and they are treated with respect (91%). Only 56% reported often receiving individual attention and 59% said they often feel adults at the program or activity understand kids.

Community type: While there is some variation between community types, the variation is small and does not reflect a consistent pattern. Somewhat fewer youth in rural and urban communities enjoyed going

to activities than in other communities. Slightly fewer urban youth feel safe at their activities.

Family economic status: Youth from families with the lowest income levels report the lowest percentage of positive feelings about their programs. In fact, only a minority of youth whose families make less than \$25,000 report they receive individual attention or that adults understand the youth in the program. Youth reporting that their adult program leaders understand kids increases as income levels go up.

Race/ethnicity: There were surprisingly few differences between groups in how they perceived the program each youth most attended. All groups, white, Hispanic or non-white, and immigrant, had over 90% of youth report that they often were treated with

respect at the program they attend most frequently. White youth reported 86% of the time they enjoyed going versus 73% for non-white or Hispanic youth and 78% for immigrant youth. ■

Most youth enjoy going to programs and believe they are treated with respect. Having understanding adult leaders and receiving individual attention occurs less frequently.

Question:

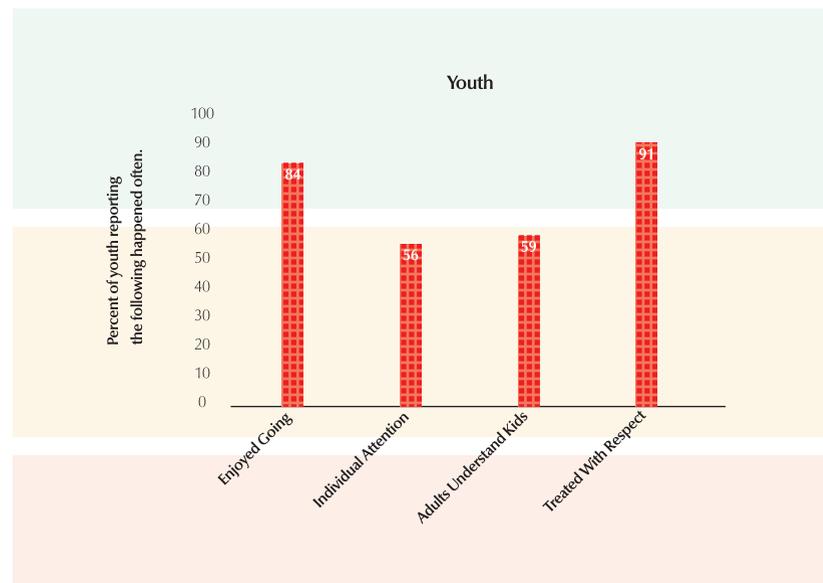
When participating in your favorite activity, did you feel any of the following?

(Survey question for youth)*

- Enjoyed going
- Received individual attention
- Adults understood kids
- Treated with respect

* based on survey question Y12

Minnesota results:



Minnesota breakdown:

		Enjoyed going	Received individual attention	Adults understood kids	Treated with respect
Community Type	Rural	81%	54%	57%	89%
	Small Town	90%	53%	65%	87%
	City in Greater Minnesota	84%	58%	59%	95%
	Suburban Metro	88%	56%	58%	90%
	Urban Metro	81%	59%	60%	93%
Family Economic Status	Less than \$25,000	73%	45%	46%	87%
	\$25,000 to \$50,000	82%	53%	59%	92%
	\$50,000 to \$75,000	86%	59%	60%	90%
	\$75,000 to \$100,000	88%	58%	61%	90%
	\$100,000 or more	88%	59%	65%	94%
Race/Ethnicity	White	86%	56%	59%	91%
	Non-white	73%	60%	60%	91%
	Immigrant	78%	51%	65%	92%

Section 3: Community satisfaction

How satisfied are Minnesotans with their community's efforts in youth programming?

Topics covered in this section:

Community satisfaction
Program options

Communities are the settings in which the majority of community learning opportunities take place. National research suggests that the supply of high quality programs for youth is not distributed equally across communities.⁹ Community capacity to provide the variety of opportunities youth find interesting is mixed across communities.

In-depth research studies also reveal that low income neighborhoods, both urban and rural, are the least likely to offer consistent support and a wide array of developmental opportunities for adolescents. Contrasting community resources available for youth ages 11 to 14 in low income neighborhoods in Chicago with a wealthier suburban community, one study found striking differences not only in the number but also the types of programs most prevalent in respective types of communities. Results suggest among other things, that suburban communities offered a larger and richer array of choices emphasizing educational enrichment, while inner city programs more often focused on academic remediation and personal support.¹⁰

This section explores parents' perceptions about how well their community is doing in providing opportunities for youth as well as the adequacy of what is available.

How well are communities at providing programs and activities for teenagers?

Only one in four (25%) Minnesota parents believes their community is doing very well providing programs for youth. About half believe their communities are doing “OK” with one in four reporting their community is not doing very well. Parents in suburban communities are somewhat more likely to rate their community as doing very well (36%) and parents in urban communities as not doing very well (40%). One in three parents in rural areas, small towns and urban metro communities think their communities are not doing very well in providing programs for youth compared with only one in five in the suburbs and cities around greater Minnesota. The greatest differences, however, are by income level, where a majority of low income families feel their communities are not doing very well—more than

twice the rate of parents with incomes over \$75,000. Hispanic and non-white parents have the lowest levels of satisfaction with their communities’ provision of programs for teenagers.

A closer look

State results: About half of Minnesota parents report their community is doing OK providing activities for youth, while only a quarter believe their community is doing very well and another quarter report they are not doing very well. These findings parallel national results for this same question.

Community type: Comparing parent responses about how well their community is doing by the type of community in which they live, suburban communities received the highest rating with 36% indicating

their community was doing very well. Urban parents had the highest percentage indicating their community was not doing very well (40%) followed by small towns (34%) and rural areas (32%).

Family economic status: Over half (52%) of parents in the lowest income group indicated their community is not doing very well providing opportunities for teenagers. There is a 31% difference between the lowest income level and the highest level. The percentage of parents reporting that their community is doing very well increases with income levels from 8% at the lowest income level to 40% at the highest income bracket.

Race/ethnicity: When comparing parent opinions about how well their community is doing by

race and immigrant status, about 50% of parents of all backgrounds report their communities are doing an OK job. Also about equal percentages of white and immigrant parents report their communities do very well and not very well. However, for non-white or Hispanic parents, very few felt their community is doing very well (8%) and 41% report their community is not doing very well. ■

Lower income parents and those living in rural areas, small towns, and the cities of Minneapolis and Saint Paul are less satisfied with their community’s supply of youth programs.

Question:

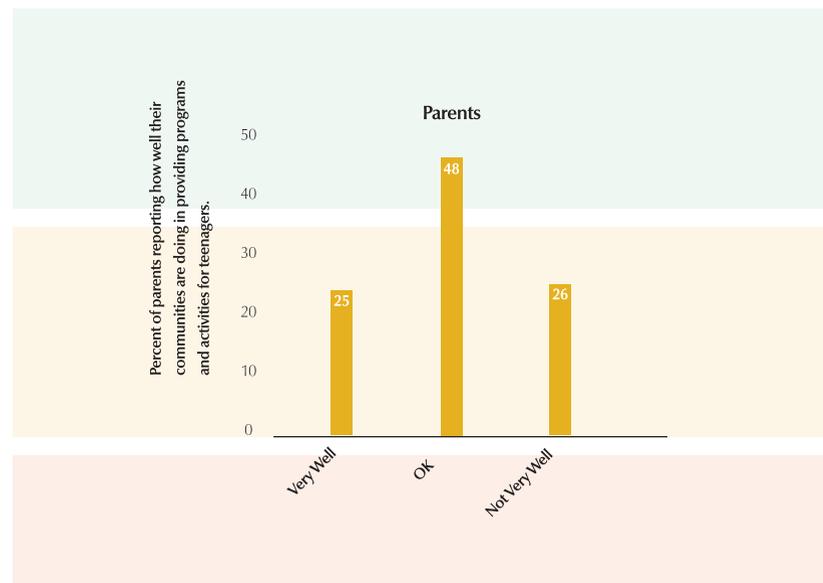
How well is your community doing in providing programs and activities for teenagers?

(Survey question for parents)*

- Very well
- OK
- Not very well

* based on survey question P25

Minnesota results:



Minnesota breakdown:

		Very well	Ok	Not very well
Community Type	Rural	19%	50%	32%
	Small Town	15%	52%	34%
	City in Greater Minnesota	23%	55%	21%
	Suburban Metro	36%	45%	20%
	Urban Metro	15%	45%	40%
Family Economic Status	Less than \$25,000	8%	40%	52%
	\$25,000 to \$50,000	16%	54%	30%
	\$50,000 to \$75,000	19%	53%	28%
	\$75,000 to \$100,000	29%	53%	19%
	\$100,000 or more	40%	39%	21%
Race/Ethnicity	White	27%	48%	25%
	Non-white	8%	51%	41%
	Immigrant	24%	53%	23%

How do parents and youth rate the options available in their community?

A majority of all Minnesota parents and six out of ten youth believe there are enough program options. About one-third of parents and youth report there needs to be more options; significantly fewer believe there are too many. Responses to this question show gaps in availability of programs in small towns, urban and rural areas. However, the most dramatic gaps in perceived program availability are for parents with less than \$50,000 incomes, a clear majority of whom reported the need for more programs. Only about one-quarter of parents in the highest income bracket think more programs are needed. Similar discrepancies exist by racial and ethnic background where the proportion of Hispanic and non-white parents reporting a need for more program options is almost twice that of white parents.

A closer look

State results: Fifty-five percent of Minnesota parents feel there are enough program options for young people in their communities, compared to 61% of youth who share this belief. Thirty-eight percent of parents and 32% of youth feel there should be more options. Only 7% of parents and a similarly small percentage of youth feel there are too many options.

Community type: Across community types, parents report the need for more options most often in small towns (49%), followed by urban (47%) and rural (44%) areas, and cities in greater Minnesota (40%). This is in sharp contrast to parents from suburban areas where only 28% report the need for more programs. The results for youth in these areas show a similar pattern (but smaller percentages).

Family economic status: The need for more program options is greatest for low income parents, with 65% reporting that more options are needed. This percentage decreases incrementally as income levels rise—down to only 26% for the highest income level. Similarly, the highest percentage of youth reporting the need for more programs is at the lowest income level (40%). Paralleling parent responses, youth indicating the need for program options decreases as income rises, down to 23% for those in the highest income level.

Race/ethnicity: Hispanic and non-white parents have the highest percentage reporting the need for more program options (65%), followed by immigrant parents (48%), and only 35% of white parents. By comparison, immigrant youth have the highest percent

indicating the need for more program options at 42%, followed by Hispanic or non-white youth at 39% and 30% of white youth. ■

More parents than youth feel they have enough program options. Satisfaction with program options increases with income for both youth and parents.

Question:

How do you feel about the amount of program options offered in your community?

(Survey question for parents and youth)*

Parents?

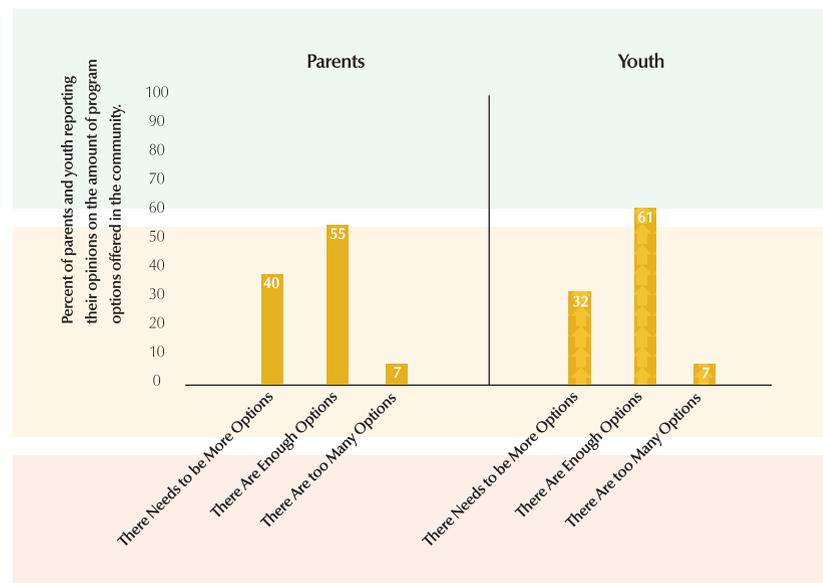
- There needs to be more options
- There are enough options
- There are too many options

Youth?

- There needs to be more options
- There are enough options
- There are too many options

* based on survey questions P14 and Y15

Minnesota results:



Minnesota breakdown:

□ Parents
■ Youth

Category	Sub-category	Parents (%)	Youth (%)	There needs to be more options	There are enough options	There are too many options
Community Type	Rural	44%	36%	52%	59%	3%
	Small Town	49%	37%	47%	55%	4%
	City in Greater Minnesota	40%	32%	51%	61%	8%
	Suburban Metro	28%	20%	64%	73%	8%
	Urban Metro	47%	35%	45%	59%	8%
Family Economic Status	Less than \$25,000	65%	40%	25%	53%	10%
	\$25,000 to \$50,000	52%	35%	45%	60%	4%
	\$50,000 to \$75,000	40%	36%	52%	57%	7%
	\$75,000 to \$100,000	28%	25%	63%	70%	9%
	\$100,000 or more	26%	23%	68%	69%	6%
Race/Ethnicity	White	35%	30%	59%	64%	7%
	Non-white	65%	39%	32%	54%	3%
	Immigrant	48%	42%	40%	52%	12%

Section 4: Wants and needs

What do Minnesota parents and youth want in programs?

Topics covered in this section:

Desired programs

Greatest need

National opinion polls show public support for programs that help schools and families provide the guidance young adolescents need. A 1998 poll revealed that 93% of adults support expansion of afterschool activities and more than 80% said they would be willing to have tax dollars used for this purpose.¹¹ Similarly, a majority of the individuals surveyed expressed worry that American communities do not offer enough constructive activities or meaningful roles to young people. In a study conducted by the U.S. Department of Education, parents insist they want their children involved in constructive and engaging community programs when school is out.¹²

Young people themselves have similar views about what they want and need from programs during the nonschool hours. Young people want constructive activities. They want safe places to go, grow, learn, work, and just “hang out.” They want structure balanced with choice and a voice in determining the opportunities available. They want to spend more quality time with caring adults and to contribute to the work of the larger society. And, they want to have fun.¹³

This section reports on what parents and youth say about the types of programs they want, the characteristics they look for in programs, and whether and how they believe youth benefit from participation. It also describes the most commonly suggested programs needed in communities. Specifically, in this last question, parents and youth were asked to describe the one program or activity they felt was most needed in their community. In this way, Minnesota parents and youth were able to speak freely about the youth opportunities most needed in their communities.

To what extent do youth and parents want different types of programs?

Overall, parents are interested in youth development—learning to get along with others, teaching the value of hard work—while youth are more interested in programs that provide enrichment opportunities in sports and academics. Both parents and youth want community programs that allow youth opportunities to explore their interests. There are small differences in parent and youth program preferences across community types, income levels, or ethnicities. Parents and youth across all categories want very similar types of opportunities; this suggests that there is essentially *no difference in demand* by community type, race, immigrant status, or income. If anything, lower income and immigrant parents and youth want more college and career oriented opportunities.

A closer look

State results: Most Minnesota parents (85%)

want programs that teach the value of hard work and help youth explore their interests. Over 70% want opportunities for youth to try new things, volunteer opportunities and programs teaching youth how to get along with others. A smaller majority want programs that focus on college and careers, working on social issues, sports, homework help, music, arts, dance, or reinforces religious faith. For youth, the highest three preferences are exploring interests (71%) followed by two-thirds who would like athletic activities and programs that focus on getting into college or careers. Lower percentages of youth would choose programs that reinforce their religious faith and supervised homework help.

Community type: A majority of parents in all community types want programs that teach the value of hard work and help youth explore interests. About

7 in 10 parents in all communities also want programs that encourage youth to try new things. About two-thirds of parents outside the metro area want volunteering opportunities compared to 77% of parents in suburban and 80% in urban metro areas. Youth preferences show little variation across rural areas, small towns, and cities in greater Minnesota. Focusing on college and careers is lowest for suburban youth (55%) compared to about 70% in all other areas.

Family economic status: In general, regardless of income, parents want much the same for their children from out of school opportunities. The biggest differences are the lower interest in sports and greater interest in focusing on college and careers among low income parents. The biggest variation in youth preferences is at the lowest income level, where only 59% of youth express interest in activities that promote

athletics. Interestingly, focusing on colleges and careers is highest for the lowest income youth and the lowest for the top two income levels.

Race/ethnicity: Parent support for programs that teach the value of hard work is comparable across all backgrounds, as is the desire for programs that help youth explore interests. Helping youth get along with others is about 10 points higher for non-white parents compared to whites and immigrants. Hispanic and non-white youth have the strongest interest in programs focusing on college and careers. ■

Opportunities for youth to explore interests is a top priority for both parents and youth.

Question:

What types of programs would you (youth) or your child (parents) like to participate in?

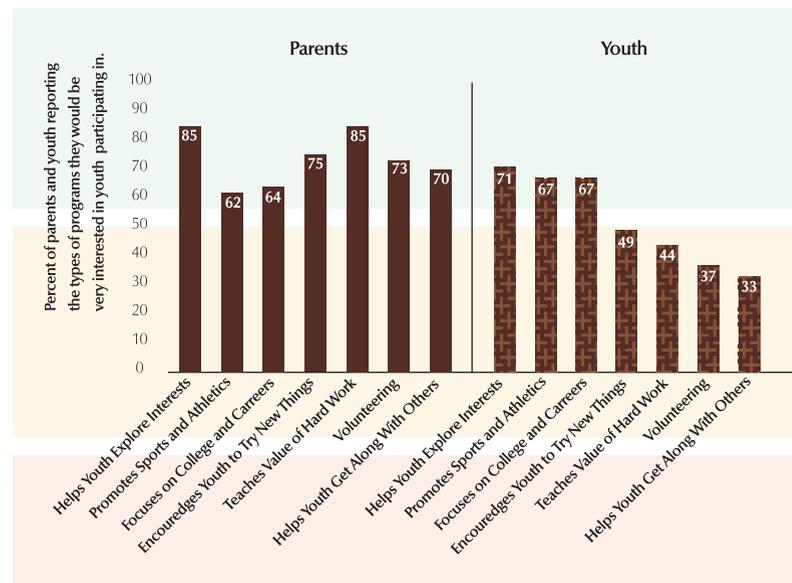
(Survey question for parents and youth)*

One that...

- Helps youth explore interests
- Promotes sports and athletics
- Focuses on colleges and careers
- Encourages youth to try new things
- Are recommended by others
- Teaches value of hard work
- Working on social issues
- Teaches art music or dance
- Volunteering
- Reinforces religious faith
- Helps youth get along with others
- Supervised homework help
- Emphasizes cultural heritage

Minnesota results:

(Top seven answers)



Minnesota breakdown:

(Top seven answers)

□ Parents
■ Youth

Community Type	Helps youth explore interests		Promotes sports and athletics		Focuses on colleges and careers		Encourages youth to try new things		Teaches value of hard work		Volunteering		Helps youth get along with others		
	Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth	
Rural	81%	69%	57%	69%	68%	69%	76%	54%	86%	46%	67%	42%	76%	39%	
Small Town	84%	71%	61%	68%	57%	69%	77%	46%	84%	47%	68%	32%	75%	33%	
City in Greater Minnesota	82%	67%	62%	64%	67%	70%	68%	48%	84%	41%	66%	37%	74%	34%	
Suburban Metro	87%	75%	65%	71%	62%	55%	66%	47%	85%	39%	77%	41%	75%	27%	
Urban Metro	88%	75%	63%	64%	68%	69%	71%	50%	85%	47%	80%	32%	76%	31%	
Family Economic Status	Less than \$25,000	88%	71%	48%	59%	75%	76%	57%	86%	48%	71%	45%	79%	45%	
	\$25,000 to \$50,000	88%	69%	61%	64%	66%	65%	73%	89%	47%	71%	35%	75%	30%	
	\$50,000 to \$75,000	87%	73%	64%	71%	70%	80%	49%	90%	41%	75%	33%	81%	33%	
	\$75,000 to \$100,000	82%	71%	64%	67%	64%	64%	65%	52%	83%	45%	74%	34%	73%	30%
	\$100,000 or more	81%	72%	63%	71%	54%	63%	62%	50%	79%	41%	71%	44%	69%	33%
Race/Ethnicity	White	84%	71%	61%	68%	61%	66%	77%	49%	84%	42%	68%	37%	75%	32%
	Non-white	82%	65%	70%	62%	80%	76%	68%	54%	84%	60%	66%	37%	74%	37%
	Immigrant	87%	73%	64%	66%	80%	70%	66%	53%	85%	47%	77%	33%	75%	38%

* based on survey questions P22 and Y21

What one thing is most needed for youth in your community?

When asked to name the one thing most needed for youth in their community, most parents and youth had some specific ideas of what was most needed. Some parents and youth (11% and 16%, respectively) thought more programs were needed but couldn't think of any one specific program. In contrast, 14% of parents and 18% of youth thought there were enough programs already available in their communities. Most parents and youth, however, gave very specific answers about the one program or activity not currently available that is most needed in their community. Note: because this item was asked as an open-ended question, with no pre-set or suggested answers, percentages for individual responses appear lower than other questions. Many individual responses were listed; presented here are broad response categories about

the kinds of programs or activities individual parents and youth suggested.

Youth spaces: The need for youth spaces was seen as the most needed youth resource in communities. Many parents and youth identified specific places for youth to go to “hang out”—a community center or swimming pool, a skate park, teen nights, or transportation for youth. Thirty percent of parents felt that these youth spaces were the one thing most needed while 18% of youth listed shared this opinion.

Athletic activities: Many youth and parents identified athletic opportunities as the one most needed program in their community—10% of parents felt this way and 18% feel more athletic programs are needed.

Educational programs: Seven percent of youth and six percent of parents felt that more educational

opportunities were most needed in their community. Parents and youth suggested things like tutoring and supervised homework help, mentoring programs, or programs focusing on learning specific skills such as computer skills.

Arts and cultural opportunities: Many parents and youth feel that arts or other cultural enrichment opportunities are most needed in their communities. Fourteen percent of both parents and youth listed specific programs such as ethnic or language clubs, nature clubs, or arts, drama, theater, or music programs.

Personal growth opportunities: In addition to educational programs, many youth and parents are looking for opportunities for personal development. Six percent of youth and ten percent of parents felt the growth opportunities such as mentoring programs,

learning etiquette or public speaking skills, learning about careers, or volunteer opportunities were most needed in their communities.

Programs at specific times or for specific youth: Though many parents and youth listed specific programs that were most needed, a small handful thought that programs a specific times (after-school, summer, weekends) or for specific groups of youth (programs for girls, adaptive programs for youth with special needs) were most needed. Six percent of parents and 3% of youth listed these types of responses. ■

Both parents and youth see the need for more youth spaces in their community.

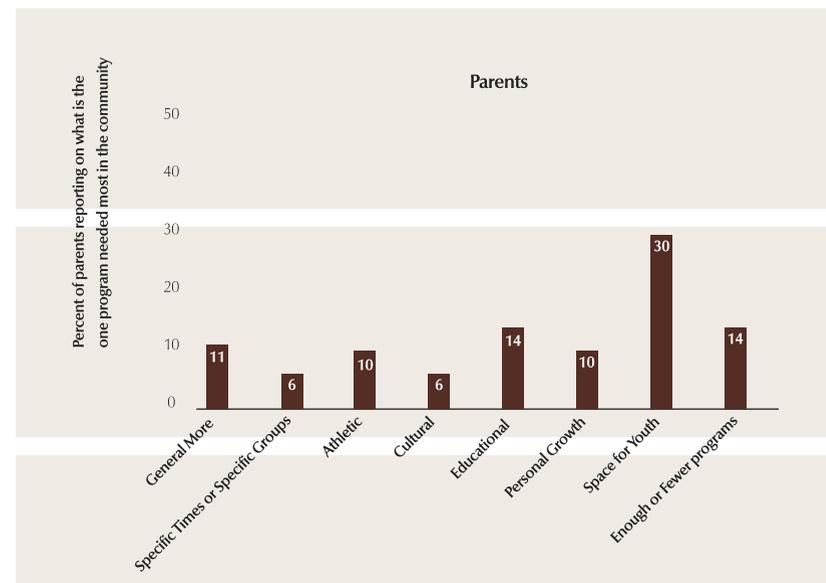
Question:

What is the one program needed most in your community?

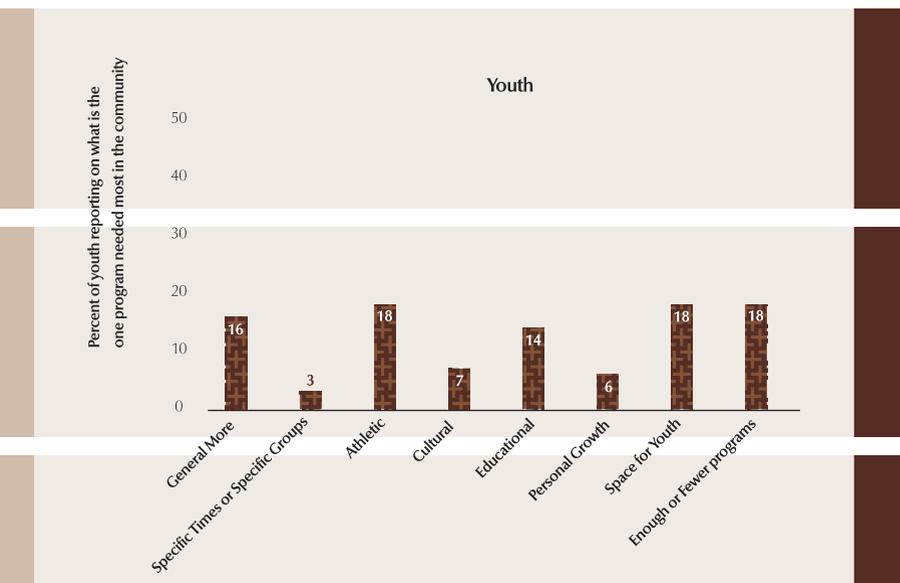
(Survey question for parents and youth)*

* based on survey questions P35a and Y35

Minnesota parent results:



Minnesota youth results:



Section 5: Value

What do Minnesota parents and youth value about youth programs?

Topics covered in this section:

Reasons to participate

Parent feelings about value

Youth opinions about participation

In the words of John Gardner, former Secretary of Health, Education, and Welfare “The child absorbs values, good and bad, on the playground, through the media, on the street—everywhere. It is the community and culture that holds the individual in a framework of values...Values that are never expressed are apt to be taken for granted and not adequately conveyed to young people.”¹⁴

The role of community social capital may not directly influence high school students’ educational performance, but it may exert indirect effects through the variety of programs, organizations, and activities available in a locality. By these means, citizens can convey the importance of high educational performance to children. Developmental psychologist Professor Richard Lerner contends that such efforts are a vital part of the “village response” in fostering positive development among America’s youth.¹⁵ Such programs offer young people an opportunity to engage in positive relationships with peers and adults, teach students important life skills, and nurture self-competence. Lerner’s notion of a “village response” encompasses the creation of social capital in the community.

Parent and youth opinions about their preferences for types of programs (as evident in Section 4) provide important clues about the program characteristics they most value. While leaders and policy makers may debate what young people need most in out of school time activities, it is the youth and their parents who actually decide.

This section examines parent and youth perceptions about why youth participate in programs, opinions about whether young people are better off participating or having lots of free time, and their perceptions of the best reasons to participate. The section also examines parents’ opinions about various aims for out of school opportunities.

What are the best reasons to participate in youth programs?

The majority of parents feel the best reason for young people to participate in out of school programs is to develop their interests and hobbies, while parents nationally picked “to have fun” as their first choice. In Minnesota, youth most often report that the best reason to participate is to have fun; youth nationally also selected to have fun most often. However, Minnesota parents and youth with low incomes and non-whites and immigrants are more likely to report keeping youth busy as the best reason for participation.

A closer look

State results: Almost half of parents (47%) feel the best reason for youth to participate in out of school activities is to develop their interests and hobbies. Only 20% of youth agree with this reason. Youth most often report having fun as the best reason to participate,

compared to only 14% of parents. Only eleven percent of both parents and youth think the best reason to participate in out of school activities is to improve how well youth do in school.

Community type: Across community types, parents agree the best reason for youth to participate is to develop their interests and hobbies, though parents in small towns and the urban areas were somewhat less likely to say this. The parents in these communities noted the need to keep youth busy at somewhat higher rates than those in other community types. Using activities to improve in school was the least endorsed reason, but was noted somewhat more often by rural and urban parents. Youth in all areas report having fun is most important.

Family economic status: Parents with incomes

below \$25,000 believe keeping their children busy is the best reason for youth to participate in out of school activities; for other income levels, more parents believe developing youths’ interests is the best reason. Parents at the lowest income level are about twice as likely as parents with higher incomes to report improving in school as the best reason for youth to participate. The majority of youth in all income levels except the lowest believe having fun is the best reason for participating in activities. Youth in the lowest income level rated keeping busy and improving in school as the best reason more often than youth at other income levels.

Race/ethnicity: Half of all white parents believe developing youth interests is the best reason to participate. Most Hispanic and non-white parents rated

keeping youth busy as their top choice. By contrast, immigrant parents rated improving how well their children do in school as the best reason for youth to participate. Most white and non-white and Hispanic youth believe having fun is the best reason to participate in activities. Immigrant youth and many non-white youth rated to keep them busy as their first choice. ■

Lower income parents and youth, as well as those of racial/ethnic minority and immigrant backgrounds are more likely to report “keeping busy” as the best reason for participation.

Question:

What is the best reason for you or your child to participate in programs or activities?

(Survey question for parents and youth)*

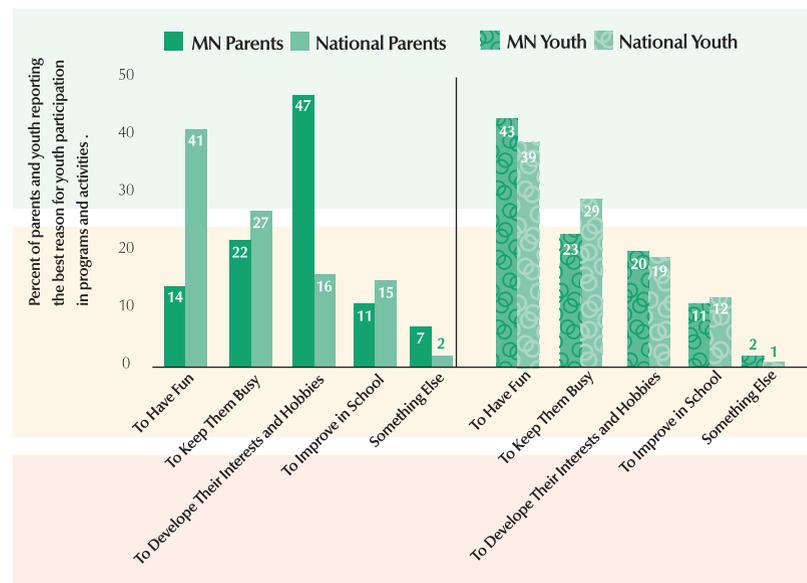
Parents?

- To have fun
- To keep youth busy
- To develop youth’s interests and hobbies
- To improve in school
- Something else

Youth?

- To have fun
- To keep youth busy
- To develop youth’s interests and hobbies
- To improve in school
- Something else

Minnesota and national results:



Minnesota breakdown:

Community Type	Parents	Youth	To have fun		To keep youth busy		To develop youth's interests and hobbies		To improve in school		Something else	
			Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth
Rural	15%	43%	18%	27%	48%	16%	15%	13%	5%	1%		
Small Town	14%	38%	29%	27%	41%	24%	12%	8%	5%	2%		
City in Greater Minnesota	14%	46%	23%	22%	49%	17%	11%	12%	3%	3%		
Suburban Metro	15%	50%	20%	16%	51%	21%	7%	10%	8%	3%		
Urban Metro	12%	36%	26%	24%	35%	26%	18%	11%	9%	3%		
Family Economic Status	Less than \$25,000	10%	28%	32%	31%	26%	21%	26%	20%	7%	1%	
	\$25,000 to \$50,000	8%	46%	26%	26%	45%	19%	12%	8%	8%	1%	
	\$50,000 to \$75,000	15%	43%	19%	21%	46%	20%	14%	13%	6%	4%	
	\$75,000 to \$100,000	17%	43%	20%	25%	53%	21%	7%	10%	4%	2%	
	\$100,000 or more	16%	48%	20%	17%	49%	22%	5%	10%	10%	4%	
Race/Ethnicity	White	15%	45%	21%	22%	50%	21%	8%	11%	7%	2%	
	Non-white	6%	35%	36%	30%	31%	14%	21%	16%	6%	5%	
	Immigrant	14%	26%	22%	30%	27%	26%	30%	15%	8%	26%	

* based on survey questions P5 and Y25

What do parents believe is the value of youth programs?

Most parents believe that youth programs and activities play an important role in youth development. When parents were asked to rate their agreement with different statements, nine out of ten parents believe that youth activities are very important in determining who they will become as adults. A majority of parents agree that programs should focus on both youth interests and on academics. Parents are evenly split on whether youth spend too much time in programs or need more opportunities.

A closer look

State results: The majority of Minnesota parents—about 90%—believe youth programs are important to the positive development of youth. Over 70% agree that young people have more than enough academics during the school year so youth programs should focus

on activities that capture the interest of youth. Slightly fewer parents (65%) feel that the increasing emphasis on standardized tests and higher academic standards should translate into a focus on academic skills in out of school activities. About half of parents reported that youth spend too much time in organized activities and an equal percentage feel youth do not have enough opportunities to participate in activities.

Community type: Parents in all community types agree that youth programs and activities are important to the positive development of youth. Suburban parents are significantly less likely to agree that youth programs should focus on academics. A majority of parents across greater Minnesota and 65% of urban parents agree there is a need for more opportunities. Less than half of suburban parents (41%) felt there were

not enough opportunities in their communities.

Family economic status: Looking at parent views about the value of out of school opportunities by family income, an interesting pattern becomes evident. As income rises interest in focusing on academic work decreases from 90% for those in the lowest income level to only 54% for parents in the highest income level. Agreement with the statement that there are not enough opportunities declines with income as well, from 76% for the highest income parents down to about 35% for parents in the highest income level. The highest percentages of parents across all community types agree on the importance of activities and programs in supporting positive youth development.

Race/ethnicity: Over 80% of parents of all race/ethnic and immigrant groups believe activities are

an important factor in shaping youth development. Additionally, over 80% of non-white or Hispanic and immigrant parents believe youth programs should focus on academics; only about 60% of white parents agree with this. Immigrant parents are most likely to agree programs should focus on interests. Non-white or Hispanic and immigrant parents are more likely than white parents to report that there are not enough opportunities for youth and only non-white and Hispanic parents disagree with the statement that there are too many opportunities. ■

A majority of parents believe youth programs are important to the positive development of youth.

Question:

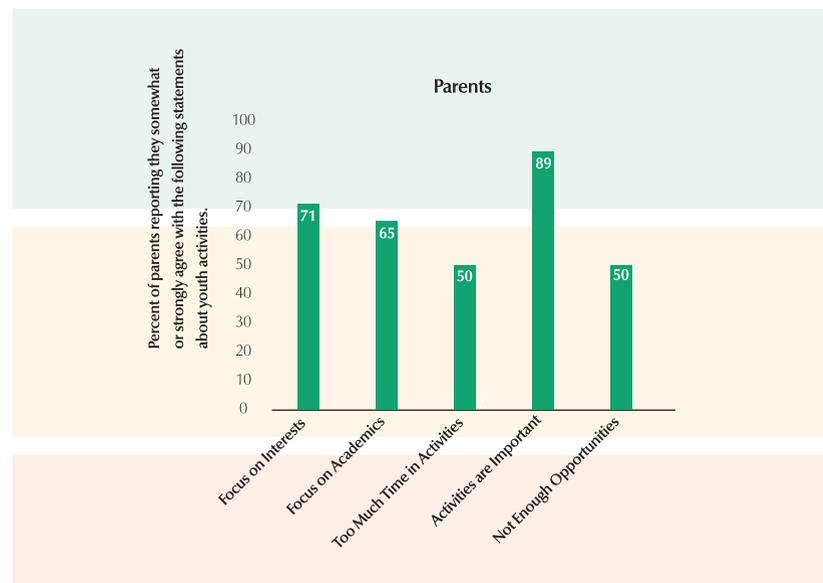
Which of the following statements about youth activities do you somewhat or strongly agree with?

(Survey question for parents)*

- Activities should focus on interests
- Activities should focus on academics
- Youth spend too much time in activities
- Activities are important
- There are not enough opportunities

* based on survey question P23

Minnesota results:



Minnesota breakdown:

		Activities should focus on interests	Activities should focus on academics	Youth spend too much time in activities	Activities are important	There are not enough opportunities
Community Type	Rural	68%	75%	50%	89%	54%
	Small Town	73%	70%	47%	89%	55%
	City in Greater Minnesota	67%	74%	54%	90%	54%
	Suburban Metro	74%	56%	51%	92%	41%
	Urban Metro	68%	71%	45%	87%	62%
Family Economic Status	Less than \$25,000	45%	90%	38%	90%	76%
	\$25,000 to \$50,000	74%	75%	44%	88%	60%
	\$50,000 to \$75,000	78%	70%	48%	90%	55%
	\$75,000 to \$100,000	89%	60%	61%	91%	45%
	\$100,000 or more	85%	54%	49%	91%	35%
Race/Ethnicity	White	70%	63%	50%	91%	47%
	Non-white	58%	87%	34%	86%	70%
	Immigrant	88%	84%	67%	84%	68%

Do youth value out of school opportunities?

Minnesota youth look forward to participating in activities more often than their national peers. Over eighty percent of youth believe youth who participate in activities are better off than others with lots of free time—about the same youth nationally. While most youth agree that participating in programs is better than having lots of free time, suburban youth are more likely to believe youth are better off participating and youth in the urban metro are less likely than others to agree with this. Youth attitudes are strongly related to family income levels with youth at lower levels less likely to look forward to participating and believe youth with more free time do better. Differences by family income and race/ethnicity exist as well.

A closer look

State results: Minnesota youth are much more

likely than youth nationally to report very much looking forward to participating in activities—53% of Minnesota youth compared to only 38% of youth nationally. Most Minnesota young people believe teenagers who participate in programs are better off than those with lots of free time. Over six times as many youth believe they are better off when they participate in activities (83%) than when they have lots of free time (13%). Further, over half report that they “very much” look forward to participating in activities; only 5% report that they do not look forward to participating.

Community type: Across all community types, Minnesota youth agree that kids are better off participating in activities than having lots of free time. Similarly, a majority of youth in all community types very much look forward to participating in activities.

Family economic status: Minnesota youth’s belief that kids are better off participating in activities increases from 67% in the lowest income category to 90% in the highest income categories. Stated differently, youth at the lowest income level are three times more likely to believe youth are better off with lots of free time (25%) than youth with family incomes of \$75,000 or higher (8%). Youth who report very much looking forward to participating in activities is also lowest for youth in the lower income levels (49%). This percentage increases with family income and becomes a majority of youth.

Race/ethnicity: White youth had the highest level of agreement that participating in activities was better than having lots of free time (85%). Though 71% of non-white and Hispanic youth and 77% of immi-

grant youth agree, these figures correspond to roughly twice as many non-white and immigrant youth believing kids are better off with lots of free time (both at 21%) than white youth (11%). Overall, youth reporting they look forward to participating in activities decreases from a high of 54% for whites to 49% for non-white or Hispanic youth to 44% for immigrant youth. ■

Minnesota youth agree that they are better off participating in activities rather than having lots of free time.

Question:

How much do you look forward to participating in activities?

(Survey question for youth)*

- Very much
- Somewhat
- Not at all

When do you think kids are better off?

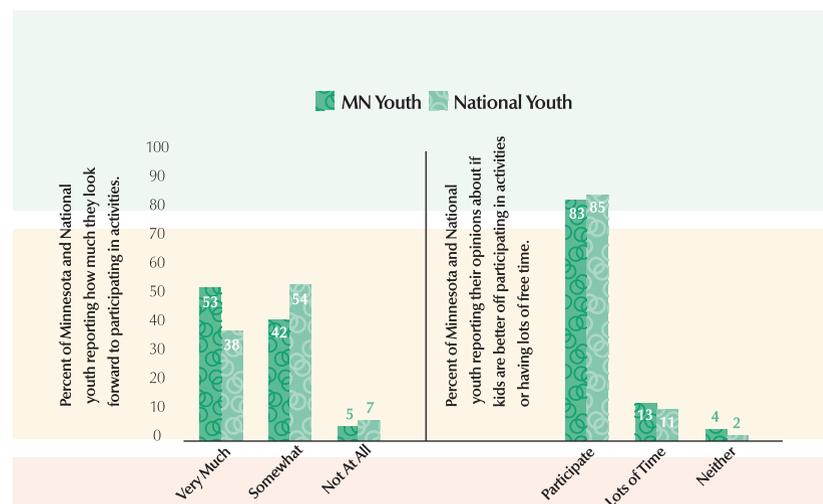
(Survey question for youth)*

When they...

- Participate
- Have lots of time
- Neither

* based on survey questions Y22 and Y26

Minnesota results:



Minnesota breakdown:

		Participate	Have lots of time	Neither	Very much look forward to participating
Community Type	Rural	85%	12%	4%	55%
	Small Town	81%	13%	6%	51%
	City in Greater Minnesota	83%	13%	4%	56%
	Suburban Metro	86%	10%	4%	53%
	Urban Metro	79%	17%	4%	50%
Family Economic Status	Less than \$25,000	67%	25%	8%	49%
	\$25,000 to \$50,000	77%	18%	5%	49%
	\$50,000 to \$75,000	85%	10%	5%	53%
	\$75,000 to \$100,000	90%	8%	3%	52%
	\$100,000 or more	90%	8%	2%	63%
Race/Ethnicity	White	85%	11%	4%	54%
	Non-white	71%	21%	8%	49%
	Immigrant	77%	21%	2%	44%

Section 6: Barriers

How difficult is it for Minnesota families to find community learning opportunities?

Topics covered in this section:

Difficulty finding things for youth to do

Difficult times

Difficulty finding high quality characteristics

There are multiple potential overt and subtle influences on the likelihood that youth and parents are able to find and access programs they feel fit their needs and preferences. As the *All Work and No Play?* study and others have found, the quality of programs is in itself a factor in whether youth will enroll, even when they are available. Program planners face challenges in making programs attractive and interesting enough to attract young people. On a practical level, increasing access for youth in resource-poor communities, ensuring affordability, and having access to transportation are additional potential barriers to participation.

By determining how equitably distributed and accessible youth programs are, researchers note the gaps in the supply and demand of out of school opportunities. The Harvard Family Research Project team explored demographic differences in patterns of youth out of school activity participation. They analyzed two national datasets, the Panel Study of Income Dynamics (PSID) and the National Education Longitudinal Study (NELS), and explored four key demographic variables including parental education, family income, ethnicity and gender. They found that family income was the single most powerful predictor of youth participation—youth in higher income families were more likely to participate in a greater variety of activities, a greater number of activities, and they do so at higher intensity levels. Unlike family income, both ethnicity and gender differences existed but not systematically across all these areas. And when family income was added to the mix, these factors (ethnicity and gender) couldn't explain the relationship over and above family income.¹⁶

This section addresses the perceived supply of opportunities and explores parent and youth views of how hard it is to find opportunities to participate that meet their needs at different times of the year.

To what extent do parents struggle to find opportunities for their teenage youth?

Less than half of Minnesota parents believe they have things under control when it comes to having enough for their children to do during out-of-school hours. Forty-three percent occasionally struggle with finding things for their 7-12 graders to do when they are not in school. One in ten parents struggles often. Parents in urban areas and lower income families struggle more than others to find things for youth to do. These findings for Minnesota parents follow the findings for parents nationally.

A closer look

State results: Over half of Minnesota parents report that they occasionally (43%) or often (12%) struggle to find things for their children to do when they are not in school. About 45% report feeling things are under control in this area.

Community type: About half of parents in rural areas, small towns, and cities in greater Minnesota report they have things under control when it comes to having things for youth to do when not in school. Sixty-five percent of parents in the urban metro area report struggling occasionally or often compared with less than 55% in all other communities. A higher percentage of parents in rural areas, small towns, and cities in greater Minnesota as well as those in urban areas report struggling often to find things to do. Parents in suburban areas are least likely to frequently struggle to find things to do, with only 8% reporting they often have difficulty finding things for youth to do.

Family economic status: When looking at parent reports of struggling to find something for youth to do by family income, only about one in three parents with

incomes \$50,000 or below believe they have things under control compared to almost 50% of parents with incomes greater than \$50,000. That means that two out of three lower income parents struggle to find things for their teen children to do. Furthermore, they struggle more often, with 25% of parents in the lowest income group reporting that they frequently struggle to find something for their 7-12 grade children to do, compared to 18% in the second lowest group and only 8% at all other income levels.

Race/ethnicity: In all race/immigrant groups, parents are about equal in their reports of never or occasionally struggling to find something for their 7-12 grade children to do when they are not in school. Compared to whites, non-white and Hispanic parents are about two times more likely to report that they

struggle often to find something for their children to do when they are not in school (11% vs. 21%), while immigrant parents fall in the middle at 17%. ■

Over half of Minnesota parents struggle at least occasionally to find things for their youth to do.

Question:

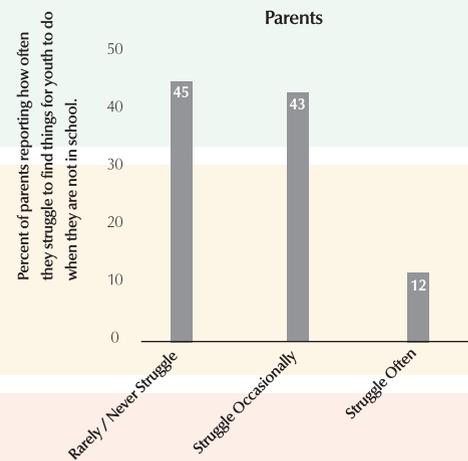
How often do you struggle to find things for your children to do when they are not in school?

(Survey question for parents)*

- Rarely/never struggle
- Struggle occasionally
- Struggle often

* based on survey question P16

Minnesota results:



Minnesota breakdown:

		Rarely / never struggle	Struggle occasionally	Struggle often
Community Type	Rural	48%	40%	13%
	Small Town	48%	39%	14%
	City in Greater Minnesota	49%	38%	13%
	Suburban Metro	45%	47%	8%
	Urban Metro	35%	46%	19%
Family Economic Status	Less than \$25,000	32%	41%	27%
	\$25,000 to \$50,000	37%	45%	18%
	\$50,000 to \$75,000	48%	44%	8%
	\$75,000 to \$100,000	48%	44%	8%
	\$100,000 or more	48%	44%	8%
Race/Ethnicity	White	46%	44%	11%
	Non-white	40%	38%	21%
	Immigrant	42%	41%	17%

When is it most difficult to find opportunities?

Parents say the summer is the most difficult time to find things for their teenage children to do. These findings follow the findings for parents nationally. For Minnesota youth, however, the picture strays from the national findings in that Minnesota youth find all times (summer, after school, and weekends) about equally as challenging to find things to do—youth nationally report summer as most difficult. For youth in small towns, cities in greater Minnesota, and the suburban metro area, the after school hours are the hardest time to find something to do. For parents and youth residing in the urban and suburban metro regions, the weekends are the easiest time to find things to do.

A closer look

State results: Fifty-seven percent of parents in Minnesota report that the summer is the most difficult

time to find things for youth to do, followed by 15% who report weekends as most difficult and 13% who say after school is most difficult. However, youth report that summer and after school are equally as difficult to find things to do at 34%, with 28% reporting that they have the hardest time finding something to do on the weekends. Youth are about twice as likely as parents to report that weekends are the most difficult time to find things to do.

Community type: A majority of parents in all types of communities report that summer is the most difficult time to find things for youth to do. Slightly more parents in rural areas, small towns, and cities in greater Minnesota report that weekends are a more difficult time than the after school hours. The opposite is true in suburban and urban areas. Summer is the

most difficult time for youth in rural areas and the urban metro. Youth in all areas are more likely than their parents to report that after school is the most difficult time to things to do.

Family economic status: Parents at all income levels struggle most frequently during the summer to find something for their teen children to do and weekends are the least difficult. Parents at the lowest income levels are most likely to report all times are difficult (not shown). Youth with family incomes of at least \$50,000 are most likely to report summer as the most difficult time while those with family incomes below \$50,000 most frequently cite after school as the most difficult time to find something to do.

Race/ethnicity: Sixty percent of white and 54% of non-white parents report summer as the most dif-

ficult time to find something for youth to do; only 36% of immigrant parents cite summer as most difficult. Immigrant youth find a wider range of times difficult. Non-white parents least frequently cite after school as the most difficult time, but non-white youth believe this is the most difficult time. ■

Minnesota youth find all times—summer, after school and weekends about equally as challenging to find things to do.

Question:

When is it most difficult for you (youth) or your child (parents) to find something to do?

(Survey question for parents and youth)*

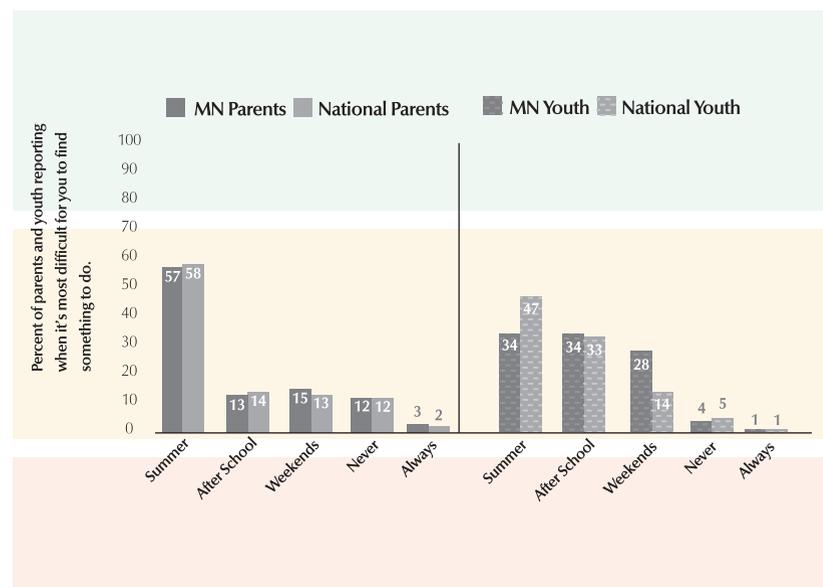
Parents?

- Summer
- After school
- Weekends
- Never
- Always

Youth?

- Summer
- After school
- Weekends
- Never
- Always

Minnesota and national results:



Minnesota breakdown:

□ Parents
□ Youth

Community Type		Summer		After school		Weekends		Never		Always	
		Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth
Community Type	Rural	54%	38%	11%	29%	20%	29%	14%	3%	2%	1%
	Small Town	62%	30%	9%	35%	18%	29%	8%	6%	2%	0%
	City in Greater Minnesota	58%	30%	12%	33%	18%	33%	9%	3%	3%	1%
	Suburban Metro	57%	32%	15%	39%	10%	22%	14%	7%	4%	1%
	Urban Metro	56%	36%	16%	35%	15%	25%	9%	4%	4%	1%
Family Economic Status	Less than \$25,000	46%	33%	14%	37%	18%	2%	11%	2%	11%	1%
	\$25,000 to \$50,000	60%	28%	14%	38%	16%	3%	7%	3%	3%	1%
	\$50,000 to \$75,000	58%	35%	15%	31%	16%	4%	9%	4%	2%	1%
	\$75,000 to \$100,000	61%	36%	10%	32%	15%	5%	14%	5%	1%	0%
	\$100,000 or more	55%	37%	14%	32%	13%	8%	14%	8%	4%	1%
Race/Ethnicity	White	60%	35%	12%	33%	13%	27%	12%	5%	3%	1%
	Non-white	54%	26%	16%	39%	22%	32%	6%	2%	3%	2%
	Immigrant	36%	25%	25%	33%	24%	37%	11%	6%	3%	0%

* based on survey questions P15 and Y31

What program qualities are the most difficult to find?

While Minnesota parents report fewer difficulties finding youth programs than parents nationally, many challenges remain. Finding high quality and affordable programs presents the biggest challenges to parents across all parts of the state, all income levels, and regardless of race or immigrant status. Programs that are age appropriate, interesting to youth, and conveniently located remain significant difficulties for between 22% and 31% of parents.

A closer look

State results: Minnesota parents have somewhat less difficulty finding youth programs than parents nationally. The greatest difference between the Minnesota and national results lies in finding programs that are run by trustworthy adults (22% in Minnesota vs. 32% nationally). In Minnesota, programs run by adults parents trust are the least difficult to find while afford-

able programs (38%) and high quality programs (34%) are the most difficult.

Community type: Parents in urban areas consistently have the most difficulty in finding all types of youth programs, with over half of parents reporting affordability and quality programs difficult to find. Parents in the suburban metro area report having the fewest difficulties in finding all but affordable programs; affordable programs are the most difficult for suburban parents to find. For parents in small towns and cities in greater Minnesota, finding affordable programs is about as difficult as finding high quality programs. About one out of three parents in rural areas report having a somewhat or very difficult time finding programs that are interesting to youth, affordable, conveniently located and high quality. In all areas of the state, finding programs run by trustworthy adults remains the least

difficult program characteristic to locate.

Family economic status: Over half of all parents with incomes below \$25,000 have difficulty finding programs that are affordable (69%), interesting (55%), conveniently located (55%), high quality (59%), and run by trustworthy adults (55%); nearly half (46%) have difficulty finding age-appropriate youth programs. As income levels increase, parents are less likely to report difficulties finding most types of programs but especially those that are affordable and high quality. Roughly 20 to 30 percent of parents with incomes above \$25,000 report it is somewhat or very hard to find programs that are conveniently located, interesting and age-appropriate for youth. Parents with incomes about \$75,000 have less difficulty finding programs run by adults they trust.

Race/ethnicity: Affordability remains the greatest

concern for parents of all race and immigrant statuses, but non-white and immigrants families are much more likely to have difficulty finding affordable youth programs. Over half of immigrant parents have difficulty finding high quality programs as well. In addition to affordability, among non-white and Hispanic parents, nearly half report difficulty finding high quality programs that are conveniently located. When comparing white and non-white and Hispanic parents, twice as many non-white or Hispanic parents have difficulty finding conveniently located, affordable programs run by adults they trust. ■

Affordability and quality are key concerns for parents in finding youth programs.

Question:

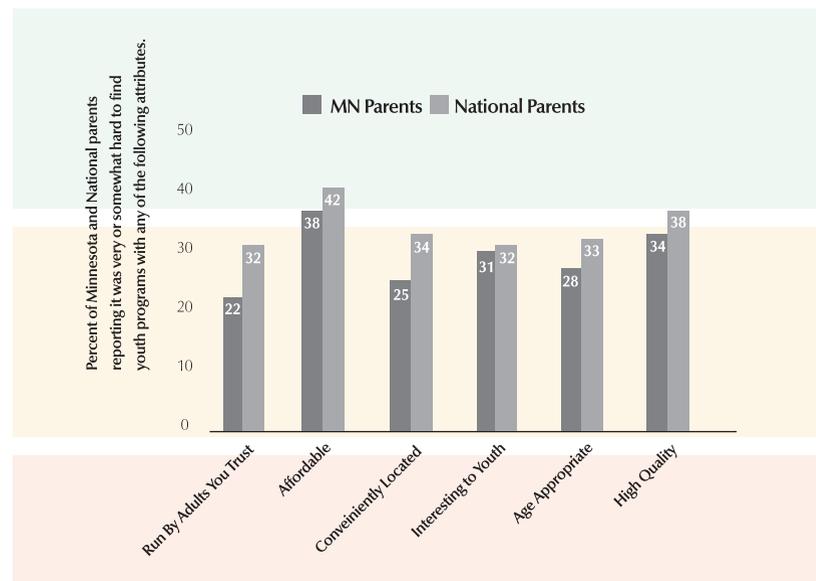
Was it easy to find youth programs with any of the following attributes?

(Survey question for parents)*

- Run by adults you trust
- Affordable
- Conveniently located
- Interesting to youth
- Age appropriate
- High quality

* based on survey question P3

Minnesota and national results:



Minnesota breakdown:

		Run by adults you trust	Affordable	Conveniently located	Interesting to youth	Age appropriate	High quality
Community Type	Rural	24%	34%	34%	34%	29%	37%
	Small Town	26%	35%	26%	29%	28%	37%
	City in Greater Minnesota	19%	36%	20%	30%	24%	33%
	Suburban Metro	14%	37%	20%	25%	22%	26%
	Urban Metro	40%	55%	43%	47%	46%	52%
Family Economic Status	Less than \$25,000	55%	69%	55%	55%	46%	59%
	\$25,000 to \$50,000	26%	49%	29%	32%	32%	42%
	\$50,000 to \$75,000	22%	37%	28%	31%	29%	34%
	\$75,000 to \$100,000	11%	32%	17%	24%	22%	24%
	\$100,000 or more	15%	26%	22%	28%	22%	28%
Race/Ethnicity	White	18%	34%	24%	29%	26%	31%
	Non-white	39%	67%	47%	38%	42%	46%
	Immigrant	47%	56%	36%	43%	40%	58%

Conclusion

This report has examined a number of ways parents and youth around Minnesota utilize and think about community learning opportunities in the non-school hours. As is often the case, there are areas where Minnesota does better than the national average. For example, Minnesota parents report slightly higher quality in the programs in which their youth most often participate than parents nationally and that it is somewhat less difficult to find various types of programs in their community—including those that are affordable, conveniently located, and run by trusted adults. Regarding finding programs during specific times, Minnesota parents, like those in the nation generally, believe summer programs the most difficult to locate.

But this report is much more than a comparison to national findings. More importantly, it provides a look inside the geographic and social communities within our state and reveals major differences that must be addressed. Families with lower incomes and families in the urban metro area are especially likely to experience a gap in opportunities—opportunities that are not affordable, high quality, and available in their communities. Families of color, Hispanic families, and new immigrants also face difficulties in supporting the learning and development of their young people through community learning opportunities during the non-school hours.

The good news is that most of these gaps appear to be more about the supply of such opportunities than the demand for them. Parents of all income levels, in all community types, and of all racial, ethnic, and immigrant groups, appear largely equal in their desire to have their youth take advantage of positive community learning opportunities. If anything, families with lower incomes, families of color, Hispanic families, immigrants, and those living in the urban metro are more likely to want community learning opportunities to support formal educational learning. They understand these opportunities are an important avenue to reinforce and practice “in school” learning in community settings.

In short, Minnesota faces disparities in community learning opportunities, *an opportunity gap*, that mirrors its gaps in other critical areas of education and health. This opportunity gap, results suggest, is more a function of the ability to access such opportunities due to a limited, unequally distributed, or unaffordable supply of programs than to the lack of motivation or demand for such opportunities. While much work remains to be done to fully understand the local supply and demand dynamics for community learning opportunities (in particular from the perspective of the people and organizations that provide them), there is now little question that an opportunity gap exists. The issue now is how we as a state and as communities choose to act to close the gap. Only when it is closed will we ensure all children are engaged in learning and development, every family has access to quality opportunities during the non-school hours, and every community has a clear plan and adequate support for the community learning opportunities its parents and youth need and want.

Community learning opportunities are no longer just nice for those who can afford them. They are increasingly an important and essential tool for assuring the future of Minnesota. ■

Appendix A:

Why out of school time opportunities matter

Minnesota youth program and policy leaders and their national counterparts share a strong belief that out of school opportunities are a critical component of positive youth development. Multiple research studies have documented the fact that organized, high quality out of school time activities benefit young people academically, socially, and emotionally. For some youth these opportunities provide a positive alternative to unsupervised time or activities that could put them at risk in their communities. Highlights from research findings pointing to the merits of high quality out of school time opportunities for youth follow:

Academic benefits: Out of school opportunities during the school-year offer important enrichment activities to the in-school curriculum. A new study by researchers at the University of California-Irvine shows convincing evidence that there are significant academic benefits for low income youth who participate regularly in high quality out of school time programs. Findings from this study indicate that combining academic with enrichment activities in high quality programs yields not only higher standardized test scores but better attitudes toward school.¹⁷

Social and emotional benefits: There are multiple social and emotional benefits as well. These benefits relate primarily to improvements in personal adjustment and functioning. Participation in after school programs is associated with decreases in behavioral problems, improved social and communication skills and relationships with others (peers, parents, teachers), increased self confidence, self esteem and self efficacy, lower levels of depression and anxiety, development of initiative, and improved feelings and attitudes toward self.¹⁸

Keeping youth safe in their communities: Participation in after school programs affords young people positive alternatives to unsupervised time and prevents exposure to potential risks in the community. Prevention outcomes associated with after school programs include avoidance of drug and alcohol use, decreases in delinquency and violent behavior, increased knowledge of safe sex and avoidance of sexual activity, and reduction in juvenile crime.¹⁹

Summer learning: Youth participating in summer out of school time opportunities—whether camps or programs—perform better when they go back to school in the fall. Youth who attend high quality youth programs are less likely to experience summer learning loss. These programs serve as a buffer against losses in academic progress over the summer.²⁰

Developmental Benefits: High quality developmental experiences, such as those offered in community youth programs—engaging youth with caring adults and mentors—are essential ingredients of optimal development. Thus, communities become an avenue for youth development and youth development becomes the path to community development.²¹

Appendix B:

Methodology Report

Wilder Research conducted parent and youth surveys on out of school time activities in response to a request from the University of Minnesota.²² The results will be used to explore perceptions of parents and youth about the extent to which the current supply, variety, and access to out of school time activities meets the demands of parents and youth. Out of school time activities are increasingly in the public and policy spotlight, in terms of the mechanisms by which these activities enhance youths' skills and the opportunities available to youth, and especially to address the achievement gap and specific barriers faced by youth of color, non-English speaking youth, and low-income youth.²³ Wilder Research is sensitive to the fact that the success of out of school activities is partially dependant on the extent to which these programs are designed to meet the needs and desires of targeted families, which is in part what this study is designed to measure. Further, existing research in this area has shown a continued unmet demand for out of school time activities, especially among youth of color, and that youth of color are less likely to participate in these activities.²⁴ The study will also help us to understand differences by region of the state. This study was designed to measure the perceptions of parents and youth from an entire range of experiences and backgrounds who are living in Minnesota, to address the following questions:

1. What opportunities are currently available to 7th through 12th grade youth in Minnesota to participate in activities? Do these activities meet the needs and preferences of youth and their parents?
2. Are there any differences in terms of access to currently available activities and/or preferences for activities by race, region of the state, income level, or other demographic characteristics?

Data collection protocol

Wilder Research's data collection supervisors and the project manager trained our professional survey interviewers to ask the survey questions without modification (i.e., maintaining the same wording for every interview) and to only interview eligible respondents. Data collection supervisors monitored approximately 5 percent of surveys completed at Wilder Research.²⁵ This monitoring occurred randomly such that interviewers were not able to anticipate when they would be monitored. Interviewers were coached immediately upon completion of the monitored interview as needed to correct any errors or inconsistencies. Overall, we observed very few errors or inconsistencies throughout this monitoring, and no systematic errors were identified.

Data collection staff were given access to only the information needed in order to accurately complete the interview with respondents. This information was provided within the computer-assisted telephone interviewing (CATI) framework so staff did not have the opportunity to access the information outside of the interviewing context.

Interviewers screened households for eligibility on the basis of having one or more children in 7th grade through 12th grade living in the household (at least half of the time). In addition, phone numbers that were determined to be ineligible for the study (non-residential, disconnected, etc.) were removed from the sample. Using CATI scheduling, interviewers called each randomly-selected telephone number up to eight times at different times of the day and on different days of the week, including weekends in order to attempt to make contact with an adult in the household to complete the screening process for the surveys.

Parent surveys were conducted in English, Hmong, Somali, and Spanish; all youth surveys were conducted in English. Overall, we completed 26 parent interviews in Hmong, 19 in Spanish, and 3 in Somali. Wilder Research completed all the non-English interviews. PGM identified language barrier cases and passed that information back to Wilder for our staff to follow-up on the case.

Sample

To sample households for this study, we divided the state into eight geographical regions that correspond to the Minnesota Initiative Foundation regions in greater Minnesota, plus the Twin Cities, which was divided into suburban and urban metro areas (see below).

Region 1: Northwest Region includes the following counties: Beltrami, Clearwater, Hubbard, Kittson, Lake of the Woods, Mahnommen, Marshall, Norman, Pennington, Polk, Red Lake, and Roseau County.

Region 2: Northeast Region includes the following counties: Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and St. Louis County.

Region 3: West Central Region includes the following counties: Becker, Clay, Douglas, Grant, Otter Tail, Pope, Stevens, Traverse, and Wilkin County.

Region 4: Central Region includes the following counties: Benton, Cass, Chisago, Crow Wing, Isanti, Kanabec, Mille Lacs, Morrison, Pine, Sherburne, Stearns, Todd, Wadena, and Wright County.

Region 5: Southwest Region includes the following counties: Big Stone, Chippewa, Cottonwood, Jackson, Kandiyohi, Lac qui Parle, Lincoln, Lyon, McLeod, Meeker, Murray, Nobles, Pipestone, Redwood, Renville, Rock, Swift, and Yellow Medicine County.

Region 6: Southern Region includes the following counties: Blue Earth, Brown, Dodge, Faribault, Fillmore, Freeborn, Goodhue, Houston, Le Sueur, Martin, Mower, Nicollet, Olmsted, Rice, Sibley, Steele, Wabasha, Waseca, Watonwan, and Winona County.

Region 7: Suburban Metro Region includes the following counties: Anoka, Carver, Dakota, Scott, and Washington County, and suburban Hennepin and Ramsey counties.

Region 8: Metro Region includes the cities of Minneapolis and St Paul.

To obtain a representative sample of households in each region, Wilder Research purchased phone-number-only random digit dial listings from Survey Sampling International, a national for-profit company that specializes in survey sampling.

Completed surveys and other final dispositions

Telephone surveys were conducted with a total of 1,607 parents and 808 youth. The overall response rate was 56.4 percent, which was calculated based on eligible households that were contacted. Regional response rates ranged from 43.6 percent in the suburban metro region to 63.3 percent in the southern region, as shown in Table B1.

Nearly twice as many parents than youth responded. Prior parental permission was required to interview youth and some parents were reluctant to give permission. In other cases, permission was given by the parent, but the youth was never available at the times we called. Overall, we attempted to contact each eligible household up to eight times and then each household that was screened and partially completed (i.e., a parent completed the interview but not the youth, or vice versa) was contacted up to 10 additional times in order to attempt to fully complete the surveys.

Households that initially refused to participate were called back by an experienced interviewer if there was any indication the household was eligible for the study, to attempt to convert the refusal to a completed interview. When possible, sampled households whose primary language was not English were re-contacted by an interviewer who spoke their preferred language (if the language was Hmong, Somali, or Spanish).

Post-stratification weighting

This study was designed to be representative of the entire population of Minnesota households with children in 7th through 12th grade. The sample sizes were set in order to balance the competing goals of cost efficiency and low sampling error. The sampling error for the state as a whole is under 2 percent and the sampling error within each of the regions is between 3 and 5 percent. However, rather than using the raw data, some post-stratification weighting is recommended in order to ensure the sample accurately represents the population.

First, we determined the need to weight each case in the sample based on region. This weighting is necessary because, as shown in Appendix Table B2, each of the eight regions included in the study have approximately equal number of completed surveys for parents, whereas the populations in these regions are not equal. Specifically, the Twin Cities metro and the Twin Cities suburban regions each account for far more than one-eighth of the state’s population. Therefore, Wilder Research developed regional weights on the parent cases based on 2006 Minnesota Demographers estimates for the number of households by region in the population. (We used households instead of individuals to create these weights because the sampling strategy was developed based on counts of households, not counts of individuals.) The weights are non-inflationary, meaning that the sample is weighted back to the original

Appendix Table B1: Response rates by region

	Response rate*
Region 1	59.2%
Region 2	60.8%
Region 3	62.3%
Region 4	54.1%
Region 5	62.4%
Region 6	63.3%
Region 7	43.6%
Region 8	52.3%
Total	56.4%

*Based on completed parent surveys for eligible households.

sample size (N=1607), not to the population size. This means that it is acceptable to conduct statistical analyses with the weights on. The regional weights should be applied when conducting any statewide analysis, and disregarded when doing any region by region comparisons. Since we do not have recent population estimates for youth grades 7-12, we did not create youth-specific weights.

It is important to note that the regional weights result in each parent respondent from the Twin Cities suburban and metro counting for significantly more than one person. In other words, in the unweighted data the Twin Cities suburban and metro combined account for only one-quarter of the cases, whereas in the weighted data these cases account for over one-half of all cases. We also observed that applying the weights does have a substantial impact on the frequencies for individual survey items, again due to the fact that the weights create a situation where some respondents count for significantly more than one person. However, we still believe that these weights are appropriate to use (for the statewide analysis only) and that the methods used to develop these weights are justifiable.

Appendix Table B2: Sample characteristics

		Unweighted N	Weighted Percent
Total Surveyed			
Parents: 1607			
Youth: 808			
Child's Gender	Male	832	52.8%
	Female	748	47.2%
Community Type	Rural	493	18.2%
	Small Town	276	10.8%
	City in Greater Minnesota	431	17%
	Suburban Metro	201	40.3%
	Urban Metro	206	13.6%
Family Economic Status	Less than \$25,000	149	8.4%
	\$25,000 to \$50,000	331	19.2%
	\$50,000 to \$75,000	429	25.3%
	\$75,000 to \$100,000	274	20.1%
	\$100,000 or more	310	27%
Parent Race/Ethnicity	White	1372	84.8%
	Non-white	112	7.3%
	Immigrant	100	7.9%
Youth Race/Ethnicity	White	636	75.7%
	Non-white	83	11.1%
	Immigrant	100	13.2%
Child's Grade	7	318	20.1%
	8	247	16%
	9	280	18.3%
	10	228	14.8%
	11	261	14.9%
	12	249	15.9%
Family Structure	Married or Cohabiting	1328	83.6%
	Single Parent	255	16.4%
Family Work Status	All full time workers	714	44.2%
	One full time / one part time	425	30.3%
	One full time / one at home	222	15.6%
	No full time worker	176	10%
Parent Education	High school or less	294	17.4%
	Some college / Associate's degree	648	37.7%
	Bachelors or higher	639	44.9%
Minnesota Region	Northwest	172	3.8%
	Northeast	200	6.6%
	West Central	202	4.2%
	Central	212	12.9%
	Southwest	207	5.3%
	Southern	207	13.4%
	Suburban Metro	201	40.3%
	Urban Metro	206	13.6%

Appendix C:

Additional table data

Section 1 Minnesota breakdown:

(Continued from page 17)

□ School year
▒ Summer

		Home alone		With friends or siblings		In sports or activities		Had a parent or adult around	
Family Structure	Married or Cohabiting	11%	15%	56%	62%	53%	30%	73%	64%
	Single Parent	19%	18%	51%	67%	45%	22%	59%	64%
Family Work Status	All full time workers	17%	22%	53%	62%	57%	30%	62%	57%
	One full time / one part time	8%	13%	61%	64%	50%	31%	73%	66%
	One full time / one at home	7%	8%	55%	59%	49%	23%	82%	71%
	No full time worker	14%	9%	54%	73%	36%	23%	77%	75%
Parent Education	High school or less	12%	18%	58%	63%	39%	19%	74%	68%
	Some college / Associate's degree	12%	15%	57%	63%	50%	28%	69%	63%
	Bachelors or higher	12%	15%	52%	63%	57%	33%	70%	63%

Section 2 Minnesota breakdown:

(Continued from page 23)

□ Parents
▒ Youth

		Good quality		Poor quality		Somewhere in the middle	
Family Structure	Married or Cohabiting	75%	83%	3%	1%	22%	16%
	Single Parent	76%	77%	3%	1%	21%	23%
Family Work Status	All full time workers	74%	80%	3%	1%	23%	19%
	One full time / one part time	74%	85%	3%	1%	23%	14%
	One full time / one at home	78%	83%	5%	4%	18%	13%
	No full time worker	75%	78%	5%	0%	19%	22%
Parent Education	High school or less	76%	71%	3%	1%	20%	28%
	Some college / Associate's degree	72%	83%	5%	2%	23%	15%
	Bachelors or higher	77%	85%	2%	1%	21%	14%

Section 1 Minnesota breakdown:

(Continued from page 19)

		Any	Sports	Religious	Volunteer	Extra-curricular	Music, art, dance
Family Structure	Married or Cohabiting	98%	80%	65%	62%	57%	59%
	Single Parent	98%	69%	41%	49%	52%	45%
Family Work Status	All full time workers	97%	79%	57%	57%	56%	57%
	One full time / one part time	100%	84%	70%	67%	59%	61%
	One full time / one at home	96%	80%	66%	61%	54%	55%
	No full time worker	97%	62%	43%	51%	50%	44%
Parent Education	High school or less	93%	56%	45%	43%	48%	46%
	Some college / Associate's degree	99%	82%	60%	56%	52%	52%
	Bachelors or higher	99%	84%	68%	71%	64%	66%

Section 2 Minnesota breakdown:

(Continued from page 25)

		Enjoyed going	Received individual attention	Adults understood kids	Treated with respect
Family Structure	Married or Cohabiting	85%	57%	60%	91%
	Single Parent	82%	52%	54%	92%
Family Work Status	All full time workers	86%	54%	60%	93%
	One full time / one part time	85%	62%	59%	90%
	One full time / one at home	86%	54%	64%	90%
	No full time worker	81%	55%	58%	89%
Parent Education	High school or less	74%	47%	52%	80%
	Some college / Associate's degree	85%	57%	60%	93%
	Bachelors or higher	88%	59%	61%	93%

Appendix C: Additional table data

Section 3 Minnesota breakdown:

(Continued from page 29)

		Very well	Ok	Not very well	
Family Structure	Married or Cohabiting	28%	47%	25%	
	Single Parent	12%	53%	35%	
Family Work Status	All full time workers	19%	53%	28%	
	One full time / one part time	34%	46%	21%	
	One full time / one at home	34%	38%	28%	
	No full time worker	16%	47%	37%	
Parent Education	High school or less	13%	54%	33%	
	Some college / Associate's degree	19%	50%	31%	
	Bachelors or higher	35%	45%	20%	

Section 4 Minnesota breakdown:

(Continued from page 35)

		Parents		Youth		Parents		Youth		Parents		Youth		Parents		Youth		Parents		Youth	
		Helps youth explore interests		Promotes sports and athletics		Focuses on colleges and careers		Encourages youth to try new things		Teaches value of hard work		Volunteering		Helps youth get along with others							
Family Structure	Married or Cohabiting	84%	71%	62%	70%	64%	68%	74%	51%	85%	45%	71%	38%	69%	34%						
	Single Parent	89%	68%	63%	57%	66%	63%	81%	45%	88%	42%	80%	35%	76%	30%						
Family Work Status	All full time workers	85%	69%	63%	68%	64%	67%	78%	48%	84%	40%	72%	33%	70%	31%						
	One full time / one part time	83%	77%	62%	70%	65%	66%	71%	47%	87%	45%	73%	40%	70%	34%						
	One full time / one at home	86%	71%	63%	70%	58%	63%	69%	54%	82%	51%	71%	38%	66%	37%						
	No full time worker	87%	66%	58%	59%	72%	70%	81%	54%	91%	47%	78%	45%	79%	35%						
Parent Education	High school or less	87%	72%	61%	59%	80%	76%	77%	51%	88%	49%	70%	34%	79%	42%						
	Some college / Associate's degree	88%	71%	66%	69%	70%	66%	81%	48%	90%	47%	76%	33%	75%	34%						
	Bachelors or higher	81%	70%	60%	71%	53%	63%	69%	51%	80%	39%	71%	44%	63%	29%						

Section 3 Minnesota breakdown:

(Continued from page 31)

		Parents		Youth		Parents		Youth		Parents		Youth	
		There needs to be more options		There are enough options		There are too many options							
Family Structure	Married or Cohabiting	34%	30%	58%	64%	7%	6%						
	Single Parent	56%	40%	39%	53%	5%	7%						
Family Work Status	All full time workers	40%	30%	55%	66%	5%	4%						
	One full time / one part time	29%	33%	64%	59%	7%	8%						
	One full time / one at home	35%	29%	57%	64%	7%	7%						
	No full time worker	59%	37%	31%	54%	9%	9%						
Parent Education	High school or less	51%	40%	44%	53%	6%	6%						
	Some college / Associate's degree	44%	33%	50%	60%	6%	7%						
	Bachelors or higher	28%	27%	64%	67%	8%	5%						

Section 5 Minnesota breakdown:

(Continued from page 41)

		Parents		Youth		Parents		Youth		Parents		Youth	
		To have fun		To keep youth busy		To develop youth's interests and hobbies		To improve in school		Something else			
Family Structure	Married or Cohabiting	15%	43%	20%	22%	48%	21%	10%	11%	7%	2%		
	Single Parent	9%	40%	29%	27%	40%	18%	15%	13%	7%	3%		
Family Work Status	All full time workers	16%	42%	24%	25%	42%	19%	11%	12%	7%	2%		
	One full time / one part time	12%	45%	18%	19%	58%	21%	8%	12%	5%	3%		
	One full time / one at home	16%	42%	18%	23%	47%	27%	11%	8%	9%	0%		
	No full time worker	7%	40%	27%	26%	36%	17%	21%	14%	9%	3%		
Parent Education	High school or less	12%	32%	35%	32%	28%	17%	18%	17%	7%	3%		
	Some college / Associate's degree	16%	45%	21%	23%	44%	19%	13%	10%	6%	3%		
	Bachelors or higher	14%	45%	17%	19%	57%	24%	6%	11%	7%	2%		

Appendix C: Additional table data

Section 5 Minnesota breakdown:

(Continued from page 43)

		Activities should focus on interests	Activities should focus on academics	Youth spend too much time in activities	Activities are important	There are not enough opportunities
Family Structure	Married or Cohabiting	70%	64%	52%	89%	48%
	Single Parent	73%	79%	42%	93%	61%
Family Work Status	All full time workers	72%	71%	49%	91%	52%
	One full time / one part time	70%	54%	53%	89%	43%
	One full time / one at home	72%	65%	48%	88%	44%
	No full time worker	66%	81%	46%	92%	64%
Parent Education	High school or less	76%	86%	47%	89%	72%
	Some college / Associate's degree	69%	72%	46%	91%	55%
	Bachelors or higher	71%	54%	55%	90%	37%

Section 6 Minnesota breakdown:

(Continued from page 49)

		Rarely / never struggle	Struggle occasionally	Struggle often
Family Structure	Married or Cohabiting	48%	43%	10%
	Single Parent	30%	47%	23%
Family Work Status	All full time workers	42%	44%	14%
	One full time / one part time	49%	45%	7%
	One full time / one at home	54%	36%	10%
	No full time worker	36%	46%	19%
Parent Education	High school or less	39%	46%	15%
	Some college / Associate's degree	40%	46%	14%
	Bachelors or higher	52%	40%	8%

Section 5 Minnesota breakdown:

(Continued from page 45)

		Participate	Have lots of time	Neither	Very much look forward to participating
Family Structure	Married or Cohabiting	86%	10%	4%	55%
	Single Parent	71%	24%	6%	47%
Family Work Status	All full time workers	84%	13%	3%	54%
	One full time / one part time	89%	6%	5%	54%
	One full time / one at home	80%	14%	5%	55%
	No full time worker	71%	21%	8%	47%
Parent Education	High school or less	73%	23%	4%	43%
	Some college / Associate's degree	81%	14%	5%	54%
	Bachelors or higher	90%	6%	4%	58%

Section 6 Minnesota breakdown:

(Continued from page 51)

		Summer		After school		Weekends		Never		Always	
		Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth	Parents	Youth
Family Structure	Married or Cohabiting	57%	35%	13%	33%	15%	27%	13%	4%	3%	1%
	Single Parent	57%	31%	16%	34%	14%	30%	6%	5%	7%	1%
Family Work Status	All full time workers	59%	35%	12%	31%	17%	28%	9%	5%	3%	1%
	One full time / one part time	60%	34%	14%	32%	12%	29%	12%	4%	2%	1%
	One full time / one at home	50%	32%	17%	41%	13%	24%	17%	4%	3%	0%
	No full time worker	53%	32%	16%	38%	13%	26%	9%	5%	10%	0%
Parent Education	High school or less	47%	34%	16%	40%	22%	24%	12%	1%	4%	1%
	Some college / Associate's degree	62%	30%	15%	36%	13%	30%	8%	3%	3%	1%
	Bachelors or higher	58%	37%	11%	28%	13%	37%	15%	7%	3%	1%

Section 6
Minnesota breakdown:

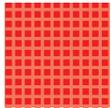
(Continued from page 53)

		Run by adults you trust	Affordable	Conveniently located	Interesting to youth	Age appropriate	High quality
Family Structure	Married or Cohabiting	81%	64%	76%	74%	74%	68%
	Single Parent	69%	49%	63%	61%	63%	57%
Family Work Status	All full time workers	79%	65%	73%	68%	71%	66%
	One full time / one part time	84%	66%	79%	73%	76%	70%
	One full time / one at home	82%	61%	74%	77%	79%	69%
	No full time worker	57%	43%	58%	52%	55%	49%
Parent Education	High school or less	65%	46%	63%	59%	61%	55%
	Some college / Associate's degree	81%	60%	74%	72%	73%	67%
	Bachelors or higher	82%	70%	78%	72%	76%	69%

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3. Since analyses of the data indicated that the factors noted above were generally more important in understanding the results than simply which region of the state a person resided, this report does not contain data by region. Separate summaries of the data for each of the eight regions are, however, available on the web at <http://www.extension.umn.edu/appliedyouthresearch>.
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