

Neighborhood Planning for Community Revitalization

What Twelve to Fifteen Year-Olds Want *A Reference for After School Youth Programmers*

Prepared by
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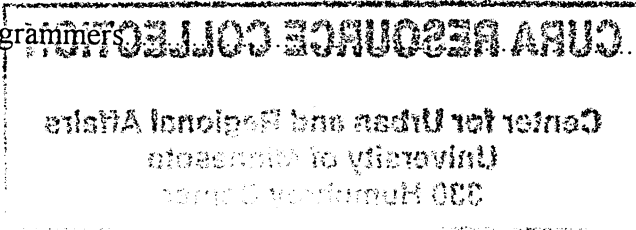
Prepared by
Jessica Bakkene

For Macalester-Groveland Community Council, Summit-
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*This report [NPCR 1087] is also available at the following internet
address: <http://freenet.msp.mn.us/org/npcr>*

TABLE OF CONTENTS

Summary.....	i
Introduction.....	1
Youth Surveys.....	5
Interpretation of the Results.....	20
After School Youth Programs that Respond to Youth Wants.....	31
Suggestions for Youth Programmers on After School Youth Programs that Respond to Youth Wants.....	38
Resources for Youth Programmers.....	42



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SUMMARY

What do youth ages twelve to fifteen want after school? How can youth programmers offer more attractive and effective after school youth programs? This report examines what forty five youth enjoy doing after school and how these wants might be incorporated into after school youth programming. It also reviews three successful youth run youth organizations and offers answers to questions that youth programmers frequently ask.

What Youth Want: Youth Survey Results

Youth wants vary significantly by neighborhood, race, class and gender. The top two youth wants from the survey results that seem to be consistent across neighborhood, race, class and gender are:

- ▶ To hang out where friends are after school
- ▶ To listen to music after school

These top two wants are not representative of the wide-ranging interests and activities that youth ages twelve to fifteen value. They do, however, allow us to understand the major role that friends and music play in their lives. Much of their varied interests and talents revolve around these two wants. Learning more about youth wants can aid youth programmers in developing after school programs for and with youth that accurately respond to the wants and needs of youth.

Incorporating Youth Wants in After School Youth Programs

There are two ways to incorporate youth wants in after school programming.

- ▶ Supplement existing programs with youth wants
- ▶ Let youth create and co-operate youth programs

While supplementing existing programs might attract more youth and add positive dimensions to already successful projects, allowing youth to organize and co-operate youth programs guarantees the incorporation of youth wants in youth programming. While it is more challenging to develop and run a co-operative program, it is much more likely that this method will meet the wants of youth more successfully than a traditional adult-run youth program.

INTRODUCTION

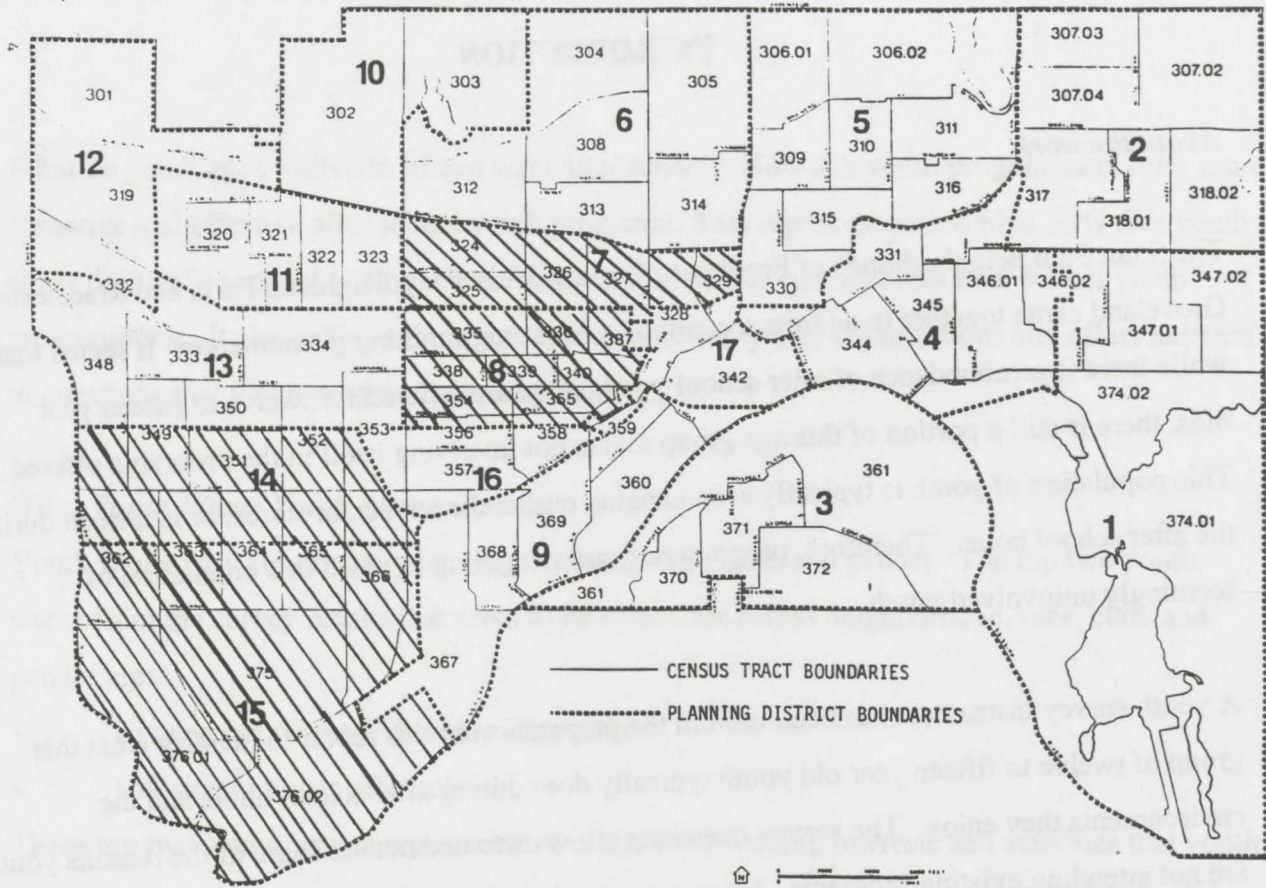
About the work

The Saint Paul neighborhoods of Frogtown, Summit-University, Highland Park, and Macalester-Groveland came together to address a common youth programming phenomenon. It seems that while there is an abundance of after school youth programs offered for twelve to fifteen year olds, there is still a portion of this age group that is not involving itself in the programs offered. This population of youth is typically seen hanging out on the streets, in stores, or is unseen during the after school hours. Therefore, programmers are struggling to reach this population of seemingly uninvolved youth.

A youth survey instrument has been used in the preparation of this report to identify what this group of twelve to fifteen year old youth typically does during after school hours and the environments they enjoy. The survey questions allow us to understand some of the reasons youth are not attending existing programs. More importantly, the survey instrument is intended to give us clues on how to better respond to youth wants during after school hours.

This report is intended to provide youth programmers with information about programs that are successfully meeting the wants of this population. It is hoped that from this information they can adopt approaches that would best fit the interests of youth in their neighborhoods and communities. It is also the intent of this report to suggest program elements that might be added to existing programs or be used to create new youth programs.

CENSUS TRACT AND PLANNING DISTRICT BOUNDARIES



Percent of families below poverty level by 1989 Census Tract:

District 7

324	325	326	327	328	329
11.5%	22.1%	29.7%	36.2%	17.2%	63.5%

District 8

335	336	337	338	339	340	354	355
34.7%	46.4%	57.8%	30.4%	32.3%	40.1%	17.8%	15.1%

District 14

349	351	352	353	362	363	364	365	366
2.1%	-	3.2%	4.3%	.7%	.8%	1.8%	4.3%	.5%

District 15

362	363	364	365	366	375	376.01	376.02
.7%	.8%	1.8%	4.3%	.5%	3.2%	3.0%	22.8%

Difficulties in conducting this research

- ▶ Finding youth who *do not* participate in some kind of after school activity is virtually impossible. Most youth are involved on *some* level whether it be through sports, tutoring, the arts or a job for cash.
- ▶ In identifying elements of successful programs, success is defined as meeting the wants of the youth surveyed. This definition of success does not include issues such as decreased violence, consistent attendance, or educational impact and may not serve the *needs* of youth successfully.
- ▶ Finding youth programs that respond to the wants of youth is difficult, since the wants of youth are often very different from what adults want *for* youth. For this reason few existing successful programs are reviewed.
- ▶ Resources for youth programmers interested in youth wants are virtually non-existent. Youth programming materials and aides are written by adults and from an adult perspective. Although there are a great number of resources on twelve to fifteen year olds, none that I could find were written by a youth between the ages of twelve and fifteen. Therefore, the list of resources is not written or published resources, but are my own ideas for finding out what youth want and how to make it available to them.

Organization of this report

Because there are few resources that describe the wants of youth and how to incorporate these wants into after school youth programming, this report is a valuable place to start. The report is organized as follows:

I. Youth Surveys

A preface alerts the reader to any abbreviations or otherwise coded information that can be expected in this section. The main emphasis here is a review of the youth survey results and identification of what youth ages twelve to fifteen do during the after school hours and the environments they enjoy.

II. Interpretation of the Results

This section takes a closer look at the survey results and offers further explanations for discrepancies or dissimilarities among race, class and gender. It also includes a brief discussion of biases against youth and the ways in which these biases might illuminate differences in the results of the youth survey instrument and other published findings on youth.

III. After School Youth Programs that Respond to Youth Wants

Two ways of incorporating the youth survey results in youth programming are discussed. Existing programs that incorporate youth wants are reviewed.

IV. Suggestions for Youth Programmers on After School Youth Programs that Respond to Youth Wants

This section discusses both the possible difficulties in responding to youth wants and the possible successes. Key reflections for youth programmers are considered in part IV and should be reviewed carefully before implementing an after school youth program that responds to youth wants.

V. Resources for Youth Programmers

This section provides youth programmers with additional methods through which they can investigate youth wants.

I. YOUTH SURVEYS

Preface

There are twenty one youth survey questions. The first five questions are introductory questions that served as an ice-breaker in administering the survey and are intended to give additional information that may be helpful in interpreting the results of the survey. These five questions are discussed at greater length in the next section, *Interpretation of the Results*. The remaining questions allow us to understand what youth do during the after school hours, where they desire to be and the activities they enjoy. Questions are shortened or abbreviated and should be understood as having been posed in a conversational context. These questions were asked in a dialogue format. For instance, "Do after school?" was introduced by saying, "Ok, can you tell me about your after school routine? What is the first thing you do after school? Do you do the same thing everyday? Are there certain things your parent(s) ask you to do before you can leave the house?" and so forth.

P.1, P.2, and so on stand for person 1 and person 2 respectively. A total of 45 youth were surveyed. When asked to give their race or color, all answers were accepted as given, not placed in a larger category. For example, "Br" indicates Brown. This identification was not labeled under African or African American. A translation of abbreviations found in the race/color category are as follows:

Sp: Spanish

Af.A: African-American

H: Hmong

C: Caucasian

His: Hispanic

B: Black

W: White

Br: Brown

M: Mexican

It is important to note that in the next section, only four identifications are discussed. Persons

identifying as Brown, Black and African American are discussed as African Americans. Persons identifying as Caucasian and White are discussed as Caucasians; Spanish, Mexican and Hispanic, as Hispanic; and Hmong as Hmong.

Youth respondents P.14, P.16, P.17, P.18, P.19, and P.20 were the first to respond to the survey. At that time only the first thirteen questions were developed. Therefore, these six youth are recorded as answering n/a to the last eight questions with the exception of *Older kids?*. During the administering of the survey each of these six youth said they primarily hang around relatives their same age.

Full questions and their abbreviations are as follows:

SURVEY QUESTIONS

What is your race or color? *Race/color*
What is your gender? *Gender*
How old are you? *Age*
Where do you live? *Where live?*
Do you attend public or private school? *School*
Are your friends from your school or neighborhood? *Are friends from school or neighborhood?*
What is your routine after school? *Do after school?*
Does it matter if your parent(s) is around you after school? *With parent(s) matter?*
Does it matter if an adult other than your parent(s) is around you after school? *With supervision other than parent(s)?*
Do you hang out where your friends are? *Where friends are?*
Does it matter if where you hang out is a safe place? *Safe place matter?*
Do you play sports (ie: basketball)? *Basketball/other sports?*
Do you have food after school? *Food?*
Do you or would you do art after school if you had supplies? *Art?*
Do you hang out with older kids? *Older kids?*
Do you prefer a quiet or loud environment after school? *Quiet or Loud?*
How do you get spending money? *Work?/\$?*
Do you hang out where you know everybody? *Place where you know everybody?*
Do you listen to music after school? *Music?*
Do you smoke after school? *Smoking?*
Do you do drugs or drink after school? *Drugs/Drinking?*

Other abbreviations included in the youth survey are as follows:

ABBREVIATIONS

<i>f</i> : female	<i>C.H.</i> : Crocus Hill
<i>m</i> : male	<i>Mac.</i> : Macalester-Groveland
<i>pub</i> : public	<i>Phil.</i> : Phillips
<i>pr</i> : private	<i>byfrd</i> : boyfriend
<i>st</i> : sometimes	<i>rest</i> : restaurants
<i>bo</i> : both	<i>sk</i> : skateboard
<i>Wgtn</i> : Worthington	<i>mv</i> : movie
<i>Rush</i> : Rushmore	<i>dnc</i> : dancing
<i>S.U.</i> : Summit-University	<i>b/b</i> : basketball
<i>Fgtn.</i> : Frogtown	<i>bkdnc</i> : break dancing
<i>Mpls.</i> : Minneapolis	<i>ftball</i> : football
<i>Hgpk.</i> : Highland Park	<i>snbd</i> : snowboard
<i>Lex.</i> : Lexington	<i>rel</i> : relative
<i>allow</i> : allowance	<i>ygr</i> : younger

Following are completed youth surveys:

	P.1	P.2	P.3	P.4	P.5	P.6	P.7	P.8	P.9
Race/color	C	Sp	M/Sp	Af.A	H	H	H	H	H
Gender	f	f	m	m	m	m	m	m	m
Age	14	13	14	12	15	13	15	15	14
Where live?	Wgtn.	Rural	Rush.	S.U.	Fgtn.	Fgtn.	Fgtn.	Fgtn.	Fgtn.
School	pub	pub	pub	pr	pub	pub	pub	pub	pub
Are friends from school or neighborhood?	school	school	bo	bo	bo	bo	bo	bo	bo
Do after school?	home phone	home then out	home then out	home then out	call then out	call then out	home then out	goes out then home	home then out
With parent(s) matter?	st	st	st	no	yes	yes	yes	yes	yes
With supervision other than parent(s) matter?	st	st	st	st	st	st	st	st	st
Where friends are?	yes	yes	yes	usually	yes	yes	yes	yes	yes
Safe place matter?	n/a	n/a	n/a	yes	no	no	no	no	no
Basketball/other sports?	b/b	b/b	b/b	no	bkdnc	bkdnc	bkdnc	bkdnc	bkdnc
Food?	no	no	no	yes	st	st	st	st	st
Art?	no	no	yes	yes	st	st	st	st	st
Older kids?	older/same	older/same	older/same	same	all/rel	all/rel	all/rel	all/rel	all/rel
Quiet or Loud?	loud	loud	loud	bo	gets loud	gets loud	gets loud	gets loud	gets loud
Work?/\$?	parent when needed	parent when needed	allow \$15/20 week	work/parents when needed	no	parent when needed	no	borrow	parent when needed
Place where you know everybody?	st	st	yes	st	yes	yes	yes	yes	yes
Music?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Smoking?	yes	yes	st	no	no	no	no	no	no
Drugs/Drinking?	no	no	no	no	no	no	yes	yes	no

	P.10	P.11	P.12	P.13	P.14	P.15	P.16	P.17	P.18
Race/Color	Af.A	Af.A	C	C	B	C	B	B	His
Gender	m	m	m	f	f	f	f	f	f
Age	14	14	15	15	12	14	12	12	14
Where live?	Mpls.	Pwd.	Wgtn.	Wgtn.	Fgtn.	Wgtn.	Fgtn.	Fgtn.	Fgtn.
School	pub	pub	pub	pub	pub	pub	pub	pub	pub
Are friends from school or neighborhood?	bo	bo	school	school	bo	bo	bo	bo	bo
Do after school?	home	home/ work	out then home	out then home	home	home then out	home	home	home
With parent(s) matter?	st	no	st	st	yes	st	n/a	yes	yes
With supervision other than parent(s)?	st	st	st	st	n/a	st	n/a	n/a	n/a
Where friends are?	st	yes	yes	yes	yes	yes	yes	yes	yes
Safe place matter?	yes	no	n/a	n/a	yes	n/a	yes	yes	yes
Basketball/other sports?	b/b ftball	b/b ftball	snbd	no	no	yes	yes	yes	no
Food?	yes	yes	no	no	yes	no	yes	yes	yes
Art?	no	no	no	no	n/a	no	n/a	n/a	n/a
Older kids?	older	same	older/ same	all	rel	all	rel	rel	rel
Quiet or Loud?	quiet	both	loud	loud	n/a	loud	n/a	n/a	n/a
Work?/\$?	allow \$100/ month	allow \$15/ week	work	byfrd	n/a	work	n/a	n/a	n/a
Place where you know everybody?	st	yes	yes	yes	n/a	yes	n/a	n/a	n/a
Music?	yes	yes	yes	yes	n/a	yes	n/a	n/a	n/a
Smoking?	no	no	no	no	n/a	no	n/a	n/a	n/a
Drugs/Drinking?	no	no	no	no	n/a	no	n/a	n/a	n/a

	P.19	P.20	P.21	P.22	P.23	P.24	P.25	P.26	P.27
Race/color	B	B	W	W	W	W	W	W	W
Gender	m	m	f	f	f	f	f	f	m
Age	14	15	15	15	14	15	14	14	14
Where live?	Fgtn.	Fgtn.	Hgpk.	Hgpk.	Como	Hgpk.	Hgpk.	Hgpk.	Hgpk.
School	pub	pub	pub	pub	pub	pub	pub	pub	pub
Are friends from school or neighborhood?	bo	bo	bo	bo	bo	bo	bo	bo	bo
Do after school?	home then out	home then out	home then out	home then out	home then out	home then out	home then out	home then out	home then out
With parent(s) matter?	yes	n/a	st	st	st	st	st	st	st
With supervision other than parent(s)?	n/a	n/a	st	st	st	st	st	st	st
Where friends are?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Safe place matter?	no	no	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Basketball/other sports?	yes	yes	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd
Food?	yes	yes	rest	rest	rest	rest	rest	rest	rest
Art?	n/a	n/a	on own	on own	on own	on own	on own	on own	on own
Older kids?	rel	rel	older/ ygr	older/ ygr	older/ ygr	older/ ygr	older/ ygr	older/ ygr	older/ ygr
Quiet or Loud?	n/a	n/a	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud
Work?/\$?	n/a	n/a	allow	allow	allow	allow	allow	allow	allow
Place where you know everybody?	n/a	n/a	yes	yes	yes	yes	yes	yes	yes
Music?	n/a	n/a	yes	yes	yes	yes	yes	yes	yes
Smoking?	n/a	n/a	yes	yes	yes	yes	yes	yes	yes
Drugs/Drinking?	n/a	n/a	no	no	no	no	no	no	no

	P.28	P.29	P.30	P.31	P.32	P.33	P.34	P.35	P.36
Race/color	W	W	W	W	W	W	W	W	W
Gender	m	m	m	m	m	m	m	m	m
Age	14	14	14	14	14	15	14	15	14
Where live?	Hgpk.	Lex.	C.H.	Hgpk.	Hgpk.	Hgpk.	Mac.	Hgpk.	Mac.
School	pub	pub	pub	pub	pub	pub	pub	pub	pub
Are friends from school or neighborhood?	bo	bo	bo	bo	bo	bo	bo	bo	bo
Do after school?	home then out	home then out	home then out	home then out	home then out	home then out	home then out	home then out	home then out
With parent(s) matter?	st	st	st	st	st	st	st	st	st
With supervision other than parent(s)?	st	st	st	st	st	st	st	st	st
Where friends are?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Safe place matter?	n/a	n/a	n/a	n/a	n/a	yes	n/a	n/a	n/a
Basketball/other sports?	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd	sk/ snbd
Food?	rest	rest	rest	rest	rest	rest	rest	rest	rest
Art?	on own	on own	on own	on own	on own	on own	on own	on own	on own
Older kids?	older/ ygr	older/ ygr	older/ ygr	older/ ygr	older/ ygr	older/ ygr	older/ ygr	older/ ygr	older/ ygr
Quiet or Loud?	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud
Work?/\$?	allow	allow	allow	allow	work	allow	allow	allow	work
Place where you know everybody?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Music?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Smoking?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Drugs/Drinking?	no	no	no	no	no	no	no	no	no

	P.37	P.38	P.39	P.40	P.41	P.42	P.43	P.44	P.45
Race/color	W	B	Br	Af.A	Br	B	Af.A	Af.A	Af.A
Gender	m	m	m	f	m	m	f	f	f
Age	15	15	15	15	15	14	15	14	15
Where live?	Mac.	Pwd.	Pwd.	Pwd.	Pwd.	Phil.	Phil.	Phil.	Phil.
School	pub	pub	pub	pr	pub	pr	pub	pub	pr
Are friends from school or neighborhood?	bo	bo	bo	bo	bo	bo	bo	bo	bo
Do after school?	home then out	home then out	home then out	home then out	home then out	home then out	home then out	home then out	home then out
With parent(s) matter?	st	no	no	no	no	no	no	no	no
With supervision other than parent(s)?	st	no	no	no	no	no	no	no	no
Where friends are?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Safe place matter?	n/a	yes	yes	yes	yes	yes	yes	yes	yes
Basketball/other sports?	sk/snbd	mv/dnc	mv/dnc	mv/dnc	mv/dnc	mv/dnc	mv/dnc	mv/dnc	mv/dnc
Food?	rest	yes	yes	yes	yes	yes	yes	yes	yes
Art?	on own	no	no	no	yes	no	no	no	no
Older kids?	older/ ygr	st	st	st	st	st	st	st	st
Quiet or Loud?	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud	gets loud
Work?/\$?	work	work	work	work	work	work	work	work	work
Place where you know everybody?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Music?	yes	yes	yes	yes	yes	yes	yes	yes	yes
Smoking?	yes	no	no	no	no	no	no	no	no
Drugs/Drinking?	no	no	no	no	no	no	no	no	no

Totals

Following is a review of the responses to the survey questions. In certain instances youth gave more than one response to survey questions, therefore numbers noted will not always add up to the total number of youth surveyed.

SURVEY QUESTIONS AND RESPONSE DATA		
<p><i>What is your race or color?</i> Hispanic: 3 African American: 16 Hmong: 5 Caucasian: 21</p> <p><i>Gender?</i> f: 18 m: 27</p> <p><i>How old are you?</i> 12 years: 4 13 years: 2 14 years: 21 15 years: 18</p> <p><i>Where do you live?</i> Frogtown: 11 Summit-University: 2 Highland Park: 11 Macalester-Groveland: 3 Other: 18</p> <p><i>Do you attend public or private school?</i> Public: 41 Private: 4</p> <p><i>Are your friends from your school or neighborhood?</i> School: 4 Both: 41 Neighborhood: 0</p> <p><i>What is your routine after school?</i> Home then out: 40 Call home then go out: 2 Go out then call home for a ride: 3</p> <p><i>Does it matter if your parent(s) is around you after school?</i> Sometimes: 24 No: 10 Yes: 9 n/a: 2</p>	<p><i>Does it matter if an adult other than your parent(s) is around you after school?</i> Sometimes: 31 No: 8 n/a: 3</p> <p><i>Do you hang out where your friends are?</i> Yes: 43 Usually: 1 Sometimes: 1</p> <p><i>Does it matter if where you hang out after school is a safe place?</i> n/a: 22 Yes: 15 No: 8</p> <p><i>Do you play sports (ie: basketball)?</i> Skateboard: 18 Snowboard: 17 Movies and dancing: 8 Break dancing: 5 Basketball: 5 Yes: 5 No: 4 Football: 2</p> <p><i>Do you have food after school?</i> Yes: 34 Yes, at a restaurant: 17 No: 6 Sometimes: 5</p> <p><i>Do you or would you do art after school if you had supplies?</i> I do it now on my own (not through a structured program): 16 No: 14 n/a: 6 Sometimes: 5 Yes: 2</p>	<p><i>Do you hang out with older kids?</i> Older: 22 Younger: 17 Sometimes: 8 All ages: 7 Same age: 6 With relatives: 11</p> <p><i>Do you prefer a quiet or loud environment after school?</i> Regardless it gets loud with my presence: 30 n/a: 6 Loud: 6 Both: 2 Quiet: 1</p> <p><i>How do you get spending money?</i> Through an allowance: 17 I work: 14 n/a: 6 From my parent(s) when I need it: 5 I have no means of getting spending money: 2 I borrow: 1 From my boyfriend: 1</p> <p><i>Do you hang out where you know everybody?</i> Yes: 35 n/a: 6 Sometimes: 4</p> <p><i>Do you listen to music after school?</i> Yes: 39 n/a: 6</p> <p><i>Do you smoke after school?</i> Yes: 19 No: 19 n/a: 6 Sometimes: 1</p> <p><i>Do you do drugs or drink after school?</i> No: 37 n/a: 6 Yes: 2</p>

Following are comments on the totals from questions six through twenty and tips for youth programmers on interpreting the results.

Are your friends from your school or neighborhood?

Forty one of forty five youth said that they make friends both in school and in their neighborhoods. Eleven youth said they are friends with relatives of similar ages. Because youth go where their friends are (see question 10, *Where friends are?*) this suggests that youth can be drawn to participate in youth programs in their neighborhoods.

What is your routine after school?

Forty of forty five youth ages twelve to fifteen must go home after school before going out with friends. Most often this consists of checking in with a parent(s), dropping off their books and having a snack or soda. A smaller number of youth said they call after they have already done what they want to do after school in order to get a ride home. Only a couple are required to call home after school to check in before doing what they want. Although not a specific survey question, youth typically talked about going several places after school. Variety seems to be an integral part of what youth ages twelve to fifteen want after school.

Youth programmers might keep these two things in mind when scheduling programs. First, youth may need a half hour or hour after school to go home unless it is prearranged with their parent(s) before attending a program. This also suggests an opportunity to involve a parent(s) in encouraging their daughter or son during this time period to attend programs. Second, offering programs at a variety of locations or doing collaborative programs with other organizations may attract more youth. Knowing that youth enjoy variety, it is important to find ways of measuring the success of a program through a means other than regular attendance. Just because a particular youth attends sporadically, does not necessarily mean that the program is unsuccessful in reaching or influencing that youth. It may just mean that they are doing a lot of different activities with their time, whether those activities are structured or unstructured.

Does it matter if your parent(s) is around you after school?

Twenty four of forty five youth said that sometimes they do not want to be around their parents during the after school hours. My impression from these youth was two-fold. First, just as they enjoy a variety of activities and friends, they do not want to see their parent(s) *every day* after school. Secondly, on occasion they want to do something they do not think their parent(s) will condone. Most commonly mentioned things "that my parent(s) will not allow" are: loud music; smoking; loud behavior; and an environment in which youth can talk frankly with each other. Ten youth said they do not mind being with their parent(s) after school, and two said it was not applicable because they did not have a choice (their parent(s) is always there after school). Nine youth said they do mind if their parent(s) is with them after school. Programs that incorporate parent(s) may be successful, but I would caution parents from attending *every day*. Or a schedule might be set up so the youth could know which adult will be there on which day, giving youth the freedom to choose which days (and which adults) they want to be there. (*See Dissimilarities Across Race, Class and Gender for further discussion*)

Does it matter if an adult other than your parent(s) is around you after school?

Like the question regarding parents, above, most youth (31 of 45) mind, at times, having adults other than their parent(s) around them during the after school hours. Many of the youth talked of having acquaintances over the age of eighteen they choose to spend time with or see on a regular basis. This person may be an older sister or brother, a coffee shop employee or a youth center outreach person. Again, this is not to say youth want to be around this person every day after school. Eight youth said they do not mind having an adult other than their parent(s) around during the after school hours and three youth said it was not an applicable question because they do not have a choice-- they always have adult supervision other than a parent(s) with them after school. Here again, it may be useful to develop a schedule of adult staff or volunteers to allow youth to choose when they come and who they will be around. (*See Dissimilarities Across Race, Class and Gender for further discussion*)

Do you hang out where your friends are?

Forty three of forty five youth said they hang out where their friends are. One youth said sometimes and one youth said usually. Youth go almost exclusively to places where their friends are or will be. Their relationships with their friends are central to their lives and dictate much of their activity. This information is especially helpful to a youth programmer who is trying to begin a new program. Recruiting groups of youth will probably be most successful. Encourage youth to invite their friends to meetings and activities, this will increase participation and meet a want of the youth involved. Programmers need to be sensitive to the close friendships twelve to fifteen year olds have with one another. Youth treat their friends like family and are more likely to confide in a friend than an adult or parent. Being aware of and respecting these close relationships and other youth perceptions will most likely aide you in gaining respect from youth you work with.

Does it matter if where you hang out after school is a safe place?

Twenty two youth said that the question did not apply, because the possible places for them to hang out at are safe. In general these youth do not have to think about the issue of safety. Fifteen youth said yes, that it does matter if where they hang out after school is safe. And eight youth said no, that it does not matter to them if where they hang out after school is safe or not. See *Dissimilarities Across Race, Class and Gender* for further discussion. Programmers might list on recruitment posters whether or not their facility has a police store front or is considered safe, depending upon the wants of youth in your particular neighborhood. If youth who are already involved feel that safety is a top youth concern in the area, you might want to schedule a special meeting that revolves around this issue. Youth may decide to invite a police officer to the organization to discuss ways of making the neighborhood more safe.

Do you play sports (ie: basketball)?

Eighteen youth said they skateboard; seventeen said they snowboard; eight said they like to dance and watch movies; five said they like to break dance; five said yes, they like sports in general;

four said no, they do not like sports in general; and two listed football as their favorite sport to play. Answers varied across race (*See Dissimilarities Across Race, Class and Gender*) and neighborhood. There does not seem to be any one sport that all youth like. Programmers need to be attentive to the sports that youth in their neighborhood are participating in and program with those interests in mind.

Do you have food after school?

Thirty four youth said yes, they have food after school. Of those who said yes, seventeen said they eat in restaurants after school. Six youth said no, they do not eat after school and five said they sometimes eat after school. Having food available after school seems to be an important youth want. Providing food during programs may attract more youth. *See Dissimilarities Across Race, Class and Gender* for further discussion.

Do you or would you do art after school if you had supplies?

Only two youth said yes that they do or would do art after school if they had supplies. Sixteen youth said they do art now on their own and have their own supplies. Five youth said they sometimes do or would do art after school and fourteen said no, that art does not interest them. Six youth were not asked this question. This information indicated that art programs may not attract large numbers of youth. It does seem that youth are interested in being creative on their own, but are not attracted to an "art program". This may suggest that youth surveyed interpreted "art" as being structured or pre-determined projects. These answers do not indicate that youth are uninterested in being creative. When I inquired further into their creative interests, I found they may be interested in Graffiti art. Graffiti art, computer art, and other non-traditional creative outlets may attract youth. The best way to know what will attract youth in your neighborhood is to make suggestions and listen to their responses.

Do you hang out with older kids?

Twenty two youth said yes, they hang out with older kids. Seventeen said they hang out with younger kids; eleven said they hang out with their relatives (*See Dissimilarities Across Race,*

Class and Gender); eight said sometimes they hang out with older kids; seven said they hang out with all ages; and six said they hang out with youth of the same age. My overall impression is that youth hang out with kids of all ages. Circumstances vary, but in general youth hang out with people they get along with, regardless of their age. This has an important impact on youth programming. Often times programs for youth are offered by age groups. For instance, a dance program might be for six to nine year olds, or a drop-in center for twelve to sixteen year olds. These kinds of categories may keep youth from attending if their friends cannot come because they are not in the same age group. Programmers should think carefully about the ages they include or restrict and might benefit from asking interested youth to come up with appropriate groupings.

Do you prefer a quiet or loud environment after school?

Thirty youth said that regardless of the environment, it will get loud with their presence. Six youth said they prefer a loud environment; two said both loud and quiet environments; and only one said he prefers a quiet environment. Six youth were not asked this question. Programmers should be aware of the fact that after school programs for youth are likely to get loud. There will be a lot of socializing going on. Obtaining a facility that can house a loud group of youth may be necessary.

How do you get spending money?

Seventeen youth said they get spending money through an allowance; fourteen said they work; five said they get it from their parent(s) when they need it; two said they have no means of getting spending money; one said he borrows money; and one said she gets it from her boyfriend. Six youth were not asked this question. See *Dissimilarities Across Race, Class and Gender* for further discussion. Programmers may need to be aware of the financial resources youth have. If a program has a fee for participating, it may turn youth away who do not have the resources to pay. Trips to other neighborhoods or cities, if they require money, may also keep youth from participating.

Do you hang out where you know everybody?

Thirty five youth said yes, they hang out where they know everybody. Four said sometimes they hang out where they know everybody and six youth were not asked this question. This may alert youth programmers to the difficulty in doing collaborative programming. Youth may be hesitant to meet new youth. Be sure to create extra incentives for youth when collaborating with other organizations or youth groups.

Do you listen to music after school?

Thirty nine youth of forty five said yes, they do listen to music after school. Six youth were not asked this question. Music after school is the number one youth want from the survey. Incorporating music into an after school youth program may be a wise addition. Programming around this interest may also prove successful. Perhaps youth would like to go to a recording studio or to a concert together.

Do you smoke after school?

Nineteen youth said yes, they do smoke after school. Nineteen youth said no, they do not smoke after school. Six youth were not asked this question. See *Dissimilarities Across Race, Class, and Gender* for further discussion. Depending upon the habits of youth in your neighborhood, having an after school program which prohibits smoking may turn youth away. In order to program for youth who smoke, a smoking facility may need to be used.

Do you do drugs or drink after school?

Thirty seven youth said no, they do not do drugs or drink after school. Two youth said they do drugs after school occasionally. Six youth were not asked this question. These results do not eliminate the possibility that youth do drugs or drink at night or on the weekends.

II. INTERPRETATION OF THE RESULTS

Dissimilarities Across Race, Class and Gender

Following are dissimilarities in response to survey questions that may be attributed to issues of race, class and gender. Of forty five youth surveyed, three are of Hispanic ethnicity; sixteen are African American; six are Hmong; and twenty are Caucasian. Of the forty five youth surveyed, twenty seven are from districts seven (Frogtown), eight (Summit-University), fourteen (Macalester-Groveland) and fifteen (Highland Park). Percentage of families living below poverty level in each of these districts is listed on page two. Of twenty four youth of color surveyed, eleven live in district seven; one lives in district eight; and ten live outside of the four districts discussed. No youth of color were surveyed from districts fourteen and fifteen.

Race and Class

Districts seven and eight have higher percentages of families living below the poverty level. This indicates that Saint Paul youth of color tend to live in neighborhoods with a substantially lower average income than Caucasian youth. Because of this it is difficult to separate the influences of race and income or class. When asked how they get spending money, 66% of Caucasian youth reported getting an allowance, while only 16% of youth of color reported getting an allowance. 37% of youth of color reported that they work, while 23% of Caucasian youth reported having a job. Income correlations may also be drawn for survey questions regarding expenditure related activities. These include: sports that require equipment that is not provided by the public; smoking which requires the purchasing of cigarettes; and eating in restaurants which requires the purchasing of food or drink. Of Caucasian youth 85% said they participate in snowboarding and 80% said they skateboard. Both of these sports require equipment not found on a public playground. No youth of color reported participating in either of these sports. Sports reported by youth of color include: dancing; break dancing; football; basketball; and watching movies all of which can be done with minimal cost, if any at all. Of Caucasian youth 85% reported that they smoke after school while 8% of youth of color reported smoking after school. While both

Caucasian youth and youth of color have food after school, 80% of Caucasian youth said they eat in restaurants after school while no youth of color reported this activity.

Other survey questions that varied by race and class include: Does it matter if where you hang out after school is a safe place?; Do you hang out with older kids?; Does it matter if your parent(s) is around you after school?; and Does it matter if an adult other than your parent(s) is around you after school?. Of Caucasian youth surveyed 5% said it does matter if where they hang out at after school is a safe place while 79% of youth of color responded yes to the question of safety. Of youth of color surveyed 45% said they hang out with relatives of the same age when asked if they hang out with older kids?. No Caucasian youth reported this. While 100% of Caucasian youth surveyed responded "sometimes" to both the survey question regarding parent(s) and the question regarding an adult other than parent(s), 41% of youth of color said no, they do not mind if their parent(s) is around them after school and 33% said they do not mind if an adult other than a parent(s) is around them after school. These variations in responses across race and class indicate that there are significant differences in the ways youth of color spend their time after school then the ways Caucasian youth spend their time.

Gender

Significant differences across gender were evident in the following three survey questions: How do you get spending money?; Do you smoke after school?; Does it matter if where you hang out after school is a safe place?. When asked how they get spending money, 44% of male youth said they get an allowance, while 33% of female youth said they get an allowance. This eleven percentage point difference might indicate that female youth are more likely to work, but this is not the case. Of male youth surveyed 30% said they work, while 28% of female youth said they work. This may suggest that female youth are more likely to borrow money or are working in positions that have not historically been labeled "work". For instance, female youth may be providing child care services to relatives or neighbors for cash and might not place this type of labor under the category of work. It may also be the case that female youth simply have less spending money than their male peers. This difference in spending monies also does not account

for the differences in smoking. Of male youth surveyed, 41% said they smoke after school, while 44% of female youth said they smoke after school. This, again, may indicate that female youth are more likely to borrow cigarettes than male youth. It is also possible that female youth are more likely to borrow, take, or share cigarettes from or with their parent(s) or guardian(s). Or, this may suggest that if a female youth does receive spending money, buying cigarettes is a priority for her. On the issue of safety, 25% of male youth said that it matters if where they hang out after school is a safe place while 44% of female youth said it matters.

Although not indicated in the survey responses, female youth seemed less likely to be participating in the sports they listed than male youth. While surveying, I noticed that male youth were often participating in a sport just previous to responding to the survey while female youth were spectators, standing outside of the active space talking or moving about in their own circles. While talking with Caucasian youth I noticed that male youth were holding skateboards and the female youth were not. While it is known that female youth do participate in these sports, I am inclined to believe from the behavior I observed, that in general female youth interpreted the question differently than male youth. While male youth may have taken the question to mean "Do you *play* sports?", female youth may have interpreted the question to mean "Which sports do you enjoy *playing or watching*?". Youth programmers may need to be sensitive to the answers they receive when asking questions of youth. Answers may appear to all be the same, but it is possible that female youth and male youth are interpreting the question differently. To ensure proper communication, the question may have to be reworded for clarity. Another approach would be to repeat their answer back to them, explain your questions more fully and then ask if what they said the first time is still how they feel. These differences, just as with differences of race and class, indicate that youth experience the world in dissimilar ways depending on their gender.

Following are the responses to the survey questions by African Americans. In certain instances youth gave more than one response to survey question, therefore numbers noted will not always add up to the total number of African American youth surveyed. A total of sixteen African American youth were surveyed.

SURVEY QUESTIONS AND RESPONSE DATA for African American Youth		
<i>Gender?</i> f: 7 m: 9 <i>How old are you?</i> 12 years: 4 13 years: 0 14 years: 5 15 years: 7 <i>Where do you live?</i> Frogtown: 5 Summit-University: 1 Highland Park: 0 Macalester-Groveland: 0 Other: 10 (Minneapolis: 1) (Powderhorn: 5) (Phillips: 4) <i>Do you attend public or private school?</i> Public: 12 Private: 4 <i>Are your friends from your school or neighborhood?</i> Both: 16 <i>What is your routine after school?</i> Home then out: 11 Home: 4 Home or work: 1 <i>Do you mind if your parent(s) is around you after school?</i> Sometimes: 1 Yes: 3 No: 10 n/a: 2	<i>Do you mind if an adult other than your parent(s) is around you after school?</i> Sometimes: 3 Yes: 0 No: 8 n/a: 5 <i>Do you hang out where your friends are?</i> Yes: 14 Usually: 1 <i>Does it matter if where you hang out after school is a safe place?</i> Yes: 13 No: 3 <i>Do you play sports (ie: basketball)?</i> Basketball: 2 Football: 2 No: 2 Movies and dancing: 8 Yes: 4 <i>Do you have food after school?</i> No: 0 Yes: 16 <i>Do you or would you do art after school if you had the supplies?</i> Yes: 2 No: 9 n/a: 5 <i>Do you hang out with older kids?</i> Older: 1 Younger: 2 Sometimes: 8 Same age: 1 Relatives: 5	<i>Do you prefer a quiet or loud environment after school?</i> Loud: 1 Quiet: 1 Both: 2 It gets loud with my presence: 8 n/a: 5 <i>How do you get spending money?</i> From parents when needed: 4 From an allowance: 3 (ie: \$100/mth., \$15/wk) I work: 9 <i>Do you hang out where you know everybody?</i> Yes: 9 n/a: 5 Sometimes: 2 <i>Do you listen to music after school?</i> Yes: 11 n/a: 5 <i>Do you smoke after school?</i> No: 11 Yes: 0 n/a: 5 <i>Do you do drugs or drink after school?</i> Yes: 0 No: 11 n/a: 5

Following are the responses to the survey questions by Hispanic youth. In certain instances youth gave more than one response to survey questions, therefore numbers noted will not always add up to the total number of Hispanic youth surveyed. A total of three Hispanic youth were surveyed.

SURVEY QUESTIONS AND RESPONSE DATA for Hispanic Youth		
<p><i>Gender?</i> f: 2 m: 1</p> <p><i>How old are you?</i> 12 years: 0 13 years: 1 14 years: 2 15 years: 0</p> <p><i>Where do you live?</i> Rural area: 1 Rushmore: 1 Frogtown: 1</p> <p><i>Do you attend public or private school?</i> Public: 3 Private: 0</p> <p><i>Are your friends from school or neighborhood?</i> School: 1 Both: 2</p> <p><i>What is your routine after school?</i> Home then out: 2 Home: 1</p> <p><i>Does it matter if your parent(s) us around you after school?</i> Sometimes: 2 Yes: 1</p>	<p><i>Does it matter if an adult other than your parent(s) is around you after school?</i> Sometimes: 2 n/a: 1</p> <p><i>Do you hang out where your friends are?</i> Yes: 3</p> <p><i>Does it matter if where you hang out after school is a safe place?</i> n/a: 2 Yes: 1</p> <p><i>Do you play sports (ie: basketball)?</i> Basketball: 2 No: 1</p> <p><i>Do you have food after school?</i> No: 2 Yes: 1</p> <p><i>Do you or would you do art after school if you had supplies?</i> No: 1 Yes: 1 n/a: 1</p> <p><i>Do you hang out with older kids?</i> Relatives: 1 Older and same age: 2</p>	<p><i>Do you prefer a quiet or loud environment after school?</i> Loud: 2 n/a: 1</p> <p><i>How do you get spending money?</i> From parents when needed: 1 n/a: 1 Allowance (\$15-20/week): 1</p> <p><i>Do you hang out where you know everybody?</i> Sometimes: 1 Yes: 1 n/a: 1</p> <p><i>Do you listen to music after school?</i> Yes: 2 n/a: 1</p> <p><i>Do you smoke after school?</i> Yes: 1 Sometimes: 1 n/a: 1</p> <p><i>Do you do drugs or drink after school?</i> No: 2 n/a: 1</p>

Following are the responses to the survey questions by Hmong youth. In certain instances youth gave more than one response to survey questions, therefore numbers noted will not always add up to the total number of Hmong youth surveyed. A total of five Hmong youth were surveyed.

<p align="center">SURVEY QUESTIONS AND RESPONSE DATA for Hmong Youth</p>		
<p><i>Gender?</i> m: 5 f: 0</p>	<p><i>Do you mind if your parent(s) is around you after school?</i> Yes: 5</p>	<p><i>Do you hang out with older kids?</i> All ages: 5 Relatives: 5</p>
<p><i>How old are you?</i> 12 years: 0 13 years: 1 14 years: 1 15 years: 3</p>	<p><i>Do you mind if an adult other than your parent(s) is around you after school?</i> Sometimes: 5</p>	<p><i>Do you prefer a quiet or loud environment after school?</i> Gets loud with my presence: 5</p>
<p><i>Where do you live?</i> Frogtown: 5</p>	<p><i>Do you hang out where your friends are?</i> Yes: 5</p>	<p><i>How do you get spending money?</i> I have no means of getting spending money: 2 From parents when needed: 2 Borrow: 1</p>
<p><i>Do you attend public or private school?</i> Public: 5</p>	<p><i>Does it matter if where you hang out after school is safe place?</i> Yes: 5</p>	<p><i>Do you hang out where you know everybody?</i> Yes: 5</p>
<p><i>Are your friends from your school or neighborhood?</i> Both: 5</p>	<p><i>Do you play sports (ie: basketball)?</i> Break dancing: 5</p>	<p><i>Do you listen to music after school?</i> Yes: 5</p>
<p><i>What is your routine after school?</i> Home then out: 2 Call then out: 2 Go out then call for a ride home: 1</p>	<p><i>Do you have food after school?</i> Sometimes: 5</p> <p><i>Do you or would you do art after school if you had the supplies?</i> Sometimes: 5</p>	<p><i>Do you smoke after school?</i> No: 5</p> <p><i>Do you do drugs or drink after school?</i> No: 3 Yes: 2</p>

Following are the responses to the survey questions by Caucasian youth. In certain instances youth gave more than one response to survey questions, therefore numbers noted will not always add up to the total number of Caucasian youth surveyed. A total of twenty one Caucasian youth were surveyed.

<p align="center">SURVEY QUESTIONS AND RESPONSE DATA for Caucasian Youth</p>		
<p><i>Gender?</i> f: 9 m: 12</p> <p><i>How old are you?</i> 12 years: 0 13 years: 0 14 years: 13 15 years: 8</p> <p><i>Where do you live?</i> Frogtown: 0 Summit-University: 1 Highland Park: 11 Macalester-Groveland: 4 Other: 5</p> <p><i>Do you attend public or private school?</i> Public: 21</p> <p><i>Are your friends from your school or neighborhood?</i> School: 3 Both: 18</p> <p><i>What is your routine after school?</i> Home then phone friends to agree on place to meet: 1 Out then home: 2 Home then out: 18</p>	<p><i>Do you mind if your parent(s) is around you after school?</i> Sometimes: 21</p> <p><i>Do you mind if an adult other than your parent(s) is around you after school?</i> Sometimes: 21</p> <p><i>Do you hang out where your friends are?</i> Yes: 21</p> <p><i>Does it matter if where you hang out after school is a safe place?</i> I do not need to think about this, any where I might hang out is safe: 20 Yes: 1</p> <p><i>Do you play sports (ie: basketball)?</i> Basketball: 1 No: 1 Yes: 1 Snowboard: 18 Skateboard: 17</p> <p><i>Do you have food after school?</i> No: 4 Yes, at a restaurant: 17</p> <p><i>Do you or would you do art after school if you had the supplies?</i> Yes, I do it on my own: 17 No: 4</p>	<p><i>Do you hang out with older kids?</i> Older and same aged: 2 All ages: 2 Older and younger: 17</p> <p><i>Do you prefer a quiet or loud environment after school?</i> Loud: 4 It gets loud with my presence: 17</p> <p><i>How do you get spending money?</i> From parent(s) when needed: 1 I work: 5 I get an allowance: 14 From my boyfriend: 1</p> <p><i>Do you hang out where you know everybody?</i> Sometimes: 1 Yes: 20</p> <p><i>Do you listen to music after school?</i> Yes: 21</p> <p><i>Do you smoke after school?</i> Yes: 18 No: 3</p> <p><i>Do you do drugs or drink after school?</i> No: 21</p>

Following are the responses to the survey questions by female youth. In certain instances youth gave more than one response to survey questions, therefore numbers noted will not always add up to the total number of female youth surveyed. A total of eighteen female youth were surveyed.

<p align="center">SURVEY QUESTIONS AND RESPONSE DATA for Female Youth</p>		
<p><i>Race or color?</i> African American: 7 Hispanic: 2 Hmong: 0 Caucasian: 9</p> <p><i>How old are you?</i> 12 years: 3 13 years: 1 14 years: 7 15 years: 7</p> <p><i>Where do you live?</i> Frogtown: 4 Summit-University: 0 Highland Park: 5 Macalester-Groveland: 0 Other: 9</p> <p><i>Do you attend public or private school?</i> Public: 16 Private: 2</p> <p><i>Are your friends from your school or neighborhood?</i> School: 3 Both: 15</p> <p><i>What is your routine after school?</i> Go home and phone friends to agree on place to meet: 1 Home then out: 12 Home: 4 Out then home: 1</p> <p><i>Do you mind if your parent(s) is around you after school?</i> Sometimes: 10 Yes: 3 n/a: 2 No: 4</p>	<p><i>Do you mind if an adult other than your parent(s) is around you after school?</i> Sometimes: 10 n/a: 4 No: 4</p> <p><i>Do you hang out where your friends are?</i> Yes: 18</p> <p><i>Does it matter if where you hang out after school is a safe place?</i> Yes: 8 I do not need to think about this, anywhere I might hang out is safe: 10</p> <p><i>Do you play sports (ie: basketball)?</i> Basketball: 2 No: 3 Yes: 3 Snowboard: 6 Skateboard: 6 Movies and dancing: 4</p> <p><i>Do you have food after school?</i> Yes: 8 No: 4 Yes, at a restaurant: 6</p> <p><i>Do you or would you do art after school if you had the supplies?</i> No: 8 n/a: 4 Yes, I do it on my own: 6</p>	<p><i>Do you hang out with older kids?</i> Older and same age: 2 All ages: 2 Relatives: 4 Older and younger: 6 Sometimes: 4</p> <p><i>Do you prefer a quiet or loud environment after school?</i> Loud: 4 n/a: 4 Gets loud with my presence: 10</p> <p><i>How do you get spending money?</i> From my parent(s) when needed: 2 From my boyfriend: 1 n/a: 4 I work: 5 I get an allowance: 6</p> <p><i>Do you hang out where you know everybody?</i> Sometimes: 2 Yes: 12 n/a: 4</p> <p><i>Do you listen to music after school?</i> Yes: 12 n/a: 4</p> <p><i>Do you smoke after school?</i> Yes: 8 n/a: 4 No: 6</p> <p><i>Do you do drugs or drink after school?</i> No: 14 n/a: 4</p>

Following are the responses to the survey questions by male youth. In certain instances youth gave more than one response to survey questions, therefore numbers noted will not always add up to the total number of male youth surveyed. A total of twenty seven male youth were surveyed.

SURVEY QUESTIONS AND RESPONSE DATA for Male Youth		
<i>Race or color?</i> African American: 9 Hispanic: 1 Hmong: 5 Caucasian: 12	<i>Do you mind if an adult other than your parent(s) is around you after school?</i> Sometimes: 21 n/a: 2 No: 4	<i>Do you hang out with older kids?</i> Older/same age: 2 Same age: 2 All ages/Relatives: 7 Older/younger: 11 Older: 1 Sometimes: 4
<i>How old are you?</i> 12 years: 1 13 years: 1 14 years: 14 15 years: 11	<i>Do you hang out where your friends are?</i> Yes: 25 Usually: 1 Sometimes: 1	<i>Do you prefer a quiet or loud environment?</i> Loud: 2 Both: 2 Gets loud: 20 Quiet: 1 n/a: 2
<i>Where do you live?</i> Frogtown: 7 Summit-University: 1 Highland Park: 6 Macalester-Groveland: 3 Other: 10	<i>Does it matter if where you hang out after school is a safe place?</i> Yes: 7 n/a: 12 No: 8	<i>How do you get spending money?</i> From my parent(s) when needed: 3 Work: 8 No means: 2 Allowance: 12 Borrow: 1 n/a: 2
<i>Do you attend public or private school?</i> Public: 25 Private: 2	<i>Do you play sports (ie: basketball)?</i> Basketball: 3 No: 1 Break dancing: 5 Football: 2 Snowboard: 12 Yes: 2 Skateboard: 11 Movies and dancing: 8	<i>Do you hang out where you know everybody?</i> Yes: 23 Sometimes: 2 n/a: 2
<i>Are your friends from your school or neighborhood?</i> School: 1 Both: 26	<i>Do you have food after school?</i> No: 2 Yes: 9 Yes, at a restaurant: 11 Sometimes: 5	<i>Do you listen to music after school?</i> Yes: 25 n/a: 2
<i>What is your routine after school?</i> Home then out: 21 Call then out: 2 Go out then home: 2 Home: 1 Home/work: 1	<i>Do you or would you do art after school if you had the supplies?</i> Yes: 3 Sometimes: 5 No: 6 On own: 11 n/a: 2	<i>Do you smoke after school?</i> Yes: 11 n/a: 2 No: 13 Sometimes: 1
<i>Do you mind if your parent(s) is around you after school?</i> Sometimes: 14 No: 6 n/a: 1 Yes: 6		<i>Do you do drugs or drink after school?</i> Yes: 2 No: 23 n/a: 2

Youth Bias

A discussion of youth bias is pertinent here in an attempt to understand the ways in which the results of the youth survey differ from other findings on youth. As discussed earlier in the report, the vast majority of materials and information on youth and youth programming are developed by adults. It is the contention of this research that adults have biases about youth which influence their programming efforts. Youth bias can also be considered ageism. Youth face discrimination because of their age alone. This is also common among the elderly.

The word "teenager" carries with it a stigma and a series of assumptions about attitudes, lifestyles, and inappropriate behavior of youth ages thirteen to nineteen. I use the word assumptions here because there is not research on which to base most common beliefs about youth between the ages of thirteen and nineteen. Research on youth from a youth perspective is largely unavailable. Therefore, nearly all research available on and for youth is speculation by adults.

Most published materials on youth are written by adults for adults. Examples include literature on parenting, education, prevention, and self-help. These texts are usually written to educate or give guidance to adult parents of "teenage" youth. These texts are often written with an underlying assumption that "teenage" youth are difficult and that they put additional stress on parents because of their age.

Even more blatant is the media's attack on youth. As discussed by Mike Males in "Bashing Youth: Media Myths about Teenagers," statistics are often misused by the media in reports on youth. A striking example of media-driven myths is the jargon used in reports on youth. "When a child is born to a father over age 20 and a teenage mother (which happened 350,000 times last year in the United States), the phenomenon is called "children having children." When an adult pays a teenager for sex, it is "teenage prostitution."

The results of the youth survey instrument may include findings that seem inconsistent from other resources on youth. These differences may stem from misconstrued messages we receive about youth each day. I caution youth programmers on using information *about* youth instead of information *from* youth. In order to provide youth with after school programming that shows a sincere interest in youth wants and needs, it is beneficial to be aware of and sensitive to the myths about youth. Gaining accurate information from youth can only aid program development. Reviewing this report carefully is a good place to start.

III. AFTER SCHOOL PROGRAMS THAT RESPOND TO YOUTH WANTS

Preface

There are two ways in which youth programmers can include youth wants in their programs. First, the results of the youth survey could be used to supplement existing programs. For instance, the top two youth wants from the survey results are music and hanging out where friends are. Perhaps your existing program has pool tables for you to use after school, but only attracts a small number of youth every day. If the goal of your program is to attract twenty five youth every day, you could add music to the environment and post advertisements at a nearby school which encourages youth to bring their friends. In this example you are using information on youth wants to supplement existing programs that might need one or two additions to meet its goals.

The second way to include youth wants in youth programming is to let youth create programs for themselves. This is the only way to guarantee the incorporation of youth wants in after school youth programs. Although this may seem like a potentially disastrous idea, many organization have made it work. In this section I will review three organizations which have put this idea into practice. In the next section I will discuss the crucial aspects of these types of programs and give additional guidance to after school youth programmers who want to implement a youth run youth after school youth program.

DISTRICT 202

Located in downtown Minneapolis, District 202 is a center by and for lesbian, gay, bisexual, transgender youth and friends. The center staffs three full-time adult employees to guide youth in their programs. Additional part-time adult staff serve as educators, outreach personnel, and financial advisors. Several youth are selected through a collaborative youth/adult interview process to be community organizers and are considered youth staff.

District 202 was founded five years ago by college aged adults and is now at its second location. The center is funded by grants, private donations, individual contributions and fundraising monies. Youth ages twenty one and under are welcome. The age group most represented at District 202 is fourteen to eighteen.

When I first came in contact with District 202 I was told I would need to attend a Youth Community Meeting in order to be "ok'd" by youth to visit the facility. Any one over age twenty one must meet with the youth community in this way. This allows youth to ask why, as a member of the adult community, you have interest in the organization. This also allows youth to be aware of the adults who are coming and going in their space. The meeting truly involved youth on every level of decision making. An adult was present and would encourage youth to stay on track or to assign someone among them who could keep them on track. During this hour long meeting finances were discussed, disciplinary issues, and respect issues. Each of these topics were handled in a mature way by the youth community and steps were taken, if necessary, to address the issues.

The facility includes: a non-alcoholic bar; a dance room which houses a DJ booth, a stage, dance floor and a pool table; a library which includes computers; adult staff offices; and a large youth office. All of this is housed on the second floor of a video rental store. The facility lies on a bus route and has ample parking space. Many programs are offered from this location. See the attached District 202 calendar for programs offered in November, 1997.

November

Sun. Noon -11pm

Mon. 3pm-11pm

Tues. Closed

Wed. 3pm-11pm

Thurs 3pm-11pm

Fri. 3pm-1am

Sat. Noon-1am

**PLEASE...
GET OUT AND VOTE
ON NOV. 4TH!!!** Call the League of Women Voters for info on where, when, how, etc. @ 333-6319. You have a voice, use it.

*****Special Dance Benefit Fri. Nov. 7, @10pm.
Proceeds will benefit Harvest Dinner @ D202
on Thurs. Nov. 27, 3-5pm.**

*KFAI Radio is 90.3FM Mpls. and 106.7 St. Paul.

2 Theatre
Group 6-8pm
Call FFI

3 Social
Support 7pm

4 **Culture
Exhibit**
5-7pm
All ages.

5 **BOOK
CLUB**
7 pm.
Movie @
8:30 pm.

6 Religion
Disc. 7pm.
Young Gay Men's
Group 5-7pm.
KFAI Youth Spot
7:30-8:30pm.

7 Dance Benefit
for Harvest
Dinner! 10pm
Open Mic 9pm
Lavender Focus
Group 7-9pm

9 Theatre
Group 6-8pm
Call FFI

10 Sexual
Violence
Center 7pm
Social
Support 7pm

11 **STAND**
all ages femi-
nist conference.
at noon
pro-grrrl dance
9:30 - 1:30

12 **BOOK
CLUB**
@7pm.
Movie @
8:30 pm.

13 Young Gay Men's
Group 5-7pm.
Religion
Discussion
at 7p.m.

14 DJ Alex East
Dance 10-1a
Youth Of
Color 7:30

16 Theatre
Group 6-8pm
Call FFI

17 Social
Support 7pm

19 **BOOK
CLUB**
@7pm.
Movie @
8:30 pm.

20 The Phobia Fever
Chill Out 7pm.
Young Gay Men's
Group 5-7pm.
Religion
Discussion 7p

21 Dance 10-1am
DJ Morgan
Open
Mic 9pm

23 Theatre
Group 6-8pm
Call FFI

24 Social
Support 7pm

26 **BOOK
CLUB**
@7pm.
Movie @
8:30 pm.

27 **HARVEST
DINNER**
3-5PM.
CALL 871-5559
FFI
OPEN
REGULAR
HOURS.

28 Youth Of
Color 7:30
DJ
WERK
10-1AM

29 Youth Comm.
Mtg. 6:30pm
Dance 10-1am

1 Youth Community
Mtg. 6:30pm
Dance 10pm
DJ Lucky 7

8 Dance Comm.
6pm.
Youth Comm.
Meeting 6:30pm
Dance 10-1a

15 Youth Comm.
Meeting 6:30pm
Dance 10-1am
DJ Wix

22 Dance Comm.
6pm.
Youth Comm.
Mtg. 6:30p
Dance 10-1am

Every Fri. & Sat. Dances 10pm-1am (\$2 cover) \$1 off for Queer Gear

New to D202... Queer Youth Recovery Group. Every Sat. @ 1pm.

PFLAG Mtg. 2-5pm
@ Mayflower Church
35W & Diamond I.k. Rd.
info 825-1660
ll FFI on date & time.

Teens with GLBT
Parents MTG.
2-4pm Mayflower
Church. 825-1660

OUT GROUP @ Project
Offstreets On Tues @
6:30p (call 338.3103)

30 Theatre
Group 6-8pm
Call FFI

A CENTER BY AND FOR LESBIAN, GAY, BISEXUAL, TRANSGENDER YOUTH AND FRIENDS

1601 Nicollet Ave. S., Minneapolis, Minnesota 55403 • 612/871-5559 • e-mail youth@dist202.org • fax 612/871-1445

**District
202**

TEENS NETWORKING TOGETHER

Located on Saint Paul's West Side, Teens Networking Together provides activities, education, and outreach to teenage youth. TNT was founded eight years ago when one woman offered local youth pizza and an opportunity to discuss their wants. The city of Saint Paul gave minimal funds to the project and TNT has since gotten its funds from a variety of sources including fundraisers, individual contributions and grants.

Three full-time adult staff guide youth in their projects and activities. Youth are involved in every step of the decision making process. A youth board manages the various committees and board members are selected once a year by youth. Adult staff are hired by youth and work on projects that youth have chosen for them. You can learn more about TNT on the following two pages. This information was put together by TNT.

The facility is a small two-story house. The first floor has two rooms. One is a hang out room with places to sit and a pool table. The other room is a meeting room which houses several large tables and an abundance of chairs. Offices are located upstairs. The facility is run down, the ceiling tiles hang low and are browned with age. The carpet is worn and the floors heave under your footsteps. Recently TNT was burglarized. Two computers were stolen, cash, and a collection of masks that were to be used in a fundraiser. This organization which serves about 250 youth on a regular basis faces huge challenges. This is not uncommon among non-profit organizations, especially those that serve youth. With uneven odds, TNT is doing remarkably well. Like District 202, TNT serves as a model youth run youth organization.

Description of the Teens Networking Together Youth Organization

Teens Networking Together(TNT) is an organization for youth grades 6-12. TNT is located at 542 Ohio Street on the West Side of St. Paul. The mission statement of TNT is as follows:

“TEENS NETWORKING TOGETHER YOUTH ORGANIZATION IS AN ACTION ORIENTED, NEIGHBORHOOD BASED ORGANIZATION EMPOWERING YOUTH TO PARTICIPATE IN AND ADVOCATE FOR SOLUTIONS TO WEST SIDE COMMUNITY YOUTH ISSUES”

TNT began in 1990 as West Side youth began to organize around issues that concerned them; racism, neighborhood crime, the escalation of gang violence and also a need to offer youth initiated service to their community, altering some negative attitudes adults have towards youth.

Currently approximately 250 teens are regular, active members of TNT. However, TNT's special projects and events reach out to larger numbers of youth, beyond the core membership. The majority of TNT members come from low-income and working class backgrounds. Hispanic, Asians, African American, Anglo and Native American youth are represented in TNT.

TNT has a youth board of teens with defined roles, meeting every 1st of the month. Elections for board members are held each fall. There are 10 working groups currently. These groups or committees are specific to what their members (15-20 teens per committee) decide to focus on. For example, focus ranges from crime and violence prevention-Teens Running Our Own Streets or TROOS as one working group to female self-assertiveness and empowerment-Sisters In Action or SIA.

What is so unique about TNT is the teens really set the course for how the whole organization runs. Their voices and their actions are TNT. This is the nature of the organization which gives it a very youthful integrity and a rather alternative edge versus an organization where adults agendas are inflicted on the youth.

Teens Networking Together Committees and Special Projects

TNT Committees:

Grades 6th-8th

TROOS-(Teens Running Our Own Streets) Youth address and deal with issues relating to gangs, drugs and alcohol by doing service projects in the community.

Grades 9th-12th

SHOC-(Students Helping Our Community) Provides a mentoring program in which teenagers grades 9-12th act as big brother/sister to elementary children in the West Side community. SHOC provides fun educational, recreational and social activities for all participants.

Grades 7th-12th

COOL/SCARED- COOL (Cool On Open Learning) SCARED (Students Concerned About Racism Ending Diversity) - Recently combined together, these two committees will work together side by side to help youth learn about diversity and environmental issues. Youth organize multi-cultural activities and projects such as arts & crafts, cooking and speakers on diversity and racism awareness. Combating racism and diversifying the minds of youth is the main focus of SCARED.

Grades 8th-12th

SIA- (Sisters In Action) Serves as a female support group for West Side girls. SIA focuses on issue that relate to and deal with young women such as female assertiveness, education on STD's, pregnancy prevention, abstinence, self-defense etc....

Grades 7th-12th

Arts & Theatre- Youth are educated on the different aspects of Arts & Theater. Youth are given the opportunity to learn how to write plays, act, and set their own theatrical stage settings. Arts & Theater also has added a dance component to their committee.

Grades 9th-12th

TRU- (TRU to your self, your community, & your game) Serves as a support group for West Side males in grades 9-12th. TRU focuses on issues that relate to and deal with young men such as sex, violence, education, post secondary exposure, community service, health & fitness and various other issues.

Grade 6th (Cherokee students)

W.S.Y.P.- (West Side Youth Power) This group gives 6th grade students an opportunity to develop leadership skills by organizing educational and community service projects in their school and around their neighborhood.

Royal Image (Bike Club), open to all ages

Through this program youth are given the opportunity to learn various aspects of bikes (safety, assembly, and upkeep.) Students are also introduced to the making of Low Rider Bikes and Low Rider Model Cars. As part of this program students will also participate in various educational training and presentations that deal with youth related issues such as gangs, drugs, alcohol, and teen pregnancies.

TNT Board- Consists of 14 youth representatives from all of the TNT's committees and special projects. The Board serves as a major decision-making body for TNT, providing direction for overall programs. Board positions provide great leadership and organizing skills to teens.

Special Projects :

Extended Rec (After hours weekend program), Incentive field trips Valley fair, Wisconsin Dells, dances etc... Board Retreats, Leadership Conferences, Special Collaborations Projects w/ local organizations.

NORTH END TEENS

North End Teens began a year ago when youth on Saint Paul's North side expressed interest in obtaining a building for youth to hang out at after school. With help from district six personnel, this group of youth wrote a grant and lobbied at the Minnesota state capitol building for funds. Now, a year later, they have a building on the North side complete with a police store front. Their facility has been named the North End Youth Development Center. The group has been working dutifully on cleaning up their new building and developing programs and activities for youth after school.

North End Teens has developed a point system for its members which allows youth to work toward group trips. For every service project youth get a certain number of points and when they have obtained the set number for a particular trip, they get to go. This year North End Teens took a trip to Washington, D.C. They hope to take many more trips in the future to learn more about cities and neighborhoods they are unfamiliar with.

NET faces a challenging time. It is a new organization, they have achieved their first big goal and now need to create new ones. The youth involved do not represent the neighborhood they live in and youth involved in the program would like to recruit youth of all backgrounds. NET has not hired an adult staff person yet, but hopes to do so soon.

IV: SUGGESTIONS FOR YOUTH PROGRAMMERS ON AFTER SCHOOL YOUTH PROGRAMS THAT RESPOND TO YOUTH WANTS

As stated earlier in the report, success of a youth program for the purposes of this project is defined as meeting the wants of youth. This definition of success, however, is not meant to serve as a method of evaluation for all youth programs. Additional factors need to be taken into account in evaluating the success of an after school youth program. Such factors may include, but are not limited to: educational impact on youth; reduction of after school violence; parent involvement; and so on. Because neighborhoods vary and youth wants vary, each program will have its own unique method of evaluating and determining success. Just as with other aspects of youth programming, youth can be involved in this process as well. Encourage youth to think about how they would define success for the program they are involved in. Work collaboratively with youth to develop program guidelines, rules, and activities to ensure their investment and awareness. This will let the youth you are working with know you are interested in what they want. It will also help you determine guidelines for yourself as a facilitator and mentor.

Being a part of youth programming done by and with youth is very challenging. It does not follow the traditional programming model and takes extra attention and energy, especially in the beginning stages. Although it can be challenging, the rewards can be well worth it. By programming with youth you serve as a mentor for youth, teaching them through guidance, how to be critically thinking adults. Through the process of programming, youth learn how to: organize themselves and the program; establish guidelines and goals; recruit; be part of a team and community; be responsible and dedicated; and gain respect for themselves and others. As an adult involved in youth run youth programs you are enabling youth to get the most out of a programming experience as they possibly can. This report is designed to help you become the best at what you do. Here are some frequently asked questions by youth programmers and suggested solutions:

How do I recruit youth when trying to start a youth run youth program?

Developing a good relationship with a nearby school is key. Youth are most frequently observed by teachers and school counselors. Teachers and/or counselors may be able to guide you to a group of youth who are looking to develop a program idea or who are looking for alternative after school activities, but need guidance in developing these ideas. Developing relationships with nearby businesses that are frequented by youth after school may also prove fruitful. You might also approach youth directly, either through their homeroom or on the streets after school. Develop a clear and easy to understand "pitch" that you can deliver in a short amount of time. A poster campaign may be also be a successful way of recruiting youth. Post colorful, hip posters in schools and in places youth in your neighborhood hang out at after school. Hand out leaflets during lunch hour or as youth board buses. It may take some creative grassroots efforts to recruit your core group of youth. Be sure to have an incentive such as pizza at your first meeting. Once you have several youth interested, encourage them to spread the word and bring friends and siblings to the next meeting.

How do I make the transition from a traditional youth program run by adults to a youth run youth program?

Begin the way you will continue by bringing youth together and telling them about your ideas. See how they respond. Encourage them to think critically about whether or not they could step up and fulfill leadership roles. Give them a picture of how you envision a youth run youth program and then ask them to brainstorm about their vision. See how these visions are similar or different. Encourage youth to begin the process of developing guidelines and goals for the program, including their role and the role of the adult staff or volunteers. If you do not feel comfortable initiating this scenario without previous experience, visit a youth run youth program and talk to adult staff about their role and the ways in which they handled this transition. Bring youth to these types of programs or organizations for the same sort of guidance when needed. This interaction between programs will also allow for collaborative programming in the future.

What if I have already tried to transition from an adult run youth program to a youth run

youth program and it has not worked?

I would encourage you to sit down and write out the steps you took in trying to make the transition. Reevaluate your methods. Think critically about what might be done differently and the approaches that worked well. Develop a new plan and go for it! Having someone look over your plan who has made the transition successfully might also help. If you feel as though you cannot give energy to trying again, perhaps bringing in someone new to work with you would help. Bringing in a college aged student through an internship position might give the transition the attention it needs. A college aged student can also serve as a bridge between the youth community and the adult community and offer resources from their campus and college community that will enhance programming.

How do I ensure a diverse group of youth?

Make sure you are actively recruiting a diverse core of youth and are addressing this concern with youth who are already involved. They may have some unique ideas. Diversity among adult staff may increase participation from diverse youth. Do collaborative programming with organizations that are diverse. This will, at least, allow for youth to be exposed to a diverse group and may spark programming ideas that will attract a more diverse core of youth.

What should I do when my initial group of youth no longer want to participate?

This is a tricky part of youth run youth programming. As an adult staff you need to be constantly aware that you might lose your core group of youth at any moment. Twelve to fifteen year olds have diverse interests and may decide not to participate any more. That is why flexibility is so important. I see three things that can be done in this situation. First, you could call a meeting with your core group of youth and ask them to share their reasons for no longer wanting to participate. From this meeting you might be able to understand a new direction for the program and begin anew. Perhaps there are things that the youth are not entirely happy with that could be remedied. Being open and honest with them will allow you to get the most from the meeting. Secondly, you could recruit more youth and continue with the existing program as it stands. Thirdly, you could settle it in your mind that this program is no longer needed and begin a new

program with a new group of youth.

How do I finance a youth run youth program?

Typically youth run youth organizations are funded through a variety of ways. A combination of grants, private donations, fundraisers, and state monies is usually enough to keep an organization running. Funding this type of program or organization can be difficult. Being creative and asking other organizations how they do it is probably the best way to secure finances for youth run youth organizations.

V. RESOURCES FOR YOUTH PROGRAMMERS

Given the non-traditional nature of youth programming involving youth wants, the best resource is successful youth run youth programs. Visiting with an adult staff person or volunteer at an already existing program can help you gain insight into the structure and implementation of a youth run youth program. Also talk with youth in order to understand their role through their eyes and what activities they have the most interest in.

Conduct your own survey of youth wants at a nearby school or community organization. Ask youth questions that will get at the answers you need. Just asking youth "what do you want?" will not obtain useful answers. Be as specific as you can when talking with youth. Record their answers and consider ways you might incorporate their wants into existing programs or use them to develop new programs.

Look to yourself for creative and flexible ideas. Push yourself to try new programming ideas and suggestions from youth. Do not be afraid to fail in the traditional sense. Remember that each time you try something new you can learn from the process.