



# Grand Rapids Teen Profile 2009

*Produced in partnership with:*

**The Evaluation Center of Western  
Michigan University**

**City of Grand Rapids**

**Grand Rapids Youth Commission**

**Youth Master Plan Steering Committee**

**Our Community's Children**

*Prepared with the support of the United States  
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Justice & Delinquency Programs*



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## Executive Summary

There are more than 67,000 children and youth between the ages 0-21 living in the city of Grand Rapids, making up more than 34 percent of the area's total population.<sup>1</sup> They attend the city's schools and churches, shop in the local stores, and participate in community events. They have opinions about the world around them and want to contribute in meaningful ways. The majority of them as city residents do not have a vote; and when incidents occur that negatively impact their rights and access, they have little to no recourse. Adult perceptions of youth in the community are often formed by media coverage that focuses too often on crime and violence.<sup>2</sup> Too many youth are maligned by negative press and assumed to be "delinquent" based on their clothes or where they live. It begs the question: What is truly going on for Grand Rapids youth? Who are our youth? What do they think about their education, their parents, and their future? And, do city youth differ from suburban youth in their opinions?

This survey is the culmination of a 10-month evaluation project with The Evaluation Center of Western Michigan University and the Grand Rapids Youth Commission. The Youth Commission of Our Community's Children has been charged with the development of a Youth Master Plan for the City of Grand Rapids in partnership with the Youth Master Plan Steering Committee.

The aim of Grand Rapids Teen Profile is to provide a better understanding of who youth are, what they think, and how they live. The data provide one piece of local opinion that hopefully will serve as a springboard for further community dialogue.

The design was a cross-sectional survey sample targeted toward youth between the ages of 12

and 18 in Grand Rapids. The obtained sample for the survey questionnaire was  $N = 1,554$ , which was further subdivided into "teen city residents" ( $N = 858$ ) and "teen noncity residents" ( $N = 268$ ) based on respondents' self-reported zip codes. The questionnaire was administered online at [www.grteen.com](http://www.grteen.com) and consisted of 45 items in the following six domains:

- Safety and Access to Support
- Use of free time
- Aspirations
- Finance
- Adults
- Youth voice

As shown in Table 1, sample statistics for the profile do not statistically differ across most demographic variables from parameters obtained from 2000 U.S. Census and the 2005-2007 American Community Survey (ACS) 3-year estimates for Grand Rapids.

**Table 1**  
**Correspondence Among Census Population Data, ACS Data, and Teen Profile Sample Data**

Variable	2000 Census	2005-2007 ACS	Teen Profile
Female	51%	51%	58%
Language other than English at home	16%	18%	15%
Foreign born	11%	13%	13%
Multiracial	3%	2%	6%
White	67%	60%	43%
Black	20%	20%	27%
Asian or Pacific Islander	2%	2%	4%
Latino/Hispanic	1%	16%	14%
Other	7%	1%	5%

### Key Finding #1: City and Noncity Teens are Alike in Many Important Ways

In general, the teen city and noncity subsamples share the same characteristics in terms of safety,

<sup>1</sup> American Community Survey, 2005-2007

<sup>2</sup> "Youth in the Media," McKnight Foundation, [www.mcknightfoundation.org](http://www.mcknightfoundation.org)

access to support services, use of free time, educational aspirations, spending habits, employment, perceptions of adults, and their ability to voice their opinions. Key findings where the samples were similar include these:

- Nearly all (93%) of respondents reported that they believe that they are receiving a high quality education.
- Eighty-eight percent of respondents reported feeling safe in school, although 53 percent reported that they experienced bullying at some point.
- By far, cellular telephones (49%) and social networking sites on the Internet (40%) are the most common ways respondents reported as a means of communication.
- Nearly three-fourths (73%) of respondents reported that their primary sources of Internet access is from home.
- The top five places to hang out are their friends' homes (60%), home (50%), mall (43%), movie theatre (37%), and school/school events (26%).
- Nearly 9 out of 10 (87%) respondents reported that they feel prepared for life after school.
- Two-thirds (66%) of all respondents reported that they intend to complete a 4-year college degree, of which 29 percent reported that they intend to go to graduate school.
- Overall, 59 percent of all respondents indicated that they had, at some point, held a job.
- Three percent of youth reported being part of a gang, with males statistically more likely than females. Note: There was no significant difference between city and noncity youth.
- More than half (53%) of teen respondents reported they have \$10 or less a week to spend, with two-thirds (61%) saying they had some money left over each week.
- More than half (58%) of all respondents reported that they have either savings accounts, checking accounts, or debit cards.

- A majority (72%) of respondents believed they could voice their opinions about their schools and communities and that someone would listen.

## Key Finding #2: Parents and Guardians are Essential Support Figures for Teens

From transportation to setting expectations for college, parents and guardians have great influence. The overarching point amid these findings is that teens are reporting on the centrality of parents and guardians at times in their lives when those very people are typically pushed away.

- Nearly all (95%) respondents reported that their parents or guardians encourage them to attend college.
- A large majority (83%) of teens reported that their parents and guardians, expect them to attend a 4-year university and 33 percent expect them to attend graduate school.
- Almost half (47%) of respondents reported that their parents often check on whether they have done their homework.
- Slightly more than a quarter (29%) said their parents rarely or never check on their homework.
- Half (50%) of teens reported that their parents check up on them after school, but 25 percent reported that they rarely or never do.
- More than half (55%) of respondents reported that their parent(s) often eat with them for a family meal, with 21 percent reporting that parents rarely or never eat with them.
- Half of respondents (50%) indicated that they get information about college from their parents or guardians.
- Almost all (96%) of respondents reported feeling safe at home.

- For nearly one-third of the respondents (32%) parents and guardians were a main motivation factor for volunteering.
- Forty-eight percent of respondents said their parents ask them who their friends are, with 24 percent saying they rarely or never ask.
- More than half (56%) of teens do not know where a family could go if the parent and children are arguing a lot and need help.

### Key Finding #3: Teens Need More Community & Neighborhood Support

Whether they live within or outside city boundaries, teens need community and neighborhood supports. Although there were many similarities between the subsamples, some areas of statistical difference appeared between city and noncity youth that should be noted for further discussion:

- The majority of teens reported having experienced discrimination (64%) at some point. City teens experienced discrimination more often than noncity teens.
- Teen city residents were also more likely to have been approached to join a gang (22%) than noncity teens (16%).
- The majority of city respondents (68%) were statistically more likely to get involved in volunteer activities than noncity teens (64%)
- While the degree of feeling safe within neighborhoods was quite high for all teens, city teens were statistically more likely to feel unsafe in their neighborhood. Twenty percent of city teens did not feel safe compared with 10 percent for noncity teens.
- City teens were more likely to have a curfew on school nights (53%) compared with a reported 48 percent for noncity teens.

- While the majority (74%) of city teens have trust in the police, about one in four (26%) do not.
- Twenty-nine percent of respondents from the city claimed that their neighbors are not willing to help young people compared with 19 percent of youth who live outside city limits.
- Twenty-one percent of teen respondents in Grand Rapids said their neighbors have trouble getting along with one another compared with 11 percent for noncity teens.

### Areas for Further Dialogue

Despite conventional wisdom and stereotypes about Grand Rapids youth, the data and findings presented in this report clearly indicate that Grand Rapids' youth are, on average, engaged in their communities and planning for their futures. Bridging the gap between societal perceptions and the lived experiences of young people will be important to develop the city as a whole. Areas for further reflection and dialogue include these:

- The seeming disparity that exists between how youth feel about their education (87% believe they are prepared for life after school) and what higher education and business institutions report about their lack of readiness for college and work (22% of ACT-tested students met or exceeded all three ACT College Readiness Benchmarks).<sup>3</sup>
- As demonstrated, parents and guardians are central figures in the lives of young people. Still, nearly one-quarter (24%) of respondents reported that their parents rarely or never ask who their friends are, and 29 percent said their parents rarely or never check on whether they have done their homework. Fifty-four percent of teens

<sup>3</sup> Preparing Michigan Students for Work and College Success, Michigan Department of Education, v.12.01.06. Retrieved from [http://www.michigan.gov/documents/hs\\_research\\_doc\\_149897\\_7.pdf](http://www.michigan.gov/documents/hs_research_doc_149897_7.pdf)

reported that parents rarely or never solve many of their problems with them.

- If one believes it takes a village to raise a child, then how and in what way can we collectively within neighborhoods support a child throughout the adolescent years knowing what we do? How do neighbors come together to support young people and ensure their safety and success?

Collectively, these data will inform and contribute to the development of a comprehensive Grand Rapids Youth Master Plan with recommendations for targeted action to ensure all youth are ready for college, work, and life.

*The full report is available at  
[www.grcity.us/ourchildren](http://www.grcity.us/ourchildren)*

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# 1

## Introduction

There are more than 67,000 children and youth between the ages 0-21 living in the city of Grand Rapids, making up more than 34 percent of the total population (American Community Survey, 2007). They attend the city's schools and churches, they shop in local stores, and participate in community events. They have opinions about the world around them and want to contribute in meaningful ways. As city residents, the majority of them do not have a vote; and when incidents occur that negatively impact their rights and access, they have little to no recourse. Adult perceptions of youth in the community are often formed by media coverage that focuses primarily on youth crime and violence. Too many youth are maligned by negative press, and too many are assumed to be a "lost cause" based on the clothes they wear or where they live. It begs the question: What is truly going on for Grand Rapids youth? Who are our youth in the city of Grand Rapids? What do they think about their education, their parents, and their future? Do they save money? Do they have a job? Do they feel safe on the streets? Do they feel they have a say? And, do city youth differ from suburban youth in their opinions?

This survey is the culmination of a 10-month evaluation project with The Evaluation Center of Western Michigan University and the Grand Rapids Youth Commission of Our Community's Children. The aim of the survey is to provide an analysis of what city youth think and need. The data provide one piece of local opinion that

hopefully will serve as a springboard for further community dialogue and focus groups.

Collectively, the data will contribute to the bigger picture for a comprehensive Grand Rapids Youth Master Plan, with recommendations for targeted action to ensure all youth are ready for college, work, and life.

## Project Background

In 2009, Our Community's Children—a child advocacy office of both the City of Grand Rapids and the Grand Rapids Public Schools—launched a Youth Master Planning process with key community stakeholders and with the national assistance of the National League of Cities and the Forum for Youth Investment. A Youth Master Plan is a blueprint for the community to improve outcomes for children and youth so they are successfully prepared for college, work, and life.

As part of this effort, a Youth Commission was formed. Twenty-five youth who lived in Grand Rapids and attended either middle or high school were selected from 114 applicants. The commissioners are employed to assist in the Youth Master Planning process and to provide data that will help identify needs and target action. Their work will be incorporated within the Youth Master Plan for the City of Grand Rapids. The Youth Commission works with the steering committee of the Youth Master Plan. The steering committee is made up of 30 community stakeholders representing various sectors including faith-based organizations; neighborhood associations; K-12 and higher education; not-for-profit agencies; county services including the courts, mental health, and social services; libraries; business; and government. Representatives from the cities of Kentwood and Wyoming are also involved.

Our Community's Children serves as an intermediary organization guiding the community process and securing the funds. Several grants make this work possible. Funding

comes from the U.S. Department of Justice; Office of Juvenile Justice and Delinquency Prevention. The Institute of Youth, Education, and Families with the National League of Cities and the Forum for Youth Investment have both provided invaluable consultation and technical assistance through grants. Western Michigan University's The Evaluation Center has worked with the Youth Commission to develop the survey tool and analyze the results.

## Goals and Purpose of this Report

Community perception is that Grand Rapids has a substantial problem with youth violence and gang-related activity and that our young people are not getting the education that will prepare them for life. Yet, the *Grand Rapids Juvenile Offense Index Report of 2007* data have shown a decrease in juvenile crime.<sup>4</sup> Based on police reports of juvenile offenses, no homicides were committed by juveniles in 2006 and 2007. The data did show that family discord was the primary reason for police involvement, raising the question about familial support. The report served as an example of how data can inform the public, dispel assumptions, and provide opportunity for community dialogue at the neighborhood level. At several youth town hall meetings and KidSpeak™ events sponsored by the Grand Rapids' Mayor's Youth Council in 2007 and 2008, young people voiced a need for parental and adult support, after school programs, and jobs. It seemed timely to survey teens to see if these themes are reflective across the youth community.

At the same time, several school and community organizations were asking how and in what way they could involve youth as advisors in policy and planning. They were curious as to how youth knew about and used their services. A review of current youth surveys

in the schools and by other youth groups showed that while youth are often surveyed about their drug use, interests, or health, they are rarely asked more in-depth questions about how they live and communicate.

The Youth Master Planning process, which was officially launched in June 2009, provided the means to address key questions concerning our city's youth: What describes our city's youth? Who are they? What are their hopes and dreams? What are their opinions about the city and how it works for them? How much do they make? How many are employed? Do they use city parks and libraries? These and other questions were developed and piloted by the Youth Commission in partnership with The Evaluation Center. The Youth Master Planning Steering Committee also contributed by identifying key areas they wanted to find out about from youth in middle and high school, ages 11-18.

The survey report provides a snapshot of what youth think on a range of topics including safety, access to services, use of free time, aspirations, finance, adults, and youth voice. The data will be included with other data from focus groups and community dialogue sessions and incorporated within the Youth Master Plan.

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<sup>4</sup> Chartkoff, S. B., Rotondaro, G., Heemstra, L., & Porter, P. (2008). *Grand Rapids juvenile offense index 2007 data report*. Retrieved May 18, 2009, from [www.GRcity.us/OurChildren](http://www.GRcity.us/OurChildren)

# 2

## Method

In this section, the method used to gather information is described, including:

- Design
- Instrumentation and measures
- Procedure
- Data processing and analysis
- Limitations

### Design

The Grand Rapids Teen Profile was a nonexperimental, cross-sectional survey sample of youth in Grand Rapids targeted toward youth between the ages of 11 and 18. This study was approved by the Western Michigan University (WMU) Human Subjects Institutional Review Board (HSIRB), and all protocols for protecting the rights of human subjects were adhered to throughout the duration of the study.

### Sample

The sample obtained for the survey questionnaire was  $N = 1,554$ .<sup>5</sup> The sample design was a nonprobability snowball sample, where known units or group members (i.e., Grand Rapids youth) of the target population identify and recruit other units from the

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<sup>5</sup> Estimates of the number of the number of youth in Grand Rapids between the ages of 14 and 18 vary widely (e.g.,  $\pm 28,000$ ). However, assuming a population of approximately 28,000, the confidence interval for the Grand Rapids Youth Survey is  $\pm 2.42$  percent with a 95 percent confidence level. This, however, assumes a random sample, but does provide a reasonable gauge for assessing the sample's representativeness.

population to be sampled (i.e., other Grand Rapids youth) (Henry, 1998).<sup>6</sup> The difference between probability sampling and nonprobability sampling is that nonprobability sampling does not involve random selection from a known sampling frame and probability sampling does (Trochim & Donnelly, 2007).<sup>7</sup> With probability samples, representativeness of the population of interest from the sample can be ascertained using confidence intervals and other statistical techniques given that each unit in the population has a known, nonzero probability of selection or inclusion in a sample (Kish, 1965).<sup>8</sup> Nonprobability samples, however, do not have this characteristic because the probability of inclusion or selection of a unit is unknown. For the current study, a sampling frame consisting of all units of interest (i.e., youth in Grand Rapids between the ages of 11 and 18) could not be established because some units of the population are difficult to identify and access (e.g., youth in homeless shelters, homeschooled students).

Given that a known sampling frame consisting of all youth in Grand Rapids could not be reliably established, and consideration of time and resource constraints, snowball sampling was determined to be the most appropriate strategy. In other words, a more stringent design would have entailed identifying every youth in Grand Rapids—an expensive and fallible feat—and then randomly selecting from that group to get a sample that is truly representative. More importantly, the sampling design was purposive, unlike most nonprobability sampling designs, which are samples of convenience. Being purposive, the sampling design used emphasized heterogeneity of units sampled (e.g., youth in homeless shelters, youth who are homeschooled, youth in private schools) rather

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<sup>6</sup> Henry, G. T. (1998). Practical sampling. In L. Bickman & D. J. Rog (Eds.), *Handbook of applied social research methods* (pp. 101-126). Thousand Oaks, CA: Sage.

<sup>7</sup> Trochim, W. M. K., & Donnelly, P. K. (2007). *The research knowledge base* (3<sup>rd</sup> ed.). Mason, OH: Thompson.

<sup>8</sup> Kish, L. (1965). *Survey sampling*. New York: Wiley.

than homogeneity (e.g., youth only in public schools), further strengthening external validity and representativeness.

Even so, as with all such studies, extrapolating results obtained from nonrandomly selected samples to a larger population of interest is extremely difficult, with such difficulties largely due to sampling error (Levy & Lemeshow, 2008).<sup>9</sup> Ideally, a representative sample is one that has strong external validity in relationship to the target population the sample is intended to represent. That being said, the biases produced by the inability to randomly select a representative sample are not severe enough to threaten the value of the study’s findings or conclusions. As shown in Table 2, sample statistics for the Grand Rapids Teen Profile do not differ statistically across most demographic variables from population parameters obtained from 2000 U.S. Census reports and the 2005-2007 American Community Survey (ACS) 3-year estimates for Grand Rapids. Moreover, the U.S. Census comparison data are nearly a decade old. Major shifts have occurred in the demographic characteristics of the target population since that time, and the ACS data include age ranges not included in the current study. All three estimates are subject to sampling error (i.e., bias), however.

**Table 2**  
**Correspondence Among Census Population Data, ACS Data, and Teen Profile Sample Data**

Variable	2000 Census	2005-2007 ACS	Teen Profile
Female	51%	51%	58%
Language other than English at home	16%	18%	15%
Foreign born	11%	13%	13%
Multiracial	3%	2%	6%
White	67%	60%	43%
Black	20%	20%	27%
Asian or Pacific Islander	2%	2%	4%
Latino/Hispanic	1%	16%	14%
Other	7%	1%	5%

<sup>9</sup> Levy, P. S., & Lemeshow, S. (2008). *Sampling of populations: Methods and applications*. Hoboken, NJ: Wiley.

Contrasted with U.S. Census and ACS data, estimates for the Grand Rapids Teen Profile are, in general, reasonable in terms of demographic composition. With the exception of slight overrepresentations of “multiracial” and “other” racial/ethnic variables, most demographic variables align well with U.S. Census and ACS estimates. These, as well as the large variability in estimates across all three studies of Grand Rapids’ Latino/Hispanic population, appear to be the only potential sources of error.

The sample was further subdivided into “teen city residents” ( $N = 858$ ) and “teen noncity residents” ( $N = 268$ ) based on respondent’s self-reported zip codes. Appendix A lists the zip code demarcation for city and noncity categories, as reported by the Grand Rapids City Clerk’s office. Throughout this report, data and findings are presented for the total sample as well as the two subgroups where appropriate. Where feasible, tests were conducted to determine whether the two subgroups differ statistically on key variables. Therefore, it also should be noted that, due to the large number of statistical tests conducted, Type I error rate is inflated and statistical differences could occur due only to chance rather than true differences.

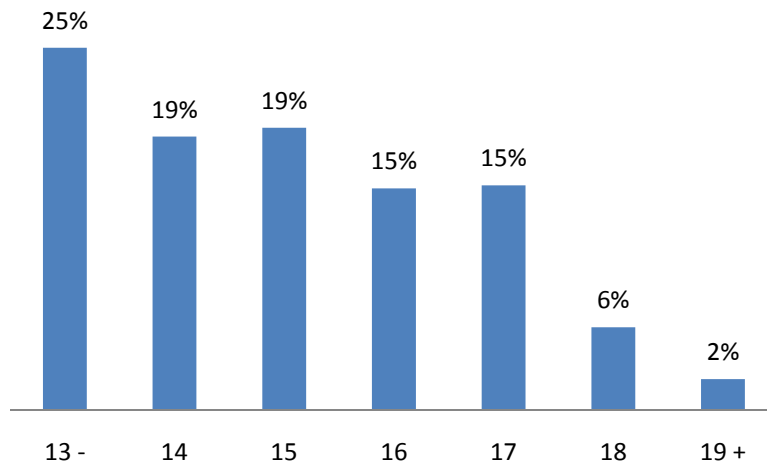
As shown in Figure 1, the age range of respondents was relatively equal across seven categories, ranging from “13 or younger” (13 – in Figure 1) through “19 or older” (19 + in Figure 1). One quarter (25%) of respondents were 13 years of age or younger and 23 percent were 17 or older (collapsing the 17, 18, and 19 or older categories), with the remaining respondents between the ages of 14 and 16.

A chi-square test [Chi-square tests of independence allow statistical investigation of the association between two categorical variables. This association is based on the proportion of individuals who fall into each category arranged in a two-way matrix, called a contingency table, with  $R$  rows and  $C$  columns, in which observed frequencies are compared with expected frequencies for each cell in the



matrix.] of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and age. The relationship

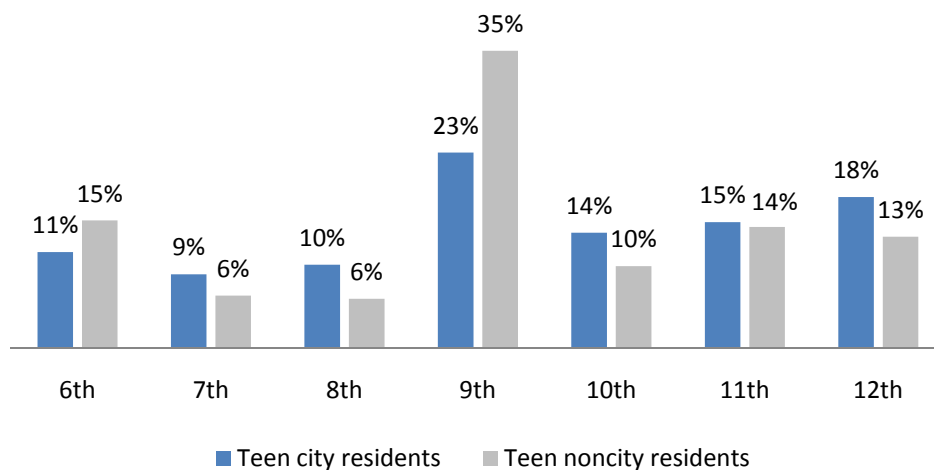
between these variables was statistically nonsignificant,  $X^2(6, N = 1,125) = 5.920, p = .432$ , indicating that the two samples do not differ in terms of age.



**Figure 1. What is Your Age?**

As with respondents' age ranges, grades were relatively equally distributed and represented in the sample. The representation of 6<sup>th</sup> graders (13%) suggests that students as young as 11 years old completed the questionnaire. Proportionally, the majority (70%) of respondents were in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades.

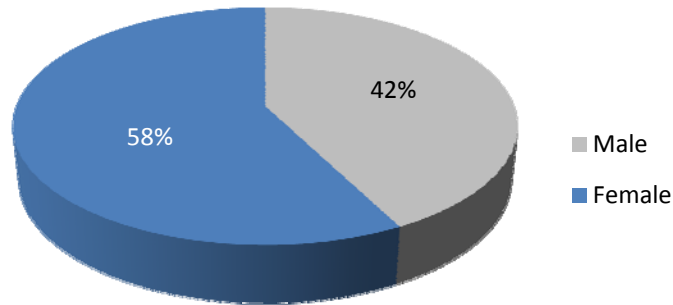
A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and grade. The relationship between these variables was statistically significant,  $X^2(6, N = 1,125) = 23.867, p = .001$ , indicating that the two samples differ statistically in terms of grade (see Figure 4) with greater representation of 9<sup>th</sup> graders in the teen nonresidents sample.



**Figure 2. What Grade are You In?**

In terms of gender, respondents were in nearly equal proportions of female and male youth, with slightly greater numbers of females (58%) than males (42%) completing the questionnaire as shown in Figure 3. This distribution corresponds strongly with U.S. Census (51% female) and ACS (51% female) data.

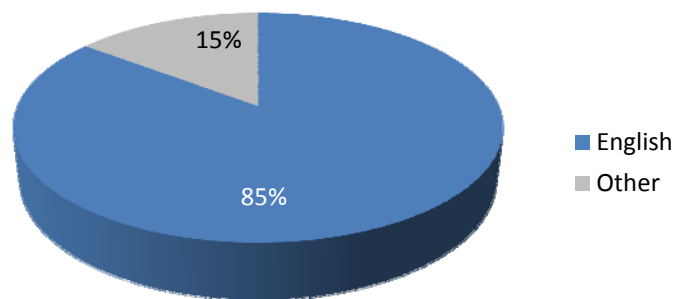
A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and gender. The relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,125) = 1.282, p = .258$ , indicating that the two samples do not statistically differ in terms of gender.



**Figure 3. What is Your Gender?**

More than one out of 10 respondents (15%) reported that the primary language spoken at home was not English (see Figure 4). As with gender, language spoken at home corresponds well with U.S. Census (16% speak a language other than English at home) and ACS (18% speak a language other than English at home) data.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and primary language spoken at home. The relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,125) = 0.025, p = .874$ , indicating that the two samples do not differ statistically in terms of primary language spoken at home.



**Figure 4. Is English the Main Language Spoken in Your Home?**

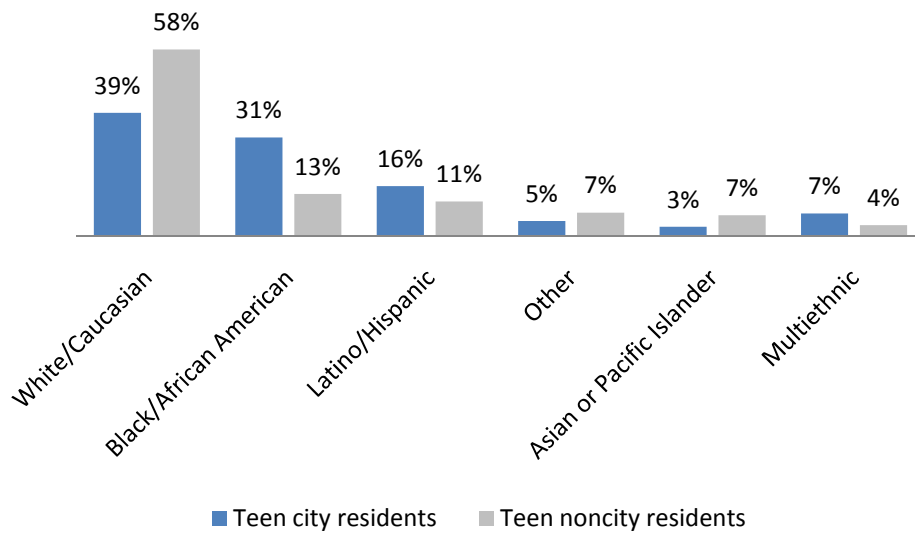
Predominately, the youth we sampled self-reported their racial/ethnic identity as White/Caucasian (43%). Smaller proportions of

respondents self-reported their racial/ethnic identity as African American/Black (27%) and Latino/Hispanic (14%). Contrasted with U.S.

Census and ACS data, these results suggest that, proportionally, the White/Caucasian (U.S. Census = 67%; ACS = 60%; Grand Rapids Teen Profile = 43%) youth population has decreased, whereas the Latino/Hispanic (U.S. Census = 1%; ACS = 16%; Grand Rapids Teen Profile = 14%) youth population has increased.

A chi-square test of independence was performed to examine the relationship between

area of residence (i.e., teen city residents and teen noncity residents) and race/ethnicity. The relationship between these variables was statistically significant,  $\chi^2(6, N = 1,125) = 62.376, p < .001$ , indicating that the two samples differ statistically in terms of race/ethnicity, with teen noncity residents more likely to be White/Caucasian and teen city resident more likely to be Black/African American (see Figure 5).

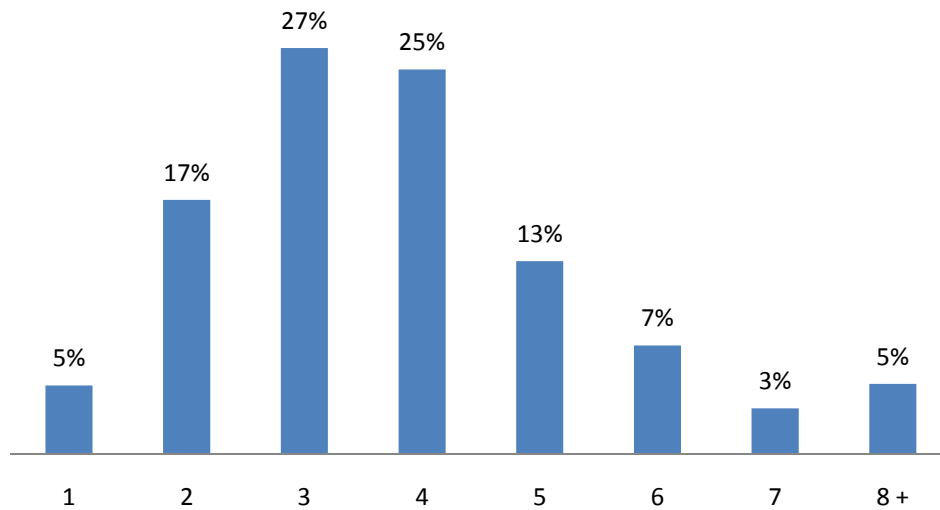


**Figure 5. What is Your Race/Ethnicity?**

Combined, more than half (52%) of respondents reported having three or four people living at home with them as shown in Figure 6. More than one-fourth (27%) reported having five or more persons living in their household.

A chi-square test of independence was performed to examine the relationship between

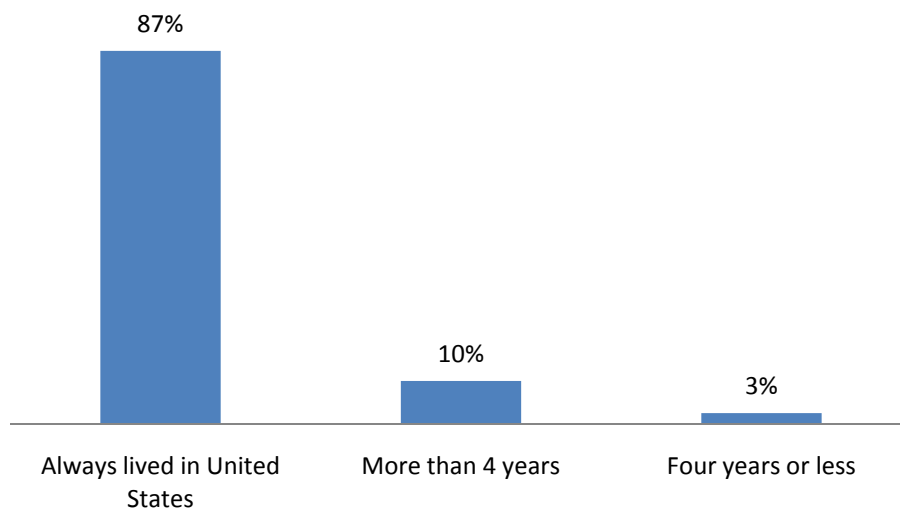
area of residence (i.e., teen city residents and teen noncity residents) and number of persons living at home. The relationship between these variables was statistically nonsignificant,  $\chi^2(7, N = 1,125) = 9.745, p = .204$ , indicating that the two samples do not differ statistically in terms of the number of persons living at home.



**Figure 6. Not Including Yourself, How Many People Live in the House Where You Usually Stay?**

The majority of respondents (87%) reported that they had always lived in the United States, whereas 13 percent reported that they had lived outside the United States at some point (see Figure 7). These data align well with U.S. Census (11% foreign born) and ACS (13% foreign born) data.

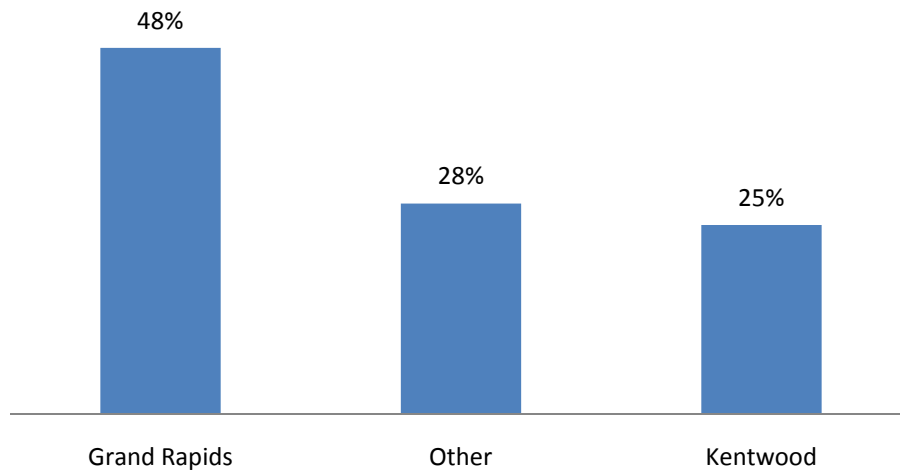
A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and length of time in the United States. The relationship between these variables was statistically nonsignificant,  $\chi^2(2, N = 1,125) = 1.814, p = .404$ , indicating that the two samples do not differ statistically in terms of length of time in the United States.



**Figure 7. How Long Have You Lived in the United States?**

According to zip codes provided by respondents, nearly half (48%) of the overall sample reported living in the city of Grand Rapids as shown in

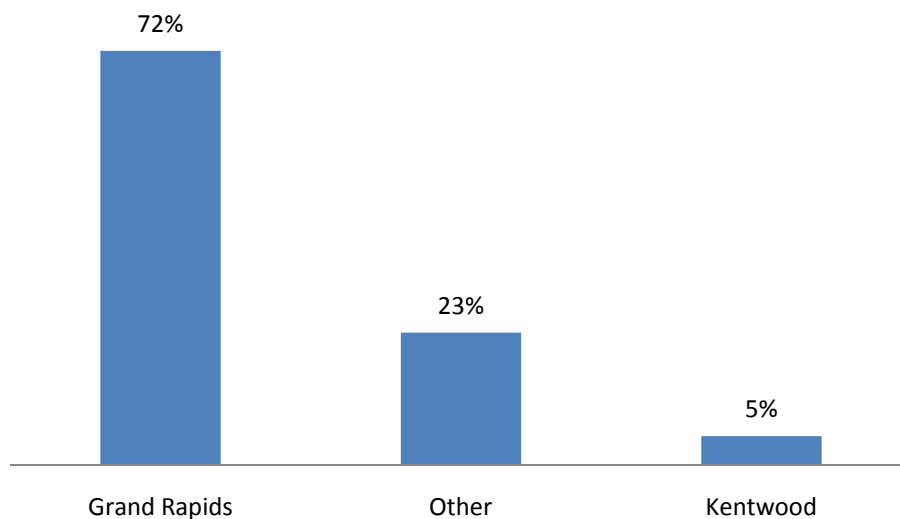
Figure 8. The remainder of the sample were residents of other surrounding areas (28%) or lived in Kentwood (25%).



**Figure 8. What is Your Zip Code?**

Nearly three-quarters (72%) of respondents attend school in Grand Rapids (including public, private, and charter) despite only 48 percent reporting that they lived within the city of

Grand Rapids (see Figure 9). The remaining respondents attended either Kentwood (5%) or other schools (23%).



**Figure 9. Where do You go to School?**

## Instrumentation and Measures

The survey questionnaire tool, which was Web-based, was first developed with input from the steering committee and Youth Commissioners. Following this process, items were revised and the questionnaire was piloted with the youth involved in conducting the study. In all, the

questionnaire consisted of 45 response set items (not including many multi-item sets listed under a single item stem) and 4 contact information items. The majority of items were fixed-response sets (i.e., close-ended) asking respondents to select one or more options per item. Structurally, the survey questionnaire was constructed around issues of safety and access

to support, free time, aspirations, finance, adults, youth voice, and background (i.e., demographic characteristics).

Validity of questionnaire items was ascertained using the process described above, with the central focus being face and content validity, where face validity is the extent to which items are logical or make sense as judged by the target population (i.e., youth involved in the study), whereas content validity is concerned with the degree to which items accurately represent the constructs of interest. Both face and content validity are not statistical properties of items or instruments; they are properties of human judgment.

The questionnaire is available in Appendix B and on the Web in the Teen Profile Report at [www.grcity.us/ourchildren](http://www.grcity.us/ourchildren).

## Procedure

Our Community's Children and members of the Youth Commission purposively selected sites in which youth were recruited for the survey, with explicit attention toward geographic and sociocultural diversity, including public, private, and charter schools; homeschooling and homeless student programs; and cultural organizations; among others. Youth Commissioners and Mayor's Youth Council members were trained in subject recruitment and recruited subjects at identified sites twice during the academic year, using a recruitment script and flyers developed with the assistance of The Evaluation Center. The first recruitment took place in January 2009, and a follow-up recruitment booster occurred in March 2009. The same script was used for both recruitment instances.

Youth commissioners and Council members handed out recruitment flyers to students at identified locations. The flyers provided the URL to the survey Web page ([www.grteen.com](http://www.grteen.com)), a description of the incentive (a drawing for six \$100 mall gift cards, five in the first phase and

one in the second phase of the recruitment process), and the name of the government office sponsoring the study. The back of the flyer contained a brief note to parents, informing them of the intent of the study and providing contact information for the investigators and government office sponsoring the study. Flyers were made available in both English and Spanish.

Even though subjects' identities were confidential, subjects' names and contact information were collected at the end of the survey for the purpose of identifying who should receive the incentive. All identifying information was destroyed following completion of the drawing process. During data collection phases, informed assent was obtained from the home page of the Web-based questionnaire, such that participants granted assent through the act of clicking a box to begin taking the survey. When respondents arrived at the Web site, the home page presented a short and attractive description of the study. Respondents were then asked to click an "enter" box to be brought to the assent page, where respondents were asked to read the page in full, and click the "Take the Survey" box to give assent and be taken to the survey page. The assent page notified respondents that their responses were confidential, but that contact information would be collected at the end of the survey in order for the respondent to be entered into the drawing. Contact information, however, was not required to complete the survey.

## Data Processing and Analysis

Quantitative data were processed and analyzed in a variety of statistical packages, including Excel, SPSS 17.0, and Mplus 5.1. All data were analyzed using scientifically acceptable procedures.

## Limitations

The major limitation of the Grand Rapids Teen Profile is the sampling procedure in that it does

not ensure exact representation of the demographics of Grand Rapids youth, although the comparison of respondents to census and ACS data show a very good match. In addition to representativeness, the study also was limited by the type of information that was gathered; namely, nominal and ordinal data, which do not easily lend themselves to inferential analyses. Even so, the study was designed to be descriptive, and as such this limitation is not severe.

# 3

## Findings

Findings from the Grand Rapids Teen Profile are presented in the following six domains:

- Safety and access to support
- Use of Free time
- Aspirations
- Finance
- Adults
- Youth voice

It should be noted that for many variables respondents could select more than one option. Therefore, frequencies do not necessarily total 100 percent.

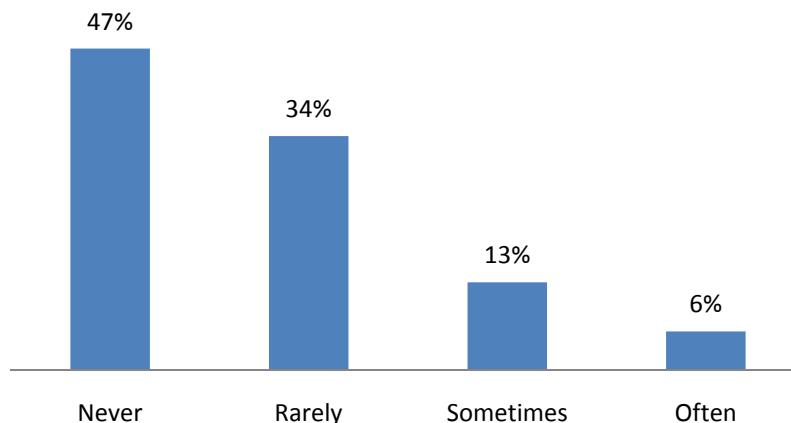


Figure 10. How Often Have You Been Bullied at School?

Compared with bullying, many more young people have experienced discrimination. Those reporting having experienced discrimination account for nearly two-thirds of all respondents (64%), with 34 percent citing rare occurrences.

## Safety and Access to Support

This section details respondents' perceptions of the degree of safety they experience in their day-to-day lives, including bullying and discrimination, and their familiarity with places to get help for themselves and their families.

As shown in Figure 10, nearly half (47%) of respondents reported that they had never experienced bullying. However, more than half (53%) have experienced bullying at some point, with 34 percent citing rare bullying.

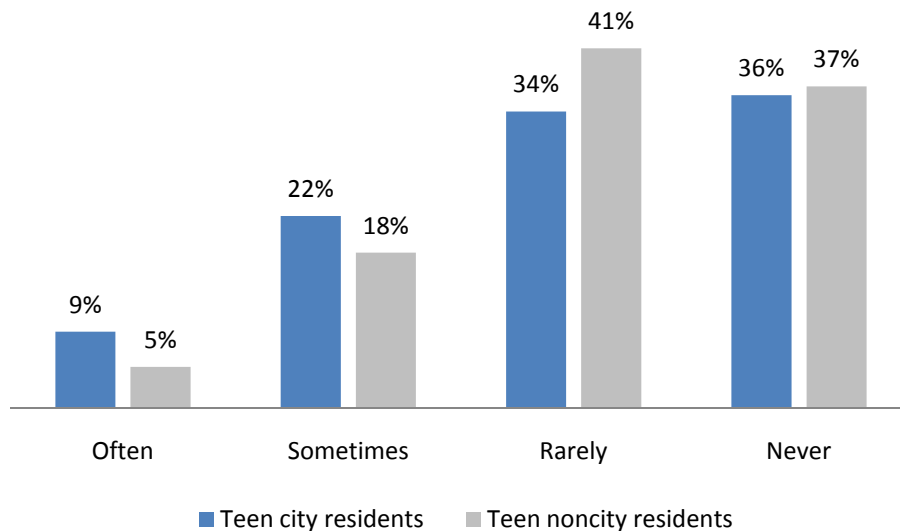
A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and frequency of experiencing bullying. The relationship between these variables was statistically nonsignificant,  $\chi^2(3, N = 1,113) = 2.676, p = .444$ , indicating that the two samples do not differ statistically in terms of frequency of experiencing bullying.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and frequency of experiencing discrimination. The relationship between these variables was statistically



significant,  $\chi^2(3, N = 1,113) = 8.566, p = .036$ , indicating that the two samples differ

statistically in terms of frequency of experiencing discrimination (see Figure 11).



**Figure 11. How Often Have You Experienced Discrimination (Being Treated Unfairly Because of Your Race, Gender, Size, Family Income, etc.)?**

Respondents were asked about 9 items designed to tap into various aspects of their feelings about community safety such as knowing their neighbors, whether neighbors get along and are willing to help young people, and whether respondents feel safe in their neighborhoods.

Notable among these items are those related to gangs. Overall, only 21 percent reported that they had ever been approached to be part of a gang, and only 3 percent admitted to being in a gang. However, 27 percent of male respondents reported being approached by a gang, and 4 percent self-reported that they are gang members. In contrast, only 17 percent of female respondents reported being approached to join a gang, and only 2 percent self-reported being part of a gang (see Table 3 and Table 4).<sup>10</sup>

For the overall sample, males were statistically more likely to be approached to join a gang

than women ( $\chi^2 = 20.22, p < .000$ ), but statistically not any more likely to join a gang than female respondents ( $\chi^2 = 3.28, p = .070$ ).

**Table 3  
Contingency Table for Male and Female Respondents Who Reported Being Approached to Join a Gang**

	Yes	No	Total
Male	157	434	591
Female	134	670	804
Total	291	1,104	1,395

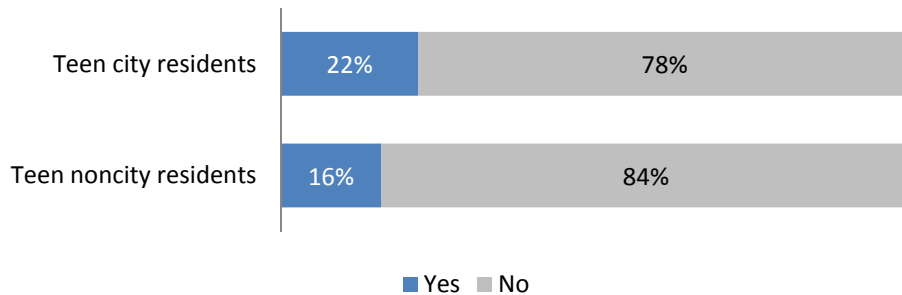
**Table 4  
Contingency Table for Male and Female Respondents Who Reported Being Members of a Gang**

	Yes	No	Total
Male	21	567	588
Female	16	788	804
Total	37	1,355	1,392

<sup>10</sup> Although the overall sample size for the Grand Rapids Teen Profile was  $N = 1,554$ , individual item sample sizes vary due to nonresponse.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and being approached to join a gang. The relationship between these variables was statistically significant,  $\chi^2(1, N = 1,110) = 4.184, p = .041$ , indicating that the two samples differ statistically in terms of being approached to join a gang (see Figure 12), with teen city residents being more likely to be approached to join a gang than teen noncity residents.

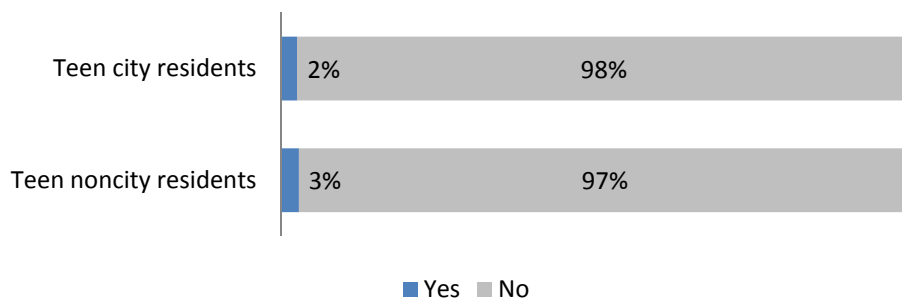
However, for both questions regarding gang activity, members of the Youth Commission and Mayor’s Youth Council firmly believed underreporting occurred. They sensed that many more of their peers were in gangs and asked to join gangs than what is reflected here. This could mean our survey recruitment did not reach the portion of the population most heavily involved in gang activity, or that those involved did not respond truthfully on the questionnaire.



**Figure 12. Have You Been Approached to be Part of a Gang?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and being part of a gang. The relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,108) = 0.083, p = .773$ , indicating that the two samples

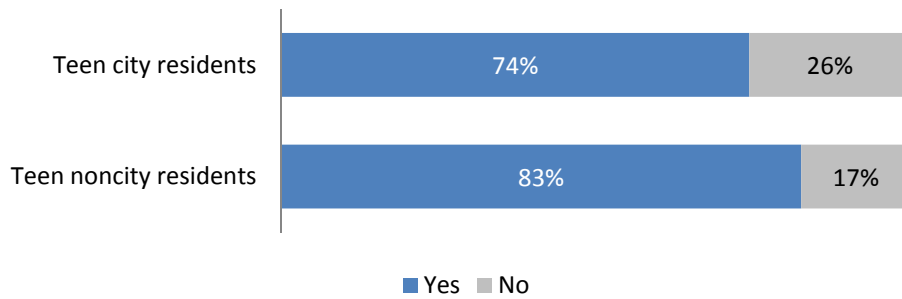
do not differ statistically in terms of being part of a gang (see Figure 13). Overall, only 2 percent of teen city residents and 3 percent of teen noncity residents self-reported gang membership, though we have reason to suspect these numbers are underestimates.



**Figure 13. Are You Part of a Gang?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and trust in police in the community. The relationship between these variables was statistically significant,  $\chi^2(1, N =$

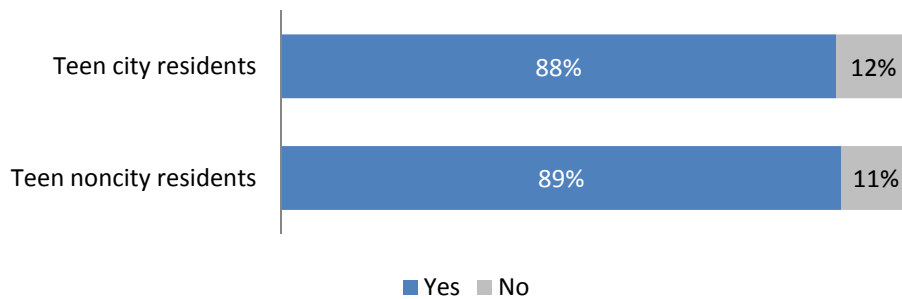
$1,108) = 7.284, p = .007$ , indicating that the two samples differ statistically in terms of trust in police in the community (see Figure 14), with teen city residents being slightly more likely than teen noncity residents to distrust police in the community.



**Figure 14. Do You Trust the Police in Your Community?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether respondents feel safe at school. The

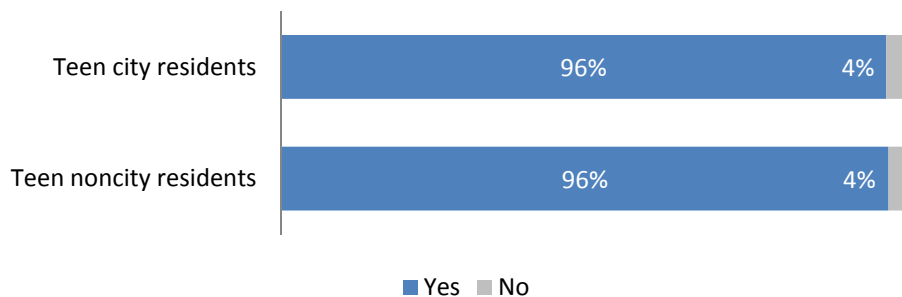
relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,109) = 0.136, p = .712$ , indicating that the two samples do not differ statistically in terms of whether respondents feel safe in school (see Figure 15).



**Figure 15. Do You Feel Safe at Your School?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether respondents feel safe at home. The relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,110) = 0.080, p = .777$ ,

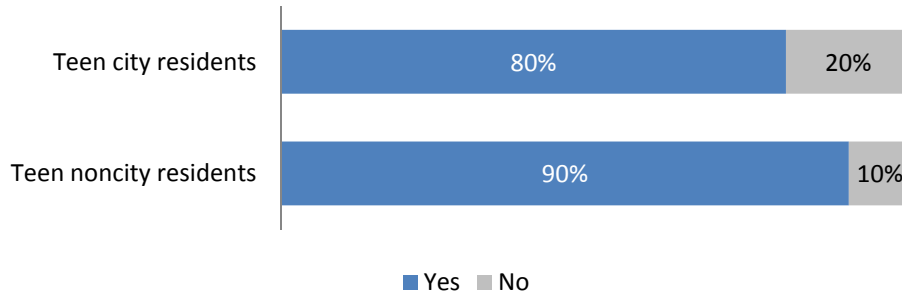
indicating that the two samples do not differ statistically in terms of whether respondents feel safe in school (see Figure 16). In fact, the distributions for both subsamples are identical on this variable.



**Figure 16. Do You Feel Safe in Your Home?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether respondents feel safe in their neighborhood. The relationship between these variables was statistically significant,  $\chi^2(1, N = 1,018) = 13.467$ ,

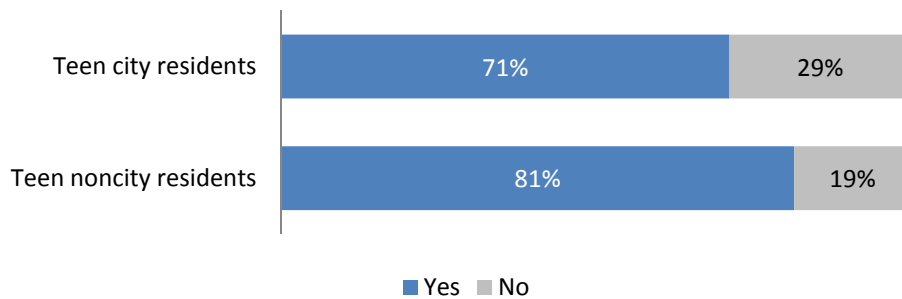
$p < .000$ , indicating that the two samples differ statistically in terms of whether respondents feel safe in their neighborhood (see Figure 17), with teen noncity residents being slightly more likely to feel safe in their neighborhoods than teen city residents.



**Figure 17. Do You Feel Safe in Your Neighborhood?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether people in their neighborhood are willing to help young people. The relationship between these variables was statistically significant,  $\chi^2(1, N =$

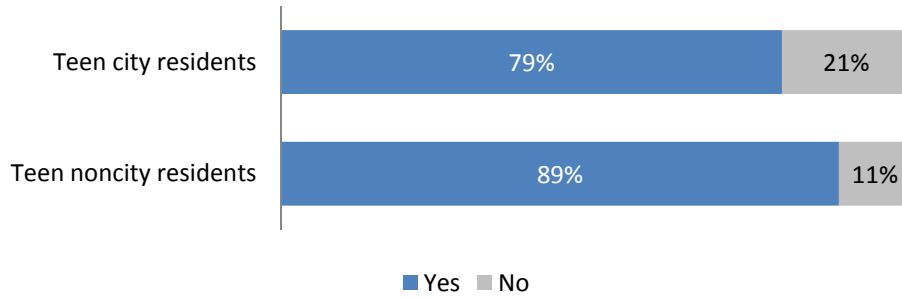
$1,094) = 10.430, p = .001$ , indicating that the two samples differ statistically in terms of whether people in their neighborhood are willing to help young people (see Figure 18) with noncity teens perceiving more helpfulness.



**Figure 18. Are the People in Your Neighborhood Willing to Help Young People?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether people in their neighborhood get along. The relationship between these variables was statistically

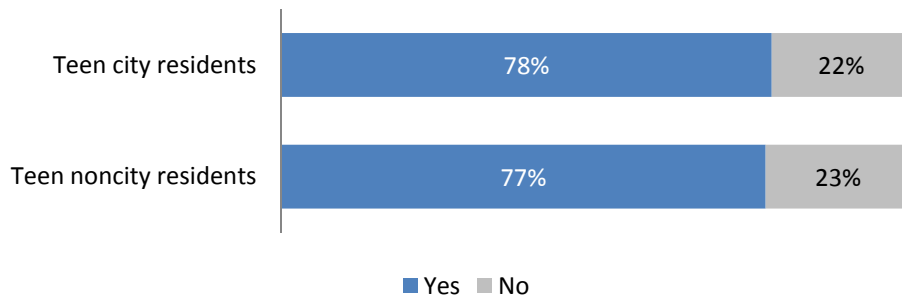
significant,  $\chi^2(1, N = 1,106) = 10.632, p = .001$ , indicating that the two samples differ statistically in terms of whether people in their neighborhood get along (see Figure 19).



**Figure 19. Do the People in Your Neighborhood Generally Get Along With Each Other?**

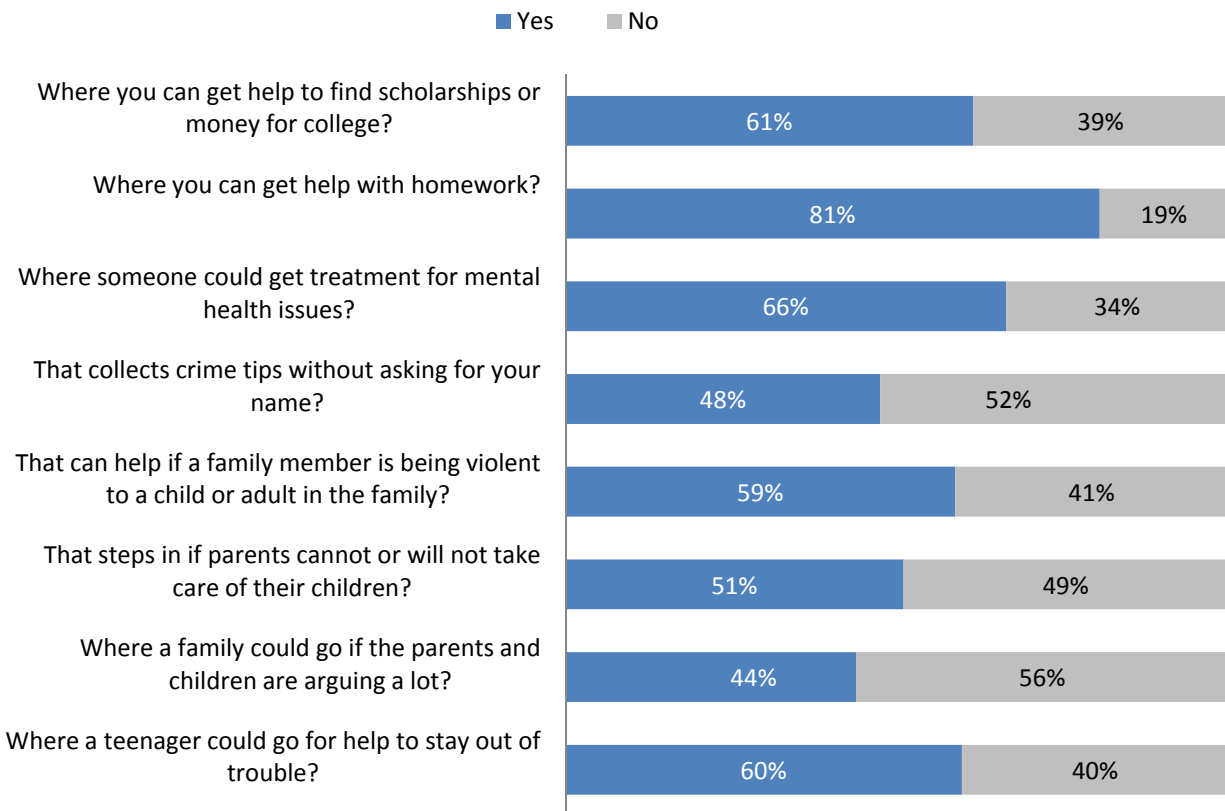
A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether respondents know their neighbors. The relationship between these variables was

statistically nonsignificant,  $\chi^2(1, N = 1,105) = 0.107, p = .744$ , indicating that the two samples do not differ statistically in terms of whether respondents know their neighbors (see Figure 20).



**Figure 20. Do You Know Your Neighbors?**

Respondents were asked about eight items designed to investigate their knowledge of community resources (see Figure 21) including issues of mental health, crime, violence, and education.



**Figure 21. Do You Know of a Specific Place or Program in Your Community . . .?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and each of the items listed above. The relationship between these

variables was statistically nonsignificant, indicating that the two samples do not differ statistically in terms of knowing where a teenager could go for help (see Table 5).

**Table 5**  
**Significance of Group Differences on Knowledge of Community Resources**

Item	$\chi^2$	<i>p</i>
Finding scholarships	0.013	.909
Helping with homework	0.322	.570
Treating mental health issues	3.322	.068
Collecting crime tips anonymously	0.101	.751
If a family member is violent	0.071	.789
If parents cannot take care of children	2.385	.122
If parents and children are arguing a lot	0.027	.870
Staying out of trouble	2.151	.142

## Free Time

Figure 22 illustrates the top five free time activities that all respondents reported engaging in. More than half (58%) reported spending their free time with friends. A large proportion also indicated using free time for

sporting activities (44%). The least reported free time activities reported by all respondents included out-of-school classes (4%) and religious activities (9%). No statistically significant differences were found for teen city residents and teen noncity residents in regard to preferred free time activities.

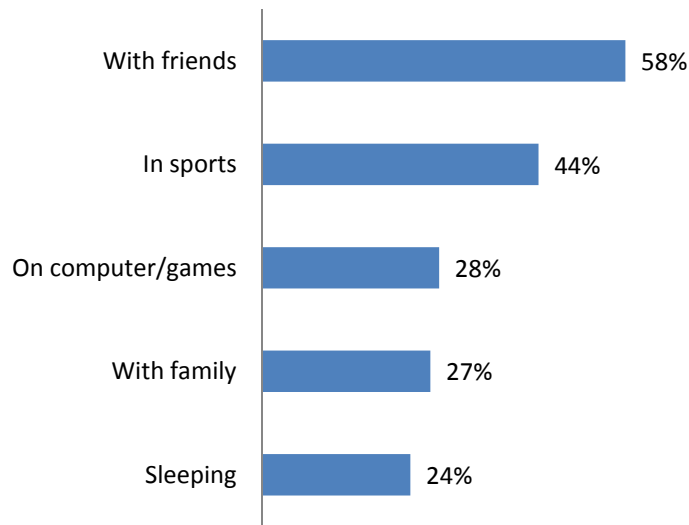


Figure 22. How do You Like to Spend Your Free Time?

When asked to rate their satisfaction with youth activities available in Grand Rapids, nearly 1 in 5 (19%) respondents reported that they were neither satisfied nor dissatisfied (rating of 5), with equal proportions rating above average

(from 6 to 10) and below average (from 1 to 4) as shown in Figure 23. Mean satisfaction did not differ statistically between teen city residents and teen noncity residents;  $t(df = 1,083) = -.893$ ,  $p = .266$ .

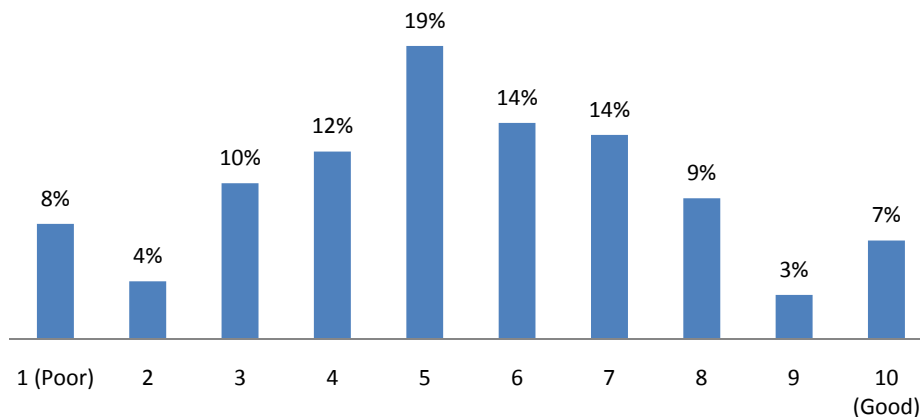
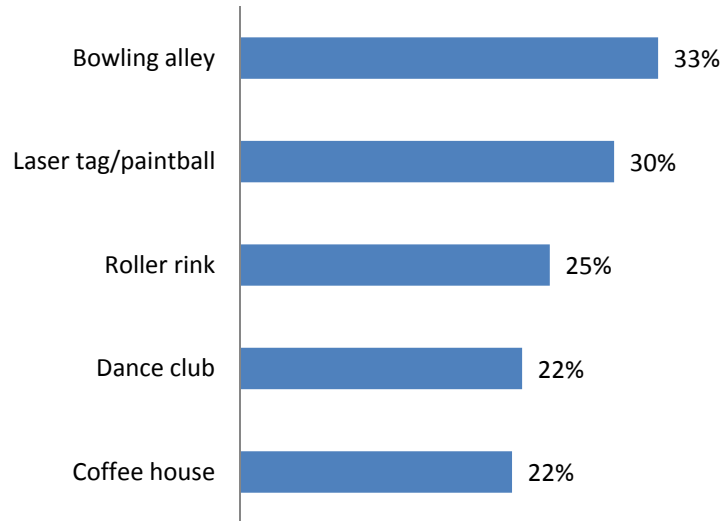


Figure 23. Rank Your Current Satisfaction With Activities for Teens in the City of Grand Rapids

Bowling alleys ranked as the most desirable community facility/activity for the overall sample (33%), followed by laser tag or paintball (30%) and roller rinks (25%) as shown in Figure 24.

Traveling recreation (5%), such as bookmobiles, and teen programs at local libraries (8%) were rated as the least desirable community facility/activity.

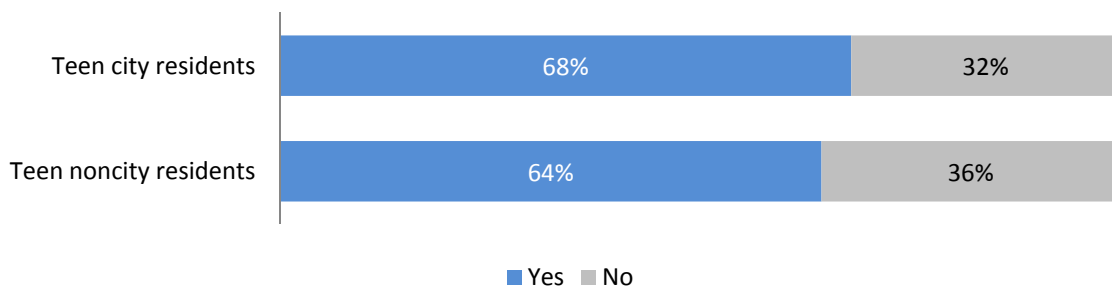


**Figure 24. What Types of Facilities and Activities for Youth Would You Attend in the Community?**

More than two-thirds (67%) of all respondents reported engaging in some form of volunteer activity.

relationship between these variables was statistically significant,  $\chi^2(1, N = 1,125) = 6.082$ ,  $p = .014$ , indicating that the two samples differ statistically in terms of volunteering (see Figure 26), where teen city residents were slightly more likely to engage in some form of volunteer activity than teen noncity residents.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and volunteering. The

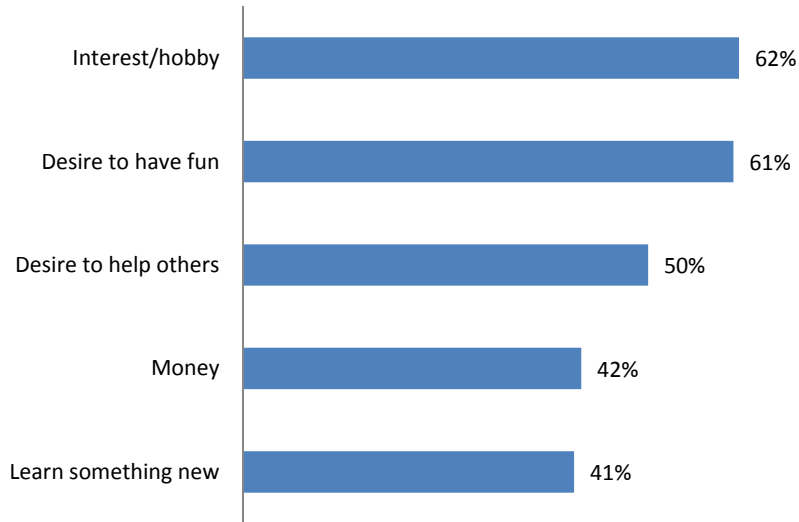


**Figure 25. Do You Volunteer Free Time for Your Religious Group, Community, or for People in Need?**

As shown in Figure 26, nearly equal proportions of all respondents indicated that their motives for participating in activities and organizations were out of interest (62%) or from the desire to

have fun (61%). Fewer reported engaging in such activities to learn something new (41%), for money (42%), or because they desire to help others (50%).

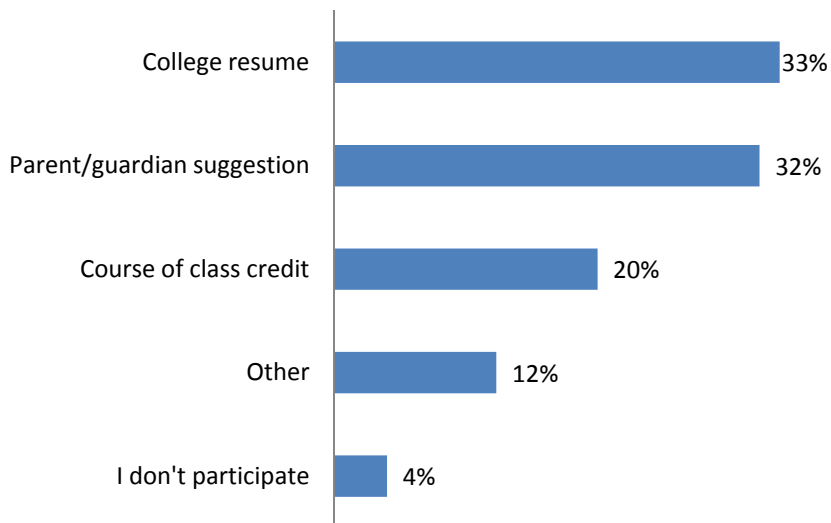




**Figure 26. What Motivates You to Participate in Activities or Organizations?**

Only a small proportion (4%) of respondents indicated that they do not participate in local activities or organizations as shown in Figure 27. Even though ranked among the bottom five motivators for engaging in activities and

organizations, nearly one-third (32%) of respondents reported doing so because of parent or guardian suggestions or to build their resume for college (33%).

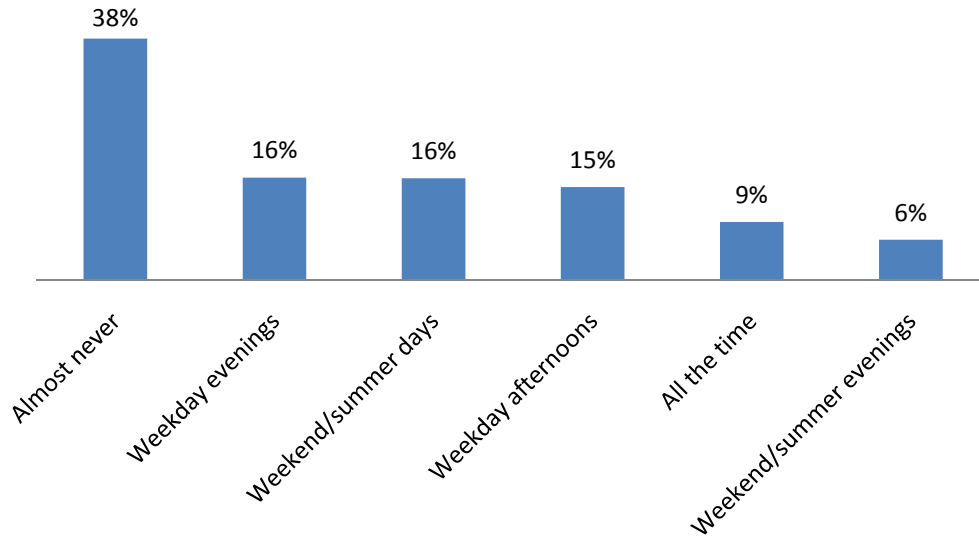


**Figure 27. What Motivates You to Participate in Activities or Organizations?**

A large proportion of respondents (38%) reported that they almost never have periods of inactivity (i.e., free time) as shown in Figure 28. Smaller proportions indicated that their most frequent periods of inactivity are on weekday evenings (16%) and during weekends/summer weekdays (16%).

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and periods of inactivity. The relationship between these variables was statistically nonsignificant,  $\chi^2(5, N = 1,085) = 1.318, p = .933$ , indicating that the two samples

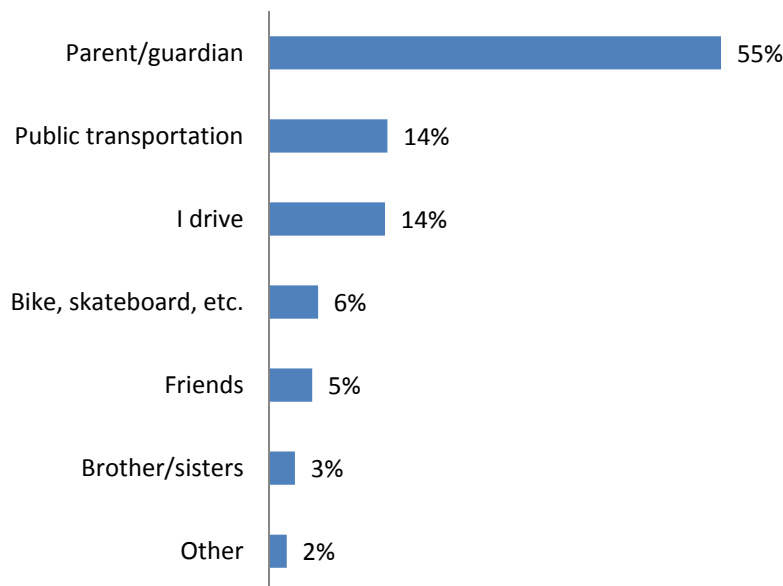
do not differ statistically in terms of periods of inactivity.



**Figure 28. When do You Most Frequently Find Yourself With Nothing to do?**

Transportation can be an important antecedent for youth participating and engaging in local activities and organizations. As shown in Figure 29, more than half (55%) of respondents reported that their parents or guardians are their primary source of transportation.

Given that 38 percent of all respondents are 16 years of age or older, it is notable that very few respondents (14%) reported that they are their own primary source of transportation.



**Figure 29. What is Your Main Form of Transportation?**

As with their free time in general, more than half (60%) of all respondents indicated that their favorite hangout is at friends' homes. Half (50%) also indicated that they hang out at home, and nearly half (43%) hang out at malls as

shown in Figure 30. Respondents' least favorite hangouts included theater and stage productions (3%), community service activities (4%), and bookstores (5%).

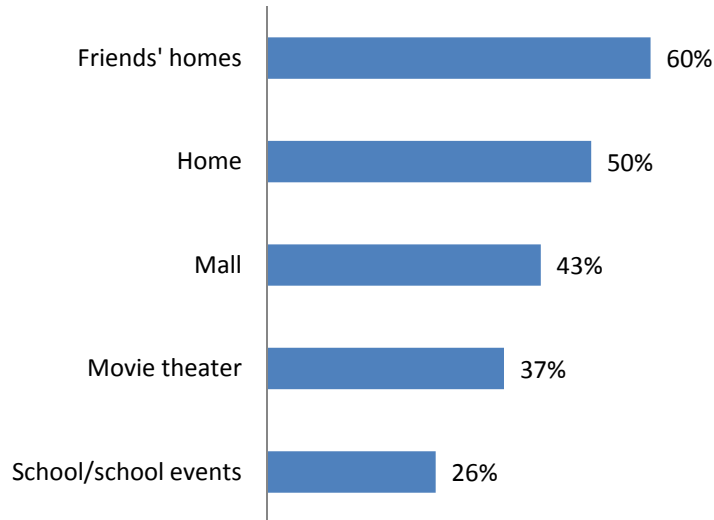


Figure 30. Where do You Hang Out Most of the Time in Grand Rapids?

In terms of the predominant sources by which respondents reported obtaining information about youth activities, friends were the most common (61%), followed by school announcements (43%) and the Internet (43%)

as shown in Figure 31. The least commonly used sources of information, as indicated by respondents, included Yellow Pages (2%), brochures (9%), newspapers (16%), and flyers and billboards (16%).

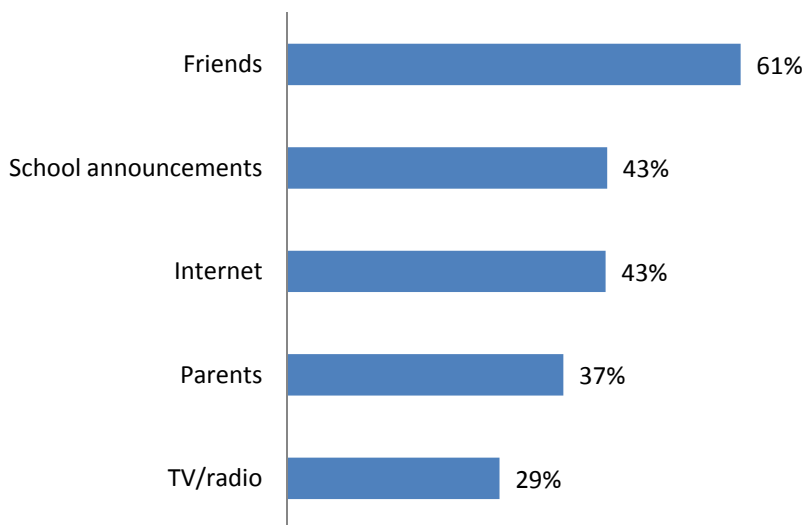


Figure 31. How do You Find Out About Activities That Appeal to You?

By far, cellular telephones (49%) and social networking sites on the Internet (40%) are the most common ways respondents reported as a means for communication. As shown in Figure 32, home telephones (34%) and text messaging

(33%) were also reported by approximately one-third of respondents as important means of communication. Blogs, however, were reported by relatively few respondents (2%) as a primary means of communication.

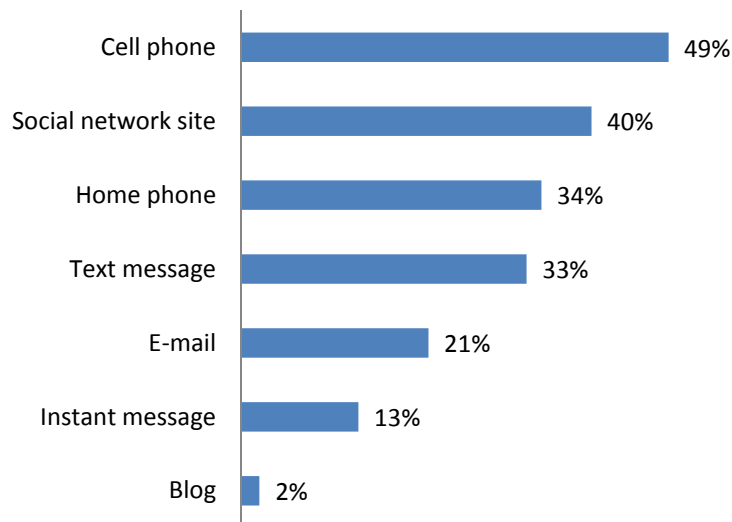


Figure 32. How do You Communicate With Others?

Nearly three-fourths (73%) of respondents reported that their primary source of Internet access is from home. Few (1%) reported accessing the Internet at community centers or libraries (5%).

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and

teen noncity residents) and where they access the Internet. The relationship between these variables was statistically significant,  $\chi^2(6, N = 1,051) = 40.817, p < .000$ , indicating that the two samples differ statistically in terms of where they access the Internet (see Figure 33), with teen noncity residents more likely to access the Internet at home than teen city residents.

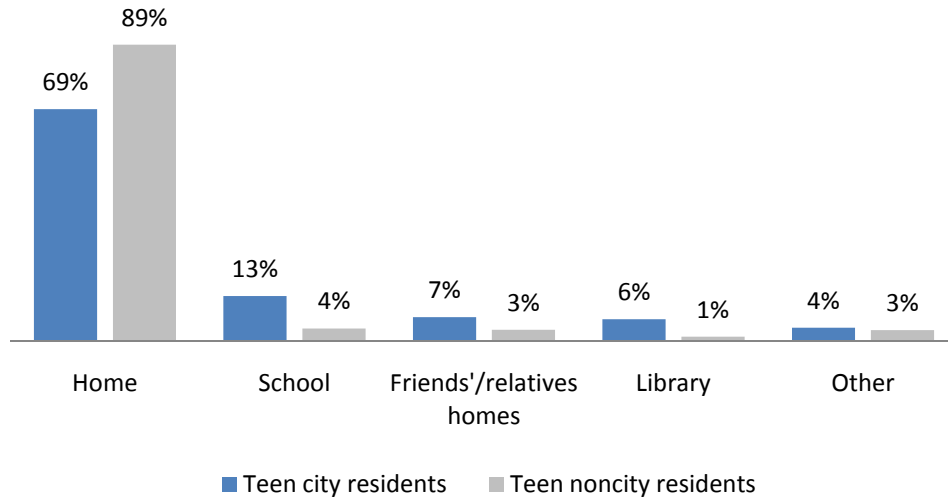


Figure 33. Where do You Most Often Access the Internet?

### Aspirations

As shown in Figure 34, nearly all (93%) respondents reported believing that they are receiving a high quality education.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and

teen noncity residents) and whether respondents perceive that they are receiving a high quality education. The relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,113) = 2.708, p = 1.000$ , indicating that the two samples do not differ statistically in terms of their perceptions of whether they are receiving a high quality education.

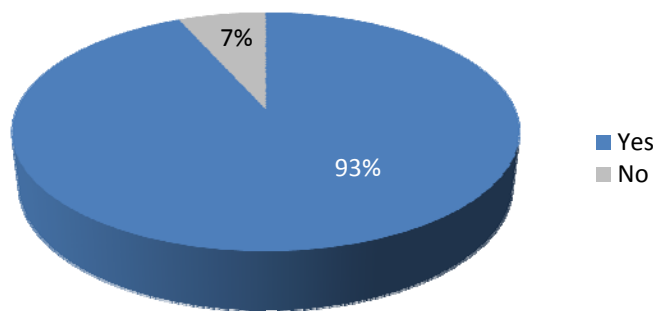


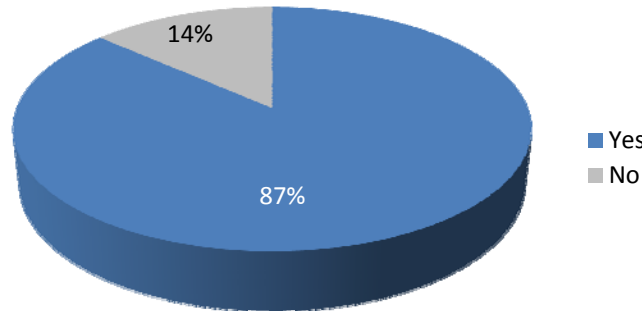
Figure 34. Do you Think you are Getting a Good Education?

Nearly 9 out of 10 (87%) of respondents reported that they feel prepared for life after school (see Figure 35).

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether respondents feel prepared for life after school.

The relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,113) = 0.286, p = .593$ , indicating that the two samples

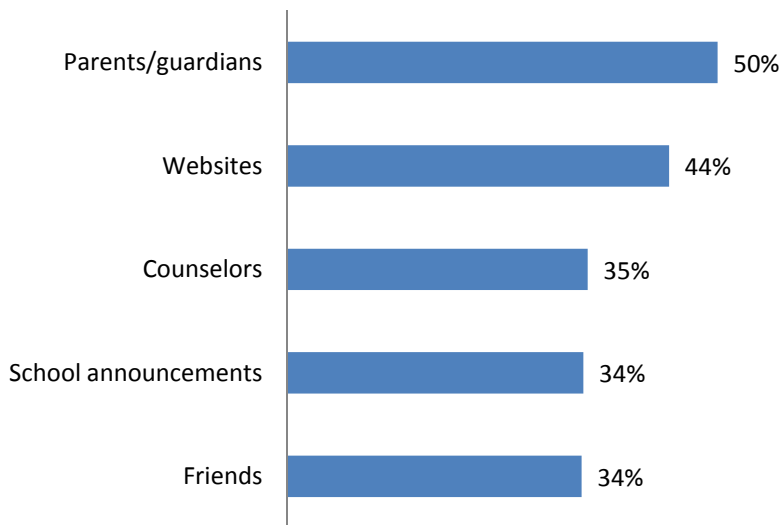
do not differ statistically in terms of their perceptions as to whether they feel prepared for life after school.



**Figure 35. Do you Think you are Being Prepared for Life After High School Ends?**

As shown in Figure 36, the majority of respondents indicated that they get information about college from their parents or guardians (50%) or from Web sites (44%). About one-third (35%) use school counselors, announcements (34%), or their friends (34%) as sources of

information about college. The least used sources of information about college, aside from those who reported that they do not get any information (5%), were the Yellow Pages (2%), newspapers (16%), and flyers and billboards (17%).



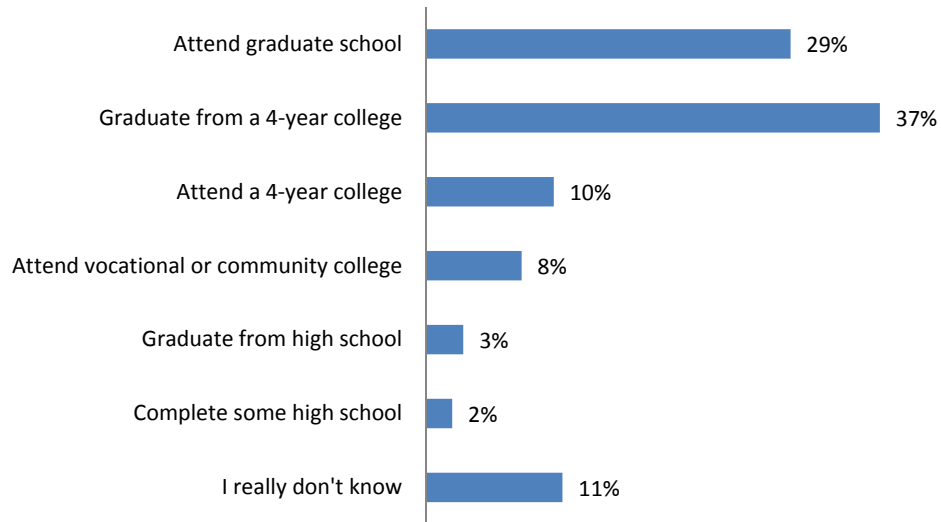
**Figure 36. Where do You Get Information About College?**

Over three-quarters (76%) of respondents reported that they at least plan to attend a 4-year college; of that number, nearly one-third (29%) reported that they intend to go to graduate school, as shown in Figure 37.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and anticipated level of education. The relationship between these

variables was statistically nonsignificant,  $\chi^2(6, N = 1,072) = 12.266, p = .056$ , indicating that the

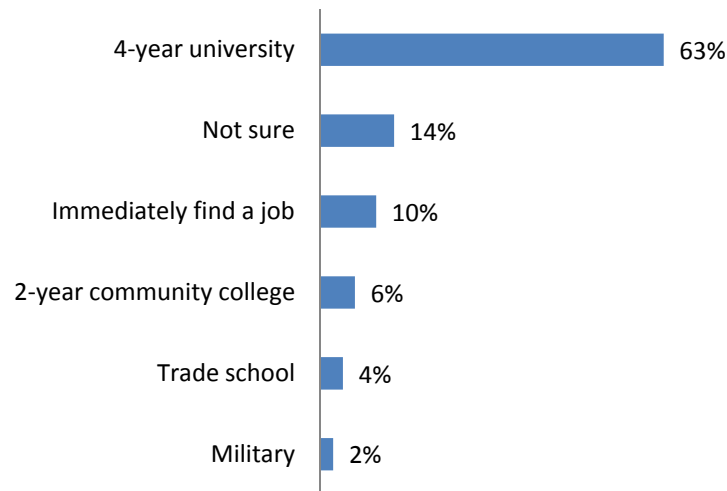
two samples do not differ statistically in terms of anticipated level of education.



**Figure 37. As Things Stand Now, How Far in School do You Think You Will Get?**

As with respondents' reported anticipated level of education, a large majority (63%) reported that they will attend a 4-year university immediately following high school. As shown in Figure 38, only one in ten (10%) respondents reported that they will immediately find a job. For both anticipated level of education and immediate plans after high school, only a small proportion of all respondents (11% and 13%, respectively) indicated that they were not certain with respect to their educational pursuits.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and anticipated level of education. The relationship between these variables was statistically nonsignificant,  $\chi^2(6, N = 1,072) = 12.266, p = .056$ , indicating that the two samples do not differ statistically in terms of anticipated level of education.



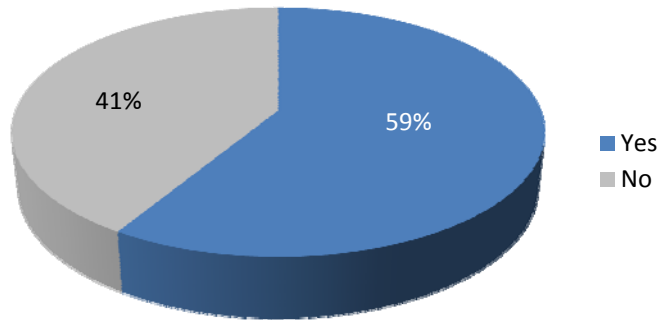
**Figure 38. What Are Your Plans After High School?**

Overall, 59 percent of all respondents indicated that they had, at some point, been employed as shown in Figure 40. As a general rule, the Fair Labor Standards Act (FLSA) sets 14 years of age as the minimum age for employment, and limits the number of hours worked by minors under the age of 16 (U. S. Department of Labor, 2009).<sup>11</sup> Younger workers may have been employed informally, however, such as with babysitters. Considering only respondents who reported being 14 years of age or older, the figure for employment increases only moderately (45%).

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and having ever been employed. The relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,070) = 1.583, p = .208$ , indicating that the two samples do not differ statistically in terms of respondents having ever been employed.

<sup>11</sup> Retrieved May 17 from <http://www.dol.gov/dol/topic/youthlabor/agerequirements.htm>

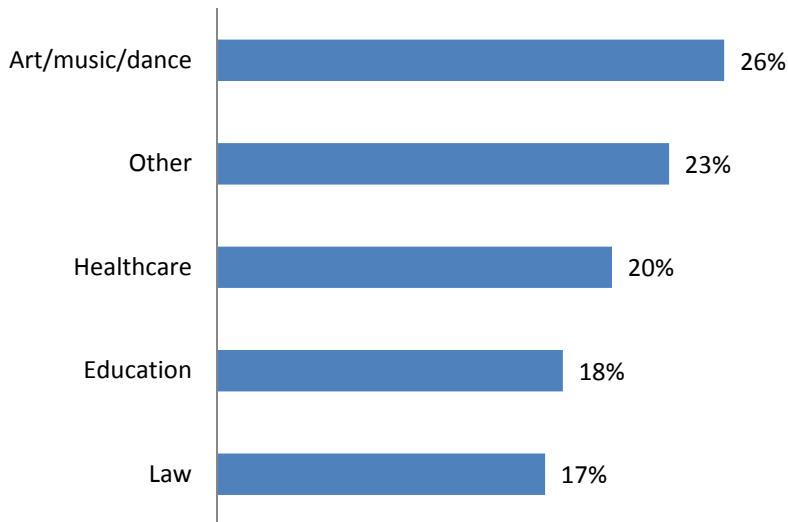




**Figure 39. Have You Ever Been Employed?**

More than one-fourth (26%) of all respondents indicated that they intend to pursue careers in the arts (including music and dance) as shown in Figure 40. Many respondents also indicated interest in healthcare (20%), education (18%), and law (17%). Career fields with the lowest

respondent interest (not shown) included clerical (1%), manufacturing (1%), construction (2%), agriculture (2%), aviation (3%), and nonprofit (3%).



**Figure 40. What Professional Fields Interest You?**

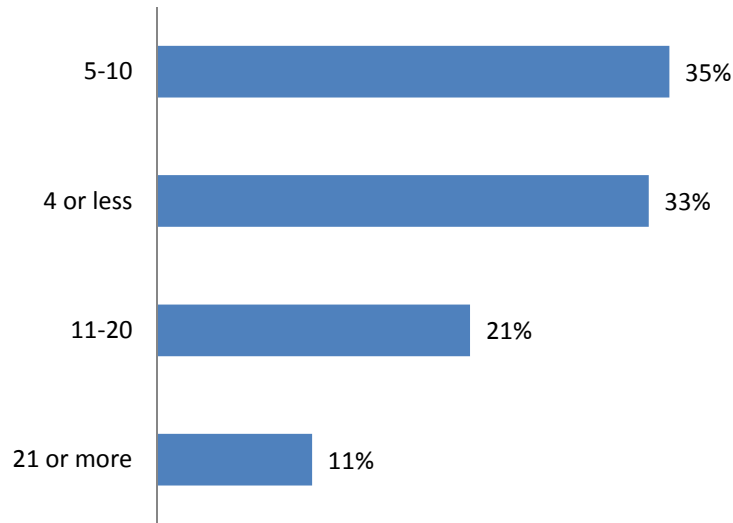
### Finance

Of respondents who reported that they had been employed at some point, one-third reported working 5 to 10 hours per week (35%) or less than 4 hours per week (33%) as shown in Figure 41.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and hours worked per week if having ever been employed. The relationship between these variables was statistically nonsignificant,  $X^2(4, N = 1,070) =$

1.828,  $p = .767$ , indicating that the two samples do not differ statistically in terms of hours

worked per week if having ever been employed.

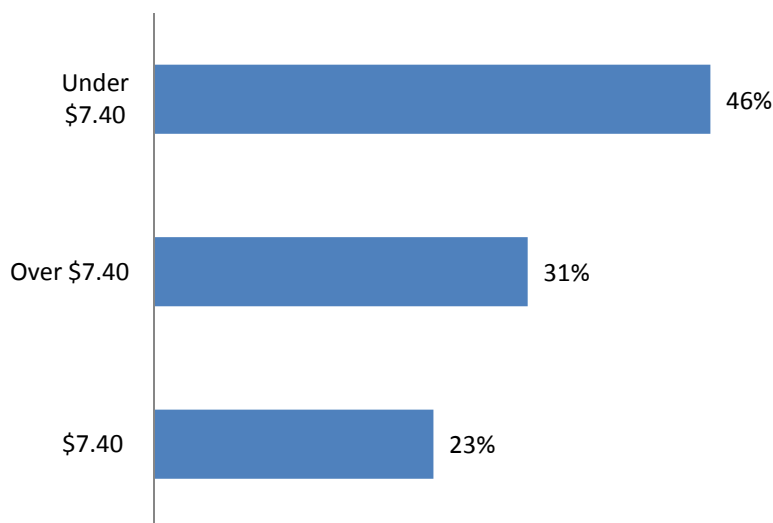


**Figure 41. How Many Hours Per Week Do/Did You Work for Pay?**

Nearly half (46%) of all respondents indicated that they worked for less than the minimum wage of \$7.40 per hour set forth by the state of Michigan. As Figure 42 illustrates, nearly one-fourth (23%) worked for the minimum wage and one-third (31%) earned above minimum wage.

area of residence (i.e., teen city residents and teen noncity residents) and hourly wage if having ever been employed. The relationship between these variables was statistically nonsignificant,  $X^2(3, N = 1,070) = 4.071, p = .254$ , indicating that the two samples do not differ statistically in terms of hourly wage if having ever been employed.

A chi-square test of independence was performed to examine the relationship between

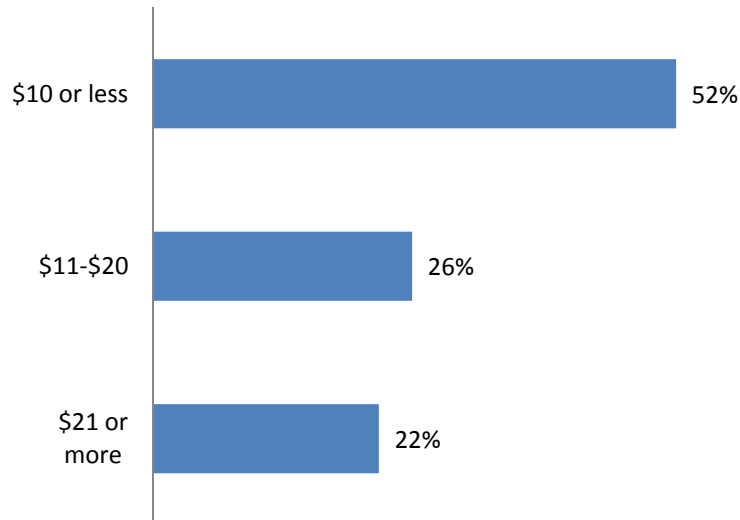


**Figure 42. How Much Were/Are You Paid Per Hour?**

More than half (52%) of respondents reported that they had less than \$10 per week in disposable money as shown in Figure 44. The other half of respondents had between \$11-\$20 (26%) or more than \$21 (22%) in disposable money per week.

A chi-square test of independence was performed to examine the relationship between

area of residence (i.e., teen city residents and teen noncity residents) and amount of weekly disposable money. The relationship between these variables was statistically nonsignificant,  $\chi^2(2, N = 1,085) = 1.590, p = .377$ , indicating that the two samples do not differ statistically in terms of amount of weekly disposable money.

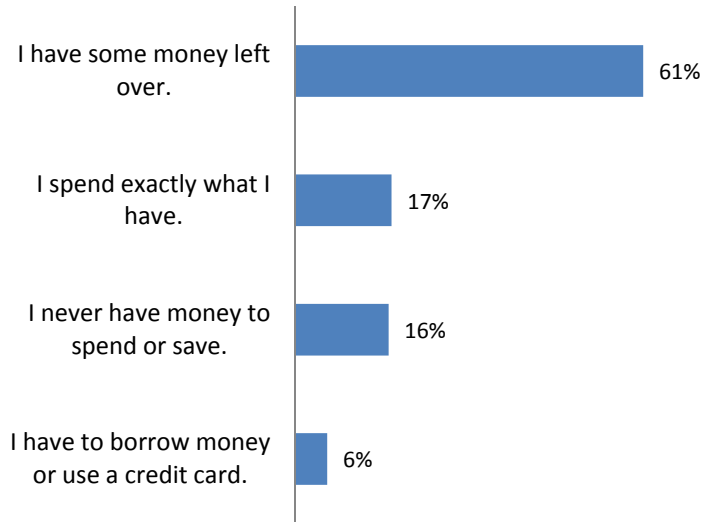


**Figure 43. On Average, How Much Money do You Have Available to Spend (Allowances/Wages) per Week?**

As shown in Figure 44, nearly two-thirds (61%) of respondents indicated that they have some money left over each week, and 6 percent reported that they either borrow money or use credit cards.

A chi-square test of independence was performed to examine the relationship between

area of residence (i.e., teen city residents and teen noncity residents) and amount of weekly disposable money. The relationship between these variables was statistically nonsignificant,  $\chi^2(3, N = 1,085) = 1.414, p = .702$ , indicating that the two samples do not differ statistically in terms of amount of weekly disposable money.

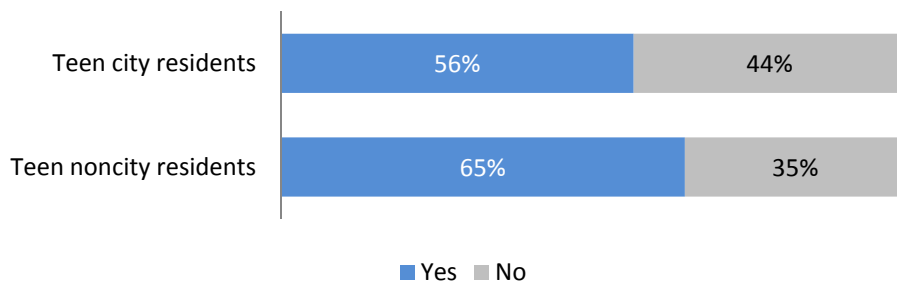


**Figure 44. What is Your Spending Habit?**

More than half (58%) of all respondents reported that they have either savings accounts, checking accounts, or debit cards.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and having a savings account, checking account, or debit card. The

relationship between these variables was statistically significant,  $\chi^2(1, N = 1,085) = 5.307, p = .021$ , indicating that the two samples differ statistically in terms of having either a savings account, checking account, or debit card (see Figure 46), where teen noncity residents are slightly more likely to have either a savings account, checking account, or debit card than teen city residents.



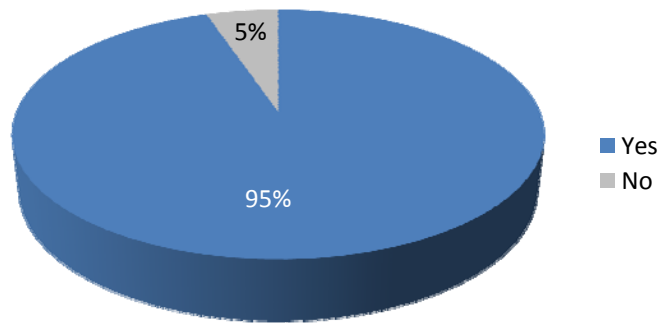
**Figure 45. Do You Have a Savings Account, Checking Account, Credit Card, or Debit Card?**

### Adults

As shown in Figure 46, nearly all (95%) respondents reported that their parents or guardians encourage them to attend college.

A chi-square test of independence was performed to examine the relationship between

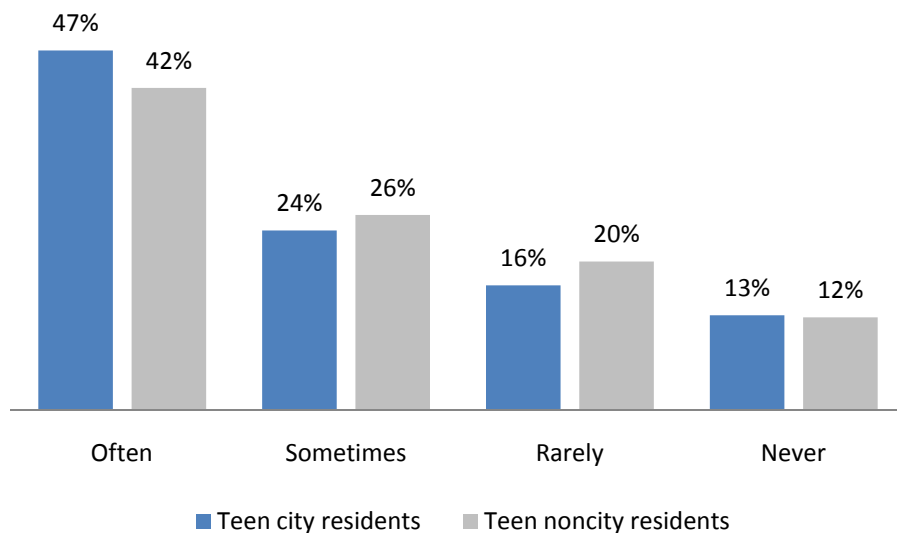
area of residence (i.e., teen city residents and teen noncity residents) and having been encouraged to attend college by their parents or guardians. The relationship between these variables was statistically nonsignificant,  $\chi^2(1, N = 1,113) = 0.029, p = .864$ , indicating that the two samples do not differ statistically in terms of having been encouraged to attend college by their parents or guardians.



**Figure 46. Have You Been Encouraged by Parents or Guardians to go to College?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether parents or guardians check on whether their homework has been done. The relationship between these

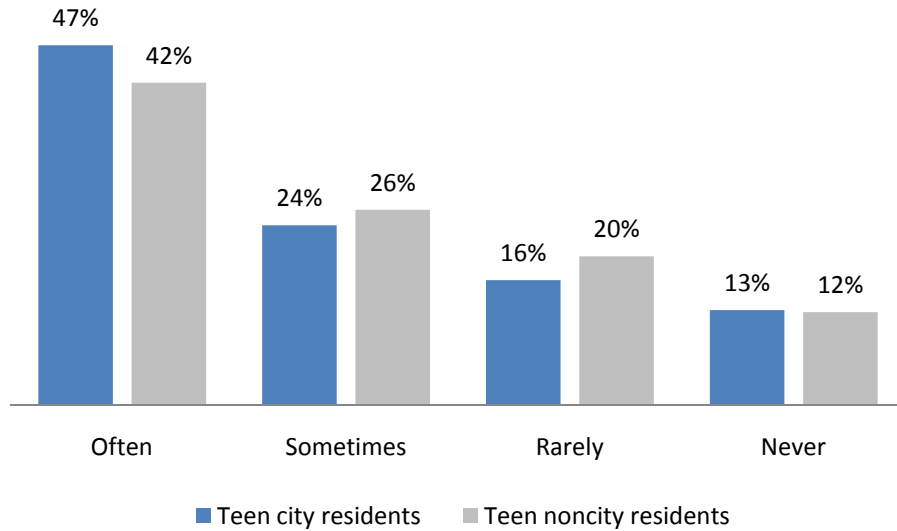
variables was statistically nonsignificant,  $\chi^2(3, N = 1,060) = 2.406, p = .493$ , indicating that the two samples do not differ statistically in terms of whether parents or guardians check on whether their homework has been done (see Figure 47).



**Figure 47. How Often do Parents/Guardians Check on Whether Homework Has Been Done?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether parents or guardians require work or chores around the home. The relationship between these variables

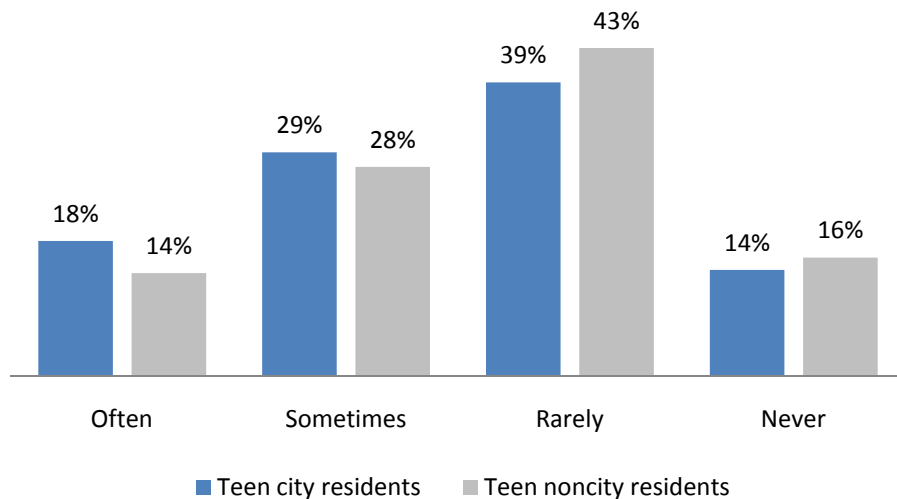
was statistically nonsignificant,  $\chi^2(3, N = 1,059) = 5.902, p = .116$ , indicating that the two samples do not differ statistically in terms of whether parents or guardians require work or chores around the home (see Figure 48).



**Figure 48. How Often do Parents/Guardians Require Work or Chores Around the Home?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether parents or guardians solve problems for respondents. The relationship between these variables was

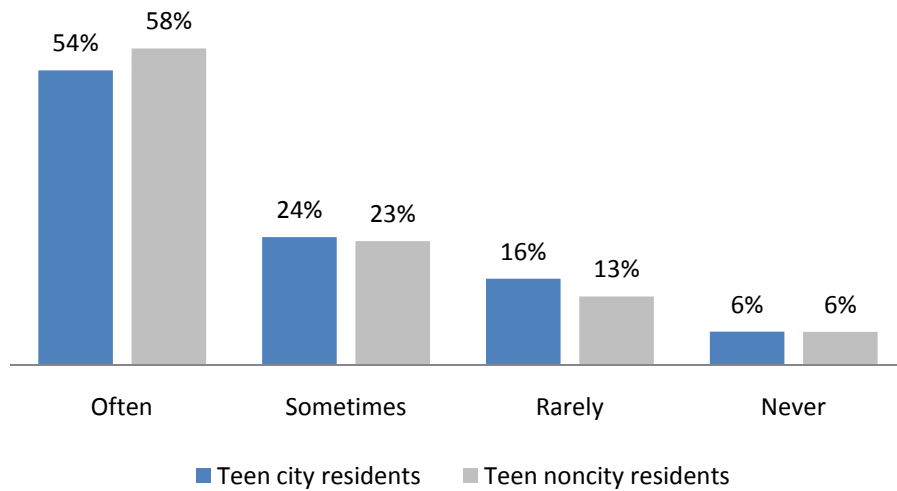
statistically nonsignificant,  $\chi^2(3, N = 1,057) = 3.533, p = .317$ , indicating that the two samples do not differ statistically in terms of whether parents or guardians solve problems for respondents (see Figure 50).



**Figure 49. How Often do Parents/Guardians Solve Many of Your Problems?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether family meals are eaten together. The relationship

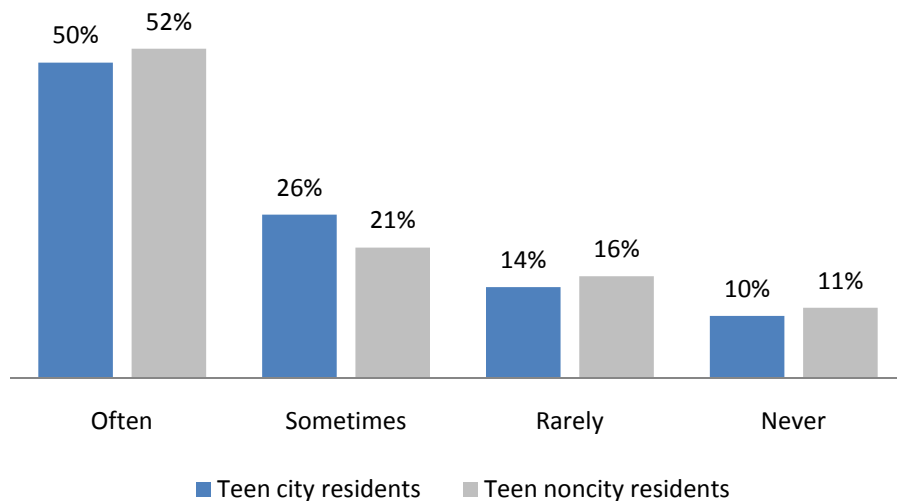
between these variables was statistically nonsignificant,  $\chi^2(3, N = 1,055) = 1.929, p = .587$ , indicating that the two samples do not differ statistically in terms of whether family meals are eaten together (see Figure 50).



**Figure 50. How Often Are Family Meals Eaten Together?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether parents or guardians check up on respondents after school. The relationship between these variables was

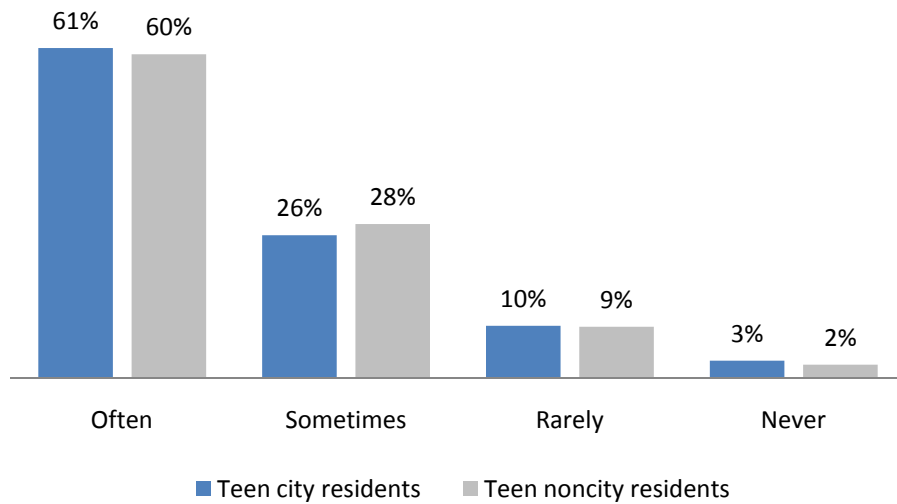
statistically nonsignificant,  $\chi^2(3, N = 1,054) = 2.901, p = .407$ , indicating that the two samples do not differ statistically in terms of whether parents or guardians check up on respondents after school (see Figure 51).



**Figure 51. How Often do Your Parents/Guardians Check up on You After School?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether parents or guardians say or do things to make respondents feel supported. The relationship between these

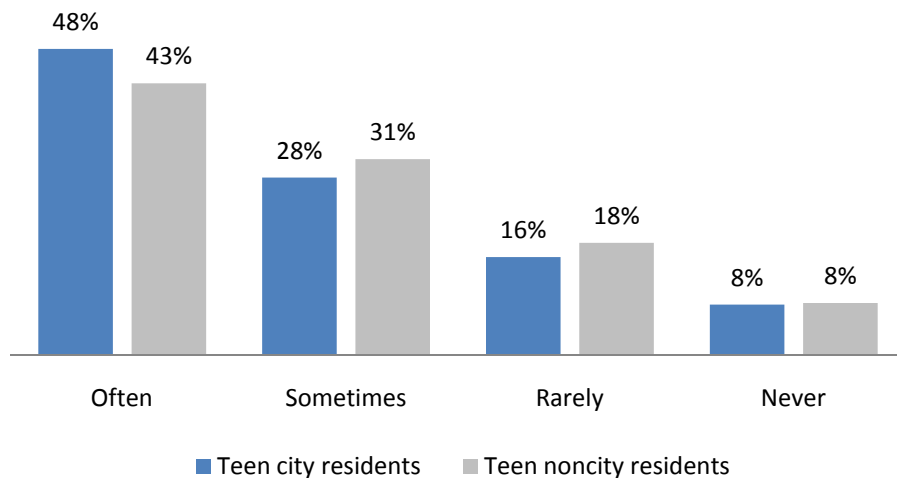
variables was statistically nonsignificant,  $\chi^2(3, N = 1,054) = 0.685, p = .877$ , indicating that the two samples do not differ statistically in terms of whether parents or guardians say or do things to make respondents feel supported (see Figure 52).



**Figure 52. How Often do Your Parents/Guardians Say and Do Things to Make You Feel Supported?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether parents or guardians ask who respondents' friends are. The relationship between these variables was

statistically nonsignificant,  $\chi^2(3, N = 1,054) = 2.318, p = .509$ , indicating that the two samples do not differ statistically in terms of whether parents or guardians ask who respondents' friends are (see Figure 53).

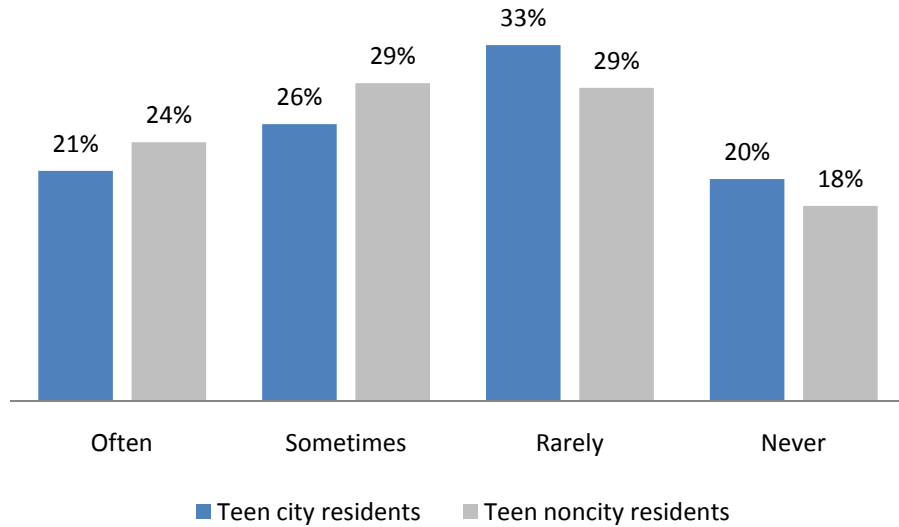


**Figure 53. How Often do Your Parents/Guardians Ask You Who Your Friends Are?**

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether parents or guardians do things that they tell respondents' not to do. The relationship between these

variables was statistically nonsignificant,  $\chi^2(3, N = 1,054) = 3.044, p = .385$ , indicating that the two samples do not differ statistically in terms of whether parents or guardians do things that they tell respondents' not to do (see Figure 54).



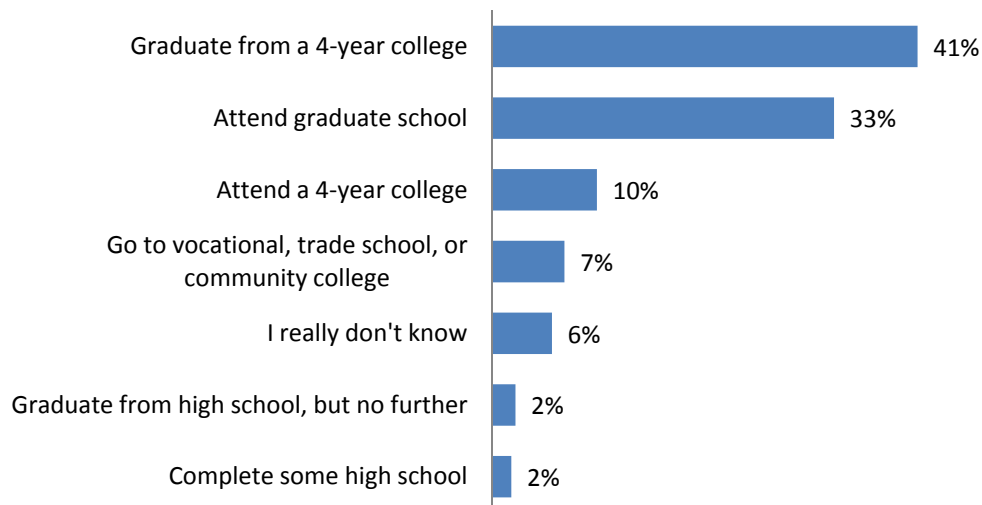


**Figure 54. How Often do Parents/Guardians Do Things They Tell You Not to Do?**

As shown in Figure 55, a large majority (84%) of parents and guardians, as reported by respondents, at least expect them to attend a 4-year university; and 33 percent of those expect them to attend graduate school. Very few (4%) parents and guardians expect respondents to either complete some high school or only high school.

A chi-square test of independence was performed to examine the relationship between

area of residence (i.e., teen city residents and teen noncity residents) and the extent of education expected by respondents' parents or guardians. The relationship between these variables was statistically nonsignificant,  $\chi^2(6, N = 1,062) = 10.193, p = .117$ , indicating that the two samples do not differ statistically in terms of the extent of education expected by respondents' parents or guardians.



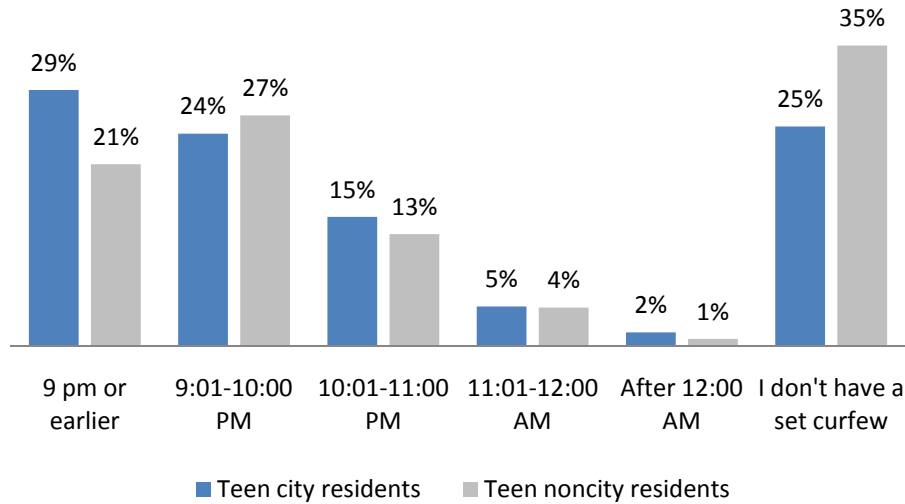
**Figure 55. How Far in School do You Think Your Parents or Guardians Want You to Get?**

Equal proportions of respondents indicated that they either have a curfew of 9:00 P.M. or earlier

(28%) or no set curfew (27%) on school nights at all.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and curfew during school nights. The relationship between these variables was statistically significant,  $\chi^2(5, N =$

$1,085) = 12.814, p = .025$ , indicating that the two samples differ statistically in terms of curfew during school nights (see Figure 56), where teen noncity residents are slightly more likely to not have a set curfew than teen city residents.



**Figure 56. What Time is Your Curfew (Time Your Parents or Guardians Expect You Home) on School Nights?**

During the summer months and on weekends, the proportion of city respondents not having a set curfew nearly doubles (46%). Relatedly, the proportion of respondents reporting a curfew of 9:00 PM or earlier is less than a third (6%) on the weekend and during the summer as for school nights.

area of residence (i.e., teen city residents and teen noncity residents) and curfew on weekends and during the summer. The relationship between these variables was statistically significant,  $\chi^2(5, N = 1,085) = 12.986, p = .024$ , indicating that the two samples differ statistically in terms of curfew on the weekends and during summer (see Figure 57), where teen noncity residents are slightly more likely to not have a set curfew than teen city residents.

A chi-square test of independence was performed to examine the relationship between

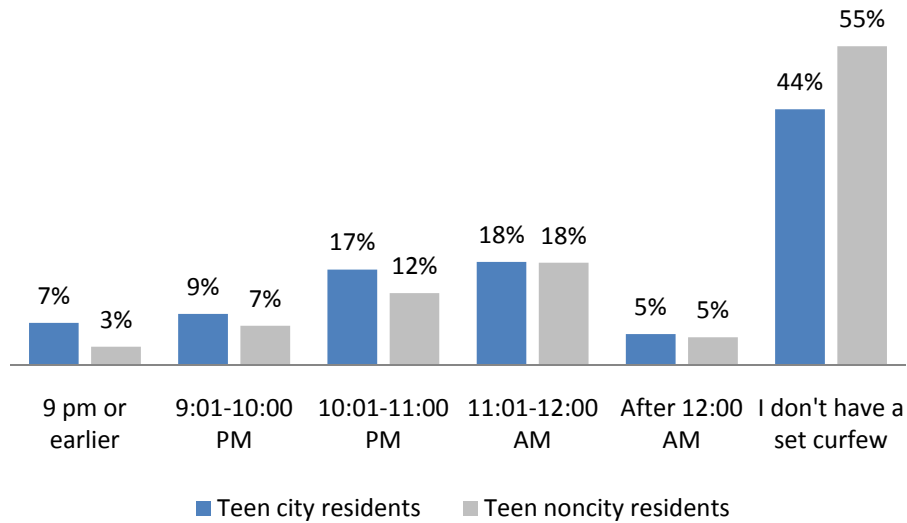


Figure 57. What Time is Your Curfew on the Weekend or During Summer?

### Youth Voice

As shown in Figure 58, a majority (72%) of respondents believed that they could voice their opinions about their schools or communities and that someone would listen and act upon those opinions.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether

respondents believe they can voice their opinions about their schools or communities and that someone would listen and act upon those opinions. The relationship between these variables was not statistically significant,  $\chi^2(1, N = 1,057) = 0.593, p = .491$ , indicating that the two samples do not differ statistically in terms of whether respondents believe they can voice their opinions about their schools or communities and that someone would listen and act upon those opinions.

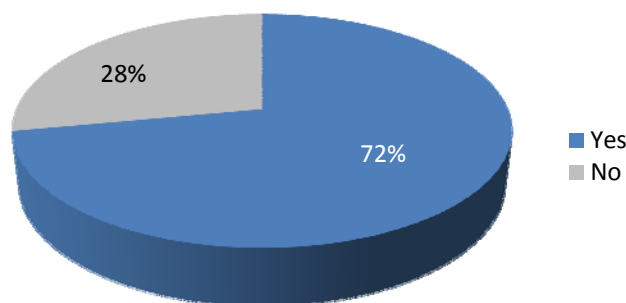
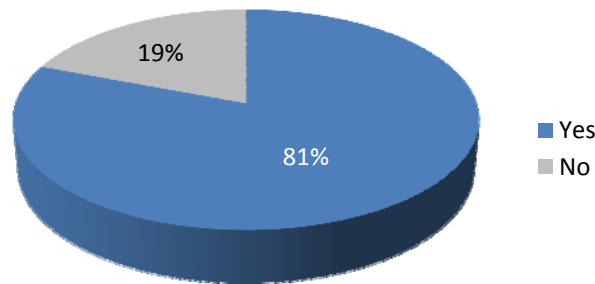


Figure 58. Do You Believe You Can Voice Your Opinions About Your School or Community to Someone Who Will Listen and Do Something About It?

An even larger majority of respondents reported that adults take their concerns and opinions seriously as shown in Figure 59.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and teen noncity residents) and whether respondents believe that adults take their

concerns and opinions seriously. The relationship between these variables was not statistically significant,  $\chi^2(1, N = 1,057) = 0.913$ ,  $p = .339$ , indicating that the two samples do not differ statistically in terms of whether respondents believe that adults take their concerns and opinions seriously.

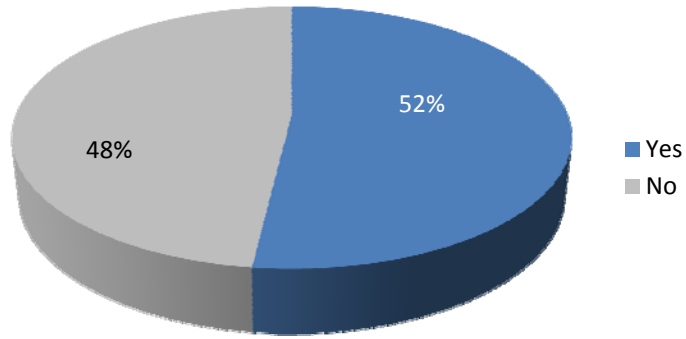


**Figure 59. Do Adults Take You Seriously?**

Even though the vast majority of respondents reported believing that they could voice their opinions and concerns and that adults would take them seriously, only half (52%) reported having adequate opportunities to voice their opinions and concerns about their schools and communities, as shown in Figure 60.

A chi-square test of independence was performed to examine the relationship between area of residence (i.e., teen city residents and

teen noncity residents) and whether respondents believe that have adequate opportunities to voice their opinions and concerns about their schools and communities. The relationship between these variables was not statistically significant,  $\chi^2(1, N = 1,057) = 0.325$ ,  $p = .569$ , indicating that the two samples do not differ statistically in terms of whether respondents believe they have adequate opportunities to voice their opinions and concerns about their schools and communities.



**Figure 60. Are There Enough Opportunities or Events For You to Give Your Opinion on Important Issues in Your School or Community?**

# 4

## Conclusion

In the final section of this report, a summary of key findings and a few concluding remarks are provided.

### Key Finding #1: City and Noncity Teens are Alike in Many Important Ways

In general, the teen city and noncity subsamples share the same characteristics in terms of feelings safety, access to support, use of free time, educational aspirations, spending habits, employment, perceptions of adults, and their ability to voice their opinions. Key findings where the samples were similar include these:

- More than two-thirds (67%) of all respondents reported engaging in some form of volunteer activity.
- Nearly all (93%) respondents reported that they believe they are receiving a high quality education.
- Eighty-eight percent (88%) of respondents reported feeling safe in school, although 53 percent reported that they experienced bullying at some point.
- Nearly 9 out of 10 (87%) of respondents reported that they feel prepared for life after school.
- Two-thirds (66%) of all respondents reported that they intend to complete a 4-year college degree, of which 29 percent reported that they intend to go to graduate school.
- By far, cellular telephones (49%) and social networking sites on the Internet (40%) are

the most common ways respondents reported as a means of communication.

- The two top places where teens hang out are their friends' homes (60%) and their own home (50%).
- Overall, 59 percent of all respondents indicated that at some point they had held a job.
- More than half (58%) of all respondents reported that they have savings accounts, checking accounts, or debit cards.
- A majority (72%) of respondents believed they could voice their opinions about their schools or communities and that someone would listen and act upon those opinions.

### Key Finding #2: Parents and Guardians are Essential Support Figures for Teens

Parents and guardians appeared over and over as a critical figure in the lives of both city and noncity youth. From transportation to setting expectations for college, parents and guardians have great influence. The overarching point among these findings is that teens are reporting on the centrality of parents and guardians at times in their lives when those very people are typically pushed away.

- Nearly all (95%) respondents reported that their parents or guardians encourage them to attend college.
- A large majority (83%) of parents and guardians, as reported by respondents, expect them to attend a 4-year university and 33 percent expect them to attend graduate school.
- Nearly three-fourths (73%) of respondents reported that their primary source of Internet access is from home.
- Half of respondents indicated that they get information about college from their parents or guardians (50%).
- Respondents reported high levels of parent or guardian engagement in terms of checking on whether they have done their homework (47%), eating a family meal

together (55%), checking up on them after school (51%), saying and doing things that make them feel supported (61%), and asking who their friends are (48%).

- Almost all (96%) respondents reported feeling safe at home.
- For nearly one-third of the respondents (32%), parents and guardians were a main motivational factor for volunteering.
- Half of respondents (50%) cited their home as a primary place to hang out.

### Key Finding #3: City Youth Need More Neighborhood and Community Supports

Whether they live within or outside city boundaries, teens need community and neighborhood supports. Although there were many similarities between the subsamples, some areas of statistical difference that appeared between city and noncity youth that should be noted for further discussion:

- The majority of teens reported having experienced discrimination (67%) at some point. City teens experienced discrimination more often than noncity teens.
- Teen city residents were also more likely to have been approached to join a gang (22%) than noncity teens (16%).
- While the degree of feeling safe within neighborhoods was quite high for all teens, city teens were statistically more likely to feel unsafe in their neighborhood. Twenty percent (20%) of city teens did not feel safe compared with 10% for noncity teens.
- While the majority (74%) of city teens have trust in the police, over one in four (26%) do not.
- Twenty-nine percent (29%) of respondents from the city claimed that their neighbors are not willing to help young people compared with 19 % of youth who live outside city limits.
- Twenty-one percent (21%) of teen respondents in Grand Rapids said their neighbors have trouble getting along with

one another compared with 11% for noncity teens.

Together, this set of findings reflects a social component of city youth lives, primarily between city youth and nonfamily adults, though peers are also involved to a lesser degree. Half of the key findings here center on neighborhood and a sense of community, suggesting a good starting point for making changes.

### Areas for Further Dialogue

Despite conventional wisdom and stereotypes about Grand Rapids youth, the data and findings presented in this report clearly indicate that Grand Rapids youth are, on average, engaged in their communities and planning for their futures. Bridging the gap between societal perceptions and the lived experiences of young people will be important to develop the city as a whole. Areas for further reflection and dialogue include these:

- The seeming disparity that exists between what youth think about their education (87% believe they are prepared for life after school) and what higher education and business institutions report about their lack of readiness for college and work (22% of ACT-tested students met or exceeded all three ACT College Readiness Benchmarks).
- As demonstrated, parents and guardians are central figures in the lives of young people. Still, nearly one-quarter (24%) of respondents reported that their parents rarely or never ask who their friends are, and 29 percent said their parents rarely or never check on whether they have done their homework.
- If one believes it takes a village to raise a child, then how and in what ways can we collectively within neighborhoods support teens knowing what we do? How do

neighbors come together to support young people and ensure their safety and success?

Collectively, these data will inform and contribute to the development of a comprehensive Grand Rapids Youth Master Plan with recommendations for targeted action to ensure all youth are ready for college, work, and life.



## Appendix A

The table below displays the zip codes by which responses were broken down for analysis. We acknowledge that the zip codes in each column are not entirely exclusive along those geographic lines (for example, 49534 is both

inside and outside Grand Rapids city limits). Therefore, the designation is not perfect. Non-city zip codes include those provided by survey respondents.

### City Zip Codes

49503  
49504  
49505  
49506  
49507  
49508  
49546  
49525

### Noncity Zip Codes

49509  
49341  
48809  
49428  
49301  
49534  
49519  
49050  
49908  
49076  
49424  
49316  
49341

## Appendix B

### Grand Rapids Teen Profile Survey

#### **GRAND RAPIDS TEEN SURVEY ASSENT FORM**

This survey is being conducted by Our Community's Children, a public/private partnership of the city of Grand Rapids, the Grand Rapids Public Schools, Western Michigan University, and other community partners. The survey will ask you about your school experience, friends, future plans, and your thoughts on some big issues in G.R. The input you give in this survey will help the city better understand the youth and plan more effective ways to help you and your friends be successful in school and life. You also will have the option to enter a raffle for a \$100 mall gift card.

Only middle and high school youth are being asked to complete the survey, and there is little or no risk involved. If you are looking at this Web site during unauthorized school hours, you may be at risk for breaking school rules. Please make sure you are participating in this survey during authorized time. Completing this survey is voluntary and should take about 20 minutes.

We will not share anyone's individual answers, but at the end of the survey you will be able to see how everyone else has answered so far. We will ask you to enter your name and contact information at the end so that you can be entered into the drawing for a chance to win a \$100 mall gift card. But no one will be able to link your name to the answers you give in the survey. Reports about the survey will be made to the public in April 2009, but survey responses will be collected for only two weeks, so don't wait to enter the raffle!

You will be able to skip any questions you feel uncomfortable answering at any time. Skipping questions will not change your chances of winning the drawing. You can also quit the survey at any time without affecting your chances. If you do quit the survey without providing your contact information to enter the drawing, you can call Dr. Chris Coryn at 269-387-5895 to still enter to win.

If you give your permission for Our Community's Children and Western Michigan University to use your survey responses to improve the success of young people, please click below. You may choose to withdraw your permission to use your answers for this study at any time without consequences or penalty by calling Dr. Chris Coryn (269-387-5895) at Western Michigan University. You are welcome to contact Dr. Chris L. S. Coryn (269-387-5895) or Lynn Heemstra (616-456-4353) if you have any questions. You may also contact the Chair, Human Subjects Institutional Review Board, (269-387-8293) or the Vice President for Research (269-387-8298) at Western Michigan University if you have questions or problems during the course of the study.

This assent document was approved for use by the Human Subjects Institutional Review Board (HSIRB) on October 8, 2008. Do not participate in the study after October 8, 2009.

I agree:

- A. Yes
- B. No

**YOUR BACKGROUND**

**1. How old are you?**

- A. 13 or younger
- B. 14
- C. 15
- D. 16
- E. 17
- F. 18
- G. 19 or older

**2. What grade are you in?**

- A. 6<sup>th</sup>
- B. 7<sup>th</sup>
- C. 8<sup>th</sup>
- D. 9<sup>th</sup>
- E. 10<sup>th</sup>
- F. 11<sup>th</sup>
- G. 12<sup>th</sup>

**3. Are you:**

- A. Male
- B. Female

**4. Is English the main language spoken in your home?**

- A. Yes
- B. No

**5. What is your race/ethnicity?**

- A. Multiethnic
- B. White
- C. Asian or Other Pacific Islander
- D. South Asian
- E. Black/African American
- F. Hispanic/Latino
- G. Native American, Hawaiian, or Alaska Native
- H. Other ethnicity

**6. Not including yourself, how many people live in the house where you usually stay?**

- A. One
- B. Two
- C. Three
- D. Four
- E. Five
- F. Six
- G. Seven
- H. Eight or more

**7. How long have you lived in the United States?**

- A. Four years or less
- B. More than four years
- C. I have always lived in the United States

**8. What is your zip code?**

**9. Where do you go to school?**

**SAFETY & SCHOOL**

**10. Do you feel you are getting a good education?**

- A. Yes
- B. No

**11. Do you feel you are being prepared for life after high school ends?**

- A. Yes
- B. No

**12. Where do you get information about careers and college?**

- A. Newspapers
- B. School Announcements
- C. Friends (word-of-mouth)
- D. TV/Radio
- E. Flyers/Billboards
- F. Brochures
- G. Yellow Pages/White pages
- H. Web sites
- I. Parents
- J. Counselors
- K. I don't get information about college
- L. Other

**13. Have you been encouraged by parents or guardians to go to college?**

- A. Yes
- B. No

**14. How often have you been bullied in school?**

- A. Often
- B. Sometimes
- C. Rarely
- D. Never

**15. How often have you experienced discrimination (being treated unfairly because of your race, gender, size, family income, etc.)?**

- A. Often
- B. Sometimes
- C. Rarely
- D. Never

(MARK ONE ON EACH LINE)

YES NO

- 16. Have you been approached to be a part of a gang?
- 17. Are you a part of a gang?
- 18. Do you trust the police in your community?
- 19. Do you feel safe in your school?
- 20. Do you feel safe in your home?
- 21. Do you feel safe in your neighborhood?
- 22. Are the people in your neighborhood willing to help young people?
- 23. Do the people in your neighborhood generally get along with each other?
- 24. Can the people in your neighborhood be trusted?
- 25. Do you know your neighbors?

**AFTER SCHOOL/HOBBIES**

**26. How do you like to spend your free time? (select top 2)**

- A. Participating in community service
- B. Being in sports (basketball, football, martial arts, etc.)
- C. Performing arts (drama, dance, music, etc.)
- D. Doing extracurricular activities (student government, school paper, campus clubs and organizations, etc.)
- E. Taking classes for fun outside of school

- F. Doing arts and crafts
- G. Working out/exercise/aerobics
- H. Working on computers, computer games, surfing the net
- I. Doing religious activities
- J. Hanging out with friends
- K. Hanging out with family
- L. Reading
- M. Sleeping
- N. Other

**27. What types of facilities and activities for youth would you attend in the community? (select up to 3)**

- A. Arcade
- B. Bowling alley
- C. Coffeehouse
- D. Dance club
- E. Extreme sports facility (rock-climbing)
- F. Hockey rink
- G. Miniature golf course
- H. Theme restaurants (e.g. Hard Rock café, Planet Hollywood)
- I. Roller skating/roller blading rink
- J. Skate park
- K. Laser tag/paintball
- L. Teen Center
- M. Teen programs/activities at area parks
- N. Teen programs/activities on school campuses
- O. Teen programs/activities housed in a Grand Rapids Public Library
- P. Traveling recreation brought to your neighborhood (Bookmobile, etc)
- Q. None

**28. Do you volunteer free time for your religious group, community, or for people in need?**

- A. Yes
- B. No

**29. What motivates you to participate in activities or organizations? (check all that apply)**

- A. Interest/hobby
- B. Desire to meet new people
- C. Desire to have fun
- D. Desire to help others
- E. Learn something new/personal growth
- F. For college resume
- G. Course or class credit
- H. Money
- I. To gain experience for a future profession/career
- J. Parent/guardian suggestion
- K. Friend/peer suggestion
- L. I do not participate in activities
- M. Other

**FREE TIME**

**30. When do you most frequently find yourself with nothing to do?**

- A. All the time
- B. Weekday afternoons
- C. Weekday evenings
- D. Weekend/summer days
- E. Weekend/summer evenings
- F. Almost never

**31. What is your main form of transportation?**

- A. My parents
- B. Brothers or sisters
- C. Friends
- D. I drive

- E. Bike, skateboard, walk, etc.
- F. Public transportation/Bus
- G. Other

**32. On average how much money do you have available to spend (allowances/wages) per week?**

- A. \$10 or less a week
- B. \$11-20 a week
- C. \$21 or more a week

**33. What is your spending habit?**

- A. More than I have available (I have to borrow money or use a credit card.)
- B. Same as what I have available (I have nothing left over.)
- C. Less than I have available (I have some money left over.)
- D. I don't have money to spend or save.

**34. Do you have a savings account, checking account, or debit card?**

- A. Yes
- B. No

**35. What time is your curfew (time your parents or guardians expect you home) on school nights?**

- A. 9 pm or earlier
- B. 9:01 - 10 pm
- C. 10:01 - 11 pm
- D. 11:01pm - 12am
- E. After 12 am
- F. I don't have a set curfew

**36. What time is your curfew on the weekend or during summer?**

- A. 9 pm or earlier
- B. 9:01 - 10 pm
- C. 10:01 - 11 pm
- D. 11:01pm - 12am
- E. After 12 am
- F. I don't have a set curfew

**37. Where do you hang out most of the time in Grand Rapids? (select top 3)**

- A. The mall
- B. Movie theater
- C. Friends' homes
- D. Home
- E. School/school events
- F. Local parks
- G. Sports facilities
- H. Restaurants
- I. Coffee/juice shops
- J. Theater/stage productions
- K. Concerts and music events
- L. Library
- M. Community service activities
- N. Faith/church groups & activities
- O. Bookstores
- P. Sports gyms/exercise clubs and workout facilities

**38. Rank your current satisfaction with activities for teens in the city of Grand Rapids.**

- POOR** **GOOD**
- 1    2    3    4    5    6    7    8    9    10

**ASPIRATIONS**

**39. As things stand now, how far in school do you think you will get?**

- A. Complete some high school
- B. Graduate from high school, but no further
- C. Go to vocational, trade school, or community college after high school
- D. Attend a 4 year college
- E. Graduate from a 4 year college
- F. Attend higher level of school after graduating college
- G. I really don't know

**40. What are your plans after high school?**

- A. Immediately find a job
- B. Trade school (cosmetology, auto repair, plumbing, art institute, etc.)
- C. 2-year junior/community college
- D. 4-year college/university
- E. Military
- F. Other

**41. What professional fields interest you? (Choose up to THREE responses.)**

- A. Accounting/Banking
- B. Aerospace/Aviation
- C. Agriculture
- D. Architecture
- E. Art/Performing Arts
- F. Automotive
- G. Broadcast/Communications
- H. Business/Management
- I. Clerical/Administrative
- J. Community Services/Nonprofit
- K. Computer
- L. Construction/Labor
- M. Cook
- N. Cosmetology
- O. Education
- P. Engineering
- Q. Event Planning
- R. Fashion/Apparel
- S. Fire/Police/Military
- T. Healthcare/Nursing/Doctor
- U. Scientist
- V. Self-Employed
- W. Journalism/Writing
- X. Government
- Y. Manufacturing
- Z. Law
- AA. Professional Athlete
- BB. Other

**JOBS/MONEY**

**42. Have you ever been employed?**

- A. Yes
- B. No

**43. How many hours per week do/did you work for pay?**

- A. I don't/didn't work
- B. 4 hours or less a week
- C. 5-10 hours a weeks
- D. 11-20 hours a week
- E. 21 or more hours a week

**44. How much were/are you paid per hour?**

- A. I don't/didn't work
- B. Under \$7.40

C. \$7.40

D. Over \$7.40

**ADULTS**

**45. How often do your parents or guardians do the following?**

Often Sometimes Rarely Never

- A. Check on whether you have done your homework
- B. Require you to do work or chores around the home
- C. Solve many of your problems for you
- D. Check up on you after school
- E. Say and do things to make you feel supported
- F. Ask you who your friends are
- G. Do the things they tell you *not* to do
- H. Take on the role of a friend rather than a parent

**46. How far in school do you think your parents or guardians want you to get?**

- A. Complete some high school
- B. Graduate from high school, but no further
- C. Go to vocational, trade school, or community college after high school
- D. Attend college
- E. Graduate from college
- F. Attend higher level of school after graduating from college

**YOUTH VOICE**

**47. Do you believe you can voice your opinions about your school or community to someone who will listen and do something about it?**

- A. Yes
- B. No

**48. Do adults take you seriously?**

- A. Yes
- B. No

**49. Are there enough opportunities or events for you to give your opinion on important issues in your school or community?**

- A. Yes
- B. No

**ACCESS**

**50. Do you know of a specific place or program in your community... (mark one on each line)**

YES NO

- A. Where a teenager could go for help to stay out of trouble?
- B. Where a family could go for help getting housing, food, or money in an emergency?
- C. Where a family could go if the parents and children are arguing a lot?
- D. That steps in if parents cannot or will not take care of their children?
- E. That can help if a family member is being violent to a child or adult in the family?



- F. That collects crime tips without asking for your name?
- G. Where someone could get treatment for mental health issues?
- H. Where you can get help with homework?
- I. Where you can get help to find scholarships or money for college?

**COMMUNICATION**

**51. How do you find out about activities that appeal to you? (select top 3)**

- |                            |                                 |
|----------------------------|---------------------------------|
| A. Newspapers              | F. Brochures                    |
| B. School announcements    | G. Yellow pages/White pages     |
| C. Friends (word-of-mouth) | H. Internet (Web sites, e-mail) |
| D. TV/radio                | I. Parents                      |
| E. Flyers/billboards       | J. Other                        |

**52. What are the top 2 ways you communicate with others? (check top 2)**

- |                          |  |
|--------------------------|--|
| A. Cell phone            | E. Blog                                    |
| B. Text message          | F. Social network site (MySpace, Facebook) |
| C. Home phone (landline) | G. Instant message                         |
| D. E-mail                |  |

**53. Where do you most often access the Internet?**

- |                              |                                  |
|------------------------------|----------------------------------|
| A. Home                      | E. Community Center              |
| B. School                    | F. Through a handheld device/PDA |
| C. Friends'/relatives' homes | G. Other                         |
| D. Library                   |                                  |