

Listening to Youth
The Needs and Hopes
Of
Lexington's Youth

Report
of the
Lexington Youth Initiative
Survey



*Developed with the assistance of a grant from Partners for Youth
Lexington-Fayette Urban County Government*

*This report is dedicated to the
memory of
David W. Richart
(1948-2011)
Extraordinary Champion for Youth
and
Founder of Kentucky Youth Advocates*

Summary—Listening to Youth

Story of the Survey

What are the needs of Lexington's youth? This report summarizes a survey designed by and completed by youth in Fayette County, Kentucky to tell us what they need most. Over 30 youth helped design the survey questions and over 1,200 High School and Middle School youth in Fayette County responded. This report analyzes those responses and makes recommendations based upon them. Four of the youth who helped design the survey met with the superintendent of Fayette County Schools in May of 2011 and the help of the Fayette County Schools was *invaluable* in collecting youth responses. The schools were encouraged to seek responses from "high-risk youth" but the survey was not restricted to such youth. The survey could be completed on-line or in paper form. Youth worked to collect paper surveys and enter responses into the data base. The data was collected between May of 2011 and December of 2011. The project was initiated by the Lexington Youth Initiative (LYI) Committee of the Central Kentucky Council for Peace and Justice in response to a decline in local youth services at a time of increasing need. The LYI sought the help of several agencies in assembling youth volunteers, put the survey on-line, analyzed the responses, and prepared this report. The LYI received critical help from key agencies and youth whose contributions are acknowledged at the end of this report. **Our youth want us to listen and to act on their behalf,**

Top 10 Youth Responses

1. **Part-time and summer jobs were the strongest interest expressed by all the youth.** There is a serious lack of job opportunities for youth or programs to prepare youth who are not college-bound for meaningful jobs.
2. **"Real-life" Skills.** As they prepare to enter a more complex world youth expressed interests in "real life" skills including job seeking, money management, cooking, and social and family skills.
3. **Safe Places.** Over half the youth surveyed expressed a strong need for "safe places to hang out with friends."
4. **Transportation.** A majority of youth expressed a need for better access to transportation.
5. **Leadership Opportunities.** Many youth, especially in middle school, expressed strong interests in acquiring leadership skills.
6. **Learning photography or how to make videos.** A growing interest in today's world of social media.
7. **A Supportive Adult Mentor.** 42% of the youth expressed a strong wish for a trusted adult mentor.
8. **More Recreational Activities.** Youth wanted more opportunities to engage in a variety of sports.
9. **Volunteer Opportunities.** A fourth of the males and over half the females expressed a wish to help younger children. Over 30% of males wanted volunteer activities related to career or job learning.
10. **Learning to Play or Perform Music.**

The spelling of some youth in describing their career interests—"lern massnre," "butey shop," "wrighting"—provides a poignant example of the challenges some face, though most spelled their goals clearly. All youth have strengths that must be cultivated,ⁱ as one stated with simple candor—"I want to learn something I'm good at."

These are economic hard times and social, job training, and recreational services for Lexington's youth have all been affected. This past summer incidents of serious violence by youth and young adults prompted the Mayor to appoint a Commission on Youth Development and Public Safety. Austerity does not change the fact that our youth are our future. We can only meet this challenge with a creative and community-wide response.

RECOMMENDATIONS:

That the Mayor and Council

1. **Call together a Community Task Force on Youth to plan, organize, and develop a spectrum of after-school and vacation opportunities for Lexington's youth, especially those who's futures appear in greatest jeopardy.**
2. **Include in that Task Force leaders in government, business, philanthropy, health and social services, recreation, the faith community, education, citizen volunteers, and representative youth.**
3. **Based on the work of the Task Force, implement significant new programs for employment, life skill learning, mentorships, and recreation for Lexington's youth for the summer of 2012.**

SURVEY RESULTS AND ANALYSIS

Initiation of the Survey

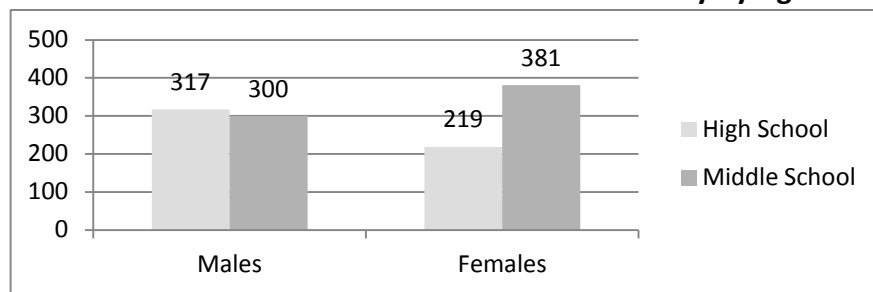
Concerned with a sharp decline in after-school and summer services available for youth in Lexington, the Board of the Central Kentucky Council for Peace and Justice established its Lexington Youth Initiative (LYI) early in 2011. The LYI looked to youth to define their own needs. In collaboration with representatives from agencies concerned with youth and with a number of youth, the LYI developed a questionnaire for High School and Middle school youth

Who were the youth surveyed

Almost all youth surveyed attend public school. We sought responses from “high-risk youth” (not more specifically defined) but the survey was not restricted to such youth. When schools collected data, each school decided which youth to survey. Youth were not categorized by ethnicity. There were 17 more males surveyed than females. The number of High School (HS) and Middle School (MS) males was about even, but there were many more MS females than HS females (see graph below). Because of developmental and gender differences, most analyses are reported separately by gender and HS or MS age group. The large number of youth surveyed and the consistency of responses across similar groups leads to the conclusion that the survey represents a generally accurate assessment of Lexington’s youth, especially those from lower income groups. There was a tendency throughout the survey for females to show greater levels of interest in opportunities than males. Not all youth answered every question, so total responses vary in the analyses. For mapping purposes, youth were asked to name their street and give the first 2 digits of their house number. Just over 95% of youth gave adequate information to place their location by Council District and Police Beat.

In addition to the 1,217 youth included in the regular survey, and in response to the work of the mayor’s Commission on Youth Development and Public Safety, surveys were completed by 39 youth incarcerated in a facility operated by the Kentucky Department of Juvenile Justice (DJJ). Since there were only four females in the DJJ group, the data was only analyzed for males. The responses of DJJ youth are not included in the regular data analyses. Their results are reported separately for selected survey items.

Distribution of Males and Females in LYI Survey by Age



The findings of the survey are reported in several ways. All youth were asked to indicate the importance for them of each opportunity described in the survey. They signified the importance of the item on a *Scale* of 1 to 5 with 1 being the lowest measure (“Not interested”) and 5 being the highest (“Very interested”). These values were averaged to obtain an *Average Scale Value*. The *Average Scale Value* for each opportunity was then *Ranked* for All Groups and for each of the sub groups—HS Males; MS Males; HS Females; and MS Females. The opportunities are listed in the order that they rank for all youth in the regular survey. Below each opportunity a table provides the Rank and the *Average Scale Value* for each of the Male and Female HS and MS groups. If a **9/3.00** appears below the heading **HSF**, that means that the opportunity ranked **9th** among High School Females and that the *Average Scale Value* for that opportunity was **3.00**. For several survey items the youth were asked to give details about their interests. The written responses were tabulated and classified and are provided in tables below the opportunity to which they relate.

1 YOUTH EMPLOYMENT

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	1/3.78	1/3.52	1/3.81	1/3.86

The most valued opportunity for the 1200+ youth surveyed was a *part-time job*. This was true for High School and Middle School, Males and Females. Sixty-five percent of the youth responded that they were “Pretty interested”(a value of 4) or “Very interested (a value of 5) to the question, “Would you like a part-time job?” For youth assumed to be in a high risk category based on special school placement, the percentages were slightly higher. Among the males incarcerated in a DJJ facility, ninety-four percent expressed interest in a part time job at levels 4 or 5. The *Average Scale Value* for jobs for these youth was **4.69**, the highest recorded for the survey.

As our economy has changed the availability of jobs for youth has diminished dramatically. Youth whose families worked on farms or owned family businesses often marked milestones critical to their development and sense of personal competence by assuming farm or business responsibilities. Jobs long identified with youth— newspaper delivery, lawn mowing, restocking shelves in small stores, or messenger services —now go to adults or are eliminated by new technologies. Opportunities to earn and learn in apprenticeship models (such as auto mechanic) disappeared as jobs became more complex and legal liability issues dominated worksites. For today’s youth, major developmental milestones are primarily marked by progress in school. Too often youth who do not progress academically lack affirmation of their non-academic skills or have no chance to acquire and demonstrate early competence in areas where those skills are valued or channeled into employment opportunity. As a recent book on work with at-risk youth notes:

During our current era... many young people find themselves socially excluded from the traditional pathways to stable adult roles within the community. Beginning in the 1970s, employment in manufacturing has declined, jobs have disappeared as technology has “improved” and many manufacturing functions have transferred overseas. Only the service sector of the economy has grown. These changes have created an increasingly lopsided labor market. On one side are jobs that require a lengthy investment in higher education. On the other side are an abundance of ultimately dead-end service sector jobs that offer little hope for future career development and economic stability.ⁱⁱ

Youth from poor families, like all youth, are barraged with ads emphasizing the pleasure and “social value” of having the right clothes, cell phones, etc. Because they have little access to jobs and funds and may not envision a path to meaningful employment, they are increasingly vulnerable to discouragement and the pulls of the illegal and drug economy. Particularly in high-crime neighborhoods, the burden on parents to guide and monitor their children is very high. Very often this burden falls upon a single parent or grandparents.

Recommendation: That the first priority of the Task Force recommended on the Summary page be development of employment opportunities for Lexington’s youth. This will require the committed collaboration of schools, social service agencies, local government, and especially the local business community. Schools and businesses should give special emphasis to vocational learning opportunities for youth who are not college bound. The rewards for such efforts should be reflected across a broad spectrum of our community—increasing the spirit of our youth, reducing the incentives for delinquency, and preparing a stronger local workforce. Careful exploration of legal issues should be considered in an effort to reduce liability barriers to meaningful work experiences for youth. It is critically importance for both the futures of youth and the families that nurture them is to ensure that persons who must enter low skilled work can achieve at least a living wage.

2 LEARNING “REAL LIFE” SKILLS

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/ Avg. Scale Value	Tie at 3/3.14	2/3.30	5/3.34	2/3.66

This was the second overall priority for youth in the survey especially for MS youth. Fifty-five percent of the youth valued this item at the 4 or 5 level.

The questionnaire included a follow-up question asking youth to identify the skills they would like to learn. The most prominent skills mentioned and the percentage of youth writing them onto the survey can be seen in the table below. The sample of DJJ youth also ranked this item **3rd**. They were less likely to specify a particular skill. When they did, the skills were very similar to those cited by males in the overall survey.

Percentages of Youth Wanting “Real Life” Skills

SKILLS	HS Males	MS Males	HS Females	MS Females
Cooking	14%	20%	33%	36.5%
How to Get a Job or Career Preparation	25%	4.7%	22%	13%
Money Management	16%	4%	24%	7.3%
Independent Living, Family, & Social Skills	6.3%	0.7%	24%	12%
Other – Arts, Sports, First Aid, College Prep	6%	4%	4.6%	7.6%
Percentage Listing at Least One Skill	60%	24%	69%	73%

Most surveyed youth wanted to learn a range of “real life” skills. The table reflects significant gender and age differences with respect to the skills and help that youth are seeking. Survey answers suggest several youth thought of “money management” as “how-to-make money.” However, budgeting and understanding financial matters is a huge issue for youth transitioning to independence. Poor money management accounts for nearly half of college dropouts and poses an even greater challenge to independent living for non-college youth

Recommendation: The inclusion of more of these “real life” interests in school, after school, and summer programming may engage youth and provide much needed preparation for success as young adults.

3 A SAFE PLACE TO HANG OUT WITH FRIENDS

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	5/3.06	5/3.22	2/3.59	3/3.59

A safe place to hang out ranked relatively high for HS and MS males, but ranked even higher for females. This is a critical issue in high crime areas and in areas where adult supervision is difficult. In national research related to gang membership, “protection” was listed by youth gang members as their number one reason for joining a gang while “fun” and “respect” were listed second and third among motivations for gang membership.ⁱⁱⁱ

Recommendation: Develop more safe venues and programs that are both enjoyable and meaningful for Lexington’s youth. Such programs are important elements of positive youth development and gang prevention. Planning must be attentive to location and youth subcultures to attract the youth in greatest need.

#4 TRANSPORTATION

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	2/3.23	3/3.26	4/3.34	5/3.43

The fourth greatest need expressed by youth was for “better transportation to get places.” Low income youth and youth with single parents rely more on public transportation. It is important to know what youth services are truly accessible to youth who depend on public transportation. Just over 50% of youth surveyed expressed a need for transportation at level 4 or 5. Other issues related to youth use of public transportation include youth concerns that bus travel is more time consuming (especially when transfers are necessary) and attitudes among many youth that bus travel is not “cool.” Such negative attitudes towards public transportation are not so great in larger cities where public transportation is an integral part of daily life and utilized by adults and youth from all walks of life.

The mapping of bus routes in relation to times of day and the location of available and proposed youth services may guide a community response in meeting this need. A group of students from a University of Kentucky mapping class have volunteered to begin this process.

Recommendation: Conduct an analysis of the role of public transportation in connecting youth with needed services. Explore means of encouraging youth ridership on public transportation including special scheduling, fee adjustments, and public relations. Increased car-pooling among parents and the use of other transportation resources (school buses in summer, church and agency vans) must be considered in planning youth services.

5 LEADERSHIP OPPORTUNITIES

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Scale Value	6/2.95	4/3.23	9/3.00	6/3.32

It is not clear what youth may understand by leadership opportunities, but a number of important skills pertaining to relationships, responsibility, appropriate assertiveness, and self confidence can be addressed in leadership training. Although Leadership Opportunities ranked lower among total opportunities for females than for males, both HS and MS females Scale Values assigned to leadership were higher than for their male counterparts. Leadership skills would be an asset to youth for both employment and citizenship and might also be an element of gang prevention. *Leadership opportunities were ranked 6th among DJJ youth.*

Recommendation: Include leadership training in a range of afterschool, summer, and church youth programs.

6 LEARNING PHOTOGRAPHY OR HOW TO MAKE VIDEOS

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	8/2.74	9/2.93	3/3.38	4/3.51

Fully forty-five percent of youth assigned a value of 4 or 5 to learning photography and how to make videos. Females showed much higher interest than males. In this age of social media, digital photography and videos produce rapid feedback for youth on their work and progress and are easily shared with peers and family.

Recommendation: Seek to include photography and videography in more youth programming.

7 WISH FOR A SUPPORTIVE MENTOR

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	7/2.84	8/2.90	6/3.20	7.4.29

Forty-two percent of the youth rated their wish for a mentor at level 4 or 5. Research on youth indicates that those who overcome early adversity and neglect usually have access to a *sustained*, trustworthy and supportive adult relationship. Good mentorship programs are part of any major effort to improve the prospects for at-risk youth. Research suggests that mentors who come and go in six months or less may be viewed by youth as abandoning them rather than providing significant support. Mentoring requires sensitivity and commitment. Training and emotional support for mentors must be part of any mentorship program for at-risk youth. Mentors need to learn how to set limits, to avoid exploiting or being exploited by the youth they mentor, and to have support for themselves when youth present special challenges or experience failures in spite of the mentor's support. . *The wish for a mentor was ranked 5th in the sample of DJJ youth, higher than it was ranked among any of the groups in the general survey.*

Recommendation: Explore the means of increasing the number and improving the training of youth mentors in Lexington. Significant synergy might be gained through pooling the resources and experiences of a number of existing programs. Utilize church networks and public service announcements to recruit mentors.

8 MORE RECREATIONAL ACTIVITIES

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	Tie at 3/3.14	6/3.14	13/2.72	11/3.10

The survey encouraged youth to specify the types of recreation activities that appealed to them most. Sports of all types were the most prominent responses. The sports most frequently cited and the next highest activities are indicated in the table below.

Type of Recreational Activity	HS Males	MS Males	HS Females	MS Females
Sports	83%	80%	47%	43%
Top three Sports in order of Preference	Basketball Football Baseball	Football Basketball Soccer	Swimming Soccer Volleyball	Soccer Basketball Volleyball
Interested in "Any" activity	4%	2%	12%	4%
	Learning Job Skills 3%	Video Games 5%	Dancing 16%	Dancing 14%
	Opportunities to Volunteer 3%	Four activities at 2%	Hiking/Camping 10%	Art 8%

Though not ranked as highly, a number of successful youth programs utilize camping and hiking outings to engage urban youth, introduce them to new experiences, and build stronger bonds—both among youth and with adults.

Recommendation: These interests may guide recreation planning for youth programs. Recreation (and food) are often the glue for youth programming. Without them it may be difficult to engage in other constructive and preventive programming.

9 VOLUNTEER OPPORTUNITIES

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	8/2.76	10/2.70	7/3.14	8/3.28

Thirty-eight percent of the youth indicated an interest in volunteer opportunities at the 4 or 5 level. The table below reflects the types of volunteer roles for which they expressed a preference.

Percentages of Youth Expressing Particular Volunteer Interests

VOLUNTEER INTERESTS	HS Males	MS Males	HS Females	MS Females
Helping Younger Kids	25%	26%	68%	48%
Job/Career Related Learning*	31%	33%	4.5 %	10%
Help with Sports	15%	19%	2.6%	8%
Babysitting	0.6%	1.6%	1%	7%
Helping with animals	1.7%	1.6%	1%	6%
Help with Arts	2%	3.2%	9%	17%
Other included: helping elderly; clean up environment , or general statements (“Community service;” “Anything”),etc.	29%	20%	19%	14%
Total # of youth responses	169	187	154	300

*Number of Youth with Interests in Particular Job/Career Related Learning

Age Group	Mechanic	Law	Medicine	Police/Military	Computers/Technology	Professional Sports	Teacher	Other
HSM	23	0	1	5	7	1	2	13
MSM	20	3	5	7	10	4	1	11
HSF	0	1	4	0	3	0	4	2
MSF	4	4	11	0	3	1	11	16

Volunteering is a valuable resource for enhancing maturity, skills, and empathy. The large number of youth in the survey who expressed interest in helping younger children offers the promise of a multiplier effect for summer and after school programming. When older children are enabled to help younger children both groups grow in capacity. The number of youth with career related learning goals shows that a significant number of youth would like to observe or experience roles in specific trades or professions.

Recommendation: Either a committee of the proposed task force or a separate group needs to address the need for increased volunteer roles for youth. Opportunities in a wide range of agencies and businesses should be explored. The integration of volunteer opportunities for older youth in day care and summer programs for younger youth may help those programs while enhancing the skills and maturity of the older youth.

10 PLAYING OR PERFORMING MUSIC

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	10/2.66	9/2.76	10/2.91	10/3.13

Thirty-nine percent of the youth expressed strong interests in learning, playing, or performing music. The Fayette County schools have strong music programs, though instruments like piano or guitar are not found in school orchestra or marching band. The expense and logistics of marching band can be difficult for youth from low income families. School musical opportunities also end during the summer. Music is highly valued in all cultural groups. The remarkable success the Venezuelan “El Sistema”^{iv} has demonstrated in helping seriously disadvantaged youth

through music has sparked efforts at replication in several major cities in the US. Today's youth spend significant time plugged into their favorite music.

Recommendation: Explore possibilities for the inclusion of music instruction and performance in summer programs. Barriers to greater musical participation in schools and the community should be examined. The use of experienced youth musicians to work with younger children might provide both more instruction and more volunteer opportunities.

11 LEARNING TO CREATE AND DISPLAY ART

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	12/2.32	11/2.55	11/2.86	12/3.03

One third of the youth surveyed indicated a 4 or 5 level interest in creating or displaying art. Budgets often squeeze school art programs and they don't continue in summer. This interest was slightly greater among females. Efforts to turn youth displays of provocative or defacing graffiti into murals or constructive urban art have been successful in many communities and such efforts have enjoyed some success in Lexington. Many youth lacking in strong academic skills possess fine-motor and artistic talents that may be a source of important affirmation and growth.

Recommendation: The significant number of youth expressing interest in creating and displaying art make it a valuable addition for after-school and summer youth programs.

12 INTEREST IN A TUTOR TO HELP WITH SCHOOLWORK

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	11/2.46	12/2.25	14/2.70	14/2.82

Of the youth who expressed a wish for tutoring help, 30% indicated a 4 or 5 level of interest. In reading the open ended responses to this survey, reviewers were stuck by the misspellings and problems with written expression on a number of surveys. Among the DJJ sample tutoring help was ranked as the 4th highest need. This is consistent with the frequency of poor academic performance as a risk factor for delinquency.^v

Subjects of Concern to Youth Who Expressed a Wish for Academic Help

Subject	HS Males	MS Males	HS Females	MS Females
Math, Algebra, Geometry, Statistics	28.7%	31.3%	38.4%	47.8%
Science, Chemistry, Biology, Physics	13.9%	16.7%	23.7%	25.7%
Social Studies, History, World Civilization	6.3%	10.3%	5.5%	21.5%
English, Reading, Language Arts	11.4%	12%	10.5%	13.9%
Foreign Language, French, Spanish	1.6%	0.3%	5.0%	1.0%
Other—Art, Music, health	0.6%	0.7%	0.9%	2.4%
Want Help in All Subjects	2.2%	1.7%	2.3%	1.3%
Percentage of youth expressing at least one need	49%	57%	67%	78%

Recommendation: Planning for youth should include the use of older youth and volunteers to assist children who are not progressing in the early grades (including in-school tutoring). Creative tutoring for older youth who need assistance and youth helping youth should become part of more broadly based summer programming. Internet learning programs may be a very helpful resource.

13 TO LEARN OR PERFORM DANCE

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	15/1.83	14/1.98	8/3.01	9/3.17

This was clearly of greater interest to females. During the 2011 July Jamboree for youth at Castlewood Park a number of girls participated in step dancing classes. They later persuaded several males to join them.

Recommendation: Dance programming is most likely to be valued when a number of females are involved. Male participation may require more encouragement or a charismatic instructor.

14 CREATE PLAYS, OR SETS, OR PERFORM IN THEATER

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Avg. Scale Value	14/1.93	15/1.86	12/2.78	13/3.02

Close to thirty percent of youth indicated a 4 or 5 level of interest in theater.

Recommendation: If combined with the strong interest in preparing videos, theater activities might have a greater draw for community programming. The opportunity for youth who participate in such work to have it presented before family and peers can be a strong incentive to engage in other related learning—reading, art, music, social skills.

15 LEARN A TRADE BY EXPERIENCE

Scale Values 1 to 5	HSM	MSM	HSF	MSF
Rank/Scale Value	13/2.32	15/1.86	15/1.84	15/2.04

Given strong interests in jobs, it is curious that this opportunity rank lowest in the survey. Only Nineteen percent of youth indicated a 4 or 5 level of interest. This may reflect the virtual disappearance of apprenticeship learning in today’s economy even though it remains an important route to potential employment. Youth job interests may be more focused on immediate income and the more mature status “having a job” than on initiation into a trade. The Fayette County Schools have a variety of programs (including Career and Tech Schools) that can promote vocational learning. What barriers may exist to students realizing these opportunities or getting the most out of such options? When asked to specify what type of trade, youth gave a wide range of answers from fashion design, computers, and glass blowing to blacksmithing and poetry. The most common responses are provided in the table below:

Trade Interests Expressed by Youth

Trade	HS Males	MS Males	HS Females	MS Females
Carpentry, & other building trades	29	14	5	6
Journalism, writing	19	17	23	50
Mechanic	12	7	0	0
Singing, Music, Theater, Broadcasting	2	0	1	12
Coaching or Prof. Sports	1	8	0	0
Medicine, Law, Engineering	5	3	3	3
Any trade	8	1	6	3

The Question to which they responded was “Would you like to learn a trade by experience? (For example carpentry, journalism...)” The presence of sample answers probably triggered the high responses to carpentry and journalism. A few youth responded as though the question referred to exchanging things or bartering. Although ranked relatively low among youth interest, this is an important avenue for preparing youth for employment, especially those who do not see themselves as college bound or for whom college is not a realistic possibility.

Recommendation: Youth need to become aware of the growing relationships between businesses and community colleges in preparing young adults with manufacture specific advanced skills and businesses should explore the mutual advantages of training youth in high schools. Systematic assessment of the vocational skills and interests of students who lack academic potential might have a major impact on channeling their learning into areas of greater promise, reducing drop-outs, and preventing delinquency

ⁱ “Exploring Reentry: Creating a Continuum of Care to Support Ohio’s Youth. <http://www.childrenslawky.org/storage/documents/reentry.pdf>

ⁱⁱ Boyes-Watson, Carolyn (2008). *Peacemaking Circles and Urban Youth: Bringing Justice Home*. St. Paul, MN: Living Justice Press. P. 67

ⁱⁱⁱ Howell, James C. (2010). *Gang Prevention: An Overview of Research and Programs*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention (OJJDP)

^{iv} Smaczny, Paul & Stootmeier, Maria –Film (2009). *Music to Change Life: El Sistema*. Berlin, Germany: EuroArts Music International.

^v Gentle-Genitty, Carolyn S (2010) “Common predictors for explaining youth antisocial behavior: A perspective from ten longitudinal studies.” *Social Work in Mental Health, Vol 8(6)*, 543-559.

ACKNOWLEDGEMENTS

Youth and Agency Collaboration

Youth who helped develop this survey came primarily from the Lexington Teen Center, closed in May of 2011, the William Wells Brown Community Center, and the East 7th Street Center/Kid's Café. Most of the data was collected with the help the Fayette County Schools. The support of Superintendent Stuart Silberman, his successor, Tom Shelton, and many school staff was essential to this survey. The Urban County Government's Partners for Youth provided staff to work with youth in the development of the questionnaire and a grant to facilitate youth involvement and underwrite some costs of printing the survey. The Children's Law Center offered the help of students placed with them from the University of Kentucky Colleges of Law and Social Work and the Chase Law School. The LYI also received assistance from the Community Action Council, Day Treatment Center, M.A.S.H., Mayor's Youth Council, Central Music Academy, and the Kentucky Department of Juvenile Justice, Hasan Davis, Acting Commissioner

Youth involvement included:

- ✓ Designing most of the survey over a period of several meetings;
- ✓ Making presentations that helped gain school involvement and the Partners for Youth grant;
- ✓ Collecting surveys from friends, classmates and youth at events (July Jamboree, Back to School rallies)
- ✓ Entering survey data into the computer data base, and
- ✓ Assisting in presenting survey results to the community.

Youth Who Assisted in Planning, Presentations, Collecting and/or Entering Survey Data

Raheym Hill
Dawniyan Mulazim
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Jasmine McDonald
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Youth Who Participated in Meetings to Develop the Survey

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THE CENTRAL KENTUCKY COUNCIL FOR PEACE AND JUSTICE'S *LEXINGTON YOUTH INITIATIVE*, was led by Council Board Members Bruce Mundy and Kerby Neill, with critical assistance from current or former Board members Joseph Anthony, Rebecca Diloreto, Mary Ann Ghosal, Gail Koehler, and Howard Myers.

Numbers of Youth in the Survey by Council District

Including Their Gender, School Level (HS vs. MS), Priorities, and Average Age

District	Number Of Youth	Male		Female		First Priority	Second Priority	Third Priority	Fourth Priority	Fifth Priority	Avg. Age
		HS	MS	HS	MS						
1	227	48	53	58	68	Job	Real	Trnsprt	Safe	Photo	13.7
2	120	34	25	25	36	Job	Real	Safe	Trnsprt	Ldrshp	13.8
3	16	6	4	3	3	Job	Activ	Trnsprt	Safe	Ldrshp	14.6
4	21	12	2	3	4	Job	Safe	Ldrshp	Real	Photo	14.4
5	85	24	9	21	31	Job	Real	Safe	Ldrshp	Activ	13.6
6	224	30	22	81	91	Job	Real	Safe	Trnsprt	Mentor	13.0
7	105	32	21	27	25	Job	Trnsprt	Safe	Photo	Real	14.0
8	92	14	9	29	40	Real	Job	Trnsprt	Safe	Photo	13.0
9	37	19	10	4	4	Job	Activ	Safe	Ldrshp	Trnsprt	15.4
10	86	36	34	7	9	Job	Activ	Safe	Ldrshp	Trnsprt	14.8
11	48	20	12	6	9	Job	Real	Trnsprt	Safe	Photo	14.6
12	97	18	17	20	42	Job	Ldrshp	Safe	Real	Trnsprt	13.5

The questions associated with the terms in the table are listed below.

- Job Would you like a part-time job?

- Real I would like classes related to real-life skills (*like finding a job, cooking, managing money, getting along better with others...*).

- Safe I need good safe places to hang out with friends.

- Trnsprt For me, better transportation to get places is... (With ranks of importance)

- Ldrshp Would you like Leadership Opportunities?

- Photo Would you like to learn photography or how to make videos?

- Mentor I would like to have a supportive, helpful adult mentor (*a person I can trust who can help me meet my goals*).

- Activ Would you like more recreational activities?