



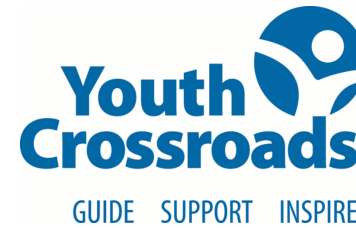
BERWYN YOUTH SURVEY REPORT

Prepared for the
residents, organizations and community of
Berwyn, Illinois.

May 1st 2015

This report was made possible through the generous support of the

Berwyn Township
708 Community Mental Health Board



Unity Lutheran Church

LIVE WHAT YOU LOVE

SOCIAL DESIGN STUDIO



Executive Summary

The views and opinions of Berwyn youth are important. In order to best meet the needs and interests of young people the Berwyn Youth Survey Initiative was created. The aim of the initiative is to profile the needs, interests and lives of young people across Berwyn.

About Berwyn

Berwyn is a city in Cook County, Illinois. It is located just 8 miles west of Chicago's loop. It was incorporated in 1908 and as of the 2010 census the city had a total population of 56,657 and 18,910 households¹. The cultural makeup of the city is Hispanic (59.4%), White (31.1%), Black (6%), Asian (2.4%) and two or more races (0.9%)¹.

For the period 2009-11, the estimated median annual income for a household in the City of Berwyn is \$53,819. With a median age of 32 years, young people under the age of 18 make up over 27.8% of the population. Berwyn is home to three middle schools (Lincoln, Heritage and Freedom) and one high school (Morton West).



CITY OF BERWYN, ILLINOIS

About Berwyn Youth Survey Initiative

Thirteen community partners collaborated on the creation of the Berwyn Youth Survey with representatives from Youth Crossroads, Inc., Berwyn Park District, Unity Lutheran Church of Berwyn, Berwyn Township 708 Community Mental Health Board, and Live What You Love, LLC coordinating the initiative. Community partners were invited to submit questions for consideration for the youth survey. From a list of over one hundred questions, 43 were included covering topics such as youth participation in local events and activities, use of local facilities, youth life in Berwyn, learning and life preparedness, perceptions of safety, and youth social media participation.

The survey was administered in December 2014 to over 2,289 young people attending middle schools in Berwyn School Districts 98 (Lincoln) and 100 (Heritage and Freedom) as well as young people enrolled at 201's Morton West High School.

This report provides vital insights about the life of Berwyn youth that can enable community organizations and people across Berwyn to learn more about the needs and situation of Berwyn youth. The report compilation was funded by the Berwyn Township 708 Community Mental Health Board, and developed by Kelly Page (PhD) in the project reporting process.

¹ Geographic Identifiers: 2010 Demographic Profile Data (G001): Berwyn City, Illinois. U.S. Census Bureau. Retrieved February 23, 2015.

Berwyn Youth Survey Report Insight

Key insights from each section of the survey are summarized here. More detail is provided throughout the report.

<p>SECTION I.</p> <p>PROFILE OF SCHOOLS AND YOUTH SURVEYED</p>	<p><u>Berwyn Youth Profile</u></p> <ul style="list-style-type: none"> • Over 95% of youth surveyed are aged 11-15 years, live in Berwyn and are equally representative of male and female youth. • Over 85% of young people 15 years and under do not contribute money to household bills. • 14% of youth have no money available to spend freely each week, with 65% having between \$1 and \$30 a week to spend freely. • Food (76.9%) clothing and shoes (63.9%), entertainment (38.7%) and video games (35.2%) are the leading four items young people in Berwyn spend their own money on. 	<p><u>Berwyn Youth Household and Family Profile</u></p> <ul style="list-style-type: none"> • Over 65% of young people indicated four to six people are currently living in their home. • Over 72% of the youth surveyed are of Latino ethnicity. • English (91.6%) and Spanish (70.8%) are the main two languages spoken in the homes of Berwyn youth.
<p>SECTION II.</p> <p>YOUTH ACTIVITY OUTSIDE SCHOOL TIME</p>	<ul style="list-style-type: none"> • Homework or studying and participating in sports are the main activities Berwyn youth participate in outside of school time, with notable mention given to arts and music activities, gaming, media and technology. • The Internet and social media, talking and texting with friends, hanging out with family and watching TV and movies at home are the main social activities Berwyn youth participate in outside of school time. 	<ul style="list-style-type: none"> • Youth comments also mentioned attending sporting events, spending time with family, especially siblings and participating in arts activities. • After lunch (12-4PM) and early evening (4-6PM) are youth preferred time slots for youth programming through the year, with Friday's and Saturdays preferred during the school term, and any day of the week during the summer.

SECTION III. YOUTH PARTICIPATION IN BERWYN ACTIVITIES, EVENTS & FACILITIES	<u>Berwyn Events & Activities</u> <ul style="list-style-type: none"> Locally organized Berwyn activities have moderate to low levels (41% or less) of youth attendance and participation. The most popular are holiday events, Halloween events, basketball (open) and outdoor soccer. 	<u>Berwyn Facility Use</u> <ul style="list-style-type: none"> The most popular Berwyn facilities for young people include the playgrounds, public library, skate park and climbing wall. Using the free computer, the Internet and accessing fiction books was the most used/accessed activities in the Berwyn library by young people.
	<u>Reasons Youth Do and/or Do Not Participate</u> <ul style="list-style-type: none"> Having fun, relaxing and hanging out with friends are the main reasons youth participate in locally organized Berwyn events and activities. The time of day scheduled and the match between programming and the interests of young people is what prevents young people from participating in locally organized Berwyn events and activities. 	<u>Your Suggestions for Improving Berwyn</u> <ul style="list-style-type: none"> Over half of the young people surveyed (50.6%) recommended improving Berwyn schools. To improve Berwyn, youth further suggested improving the sports tournament programming, the diversity of out of school time programming, and the development of spaces for youth to hangout and be creative out of school time.
		<u>Learning About Berwyn Activities and Events</u> <ul style="list-style-type: none"> Nearly two thirds (70%) of young people surveyed prefer to learn about or be notified of locally organized Berwyn activities and events through their school.

<p>SECTION IV. YOUTH LIFE IN BERWYN</p>	<p><u>Youth Life Stresses and Support</u></p> <ul style="list-style-type: none"> • More than 1 in 5 youth surveyed report feeling lonely or depressed. • Homework, grades, family home life and feeling lonely or depressed were the main life stresses for Berwyn youth. • Over 91% of surveyed youth reported having someone in their life they trusted and could talk with when feeling stressed. • Parents, friends and other family members (e.g., siblings, uncles/aunts and grandparents) were the main people young people trusted to talk to about their problems. 	<p><u>Community Attitudes Towards Youth</u></p> <ul style="list-style-type: none"> • More youth self-report that they and their peers feel treated with respect by Berwyn police than those who feel they are not. A significantly higher proportion of youth feel that people in Berwyn do not have a positive attitude toward teenagers. • Slightly more young people enrolled in Lincoln Middle School and Morton West High School, than students at Freedom and Heritage Middle Schools, self-report that people in their community ‘do not’ have a positive attitude toward young people.
<p>SECTION V. YOUTH LEARNING AND LIFE PREPAREDNESS</p>	<p><u>Youth Perceptions of Learning and Teachers</u></p> <ul style="list-style-type: none"> • There was little difference between the schools in how young people perceive the impact of learning on their future success, with young people at Freedom, Heritage and Lincoln middle schools perceiving their classes as moderately more useful to their life plans, than young people taking the survey at Morton West High School. • Young people across Berwyn perceive that teachers do respect the language and culture of their peers, their families and themselves. 	<p><u>Learning Participation Outside School Time</u></p> <ul style="list-style-type: none"> • Heritage Middle School and Morton West High School youth self-report spending more time on homework a day (1 hour a day or more) than young people enrolled at either Freedom or Lincoln Middle School. Morton West also reports the highest percentage of young people who do not do any homework at all. • Most young people surveyed self-reported that they had someone to help them with their homework (69%), they didn’t feel they needed help (19.9%) or did not have anyone to help them (10.6%).
	<p><u>Youth Physical Health and Social Awareness</u></p> <ul style="list-style-type: none"> • Over 41% of young people exercise between 16 and 60 minutes of exercise a day, with a further 28% 1 hour or more a day. • Over 55% of young people have not volunteered in their community in the last year. At school and with a Church or religious group are the main two forums where young people volunteer. 	<p><u>Youth Future Plans and Confidence</u></p> <ul style="list-style-type: none"> • Going to college was the post-highschool plan for many of the youth surveyed, with others indicating getting a job, serving in the military, playing sports, travelling and helping their family. • Young people across Berwyn feel more confident about their future, than they do the future of their community or the direction of the country. High school youth were more uncertain and have less confidence about the future of the community and country than middle school youth.

<p>SECTION VI.</p> <p>YOUTH PERCEPTIONS OF SAFETY</p>	<p><u>Where Youth Feel Safe/Unsafe</u></p> <ul style="list-style-type: none"> While Berwyn youth feel the most safe when at home and at school, they feel less safe when on the Internet or social media, outside and around school or travelling to and from school, as well as when at home alone. <div> <div> <p><u>Experiences That Support Youth Feelings of Safety</u></p> <ul style="list-style-type: none"> The activities young people are most aware of that exist in their community to improve feelings of safety include: neighborhood watch and helpful and caring school staff. They are least aware of neighborhood watch in their schools and caring and helpful school staff in their neighborhoods. 57% of young people have experience protective and involved parents, 56% other positive adults. 72% feel helpful and caring neighbors exists in their neighborhood but only 49% have experienced caring and helpful neighbors. 70% feel helpful and caring school staff exists in their school. </div> <div> <p><u>Experiences That Threaten Youth Feelings of Safety</u></p> <ul style="list-style-type: none"> Over 85% of young people self-report awareness of murder, shootings and alcohol abuse in their neighborhoods. 91% of young people know of someone who have experienced teen dating violence, sexual assault, drug and/or alcohol abuse. 32% personally experiences intimidation or bullying and 29% fights, 15% violence in the home. </div> </div>
<p>SECTION VII.</p> <p>YOUTH MEDIA PARTICIPATION</p>	<div> <div> <p><u>Device Use and Internet Access</u></p> <ul style="list-style-type: none"> Mobility is a key media practice that best describes how Berwyn youth use digital devices and their access to the Internet. Over two thirds of Berwyn youth surveyed have access to a smart digital device for their own personal media consumption. </div> <div> <p><u>Digital Media Participation</u></p> <ul style="list-style-type: none"> Berwyn youth mostly use their smart phones to consume music and video, and mobile apps. Berwyn youth mostly use their computers or digital devices to draw and paint pictures, read and comment on books and edit and create photographs. Berwyn youth use consumer-facing social media services (e.g., YouTube, Snapchat, Facebook, Vine, and Instagram) more frequently than they use developer and/or design focused social media services (e.g., Virb, Squarespace and Wordpress). </div> </div>

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PROFILE OF SCHOOLS AND YOUTH SURVEYED



Section I. Profile of Schools and Youth Surveyed

In December 2014, all three Berwyn Public Middle Schools (Heritage, Lincoln and Freedom) and Berwyn's high school (Morton West) participated in the Berwyn Youth Survey Initiative. A snapshot of each of the schools surveyed as reported by the Illinois State Board of Education for the 2013/2014 academic year, is presented in Appendix C.

The final section of the survey consisted of ten questions about the young people individually (e.g., school enrolled, age, gender, weekly spending money), their families (e.g., cultural ethnicity) and some descriptive detail about the households and homes within which they live (e.g., household number, languages spoken). While 1491 young people completed section five of the survey, 798 young people did not complete this section, their profiles being unaccounted for in the description that follows.

As shown in Table 1, of the young people who completed section five, over 84% are enrolled in Berwyn middle schools (Lincoln, Freedom and Heritage). The remaining 16% are enrolled at Morton West High School. As such, the sample of young people surveyed represents 51% (LMS), 67% (FMS) and 48% (HMS) of the student body enrolled in each middle school respectively. Unfortunately, the number of high school students who completed this section of the survey represents only about 7% of the student body enrolled at Morton West High School at the time the survey was administered.

This school profile in our sample raises confidence in the data to infer about youth enrolled in Berwyn middle schools. It is however not representative of young people enrolled in Berwyn's high school, Morton West. It is recommended that further research be undertaken involving the high school student body in order to capture a more representative picture of those student needs, opinions and lifestyle. The profile of Morton West youth we present in this document is for reporting purposes only.

Table 1. Profile of Berwyn Schools and Youth Surveyed^a

District	School	Enrolled (2013/2014) ^b	Survey Sample (12.2014)	% Total Enrolled	% Total Surveyed
98	Lincoln Middle School	1,085	552	50.87%	37.02%
100	Freedom Middle School	669	450	67.26%	30.18%
100	Heritage Middle School	530	254	47.92%	17.04%
201	Morton West High School	3,511	235	6.69%	15.75%
Total		5,649	1491	26.39%	100%

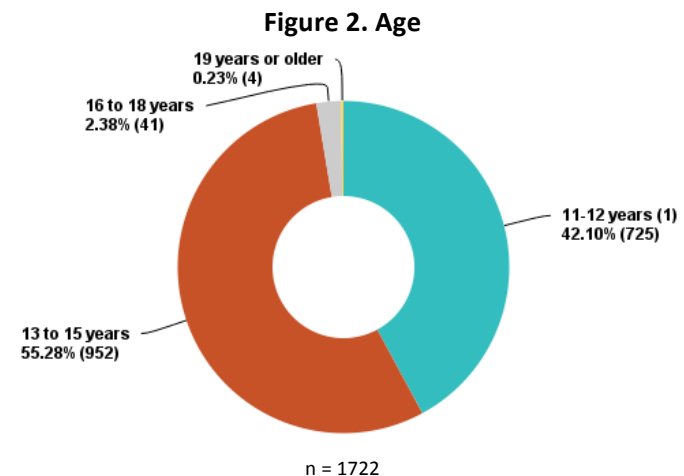
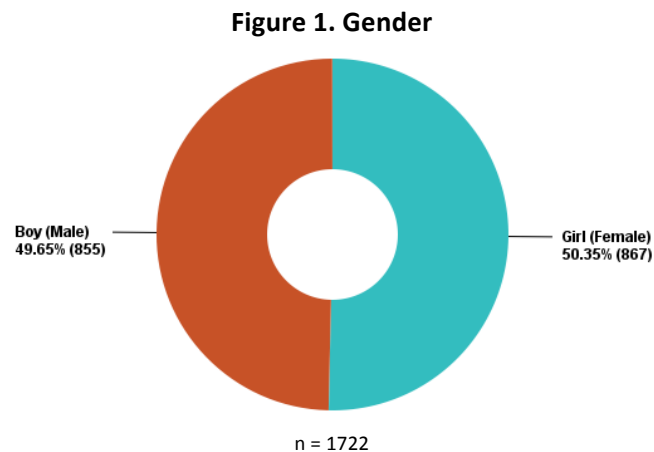
^a Completed = 1491, Incomplete = 798

^b <http://illinoisreportcard.com>

Berwyn Youth Profile

Over 96% of youth surveyed live in Berwyn, with an even gender split (Figure 1). The age range is skewed towards younger age groups with 42% self-reporting that they are 11-12 years of age, 55% self-reporting 13 to 15 years of age, and just over 2% indicating they are aged between 16 to 18 years (Figure 2).

Insight: Over 95% of youth surveyed are aged 11-15 years, live in Berwyn and are equally representative of male and female youth.



We asked young people about their weekly personal financial situation. This included questions as to how much money they would estimate that they have weekly to spend freely, if they contribute to household bills and what they spend their own money on. 87% self-reported that they do not contribute to household bills, with 5.5% contributing and 7.5% were unsure.

Insight: Over 85% of young people 15 years and under do not contribute money to household bills.

We used an open-ended question to ask students to estimate the amount they have available to spend freely in an average week. Over 1,106 responses were received that were then categorized into ranges of dollar value. 20.6% of youth self-report having \$20-29 a week to spend freely, 19.1% self-report \$10-19, and 15.7% a much smaller amount of \$1-5 a week. A further 14% of the young people surveyed (n= 155) indicate having no money available to spend freely each week.

Insight: 14% of youth have no money available to spend freely each week, with 65% having between \$1 and \$30 a week to spend freely.

We asked young people to indicate what are the top items that they spend their own money on. In addition to indicating from the eight options we provided (e.g., food, clothes and shoes, entertainment etc.) a further 79 responses were received in the “Other, please specify” response option. These 79 responses we categorized and merged with the existing items to create a complete list of 36 possible items (Table 2).

Insight: Food (76.9%) clothing and shoes (63.9%), entertainment (38.7%) and video games (35.2%) are the leading four items young people in Berwyn spend their own money on.

Table 2. Top 15 Items Purchased With Own Money

Items	%	No.	Items	%	No.	Items	%	No.
Food	76.9%	1325	Cell phone	19.3%	332	Bills	0.2%	3
Clothing and shoes	63.9%	1101	Transport	7.7%	133	Haircut	0.2%	3
Entertainment	38.7%	666	Books	0.6%	10	Toys	0.2%	3
Video Games	35.2%	606	Make-up & Nails	0.3%	5	Other	1.5%	24
Technology	23.8%	409	Art & craft supplies	0.2%	4	Save it	0.3%	5
School Items	19.9%	343	Jewelry	0.2%	4	Don't get money	0.2%	4

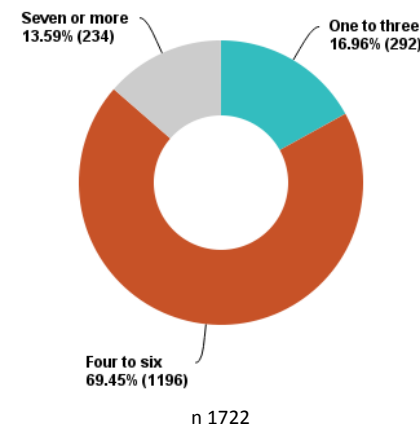
Berwyn Youth Household and Family Profile

To develop a household/family profile we asked young people to share information about how many people live in their home at the time the survey was administered (Figure 4).

Insight: Over 65% of young people indicated four to six people are currently living in their home.

We also asked about family ethnicity and provided a list of five broad response options (e.g., Latino, African American, Caucasian, Native American, Asian) as descriptors for their families ethnicity. We asked youth to ‘check all that apply’ to allow for families that are a blend of multiple ethnicities.

Figure 4. Number of People Living at Home



Over 1722 youth responded to administered categories. A further 91 selected “Other, please specify” and using the comment field described their families ethnicity. This resulted in a complete list of 37 possible ethnic profiles of Berwyn youth (Table 3). Most of the comments included 2 or more ethnicities (e.g., Irish/Italian).

Table 3. Family Ethnicity

Ethnicity	%	No.	Ethnicity	%	No.	Ethnicity	%	No.	Ethnicity	%	No.	Ethnicity	%	No.
ADMINISTERED CATEGORIES			PARTICIPANT CATEGORIES ^b											
Latino ^a	72.6%	1446	American	0.9%	18	Polish	0.2%	3	Dom. Republic	0.1%	1	Vietnamese	0.1%	1
African American	8.8%	175	Mexican	0.9%	17	African	0.1%	2	European	0.1%	1	Macedonian	0.1%	1
Caucasian	6.9%	137	Irish	0.3%	6	Brazilian	0.1%	2	French	0.1%	1	Nigerian	0.1%	1
Native American	4.3%	85	Puerto Rican	0.3%	5	Colombian	0.1%	2	Canadian	0.1%	1	Lithuanian	0.1%	1
Asian	2.8%	55	Italian	0.3%	5	Don't know	0.1%	2	Haitian	0.1%	1	Salvadorian	0.1%	1
			Arab	0.2%	3	Filipino	0.1%	2	Hispanic	0.1%	1	Serbian	0.1%	1
			German	0.2%	3	Indian	0.1%	2	Jamaican	0.1%	1	Spanish	0.1%	1
			Guatemalan	0.2%	3	Multi-ethnic	0.1%	2	Khmer	0.1%	1	Swedish	0.1%	1

^a This fixed category included the descriptors: Mexican, Latin American, Puerto Rican ^b Most of the comments included 2 or more ethnic groups

Insight: Over 72% of the youth surveyed are of Latino ethnicity.

We asked Berwyn youth what languages are spoken at home. We provided six options (e.g., English, Spanish, Arabic, Chinese, Polish) and provided an ‘Other, please specify’. Over 1722 youth self-reported within the five categories, with a further 64 youth indicating over 25 different languages spoken at home, with many families bilingual.

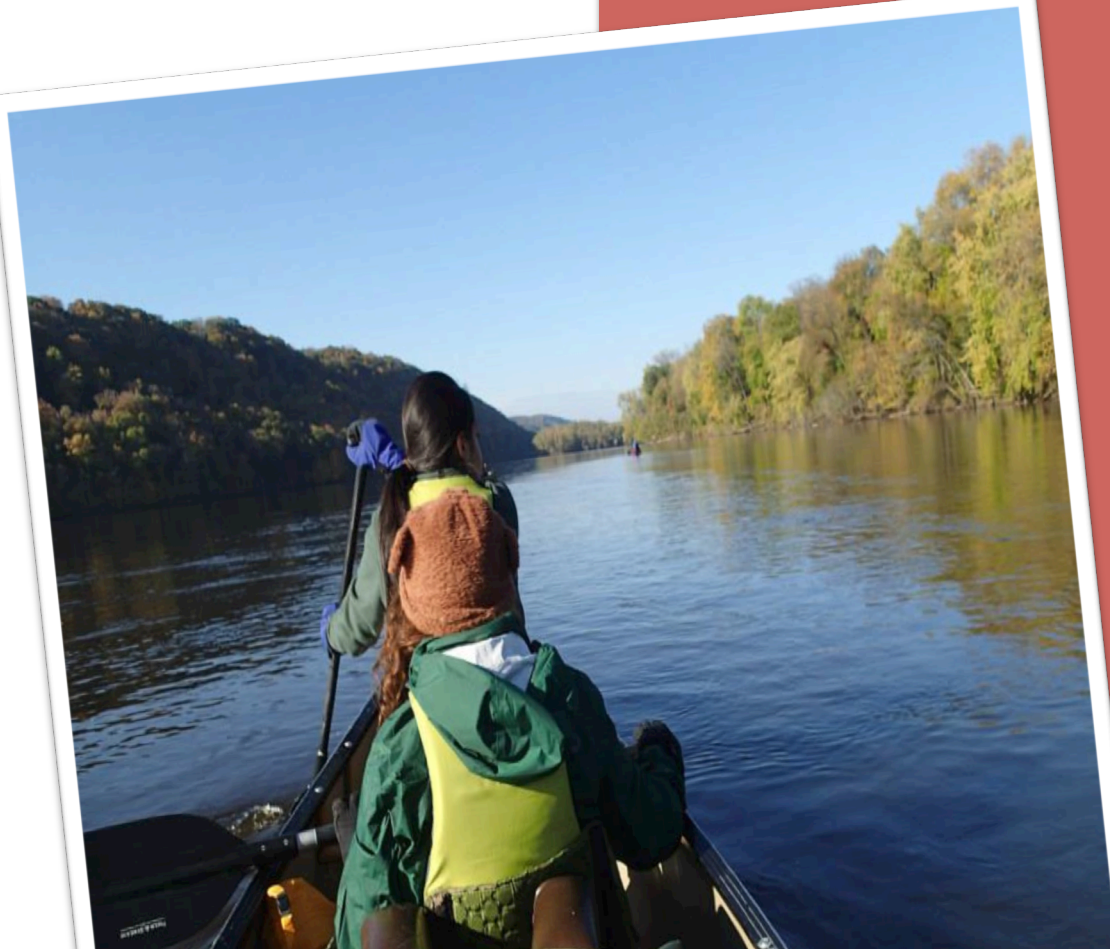
Table 4. Household Languages.

Language	%	No.	Language	%	No.	Language	%	No.	Language	%	No.
English	91.6%	1578	Vietnamese	0.3%	6	Portuguese	0.1%	2	Bosnian	0.1%	1
Spanish	70.8%	1220	Filipino	0.3%	5	Romanian	0.1%	2	Russian	0.1%	1
Arabic	1.3%	22	Italian	0.2%	4	Serbian	0.1%	2	Llokano	0.1%	1
Chinese	0.9%	16	Spanglish	0.2%	4	Thai	0.1%	2	Bisaya	0.1%	1
Polish	0.8%	14	Sign Lang.	0.2%	3	Khmer	0.1%	2	Aklanon	0.1%	1
French	0.6%	11	Japanese	0.1%	2	African	0.1%	1	Telegu	0.1%	1
Tagalog	0.6%	11	Korean	0.1%	2	Burmese	0.1%	1			
Hindi	0.5%	8	Macedonian	0.1%	2	German	0.1%	1			

Insight: English (91.6%) and Spanish (70.8%) are the main two languages spoken in the homes of Berwyn youth.

Section I: Insight Summary

PROFILE OF SCHOOLS AND YOUTH SURVEYED	<u>Berwyn Youth Profile</u> <ul style="list-style-type: none">• Over 95% of youth surveyed are aged 11-15 years, live in Berwyn and are equally representative of male and female youth.• Over 85% of young people 15 years and under do not contribute money to household bills.• 14% of youth have no money available to spend freely each week, with 65% having between \$1 and \$30 a week to spend freely.• Food (76.9%) clothing and shoes (63.9%), entertainment (38.7%) and video games (35.2%) are the leading four items young people in Berwyn spend their own money on.	<u>Berwyn Youth Household and Family Profile</u> <ul style="list-style-type: none">• Over 65% of young people indicated four to six people are currently living in their home.• Over 72% of the youth surveyed are of Latino ethnicity.• English (91.6%) and Spanish (70.8%) are the main two languages spoken in the homes of Berwyn youth.
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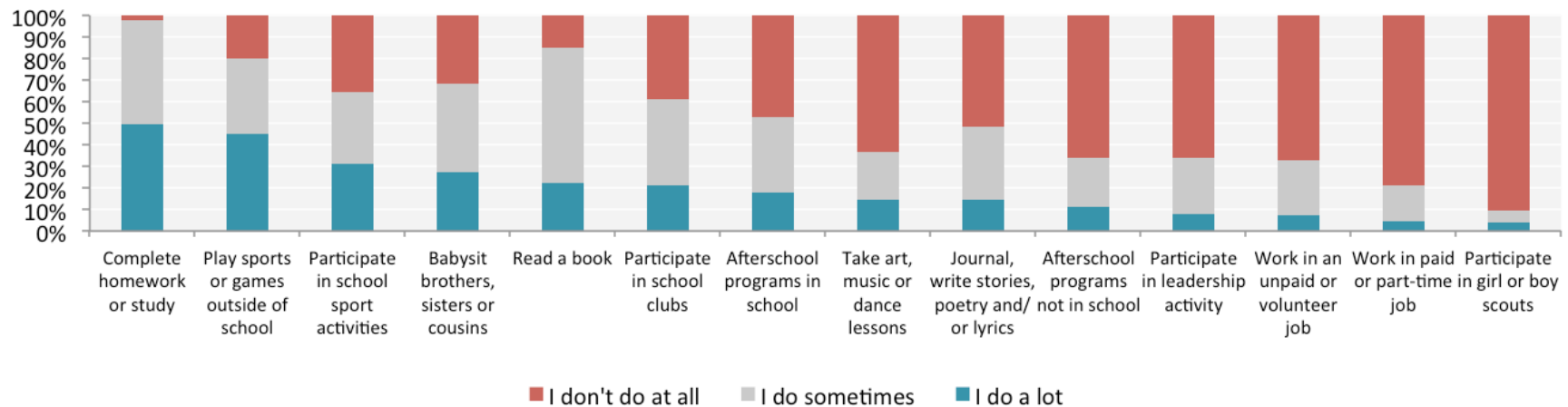
YOUTH ACTIVITY OUTSIDE SCHOOL TIME



Section II. Youth Activity Outside School Time

We asked young people how often they participate in certain activities outside of school time. As shown in Figure 5, the activities Berwyn youth participate in most often out of school time include: completing homework or study, playing sports or games outside of school, participating in school sport activities, babysitting, reading a book and participating in school clubs. The activities youth are least likely to participate in after school include: participating in girl or boy scouts, working in paid or part-time job, working in unpaid or volunteer job, participating in a leadership activity and afterschool programs not in school.

Figure 5. Youth Activity Participation



n = 2289

Over 125 youth selected 'Other' and using the comment field included a description in their own words of what activities they participate in out of school time. Consistent with Figure 5, group sports (e.g., basketball, soccer, volleyball, team club sports, cheerleading), and individual sports (e.g., gymnastics, swimming, martial arts, wrestling) were mentioned most often (28%). The second was music and arts related activities (16%)(e.g., music, drawing, singing, dance, theater, crafts); with the third and fourth most mentioned were gaming activities (14%)(e.g., video, card and board games), and media and technology activities (12%)(e.g., news club, creating animations, using electronics, fix and explore how technology works, playing on iPhone and tablet).

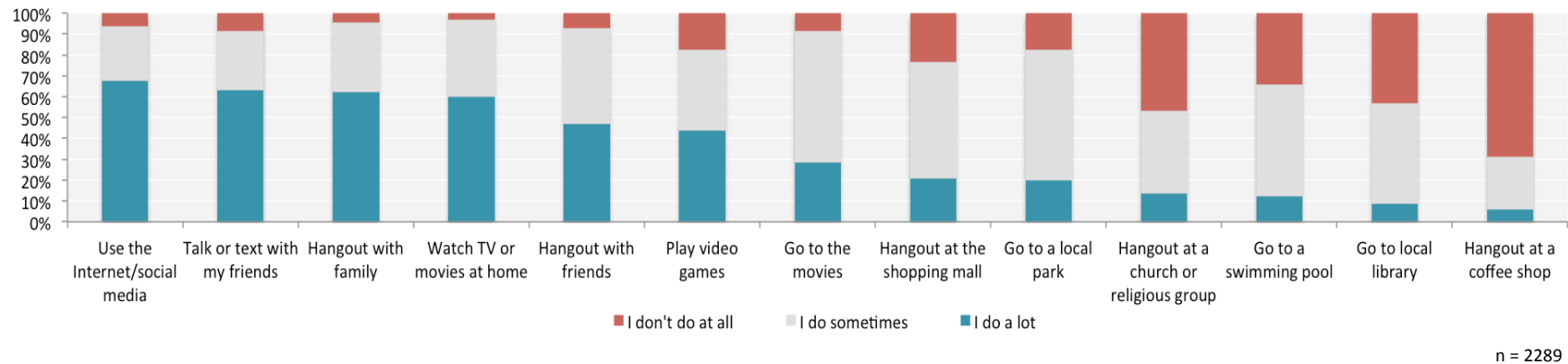
Insight: Homework or studying and participating in sports are the main activities Berwyn youth participate in outside of school time, with notable mention given to arts and music activities, gaming, media and technology.

We asked young people about the social spaces and social activities that they participate in outside of school time. In the list of social spaces we ask about, we included both physical social spaces (e.g., home, shopping mall, park) and mediated social spaces (e.g., Internet, social media,

video games) as well as social activities (e.g., talk or text with friends).

As shown in Figure 6, the social spaces and activities Berwyn youth most often participate in during out of school time include: the Internet and social media, talking and texting with friends, hanging out with family and watching TV or movies at home. The spaces and activities least participated in include: hanging out at a coffee shop, going to the local library, a swimming pool and hanging out at a church or with a religious group.

Figure 6. Youth Social Space Participation



Over 99 youth during selected 'Other' and using the comment field included a description in their own words of what social spaces and activities they participate in out of school time. Attending sporting events and playing sports with others was the most described social activity (23.6%), with spending time with family, especially siblings (9.7%) and participating in arts activities (8.3%)(e.g., dance lessons at a studio, acting in a play) also featured often in the comments. While not the most often described activity, young people further mentioned helping out at home (6.9%) and sleeping (6.9%) as spaces and activities they also participated in.

Insight: The Internet and social media, talking and texting with friends, hanging out with family and watching TV and movies at home are the main social spaces and activities Berwyn youth participate in outside of school time. Notable mention in youth comments was also given to attending sporting events, spending time with family, especially siblings and participating in arts activities.

Youth Activity Schedule Preferences

The scheduling of youth activities outside of school time is very important. We asked youth what days of the week and times of the day they most prefer during the school year and during the summer. Youth indicated that Friday and Saturday, in the early evenings (4-6PM) or after lunch (12-4PM) were schedule preferences during the school year.

By contrast, during the summer there was little difference in preference between Monday-Friday, and with after lunch (12-4PM) and early evening (4-6PM) being their preferred times.

Figure 7. School Year: Day Preference

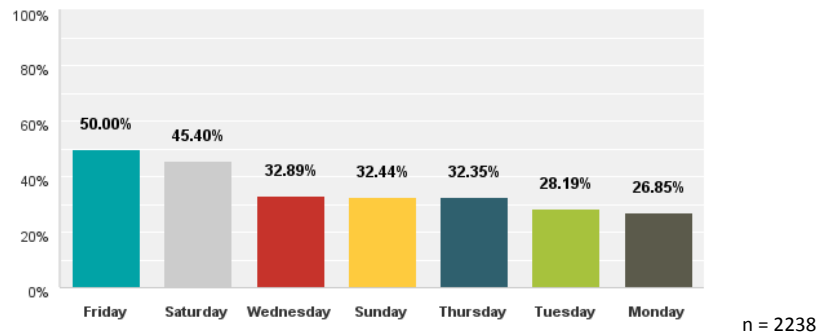


Figure 9. Summer: Day Preference

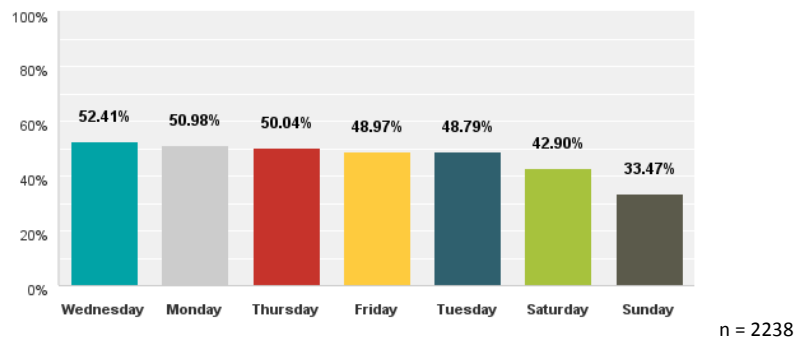


Figure 8. School Year: Time Preference

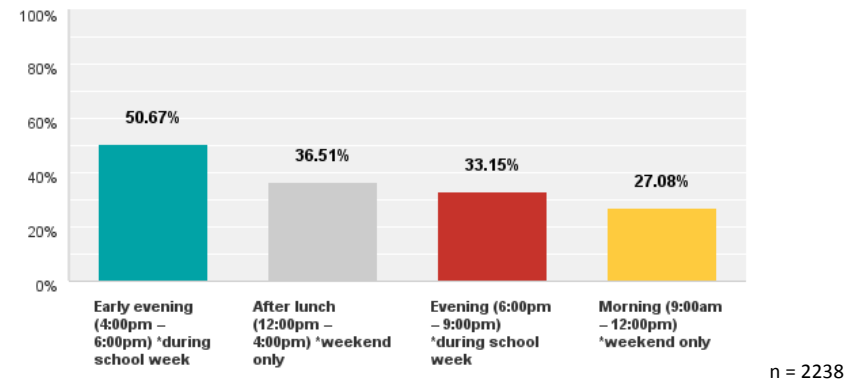
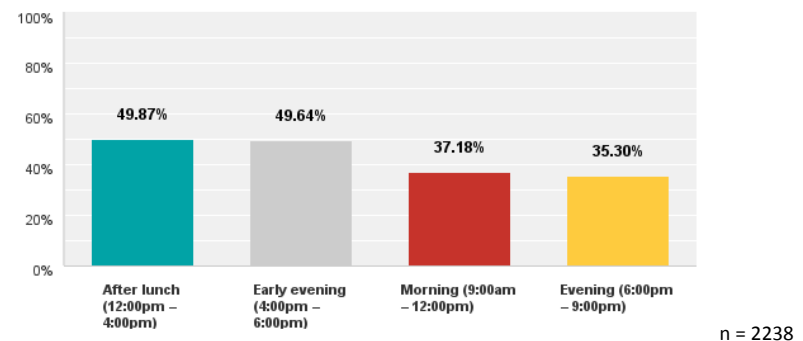


Figure 10. Summer: Time Preference



Insight: After lunch (12-4PM) and early evening (4-6PM) are youth-preferred time slots for youth programming through the year, with Friday's and Saturdays preferred during the school term, and any day of the week during the summer.

Section II: Insight Summary

YOUTH ACTIVITY OUTSIDE SCHOOL TIME	<ul style="list-style-type: none">• Homework or studying and participating in sports are the main activities Berwyn youth participate in outside of school time, with notable mention given to arts and music activities, gaming, media and technology.• The Internet and social media, talking and texting with friends, hanging out with family and watching TV and movies at home are the main social activities Berwyn youth participate in outside of school time.	<ul style="list-style-type: none">• Youth comments also mentioned attending sporting events, spending time with family, especially siblings and participating in arts activities.• After lunch (12-4PM) and early evening (4-6PM) are youth preferred time slots for youth programming through the year, with Friday's and Saturdays preferred during the school term, and any day of the week during the summer.
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YOUTH PARTICIPATION IN BERWYN ACTIVITIES, EVENTS & FACILITIES

Section III. Youth Participation in Berwyn Activities, Events & Facilities

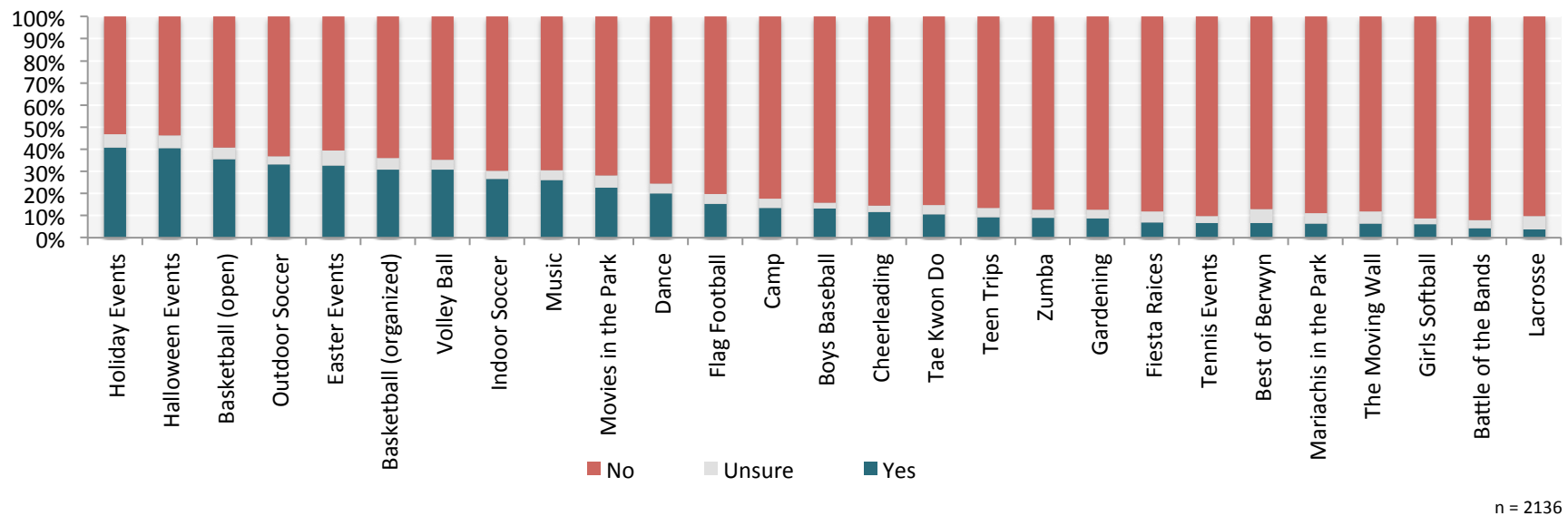
To learn more about which locally organized events, activities and facilities youth use, we provided a generic list and asked them to indicate which they used, attended or participated in during the past year (2014).

Berwyn Events & Activities

While over more than half (over 53%) of the participants (n=2136) indicated they had not used or attended each event or activity listed, just under half (41%) reported they had attended or participated in holiday and Halloween events (Figure 11). Basketball (outdoor) (35.59%) and soccer (33.17%) were the next most frequented locally organized activities that young people participated in or attended. Lacrosse (3.7%), Battle of the Bands (4.2%) and Girls softball (6.22%) were the least frequented activities.

Insight: Locally organized Berwyn activities have moderate to low levels (41% or less) of youth attendance and participation. The most popular are holiday events, Halloween events, basketball (open) and outdoor soccer.

Figure 11. Youth Participation at Berwyn Events & Facilities



Berwyn Facility Use

Section III: Insight Summary

YOUTH PARTICIPATION IN BERWYN ACTIVITIES, EVENTS & FACILITIES		
	<u>Berwyn Events & Activities</u> <ul style="list-style-type: none"> Locally organized Berwyn activities have moderate to low levels (41% or less) of youth attendance and participation. The most popular are holiday events, Halloween events, basketball (open) and outdoor soccer. 	<u>Berwyn Facility Use</u> <ul style="list-style-type: none"> The most popular Berwyn facilities for young people include the playgrounds, public library, Skate Park and climbing wall. Using the free computer, the Internet and accessing fiction books was the most used/accessed activities in the Berwyn library by young people.
	<u>Reasons Youth Do and/or Do Not Participate</u> <ul style="list-style-type: none"> Having fun, relaxing and hanging out with friends are the main reasons youth participate in locally organized Berwyn events and activities. The time of day scheduled and the match between programming and the interests of young people inis what prevents young people from participating in locally organized Berwyn events and activities. 	<u>Your Suggestions for Improving Berwyn</u> <ul style="list-style-type: none"> Over half of the young people surveyed (50.6%) recommended improving Berwyn schools. To improve Berwyn, youth further suggested improving the sports tournament programming, the diversity of out of school time programming, and the development of spaces for youth to hangout and be creative out of school time.
		<u>Learning About Berwyn Activities and Events</u> <ul style="list-style-type: none"> Nearly two thirds (70%) of young people surveyed prefer to learn about or be notified of locally organized Berwyn activities and events through their school.

Over 70 young people selected 'Other' for this question and completed the comment field provided. Consistent with Table 5, using computing technology, the Internet and gaming were the most mentioned library activities in the comments with reading, helping family to find and check out books and printing the most used library services. **Insight: Using the free computer, the Internet and accessing fiction books was the most used/accessed activities in the Berwyn library by young people.**

The library was described by youth as a place to 'escape reality', 'my home' and 'it makes me feel like I am Alice in Wonderland.'

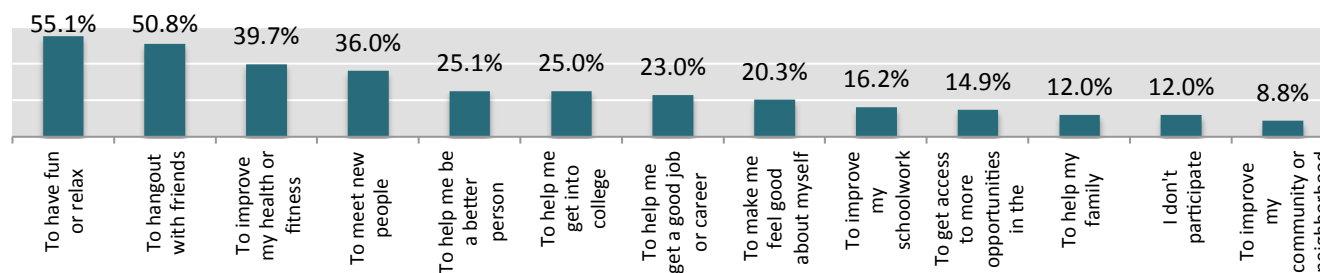
*"In my spare time I sometimes go to the public library to do research or check out books. My sisters and my mom go with me to hear my sisters read her a book. We lose track of how much time we are in there. I go to the computer room to play games or do a research project. I made friends with the staff. I see the library as one of the many places that makes me feel like Alice in wonderland because **I see it as a place to escape reality and just be creative and imaginative.** I also sit down and watch Netflix with my family."*

*"I found some really great books in the library. They were fiction, non-fiction, betrayal, love, heartbreak, supernatural, horror, suspense, mystery, and most importantly, drama. I look around in the basement, just looking to see if I find anything interesting. I have checked out a lot of books' have also checked out a movie, which was really great. **I consider the library my home.**"*

Reasons Youth Do and/or Do Not Participate

We asked young people to share with us the reasons why they do participate in locally organized Berwyn events or activities. They could check all the reasons that applied to them or provide their own in the comment section of this question. The main reasons for participants include: to have fun or relax (55.1%), to hangout with friends (50.8%), to improve health or fitness (39.7%) and to meet new people (36%). To improve their community or neighborhood was the least selected reason (8.8%). Over 46 young people selected 'Other' and provided a comment in the field provided. Most of the comments included reasons categorized as, 'to develop myself', 'to develop my sporting skills' and 'to participate in volunteering.'

Figure 14. Reasons I Do Participate

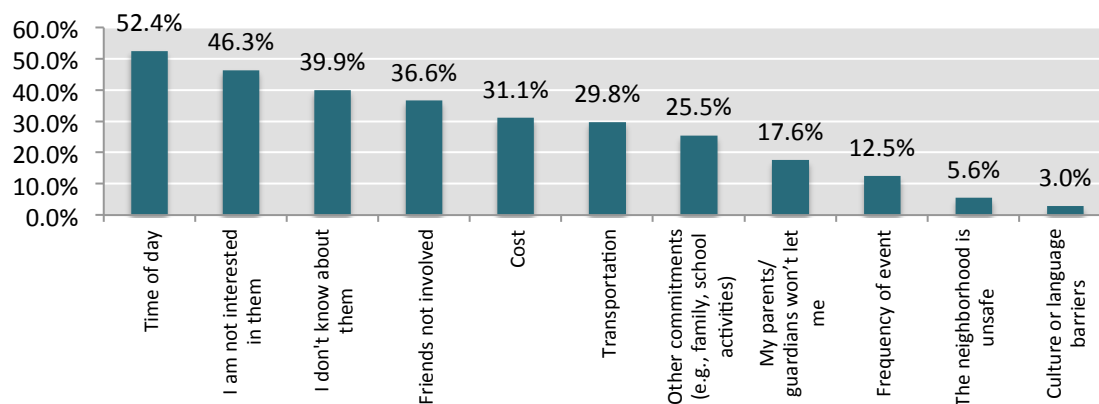


n = 2136

Insight: Having fun, relaxing, and hanging out with friends are the main reasons youth participate in locally organized Berwyn events and activities.

We asked young people to share with us the things that prevent them from participating in locally organized Berwyn events or activities. They could check all the reasons that applied to them or provide their own in the comment section of this question.

Figure 15. Reasons I Don't Participate



n = 2136

The time of day that events and activities are scheduled, were reported as the main reasons (52.4%), and 46.3% indicated they are not interested in the events and activity that are organized. A lack of youth awareness (39.9%) of locally organized events and activities and friends not participating (36.6%) were other reasons. Safety and cultural or language barriers did not feature as reasons for non-participation.

Over 70 young people commented on this question. Consistent with Figure 15, 'I'm not interested' in what is being organized (e.g., *"it is boring, not what I like to do, not interesting"*) featured strongly in the comments. In addition, young people also mentioned clash with other out of school activities and not being allowed to attend or participate as reasons. Five young people also mentioned low confidence, social skills or feelings of anxiety as to why they don't participate.

Insight: The time of day scheduled and the match between programming and the interests of young people in is what prevents young people from participating in locally organized Berwyn events and activities.

Youth Suggestions for Improving Berwyn

We asked young people what three things they would most like to see improved in Berwyn. We included a list of over 20 different things and also provided an option where they could comment using their own words (Table 6).

Over 50.6% of young people indicated improving Berwyn schools is what they would most like to see improved in Berwyn. Young people also recommended improving parks and recreation areas (32.8%), neighborhood safety (32.5%), and the organization of more age-appropriate activities (31%).

Table 6. Youth Suggestions for Improving Berwyn

	%	No.		%	No.		%	No.
The schools	50.6%	1081	Crime prevention	25.5%	545	Police relations	16.0%	342
Parks & recreation areas	32.8%	700	Youth Centers to hang out	25.0%	535	Youth volunteer opportunities	15.9%	339
Neighborhood safety	32.5%	694	Youth Theatre/arts/music programs	19.4%	415	Dog parks	14.9%	318
More activities for my age	31.0%	662	Cultural festivals and events	18.1%	386	Youth friendly businesses	14.0%	300
Neighborhood cleanliness	30.6%	653	Public transportation	16.9%	362	Youth leadership opportunities	11.5%	246
Public swimming pools	30.3%	648	Recycling programs	16.8%	358	Youth and family counseling services	6.6%	141
Organized sports & teams	29.5%	630	Health/Hospital Facilities	16.2%	347			

About 77 young people selected ‘Other’ and provided comments in the field provided. We categorized these comments and learned that improving schools and developing a more diverse portfolio of local youth programming were the most featured comments by young people. In terms of improving Berwyn schools, suggestions included changing what is taught, uniforms, how detention is handled, to improving the food at their schools.

“The schools need to teach important things that will help us in life like the secrets from the government that I know about the system remember every thing around us is just a 3d illusion.”

“The food they give in lunch is terrible they tell us to eat healthy yet they give us a half cooked hamburger. Please make this change.”

Young people commented on improving the sports programming with more organized tournaments across Berwyn.

“Host some tournaments in the parks so people can see what the kids or teens have been working on and the commitment that they had put into the sport. Then the adults can see that they should have their kid work hard for something that they want to prepare them for the future.”

“Would love to have an organized hockey league in Berwyn.”

Improving the diversity of programming and clubs in more creative and technology subjects as well as developing life skills was suggested. For examples, arts programs, nature and science classes and outdoor activities, programs that also aid the development of technology skills and how to cope and address drug habits and behavior.

“I seriously want more youth theater/fine arts/music programs. Also, nature or science classes where we learn about nature, the wilderness, and survival. I shouldn't need to have too beg my parents to go to a wooded area and have to constantly ask how to build a fire and how to make one. I think I seriously want to go camping.”

“Technology or robotics program.”

“Start a program to help people that have taken drugs and want to stop. Mostly Teens.”

The development of spaces for youth to hangout and be creative outside of school time was also suggested as a way to improve Berwyn for young people.

“Everyone needs a creative outlet. Friends should have place to hang out and relax and have fun. People need to be more creative and imaginative because when they grow/grew up, all that creativity started to disappear. I know Berwyn is a safe place but I believe Berwyn can be more safe.”

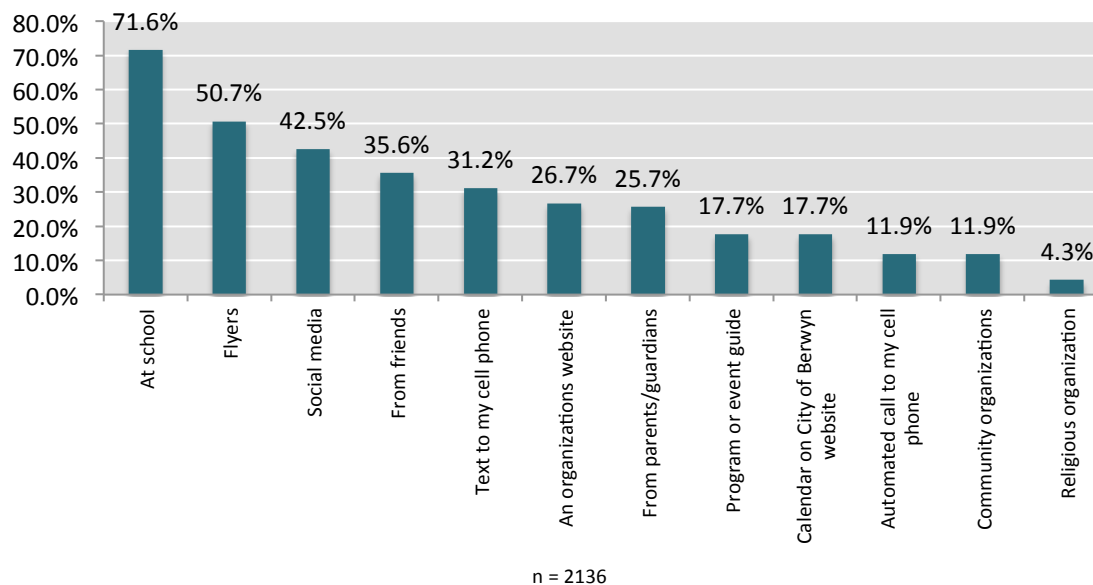
“Have a little shop for teenagers to go hangout, read, books, have hot chocolate in the winter but a small library.”

Insight: Over half of the young people surveyed (50.6%) recommended improving Berwyn schools. To improve Berwyn, youth further suggested improving the sports tournament programming, the diversity of out of school time programming, and the development of spaces for youth to hangout and to be creative during out of school time.

Learning About Berwyn Activities and Events

To help improve communication between activity organizers and Berwyn youth, we asked young people what are the main ways they would like to be kept informed and updated on Berwyn events and activities.

Figure 16. Youth Notification Preferences



Over 70% of young people surveyed prefer to learn about locally organized Berwyn activities and events through school, then from flyers (50.7%) and social media (42.5%).

An automated call to a young person's cell phone (11.9%), through community (11.9%) or religious organizations (4.3%) were the least preferred way that young people want to be notified of locally organized Berwyn activities and events.

Insight: Nearly two thirds (70%) of young people surveyed prefer to learn about or be notified of locally organized Berwyn activities and events through their school.

Section III: Insight Summary

YOUTH PARTICIPATION IN BERWYN ACTIVITIES, EVENTS & FACILITIES		
	<u>Berwyn Events & Activities</u> <ul style="list-style-type: none"> Locally organized Berwyn activities have moderate to low levels (41% or less) of youth attendance and participation. The most popular are holiday events, Halloween events, basketball (open) and outdoor soccer. 	<u>Berwyn Facility Use</u> <ul style="list-style-type: none"> The most popular Berwyn facilities for young people include the playgrounds, public library, Skate Park and climbing wall. Using the free computer, the Internet and accessing fiction books was the most used/accessed activities in the Berwyn library by young people.
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		<u>Learning About Berwyn Activities and Events</u> <ul style="list-style-type: none"> Nearly two thirds (70%) of young people surveyed prefer to learn about or be notified of locally organized Berwyn activities and events through their school.



YOUTH LIFE IN BERWYN



Section IV. Youth Life in Berwyn

How young people perceive their daily life is important for their social and emotional wellbeing. We asked young people a series of questions about causes of stress, if they have someone they could talk to and their perceptions on how they feel treated by the community.

Youth Life Stresses and Support

Grades (52.54%) and school/education (30.67%) were the main two things young people feel stressed about in their life. The things youth were least stressed about include: Pressure to be sexual active (1.48%), being abused (2%) and their sexual orientation (2.86%)(Table 7).

Table 7. Stresses

Stress	%	Stress	%
My grades	52.54%	Peer pressure	11.48%
My school or education	30.67%	Feeling unsafe	10.85%
My teachers	25.36%	Disconnecting from technology	8.68%
My family or home life generally	25.19%	Gangs in my neighborhood	5.65%
Feeling lonely or depressed	22.27%	My family not having enough food	4.23%
Me not having enough money	21.13%	Trouble with police	3.71%
Staying healthy	20.10%	My sexual orientation	2.86%
My parents or guardians	19.59%	Being abused	2.00%
My family not having enough money to pay bills	15.25%	Pressured into being sexually active	1.48%
My friends or peer group	14.22%	I don't feel stressed	25.13%

n = 1751

Insight: More than 1 in 5 youth surveyed report feeling lonely or depressed.

About 66 young people selected 'Other' and provided comments in the field provided. Most of these comments made reference to their school or their family as sources for their life stress. Comments about school included: *"I hate my school so much"* and *"Having a lot of homework"* and *"Well I don't feel stressed out except 4 my teachers."* Comments about family included: *"Family being judgmental of my orientation and beliefs. They'll learn one day"* and *"My parents not getting enough money"* and *"peer pressure because my family expects me to do good"* and *"My grandma always sad because she's always in pain because she works a lot."*

Insight: Homework, grades, family home life and feeling lonely or depressed were the main life stresses for Berwyn youth.

We asked Berwyn young people if they felt they had someone they could trust to talk to about stress in their life. 65% of young people surveyed indicated that they trust and feel they can talk to their parents, 62.5% their friends, and 47.42%, siblings or other relatives (41.49%)(Table 8). In the comments for this question, many young people shared about their relationship with their parents and their friends whom they trust and

others indicated that they keep their personal experiences to themselves or work through things themselves. Only 8.19% indicated they did not have anyone they felt they trusted enough to talk to.

Insight: over 91% of surveyed youth reported having someone in their life they trusted and could talk with when feeling stressed.

Table 8. People I Trust To Talk To

Person	%	Person	%
Parent(s)	64.96%	Coaches or sports instructors	6.51%
Friends	62.51%	Police officers	6.31%
Brother(s) or sister(s)	47.42%	Church leaders or counselors	5.54%
Relatives (cousins, aunts/uncles, grandparents)	41.49%	After school program instructors	2.22%
Girlfriend or boyfriend	16.43%	Neighbors	2.07%
School teachers	14.75%	Community organization counselors	1.30%
School counselors	8.43%	No one. I don't have anyone	8.19%

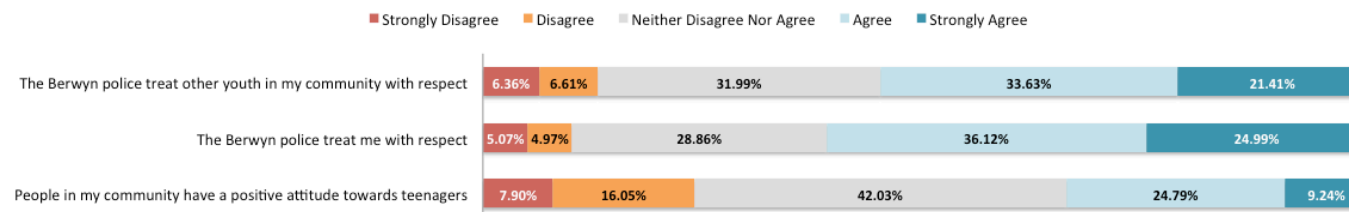
n = 1751

Insight: Parents, friends and other family members (e.g., siblings, uncles/aunts and grandparents) were the main people young people trusted to talk to about their problems.

Community Attitudes Towards Youth

How youth perceive they are treated by people in their community, especially local law enforcement or officials is important for young people to feel trusted, valued and to feel they have a voice in the community. We asked young people three questions about how they feel treated by people in Berwyn, and its local law enforcement. Of the young people survey, over 55% believe Berwyn police treat other youth with respect, and over 70% believe that Berwyn police treat them with respect; with close to 32% of young people being unsure how Berwyn police treat their peers or themselves. 13% and 10% respectively feel Berwyn police do not treat their peers or themselves with respect (Figure 17). Close to 24% of youth responded that people in the Berwyn community do not have a positive attitude towards teenagers. 42% were unsure, and 34% responded that people in the Berwyn community do have a positive attitude towards teenagers (Figure 17).

Figure 17. Youth Perceptions of Community Treatment of Youth



n= 2013

Insight: More youth self-report that they and their peers feel treated with respect by Berwyn police than those who feel they are not. A significantly higher proportion of youth feel that people in Berwyn do not have a positive attitude toward teenagers.

We then examined if youth perceptions of how they are treated in the community differ depending on the school in which they are enrolled.

Figure 18. Berwyn Police Treat Me With Respect (Split by School)

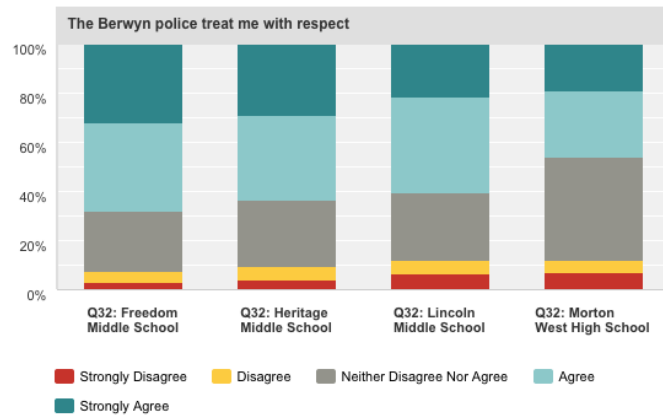


Figure 19. Berwyn Police Treat Other Youth With respect (Split by School)

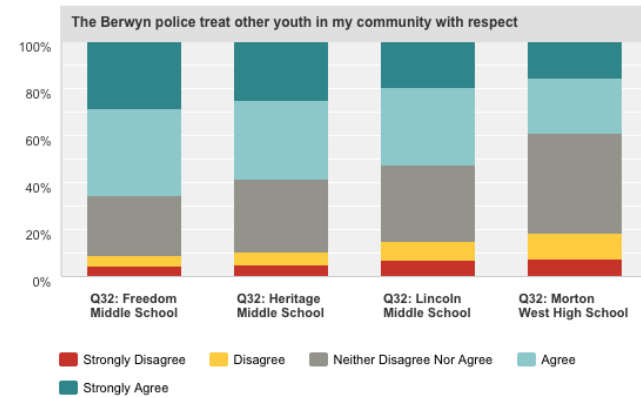
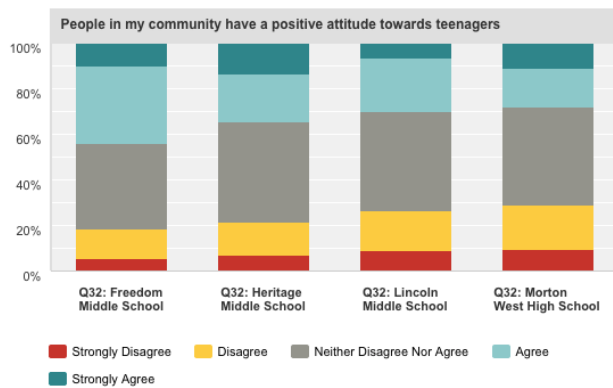


Figure 20. My Community Positive Attitude Towards Teenagers (Split by School)



At Freedom and Heritage slightly more young people perceive that the Berwyn Police treat them and their peers with respect, and for Freedom Middle School and the community has more of a positive attitude toward teenagers (Figure 18-20).

At Lincoln and Morton West, it is apparent for the statement, '*people in my community have a positive attitude towards teenagers*' that there is more disagreement and uncertainty than at the other two schools.

Insight: Slightly more young people enrolled in Lincoln Middle School and Morton West High School, than students at Freedom and Heritage Middle Schools, self-report that people in their community 'do not' have a positive attitude toward young people.

Section IV: Insight Summary

YOUTH LIFE IN BERWYN	<u>Youth Life Stresses and Support</u> <ul style="list-style-type: none">• More than 1 in 5 youth surveyed report feeling lonely or depressed.• Homework, grades, family home life and feeling lonely or depressed were the main life stresses for Berwyn youth.• Over 91% of surveyed youth reported having someone in their life they trusted and could talk with when feeling stressed.• Parents, friends and other family members (e.g., siblings, uncles/aunts and grandparents) were the main people young people trusted to talked to about their problems.	<u>Community Attitudes Towards Youth</u> <ul style="list-style-type: none">• More youth self-report that they and their peers feel treated with respect by Berwyn police than those who feel they are not. A significantly higher proportion of youth feel that people in Berwyn do not have a positive attitude toward teenagers.• Slightly more young people enrolled in Lincoln Middle School and Morton West High School, than students at Freedom and Heritage Middle Schools, self-report that people in their community ‘do not’ have a positive attitude toward young people.
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YOUTH LEARNING & LIFE PREPAREDNESS



Section V. Youth Learning and Life Preparedness

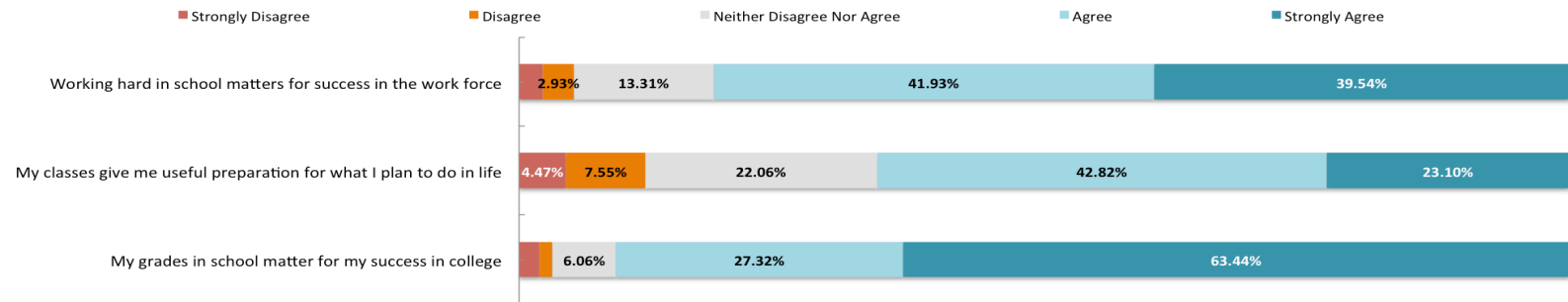
A large part of a young person's world is the formal and informal learning experiences and spaces they participate in. To explore how young people in Berwyn perceive learning we asked them eight questions.

Youth Perceptions of Learning

We asked young people three questions about their perceptions of the value of working hard in school for success in the workforce, if their classes are preparing them for life after school and if they perceive that their grades in school matter for their success in college.

Over 90% of young people perceive grades as important for their success in college and over 80% perceive that working hard in school matters for their success in the workforce (Figure 21). In contrast, only 65% perceive their classes in school are useful in preparing them for what they plan to do in life, be that join the workforce or go to college. 22% of young people surveyed were uncertain if their classes were useful in their preparation for life after school.

Figure 21. Youth Perceptions of Learning

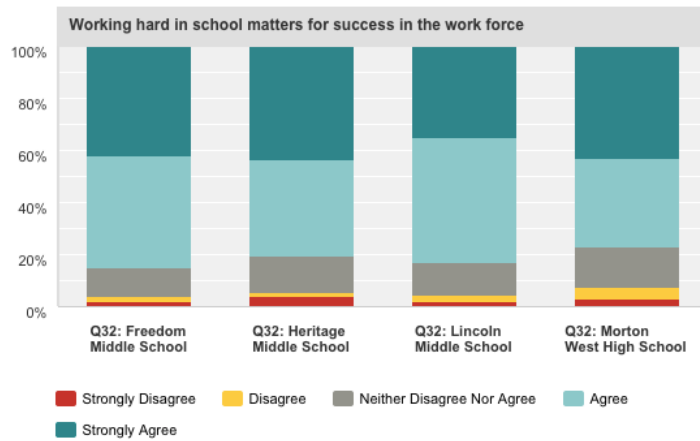


n= 2475

We also examined these items by school (Figure 22-24). There was little difference between schools in terms of how young people perceive the impact that working hard in school has on their future workforce success (Figure 22) and grades being important for their success in college (Figure 23).

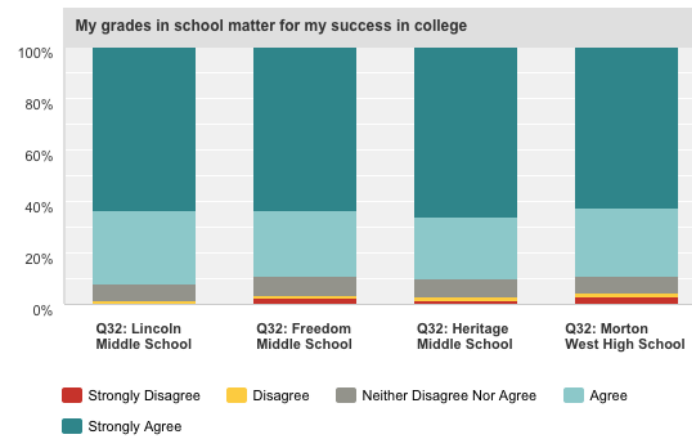
There was a slight difference between young people enrolled at Morton West and the three middle schools in terms of how useful they perceive their classes are for preparing them for their life plans after school (Figure 24). At Morton West, for the statement, '*My classes give me useful preparation for what I plan to do in life*' there is more disagreement and uncertainty than by the young people enrolled at the other three middle schools.

Figure 22. Working Hard in School Matters for Workforce Success (Split by School)



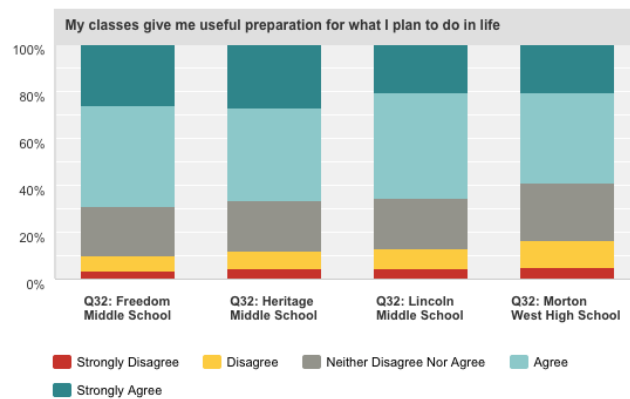
n= 2475

Figure 23. My Grades in School Matter for My Success in College (Split by School)



n= 2475

Figure 24. My Classes Give Me Useful Preparation in Life (Split by School)



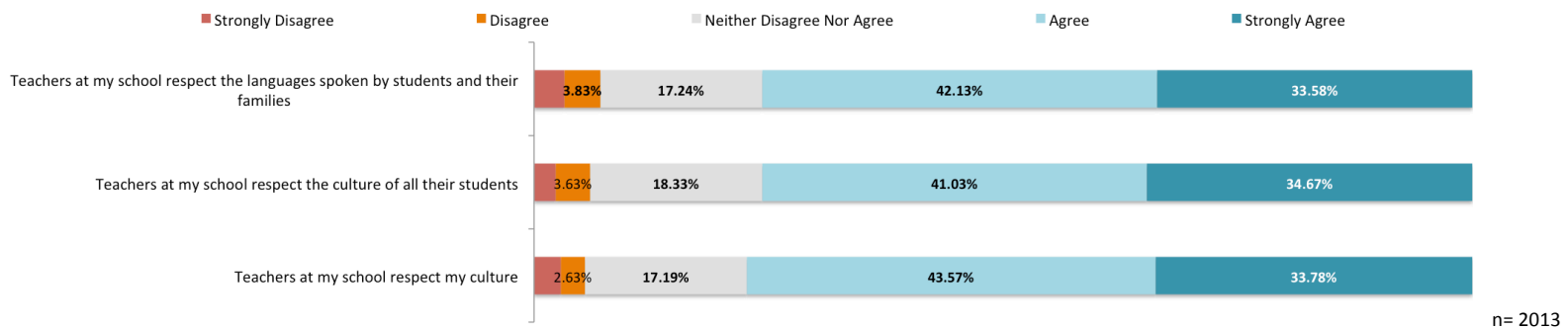
n= 2475

Insight: There was little difference between the schools in how young people perceive the impact of learning on their future success, with young people at Freedom, Heritage and Lincoln middle schools perceiving their classes as moderately more useful to their life plans, than young people taking the survey at Morton West High School.

Youth Perceptions of Teachers

Teachers play a very important role in the learning and life preparedness activities of young people. For a community as ethnically and culturally diverse as Berwyn we asked young people to respond to three statements about their perceptions regarding the respect teachers show towards them, their peers and their family. Across all three statements, over two thirds of young people self-reported that their teachers respect the languages spoken by students and their peers (75%) that teachers respect the culture of all their students (76%) and that teachers respect their individual culture (76%)(Figure 25). 17-18% of young people expressed uncertainty in evaluating their teachers on the three statements with only 7%, 6%, and 5% respectively disagreeing with it.

Figure 25. Youth Perceptions of Teachers



We also examined these items by school and found no significant difference between the four schools (Figure 26-28). **Insight: Young people across Berwyn perceive that teachers do respect the language and culture of their peers, their families and themselves.**

Figure 26. Teachers Respect Languages Spoken (Split by School)

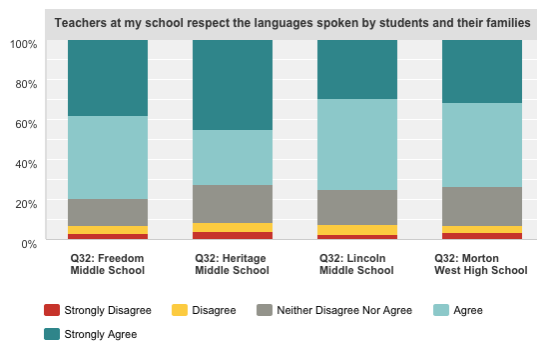


Figure 27. Teachers Respect Culture of Students (Split by School)

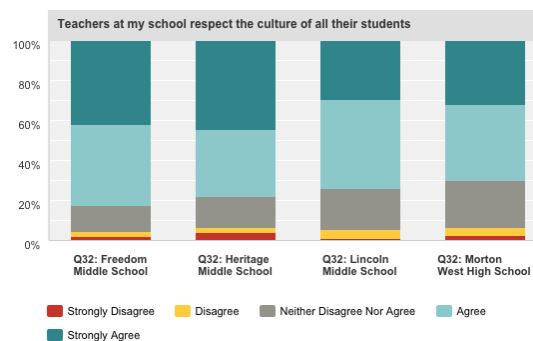
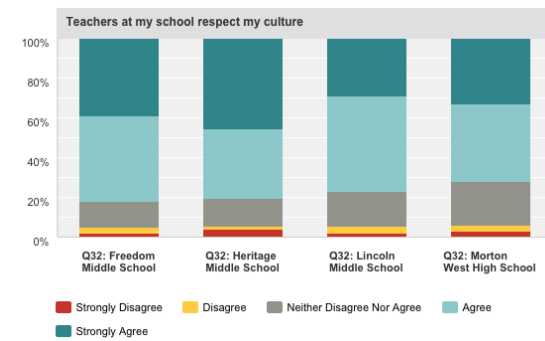


Figure 28. Teachers Respect My Culture (Split by School)

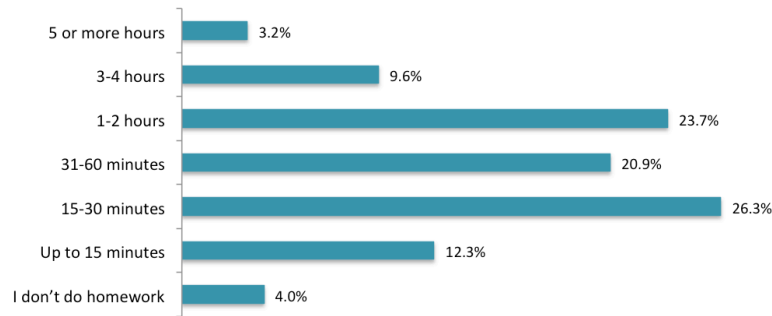


Learning Outside of School Time

Two things outside of school time are critically important for the development of young people's learning: How much time a day they spend on homework and the presence of others to support them in the completion of their homework. We asked young people a series of questions about their homework practices to understand how many hours of homework they are doing on average a day, and if they do have someone outside of school to support them with their homework.

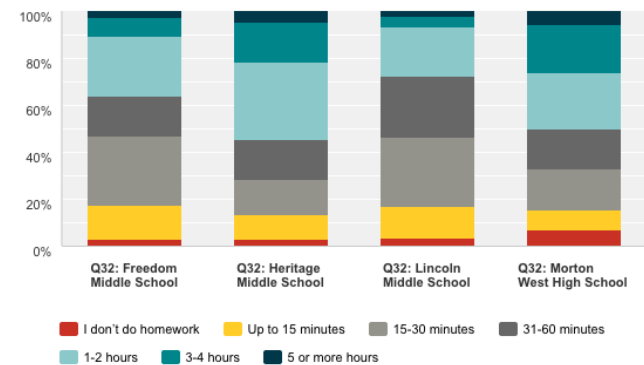
About 26% of all young people surveyed spending 15-30 minutes, 21% spending 31-60 minutes and 24% spending one to two hours on homework a day. Over 12% are spending 3 or more hours a day and at the other extreme, 12% report spending only up to 15 minutes on homework daily. 4% report that they don't do any homework at all.

Figure 29. Time Spend Doing Homework Daily



n=2075

Figure 30. Time Spent Doing Homework Daily (Split by School)



n=1491

When we examined this by school we found a significant difference between the three middle schools. Heritage Middle School youth spend more time doing homework each day (54% spend 1 hour or more daily) than young people at either Freedom Middle School (36% spend 1 hour or more daily) or Lincoln Middle School (28% spend 1 hour or more daily).

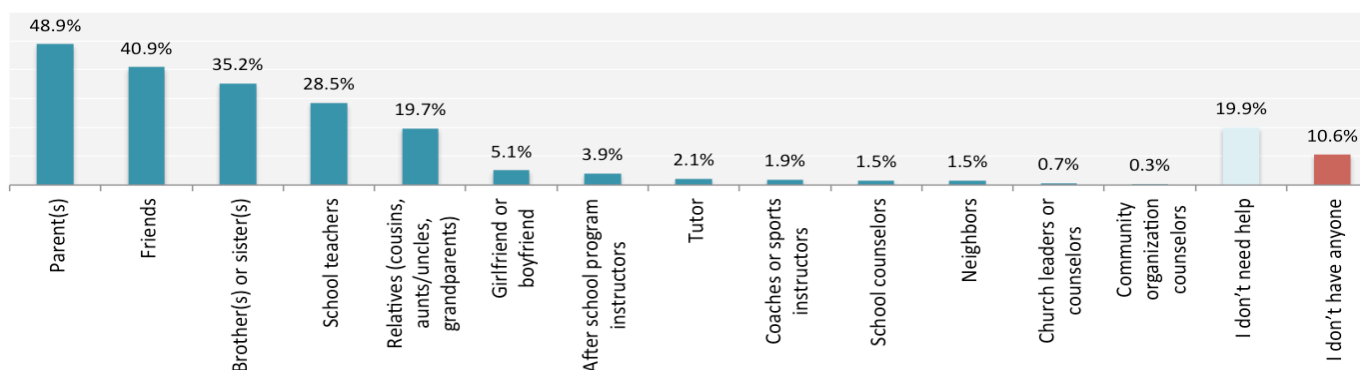
Morton West High School is the only school with a similar distribution to Heritage Middle School, and in fact had less young people at 50% self-reporting that they spend 1 or more hours a day on homework. Morton West High School further has the highest percentage of young people who do not do any homework at all (7%) across all schools (Lincoln 4%, Freedom 3% and Heritage 3%).

Insight: Heritage Middle School and Morton West High School youth self-report spending more time on homework a day (1 hour a day or more) than young people enrolled at either Freedom or Lincoln Middle School. Morton West also reports the highest percentage of young people who do not do any homework at all.

Having someone outside of school time who supports young people with their homework has a positive impact on youth learning as well as their social development. We asked young people if they had someone to help with their homework and who this person was.

While 20% indicated they didn't need help, and 10.6% self-reported they didn't have anyone, over 69% of young people self-reported that they had someone to help them with their homework. Parents (48.9%), friends (40.9%) and siblings (35.2%) were the main sources of help with homework; with school teachers (28.5%) and other relatives (e.g., cousins, aunts/uncles or grandparents) also serving as support.

Figure 31. Homework Support



n=2075

Insight: Most young people surveyed self-reported that they had someone to help them with their homework (69%), they didn't feel they needed help (19.9%) or did not have anyone to help them (10.6%).

Youth Physical Health and Social Awareness

We asked young people how much time they spend exercising on average a day and their experience in the last year (2014) volunteering in the community as indicators of their physical health, and their social awareness.

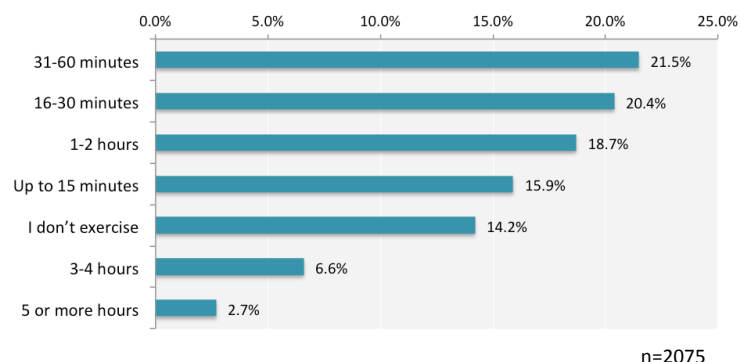
- **Physical Health:** We found over 41% of young people exercises between 16 and 60 minutes a day, with a further 28% doing 1 hour or more of exercise a day. Of the young people surveyed, 14.2% self-report not exercising at all (Figure 32).
- **Social Awareness:** In terms of engaging with community services and volunteering across Berwyn, 55% of young people self-reported that they have not volunteered in the last year, while of those who do, 29% indicate they volunteer at school and 17.3% volunteer their time with their local church or religious group (Figure 33).

Some 47 young people indicated 'Other' on the survey and provided a comment to describe their response to this question. While many provided more detail about specifically where they have volunteered (See below), a number indicated they wanted to volunteer but were not sure how they could or where they could go to find out about volunteer opportunities (e.g., *"I don't know where to sign up for that but if i know, i would"* and *"No, if i knew about it maybe i would"*).

Of those who did provide more detail, many described that they volunteered with different sports and recreation activities, helping out at girls or boys basketball, at karate, specifically at the Berwyn Recreation Center and helping the football coach were all mentioned. Young people also volunteer a lot at school, helping younger students with their learning (e.g., *"O.A.V, Fifth grade"*), band practice (e.g., *"I have volunteered to help the 5th grade band improve by giving them tips and pointers"*), fundraising for choir (e.g., *"Im going to make 12 dozens cookies for a choir fundraisor"*), helping with the technology in schools (e.g., *"in reimaging schools computers"*) and donating food to the schools food drive (e.g., *"I donate to the food drives at school, but that's about it."*).

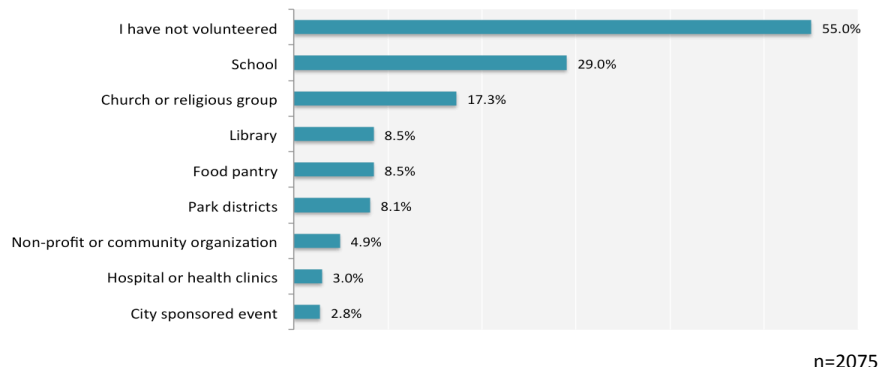
Helping with animals also featured in the comments with young people volunteering at animal shelters and places like the Brookfield Zoo, and Shedd Aquarium. A couple of young people also mentioned visiting homes for the elderly and helping out at their mom or dad's work during the holidays (e.g., *"I volunteered at my mom's home daycare over the summer and am planning to help again this winter"*).

Figure 32. Time Spent Exercising Daily



Insight: Over 41% of young people exercise between 16 and 60 minutes of exercise a day, with a further 28% 1 hour or more a day.

Figure 33. Volunteering and Community Service Experience



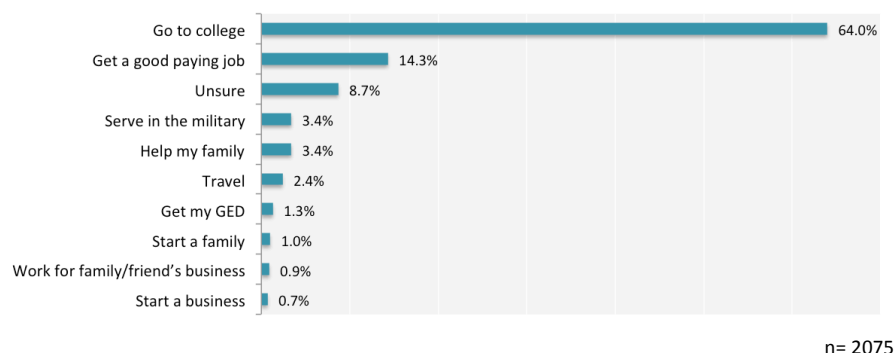
Insight: Over 55% of young people have not volunteered in their community in the last year. At school and with a Church or religious group are the main two forums where young people volunteer.

Youth Future Plans

We asked young people what their plans are after high school. Going to college was the most preferred afterschool plan indicating by 64% of total young people surveyed, followed by getting a good paying job (14.3%).

Over 75 young people selected 'Other' and provided a more detailed description of their afterschool plans in the comment field provided. In addition to going to college or getting a good job, young people shared they wanted to play professional sports, get a sports scholarship to go to college, travel, move out of Berwyn and help their family.

Figure 34. My Plans After High School



A selection of these comments include:

- **College:** “I want to go to Phenix University so I can travel to Greece and study there” and “I want to go to college so I can get a good paying job and a lot of money so I can help myself and my family” and “I would also like to focus in track or engineering” and “Get a Masters Degree in Computer Education and Computer Science” and “A culinary school or an art institute.”
- **Sports or sports scholarships:** “i want to get a job doing tae kwon do because i have done tea kwon do since i was four” and “Get a basketball scholarship” and “play professional soccer.”

- **Serve the community or country:** “Get a part-time job in police then little by little get into a job in the bank” and “First Go To US AirForce than go to college for computer education profession” and “become a k-9 cop/police” and “join the marines.”
- **Travel or move:** “move to another Country” and “move away from this town to better myself” and “Leave Berwyn for good” and “travel” and “I want to go to Phenix University so I can travel to Greece and study there.”
- **Help my family:** “take care of my mother” and “I want to go to college so I can get a good paying job and a lot of money so I can help myself and my family.”
- Young people also expressed that they felt uncertain or stressed about this question: “I feel stressed on this question because I fear that my parents would believe that I should be shipped off to college immediately and I fear that I'll never get in, that I'll never be successful, and that I will be a failure.” And “I really dont know i have a lot i would like to do in my life.”

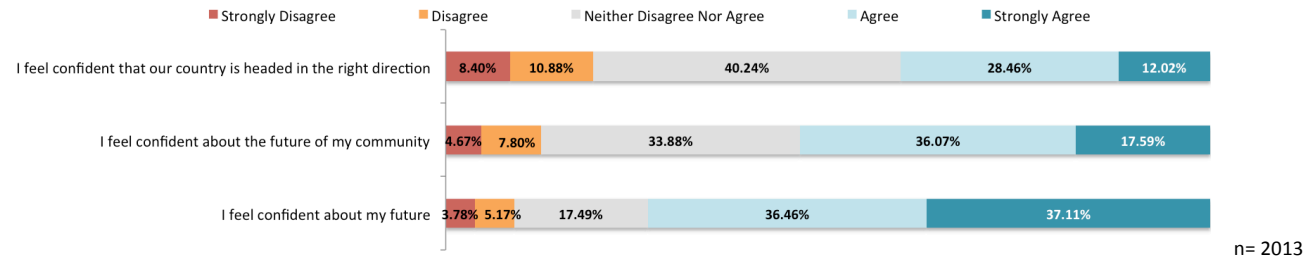
Insight: Going to college was the afterschool plan for many of the youth surveyed, with others indicating getting a job, serving in the military, playing sports, travelling and helping their family.

Youth Future Confidence

We asked young people how confident they feel for the future of their community, the country and for themselves. Across all three statements 73% of young people felt confident about their future, 53% confident about the future of their community, and 40% felt confident that our country is headed in the right direction.

Young people also expressed much uncertainty in evaluating their confidence for the future for both their community (33.8%) and their country (40.2%), and for themselves (17.4%). Over 18% did not feel confident about the direction of the country, 11% the future of their community and 8% of youth were not confident of their own future.

Figure 35. Youth Future Confidence



We examined these items by school. We found that young people enrolled at Morton West High self-report more uncertainty and lower confidence for the future of their community and country than young people at Freedom, Heritage or Lincoln middle schools.

Figure 36. Direction of Country (Split by School)

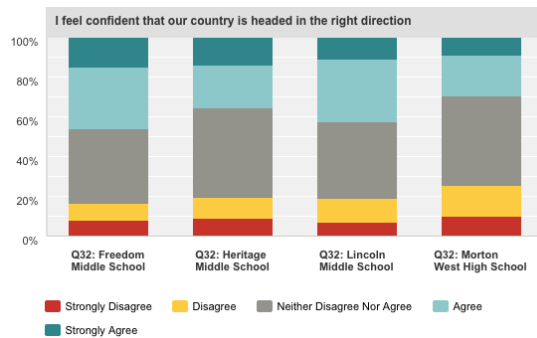


Figure 37. Future of Community (Split by School)

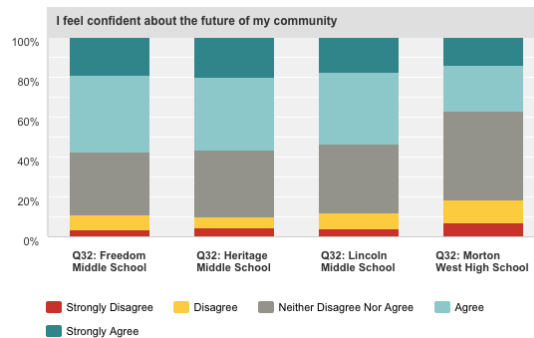
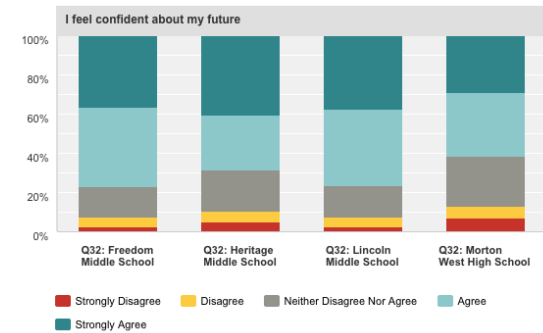


Figure 38. My Future (Split by School)



Insight: Young people across Berwyn feel more confident about their future than they do about the future of their community or the direction of the country. High school youth were more uncertain and have less confidence about the future of the community and country than middle school youth.

Section V: Insight Summary

YOUTH LEARNING AND LIFE PREPAREDNESS	<p><u>Youth Perceptions of Learning and Teachers</u></p> <ul style="list-style-type: none"> There was little difference between the schools in how young people perceive the impact of learning on their future success, with young people at Freedom, Heritage and Lincoln middle schools perceiving their classes as moderately more useful to their life plans, than young people taking the survey at Morton West High School. Young people across Berwyn perceive that teachers do respect the language and culture of their peers, their families and themselves. 	<p><u>Learning Participation Outside School Time</u></p> <ul style="list-style-type: none"> Heritage Middle School and Morton West High School youth self-report spending more time on homework a day (1 hour a day or more) than young people enrolled at either Freedom or Lincoln Middle School. Morton West also reports the highest percentage of young people who do not do any homework at all. Most young people surveyed self-reported that they had someone to help them with their homework (69%), they didn't feel they needed help (19.9%) or did not have anyone to help them (10.6%).
	<p><u>Youth Physical Health and Social Awareness</u></p> <ul style="list-style-type: none"> Over 41% of young people exercise between 16 and 60 minutes of exercise a day, with a further 28% 1 hour or more a day. Over 55% of young people have not volunteered in their community in the last year. At school and with a Church or religious group are the main two forums where young people volunteer. 	<p><u>Youth Future Plans and Confidence</u></p> <ul style="list-style-type: none"> Going to college was the post-highschool plan for many of the youth surveyed, with others indicating getting a job, serving in the military, playing sports, travelling and helping their family. Young people across Berwyn feel more confident about their future, than they do the future of their community or the direction of the country. High school youth were more uncertain and have less confidence about the future of the community and country than middle school youth.



YOUTH PERCEPTIONS OF SAFETY

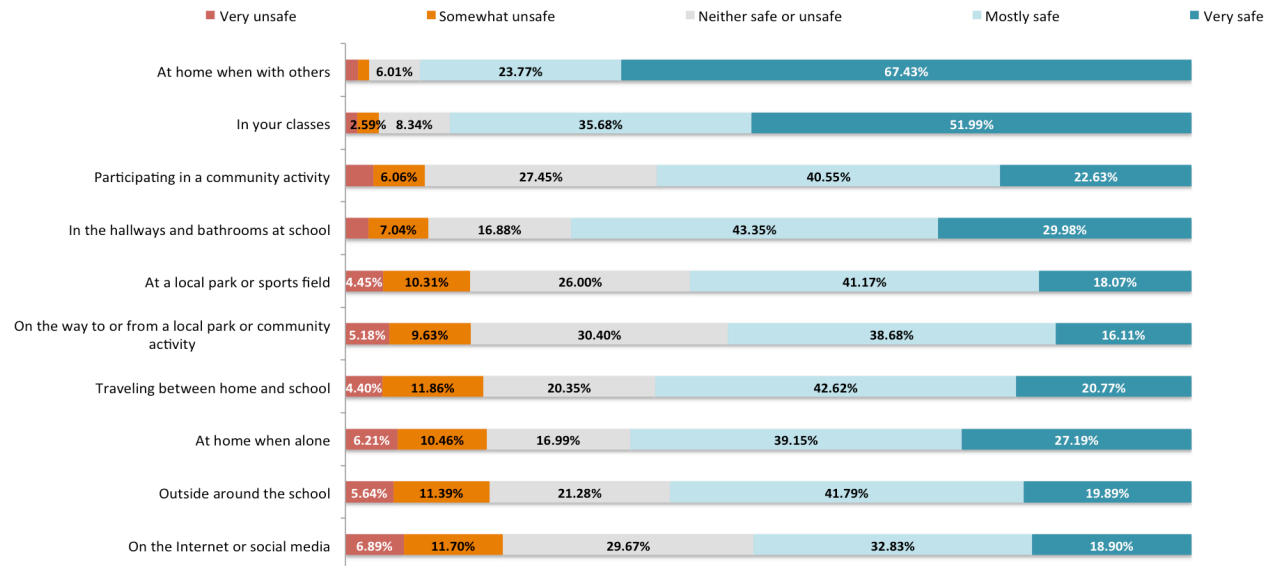
Section VI. Youth Perceptions of Safety

How safe young people feel in their community, in their schools and at home is very important for youth development, happiness and wellbeing. We used questions from the *Safe Now* survey by the Cicero Youth Task Force to ask youth where they feel the most safe, and the types of events or activities they have been exposed to that may threaten their feelings of safety across Berwyn.

Where Youth Feel Safe or Unsafe

Young people across Berwyn feel the most safe when they are at home with others (91.2%), in class (87.6%), in the hallways and bathrooms at school (73.3%) and at home when alone (66.3%). Young people feel the least safe when they are on the Internet or social media (18.5%), outside and around school (17.04%), at home when alone (16.6%) and when travelling between home and school (16.26%).

Figure 39. Where Youth Feel Safe or Unsafe



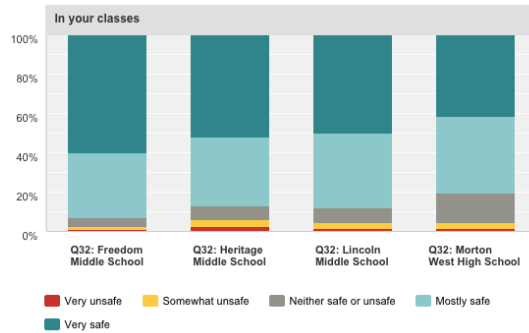
n = 1931

Insight: While Berwyn youth feel the most safe when at home and at school, they feel less safe when on the Internet or social media, outside and around school or travelling to and from school, as well as when at home alone.

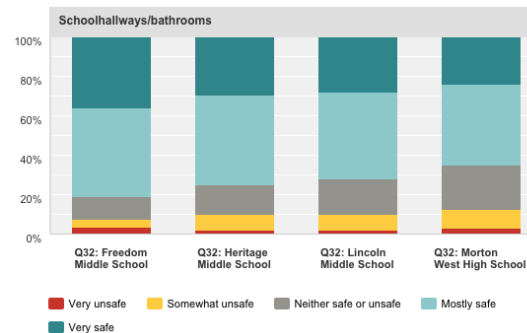
We examined these items to see if there are any differences by school or by gender.

Youth Safety at School

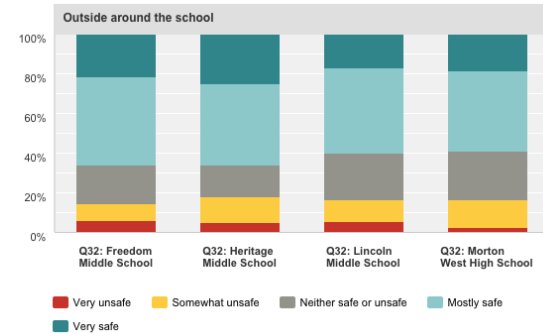
**Figure 40a. In Class
(Split by School)**



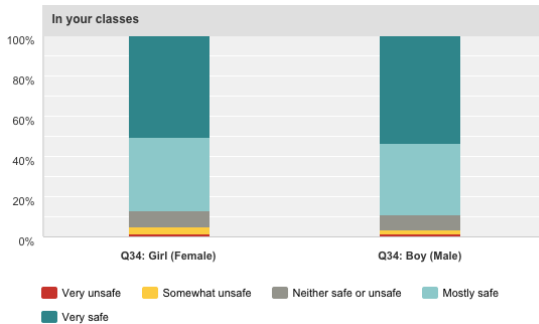
**Figure 41a. School Halls & Bathrooms
(Split by School)**



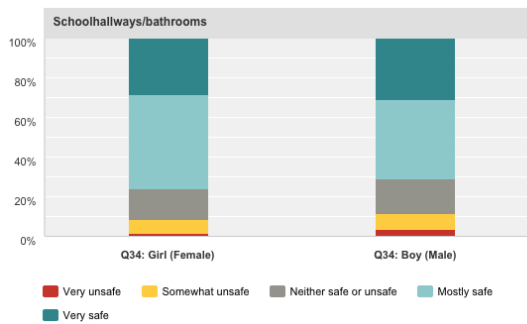
**Figure 42a. Outside Around School
(Split by School)**



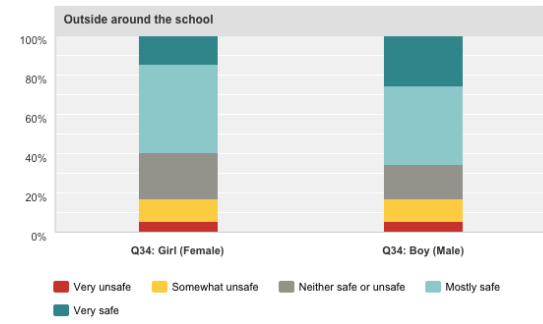
**Figure 40b. In Class
(Split by Gender)**



**Figure 41b. School Halls & Bathrooms
(Split by Gender)**



**Figure 42b. Outside Around School
(Split by Gender)**



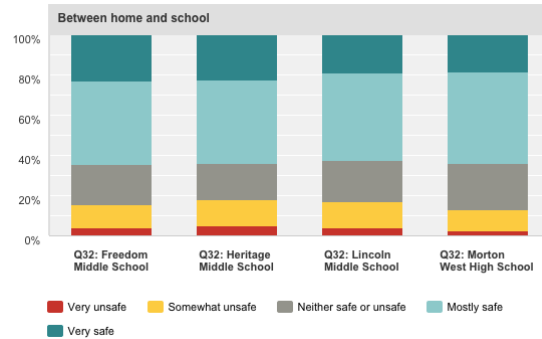
Insight: Youth feel mostly safe or very safe in class at school irrespective of the school they attend or their gender.

Insight: Youth feel mostly safe in the halls and bathrooms of their schools. Morton West High School youth self-report slightly more 'uncertainty' about their safety and being somewhat unsafe in the halls/ bathrooms than youth at Middle School.

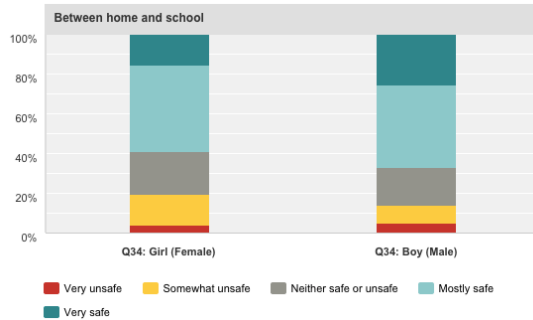
Insight: Most youth feel mostly safe or very safe outside and around their school. The three middle school youth self-report slightly more very unsafe feelings outside and around school than young people enrolled at Morton West High School. There is little different between the two genders in feelings of safety outside and around school except that more male youth feel very safe compared to female youth who feel mostly safe.

Youth Safety In the Community

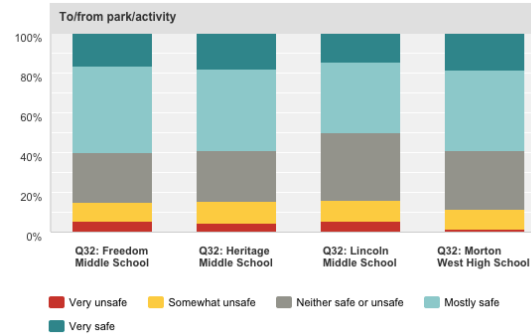
**Figure 43a. Between Home and School
(Split by School)**



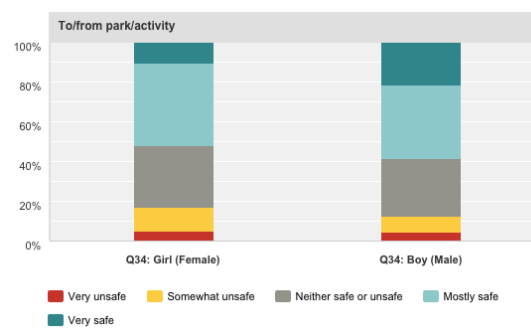
**Figure 43b. Between Home and School
(Split by Gender)**



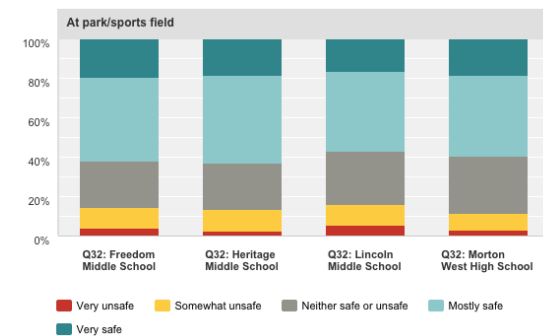
**Figure 44a. To/from Park/Activity
(Split by School)**



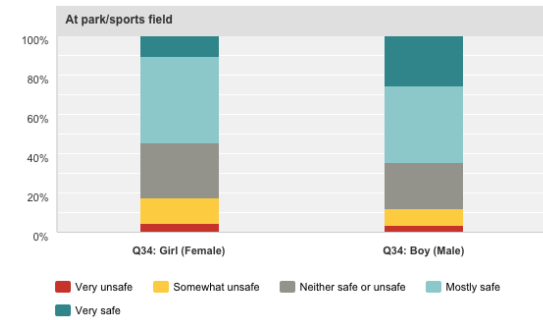
**Figure 44b. To/from Park/Activity
(Split by Gender)**



**Figure 45a. At Park/Sports Field
(Split by School)**



**Figure 45b. At Park/Sports Field
(Split by Gender)**



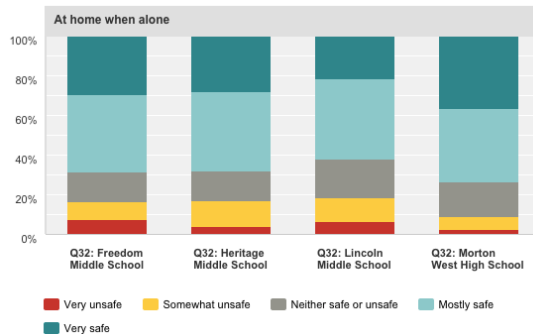
Insight: Berwyn youth feel mostly safe travelling between home and school, with little difference between schools or the gender of youth in how safe they feel.

Insight: Berwyn youth feel mostly safe when travelling to/from a park or activity, with more youth at the three middle schools than Morton West High School feeling somewhat unsafe or very unsafe. This difference was also true for female and male youth.

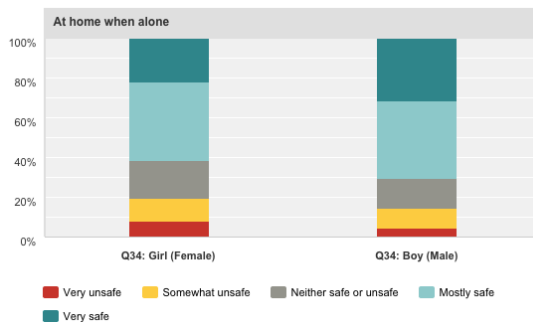
Insight: Berwyn youth feel mostly safe and very safe at parks or sports fields, with more female youth than male feeling mostly safe or unsure as well as somewhat and very unsafe to their male peers when at a local park or sports field.

Youth Safety at Home and On Internet or Social Media

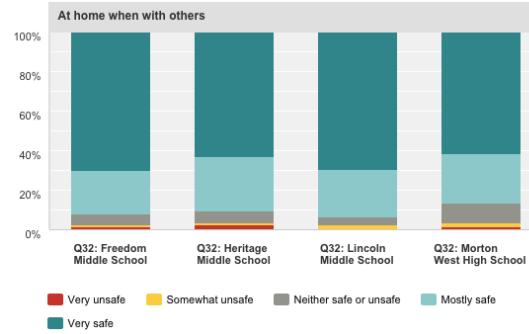
**Figure 46a. At Home Alone
(Split by School)**



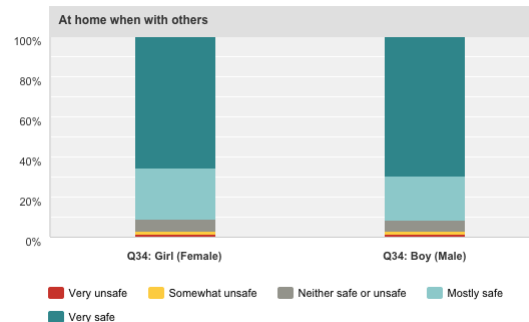
**Figure 46b. At Home Alone
(Split by Gender)**



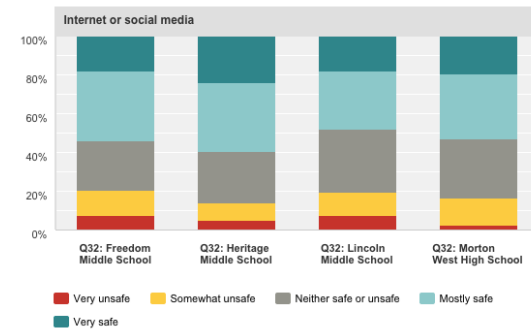
**Figure 47a. At Home With Others
(Split by School)**



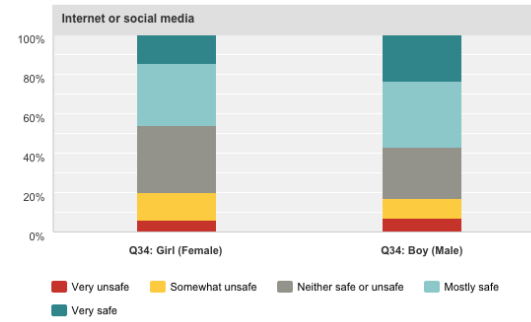
**Figure 47b. At Home With Others
(Split by Gender)**



**Figure 48a. On Internet/Social Media
(Split by School)**



**Figure 48b. On Internet/Social Media
(Split by Gender)**



Insight: Youth attending the three middle schools, and female youth self-report slightly more states of feeling very unsafe or somewhat unsafe when home alone, compared to Morton West High School youth.

Insight: Berwyn youth irrespective of their school attending or gender feel very safe or mostly safe when at home with others.

Insight: Berwyn youth feel least safe on the Internet or Social Media than any other youth space we surveyed. While differences between schools is only slight, more youth at Freedom and Lincoln Middle schools self-report feeling very unsafe or somewhat unsafe than young people at Heritage or Morton West High School. Further, more female youth self-report feelings of being least safe on the Internet or Social Media than their male peers.

Experiences That Support Youth Feelings of Safety

We asked young people to self-report their and their peers exposure to a list of items that may support their feelings of safety across Berwyn. Young people in Berwyn self-report that they are aware that the following exist (Figure 49): **In their neighborhood:** Neighborhood watch (77%), caring and helpful neighbors (72%) and police presence in parks and sports fields (71%).

They are least aware of helpful and caring school staff (29%); and **in their school:** Helpful and caring school staff (70.6%), security of police in my school (67%), and positive and caring friend (51%). They are least aware of neighborhood watch in their school (22%).

Figure 49. Am Aware This Exists in ...

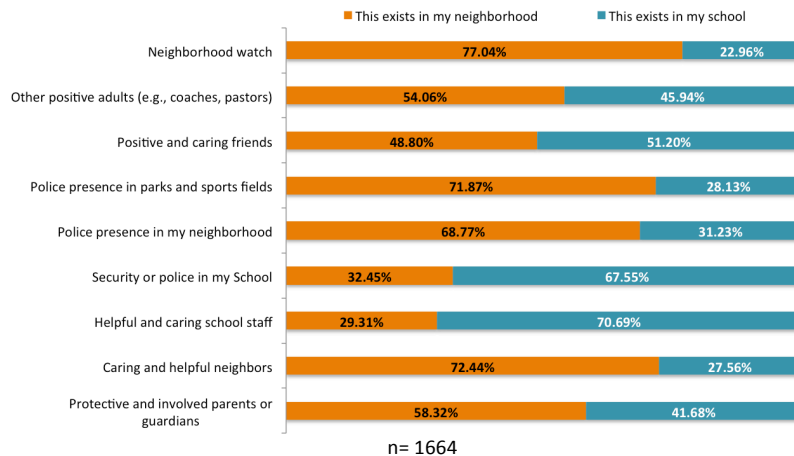
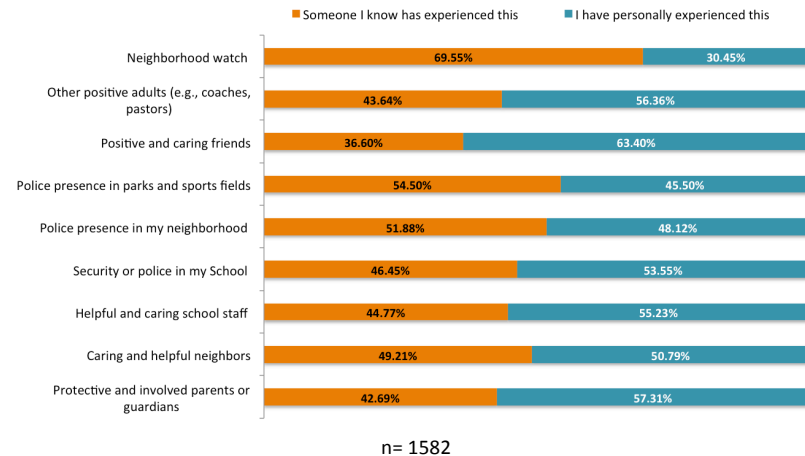


Figure 50. ... Have Experienced This



Young people in Berwyn self-report that they have experienced (Figure 50) **personally** positive and caring friends (63%), protective and involved parents and guardians (57%) and other positive adults (56%). The least personally experienced is neighborhood watch (30%). They further self-report that they **know of someone** who has experienced neighborhood watch (69%), police presence in the parks and sports fields (54%) and police presence in the neighborhood (51%). The least they know someone has experienced is positive and caring friends (36%).

Insight: The activities young people are most aware of that exist in their community to improve feelings of safety include: neighborhood watch and helpful and caring school staff. They are least aware of neighborhood watch in their schools and caring and helpful school staff in their neighborhoods.

Insight: 57% of young people have experience protective and involved parents, 56% other positive adults.

Insight: 72% feel helpful and caring neighbors exists in their neighborhood but only 49% have experienced caring and helpful neighbors.

Insight: 70% feel helpful and caring school staff exist in their school.

We then examined these items by school.

Figure 51. Protective/Involved Parents or Guardians (Split by School)

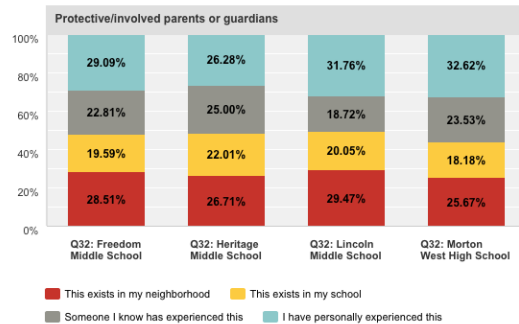


Figure 52. Caring/Helpful Neighbors (Split by School)

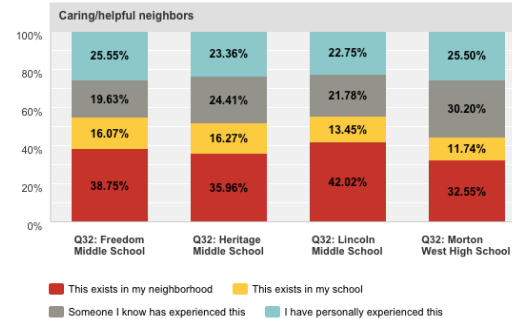
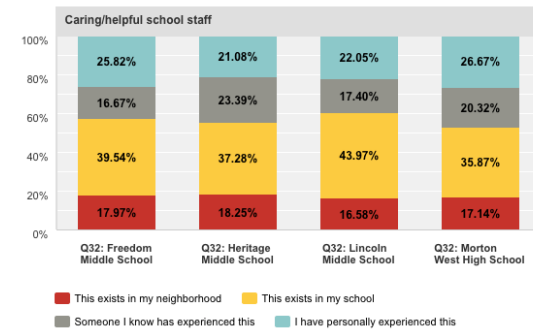


Figure 53. Caring/Helpful School Staff (Split by School)



Insight: Across all four schools, youth self-report protective/involved parents, and caring/helpful neighbors as existing more in their neighborhood than their schools; with caring and helpful school staff reported more in all four schools than in their neighborhood.

Insight: Youth self-report comparably across the four schools that both they and their peers have experienced protective and involve parents, caring and helpful neighbors and caring and helpful school staff. Interestingly for Morton West, more young people know of someone with caring and helpful neighbors than they have personally experienced themselves.

Figure 54. Security/Police at School (Split by School)

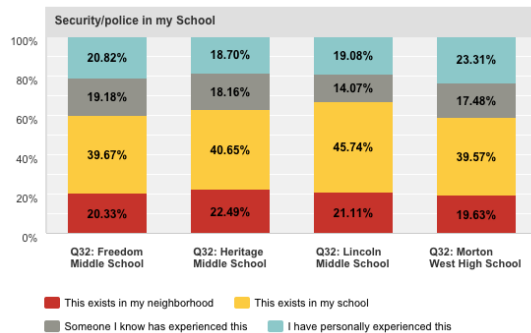


Figure 55. Police Presence in Neighborhood (Split by School)

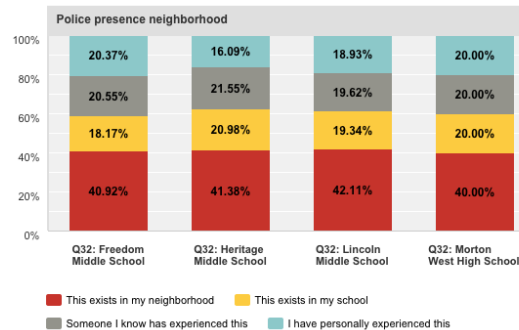
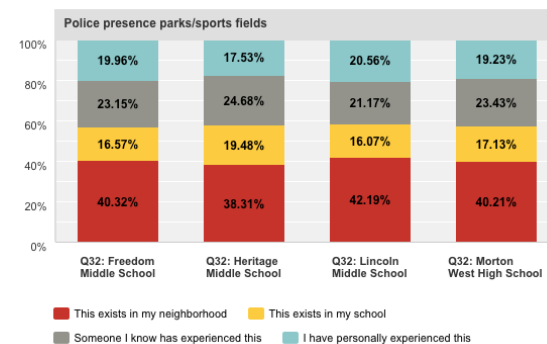


Figure 56. Police Presence Park/Sports Field (Split by School)



Insight: Across all four schools, young people self-report that security/police exist in their schools; there is a police presence in their neighborhood and parks and the sports fields in their neighborhood. At Morton West and Freedom Middle School, more young people self-report to have personally experienced security or police presence at school, and in their neighborhood, than youth at Heritage and Lincoln Middle Schools.

Figure 57. Positive/Caring Friends (Split by School)

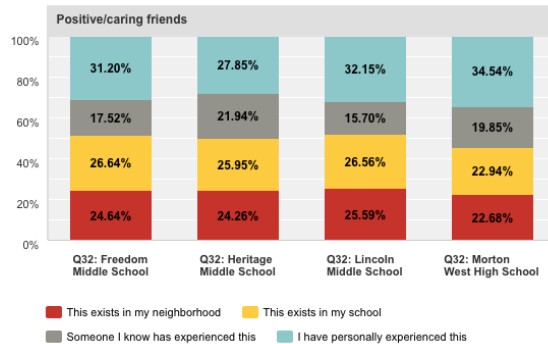


Figure 58. Positive Adults (Coaches, Pastors) (Split by School)

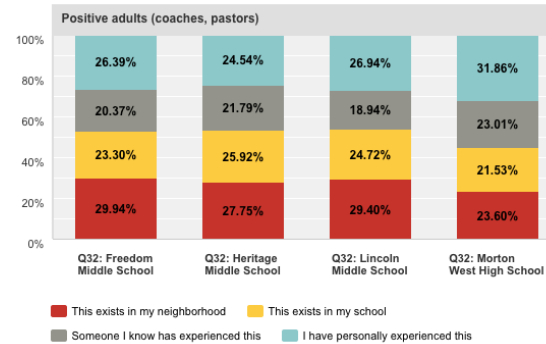
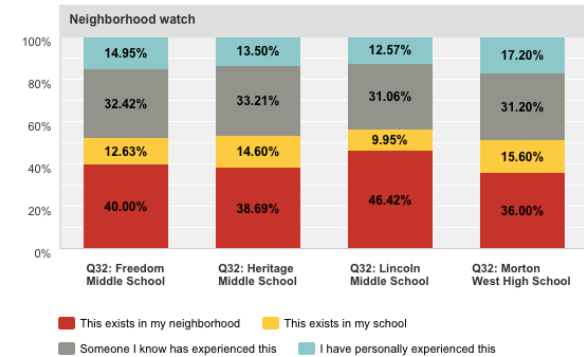


Figure 59. Neighborhood Watch (Split by School)



Youth at Freedom, Heritage and Lincoln self-report positive and caring friends and positive adults as existing in their school and their neighborhood, more so than young people enrolled at Morton West. Where as Morton West youth self-report having experienced personally positive and caring friends and positive adults more so than young people at Heritage or Freedom Lincoln Schools.

Insight: Young people at all four schools, while aware that neighborhood watch exists in their neighborhood, have had very little personal experience with it, but do know of someone who has experienced neighborhood watch. Youth at Lincoln Middle School self-report lower awareness of neighborhood watch as existing at their school, than the other three schools surveyed.

Experiences That Threaten Youth Feelings of Safety

We asked young people to self-report their personal experience with and their awareness of others experience with a list of events or acts of crime that may threaten their feelings of safety across Berwyn.

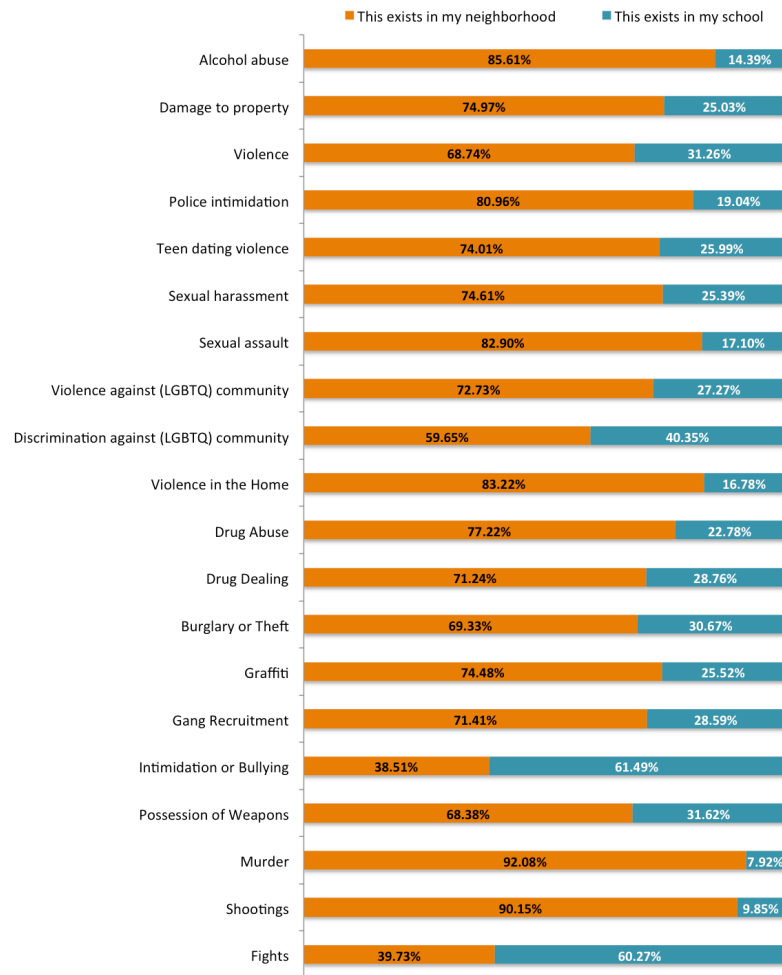
Young people in Berwyn self-report that they are aware that the following exist (Figure 60), **In their neighborhood:** Murder (92%), Shootings (90%) and alcohol abuse (85%); and **in their school:** Intimidation and bullying (61%), fights (60%) and discrimination against LGBTQ community (40%).

Young people in Berwyn self-report that they have **personally** experienced (Figure 61), intimidation and bullying (32%), fights (29%) and damage to property (24%). They further self-report that they **know of someone** who has experienced teen dating violence (91%), sexual assault (91%) and drug abuse (91%), drug dealing (90%) and alcohol abuse (90%).

Insights: Over 85% of young people self-report awareness of murder, shootings and alcohol abuse in their neighborhoods.

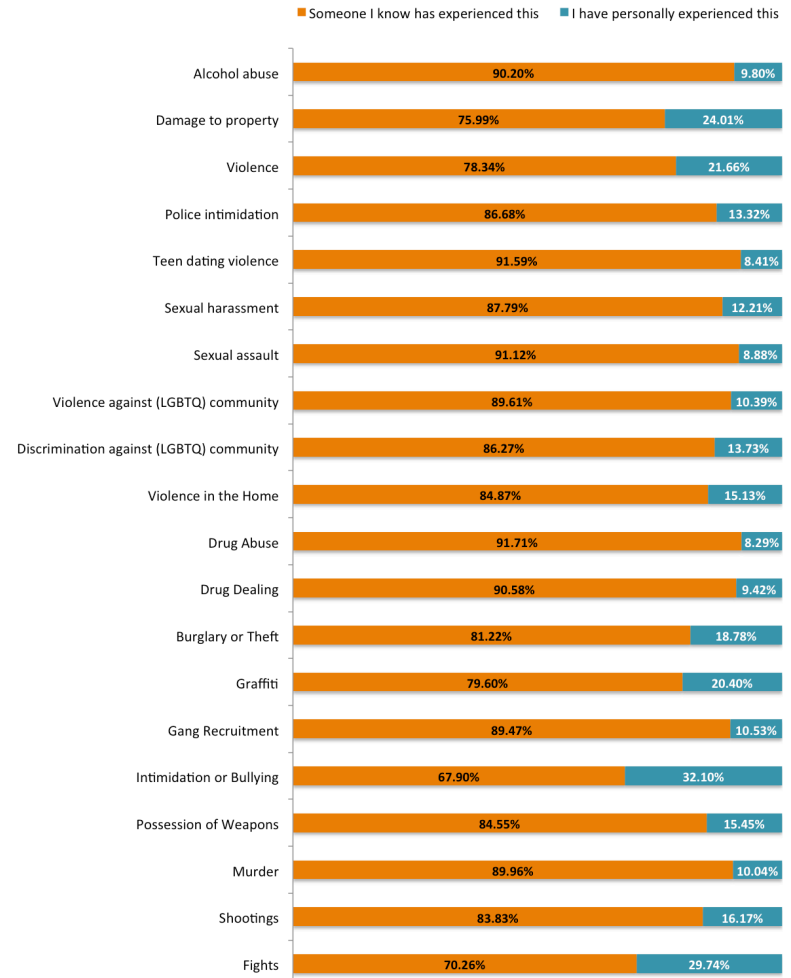
Insight: 91% of young people know of someone who has experienced teen dating violence, sexual assault, drug and/or alcohol abuse.

Figure 60. Am Aware This Exists in ...



n= 1802

Figure 61. ... Have Experienced This

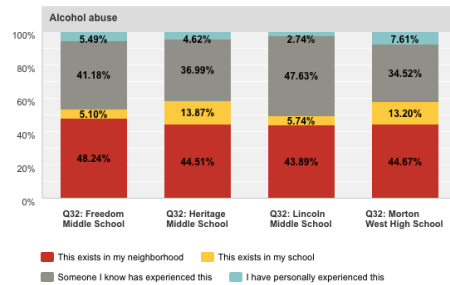


n= 1170

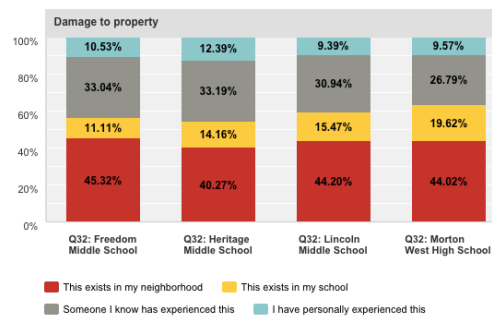
Insight: 32% personally experiences intimidation or bullying and 29% fights, 15% violence in the home.

We then examined these items by school young people were enrolled in at time of completing the survey.

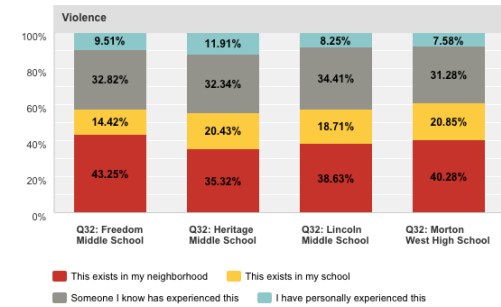
**Figure 62. Alcohol Abuse
(Split by School)**



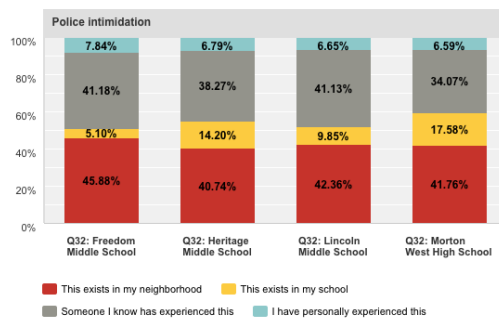
**Figure 63. Damage to Property
(Split by School)**



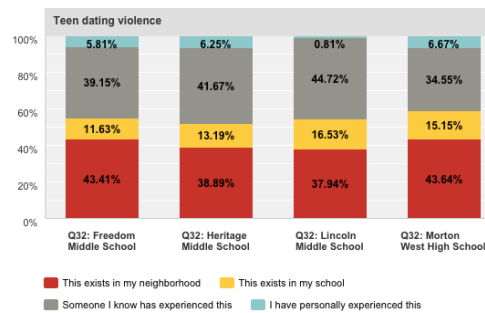
**Figure 64. Violence
(Split by School)**



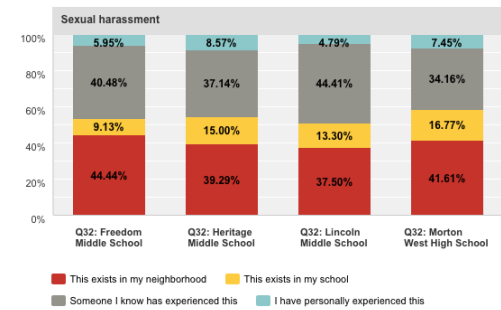
**Figure 65. Police Intimidation
(Split by School)**



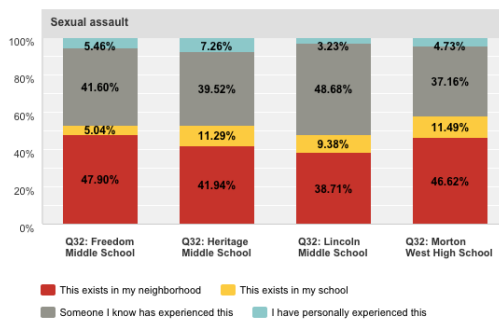
**Figure 66. Teen Dating Violence
(Split by School)**



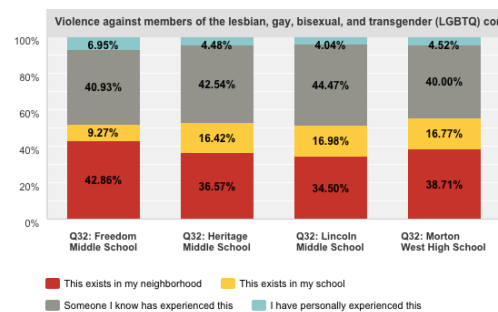
**Figure 67. Sexual Harassment
(Split by School)**



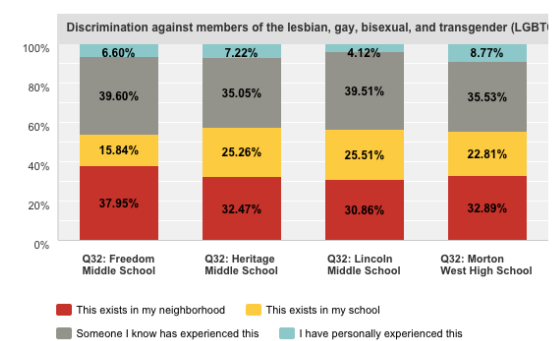
**Figure 68. Sexual Assault
(Split by School)**



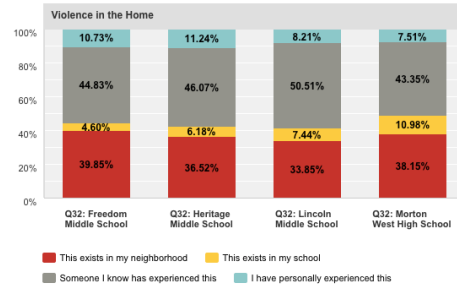
**Figure 69. Violence Against LGBTQ Community
(Split by School)**



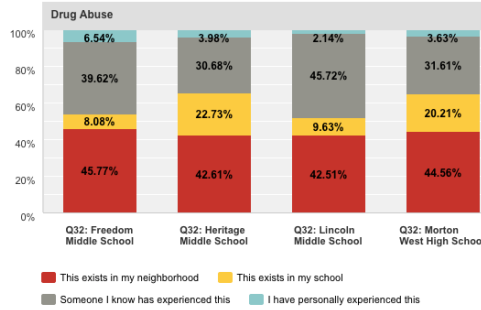
**Figure 70. Discrimination Against LGBTQ Community
(Split by School)**



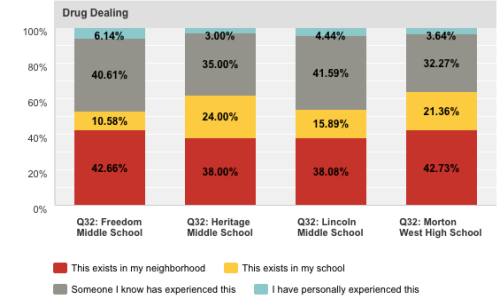
**Figure 71. Violence in the Home
(Split by School)**



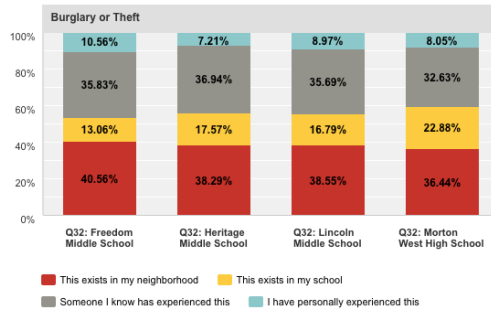
**Figure 72. Drug Abuse
(Split by School)**



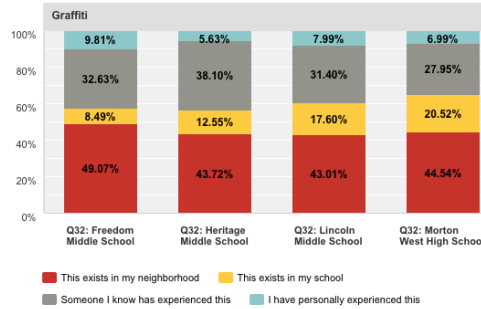
**Figure 73. Drug Dealing
(Split by School)**



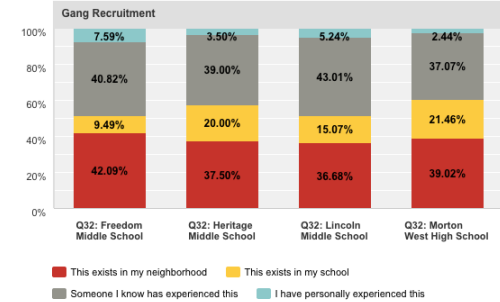
**Figure 74. Burglary or Theft
(Split by School)**



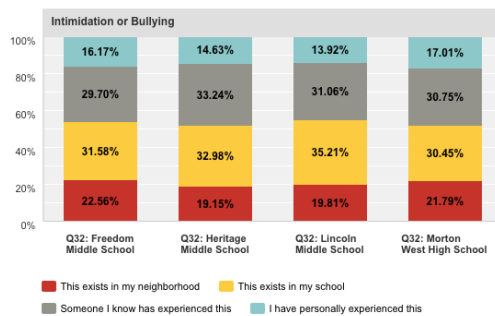
**Figure 75. Graffiti
(Split by School)**



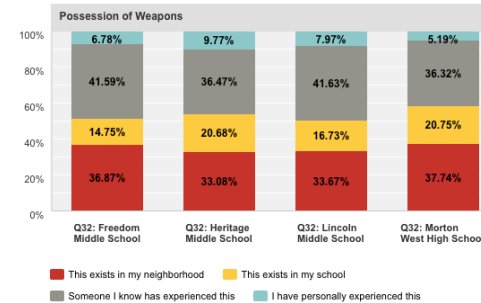
**Figure 76. Gang Recruitment
(Split by School)**



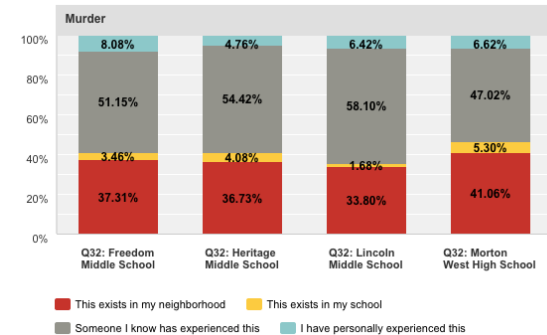
**Figure 77. Intimidation or Bullying
(Split by School)**



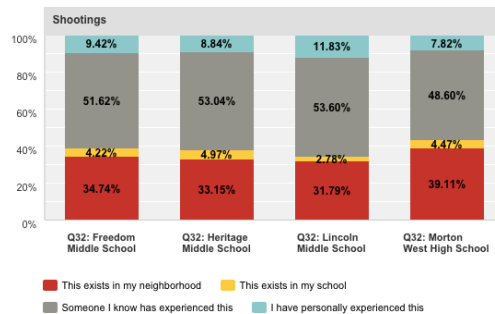
**Figure 78. Possession of Weapons
(Split by School)**



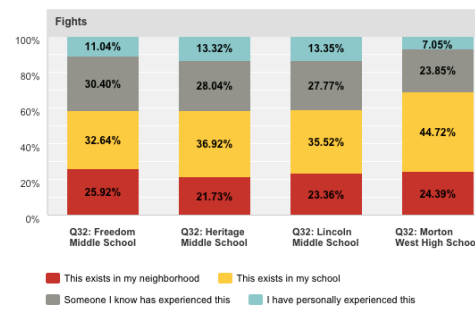
**Figure 79. Murder
(Split by School)**



**Figure 80. Shootings
(Split by School)**



**Figure 81. Fights
(Split by School)**



Section VI: Insight Summary

YOUTH PERCEPTIONS OF SAFETY	Where Youth Feel Safe/Unsafe <ul style="list-style-type: none"> While Berwyn youth feel the most safe when at home and at school, they feel less safe when on the Internet or social media, outside and around school or travelling to and from school, as well as when at home alone. 	
	Experiences That Support Youth Feelings of Safety <ul style="list-style-type: none"> The activities young people are most aware of that exist in their community to improve feelings of safety include: neighborhood watch and helpful and caring school staff. They are least aware of neighborhood watch in their schools and caring and helpful school staff in their neighborhoods. 57% of young people have experience protective and involved parents, 56% other positive adults. 72% feel helpful and caring neighbors exists in their neighborhood but only 49% have experienced caring and helpful neighbors. 70% feel helpful and caring school staff exist in their school. 	Experiences That Threaten Youth Feelings of Safety <ul style="list-style-type: none"> Over 85% of young people self-report awareness of murder, shootings and alcohol abuse in their neighborhoods. 91% of young people know of someone who has experienced teen dating violence, sexual assault, drug and/or alcohol abuse. 32% personally experiences intimidation or bullying and 29% fights, 15% violence in the home.

See section VI of report for more detailed insights by school.



YOUTH MEDIA PARTICIPATION



Section VII. Youth Media Participation

We asked young people a series of questions about their device use, their Internet access outside school and also their social media participation.

Device Use and Internet Access

A cell or smart phone was the mostly used device by Berwyn youth (43%), followed by a laptop (23%) and tablet device (12.5%). In terms of home Internet access, 33% self-report having wireless Internet access, 26% use their cell or smart phones, and 19% have high-speed access through cable or DSL. 15% indicated they didn't know what their access was, and 2% self-reported not having access to the Internet at home.

Insight: Mobility is a key media practice that best describes how Berwyn youth use digital devices and their access to the Internet.

Figure 82. Device Most Used

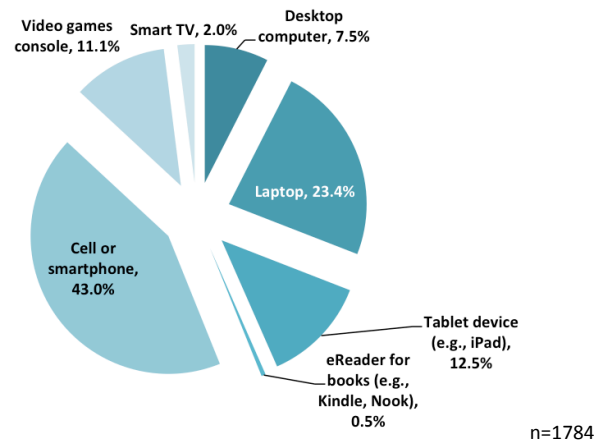
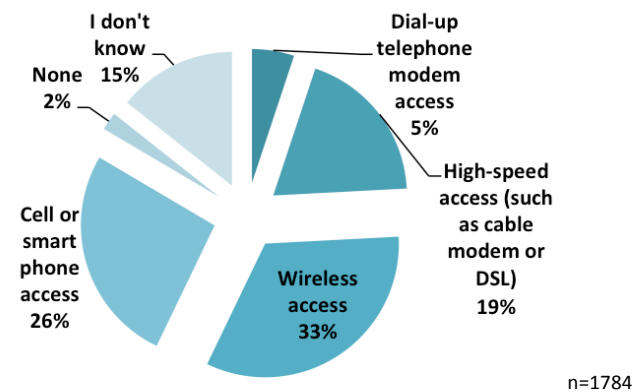


Figure 83. Internet Access at Home



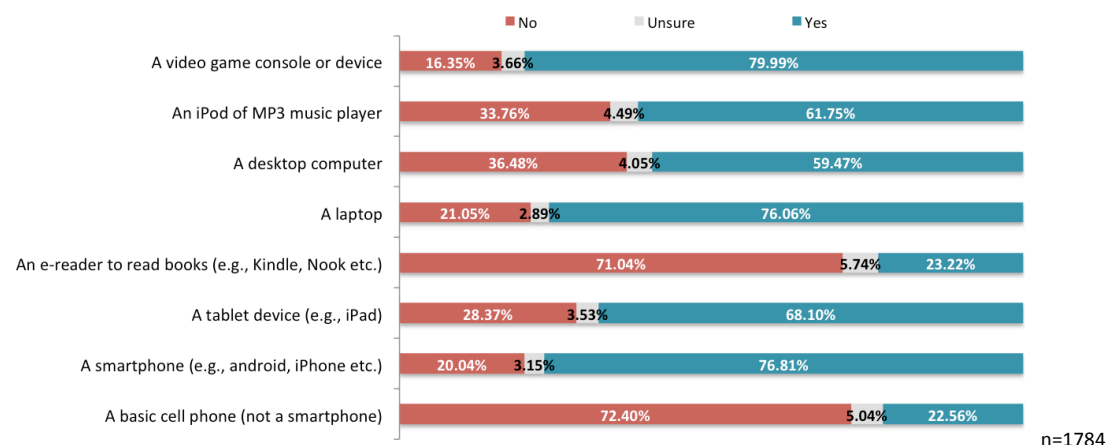
Personal Device Use

We also asked youth about their personal access to devices, that is devices they do not share with other children at school or at home with sibling or other family members.

The devices youth perceive they own and/or have sole personal use of include: Video game console or devices (79.9%), smart phone (76.8%), a laptop (76%) and/or a tablet device (68%). The devices youth least perceive as for their own personal use include: A basic cell phone (not a smart phone)(72%), an e-reader specifically designed to read books (71%) and a desktop computer (36%).

Insight: Over two thirds of Berwyn youth survey have access to a smart digital device for their own personal media consumption.

Figure 83. Personal Device Access and Use



Digital Media Participation

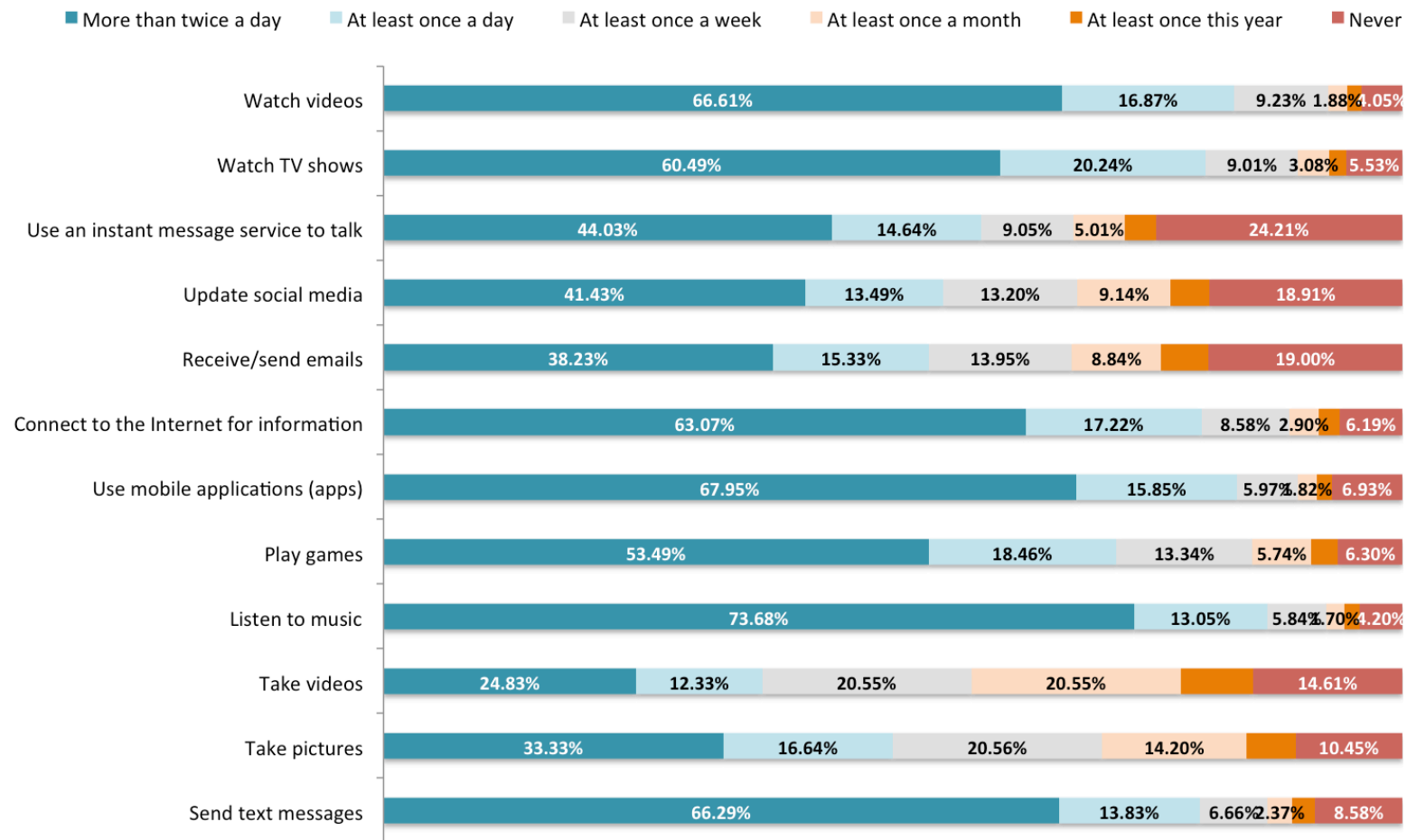
We asked young people what they actively participated in or used their digital devices for. This question provides an opportunity to explore youth literacies not just in terms of digital access, but also digital skills and experiences they are participating in.

Smart phone use: The first series of activities we examined were those that could be undertaken with a smart phone (Figure 84). Young people in Berwyn self-reported using their smart phones mostly to: Listen to Music (73.6%), use mobile applications (67.9%), to watch videos (66.6%) and send text messages (66.2%). The least use of the smart phone was to: Use an instant chat service (24.1%) and to send and receive emails (19%).

Computer and/or digital device: We also provided youth a list of possible things they could use a computer or digital device for and asked them to select if they participate in any of these activities, and if so how frequently. Youth self-report that they use a computer or digital device mostly for: Draw or paint pictures (56.9%), read and comment on books (50.6%) and edit and create photographs (45.2%). The least uses of computing or digital devices included: Building websites (11.5%), Creating video games (14.5%) and editing someone else's music (16.5%).

Social media service use: Youth indicated their frequency of use of various social media services. The most frequently used services include: YouTube (83.4%), Facebook (69.24), Snapchat (65.3%), Vine (58.6%), and Instagram (56.9%). The least frequently used services include: Virb (5.8%), Squarespace (6%), Wordpress (6.3%) and LinkedIn (6.8%).

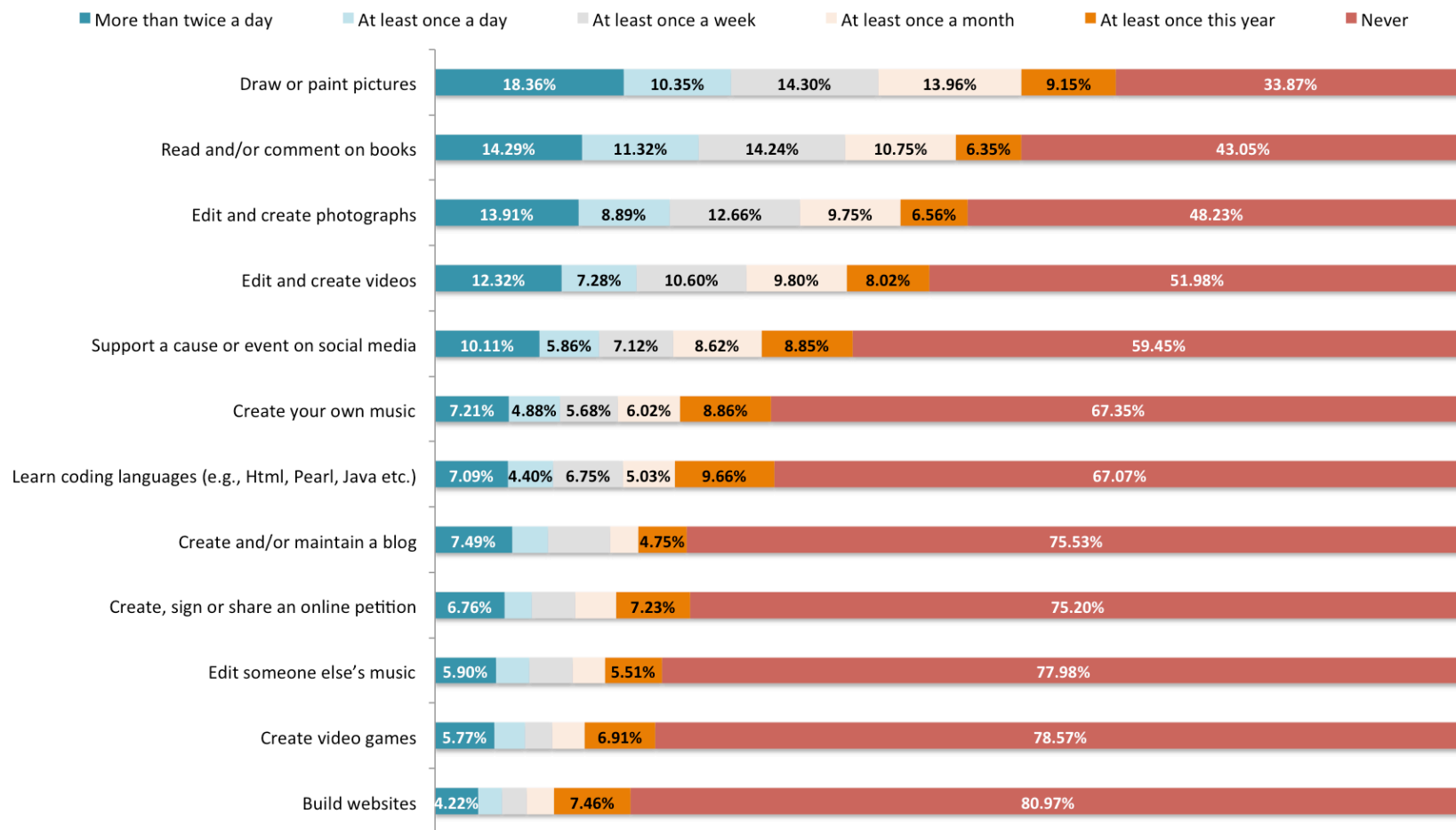
Figure 84. Smart Phone Use



n=1784

Insight: Berwyn youth mostly use their smart phones to consume music and video, and mobile apps.

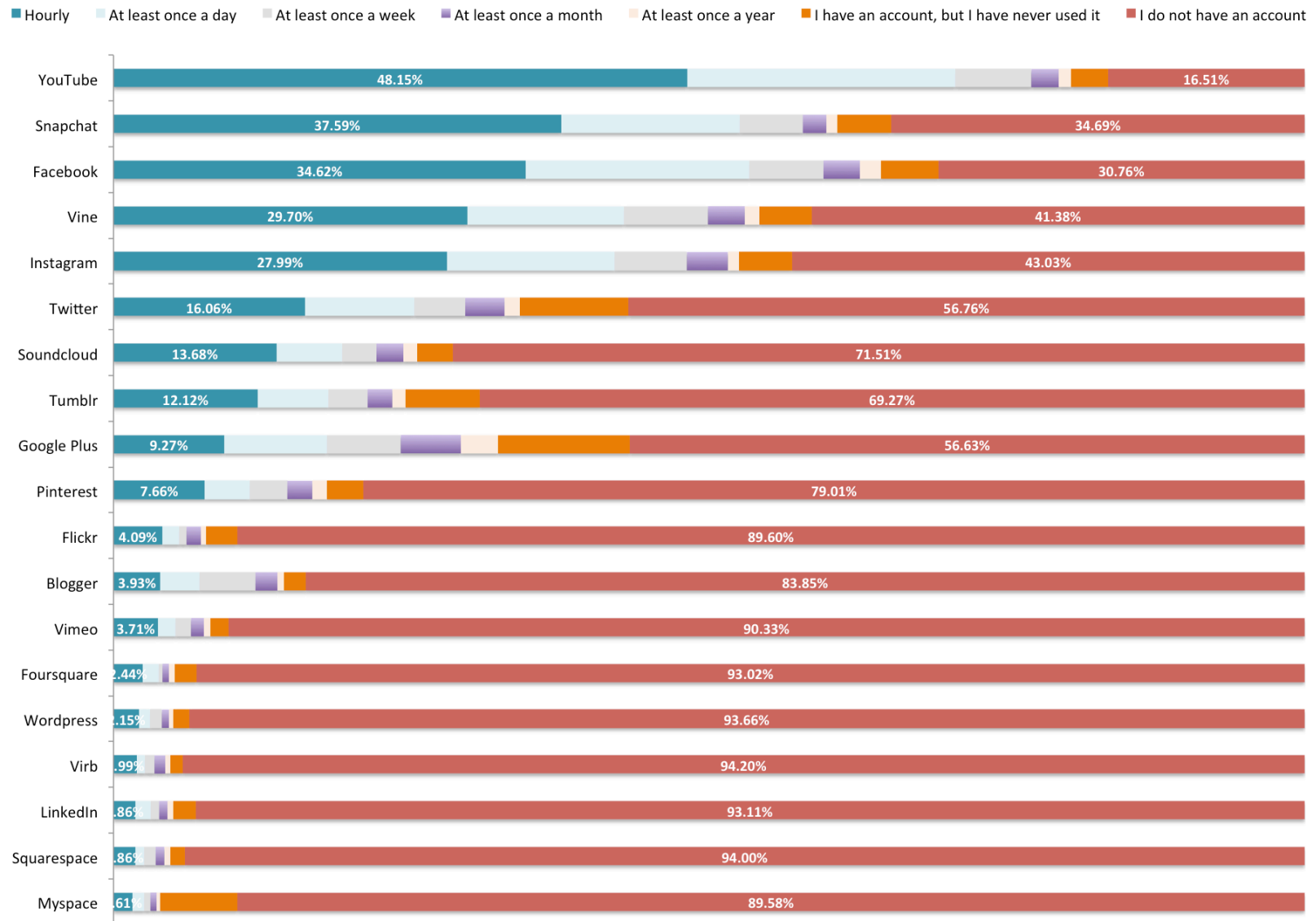
Figure 85. Digital Device Use



n=1784

Insight: Berwyn youth mostly use their computers or digital devices to draw and paint pictures, read and comment on books and edit and create photographs.

Figure 86. Social Media Service Use



n=1784

Insight: Berwyn youth use consumer-facing social media services (e.g., YouTube, Snapchat, Facebook, Vine, and Instagram) more frequently than they use developer and/or design focused social media services (e.g., Virb, Squarespace and Wordpress).

Section VII: Insight Summary

YOUTH MEDIA PARTICIPATION	<u>Device Use and Internet Access</u> <ul style="list-style-type: none">• Mobility is a key media practice that best describes how Berwyn youth use digital devices and their access to the Internet.• Over two thirds of Berwyn youth survey have access to a smart digital device for their own personal media consumption.	<u>Digital Media Participation</u> <ul style="list-style-type: none">• Berwyn youth mostly use their smart phones to consume music and video, and mobile apps.• Insight: Berwyn youth mostly use their computers or digital devices to draw and paint pictures, read and comment on books and edit and create photographs.• Berwyn youth use consumer-facing social media services (e.g., YouTube, Snapchat, Facebook, Vine, and Instagram) more frequently than they use developer and/or design focused social media services (e.g., Virb, Squarespace and Wordpress).
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REPORT SUMMARY

Section VIII. Report Summary and Future Survey Considerations

The views and opinions of Berwyn youth are important. In order to best meet the needs and interests of young people the Berwyn Youth Survey Initiative was created. The aim of the initiative is to profile the needs, interests and lives of young people across Berwyn.

The Berwyn Youth Survey Report provides vital insights about the life of Berwyn youth. From a pool of over one hundred questions, 43 were included in the survey covering topics such as youth participation in local events and activities, use of local facilities, youth life in Berwyn, learning and life preparedness, perceptions of safety, and youth social media participation. The insights detailed in this report can enable community organizations and people across Berwyn to learn more about the needs and situation of Berwyn youth.

A summary of insights for each section of the report is provided in the executive summary.

Future Survey Considerations

For the future use of surveys to learn about the interests and needs of young people across Berwyn the following is recommended:

- Shorter survey with fewer sections and questions. This will increase participant attention and completion rate, and reduce response bias.
- Involve young people and a representative from each school in the design of the survey and its administration.
- Conduct more pre-testing of the survey instrument with young people.
- Dedicate more resources to recruiting a representative sample of young people enrolled at Morton West High School.
- Administer twice a year to young people across Berwyn, with each time a different focus (e.g., safety, learning, life preparedness).
- Administer at suitable times in accordance with the school year for examination and/or other school commitments.
- Allow more time for completion across the respective schools.



APPENDICES

Appendix A. Methodology

Survey Design

We adopted a cross-sectional descriptive research design with data collection administered through an account with the online survey provider, Survey Monkey. The account is held with the Berwyn Park District.

To generate a list of questions to ask, over 13 community organizations were asked to provide 1-5 questions. We also drew from established youth questions such as the Safety Now questionnaire. From this list we generated we removed questions for similarity or repetitiveness and refined the list to 43 questions. Although still very long, we felt each question included warranted asking.

Using a combination of multiple choice and multiple response formats, the survey includes 43 questions divided in 5 sections: after school interests and activities, event and activity participation perceptions of life in Berwyn (e.g., safety, youth voice, school life, home life), media activity profile information about youth and their families.

All questions required completion, with many offering an “other” option with blank field for participants to add a response not included in the predetermined response. The last question is a blank field so youth can add any additional thoughts or ideas the survey did not cover.

Pretesting of the survey has indicated the survey should take about 20-25 minutes to complete. All survey responses will remain anonymous and confidential. At no point in the survey do we ask any identifiable profile or contact information.

Survey Administration

The survey was administered to young people enrolled at D201, D100 and D98 school districts (Table 1). The survey was administered on computers in class during school hours with assistance from school staff.

The survey was administered during December 2015. A total of 2,289 participants started the survey of which 567 did not complete it.

Data Treatment and Analysis

The data was reviewed at both an aggregate and individual response level to take into consideration ‘missing data’ for each question. Missing data resulted from incomplete surveys and participants skipping question responses.

Descriptive analysis of the question responses was conducted, with basic cross-tabulation by school and gender to show patterns and group differences or similarities to each question. This analysis was compiled into this detailed report for sharing with all stakeholders across in the Berwyn community.

Survey Reporting

This report provides vital insights about the life of Berwyn youth that can enable community organizations and people across Berwyn to learn more about the needs and situation of Berwyn youth. The report compilation was funded by the Berwyn Township 708 Community Mental Health Board, and developed by Kelly Page (PhD) in the project reporting process.

Appendix B. List of Contributors

Local organizations including park districts, library, schools, churches, hospital and social services created the Berwyn Youth Survey. Based on the responses received, these groups will work to improve and expand activities for our Berwyn youth.

Name	Organization
Anna Padron Sikora	<i>Pillars</i>
Carmelita Terry	<i>Berwyn Police Department</i>
Conor Cahill	<i>Berwyn Park District</i>
David Terrazino	<i>Youth Crossroads, Inc.</i>
Fabiola Zavala	<i>MacNeal Hospital</i>
Hector Munoz	<i>Morton College</i>
Jeff Janda	<i>Berwyn Park District</i>
J.R. Anderson	<i>PAV YMCA</i>
Julie Boleyn	<i>Unity Lutheran Church</i>
Katie Trendel	<i>PAV YMCA</i>
Kelly L. Page	<i>Live What You Love, LLC.</i>
Kevin Klein	<i>PAV YMCA</i>
Lisa Polderman	<i>Unity Lutheran Church</i>
Maria Sander	<i>Berwyn Township.708CMHB</i>
Orlando Diaz	<i>Berwyn Recreation Department</i>
Patricia Seghers	<i>Pillars</i>
Sue Butler	<i>D100 (Heritage Middle School)</i>
Tammy Clausen	<i>Berwyn Public Library</i>

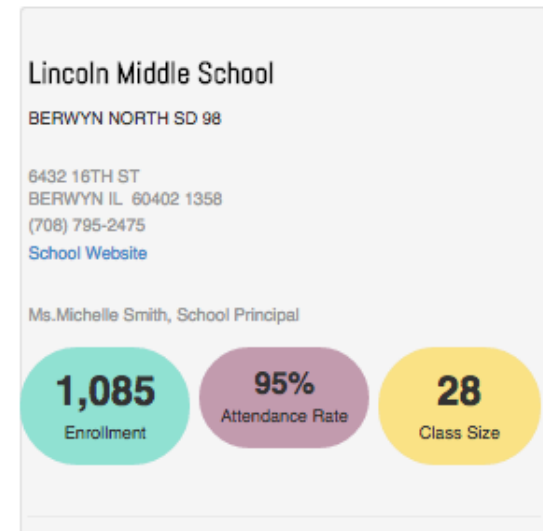
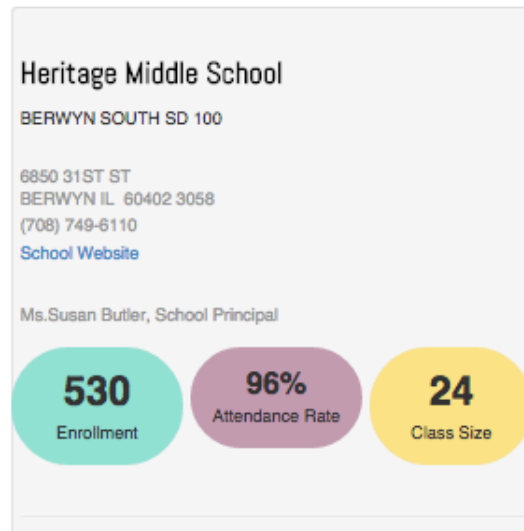
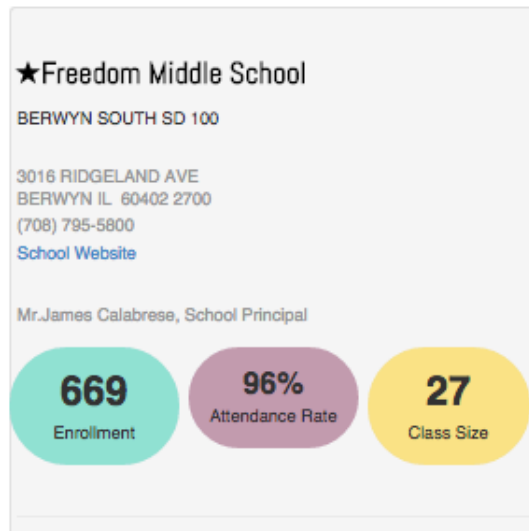


Appendix C. Illinois Report Card: Berwyn Schools Surveyed

During the fall school term 2014, all three Berwyn Middle Schools (Heritage, Lincoln and Freedom) and the city high school (Morton West) participated in the Berwyn Youth Survey Initiative.

Presented here is a snapshot of each of the schools who participated as reported in each schools Illinois Report Card, captured by the Illinois State Board of Education for the 2013/2014 academic year.

Berwyn Middle Schools, 2014/2014



Highlights

Academic Courses

N/A

Physical Education and Health

N/A

Other Programs and Activities

N/A

Awards

N/A

Career Development

N/A

Athletics

N/A

Highlights

Academic Courses

Band, Choir, Painting, Spanish I-II, World Cultures, 7th Grade Algebra, 8th Grade Algebra, Bilingual Programs/Courses, Bilingual Support, Gifted and Talented Programs, Summer School, Title 1 Programs, Our American Voice

Physical Education and Health

Health Education Courses

Other Programs and Activities

After School Care, Before School Care, 8-9th Grade Transition Workshops, Career Education Events, Conflict Resolution, Mentoring Program, Parent Associations, Parent University, Police Dept. Jr. Cadet Program, Youth Crossroads, Forensics/Speech Teams, Student Council/Government, Technology Club, Yearbook Club, National Junior Honor Society, Battle of the Books, Fitness Club, Rachel's Challenge, Robotics Club, Coding Club, Our American Voice

Awards

Challenge Based Learning, Common Core aligned Math, Reading and Writing Workshop, 1:1 Wireless Device Program, Daniel Murphy Scholarship, Personal Learning Networks, Professional Learning Communities, Presidential Fitness Award, Apple Distinguished Program, Gold with Distinction in the Healthier US School Challenge (HUSCC), PBIS Recognized Schools - Silver Status

Career Development

N/A

Athletics

N/A

Highlights

Academic Courses

Honors Math, Honors English/Language Arts, Choir, Music Theory, Theater, Spanish I

Physical Education and Health

Health Education Courses, Nutrition

Other Programs and Activities

8-9th Grade Transition Workshops, Family Nights, Tutoring Program, Art Club, Drama/Theatre, Marching Band, Music Club, Environmental Club, Homework Club, Math Club, National Honor Society, Newspaper, Student Council/Government, Technology Club, Yearbook Club

Awards

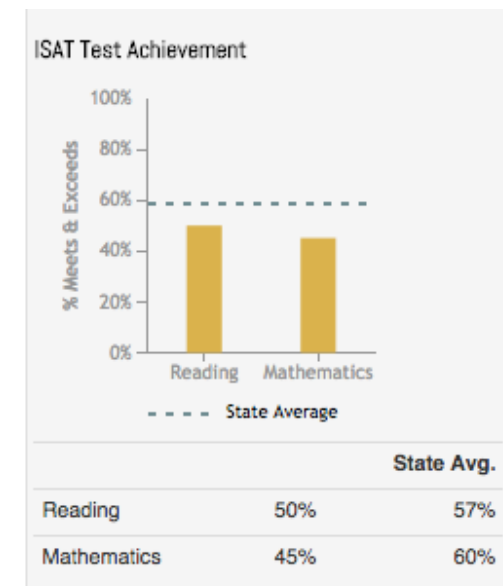
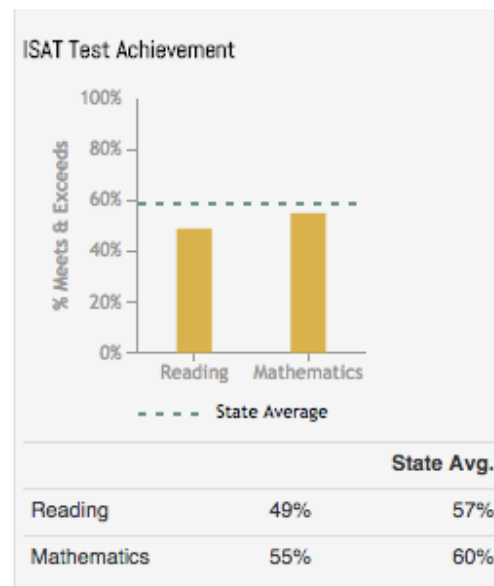
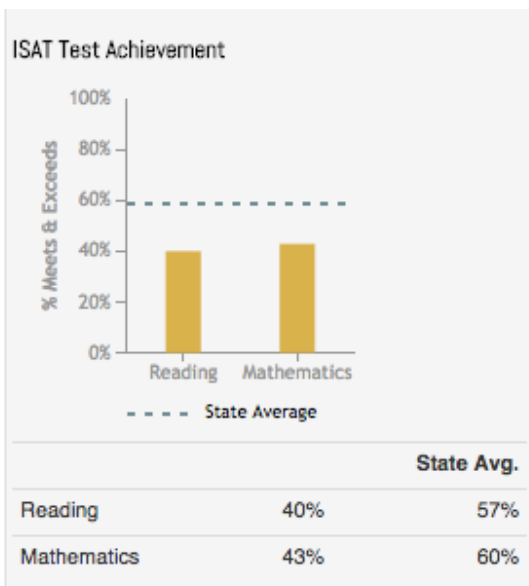
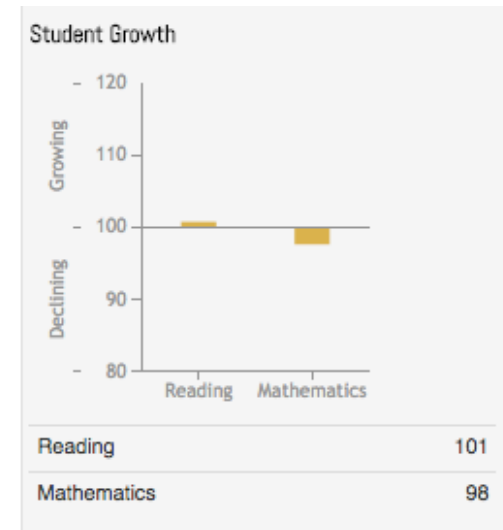
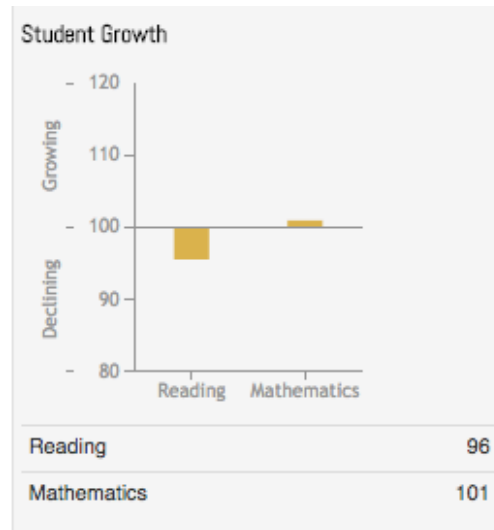
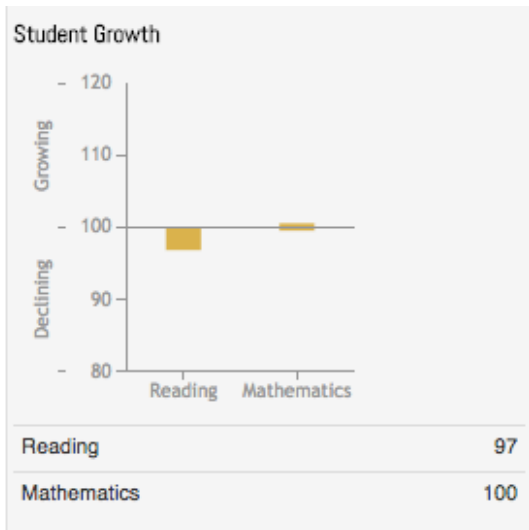
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Career Development

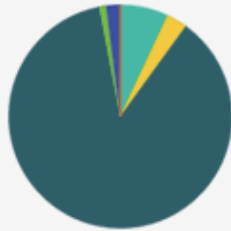
N/A

Athletics

Boy's Basketball, Boy's Volleyball, Girl's Basketball, Girl's Volleyball, Intramural Sports

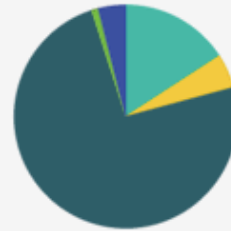


Student Demographics



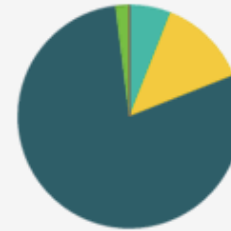
White	7%
Black	3%
Hispanic	87%
Asian	1%
Am. Indian	0%
Two or More	2%
Pacific Islander	0%

Student Demographics



White	16%
Black	5%
Hispanic	75%
Asian	1%
Am. Indian	0%
Two or More	4%
Pacific Islander	0%

Student Demographics



White	6%
Black	13%
Hispanic	79%
Asian	2%
Am. Indian	0%
Two or More	0%
Pacific Islander	0%

Student Characteristics

Student Mobility	10%
Low Income	87%
English Learners	13%
Students with Disabilities	11%

Student Characteristics

Student Mobility	19%
Low Income	68%
English Learners	8%
Students with Disabilities	11%

Student Characteristics

Student Mobility	15%
Low Income	87%
English Learners	12%
Students with Disabilities	15%

Berwyn High School, 2013/2014

★J Sterling Morton West High Sch

J S MORTON HSD 201

2400 HOME AVE
BERWYN IL 60402 2110
(708) 780-4100
[School Website](#)

Mr.Josh McMahon, School Principal

3,511 Enrollment	90% Attendance Rate	23 Class Size
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Highlights

Academic Courses

AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP European History, AP Microeconomics, AP Psychology, AP Spanish Language, AP Spanish Literature, AP Statistics, AP Studio Art: Drawing, AP Studio Art-General Portfolio, AP United States History, AP World History, Accounting I, Architectural Drafting I, Architectural Drafting II, Automotive Mechanics-Comprehensive, Economics, Engineering, Home Economics/Family and Consumer Science, Newspaper/Yearbook, Psychology, Band, Choir, Guitar, Painting, Photography, Theater, AP Spanish Language, AP Spanish Literature, French I, French I-II, Spanish for Native Speakers, Spanish I, Spanish I-II, Legislative Semester, Summer School

Physical Education and Health

Weight Lifting/Toning, Swimming, Team Sports, Lifeguarding, Cross Training, PE Leaders, Lifesaving, Movement and Dance, Health Education Courses

Other Programs and Activities

After School Tutoring Support, Before School Tutoring Support, 8-9th Grade Transition Workshops, Family Nights, Mentoring Program, Parent Associations, Tutoring Program, Art Club, Auditorium Tech Crew, Drama/Theatre, Ethnic Club, Marching Band, Music Club, Poetry Workshops, Debate Team, Environmental Club, Language Clubs, Math Club, National Honor Society, Newspaper, Poetry Workshops, Scholastic Bowl, Science Club, Student Ambassadors, Student Council/Government, Business Club, Dance Club, Service Club, Anime/Magna Club, Video Club, Orchestra, Operation Snowball, Ecology Club, Class of 2015, Class of 2016, Class of 2017, Cultural Diversity Club, GLASS Club, Global Language Club, Improv Club, Junior Statesmen, Literacy Club, Photo Club, Theater Club, Class of 2018

Awards

N/A

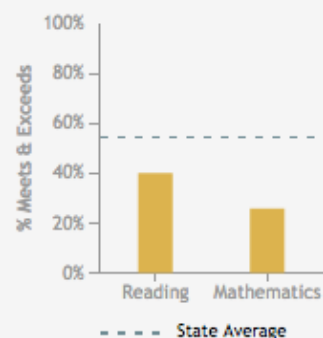
Career Development

Accounting I, Architectural Drafting I, Architectural Drafting II, Audio/Video Production I, Audio/Video Production II, Automotive Technician I, Automotive Technician II, Business and Technology Concepts, Child Development, Child Development and Parenting, Graphic Design, Introduction to Engineering Design (PLTW), Marketing, Nutrition and Culinary Arts I, Nutrition and Culinary Arts II, Web Page and Interactive Media Development I, Computer Programming, Graphic Arts Design and Printing

Athletics

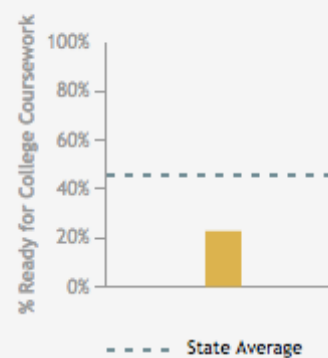
Boy's Baseball, Boy's Basketball, Boy's Bowling, Boy's Cross Country, Boy's Football, Boy's Golf, Boy's Soccer, Boy's Swimming & Diving, Boy's Tennis, Boy's Track & Field, Boy's Volleyball, Boy's Water Polo, Boy's Wrestling, Conditioning and Fitness Classes, Girl's Badminton, Girl's Basketball, Girl's Bowling, Girl's Competitive Cheerleading, Girl's Competitive Dance, Girl's Cross Country, Girl's Golf, Girl's Gymnastics, Girl's Soccer, Girl's Softball, Girl's Swimming & Diving, Girl's Tennis, Girl's Track & Field, Girl's Volleyball, Girl's Water Polo, Intramural Sports, Snowball

PSAE Test Achievement



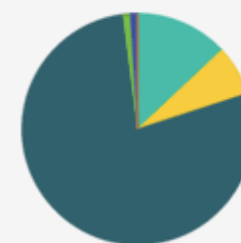
State Avg.		
Reading	40%	56%
Mathematics	26%	52%

Ready for College Coursework



State Avg.		
College Ready	23%	46%
College and Career Readiness		
Freshman On Track	92%	
Graduation Rate	70%	
8th Grade Algebra	n/a	

Student Demographics



White	13%
Black	7%
Hispanic	78%
Asian	1%
Am. Indian	0%
Two or More	1%
Pacific Islander	0%

Student Characteristics

Student Mobility	18%
Low Income	81%
English Learners	3%
Students with Disabilities	14%

This work was created by

LIVE WHAT YOU LOVE

SOCIAL DESIGN STUDIO



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