

Idaho Afterschool Network

Boise Data (Existing and Needed)

What activities do youth participate in during out-of-school time?

<ul style="list-style-type: none"> • Community centers & YMCA x 2 • Home alone x 3 • Friends' homes without adults x 2 • River and greenbelt • Summer & overnight youth camps • Athletics • Neighborhood associations • Walking/roaming • Skate lots / parking lots to skate in x 2 • School yards (non-program hours) • Work • Outdoors (hunting & fishing) • Gather in the park • Reading • Employed • Afterschool programs • Underage drinking x 2 • Self-determination vs. structure 	<ul style="list-style-type: none"> • Day camps • Homework • Babysitting x 2 • Video games x 3 • Abandoned areas • City parks • Volunteering x 2 • Robotics • Social media x 2 • Internet • Library • Youth development programs (sports & clubs)x 2 • Homework • Music • The mall • Socializing in public spaces • Cruising
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How we know this (Data Sources or Observation)

<ul style="list-style-type: none"> • Police reports x 2 • Enrollment data • Surveys • YRBS • Parental concern • Labor Market Index (LMI) • Idaho Youth - Risk behavior survey 	<ul style="list-style-type: none"> • Youth self-report x 2 • Observation x 2 (libraries etc.) • Input from community & peers • Assumptions • Conversations with youth • News statistics • 20 year-old personal experience
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What do we need to know to help better serve youth (potential data surveys or analysis)?

<ul style="list-style-type: none">• How to overcome transportation barriers x 2• Financial limitations within family• Willingness to participate• Parental influence• Mental abilities (appropriateness)• Current services• Community buy-in x 2• Need to know why youth are not engaged - transportation? Don't know about program?• What are their underlying motivators?• Income / affordability• How to support transportation infrastructure• Funds• Need to keep data current (update frequently based on new data) - youth evolve quickly	<ul style="list-style-type: none">• Resource limitations• Funding opportunities• Personal interests• Family support services• Get the word out of what is available• Available access (space)• Testing scores (so we know where to focus academic support)• Need to know where to refer parents• Areas of high need / high risk• Hours of need• Who wants to help teach, pay, & provide space?• How to communicate (open dialogue)• Our own biases against youth• What attracts them?
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