

Thunderbirds Teen Center Program Evaluation

Study Period: January 1997 to March 1998

March 27, 1998

Thunderbirds Teen Center Program Evaluation

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Executive Summary

This study was conducted to evaluate the Thunderbirds Teen Center, a facility in North Phoenix, Arizona, operated through the City of Phoenix Parks, Recreation and Library Department. The purpose of this study was to examine the effects of program participation on adolescent youth. The two primary research questions were: (1) Did participation in Thunderbirds Teen Center recreation programs influence participants' perceptions of self, family, and their community and lead to increased self-esteem, and perceptions of risk-protective factors? and (2) Did participation in the Thunderbirds Teen Center after-school recreation program influence school performance (e.g., decreased number of absences and tardies, improved school grades)?

This study was conducted in two phases. In Phase 1, pretest/posttest surveys were administered to three participant groups: *non-participants* (n=180) a control group of student cohorts from local middle and high schools, *new participants* (n=191) Teen Center participants with less than or equal to 2 days of participation experience, and *regular participants* in structured programs (n=81) Teen Center participants with 1-12+ months of participation experience. Survey instrumentation included: Risk Protective Factors Scale (Witt, Baker, & Scott, 1996), Harter's Self-Perception Profile for Adolescents (SPP; Harter, 1988), Life Events Checklist (LES; Pryor-Brown & Cowen, 1989), and F.A.C.E.S II (Olson, Bell, & Portner, 1985).

Phase 2 consisted of interviews conducted with four groups of Teen Center participants: participants that dropped out (n=3), infrequent participants (n=3), frequent participants (n=6), non-participants (n=7) Interviews were conducted to identify: after-school activity participation, perceptions of Teen Center, reasons for participation frequency or infrequency, ways to improve community awareness of, and participation in, Teen Center program, and Teen Center/ recreation participation benefits.

Demographic data were collected through surveys, intake records and school records. The majority of survey participants in all three survey participant categories (non-participants, new participants, and regular participants) were male (57.8%). Interview participant gender was approximately equal, 10 males and 9 females. The primary ethnic groups across all three survey categories were White (57%), Hispanic (21.6%), and African-American (8%). Ethnicities represented in interview participants were Hispanic (10), White (8), and African-American (1). Survey participants' ages ranged from 9 years old to 21 years old, and interview participants' ages ranged from 13 years old to 17 years old. LES responses suggest that new participants and regular participants experienced more stressful life events 12 months prior to the study than non-participants. In addition, new participants and regular participants' stressful life events decreased from pretest to posttest, while non-participants rates of stressful life events stayed about the same.

The results of this study suggest that Thunderbirds Teen Center participation had a positive impact on youth, including:

- S** **Increased awareness of appropriate behavior**, including positive *behavioral conduct* and *models for conventional behavior*. Frequent participants' reported positive behavior change as a result of Teen Center participation.
- S** **Improved resiliency resulting from participants' ability to recognize the Teen Center as a safe place to be and a link between youth and the community**. Moreover, Teen Center program participation increased participants' knowledge of *neighborhood resources*.

- S Increased socialization skills resulting from opportunities to meet new people and interact in a positive atmosphere.** Interview data suggest that Teen Center participation increased participants opportunities for: positive peer interaction, meeting new friends, and developing a tolerance for individual differences.
- S Improvements in academic performance.** Results of school data were mixed. However, interview data suggested that frequent participants' academic performance increased because the Teen Center gave them a quiet place to complete homework, and Teen Center staff served as a resource when teens needed assistance.

This study identified several areas of improvement:

- S Teen Center staff could improve the way that new participants are socialized into the program.** Life events, self-perception scores, and protective factor scores suggest that the Teen Center recruited participants who they felt were most at risk. However, Teen Center programs and facilities may not be meeting new participants' perceptions, leading to boredom and disinterest. This could account for the large proportion of new teens who dropped out of the Teen Center program after one or two visits.
- S Teen Center could improve program promotion and advertising.** Interview data revealed that many teens are unaware of Teen Center programs. Teens suggested a multi-dimensional approach to advertising and promotion, including flyers, radio, and school announcements to attract and inform North Phoenix teens regarding Teen Center opportunities.
- **Teen Center could explore program development, to identify and create programs which appeal to different youth segments.** Interview data suggest that some teens feel that Teen Center programs are concentrated on Latino teens. This perception reflected Teen Center staffs' efforts to provide services to an important segment of their target group. Teens also made several suggestion related to program development. They expressed the need for fun, exciting programs to attract new participants, schoolwork assistance programs, and programs which target junior and senior high school seniors, such as job-assistance and housing assistance programs.
- **Teen Center staff who were involved in the evaluation process felt that the Teen Center should continue to monitor program outcomes and quality through regular evaluation.** Tracking systems should include a continuous, regular monitoring of demographics, Teen Center satisfaction, and the establishment of routine program evaluation. Teen Center staff demonstrated a willingness to support evaluation, and the ability of Teen Center staff to monitor the impact of their programs has been enhanced by this evaluation process. Teen Center staff's commitment to program evaluation may have contributed to increased numbers of Fall 1997 parental/ teen consent form returned, as they made great efforts to encourage participation and monitor the forms. This is an asset of Phoenix Parks, Recreation and Library and should be further developed in order to empower staff to affect positive program changes.

Program Description

- # The Thunderbirds Teen Center is a multi-functional facility located in North Phoenix, Arizona. The Teen Center is operated through the City of Phoenix Parks, Recreation and Library Department.
- # The Teen Center's mission is to promote the positive self development of teens by providing a comprehensive service system that focuses on the whole individual.
- # Opportunities at the Teen Center are available to teens ages 13-19, and include structured programs such as: L.I.F.E. (dance), City Streets (gang prevention), Recreation Internship Program (R.I.P.), Boys and Girls Breakdancing, Drama, Basketball and other forms of recreation such as computers, adventure trips, and billiards. (Appendix: Table 1).
- # The primary goal of the Teen Center program to provide students with an inventory of skills and positive experiences that would enable them to be more successful at school, and ultimately improve the chances that these students will remain in school.
- # The Thunderbirds Teen Center also hopes to have a long term impact on reducing the incidence of juvenile delinquency within the surrounding community.

Purpose of Evaluation

- # To examine the effects of program participation on adolescent youth in a teen center general and in an organized recreation teen center setting in particular, on youths': (1) self-esteem, (2) resiliency, (3) academic performance, and (4) perceived family well-being and functioning.

Research Questions:

- 1) Did participation in Thunderbirds Teen Center recreation programs influence participant's perceptions of self, family, and their community and lead to increased self-esteem, and perceptions of risk-protective factors?
- 2) Did participation in the Thunderbirds Teen Center after-school recreation program influence school performance (e.g., decreased number of absences and tardies, improved school grades)?

Evaluation Design

PRETEST AND POSTTEST SURVEYS OF THREE PARTICIPANT GROUPS

1. Non- participants at Thunderbirds Teen Center (n = 180)

Control group of student cohorts from Greenway Middle School, Vista Verde Middle School, North Canyon High School, and Paradise Valley High School

2. New participants at Thunderbirds Teen Center (n = 191)

Teen Center participants with little experience with the Teen Center (< or equal to 2 days of participation). They were asked to participate in the survey upon intake.

3. Regular participants at Thunderbirds Teen Center (n = 81)

Teen Center participants with prior experience at the Teen Center (1-12+ months of participation). They were asked to participate through a structured program.

INTERVIEWS

Interviews were conducted to identify:

1. After-school activity participation
2. Teen perceptions of Teen Center
3. Reasons for participation frequency or infrequency
4. Ways to improve community awareness of, and participation in, Teen Center programs
5. Benefits that teens attributed to Teen Center/ recreation participation.

- # Teen Center intake data were analyzed to identify three groups of Teen Center participants. Teens from each of these three groups were randomly selected and given a parental/teen consent form for participation in an interview.
1. Drop-out- teens who discontinued Teen Center participation
 2. Infrequent- teens who participated in Teen Center programs/drop-in irregularly
 3. Frequent- teens who regularly participated in Teen Center programs/drop in.
- # Teen Center non-participants were selected from local high and middle schools (North Canyon High School, Paradise Valley High School, and Greenway Middle School). Teens from each of four grades (7th, 8th, 9th, and 10th) were selected based upon no previous involvement or experience with the Teen Center.

Survey Subjects

(Table 1)

- # **Spring 1997** The Spring 1997 sample size was 189. Total number of test group teens who completed all three requirements (parental consent form, pretest, and posttest) was 20. The total number of control group teens who completed all three requirements was 47.
- # **Summer 1997** The Summer 1997 sample size was 190. Total number of test group teens who completed all three requirements was 28. The total number of control group teens who completed all three requirements was 83.
- # **Fall 1997** The Fall 1997 test group sample size was 81. Total number of test group teens who completed all three requirements was 57. No control group was selected for Fall 1997 test subjects due to resource constraints.

Session	n	Sample		Pretest, Posttest, Consent	
		Test	Control	Test	Control
Spring 1997	189	111	78	20	47
Summer 1997	190	88	102	28	83
Fall 1997	81	81	N/A	57	N/A
TOTAL	460	270	180	95	130

Interview Subjects

- # **Spring 1998** A total of 49 teens were identified for possible participation in the interviews. Out of this group, nineteen teens agreed to be interviewed and completed the parental/teen consent forms: non-participants (7 teens), drop-out (3 teens), infrequent (3 teens), and frequent (6 teens). In order to protect the confidentiality of interview subjects, their names have been changed.

Instrumentation

(Appendix II: Questionnaires)

- # **Risk Protective Factors Scale** This scale included 30 questions, with 3 questions for each of 10 sub-scales: neighborhood resources, interested and caring adults, sense of acceptance and belonging, high controls against deviant behavior, models for conventional behavior, positive attitude toward the future/future expectations, value on achievement, ability to work with others, ability to work out conflicts, liking/perceived competence in activity.

- # **Harter's Self-Perception Profile for Adolescents** This scale was developed by Harter (1988) to measure several aspects of self-esteem. Twenty five questions were used, five questions for each of five subscales: global self-worth, scholastic competence, job competence, social acceptance, and behavioral conduct. Each statement asks the teen to pick between two options, in terms of which teen they are more like, and then to say if the statement is "Really True for Me" or "Somewhat True for Me."

- # **Life Events Checklist** The life events checklist (26 items) was adapted from Pryor-Brown & Cowen (1989) to identify significant stressful life events which occurred in teens' lives over two time periods: (1) 12 month period prior to the pretest, and (2) period of time between pretest and posttest. Stressful life events can impact a teen's life in various ways, including increased stress levels. A teen answers "Yes" or "No" as to whether or not each event listed occurred in his/her life.

- # **F.A.C.E.S II** This scale was developed by Olson, Bell, & Portner (1985) to measure family functioning (family adaptability and family cohesiveness). F.A.C.E.S II included 30 questions to which the teen answers questions ranging from "Almost Never" (1) to "Almost Always" (5) regarding different aspects of his/her family life such as: parental involvement with subjects and the quality of the time that parents spend with the teen.

Survey Response Rates:

1. Completed pre test and posttest (44.1%)
2. Incomplete Data
 1. Teens said no (16.1%)
 2. Teens attended school in districts which were not surveyed (16%)
 3. Teens did not show up for either pretest or posttest (9.8%)
 4. Parents said no (8.3%)
 5. Moved / No longer enrolled at school / Unable to contact (2.8%)
 6. Unusable Survey (2.1%)
 7. Incarceration / Death (0.8%)

Demographics

(Spring 1997-Fall 1997)

GENDER (Appendix III: Figure 1)

- # Majority of survey participants in all three categories (non-participants, new participants, and regular participants) were male (57.8%).
- # Interview participant gender was approximately equal, 10 males and 9 females

ETHNICITY (Appendix III: Figure 2)

- # Overall, the primary ethnic groups across all three survey categories were White (57%), Hispanic (21.6%), and African-American (8%).
- # White was the largest ethnic group represented in non-participant (68.5%) and new participant categories (59.7%). Hispanic was the largest ethnic group represented in the regular participant category (41.6%).
- # Other ethnicities represented: Asian (1.4%), Filipino, (1.4%), Native American, (0.9%), mixed ethnicities (2.3%), and other (3.7%).
- # Ethnicities represented in interview participants were Hispanic (10), White (8), and African-American (1).

AGE (Appendix III: Figure 3)

- # Overall, survey participant ages ranged from 9 years old to 21 years old, and interview participant ages ranged from 13 years old to 17 years old.
- # New survey participants tended to be younger (median = 14 years old) than non-participants (median= 15 years) and regular participants (median= 15 years). Interview participant median age was 15 years old.

GRADE LEVEL (Appendix III: Figure 4)

- # Overall, survey participant grade level ranged from 6th to 12th grade, and interview participant grade level ranged from 7th grade to 12th grade.
- # New survey participants tended to be in a lower grade level (median= 8th) than non-participants (median=9th) and regular participants (median= 10th grade).

Ratings of Teen Center/ Teen Center Staff

All participant categories were asked to rate Teen Center staff on the following:
(Scale of 1-10, 1= poor and 10= excellent)

- # Helpfulness of Teen Center Staff (Appendix III: Figure 5)
- # Respect that Teen Center Staff Shows Teens (Appendix III: Figure 6)
- # Teen Center Staff Overall (Appendix III: Figure 7)
- # Teen Center Programs Overall (Appendix III: Figure 8)
- # Teen Center Facilities Overall (Appendix III: Figure 9)

RESULTS

- # Overall, Teen Center ratings for each category were above average (above 7.0)
- # Non-participants did not rate the Teen Center as high as new participants and regular participants. This is logical considering that non-participants did not have any experience with the Teen Center.
- # The two areas which were rated highest at the posttest measure by teens familiar with the teen center were: Respect that Teen Center Shows Teens and Teen Center Staff Overall.
- # For Teen Center new participants and regular participants, ratings from pretest to posttest tended to increase or stay the same, with the exception of:
 1. Teen Center Facilities Overall. New participants gave facilities a lower rating on the posttest measure than they did on the pretest measure. This suggests that new participants' expectations of Teen Center facilities were not met.

Interview data suggested that Teen Center staff made a very positive impact on Teen Center frequent and infrequent participants.

“...sometimes when I get into an argument with my Mom, this is a place to go, if you have to get out of the house, instead of just like...going outside, you can come hang out here [Teen Center]. If you want, you can talk it over with [staff]. [Staff] is really good about helping you out with your problems. I have talked to [staff] many times.” (Wendy, 17, infrequent participant, White female)

“My [break dancing] teacher...teaches us a lot. Sometimes we will spend like a half an hour just talking. He teaches us a lot about hip-hop. And he teaches us how to be leaders and stuff...when we go to school, we try to break it up. At our school, when I see breakers [break dancers] there, they are always too cool and don't care, and we don't want that. We want to be respected, too.”
(Roberto, 15, frequent participant, Hispanic male)

Stressful Life Events

- # Life Events Scale responses were summed to create a total score for each life event. There were 26 events listed on the scale. Thus, the potential range for this scale was 0 - 26.

OVERALL (Appendix III: Figure 10)

- # New participants and regular participants experienced more stressful life events 12 months prior to the study than non-participants.
- # New participants and regular participants' stressful life events decreased from pretest to posttest, while non-participants rates of stressful life events stayed about the same.

12 MONTHS PRIOR TO SURVEY (Appendix III: Figure 11)

- # Two life events were most common to all participant categories: (1) "Someone I know has been injured as a result of violence by someone else" and (2) "I got a bad mark on a test."
- # New participants were the only group to identify "I was sent to the principal" as one of the top three life events. Non-participants and regular participants identified "Someone threatened me" as one of the top three life events.
- # In each participant category, the two least frequently occurring life events were "I'm having a child" and "One of my parents died." In addition, few non-participants identified "Suspended from school", few new participants identified "New baby sibling," and few regular participants identified "New baby sibling" and "Parents remarried." (Figure 13)

PERIOD OF TIME BETWEEN PRETEST AND POSTTEST (Appendix III: Figure 12)

- # Two life events were most common to all participant categories: (1) "Someone I know has been injured as a result of violence by someone else" and (2) "I got a bad mark on a test."

- # Non-participants were the only group to identify “Parents worked a lot and were not home very much” as one of the top three life events. New-participants and regular participants identified “Someone threatened me” as one of the top three life events.

- # The three life events identified least often in each participant category were: (Figure 14)
 - # Non-participants- “I’m having a child,” “One of my parents died,” and “I was injured as a result of others’ violence”

 - # New participants- “One of my parents lost their job,” “I’m having a child,” and “One of my parents died.”

 - # Regular participants- “I’m having a child,” “One of my parents had a serious accident,” and “I was injured from others’ violence.”

- # Interview data identified other stressful life events and important “issues” with which North Phoenix and Teen Center teens were faced:

(1) Schoolwork

“Trying to stay focused on my school work. Because my brother, he dropped out of school, and he’s not hanging out with a good crowd and stuff. He always has his friends over, and he’s in a gang and stuff.”
(Christine, 13, non-participant, White female)

(2) Drugs and Alcohol

“[Drinking] ...made me come [to the Teen Center] last week. I got into trouble on the back side of Camelback mountain. It was about 4:30 in the morning, and my buddy Mike and two girls were up there, and we polished off a 18-pack of beer. We were just getting ready to leave, and two cops came around the corner and busted us. I had to do community service through the Teen Center...I’m not going to drink in public anymore” (Zach, 16, Drop-out, White male)

“My friend’s life was pretty good...and then he started to use drugs, [but] he started to hang around with the wrong people...”
(Anthony, 15, non-participant, Hispanic male)

“A lot of kids deal with [pressures from school and family] with drugs. Most people do weed. Depending on who it is, they might smoke weed every day. I’ll be walking on the street, and there will be little kids doing it [smoking weed]. Some people do it every now and then. ...some people will do harder things like coke.”

(Mo, 17, drop-out- White female)

(3) Death of a close friend

“..and a few months ago there was a death.... one of my friends. He died after an accident on an ATV. I went to his funeral and then it really hit me.” (John, 13, non-participant, White male.)

(4) Moving out of parents’ home/ finding a job

“I get frustrated with a lot of things, like friends...like little arguments that you get into.....and parents telling you that you have to get a job, when you are 18 you have to get out, and that pressures you a lot. I’m seventeen, and I’ll be eighteen in four months, and I have to have a job. And I’ll be going to school again, and I’ll be living by myself, and I’ll have a job then, so I don’t know...I’m worried about that. I’m really worried about, if I mess up, how I am going to live. I’m like-‘I have to get a job now’ or I’m going to be screwed in the future. That’s the thing that upsets me most in my life. I want to leave [my house], but its just not that easy.” (Mo, 17, drop-out- White female)

Recreation Participation Impacts on Self-Esteem

Harter's Self-Perception Profiles for Adolescents (SPP)

#Scholastic Competence

#Behavioral Conduct

#Social Acceptance

#Global Self-Worth

Subscale change scores were computed and analyzed for each participant who completed a pretest, posttest, and parental consent form. A change score is Posttest Score - Pretest Score. Therefore, a negative change occurs when the pretest score is higher than the posttest score. Conversely, a positive change occurs when the posttest score is higher than the pretest score.

RESULTS (Appendix III: Figure 15)

Non-participants' measures of self-esteem were higher than those of the other two participant groups.

1. Scholastic Competence
2. Behavioral Conduct
3. Social Acceptance
4. Global Self-Worth

However, regular program participants scored significantly higher than new-participant groups on:

1. SPP scales overall
2. Behavioral Conduct

Interview data suggested that frequent (regular) participants experienced self-esteem increases, which represented by positive changes in behavior.

“My attitude changed. Because I was like mean. I had a bad attitude all of the time. [Staff] told me, ‘You need to quit it, you need to stop it. It’s going to make you all unhappy....I’m a lot more social. Cause a lot of the kids here, I wouldn’t used to talk to them, because I had a bad attitude. Now I am much friendlier and much happier.” (Bridget, 16, frequent participant, Hispanic female)

Recreation Participation Impacts on Protective Factors

Protective Factors Scale

- # Neighborhood Resources
- # Knowledge of Safe Places to Play
- # Sense of Belonging
- # Caring adults
- # Models for Conventional Behavior
- # Value on Achievement
- # Controls Against Deviant Behavior
- # Liking/ Perceived Competence

Subscale change scores were computed and analyzed for each participant who completed a pretest, posttest, and parental consent.

RESULTS (Appendix III: Figure 16)

Significant differences between all three groups were found for the overall protective factors scale and for three subscales. This means:

1. Regular participants > New Participants > Non-Participants on the following subscales:
 1. Neighborhood Resources
 2. Models for Conventional Behavior
 3. Liking/ Perceived Competence

- # One of the protective factors subscales was “Knowledge of safe places to play.” Interview data suggested that Teen Center participants (infrequent and frequent) were more likely than non-participants to perceive North Phoenix and the Teen Center areas as a safe place to be.

“I don’t really think that it’s that safe. We’re surrounded by two major streets where I live, and...I don’t think its safe, because I’ve had two of my bikes stolen from my house. And that’s not safe.” (Tom, 13, non-participant, White male)

“...you probably heard about it on the news, it was right up there near Indian Bend. The guy broke into her house and raped her, and her brother, and they grabbed her and threw her around... right now, about 8 blocks from my house, they have this rapist who lives in that house...” (Christine, 13, non-participant, White female)

- # Non-participants were less able to identify a safe place.

“I don’t feel safe. You know. Anyone could walk right into school. So, I’m not like scared all of the time, but I’m not like safe either.” She went on to say that she wished that there was “...a place where I could go..., where friends would be, where it wouldn’t be so violent. Where you wouldn’t have to be scared or anything.” (Angela 15, non-participant, Hispanic female)

- # In contrast, Frequent and infrequent participants and said that they felt “very safe.”

“I think that it is really safe here [Teen Center]. That’s the reason that a lot of kids come here, because they think that it’s safe... they don’t have to worry about that.”
(Victor, 16, infrequent participant, Hispanic male)

- # Both non-participants and frequent participants mentioned gangs, although they were most often described as a nuisance rather than a risk to safety.

“There are gangs around here and stuff, but they don’t make you do anything. They’re just around doing their own thing.”
(Anthony, 15, non-participant, Hispanic male)

“Some of them come here [Teen Center]...they don’t do anything bad.” (Bridget, 16, frequent participant, Hispanic female)

School Academic Performance¹

- # The grades of non-participants and new participants decreased during the time period. However, there was no significant difference in non-participants and new participants' scores in English, Math, Science, and Social Studies. (Figure 17)
- # Among teens who completed pretest and posttest, new participants' grades decreased to a lesser degree than non-participants' grades. (Appendix III: Figure 18)
- # Interview data suggested that frequent participants' academic performance increased because the Teen Center gave them a quiet place to complete homework, and Teen Center staff served as a resource when teens needed assistance.

“[Teen Center staff member] was talking to me about that the other day. He asked me how I was doing in school, and I said ‘Not that well.’ And he said, ‘You know, we have this tutoring thing here, at the Teen Center. You should come down, you know, and at least see if you like it’...I kinda figured that there was some kinda thing like that here [at the Teen Center.] I had never heard of it...” (Carlos, 16, infrequent participant, Hispanic male)

“The Teen Center is the only place that I can get help...the Teen Center has helped me with English. My grades have gone up.” (Helena, 15, frequent participant, Hispanic female)

“[Teen Center Staff member] really helps us with Math and stuff that we need...she shows us how to work out the problems and break it down.” (Cruz, 14, frequent participant, White male)

¹ School data (grades, attendance, discipline) were not collected for Regular Participants in Fall 1997

School Attendance¹

Among all teens, there was no significant overall decreases in rates of truancy, excused absences, or tardies. All three rates increased from pretest to posttest, with the exception of:

Non-participant truancy rates (Appendix III: Figure 19)

Among teens who completed the pretest and posttest, new participants' tardy rates were lower than non-participants' tardy rates. (Appendix III: Figure 20)

School Discipline¹

Among all teens:

Non-participants' rates of total disciplinary action taken decreased from pretest to posttest, and new participants' rates increased from pretest to posttest. (Appendix III: Figure 21)

This trend was maintained among teens who completed the pretest and posttest. (Appendix III: Figure 22)

Participation in Art, Music, and Trade Related Courses¹

Non-participant and new participants were more likely to take art, music, and trade-related courses during the first semester of the school year. All rates decreased from pretest to posttest. (Appendix III: Figure 23)

In general, new participants were more likely to take art and music courses.

Non-participants were more likely to take trade-related courses.

¹ School data (grades, attendance, discipline) was not collected for Regular Participants in Fall 1997

Interview Themes

Analysis procedures identified several major themes regarding Teen Center program delivery and quality. (Table 3)

1. AFTER-SCHOOL ACTIVITIES

Non-Participants-Teen Center non-participants' most often stated after-school activities included homework (at home), hanging out with friends, and sports (at school). "Hanging out" meant watching television, socializing with friends at their house, listening to music, and talking on the phone. Non-participants were not involved in school clubs. Homework was completed at school or at home, and homework aids included school clubs and Mom. Most non-participants did not have a job or any means of earning money because they were under 16 years old. However, some non-participants received money from parents.

Drop-out Participants- Drop-out participants identified after-school sports, hanging out with friends, and work. They were also not involved in school clubs. Drop-out participants who were over sixteen years old did not have regular jobs but had either thought about summer employment or had access to work experiences. Drop-out participants completed their homework at home.

Infrequent Participants- Teen Center infrequent participants identified working, sports (not at school) and homework as their primary after-school activities. Infrequent participants did not participate in school clubs. Other peer activities mentioned by infrequent participants included "smoking weed all day" and "drinking." Infrequent participants tended to have a way to earn money by working regular jobs. They tended to do homework at home and not to get help from others.

Frequent Participants- Teen Center frequent participants' after-school activities included homework, work (at a job), hanging out, and going to the Teen Center. "Hanging out" meant talking to friends, listening to music, watching television, eating, going to the mall with friends, and helping family members with housework. Frequent participants past experience with school sports, which had been discontinued. Frequent participants were not involved in school clubs. Frequent participants tended to complete homework at home, a relative's home, or at the Teen Center, and the Teen Center was an important source of homework aid. Frequent participants tended to be over sixteen and unemployed, and frustration was expressed over the inability to get a job due to age. Frequent participants older than sixteen were looking for jobs.

2. PERCEPTION OF TEEN CENTER.

- # Non-participants had no previous experience at the Teen Center. In addition, most had never even heard of the Teen Center.

"I haven't been there. I don't know anything about it. I haven't heard anyone talking about it."

(Dennis, 15, non-participant, White male)

- # Drop-out participants and infrequent participants had heard very little about the Teen Center from their school peers.

"no one actually talks about the Teen Center, but the people who do know about it- and they like it."

(Suzanne, 16, Drop-out, Hispanic female)

I don't really hear anything about it, but it seems like teens like it. They like having a place to come to, and hang out. And they like the programs that are provided here."

(Wendy, 17, infrequent participant, White female)

- # Frequent participants were much more likely to have heard peers talking about their Teen Center perceptions. Some of the perceptions were positive.

"...when people talk about it, they are always excited, and they are like, 'We're all going to the Teen Center tonight!, Yeah- go up there!'" (Helena, 15, frequent participant, Hispanic female)

"People talk about how they like to go there. It's all positive."

(Laura, 15, frequent, White female)

- # Drop out, infrequent, and frequent participants had heard peers call the Teen Center “boring.”

“Some people.....I heard a couple of kids that said that they thought it was boring, but those were kids who were like adrenaline-rush people that don’t even want to come and see it. The only negative thing that you hear about it is that it is boring sometimes...I’ve seen kids come in here, and hang out for a while, and they’ll get bored, and their friends will start to leave, and they won’t want to be here by themselves, so they’ll be like, ‘O.K. I’m gonna leave, Bye.’ And they’ll just drop outthey probably started to think that [the Teen Center] is....a place for little kids to hang out.” (Mo, 17, drop-out, White female)

- # Another frequent suggested that a negative social stereotype may accompany Teen Center participation.

“Kids think the teen center is boring. Kids think that they should have more fun stuff...it depends on what kind of teen you are, and what kind of personality you have. Some teens are used to going partying, and they think that this is boring...they call us nerds...”
(Tara, frequent participant, 13, African-American female)

3. TEEN CENTER INVOLVEMENT

- # All participant groups, with the exception of non-participants, tended to have six months or more experience with the Teen Center. Most said that they had begun to attend the Teen Center soon after it opened.

- # Drop-out and infrequent participants did not attend Teen Center structured programs regularly, although they did drop in occasionally.

“... I mainly come here to talk to my friends. I don’t know...I come here when there is nothing else to do.”
(Victor, 16, infrequent participant, Hispanic male)

- # Frequent participants tended to participate in at least one program regularly, attend a second or third program once in a while, and drop in.

“...I’m in the dance troop L.I.F.E. I’ve gone a couple of

times to the B-Girls practice, and I was in R.I.P...”
(Helena, 15, frequent participant, Hispanic female)

Frequent participants usually switched programs after participating for one semester.

“Right now I participate in Break dancing. It’s just a lot of fun. We’ll have practice days, and we’ll do performances, and we’ll go to shows and stuff. And then I also go to Teen Council. And we just talk about how we can make the Center better...”
(Roberto, 15, frequent participant, Hispanic male)

4. TEEN CENTER NON-PARTICIPATION

Non-participants did not participate because they were unaware of Teen Center opportunities.

“I haven’t been there. I don’t know anything about it. I haven’t heard anyone talking about it.” (Dennis, 15, non-participant, White male)

Drop-out participants stopped attending the Teen Center because of school sports, and because of an inability to identify with Teen Center participants.

“I used to like it better in the beginning. But now its kinda taken over by all of the break dancers and stuff. I don’t really get along with them too well, so that kinda chilled me out from coming here so much. The center is pretty much run around them, and I don’t really go for it.” (Zach, 16, drop-out, White male)

Infrequent participants discussed increased school work loads and job responsibilities as contributing to their Teen Center participation rates.

“Before I got so busy with my schoolwork, I used to come down here every day, or just about every day. Now its about one a week. My Junior year has been my hardest, so I don’t come down here as often.” (Wendy, 17, infrequent participant, White female)

In general, the two most often stated reasons that more teens do not get involved in Teen Center programs were:

(1) Teen Center is boring / Teens would rather do other things

“...they find it boring, they don’t like it.”
(Cruz, 14, frequent participant, White male)

“Kids think the teen center is boring. Kids think that they should have more fun stuff. I think that teens come here because it gives you something positive to do, and it’s a good use of your time. But it depends on what kind of teen you are, and what kind of personality you have. Some teens are used to going partying, and they think that this is boring.”
(Tara, 13, frequent participant, African-American female)

(2) Drinking / Drug use (Marijuana)

“Some people would rather do other things than go to the Teen Center...like smoke [pot] or drink or something...they go to friends’ houses, like when their parents aren’t home. I have a friend that does that...he used to go to the Teen Center, and now he’s doing drugs and stuff.” (Suzanne, 16, Drop-out, Hispanic female)

“...teens think that they have better things to do. And what they do is probably just go out and smoke weed all day, so...and do nothing. Or they attend after-school activities.”
(Bridget, 16, frequent participant, Hispanic female)

Another reason for non-participation was perceived differences due to social status and ethnicity. Drop out and infrequent participants discussed this issue.

“I hate to divide it up into classes, but it’s a different class of people at the Teen Center. Here it is like the hip-hop, breakers, you know...they just come here because they probably don’t have anywhere else to go. But with my school its like, kinda like they are wealthy, “stuck-up” people.”
(Wendy, 17, infrequent participant, White female)

“... I don’t want to sound racist or anything like that. But, the Teen Center seems segregated, with a lot of Mexicans and Asians. There are hardly ever any White kids that come in here...”
(Zach, 16, Drop-out, White male)

This issue was also described by a frequent participant.

“...sometimes it seems that [Teen Center staff] has a certain preference for [Mexican teens], when they’re here. Like “Poor little Mexicans”. You know? [staff] treats them like the world owes them something...and a lot of people know about [staff’s] preference- a lot of us know about it- but nobody says anything.”
(Bridget, 16, frequent participant, Hispanic female)

5. ADVERTISING AND PROMOTION OF TEEN CENTER

Over all participant categories, the four most effective ways for advertising and promoting Teen Center programs included:

1. Flyers

“If you have a catchy flyer, it will work. If I’m walking down the hall, and I see a flyer that looks a little different than normal, I’ll stop and read it.” (Zach, 16, Drop-out, White male)

2. Radio

“The best way....they could advertise on radio, I haven’t heard that. Kids would definitely respond to what’s on the radio.”
(John, 13, Non-participant, White male)

3. School Announcements

“They can do announcements at schools to let kids know about their programs.” (Anthony, 15, Non-participant, Hispanic male)

4. School visits by Teen Center staff and teens to tell students about Teen Center opportunities

“...have people from their programs come to school and talk about what is going on. Or they could perform. Like if they had a dance group the dance group could perform to advertise.”
(Angela 15, non-participant, Hispanic female)

6. DESIRED TEEN CENTER PROGRAMS/ ACTIVITIES

- # Non-participants' desired activities included sports related activities such as basketball, baseball, and pool / ping pong tournaments.
- # Both non-participants and drop out participants suggested that the Teen Center could provide activities which are not available at school, because they were discontinued, offered only once a year, or not offered at all.

“we are fighting the school district right now to get one [sand volleyball court] at North Canyon. But they're too cheap. I have this class called “Racquets and Volleyball” and we...are always being pushed from one gym to another.”
(Zach, 16, Drop-out, White male)

- # More variety

“Right now it seems like their main focus is, probably because that is what attracts the people, but their main focus is the whole hip-hop, break dancing thing. And I'm not into that. I tried break dancing for a little while, I learned some moves, but it wasn't my thing. So, I think that they need more of a variety...I heard that [Staff] is trying to get a choir going, and I think that's a good idea...”
(Christine, 13, non-participant, White female)

- # The need for job, housing, and financial management programs were also identified.

“The Teen Center should offer programs to help kids get jobs, because a lot of kids don't have jobs.”
(Tom, 13, non-participant, White male)

“...a lot of my friends are trying to move out of their houses. And that's what they are concerned with...I would like it if they could help us to get apartments and stuff. If they could show you the best way to approach that. You know, helping with applications, and how to present yourself. That's what I got out of R.I.P. But not everybody can join R.I.P. It's not like they can have the whole school in R.I.P. ...if they had something...about how to get a job, how to manage your money, and how to get your own place...”
(Bridget, 16, frequent participant, Hispanic female)

7. BENEFITS OF TEEN CENTER / RECREATION PARTICIPATION

Drop out, Infrequent, and Frequent participants discussed the benefits of Teen Center participation, and Non-participants were asked to talk about recreation participation in general.

- # Participation is fun- structured programs described as “fun,” “exciting,” and “cool.” The most vivid positive Teen Center experiences described Lock-ins, dances, and large group activities with music and dancing.
- # Participation is safe- (See Protective Factors Scale- “Knowledge of Safe Places to Play”).
- # Positive use of discretionary time. Teen Center gives teens something to do, keeps them busy and out of trouble.

“[The Teen Center’s] something fun, and something interesting. It’s a place where I can come to without wasting my time at home doing nothing, watching T.V...I used to get into a lot of trouble, like with the police and stuff like that. And then once I started coming here, it just kept me so busy that I don’t worry about stuff like that anymore. I never get into trouble...I am always busy over here, because I have [break dancing] practices almost every day, and if not I just like to come hang out. I don’t feel like getting into trouble.” (Roberto, 15, frequent participant, Hispanic male)

- # Escape- Teens have a safe place to go when they need to get out of their house. “You can come down here on your own, if you just want to get lost for a while, or go somewhere. But if you still want to interact with other people, you can come here [Teen Center]. You can get lost from a while from your parents...like when arguments happen, and you just don’t want to be there [home], you can come here [Teen Center]...I sometimes talk to both staff and friends.” (Carlos, 16, infrequent participant, Hispanic male)

- # Opportunity for peer social interaction- Teen Center allows teens a place to meet new people and develop socialization skills.

“You get along with different kinds of people, because there are all kinds of people that go here [Teen Center]. So, you learn how to deal with people.”

(Laura, 15, frequent participant, White female)

“I have met a lot of people from North Canyon, who I would not have met if it wasn’t for the Teen Center...I’ve met a lot of people there, and it has kind of expanded my horizons, as far as friends go...like meeting a diverse crowd, and meeting people that I wouldn’t have met otherwise.”

(Wendy, 17, infrequent participant, White female)

- # Wellness behaviors- Teen Center participants learned information related to healthy life choices, habits, and behaviors, which often occurred through Teen Center group discussions called Forums.

“You learn things that are very, very important, and will effect your life...like sex, domestic violence....because all of the information that they give us is so true, and...it just hits you in the face. And you realize all of the things that you let go by.”

(Helena, 15, frequent participant, Hispanic female)

“...we had an [forum] about dating violence. I had a boyfriend ...he wouldn’t hit me...but he would yell and stuff. And I learned about how you should get out of a relationship like that.”

(Tara, 13, frequent participant, African-American female)

“...they have them about drugs and stuff like that. And sometimes I volunteer and stuff. And we do it like acts [role-playing] ...and we’ll have a long discussion about violence, gangs, and stuff. And then we talk about the skits that we did...it teaches me a lot, like to respect most people, and judging people by the way that they look.”

(Roberto, 15, frequent participant, Hispanic male)

- # Teen Center participation impacted school academic performance- (See School Academic Performance).

Discussion

This study supports that Thunderbirds Teen Center participation impacts youth in several ways.

Adolescent Behavior

1. Regular participants in structured programs are learning more about appropriate forms of behavior than participants who are new and may not be as highly involved.
2. Teen Center staff function as behavioral role models for teens in structured programs.

Adolescent Resiliency

1. For regular participants, Teen Center is functioning as a link between teen and community. However, a portion of the teen population in North Phoenix are unaware of Teen Center opportunities.
2. Regular participants in structured programs are also becoming more competent in recreation and are enjoying Teen Center recreation programs more than new participants.
3. Again, Teen Center staff are serving as a support function for teen who may not have other caring adults with whom they are able to talk.

School Performance

1. Teen Center participants' school academic performance, attendance, and discipline was very poor. However, results suggest that for all participant groups the post-test period may have been more academically challenging. This could be due to increases in schoolwork or schoolwork level of difficulty.
2. Both new participants and regular participants had a higher rate of stressful life events than non-participants. These stressful life events could have impacted school performance. Therefore, without the Teen Center, participants may have seen a more detrimental effect on academic achievement.

3. Furthermore, results suggest some school-related benefits of Teen Center participation, because (1) grade rates decreased less in regular participants compared to new participants, and (2) tardy rates for new participants were lower compared to those of non-participants, and (3) some teens are taking advantage of academic assistance from Teen Center staff.

Teen Center staff recruited participants who they felt were most at risk.

1. Life Events, self-perception, protective factors, and school data suggest that the Teen Center has focused on teens who may have been in the most need of services.
2. However, in serving this group, Teen Center staff are overlooking new teen center participants.
 1. A significantly large proportion of new teens dropped out of the Teen Center program after one or two visits.
 2. Interviews suggest a discrepancy between how some teens are socialized into Teen Center programs.
 3. Teen center ratings (facilities) suggest that the Teen Center may not be meeting new participants' expectations.

Teen Center promotion and advertising could have been more effective.

1. Interviews revealed that many teens are unaware of Teen Center programs. Example: One teen said that he would like to have the opportunity to play in a community basketball program, and was unaware that the Teen Center was already offering one.
2. Results suggest that a multi-dimensional approach to advertising and promotion would attract and inform North Phoenix teens regarding Teen Center opportunities.

Suggestions for Improving Delivery of Teen Center Programs

Challenge #1: Teens in community are unaware of Teen Center's existence and/or what teen center offers.

Challenge #2: Teen Center experiences low rates of teen participation.

SUGGESTION:

- Advertise using colorful, eye-catching flyers, radio spots, and regular school announcements. Encourage frequent and infrequent participants to tell their friends about Teen Center benefits.

Challenge #3 Many participants discontinue participation after a few visits.

SUGGESTION:

- Initiate an aggressive campaign to improve "first contact" with new teens at the Teen Center, making new teens' first impression of Teen Center a positive experience. Develop a guided tour and orientation for new teens. Train staff to make new teens feel welcome and encourage them to return. New teens could be assigned a Teen Mentor- a regular teen who can help educate the new teen regarding Teen Center opportunities. In addition, new teens could receive a small gift just for coming in the door.
- Encourage staff to be sensitive to teen diversity, and develop program opportunities which will attract a more diverse group of teens into Teen Center structured programs, such as: (1) a skateboarding event or field trip, (2) chorus. [Note: Teen Center has begun a chorus as of Spring 1998]. Some programs could be offered every other season. Continue to provide lock-ins and dances, utilizing them as a hook to attract new participants.

- ❑ Realizing that many teens discontinue participation due to schoolwork and job related responsibilities, develop a organized school-work assistance program and market that program to teens. Likewise, continue to provide job assistance programs, through efforts such as the Teen Center's Job Resource Board and the R.I.P. coordinator position, not just for teens who are seeking employment, but also for teens who want to get a better job.

Challenge #4

Teen Center staff needs a system to monitor perceptions of Teen Center and program quality.

SUGGESTION:

- ❑ Teen Center should be prepared to continue program evaluation. Tracking systems should include a continuous, regular monitoring of demographics, Teen Center satisfaction, and routine evaluations (at least an end of the season, i.e.posttest) of structure program participants.
- ❑ The ability of Teen Center staff to monitor the impact of their programs has been enhanced by this evaluation process. Teen Center staff's commitment to program evaluation may have contributed to increased numbers of Fall 1997 parental/ teen consent form returned, as they made great efforts to encourage participation and monitor the forms. This is an asset of Phoenix Parks Recreation and Library and should be further developed in order to empower staff to effect positive program changes.

Appendix I:

Tables

Table 1: Thunderbirds Teen Center Structured Programs- Spring 1997

Title of Program	Description of Program and Objectives/Goals	Sponsor / Affiliation
L.I.F.E. (Hip Hop Dance)	Dance program offered since 1995. Goal is to provide youth with positive alternative recreation, to increase self-esteem, aid in developing healthy positive peer and staff relationships, and enhance communication skills and redirect negative energy into positive behavior.	COMCARE ² / T.E.E.N.
Basketball	To build teamwork, self-esteem, communication skills, and positive self-image through recreation and peer interaction.	COMCARE/ T.E.E.N.
City Streets	Began in 1986 as a mobile urban program, nationally recognized, and is now the name attached to several smaller programs. Purpose is to provide Life Management Leadership Development to teens by providing information/ training in decision making skills designed to: (1) develop skills conducive to gang/drop out, as well as school drop out, prevention, (2) develop self-discipline, social, and self-preservation skills, and (3) build character and cultural awareness.	Thunderbirds Teen Center/ T.E.E.N.
Recreation Intern Program (R.I.P.)	Began as a volunteer program 10 years ago. Goal is to provide youth ages 15-19 with opportunity to gain practical experience in the field of recreation, receive educational training to support this experience, and to increase present job skills, knowledge, and self-esteem. Funded by U.S. Department of Labor in Summer. Students in this program are paid minimum wage 10 hours per week.	City of Phoenix Parks Recreation and Library Department (Golf fees)
B-Boys/ B-Girls	Breakdancing program for males / females offered since 1996 / 1997. Goal is to provide youth with positive alternative recreation, enhance communication skills, redirect negative energy into positive behavior, educate teens about the art of breakdancing and Hip Hop culture.	Teen Center in Fall and Spring / T.E.E.N.
Hip Hop Drama Playhouse	City program since 1994. Offered at Teen Center since 1995. Purpose of Creative Arts Workshop is to involve participants in conditioning and training processes that are designed to assist them with personal and group empowerment	COMCARE/ T.E.E.N.
Teen Council	Began in 1986 as part of the National City Streets program. Offered at Teen Center since March 1996. Goal is to form a core group of teens the center to build communication skills, cooperation through educational, recreational and community programs.	Affiliated with City Streets /At-Risk Youth Division
TechCare	Started in May 1996. Goal is to use multimedia computers in an integrated program with staff and peer interaction, to give teens access to tools such as: a digital recording studio, graphics/ arts components, tutoring and term paper assistance, and other activities designed to provide positive alternatives and life skills assistance.	Equipment donated by SUMITOMO SITIX
North Canyon Suspension Program	Began in Spring 1996. The objective is to provide drug intervention/ education for students ages 14 to 17 who have been arrested and suspended for the use of drugs/ alcohol in Paradise Valley High Schools, and to reduce the number of days of suspension from nine to five and the likelihood of failure/ further infraction. Teens must complete a 1 hour interview plus 8 hours of the program.	Thunderbirds Teen Center
Outdoor Adventure Trips	Offered in Summer. These trips take place near Flagstaff, Arizona. Activities include hiking, caving, outdoor living, and environmental education. Goal is to increase awareness of the outdoors, and to facilitate teamwork, communication, and problem solving skills.	Thunderbirds Teen Center

² COMCARE is a state funded behavioral health agency in Arizona, which divides moneys into different programs all over the state. New Turf was the name of a program that began in the City of Phoenix about 5 years ago. Two years ago it became T.E.E.N. (Total Enrichment and Education Network) funded by COMCARE.

Table 2: Thunderbirds Teen Center Evaluation- Spring 1998 Selected Interview Script Questions					
Questions	Type of Question	All Teens	Participants (Frequent and infrequent)	Drop-Out	Non-Participants
1. What do you do after school?	After school activities	X			
2. How do you earn money? (ie. job or other)	After school activities	X			
3. When and where do you complete your homework/ schoolwork?	After school activities	X			
4. Who is available to help you with your homework/schoolwork if needed?	After school activities	X			
5. What types of school sports or clubs do you participate in?	After school activities	X			
6. Do you belong to a gang? If so, when do you spend time with other gang members?	After school activities	X			
7. What do you know about the Teen Center?	Perception of Teen Center	X			
8. What is the word around school or on the street about the Teen Center?	Perception of Teen Center	X			
9. Why don't more teens "hang out" or participate in programs at the Teen Center?	Perception of Teen Center	X			
10. Have you received any training that might help you to get a job/ a better job? If yes, where did you receive the training?	Teen Center programs	X			
11. Which programs/activities would you like to see more of, either at the Teen Center or in your neighborhood/ community?	Teen Center programs	X			
12. Do you think the Teen Center could help you in some aspect of your life? (getting a job, getting along better with others, staying out of trouble, doing better in school)	Teen Center programs	X			
13. What would be the best way for the Teen Center staff to let teens know about their programs, activities, and opportunities?	Teen Center programs	X			

14. If you do not participate in Teen Center programs anymore, or have never participated in any Teen Center programs, what has influenced your decision not to participate?	Teen Center participation	X			
15. How could the Teen Center improve or increase participation?	Teen Center participation	X			
16. What do you <u>not like</u> about the Teen Center?	Teen Center participation		X	X	
17. Based upon what you know about the Teen Center, what would you change about the Teen Center?	Teen Center programs		X	X	
18. Why did you choose to stop participating in Teen Center programs /activities?	Teen Center participation			X	
19. What would make you more interested in participating in programs /activities at the Teen Center?	Teen Center participation				X
20. Describe your good and bad experiences at the Thunderbirds Teen Center.	Teen Center Quality		X	X	
Benefits of Teen Center Participation					
21. How has participation at the teen center effected how you feel about yourself?			X	X	
22.sense of belonging?			X	X	
23.....leadership skills?			X	X	
24.....academic achievement?			X	X	
25.....how much social support do you receive?			X	X	
26....socially acceptable behavior?			X	X	
27....chance to socialize/ socialization skills?			X	X	
28....lifelong wellness behaviors?			X	X	
29....improved family functioning?			X	X	

Table 3: Thunderbird Teen Center Interview Data Analysis (Spring 1998)				
	PARTICIPANT GROUPS			
	Non	Drop out	Infrequent	Frequent
HOW DO YOU SPEND YOUR TIME AFTER SCHOOL?				
Weekdays Afternoons				
homework	XXXX			XX
watch television/ movies	XXX	X	X	XX
“hang out”	X	XX	X	XXX
work (at a job)		X	X	
spend time with friends	XXXX	XX	XX	XXXX
school sports (basketball, volleyball, football)	X	X		
drink alcohol		X	X (other teens)	X (other teens)
drugs				X (other teens)
listen to music	XX	XX		X
eat	X			X
basketball	XXXX		X	
Nintendo	X			
skateboarding	X			
clogging	X			
bowling	X			
talk on the phone	X			X
go on-line (Internet)	X		X	
go to Teen Center			X	XXXXXX
WEEKENDS				
parties			X	X
go to the mall	X			X
drink alcohol	X (other teens)	X	X	X
drugs	X (other teens)		X	X

HOW LONG HAVE YOU BEEN ATTENDING THE TEEN CENTER?				
since it opened	N/A	X	XX	
more than 1 year	N/A		X	X
1 year	N/A	X		
6 months-1 year	N/A	X	X	X
less than 6 months	N/A			X
HOW DO YOU EARN MONEY?				
Mom gives me money	X			
chores at home	X			
regular job			X	
occasional job		X		
no source of income	X	X	X	X
need a job/ want a job				X
I don't have a job	XXXX	XX		XX
WHO HELPED YOU TO FIND A JOB?				
Family member		X		X
RIP (at Teen Center)			X	X
WHEN AND WHERE DO YOU COMPLETE YOUR SCHOOLWORK (HOMEWORK)?				
school	X			X
home	X	X	X	X
Teen Center				XX
relative's house				X
WHO IS AVAILABLE TO HELP YOU WITH YOUR SCHOOLWORK?				
family (Mom or Dad)	XX			X
family (Siblings)		X		X
teachers at school	X			
friends	X			
relative				X
Teen Center				X
no one helps me	X		X	

WHAT DO YOU KNOW ABOUT THE TEEN CENTER? / WHAT IS THE WORD AROUND SCHOOL OR ON THE STREET ABOUT THE TEEN CENTER?				
Teen center is Fun / exciting	X			X
teen center is boring		X		XX
teen center is stupid				X
a lot of teens go there				X
teens like it		XX	X	XX
no one talks about it	X	X	X	
I don't know anything about the Teen Center / never heard of it	XXXXXX			
WHAT TEEN CENTER STRUCTURED PROGRAMS DO YOU PARTICIPATE IN?				
B-Boys (Break dancing)	N/A			XX
B-Girls	N/A	X (in the past)		XX
LIFE	N/A			XXX
Teen Council	N/A			X
RIP	N/A		X	X
Forums	N/A	X		
I like to watch the programs	N/A	X		
WHY DON'T MORE TEENS "HANG OUT" OR PARTICIPATE IN PROGRAMS AT THE TEEN CENTER?				
they work/ have a job	N/A			X
they do other activities	N/A	X		XXX
they think its boring	N/A	X		XXX
they think that it is a place for little kids		X		
teens would rather party/ drink/ smoke weed	N/A	X		X*
teens just don't like the Teen Center	N/A		X	
social differences	N/A	X		
they participate in after-school activities				X
HOW SAFE IS THE TEEN CENTER? / HOW SAFE IS THE NORTH PHOENIX AREA?				
not safe (bikes stolen, rapes have occurred, major intersection)	XXX			
there are gangs, but they are not a problem	X			XX
safe	X	X	XX	XXXX
very safe				XXX

WHAT PROGRAMS OR ACTIVITIES WOULD MAKE YOU OR TEENS THAT YOU KNOW GET EXCITED ABOUT PARTICIPATING AT THE TEEN CENTER?				
cheerleading	X			
wrestling	XX			
basketball	XXX			
some type of dancing	X			
ping-pong tournament	X			
pool tournament	X			
skate park	X			
trips away from the Teen Center	X			
baseball	X			
mechanics			X	
anything involving music	X			
anger management group	X			
soccer	X			
a safe place to hang out	X			
lacrosse		X		
billiards		X		
weight room/ place to work out		X		
sand volleyball		X		
more variety			X	
chorus	X		X	
graffiti				X
money management class				X
finding apartments				X
I can't think of anything		X		X
WHAT ARE THE MOST IMPORTANT ISSUES TO TEENS YOUR AGE?				
friends involvement with gangs	X			
relationships with friends	X*			N/R
drugs(dope, weed)	XXXX	XXX		
drugs (cocaine)		X		
drinking (alcohol)	X	X		
what to do on the weekends	X			

finding a job		X		X
schoolwork/ doing well in school	XXX	X		
I can't think of anything	X		X	
dealing with the death of a friend	X			
getting in trouble with the police		X		
dealing with social relationships		X		
parental pressure to get a job		X		
moving out of the house (after turning 18 years old)		X		
WHAT WOULD BE THE BEST WAY FOR THE TEEN CENTER STAFF TO LET TEENS KNOW ABOUT THEIR PROGRAMS, ACTIVITIES, AND OPPORTUNITIES?				
announcements at schools	X		X	X
have someone come to school classrooms to speak about Teen Center programs	X		X	
flyers	XX	XX	XX	XXX
radio commercials	XX	X	X	X
Greenway television	X			
television commercials	XXX			X
word-of-mouth				X
talent shows				X
IF YOU STOPPED PARTICIPATING IN TEEN CENTER PROGRAMS, OR HAVE NEVER PARTICIPATED IN ANY TEEN CENTER PROGRAMS, WHAT HAS INFLUENCED YOUR DECISION NOT TO PARTICIPATE?				
because of school basketball	N/A	X		N/A
it was boring	N/A		X	N/A
because of my job	N/A		X	N/A
don't identify with other Teen Center members	N/A	X		N/A
HOW COULD THE TEEN CENTER IMPROVE OR INCREASE PARTICIPATION?				
have dances	X			
offer programs to help kids get jobs	X			
greater ethnic diversity		X		
target Freshmen and Sophomores because older teens have jobs				X
more activities				X
activities that take place away from the teen center like (lock-in, laser tag)				X

WHAT DO YOU NOT LIKE ABOUT THE TEEN CENTER? / WHAT WOULD YOU LIKE TO CHANGE ABOUT THE TEEN CENTER?				
Teen Center staff's preferential treatment of Mexican teens	N/A			X
more variety	N/A			X
have more participants	N/A			X
some of the rules				X
don't change anything	N/A		X	
I can't think of anything	N/A		X	
DESCRIBE YOUR BEST EXPERIENCE AT THE THUNDERBIRDS TEEN CENTER.				
B-Girls practice		X		X
LIFE competition				XX
Grand Canyon hike		X		
Teen Center dance			X	
Lock-in				XXX
I don't have a favorite			X	
DESCRIBE YOUR WORST EXPERIENCES AT THE THUNDERBIRDS TEEN CENTER.				
when a teen was asked to leave the Teen Center for not following rules	N/A	X		
during a dance when the DJ was not good and teens had to pay for food	N/A			X
nothing	N/A	X		XX
WHAT ARE THE BENEFITS ARE OF PARTICIPATING IN AFTER-SCHOOL RECREATION/ TEEN CENTER PROGRAMS ?				
educational (teens learn things like how to act and how to dance)	X			
educations (teens learn about important issues like teen pregnancy, domestic violence)				X
something to do instead of watch TV				X
fun place to go when there is nothing else to do		X	X	X
a place where adults (Teen Center staff) will listen to your problems			X	X
keep teens out of trouble by offering them choices and keeping them busy			X	XXX
social interaction/ place to make friends	X		XX	XXX
gets kids off of the street		X		

place to escape from family arguments			X	X
activities				X
a place to relax			X	
improves teens' socialization skills				XX
improves teens' attitudes				X
job training				X
HAS PARTICIPATION AT THE TEEN CENTER EFFECTED HOW YOU FEEL ABOUT YOURSELF?				
not really	N/A	X		XX
I don't know	N/A			X
....LEADERSHIP SKILLS?				
yes, more responsible	N/A		X	XX
yes, more responsible	N/A			X
yes, more motivated	N/A		X	
no	N/A	XX		X
24.....ACADEMIC ACHIEVEMENT?				
Yes, my grades have gone up in English	N/A			X
yes, I have gotten help in Math	N/A			X
no, my classes are much harder than most other teens'	N/A		X	
no	N/A	X	X	
I have never given the Teen Center a chance to help me	N/A	X		
...CHANCE TO SOCIALIZE/ SOCIALIZATION SKILLS?				
yes, meeting new friends / making new friends	N/A	XX	X	XX
yes, interacting with adults	N/A		X	X
yes, more open minded (towards other people)	N/A			X
no				X
....LIFELONG WELLNESS BEHAVIORS?				
yes, doing better in school	N/A		X	
yes, Forums (date rape, teen pregnancy, lots of information, drugs, violence, gangs)	N/A			XXXXXX
no	N/A	XX	X	
....IMPROVED FAMILY FUNCTIONING?				

yes	N/A			XX
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Appendix II: Questionnaires

Page 49	Demographics
Page 50-51	Protective Factors Scale
Page 52	Life Events
Page 53	Harter's Self-Perception Profile for Adolescents
Page 54	Family Functioning Scale (F.A.C.E.S II)

This information will be kept in the strictest confidence and used for statistical purposes only.

1. Are you? (Please check one) Male Female

2. What is your age? _____

3. Are you? (Please check one)

Hispanic Origin	Native American
Black/African-American	Asian
White (Non-Hispanic)	Other
	(Please specify)_____

4. a. What is the primary language spoken at home? b. Secondary language spoken at home?

English	No other language is spoken
Spanish	English
Other	Spanish
(Please specify)_____	Other
	(Please specify)_____

5. Please indicate the **number of youth** (including you) living at home in the following age categories:
 - ____ Number of children between 0 and 5 years old
 - ____ Number of children between 6 and 12 years old
 - ____ Number of teenagers between 13 and 18 years old

Do you have any additional comments or suggestions about the Thunderbirds Teen Center Programs?

For each of the statements below, please circle the response which best represents your opinion.

	Strongly Agree					Strongly Disagree	
1. I know lots of safe places hang out.	1	2	3	4	5	6	7
2. There are adults who are interested in me.	1	2	3	4	5	6	7
3. I am able to get along with friends.	1	2	3	4	5	6	7
4. I must stay out of trouble.	1	2	3	4	5	6	7
5. I respect authority figures.	1	2	3	4	5	6	7
6. I am creative.	1	2	3	4	5	6	7
7. I can succeed in life.	1	2	3	4	5	6	7
8. I try to treat other people with respect.	1	2	3	4	5	6	7
9. I try to solve problems in a positive manner.	1	2	3	4	5	6	7
10. I want to keep going to the teen center	1	2	3	4	5	6	7
11. I know lots of activities to do in my community.	1	2	3	4	5	6	7
12. I can turn to adults for help.	1	2	3	4	5	6	7
13. There are other teens who like me.	1	2	3	4	5	6	7
14. I must obey the rules.	1	2	3	4	5	6	7
15. I respect adults.	1	2	3	4	5	6	7
16. I can set goals.	1	2	3	4	5	6	7
17. It is important for me to always do my best.	1	2	3	4	5	6	7
18. Teamwork is important.	1	2	3	4	5	6	7
19. I try to control my anger	1	2	3	4	5	6	7
20. I want to improve my recreation skills.	1	2	3	4	5	6	7
21. I am interested in participating in recreation programs in my community.	1	2	3	4	5	6	7
22. There are adults who will look out for me.	1	2	3	4	5	6	7
23. I am an O.K. person.	1	2	3	4	5	6	7
24. I will be punished if I break the rules.	1	2	3	4	5	6	7
25. I respect people in charge.	1	2	3	4	5	6	7

	Strongly Agree						Strongly Disagree
26. I can deal with problems that might come up in the future	1	2	3	4	5	6	7
27. It is important for me to do well at school.	1	2	3	4	5	6	7
28. Cooperation is important.	1	2	3	4	5	6	7
29. I try to listen to the opinions of others.	1	2	3	4	5	6	7
30. I am interested in the teen center.	1	2	3	4	5	6	7
31. I am interested in recreation programs that take place after school.	1	2	3	4	5	6	7
32. Adults are willing to help me with my problems.	1	2	3	4	5	6	7
33. I am wanted by the people around me.	1	2	3	4	5	6	7
34. I must follow the rules if I want to participate. .	1	2	3	4	5	6	7
35. I respect children who stay out of trouble.	1	2	3	4	5	6	7
36. I like to try new things.	1	2	3	4	5	6	7
37. It is important for me to stay in school.	1	2	3	4	5	6	7
38. All teens need a chance to participate in recreation activities	1	2	3	4	5	6	7
39. I can settle arguments without fighting.	1	2	3	4	5	6	7
40. I like the teen center.	1	2	3	4	5	6	7

This portion of the survey asks you some questions about events in your life. All people have problems. Some problems are more upsetting than others. Listed below are some things that sometimes happen to people your age. Please indicate which of the following events have happened to you during the past year.

EVENT		YES	NO
1.	My best friend moved out of town	Yes	No
2.	A new baby brother or sister was born in my family	Yes	No
3.	A relative moved into my home	Yes	No
4.	I had to change to a new school		Yes No
<hr/>			
5.	One of my parents lost his or her job		Yes No
6.	My parents got divorced	Yes	No
7.	My father/mother had a job far away from home and had to be away a lot .	Yes	No
8.	I was suspended from school	Yes	No
<hr/>			
9.	One of my parents got remarried	Yes	No
10.	My parents had to work and weren't home much.	Yes	No
11.	I have had or am having a child	Yes	No
12.	I got very sick and had to go to the hospital	Yes	No
<hr/>			
13.	One of my parents died	Yes	No
14.	A friend of the family moved into our home	Yes	No
15.	I got into trouble and was sent to the principal	Yes	No
16.	One of my relatives (not Mom or Dad) died		Yes No
<hr/>			
17.	I got a bad mark on a test	Yes	No
18.	I had an operation	Yes	No
19.	My family had to move to a new place	Yes	No
20.	One of my parents had a serious accident	Yes	No
<hr/>			
21.	My parents separated	Yes	No
22.	My older brother or sister left home (like went to college or another city) . .	Yes	No
23.	Someone threatened me (like with a gun or challenged me to fight).	Yes	No
24.	I was injured as a result of violence by other people	Yes	No
<hr/>			
25.	Someone I know was injured as a result of violence by other people.	Yes	No
26.	I was influenced by other teens to say or do things I did not want to do.	Yes	No

Really True for Me	Sort of True for Me			Sort of True for Me	Really True for Me
Sample Sentence					
		Some teenagers like to go to movies in their spare time	BUT	Other teenagers would rather go to sports events	
		Some teenagers feel that they are just as smart as others their age	BUT	Others teenagers aren't so sure and wonder if they are as smart	
		Some teenagers feel that they are ready to do well at a part-time job	BUT	Other teenagers feel that they are not quite ready to handle a part-time job	
		Some teenagers usually do the right thing	BUT	Other teenagers often don't do what they know is right	
		Some teenagers are often disappointed with themselves	BUT	Other teenagers are pretty pleased with themselves	
		Some teenagers are pretty slow in finishing their schoolwork	BUT	Other teenagers can do their school work more quickly	
		Some teenagers feel that they don't have enough skills to do well at a job	BUT	Other teenagers feel that they do have enough skills to do a job well	
		Some teenagers often get in trouble for the things they do	BUT	Other teenagers usually don't do things that get them into trouble	
		Some teenagers don't like the way they are leading their life	BUT	Other teenagers do like the way they are leading their life	
		Some teenagers do very well at their classwork	BUT	Other teenagers don't do very well at their classwork	
		Some teenagers feel they are old enough to get and keep a paying job	BUT	Other teenagers do not feel they are old enough, yet, to really handle a job well	
		Some teenagers feel really good about the way they act	BUT	Other teenagers don't feel good about the way they often act	
		Some teenagers are happy with themselves most of the time	BUT	Other teenagers are often not happy with themselves	
		Some teenagers have trouble figuring out the answers in school	BUT	Other teenagers almost always can figure out the answers	
		Some teenagers feel like they could do better at work they do for pay	BUT	Other teenagers feel that they are doing really well at work they do for pay	
		Some teenagers do things they know they shouldn't do	BUT	Other teenagers hardly ever do things they know they shouldn't do	
		Some teenagers like the kind of person they are	BUT	Other teenagers often wish they were someone else	
		Some teenagers feel that they are pretty intelligent	BUT	Other teenagers question whether they are intelligent	
		Some teenagers feel that they are really able to handle the work on a paying job	BUT	Other teenagers wonder if they are really doing as good a job at work as they should be doing	
		Some teenagers usually act the way they know they are supposed to	BUT	Other teenagers often don't act he way they are supposed to	
		Some teenagers are very happy being the way they are	BUT	Other teenagers wish they were different	

This section asks you a few questions about your family. For each of the statements below, please circle the response which best represents your opinion.

	Almost Never 1	Once in a While 2	Sometimes 3	Frequentl y 4	Almost Always 5
1 Family members are supportive of each other during difficult times.	1	2	3	4	5
2 In our family, it is easy for everyone to express his/her opinion.	1	2	3	4	5
3 It is easier to discuss problems with people outside the family than with family members.	1	2	3	4	5
4 Each family member has input regarding major family decisions.	1	2	3	4	5
5 Our family gathers together in the same room.	1	2	3	4	5
6 Children have a say in their discipline.	1	2	3	4	5
7 Our family does things together.	1	2	3	4	5
8 Family members discuss problems and feel good about the solutions.	1	2	3	4	5
9 In our family, everyone goes his/her own way.	1	2	3	4	5
10 We shift household responsibilities from person to person. .	1	2	3	4	5
11 Family members know each others' close friends.	1	2	3	4	5
12 It is hard to know what the rules are in our family.	1	2	3	4	5
13 Family members consult other family members on personal decisions.	1	2	3	4	5
14 Family members say what they want.	1	2	3	4	5
15 We have difficulty thinking of things to do as a family.	1	2	3	4	5
16 In solving problems, the children's suggestions are followed.	1	2	3	4	5
17 Family members feel very close to each other.	1	2	3	4	5
18 Discipline is fair in our family.	1	2	3	4	5
19 Family members feel closer to people outside the family than to other family members.	1	2	3	4	5
20 Our family tries new ways of dealing with problems.	1	2	3	4	5
21 Family members go along with what the family decides to do.	1	2	3	4	5
22 In our family, everyone shares responsibility.	1	2	3	4	5
23 Family members like to spend their free time with each other.	1	2	3	4	5
24 It is difficult to get a rule changed in our family.	1	2	3	4	5
25 Family members avoid each other at home.	1	2	3	4	5
26 When problems arise, we compromise.	1	2	3	4	5
27 We approve of each other's friends.	1	2	3	4	5
28 Family members are afraid to say what is on their minds. . .	1	2	3	4	5
29 Family members pair up rather than do things as a family.	1	2	3	4	5
30 Family members share interests and hobbies with each other.	1	2	3	4	5

Appendix III:

Figures

Figure 1

Gender

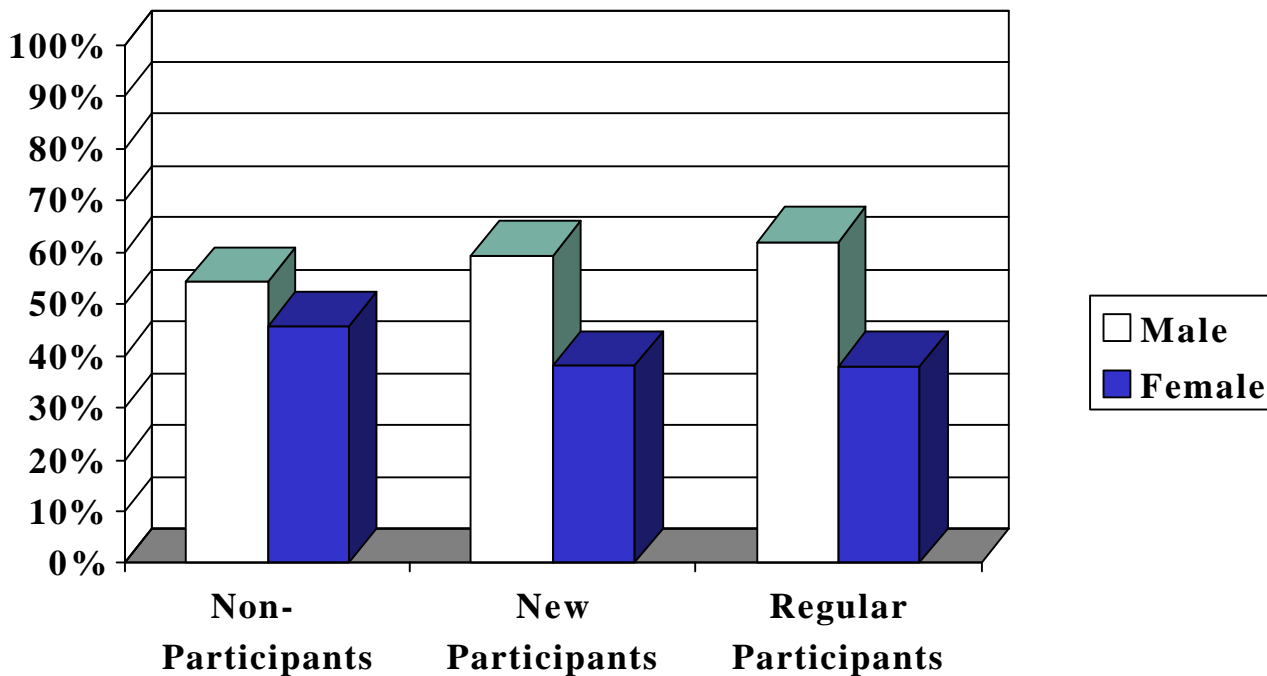


Figure 2

Ethnicity

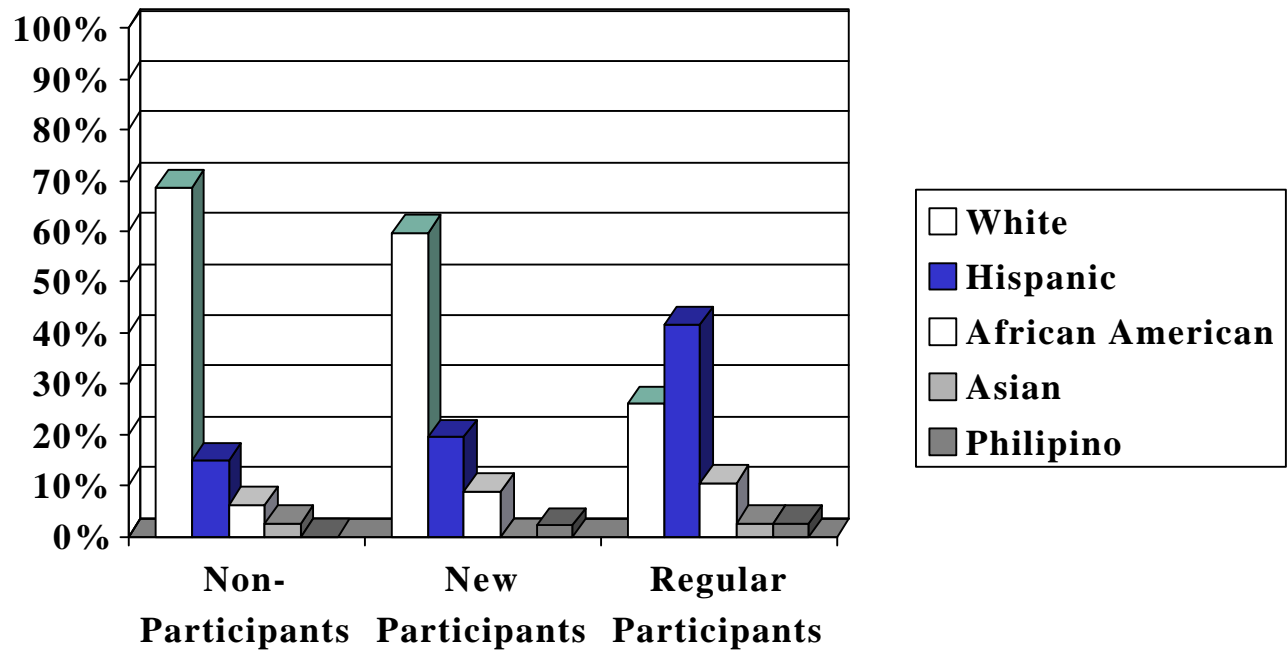


Figure 3

Age

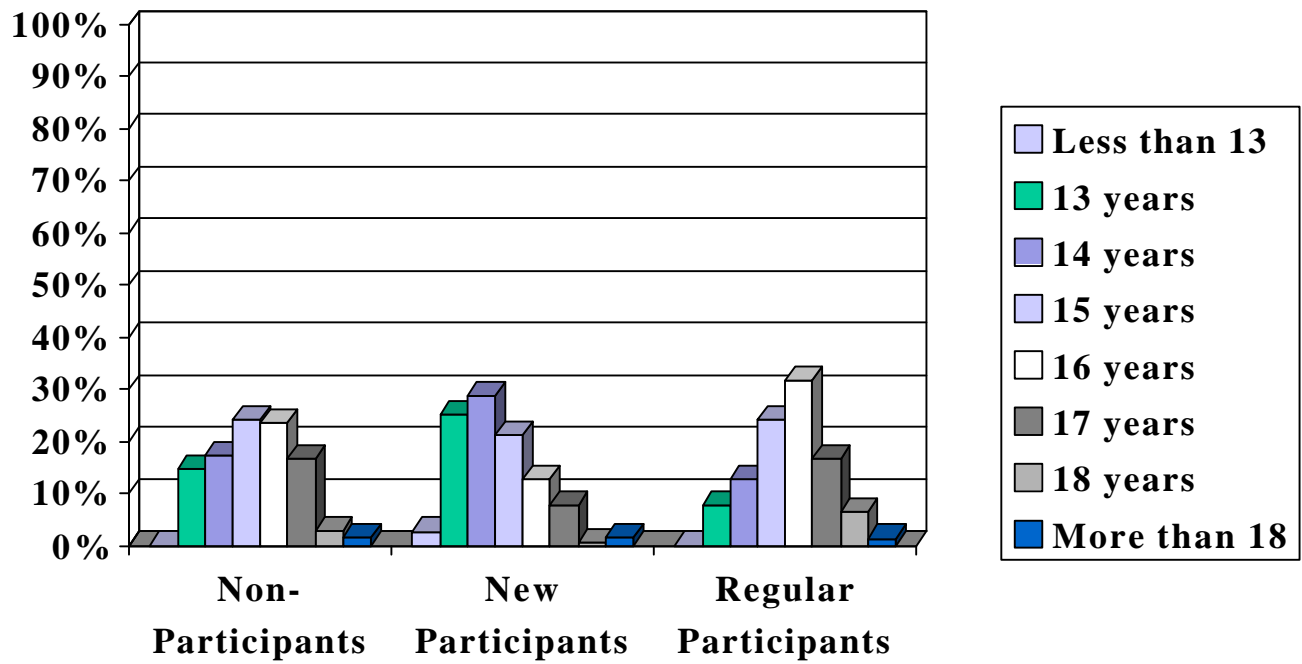


Figure 4

Grade Level

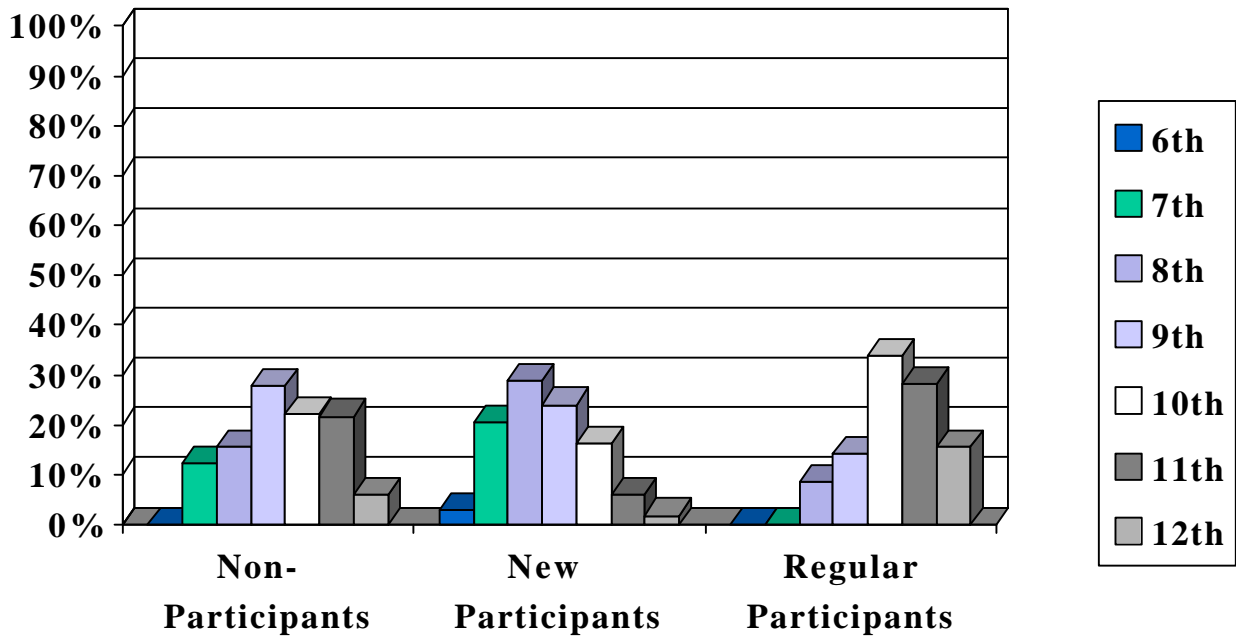


Figure 5

Helpfulness of Teen Center Staff

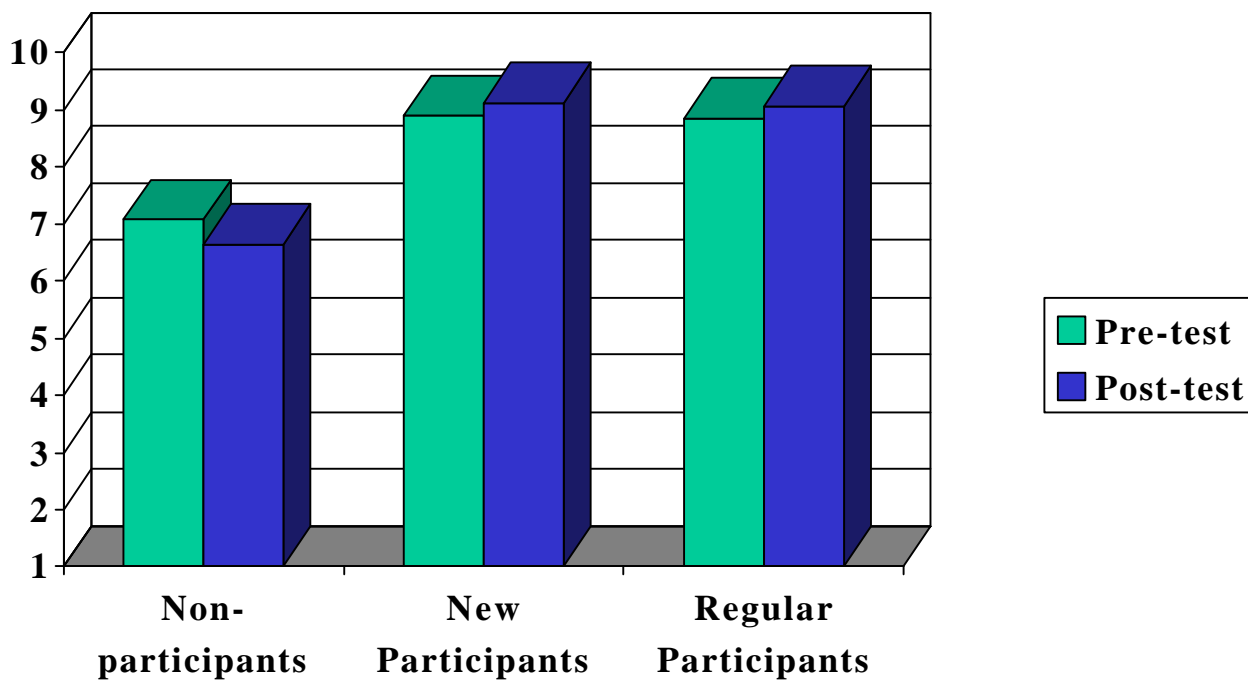


Figure 6

Respect that Teen Center Staff Shows to Other Teens

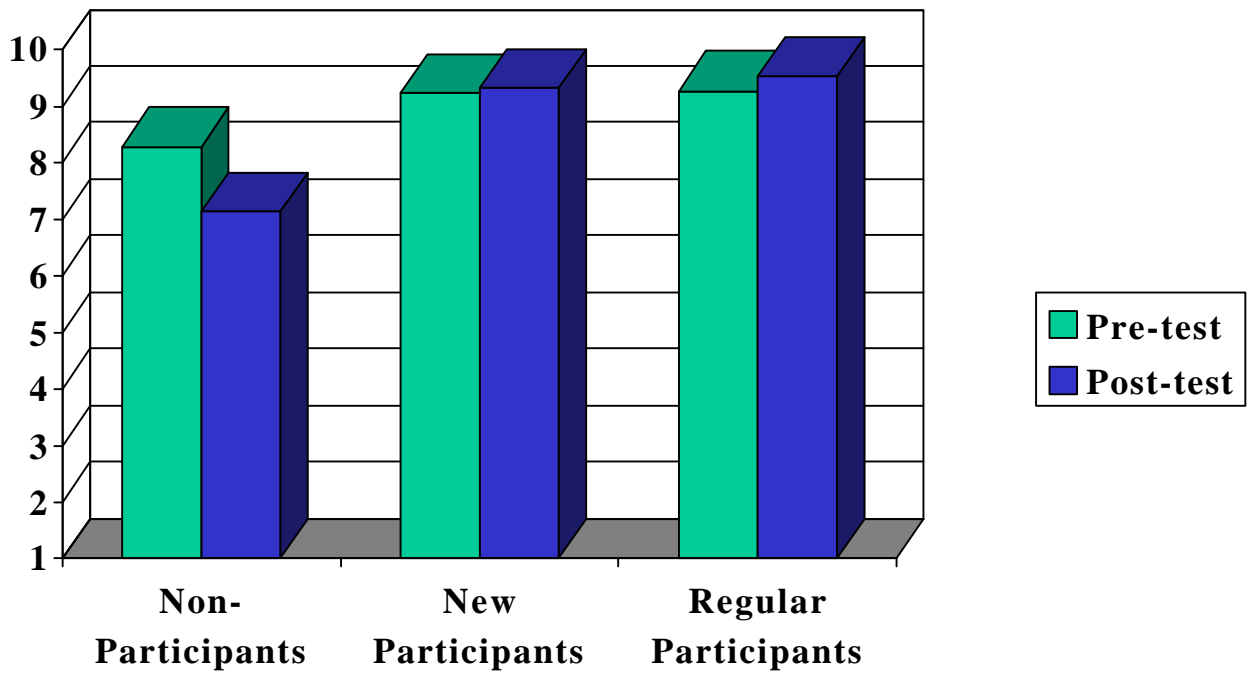


Figure 7

Teen Center Staff Overall

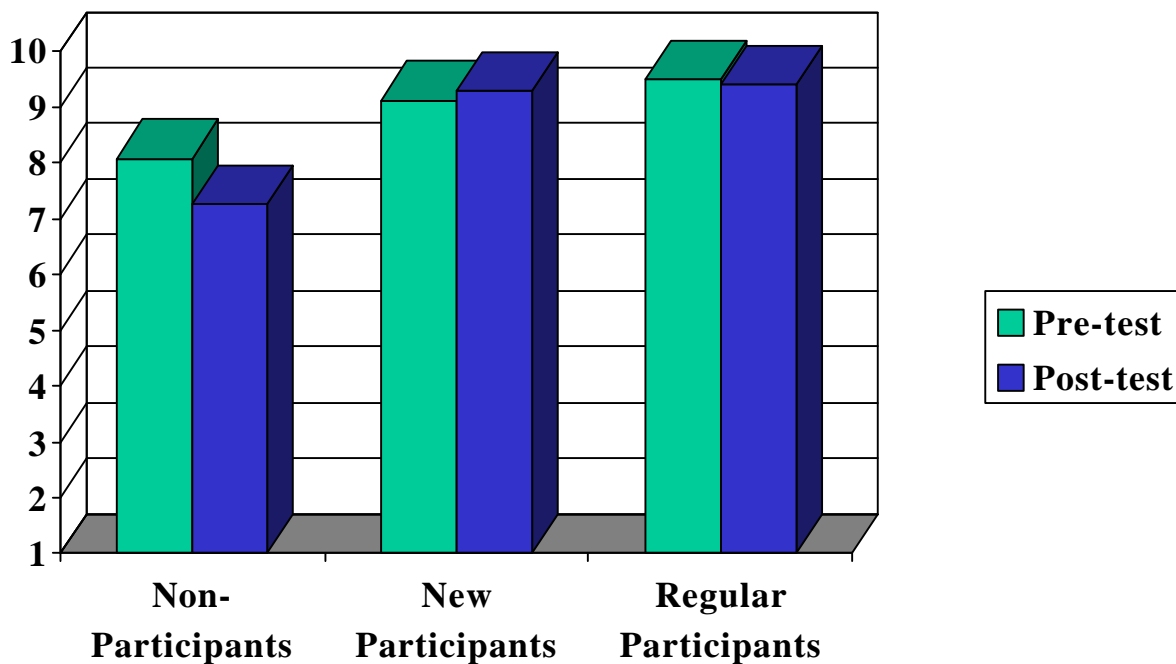


Figure 8

Teen Center Programs Overall

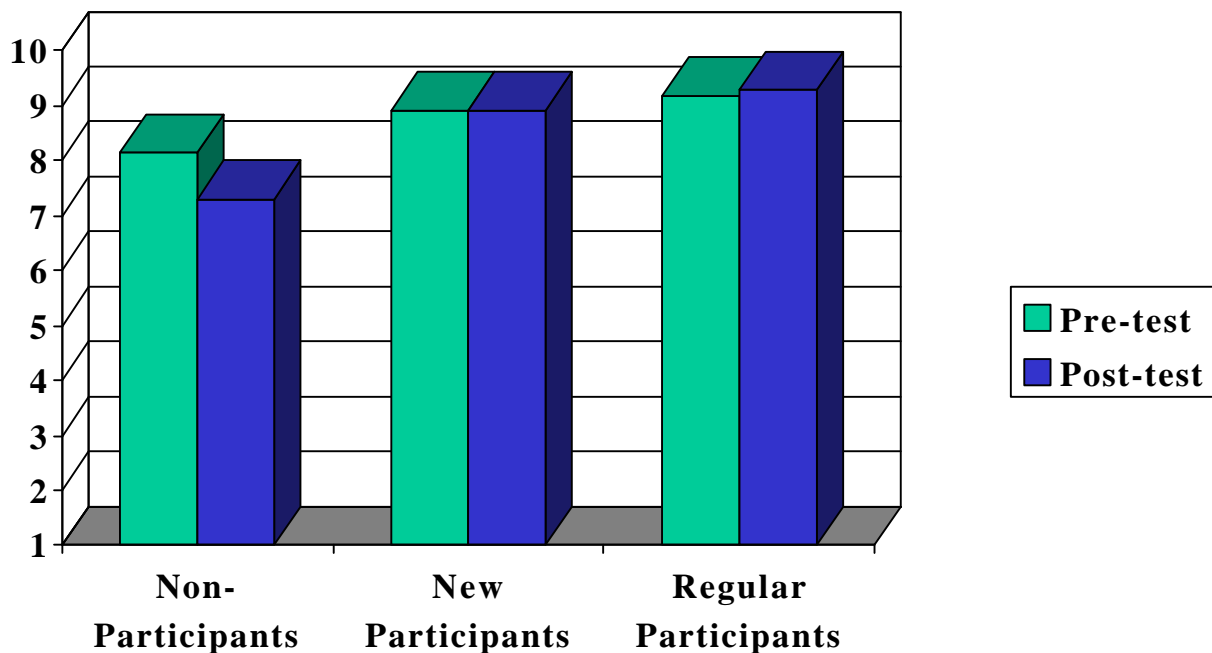


Figure 9

Teen Center Facilities Overall

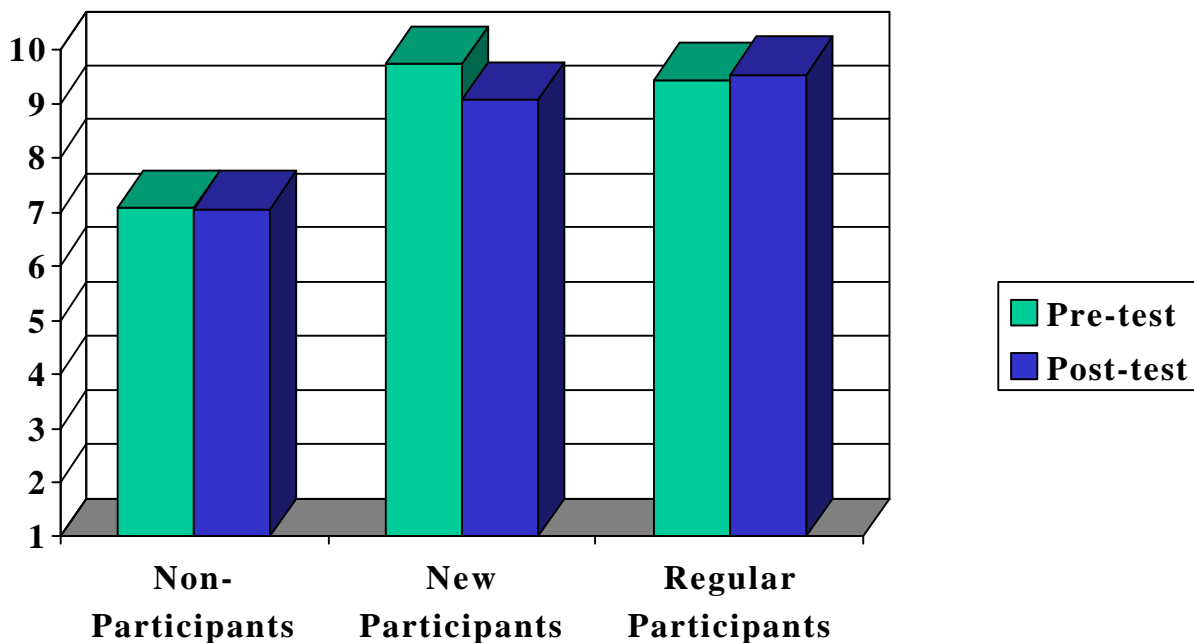
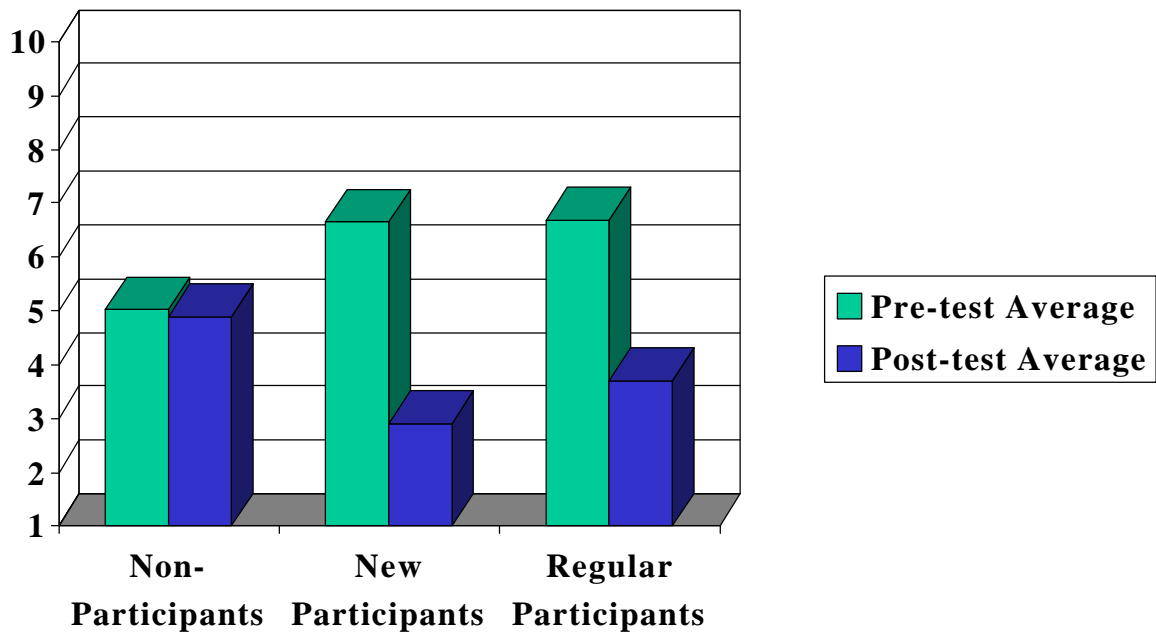


Figure 10
Average Number of Stressful Life Events
For Each Participant Group



*Maximum number of life events possible = 26.

Figure 11 Three Most Frequent Life Events 12 Months Prior to Survey For Each Participant Group

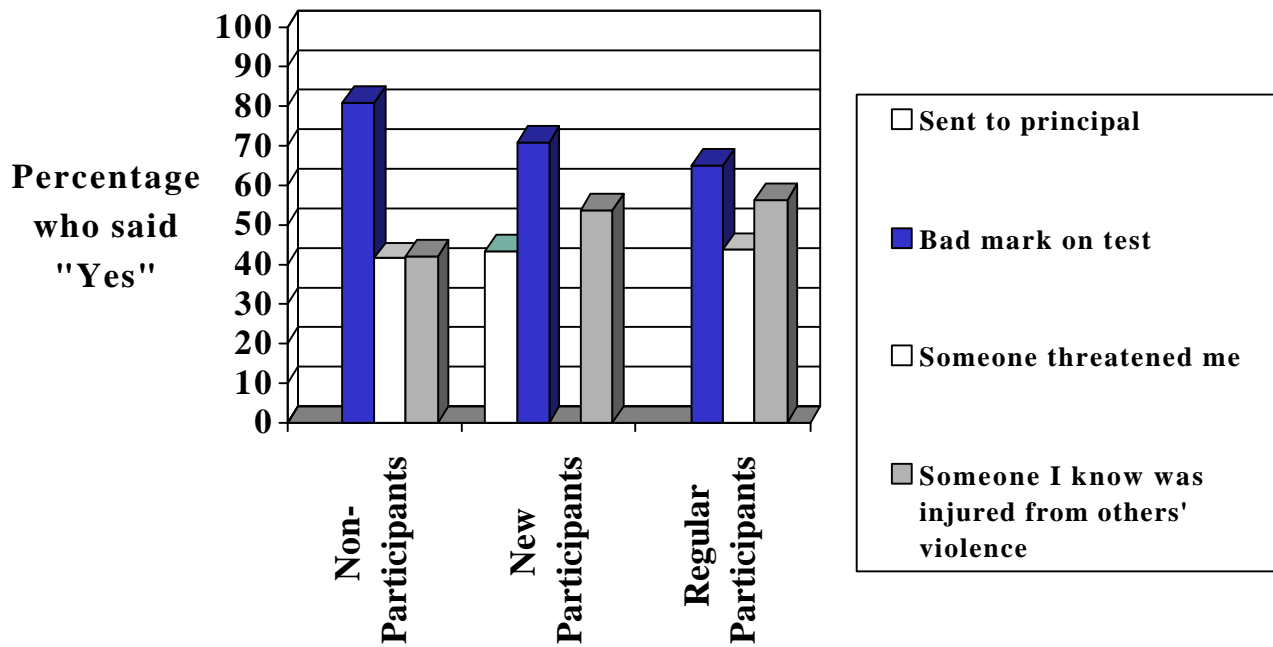


Figure 12 Three Most Frequent Life Events
During Period Between Pretest and Posttest
For Each Participant Group

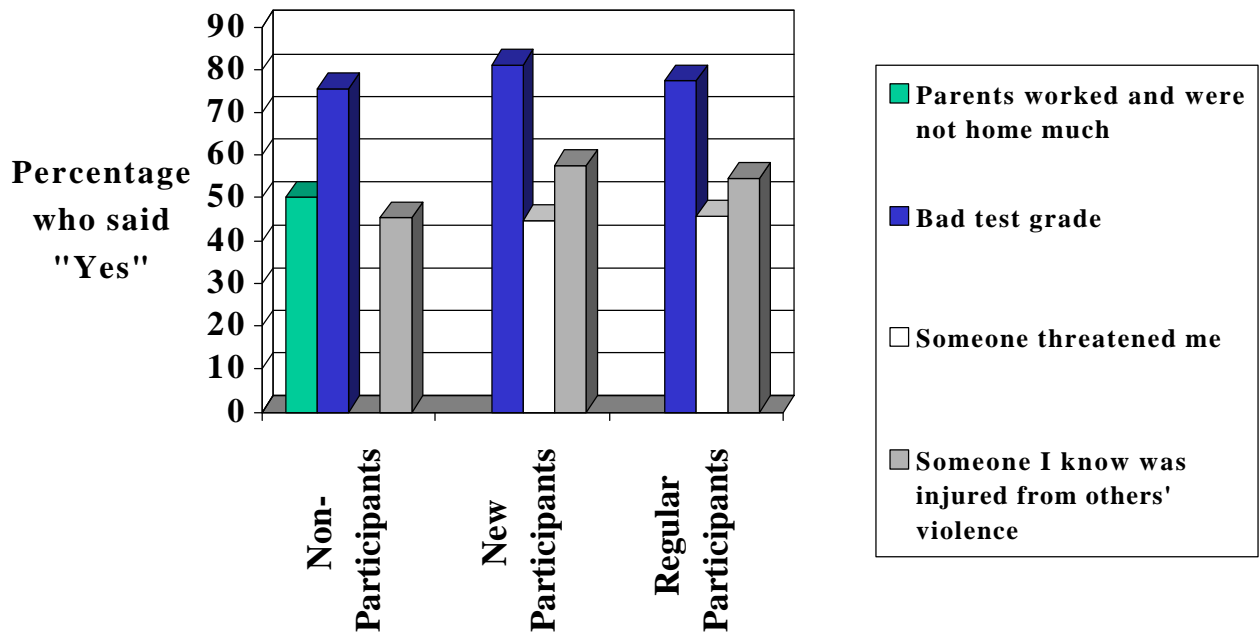


Figure 13
Three Least Frequent Life Events
12 Months Prior to Survey
For Each Participant Group

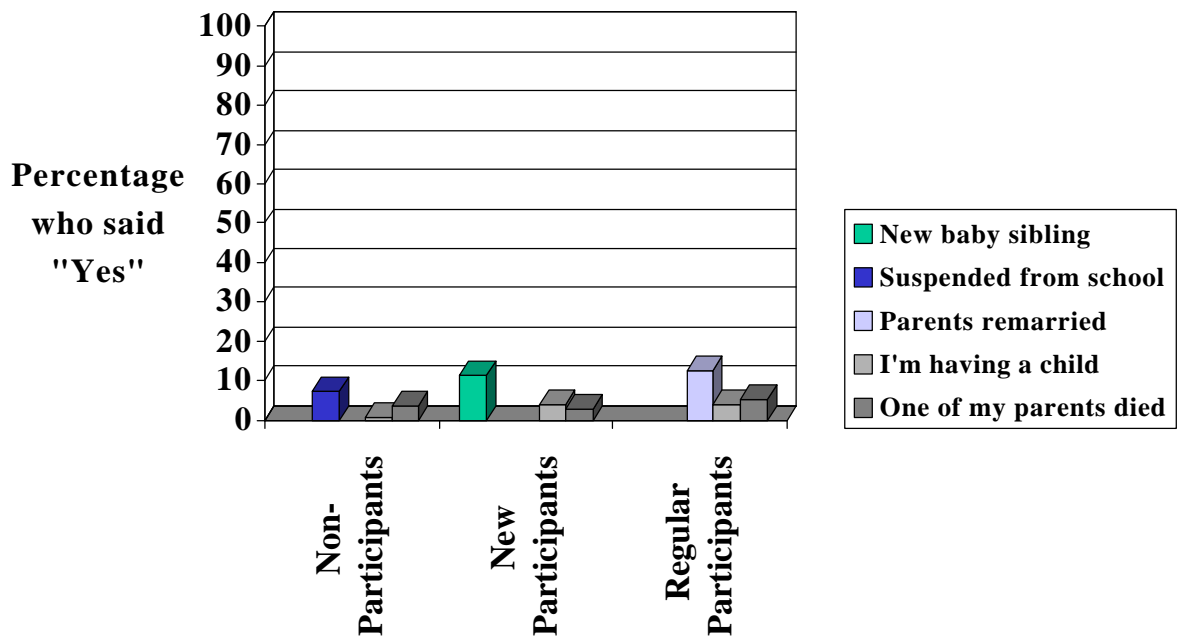
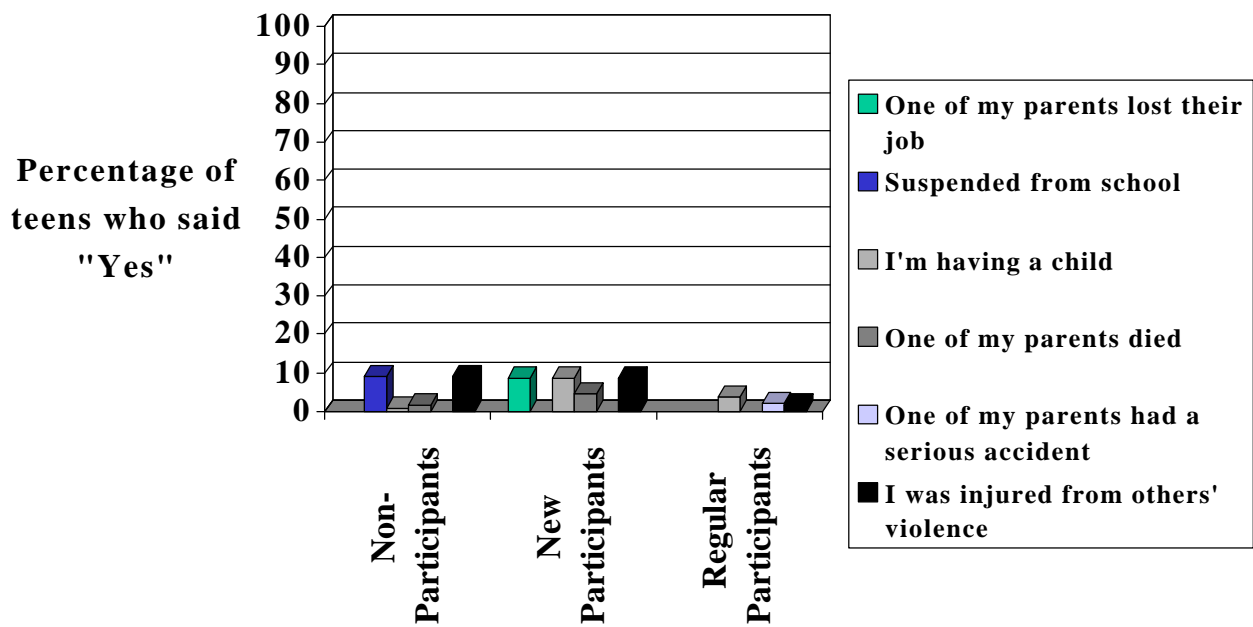


Figure 14 Three Least Frequent Life Events During Period Between Pretest and Posttest For Each Participant Group*



* Non-participants and new participants have four life events represented due to equal numbers for some events

Self-Perception Change Scores Pretest to Posttest

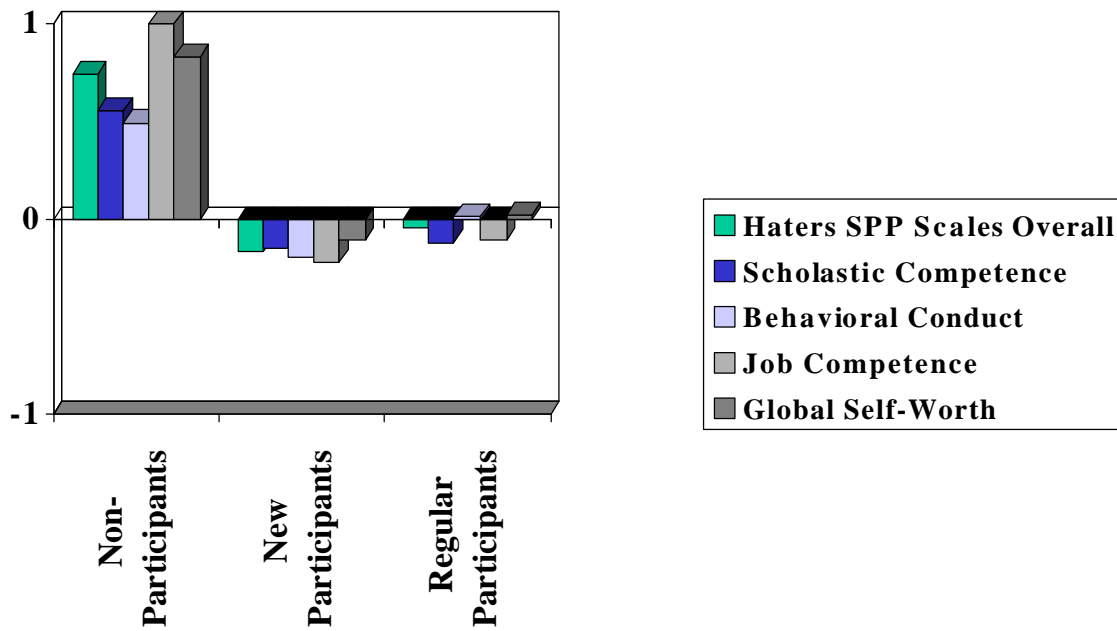
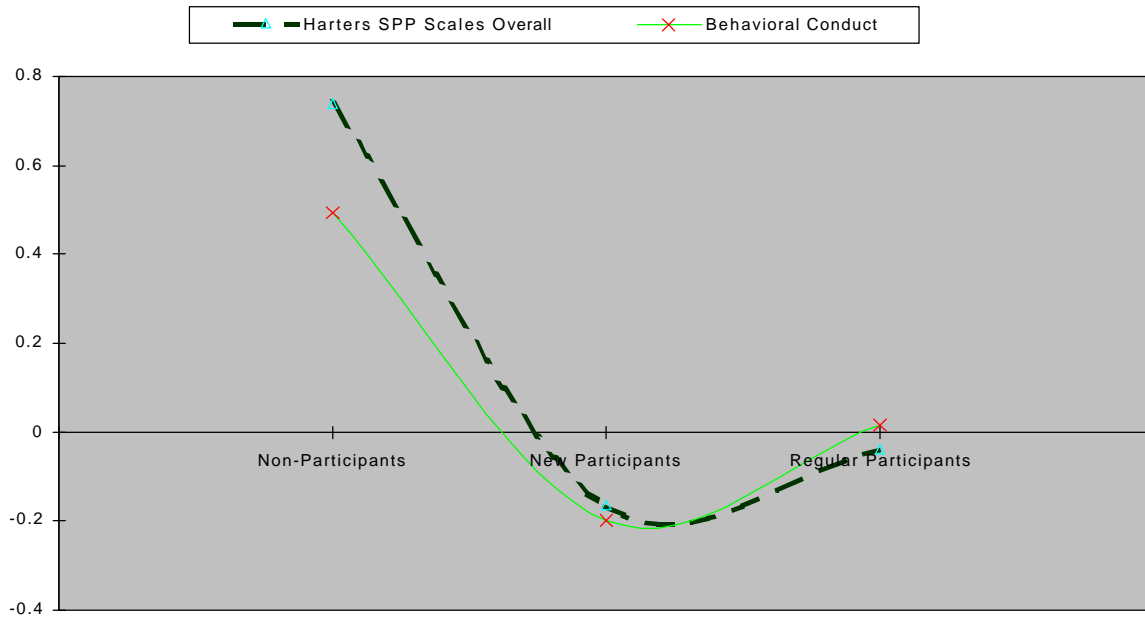


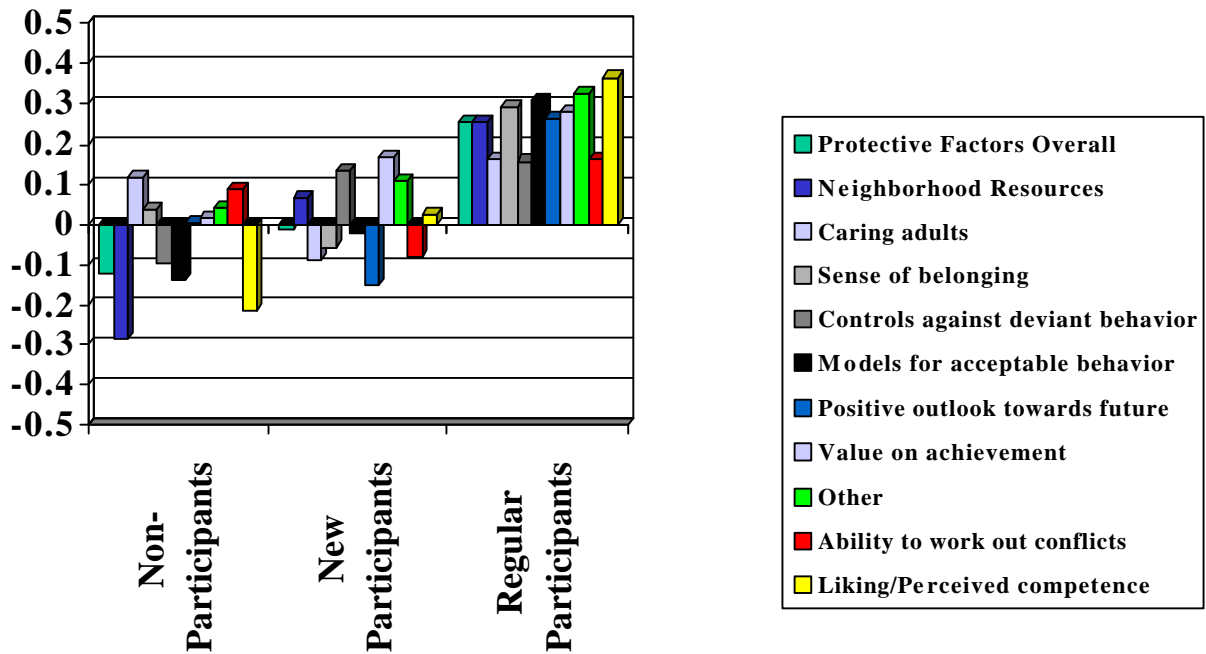
Figure 15

Self-Perception Change Scores Pretest to Posttest



*Change score = Posttest score - pretest score

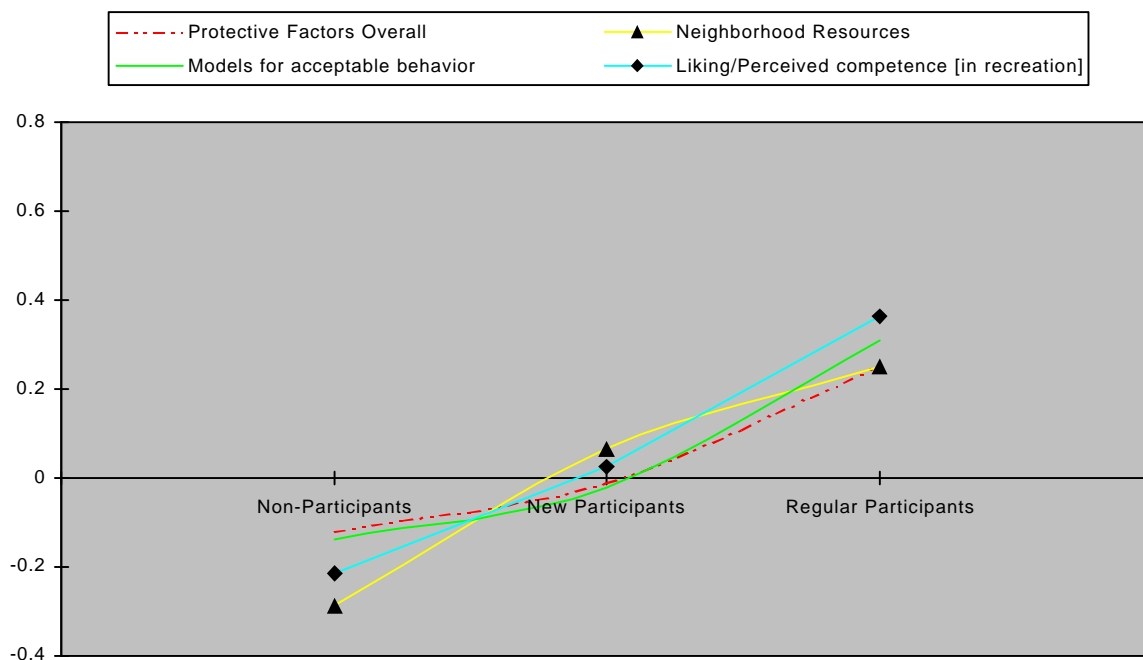
Protective Factors Change Scores Pretest to Posttest



*Change score = Posttest score - pretest score

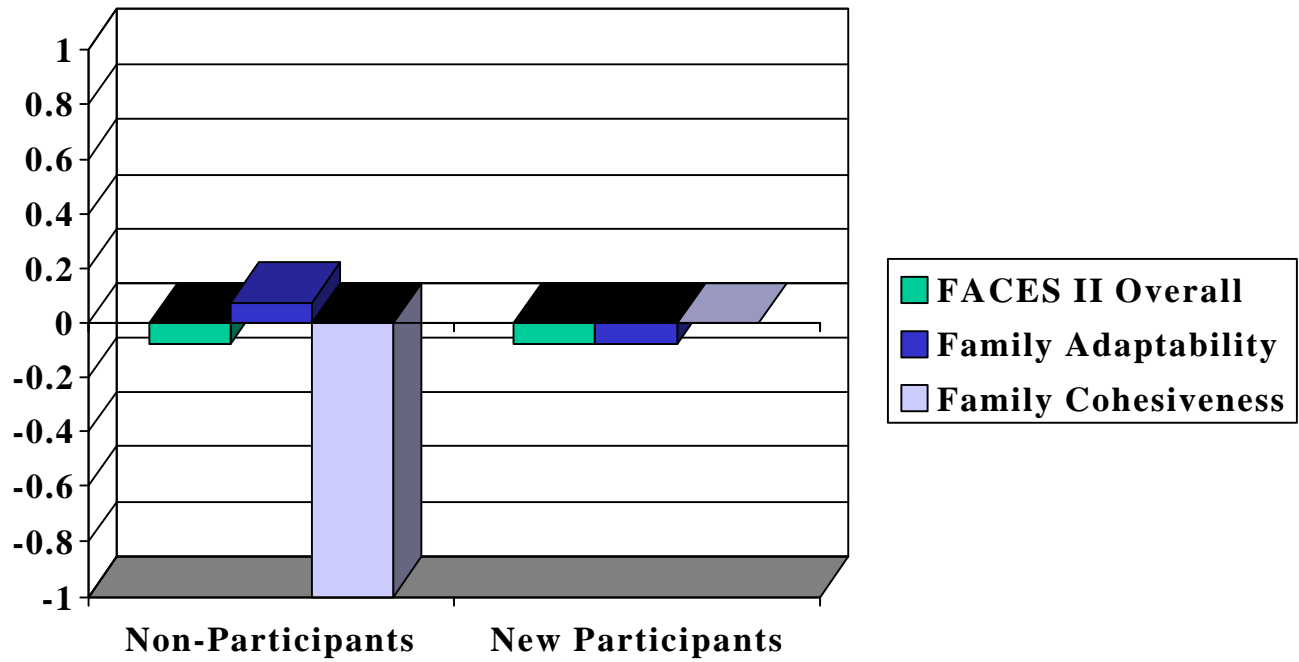
Figure 16

Protective Factors Change Scores Pretest to Posttest



*Change score = Posttest score - pretest score

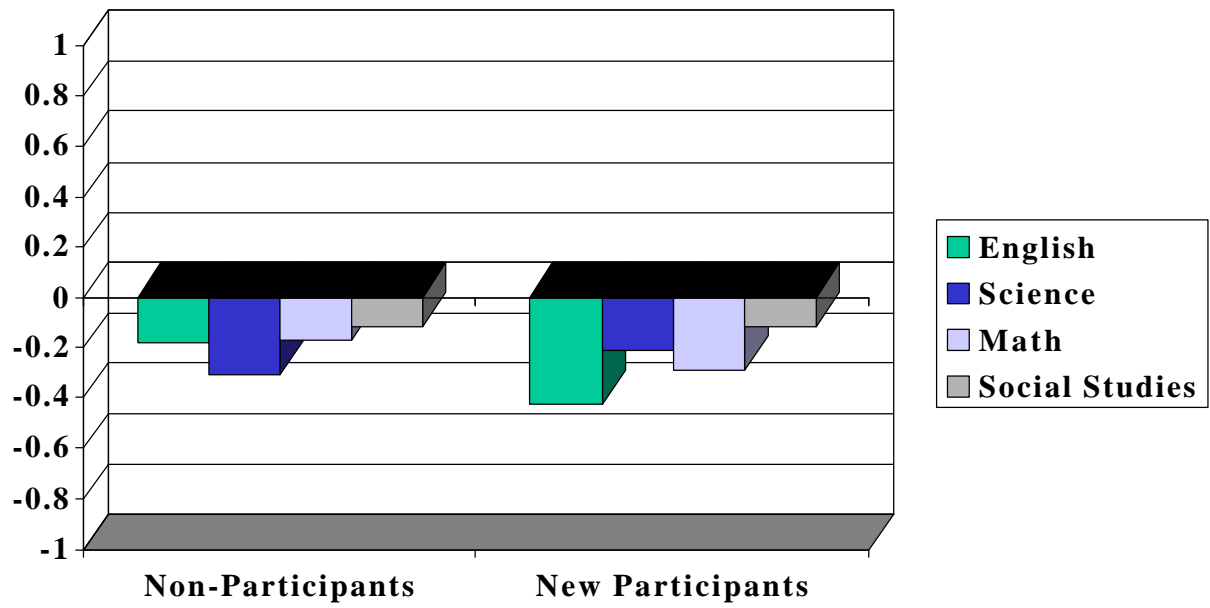
Family Functioning Changes Scores Pretest to Posttest



*Change score = Posttest score - pretest score

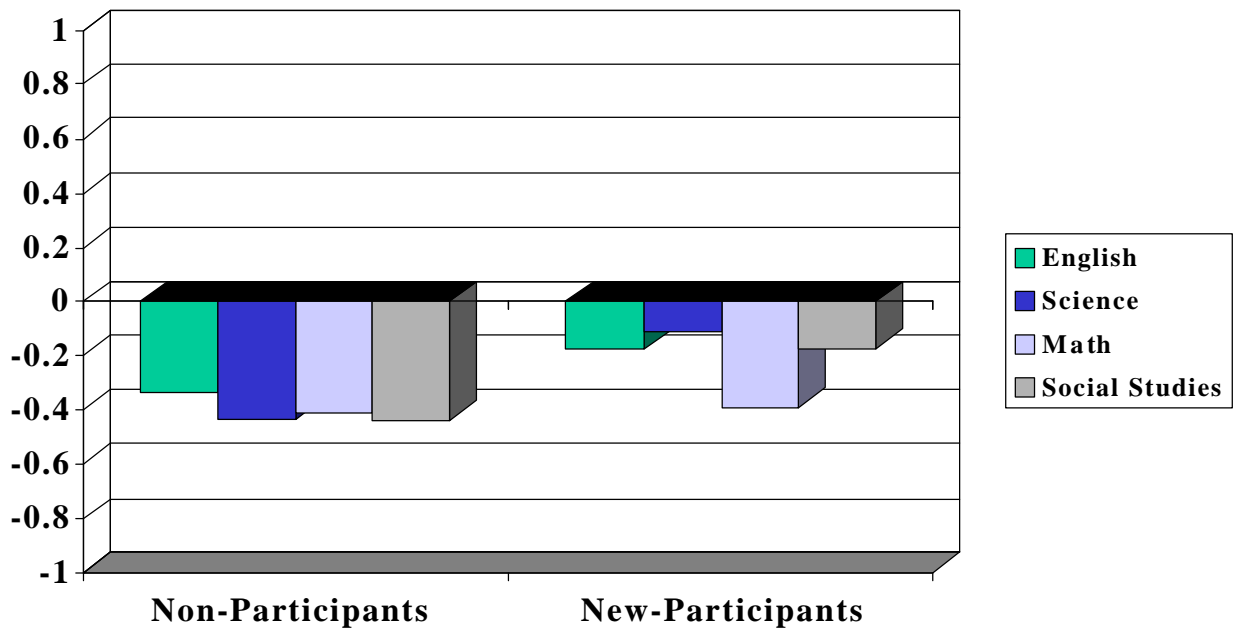
Figure 17

School Academic Performance Change Scores Pretest to Posttest*



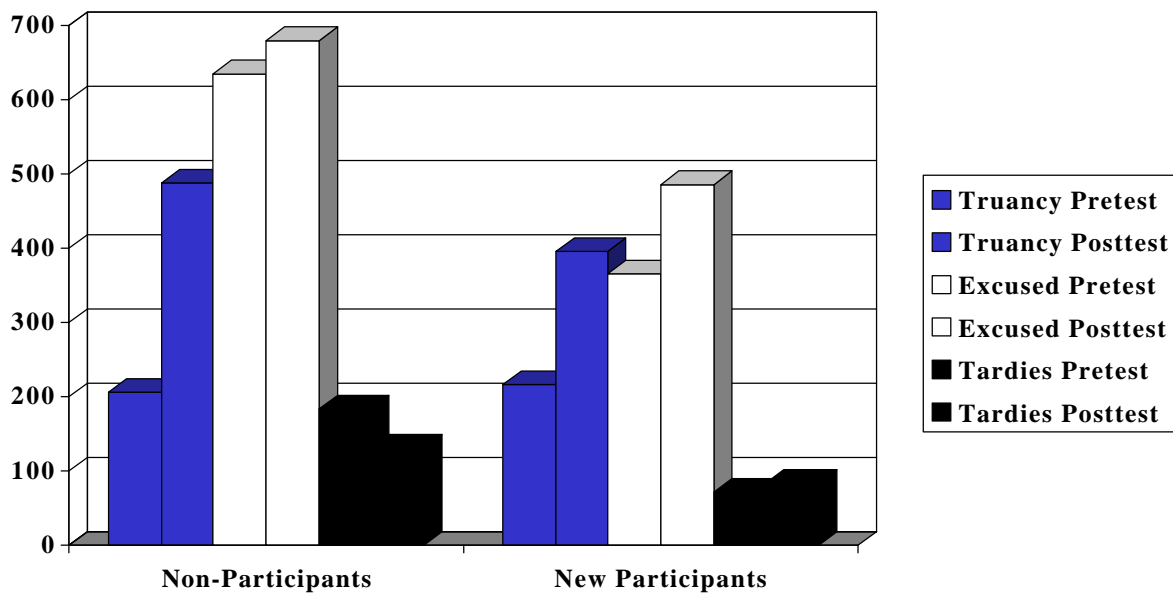
*School data were not collected for regular participants

Figure 18 School Academic Performance
Change Scores Pretest to Posttest*
(Teens who completed pretest and posttest)



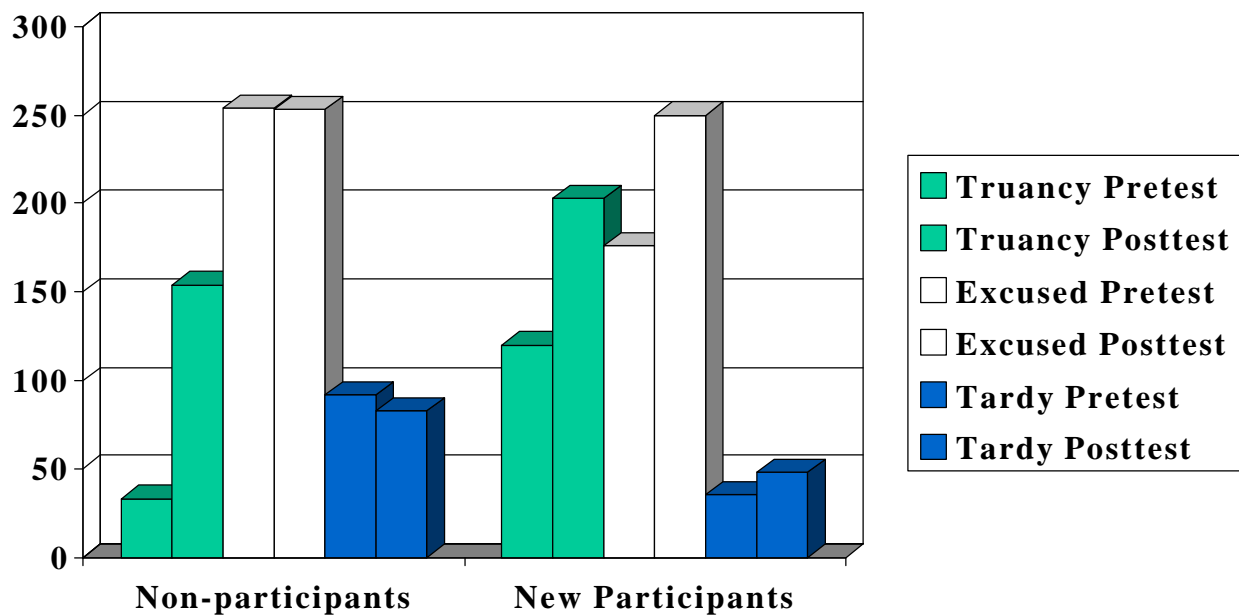
*School data were not collected for regular participants

Figure 19
Overall School Attendance:
Total Number of Periods Truant, Excused, and Tardy*



*School data were not collected for regular participants

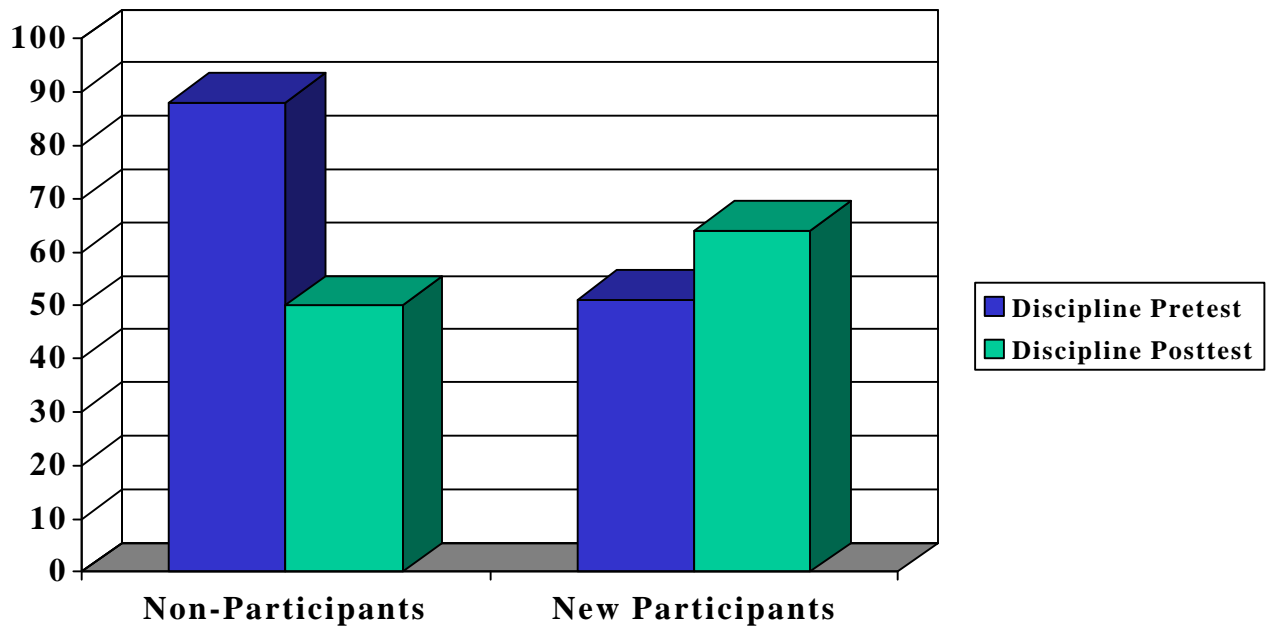
Figure 20 School Attendance: Total Number of Periods Truant, Excused, and Tardy* (Teens who completed pretest and posttest)



*School data were not collected for regular participants

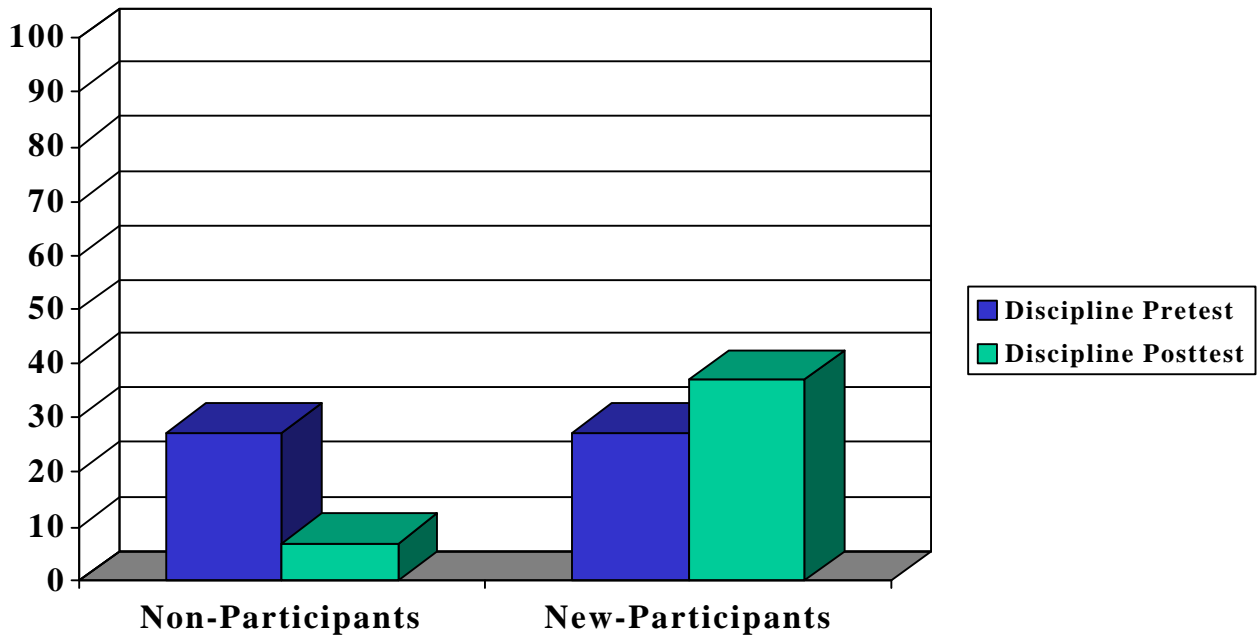
Figure 21

Overall School Discipline: Total Number of Disciplinary Actions Taken*



*School data were not collected for regular participants

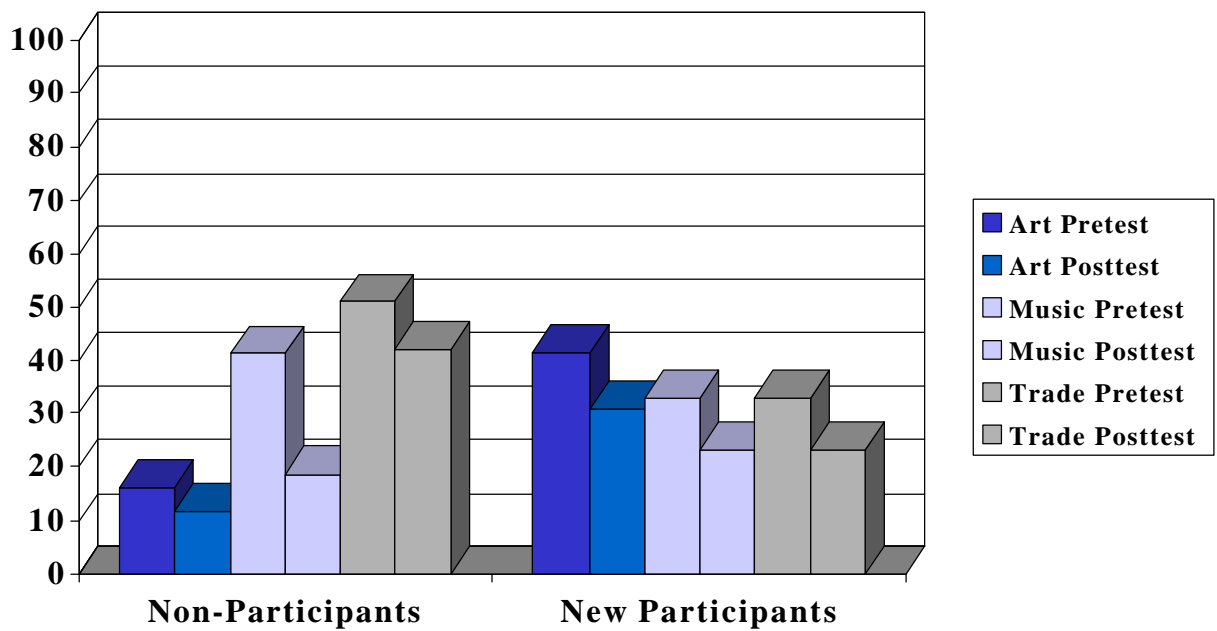
Figure 22 School Discipline: Total Number of Disciplinary Actions Taken* (Teens who completed pretest and posttest)



*School data were not collected for regular participants

Figure 23

School Participation in Art, Music, and Trade Related Courses*



*School data were not collected for regular participants