AZUSA PACIFIC UNIVERSITY

Creating Educational Courses for World Impact Teen Center

José Elias Dueñas

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ABSTRACT

The World Impact Teen Center is in the process of investigating methods on how the organization could more effectively use its space, resources and availability for the local community. One method that has been proposed is the offering of educational courses to the local community with the help of World Impact Staff, nonprofits, social service agencies, churches, schools and community members.

The purpose of the research study is to explore options for creating educational courses for the World Impact Teen Center by identifying both the interest and assets of teenagers within the South Los Angeles community. Data from questionnaires and youth pastor interviews display the interest and educational assets of the South Los Angeles youth who attend the World Impact Teen Center, and help to identify what motivates urban youth. As a result of the data collected, World Impact leaders will decide on the selection of educational courses, structure the framework of courses, and work toward identifying the leaders within the local community. Teenagers will receive the opportunity to utilize their assets within the educational courses created, with the use of World Impact resources and the assistance of assigned course mentors.

As an action based research study, this is a benefit to the community as it provides the basis for decisions that will enable offers of free and some affordable educational courses, but also a benefit to the World Impact Teen Center as it helps staff members better engage with and understand the population they are serving.

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Chapter 1

Introduction

> *"In response to Christ's love, Kaleo is called to be an authentic community of hope where the love of God is expressed. We equip youth to live out their identity as citizens in God's Kingdom"*
>
> -World Impact Teen Center

In the year 2000, teens and leaders met in the living room at a World Impact staff house, but soon after the number of attendants grew too large for one living room, so they began to meet at the Los Angeles Christian Middle School assembly room. It was here that the youth group became known as "Kaleo" and continued to grow into what still remains as the World Impact Teen Center youth program. According to the Teen Center website, upon the opening of West Adams High School, God gave a vision to staff members to open the Teen Center as a safe place that demonstrates the love of God in the South LA community. The World Impact Teen Center is a byproduct of World Impact that was officially open in 2010. What was once an old parking structure was remodeled in 2009 into what is now known as the Teen Center. West Adams High School opened up across the street from World Impact LA, and this motivated individuals to open up a teen center for students. "God gave the leaders of World Impact the vision to reach unchurched, lost, and hurting students who would be walking by each day after school" (worldimpact.org).

Since the opening of the Teen Center in 2010, hundreds of students have heard the gospel and had their lives transformed. The Teen Center continues to reach its community by offering an after school programs for High School students in the South LA community. The Teen Center currently has various activities such as dance, poetry, self-defense and tutoring, a discipleship program and a bible study group. The Teen Center is also in the

process of developing methods to better utilize the World Impact resources to more effectively reach the community.

World Impact Facility Use

World Impact operates for a certain amount of hours each day per week. The school, youth group, after school program and other events at World Impact occupy the facility for a few amount of hours, but there exist several empty time frames. An idea of establishing a partnership with local agencies, nonprofit organizations, churches and other individuals for the purpose of creating educational courses and to better utilizing World Impacts resources was proposed. Simply within the South LA community, numerous gifted individuals obtain knowledge and skills that could be taught to the local community. The idea of this research study can be divided into three major phases:

- Phase #1: Identify- The interest and educational assets of the community
- Phase #2: Create- Based on questionnaire results, work with supervisor to create the framework for the educational courses that will later be offered to the community
- Phase #3: Partner – Be a part in seeking and establishing a partnership with the leaders in the South LA community who would be interested in offering educational courses at the Teen Center.

Room	Hours of Use	Hours Not in Use
Teen Center	30	75
Elementary School	35	70
Middle School	41	64
Gym	9	96
Total	**115**	**305**

Figure 1: World Impact Facility Hours of Use

The chart above displays the number of hours rooms at World Impact are being used and the hours they are not being used. According to a proposal created by my project supervisor at World Impact called "The Exchange," each facility can be used for a maximum of 105 hours each week, which totals 420 hours of usable time each week. The chart shows that out of the 105 hours the Teen Center can be used, approximately 30 of the 150 hours are being used. This means that there are 75 hours available for use at the Teen Center. The Exchange proposal states the following regarding the World Impact facility:

> Given the potential of our facilities, we clearly have the means through which a massive amount of community development, education, networking, and partnering can take place. Already there are agencies, nonprofit organizations, grassroots community groups, churches, and individuals co-existing in our nearby community

> which have amazing vision, activities and initiatives, but are looking for an expanded footprint, a space closer to their target area, and/or a more affordable option than they currently have available to them.
>
> -Project Supervisor

A number of potential course leaders exist within a close proximity of World Impact. It is simply a matter of tracking down these leaders whom World Impact can then establish an ongoing partnership.

Variables

The majority of students that participated in this research attend West Adams High School. Based on demographics, questionnaire participants were of Hispanic/Latino descent and African American, with no Asian or White/Caucasian participants.

A few factors considered:

1. The grade level of participants in the research study. It is unknown of what the grade level of participants will be a part of this research study, as the attendance of high school students at World Impact is often sporadic. Rather than searching for participants from each high school grade level, the pool of participants is dependent on the students who attend World Impact. Students who attend World Impact will be asked to participate in the study and asked to sign a waiver to ensure they are aware of the details of study. Whether students are willing to participate or sign waivers is unpredictable, so there is always the possibility of students not wanting to participate.
2. Will have Christian principles and teachings, or secular teachings. Not all the teenagers that come into the Teen Center are self-proclaimed Christians. The religious beliefs and upbringings of the teenage youth in South LA vary from person to person. The question as to whether these courses could be taught by "non-Christians" has been addressed and taken into account by the PI and research supervisor. Currently, conversations about the idea of having "non-Christians" teach a course is a possibility, but precaution needs to be taken.

The factors mentioned above help me (the researcher), better understand the audience I am researching and targeting. Originally, I hoped to conduct this research study using participants from each high school grade level, but unfortunately the likelihood of this occurring are very low. Having multiple participants from all grade levels helps determine the overall interest and educational assets of teenagers within the community. The other factor I mentioned that may affect this research study is determining whether "non-Christians" could offer courses. From my understanding, World Impact is open to having non-Christians teach courses at World Impact, but they must go through a screening process prior to teaching a course. I am unsure of the extent of the screening process, but my thoughts are that this process should be a well and thorough one to avoid teachings that are contradictory to World Impacts belief system.

Community relevance

The idea of this research study began during a Teen Center staff meeting. Interns and staff members brainstormed ideas regarding how to better reach the teenagers that come to the after school program. The content of the conversation at the staff meeting revolved around two issues: not having enough activity options during the after school program, and having a big facility with various resources that are not being used. Addressing these two issues during the meeting then led to a fellow staff member creating a chart with various courses that would potentially be offered at the Teen Center.

The chart created has twelve main categories and a total of 86 courses. The twelve main courses are the following:

1. Academic	**7. Miscellaneous**
2. Spiritual	8. Justice Issues
3. Physical	9. Technology
4. Artistic	10. Community
5. Financial	11. Language
6. Relational	12. Services

Figure 2: Course categories at World Impact

Interns and World Impact staff members developed this list based off of assumptions of what teenagers may be interested in or what they will benefit from. Not all courses on the list will be offered, but a tentative list was created to give teenagers a starting point as to which classes they would be interested in teaching or attending. The list of courses continues to grow as staff and interns share potential course ideas.

Prior to the staff meeting, a few courses were being offered during the after school program at the Teen Center, and students showed zero interest. Outsiders were brought in to teach acting/drama and dance, but unfortunately students showed no interest in the courses. The courses were offered for a few weeks, and shortly some discontinued. Not long after, the Teen Center staff members and interns gathered to share ideas of what courses students may be interested in both partaking and leading.

The hope is that having a variety of options for students to choose from may as a result spark the interest of students and help them get involved with this future vision.

Assumptions

When formulating my research plan, I went forward with the assumption that teenagers have an interest in participating in educational courses. Though prior course offering at the Teen Center was unsuccessful, I hoped that allowing an opportunity for teenagers to share their interest would spark the interest of others and increase educational course

involvement. World Impact staff and interns, created a list of educational courses to have as an option for students to choose from. The created list was developed as a collaborative gathering of ideas from World Impact staff and interns.

The study is also assuming that teenagers have educational assets that they would offer to the community and that teenagers may have a feel comfortable leading a course. A hesitation to this assumption is that it does not take into consideration the degree of comfort a student feels about leading a course. It is possible that a student feels well equipped or knowledgeable about a specific course, but may feel uncomfortable with teaching a course to others.

Considering the fact that South Los Angeles has various church programs, NGO's and ministries, it is assumed that the idea of creating more educational courses would benefit the community.

The question I focus my research study on is, "What are perceived educational pathways for World Impact to build community assets in South Central Los Angeles?" The purpose of this study is to discover what the teenagers that come into the Teen Center are interested in learning or teaching others. We are interested in discovering what kinds of skills or talents the South LA high school youth have, that could potentially be used for the benefit of the community. The study focuses specifically on the teenagers who attend the Teen Center, but the hope is that this study will produce collaboration between agencies, nonprofit organizations, churches, and individuals that co-existing in the nearby community.

Research products and action outcomes

The purpose of this study is not simply to research a particular topic, but to produce a tangible product that is a benefit to the community. While it is true that I can simply research education in an urban setting, or identify the interest and educational assets of teenagers in South LA, the goal is to conduct a study that results in tangible outcomes. The course offerings at the Teen Center would be the ultimate tangible product of my research study. Conducting this research study makes the participants interest a reality by creating educational courses. Participation of teenagers helps me to gather important data, which then helps give direction as to which courses to offer.

Upon the completion of this research study, I created a Power Point presentation for World Impact and MATUL. The Power Point includes questionnaire and interview results, information on courses, the theological framework of the study and ideas for further research. If time permits, once future educational courses are launched, I would like to seek the permission of students to take pictures of them attending courses or sharing a testimony of their experiences in the courses. Pictures, stories and student testimonies could be used as a method for grabbing the attention of others.

The final product of this study is this written report that is required for our research

course. The written report will include the data from my questionnaire, a diagram of course offerings, and other requirements that need to be included in the final paper. Pictures of students and testimonies will not be included in the research paper as this may raise concern for the IRB, students, parents, or professors.

My goal is that the information found in this paper is reproducible and beneficial to the World Impact organization. World Impact has several locations within three regions: West, Midwest and East. Depending on the results of this study, I hope that my work would grab the attention of fellow regions, nonprofits, mission's organizations, and churches that minister to the urban youth. Hopefully others will view my work, the impact it had on the community, and be influenced to do the same for their communities. Others could use similar methods with their communities, or potentially improve my idea and its effect on communities.

Community benefits

Completion of this research study is a benefit to the community (participants), to me (researcher), and World Impact (organization). It is a benefit to the community because they are provided a safe place for participating, teaching and learning new skills. According to the World Impact Teen Center website, the Teen Center's original goal was to create a safe place for teenagers to make friends (World Impact Teen Center). Since the opening of the Teen Center, it has created a safe place for teenagers to make friends, learn about God, and utilize their skills. This project allows participants to collaboratively work together to impact the community by utilizing their personal assets.

This study also benefits me and the organization because it gives us a better understanding of our community members, and helps us understands what we should offer and be doing to impact the community. As staff and interns, we can only assume what teenagers would be interested in or would benefit from, but we will not know exactly until we ask. Each week at the Teen Center, we are faced with the challenges of reaching and understanding the teenagers. Occasionally, teenagers will disclose their needs, struggles, and desires; which help to better understand them. Despite the information we know, there is still much to learn, which is why this study would greatly help.

Lastly, this project is beneficial to the general public because it demonstrates the use of the theoretical model, a model of identifying the needs and interest or urban youth, and as a result developing strategic methods to meet those needs. Several methods have been used by World Impact to reach the teenage youth, such as fun events at the Teen Center, outings, topical discussions, and small groups. Some methods worked effectively and had a great turn out, and others did not work so well.

Context

World Impact Los Angeles is located in the region of Pico-Union, which is a neighborhood in the city of Los Angeles in the Central L.A. ("Los Angeles Times," 2010). The location of World Impact can also be classified as part of South Los Angeles, as this region is one of the 28 neighborhoods that make up the South Los Angeles region. The World Impact West hub is located just off the Santa Monica 10 freeway and lies within a close proximity of the seven neighboring communities of Pico Union: Adams-Normandie, Downtown, Harvard Heights, Historic South-Central, Koreatown, University Park and Westlake. The following three images are taken from the maps in the Los Angeles Times (2010). The images show the ethnic makeup and education level of the people in Pico Union.

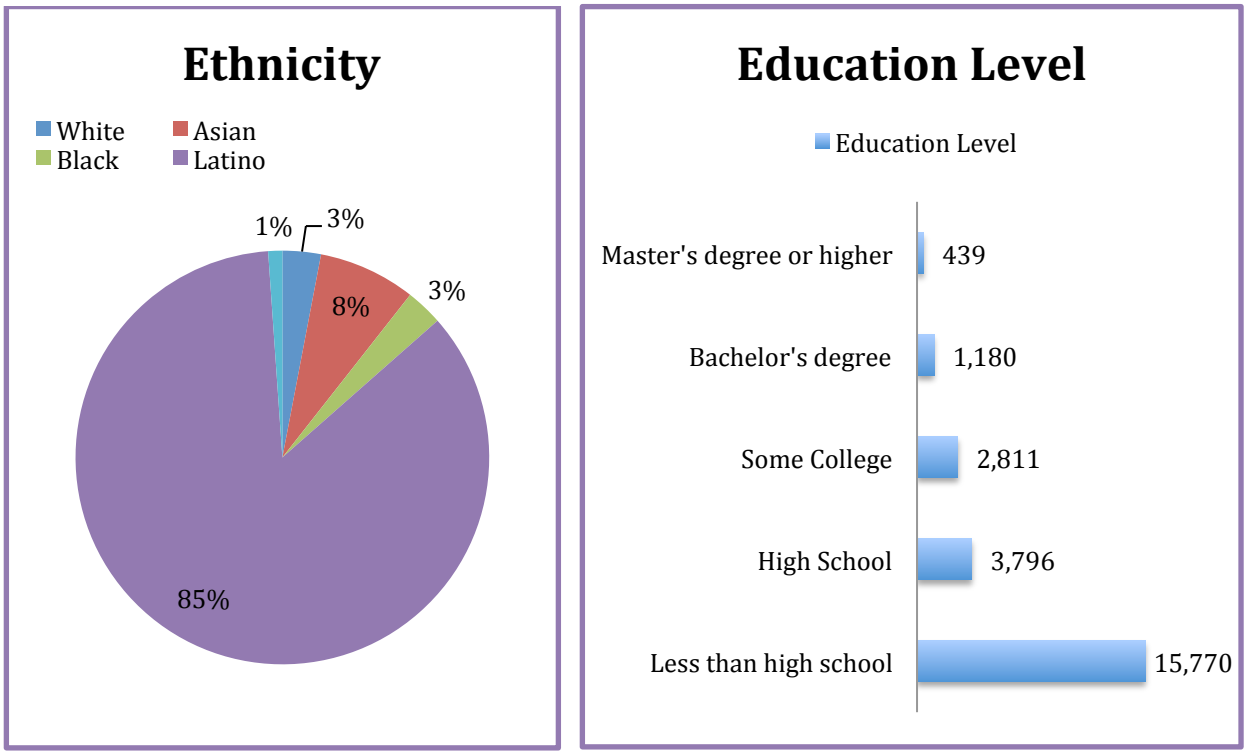


Figure 3: Ethnicity and Education Level in Pico Union

According to the Los Angeles Times, the majority of people who live in the region are Latino, with a small percentage of Asian, Black, and White. The majority of people in this area have completed less than the high school grade level, and a small percentage completed high school or college. Based on the education level of people living in this region, there seems to be a need for programs to help students receive better education and successfully complete school. Due to the high level of people who completed less than the high school grade level, it is likely for current high school students to continue the same pattern of not graduating high school.

Figure 4: Population in Pico Union

Population

42, 324 population in 2000, according to the U.S. Census
44,664 population in 2008, based on L.A. Department of City Planning estimates.
1.67 square mile
25,352 people per square mile, among the highest densities for the city of Los Angeles and among the highest densities for the country

Population

Currently, World Impact has a school that teaches Kindergarten to Middle School grade levels (approximately ages 5 to 14); an after school program for high school students; a middle and high school youth group; church planting teams; a program that teaches, raises and equips people for ministry (TUMI); and various other programs and resources at the disposal of the community. The staff at World Impact consists of the West Region World Impact director, missionaries, support staff and interns. Missionaries and support staff are paid through salaries or stipend, but are required to raise their own financial support. World Impact helps provides housing, benefits, and financial support for their missionaries and support staff.

For this research study, the population researched is the teenagers that come in during the after school program at the Teen Center. To avoid the possible difficulties of gaining access into high schools, I did not enter any high schools for my research but rather I researched the teenagers who attend the Teen Center. Since the Fall of 2014, I have served with the Teen Center and have developed relationships with the students. Gaining access to this population should not be difficult, due to the good rapport I built with teenagers during my time of serving with the Teen Center.

For this study, I focus specifically on the area surrounding the World Impact Teen Center and I focus on the high school, teenage population. Most students who attend the Teen Center are students at West Adams high school, and possibly live in the same area or within a close proximity of the Teen Center. Occasionally, students from other high schools or students who commute to school will come into the Teen Center, but the majorities of students attend West Adams.

Chapter 2: Methodology

In order to develop a broader understanding of youth's educational assets and general education within urban settings, various literature and online research is examined (See chapter 3). This research study uses two types of data collection methods: a questionnaire and one-on-one structured interviews.

Quantitative method

To determine which courses students are most and least interested in attending requires a quantitative research approach. A questionnaire was created because I am interested in knowing the popularity of courses rather than obtain input as to the quality of courses. Developing a questionnaire was also a low cost and flexible approach to conducting research, and assured anonymity for willing participants (Gray, 2014 p. 353).

To administer questionnaires, I used a delivery and collection method as it allowed me to gather all students at once and allowed students the freedom to complete questionnaires at their own pace (Gray, 2014, 377). Distributing questionnaires to students seemed as the most effective approach due to the purpose of the study the intended use of the information. Questionnaires consist of 10 questions regarding grade level, name of high school, involvement with World Impact, personal interest and what skills participants offer. Each questionnaire consists of a list of 12 categories that determine which courses students are interested in participating and/or leading. Based on the highest number of course selections will determine which courses should be offered at World Impact.

My professor, project supervisor and I saw no issue in conducting a questionnaire at the Teen Center as the questionnaire does not ask for any personal information. Students are asked to provide their name, email and/or phone number to be kept for personal record, but no names or personal information will be disclosed.

Qualitative method

The second part of this study takes a qualitative approach to determine the key principles for motivating urban youth. The original format of this study was to integrate a quantitative approach to determine the interest and educational assets of South LA youth, but I ran into an issue. Originally offered courses at the Teen Center displayed low levels of student participation and a lack of commitment. Observations from the atmosphere during the after school program, *Drop-In,* displayed that the Teen Center has become the safe and fun place of gathering. Students appeared drawn to the facility due to the social atmosphere.

The potential issue for offering new courses at World Impact is that no students would show up. Considering the fact that students already display a lack of commitment and participation, new offered courses does not assure better course attendance. In an attempt to determine what motivates urban youth and to identify the key principles to success, I

wanted to ask local youth leaders the question, "What motivates urban youth?" Conducting a seven-question interview was an appropriate approach to gather the input of local youth leaders in Los Angeles.

Research Process

The process of conducting this research study is as follows:

1. Brainstorm ideas with staff members regarding potential course offerings at the Teen Center.
2. Create and distribute a ten-question multiple-choice and short answer questionnaire that identifies the interest in educational courses, grade level of participants, and assets that participants offer to the community (See pages 36-38).
3. Insert results into a Word and Excel Doc to determine which courses participants showed most interest to and what educational assets they obtain.
4. Interview local youth leaders regarding, "What motivates urban youth?"
5. **The final step to this research process is to work with World Impact staff and research local agencies, nonprofit organizations, churches and community members who are interested in using the World Impact facility to teach educational courses.
6. Present my work to my supervisors, professors and World Impact Staff.

**Due to strict time restraints, I was not able to complete this task for my study. Results from this study were passed on to World Impact, and they will take charge of identifying and hiring course leaders within the South LA community.

Validity

The original sample size was between 25-30 participants. Due to summer break and students unwillingness to participate in this study, the total number of participants was 22. This is a valid sample size for this research study, as the number of teenagers who regularly attend World Impact is around the same number. Participants from different high school grade levels, ages and socioeconomic levels participated in this study, which helped provide diverse answers. Careful wording of questions and proper sequence structure was applied when creating questionnaires, to prevent threatening validity (Gray, 375).

For the interview portion of this study, I would have like more leaders and youth pastors to interview in order to have input from a number of people. Due to time constraint and last minute changes, I was only able to schedule and analyze two interviews.

Research guide and assistants

This research study is under the supervision of a member on staff at the Teen Center. During the initial process of developing this research study, my supervisor assisted in

narrowing down the details of my research. He also reviewed, made corrections and helped provide input as to how to improve my study. Considering the demographics of the area being researched, I did not foresee experiencing any language barriers. All Teen Center attendees speak some English.

Ethical considerations

My research study does not require the disclosure of any personal information. The questionnaires ask questions regarding school name, grade level, involvement at World Impact and interest. Participants in this research study are asked to provide their name, phone number and or email on the questionnaire to keep track of the number and names of participants. The name and personal information of participants will be kept completely confidential, and will not be disclosed.

Participants who were interviewed are not asked to provide any personal information. No names or personal information is included in this paper to ensure confidentiality.

The participation of teenagers and interviewees is completely voluntary, and they can withdraw at any time without any negative consequences. Also, during the questionnaire or interview portion, participants may refuse to discuss any issue or answer any questions. Questionnaires could be completed at the Teen Center, at home, or wherever is most convenient for participants. Interviewees had the option of completing the interview over the phone, Skype or face-to-face.

All research participants gave verbal consent to participate in this study.

Chapter 3: Literature Review

Education for the Urban Youth

Rural versus Urban Education

The Eli and Edythe Broad Foundation believe that far too many American public schools are failing our students, teachers and parents, particularly in urban areas (p. 1). A second article titled Students At Risk in Poor, Rural Areas states that the dropout rate for rural students tends to be lower than that for urban students (Khattri, 1997, p. 84). Both articles agree that changes need to be made within the public schools located in urban settings. Within the educational system, there exist different beliefs, whether positive or negative, about the public and private schools. These differentiating beliefs are apparent within the urban setting as well, in which some favor the private schools, while others strongly oppose the private educational system.

The Broad Foundation
Less than half of American students—46 percent—finish college. The U.S. ranks last among countries measured on this indicator (p. 1)
Only one in four high school students graduate ready for college in all four core subjects (English, reading, math and science), which is why a third of students entering college have to take remedial courses (p. 1)
Only 4 percent of African American students and 11 percent of Hispanic students finish high school ready for college in their core subjects. (p. 1)
Two-thirds of college professors report that what is taught in high school does not prepare students for college (p. 1)

Figure 5: The Broad Foundation Statistics

Broad Foundation believes that many American children are not prepared to compete for careers or jobs in a 21st century knowledge-based economy and believes that our "land of opportunity" has now become the land of "tough luck" (p. 1). An article written by a the professor and director of the Institute for Philosophy and Public Policy at the University of Maryland School of Public Affairs was asked the following question, "What's your own view of public education in this country?" (Galston, 2014, p. 1). He argues that the US system of public education as a whole is not in a crisis, and believes that there are two systems of public education:

1. One based in the suburbs of this country and [in] some of the wealthier urban jurisdictions and districts
2. Another based principally in poorer urban and rural areas.

Galston believes that the second system of public education is, "Indeed in crisis." The public schools in urban and rural areas are in crisis due to the following reasons:

- Too many of the students in those schools are dropping out well before high school graduation
- Too many are receiving high school diplomas that do not certify academic confidence in basic subjects
- Too many are being left unprepared for the world of work
- Too many are being left unprepared to go on to higher education and advanced technical training

(p. 1)

Schools are fighting to provide better leadership, hiring a strong principal focused on the basics, and restoring safety and discipline. Schools are also figuring out methods to eliminate problems regarding racial tension and providing a solid academic curriculum for all student works.

Difficulties in educating youth in urban poor areas

"Today, one out of four American children attends school in an urban district; one out of every six American children lives in poverty; and, in urban schools where most of the students are poor, two-thirds or more of the children fail to reach even the 'basic' level of achievement on national test"

(Gehrke, 2005, p. 14)

Several factors experienced in poor urban areas have become a hindrance for students in receiving a good education. These factors include family related issues, lack of self-motivation, accessibility to proper education, and unmotivated teachers. A few studies state that the following factors that hinder a motivation for education in urban youth: lack of motivation from students, racism, drugs, gang activity, violence, lack of family structure and stability, and high drop out rates (Curwin, 2010; Norton & Watt, 2014; Li, Nussbaum, & Richards, 2007). If left alone, these risk factors can effect healthy development and functioning and have negative consequences not only on an individual, but also on a familial and community level (Norton & Watt, 2014, p. 336). These difficulties also exist outside of urban poor areas, but that the issues are more evident within the urban poor context (Curwin, 2010). Unlike suburban and rural school districts, urban school districts operate in densely populated areas serving significantly more students (Ahram et al, n. d).

Kincheloe asserts in her book *Why a Book on Urban Education* that, "In comparison to suburban and rural districts, urban school districts are frequently marked by higher concentrations of poverty, greater racial and ethnic diversity, larger concentrations of

immigrant populations and linguistic diversity and more frequent rates of student mobility (as cited in Ahram et al, n. d). A second article titled *Poor Schools, Poor Students, Successful Teachers* states the following regarding urban poor school environments and students:

Recent descriptions of urban poor schools continue to include conditions of overcrowding, high turnover of faculty, limited resources, economic differences in salaries and supplies, and a greater number of students at risk for academic failure (Gehrke, 2005, p. 15).

Gehrke also states that high academic expectations are put on students, which results in much pressure on students in urban poor areas. Rather than adapting teaching methods, students are taught in a similar manner as those in rural settings, and are pressured to perform similar to that of students living outside urban settings. An article titled Urban Schools: The Challenge of Location and Poverty states that many Americans believe that, "Urban students achieve less in school, attain less education, and encounter less success in the labor market later in life" (National Center for Education Statistics, p. 1).

The same article demonstrates a comparison between urban students, suburban and rural students to determine the evident differences.

Urban, Suburban and Rural Students
8th graders in urban and urban high poverty schools scored lower on achievement test, but their 10th-grade counterparts scored about the same as those in other locations (p. 7)
Students in urban and high poverty schools were less likely to complete high school on time, but they completed postsecondary degrees at the same rate as others (p. 7)
Young adults who had attended urban schools had lower rates of participation in full-time work or school 4 years after most of them would have left school (p. 7)
Young adults who had attended urban and urban poverty schools had much higher poverty and unemployment rates later in life than those who had attended other schools (p. 7).

Figure 6: Differences between Urban, Suburban, and Rural Students

Within urban settings, there are also structural and cultural challenges that impede student success or fail to adequately address students' needs, and also contribute to dysfunction perceptions of students' intellectual abilities (Ahram et al, n. d; Noguera, 2003). Kincheloe states five structural challenges and three cultural challenges found in urban settings (as cited in Ahram et al, n. d; MDRC, 2002).

Figure 7: Kincheloe's Structural and Cultural Challenges That Impede Student Success

The cultural challenges stated above were identified in New York University's Metropolitan Center for Urban Education. These challenges are generally identified as cultural dissonance that manifests itself in policies, practices, beliefs and outcomes in myriad interconnected ways.

Assets of youth in urban areas

The Search Institute identified 40 Developmental Assets (also known as building blocks of healthy development) that help young children grow up healthy, caring, and responsible

("Search Institute," 2016; Scales & Leffert, 2004). This study was conducted for various age groups, but there is one specifically for adolescent's ages 12-18 years old. The 40 developmental assets are broken up into two main categories (External and Internal) and various sub-categories ("Search Institute;" Benson, 2007).

External Assets	Internal Assets
1. Support (Family support, Positive family communication, Other adult relationships, Caring neighborhood, Caring school climate, Parent involvement in schooling)	1. Commitment to learning (Achievement motivation, School engagement, Homework, Bonding to school, Reading for pleasure)
2. Empowerment (Community values youth, Youth as resources, Service to others, Safety).	2. Positive values (Caring, Equality and social justice, Integrity, Honesty, Responsibility, Restraint)
3. Boundaries and expectations (Family boundaries, School boundaries, Neighborhood boundaries, Adult role models, Positive peer influence, High expectations)	3. Social competencies (Planning and decision making, Interpersonal competence, Cultural competence, Resistance skills, Peaceful conflict resolution)
4. Constructive use of time (Creative activities, Youth programs, Religious community, Time at home)	4. Positive Identity (Personal power, Self-esteem, Sense of purpose, Positive view of personal future)

Figure 8: Search Institute's Internal and External Developmental Assets

According to Scales and Leffert (2004), external developmental assets include the youth's support systems, as well as how they view responsibility and constructively use their time; whereas, internal developmental assets include a youth's personal commitments, values, and competencies (Norton & Watt, 2014, p. 336-337). Both internal and external developmental assets can result in the reduction of violence, drugs, alcohol, and dropping out of school (p. 337). Avoiding risky, delinquent behaviors in adolescence decreases the risk for the same types of behavior in adulthood (Benson, Scales, Hawkins, Oesterle, & Hill, 2004; Norton & Watt, 2014, p. 337). According to Norton and Watt (2014), research results

show that the more Developmental Assets young people have, the less likely they are to engage in behaviors such as drugs and alcohol abuse, unsafe sex, and violence.

An example of the discovery and building of these assets is a case study done on school gardens planted in the local Alhambra Unified School District. The purpose of this study was to focus on building empowerment assets through the gardening project community values youth, youth as resources, and service to others. A student involved with these gardens quotes, "Before the gardening class happened, my grades were sliding. But now with the garden, I am more connected to the school and my grades have improved" (Glenn, 2014, p. 2). As a result of the youth planting and working the gardens, the community benefited by:

- Provision of locally-grown food
- Increased care for the land and civic engagement
- People coming together around common goals and shared work
- Students empowered by the tending and cultivation process
- Creating places of beauty, often in spots that have been local eyesores

A similar study conducted in Oregon, emphasizes services and opportunities to support all young people in developing a sense of a competence, usefulness, belonging and empowerment. The article quotes that, "Young people need safe, structured places to learn and links to basic services that, if absent, can prevent them from learning and functioning within our society" (OCCF, n. d., p. 1). According to Positive Youth Development, there are a total of 8 features of effective learning environments and settings that facilitate positive youth development for young people inside and outside of school:

1. Physical and Psychological safety
2. Appropriate structure
3. Supportive relationships
4. Opportunities to belong
5. Positive social norms
6. Support for efficacy and mattering
7. Opportunities for skill building
8. Integration of family, school, and community efforts

(p. 2)

The eight features are believed to be necessary for all young people in order to facilitate positive youth development.

Motivating Urban Youth

"Some have said that real community is found in small towns, but not for me. Everything that is people is in the cities, from the diversity of the people, cultures, food, languages, and shops to the problems, strengths, resources, and toughness. If the mythical melting pot really exist, it can be found in the cities"

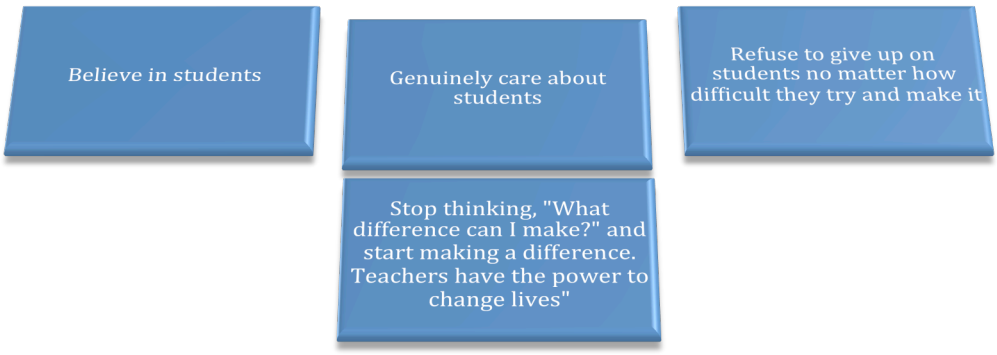
(Curwin, 2010)

Students who live and attend school within urban settings are faced with several cultural, structural and urban setting challenges. In Curwins' article Motivating Urban Youth he seeks to answer the question, "How can students be motivated to learn in an atmosphere of hopelessness, violence, and fear?" (2010, p. 36). He states the following about students who attend school in urban settings:

It does not take much to imagine the differences that these students see, hear, or even smell on their way to school. Thus, before students even get to school, their senses have been stimulated differently, and their experiences affecting their place in the world are vastly different.

(p. 36)

Students' minds are stimulated with the challenges faced within urban settings, which then potentially has a negative effect in their performance in school. In answering the question as to how can students be motivated to learn in an atmosphere of hopelessness, violence, and fear, Curwin suggest that the answer is creating a sense of hopeful attitude in students whose hope is in short supply (p. 36). In his article, he states that there are four keys to building hope.



(p. 37-38)

Figure 9: Curwin's Four Keys to Building Hope

Curwin argues that hope requires two beliefs: 1) that life can improve, and 2) that school and success in school can lead to an improved life (p. 37). Instilling hope into the life of a student helps a student believe that they are capable of achieving their goals and that they have a sense of purpose.

How this helps my research

This chapter considers the differences within the educational system in rural, suburban and urban settings. Within the urban setting, students and teachers face challenges such as gang activity, racism, drugs, high drop out rates and lack of family structure. Students in urban settings are also faced with structural and cultural challenges that impede student success or fail to adequately address students' needs, and also contribute to dysfunction perceptions of students' intellectual abilities.

When considering the context of my research study, the literature from this chapter regarding education in urban settings helps highlight some of the difficulties teenagers of South LA face that may interfere with receiving a proper education. My study did not seek to identify the difficulties in educating students in urban settings or asked students thoughts about their education, but it is important to develop an understanding and sensitivity to common struggles that exist within participant's context.

This chapter also identifies the developmental assets found in youth and explores the question of, "What motivates urban youth?" Both are relevant to my research as I seek to identify the interest and educational assets of South LA youth, while considering the motivational factor of actually getting students to participate. In the remaining chapters, I seek to identify the interest and educational assets of the South LA youth by analyzing the results gathered from 22 participants. My study also explores the area of what motivates urban youth, as this is a key component toward successful attendance of the future development of educational courses at the World Impact Teen Center.

The content of this lit review helps highlight key factors to consider in my study that help answer my initial research question.

Chapter 4: Theological Framework

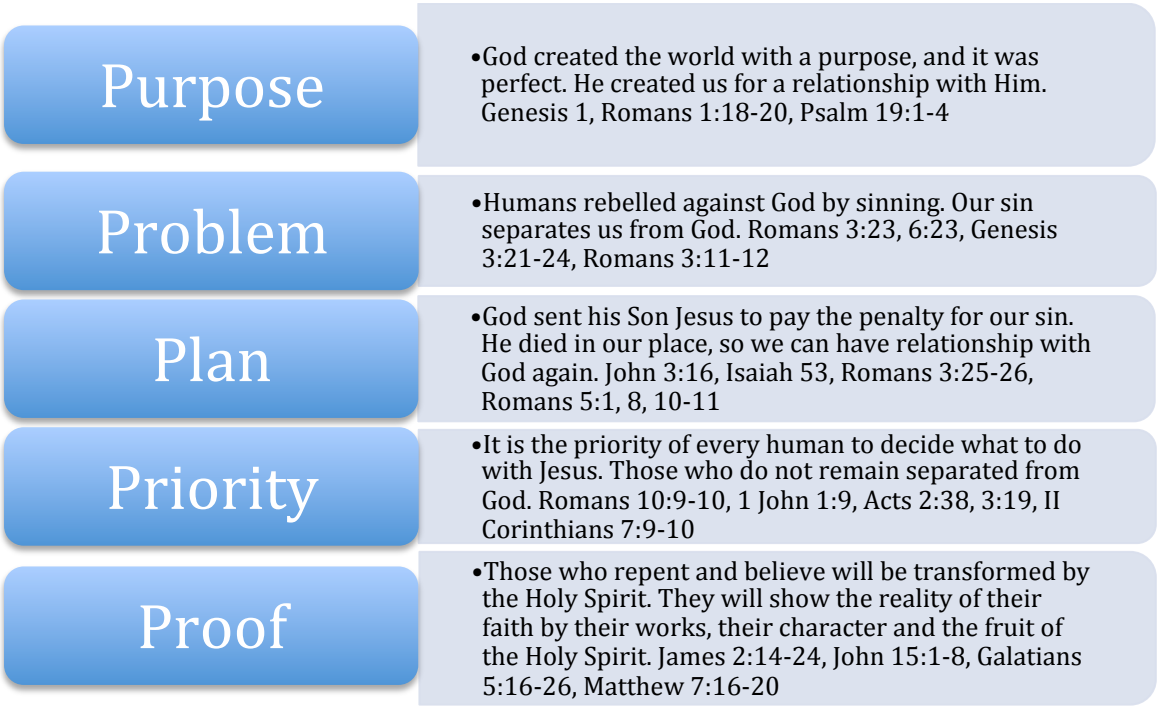


Figure 10: World Impact's Five P's

The image above displays the beliefs in which the World Impact Teen Center operates, also known as "The Five P's." While developing the theological framework of this study, I felt as the pastoral cycle best fits my research study as it ensures a balance between reflection and action. The following steps in the pastoral cycle are taken from the following website: http://www.southwarkjandp.co.uk/resources_files/The%20Pastoral%20Cycle.pdf

Stage	Questions Asked
Experience	What do I know of this issue? What have I experienced of this?
Analysis	Why is this happening? Who gains from this situation? Who loses out?
Theological Reflection	What particular insight/view does our faith, church teaching, scriptures, etc., give us on this issue?
Celebration	How will you celebrate your achievements?

Evaluate	What went well? What didn't? What lessons have you learned for the next time?
New Experience	What do I know of this issue? What have I experienced of this?

Figure 11: Stages in Pastoral Cycle

Stages in Pastoral Cycle

Experience: What do I know of this issue?

World Impact as a whole currently serves the community in a variety of ways, such as: planting of urban churches, educating students through their Elementary and Middle school, training urban leaders through The Urban Ministry Institute (TUMI), and the after school programs at the Teen Center. World Impact has four main rooms that are used a total of 105 hours each week, which totals 420 hours of usable time each week. Out of the105 hours the Teen Center can be used, approximately 30 of the 150 hours are being used. This means that there are 75 hours available for use at the Teen Center. One idea that has been proposed is to identify the interest and educational assets of the South LA to then work toward creating educational courses that can be offered to the community.

Analysis: Why is this happening? Who gains from this situation?

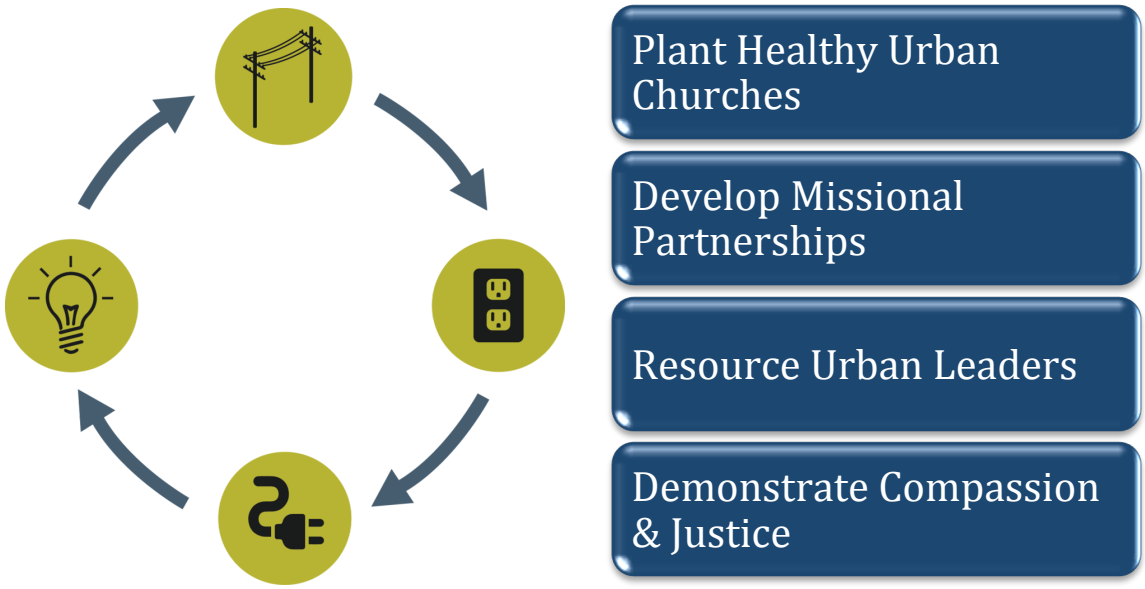


Figure 12: World Impact's Four Focus Areas

The image above displays the four focus areas in which World Impact operates as a ministry. World Impact believes in equipping and empowering the whole person. One option for equipping and empowering the whole person is through the development of educational courses. Several potential partner agencies and organizations exist within a close proximity of World Impact that could help provide educational courses. The future development of these courses integrates three of the four focus areas in which World Impact operates:

> **-Resource urban leaders:** The development of educational courses allows local churches, nonprofit organizations, agencies and community groups the opportunity to integrate their vision, activities and initiatives into these courses. Community members learn from course leaders through their attendance of educational courses.
>
> **-Develop missional partnerships:** World Impact staff, selected community members from agencies, and organizations that exist in the South LA community would run educational courses. Networking with selected educational course leaders would develop ongoing relationships and develop potential missional partnerships.
>
> **-Demonstrate compassion and justice:** "Education, for the mind, for the spirit, for the body, is pivotal for bringing about justice. We also recognize that in order to break systemic injustice and generational oppression, education is going to be needed. These developed courses serve a part of that, especially that which the traditional academic options would not offer" (Project Supervisor).

For this study, I seek to identify the interest and educational assets of the teenage youth in South LA with the help of participant results. Based on the responses of the teenage youth, the World Impact Teen Center gains a better understanding of the interest and educational assets that exist within the population in which they are serving. The Teen Center gains from this study because they know which educational courses to offer and what local agencies can assist in teaching the courses. The youth also benefits from this study because they are provided a safe place for learning, teaching and utilizing their gifting's.

Theological Reflection

In Matthew 4, Jesus calls his first disciples, Simon (who is called Peter) and Andrew, who were fisherman. Jesus said, "Follow me, and I will make you fishers of men" (Matthew: 4:19). The disciples left everything and learned by walking with Jesus. The disciples observed as Jesus taught, healed, rebuked, and performed miracles. In Matthew chapter 10, Jesus then sent out the disciples and he commanded them to, "Heal the sick, raise the dead, cleanse lepers, cast out demons" (Matthew 10:7). At the end of the book of Matthew, chapter 28 verses 16:20, Jesus gave his disciples the Great Commission. Jesus said, "All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I command you…" (Matthew 28:18-20).

The command that Jesus gave to his disciples after he resurrected still applies to this day. We, as followers of Christ, are called to continue the ministry that Jesus began. As followers of Jesus, we are called to teach others the commands of Jesus. Prior to being called, Jesus disciples were fishermen and tax collectors; ordinary and uneducated men. From the time they were called to the day that Jesus was nailed to a cross, His disciples became men who carried on Jesus' ministry through the empowerment of the Holy Spirit. These men started off as 12, and eventually grew in number as they took the commands of Jesus to where they were led.

While examining the life and teachings of Jesus, I believe that there is an importance in people receiving an education. Often times in scripture, we notice how disobedience or unwillingness to learn from God eventually leads to pain and turmoil. One example is found in the book of Genesis where sin first enters into the world. In Genesis 2, God creates man and puts him to work and keep the Garden of Eden (Genesis 2:15). God then commanded the man, "You may surely eat of every tree if the garden, but of the tree of the knowledge of good and evil you shall not eat, for in the day you eat of it you shall surely die" (Genesis 2:16-17). In Genesis 3, woman has a conversation with the serpent (Satan) who twist God's words and says, "You will not surely die. For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil" (Genesis 3:4-5). Man ends up disobeying God by eating from the tree of the knowledge of good and evil, sin enters into the world, and eventually men becomes separated from God.

A second example of disobedience or unwillingness to learn bringing about pain and turmoil is seen in the book of Exodus and Judges. In Exodus 3, God speaks to Moses through a burning bush and choses him to deliver His people from the hands of the Egyptians.

> "And now, behold, the cry of the people of Israel has come to me, and I have also seen the oppression with which the Egyptians oppress them. Come, I will send you to Pharaoh that you may bring my people, the children of Israel, out of Egypt."
>
> Exodus 3:9-10

After a series of plagues Pharaoh sets free the Israelites and asks them to leave (Exodus 12:30-32). After being delivered from the hands of the Egyptians, Israel begins to complain, disobey and make false gods for themselves (Exodus 32).

In the book of Judges, Israel abandons the Lord after the death of Joshua and they begin to go after false gods (Judges 2:6-15). The Lord then raised up leaders, or Judges, to save them from the hands who plundered them (Judges 2:16). Each time Israel cried out for the Lord, He would raise up a Judge for them, but eventually Israel would disobey them. The disobedience and unwillingness to learn resulted in Israel being sold into the hands of kings; which the Lord eventually rescued with the help of Judges He rose up. Israel's pride and unwillingness to learn never resulted in anything good. Israel needed to be educated.

Philosophy of Christian Education

A website created by the *Christian Education National: Vision community partnership* defines Christian education as, "An education that invites young people to see and understand the world through the perspective of God's truth" ("Christian Education," 2016). A second website by the *Christian Leadership University* defines the term as, "One that can mean different things to different educators" (Virkler, 2014). They believe that this type of education is more than Biblical knowledge, "Christian education is Spiritual Formation." Most websites that defined the term "Christian education," did not give a simple one-sentence answer, but rather described their beliefs about what this term means.

As I tried to research "Christian education," or the "Philosophy of Christian education," I found several articles that stated that simply talked about the importance of enrolling children in Christian education. A few articles that appeared while doing a quick Google search are:

-Why Christian Education is Important
-Philosophy – Why Christian Education?
-What is the purpose of Christian education?
-Christians and Education: The Schools Are the Battle Ground

Most articles spoke about the importance of assuring that their students are learning from the perspective of Biblical truths, rather than learning from secular perspectives. An article titled *Christians and Education* states, "Many colleges in America have abandoned classical Biblical education for pragmatism, utilitarianism, and a curriculum designed to indoctrinate its people with secular humanism (Slick, n. d). The same article calls schools a "Battle Ground" and states that today's schools are battlegrounds for culture and political correctness, and the youth are those suffering.

Two articles titled *The Christian Philosophy of Education* and *The Christian World View of Education* argues the following message, "The purpose of Christian education is the directing of the process of human development toward God's objective for man: godliness of character and action" (Bju Press, 2015; Lappert, 2004). These two articles article argues that, "In the scriptures God has commanded two institutions to educate: the home and the church. As an extension of either or both of these institutions, the Christian school has a Biblical mandate to educate." An article titled *The Exodus Mandate Project*, suggest similar beliefs in which in which it is committed to the proposition that Bible-based Christian education is the only acceptable alternative to Christian community.

The Exodus Project states the following:

> The typical Christian family in America's heartland has been suffering for years because the larger church and her leaders have been committed to the proposition that the public school system, hereafter referred to as the proposition that the public school system, is an acceptable alternative for the education and nurture of

> Christian children. This proposition is not longer accepted and, in fact, has never been acceptable.
>
> (Moore, n. d)

This project therefore argues with the importance of educating children through the lens of Biblical truths, whether that be placing children in Christian schools or to home school them. The Exodus Project states that a biblical, as well as practical, approach to education is to equip children with basic skills they can continue to learn for a lifetime.

These skills include:

-Study skills	-Speaking skills	-Critical-thinking skills
-Communication skills	-Research skills	-Technology skills
-Writing skills	-Problem-solving skills	-A love of learning

Action

The first step in approaching this study is to identify the interest and educational assets of the teenagers in South LA using a 10-question questionnaire. Participants in this study were asked during *Drop In* to take 10-15 minutes of their time to participate in the study. Students who completed the questionnaire then submitted it to the Principal Investigator, and results were inserted into an Excel spreadsheet. The data from the questionnaire helped determine the interest and educational assets of the South LA youth, which gave my project supervisor and I a better idea of which courses to offer at the World Impact facility.

The next step in this study is to work with my project supervisor in locating members from local agencies, churches, nonprofit organizations and World Impact staff to run the courses at World Impact. A key issue that needs to be addressed and considered in the development of this study is the idea behind "motivating urban youth." Simply creating and offering educational courses for South LA youth does not promise good student attendance and participation. Through the help of online articles discussing motivating urban youth, the input from youth pastors and urban leaders, World Impact and I can work toward incorporating principles that will assist in increasing youth participation in the educational courses.

Celebration

Researching the interest and educational assets of the South LA youth is not simply a research study, but a helpful tool that better informs World Impact of the urban youth population in which they are reaching. This study also helps create educational resources for the local community, which is a need in the South LA community due to the high percentage of individuals who completed less than the high school grade level. The potential for future partnerships with local agencies and organizations, and the implementation of educational courses is an accomplishment worth celebrating. My hope

for this study is that World Impact will strive toward building long lasting relationships with the network of partnerships with those interested in offering educational courses.

Evaluate & New Experience

After gathering the results from 22 participants, I gained a better understanding of what courses South LA youth are interested in attending and/or teaching at World Impact. Results display that students are most interested in artistic, physical and financial related courses; and least interested in community, relational and spiritual courses. This study also helped inform me of the struggles that urban youth endure such as: family related issues, lack of motivation from students, racism, drugs, gang activity and violence. Similar struggles exist in rural and suburban settings, but appear more prominent in urban settings.

While conducting this study, I ran into issues regarding student participation in the research study and in course offerings at the Teen Center. My goal was to recruit 30 students to participate in the study, but only 22 completed the questionnaire. Some students never completed the questionnaire, others did not want to participate, and the summer break made it difficult to track down students. Out of the 22 participants, a few did not take the questionnaire seriously and some copied the answers of their friends. If I could do the study over again, I would ask students to separate to avoid friends influencing the answers of participants.

The other issue I ran into was vaguely researching the area of urban youth motivation to increase the level of student participation in future courses. A few courses were offered to the teenagers during drop in, but unfortunately most students were not committed to these courses. My belief in that the lack of student participation was not due to the subject of courses, but rather in relation to motivating urban youth in general. If I were to do this study again, I would interview more pastors and urban leaders regarding their input for motivating urban youth. I would also add questions in the questionnaire that ask students what factors motivate them to want to learn.

Chapter 5: Data Description

Observations

Questionnaires were distributed for three weeks every Tuesday and Wednesday during Drop-in and Kaleo. Every Tuesday when students would enter the Teen Center for Drop-In, I would ask students to participate in the research study. During the beginning of each Drop In, announcements were made, and this was the time I distributed the questionnaires. Every Wednesday of the week, a high school gathering called "Kaleo," is hosted at the Teen Center. Kaleo nights were also used to distribute questionnaires and have students participate.

My experience with distributing questionnaires was good, but challenging. A number of students would come to me and ask me if they could participate, but would sometimes not take questionnaires seriously or not complete every question. Students would sometimes not read the question completely and as a result skip the question or write an irrelevant answer. Other students would not come forward to ask for a questionnaire, and I would have to try and encourage students to participate. Fortunately, most students would participate after being approached and asked kindly.

Questionnaire Results

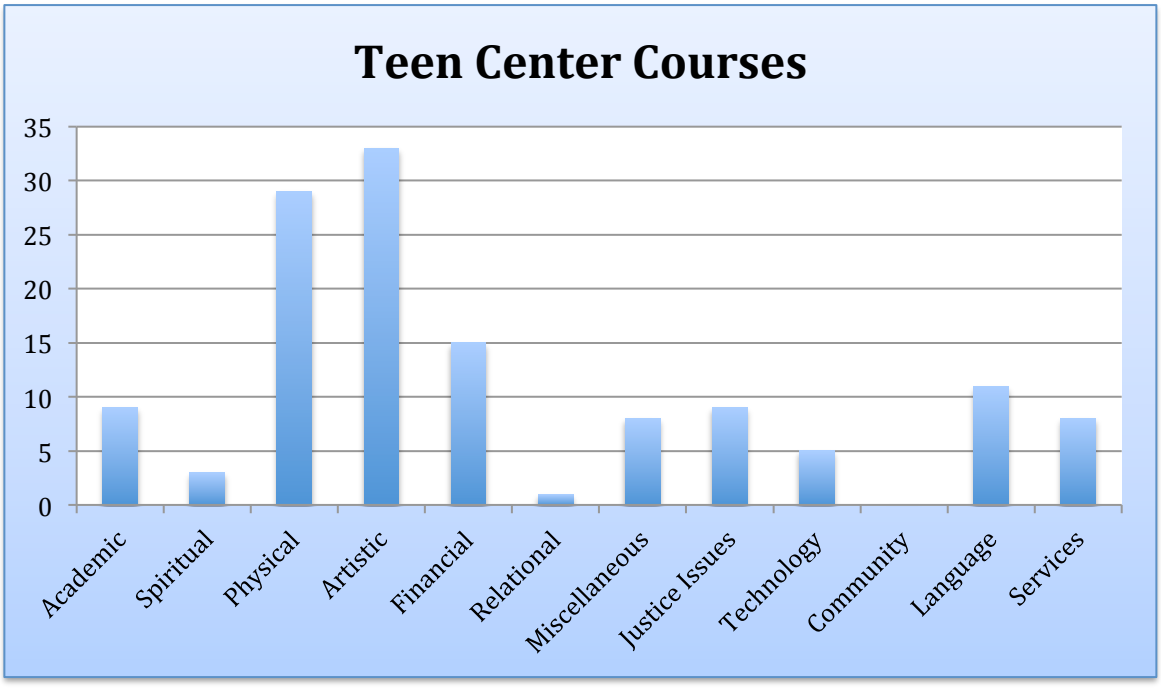


Figure 13: Teen Center Course Selections

The table above displays the interest in courses based on 22 participants. Students were asked to circle as many names of the 89 courses they were interested in participating and/or teaching. Questionnaire results show that the artistic, physical, language and financial related courses were of most interest. The top three courses were: basketball, volleyball and baking. No students showed interest to community related courses, and spiritual and relational courses were also of low interest.

Students responded to questions as follows:

Question #1: What high school grade level are you in right now?

- Three freshman, four sophomore's, six juniors, and seven seniors

Question #2: Do you attend West Adams High School? If no, please write down what school you attend in the space provided below.

- All but two participants attended West Adams High School

Question #3: How long have you been at the World Impact Teen Center?

- Zero students were first time attendees.
- Twelve students have attended for less than 6 months
- Seven students have attended for 1-2 years
- Three students have attended for 3-4 years

Question #4: How did you find out about the Teen Center?

- Three students walked in
- Seventeen students were invited by a friend
- Zero students discovered the Teen Center via internet
- Two students said, "Other"

Question #5: How often do you come to Drop-In on Tuesdays?

- Two students said "1-2 per month"
- Seventeen said "Every Tuesday"
- Three said "Rarely"

Question #6: Which of the following programs do you currently attend or are a part of (circle multiple if necessary):

- Zero students attend The Rock Church or other World Impact church plant
- Thirteen students attend Drop-In
- Eighteen students attend Kaleo
- Four students attend Young Adults Bible Study
- Two students are a part of the RED Program

Question#7: Attached to this form is a list of 12 different categories of various courses that will potentially be offered at the World Impact Teen Center. Please take a moment to view each of the courses and circle which courses you would most be interested in attending.

See following page for the category, name of course and number of interest. There are 12 categories, 89 course options, 155 number of interest, and 22 participants.

Figure 14: World Impact Course Options

Category	Name of Course	Number of Interest
Academic	Study Skills	0
	Time Management	1
	SAT/ACT Prep	2
	FAFSA	2
	College Prep	3
	GED Classes	0
Spiritual	Exegesis	0
	Bible Memorization	0
	Bible overview	1
	Apologetics	0
	Bible & Culture	0
	Spiritual Gifts	0
	Spiritual Warfare	0
	Prayer & Fasting	1
	Discipling	0
	Inner Healing	1
Physical	Healthy Cooking	2
	Fitness Training	5
	Nutrition 101	0
	Soccer	0
	Basketball	10
	Volleyball	8
	Christian Yoga	0
	Self-Defense	4
Financial	Budgeting	2
	Job Searching	6
	Saving/Investments	2
	Resumé Building	2
	Loan Sharks/Check	1
	Cashing	0
Miscellaneous	Car Care	
	Baking	
	Jewelry Making	
	Social Entrepreneurship	
	Basic Tools Workshop	
	Woodworking	
Technology	Web Coding	0
	Website Development	0
	Graphic Design	0
	InDesign Publishing	0
	iOS Programming	0
	Android Programming	0

Category	Name of Course	Number of Interest
Artistic	Pottery	3
	Photography	4
	Dance	5
	Painting	3
	Drawing	3
	DJ'ing	1
	Videography	1
	Video Editing	1
	Sound Editing	0
	Understanding Film	0
	Singing	3
	Graffiti/Murals	2
	Silk Screening	0
	Acting	5
	Sound Engineering	0
	Producing	2
Relational	Conflict Resolution	0
	Gender Issues	1
	Personality Types	0
	StrengthsFinder	0
	DISC	0
Justice Issues	Environment	1
	Food	5
	Incarceration	1
	Police & Community	1
	Homelessness	1
	Human Trafficking	0
Community	Cultural Forays	0
	Census Research	0
	Demographic Studies	0
Language	English	3
	Spanish	5
	Korean	1
	Tagalog	1
	Cantonese	1
	TOESL	0
Services	Christian Legal Aid	0
	Immigration Services	0
	Counseling	2
	Spiritual Direction	0
	Life Coaching	1
	Tutoring	3
	Medical Clinic	1
	Dental Clinic	0
	Mobile Pregnancy Test	1
	LA Christian Health Center	0

Questions 8-10 asked students to list the top five courses they would be interested in participating in, teaching, and any courses students feel should be offered at the Teen Center. All but four students said they are not interested in teaching a course. Four students said they are interested in teaching the following courses: Kaleo, Drop In, Volleyball, and college prep. Kaleo and drop in were not courses on the list, but my assumption is that this student wants to serve more at the Teen Center. Two students also wrote that they would add football and cooking as additional courses.

Questionnaire Themes

Common interest

Students had the option of choosing from 89 academic courses they would be interested in attending and/or teaching. The following results show the twelve course categories that students could choose from, in the order of most popular to the least popular:

Course Category	Number of Interest
Artistic	37
Physical	33
Financial & Language	15
Academic	11
Miscellaneous & Justice Issues	10
Services	8
Technology	6
Relational & Spiritual	4
Community	0

Figure 15: Popularity of Course Selections

Questionnaire results show that students are most interested in participating in artistic, physical, financial and language related courses. The artistic and physical courses showed more than double the amount of interest as compared to other courses. Students also showed the least interest to spiritual, relational and community related courses.

Regular attendance

Questionnaire results show that twelve students have attended the World Impact Teen Center for less than six months, seven have attended for 1-2 years, and three for 3-4 years. Results also show that seventeen students attend Drop-In every Tuesday, two attend once or twice per month, and three said they rarely attend Drop-In. Each time a student enters the Teen Center to attend Drop-In, they are to sign in to help the Teen Center keep track of the number of students present. The students who attend have been a part of the Teen

Center for years, and occasionally students invite friends or family members. New members eventually become regular attendees at the Teen Center due to good experiences.

The unchurched

Question six of the questionnaire asks student to circle the programs they currently attend or are a part of. Results show the following:

- No students attend The Rock Church or other World Impact church plant
- Thirteen students attend Drop-In
- Eighteen students attend Kaleo
- Four students attend Young Adult Bible Study
- Two students attend the RED Program

Based off results, it is difficult to determine whether students attend a church and how often they attend. The question asked specifically about attending a World Impact church plant, but not about a church specifically.

A common theme that occurs when talking to students about church is hearing comments such as, "I used to go to church" or "My family is not very religious." Students share about how they were raised in the church and eventually left for different reasons, or how church attendance was never a part of their life. Results show that eighteen out of the twenty-two students who responded attend Kaleo. Results also show that four students attend the Young Adult Bible study and two students are a part of the discipleship program called RED. Based on these comments from students and questionnaire results, there is a possibility that World Impact is their main avenue for students to hear about Jesus.

Results show that the 22 participants have similar interest in educational courses, regular attendance for Drop-In and low rates in church attendance. Regular attendance at the Teen Center does not mean regular participation in courses and other activities. Regular attendance at the Teen Center, Kaleo and the RED program also does not equal consistent church attendance. Several factors play into the fact that students do not attend church and why they don't commit to offered educational courses. This research study has several factors to consider in preparing the structure of future educational courses at World Impact. With the data gathered from this study and online research, I hope to structure future courses in a way that students will actually commit to participating.

Urban Youth Leader Interviews

Prior course offerings at the Teen Center show that students had no interest and a lack of participation in courses. Outsiders were brought in to teach acting/drama and dance, but unfortunately students did not take courses seriously. The Teen Center appears to have become a safe and fun place to hang out; an escape from the outside reality. Given the results of prior course offerings, I realized the importance of going beyond seeking the interest and educational assets of urban youth. Offering courses that grab the attention of

teenagers does not necessarily mean that students will actually participate in the new courses.

In an attempt to go further than simply researching the interest and educational assets of South LA youth, I decided to ask Los Angeles urban leaders and pastors, "What motivates urban youth?" I created a seven question interview of questions geared toward motivation and urban youth, and located three local leaders who have served or are serving with urban Los Angeles youth. Participants were provided a description of the research study and asked to give a verbal consent to participate in the study. To ensure confidentiality, leaders were assured that their names would not be disclosed verbally or anywhere in this paper.

Interview #1

Interviewees were asked to answer seven questions:

1. How long have you worked with urban youth?
2. What are some of the difficulties of working with urban youth?
3. What are some of the blessings of working with urban youth?
4. How would you define motivation?
5. What motivates urban youth?
6. What are the keys to success for urban youth?
7. What advice can you offer to someone working with urban youth?

The first person interviewed is a friend of mine who grew up and has worked with urban youth in Los Angeles for a number of years. He answered the questions as follows:

1. How long have you worked with urban youth?
19 years

2. What are some difficulties of working with urban youth?

- Non-parental involvement. It is common to be in situations where parents neglect their children for different reasons. Often times you will meet youth that come from immigrant families where the parents work a lot and have no idea what kids are doing.
- Youth tend to follow after the parents cycle. If parents did not complete their schooling and worked several jobs throughout their life, youth may see that as normal and follow the same lifestyle as their parents.
- Teenagers feel hopeless. Youth who grow up in urban settings often times see and experience the same difficult things. Rough circumstances in life can potentially become the norm, and as a result youth begin to feel hopeless about the future.
- Social service involvement. As a pastor in urban settings, social services get involved in the lives of youth kids and this can cause complications for planning events, church outings, etc.

- Legal restrictions and court warrants. Similar to social service involvement, youth with a criminal history or warrants are under strict restrictions that also causes difficulties for events, church outings and so on.

3. What are some blessings of working with urban youth?

- "They have your back." When a teenager earns your trust and says, "I got your back," you can be certain that the teenager will be there for you. Youth that are on your side are good at telling you the ins-and-outs of community (Ex. "Go there, don't go there…talk to him, don't talk to him").
- Seeing the youth get broken is a beautiful thing. Experiencing a lost and hurting youth member become broken can be a wonderful experience.
- Committed to Kingdom work when they come to Christ. When a urban youth truly accepts Jesus into their life as their Lord and Savior, they have a tendency to be radical when living for Jesus.
- Boldness carries on to spirituality. If an urban youth was bold before coming to Jesus then accepts Jesus into their life, their boldness can also carry on to their spiritual life. This type of youth has no hesitation to tell others, with no shame, about Jesus.

4. How would you define motivation?

"I am trying to come up, I am trying to get mine…so I can get out."

This type of mentality indicates that what motivates urban youth is a desire to get out of their current circumstance. These youth members want to be successful and move out of the tough areas in which they grew up.

5. What motivates urban youth?

- Trying to get out of their current situation. In an attempt to "get out" they try their best to flourish in school, work hard, and make money.
- "Quick money." This can be through getting a job, selling drugs, etc.
- Desire to help parents or help family
- Social status. Whether that entails moving up in a gang, getting "street cred," and so on.
- Types of dreams. Talented kids in music or sports think they have a ticket to success. Sometimes these dreams are unrealistic.

6. What are the keys to success for urban youth?

- Expose them to things. Expose them to influential people, such as artist or athletes, who were in similar situations as them and eventually became successful. Taking youth to visit colleges and talk to students can also be helpful.
- Let students hear stories of success. The testimonies of successful people who came out of rough circumstances are powerful.
- Making rapport with grandma, parents or with their guardian. Youth's guardians can play a role in keeping youth accountable to attending church, behaving well, and

accomplishing their goals. Once you have the teenagers in your life, strive toward inspiring them.
- Raise up leaders within that context. Leaders who serve within their context are great for reaching people because they understand the context better than any outsider.

7. What advice can you offer to someone working with urban youth?

- Perseverance. You can't quit on youth, they are used to people leaving in their life.
- Don't expect quick results, you need to be patient.
- Be flexible. Don't take it personally when they ignore you or don't show up to planned events
- Don't approach teenagers as a project, treat them as normal people.
- Don't overexpose yourself; they can use that against you. A leader who shares too much of their personal life can put themselves in danger of youth using their past against them.
- Pray for them
- Don't let your spiritual guard down. Leaders need to pray for their own lives.

Interview #2

The second person I interviewed is a man who recently became a youth pastor in Los Angeles, but has prior experience of working with urban youth in Los Angeles. He answered the questions as follows:

How many years have you worked with urban youth?

- 1 ½ years of working as youth pastor. Assisted the previous youth pastor for 2 years
- Has served urban youth for a total of 3 ½ years

What are some difficulties of working with urban youth?

- Unity amongst the kids. Getting youth to work or socialize together is sometimes difficult.
- Different social groups cause division. The "High school mentality"

What are some blessings of working with urban youth?

- Having a responsibility for the kids is a blessing. He feels that God put him there to be a good example to the youth.
- Blessing to him that God is doing a work in his own life through his time of serving as a youth pastor.
- The one or two that get impacted by him is a blessing. This is encouragement for him to continue moving forward.

How would you define motivation?

- "Knowing that you have somebody that inspires you to be better to bring out the inner you." Having good influences in your life helps too
- Motivation is something positive

What motivates urban youth?

- Activities, events, and things that they can work on themselves. Giving youth a responsibility, where they can use their knowledge, skills and work together with others motivates youth.
- Put them in leadership. No necessarily lead the whole event, but play a part in it.
- When they feel valued.

What are the keys to success for urban youth?

- Prayer. It is important to be in prayer for the youth, pastors, leadership, events, and the church.
- Communication with youth or parents. Sometimes parents don't have time to hang out or watch over the youth, so they become at risk of getting into trouble
- Keep them active (Ex. sports, church, events, community service).

What advice can you offer to someone working with urban youth?

- "We know it is going to be tough." Be aware of the difficulties of working with urban youth.
- Continue to persevere when working with youth; don't give up.
- Celebrate the fruit of your labor. It is important to look back and celebrate all that God has done in and through you.
- Have a community of other urban youth leaders, pastors, and elders to talk to and consult with. Get feedback from others to see how you can improve.
- "Look for help when you need it, don't throw in the towel." People don't ask for help for some reason. Unless you feel like the Lord says, "It is time to move on," then keep moving forward.

Interview Themes

Lack of parental supervision

Youth who grow up with very little to no parent or guardian supervision is unfortunately a common situation in urban settings. Both youth pastors mentioned situations in which youth members are put at risk of getting into trouble due to a lack of supervision. Interviewee #1 stated that one of the reasons for poor supervision is due to parents constantly working, especially immigrant parents, which gives parents no time to focus on their kids. Immigrant families are forced to work long hours and sometimes multiple jobs in order to provide for families. Both interviewees also mentioned the importance of communicating with youth and parents or guardians, for accountability purposes and to keep youth under better supervision. Parents and guardians may play a key role in influencing the youth to make positive changes in their life and work harder to be successful.

Perseverance with youth

Interviewee #2 stated that he knew it was going to be hard to serve with urban youth prior to accepting the position as a youth pastor at his church. Both pastors shared briefly about their experiences as youth pastors and the difficulties they faced. Some of the difficulties include:

- Difficulty in keeping unity amongst youth and getting them to interact with one another
- Division amongst different social groups.
- Lack of parental involvement
- lessness due to the difficulties experienced in life. Urban youth grow up very fast due to survival purposes.

Other difficulties include Social service involvement; warrants and legal restrictions that exist amongst urban youth. These difficulties may effect youth involvement in church activities due to strict restrictions. Youth pastors may have to seek alternatives or put in extra work for students with legal restrictions. This may be an extensive and difficult process for pastors.

Given the difficulties in working with urban youth, there is a potential for a youth pastor to feel a sense of defeat, fatigue, or have thoughts about quitting. Both pastors stressed the importance of not quitting on the youth, especially because the youth may be used to having people leave in their life. Youth may have difficulties in trusting or opening up to pastors for fear that the pastor may leave them, just like everyone else in their life. Quitting on urban youth can be very detrimental.

Developing a sense of Hope

Youth who grow up around guns, drugs, alcohol, gangs, and death are at risk of becoming numb to difficult life circumstances commonly found in urban settings. Interviewee #1 expressed how growing up in rough circumstances has the potential of becoming the "norm" for youth and as a result develop false thoughts such as, "This is just the way my life is," or "My life will be the same way." Local youth pastors express the importance of instilling hope in youth and helping them to see an alternative to their "norms." College visits, introducing them to successful people, and giving them a sense of responsibility are a few options for instilling a sense of hope. Encouraging youth, building trust and getting youth to believe in themselves are key factors in youth developing a sense of worth, which plays a role in motivating youth to see life differently.

Prayer

Prayer is an essential element to the well-being of a pastor, leader, youth member and the church. Youth leaders put a strong emphasis in the importance of prayer; including individual and corporate prayer. One pastor mentioned how leaders who are on the front lines often experience spiritual attack in various forms. Pastors can't let their "spiritual

guard" down. Both pastors also mentioned the importance of praying before events, to ask for God's protection and guidance for events.

Chapter 6: Data Analysis

Questionnaires

Figure 16: New course offerings based on student interest equation

Common Interest & Regular Attendance
These two themes are joined in the analysis, as I believe the content correlates with one another.

A number of students who regularly attend the Teen Center are athletes, the majority of athletes being basketball players. During Drop-In, students are often talking about a basketball game, practice, or playing basketball related video games. Sports, especially basketball, are a common topic discussed by students during Drop-In because there are a lot of athletes who attend. I was surprised that relational and spiritual related courses received a low rating of 4. Students often share about relationship issues regarding dating, family or friends. Most students attend Kaleo and therefore hear the gospel on a weekly basis. I assumed that more students would have been interested in attending more courses in these two categories, but also understand that a number of students don't have a relationship with The Lord.

Students demonstrate a consistency in regularly attending the Teen Center, but unfortunately there is little participation in the courses offered to students. Before students went on their summer break, the Teen Center offered a spoken word course, self-defense, T-shirt printing, and dance. Students would sign up to participate in courses, but would either not show up, leave early, or not take the course seriously. Rather than participating in courses, students will play video games, play on their phones, leave the Teen Center, or talk with friends. The lack of participation can be frustrating for course instructors as they put much effort into preparing for the course, only to have no students show up or not take the course seriously.

Several assumptions can be made about why students do not commit to participating in courses, such as: low interest in offered subjects, interest in other activities, fatigue from school, peer pressure from friends to do other activities, and so on. Curwin's book called *Meeting Students Where They Live* states several factors that hinder a motivation for

education in urban youth: lack of motivation from students, racism, drugs, gang activity, violence, lack of family structure and stability, and drop out rates (2010, 1-9). One can't conclude that these factors are the exact reason as to why students don't participate because every student has their reason, but there is a possibility that such factors may be also true for the youth who attend the Teen Center.

One factor that may contribute to low participation or attendance in courses is lack of self-motivation amongst teenagers. Results show that students regularly attend the Teen Center, but don't always participate. This is a concern as we are hoping that offering courses that actually interest teenagers will motivate them to participate.

After reviewing through questionnaire results and gathering from my observations about the dynamic of Drop-In, I fear that these new courses will simply become another social atmosphere for students. Figure 16 above shows that new course offerings based on student interest do not necessarily mean better student participation. Past course offerings demonstrated that students may have found initial interest to offered courses, but displayed a lack of ongoing commitment.

When developing the structure of new educational courses, one needs to first identify and consider the strategies for establishing ongoing commitment to courses. Simply offering the courses that students found interest in without first developing a strategic plan for ongoing commitment may run the risk of failing to get students to commit, as the previous offered courses showed. The strategies for establishing ongoing commitment and motivation for teenagers are discussed in this chapter.

The Unchurched

The World Impact Los Angeles website states, "We are a Christian missions organization dedicated to ministering God's love in the inner city of Los Angeles. Our purpose is to honor and glorify God and delight in Him in the inner cities by knowing God and making Him known" ("Transforming communities together," 2010). World Impact is known in the community as it has a school, after school programs, discipleship programs, church planting, seminary program and a missionary presence within the community. The Teen Center makes its efforts to make people know about Jesus through Drop-In and other teen specific programs. During Drop-In a staff member or intern will occasionally give a short message on a given topic. The messages are often interactive where students can share their thoughts and questions with others.

During the times of discussion at the Teen Center is where one begins to better understand the teenager's views about God, the church, and life. The comments that students make during these discussions are not always positive, but rather students occasionally disclose personal hurt from the church, Christians, or anger toward God. Youth tend to become angry toward God due to loss of a family or loved one, not getting a prayer answered, or having a rough life. In their hurt, a student may ask questions such as: "Where was God when _____;" you fill in the blank.

Given the small amount of students who selected spiritual related courses, and low number of students who are a part of the RED program, attend Bible study and actually go to church, I wonder what methods of discipleship are working and which ones are not. With any ministry or evangelistic strategy, I believe that there is always room for improvement. World Impact is making a great impact in the community in which it is serving, but there is plenty of room for new insight and ideas. The content of this study is insufficient to determine the reason as to why students showed little interest to spiritual related courses and why Bible study, RED program and World Impact church attendance is so low. This study simply highlights the fact that not many students are committing to church and spiritual related activities.

A question to consider with the development of new educational courses is whether course leaders will structure their courses using biblical principles, or are leaders given the freedom to structure courses as they please. Prior to conducting this study, I asked the question whether course leaders had to be Christians, or are non-believers also allowed to offer courses. The four focuses of World Impact are to plant healthy urban churches, develop partnerships, resource urban leaders and demonstrate compassion and justice. I ask the question, "Will allowing a non-believer or person with different beliefs the freedom to offer and structure an educational course at World Impact, run the risk of producing false teachings?" I believe the answer is "Yes!"

This issue has already been addressed to my supervisor, and it appears that there will be an initial screening process prior to hiring course leaders. To avoid misleading information or false teachings, one needs to ensure that course leaders understand the vision and purpose of World Impact as a whole. It appears that allowing someone with different beliefs the opportunity to teach a course may be an evangelistic opportunity for the teacher as well as students, but careful precaution needs to be established. The task of developing a screening process and course leader selection will be up to World Impact staff to decide.

Interviews

The table below shows The Search Institute's *40 Developmental Assets* that help young children grow up healthy, caring, and responsible. The circular graph in the middle shows the correlation between the Developmental Assets and themes found in the interviews. The relationship between the 40 Developmental Assets and interview themes is defined in this chapter.

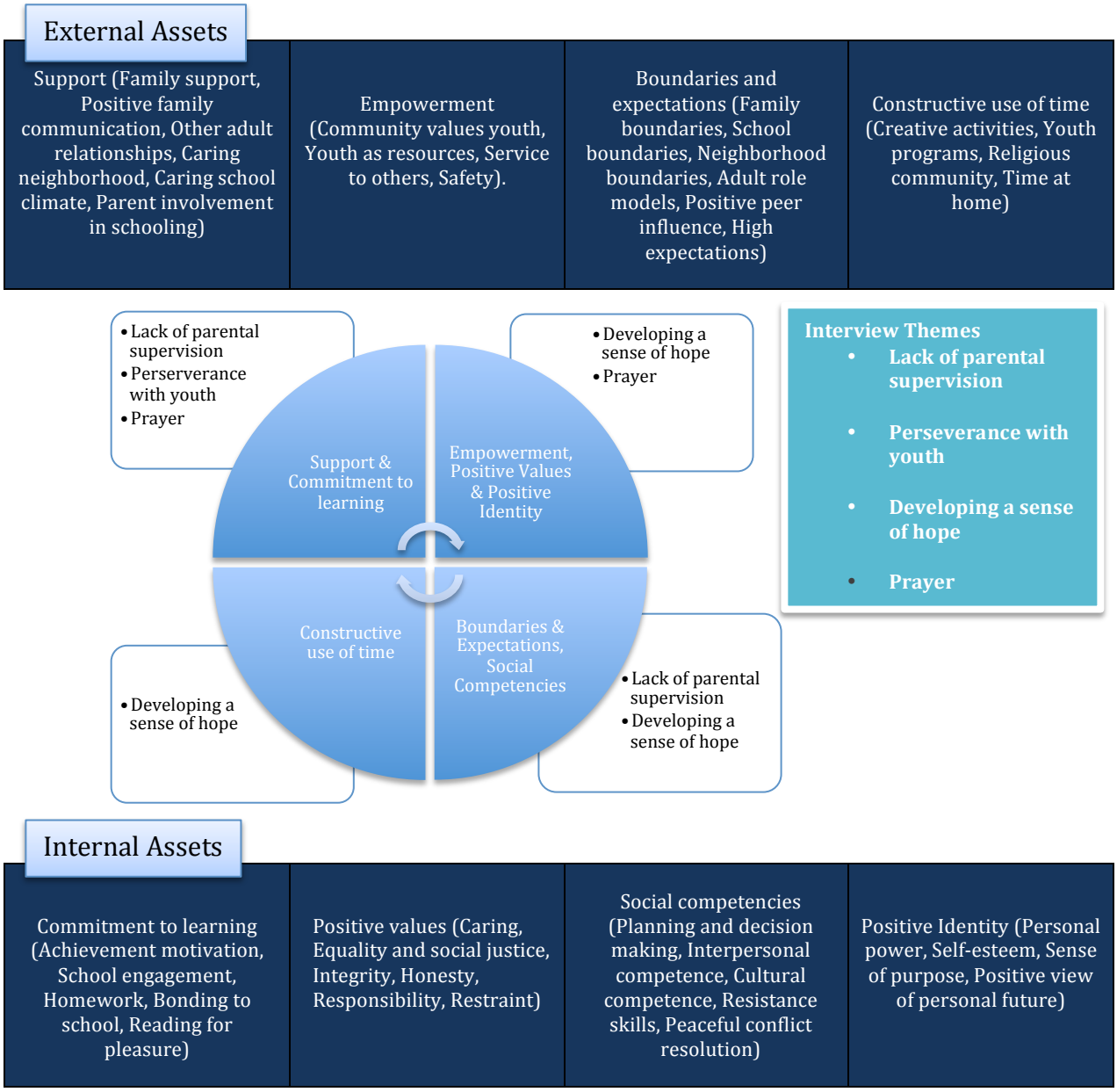


Figure 17: Research Themes and the 40 Developmental Assets

Lack of parental supervision

Interview results reveal that the lack of parent or guardian supervision can put students at risk of participating in bad behaviors. Interviewees shared how youth members usually tried to make their own decisions without first seeking the consent of their guardians. Literature from chapter three states that a lack of family structure is one of the many factors that hinder a motivation for education within urban youth (Curwin, 2010; Norton & Watt, 2014; Li, Nussbaum, & Richards, 2007). Students who have a lack of parental supervision in their life are missing family support and adult role models, which are some of the external assets needed to obtain healthy development ("Search Institute," 2016; Scales & Leffert, 2004). If left alone, these risk factors can effect healthy development and functioning and have negative consequences not only on the individual, but also on a familial and community level (Norton & Watt, 2014, p. 336).

Missing external assets also affect the internal assets. Figure 17 shows that the lack of parental supervision correlates with support, boundaries and expectations (external assets), which effects commitment to learning and social competencies (internal assets). I wonder if it is possible that a student will struggle in committing to learn if they have no support from family and no parent involvement in schooling? Or if a student who has no adult role models; family, school or neighborhood boundaries may have issues within social competencies? These are likely possibilities.

Based on the information gathered from interviewees, parents and guardians need to be reached just as much as the youth. Literature and interview participant results stress the importance of parental involvement in a teenager's life. Establishing a good relationship and maintaining good communication between the pastor and parent/guardian appears to be of much importance when trying to effectively reach the youth. Making efforts to develop better communication with teenager's parents may result in better student participation. Sometimes access to the life of the youth is through the parent/guardian, or vice versa.

Perseverance with youth

Serving youth in any context is never an easy task. Youth pastors in urban settings work toward gaining access into the lives of the youth, and this process may entail breaking through thick barriers of hurt, pain, and distrust. Interviewee #1 shared about how urban youth will sometimes try and test the patience of pastors in an attempt to see if they will stay or quit on them. Dealing with youth who may not respect you and feeling an obligation to walk through messy situations with youth can become an overwhelming task. To avoid fatigue and persevere through urban youth ministry, interviewees suggest that youth pastors and leaders should seek assistance from others and be intentional about prayer.

It is unwise for youth pastors and leaders to try and tackle ministry by themselves due to the potential of experiencing fatigue, spiritual attack and wanting to quit. As mentioned before, giving up on youth rather than persevering can be detrimental to the youth. Figure 17 demonstrates that perseverance with youth correlates support and commitment to learning. Students who experienced neglect from a parent, guardian and possibly even a youth pastor may be lacking support, positive family communication; which may also effect

their commitment to learning in school. Curwin's article on Motivating Urban Youth shows how student minds that are stimulated with the challenges faced within urban settings, potentially have a negative effect in their performance in school (2010, p. 36).

The potential for having students who disobey, express a lack of commitment and are unmotivated in the future offered courses is a likely possibility. My hope is that course leaders understand the context and population in which they are serving, and are committed to persevere through the difficulties experienced in serving within urban settings.

Developing a sense of hope

In Curwins' article *Motivating Urban Youth*, he states four keys to building hope:

- Believe in students
- Genuinely care about students
- Refuse to give up on students no matter how difficult they try and make it
- Stop thinking, "What difference can I make?" and start making a difference.

These four keys of building hope in urban youth are important to consider in the South LA context due to the possibilities of youth experiencing hopelessness. Interview results show that urban youth who grow up seeing and experiencing the difficulties within their context may develop a sense of hopelessness. It is important to help youth see alternatives to their definition of a "normal life," and ensure that there are other options for getting out of their difficult situations. Establishing a sense of worth and developing a sense of hope are essential pieces in motivating youth.

The 40 developmental assets can be used to support the importance of developing a sense of hope in teenagers. As we observe Figure 17, we see the correlation between perseverance with youth and support and commitment to learning, empowerment, positive values, positive identity, boundaries and expectations, and social competence. Students who have not developed a sense of hope may be affected in the development of the internal and external assets that young people need. Course leaders should strive toward instilling a sense of hope within teenagers, which may even contribute to ongoing commitment in educational courses.

Prayer

As mentioned in perseverance with youth, prayer is an essential component to ones well-being. Those who serve as leaders and oversee the church should accept the fact that they will be spiritually attacked. Serving on the front lines brings about challenges that often times become difficult to endure without prayer. Youth pastors and leaders should stress the importance of maintaining a culture on intentional prayer for themselves, their youth, and their ministry. Lack of prayer could potentially become a hindrance to healthy urban ministry.

In the context of this study as a whole, prayer is an essential component to the development and structure of future educational courses. Figure 17 shows the correlation

between prayer and support and commitment to learning, empowerment, positive values and positive identity. Intentional prayer by World Impact staff should be made a priority as the vision for future educational courses. Prayer for better family support, student commitment to learning, empowerment for teenagers, positive values and identity for teenagers should give a reason to pray.

Interview Relevancy to Research Design

The data collected from pastor interviews is essential to my research design. My research question asks, *"What are perceived educational pathways for World Impact to build community assets in South Central Los Angeles?"* Simply identifying the interest and educational assets of the South LA youth is insufficient to answering this question. Questionnaires did help to identify the interest and educational assets of South LA youth, and help in the selection of future educational courses, but the content of questionnaires does not help in ensuring youth involvement in courses.

Interviewee responses in the research helped to identify four key themes that are to be considered in the development of courses: lack of parental supervision, perseverance with youth, developing a sense of hope, and prayer. These themes help to identify factors that may contribute to students ongoing commitment to courses such as: instilling a sense of hope for the future and ensuring that course leaders are committed to students. Themes also helped highlight the importance in reaching the parents and guardians of students, who may play a role in keeping students accountable.

Though data from questionnaires and interviews may not be all that is needed to ensure commitment to educational courses, the content does help to create the basic framework. My project supervisor and World Impact staff will now take results from this research and use it for:

1) **Surveying Local Community:** My project supervisor was grateful for the results from my research. He now want to take this study into a broader scale and survey the local community to identify their interest, talents, and see if they are interested in teaching educational courses at the Teen Center.
2) **Recruiting Leaders:** Using the results from surveying the community, course leaders will then be identified. Everyone who is interested in leading a course must first complete an application. *Please refer to Appendix A.*
3) **Structuring Courses:** Using the input from interview participants, the class structure will be further defined.

The idea for continuing this research is a large project, but community survey result will assist in clearly identifying course leaders in the local community. Hiring committed and qualified course instructors is an essential component to future courses. The following chapter shares a story about how one man's heart and commitment for teenagers results in creating four, young and creative entrepreneurs.

Chapter 7: Screen Printing Entrepreneurship Program

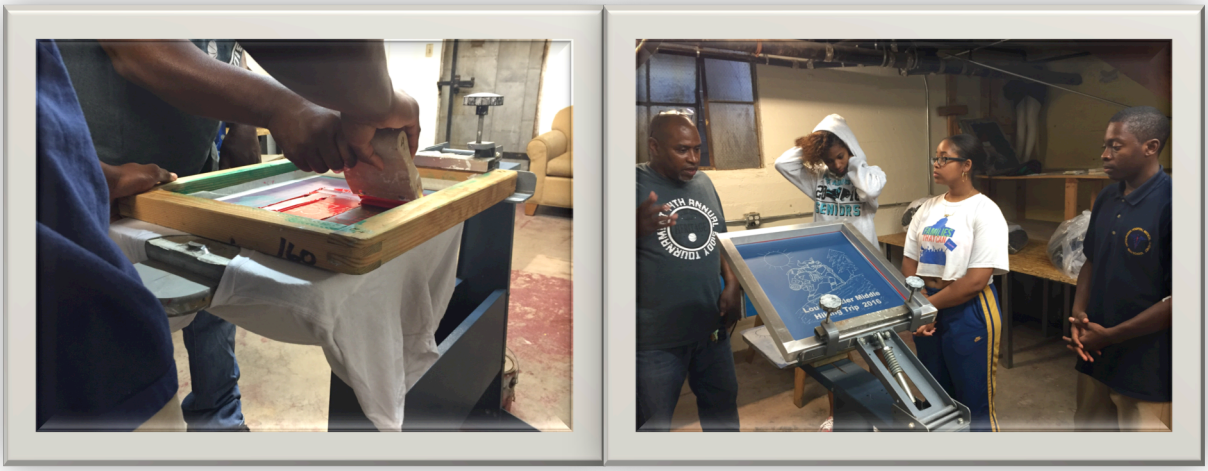


Figure 18: Students in Screen Printing Program

This chapter shares about a 10-week screen-printing entrepreneurship program that was offered during the summer to teenagers at the World Impact Teen Center. It was a 10-week program that students would attend twice a week, for a total of 20 sessions. Screen-printing was offered at the Teen Center by a coach who grew up in an urban setting and now devotes his time to investing into the lives of urban youth. The intent of this chapter is to provide a tangible example of the vision, focus, and impact of future educational courses.

Program Design

The program was first announced to South LA teenagers at the Teen Center last year. Students were offered the opportunity to participate in a silk-screening entrepreneur summer program where they would learn the following:

- Basic business skills,
- Marketing,
- Graphic design
- Social media use for sales
- How to create spreadsheets
- Screen Printing

Six students enrolled in the course initially, but two ended up dropping out for school purposes. The four students who stayed would attend each course, and often times meet with the silk-screening professor outside of formal class meetings.

Students were provided the following guidelines they were to follow for the 10-week course (guidelines were provided by my Project Supervisor):

Design for shirts

- Designs can only be 1 color

- Designs must be original artwork
- All designs must be approved before screen printing

Distribution of Apparel

Student will be given $300 for supplies (shirts, tanks, hoodies, paints, marketing costs, flyers) to be distributed as follows:

- Unique types of shirts or hoodies material must be approved by course instructor to make sure they are able to be made on the silk screening machines
- If student is working with an organization that has pledged to buy a certain amount of shirts, they will be given that pledged amount and can print/schedule screen printing time whenever it is available
- If student doesn't already have a certain amount of shirts pledged, they will be allowed to make however many shirts they can make in their allotted hour time slot, but will need to sell those before scheduling another screen printing session. However, they can bypass this rule, if they come up with a marketing plan for selling their shirts that the staff approves of.

Screen Printing Rules

- Course instructor or a supervisor must be present at all times
- Students must work with a partner
- Screen printing sessions must be booked in two hour time slots (one student helps their partner for one hour, then vice versa)
- Mess ups will count towards your total number of shirts you get, so try to limit mistakes
- You must wash off equipment and clean up after silk screening
- Bring/wear clothes (including shoes) that you don't mind getting paint on.
- Shirts must be printed in-house, cannot be outsourced

Sales

- You must use your personal bank account for online transactions (i.e. Paypal, Venmo, Squarecash)

Work Expectations

- 1 excused absence up through Saturday, June 11
- No absences after June 11 outside of optional lab days, which must be approved by supervisor prior
- Unexcused absences/no shows will not be tolerated and could be cause for release from the program.
- Being late at all requires a talk with the supervisor.
- Consistent tardiness could be cause for release from the program.
- If you are going to miss a screen printing session with your shift partner, you MUST find someone to take your place.

Business Plan

- Two different business plans to choose from

    - Client: Students are basically hired by someone and make designs for them
    - Personal: Students make their own design and seek out their own clients to sell their product to.
- From May 14th to May 24th students are able to choose their client
    - If students are unable to find a client by May 24th, they will be automatically categorized under a personal business
- If all shirts are sold, which were bought with original seed money, students have option to reinvest the money they earned to buy more shirts.

Benchmarks
Students were given specific deadlines for when their coursework is to be completed, presentations, and shirts. Due dates for students were fairly strict

Shark Tank Panel

Students were required to present their work to a panel of business practitioners. Each student created a presentation, along with a five page typed report. Reports were to include spreadsheets, graphics, final design(s), and infographs (e.g. bar charts, line graphs, etc.). *See Appendix B for guidelines for student presentations.*

Figure 19: Shark Tank Panel

My project supervisor shared with me that students also had the opportunity to hear the success stories of business practitioners. Students would hear about how their speakers arrived to where they are, and students were provided advice as to how to achieve their goals. Inviting motivational guest speakers to share their stories with students was an impactful approach to instilling hope and driving motivation into screen-printing interns.

Course Results

Four students successfully completed the 10-week screen-printing entrepreneur program. Teenagers demonstrated a high level of hard work, perseverance, and commitment to the summer program. The minimum profit made by students was approximately $425, and other students made above that amount. Students learned basic business skills, learned from the stories of current successful business practitioners, and are now designing their own shirts. Two of the four students were hired by the course professor and continue to make shirts for him.

The outcome from the screen-printing program gives a sense of hope for future educational courses at the World Impact Teen Center. This chapter is a great representation of what a committed teacher, the hard effort of students, and a properly structured educational course can do for someone. This course is an ideal model for what I desire for future courses.

For examples of student t-shirt designs, please refer to Appendix C.

Chapter 8: Conclusion

This research study has helped to identify the interest and educational assets of 22 participants in the South LA area who attend the Teen Center. Questionnaire results assist in the selection of educational courses to offer to the community. These results also help in identifying the local members from churches, nonprofit organizations, social service agencies, schools, community members and World Impact staff who may be interested in teaching a course. Pastor's input from interviews assist in identifying factors that may contribute to student's ongoing commitment to courses.

The future creation of the educational courses assist in better utilizing the resources and World Impact facility. Given the 75 hours of usable time available at the Teen Center, this study provides a strategy for effectively using the hours of the Teen Center facility. Identifying and networking with selected educational course leaders would develop ongoing relationships and develop potential missional partnerships. Future courses also help provide students and community members a safe place for teaching and learning new skills.

The story of a committed individual using his story and knowledge about screen-printing demonstrates the dramatic effect that it can make in an individuals life. Four students successfully completed the 10-week summer course, and two are now further utilizing their gift for screen-printing to assist their course instructor. Instilling hope and finding methods to help youth see value within themselves plays a crucial role in motivating urban youth. Urban students who develop hope can see alternatives to their life that may have similar results to the graduates of the screen-printing course.

Critiques about Research

The original plan was to survey 30 teenagers from the Teen Center, but unfortunately only 22 completed the questionnaire. The result from 22 participants was a valid sample size and results provide sufficient information as to what courses to offer. If World Impact decides to survey more students, I suggest having students take the surveys individually. Unfortunately, in my study participants seemed to copy the answers of their friends or told their friends what answer to select. Separating participants lowers the chances of students copying answers and influencing the responses of others.

Due to the late changes in wanting to incorporate interviews into this study, I would have wished to interview more youth pastors and urban leaders regarding motivating urban youth. The responses from interviewees helped to incorporate a key piece necessary for the effectiveness of future created courses, which questionnaires failed to do so. Given that only two youth pastors participated in this study, the small pool of participants may not be sufficient for producing reliable input. I believe that a larger pool of interview participants would assist in the reliability of data.

A total of four students said they are interested in teaching the following courses: Kaleo, Drop In, Volleyball, and college prep. Though not all these are courses that were on the

course list, but rather they are programs offered to teenagers, this information helps to highlight those that are willing to lead. Teen Center staff should begin with equipping these leaders with the tools necessary for them play a role in leading/teaching courses. Partnering these students with an overseer of the course may be one method that allows students to not lead a course by themselves, yet still utilize the assets they obtain.

The actual structure of courses is yet to be developed. This study provides the basic foundation for the future development in educational courses at World Impact. It is now up to World Impact to decide how these courses will look like and who will lead these courses. Despite the critiques of this study, I believe that these courses have the potential of succeeding. Research on a broader scale is soon to come, and results will further help in the development of courses. With the use of the screen-printing course as a model, World Impact is provided with a tangible example of key aspects to incorporate into courses: commitment to students, exposure to stories of success, establishing goals, and helping students see value within themselves. All are essential components to courses.

May this research contribute to the amazing work that World Impact is doing in the community. This research is simply the beginning of a big vision that is soon to unravel.

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Appendix A: Course Instructor Application Form

"The Exchange Class Instructor Registration"

This is the first step in the process of instructing a class for the asset-based community development learning program called "The Exchange". Please fill out all of the relevant info for yourself, the class you are interested in teaching, and any other important notes, questions, requirements, etc.

***Required**

First Name*
Your Answer

Last Name*
Your Answer

Email Address*
Your Answer

Phone Number*
Your Answer

Class Title*
Your Answer

Class Description*
Your Answer

Class Minimum*
Your Answer

Class Maximum*
Your Answer

Age Minimum*
Your Answer

Class session time length (e.g. 60 minutes, 90 minutes, etc.)*
Your Answer

Class Frequency (e.g. once/week, 4x's/week, etc.)*
Your Answer

Class Duration (e.g. one-time only, 4 weeks, 6 weeks, etc.)*
Your Answer

What facility are you interested in reserving for your class?
Your Answer

Will you be able to provide liability insurance?*
Your Answer

Special classroom requirements (e.g. WiFi, handicap-accessible, whiteboard, projector, etc.)
Your Answer

Charge for the total course*
Your Answer

Why do you want to teach this course?*
Your Answer

What is your vision for the outcome for the students?*
Your Answer

What is your background in this area, and what are your qualifications?*
Your Answer

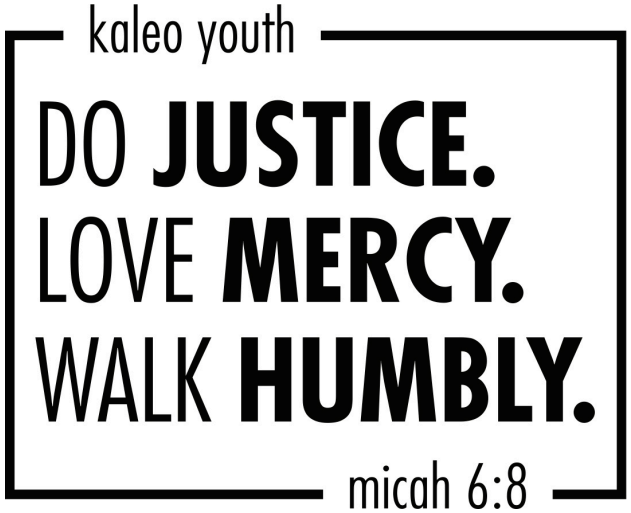
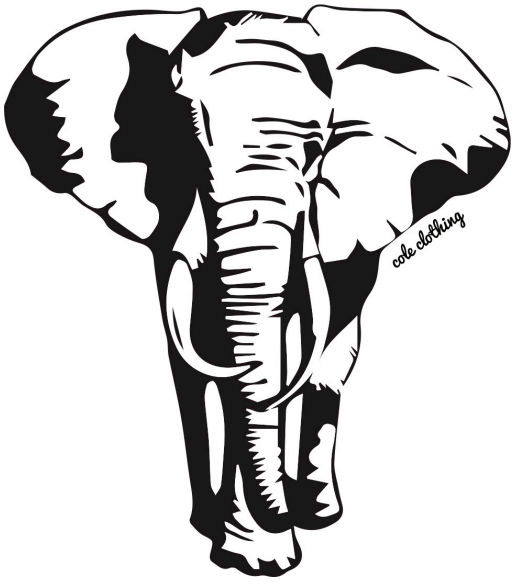
Do you have any comments or questions for us?
Your Answer

Appendix B: Guidelines for Student Presentations

Kaleo Young Entrepreneur's Shark Tank Presentation

The things that must be in your presentation are:

- your name
- your company name
- why you chose that company name and/or what it means
- your business model (self vs. client)
- your design(s), why you chose them, and what they mean
- your initial marketing ideas
- your projected costs, price points, and sales
- your final costs, price points, and sales
- the big picture of what you spent of your $300 and what you earned in the end
- what you learned from this experience
- what you would have done differently
- what your next steps are

The report should be typed, in paragraph form, with bullet points as necessary. It should include spreadsheets, graphics, your final design(s), and infographics (e.g. bar charts, line graphs, etc.). It should be spell-checked and grammar-checked. It should be a minimum of five (5) pages.

Appendix C: Student Designs