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| Azusa Pacific University  Project Proposal    ***Creating Educational Courses for World Impact Teen Center*** José Elias Dueñas TUL675 Research Project/Thesis II  Master of Arts in Transformational Urban Leadership Asuza Pacific University |
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ACKNOWLEDGEMENTS

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 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 create educational courses for the World Impact Teen Center by identifying both the interest and assets of teenagers within the South Los Angeles community. A survey conducted displays the interest and educational assets of the South Los Angeles youth who attend the World Impact Teen Center. As a result of the data

collected, World Impact leaders will decide on educational courses, processes to create these, and how they will be offered to the 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 One

## 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 (World Impact Teen Center). 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 (World Impact Teen Center). 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 (World Impact Teen Center). 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](http://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; bible study group, and is in the process of developing methods to better utilize the World Impact resources for the benefit of the community.

## Research Question

The main issues I am focusing on in my research study are, “What assets exist in the South LA community, including World Impact, and how can these assets be utilized to collaboratively develop as a community?” Rather than identifying the prevalent needs of the community and developing strategic methods of meeting those needs, this study identifies the assets of the surrounding community and utilizes them. This study will focus specifically on the teenagers who are new, or have an ongoing attendance at the Teen Center. Assuming that the teenagers at the Teen Center have interest and/or skills that they would be interested in teaching to others, this study seeks to identify the skills and interest of teenagers for the purpose of creating educational courses.

## 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,” n. d). 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 (“Los Angeles Times,” n. d). 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 (“Los Angeles Times,” n. d). The following three images are taken from the maps in the Los Angeles Times (n. d). The images show the ethnic makeup and education level of the people of the 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 actually 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 a good education and successfully complete school. Due to the high number 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.

## Population

**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

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. Based on my short time of service with this organization, missionaries and support staff are paid through salaries or stipend, but are required to raise their own financial support. World Impact provides housing,

benefits, and financial support for their missionaries and support staff.

The population I will be reaching and researching is the teenagers that come in during the after school program at the Teen Center. My plan is not to enter the High Schools and reach the teenagers there, as gaining access to the schools and researching random students may raise several issues, but rather reach out to the teenagers who enter the Teen Center. Since the Fall of 2014, I have been serving at the Teen Center and have developed relationships with the students. Due to the fact that I know a good number of students, gaining access to this population should not be difficult. A difficulty that may arise is actually getting the teenagers to participate in the study. It may be easier to reach out to the teenagers I know, but there are several teenagers I do not have a relationship with that may be tougher in encouraging them to participate.

For this study, I focus specifically on the area surrounding the World Impact Teen Center and I focus on the high school, teenage population. The majority of student who come into the Teen Center are students at West Adams high school, and live in the same area or within a close proximity of the Teen Center. Occasionally, students from other high school or students who have to commute to the high school will come into the teen center, but the general population attends West Adams or lives nearby.

## Funding

The teen center is primarily sustained through the donations of one major foundation and one major donor. The STAMPS Foundation, founded by a man named Frank E. Stamps is what has sustained the teen center throughout the years. To run the teen center, it takes about $10,000 to operate. The $10,000 includes rent; utilities; property insurance; repairs and maintenance; telecommunications and program cost. The monthly budgeting for the teen center has been done in the same manner: staff makes an estimate of cost for the month, and then they come up with the actual budget.

Additional money is also included to get teenagers to conferences and winter and summer camps that occur each year. World Impact owns a camp/retreat center called The Oaks where teenagers go for both a winter camp that is 3 days long, and a summer camp that is one week long. Teenagers have the opportunity to get away from the city and enjoy fun activities, food, fellowship and have experiences with Jesus. Each year events will be put on such as an open mic night to raise funds for students interested in camp. Often times, church members and other donors will give money to send students to camp.

For five solid years, World Impact Teen Center has continued to function properly as an NGO. Recently, they received a $10,000 donation from a company giving to the teen center. Currently, the teen center staff is in the process of brainstorming what they will do with the money. There has been conversations about potentially buying a machine to make T-shirts and teaching teenagers basic job skills. The use of the money is still under the process of brainstorming, but there are a few ideas that will greatly benefit the teen center.

**When the Teen Center Opened its Doors**

As mentioned before, the Teen Center runs on approximately $10,000 annually. Supporters of the teen center donate every year to make the continual operation of this facility a reality. Since the birth of the Teen Center in 2010, the facility has received support in various forms, such as receiving free furniture, building materials and all internal and external work was done for free. The Teen Center transformed from a parking structure to a facility to host teenagers, and all labor was free of charge. What was once an empty and abandoned structure, is now a strongly functioning Teen Center that has impacted the lives of hundreds of teenagers.

**Current Donors**

In addition to the free labor, the Teen Center continues to be sustained through the generous giving of others. The Teen Center receives donations from the following organizations, churches and donors:

1. STAMPS Foundation: This money comes from a previous World Impact Board Member and is the Teen Center’s biggest supporter.
2. Doheny Foundation: Each year, this foundation donates money to get teenagers to Summer Camp
3. Reality LA: Donates $1,000 each year toward Summer Camp
4. Kingdom Works: Donates a lot of money each year
5. Other methods: Often times, the Teen Center also rents out its facility to host events and raise money. The events include: Birthdays, Weddings, Quinceañeras, and other events.

**Future**

In the future, the Teen Center hopes to partner with other donors in churches and colleges, as there is an increase of people wanting to come to the city and serve.

**Grant Writer**

Within the last few years, the Teen Center has been underbudget and has experienced some major changes in leadership. Recently, World Impact developed a new Grant Writer position focused on the West region.

## Research question

Throughout the existence of World Impact, the organization operates for a certain amount of hours each day of the week, but there are several time slots where there is nothing happening in the facility. 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. For this reason and the desire to better reach the youth within the community, is why the research idea of identifying the interest and utilizing the educational assets of

The South LA community was developed. The idea of this research can be divided into three major phases:

* Phase #1: Identify- The interest and developmental assets of the community
* Phase #2: Create- Based on survey results, work with supervisor to create the framework for the educational courses that will later be offered to the community
* Phase #3: Utilize- The developmental assets of the South LA youth will be utilized during the operation of courses

The three major phases mentioned above will be later explained in detail throughout this paper, along with the exact steps involved in each of the phases.

The question I will be focusing on for my research study 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 will focus specifically on the teenagers who attend the Teen Center, but the hope is that this study will produce a collaboration between agencies, nonprofit organizations, churches, and individuals co-existing in the nearby community.

## Variables

For this research study, I will be focusing on the high school age specifically. The majority of students that will partake in this research attend West Adams High School, which is located directly across the street from the World Impact Teen Center. Based on demographics, participants will be of Hispanic/Latino descent and African American, with the possibility of some White/Caucasian participants.

A few factors to consider are: 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:

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| --- | --- |
| 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 |

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 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 o 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 after they discontinued. Soon 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.

## 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 has 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.

Once surveys are completed, data is analyzed, and courses are produced, I would like to create a Power Point presentation for World Impact and MATUL. The Power Point will include information on courses, pictures of students participating in the courses, and student testimonies. The permission to take pictures of students or share their testimonies of courses will be asked to each individual student. This ensures that students are aware of the purpose and use of their pictures and testimonies.

The final product of this study will be the 40-50 page written report that is required for our research course. The written report will include the data from my survey, 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. I will discuss the details and protocol about including student testimonies in the written report with my professor before including such information.

A written report and Power Point presentation is ideal, but producing a product that can be reproducible would be ideal. 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, NGO’s, 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 understand 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. Through trial and error, methods were developed and improved.

# Chapter 2: Lit 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 (“Our public education system”, 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.

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| The Broad Foundation |
| Less than half of American students—46 percent—finish college. The U.S. ranks last among countries measured on this indicator. (“Our public education system,” 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. (“Our public education system,” 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. (“Our public education system,” p. 1) |
| Two-thirds of college professors report that what is taught in high school does not prepare students for college (“Our public education system,” p. 1) |

Broad Foundation believes that many American children are not prepared to complete 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” (“Our public education system,” 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” (Galston, 2014). 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

(Galston, 2014, p. 1)

Schools are fighting to provide better leadership, hiring a strong principal focused on the basics, and restoring safety and discipline (Galston, 2014, p. 2). Schools are also figuring out methods to eliminate problems regarding racial tension and providing a solid academic curriculum for all student works (Galston, 2014, p. 2).

## Difficulties in educating youth in urban poor areas

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 Several

*“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 (Gehrke, 2005). 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” (“Urban schools,” p. 1).

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

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| 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 (“Urban schools,” 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 (“Urban schools,” 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 (“Urban schools,” 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 (“Urban schools,” p. 7). |

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).

## Structural Challenges

## Cultural Challenges

The cultural challenges stated above were identified in New York University’s Metropolitan Center for Urban Education (Ahram et al, n. d). These challenges are generally identified as cultural dissonance that manifest itself in policies, practices, beliefs and outcomes in myriad interconnected ways (Ahram et al, n. d).

## 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).

|  |  |
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| 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) |
| 1. Empowerment (Community values youth, Youth as resources, Service to others, Safety). | 1. Positive values (Caring, Equality and social justice, Integrity, Honesty, Responsibility, Restraint) |
| 1. Boundaries and expectations (Family boundaries, School boundaries, Neighborhood boundaries, Adult role models, Positive peer influence, High expectations) | 1. Social competencies (Planning and decision making, Interpersonal competence, Cultural competence, Resistance skills, Peaceful conflict resolution) |
| 1. Constructive use of time (Creative activities, Youth programs, Religious community, Time at home) | 1. Positive Identity (Personal power, Self-esteem, Sense of purpose, Positive view of personal future) |

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 (Norton & Watt, 2014, 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 (Glenn, 2014, p. 1). 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’” (Glenn, 2014, p. 1). 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 (“Positive Youth Development,” p. 1). 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” (“Positive Youth Development,” 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

(“Positive Youth Development,” 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.

(Curwin, 2010, 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 (2010, p. 36). In his article, he states that there are four keys to building hope.

(Curwin, 2010, p. 37-38)

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 (2010, 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.

**Conclusion**

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. This chapter also identifies the developmental assets found in youth and explores the question of, “What motivates urban youth?” 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 survey participants. My study will also explore 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.

# Chapter 3: Methodology

## Methods

The process of conducting this research study is listed as follows:

1. Brainstorm ideas with staff members regarding potential course offerings at the Teen Center
2. Create a multiple-choice and short answer survey that identifies the interest in educational courses, grade level, and assets that participants offer to the community (See Appendices).
3. Gather 30 teenagers who attend World Impact to participate in the research study and complete the survey.
4. Insert survey results into a Word Doc.
5. The PI and World Impact staff will go through a selection process of finding community members, World Impact teenagers and staff that will commit to leading the educational courses.
6. Inform the community that these courses are now being offered at the organization via posted flyers at World Impact, word-of-mouth, and the use of social media.
7. Once courses are created, leaders are selected, and the community is informed of the courses, courses will begin at the World Impact Teen Center.
8. Present my work to my supervisors, professors and World Impact Staff.

Due to time restraints step 7 may not be accomplished, but all prior research data provides sufficient information to begin this step. If time permits, I would also like to gather student testimonies about their experiences in participating and/or leading courses. Testimonies will be a creative way for students to share their gratitude toward courses, and potentially grab the attention of future participants.

## Validity

The sample size of 25-30 participants 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 survey questions and proper sequence structure was applied when creating surveys, to prevent threatening validity (Gray, 375).

## Research guide and assistants

This research study will be 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 in how to improve my study. Participants in this study may speak a second language, but all attendants of the Teen Center speak English. I do not foresee there being a language barrier between the participants and I.

## Ethical considerations

My research study does not require the disclosure of any personal information. The survey asks questions regarding school name, grade level, involvement at World Impact and interest. During the survey portion of this research study, participants name is asked to be provided 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.

The participation of teenagers is completely voluntary, and they can withdraw at any time without any negative consequences. Also, during the survey portion, participants may refuse to discuss any issue or answer any questions. Surveys can be completed at the Teen Center, at home, or wherever is most convenient for participants.

## Methodology

I am still working on this section. Using Gray Book

# Chapter 4: Theological Framework

What We Believe – The Five P’s

Purpose- God created the world with a purpose, and it was perfect. He created us for a relationship with Him. Genesis 1, Romans 1:18-20, Psalm 19:1-4

Problem- Humans rebelled against God by sinning. Our sin separates us from God. Romans 3:23, 6:23, Genesis 3:21-24, Romans 3:11-12

Plan- God sent his Son Jesus to pay the penalty for our sin. He died in our place, so we can have relationship with God again. John 3:16, Isaiah 53, Romans 3:25-26, Romans 5:1, 8, 10-11

Priority- It is the priority of every human to decide what to do with Jesus. Those who do not remain separated from God. Romans 10:9-10, 1 John 1:9, Acts 2:38, 3:19, II Corinthians 7:9-10

Proof- Those who repent and believe will be transformed by the Holy Spirit. They will show the reality of their faith by their works, their character and the fruit of the Holy Spirit. James 2:14-24, John 15:1-8, Galatians 5:16-26, Matthew 7:16-20

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? |
| Action | What needs to be done to resolve this situation? What can I do? How will your action change those involved? |
| 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? |

## Stages in Pastoral Cycle

## Experience: What do I know of this issue?

|  |  |  |
| --- | --- | --- |
| **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** |

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. 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.

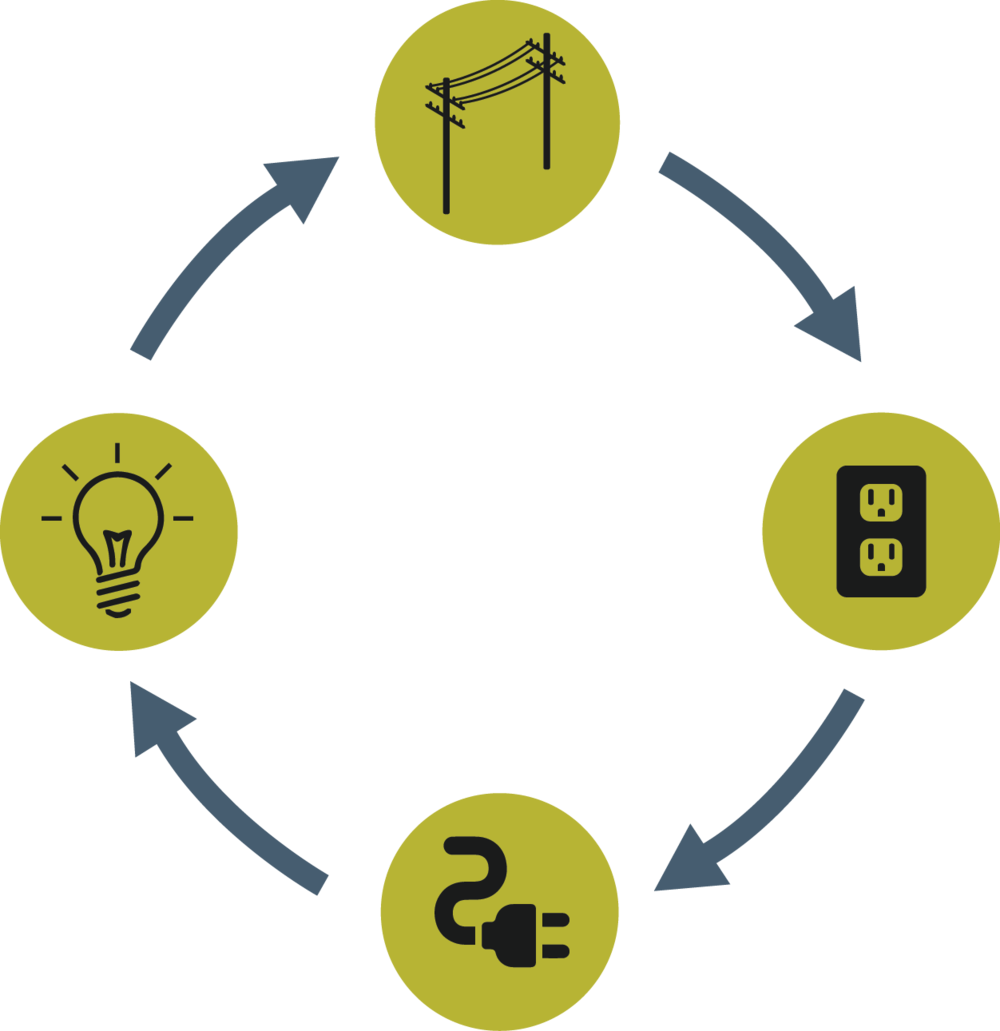
The Exchange proposal states the following regarding the World Impact facility:

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.

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



|  |
| --- |
| Plant Healthy Urban Churches |
| Develop Missional Partnerships |
| Resource Urban Leaders |
| Demonstrate Compassion & Justice |

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 participants survey 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: What particular insight/view does our faith, church teaching, scriptures, etc., give us on this issue?

When considering this study on education, I think of two verses:

Matthew 4:18-22 (Jesus Calls the First Disciples)

Matthew 28:16-20 (The Great Comission)

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 and 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.

While it is true that the command that Jesus gives us is for taking the gospel to all nations, I believe that there is much to learn about Jesus’ method to teach his disciples. Jesus did put his disciples into bible study groups or seminary, rather his disciples were taught through example. The disciples walked and observed Jesus life, and were then sent out to be a witness to the rest of the world. The integration between faith and teaching is a good framework for my research study. Rather than simply creating courses to educate the community, the goal is to train and raise up leaders who feel better equipped for teaching others.

## 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 survey. Participants in this study were asked during the World Impact after school program called *Drop In,* to take 10-15 minutes of their time to participate in the study. Students who completed the survey then submitted it to the Principal Investigator, and results were inserted into an Excel spreadsheet. The data from survey results helped determine the interest and educational assets of the South LA youth, which gave myself and my project supervisor 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. Survey 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 survey. Some students never completed the survey, 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 survey seriously and some copied the answers of their friends. If I could do the surveys 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 survey that ask students what factors motivate them to want to learn.

# Chapter 5: Findings/Data Description

## Purpose of Study

The question I focused on for my research study 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 will focus specifically on the teenagers who attend the Teen Center, but the hope is that this study will produce a collaborative partnership between agencies, nonprofit organizations, churches, and individuals co-existing in the nearby community.

The idea for this research study was based out of a Teen Center meeting where staff members and interns gathered together to share ideas regarding the future. One of the topics discussed was in regards to the idea of providing enjoyable education courses for the teenagers. As I brainstormed about how to approach this research study, I concluded that creating a survey that determined the interest and educational assets of participants would be most appropriate. The survey consists of 10 questions regarding grade level, name of high school, involvement with World Impact, personal interest and what skills they offer. Attached to the survey is a list of 12 categories that determine which courses students would be interested in participating and/or leading.

## Observations

Surveys were distributed for three weeks every Tuesday and Wednesday where programs are hosted for teenagers. Every Tuesday, the Teen Center host an after school program called “Drop-In.” Students come into the Teen Center after school for a chance to meet new students, hang out with friends, hear the Word of God and participate in fun activities. During the beginning of each Drop In, announcements are made, and this is also the time I distributed surveys. Every Wednesday of the week, a high school gathering called “Kaleo,” is hosted at the Teen Center. Kaleo nights were used to distribute surveys and have students participate.

My experience with distributing surveys was good, but challenging. A number of students would come to me and ask for a survey, but would sometimes not take it 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 survey, and I would have to try and encourage students to take the survey. Fortunately, most students would complete the survey after being approached and asked kindly.

## Survey Results

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. Survey 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 survey 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, which is located across the street from the Teen Center.

*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 student is 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****.*

World Impact Course Options

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 three 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.

## 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 |

Survey 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.

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 a basketball related video game. Sports, especially basketball, are a common topic discussed by students during Drop-In. 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 and the majority of students attend Kaleo, which is a World Impact youth group. I assumed that more students would have been interested in attending more courses in these two categories.

## Regular attendance

Survey 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 it is common for students to invite friends or family members. New members eventually become regular attendees at the Teen Center due to good experiences.

Students demonstrate a consistency in regularly attending the Teen Center, but unfortunately there is little participation in the courses offered to students. Currently, the Teen Center offers a spoken word course, self-defense, T-shirt printing, and dance.

Students will sign up to participate in courses, but will either not show up, leave early, or not take it seriously. Rather than participating in courses, students will play video games, play on their phones, leave the Teen Center, or talk with a friend. 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 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. A 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 (Curwin, 1-9). One can’t conclude that these factors are the exact reason as to why students don’t participate because every student has there reason, but there is a possibility that such factors may be also true for the youth who attend the Teen Center.

## The unchurched

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

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,” n.d). 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. Within the work that World Impact staff, interns and missionaries do in communities is how the gospel is made known.

One example of how the gospel is made know to the community is through the preaching done during Drop-In. A staff member or intern will occasionally give a short message during Drop-In on a given topic. The messages are often interactive where students can share their thoughts and questions with others. During the times of discussion 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 share wounds regarding the church, Christians, or anger toward God. Teenager’s honesty helps for good discussions and a better understanding of the community the Teen Center is reaching.

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. Survey results show that eighteen out of the twenty-two students who responded to the survey 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 survey results, there is a possibility that World Impact is their main avenue for students to hear about Jesus.

**Conclusion**

The number of students who attend the Teen Center seems to grow throughout the year. Survey 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.

# Chapter 6: Data Analysis

# Chapter 7: Conclusion

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