
CHAPTER 2

Administration of the Teen Assessment Project

This report is the result of a joint effort between the University of New Hampshire Cooperative Extension, the Berlin School District, and a team of locally concerned citizens. After the project was approved, the Teen Assessment Project Steering Committee was formed which included youth, parents, school staff, and community representatives from businesses, the hospital, youth center, clergy, recreation department, police, social services and others who work with and care about youth. The Teen Assessment Project involves four distinct dimensions:

- survey development and implementation
- compiling and sharing research data from the youth surveys
- parent and community educational efforts
- community and school responses or actions resulting from the project

Dr. Stephen Small of the University of Wisconsin-Madison/Extension, originator of the Teen Assessment Project, developed a question bank of 475 possible questions to assess teen attitudes and worries, future aspirations, alcohol and other drug abuse, sexuality, use of time, diversity and perceived discrimination, personal safety, violence and delinquency, health, interactions with peers, perceptions of parental behavior and monitoring, family relationships and values, perceptions of school and neighborhood monitoring and support. The Berlin / Gorham TAP steering committee used this question bank to select the 160 items included in the survey. Some questions were locally developed to reflect community concerns. The final survey was reviewed by the Teen Assessment Project director and approved for use by the UNH Institutional Review Board.

The community was informed about the project through articles written in school and community newspapers. A letter which included a passive consent notification was sent to all parents of youth being surveyed in the Berlin School District explaining the project. Parents had the option of not having their teen participate in the survey by contacting the school. Prior to the youth survey date, parents were able to review the survey at several

locations. Teachers and volunteers were trained in survey administration procedures. Wherever possible, volunteers were used for administration of the survey and teachers remained in the room to maintain order. A specific instructions script was read by the survey administrators to maintain consistency between classrooms. The survey process was designed to protect the anonymity of youth, in order to ensure accurate and honest responses. Names were not placed on survey booklets or answer sheets. Teachers and volunteers were instructed to not walk around the classroom while students completed the survey. Each student placed their own computer answer sheet into a special envelope for their classroom. In the report, youth responses are combined to protect identification of any individual response.

The survey was administered on February 7, 2001 to 7th through 12th grade students in the Berlin School District. Students were informed the survey was voluntary and that they did not have to participate. Twelve students elected not to take the survey. Sixty students were absent or tardy and did not participate in the surveys. The parents of 2 students did not allow them to participate in the survey. Answer sheets were examined for obvious patterns, scribbles, etc. and unusable answer forms were removed. A total of 792 surveys (272 - junior high school; 515 - high school) were usable and analyzed to produce this research report and the series of six parent newsletters entitled, "Whose Kids?...Our Kids!". These 792 student surveys represent 92% of the student population in the 7th through 12th grades. Newsletter topics include: Parent-Teen Communication; Teenagers' Use of Alcohol and Other Drugs; Teen Sexuality; Teen Depression and Suicide; Parent-Teen Relationships; and Working Together: Youth, Families, Schools and Communities. It is the hope of the TAP committee that this report will be a valuable resource to:

- parents as they strive to support the positive development of youth;
- schools and youth serving organizations as they target curriculum and programs to meet the expressed needs of youth;
- community members and organizations as they become more aware and supportive of youth voices;
- all who share in the vision of youth and adults working together to create healthier families, schools, and communities.

This report speaks for youth collectively to give us a picture of the status of the Berlin's teens. It is our hope it will be useful in educational and community planning, stimulate program and policy review and modifications, help secure funding and resources, and lead to changes in attitudes and behaviors that strengthen assets/protective factors in Berlin's youth, families and schools.