6-10-2024

An Evaluation of the Boys & Girls Clubs Teen Programs

William Walker
Walden University

Walden University

College of Health Sciences and Public Policy

This is to certify that the doctoral study by

William Walker

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Gary Kelsey, Committee Chairperson, Public Policy and Administration Faculty
Dr. Kristin Dailey, Committee Member, Public Policy and Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2024

Abstract

An Evaluation of the Boys & Girls Clubs Teen Programs

by

William Walker

MPA, Grand Canyon University, 2018

BS, The University of Alabama, 2016

Professional Administrative Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Public Administration

Walden University

May 2024

Abstract

This evaluation study addressed the need to increase the participation of teenagers in the Youth Service Agency ABC (YSA ABC). ABC offers positive, powerful, and empowering experiences for area teens. These programs help them with character development, financial literacy, emotional intelligence, healthy well-being, and many other skills and tools to help teens reach their full potential. The organization was faced with decreasing teen participation and a lack of knowledge about the teen programs and services that would attract them to ABC. The purpose of this evaluation was to learn from ABC staff who worked closely with teens (Club site directors/unit directors) what they believed would help attract these young people back to ABC. Interviews were conducted with eight unit directors. Interview responses were coded and thematically analyzed. The findings of the study from data collection of interviews with the unit directors (P1-P8) showed that the teens wanted more field trips, more teen space, and more teen-geared programs. These findings can help ABC program leadership retain and increase teen participation by adapting and creating programs that truly met their needs. This study provided positive social change through an example of how youth service organizations could reach out to those they serve to best meet their needs.

An Evaluation of the Boys & Girls Clubs Teen Programs

by

William Walker

MPA, Grand Canyon University, 2018

BS, The University of Alabama, 2016

Professional Administrative Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Public Administration

Walden University

May 2024

Acknowledgments

I am forever grateful for my faith in God and for having my loving wife Alisha Walker by my side through each step of this journey. I am thankful for my family and church family for helping me. Having setbacks in life and military deployments that still haunt me to this day is really what helps motivate me to keep pushing for greater in life and to always raise the bar. Graduating a month later after my class in high school and having so-called friends laugh and talk about me gave me the fire and energy to go even harder and to prove them wrong and myself right!

I want to thank all of my professors throughout my educational learning career, but the most key ones to my heart are my PAS Committee my Chair Dr. Gary Kelsey, and Committee Member Dr. Linda Sundstrom. These two have made such a powerful challenging life impact that they encouraged me to research and to work hard in what I believe in. From Residency One to Residency Two, the journey was difficult, but they provided peace, comfort, and understanding.

Table of Contents

List of Tables

Section 1: Introduction

Since 1860, Youth Service Agency ABC (YSA ABC) has impacted society through programs and services that address the needs of youth and empower them. Over the years, YSA ABC has offered various programs to help shape the future of those who have participated. For many years, traditional programs and services have rarely changed. Current programs include Triple Play, Play Ball, Diplomas2Degrees, Summer Brain Gain, Passport to Manhood, National Photography Program, Digital Literacy Essentials, Ultimate Journey, Project Learn, and several more. However, since 2020, there has been a decline in teen (age 13-18) attendance and participation. The decline in teen growth, interest, and participation has affected organizations, which has limited their ability to connect closer with them. Section 1 provides information about the study organization YSA ABC of Western Alabama, which has experienced a decrease in teen participation and a lack of knowledge about programs that would attract the teens back to the organization. This study gathered information from the Club site directors/unit directors who work directly with the teens. Staff interviews were conducted to better understand the needs and interests of teens. The YSA ABC is called to meet their needs even if that means adapting to the current youth culture. To meet the needs of teens, create interest, and increase participation, the YSA ABC encouraged input from teens about what is important to them. Teens have become more connected with media and devices, which brings challenges to getting them involved actively with activities and even their interpersonal skills.

Nonprofit organizations have identified the needs and wants to help gain the teen generation and their participation. Mentoring and program evaluations have helped to improve the relations. Youth participation cannot occur without a relationship, an equal partnership, a sharing of power between two parties: teenagers and adults, each as essential as the other (MacRae, 1998). It is important that organizations invest resources into the teen population so that they have safe and engaging outlets that attract their interest in after-school programs.

Organization Background and Problem Statement

YSA ABC of Western Alabama is a local nonprofit organization that has served youth and teens throughout the years with after-school and summer programs. YSA ABC has provided various teen programs, such as Triple Play, Healthy Habits, Smart Moves, Youth of the Year, Torch Club, Workforce Development with Career Lunch, and Money Matters. This organization has impacted youth and families in the West Alabama communities since the late 1960s and throughout the years has adapted to the various changes of culture throughout society. However, YSA ABC has experienced significant challenges since the onset of COVID-19 in 2020. Identifying why a lack of teen participation and knowledge about the teen interest programs is what the organization needed. Thus, this study provided data to help the YSA ABC to increase attendance and participation by providing programs and services that better meet the current needs of local adolescents.

Purpose

YSA ABC site directors/unit directors worked directly with youth who participated in their programs. This qualitative study observed from the Club site directors/unit directors what they knew would attract teens ages 13-18 to the organization to help increase attendance and participation. The staff who worked with these teens had a great rapport with the members. They worked directly with the members Monday-Friday after school and during the summer programs. They wanted to see that these members excelled and had the updated resources and programs available to better benefit these teens. The foundational research question for this study was as follows From the perspective of the YSA ABC unit directors, what new or revised programs are needed to increase attendance and teen (age 13-18) participation in YSA ABC programs? The results from the study provided insight on how to impact teen attendance and interest.

This study provided a detailed evaluation of the current programs from interviews with the directors who helped provide input from the teens about their interests and needs. The evaluation of programs through interviews helped to give the resources for their interested programs of choice.

Summary of Data Sources and Analysis

For this study, I conducted eight Club site director/unit director interviews. These interviews helped to solve how to gain teens' interest and involvement in YSA ABC programs. These were based on how the staff thought as a team and then as individuals about the teens' daily experiences. It also showed interest and the motivation needed to help them. The interviews helped to understand the purpose of increasing attendance and

participation among teens ages 13-18. Data analysis strategies varied by the approaches (Walden University, n.d.). Data were analyzed by looking through the patterns from the affective coding. Affective coding identified emotional responses (Walden University, n.d.). This broke the emotional coding down into three areas: emotion, values, and evaluation. I then focused on what words stood out during the interviews. The basic qualitative inquiry helped to explore the selected participants on how they described the entire process, feedback, and work challenges. The data analysis helped by studying the interview questions, reviewing their responses, and identifying what stood out by aligning the data with their themes and connecting the categories.

Definitions

Club site: Club sites are sites that are housed in school facilities to operate as an after-school program (Boys & Girls Clubs of America, 2022).

Club site director/unit director: Directs and manages overall daily operations of a Club site under the control of the organization with the primary concern for a comprehensive, outcome-driven program and service delivery, supervision and training of staff (direct and indirect reports), personnel issues, management of a facility, develop and manage a budget, actively engage and support a Club Site Advisory Council, community relations, volunteers, and membership administration (Boys & Girls Clubs of America, 2022).

National Youth Outcome Initiative (NYOI): NYOI provides Boys & Girls Clubs a suite of resources to measure and utilize data to improve the Club experience, program quality, and youth outcomes (Vowell & Boys & Girls Clubs of America, 2023).

Significance

This study's findings may be significant because they can help the YSA ABC of West Alabama programs increase teen attendance and participation with young people ages 13-18. This study investigated the factors dealing with teen attendance, teen interest, and participation since pre-Covid 19 to the present day. Through this study, the YSA ABC of West Alabama had the opportunity to consider what strategies worked in the past from interviews with the Club site directors/unit directors. Also, this study provided insight and opportunities on how the programs should become more modern and fitting to teens ages 13-18 to help increase growth, attendance, and participation. Through this research, I aimed to help raise awareness on how to keep teens active and engaged through productive programming for teens.

Summary

Section 1 provided detailed information that highlights the problems that the YSA ABC organizations have faced. The challenges were a decreased in teen participation and the lack of knowledge about programs that would attract teens back to the organization. The results of this study can help the YSA ABC with teen participation increase and program evaluation. The results can also help Club leaders to decide what strategies worked in the past and what solutions are needed to solve their problems. Section 2 presented the literature, including an understanding of why interviews and program evaluations help with teen participation and understanding what the teens really want and need from this type of service organization. The literature review also presents important background information on the purpose and process of program evaluation.

Section 2: Conceptual Framework and Relevant Literature

Introduction

The YSA ABC of West Alabama has dealt with the problem of decreasing teen participation and the lack of knowledge about what programs would attract them back to the organization. The purpose of this qualitative study was to learn from the Club site directors/unit directors who work directly with the teens what they believed would attract the teens back to the organization. This study helped the organization understand what strategies, programs, and services improve the increase in teen attendance and participation in ages 13-18. This study was qualitative in nature, utilizing interviews to collect data. The related literature provided a foundation for this study. Section 2 explains why both interviews and program evaluations are important to help with teen programs and understanding the needs of teens.

Literature Search Strategy

The search strategy used for this literature review included scholarly resources from Walden University Library. Research from Google Scholar, BGCA.net, and bgcwestal.org were used for vital parts of this research. The literature revealed why using a qualitative study was best for solving the organization's problem. Key search terms mentioned in this study include *teens, Club site directors/unit directors, qualitative research, teachers, mentor-to-mentee, attendance, interest,* and *programs*. This study has research from 2013-2023 that provided much-needed information on programs, teens, nonprofits, interviews, and other work-related things dealing with teens. Research was

also gathered from the academic peer-reviewed journals from the Walden University

Library.

Conceptual Framework

The conceptual framework for this study was program evaluation. The literature

of mentoring and program evaluations were significant in that it filled a gap in the

mentoring literature regarding the content of mentor-mentee relating (Reagan-Porras,

2013). The directors worked closely with the teens, and they knew their daily routines

and habits. Regarding interviews from the directors, the insight gained from their

experience with the teens and reviews of the programs provided a clear picture as to why

qualitative research was best. Interviews gave the best chances to solve the organization's

problem through a qualitative research approach to see why there was a decrease in teen

participation and the lack of knowledge about the teen's choices of programs. Defining

program evaluation in its simplest form is basically the evaluation of the selected

program or programs. These evaluations were needed to help ensure what works and

what does not work by finding creative and factual solutions. This was to better evaluate

and improve areas of the program or programs. YSA ABC and schools worked closely

together to ensure that academics are involved throughout the programs and that is why

YSA ABC hired teachers to help with the academic portion of the nonprofit program.

Many organizations and institutions have conducted various program evaluations of some

sort, and it is important to know that the evaluations being conducted helped to review

the evaluation of the programs and to make the necessary corrections. Many types of

program evaluations were used to help get better outcomes. Participatory monitoring and

evaluation (PME) is an approach that higher education institutions has used to ensure the achievement of objectives, especially quality academic programs, research, consultancies, outreach services, and administrative functions (Mayanja, 2020). Indeed, over the past 10 years, PME has gained increased prominence over more conventional approaches to monitoring and evaluation in public management, corporate management, business management, and project management (Mayanja, 2020). Program evaluations serve many purposes, including those of program improvement; accountability and decision-making; judgments of merit, worth, and significance; and ultimately promoting social welfare (Gargani & Miller, 2016). Program evaluations help to obtain the best results that give the teens what they requested from the staff from their daily interactions with them. This study promotes positive social change through an increased understanding of informed efforts to increase self-efficacy in middle school students (see Mark & Miller, 2019). Evaluations help to bring change. They are also goal oriented. The programs were studied, practiced, planned, and understood on how to achieve the process. Throughout this process, patience was key to work with the members involved to be able to be effective to get the work completed. Evaluations consisted of pretests and posttests to help establish a baseline and they helped towards goals. This helped to see what has worked through the program evaluation.

Literature Review for the Study

The related literature documents for YSA ABC practices are the following: The mentor-mentee relationship should (a) last more than 1 year; (b) be based on shared interests; (c) consist of regular, consistent face-to-face meetings; (c) and be child-

centered in that youth should view the mentor as a trusted friend and not as an authority

figure (Reagan-Porras, 2013). Studies have shown that it takes time to invest in teens.

The time must be spent to build a mentor-to-mentee relationship and to allow for the

teens to open up and to trust. Teens have been dealing with trust issues, and they have not

had anyone to trust outside of home or school. The decline in teen attendance in the past

shows that engagement and understanding from staff were missing. When the staff made

the effort to listen to the member, it set the opening invite for the teen. Staff who have

engaged with their teens through participation, mentoring, and program evaluations have

seen how members acted and benefited from their presence. History has shown that a

lack of mentors negatively impacts teen lives.

Current Practices in Teen Support Programs

In past studies. students have described that the program (a) incorporated

personally meaningful interactive activities, (b) enabled them to gain concrete results and

feelings of competence, and (c) provided a supportive small-group environment with

positive peer modelling (Keh et al., 2022). The students' perspectives about their

participation and engagement helps provide recommendations for the future development

of prevention programs in secondary schools (Keh et al., 2022). The programs that the

organization offered caused teens to lose interest because they did not have a voice when

it came to deciding what they wanted. Teens came to the organization in the summer and

after school, but they were not given the opportunity to be heard nor shown. The teens

have a teen and program director, but it is unclear how often have they been given a

chance to be a teen in modern society. Traditionally, teens have not been given a voice or

opportunity to be at the table during business and decision talks. Thus, teen connections with decision-makers needed to be more relevant and taken into account even when it came to laws. Teens have been triggered by neglect and lack of support, and these practices have changed to really impact the teen community.

Current Support Needs of Teens

Conducting interviews with the directors helped to provide immediate feedback geared towards the betterment of the programs upon the request of the teens. The interviews granted direct access to the teens' true feelings about their programs and experiences. Interviews from the staff represented the teens as advocates of teens crying for help to be heard. By having interviews from the directors, after their mentor-to-mentee experiences, their in-depth review of the programs, and honesty of their experiences, the interviews opened the doors of adults listening to concerns, wants, and needs of the teens. This research hoped to fill a gap by documenting youth outcomes from an enhanced mentoring approach for urban Boys and Girls Clubs (McGarrie et al., 2022).

Some of the needs of teens included modern programs, tech-driven equipment, cultural-based programs with resources, hired staff of teens, and seat at the table being the teens' representative. Teens have been muted for decades, and it was long due that organizations tapped into the things that they face. Teens babble peer pressure, exposure to drugs, vaping, rape, sex, mental illness, gender and religious identity, and even cellphone device addictions. However, mobile health (mHealth) stands as a potential means to better reach, assess, and intervene with teens with socially complex needs

(Bounds et al., 2023). Clinicians have been faced with navigating ethical decisions when developing mHealth tools for teens who have socially complex needs (Bounds et al., 2023). The youth often face overlapping adversities, including medical illness and a history of experiencing adverse childhood experiences (Bounds et al., 2023). Some of the program teens are from foster care, and they are in need of help. We closed this special issue with an overview of the current context of federal child welfare policy and how pertinent legislation is rapidly evolving in their efforts to address the needs, strengths, and challenges of teens involved with foster care and who are in the process of transitioning from the system (Simmel & Kelly, 2019).

In the present study, I discuss the implications of social media for the development of students along with their mental health in the context of COVID-19, with special emphasis on the ways by which social media can be made a constructive tool that can be helpful for teens in the midst of physical distancing practices, as well as finding out the various reasons how social media behaviors can negatively impact students' physical and mental health during this pandemic situation (Goswami & Sharma, 2021). Better efforts must be invested in it so that organizations like YSA ABC can assist more. Program evaluations can help evaluate what the teens needs are, and these were best conducted by staff interviews. Some questions asked included the following: What have teens been doing every day? Some are in school, but what happened when school was out? Where did the teens go? What were communities doing? What was some of the needs of teens? The large number of children and adolescents who were unsupervised

during out-of-school hours has prompted a broad national dialogue about child and youth care in communities today (Moellman & Tillinger, 2004).

The quality and accessibility of out-of-school options are important because youth without after-school opportunities are at risk for a host of negative outcomes (Moellman & Tillinger, 2004). With so much going on and with teens battling daily attacks in society, teens need resources and support. Teens have been experiencing pregnancy and other teen-related issues, and organizations and agencies must come to their aid. An expectant teen has many needs, including emotional and learning needs (Standifird, 2005). Methods that enhanced the care given to expectant teens include listening skills, a nonjudgmental attitude, knowledge of the behavioral development of teenagers and the way that teenagers think, using examples in teaching, focusing on how healthy habits benefit the teen, teaching appropriate and needed information, and allowing the teen some control (Standifird, 2005). Parents, community leaders, and organizations have created easier ways to bridge the teen and adult gap of success. Information on libraries using learning models to meet the needs of teens is what organizations and leaders followed. It mentioned several services libraries provided to teenagers, including support for self-directed, learner-centered inquiry; sanctioned intergenerational contact centered on youth interest discovery; safe public spaces for youth; and strong ties to non-dominant communities (Peyton, 2018).

Trends of social media have also impacted teens. Teens are more geared towards the media and often do not know how to engage in society and with other people. Adolescents' relationship with technology is controversial both because of the

possibilities it offers and because of the risks it entails, even being perceived by them as a real need (Raposo-Rivas et al., 2021). Teens use media daily and that helps them define who they are. After-school programs and nonprofit organizations have met the teens where they are. This also increased everyday use. This was described in various studies, and it has been found that the presence of the internet in everyday life has a double side, with benefits, but also with disadvantages (Raposo-Rivas et al., 2021). The friendly side means advantages in the personal, family, social, and educational sphere of the adolescent, as a means to access information, training, entertainment, and socialization (Raposo-Rivas et al., 2021). Teens are becoming more dependent on media and technology. After-school programs and nonprofit organizations have met the teens where they are. Seeing that teens were technology-sound and dependent, more resources was needed to combat this area of focus. Social media opened the mind to the cyber world that has hurt the teens. Teens are battling several challenges through technology and social media such as the following: cyberbullying, dating, violence, gender identity, and much more. Electronic dating violence is a form of violence perpetrated through electronics between dating partners and is associated with worse mental health, greater risk of substance use, and increased risk of in-person forms of dating violence (Thulin et al., 2022). The media opened the teens up to so many temptations and failures. Agencies need assistance and resources to help train teens on how to deal with these things.

In the United States, researchers have identified three domains of electronic dating violence: electronic harassment, electronic coercion, and electronic monitoring (Thulin et al., 2022). More details have helped to define what these challenges were. By

knowing what the challenges were, better help can be given so that the teens could be coached by professionals. This helped to look for warning signs from the media. Electronic harassment included messaging, calling, and sending other forms of communication electronically to a dating partner to illicit compliance via intimidation and fear tactics (Thulin et al., 2022). Electronic coercion is the pressuring of a partner to share sexual and/or illicit messages, pictures, or videos, and can include the sharing of private messages, pictures, or videos of one's dating partner (Thulin et al., 2022). Electronic monitoring is the viewing, listening, or reading of messages, images, or videos of one's partner when asked not to, and can include demanding passwords to electronic communication or social network sites (Thulin et al., 2022).

Teens are adolescents and they browse the web in search of something and someone to connect with. This alarmed agencies that teens were wanting attention and help for something. Support needs in teens was an eye-opening experience. Were agencies really going above and beyond the call to combat this need? Teens are constantly dealing with the attacks through media. While previous studies have identified that school bullying and cyberbullying victimization among adolescents have been associated with suicidal thoughts and attempts, no work has measured the severity of bullying incidents and their impact on the youth at school within that context (Hinduja & Patchin, 2019). As such, a survey was distributed to a representative sample of U.S. youth between the ages of 12 and 17, and students who experienced either school-based or online bullying were significantly more likely to report suicidal thoughts (Hinduja &

Patchin, 2019). Students who reported being bullied at school and online were even more likely to report not just suicidal thoughts but also attempts (Hinduja & Patchin, 2019).

According to the Centers for Disease Control and Prevention (CDC; 2015), suicide was the second leading cause of death in the United States among 10- to 17-year-olds in 2015 (Hinduja & Patchin, 2019). The present work further examines the nature of the connection between suicide and bullying (face-to-face and cyber) among a youthful population (Hinduja & Patchin, 2019). It was clear that not all who have experienced bullying considered suicide; however, those who were bullied appeared to be at a higher risk (Hinduja & Patchin, 2019). School bullying and cyberbullying have been affecting the teens for too long. This has caused the teens to have bad thoughts and actions. This has awakened both agencies and schools regarding this crisis. The needs of teens were at an all-time high. It was hypothesized that students who reported that their experience with school bullying or cyberbullying was relatively serious (based on their own subjective assessment), or that the school bullying or cyberbullying significantly affected them at school, was more likely to report suicidal ideation and attempts (Hinduja & Patchin, 2019). There was a need to meet the teens where possible. Teens need help and care from everyone. Many teens are dealing with untreated illnesses from society. Agencies have provided the best services to meet the teens. These youths have often faced overlapping adversities, including medical illness and a history of experiencing adverse childhood experiences (Bounds et al., 2023). Mobile Health (mHealth) stands as a potential means to better reach, assess, and intervened with teens with socially complex needs (Bounds et al., 2023).

Clinicians were faced with navigating ethical decisions when they developed mHealth tools for teens who have socially complex needs (Bounds et al., 2023). When the reality was that teens needed help and agencies were tapping into funding, there was a drive to help go above and beyond to save the teens. With these needs and wants of teens, agencies such as YSA ABC had access to meet them. The programs helped them open the door to providing for the teens and other resources being available to help.

New Models in Teen Support Programs

Teens have always been active, and they must have been engaged and actively doing things. This allows their minds to not wonder and become bored while in the programs. As for boredom in school, Saul Cooperman, retired teacher, principal, and New Jersey Commissioner of Education, surmised that "Teens could certainly be responding to society saying school is something they have to endure" (as cited in Lyons, 2004). Teenagers' use of educational places, both formal and informal, across the urban territory, have been characterized by a metropolitan "nomadism" that has expressed the need for continuous movement and short timeframes (Barone, 2019). In 2023, teens wanted to be active and also on their cellular devices to stay with media. Teens were ready to see how fast they could get a like and how many views they could get on TikTok and Instagram. Organizations were investing in media and technology resources to help keep teens active, alert, and media ready. Teen tastes have achieved cultural supremacy because the Western economic system required a conformist and easily manipulated market and have thus joined forces with the media-entertainment oligarchy to promote a deterministic forever young market (Danesi, 2003). Many teens are still dealing with post

Covid, and it was a reprogramming stage for some teens. Adolescents were highly sensitive to this abrupt disruption of their lives because of the biological and psychological changes that occurred during this developmental period (Goswami & Sharma, 2021). Several teens were dealing with so much, and the nonprofit organizations were in need of help to combat these issues. Social media rapidly changed the ways in which today's adolescents socialize and interact with one another, which has contributed to an ongoing debate about whether social media was helping or harming teens in this modern technological era (Goswami & Sharma, 2021). Teens need to feel heard, cared for, and to have structure. Conducting program evaluations through the staff interviews opened the door that laid a foundation of success and for future implementations that has helped to grow the teens' participation with their selected request of what they wanted. When agencies went above the call to serve and not with the crowd for a cause was when the change for the greater good happened. Teens must be a priority in planning. Teen support is needed to drive any program to success by having teens and leaders hold conferences, forums, and activities to see how each other could help towards the cause of a decline in teen participation. Schools and communities thought outside the box to get the teens involved and supported.

Afterschool programs hold great potential to equip "all" youth with the skills and attitudes necessary for participation in our increasingly complex society (Moellman & Tillinger, 2004). Public libraries represent community spaces in which teens who seek to cultivate their passions and interests could explore, create, and make progress in a low-stakes environment (Moellman & Tillinger, 2004). Communities that want to support

youth understand the powerful role civic institutions such as libraries could play during the out-of-school hours (Moellman & Tillinger, 2004). Agencies went back to the drawing boards and saw how other organizations were trying to reach teens.

The Boston Public Library (BPL) created ways to reach the teens and this method was to help others come onboard. BPL leaders have identified six keys to successfully attracting and serving teenagers, each of which are discussed: (a) create dedicated teen spaces that were "cool", (b) embed youth voice in governance and program development, (c) offer meaningful teen employment opportunities, (d) enhance and expand technology resources, (e) expand collaborative community programming, and (f) bolster learning supports and college/career resources (Moellman & Tillinger, 2004). Some teens are in after-school sports and that helps them with being active and confident. This is a benefit that has helped some students. Teens want to be supported and involved. Traditional conceptions of interscholastic athletics describe an "extended classroom" environment in which students developed positive psycho-social skills within a supportive team culture and positive learning climate (Johnson & Benham, 2021). The authors asserted that education-based athletic programs are what teens need from schools and could still result in positive outcomes (Johnson & Benham, 2021). Programs and resources are well planned and sought after because this is the last line of defense in saving the teens. Models that target bullying, cyberbullying, mental health, and other areas are highly invested in so that the teens could be met and there is an opportunity to save them.

Summary

Section 2 defined program evaluation and the rationale for using interviews and program evaluation to address the study problem. This section highlighted current practices in teen support programs, current support needs of teens, and new models in teen support programs. Program evaluation was a part of solving the organization's problem. The study helped the organization understand what best strategies were in place that helped increase teen attendance and participation in ages 13-18. Section 3 will detail data gathering, methodology, and data analysis.

Section 3: Data Collection Process and Analysis

Introduction

YSA ABC is dealing with the decrease in teen participation and the lack of knowledge about programs that would attract teens back to the organization. Teens are currently not involved in the program decision-making process. The study gathered data from Club site directors/unit directors who worked directly with the teens. The importance of participation helped the organization create better ways to get the teens active and engaged more in the programs. Section 3 will document how interviews with the Club site directors/unit directors were conducted to get their input on what it is that the teens want and what is needed for YSA ABC to get the teens growth in attendance and active participation. This section will also provide important information on the research question, the roles of the researcher and client organization, the methodology, the strategy for data analysis, the issues of trustworthiness, ethical procedures, and a summary of the section.

Practice-Focused Research Questions and Research Design

The organization needs to understand why the teens are not attending and participating. From the perspective of the YSA ABC unit directors, I aimed to discover what new or revised programs were needed to increase attendance and teen (age 13-18) participation in YSA ABC programs.

The interviews examined the needs, wants, and suggestions of the teens from the Club site directors/unit directors. Seeing that teen participation decreased, the organization had a lack of knowledge about what programs were needed. Interviews

helped to provide a better understanding of what was needed to increase teen attendance and participation. Interviews exposed what the teens have been experiencing. They also exposed programs and services teens wanted from the organization by asking the following questions: Did the organization provide enough resources for the teens? Did the organization provide enough resources for the staff to keep the teens engaged and wanting to come back daily? Interviews helped to dive into the requests and concerns from the staff and members. Qualitative inquiry was an effective way to explore the perceptions of participants and unlock their experiences (Elhamit & Khoshnevisan, 2022). Interviews are useful tools to glean the related data from the participants, and different types of interviews are commonly used to delve into the participants' perceptions (Elhamit & Khoshnevisan, 2022).

Roles of the Researcher and Client Organization

Since July 2022, the organization's top priority has been increasing growth in teen participation. Investing in resources were needed to help with the teen problem and the only best way to get this issue solved was by conducting interviews and listening to the directors on what the teens really want and need. Having held the position of director of operations and serving as the supervisor of the eight Club site directors/unit directors, my role is crucial in understanding the problems and requests of young people. There were no potential biases in the research. The YSA ABC organization is a supportive nonprofit agency. The role of the organization was to help throughout the research by providing access to the participants and their knowledge about the organization and experiences with the teens. Interview data were stored in a secure location. The organization provided

a safe place for the caring adults to help the teens on a daily basis. Resources included information from bgca.net and bgcwestal.org.

Methodology

Interviews were used to help provide solutions for the decrease in teen participation and lack of knowledge about the requested programs from the teens. The collection of information was from staff interview questions, NYOI, BGCA.net, and Boys & Girls Clubs of America-related sources. This information was to help identify what media or web resources that were available to attract teens. Key club terms as they relate to Boys & Girls Clubs terminology was provided to understand positions and purposes. The impact of staff interviews was to help open access of the teens voicing their concerns, wants, and needs. Applying the qualitative research through interviews with the Club site directors/unit directors helped to evaluate the programs themselves because of their hands-on experience. Interview results helped the organization apply the interest of the teens to fulfill their dreams in a program with a nonprofit organization. Interviews allowed me to review of how impactful the programs were to teens in 2023. Throughout the timing of daily operations with teens, the directors served as mentors and that opened the bridge of conversation with the teens. The collection and analysis of this evidence from the interviews helped address why the teens were not participating and being more engaged. The sites included the following: Newton ABC, Grey ABC, Young ABC, Blackburg ABC, Clift ABC, Franks ABC, Browns ABC, and Wallace ABC. The unit and site directors worked closely with the teens and in other areas that helped monitor and keep the programs operating. The directors were interviewed about their

experiences with the programs, teens, and the requests from the teens. This investigation

directed the study back to the question: What new or revised programs are needed to

increase teen attendance and teen participation in YSA ABC programs? A total of eight

Club site directors/unit directors were interviewed based on the eight current sites in

West Alabama. Each interview lasted 60 minutes. The interview questions included the

following:

1. What is the most popular teen program throughout the organization?

2. What program do the teens like the least?

3. What do the teens request that they would like to see and do?

4. What is your suggestion that the organization needs to do so that the teen

   focus can be improved and to help increase attendance and participation?

All responses were evaluated and reviewed for what the teens want and what the directors

recommend.

Strategy for Data Analysis

To collect data for this study, the IRB approval was obtained before the process

could start. The IRB approval number is 04-01-24-1054753. Once IRB approved the

study, I conducted in-person interviews. Affective coding was the best approach for this

qualitative research. NVivo 14 was the software that best helped with this qualitative

approach in research. Affective coding seeks to identify emotional responses (Walden

University, n.d.). This coding helped to target three areas: emotion, values, and

evaluation. Emotion coding uses named emotions as codes or uses identifying emotions

that are clearly represented in the data (e.g., "confusion," "loving"; Walden University,

n.d.). Values coding identifies the values and underlying beliefs and attitudes relevant to the phenomenon or the participant. Values are principles, attitudes are affective reactions, and beliefs are opinions born out of direct or indirect experience (e.g., "that was a lame excuse;" "I never snitch on my friends.") (Walden University, n.d.). Evaluation coding was effective for studying programs and coding questions about treatment or program experiences (e.g., "the program ran smoothly"; Walden University, n.d.). Being able to target their emotions through this research with emotions, values, and evaluations helped to provide the best outcome of coding.

The coding approach was detailed with a list of codes, categories, and themes. The codes were within a similar category. Coding is a process in which assign meaning to the data the researcher collects (Walden University, n.d.). The qualitative analysis journey was aimed at collecting and analyzing the data I collected (see Walden University, n.d.). A code, in the context of qualitative data analysis, is a word or short phrase that symbolically assigns a summative, salient, essence-capturing, or evocative attribute for a portion of language-based or visual data (Walden University, n.d.). Coding helped to break down the much-needed information to better explain.

The first step in coding is to look carefully and objectively at the words and phrases captured in the text-based document (Walden University, n.d.). Coding involves a strenuous process. The first step along the way focuses on storing and organizing the data (Marcus, n.d., 00:03). This was in keeping with the contractual agreement I made with the IRB to keep my data in secure electronic and paper files (see Marcus, n.d., 00:09). Also, I spent time upfront labeling my data files so that there was a minimal risk

of confusing participants or confusing where I was in the process (see Marcus, n.d., 00:12). Coding is about making deliberate choices while also paying attention to hunches (Walden University, n.d.).

It is important to know that coding was done effectively through extensive research and practices so that great research could be obtained. Coding strategies and their approaches helped the process run smoothly. I needed to familiarize myself with the research design, which had some specifications about what type of coding employs research questions in the framework (Marcus, n.d., 00:10). The selection of codes by affective coding helped me gain an understanding of the ability to identify emotions, beliefs, attitudes, and outcomes from the interviews of the staff. The first part of this process was to store and organize the data from the interview questions and charts. The questions were stored away in a computer hard drive and hard copy folder with each participant's name and their response to the questions. These files were kept for safety and record purposes only for this research. Data files were labeled. The coding was strictly planned with dates and times of interviews with the participants to help follow the journey of the itinerary. The categories helped to identify the staff feelings, values, and interests concerned by the members. Categorizing is where the researcher groups and regroups bits of meaning into larger coherent units, creating themes, further refining grouping, and regrouping categories in code into larger representations that represent the essence of the meaning that's shared across participants (Marcus, n.d., 00:46). A theme is a word or phrase that represents an interpretive "essence" that emerges from the data (Walden University, n.d.). The researcher must balance between data reduction and

interpretation (Walden University, n.d.). Themes can be placed in time, relationships, and frameworks. For this research, these were after-school and summer programs from the director's perspective, regarding programs and quality on getting teens more involved.

Issues of Trustworthiness

Staff with YSA ABC agreed to conduct this research because they wanted to find a solution to why teen participation declined and what could draw their interest. The qualitative approach was best suited for this research because of its nature in finding out the best quality in the research that helped the organization's needs for this experimental research. The research was aligned with Walden University Library's guides that helped keep the research in a scholarly study. To be relevant, all research must be trustworthy (Alder, 2022). Trustworthiness is crucial to assessing qualitative research and its most important aspect is transparency (Adler, 2022). Trustworthiness is vital to assessing the programs and staff. Most social science research, whether quantitative or qualitative, whether deductive or inductive, has a theoretical framework, and, to be transparent, that framework should be spelled out for the consumers of the research (Alder, 2022). This research helped to bring an understanding of the areas that include credibility, transferability, dependability, and confirmability.

Credibility in the qualitative research is the measurements of true values of the research and it is all based off of its findings. While quantitative research methods traditionally answer questions from a functionalistic approach, many organizational studies seek answers regarding rich accounts from organizational members, depicting stories from experiences that provide the specificity necessary for understanding the

dynamics that exist among and between groups and individuals, including leaders, employees, shareholders, and other stakeholders (Shufutinsky, 2020). Credibility relies on the accuracy and links to its findings. The additive or comprehensive uses of these tools and instruments fostered increased rigor and transparency around the research, increasing confidence, trustworthiness, and credibility surrounding research design, data collection, data analysis, findings, and qualitative interpretations (Shufutinsky, 2020).

Credibility was addressed through the process of member checking. Member checking, or participant feedback, has become so widely and consistently recommended as a validity or trustworthiness check that it almost seems to have become a requirement for rigorous qualitative research (Motulsky, 2021). Member checking is a potentially useful and powerful strategy, or group of strategies, but it requires thoughtful and considered integration within the goals of the research project (Motulsky, 2021). Member checking, whether by sending written findings or conducting interviews or focus groups, requires additional time logistically after the transcription of interviews or initial analysis, often several months (Motulsky, 2021). Member checking helped to ensure that information shared during the interview was documented. This process was conducted frequently to ensure that the information collected was true and well-documented promptly. The directors' interviews were well documented for this research to ensure all guidelines were met.

After the establishment of credibility, the next part of trustworthiness is the establishment of transferability. Transferability helps to ensure that the evidence is applicable. In this research, the evidence from the interviews was thorough and accurate.

The interview locations, questions, times, and participants were documented to help ensure that the transferability was accurate. The transferability process for this research was through thick description. Thick description of qualitative findings is critical to improving the transferability of qualitative research findings as it allows researchers to assess their applicability to other contexts and settings (Younas et al., 2023).

By establishing credibility and transferability, the process of dependability is ensured. Dependability in this qualitative research is the validity of the information from the research being repeated and revealing similar results. The findings from the interviews and questions being asked to the participants was properly documented and stored for this research. To help with dependability, audit trails was established for this research. Qualitative researchers emphasize issues such as credibility, dependability, and transferability in demonstrating the trustworthiness of their research outcomes (Carcary, 2020). Carcary (2009) proposed that trustworthiness in qualitative inquiry could be established through developing a physical and intellectual research audit trail -- a strategy that involves maintaining an audit of all key stages and theoretical, methodological, and analytical decisions, as well as documenting how a researcher's thinking evolves throughout a research project (Carcary, 2020). All of the information from the interviews, questions, and research was kept for records and documented through journal keeping that was kept and secured by me. The chair issued the audit checks, and I kept documentation of the necessary information and dates to record for safekeeping to help validate its accuracy.

To help ensure the process of trustworthiness for its completion, conformability must be established. To better understand this process, the findings must be accurate from its data and not from another individual's research and views. This was another reason why the reflexive journal was kept and monitored through the audits and the validation of the recordings in the journal.

Ethical Procedures

The directors agreed to participate in this study so that this research could impact the teen members. The participants were respected and appreciated for their time and knowledge shared for this research. The interview questions were provided to eight directors for the eight sites in West Alabama in advance for review and consideration. I obtained consent and approval from Walden's IRB. The IRB approval number is 04-01-24-105475. This confirmation number was provided so that the data collection could start. Informed consent came from a meeting with the directors regarding the purpose and importance of this study, their understanding of what they have agreed to, the respect of their honesty and participation, and the signed consent forms from the directors. They were given no more than 3 weeks to prepare for the interview. All responses were stored in a secure location for participants and research privacy. Interviewees had access to read and confirm their responses after each interview was completed for 30 minutes, and then they were taken up and stored away. The research results information was shared with the board and directors to help provide an understanding of what was needed to help with teen growth and participation. Throughout the interview process, records were kept by the director of operations in the administration-locked office to help avoid mistakes or

errors. Reports were valid and honest. Participants were able to review their responses upon the completion of the interview. Each director has great knowledge of the organization, and the questions were geared around their job description and experience with the members. Each director worked closely with the teen members at their site. There was no rivalry among the staff because the staff worked as one to better impact the teens. There was no conflict of interest for this research. The information that was collected was cleared through the organization's programs for their staff to participate.

Summary

In this section, I provided an overview of important areas to better understand the research and process of this paper. This section highlighted the importance of the practice-focused research question being from the perspective of the YSA ABC unit directors, what new or revised programs are needed to increase attendance and teen (age 13-18) participation in YSA ABC programs. This section provided a strategy for data collection and analysis, issues with trustworthiness, and ethical procedures. I provided an overview breakdown of understanding the steps in trustworthiness which includes credibility, transferability, dependability, and confirmability. All of these steps helped to define the validity and clarification of its section and research. Ethical procedures were given to help describe the treatment of the participants, the IRB process, ethical concerns, informed consents, and the treatment of data.

Section 4 will document the results of individual interviews. It will give the results and recommendations, participant information, data recording, coding information and other needed documentation for this research.

Section 4: Results and Recommendations

Introduction

YSA ABC continues to deal with a decrease in teen participation and the lack of knowledge about programs that would attract teens back to the organization. Teens were not involved in the teen program decision-making process before. Therefore, the purpose of this qualitative study was to understand why teens were not attending and participating. From the perspective of the YSA ABC unit directors, I aim to discover what new or revised programs were needed to increase attendance and teen (age 13-18) participation in YSA ABC programs.

In this section, I document the results from eight completed interviews. I also document how the interviews were coded and analyzed. In this research, I provide information on trustworthiness being ensured regarding this study. This section also documents the report that will be provided to the study client organization, including recommendations for increasing teen attendance and participation.

Data Collection

To collect data for this study, eight interviews were conducted and documented. The data collection process took about 3 weeks and was based on the availability of the unit director participants. They were all given no more than 3 weeks to prepare for this interview. The interviews took place over a 1-week period. Each interview lasted for 60 minutes. The interviews consisted of 30-minute recorded interview sessions about the teens and programs of the organization followed by 30 more minutes to review and ensure the responses were recorded correctly and if any additional information was

needed for their responses. During the process, I allowed breaks or pauses. No

participants needed to take a break. Interviews were conducted onsite at the client

organization's secure office during nonprogramming hours, and they were designated to

help mask the confidentiality of each participant. Each participant was labeled P1-P8.

Raw data were obtained for this study, and I did not use any prior or existing data for this

study. I wrote down each participant's response manually and then asked the participants

to confirm their responses in association with the process of member checking. Although

it is a common technique for conducting interviews, I did not audio record the interviews,

as participants did not feel comfortable being audiotaped. Member checking was used to

ensure that the interviews were documented correctly. Trustworthiness guidelines were

strictly followed from creditability, transferability, and dependability. All documentation

was stored in a locked administration office in a secure location for the participants and

research privacy. Once confirmed, each response was prepared for the analysis using

NVivo 14. Data were collected and uploaded in the software NVivo 14 through affective

coding. Table 1 shows the demographics of the participants.

Table 1

Demographics of Participants

Participant	Role
P1	Unit director
P2	Unit director
P3	Unit director
P4	Unit director
P5	Unit director
P6	Unit director
P7	Unit director
P8	Unit director

Data Analysis

All eight directors participated in the interviews. For the data analysis, I used affective coding through the NVivo 14 software. The interview recordings were manually coded line by line using NVivo 14. As a result, line-by-line coding was applied to the interview data.

Affective coding targeted the three areas: emotions, values, and evaluation. Data from the interviews were analyzed by examining the patterns through affective coding descriptions. Several words and statements stood out from the interviews which had to be analyzed. The basic qualitative inquiry helped to explore how the participants described the process, feedback, teens' experience, and work challenges. To better understand this process of moving inductively from the coded units to larger representations, which included the codes, categories, and themes, I had to get a better understanding by

studying the software for the much-needed information. The interview questions were coded with RQ1, RQ2, RQ3, and RQ4. I was able to search the transcripts and identified significant information for sorting. The codes represented what was being described during the interview with the relative information statements and by understanding what was said and reviewed. The coding in this process was used to organize the data. Thus, finding the words or phrases stood out with affective coding to help identify emotions, values, and evaluations.

Steps also consisted of the following: highlighting and clicking RQ, selecting a new code, typing a phrase from response to code, and creating the option of choice. The selected file was represented with a number while the reference was significant. The coding of RQ1, RQ2, RQ3, and RQ4 was created. The participants highlighted what stood out through thematic analysis from the interviews of P1-P8 to help with teen participation and growth from the directors' experiences from interviewing them. The NVivo 14 Software allowed me to gather codes, frequencies, and themes regarding what the participants said. Codes and phrases helped to generate themes. Words that stood out from RQs and phrases formed the themes. Once this was completed, data information was safely stored to help with obtaining the information needed to help with teen growth and participation from the directors' perspective (see Table 2). Also, the participants described their responses to each theme (see Tables 3-6). The tables are in order from the phrases as to what stood out during the interviews, programs, themes, and participants' responses. This helped to lead to the findings and recommendations.

Table 3 shows that most of the participants (P2, P4, & P7) said that Smart Girls and Passport to Manhood were the most popular programs. Table 4 shows that the majority of participants said that the least liked programs were Healthy Habits with participants (P2, P4, & P5) and Mentoring & Staff Led Groups with participants (P3, P6, & P8) being the majority. Table 5 shows what the teens have requested. This table displays that the teens requested more field trips, and this included most of the participants P1, P2, P3, P4, P6, P7, and P8. Table 6 shows that four of the participants (P1, P5, P7, and P8) said the organization needed to do more programming, but some participants (P2, P3, and P4) said that the organization needed more space for teens.

Table 2

Examples of Codes, Phrases, Themes, Participants' View, and Quotes

Research question	Phrases	Themes	Participants' view	Quote
RQ1	'The teens love."	Popular programs teens love	P1, P2, P3, P4, P5, P6, P7, P8	"The teens love Triple Play." "Teenagers want to have fun." "They love physical activity and to be free and away from the classroom in a traditional setting." "Teens like to relax and enjoy fun activities." "This allows for them to be active."
RQ2	"The teens do not like."	Popular programs teens do not like	P1, P2, P3, P4, P5, P6, P7, P8	"They do not like healthy habits." "Teenagers want to spend money on bad foods." "They do not like healthy lifestyles." "It also is not taught at home."
RQ3	"The teens would like to see."	The programs request from the teens	P3, P4	"They want field trips, technology, and other needed resources to fit their needs."
RQ4	"They must provide opportunities for the teens."	Suggestions that the organization needs to do	P4, P5, P8	"More field trips or more activities geared towards them, maybe like acting camp, basketball or football camp." "Also, technology would be great too!"

Table 3

Responses and Participants for the Theme of Popular Programs Teens Love

Phrase	Program	Theme	Participant
'The teens love."	Triple Play	Popular programs	P1
	Smart Girls	teens love	P2, P4, P7
	Passport to		P2, P4, P7
	Manhood		P3
	Technology &		P4
	Media		P5
	Money Matters		P6
	Power Hour		P8
	Field Trips		
	Torch Clubs		

Table 4

Responses and Participants for the Theme of Popular Programs Teens Do Not Like

Phrase	Program	Theme	Participants
"The teens do not like."	Money Matters	Popular programs teens do not like	P1
	Healthy Habits		P2, P4, P5
	Mentoring& Staff Led		P3, P6, P8
	Groups		P7
	Power Hour		

Table 5

Responses and Participants for the Theme of Programs Requested From the Teens

Phrase	Program	Theme	Participants
"The teens would like to see."	More Field Trips	The programs request from the teens	P1, P2, P3, P4, P6, P7, P8
	Computer Science		P5, P8

Table 6

Responses and Participants for the Theme of Suggestions That the Organization Needs to Do

Phrase	Program	Theme	Participant
"They must provide opportunities for the teens."	More programming	Suggestions that the organization needs to do.	P1, P5, P7, P8
	Transportation		P1
	Invest in ages 14 +		P1
			P2, P3, P4
	Space for teens		P6
	More mentors		

Findings

The data presented in Tables 5 and 6 warrant the recommendations and answer the research question.

Research Question

The foundational research question for this study was as follows: From the perspective of the YSA ABC unit directors, what new or revised programs were needed to increase attendance and teen (age 13-18) participation in YSA ABC programs? The data from Table 5 and Table 6 present the themes that emerged from the data presenting the findings to answer the research question.

Emerging Theme: The Programs Request From the Teens

Based on the analysis, the majority of unit directors (P1, P2, P3, P4, P6, P7, and P8) were in favor of the requests from the teens. The program area of more field trips favored the directors' response and from the phrase "The teens would like to see." Table 5 shows that seven of the eight unit directors (P1, P2, P3, P4, P6, P7, and P8) were in agreement with this to solve the organization problem. However, P1 said, "The teens would like to see more field trips geared toward them." P2 said, "The teens love to go to

the water parks and attending teen geared events and functions." P6 said, "The teens would like to visit other facilities and have fun trips and fun activities to do at the Youth Service Agency (YSA) while they are there."

This also proves that the teens wanted more field trips, which would help increase teen attendance and participation. While research on naturalness/green space and learning outcomes in formal education has produced mixed results, in EE (Environmental Education) settings, the relationship remains understudied and unsubstantiated, despite the field's strong assumption that naturalness is an essential component of successful EE programs and is linked to positive learning outcomes (Kiewra et al., 2023). Teens want to get out of the classroom to explore. This helps improve their overall learning. Field trips as a form of experiential learning have traditionally been used by social work educators to augment in-class teaching (McMillian & Smith, 2023).

Emerging Theme: Suggestions That the Organization Needs To Do

Regarding the other favorable theme that emerged from the unit directors through the affective coding analyzing was the suggestions that the organization needed to do from Table 6. This table showed that four of the eight unit directors (P1, P5, P7, and P8) were in favor of the program area of needing more programs that gear towards the teens.

P1 said, "The first thing would be to set up more programming in the middle schools and high schools." P5 said, "Investing in transportation and visible in schools will help." P7 said, "More field trips or more activities geared towards them, maybe like acting camp, basketball or football camp." P8 said, "To get more teen-focused groups and funding for teens. Resources to be more impacting for the teens."

However, the phrase that stood out from this theme was "They (The organization and leadership) must provide opportunities for the teens." This table also proved that teens want their own space. The unit directors (P2, P3, and P4) suggested that the teens wanted more teen space for programming. Based off the phrase, "They (The organization and leadership) must provide opportunities for the teens" P2 said, "The teens need to have a focus on care for them." P3 said, "Listen to the requests from the directors and teens." P4 said, "More resources are needed for teens to help them."

This theme showed that the directors are telling what the teens want and need. Teen geared programs and teen space are what will draw the teens in to participate and be involved. As their environments are constantly changing around them, adolescents are consistently met with various constraints and threats during this key developmental stage (Bush et al., 2019). Ultimately, adolescents need opportunities to harness their strengths and personal development for community advocacy, and communities need to treat and view adolescents as resources (Bush et al., 2019). Teens have longed for opportunities, and it is up to leaders to help them. Organizations must invest in needed programs that will draw the teens in. Listening to the request and from the data collecting and analyzing, it was clear that the organization had a problem. Affective coding allowed for the responses to be recorded to describe what was needed and how to solve the problem they were facing.

The data that were presented through the software from a qualitative thematic analysis helped provide recommendations for teen growth and teen participation to help the organization. This research also allowed me to see the responses and which

participant or participants responded to each by per theme. This helped to provide more information from the theme and narrowed things back to the research question: From the perspective of the YSA ABC unit directors, what new or revised programs were needed to increase attendance and teen (age 13-18) participation in YSA ABC programs?

There are implications from the findings based on projections from what was revealed about the YSA ABC teen programs. The YSA supports teen programs. P1 said, "Having more technology space and equipment for them is important.

On a broader scale, the YSA ABC can better serve the teens by providing what they need. Having programs teen-focused benefits the community, the organization, and teens. This keeps teens off the streets and into programs that impact their lives.

Deliverables and Recommendations

Based on the findings from this study, there was a need to provide the client organization with recommendations to help the organization improve and increase its teen attendance and teen participation. The findings of this study were presented in the form of a report to the organization regarding the summary from this study that provided the recommendations. (See Appendix A for this summary and report). The recommendations came from the data collected from the interviews and literature review. The recommendations showed that the participants expressed what is needed to help the organization regarding teens. The data showed that P1, P2, P3, P4, P6, P7, and P8 said that the teens wanted more field trips. The data also showed that P1, P5, P7, and P8 favored more programs for the teens. The findings also showed the teens wanted more space. Quotes from participants included, "They love field trips and traveling." "The

teens want more teen-centered things for them and to feel a part of strictly teen-focused."

Several good things can be birthed from these recommendations to help the teens. Library

staff noticed many positive outcomes as a result of the COSI trip (Fisher et al., 2019).

The researchers claimed that they witnessed friendships form and connections between

teens grow (Fisher et al., 2019). Seeing how these recommendations impact the teens

helped lead to what was needed for the organization.

The recommendations to help with teen growth and teen participation are

explained next. The ABC board members and administration leadership team are to meet

with and listen to the unit directors for their input on improving teen growth and

participation. They will ask questions to the directors regarding their thoughts and

suggestions on teen participation, services, and programs from the directors' viewpoint.

The directors will help provide insight on what the teens have requested to ensure that

leadership are informed. The unit directors know what is needed from the leadership team

and board members from their experiences with the teens. The organization will need to

increase funding for programming in areas such as Smart Girls, Passport to Manhood,

and More Field Trips, in addition to new programs created as an outcome of this

research. The organization will provide dedicated teen space in schools, community

centers, and at their club sites for the teens. These teen-geared spaces will be equipped

with modern amenities such as technology and stem labs, career and educational

assistance resources, drama and art productions, bully-free and safe zones for teens to

have protection, and a confidence program that builds and encourages confidence and

self-esteem for teen empowerment. The teen space will help the teens develop skills that

will support their transition into adulthood. These upgrades will help attract more teens to both the short-term and long-term teen improvement plans. The organization will recruit teens to lead programs and sessions geared toward teens. This will allow the teens to show that they can lead and take initiative. Teen-led programs and sessions help to show that the unit directors and organization want the teens to know that they are teen-focused. This bridges a gap between age groups, and it builds trust.

The results study recommendations are based on the qualitative thematic analysis through affective coding and software NVivo 14. Tables 3 to 6 helped to provide details of this study from its results. The future recommendations for research to address related topics using this same method could help other agencies and organizations make program and organization improvement to help with growth and participation of teens. Based on the findings, the organization can help promote positive social change by finding creative, fun, and innovative ways to improve their teen growth and teen participation throughout other communities to help serve and provide for teens. Implications for future research includes assessing programs for teens, directors and teen led sessions, and investing in teen resources. When other agencies face similar problems, they can use the steps that this organization took by applying affective coding through interviews. Also, other potential implications for positive social change are the organization using this research to coach and mentor other agencies for teen growth and interest-related programs in their communities. This helps with future laws and policies in the communities being in place which brings in money and other resources to combat the teen shortage and teen participation across the nation. These recommendations help to

bring awareness and to provide solutions. With the organization solving their problem and helping others, this creates a successful community with great partners coming together to serve the teens.

Evidence of Trustworthiness

To illustrate trustworthiness for this study, I ensured that credibility, transferability, dependability, and conformability were followed. Trustworthiness is crucial to assessing qualitative research and its most important aspect is transparency (Adler, 2022). Credibility through member-checking relied on the accuracy and links to its findings from the interviews that were conducted for 60 minutes. Thirty minutes were allotted for making sure that the responses from the interview were reviewed and confirmed with the participant and the researcher. Transferability helped to ensure that evidence was applicable to the unit directors/participants (P1-P8) from their experiences with the teens and programs. The interviews and data were thorough and accurate through thick description. This was the affective coding process, which allowed for phrases to be created from the coding. What stood out during the interviews that provided detailed descriptions from the directors' experiences. Dependability was ensured by making sure that the information was valid. The directors were able to review their responses. The results from the interviews and coding were consistent with the data collected. Dependability was proven also when most of the directors suggested what the organization needed to do to improve. The findings from the interviews and questions being asked of the participants were properly documented, reviewed, and stored for this research. The conformability of the interviews and findings were checked and re-checked

by making sure that data and responses were not repeatable. Reflexive journaling was kept, monitored, and reviewed through audits and validation. This was to make sure that directors/participants did not repeat or state what others said. All areas of trustworthiness were implemented and described.

Strength and Limitations of the Study

This study presented strengths and limitations based off the study's data collection. One of the strengths of this study was having participants (P1-P8) give insight from their experiences with programs and teens. This showed that they cared and wanted what was best for the teens. One limitation of this study was time. The time of the interviews and participants having to adjust other meetings. The days were always busy, and the directors had a busy schedule from meeting with staff, meeting with parents, members, and stakeholders. Another limitation was not being able to get all staff in the organization due to the logistics. These directors were full-time and other staff were part-time. Even though the directors worked directly with the teens, other staff works with them too, but not as much as the unit directors. A weakness in this study was not having more participants and scheduling due to logistics, staffing schedules, and prior engagements that were set beyond control. To address and overcome the limitations, I was able to adjust my schedule to help stay on task for the interviews and time. The interviews were completed in a timely manner. To help overcome the weakness, it took extra effort to listen to the participants and the teens. Some expected qualitative outcomes from this study impacted teens, staff, and other agencies with empowerment and confidence. The findings from the interviews that were applied in the coding process

helped to place evidence into actual data from what the directors said. Given the in-depth findings of the emotions from the affective coding of interviews, the directors responses helped to shape this study by using affective coding through NVivo 14 Software.

Summary

This section explained how data were documented and collected through interviews with coding and themes. Interviews were collected and after reviewing with the participant, they were uploaded manually into the NVivo Software. The affective coding process was used to help understand areas such as emotions, values, and evaluation responses from the participant and it helped to create phrases. The trustworthiness process was carefully followed to ensure that the guidelines of this research were met. The questions were coded and moved over to the category section. The descriptions from what stood out during the interviews helped to sort the phrases into its proper areas. The codes and phrases helped to generate themes. Section 5 will present the dissemination plan. The plan addresses the teen problem by providing how the data from programs requested from the teens and from the suggestions that the organization needed to do. These are also located in the findings section of this study of emerging themes. This plan combats the organization's problem by providing feedback on what the teens want from the directors' perspective through their interviews. The plan also gives the strategies and recommendation steps to help leadership, board members, teens, and unit directors the opportunities to meet and have a format on what is needed and how to solve the problem. It also helps to understand how everyone can work together to better serve and provide the requested services for the teens. It also includes how leaders would

need to follow the steps in order to solve their problem by enacting the affective coding

process.

Section 5: Dissemination Plan and Conclusion

It has been difficult for ABC to maintain teen participation. The dissemination plan will consist of a report that briefly summarizes and describes the findings of the research. The report will also provide outlined recommendations for ways ABC can attract more teens (see Appendix E). The potential impact for positive social change is that this study provides collective data from interviews with directors who want the best for teens. The findings of this study can help community agencies work together to provide the necessary resources for teens. The results from this study may also help ABC connect teens with mentors. The individually mentored children perceived stronger support to change lifestyle behaviors (Smith & Holloman, 2013). Finally, the mentoring approach was an effective approach in the delivery of health curriculum outside of the normal school day (Smith & Holloman, 2013). It opens the door to partnering with other agencies in solving similar work-related problems. The alignment to the social determinants of health from the directors' standpoint is their mental and physical well-being on the job with teens. Based on the results of the study, it is important for the directors to get proper rest and to take time off from work to relax and to have a mental reset. Teen participation is very important, and organizations must meet their request in order to make an impact. The study addressed the research question by providing the information and data from the interviews from the directors perspective regarding teen attendance and participation. Teens want more teen geared programs. The teens want their space. The teens also want more field trips. The recommendations to help the organization increase teen attendance and participation are well outlined in the following

sentences. These were well prepared from the research findings and sorted to provide the best results for the organization. The ABC board members and administration leadership team are to meet with and listen to the unit directors for their input on improving teen growth and participation. They will ask questions to the directors regarding their thoughts and suggestions on teen participation, services, and programs from the directors' viewpoint. The directors will help provide insight on what the teens have requested to ensure that leadership are informed. The unit directors know what is needed from the leadership team and board members from their experiences with the teens. The organization will need to increase funding for programming in areas such as Smart Girls, Passport to Manhood, and More Field trips, in addition to new programs created as an outcome of this research. The organization will provide dedicated teen space in schools, community centers, and at their club sites for the teens. These teen-geared spaces will be equipped with modern amenities such as technology and stem labs, career and educational assistance resources, drama and art productions, bully-free and safe zones for teens to have protection, and a confidence program that builds and encourages confidence and self-esteem for teen empowerment. The teen space will help the teens develop skills that will support their transition into adulthood. These upgrades will help attract more teens to both the short-term and long-term teen improvement plans. The organization will recruit teens to lead programs and sessions geared for teens. This will allow the teens to show that they can lead and take initiative. Teen-led programs and sessions help to show that the unit directors and organization want the teens to know that they are teen-focused.

Conclusion and Summary

The ABC unit director interviews examined the needs, wants, and suggestions of the teens from the perspective of agency staff who work most closely with them. The major themes that relate back to and solve the research question were the programs request from teens with more field trips and suggestions that the organization needed to do that were teen-geared programs and more teen space. As P1 through P8 agreed that these requests are needed, this study indicates the participants are focused on improving teen growth, experience, and teen participation, and the tables help provide the documentation that supports from the data collected.

References

An Overview Through the Lens of the Connected Learning Model. Library Philosophy &

 Practice, 1–9.1–13. https://doi.org/10.1177/160940692211471625 1(1), 45–61.

 https://doi.org/10.1007/s10964-021-01517-w

Raposo-Rivas, M., Martinez-Figueria, M.-E., Sarmiento-Campos, J. A., & Parrilla Latas,

 A. (2021). Teens' behavior patterns on the web: Surfing or Wrecking. *Digital*

 Education Review, 39, 60–75. https://doi.org/10.1344/der.2021.39.60-75

Academic Library. Journal of Library Administration, 62(1), 101–109.

American Lives. In Education Development Center, Inc. Education Development Center,

 Inc. and Credibility in Qualitative Organizational Research Methods.

 Organization Development Review, 52(1), 50–58.

Snyder, A. (2022). An enhanced mentoring model's impact on youth in Boys and Girls

 Clubs. *Journal of Youth Development, 17*(3), 105–117.

 https://doi.org/10.5195/jyd.2022.1220

Attract and Engage Teens after School. Afterschool Matters, 3, 30–38.

Bounds, D. T., Stiles, S. C., Schueller, S. M., Odgers, C. L., & Karnik, N. S. (2023).

Boys & Girls Clubs of America. (2022, September). *Position description - Club site*

 director.

 https://www.bgca.net/Interact/Pages/Content/Document.aspx?id=2239&SearchId

 =943626&utm_source=interact&utm_medium=general_search&utm_term=unit+

 director

Bullying and Cyberbullying. Journal of School Violence, 18(3), 333–346.

Bush, S. A., Grove, B. B., Johnson, J. C., Price, T. T., & Seibel, M. M. (2019).

    Cultivating innovative teen-leadership programming: Building evidence of

    impact. *Journal of Leadership Education*, *18*(2), 1–17.

    https://doi.org/10.12806/v18/i2/r1

Carcary, M. (2020). The research audit trail: Methodological guidance for application

McMillan, C., & Smith, A. (2023). Help or hindrance -- The value of field cultivating

    innovative teen-leadership programming: Building evidence of impact. *Journal of*

    Leadership Education, 18(2), 1–17.

    https://doi.org/https://journalofleadershiped.org/wp-

    content/uploads/2019/04/18_2_bush.pdf

Description in qualitative research. *International Journal of Qualitative Methods,*

    Educational Athletics by Transformational Coaches. Strategies 34(1), 3–8.

    https://doi.org/10.1080/08924562.2020.1841693

Thulin, E. J., Zimmerman, M. A., Kusunoki, Y., Kernsmith, P., Smith-Darden, J., &

    Heinze, J. E. (2022). Electronic teen dating violence curves by age. *Journal of*

    Youth & Adolescence, 51(1), 45–61. https://doi.org/10.1007/s10964-021-01517-w

Elhami, A., & Khoshnevisan, B. (2022). Conducting an interview in qualitative ethical

    considerations for developing pediatric mhealth interventions for teens with

    socially complex needs. *Journal of Child & Adolescent Psychiatric Nursing,*

    36(1), 7–16. https://doi.org/10.1111/jcap.12396

H Marcus, S. (n.d.). *Qualitative analysis and coding* [Video].

Heinze, J. E. (2022).

Hinduja, S., & Patchin, J. W. (2019). Connecting adolescent suicide to the severity of

https://cdnmedia.waldenu.edu/2dett4d/Walden/RRSM/1002/QDA/index.html#/

https://doi.org/10.1080/01930826.2021.2006988

https://doi.org/10.1080/15388220.2018.1492417

https://www.bgca.net/page/2699?utm_source=interact&utm_medium=side_menu_catego ry. Retrieved April 28, 2023, from

https://www.bgca.net/page/2699?utm_source=interact&utm_medium=side_menu _category

in Practice. *Electronic Journal of Business Research Methods, 18*(2), 166–177.

https://doi.org/10.34190/JBRM.18.2.008

Johnson, D. A., & Benham, R. H. (2021). What teens need from sport programs. *Journal of Childbirth Education, 20*(2), 15–18.

https://doi.org/10.1080/08924562.2020.1841693

Keh, C., Yong, M., & Chong, P. S. (2022). A qualitative study about engagement in a school-based prevention programme for secondary school students. Mental Health & Prevention, 26. https://doi.org/10.1016/j.mhp.2022.200237

Kiewra, L., Powell, R. B., Stern, M. J., Hemby, T., & Browning, M. H. (2023). Is Naturalness Associated with Positive Learning Outcomes during Environmental Education Field Trips? *Journal of Environmental Education*, *54*(2), 148–162. https://doi.org/10.1080/00958964.2022.2157369

Lisa McGarrie, Eric Napierala, Carrie Oliver, Emily Heberlein, Brittany Jean Taylor, & Angela Snyder. (2022). An Enhanced Mentoring Model's Impact on Youth in

Boys and Girls Clubs. Journal of Youth Development, 17(3), 105–117.

https://doi.org/10.5195/jyd.2022.1220

Lyons, L. (2004). Most Teens Associate School With Boredom, Fatigue. *Gallup Poll Tuesday Briefing*, 1–4.

MacRae, C. D. (1998). Youth Participation in VOYA Means Adults Sponsoring Teens. Voice of Youth Advocates, 21(4), 241–243.

Mark, A. D., & Wells, S. (2019). Evaluation of an Afterschool Mentorship Program for media.waldenu.edu/2dett4d/Walden/RRSM/1002/QDA/index.html#/lessons/lgCV 6zLmg8ZWfOV7W-L5V2ieCv0prIzR. Retrieved November 20, 2023, from https://cdn-media.waldenu.edu/2dett4d/Walden/RRSM/1002/QDA/index.html#/lessons/lgCV 6zLmg8ZWfOV7W-L5V2ieCv0prIzR

Michalak, R., & Rysavy, M. D. T. (2022). Conducting Effective Online Interviews in an Academic Library. Journal of Library Administration, 62(1), 101–109.https://doi.org/10.1080/01930826.2021.2006988

Moellman, L. W., & Tillinger, J. R. (2004). Civic Spaces: Retooling Public Libraries to Attract and Engage Teens after School. Afterschool Matters, 3, 30–38.

Motulsky, S. L. (2021). Is member checking the gold standard of quality in qualitative Naturalness Associated with Positive Learning Outcomes during Environmental Education Field Trips? Journal of Environmental Education, 54(2), 148–162. https://doi.org/10.1080/00958964.2022.2157369

Pasnik, S. (2006). Evaluation of The Story in History: Engaging Youth in African

American Lives. In Education Development Center, Inc. Education Development
Center, Inc.

Peyton, A. (2018). Serving Teen CoCultures: What Teens Need From Public Libraries
Proposing the "MIRACLE" Narrative Framework for Providing Thick

Raposo-Rivas, M., Martínez-Figueira, M.-E., Sarmiento Campos, J. A., & Parrilla Latas,
Research: The Modus Operandi. MEXTESOL Journal, 46(1).

research? Qualitative Psychology, 8(3), 389–406. https://doi.org/10.1037/qup0000215
Retrieved April 28, 2023, from
https://www.bgca.net/Interact/Pages/Content/Document.aspx?id=2239&SearchId
=943626&utm_source=interact&utm_medium=general_search&utm_term=unit+
director

school-based prevention program for secondary school students. Mental Health &
Prevention, 26. https://doi.org/10.1016/j.mhp.2022.200237

Self-Efficacy. Journal of Educational Research and Practice.

Shufutinsky, A. (2020). Employing Use of Self for Transparency, Rigor, Trustworthiness,

Standifird K. (2005). What expectant teens need from their caregivers. International

Thulin, E. J., Zimmerman, M. A., Kusunoki, Y., Kernsmith, P., Smith-Darden, J., &
Trips as a Form of Experiential Learning for Social Work Students. Canadian
Journal for the Scholarship of Teaching and Learning, 14(2) Tuesday Briefing, 1–
4. Voice of Youth Advocates, 21(4), 241–243.

Vowell, C. & BOYS & GIRLS CLUBS OF AMERICA. (2023, April 25). National
Youth Outcomes Initiative.

https://www.bgca.net/page/2699?utm_source=interact&utm_medium=side_menucategor

y. Retrieved April 28, 2023, from

https://www.bgca.net/page/2699?utm_source=interact&utm_medium=side_menu

_category

Walden University. (n.d.). Qualitative Data Analysis and Coding. https://cdn-

Younas, A., Fàbregues, S., Durante, A., Escalante, E. L., Inayat, S., & Ali, P.

(2023).Youth Outcomes Initiative.

Fisher, A., Melick, C., & Cornett, J. (2019). To the Library...and Beyond!: A field trip to

a science museum leads to relationships and learning. Young Adult Library

Services, 18(1), 17–19.

Smith, L. H., & Holloman, C. (2013). Comparing the Effects of Teen Mentors to Adult

Teachers on Child Lifestyle Behaviors and Health Outcomes in Appalachia.

Journal of School Nursing, 29(5), 386–396.

https://doi.org/10.1177/1059840512472708

Appendix A: Interview Questions

Interview Questions for Qualitative Research Study

Interviewer: <u>William Walker</u>

Date of Interview: _____

Participant #/ Identifier: _____

Start time of Interview: _____

End time of interview: _____

1. What is the most popular teen program throughout the organization?

2. What program does the teens like the least?

3. What do the teens request that they would like to see and do?

4. What is your suggestion that the organization needs to do so that the teen focus can be improved and to help increase attendance and participation?

Appendix B: Participant Letter

Dear Participant:

. The nature of this email is that I am currently a doctoral student at Walden University. I am pursuing my doctoral degree in Public Administration. I am in the professional administration phase and in order for me to complete this process, I will need to successfully conduct a study with a problem that the organization is currently facing. My topic is an evaluation of the Boys & Girls Clubs Teens Programs. To help make this study a success, I need your assistance in participating. This study t is being conducted to help improve teen attendance and participation by providing programs and services that better meet the needs of local adolescents. This could help Youth Service Agency ABC better understand and increase their teen attendance and participation. For this study, you are invited to participate in interviews to share your knowledge and experiences with the teens to help the organization improve their attendance and participation. Also, to take part in a 30-minute interview session to answer questions about the teens and programs of the organization. Review for 30 minutes the response checking procedures after the interview totaling 1 hour of participants' time. To protect your privacy, the published study will not provide any names or details that identify you.

Thank you for your support and participation.

William Walker

Appendix C: Client Organization Letter

To whom it may concern:

I am a doctoral student at Walden University. I am pursuing my doctoral degree in Public Administration. For my capstone doctoral project, I am in need to connect with a client organization that are dealing with program issues with teens and their attendance and participation. The purpose of this study is to is to learn from the Club Site Directors/Unit Directors what they believe would attract teens age 13-18 to the organization to help increase attendance and participation. There are no payments or compensation for participation in the study and this is on a voluntary basis. The researcher is required to protect your privacy. Your identity will be kept private and confidential at all times, within the limits of the law. I have attached the correspondence of the DPA process and what the doctoral study consists of. It includes your role as the potential participant and client organization. You can ask questions of the researcher by contacting William Walker at any time.

I do look forward to this opportunity

Respectfully,

William Walker

Walden University Doctoral Candidate

Appendix D: Client Report and Recommendations

To: Client Organization

From: William Walker, Doctoral Student Walden University

Date: April 16, 2024

Subject: An evaluation of the Boys & Girls Clubs teen programs

Dear Client organization:

First, I would like to say thank you so much for allowing me to conduct my qualitative research study with your organization and to interview your great staff. This study would not have been possible without your willingness, dedication, and passion in helping me achieve my goal of obtaining my doctoral degree at Walden University. Since 1860, this organization has brought great service to all. Your organization has impacted so many lives through the programs and services that you provide. Since COVID-19, the organization has dealt with a decrease in teen participation and attendance. I am happy to provide you with a qualitative thematic analysis results report through affective coding with the NVivo 14 Software that examined research through interviews in the following areas: emotions, values, and evaluations from your staff. This report provides the results of the study and recommendations through a summary with the steps that will help the organization increase its teen attendance, participation, and program quality. The affective coding is labeled in tables 3-6 which helps to provide much needed information and data to improve and solve the organization problem. This software identifies emotion areas such as the following: emotions, values, and evaluations which were in the phrases that stood out during the participant's interview. These recommendations are to

help the organization improve and increase its teen growth and teen participation. These results also help to impact teen interest and teen attendance. The recommended solutions that will potentially address the organization's problem are identifying why there is a lack of teen participation and a lack of teen knowledge about their interest and programs which affected their growth and participation. The recommended solutions to help with teen growth and teen participation consist of several strategies that are explained in the following sentences. The ABC Board members and administration leadership team are to meet with and listen to the Unit Directors for their input on improving teen growth and participation. They will ask questions to the directors regarding their thoughts and suggestions on teen participation, services, and programs from the directors viewpoint. The directors will help provide insight on what the teens have requested to ensure that leadership are informed. The Unit Directors know what is needed from the leadership team and board members from their experiences with the teens. The organization will need to increase funding for programming in areas such as: Smart Girls, Passport to Manhood, and More Field trips, in addition to new programs created as an outcome of this research. The organization will provide dedicated teen space in schools, community centers, and at their club sites for the teens. These teen-geared spaces will be equipped with modern amenities such as technology and stem labs, career and educational assistance resources, drama and art productions, bully-free and safe zones for teens to have protection, and a confidence program that builds and encourages confidence and self-esteem for teen empowerment. The teen space will help the teens develop skills that will support their transition into adulthood. These upgrades will help attract more teens to

both the short-term and long-term teen improvement plans. The organization will recruit

teens to lead programs and sessions geared for teens. This will allow the teens to show

that they can lead and take initiative. Teen-led programs and sessions help to show that

the unit directors and organization want the teens to know that they are teen-focused.

This bridges a gap between age groups and it builds trust.

The results from this study help produce the summary and report to improve teen

growth, teen interest programs and requests, and teen participation in the organization.

(Please see the Tables 3-6 with illustrations and results.)

Respectfully,
William Walker
Walden University, Doctoral Candidate