



Safe
Community
Coalition

Working together for our youth

Teen Summit 2007
Final Report

Tuesday February 6, 2007

USA Today/Gannett Headquarters
McLean, Virginia

Purpose of Teen Summit

The purpose of the Teen Summit is to provide a forum for the discussion by students and community leaders, of issues of interest to the students and to identify opportunities suitable for implementation to address the issues.

Planning Committee

The students from the Youth Advisory Council led the discussions and in helped in the development of the summit topics. The students were from Langley High School, McLean High School, and The Potomac School.

Adults: Cameron Edgar, Coordinator
Mimi Weisberg, Facilitator Training
Laura Zoll, Youth Advisory Council Coordinator
Bill Regan, Topic Support

Support was also given by Judi Nardella Hershman and Sheri Berman. Registration and greeted was assisted by Mimi Weisberg, Eileen Culligan, Susan Perla, and Kathy Rugh.

Funding

Funding was provided by the Rotary Club and a Federal Safe and Drug Free Schools and Community Act grant.

Invitations and Attendance

Students

Guidance counselors at McLean High School, Langley High School, Thomas Jefferson School for Science and Technology and the Potomac School were requested to invite 20-30 Sophomores and Juniors. The counselors were asked to nominate students who represented a good cross section of the student body.

A total of 57 students attended the summit.

Adults

Invitations were e-mailed to community, educational, and business leaders from the membership contacts of the Safe Community Coalition.

A total of 24 adults attended the summit.

Evaluation Summary

A copy of the evaluation is included in the report. Each participant, adults and students, were asked to complete an evaluation report of the summit. The summary was prepared by our research statistician, Kavita Mittapali.

Program

A copy of the program for the summit is included in the report.

Topics and Discussions

Pre-College and Process Stress

Kathleen Clement & Hannah Lynch, Teen Facilitators
Susan Perla, Adult Note-taker

Issues:

- Successful parents in this area have high expectations for their children to succeed
- Grading system is harder in FCPS
- Attending a good high school leads to expectations of attending a good college
- There is pressure since elementary school to succeed
- AP classes start too early (sophomore year)
- Parents live vicariously through their children
- Pressure on Sophomores to take the SAT
- Students worry that colleges will look at lower SAT scores if you take them multiple times.
- Pressure to go to an in-state school (tuition concerns)
- There is also stress from being rejected from your dream school.
- Students need strategies for communicating with their parents
- Parents focus on the college; not the person
- How to stress grades, without stressing out?

Suggested solutions:

- At college night, have panel of Senior students talk with Junior parents; it's sometimes easier for parents to hear from neutral parties rather than their own kids.
- Have Seniors talk with Juniors and Sophomores on what the process is like
- Focus on where you want to go to school (not your parents); not just big name schools are good
- Give Senior year packets to Juniors
- Try to achieve balance in your activities; colleges like consistency and improvement in grades.
- It's easier to do well if you are taking classes you like
- Watching older siblings can help; you learn from their mistakes
- Threats and taking away privileges are not an effective solution, i.e., taking away a favorite activity for bad grades, etc.
- Suggest that Guidance Departments put less stress on AP classes
- Some students don't want to miss class to attend college visits; suggest scheduling college visits to after school, rather than during the day
- Plant the seed about the college process in Freshman and Sophomore years, but don't push too much; have student panel tell Freshmen and Sophomores what it's like

- Earlier than Junior year is too early to make college visits (you don't know what you want; only what your parents want).
- Find something you like to do; your passion; talk to people in that profession; or talk with professors; or talk to students on campus in that area.
- For SAT tests, determine what dates are better for you to take the test
- Take diagnostic tests to determine whether you should take SATs or ACTs
- During college visits, take notes during the presentations; write down impressions immediately; have a spreadsheet of facts for each school.
- Have graduating seniors send an e-mail after 1st semester to add to the "Book" of where students go to college; offer to help students who might want to visit the college
- Princeton Review website (and other similar websites like mymajor.com) can narrow down college choices, based on student's preferences, criteria.
- Students can (and often do) change majors, so don't narrow your college choice too much; leave room for other possibilities.
- Have in-school assemblies about the college process, so students can do their own research and feel more in control of the process, rather than the process being parent-driven. When students receive the information first, they feel more confident.
- Enlist a relative, counselor, coach, teacher to be an intermediary with your parent. Talk to a favorite teacher; have them review your essay first before showing your parents.
- Advertise scholarship options more widely (MHS gives every junior student a Keep-in-Touch account to receive scholarship information).
- Have a crash course for students at the end of Sophomore class to introduce them to the Career Center (MHS introduces Freshmen to the Career Center).
- Develop relationship with counselor; also good idea to get to know your professors and advisors at college.
- Enjoy the journey; you are not building a resume; you are building a human being.

Safe Social Alternatives & Understanding Your Place

Anne Lenrow & Todd Langstaff, Teen Facilitators

Kathy Lindstedt, Adult Note-taker

Question: Why do teens feel parties have to have alcohol?

- It is a stress reliever.
- It is the 'cool' thing to do because it is taboo.

Question: What do you do if you are invited to a party and know there will be alcohol/drugs?

- Go without partaking.

- Let others make their own decisions.
- Do not feel responsible for the actions of those who do decide to partake.

Question: Can parents help find safe social alternatives for their children?

- Parents can facilitate opportunities but kids need to find activities for themselves.
- By finding their own activities teens learn independence and learn to balance their activities.
- Some feel that parents should allow their teen to drink under parental supervision to help teen learn to drink responsibly.
- Others feel that it is not 'cool' to drink with parents.
- What if someone likes alcohol too much or if there is a history of alcoholism in the family?
- Adult view: Allowing teen to drink sends mixed message, especially since it is against the law to drink as a minor. It also makes your life less safe. Has anyone seen any good come out of drinking?

Question: Why are teens still motivated to drink even after warnings?

- "It won't happen to me."
- Need to experience it for oneself
- Fun
- Nothing else to do
- Escape from problems, stress
- Media sends mixed messages. Public service announcements show that alcohol is bad but TV commercials and TV shows depict the 'fun' side of drinking.
- It takes less effort to say 'yes' to a party than trying to find something else to do.

Question: What are alternatives to drinking?

- Sports
- After school jobs
- Going to the mall
- Going to the movies
- Going into DC
- Special interest clubs through school can provide activities.
- Community can provide activities.

Summary: Students felt that there *are* safe social alternatives but transportation becomes a great problem when living in suburbia. No one wants to 'hang out' where he/she lives. They want to go elsewhere. Going into DC is difficult. Access to public transportation is difficult. There is no perfect solution. There are activities available but students have to be motivated to find them. They can find things to do but it's hard to find 'fun' things to do. Having a balance in personal/social/academic/ sports areas may be the key to keeping teens away from parties.

Bullying in High School?

Ellen Bouchard & Rachel Bensinger, Teen Facilitators
Mimi Weisberg, Adult Note-taker

On Line Bullying

- Facebook and MySpace both used for targeting people on line and more public
- Commenting on "wallpaper" for all to see, talking trash about someone
- Both places known as "bashing" spaces
- Kids see the teasing and bullying as a joke... "just kidding" as if this makes it okay
- Not always comfortable asking adult for help
- Kids pass judgment on clothes, and fads
- Power issues not sure how to address not face to face gives power feelings
- On line means you can be crueller because it is not face to face, fits in with "girls mode of bullying" =less confrontational
- Need to realize that insults are injuries
- Need to realize that once written down it is in the public domain and how this can hurt a person, no real consciousness about this doing it with out thinking about it the consequences for self and the other person
- Keeps a gossip chain going
- Text messages more secretive but can be spread around and is more friend to friend bullying
- Electronic intimidation
- If it is written it is against the law, kids do not realize this and the trouble they could get into

What Should Be Done?

- Remind teens that everything they write is archived and it follows you. Maybe have an older teen, young adult speak to teens about what problems they had because of what they posted online
- Inform teens of the laws that apply to electronic interactions
- Not able to do much individually but team building in schools might help

Face to Face Bullying

- Physical stuff comes up more in freshman and sophomore years for boys and then quiets down

- Teachers bully kids a lot and they feel they have no recourse
- Teachers allow it to go in their classrooms and think it is just part of life
- Some teens felt it was just part of life and that a person needs to toughen up
- Sports and competition arenas breed bullying in intra-school and inter-schools in the area
- A lot of name calling all the time and it may hurt depending on the relationship. One person may allow it from one group like their closest friends but then another person or group may start doing it and it hurts
- Group bullying, they feel safer in numbers
- Intimidation shows up a lot
- Sexual harassment happens with student and teachers sometimes and can be subtle
- Adult who work around the school "cat call" or bother the girls at times
- No should mean no but it doesn't always because boys usually push the limit and girls give mixed messages at times
- Flirting is not hurting but can be confusing
- Bystanders do not want to get involved for fear of being the next target

What Can Be Done

- Teach assertiveness training in schools
- Update videos used to get message across even let the teens make their own and show it
- Talk to teachers and make sure they have a no tolerance policy on themselves and in their classrooms
- Teach empathy so that everyone can deal with bullying i.e. has large assemblies each year and throughout the year that deal with tolerance.
- Teach how to stand up to bullies and not be a bystander
- Call people on bullying the minute you see it
- Have bully and sexual harassment themes around the school to keep awareness up
- Address issues of other adults (not school personnel) behavior so kids feel safe
- Have someone at school the teens can go to who has some power to help effect change
- Keep finding ways to deal with differences and promote empathy
- Have discussions on going after videos
- How to help a friend
- Team sports coaches need to learn to deal with bullying and not let any of it be acceptable and watch their own behavior
- Define sexual harassment and work on these issues
- From Ethics Day... follow up in all grades, keep in ongoing throughout year
- Be aware of what goes on at school social events and private ones and take action

Alcohol and Drugs

Ora Boncone & Caroline Ebrill, Teen Facilitators

Susan Perla, Adult Note-taker

Issues:

- Students identified illegal substances and anything prohibited by law or any RX which is non-prescribed
- Students obtain them from older siblings, parents own liquor cabinet or in DC
- Alcohol is a bigger problem than drugs
- Some parents provide alcohol in their homes even though it's against the law.
- Some parents are too strict and don't let their kids go out
- Some parents want to expose their kids to alcohol before they go to college, where there are no parental controls and the students get into binge drinking.
- Binge drinking is an issue in high school, too; several students know of kids who have had their stomachs pumped.
- People know the dangers, but you still have to learn the lesson
- High school kids are not mature enough to handle situations
- Drugs are more scary than alcohol because of the unpredictability – can alter personality, you don't know what's really in it.
- Some people see that providing drugs can make them popular, but then you don't know who your real friends are.
- Kids have more money to buy drugs these days
- Other causes of drinking are: overbearing parents; kids drink to rebel and relax
- Peer pressure also causes kids to drink "you'll have more fun." Perception that alcohol lessens inhibitions at parties.
- People assume that if you are at a party, you will drink.
- Depression, pressure on grades is another reason kids drink
- People don't realize the consequences (black-outs, etc.)
- Media also makes it look cool to drink, smoke; marketing geared towards kids include jello shooters, favored wine and cigarettes. Media has a bigger affect on kids if they don't have that conversation with their parents.
- Some kids think they are not hurting anyone but themselves with this behavior (until they become a drunk driver).

Solutions:

- Avoid alcohol with self-control. Tell yourself you are underage; don't let peer pressure break your moral beliefs.
- Some students have religious beliefs that keep them from drinking

- Some students have alcoholism that runs in the family as reason not to start drinking
- A lot of kids don't drink, especially when they start driving
- Being in sports is a deterrent from drinking/drugs – fear of being kicked off the team or messing up your training
- A history of smoking/cancer in the family, or some other family tragedy can prevent kids from smoking/drinking.
- “My father would kill me!” can be a deterrent
- The MADD crash cars can be a deterrent, but usually only for a short time, before the next tragedy happens (or if someone you know personally is killed in a crash).
- Memorial benches and crosses at crash sites affects kids and shows them the dark side;
- Programs like the “Vision Warrior” make more of an impact on kids than the “80's” movies shown in Health class which are seen as a joke.
- Personal tragedies and stories and visual impacts are a deterrent (showing a movie of a kid having his stomach pumped).
- Have a “No questions asked” agreement with your parents – to call home if there is drinking at a party
- Parents should talk pro-actively with their kids; assume there will be drinking at parties and have a strategy for dealing with it.
- It's good for kids to hear about alcohol and drug abuse from the schools, but more important to hear it from parents and families.
- Teen drinking is not a new thing; it is an unreal expectation that it will stop.

Taking Care of Yourself (Mental & Physical Health)

Anne Lenrow & Todd Langstaff, Teen Facilitators

Mimi Weisberg, Adult Note-taker

Physical Health

-Athletes weight issues, coaches put pressure on teens and the competition is high

-Media issues of weight and looks and style a big issue sometimes negative influence

- A lot of sleep issues due to over loading of homework that feels like busy work and taking on a lot because they want to and also feel a need to achieve their goals and/or their parent's goals

-Stress in school, pressure, friendship demands, balancing issues

-Homework is a big issue, they know that A.P. means more but it is too much

-Would rather give up sleep for friends, good grades and socializing...not wanting to miss out

-They feel they will make up the sleep but that doesn't really happen

-Eating issues, most know what is good and not for them and they make their own choices due to time and tastes

-They do see that poor physical health leads to poor mental health and vice versa

- Skip breakfast and during lunch engaged in things you cannot eat and do at the same time or they are in places where they cannot eat so they skip or pick up not healthy food
- They are aware of pop culture influence on body type issues and self esteem
- The use of alcohol and drugs was not discussed very much at all!

Solutions

- Health related activities promoted at school
- Teach yoga and stress reduction
- Teach prioritizing activities and skills
- Budgeting time skills
- Can learn more with less homework, comprehension issues are not addressed by repetition
- At the end of class allow time to do the problems or what ever with the teacher around so you can get the assistance and clarification you need
- Passion is need with better classes/electives this will help a person feel better, not just striving to achieve all of the time
- Have the Guidance staff see their passions and address them
- Learn how to ask for help and when
- School should start late for teens
- Healthier choices for school food
- Have school breaks really be stress relievers not a time to pile on homework
- More education about healthy foods in a way that entices kids
- Sell healthy foods to kids cheaper and get local food stores on board with this idea
- Schools should find a way to counter fad/crash diets
- Make sure after school activities are available to all kids because this relieves stress and works with passions i.e. make club sports more accessible, not everyone has to be the best to play, this also would cut down on competition
- Teach "mindfulness" about choices in all areas of life

Parents and Stress-Solutions

- Do not relate your life to mine...teens stress now is different
- EMPATHY from parents
- Ask how teen defines and what stress is for them
- They want to do what they want to do well and need support... ask what that support might look like
- Goals, yours mine and ours...let's talk about this
- Too much pressure to be the best and do the best, acknowledge my good and do not praise me when I really have not done well
- Grades and score grades and scores that is all they hear from parents. Take a look at adults' anxieties about this and how it bleeds over to the kids but may not be a motivator
- College anxieties too early, too soon, too much
- Too much pressure from colleges and competition feels insurmountable at times, not seen as a person only a score
- Talk about my passions and purpose

- Adults need to just be supportive and let us fail or learn from our mistakes it is not the end of the world and better now while under the safety of family then away in the world alone
- Want to opportunities to make the wrong decisions
- ROLE MODEL dealing with stress, change, decision making...lead by example parents!

General Ideas and Solutions

- Choices, let me make mine but give me the tools to do so
- Be the change you want to be...students need to see this and adults need to model this
- Adults need to be supportive in general, they think they are but aren't because they get anxious and then what is a teen to do with their anxiety?
- Make healthy alternatives with food and activities appealing to teens
- Encourage after school activities which supports passions but then give the time for them
- Exercising to relieve stress
- Need to find ways to help themselves with time and balance issues
- Keep life in perspective
- Sports help manage time
- Setting goals for self with dates
- Plan time outs
- Show options
- Learn to cook and will be healthier

(The teens did not talk about suicide or depression, or drugs and alcohol really got focused on the physical and sleep and time management)

Peer Pressure

Becca Altmeyer & Melissa Belardi, Teen Facilitator
Eileen Culligan, Adult Note-taker

ISSUES IDENTIFIED:

- Peer pressure is felt by teens who desire to be a part of a certain group or sometimes just to keep their friends. Everyone wants to belong. Sometimes peer pressure makes teens do things they would not normally do in order to belong.
- Teens also experience implied peer pressure (i.e., drinking alcohol at parties) in order to blend in. This is different from verbal peer pressure.
- There is peer pressure from the media to be thin. Some of the teens stated that some of the middle school students are anorexic and bulimic. (They feel that the younger teens have a distorted perception of high school teens.)

- Being in close proximity to Tyson's Corner, there is peer pressure to have nice clothes and to dress "cool."
- Alcohol is more accepted than marijuana in our community.
- There is also positive peer pressure in our schools, especially encouraged by some sports coaches, to make good grades and not to drink since it is a reflection on the entire team.
- Some teens drink alcohol at parties, not because of stress, but because it is a social activity. Stress is sometimes used as an excuse, but it is not a factor with these teens.
- Some male teens felt pressure from other males not to have girlfriends, since it takes away from guys spending time hanging out together.
- Upperclassmen sometimes pressure underclassmen sexually because the younger students are perceived to be more vulnerable.
- The driving influence behind making good decisions is your family history (not smoking due to lung cancer in the family or not drinking due to alcoholism in family), as well as realizing that your decisions affect your entire family.

RECOMMENDED SOLUTIONS:

- Have a program for middle school students with a panel of high school teens showing what high school teens are really like (i.e., the majority of high school teens don't drink and do drugs).
- Surround yourself with people who share your values and beliefs.
- Have a school-wide campaign to do the "right thing" so that there is pressure from the entire student body.
- Look for sources of positive peer pressure (coaches, student leaders, etc.)
- Develop the ability to say "no" and stay true to your values.
- Make a decision before the party on what your values are.
- Parents need to establish rules with good balance. A parent who says to their child, "You disappointed me" is often more powerful punishment than any other punishment.
- If friends don't participate in activities that you do, don't make them feel badly.

- Be yourself – true friends will accept you the way you are.
- Host community-wide teen activities – dance, basketball games, teen center to hang out, etc.

-Program-

9:30-10:00 a.m. **Registration & Gathering**
Gannett Lobby

10:00-10:10 a.m. **Welcome & Introductions**
First Amendment Dining Room

Cameron Edgar, Teen Summit Coordinator
 SCC First Vice-President

10:15-11:25 a.m. **Session I Discussion Groups**
 Please refer to your nametags for your discussion group assignments.

Locations in the room will be announced.

11:25 a.m.-12:00 p.m. **Lunch**
First Amendment Dining Room

Please refer to your nametags for your discussion group assignments.

Locations in the room will be announced.

12:00 p.m.-1:10 p.m. **Session II Discussion Groups**

1:10-1:20 p.m. **Evaluations**
 Please complete your evaluations in your group

1:20 p.m. **Dismissal**
 Load up on buses to return to schools.

Discussion Groups

Session I Discussion Groups

Pre-College and Process Stress
 Kathleen Clement & Hannah Lynch, Teen Facilitators

Safe Social Alternatives & Understanding Your Place
 Anne Lenrow & Todd Langstaff, Teen Facilitators

Bullying and Harassment in High School?
Ellen Bouchard & Rachel Bensinger, Teen Facilitators

Session II Discussion Groups

Alcohol and Drugs
Ora Boncone & Caroline Ebrill, Teen Facilitators

Taking Care of Yourself (Mental & Physical Health)
Anne Lenrow & Todd Langstaff, Teen Facilitators

Peer Pressure
Becca Altmeyer & Melissa Belardi, Teen Facilitator

Special Thanks to...

Teen Facilitators
Adult Notetakers
Staff of USA Today/Gannett
McLean Rotary Club
Mimi Weisberg, Facilitator Training
Laura Zoll, Youth Advisory Council Coordinator
Bill Regan, Background Information
Sheri Berman, Publicity and Support
School Guidance Directors

Evaluation Forms

Please make sure that you complete an evaluation form before you leave this afternoon. Your comments and suggestions help us to provide quality and effective programming.

Report

A complete report on the discussions held here today will be released in the next few weeks. The report will be posted on the Safe Community Coalition website. If you would like a report mailed to you please mark that on your evaluation form.

Follow-Up Meetings

If you are interested in any follow-up discussions of the topics and concerns addressed here today please mark that on your evaluation form. Someone will be in contact with you about your future involvement.

**Thank you for your participation
today and support of the**

Safe Community Coalition!

12th TEEN SUMMIT

EVALUATION REPORT

February 2007

Prepared by

KAVITA MITTAPALLI



The 12th Teen Summit was hosted by the Safe Community Coalition (SCC) in February 2007 at the USA/Gannett Headquarters in Tyson's Corner, McLean. The summit's goal was to address, highlight, and discuss issues and problems for and with the youth of our community. The topics discussed this year were:

- Pre-College and process stress
- Alcohol and Drugs
- Peer Pressure
- Bullying in High School
- Safe Social Alternatives
- Taking Care of Yourself (mental and physical health).

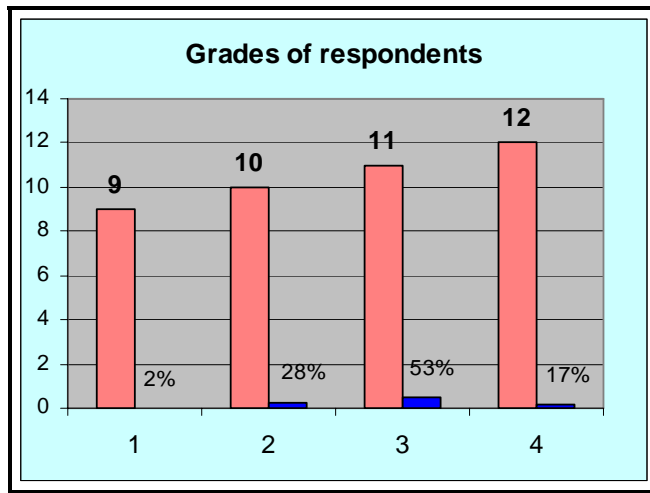
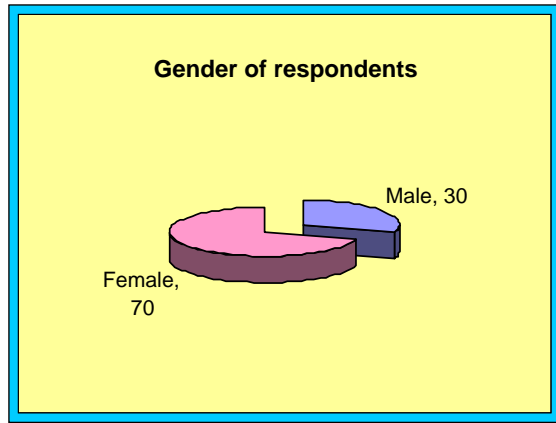
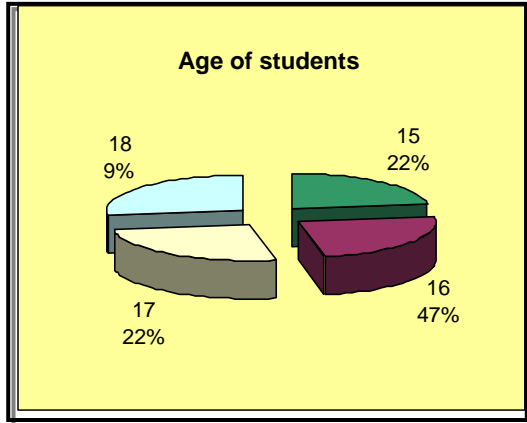
The format of the summit was discussion groups that were led by trained teen facilitators with at least an adult in the group designated as a note-taker. SCC worked with the guidance counselors at the schools to select and nominate a cross section of their student body. Each school was asked to invite 30-40 students. The four participating schools were: Langley High School, McLean High School, The Potomac School, and Thomas Jefferson High School for Science and Technology. Two buses were used for the summit to pick up and drop off students from Langley and McLean High School. Students from Thomas Jefferson were brought by their guidance counselors in cars. Business and community leaders and school based staff were also invited to the summit. There were 86 participants (including parents, business and community leaders and school based staff).



An evaluation form was given to each participant at the end of the summit. The form had a mixture of open-and closed-ended questions related to the topic discussed, the overall organization of the summit and further recommendations for future programming efforts. There were 76 returns (88 percent response rate).

The demographics of the respondents were as follows:

Tables 1-3



As indicated in tables 1-3, a majority of the student respondents were 16 years old (47 percent) followed by 15 and 17 (both 22 percent) and 18 (9 percent). The mean and standard deviation for age were 16.17 and 0.881 respectively. 22 respondents were males (30 percent) and females (70 percent). A majority of them were in grade 11 percent), followed by grade 10 (28 percent). Among

86 percent of respondents said it was their first Teen summit 52 (53)

other respondents, there were parents, counselor, school administrator, SCC staff (all 1 percent), and students (71 percent). Of the participating students, 21 (31 percent) attended Langley high school, followed 20 (30 percent) McLean high school, 15 (19 percent) Potomac high school and 5 (9 percent) TJ high school of science and technology.



The next set of questions were Likert-scale based (where 1= very satisfied, 2=satisfied, 3=neither of them, 4=dissatisfied and 5=very dissatisfied) asking the participants specifically about each topic (pre-college and process stress, safe social alternatives, bullying in high school, alcohol and drugs, take care of yourself and peer pressure)

covered at the summit based on if they provided them useful insights, were relevant and useful, and if the mentor was knowledgeable. Tables 4a-7a present the means and standard deviations for the questions asked under each topic followed by Tables 4b-7b with percentages for 'very satisfied' and 'satisfied' responses for each question under each topic.

Table 4a presents the means and standard deviations for the question- *'the discussions provided new insights'*: Safe social alternatives was rated the highest (mean=2.07, SD=0.917) among all other topics discussed at the summit.

4a. Topic	Frequency	Mean	Standard Deviation
Pre-college and process stress	23	1.65	0.714
Safe social alternatives	27	2.07	0.917
Bullying in high school	25	1.96	0.790
Alcohol and Drugs	30	2.03	0.850
Taking care of yourself	25	2.04	0.889
Peer Pressure	24	1.71	0.751

Table 4b results indicates that bullying in high school was rated the highest (52 percent as 'satisfied') followed by pre-college and process stress (48 percent as 'very satisfied').

4b. Topic	Very satisfied (%)	Satisfied (%)
Pre-college and process stress	48	39
Safe social alternatives	30	41
Bullying in high school	28	52
Alcohol and Drugs	30	40
Taking care of yourself	28	48
Peer Pressure	42	50

Table 5a presents the means and standard deviations for the question- '*the discussions were important and relevant to me*'. Taking care of yourself was rated the highest (mean=1.96, SD=0.878) for this question.

5a. Topic	Frequency	Mean	Standard Deviation
Pre-college and process stress	23	1.48	0.790
Safe social alternatives	25	1.92	0.702
Bullying in high school	25	1.88	0.833
Alcohol and Drugs	29	1.69	0.967
Taking care of yourself	23	1.96	0.878
Peer Pressure	24	1.50	0.590

Table 5b shows that pre-college and process stress was rated the highest (65 percent 'very satisfied') followed by safe social alternatives (64 percent as 'satisfied') for the question.

5b. Topic	Very satisfied (%)	Satisfied (%)
Pre-college and process stress	65	26
Safe social alternatives	24	64
Bullying in high school	36	44
Alcohol and Drugs	55	28
Taking care of yourself	30	52
Peer Pressure	54	42

Table 6a presents the means and standard deviations for the question- '*I will use some of the ideas offered at the summit*'. Alcohol and Drugs was rated the highest for this question (mean=1.90, SD=0.712).

6a. Topic	Frequency	Mean	Standard Deviation
Pre-college and process stress	23	1.74	0.752
Safe social alternatives	27	1.85	0.602
Bullying in high school	24	1.67	0.637
Alcohol and Drugs	30	1.90	0.712
Taking care of yourself	24	1.71	0.751
Peer Pressure	24	1.63	0.647

Table 6b shows that safe social alternatives was rated the highest (63 percent as 'satisfied') followed by peer pressure (46 percent as 'very satisfied') for the question.

6b. Topic	Very satisfied (%)	Satisfied (%)
Pre-college and process stress	39	52
Safe social alternatives	26	63
Bullying in high school	42	50
Alcohol and Drugs	30	50
Taking care of yourself	42	50
Peer Pressure	46	46

Table 7a presents the means and standard deviations for the question: '*The speaker/mentor was knowledgeable*'. Alcohol and Drugs was rated the highest (mean=1.79, SD=0.630) for this question.

7a. Topic	Frequency	Mean	Standard Deviation
Pre-college and process stress	22	1.50	0.598
Safe social alternatives	25	1.64	0.638
Bullying in high school	23	1.22	0.422

Alcohol and Drugs	28	1.79	0.630
Taking care of yourself	23	1.68	0.646
Peer Pressure	23	1.26	0.449

Table 7b shows that bullying in high school was rated the highest (78 percent as ‘very satisfied’) followed by alcohol and drugs (57 percent as ‘satisfied’) for the question.

7b. Topic	Very satisfied (%)	Satisfied (%)
Pre-college and process stress	55	41
Safe social alternatives	44	48
Bullying in high school	78	22
Alcohol and Drugs	32	57
Taking care of yourself	41	50
Peer Pressure	74	26

The next question asked the respondents to rate the summit’s organization, location and time and staff’s attitude. Time was rated the highest (mean=1.33, SD=0.575) followed by the organization of the summit (mean=1.25, SD=0.656). Table 8 presents the percentages based on their rating (1=excellent, and 2=good). All the aspects of the summit were rated highly by the respondents. They were rated either ‘excellent’ or ‘good.’

Topic	Excellent	Good
The summit was well organized	83	12
The location was appropriate	84	13
The time was appropriate	71	26
The staff was helpful	83	16

The last Likert-based scale question asked a general question about the welcome address, group discussions 1 and 2, lunch/refreshments and the facility. The facility was rated the highest (85 percent as ‘excellent’). Table 9 presents the percentages based on their rating (1=excellent, 2=good).

Topic	Excellent	Good
Welcome and Opening	46	42
Group Discussion 1	53	39
Group Discussion 2	58	37
Lunch/Refreshments	62	23
Facility	85	13

The next three questions were open-ended/narrative in nature that asked the respondents their opinions on what they liked the *most* in the summit, what three things would they like to take home with them, and finally what they liked the *least*. Narratives have been summarized below. Similar multiple responses have been included in parenthesis.

What did you like the <i>most</i> in the summit today?
Discussion on bullying (4)
Open discussion (3) and hearing from the kids
Student suggestions
Ability and opportunity to talk openly
A lot of new ideas about various topics; others' perspectives
Being able to interact with other kids was great
Time for discussion was perfect
The way the discussions were set up and the relaxed atmosphere
I hadn't had a chance to talk about 'how to take care of yourself' so the discussion was novel!
The discussion on safe social alternatives (2)
Small group sizes= more intimate, better feedback
The chance to tell counselors/administrators things that need to be done
Hearing from students outside my school. Their fresh insights were good (3)
Alternative activities and bullying (2)
To learn about the pre-college stress (2)
Idea discussed and knowing that there are a lot of good kids out there
Good time- it was on a school day so I could actually attend
Hearing how the adults reacted to teens' comments
New ways to approach college process and how others view drinking
Teens being involved in facilitation and discussion
Tips on college process, consequences of drinking and looking for
Discussion about alcohol and drugs (3)
Students who are bullied in school
The solutions we developed
Don't stress yourself out, be confident and know how other people
Meeting new people (4)
Keep facilitators (3)
Bullying, parent and child communication (3) and talk about issues in school
Adults and teenagers together was the best!
The location was the best (2)
Homework, problem solving and stress
People need to be open about their problems and that there are alternatives
What are the three important things that you will take home with you?
Keep things in perspective, sleep well (3) and talk to parents more
Knowledge, hope (3) and determination



Ideas on how to relieve stress, that I am not alone with these feelings and new perspectives on certain subjects.

What did you like the <i>least</i> in the summit today?
A bit cold (3)
Nothing, it was all good (4)
Lack of diversity (3)
The sessions seemed a bit long (3)
Room arrangement and group size
Some people said the same thing over and over
Longer lunch, shorter discussions
The group size was large and not everyone seemed comfortable.
The fact that both parents and administrators were there, we couldn't talk freely (2)
Some students were not open to discussions
Lunch selection was not good. Maybe pizza next time?
Not all truth was revealed. Too much censorship
Location was too formal.
Kids were saying what the adults wanted to hear.
Smaller groups may work for quieter kids.
Not being able to listen to other topics (4)
I wanted to hear the pre-college topic but couldn't (2)



Additional

suggestions/recommendations:

- The opportunity to be able to listen to all the group discussions. Some students felt they missed out on some of the topics.
- Smaller group size so that all students are able talk freely.
- Shorter sessions and breaks in between some students felt the sessions were long.
- Some form of reporting back to the parents

Appendix

Evaluation form

We hope you liked the *Teen Summit* today. Please fill out the form below. Your candid responses will help us understand your needs and plan our program/s better. We really appreciate your comments. Thanks!

Your age _____ Your gender M F In what capacity are you attending the summit today? _____ (student, parent, community member, business, etc). If student, please mention your grade _____ and name of your school _____

Have you attended Teen Summit organized by SCC before? YES NO

Main reason you decided to attend the talk today _____

Please rate 1= very satisfied, 2= satisfied 3= neither of them 4= dissatisfied 5= very dissatisfied (NOTE- you may repeat the same rating across the topics)

	Pre-college and process stress	Safe social alternatives	Bullying in high school	Alcohol and drugs	Taking care of yourself	Peer pressure
Overall.....						
The discussions provided new insights						
The discussions were important and relevant to me						
I will use some of the ideas offered at the summit						
The speaker/mentor was knowledgeable						
	Excellent	Good	Average	Poor	Not sure	Did not attend
The summit was well organized						
The location was appropriate						
The time was appropriate						
The staff was helpful						

Please rate the following-

Topic	Excellent	Good	Average	Poor	Did not
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					attend
Welcome and Opening					
Group Discussion I					
Group Discussion II					
Lunch/Refreshments					
Facility					

What did you like the *most* in the summit today?

What are the three most important things that you will take home with you?

What did you like the *least* in the summit today?

Will you recommend this program to your friends/peers/anyone? YES NO

Any additional suggestions/comments:

THANKS FOR YOUR FEEDBACK!