

Emotional, Social, and Occupational Needs of Teenage Parents
In an Effective Teenage Parenting Program

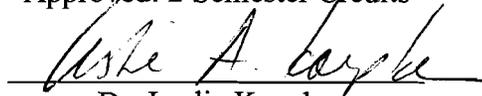
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ABSTRACT

The purpose of the study was to identify the emotional, social, and occupational factors that help teenage parents to stay in school. Subjects were 13 students from one of the High Schools in Green Bay. Based upon Kopasci's (1990) previous research, the researcher revised the survey instrument and reviewed it with her research advisor. The survey included a progression of 24 multiple-choice questions as well as several open ended follow-up questions identified by the researcher. Data analysis included compiling descriptive statistics for the quantitative survey; for the open-ended questions, the researcher identified the common themes reported by the students.

The quantitative results indicated that the teen parenting classes offered at school had a positive impact on parenting behaviors and that more information was needed about child development. The qualitative results indicated on-site childcare and transportation were needs of teenage parents within the Green Bay

Area Public School District to be successful. The researcher recommends a comprehensive model for teen parents, which would include additional work-based learning opportunities for students in order to attain a high-wage job upon graduation, as well as additional curricular courses provided to teenage parents.

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Chapter I: Introduction

The Green Bay Area Public School District students offer a critical insight into teenagers living in an urban setting, as there were over 20,000 students enrolled during the 2006-2007 school year (Nerad & Marsch, 2007). Of these students, 47% received free and reduced lunch and the ethnic make-up of the student population was: 63% Caucasian, 17% Hispanic, 8% Asian, 7% Black, and 5% Native American (Nerad & Marsch, 2007). The district's mission statement proves to the community how important it is to provide students with a quality education by stating, "We embrace learning for all as our highest priority. By providing our diverse community with dynamic educational opportunities, we develop engaged members of society and enthusiastic learners for life." From this mission statement, seven action plans have been put in place regarding literacy, proficiency, diversity, and engagement. All of these action plans are addressed through the development and implementation of quality programs for students.

Currently, the district offers all secondary students with a variety of alternative programs that provide an educational setting most appropriate for diverse learners. One of these programs is the Teenage Parenting Program, most often referred to as TAPP, which provides an educational setting most appropriate for teenage mothers and fathers. As the number of teenage parents has stayed constant since the 2001-2002 school year in the Green Bay Area Public School District, there has proven to be a need for a strong program that identifies the needs of teenage parents and addresses those specific needs (Nerad & Marsch, 2007). The Green Bay Area Public School District is currently interested in identifying the emotional, social, and occupational needs of the teenage

mothers within the current program, so as to revise and create a more comprehensive educational program.

The proposed study will focus on addressing needs of teenage parents, specifically teenage mothers, within the teenage parenting program in the Green Bay Area Public School District. Through the assessment and recreation of the current program, young mothers would be able to improve their chance of success as they move on through life with a strong foundation of knowledge. Currently, teenage parents include both male and female students and are from a wide range of income and educational levels. Research focusing on the needs of teen parents will be the primary goal of this study. The study will assess the specific needs of the teenage mothers within the district and provide a rationale to create a specific program, which would increase the success of the students enrolled in the teenage parenting program.

The National Campaign to Prevent Teen Pregnancy states that, “three out of every ten girls became pregnant at least once before the age of 20” (2006). The campaign also states the following risks for teenage mothers in the year 2006 as including: a decline in future prospects, serious health risks, and the close link to poverty and single parenthood. The risks for children born to teenage mothers include: health problems, inadequate parenting, abuse and neglect, and insufficient health care. Seeing the risks associated with female teenagers who have babies, as well as the children who are born to the teenagers, it is obvious that strong programs for teenage mothers need to be in place within our schools.

The current teenage parenting program (TAPP) in the school district is focused on providing education to teen mothers related to every day tasks. Each teen mother

enrolled in the program is able to share stories and skills learned with the other parents in their classes to help foster an environment in which they can learn from one another's experiences. In addition to the daily sharing of stories, students gain information about the development of their child and themselves as well as the resources available to them within the Green Bay community. The four core courses that are taught within the TAPP are Teens Parenting 1, Teens Parenting 2, Parenting Issues and Strategies, and Study Skills and Career Research. Teens Parenting 1 focuses on prenatal development and childbirth education for the teen parent, while Teens Parenting 2 is a course that strives to help the teen parent understand the growth and development of children from birth to age two. The goal is that students will be able to immediately implement newly learned parenting strategies on their own child. Parenting Issues and Strategies focuses on child development from ages two to four, with an emphasis on utilizing community resources and available research in managing parenting issues and can be taken as either a semester or yearlong course. Study Skills and Career Research focuses on improving organization, note taking, listening, speaking, reading, and test-taking skills. Each of these courses is a yearlong course, with the exception of Teens Parenting 1, which runs for only one semester. The students are also encouraged to take other courses within the high school, which focus on financial management, core academics, and additional child development courses.

The Green Bay Area Public School District currently employs two teachers who are involved in the TAPP. Of the two teachers, one travels between three schools, while the other teacher is located full time at one high school. These two teachers are the primary support figures for the teen mothers within the program, as well as responsible

for writing the curriculum for the courses mentioned above. The curriculum committee, which is responsible for writing the curriculum for this program, is made up of these two teachers as well as a curriculum generalist and the alternative program director. The integration of various family theories into the program curriculum is needed in order to offer a strong support system for teenage mothers. The program has also shown an increased need in connection to community resources, which will be assessed through the research as well.

Purpose of the Study

Overall, the goal of revising the current teenage parenting program for teen mothers within the Green Bay Area Public Schools is a realistic one. The change in the foundation of the program would be readily received by the administration. Therefore, the purpose of this study is to assess the emotional, social, and occupational needs of teen mothers within the Green Bay Area Public School District.

Statement of the Problem

The Green Bay Area Public School District is currently interested in identifying the emotional, social, and occupational needs of the teenage mothers within their current Teenage Parenting Program (TAPP), so as to revise and create a more comprehensive educational program.

Chapter II: Literature Review

Teenage parenting is a topic that has yet to be widely researched throughout the world but is deemed as a risk factor to the graduation rates of young mothers and fathers in the United States (Sadler, 2007). Wisconsin is rated 42 out of the 50 states within the United States for pregnant women ages 15-19, according to the Guttmacher Institute, as based on the 2000 census (2006). Even though Wisconsin has seen a decrease in the number of pregnant teenagers, it is essential to address a constant issue in Brown County, specifically within the Green Bay Area Public School District. With the steady enrollment of teenage parents within the Green Bay Area Public School District it is imperative that research studies include school-based teenage parent programs as well as school-based childcare that include programming for teenage parents (Nerad & Marsch, 2007). It is believed that by providing students with a strong foundation of education, that the student's ability to continue after high school with post-secondary education, specialized training, or employment is more likely to take place (Kirby, 2001).

School-based programs that provide services for both the teenage parents (mothers and fathers) as well as their child(ren), are seen as comprehensive programs and are the most successful types of programs available (Sadler, 2007). "Finishing her education is the best thing a teen mom can do for herself and her child, but accomplishing that is no easy task (Coburn, 1999, p. 67)." This speaks directly to the need of support for both the teenage parents and their children, especially during their high school years. A need has been clearly identified through previous research, while it has been found that assessments of comprehensive programs has been limited due to federal funds (Akinbami, Cheng, & Kornfield, 2001). A program that is supportive and organized in

its expectations of the students is essential in helping the teenage parents connect with their educational experience (Zachry, 2005). Although many programs do include fathers as being able to participate in the programming at the high school as well as working in the childcare center, the reality is that many teenage fathers are either dropouts or are older than the teenage mothers and are beyond high school age (Coburn, 1999).

In general, teenage pregnancy rates in the United States have been declining within the past ten years, but over half of a million adolescent women still give birth each year, which proves that the need for programming has not decreased (Sadler, 2007; Thomas & Dimitrov, 2007; Thomas & Looney, 2004; Philliber, Brooks, Lehrer, Oakley, & Waggoner, 2003). Overall, the main focus of future teenage parenting programs within high schools must include both the teenage mothers and their children (Sadler, 2007). Childcare is often the biggest issue that teenage parents have to face in order for them to continue with high school and to work towards their goals for their future (Coburn, 1999). By providing the students with educational resources throughout their school day while their child is safe and being cared for by trained professionals, the students are more likely to attend classes and complete their required work without having to worry about their responsibilities of being a parent. It is not clear how many school-based childcare centers actually exist in the United States or throughout the world, which makes it difficult to find reports of structural examples as well as outcomes of proposed programs (Sadler, 2007).

The benefits of school-based childcare programs that do exist across the United States however, are well documented (Thomas & Dimitrov, 2007). Teenage mothers who were able to enroll their child in a quality childcare center had a higher chance of

graduating from high school and becoming self-supporting while the children also gained from the experience by testing higher on mental ability screenings (Crean, 2001).

“Cognitive limitations temporarily experienced by adolescents, namely adolescent egocentrism, are likely to contribute to their less than perfect reasoning” (Somers, 2006, p. 5). Teenage mothers will learn through observation of interaction between childcare teachers and children, and be able to grow cognitively in regards to safety and care for their child as well as understand how to plan for their own future and that of their child’s (Sadler & Cowlin, 2003). It is imperative for teenage mothers to learn how to interact with their infant as it positively affects the child’s development and educational outcomes (Thomas & Looney, 2004). Through observing parenting skills modeled at a childcare center, teenage parents will learn how to connect with their children and create an identity for themselves as new parents (Zachry, 2005). In some instances where the school or local community does not provide affordable childcare for the teenage mother, a friend or relative become the primary caregiver. In these cases, the quality of care in which the child is receiving may be significantly lower than that of a licensed childcare center and may present future concerns for the mother (Crean, 2001). The research shows that as trained professionals within the childcare center model parental behaviors, the teen parents ability to learn how to be a successful parent increases (Sadler, 2007). By implementing a comprehensive program for both the teenage mom and their child, the success rate of both increases immensely. A teen mother’s stress level is decreased knowing that their child is safe during the day and is being taken care of sufficiently (Coburn, 1999).

Collaboration from additional community agencies and resources is imperative in helping to improve the high school graduation rate of teenage mothers (Thomson & Caulfield, 1998). The risk of teenage mothers ending up on welfare has risen in the past ten years. Now, “nearly seven in ten teen mothers go on welfare before their child’s fourth birthday” (Crean, 2001, p. 267). Additionally, up to “three quarters of all unmarried teenage mothers begin receiving welfare benefits within five years of the birth of their first child (Sangalang, 2006, p. 105). By connecting with community agencies such as WIC, housing assistance, Head Start, or Temporary Assistance for Needy Families (TANF), teenage mothers will have the opportunity to establish their own network of resources and be more successful in creating a life for themselves and their child (Coburn, 1999, Sangalang, 2006). Currently, teenage parents are able to receive TANF dollars for childcare assistance as long as they are living at home and attending school, which teenage parents may not be aware of unless educated about the available community resources (Sangalang, 2006). If these services and local resources were not provided within the educational setting of a high school, then most often these needs would not be addressed (Kopasci, 1990). Within a comprehensive school-based services model, the school would act as a referral site to provide those services that are not provided within the school-day programs (Kopasci, 1990).

The idea of school-based childcare centers is quite a controversial topic between generations (Dellanno, 1999). Some view it as a means to allow the students to participate in sexual activity and not have to be responsible for the consequences, although research does not support those ideas. Others see it as a responsible way for the education system to provide a successful environment in which students can learn,

although it may be an expensive program to initiate (Sadler, 2007). One of the most important indicators of whether or not a school-based teenage parenting program will be successful, is in looking at the goals of the program. The director must be consistent and align the services provided to the teenage parents with the goals of the entire program as well as align with the needs of the school district (McCarthy, 1997).

In a study done on the Plainfield Teen Parenting Program (PTPP) in New Jersey, where researchers sought to understand student and faculty attitudes toward teenage parenting programs, it was found that most school employees and fellow students saw the school-based program as a preventative to high school dropouts (Dellanno, 1999). The program provides a school-based childcare center, which is free of charge to students during the school day; transportation for the teen mothers and their child; various health services, and access to a social worker (Dellanno, 1999). This study shows the importance of support for not only the teenage mothers who are involved in the program (whether it include a school-based childcare center or not) but also for the remaining students in the school and the faculty. The need for collaboration between community members and the education system was also evident in the results of this study.

Traditional high school structures require students to be in their respective school for a predetermined number of hours each day, which becomes difficult for teenage mothers who are in need of seeking out resources and taking on new parenting responsibilities (Kopasci, 1990). That is why it is important to create a school-based childcare and teenage parenting program that provides an umbrella of support for the teenage mothers. It is also important to remember the success level of new moms is also dependent on their home life. Research shows that a systems-oriented view of delivering

services to teenage mothers recognizes and understands the relationship and affect that her own family has on the outcome of her situation (Hanson, 1992). By involving the teenage mother's family in the decision making regarding educational services and care of the new child, a more successful situation will result (Kopasci, 1990). Family support is important to teenage mothers and their children because of the increased number of risks. Teenage mothers tend to encounter a higher number of negative consequences if they are living independently rather than living with their families (Hanson, 1992). It has been found that the involvement of adult parents directly affects the regular attendance of teenage mothers in school and in addition teenage parenting programs. Parent's perceptions along with social support, intrapersonal characteristics, and demographics all play a large role in determining whether or not a teenage mother will regularly attend programming (McCarthy, 1997).

Overall, teenage parenting programs assist teenage parents to access community resources as well as encourage positive social and health behaviors. These behaviors include: positive support systems, utilizing health care, delaying a second pregnancy, enhancing parenting skills, and becoming self-sufficient (Sangalang, 2006). With the need for educational systems to assist teenage parents in understanding their new roles as a mother or father, the schools are responsible for doing appropriate needs assessments and research in regards to the best practices or programs available. Although teenage mothers are at high-risk regarding completion of their high school diploma and the ability to provide for their child, with successful programs available to support them in their new role, the future looks bright for these young mothers and their children.

Chapter III: Methodology

The purpose of this study was to identify the emotional, social, and occupational factors that help teenage parents to stay in school. This chapter will include information about how the subjects in this study were selected. In addition, the instrument used for this study, how the data was collected, and the data analysis procedures will be discussed. Finally, limitations for the study will be noted.

Instrumentation

Based upon Kopasci's (1990) previous research, the researcher first gained permission from Kopasci (Appendix A) to utilize her research tool. The researcher then revised the survey instrument (Appendix B) and reviewed it with her research advisor. The survey identified the emotional, social, and occupational factors that influence teenage parents to stay in school through a progression of 24 multiple-choice questions. The survey took approximately fifteen minutes to complete. Additionally the researcher identified several open ended follow-up questions to ask the students during a question/answer period at school (Appendix C). No pilot test was conducted for the quantitative or qualitative study.

The researcher developed a cover letter explaining the purpose of the study, including a confidentiality statement, right to withdraw at any time, and parental approval (Appendix D) and gained approval by the Green Bay Area Public School District's Director of Professional Learning to distribute the cover letter and survey instrument.

Subject Selection and Description

The sample consisted of students involved in one of Green Bay Area Public School's Teenage Parent Programs. The students were enrolled in the Teens Parenting I

& II courses held at a High School located in Green Bay. Data collection took place the spring of 2008. The sample was 13 (1 male and 12 female) students within the two courses. After gaining approval from the Director of Professional Learning and gaining parental permission, the researcher attended the 2nd, 4th, and 7th period classes. She described the purpose of the survey and explained to the students that their participation was voluntary. Participants were asked to read the cover letter which outlined the purpose of the study, reminded the students their responses would be kept confidential, and provided telephone numbers for questions or concerns. After completing the survey, the students participated in a discussion session focused on the last three questions included on the survey.

Data Analysis

The researcher recorded and later transcribed the teens responses in regards to the open-ended questions. For the open ended questions, the researcher used qualitative analysis to summarize the students oral comments, identify common themes, and to measure the variables needed in creating a successful, comprehensive teenage parenting program. Descriptive statistics, including percentages and frequency counts were used to analyze the written survey responses. Based on results, the researcher will develop a program proposal to district administration and the school board identifying the needs of teen parents.

Limitations

There are many limitations to this study pertaining to the instrument, sample size, and data collected. A limitation of the instrument is that the researcher was not able to complete a pilot test with teenage parents prior to the study, which limits the reliability

and validity of the data collected. The sample size was small because of the difficulty for students to gain parental consent prior to taking the survey. Directly related to the small sample size and the selection of only one school district, the results cannot be generalized to all teenage parents.

In addition, limitations of this study include the lack of supporting information to be integrated with the results of the survey in regards to student test scores, attendance records, and exact G.P.A's of students. This information would prove to be beneficial when assessing curricular needs within a district.

Chapter IV: Results and Discussion

The purpose of the study was to identify the emotional, social, and occupational factors that help teenage parents to stay in school. Subjects were students from one of the High Schools in Green Bay. The researcher surveyed the students during their 2nd, 4th, and 7th hour class periods. Of the 24-item survey, the first five items indicated demographic data of the students. The sample consisted of 12 females and 1 male for a total of 13 respondents. Nine students (69.2%) were between the ages of 17 and 18 years of age and four students (30.8%) were between the ages of 14 and 16. The students were multi-racial and included six Caucasian students (46.1%), one Asian/Pacific Islander (7.7%), one Black/African American student (7.7%), one American Indian/Alaskan Native (7.7%), and four Hispanic/Latino students (30.8%). Ten students (76.9%) were in grades 11 or 12 and three (23.1%) students were between the grades of 8 and 10. There were six students in the class that were in grades 8 and 9, but only 1 student completed the parent consent form. Four students (30.8%) had a grade point average of 1.0-2.0, three students (23.1%) ranged between 2.0 and 3.0, and four students (30.8%) had G.P.A's between 3.0 and 4.0. Total results of the survey can be found in Appendix E.

Survey item number six asked students who cared for their child when they are in school. The majority of the students relied on an adult relative (n=7, 53.8%) or a childcare provider (n=6, 46.1%). In regards to the students continuing their education in survey item number seven, all students surveyed indicated that they expected to complete high school. More than half of the students (n=7, 53.8%) indicated that they expected to attend college, with some students who specifically indicated that they would attend vocational or technical training (n=3, 23.1%).

Survey item number eight asked students to list what their job would be if they were free to work at any occupation. Of the responses, multiple students indicated a job that was medical related (n=5, 38.5%), with corrections or criminal justice jobs also being noted (n=2, 15.4%). The rest of the answers fell under various occupational categories.

Survey item number nine asked students to rank three people who had the greatest influence on their educational plans. The first most influential person was the students Mom, Dad or Parent (n=8, 61.5%), second was specifically Dad (n=3, 23.1%), and third was sister (n=3, 23.1%). The majority of student responses overall focused on family members, including parents, grandparents, siblings, and aunts/uncles as being influential upon their educational plans.

Survey item number ten asked students to rank three people in their life with whom they felt most comfortable discussing personal matters. There were ties for first and second most ranked person. The ranked person listed most was Teachers (n=4, 30.8%) and parents (mom and dad) (n=4, 30.8%). The second most ranked person was Mom or parents (n=4, 23.1%) and friend or boyfriend (n=4, 30.8%), and the third ranking was friend or boyfriend (n=9, 69.2%).

Survey item number eleven asked students what the highest grade in school completed by their mother was. Of the responses, six (46.2%) did not complete high school at all, six (46.2%) completed high school, and one (7.7%) parent had some college experience. When asked about the highest grade that their father completed in school in survey item number twelve, participants answered that more than half of their fathers completed high school (n=7, 53.8%). Three fathers (23.1%) did not complete high school and two (15.4%) had some postsecondary training.

Survey item number thirteen asked students if they agree or disagree with parents using physical punishment to teach their children right from wrong. The majority of students disagreed or strongly disagreed with that statement (n=11, 84.6%). Survey item number fourteen asked students if parents will spoil their children by picking them up and comforting them when they cry. More than half of the students disagreed or strongly disagreed with that statement (n=9, 69.2%) while three students (23.1%) agreed with the statement. Survey item number fifteen stated that children develop good, strong characters through very strict discipline. Nine students (69.2%) disagreed or strongly disagreed with that statement. Survey item number sixteen stated that parents should expect their children who are under three years to begin taking care of themselves. All of the students disagreed or strongly disagreed with that statement (n=13, 100%). In item number seventeen, the survey stated that parents should expect children to feed themselves by twelve months. Although the majority of the students (n=9, 69.2%) responded that it was inappropriate for children to feed themselves by twelve months, four students (30.8%) responded they agreed that it was appropriate. Survey item number eighteen stated that children are more likely to learn appropriate behavior when they are spanked for misbehaving. Twelve students (92.3%) disagreed or strongly disagreed with this statement. For reliability purposes, survey items number thirteen and eighteen aligned in student responses.

Survey item number nineteen stated that children would quit crying faster if they are ignored. One student (7.7%) was uncertain about how they felt about this answer while all other students disagreed or strongly disagreed with the statement (n=11, 92.3%). For reliability purposes, survey items number fourteen and nineteen aligned with

correlating student responses. Survey item number twenty asked students about their feelings on young children who are hugged and kissed and whether or not they will grow up to be “sissies”. One student (7.7%) agreed with this statement and twelve (92.3%) disagreed or strongly disagreed. Survey item number twenty-one stated that parents who encourage communication with their children only end up listening to complaints. The majority of students surveyed disagreed or strongly disagreed with that statement (n=11, 84.6%).

Survey item number twenty-two asked students to list three ways in which the Green Bay Area Public School District’s Teenage Parenting Program has been helpful to them. Of the thirty-three total responses that were written by the students, the way in which the program was most helpful was the concept of understanding child development (n=8, 24.2%). Students also found the educational support helpful (n=6, 18.2%) as well as access to resources (n=5, 15.2%) and help with finding childcare (n=5, 15.2%).

Survey item number twenty-three asked students to check the box of which services they thought would be helpful to them in managing school and parenting. The services that were checked the most were: on-site child care (n=11, 84.6%), child health/nutrition (n=10, 76.9%), financial information/assistance (n=7, 53.8%), childcare before/after school (n=7, 53.8%), and teenage parent support groups (n=7, 53.8%). Students were able to note other services that were not listed that they thought would be helpful to them in managing school and parenting. Two students suggested the following services: learning about housing options (n=1, 7.7%) and how to spend more time with my son (n=1, 7.7%). The students were also asked to rank the services they checked in order of importance on a scale of one to three. Not all students identified their top three,

but those who did found that on-site child care was the most important, employment and child health/nutrition were the second most important, and financial information and before/after school child care was the third most important.

Survey item number twenty-four asked students to identify the community resources that they have found most helpful in managing school and parenting. The students identified the WIC (Women, Infants, and Children) program to be the most beneficial (n=11, 84.6%). Students noted also that Badger Care (n=4, 30.8%), Birth to 3 Program (n=3, 23.1%), Family Planning (n=3, 23.1%), and Healthy Start (n=3, 23.1%) were also valuable programs for them. Students also had the chance to write in a community resource that they found to be helpful to them. Four students took the opportunity to write in the following: PCC (Prenatal Care Coordinator), Family Services, Encompass Child Care, and TAPP (Teenage Parenting Program).

The researcher asked three additional qualitative questions to the students in each of the three class periods and tape-recorded the student's responses. The researcher then transcribed the responses, which can be found in Appendix F. The researcher and research advisor independently identified themes for questions in 2nd, 4th and 7th hour and then compared responses to identify inter-rater reliability. The results are as follows. Discussion item number one asked the students what the single most important thing was needed for them to stay in school. The themes identified in the student's responses for 2nd hour were: on-site childcare, transportation, money for diapers and formula, completing their education to have access to a high wage job, with an inter-rater reliability of 100% for the responses for 2nd hour. The themes identified for 4th hour were: on-site childcare, high-wage jobs, and unreliability of family. The inter-rater

reliability was 50% for the 4th hour. The themes identified for 7th hour were: education and high-wage jobs, and the inter-rater reliability was 100%.

Discussion item number two asked the students what the pros and cons were of having an on-site childcare center. The pro theme identified for 2nd hour was: accessibility of childcare to everyone and the con theme was: money. Inter-rater reliability for 2nd hour was 100% for both pros and cons. The themes identified for the pros portion for 4th hour were: transportation (bus schedule) and accessibility of childcare. The cons for this question were distractions. Inter-rater reliability for both pros and cons was 100%. The themes for student responses during 7th hour for the pros were accessibility of childcare and money, while the con was cost of off-site childcare. Inter-rater reliability was 100%.

Discussion question number three asked the students what services and/or programs could the Green Bay Area Public School District provide that would make it easier for them to stay in school. The themes identified for 2nd hour were: time with child, money, and graduation requirements. Inter-rater reliability was 80%. The themes identified for 4th hour were transportation (bus schedule) and TAPP (Teenage Parenting Program). Inter-rater reliability was 100%. No themes were identified for the student responses during 7th hour as they were still covering the related information in their course.

Discussion

The student's cultural/ethnic background may have influenced responses in regards to who is caring for their children as almost half of the students responded that an adult relative or parent cares for their child. The majority of the students participating

were Caucasian and Latino within which familism is an important value and family caretaking is expected. Students' responses which indicated that they planned to continue their education was very encouraging, as all students also indicated an expectation to complete high school. Additionally, the majority of the students expected to continue their education beyond high school. The commitment level of students to their education shows obvious hope for achieving their life goals.

Student responses about their future occupations proved to be encouraging, yet leaned towards the idea of adolescent instability and indicated some "personal fable" (unrealistic and idealized expectations). Many of the responses focused on careers that required many years of training or education, which may not be a reality in relation to their academic levels and current resources.

In looking at the number of times the student respondents listed boyfriend as a person with whom they would discuss personal matters, it can be noted that personal matters are most often discussed with a person of the opposite sex. In terms of human development, it may be difficult for teenagers of the opposite sex to understand the physical and emotional growth of their counterpart. Although it is important to adolescents to have peers that they are able to communicate with, it may prove the need for additional adult mentors or role models who are able to talk with the teenagers about personal matters, whether in the classroom or through a community education course.

It was indicated that more fathers had postsecondary education than did mothers of the teenage parents. Society and socialization may play a large role in the impact of education on a family; although many of the students indicated they had high

expectations for their educational achievement, it bears noting that most of the students were females and many of their role models, their mothers, had less education.

In regards to using physical punishment as a way to teach a child the idea of right and wrong, the students felt very strongly against the use of physical punishment in survey item number thirteen. This answer was consistent with the strong opposition of survey item number eighteen when students were asked about using spanking as a method of discipline for misbehavior and fifteen where students were asked about whether or not children develop good, strong characters through very strict discipline. This may reflect the values being taught in the teenage parenting curriculum.

The response to survey item number fourteen which asked about spoiling children by picking them up when they cry aligned with survey item number nineteen where students were asked if children will quit crying faster if they are ignored. Students in both cases strongly opposed both of these ideas, which again may reflect the content being taught in the teenage parenting courses.

The responses to survey items number sixteen and seventeen supports the importance of parent education, with the emphasis on what is age appropriate for child development. Students indicated that children under three years should not be able to begin taking care of themselves, but 4 students also responded that parents should expect children to be able to feed themselves by twelve months. This contradiction or possible confusion on what is developmentally appropriate for young children proves the need for the current curriculum to continue to include information on child development.

Survey item number twenty strongly indicated the need for comfort as a teenage parent. All but one student indicated that children would not become a “sissie” if they

were hugged and kissed a lot. This proves that adolescents understand and are able to realize the importance of affection in positive situations. Many adolescents that were surveyed may not have experienced this affection from their own parents, and may look to their children to provide that physical affection to themselves while also nurturing the child.

The response to survey item number twenty-one shows how strongly the teacher of the TAPP (Teenage Parent Program) practices the importance of communication with the teen parents. Students felt that encouragement of communication with their children was not an indicator of listening to only complaints in the future, but reflected that parent-child communication is to include a wide variety of feelings and needs.

Overall, the data collected from the sample proves the need for curriculum revisions in the areas of providing more child and human development, access to and knowledge about community resources, and development of occupational goals. It was evident that the current curriculum provides students with strong communication practices and support for continuing their education.

Chapter V: Summary, Conclusions, Recommendations

This chapter will summarize the results of this study, make conclusions about the study, and identify future research recommendations.

Summary

The purpose of the study was to identify the emotional, social, and occupational factors that help teenage parents to stay in school through a quantitative survey and qualitative discussion. The subjects were thirteen students (12 female, 1 male) from one of the High Schools in Green Bay.

Based upon Kopasci's (1990) previous research, the researcher revised the survey instrument to include a 24-item survey and 3-item discussion. Students involved were from various ethnic backgrounds and ended up being mostly 17 and 18 years of age.

Conclusions

In conclusion, the need for an on-site childcare center for teenage parents is evident from student responses. The support for students to actively engage in their continued education is strongly shown, however resources including transportation, financial assistance, and the need for positive adult role models is lacking. Students want to be able to complete their education in an effective manner and go on to be employed in a high-wage job, but often the issues of transportation and childcare override their educational decisions, which results in the students inability to participate in these educational experiences.

The need for on-site childcare and district-organized transportation for teenage parents is obvious from the survey results. Students find it difficult to manage their time

and resources strictly on their own. An organized service to teenage parents through the Green Bay Area Public School District is strongly recommended by the researcher.

This study provides documentation for recommendations for effective Teenage Parent Programs to also include a comprehensive model to provide students with the means of completing their education. All students should be provided with the opportunity to graduate high school with the knowledge needed to work in a high-wage job or continue their education. Based on these results, the researcher feels it is important for all students within the teenage parent program to leave high school with the knowledge and skills necessary to enter the workforce while supporting their child. Additional work-based learning programs should be offered to teenage parents as well as the opportunity to take courses relevant to their educational needs and support the student in on-the-job training experiences. Work-based learning programs may include student involvement in the current courses offered within the Green Bay Area Public School District such as: Nursing Assistant, Youth Apprenticeship, or Skills Certified Co-Op.

Recommendation for Teenage Parent Programs

Recommendations for future research would include obtaining a larger sample size and additional school districts surveyed. The limitations, as noted above, prove that the outcomes of this survey cannot be generalized to all teenage parents. The researcher suggests that additional research be done in both rural and urban districts, which may offer different high school courses and community resources to teenage parents.

When recommending further research on teenage parenting, the limitations of this study must be considered. The school and students selected for the purpose of this study specifically addressed the needs within the Green Bay Area Public School District. It is

recommended for further research on teenage parenting programs that additional schools and students be surveyed within both urban and rural communities.

Another recommendation would be to gather additional data on the student sample such as WKCE (Wisconsin Knowledge Concepts Examination) data, SRI (Scholastic Reading Inventory) test scores, attendance records, specific grade point averages and courses completed in order to examine the educational needs of the teenage parents.

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Appendix A: Request for Permission

UPE 10/19/07 12:34 NO.002 P.02

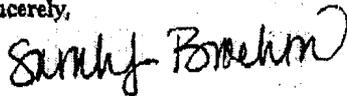
Request for Permission

The author, Rosemarie Kopascl, agrees to let me, Sarah J. Broehm, use her survey, referred to as Appendix A in the article listed below, for the purpose of gathering data for a master's thesis at the University of Wisconsin - Stout. The data will be analyzed appropriately and shared with the author upon my completion of data analysis.

Kopascl, R. (1990). Child Care for Parenting Teens: Impact of Program Structure and Student Outcomes on Program Effectiveness. *Newark Board of Education*, 53p.

Thank you for the opportunity to utilize your survey.

Sincerely,



Sarah J. Broehm
Family Studies & Human Development Masters Degree Student
University of Wisconsin - Stout

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Career & Technical Education Coordinator
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Approval:


Rosemarie Kopascl

Date:

10/19/07

Appendix B: TAPP Student Survey

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

TAPP Student Survey

The following questions have no right or wrong answers. These questions are about your educational and occupational plans. Some of the questions are very specific while others are more general. All answers will be kept confidential. Try to answer all questions as honestly as possible. If you have a problem with any of the questions, please ask for help.

1. Age _____

2. Gender

Male Female

3. Ethnicity

White

Asian/Pacific Islander

Black/African American

American Indian/Alaskan Native

Hispanic/Latino

Other (Specify) _____

4. Grade Level

9th

10th

11th

12th

13th

5. Grade Point Average

0.0-1.0

1.0-2.0

2.0-3.0

3.0-4.0

6. Who cares for your child when you are in school?

Adult relative (parent/grandparent/aunt)

Birth parent

Childcare provider

Neighbor

Church childcare provider

Other (please describe): _____

7. How much additional education do you expect to complete?

- a. Don't expect to finish high school
- b. Expect to complete high school
- c. Expect to attend vocational or technical training
- d. Expect to attend college

8. If you were completely free to work at any occupation in the world, what would your job be?

9. Think of 3 people who have had the greatest influence on your educational plans. Please list them below:

- a.
- b.
- c.

10. THREE people in my life whom I feel comfortable to discuss personal matters with are (please list roles not specific names, i.e. parent, teacher, minister):

- a.
- b.
- c.

11. What was the highest grade in school completed by your mother (or person who is acting as your mother)?

- a. Did not go to school
- b. Elementary school
- c. Did not complete high school
- d. Completed high school
- e. Vocational or technical training
- f. Some college
- g. College degree
- h. Professional degree (i.e. doctor, lawyer)

12. What was the highest grade in school completed by your father (or person who is acting as your father)?

- a. Did not go to school
- b. Elementary school
- c. Did not complete high school
- d. Completed high school
- e. Vocational or technical training
- f. Some college
- g. College degree

h. Professional degree (i.e. doctor, lawyer)

Below are 9 statements about parenting and raising children. You decide how much you agree or disagree with each statement by circling the choice under the statement which says how you feel.

There are no right or wrong answers, only your opinion. So please answer the questions frankly and truthfully. Give the first natural answer that comes to mind. Please answer every statement with only one choice.

13. Parents should teach their children right from wrong by sometimes using physical punishment.

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

14. Parents will spoil their children by picking them up and comforting them when they cry.

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

15. Children develop good, strong characters through very strict discipline.

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

16. Parents should expect their children who are under three years to begin taking care of themselves.

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

17. Parents should expect children to feed themselves by twelve months.

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree

e. Strongly disagree

18. Children are more likely to learn appropriate behavior when they are spanked for misbehaving.

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

19. Children will quit crying faster if they are ignored.

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

20. Young children who are hugged and kissed often will grow up to be “sissies.”

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

21. Parents who encourage communication with their children only end up listening to complaints.

- a. Strongly Agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

Lastly, we are interested in your experiences as a student in the Green Bay Area Public School District – Teenage Parenting Program.

22. List three ways in which the program has been helpful to you.

A.

B.

C.

23. Please check which of the following services would be helpful to you in managing school and parenting? (check all that apply)

- On-site child care
 - Parenting information
 - Child health/nutrition
 - Time management information
 - Stress management information
 - Academic help (tutoring)
 - Financial information/assistance
 - Employment information/assistance
 - Child care before/after school
 - Teenage parent support groups
 - Other (please describe):
-

****Now go back to the above list and identify which are the top three in importance to you
(Place a 1,2, or 3 next to the three that are most important to you).**

24. Which of the following community resources have you found most helpful in managing school and parenting?

- YMCA
 - Birth to 3 Program
 - Family Planning
 - Healthy Start
 - Family Resource Centers
 - Badger Care
 - YWCA
 - WIC Program
 - Public Health Department
 - Other (please describe):
-

Appendix C: TAPP Discussion Questions

TAPP Discussion Questions

1. We know it is important for your future and the future of your baby that you stay in school. What is the single most important thing you **need** to stay in school?
2. There is a lot of controversy over having an on-site childcare center at a school. What are the pros and cons of having on site child care from your viewpoint?
3. What services and/or programs could the Green Bay Area Public School District provide that would make it easier for you to stay in school?

Appendix D: TAPP Consent Form

Dear Participant,

I am a graduate student at the University of Wisconsin-Stout and am conducting a study with students involved in the teenage parent program (TAPP) within the Green Bay Area Public Schools. This program is designed to enhance teenage parent's educational experience within the district. The study includes a survey to identify educational, social, and occupational factors that influence teenage parents to stay in school. The participating teenage parents will complete a survey and then be interviewed by me for the purpose of identifying what they need in order to be successful teenage parents.

Risks and Benefits

There are no foreseeable risks to individuals involved in the survey. The Green Bay Area Public School District will benefit from the information shared by the researcher who will summarize the results of the survey and qualitative comments. The district will use the information in creating a teenage parent program that will provide a successful educational experience for students.

Special Populations

All students involved will be Green Bay East High School Students. Those students who are not 18 must have a parent sign the consent form.

Time Commitment

Students involved in this study will commit to a minimum of one class period to complete the survey and be interviewed in class about educational, social, and occupational factors that influence them to stay in school.

Confidentiality

Your name will not be included on any documents attached to the findings of this study. You will not be identified from any of your answers to the survey or interview. Your responses will be kept separate from any other documents associated with this research project.

Right to Withdraw

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. Should you choose not to participate and later wish to withdraw from the study, you may discontinue your participation at this time without incurring adverse consequences.

IRB Approval

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

IRB Administrator

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Sincerely,

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Statement of Consent

By signing this consent form you agree to participate in the Teenage Parent Program Survey.

Student Signature

Date

Parent Signature

Date

Appendix E: TAPP Survey Results

TAPP Student Survey RESULTS

The following questions have no right or wrong answers. These questions are about your educational and occupational plans. Some of the questions are very specific while others are more general. All answers will be kept confidential. Try to answer all questions as honestly as possible. If you have a problem with any of the questions, please ask for help.

1. Age:

14: 1

15: 0

16: 3

17: 5

18: 4

2. Gender

Male: 1

Female: 12

3. Ethnicity

White: 6

Asian/Pacific Islander: 1

Black/African American: 1

American Indian/Alaskan Native: 1

Hispanic/Latino: 4

Other (Specify) _____

4. Grade Level

8th: 1

9th: 0

10th: 2

11th: 4

12th: 6

13th: 0

5. Grade Point Average

0.0-1.0: 0

1.0-2.0: 4

2.0-3.0: 3

3.0-4.0: 4

6. Who cares for your child when you are in school?

Adult relative (parent/grandparent/aunt): 7

- Birth parent: 2
- Childcare provider: 6
- Neighbor: 0
- Church childcare provider: 0
- Other (please describe): 0

7. How much additional education do you expect to complete?

- e. Don't expect to finish high school
- f. Expect to complete high school: 3
- g. Expect to attend vocational or technical training: 3
- h. Expect to attend college: 7

8. If you were completely free to work at any occupation in the world, what would your job be?

- ~Interior or fashion designer
- ~Doctor (Neurologist)
- ~Cleaning in a Restaurant
- ~Anesthesiologist
- ~Private Investigator
- ~Pediatrician
- ~Engineer
- ~Certified Nursing Assistant
- ~Army
- ~Horse Trainer or Salon Owner
- ~Certified Nursing Assistant or working in a Nursery at a Hospital
- ~Something to do with massage
- ~Criminal Justice or Hospital Secretary

9. Think of 3 people who have had the greatest influence on your educational plans. Please list them below:

- ~Sister, Dad, Teachers
- ~Parents, teachers, cousins
- ~Aunt, boyfriend, mother
- ~Parents, Older brother, Older sister
- ~Mom, son, TAPP Teacher
- ~TAPP Teacher, friend's Mom, Counselor
- ~Mother, step-father, sister
- ~Grandma, Aunt, Mom
- ~Mom, dad, aunt
- ~Father, mother, sister
- ~My son, people who think Moms can't do it, myself
- ~Mom, brother, boyfriend
- ~Mom, me, grandma

10. THREE people in my life whom I feel comfortable to discuss personal matters with are (please list roles not specific names, i.e. parent, teacher, minister):

- ~Teachers, boyfriend, best friend
- ~Parent, friend, boyfriend
- ~Teacher, Aunt, Mother
- ~Boyfriend, mother, older sister
- ~Parent (mom), teachers, friends
- ~Teacher, friends Mom, friend
- ~Sister, teacher, social worker
- ~Aunt, mom, grandma
- ~Mom, aunt, friend
- ~Father, teacher, best friend
- ~Son, friends
- ~Sister, mom, boyfriend
- ~Teacher, parent, boyfriend

11. What was the highest grade in school completed by your mother (or person who is acting as your mother)?

- a. Did not go to school: 2
- b. Elementary school: 2
- c. Did not complete high school: 2
- d. Completed high school: 6
- e. Vocational or technical training: 0
- f. Some college: 1
- g. College degree: 0
- h. Professional degree (i.e. doctor, lawyer): 0

12. What was the highest grade in school completed by your father (or person who is acting as your father)?

- a. Did not go to school: 0
- b. Elementary school: 1
- c. Did not complete high school: 2
- d. Completed high school: 7
- e. Vocational or technical training: 1
- f. Some college: 0
- g. College degree: 1
- h. Professional degree (i.e. doctor, lawyer)

Below are 9 statements about parenting and raising children. You decide how much you agree or disagree with each statement by circling the choice under the statement which says how you feel.

There are no right or wrong answers, only your opinion. So please answer the questions frankly and truthfully. Give the first natural answer that comes to mind. Please answer every statement with only one choice.

13. Parents should teach their children right from wrong by sometimes using physical punishment.

- a. Strongly Agree: 0
- b. Agree: 0
- c. Uncertain: 2
- d. Disagree: 3
- e. Strongly disagree: 8

14. Parents will spoil their children by picking them up and comforting them when they cry.

- a. Strongly Agree: 0
- b. Agree: 3
- c. Uncertain: 1
- d. Disagree: 8
- e. Strongly disagree: 1

15. Children develop good, strong characters through very strict discipline.

- a. Strongly Agree: 0
- b. Agree: 2
- c. Uncertain: 2
- d. Disagree: 6
- e. Strongly disagree: 3

16. Parents should expect their children who are under three years to begin taking care of themselves.

- a. Strongly Agree: 0
- b. Agree: 0
- c. Uncertain: 0
- d. Disagree: 4
- e. Strongly disagree: 9

17. Parents should expect children to feed themselves by twelve months.

- a. Strongly Agree: 0
- b. Agree: 4
- c. Uncertain: 0
- d. Disagree: 5
- e. Strongly disagree: 4

18. Children are more likely to learn appropriate behavior when they are spanked for misbehaving.

- a. Strongly Agree: 1
- b. Agree: 0
- c. Uncertain: 0
- d. Disagree: 4
- e. Strongly disagree: 8

19. Children will quit crying faster if they are ignored.

- a. Strongly Agree: 0

- b. Agree: 0
- c. Uncertain: 1
- d. Disagree: 5
- e. Strongly disagree: 7

20. Young children who are hugged and kissed often will grow up to be “sissies.”

- a. Strongly Agree: 0
- b. Agree: 1
- c. Uncertain: 0
- d. Disagree: 3
- e. Strongly disagree: 9

21. Parents who encourage communication with their children only end up listening to complaints.

- a. Strongly Agree: 0
- b. Agree: 2
- c. Uncertain: 0
- d. Disagree: 7
- e. Strongly disagree: 4

Lastly, we are interested in your experiences as a student in the Green Bay Area Public School District – Teenage Parenting Program.

22. List three ways in which the program has been helpful to you.

- ~Understanding the development of children, Understanding the stages and comforts of pregnancy, Given encouragement to go on and succeed, that things are still possible, knowing that you can go on after you have a baby.
- ~I am learning more things about my baby, Helping to continue my education, Preparing myself to be a mom.
- ~Chris (Prenatal Care Coordinator), Jill K. & Katie H. (classmates)
- ~Given useful resources, Helped with exposing me to a social worker and family resource worker, Taught me simple things I thought I already knew, but truly did not (such as the power-control cycle).
- ~Finding child care, Being able to continue on with my education.
- ~Taught me how to become a better mom, Kept me on task and helped with work that I needed help on, Answered a lot of questions that I had about life.
- ~I learned how to take care of my son, If I need advice about what I’m doing, I go to Mrs. Herman (TAPP Teacher), Help with the daycare.
- ~Child care
- ~Child care
- ~Helped me learn about life after high school, How to care properly for my child, Receive help with money and programs to help me care for my child (WIC and how to receive that help).
- ~Learn about illness and taking care of children better, Other programs that are helpful (WIC, Lovelife), Helped with child care.

- ~Stay in school, Help out with late homework, Helped me out more with how to help my baby when sick.
- ~Helps balance out everything, Helps with my resources, Helps organize my time in school and out of school.

23. Please check which of the following services would be helpful to you in managing school and parenting? (check all that apply)

- #1: 9, #2: 0, #3: 1 On-site child care: 11
- #1: 0, #2: 1, #3: 0 Parenting information: 6
- #1: 1, #2: 2, #3: 0 Child health/nutrition: 10
- #1: 0, #2: 0, #3: 0 Time management information: 4
- #1: 0, #2: 0, #3: 0 Stress management information: 6
- #1: 0, #2: 0, #3: 0 Academic help (tutoring): 6
- #1: 1, #2: 0, #3: 2 Financial information/assistance: 7
- #1: 0, #2: 3, #3: 1 Employment information/assistance: 6
- #1: 0, #2: 1, #3: 2 Child care before/after school: 7
- #1: 0, #2: 0, #3: 1 Teenage parent support groups: 7
- #1: 0, #2: 1, #3: 0 Other (please describe): 3
 - Learning about housing options
 - How to spend more time with my son
 - Mostly on-site child care

****Now go back to the above list and identify which are the top three in importance to you
(Place a 1,2, or 3 next to the three that are most important to you).**

24. Which of the following community resources have you found most helpful in managing school and parenting?

- YMCA: 0
- Birth to 3 Program: 3
- Family Planning: 3
- Healthy Start: 3
- Family Resource Centers: 1
- Badger Care: 4
- YWCA: 1
- WIC Program: 11
- Public Health Department: 1
- Other (please describe): 4
 - PCC – Prenatal Care Coordinator
 - Family Services
 - Encompass Child Care
 - TAPP Program

Appendix F: TAPP Discussion Transcription

TAPP Discussion Transcription

Red Text: Denotes discussion questions
 Blue Text: Denotes Sarah Broehm's questions
 "*" Denotes: Student responses

1. We know it is important for your future and the future of your baby that you stay in school. What is the single most important thing you need to stay in school?

2nd Hour: Mix of pregnant teens and teens with young babies

***Child Care**

Do you currently have child care? *Yes and No – sometimes I can't find anyone to watch my baby.

Who is currently watching your child? *My Mom.

How do you feel about that? *She stays at home and she is good at taking care of her.

*My mom works 3rd shift so she can watch my son during the day.

What other kinds of child care is available to you? *Grandma, encompass

What is it like having family members watch your child? *Not reliable

What types of child care are available to teenage parents? *Group child care, in-home, family member

What would you rather have your child enrolled in? *On-site child care

Why? * Because of transportation

Why is transportation is so important? *Because I don't have a car and the bus is hard to figure out.

What other things do you NEED to stay in school? *Motivation to come here and the potential to do well in school.

Anything else? *Money is an issue – Child care assistance or a scholarship

What is the cost of child care? *\$300 a week I think. *No, it is \$190 a week. That adds up to almost \$800/month unless you get some kind of assistance of a scholarship.

How do you make that much money when you are in HS? *You don't!

Would there be any way possible that you could make that much money? *Yeah, if you worked instead of attending school. *You would still have to buy diapers and formula though which are crazy expensive.

Where do you currently work? *McDonalds.

How many hours do you work? *Almost 40. *Yeah, but you are still pregnant. Just wait until you have that baby – then you can't find time to work!

What makes it easy to be in school or to want to be here? *Friends. *Definitely friends!

Did you notice a change in your friendships when you found out you were pregnant?

*Yes – you found out who was your friend and who would stick by you.

What else makes you want to come to school? *For my baby. To get an education so I can provide for my child. *Making sure I am successful so I can have a successful child. Mrs. Herman told us our high school diploma is worth half a million dollars, which is a lot of money for my baby!

4th Hour: Teenage Mom's with older children – going around the room to ask the questions

* Child Care because sometimes my Mom has to do stuff, like she has to go to Dr. appointments and I have to stay home with the baby. I am missing out of school when she can't watch him.

*I would say day care too, but I have day care. It would be nice though if it was closer, that way I would have more time to get ready in the morning. Right now my step dad drops me off at school and then picks me up and does that after work as well. I'm glad that I have him to help me.

*Child care – Badly! My grandparents are watching him now and are NOT reliable. I just had to miss 3 weeks of school because they were out of town and I couldn't find anyone else to watch him.

*A better job so I can pay for all of the things I need. Diapers are so expensive.

*An education – it is worth ½ a million dollars if you get your high school diploma. That is a lot of money that you could make for your baby.

7th Hour: Pregnant Teens

*Motivation.

What motivates you right now? *The fact that I am a senior and that I don't have much more time to put in to be done.

What if you were a freshman? What would motivate you? *The success for myself and my child.

What else do you need? *Education. You need to be smart for your baby. You need to be able to teach them and know stuff so you can help them when they are learning. *So you can teach your baby. *A better future.

Do you think having a job would help? *Yes, but there is not enough time to get a good paying job when I don't have anyone to watch my kid.

When your baby arrives, what would you need to help you be successful? *Someone to watch your baby while you are in school.

Who will watch your baby? *My Mom – I think it is good because it is an extra pair of hands, but it is also my Mom so I feel like I am almost there with them too. *Daycare, although I don't have one chosen and haven't looked at any yet. *Aunt – doesn't currently work, so she will be ok. I am sad because she has to do this and it was my mistake and I want to make money for her but she says no. *I'm not sure, there are way too many decisions to make.

2. There is a lot of controversy over having an on-site childcare center at a school. What are the pros and cons of having on site child care from your viewpoint?

2nd Hour: Mix of pregnant teens and teens with young babies

What are the positives? *It would be close to us, and since we have to come here anyway, transportation wouldn't be an issue. Then we can witness how our children are being taken care of. *No traveling across town if my child is sick.

Who should the childcare center be open to? *Teachers. They might like their child being close to them as well. *The kids can make friends. *Teachers know that we are taking care of our kids. *Socialization of our children and the teachers children helps their development.

What are the cons? *Cost. *Wanting to see our child at every possible moment

4th Hour: Teenage Mom's with older children – going around the room to ask the questions

What are the negatives? *Too much noise in the school – crying. *Others would think that the teenage parents would be thrown off of their work and that they wouldn't be able to focus. I know I would be able to focus better but others may think that we couldn't focus. *We know that we won't be distracted but people who aren't teens might think it would be distracting. *Yeah, it could be a distraction.

What are the positives? *Teachers would think that it would be better – because we would come to school and be in their classes. And then they can bring their children to school too – and then they won't have to miss work, too. *I think when children are around a lot of other children, they develop even more so that when they are by themselves. If they are around kids their age and all doing the same things, they develop better. It would be a great place for my baby to be.

*My daycare is on the west side and it would be closer if it were here and we wouldn't have to make so many stops. The bus schedule is so hard to follow and it takes so long to get each place – so having something here would be only 1 bus ride instead of 4. *Much cheaper transportation to only have to come here instead of all over the town. *If you lived close, you could push your baby in a stroller and walk here. *Time would be easier – because the day care could have my baby ready if we have an appointment or have to be somewhere and it would be quicker because I wouldn't have to work around the bus schedule or someone else picking me up. *It would be nice to have someone that could contact me when I am in classes, they could have my schedule and contact me in class if my baby was sick or if they had a question about something. *It feels good if you know your child is safe and if they are ok. My mom takes care of her, and if someone else had to do it, I wouldn't trust them as much because they would be in my house with my baby.

7th Hour: Pregnant Teens

What are the benefits? *So you can be with them when you have a break or during lunch. Maybe even breastfeed. * Money resources would be a positive if it were cheaper for teen parents – because I don't have to pay my Mom or you don't have to pay your aunt. It would be hard to then have to pay someone if I don't have any money.

Would you like to have a child care center here? Yes and no – Yes it would be easier and then throughout the day you could stop in and create a bond with them, but no because I'm not sure if the atmosphere of the high school would be a good thing for the baby.

What are the negatives? *I can't really think of any. *Me either.

Ok, would the child care center be open to only TAPP students? *No

Who's children would be able to attend? *Anyone's. *I think it would be helpful for teachers and teenage mothers because there is less running around that they have to do, the transportation would be easier. If the child is sick, it's easier to have them here so you are close and can comfort them. You can always take them to the doctor faster rather than having to pick them up from far away and then go to the doctor.

3. What services and/or programs could the Green Bay Area Public School District provide that would make it easier for you to stay in school?

2nd Hour: Mix of pregnant teens and teens with young babies

*I wish I would only have to get the exact # of credits I need – but they require me to stay in school for 4 hours. I could be working during that time to provide for my child. It would be great to only have to do the requirements – not extra unless it directly benefits me.

*Money is such an issue. And so is time – because some childcare centers are only open until 5 and then you can only have your child there so many hours – so who watches my child when I need to work? The time goes by so fast that you don't always have time to play with your child or focus on them when you are trying to work, cook, clean, and do your homework all in one night. I wish I had more time with my baby.

4th Hour: Teenage Mom's with older children – going around the room to ask the questions

*The bus schedule is an OVERWHELMING MONSTER to figure out where I need to go. I usually have to call the place and ask them what bus I need to wait for to go where. It is much easier that way. But that would be better – if we had more experience with the bus schedule.

*Mrs. Herman does a great job in teaching us many things and we get to hear information that we need.

*This class helped me get answers to everything that I wanted to know and I know that I can ask Mrs. Herman if I have a weird question. We've been through a lot together and she always followed through to help me with anything I needed.

7th Hour: Pregnant Teens

*No (After a long silence, Teacher states: "They are still learning about the services the TAPP provides for them.")