Community Cinema Survey Results

2013
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Introduction

On October 19, 2013, the City of Phoenix Latino Institute in collaboration with Eight – Arizona PBS hosted a showing of “The Graduates/Los Graduados” to over 70 teens from various community high schools. The purpose of the showing was twofold: to educate teens about various challenges facing teens as they work towards graduating high school and to brainstorm possible solutions to help other local teens facing these challenges. Appendix A contains the flyer used to promote the event.
The Event

The schedule of the event can be found in Appendix B. Overall, the event was broken up into two stages. In the first phase, participants watched two hours of the documentary The Graduates/Los Graduados. The first of the two hours focused on Girls and Young Women with the second hour focusing on Boys and Young Men. The second phase of the event focused on discussing one of five issues:

1. Street Life/ Gang Intervention
2. Undocumented Status
3. Homelessness/Poverty
4. Bullying
5. Teen Parenting

Each of the five issues was moderated by a practitioner in the field who specializes in dealing with the respective issue. Appendix C contains the guide used to assist moderators in their efforts to facilitate discussion on one of the five issues identified above.

While students were deliberating the issues, Dr. Ariel Rodríguez, an assistant professor from Arizona State University who specializes in recreation programming and younger populations, gave teachers and other adults an hour session on their role as a facilitator to the youth engaging in the programs and as a support to encourage teens to overcome their life challenges in pursuit of education. Appendix D contains the guide used for teachers and other adults at the event.
Evaluation

Survey
As part of the event, an evaluation survey form (see Appendix E) was used to collect feedback from participants at the culmination of the event. The survey included questions about the impact of the event on participants, their likelihood of engaging with their local public broadcasting station and The Graduates/Los Graduados, questions about TV viewing habits, and demographic questions.

Results

Sample Demographics

Age
Forty-three (n=43) surveys were returned. Of these, 52% of survey respondents were under 18, 24% were 18-25, 12% were 26-39, 7% were 40-49, and the remaining were 50-64. No participants were 65 or over.

Race/Ethnicity/Culture
The majority (81%) of survey respondents self-identified as Latino with 7% identifying as Caucasian, 5% African-American, and 2% Native American.

Level of Education
The highest level of education attained by survey respondents varied. Forty-nine percent (49%) of participants had some high school education with 22% have some college and 22% having graduated college. Five percent (5%) had graduated high school.

Role
The majority (75%) of survey respondents identified their major role as that of a student. Eleven percent (11%) identified themselves as community leaders while 6% as teachers and 6% as school administrators. The remaining identified themselves as parents.
**Viewing Habits**
Table 1 provides a summary of viewing habits for select media of survey respondents. Individuals were asked whether they regularly watch the select media.

Table 1: Percentage of respondents who regularly watch the following media (n=42).

<table>
<thead>
<tr>
<th>Select Media</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td>69%</td>
</tr>
<tr>
<td>DVR</td>
<td>12%</td>
</tr>
<tr>
<td>YouTube</td>
<td>38%</td>
</tr>
<tr>
<td>HBO Go</td>
<td>5%</td>
</tr>
<tr>
<td>Amazon Instant Video</td>
<td>0%</td>
</tr>
<tr>
<td>PBS Video</td>
<td>14%</td>
</tr>
<tr>
<td>Netflix</td>
<td>36%</td>
</tr>
<tr>
<td>Don't watch TV</td>
<td>14%</td>
</tr>
</tbody>
</table>

**PBS Viewing Habits**
Survey respondents were asked how often they watch public broadcasting (PBS) on average. Table 2 provides a percentage breakdown of responses.

Table 2: PBS viewing frequency (n=41)

<table>
<thead>
<tr>
<th>Viewing Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>24%</td>
</tr>
<tr>
<td>Less than once/month</td>
<td>17%</td>
</tr>
<tr>
<td>Once/month</td>
<td>10%</td>
</tr>
<tr>
<td>Once/week</td>
<td>15%</td>
</tr>
<tr>
<td>Multiple times/week</td>
<td>27%</td>
</tr>
<tr>
<td>Daily</td>
<td>7%</td>
</tr>
</tbody>
</table>
Awareness and Education

As part of the event, participants were presented with a number of opportunities to learn about issues, challenges, and solutions that are pertinent in the lives of teens as they pursue their education. To assess the effectiveness of these efforts, survey respondents were asked about their perceived information attainment.

The majority (74%) of respondents indicated their awareness of the issues related to youth dropping out of school did change. Ninety percent (90%) indicated they discovered a new solution, and 84% indicated they uncovered barriers to the solutions they were not previously aware of. When asked to expand on what they were made aware of, responses included, for example, homelessness and poverty, teen pregnancy, and gang interventions. Some respondents identified becoming aware that the issues pertinent to Latinos were not only among those in Western U.S., but also the eastern part of the country. Additionally, some respondents indicated becoming more aware of options for undocumented youth as they pursue their education.

Ninety percent (90%) of respondents indicated they learned more about the issues that impact youth’s staying in school whereas 91% indicated learning more about the solutions and 86% indicating learning more about the barriers. When asked what they learned, respondents indicated learning more about options that youth have as they aspire to graduate high school or go to college. Respondents also indicated learning more about the Dream Act and options for those who were undocumented, in poverty, or being bullied.
 Likelihood of Future Action
Survey respondents were asked a series of questions to assess their likelihood of future action based on their experience in the event.

The first set of questions were measured using a 5-point Likert-type scale (1=very unlikely; 5=very likely). Survey respondents had on average a score of 4.21 when asked how likely they were to recommend that their friends or family watch the broadcast of The Graduates/Los Graduados on PBS. They had an average score of 4.00 when asked how likely they were to follow up with an organization or speaker from the day’s event. The scored an average 3.98 when asked how likely they were to watch the broadcast of The Graduates/Los Graduados on PBS and had an average score of 3.00 when asked how likely they were to become a member of their local public broadcasting station in the future.

The second set of questions was in fact only one question with an option to describe the proposed impact. The primary question focused on whether survey respondents were considering trying something or doing something different to impact youth because of their participation in the day’s event. Ninety-one percent (91%) of respondents indicated that yes, they were considering trying something or doing something different to impact youth.

When asked to describe what change they were considering, responses varied. Some participants indicated they would focus on spreading the word and encouraging youth to not give up. Others would engage in projects such as creating a webpage to address cyber safety, volunteering, or starting a scholarship club. Lastly, other participants indicating following up with the project they began to develop as part of the event discussion.
Moving Forward

The issues identified in The Graduates/Los Graduados continue to affect teens as they pursue their education. Raising awareness to event participants was a first step in bringing about change. However, the work that is needed to make a meaningful change is not yet complete. The City of Phoenix Latino Institute and Eight, Arizona PBS are working on the following steps to help provide additional support for teens in their efforts to graduate high school and enter higher education systems.

Documentary
During the event, personal stories were collected from teens which shed some light on the issues youth are experiencing in the Phoenix Metropolitan Area and how they overcame these challenges as they pursued their education. The documentary will be available online at: azpbs.org/losgrads

Youth Ambassador Club
Select teens from the event were invited to be part of a Youth Ambassador Club which would lead various projects which provide support for teens in their pursuit of education. Upon acceptance of the position, each Ambassador will oversee a community engagement project focusing on one of the topics addressed in The Graduates/Los Graduados.

Community Engagement Project
During the event, teens brainstormed a number of community engagement projects to help other teens in their pursuit of education. From these, one main project was selected from each of the topical groups. These projects will be led by the Youth Ambassador and will be
implemented from January through March of 2014. Projects will be completed by March 24, 2014 and a project celebration will take place during April 2014. Teachers and event moderators will be encouraged to continue to provide support to the Ambassadors and other teens working on the projects.

Additional Screening
With the success of the first showing of The Graduates/Los Graduados, efforts are underway to host an additional event at a post-secondary institution. This event will provide additional support to help teens overcome challenges in their educational pursuits. Ambassadors, along with the students, community members, and educators they worked with will share their projects in short film vignettes captured by community media partners who have assisted in documenting their projects throughout the process. Personal stories about graduation and issues raised in the PBS/ITVS film will also be screened. Each of these were filmed and edited by student interns working collaboratively with Eight – Arizona PBS and the City of Phoenix Latino Institute.
Appendix A
THE GRADUATES
LOS GRADUADOS
PREMIERING ON PBS Monday, Oct. 28 & Nov. 4 at 10/9c
A FILM BY BERNARDO RUIZ

An eye-opening documentary on the challenges facing Latino students from across the USA / Un documental revelador sobre los desafíos que enfrentan los estudiantes Latinos en Estados Unidos.

INVITATION TO YOUTH AGES 14 TO 18

WHERE: THE HISTORIC A.E. ENGLAND BUILDING IN DOWNTOWN PHOENIX. (424 N CENTRAL AVE., PHOENIX, AZ, 85004), ADJACENT TO CIVIC SPACE PARK.

WHEN: OCT. 19 FROM 9 A.M. TO 2:30 P.M.
PARTICIPATION IS FREE, HOWEVER REGISTRATION IS REQUIRED
AT WWW.AZPBS.ORG/LOSGRADUADOS
9:00    Registration / Breakfast / Entertainment
9:50    Welcome & Discussion of format (10 min)
10:00   Hour 1 (Girls and Young Women)
10:55   Break (10 min)
11:05   Hour 2 (Boys and Young Men)
12:00   Lunch (30 min)
12:30   Workshop (1 hr)
1:30    Team presentation (30 min)
2:30    Closing / Entertainment
Appendix C
Thank you for agreeing to help foster dialogue about the topics influencing education (and graduation) among our Latino youth. Your table will have no more than 25 students, with representation from various local high schools.

**The goals:** Participants will play an active role in understanding topical issues critical to helping Latino youth graduate high school and ultimately college. Through their participation, youth will gain a deeper insight of the thematic issues and realize that despite the challenges, they too can overcome them.

**Timeframe:** Encourage as many youth as possible to speak and take turns sharing ideas

12:30 – 1:30 Roundtable discussion

The hour is divided into three 20-minute increments to focus on the following:

12:30-12:50 – Issue

*Elucidate (clarify, explain) the issues relevant to your thematic area?*

12:50-1:10 – Coping and Overcoming

*How did youth cope with and overcome the issues in the movie? How else can youth cope with and overcome the issues?*

1:10-1:30 – Education and Future Role

*What is needed to help future Latinos with the same issues graduate high school and ultimately go to college? How can they, the participants, play a role in helping?*

1:30 – 2:00 Report to the larger group

One student leader from each group should be selected to report to the larger group. Each student leader will have 5 to 6 minutes to do this. The intent is to provide a summary of the table’s discussion with the larger group.

Please note that you will have a volunteer assigned to your table to assist with capturing notes from the discussion. We appreciate your help and could not accomplish the convening without your participation.
Parents/guardians and teachers play an important role in helping encourage youth and foster an environment that is safe and healthy for teens to develop. At The Graduates/Los Graduados workshop, teens will be provided with an opportunity to take action on some of the issues being described in the films presented earlier in the day. The five topics being discussed include:

- Street life/Gang intervention
- Undocumented status: Dreamers AZ
- Homelessness/Poverty
- Bullying
- Teen parenting

Throughout the hour, teens will (1) describe the respective issues, (2) identify how teens in the movie coped with the issues and ultimately overcame them on their way to higher education, and (3) discuss practical solutions to these issues in the local community. As part of this, each group will select one project (one per group) to implement and the teen members who will help with this effort. Each group will have access to $250 to assist with their project. Moreover, each group will have one experienced moderator to help facilitate this dialogue.

Your role, as alluded to above, is to support the teens. Throughout this hour, I will take you through some of the key issues I’ve encountered when guiding younger populations in their community group efforts. I will also discuss some of the resources available to you in order to help you be a better facilitator in your teens’ advocacy efforts.

Here is a glimpse of the topics we’ll be discussing:

- Reach for the stars
- How do you eat an elephant?
- What time is it?
- What are those race horse blinders for?
- Merlin who?
Appendix E
THANK YOU FOR JOINING COMMUNITY CINEMA TODAY! Each year we bring together thousands of people to learn, discuss, and get involved with key issues of our time. YOU make this possible and we are interested in what you have to say! Please, COMPLETE THIS AFTER THE EVENT and return it for a chance to win exclusive event invites and freebies!

2. Gender? □ Female □ Male □ 
3. How would you describe yourself? □ Latino □ African-American □ Asian-American □ Pacific-Islander □ Native American □ Middle Eastern □ Caucasian □ Other _____________________________
4. Which best describes your level of education?
□ Elementary School □ Middle School □ Some High School □ High School Graduate □ Some College □ College Graduate □ Vocational/Technical School □ Not Applicable
5. Which best describes your role in the community? (Fill in all that apply)
□ Student □ Parent □ Teacher □ School Administrator □ Business Leader □ Community Leader □ Faith Leader □ Other _____________________________
6. Which do you watch regularly? (Fill in all that apply)
□ TV □ DVR □ YouTube □ HBO Go □ Amazon Instant Video □ PBS Video □ Netflix □ Don’t watch TV
7. How often do you watch public broadcasting (PBS) on average?
□ Not at all □ Less than once/month □ once/month □ once/week □ multiple times/week □ daily

<table>
<thead>
<tr>
<th>HOW LIKELY ARE YOU TO...</th>
<th>Very Unlikely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Follow up with an organization or speaker from today’s event? (e.g. sign up to volunteer or access services)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Become a member (if not already) of your local public broadcasting station in the future?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>10. Watch the broadcast of The Graduates on PBS?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>11. Recommend that your friends or family watch the broadcast of The Graduates on PBS?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

12. Did your awareness of the issues related to youth dropping out of school change? □ YES □ NO
13. Did you discover new solutions? □ YES □ NO
14. Did you uncover barriers to the solutions you weren’t previously aware of? □ YES □ NO
15. Tell us more. What were you made more aware of?

16. Did you learn more about the issues that impact youth’s staying in school? □ YES □ NO
17. Did you learn more about the solutions? □ YES □ NO
18. Did you learn more about the barriers? □ YES □ NO
19. Tell us more, what did you learn?

20. Because of today’s conversation, are you considering trying something or doing something different to impact youth? □ YES □ NO
21. Tell us what that is:

22. Email*: _____________________________
(*optional – used for awarding prizes)

PLEASE RETURN THIS PAPER TO AN EVENT ORGANIZER OR LEAVE IT ON THE WELCOME TABLE.
GRACIAS POR SU PARTICIPACIÓN EN EL CINE COMUNITARIO DE HOY! Cada año reunimos a miles de personas para aprender, discutir y para que se involucren en los temas claves de la sociedad. ¡USTED es quien hace que este esfuerzo sea posible y estamos interesados en su opinión! Por favor, COMPLETE ESTA ENCUESTA DESPUÉS DEL EVENTO. ¡Al devolvernos la encuesta tiene la oportunidad* de ganar invitaciones a eventos exclusivos y regalos!

1. ¿Grupo de edad? □ Menos de 18 □ 18–25 □ 26–39 □ 40–49 □ 50–64 □ 65+
2. ¿Género? □ Femenino □ Masculino □ ________
3. ¿Cómo se describiría? □ Latino □ Afro-Americano □ Asiático-Americano □ De las islas del Pacífico □ Nativo-Americano □ Del Medio Oriente □ Caucásico □ Otro________
4. ¿Cuál de las opciones mejor describe su nivel de educación?
□ Primaria □ Secundaria □ Algo de estudios de secundaria □ Graduado de la secundaria
□ Algo de estudios universitarios □ Graduado de la universidad □ Escuela vocacional/técnica □ No aplicable
5. ¿Cuál de las opciones mejor describe su papel en la comunidad? (Escoja todas las opciones que son aplicables a usted)
□ Estudiante □ Padre □ Maestro □ Administrador/a de escuela □ Líder de negocio □ Líder comunitario □ Líder religioso □ Otro________
6. ¿Qué es lo que ve regularmente? (Escoja todas las opciones que son aplicables a usted)
□ TV □ DVR □ YouTube □ HBO Go □ Amazon Instant Video □ PBS Video □ Netflix □ No veo televisión
7. Por lo regular, ¿con qué frecuencia ve el canal de la emisión pública (o PBS)?
□ Nunca □ Menos de una vez al mes □ Una vez al mes □ Una vez a la semana □ Varias veces a la semana □ Diario

<table>
<thead>
<tr>
<th>¿Cuál es la probabilidad de que usted...</th>
<th>No es muy probable</th>
<th>Es probable</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Vaya a seguir en contacto con una organización o con un presentador del evento de hoy? (por ejemplo, apuntarse para ser voluntario/a o para obtener servicios)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Se haga miembro (si todavía no lo es) de su estación local de emisión pública en el futuro?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>10. Vea la transmisión de The Graduates/Los Graduados en PBS?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>11. Les recomiende a sus amigos y sus familiares que vean la transmisión de Los Graduados en PBS?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

12. ¿Cambió su conocimiento de los problemas relacionados al abandono de los estudios? □ Sí □ NO
13. ¿Pudo descubrir nuevas soluciones? □ Sí □ NO
14. ¿Pudo descubrir las barreras a soluciones que antes hubiera desconocido? □ Sí □ NO
15. Cuéntenos más. ¿De qué se dio cuenta?

16. ¿Aprendió más sobre los problemas que afecta la habilidad de los estudiantes a seguir en la escuela? □ Sí □ NO
17. ¿Aprendió más sobre cuáles son las soluciones? □ Sí □ NO
18. ¿Aprendió más sobre cuáles son las barreras? □ Sí □ NO
19. Cuéntenos más, ¿qué aprendió?

20. Debido a la conversación de hoy, ¿está considerando hacer algo o hacer algo diferente para impactar a los jóvenes? □ Sí □ NO
21. Cuéntenos lo que va a hacer:

22. Correo electrónico*: ____________________________

(*)opcional – es usado para la asignación de premios

POR FAVOR DEVUELVA ESTA ENCUESTA AL/A LA ORGANIZADOR/A DEL EVENTO O PÓNGALA EN LA MESA DE BIENVENIDA.