

# Final Evaluation for a Youth Programs Diversity Mural Workshop with High School Youth<sup>1</sup>

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## Abstract:

*In 2003 I evaluated a program for Colorado middle- and high-school-aged youth, entitled "Youth Envisioning Social Change Through the Arts." Frierean ideas were central to the program's interaction with youth and the community. The program provided after-school activities such as graphic arts classes, service-learning and leadership workshops, hip-hop dancing, visual arts classes, and music, as well as workshops that allowed the youth to create professional artwork for their community. The program has been established in the community for several years and already has many evaluation techniques in place.*

*The area I evaluated, and one in which they particularly asked for my help, was the Diversity Mural Workshop. This mural was to be painted by high-school students on a 60 by 7-foot wall in front of a local high school. The workshop involved community building and discussions about diversity as well as the actual art creation. The youth were given most of the control and leadership for how the group functioned and how the mural was created and produced. The four goals for the workshop were: 1) develop youth leadership; 2) foster youth understanding of art as a tool for positive social change; 3) promote civic engagement and service learning among youth; and 4) empower youth and promote youth voice. In this paper I evaluate how well these goals were met.*

## Introduction

My methods for assessing the success of the four goals included surveys, interviews, and observations. Surveys were given to each youth on the first and last days of the workshop. The surveys contained specific questions about the four goals so as to be able to quantitatively assess how well each student felt he or she fulfilled the roles mentioned. For example, the student would respond to the question, "I think I am a leader" with "definitely not," "not really," "not sure," "I think so," or "definitely yes." The interviews, conducted within the first and last weeks of the workshop, consisted of more open-ended questions that allowed the youth to respond with whatever they felt they really did or did not get out of the workshop (for example, "How do you think this mural will impact your community?" and "What are you learning in the workshop?"). Observations took place throughout the workshop during the youth meeting times to see how the youth interacted with one another, what their ideas were about art and diversity, how they thought their work would impact their community, and how or if these things changed in the process of the workshop.

Initial observations revealed that all the youth said they were fairly active in their school, although none said they were involved in community service (based on the surveys). Most of the youth commented in interviews conducted in the third week that they were

learning how to respect and interact with people they normally would not interact with, as well as being more self-confident. I also saw a sense of community grow within the group; they became more comfortable around one another, more talkative in general, and more open in their discussions.

Overall I think this workshop was successful and accomplished the goals that were set out for it. I will present my results based on the surveys, interviews, and observations, for each of the goals stated above.

## Develop Youth Leadership

The development of youth leadership was the most significant area of improvement. The survey responses to "I think I am a leader" generally went from "I think so" initially to "Definitely yes" in the end. The youth's responses in the interviews also indicated an improvement in leadership. They made statements about learning to work with people they don't like or would not normally work/hang out with. They said they learned it was important to listen to other people's ideas. They also learned about responsibility and commitment (e.g., "If I say I am going to do something I have to follow through"). I also observed an overall growing confidence in the youth by the end of the workshop both in how they related to one another and how they worked on the mural.

### **Foster Youth Understanding of Art as a Tool for Positive Social Change**

The goal of fostering youth understanding of art as a tool for positive social change was met on one level, but maybe not to the degree to which the Youth Program aspired. The numbers in the surveys did show an improvement in this category (there is a problem here that will be addressed later). I think all the youth saw the mural as a positive improvement to their environment with which the community is happy. However, "social change" implies something more significant happening as a result of their artwork. A couple of students expressed the hope that the mural would inspire people to think about diversity. A couple also expressed the opinion that they did not think the mural would change how people thought or viewed diversity. However, even this comment is significant in that they are thinking about how art can impact a community. Thus, even if they do not believe this specific project will bring about social change, they are thinking about the idea that art can be used for social change.

### **Promote Civic Engagement and Service Learning Among Youth**

Civic engagement seemed lacking in this workshop. As far as I know, the idea was never directly spoken about. This was not a necessity for the workshop; however, it might have been useful to look at the bigger picture and ask the youth to consider what might be done about the problems they saw. This could be a way to reinforce the idea of art as a tool for social change as well as leadership. Of course, it is possible for the youth to be inspired by this project and decide they want to do more and take action in their community, but I think that would be more to the credit of the youth than the workshop.

### **Empower Youth and Promote Youth Voice**

The youth demonstrated that they were empowered by this experience (even if they didn't say so specifically). Their responses improved between the first and second surveys. They made statements during the interviews about being able to express their ideas and feeling like they had accomplished something positive. I observed that they were very proud of the mural and the work they put into it. They were also more confident when speaking among themselves as well as in public during the unveiling.

### **Recommendations**

I would like to make some suggestions based on these results, on the comments made by the youth, and on general observations.

First, all of the youth but one commented that they did not like the initial discussions that took place. Either they thought it took too long, they did not see the relevance of it to the mural ("should have just started planning the mural"), or they did not think the discussion was important. I think the plan should be explained to the youth with more detail from the beginning. The youth should know how they are going to be spending their time and why it is important to be doing those things. If the discussion is meant just to give them time to get to know one another and get comfortable with each other, then tell them so. If it is meant to get them thinking about the topic of the project so that they can plan and design it more easily, say so specifically. Another idea is to ask the youth what their plan would be if they were designing the workshop – find out how they want to do things and maybe let them learn for themselves whether it does or does not work. I think this happened with the decision to complete the mural this year instead of breaking it up. The youth made the decision, and then they found out that it took a lot of work and time to accomplish it, and that maybe they were not prepared for all that. However, this was good for two reasons: 1) it gave them a sense of control and empowerment and helped let them identify the mural as their own; 2) it gave them a sense of responsibility; they knew they had to follow through on their decision, and they were proud of it when they did. Of course, many of them will think a little harder in the future about whether they are taking on more than they can handle or want!

Second, I observed that, for the most part, the students involved were asked to participate by their art teacher. They were also fairly confident as artists. Most of them were active in other areas in the school. The recruitment process appeared to be very quick and limited. I suggest putting more time into this. My impression of the Youth Program was that they want to empower both youth who are artists and youth who are not. I would encourage the workshops to seek out those youth who do not consider themselves artists and are not leaders.

Third, I would criticize the theme of the mural – diversity – which was chosen by the Youth Program's staff. Normally in the Youth Program's workshops the youth would choose the theme. I think this should continue in the future. This would help the youth claim

the art as their own. More importantly, they would have the opportunity to research, learn, and act on a topic they personally cared about. This may have reduced the dissatisfaction over the initial discussion as well.

### **Methodology**

There are a couple things I wanted to point out as far as my own involvement and error. First, it would have been valuable for me to spend more time than just one day with the youth toward the end of the project. I could have observed how each individual was doing and gain a more complete picture. Also, one of the youth was not there the last day that I came to observe. I also found that doing interviews over the phone was difficult. Often the youth were distracted by what was happening in their home and the people around them. This inhibited their ability to think clearly and in more detail about the questions I asked them, but it was also difficult to set up times to do the interviews in person.

I realized as I was arranging this evaluation that I did not know by what standards Youth Program judged the youth's accomplishment of these goals. What do

empowerment and leadership look like? How does the Program decide if the youth now see art as a tool for social change and are committed to civic engagement? Knowing this would have helped me to better address the concerns by the standards of the Youth Program.

As far as the surveys and interviews are concerned, there was a problem with the post-workshop survey in that the unrevised version was given to five of the 6 youth (see note 6 in Survey Averages and Comparison). Also, the survey for Youth Number Three was never returned to me. In the interview I am unsatisfied with the analysis of the empowerment goal. I did not create a question specifically for it or for any of the goals, thinking that if those goals were being accomplished the students would respond by stating those things within the open-ended questions (such as "what are you learning from the workshop?"). Now I do not think this was sufficient. I think it would have been beneficial to ask both open ended questions (as are currently in the interview) as well as some questions directed more toward the stated goals. The interviews were only about three minutes on average, so adding questions would not have made the interviews laborious.

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## **First Interview Responses**

### **1. What do you like or dislike about the workshop?**

#### **Likes:**

- + going into diversity
- + gives me something to do
- + going to help paint
- + food
- + everyone is different
- + expanding my horizons
- + hearing how other people think and feel
- + its laid back, but we still get stuff done
- + good time frame (referring to meeting time)
- + that its a group thing
- + working with new people
- + that we're changing the mural
- + adding ideas
- + working as a group
- + making things happen
- + the interaction
- + getting to know new people
- + everyone is not afraid to talk
- + (PY) getting everyone involved and being part of the conversation, but there's no pressure
- + "I could keep going"

#### **Dislikes:**

- not really talking about the project
- feels like we haven't really accomplished anything
- nothing
- it's hard to get here
- not moving fast enough
- want more creation
- nothing
- nothing

#### **What would you change?**

- ~ less workshoping and more creation ideas
- ~ it would help if we were getting ready to do stuff
- ~ have more people in the group
- ~ no snow days

## 2. How do you see diversity in your community?

- lots of different kinds of people: race, money
- everyone seems to get along, don't really notice it
- lots of different ethnicities in my city and at my school
- there are cliques
- how people think
- in school there are lots of different cultures
- my whole block is White
- how people decorate their yards
- never thought about it much

- the art done in school
- everyone is kind
- friends
- society
- people making things happen
- I see racial discrimination
- people separate themselves into groups, not involved with certain other people, bubbles

## 3. How do you think this mural will impact your community?

- it will be neat to have
- make people stop and think about diversity because of it
- everyone is tired of old one, it will make people happy to change it
- hope people will think its really good
- give my school some recognition, maybe change people's opinion about the school

- show people that freshmen can do good stuff too
- if plants are included, where they go and who will take care of them
- show people that they made an effort to change
- give people ideas about what's going on, let people see what others are doing

## 4. What are you learning from this workshop?

### Things learned:

- nothing
- That you have to listen to other people's ideas; just because they're different doesn't mean they're wrong; you have to listen to what other people are thinking
- meeting new people that I wouldn't normally hang out with
- stepping out and doing something on my own
- how to interact with people, how to work with people you don't like, how to share ideas
- how things get done
- new things about diversity, how different people think of it, that its different for everyone, that there is no one explanation

### Is this affecting your interaction with your community?

- nothing
- that other people count, more willing to listen to others and work toward their ideas
- more comfortable, less hesitant
- getting ideas
- how people interact, talk, seeing more

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## Post-Workshop Survey Summary<sup>3</sup>

### 1. A leader can do these kinds of things:

- Direct people
- Work with people
- Help people (x2)
- Teach
- Set examples
- Make mistakes gracefully
- Coordinate
- Wise decisions
- Understanding
- Show what needs to be done and get done
- Shows responsibility
- Cares about what they're doing
- Lead

- Listen
- Guide a group through difficult challenges and hard times
- Get to know the group and become friends
- Responsibility for the group

### I am able to do what leaders do:

2 – I think so (4)

4 – Definitely yes (5)

**2. A leader acts this way:**

- Communicates with others
- Proper
- Personal
- Confident
- Brave
- Modest
- Responsible (x3)
- Timely (x2)
- Confidently
- Cares

- Behaves
- Sit still
- Pay attention
- Strong and sure of actions
- Friendly

**I think I am a leader:**

- 3 – I think so (4)
- 3 – Definitely yes (5)

**3. Outside of this workshop, people tell me I am a leader:**

- 1 – Rarely (2)                      1 - Sometimes (3)                      3 – Often (4)                      1 – All the time (5)

**4. These are different kinds of art:**

- Painting (x3)
- Painting on wood
- Canvas painting
- Writing
- Singing
- Photo (x2)
- Pottery (x2)
- Sculpture

- Drawing (x3)
- Mosaic (x3)

**I think I am an artist:**

- 1 - All the time (5)

**I can produce different kinds of art:**

- 3 – A few (3)
- 2 – Lots (4)

**5. Art is useful for these kinds of things:**

- Communicating
- Getting involved
- Showing your views
- Expression (x3)
- Emotion
- Show your emotions and feelings
- Contrast
- Breaking a language barrier
- Telling a story (x2)
- Pleasing the eye

- Feelings
- Pictures
- Establish a common community way
- Show your racial background, and maybe combine them to unite them

**My art impacts people around me:**

- 1 – I don't think so (2)
- 3 – I think so (4)
- 2 – Definitely (5)

**6. Outside of this workshop, people tell me I am a good artist:**

- 2 – Often (4)                      4 – All the time (5)

**7. I care about the problems in my school\* (neighborhood):**

- 1- Strongly disagree (1)                      1 – Not sure (3)                      3 – Agree (4)                      1 – Strongly Agree (5)

**The problems that matter to me most are:**

- People not getting along\*
- Cliques\*
- Fights\*
- Poverty
- Drug abuse
- Violence
- Lack of leadership

- Wishy-washyness
- My problems
- Friends
- Families
- News problems
- Problems in communities around me
- Friends and families problems

**8. I believe I can do something to solve these problems:**

4 – Not sure (3)                      3 – Agree (4)

**Some things I can do to help solve these problems are:**

- Bridge people together
- Be nicer to others
- Have different friends
- Keep myself out
- Set examples
- Get involved
- Pray
- Give me time to think on it
- . . . money
- Try to understand problem
- Help
- Get to know the facts
- Know who is wrong
- Understand why

**9. I (should) help my community solve its problems:**

1 – Strongly disagree (1)            2 – Not sure (3)                      1 – Agree (4)                      1 – Strongly agree (5)

1 – nothing circled: “I should show them how to solve their problems by example”

**10. I feel confident expressing my opinions and taking action on them:**

5 – Often (4)                      1 – All the time (5)

**11. I (think) I have valuable skills and use them to impact (influence) those around me:**

1 – Not sure (3)                      4 – Agree (4)                      1 – Strongly Agree (5)

**12. (I think) people listen to my ideas and respond to them:**

1 – Disagree (2)                      3 – Agree (4)                      2 – Strongly agree (5)

**Leadership**

**Average: 3.4 Not sure/I think so  
(people tell me lowest)**

**I am able to do what leaders do.**

0- Definitely not            0- Not really            2- Not sure            4- I think so            1- 4.5            0- Definitely yes

**I think I am a leader.**

0- Definitely not            0- Not really            3- Not sure            4- I think so            0- Definitely yes

**Outside of this workshop, people tell me that I am a leader.**

1- Never            2- Rarely            2- Sometimes            2- Often            0- All the time

**Art**

**Average: 3.8 not sure/I think so  
(impact lowest)**

**I think I am an artist.**

0- Never            0- Rarely            1- Sometimes            5- Often            1- All the time

**My art impacts people around me.**

0- Not at all            1- I don't think so            2- Not sure            3- I think so            1- Definitely

**Outside of this workshop, people tell me I am a good artist.**

0- Never            0- Rarely            2- Not sure            5- Often            0- All the time

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### Civic Engagement

Average: 3.4 not sure/agree  
(community view lowest)

**I care about the problems in my school.**

0- Strongly disagree      0- Disagree      2- Not sure      5- Agree      0- Strongly Agree

**I believe I can do something to solve these problems.**

0- Strongly disagree      0- Disagree      1- Not sure      6- Agree      0- Strongly agree

**I help my community solve its problems.**

0- Strongly disagree      3- Disagree      3- Not sure      1- Agree      0- Strongly agree

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### Empowerment

Average: 3.8 not sure/agree  
(people listen lowest)

**I feel confident expressing my opinions and taking action on them.**

0- Never      0- Rarely      1- Not sure      5- Often      1- All the time

**I have valuable skills and use them to impact those around me.**

0- Strongly disagree      0- Disagree      2- Not sure      5- Agree      0- Strongly Agree

**People listen to my ideas and respond to them.**

0- Strongly disagree      0- Disagree      3- Not sure      4- Agree      0- Strongly Agree

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### Pre-Workshop Survey Summary<sup>4,5</sup>

**1. A leader can do these kinds of things:**

- Direct people to do things / Control a group
- Realize what needs to be done / Get it done / Make sure it gets done / Make it happen / Make decisions fast
- Set good examples / Act as a role model
- Bring people who don't normally get along together
- Treat everyone with respect
- Have a great impact on people
- Can express own opinion / Communicate with others

- Be helpful to the community and environment / Help others / Help people / Help others with their needs/problems
- Start trends / Show pride / Be independent

**I am able to do what leaders do.**

2- Not sure  
4- I think so  
1- 4.5

**2. A leader acts this way:**

- Mature (3)
- Friendly to everyone (2)
- Responsible (2)
- Smart
- Compassionate
- Respectful
- Sure
- Helpingly
- Giving ideas
- Contribute

- Serious and passionate in what they're doing
- Energetic
- Positive
- At school
- Home
- Family

**I think I am a leader.**

3- Not sure  
4- I think so





**Some things I can do to help solve these problems are:**

- Telling people violence is not the answer
- Take a stand against them
- Make sure people don't discriminate
- Lead different groups to friendship
- Educate
- Set examples
- Introduce new things to people
- Express myself in an understandable medium
- Clean up mess
- Speak positive about CHS
- Make it fun
- Help in community
- Do murals
- Getting involved with others
- Telling people how much fun getting involved is
- Fight them (drugs)
- Not be involved with them (social inclusions)
- Going in
- Help out
- Give suggestions

**9. I help my community solve its problems.**

3- Disagree                                      3- Not sure                                      1- Agree

**10. I feel confident expressing my opinions and taking action on them.**

1- Not sure                                      5- Often                                      1- All the time

**11. I have valuable skills and use them to impact those around me.**

2- Not sure                                      5- Agree

**12. People listen to my ideas and respond to them.**

3- Not sure                                      4- Agree

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## Workshop Interview

**Introduction (to whole group):**

As part of the evaluation process for this workshop I would like to ask each of you some questions. This interview is to help us see the impact of the workshop and give you the opportunity to voice any ideas or opinions you may have in a safe way. I'll be doing interviews again when the workshop is finished. You will be anonymous; no one will know who said what, so please feel comfortable to be honest and open.

**For each individual:**

Thanks for taking the time to talk with me. I'd like to take notes so that I remember everything that you say, is that o.k.? I just have a couple questions for you; feel free to say anything that comes to mind. There are no right or wrong answers here, and you can add any comments or questions that you think I've left out.

**Questions:**

1. What do you like or dislike about the workshop? (What would you change?)
2. How do you see diversity in your community?
3. How do you think this mural (or whatever project your working on) will impact your community?
4. What are you learning from this workshop? (How is this affecting your interaction with your community?)

Is there anything else you want to say or want to ask me?

**Closing:**

Thank you so much for your time and honesty. We want to respond to your ideas, especially those concerning the workshop specifically. But you will remain anonymous, so although I will share your thoughts, I will not reveal who said it.

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## Workshop Survey

Please write an answer to the following questions and circle the number that best describes how you feel about the following statements:

**1. A leader can do these kinds of things:**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**I am able to do what leaders do.**

1. Definitely Not      2. Not Really      3. Not Sure      4. I Think So      5. Definitely Yes

**2. A leader acts this way:**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**I think I am a leader.**

1. Definitely Not      2. Not Really      3. Not Sure      4. I Think So      5. Definitely Yes

**3. Outside of this workshop, people tell me that I am a leader.**

1. Never      2. Rarely      3. Sometimes      4. Often      5. All the time

**4. These are different kinds of art:**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**I think I am an artist.**

1. None at all      2. Maybe      3. A few      4. Lots

**5. Art is useful for these kinds of things:**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**My art impacts people around me.**

1. Not at all      2. I Don't think so      3. Not Sure      4. I think so      5. Definitely

**6. Outside of this workshop, people tell me I am a good artist.**

1. Never      2. Rarely      3. Sometimes      4. Often      5. All the time

**7. I care about the problems in my community.**

1. Strongly Disagree      2. Disagree      3. Not sure      4. Agree      5. Strongly Agree

**The problems that matter to me most are:**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**8. I believe I can do something to solve these problems.**

1. Strongly Disagree      2. Disagree      3. Not sure      4. Agree      5. Strongly Agree

**Some things I can do to help solve these problems are:**

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

**9. I help my community solve its problems.**

1. Strongly Disagree      2. Disagree      3. Not sure      4. Agree      5. Strongly Agree

**10. I feel confident expressing my opinions and taking action on them.**

1. Never      2. Rarely      3. Sometimes      4. Often      5. All the time

**11. I have valuable skills and use them to impact those around me.**

1. Strongly Disagree      2. Disagree      3. Not sure      4. Agree      5. Strongly Agree

**12. People listen to my ideas and respond to them.**

1. Strongly Disagree      2. Disagree      3. Not sure      4. Agree      5. Strongly Agree

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**Second Interview Responses**

**1. What did you like or dislike about the workshop?**

**Likes:**

- + Working on the mural
- + That we actually did something and that it looks good. It took time but it was worth it.
- + Creating something
- + We had freedom of expression without limits
- + Discovered the true meaning of diversity
- + Got to do what we wanted
- + The collaboration of ideas
- + Working and giving my ideas

- Dragged on too long, it was hard for everyone to get it together and get things done
- Took a long time
- Wanted to start planning mural sooner
- The times we couldn't get it together
- Coming up with a definition of diversity, but got the feel of it

**What would you Change?**

- ~ No workshopping, makes it take too long, took out of time to work on mural, got bored.
- ~ Most of the beginning was unnecessary but diversity tree was a good exercise
- ~ Have stronger leadership and direction

**Dislikes:**

- Didn't like all the discussions, didn't think it did anything
- Took a long time
- Unequal sharing of work

**2. How do you see diversity in your community?**

- At school because everyone gets along and there are so many different cultures
- A lot of different ethnicities, cultures; there's not one specific way that people live here.
- In cars driving by some honk and some don't; the different products in the stores; different kinds of trees
- Everyone likes to get together and help; constant festivals; people like to see kids helping
- People coming together from different communities; everyone's different; the way the community is
- What people do and what they look like

**3. How do you think the mural will impact your community?**

- It will bring something new, bright and fresh; but I don't think it will really change people's minds about anything
- A lot of people will notice it; people have said "wow, that's cool, who did that?"
- I hope it will open the doors for my school, change some of the stigma against us
- Show that my school is a good school and brighten up the community
- People will have to stare and think about the word is, then hopefully they'll think about diversity and what it is, what diversity means to them, and then see it in the community.
- It will change how people look at other people

**4. What did you learn from this workshop?**

- Not sure I learned anything, most of the stuff I had already thought about
- That you have to get along with people you don't want to if you want to get anything done; and that you should listen to people because sometimes they're right
- Sometimes just because something needs to be doesn't mean I have to be the one doing it
- If you're going to commit to something you need to stick with it; if you don't have the time don't get involved.
- How to use mosaics, there's lots of different steps
- That people judge themselves differently; and learned how to do different stuff...giving ideas

**How is this experience affecting your interaction with your community?**

- Got to know different people; no change in what I do in the community
- Open my eyes to other religions, races, and cultures more; I pay attention to other cultures
- I'm more willing to help out, but I'll check my calendar first!
- I don't know
- I start to see how people are different; diversity is a big word, says so much; I can't change how people think about diversity; I can see how people are.
- How I give my ideas and ways I think things would work.

**Survey Averages and Comparison<sup>6</sup>  
Leadership**

**Pre-Workshop Average: 3.83**

**Post-Workshop Average: 4.28**

**I am able to do what leaders do: 4.1**

- 4- I think so (4)
- 1- 4.5

**I am able to do what leaders do: 4.67**

- 2 – I think so (4)
- 4 – Definitely yes (5)

**I think I am a leader: 3.8**

- 1- Not sure (3)
- 4- I think so (4)

**I think I am a leader: 4.5**

- 3 – I think so (4)
- 3 – Definitely yes (5)

**Outside of this workshop, people tell me that I am a leader: 3.6**

- 1- Never (1)
- 2- Sometimes (3)
- 2- Often (4)

**Outside of this workshop, people tell me I am a leader: 3.67**

- 1 – Rarely (2)
- 1 - Sometimes (3)
- 3 – Often (4)
- 1 – All the time (5)

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## Art

**Pre-Workshop Average: 3.8**

**I think I am an artist. 3.8**

- 1- Sometimes (3)
- 4- Often (4)

**My art impacts people around me. 3.8**

- 2- Not sure (3)
- 2- I think so (4)
- 1- Definitely (5)

**Outside of this workshop, people tell me I am a good artist. 3.8**

- 1- Not sure (3)
- 4- Often (4)

**Post-Workshop Average: 4.1**

**I think I am an artist: 3.67**

- 1-All the time (5)
- (I can produce different kinds of art)
- 3 – A few (3)
- 2 – Lots (4)

**My art impacts people around me: 4.0**

- 1 – I don't think so (2)
- 3 – I think so (4)
- 2 – Definitely (5)

**Outside of this workshop, people tell me I am a good artist: 4.67**

- 2 – Often (4)
- 4 – All the time (5)

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## Civic Engagement

**Pre-Workshop Average: 3.53**

**I care about the problems in my school. 3.8**

- 1- Not sure (3)
- 4- Agree (4)

**I believe I can do something to solve these problems.**

- 4**
- 5- Agree (4)

**I help my community solve its problems. 2.8**

- 2- Disagree (2)
- 2- Not sure (3)
- 1- Agree (4)

**Post-Workshop Average: 3.57**

**I care about the problems in my school\* (neighborhood): 3.5**

- 1- Strongly disagree (1)
- 1 – Not sure (3)
- 3 – Agree (4)
- 1 – Strongly Agree (5)

**I believe I can do something to solve these problems: 4.0**

- 4 – Not sure (3)
- 3 – Agree (4)

**I (should) help my community solve its problems: 3.2**

- 1 – Strongly disagree (1)
- 2 – Not sure (3)
- 1 – Agree (4)
- 1 – Strongly agree (5)

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## Empowerment

**Pre-Workshop Average: 3.87**

**I feel confident expressing my opinions and taking action on them. 4.2**

- 4- Often (4)
- 1- All the time (5)

**I have valuable skills and use them to impact those around me. 3.8**

- 1- Not sure (3)
- 4- Agree (4)

**People listen to my ideas and respond to them. 3.6**

- 2- Not sure (3)
- 3- Agree (4)

**Post-Workshop Average: 4.06**

**I feel confident expressing my opinions and taking action on them: 4.17**

- 5 – Often (4)
- 1 – All the time (5)

**I (think) I have valuable skills and use them to impact (influence) those around me: 4.0**

- 1 – Not sure (3)
- 4 – Agree (4)
- 1 – Strongly Agree (5)

**(I think) people listen to my ideas and respond to them: 4.0**

- 1 – Disagree (2)
- 3 – Agree (4)
- 2 – Strongly agree (5)

### Notes:

1. An abstract of this paper and its initial goals was presented at the 2003 Annual Meeting of the High Plains Society for Applied Anthropology and was published in the *High Plains Applied Anthropologist* 23(2):152.
2. Angela Forcier is a Senior at the University of Colorado, Boulder, majoring in Anthropology. She can be contacted at: Angela.Forcier@Colorado.edu.
3. The first number under each question indicates the number of youth who responded with the phrase that follows. The number in parenthesis after the phrase refers to the number assigned to that response within the survey.
4. Pre-survey information from the youth who did not continue in the workshop is not included in this summary.
5. Pre-survey information for one of the youth was not available, thus the total youth included in Pre-survey averages is 5, whereas there are 6 included in the post-survey averages.
6. Five of the 6 post-surveys given were the un-revised version; the wording in these surveys is provided in parentheses. The only question for which this is significant is number 4. The revised question being “I think I am an artist” and the un-revised question was “I can produce different kinds of art.”