



Artists Mentoring Against Racism, Drugs, and Violence (AMARD&V)

“You, Me, Us Building Peace”
Healing Through Art Summer Program

2022 Final Program Evaluation
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CONTENTS

Introduction.....3

Program Highlights.....4

Methods.....6

 Youth Participant Survey.....6

 Researcher Observations.....7

 Artist & Counselor Survey.....8

Data Analysis.....9

Results.....10

 Youth Participant Survey.....10

 Demographics.....10

 Program Goals & Themes.....10

 Appreciation of Art.....11

 Teamwork & Getting Along with Others.....12

 Self-Esteem.....13

 Cultural Pride & Diversity.....15

 Purpose & Hopefulness for the Future.....16

 Leadership, Communication Skills, Advocacy, & Social Justice.....17

 Supportive Learning Environment.....18

 Program Satisfaction.....20

 Art Sessions.....21

 Interactive Workshops.....22

 Field Trips.....23

 Open-Ended Responses & Feedback.....24

 Artist & Counselor Survey.....26

 Demographics.....26

 Open-Ended Responses & Feedback.....26

Discussion.....28

Future Direction.....28

References.....30

Appendix A: Youth Participant Survey.....31

Appendix B: Youth Participant Survey Tables.....37

Appendix C: Youth Participant Open-Ended Responses & Feedback.....43

Appendix D: Observational Checklist & Notes.....54

Appendix E: Researcher Checklist Observation Tables.....62

Appendix F: Artist & Counselor Survey.....66

Appendix G: Artist & Counselor Open-Ended Responses & Feedback.....67

INTRODUCTION

Artists Mentoring Against Racism, Drugs, and Violence (AMARD&V) is an arts-based violence prevention program for New Brunswick youth sponsored by a collaborative team of community-based organizations, including the Robert Wood Johnson University Hospital Community Health Promotion Program, the Rutgers University Center for Latino Arts and Culture, the Puerto Rican Action Board (PRAB), the New Brunswick Cultural Center, the Suydam Street Reformed Church, and the Institute for Arts and Humanities Education. The program aims to provide youth exposure to art as an alternative to violence and increase self-esteem, community connectedness, and teamwork.

The summer program spans five weeks, during which participants attend art sessions delivered by artist staff; these include theater, visual arts, printmaking, and African rhythms (*Bomba*—a traditional Puerto Rican dance accompanied by drums and singing). Twice weekly, youth participants also attend interactive workshops focusing on a wide range of topics such as resiliency, empowerment, and empathy. This year, the AMARD&V summer program was held in person at Paul Robeson Community Arts School. Everyone involved in the program, including youth, artists, counselors, and administrators, were required to wear face masks at all times while inside the school building to mitigate impacts of the COVID-19 virus.

The 2022 AMARD&V summer program brought together a total of 36 youth, including two age cohorts (10-13 and 14-16), from various ethnic and racial backgrounds to encourage personal empowerment through the creation of art and peaceful conflict resolution. Participants were instructed and supported by eight artist staff and ten counselors. The program was free for all participants and included some meals and art supplies. The summer program culminated in an exhibition by youth participants to display their art. This year's summer program theme was "*You, Me, Us Building Peace.*"

The Center for Research on Ending Violence (REV) at the Rutgers School of Social Work evaluated the program's impact on youth. The evaluation was based on AMARD&V summer program goals of developing in all youth participants: 1) an appreciation of art; 2) a capacity for teamwork and getting along with others; 3) self-esteem; 4) a sense of cultural pride and appreciation for diversity; 5) a feeling of purpose and hopefulness for the future; 6) leadership skills, communication skills, and an interest in advocacy and social justice; and 7) a sense that AMARD&V program as providing a supportive learning environment.

A variety of perspectives were assessed in developing a comprehensive program evaluation. These methods included 1) a post-test youth survey in paper-and-pencil format distributed in person during the last week of the program, 2) a post-test online survey for artists and counselors distributed via email during the last week of the program, and 3) researcher observations of art sessions, specifically theater, occurring both the first and last weeks of the program for both age cohorts. The survey of students included several open-ended questions about their experiences with art sessions, interactive workshops, and field trips. Youth participants were asked about their overall program satisfaction as well. Out of a total of 36 students, 34

completed the survey. Of the eight artists and ten counselors, only three artists and four counselors completed the survey. Therefore, this report has combined artists’ and counselors’ survey responses due to the low response rate. Overall, this report includes a discussion of the methods used to assess the program’s effectiveness, the background of those who participated in the evaluation, and highlights of the findings.

PROGRAM HIGHLIGHTS

Program Satisfaction

- More than three out of four youth participants gave four or more stars (out of five) to the AMARD&V summer program.

Appreciation for Art

- A strong majority (88.2%) of the youth participants strongly agreed or agreed with the statement, “I learned a lot about art (painting, music, theater).”
- Over nine in ten of the youth participants strongly agreed or agreed that they were proud of the art they made at the AMARD&V summer program.
- More than three-fourths of the youth participants strongly agreed or agreed that AMARD&V taught them how to use art to feel better when upset or angry.

Teamwork & Getting Along with Others

- A majority of youth participants (76.4%) strongly agreed or agreed with the statement, “The summer program helped me listen to other people’s ideas.”
- Youth participants were observed by researchers to be laughing, smiling, and encouraging each other “almost always” during theater art sessions.

Self-Esteem

- More than eight out of ten participants strongly agreed or agreed that the AMARD&V summer program made them feel they can do most things they try.
- A large majority (88.2%) of participants strongly agreed or agreed that the summer program helped them do things they had never expected or tried before.

Cultural Pride & Diversity

- Researchers observed participants incorporating Spanish language phrases into their theater scripts.

Purpose & Hopefulness for the Future

- A majority of youth participants (82.4%) reported that because of the AMARD&V summer program, they will try to live up to their potential (in other words, try to do the best they can).

Commented [CS1]: Add a sentence about the observations- theater, both age groups, beginning and end.

Commented [ST2R1]: Added

Commented [CS3]: Can anything from artist and counselor surveys be put here? 2-3 statements would be great.

Commented [ST4R3]: Added as the last category in “Program Highlights” section



- About seven out of ten youth participants indicated that because of the AMARD&V summer program, they want to be proud of the person they will become in the future (70.6%) and believe the choices they make today are important for their future (73.6%).

Leadership, Communication Skills, Advocacy, & Social Justice

- Close to eight in ten of the youth participants strongly agreed or agreed with the statements, “Because of the AMARD&V summer program, I think there are plenty of ways for a youth like me to have a say in what happens in my community,” and, “Because of the AMARD&V summer program, I think my opinion is important because it could someday make a difference in my community.”
- A majority of youth participants (85.3%) strongly agreed or agreed that because of the AMARD&V summer program, they felt that young people like them can really understand what is going on in their community.

Supportive Learning Environment

- The majority (73.5%) of youth participants strongly agreed or agreed that because of the AMARD&V summer program, they feel like they matter to adults in their community.
- Many participants (78.2%) considered that because of the AMARD&V summer program, they gained support from the team’s program staff.

Art Sessions, Interactive Workshops, & Field Trips

- Visual arts was the most popular art session, with more than half of the participants (52.9%) ranking it as their “Most Favorite” out of all the art sessions offered.
- The most popular interactive workshop was “True Colors.” Participants reported that they ranked “True Colors” highly for several reasons, including enjoying the upbeat energy of the workshop, how they were able to learn more about themselves and others, and how the workshop encouraged them to get out of their comfort zone.
- While more than half of the participants (53.1%) ranked “Grounds of Sculpture” as their favorite field trip, participants seemed to thoroughly enjoy all three field trips they went on during the summer program. One student remarked, “I absolutely loved every single thing. The ranking is a tie among all three [field trips].”

Open-Ended Thoughts & Reflections

- The most common themes expressed among the participants regarding important lessons learned from attending the AMARD&V summer program were: 1) creativity and self-expression through art and 2) developing a better understanding of and respect for others (mentioned by 23.5% of participants, respectively).
- The majority of participants stated that, for them, the meaning of the 2022 AMARD&V theme “*You, Me, Us Building Peace*” centered on one of two central ideas: working towards peace or building a safer community free of drugs (mentioned by 43.8% of respondents, respectively).

Commented [CS5]: Both were mentioned 24% of the time?

Commented [ST6R5]: Yes

Commented [CS7]: Both were mentioned 44% of the time?

Commented [ST8R7]: Yes

Artist & Counselor Survey

- Many artists and counselors (42.9%) commented on the growth they had seen in the youth participants' appreciation for art and their increased participation throughout the five-week program.
- One artist noted that by the end of the summer program, they observed the participants had become much more experimental with their art, demonstrated greater leadership skills, and exhibited an increase in self-esteem
- The majority of the artists and counselors gave positive feedback about their experience working with the participants in the AMARD&V summer program, with all respondents stating that they believed that this year's program went either moderately well or very well.

METHODS

Information about the impact of the AMARD&V 2022 summer program was gathered from a variety of perspectives (youth participants, counselors, artists, and researcher observations), which strengthened the reliability and validity of the findings. Youth participants completed a paper-and-pencil survey during the last week about their experience with the summer program, its impact on them, and their overall satisfaction with the program. Counselors and artists completed an online survey to gather their perceptions of the summer program, what worked well, and what could be improved. Researchers from Rutgers University conducted observations of different age cohorts participating in theater art sessions both at the beginning and end of the summer program. The Rutgers University Institutional Review Board (IRB) approved all research methods used in this study to ensure confidentiality, informed consent, and ethical practices.

Youth Participant Survey

A paper-and-pencil survey was distributed to all youth participants to measure the program's impact on various attitudes and behaviors relating to the program goals. A total of 36 students participated in the AMARD&V summer program. Parents of all 36 students allowed their children to participate in the survey, and every youth participant enrolled in the summer program agreed to complete it. Ultimately, 34 completed surveys were returned due to two student absences on the day the survey was administered, representing a response rate of 94.4%.

Paper parental consent forms were distributed by the REV and AMARD&V teams to participants' parents at the following junctures in the program: at parent orientations, before the student orientation, and before the survey administration. All informed consent and assent materials were available in English and Spanish. Members of the research team also offered bilingual explanations of the parental consent form. The first page of the survey included an assent form, which briefly explained the research and that the survey was voluntary and anonymous. Only participants who agreed to participate were able to continue.

Commented [SM9]: How many youth attended the program? Curious what % this 36 was so that we can also speak to whether the sample was representative of the population

Commented [ST10R9]: Added

The survey included 41 items that aimed to measure the goals of the 2022 AMARD&V summer program. The survey included open-ended questions and multiple-choice questions. Participants responded to multiple choice statements utilizing a four-point Likert-type scale that ranged from “Strongly Agree” to “Strongly Disagree.” Visual representations of responses, such as smiley faces, were used to help address children’s developmental capabilities. Items asked participants to provide feedback about what they learned from the program, how they would rate the program, and whether they would recommend that their friends attend AMARD&V in the future. Several items were adapted from strengths research (Banyard et al., 2020) to assess youth voice and influence, diversity acceptance, community support, mattering, and future orientation.

The research and AMARD&V team worked together to ensure that the language used in the survey was respectful, inclusive, and trauma-informed. Both participant age cohorts (10-13 and 14-15) completed the same survey. The survey was available in English and Spanish; however, only one participant chose to complete the survey by having the English version orally translated to her in Spanish. All other youth participants completed the survey in English. Please refer to Appendix A for a copy of the survey in English.

Printed copies of the paper-and-pencil youth survey were administered to participants by Rutgers researchers in a classroom setting one morning during the last week of the program. After the participants completed the survey, they were turned in and collected by researchers for input into SPSS for analysis. No names or identifying information were collected on the surveys. The entire Youth Participant Survey results analyzed by gender and age cohort are reported in Appendix B.

Researcher Observations

The second method for gathering information was through researcher observations of art sessions. The purpose of researcher observations was to measure the key themes and goals of AMARD&V while observing participants’ interactions with their peers, counselors, and artists. Researchers conducted observations of both younger and older age groups while they were engaged in the theater art session. Both age groups, younger (10-13) and older (14-16), were observed both at the beginning and the end of the summer program. Researchers did not participate in any activities that they were observing. Before visiting the program, the researchers were trained to write observation notes and fill out the observational checklist (see Appendix D). Both measurement tools were completed for both age cohorts during each art session observation. Researchers conducted a total of four observations.

The data gathered during the art session observations were obtained using quantitative and qualitative methodologies, such as the observational checklist (quantitative) and observation notes (qualitative). The observation notes and observational checklist aimed to capture the key program goals of the AMARD&V summer program.

Commented [SM11]: Do we have citations for the other scales from which items were taken?

Commented [ST12R11]: Need to dig through old reports to look for this data

Commented [SM13R11]: Ok, holding off on this for now

The observational checklist was piloted during the 2019 AMARD&V summer program to help strengthen the observation portion of the evaluation. The tool was designed to measure whether art session activities reflected the priority areas of the AMARD&V program, as well as assess the learning environment created by both artists and counselors. The observational checklist tool was developed by reviewing notes from observations of previous years to ensure that the tool reflected the AMARD&V program activities. Also, a number of validated scales were adapted whenever possible to measure the AMARD&V program goals:

- **Cultural pride and diversity** were measured by adapting The Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992).
- The Groupwork Engagement Measure (GEM; Macgowan, 1997) was adapted to measure **teamwork and getting along with others** during program activities. The GEM has a coefficient alpha of .97 with a low standard error of measurement of 4.52, making it a valid scale to measure teamwork (Macgowan, 1997).
- Participant **self-esteem** and confidence were measured using an adapted version of the Behavioral Academic Self-Esteem Scale (BASE; Coopersmith & Gilberts, 1982). The BASE scale has a coefficient alpha of .86 and high intra-rater stability of .86 (Coopersmith & Gilberts, 1982).
- The Engagement, Perseverance, Optimism, Connectedness, and Happiness (EPOCH) Measure of Adolescent Well-Being (Kern et al., 2016) was adapted to measure statements or actions that reflect **hopefulness for the future** among youth participants.
- To measure the creation of a **supportive learning environment** by counselors, artists, and youth participants, both the California Afterschool Program Quality Self-Assessment Tool (QSA Tool; California Afterschool Network [CAN] & California Department of Education [CDE], 2009) and Connecticut After School Program Quality Self-Assessment Tool (Connecticut Afterschool Network, 2006) were adapted for use in the observation checklist. QSA Tool defines a supportive learning environment as “a quality program that develops, nurtures, and maintains positive relationships and interactions and supports young people as they try new things” (CAN & CDE, 2009). This definition helped researchers formulate questions that measured the creation and maintenance of a supportive learning environment within the AMARD&V summer program.

For each item on all of observational checklists, researchers could respond “Never,” Rarely,” “Sometimes,” “Most of the time,” or “Always.” For purposes of quantitative data analysis, responses were given numerical values (0-4 sequentially), with “Never” = 0 through “Always” = 4, and mean scores for each theme assessed were calculated for both age cohorts at both the beginning and the end of the program. Researchers could also respond with “N/A” (not applicable) if an assessed item was either irrelevant or



could not be appropriately evaluated at the time of observation. Responses of “N/A” were not factored into the mean score. See Appendix D for observation checklist mean scores broken down by goal measured.

Artist & Counselor Survey

A survey was distributed to all counselors and artists through Qualtrics, an online survey platform, to gather their perceptions of the summer program. The survey took participants between 15 and 20 minutes to complete. The 2022 AMARD&V summer program non-administrative staff consisted of eight artists and ten counselors in total, but ultimately, three artists and four counselors completed the survey, resulting in response rates of 37.5% and 50%, respectively.

These surveys were adapted from interviews and focus group questions used in previous years. The survey was uploaded in Qualtrics by trained members of the research team. AMARD&V summer program administrative staff then sent a link to the survey to all AMARD&V summer program staff members. The survey administration began during the summer program’s final week and was open until a week after the end of the program. No names or identifying information were collected in the surveys.

The surveys given to both artists and counselors were identical. They contained eight items, including open-ended questions and multiple-choice options, which utilized a Likert-type scale that ranged from “Strongly Agree” to “Strongly Disagree.” Respondents were asked how long they worked as an artist/counselor at AMARD&V, their role in the 2022 AMARD&V summer program, and their perceptions of it, including what worked well, what could be improved, and recommendations for future summer programs.

DATA ANALYSIS

Two data analysis methods were used to analyze information gathered about the impact of the AMARD&V program on its participants. First, quantitative data analysis was utilized to analyze the youth participant survey responses, pre- and post-program completion data from the researchers’ observational checklist, and basic demographic information on the artist and counselor survey. Second, qualitative data analysis was conducted on the youth participant survey’s open-response questions, the researchers’ observation notes, and the open-response questions from the artist and counselor survey.

For the youth participant survey, a descriptive data analysis was performed to understand the frequency of the data reported. The analysis was conducted using mean (M) scores and standard deviation (SD). The mean score represents the average response to each item in the survey, with higher scores indicating more positive responses. The standard deviation describes how far the individual scores are from the mean. Percentages were calculated taking into account the number of participants that answered each specific question (omitting missing cases).

- Commented [CS14]: Explain what SD is.
- Commented [ST15R14]: Added
- Commented [SM16]: Is it worth mentioning how the observation checklist data was analyzed?
- Commented [ST17R16]: Added

A descriptive data analysis was performed on the observation checklist comparing mean (M) scores for both age cohorts pre- and post-program completion. The mean score provides a numerical value to represent the average response to each item in the survey and observational checklist, with higher scores indicating more positive responses. For the qualitative analysis of the open-ended responses on the youth participant survey and the artist and counselor survey, the research team labeled the data using words, phrases, and emerging themes captured in the responses. To analyze the observation notes, the researchers compiled key points from each observer and summarized the findings for each theme assessed.

RESULTS

Youth Participant Survey

Demographics

Demographics were collected via the survey and included gender, age, and race/ethnicity (see Table 1). 72.7% ($n = 24$) of the sample were female, 18.2% ($n = 6$) were male, and 9.1% ($n = 3$) participants identified their gender as “other.” Most participants were Hispanic/Latinx (78.8%, $n = 26$) and had a mean age of 12 years old ($M = 12.3$, $SD = 1.6$, with a range of 10 to 16 years old). The racial/ethnic and gender categories are how the participants identified themselves.

Table 1

Youth Participant Demographics

| | Youth ($n=34$) | |
|----------------------------------|---------------------|------|
| | <i>n</i> | % |
| Gender | | |
| Female | 24 | 70.6 |
| Male | 6 | 17.6 |
| Other | 3 | 8.8 |
| Missing | 1 | 2.9 |
| Race/Ethnicity | | |
| Hispanic/Latinx | 26 | 76.5 |
| Other | 6 | 17.6 |
| White | 1 | 2.9 |
| American Indian or Alaska Native | - | - |
| Asian | - | - |
| Black/African American | - | - |
| Native Hawaiian/Pacific Islander | - | - |
| Missing | 1 | 2.9 |

Note. One participant did not answer the gender or the race/ethnicity question, and two participants did not respond to the age question.

Program Goals & Themes



Included below are the results from the Youth Participant Survey for each of the seven program goals. The program goals presented by the AMARD&V staff are: 1) an appreciation of art; 2) a capacity for teamwork and getting along with others; 3) self-esteem; 4) a sense of cultural pride and appreciation for diversity; 5) a feeling of purpose and hopefulness for the future; 6) leadership skills, communication skills, and an interest in advocacy and social justice; and 7) a sense that AMARD&V program as providing a supportive learning environment. [Included below for each of the program goals are the quantitative results of the youth survey and the researcher observations (written notes and observation checklist).

Commented [CS18]: Anything from staff survey?

Appreciation of Art

Commented [ST19R18]: Staff survey wasn't broken down by program goals. Although any overlapping themes between observations, youth survey, and staff survey will be stated in discussion section

Survey: Four questions were asked to assess participants' perceptions of art (see Table 2). A large majority of participants strongly agreed or agreed that they learned a lot about art (88.2%) and were proud of the art they made during the AMARD&V summer program (90.9%). Many agreed or strongly agreed that because of the AMARD&V summer program, they knew where to go if they wanted to learn more about art (82.3%) and how to use it to feel better if they were upset or angry (76.5%).

Table 2
Prevalence of Youth Agreeing with Statements Related to Appreciation of Art

| | Youth (n = 34) | |
|--|-------------------|------|
| | n | % |
| Because of the AMARD&V summer program... | | |
| I learned a lot about art (painting, music, theater) | | |
| Strongly Agree | 12 | 35.3 |
| Agree | 18 | 52.9 |
| Disagree | 4 | 11.8 |
| Strongly Disagree | - | - |
| Missing | - | - |
| I am proud of the art I made | | |
| Strongly Agree | 12 | 35.3 |
| Agree | 18 | 52.9 |
| Disagree | 3 | 8.8 |
| Strongly Disagree | - | - |
| Missing | 1 | 2.9 |
| I know how to use art to feel better if I am upset or angry | | |
| Strongly Agree | 5 | 14.7 |
| Agree | 21 | 61.8 |
| Disagree | 6 | 17.6 |
| Strongly Disagree | 2 | 5.9 |
| Missing | - | - |
| I know where to go if I want to learn more about art | | |
| Strongly Agree | 10 | 29.4 |
| Agree | 18 | 52.9 |
| Disagree | 5 | 14.7 |



| | Youth (n = 34) | |
|-------------------|-------------------|-----|
| | n | % |
| Strongly Disagree | 1 | 2.9 |
| Missing | - | - |

Observational Checklist: For the program goal “Appreciation for Art,” researchers asked five questions to assess participants’ appreciation of art. The mean for the younger group for the first week was 1.60, with the mean score increasing to 3.80 by the last week. The mean score for the older group was 1.66 during the first week, with two items being scored N/A, and increased to a mean score of 4.00 by the last week, with all five items being scored. See Appendix E for the tables containing the observation information taken by the researchers.

Observation Notes: One of the main goals of AMARD&V is to introduce participants to a variety of art forms, skills, and techniques over the course of five weeks. During the first observation of the younger group (ages 10-13), researchers noted that participants were shy and that there was no artwork to share with each other. As per the researchers, the participants were generally excited about the project. The observations for the older group (ages 14-16) were similar in that there was no art to show. As per the researchers, these participants were rarely excited about the projects, but it is important to note that it was the first day of the summer program. There was more development in each of these aspects towards the end. During the last observation, the researchers noted that the participants were more energized and excited about their projects. The participants were observed practicing their lines with one another and providing feedback.

Teamwork & Getting Along with Others

Survey: Three questions were asked to assess youth participants’ feedback about working in teams and getting along with others (see Table 3). Half of all participants (50%) either strongly agreed or agreed that the AMARD&V summer program helped them learn how to be helpful to others. More than three-fourths (76.4%) strongly agreed or agreed that the summer program helped them learn how to listen to other people’s ideas. About two-thirds of the participants (64.7%) either agreed or strongly agreed that the summer program helped them learn to respect other people’s ideas.

Table 3

Prevalence of Youth Agreeing with Statements Related to Teamwork & Getting Along with Others

| | Youth (n = 34) | |
|---|-------------------|------|
| | n | % |
| The AMARD&V summer program helped me | | |
| Learn how to be helpful to others | | |
| Strongly Agree | 4 | 11.8 |
| Agree | 13 | 38.2 |



| | Youth (n = 34) | |
|---------------------------------------|-------------------|------|
| | n | % |
| Disagree | 16 | 47.1 |
| Strongly Disagree | 1 | 2.9 |
| Missing | - | - |
| Listen to other people's ideas | | |
| Strongly Agree | 6 | 17.6 |
| Agree | 20 | 58.8 |
| Disagree | 8 | 23.5 |
| Strongly Disagree | - | - |
| Missing | - | - |
| Respect other people's ideas | | |
| Strongly Agree | 9 | 26.5 |
| Agree | 13 | 38.2 |
| Disagree | 10 | 29.4 |
| Strongly Disagree | 2 | 5.9 |
| Missing | - | - |

Observational Checklist: For the program goal “Teamwork & Getting Along with Others,” researchers asked five questions to assess participants’ ability to work in teams and with one another. The mean score for the younger cohort during the first week was 1.60 and increased to 3.80 by the last week. The mean score for the older group was 2.67 during the first week, with two items being scored N/A, and it increased to a mean score of 3.6 by the last week, with all five items being scored. See Appendix E for the tables containing the observation information taken by the researchers.

Observation Notes: The ability to get along with others and work in teams are crucial to the success or failure of an art project, making the AMARD&V program a perfect place for participants to learn and utilize team-building skills. Overall, researchers observed that participants worked well together towards the end of the five-week program. They found that the participants were generally very welcoming of their peers and often encouraged each other in their art by assisting one another with their projects. The researchers noted that during the first day of the program, in both age groups, the participants seemed comfortable around one another but were shy and rarely encouraged each other. During the last day of the program, participants were observed to clap after every individual performance. As per the researchers, the participants showed self-direction and were comfortable performing in front of one another.

Self-Esteem

Survey: Five questions asked youth participants to assess their self-esteem (See Table 4). About seven out of ten participants (70.6%) strongly agreed or agreed that the AMARD&V summer program helped them to feel more comfortable sharing about themselves. Additionally, a majority of all participants either strongly agreed or agreed that the program helped them to believe in themselves (67.6%), see what they can achieve

Commented [SM20]: Not trying to be nitpicky but a few years ago they asked that we refer to this as the summer program and not camp

Commented [ST21R20]: Changed all “camp” to “summer program” and all “campers” to “youth participants”



(75.8%), feel that they can accomplish most things that they try (81.8%), and do things that they have never expected to do or try before (88.2%).

Table 4

Prevalence of Youth Agreeing with Statements Related to Increased Self-Esteem

| | Youth (n = 34) | |
|--|-------------------|------|
| | n | % |
| The AMARD&V summer program helped me to | | |
| Become more comfortable sharing about myself through art activities | | |
| Strongly Agree | 11 | 32.4 |
| Agree | 13 | 38.2 |
| Disagree | 6 | 17.6 |
| Strongly Disagree | 4 | 11.8 |
| Missing | - | - |
| Believe in myself | | |
| Strongly Agree | 6 | 17.6 |
| Agree | 17 | 50.0 |
| Disagree | 9 | 26.5 |
| Strongly Disagree | 2 | 5.9 |
| Missing | - | - |
| See what I can achieve | | |
| Strongly Agree | 10 | 29.4 |
| Agree | 15 | 44.1 |
| Disagree | 6 | 17.6 |
| Strongly Disagree | 2 | 5.9 |
| Missing | 1 | 2.9 |
| Feel I can do most things I try | | |
| Strongly Agree | 8 | 23.5 |
| Agree | 19 | 55.9 |
| Disagree | 6 | 17.6 |
| Strongly Disagree | - | - |
| Missing | 1 | 2.9 |
| Do things that at first I have never expected to do or try | | |
| Strongly Agree | 20 | 58.8 |
| Agree | 10 | 29.4 |
| Disagree | 4 | 11.8 |
| Strongly Disagree | - | - |
| Missing | - | - |

Observational Checklist: To measure the AMARD&V program goal of “Self-Esteem,” a total number of five questions were asked of researchers to assess this theme. For the program goal “Teamwork & Getting Along with Others,” researchers asked five questions to evaluate participants’ ability to work in teams and with one another. The mean for the younger group for the first week was 1.00, and 3.80 for the last week. The mean score for the older group was 2.00 during the first week, with three items being scored N/A, and

increased to a mean score of 4.00 by the last week, with all five items being scored. See Appendix E for the tables containing the observational information taken by the researchers.

Observation Notes: Researchers observed significant improvement in the self-esteem of the participants in the AMARD&V program over the course of the five weeks. Participants were often reserved and shy during the first few weeks of the summer program. Many participants were timid and unsure of themselves when practicing in theater class, speaking softly and giggling while they were speaking and waiting for the artist to demonstrate the activity for the class. Researchers noted that the participants started to blossom as the weeks went on. Overall, participants grew more confident in themselves and their abilities as the program progressed.

Cultural Pride & Diversity

Survey: Two questions asked participants to assess their feelings about cultural pride and diversity (see Table 5). Slightly less than half of the participants either strongly agreed or agreed that the summer program helped them learn about their culture (44.1%) and share things about their culture with others (47.1%).

Table 5
Prevalence of Youth Agreeing with Statements Related to Cultural Pride & Diversity

| | Youth (n=34) | |
|--|-----------------|------|
| | n | % |
| The AMARD&V summer program helped me | | |
| Learn about my culture | | |
| Strongly Agree | 7 | 20.6 |
| Agree | 8 | 23.5 |
| Disagree | 14 | 41.2 |
| Strongly Disagree | 5 | 14.7 |
| Missing | - | - |
| Share things about my culture with others | | |
| Strongly Agree | 5 | 14.7 |
| Agree | 11 | 32.4 |
| Disagree | 13 | 38.2 |
| Strongly Disagree | 5 | 14.7 |
| Missing | - | - |

Observational Checklist: The observation checklist was used to measure the program goal of “Cultural Pride and Diversity” among youth participants, artists, and counselors. A total of eight questions were asked for researchers to assess cultural pride and diversity. Five items were assessed by observing youth participants, and three were assessed by observing the artists and counselors.

Youth participant observations were limited in this area for the younger group, with all items receiving a score of N/A for the first and last week's observations. For the older cohort, three items were assessed in the

first week (two were given a score of N/A), yielding a mean score of 2.00. During the last week’s observation, only one item was assessed for the older cohort (four items were given a score of N/A) with a mean score of 3.00.

Counselors and artists were assessed on three items regarding “Cultural Pride and Diversity” using the observational checklist. Researchers completed the observations on staff while conducting observations on the youth participants during the first and last week of the summer program for both age cohorts. All items received scores of N/A for counselors and artists. Only one item was observed and scored (2.00) for counselors and artists regarding this theme, which occurred during the first week of the summer program while working with the older students. All items received scores of N/A for counselors and artists. See Appendix E for the tables containing the observation information taken by the researchers.

Observation Notes: Researchers noted that observations were limited in this area, but this does mean that they did not occur. Researchers did note that participants tried incorporating Spanish phrases into the dialogue of the play they had written and planned to perform.

Purpose & Hopefulness for the Future

Survey: Six questions asked participants to assess their sense of purpose and hopefulness for the future (see Table 6). A majority of youth participants (82.4%) reported that because of the AMARD&V summer program, they will try to live up to their potential (in other words, try to do the best they can). About seven out of ten youth participants indicated that because of the AMARD&V summer program, they want to be proud of whom they become in the future (70.6%) and believe the choices they make today are important for their future (73.6%). Close to two-thirds of the participants reported that because of the summer program, they are working hard for a promising future for themselves (67.7%) and to reach their goals (61.8%).

Table 6

Prevalence of Youth Agreeing with Statements Related to Purpose & Hopefulness for the Future

| | Youth (n = 34) | |
|---|-------------------|------|
| | n | % |
| Because of the AMARD&V summer program | | |
| I think the choices I make today are important for my future | | |
| Strongly Agree | 9 | 26.5 |
| Agree | 16 | 47.1 |
| Disagree | 9 | 26.5 |
| Strongly Disagree | - | - |
| Missing | - | - |
| I want to be proud of who I become | | |
| Strongly Agree | 11 | 32.4 |
| Agree | 13 | 38.2 |
| Disagree | 10 | 29.4 |
| Strongly Disagree | - | - |

- Commented [CS22]: Add percentage.
- Commented [ST23R22]: Added
- Commented [CS24]: Add percentage.
- Commented [ST25R24]: Added



| | Youth (n = 34) | |
|--|-------------------|------|
| | n | % |
| <i>Missing</i> | - | - |
| I work hard now to make a good future for myself | | |
| Strongly Agree | 9 | 26.5 |
| Agree | 14 | 41.2 |
| Disagree | 9 | 26.5 |
| Strongly Disagree | 2 | 5.9 |
| <i>Missing</i> | - | - |
| I work hard to reach my goals | | |
| Strongly Agree | 9 | 26.5 |
| Agree | 12 | 35.3 |
| Disagree | 12 | 35.3 |
| Strongly Disagree | 1 | 2.9 |
| <i>Missing</i> | - | - |
| I try to live up to my potential (in other words, I try to do the best I can) | | |
| Strongly Agree | 11 | 32.4 |
| Agree | 17 | 50.0 |
| Disagree | 5 | 14.7 |
| Strongly Disagree | 1 | 2.9 |
| <i>Missing</i> | - | - |
| I try hard in school so I can have a bright (good) future | | |
| Strongly Agree | 10 | 29.4 |
| Agree | 9 | 26.5 |
| Disagree | 13 | 38.2 |
| Strongly Disagree | 2 | 5.9 |
| <i>Missing</i> | - | - |

Observational Checklist: A fundamental aspect of the AMARD&V program is inspiring hopefulness for the future. To observe this program goal, a total of five questions were asked for researchers to assess this theme. Observations were limited in this area for both groups, and the researchers did not observe any of the behaviors on the checklist. All items for both age cohorts during the first and last week of the summer program received a score of N/A. See Appendix E for the tables containing the observation information taken by the researchers.

Observation Notes: Researchers noted that observations were limited in this area, but this does mean that they did not occur.

Leadership, Communication Skills, Advocacy, & Social Justice

Survey: Four questions assessed youth participants’ perceptions regarding their voice, influence, and sense of mattering (see Table 7). A large majority of participants felt that because of the AMARD&V summer program, their opinion was important because it could someday make a difference in their community (82.3%). Additionally, they thought there were plenty of ways for youth like them to have a say in their

community (79.4%). Most participants (85.3%) strongly agree or agree that because of the AMARD&V summer program, youth like them can understand what happens in their communities.

Table 7
Prevalence of Youth Agreeing with Statements Related to Leadership, Communication Skills, Advocacy, & Social Justice

| | Youth (n = 34) | |
|---|-------------------|------|
| | n | % |
| Because of the AMARD&V summer program | | |
| Youth like me can really understand what’s going on in my community | | |
| Strongly Agree | 9 | 26.5 |
| Agree | 20 | 58.8 |
| Disagree | 3 | 8.8 |
| Strongly Disagree | 2 | 5.9 |
| Missing | - | - |
| I think my opinion is important because it could someday make a difference in my community | | |
| Strongly Agree | 10 | 29.4 |
| Agree | 18 | 52.9 |
| Disagree | 5 | 14.7 |
| Strongly Disagree | 1 | 2.9 |
| Missing | - | - |
| I feel like I can be a leader in my community | | |
| Strongly Agree | 7 | 20.6 |
| Agree | 14 | 41.2 |
| Disagree | 9 | 26.5 |
| Strongly Disagree | 4 | 11.8 |
| Missing | - | - |
| I think there are plenty of ways for youth like me to have a say in what happens in my community | | |
| Strongly Agree | 13 | 38.2 |
| Agree | 14 | 41.2 |
| Disagree | 6 | 17.6 |
| Strongly Disagree | 1 | 2.9 |
| Missing | - | - |

Observational Checklist: The observation checklist was not used to measure this program goal.

Observation Notes: Observation notes were not used to measure this program goal.

Supportive Learning Environment

Survey: Four questions were asked to assess participants’ perceptions of their supportive learning environment and their feeling of value to their peers and community (see Table 8). Nearly three out of four respondents (73.5%) either strongly agreed or agreed that they felt they mattered to the adults in their community. Many participants (78.2%) considered that because of the AMARD&V summer program, they

Commented [CS26]: Add percentage

Commented [ST27R26]: Added

gained support from the team program staff. Finally, six in ten participants (61.7%) reported that because of the AMARD&V summer program, they have discussed their future goals, plans, or hopes with someone.

Commented [CS28]: Add percentage.

Commented [ST29R28]: Added

Table 8

Prevalence of Youth Agreeing with Statements Related to a Supportive Learning Environment

| | Youth (n = 34) | |
|---|-------------------|------|
| | n | % |
| The AMARD&V summer program helped me to | | |
| Gain support from the team program staff | | |
| Strongly Agree | 7 | 20.6 |
| Agree | 18 | 52.9 |
| Disagree | 5 | 14.7 |
| Strongly Disagree | 2 | 5.9 |
| Missing | 2 | 5.9 |
| Talk to someone about my goals, plans, or hopes for the future | | |
| Strongly Agree | 8 | 23.5 |
| Agree | 13 | 38.2 |
| Disagree | 8 | 23.5 |
| Strongly Disagree | 5 | 14.7 |
| Missing | - | - |
| Feel like I matter to the adults in my community | | |
| Strongly Agree | 12 | 35.3 |
| Agree | 13 | 38.2 |
| Disagree | 7 | 20.6 |
| Strongly Disagree | 2 | 5.9 |
| Missing | - | - |
| Feel like I matter to peers in my community | | |
| Strongly Agree | 7 | 20.6 |
| Agree | 13 | 38.2 |
| Disagree | 9 | 26.5 |
| Strongly Disagree | 5 | 14.7 |
| Missing | - | - |

Observational Checklist: At the AMARD&V summer program, counselors and artists strive to create a supportive learning environment for participants. Observations were directed at staff instead of youth participants to assess this goal. Items were scored and recorded for artists and counselors separately.

A total of five questions were asked for researchers to assess the supportive learning environment provided by the artists. For artists, the mean score for observations assessed while working with the younger group during the first week was 3.40 and increased to 4.00 during the last week. The mean scores artists received on providing a supportive learning environment to the older group rose from 2.80 during the first week to 4.00 during the last week.

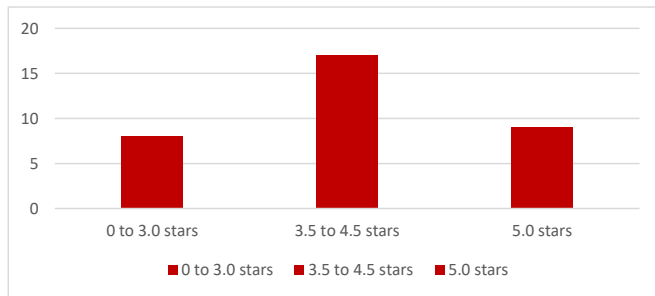
A total of three questions were used to assess the supportive learning of the counselors. For counselors, the mean score for the younger group for the first and last week was 4.00, with one item receiving a score of N/A during the first and last week’s observation periods. The older student cohort had a mean score of 33.3 during the first week of the summer program. However, during the older group’s last week observation, the counselors couldn’t be evaluated in their role at that time and received a score of N/A (not applicable). See Appendix E for the tables containing the observation information taken by the researchers.

Observation Notes: As per the researchers, the artist always used age-appropriate language and offered guidance and support when participants in the younger group (ages 10-13) were trying new skills. The artists addressed all the students by name and ensured each was engaged in the class. The researchers noted that the counselors were attentive to the participants' needs beyond the art class. The counselors were shown ready to help and engage with the younger and older (ages 14-16) groups of participants as needed. They ensured that all the participants were properly wearing masks and staying safe. Due to this observation being conducted on the first day of the summer program, there was no feedback about the participants' accomplishments and behaviors for either age group. During the last observation, the researchers noted that the artists worked to involve all the students in the play for both the younger and older participants. The artists used age-appropriate language for both age groups and offered positive feedback when working with students on their lines. The researchers also noted that the older group’s counselors were energized and participated in the activities without overstepping.

Program Satisfaction

More than three out of four youth participants (76.5%, $n = 34$) gave 4 or more stars to the AMARD&V summer program (with a scale ranging from 0 to 5 stars), with a mean number of 4.0 ($SD = 1.0$, responses ranging from 0.5 to 5 stars) (see Figure 1).

Figure 1
Number of Stars Awarded by Youth Participants to the AMARD&V Summer Program



In this regard, the vast majority of participants said they would tell a friend to come to the AMARD&V summer program (87.9%, $n = 33$). Three participants would not recommend the program to friends (9.1%, $n = 33$), one participant wrote “maybe” (3.0%, $n=33$), and one did not respond to the question.

Art Sessions

The 2022 AMARD&V summer program included four art sessions: theater, African rhythms (*Bomba*), visual arts, and printmaking. To gauge the participants’ interest in and enjoyment of the different art sessions, participants were asked to rank them (1-4, “Least Favorite” to “Most Favorite”). The participants were then asked to elaborate on their reasoning for ranking the art sessions in the manner they did by responding to the open-ended question, “Please explain more about your most and least favorite art sessions and why you ranked the art sessions the way you did.”

The most popular art session was visual arts; more than half of the participants (52.9%) ranked visual arts a “4” or “Most Favorite” art session (see Table 9). Youth participants had many reasons why they liked this session, including learning about and expressing themselves by utilizing a variety of different visual art mediums.

“Visual arts allowed me to express myself in creative ways. I love art and being able to add my own little twist to it.” – 2022 Youth Participant

Commented [SM30]: Love the integration of the quotes

Commented [ST31R30]: Thanks!

Around 1 in 5 participants reported that theater (17.6%) or *Bomba* (23.5%) were their favorite art sessions. Regarding theater, participants highlighted that they enjoyed expressing themselves through acting and how the artists’ positive energy made the sessions fun. When asked about *Bomba*, some participants stated that the sessions helped them to feel free to express themselves authentically through singing and dancing. Only one participant (2.9%) reported that their favorite workshop was printmaking.

Table 9

Prevalence of Most & Least Favorite Art Sessions

| Art Sessions | Youth $n = 34$ | | | |
|----------------------------------|----------------|------|----------------|------|
| | Most Favorite | | Least Favorite | |
| | <i>n</i> | % | <i>n</i> | % |
| African rhythms (<i>Bomba</i>) | 8 | 23.5 | 9 | 26.5 |
| Theater | 6 | 17.6 | 11 | 32.4 |
| Printmaking | 1 | 2.9 | 14 | 41.2 |
| Visual arts | 18 | 52.9 | - | - |
| Missing | 1 | 2.9 | - | - |

Note. One participant did not rank an art session as “Most Favorite.” Each participant was only able to choose one ranked option per question.

Over forty percent of participants (41.2%) reported that printmaking was their “Least Favorite” session. Close to a third (32.4%) of participants ranked theater as their “Least Favorite” session, while approximately a



quarter of participants (26.5%) indicated that *Bomba* was their “Least Favorite” session. For theater and *Bomba*, many participants noted they ranked these art sessions lower due to not enjoying the performance aspect of the sessions, stating that it made them nervous. No participants ranked visual arts as their “Least Favorite” art session. See Appendix C for a detailed list of comments and feedback for each art session.

Interactive Workshops

The 20222 AMARD&V summer program included four interactive workshops “True Colors,” “Your Voice is Your Trumpet,” “Resiliency,” and “Empathy.” To gauge the participants’ interest in and enjoyment of the different interactive workshops, participants were asked to rank them (1-4, “Least Favorite” to “Most Favorite”). The participants were then asked to elaborate on their reasoning for ranking the interactive workshops in the manner they did by responding to the open-ended question, “Please explain more about your most and least favorite interactive workshop and why you ranked the interactive workshops the way you did” (see Table 10).

Table 10

Prevalence of Most & Least Favorite Interactive Workshops

| | Youth <i>n</i> = 34 | | | |
|------------------------------|---------------------|------|----------------|------|
| | Most Favorite | | Least Favorite | |
| | <i>n</i> | % | <i>n</i> | % |
| Interactive Workshops | | | | |
| “Empathy” | 4 | 11.8 | 7 | 20.6 |
| “Resiliency” | 4 | 11.8 | 8 | 23.5 |
| “True Colors” | 19 | 55.8 | 3 | 8.8 |
| “Your Voice is Your Trumpet” | 7 | 20.6 | 15 | 44.1 |
| Missing | - | - | 1 | 2.9 |

Note. One participant did not rank order a “Least Favorite” interactive workshop. Each participant was only able to choose one ranked option per question.

The most popular interactive workshop was “True Colors;” more than half of the participants (57.6%) ranked it as their “Most Favorite.” Participants reported that they ranked “True Colors” highly for several reasons, including enjoying the upbeat energy of the workshop, how they were able to learn more about themselves and others, and how the workshop encouraged them to get out of their comfort zone.

Around one in five participants ranked “Your Voice is Your Trumpet” (21.2%) as the interactive workshop they enjoyed most, with some students reporting they found learning about using their voice to help their community important. The interactive workshops “Resiliency” and “Empathy” tied for the lowest number of participants (12.1%), with no participants ranking either of them as their “Most Favorite.”

“True Colors allowed me to learn more things about myself, as well as others. It pushed me out of my comfort zone by putting me in a group with others that weren’t similar to me.”

– 2022 Youth Participant

Nearly half of the participants (45.5%) ranked “Your Voice is Your Trumpet” as their “Least Favorite” interactive workshop, with some participants stating they found it uninteresting and not very helpful. Over one in five participants reported that “Resiliency” (24.2%) and “Empathy” (21.2%) were their “Least Favorite” workshops. Some youth participants suggested that they ranked these workshops lower due to lack of engagement or covering topics they were already familiar with. Only three participants ranked “True Colors” as their “Least Favorite” interactive workshop, demonstrating that most students enjoyed it. See Appendix C for a detailed list of comments and feedback for each workshop.

Field Trips

The 20222 AMARD&V summer program included three field trips: “Grounds of Sculpture,” “Visit to the Old Village,” and “State Theater Backstage Tour.” To gauge the participants’ interest in and enjoyment of the different field trips, participants were asked to rank them (1-3, “Least Favorite” to “Most Favorite”). The participants were then asked to elaborate on their reasoning for ranking the field trips in the manner they did by responding to the open-ended question, “Please explain more about your most and least favorite field trip and why you ranked the field trips the way you did.”

The most popular field trip was “Grounds of Sculpture,” with more than half of the participants (53.1%) ranking it as their “Most Favorite” (see Table 11). Many of the youth participants noted they found viewing art outdoors in the form of statues both interesting and beautiful. Around one in four participants ranked the “Visit to the Old Village” (25.0%) and the “State Theater Backstage Tour” (28.1%) as their “Most Favorite” field trip. Some students stated they particularly enjoyed learning about the history of New Brunswick in their “Visit to the Old Village,” while others reported they found the “State Theater Backstage Tour” to be exciting and informative. Overall, students commented positively about all the field trips and how they really enjoyed this part of the program.

“I loved ‘Grounds of Sculpture’ because of the beautiful sculptures and paintings.” – 2022 Youth Participant

“The ‘Visit to the Old Village’ made me learn so much about history. To see some original buildings and houses and how people lived, I loved how authentic it felt.” – 2022 Youth Participant

Approximately four out of ten participants ranked the “Visit to the Old Village” (37.5%) and the “State Theater Backstage Tour” (40.6%) as their “Least Favorite” field trip, respectively. Conversely, only 5 participants (15.6%) ranked “Grounds of Sculpture” as their “Least Favorite” field trip. See Appendix C for a detailed list of comments and feedback for each field trip.

Table 11

Prevalence of Most & Least Favorite Field Trips

Youth n = 34



| | Most Favorite | | Least Favorite | |
|--------------------------------|---------------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % |
| Field Trips | | | | |
| “Grounds of Sculpture” | 17 | 50.0 | 5 | 14.7 |
| “State Theater Backstage Tour” | 9 | 26.5 | 13 | 38.2 |
| “Visit to the Old Village” | 8 | 23.5 | 12 | 35.3 |
| <i>Missing</i> | - | - | 4 | 11.8 |

Note. Four participants did not rank order a “Least Favorite” interactive workshop. Each participant was only able to choose one ranked option per question.

Open-Ended Responses & Feedback

As part of the qualitative analysis portion of the youth survey, two open-ended response questions were asked in order to gain better insight into the participants’ experiences while attending the AMARD&V summer program. These questions offer more in-depth and detailed feedback about various facets of the program, what they have learned, and areas needing improvement.

The open-ended response questions, “What was the most important thing you learned at the AMARD&V summer program?” (see Table 12) and, “What does the 2022 AMARD&V theme, ‘You, Me, Us Building Peace’ mean to you?” (see Table 13), were aimed at assessing overall lessons learned and significant information participants gleaned by taking part in the 2022 AMARD&V summer program. See Appendix C for a detailed list of comments and feedback from the open-ended response questions.

Among the participants who responded to this question, the most common themes expressed regarding important lessons learned were: 1) creativity and self-expression through art (23.5%) and 2) developing a better understanding of and respect for others (23.5%). A few participants (14.7%) reported that because of the AMARD&V summer program, they will be braver and have more self-confidence.

Table 12

Prevalence of Youth Responses to the Most Important Thing Learned at AMARD&V by Open-Ended Response Categories

| | Youth (<i>n</i> = 34) | |
|---|---------------------------|------|
| | <i>n</i> | % |
| “What was the most important thing you learned at the AMARD&V summer program?” | | |
| Open-Ended Youth Response Categories | | |
| Better understanding and respect for others | 8 | 23.5 |
| Creativity and self-expression through art | 8 | 23.5 |
| Be brave and have confidence | 5 | 14.7 |
| Other | 3 | 8.8 |
| “Stop the Bleed” workshop | 3 | 8.8 |
| Achieve future goals | 2 | 5.9 |
| Importance of being seen and heard | 2 | 5.9 |
| Make new friends | 2 | 5.9 |
| Diversity and culture | 1 | 2.9 |



| | Youth (n = 34) | |
|----------------|-------------------|-----|
| | n | % |
| Improve skills | 1 | 2.9 |

Note. In some of the open-ended questions, more than one category is coded.

A few participants (5.9%) stated that because of the summer program, they had learned the importance of being seen and heard, achieving future goals, and making new friends. Around 3% of the sample felt that due to their participation in the program, they have learned to celebrate the diversity and culture of others or continue to improve their skills. Others mentioned the “Stop the Bleed” workshop as an informative and life-save component of the program (8.8%). The following quotes by 2022 AMARD&V youth participants support these findings:

- “Be brave and challenge those fears.”
- “You can express your feelings with art, not just with words.”
- “Share with each other, and treat people with respect.”
- “The most important thing I learned was that our voices are so incredibly important. That we really matter. Everything about us. Our voices, our art, our feelings, etc.”

Table 13

Prevalence of Youth Responses Regarding What the 2022 AMARD&V Theme Means to Them by Open-Ended Response Categories

| | Youth (n = 34) | |
|---|-------------------|------|
| | n | % |
| “What does the 2022 AMARD&V theme ‘You, Me, Us Building Peace’ mean to you?” | | |
| Open-Ended Youth Response Categories | | |
| Building a safer community/No drugs or violence | 14 | 41.2 |
| Peace | 14 | 41.2 |
| Other thoughts or ideas | 4 | 11.8 |
| Missing | 2 | 5.9 |

Note. Two participants did not respond to this question. In some of the open-ended questions, more than one category is coded.

The majority of participants stated that, for them, the meaning of the 2022 AMARD&V theme “You, Me, Us Building Peace” centered on one of two central ideas: working towards peace (43.8%) or building a safer community free of drugs (43.8%). A few students (12.5%) shared other thoughts or ideas on what this year’s theme meant to them. The following quotes from 2022 AMARD&V youth participants support these findings:

- “Us, as a community, no matter the differences, fight to stay away from violence.”
- “You have harmony as more people come together, and in harmony, they can build peace.”



- “To me, it means that together we can make our community a better and safer place for all of us. We need each other; we need to work together.”

Artist & Counselor Survey

Commented [SM32]: I wonder if we should separate this out more, on its own page or with a different type of subheading?

Commented [ST33R32]: Changed it to be its on section heading

Demographics

The staff survey sample comprised 18 AMARD&V non-administrative personnel--ten counselors and eight artists. The 2022 AMARD&V summer program non-administrative staff consisted of eight artists and ten counselors in total, but ultimately, three artists and four counselors completed the survey, resulting in response rates of 37.5% and 50%, respectively. As shown in Table 14, for most of the counselors and artists, this was their first year working at the AMARD&V summer program.

Table 14

Years of Service by Artists/Counselors Working at AMARD&V Summer Programs

| Years of Service | Artists/Counselors (n=7) | |
|------------------|-----------------------------|------|
| | n | % |
| 1 year | 5 | 71.4 |
| 2-3 years | 1 | 14.3 |
| 4 or more years | 1 | 14.3 |

Open-Ended Responses & Feedback

The majority of the artists and counselors gave positive feedback about their experience working with the participants in the AMARD&V summer program, with all respondents stating that they believed that this year’s program went either moderately well or very well. Several (28.6%) expressed their pleasure in having the program back in person this year after being online the past two years due to Covid-19, stating that being in person allowed for off-campus field trips and more comprehensive workshops. Many artists and counselors (42.9%) commented on the growth they had seen in the youth participants’ appreciation for art and their increased participation throughout the five-week program. One artist reported that at the beginning of the summer program, many youth participants did not want to participate much in the activities. However, by the end of the summer program, they observed the participants had become much more experimental with their art, demonstrated greater leadership skills, and exhibited an increase in self-esteem (see Table 15).

Commented [CS34]: Add %

Commented [ST35R34]: Added

Table 15

Prevalence of Artist & Counselor Responses Regarding Program Satisfaction, Impact, Challenges, & Future Recommendations by Open-Ended Response Categories



| | Artists/Counselors (n = 7) | |
|---|-------------------------------|------|
| | n | % |
| Open-Ended Artist/Counselor Response Categories | | |
| Program satisfaction | | |
| Program went moderately well | 2 | 28.6 |
| Program went very well | 5 | 71.4 |
| Liked the <i>most</i> about this year's program | | |
| Helpful staff | 2 | 28.6 |
| In-person/Field trips | 2 | 28.6 |
| Working with youth | 2 | 28.6 |
| Great program mission | 1 | 14.3 |
| Liked the <i>least</i> about this year's program | | |
| Lack of organization/communication | 2 | 28.6 |
| Nothing | 2 | 28.6 |
| Poor attitude/engagement with youth by certain artists | 2 | 28.6 |
| Theme not related to art | 1 | 14.3 |
| Impact of the program | | |
| Develop social skills/friendships | 4 | 57.1 |
| Express creativity through art | 3 | 42.9 |
| Biggest challenge | | |
| Classroom management | 3 | 42.9 |
| Dealing with peer conflict/issues | 2 | 28.6 |
| Other | 2 | 28.6 |
| Future Recommendations | | |
| Better communication | 2 | 28.6 |
| New and/or different themes and activities | 2 | 28.6 |
| Shorter classes/small groups | 2 | 28.6 |
| Only hire staff that are youth-friendly | 1 | 14.3 |

While the artists and counselors mainly provided positive feedback about their experience working with the youth participants this summer, they did express some logistical and administrative issues and concerns. Several artists and counselors mentioned that communication between administration and staff could be improved regarding day-to-day activities and scheduling. They suggested that providing a schedule or itinerary at the beginning of the day, especially on field trip days, could be helpful when preparing for the activities happening throughout the day.

Several staff members mentioned the importance of hiring youth-friendly artists who can respectfully engage the students. One artist expressed concerns about some interactions with participants and thought information could be better presented. Counselors and artists would also like to see improvements in the training and orientation process. Several (28.6%) expressed that they did not feel the training adequately prepared them to manage a large group of youth participants. Classroom management issues and handling disagreements among the youth participants were frequently mentioned (42.9% and 28.6%, respectively) as some of the biggest challenges of working for the summer program. A few artists (28.6%) noted how

Commented [CS36]: Add %

Commented [ST37R36]: Added

Commented [CS38]: Add %

Commented [ST39R38]: Added

Commented [CS40]: Add %

Commented [ST41R40]: Added



difficult it could be to motivate the youth participants and get them to participate in the art classes and wished they had been better trained in that area. Shorter time in each art session and smaller class sizes were also given as suggestions for helping with classroom management issues.

DISCUSSION

The AMARD&V program creates a space for New Brunswick youth to explore a variety of art forms while engaging their communities, developing the skills to work within groups, building their self-esteem, and cultivating a sense of hopefulness for the future and a world of possibilities. The program achieves this by engaging participants through art classes, including *Bomba*, visual arts, theater, and printmaking; art-related field trips; and workshops tailored to build life skills and address contemporary challenges that participants may encounter in their daily lives.

Overall, youth participants provided positive feedback about their experience with the program; almost all of them were willing to recommend the program to a friend. In particular, youth participants gave feedback about workshops and art sessions, with useful information about each one. Counselors and artists also offered positive feedback about the AMARD&V summer program. They enjoyed seeing students' commitment and participation, willingness to learn, and growth over the course of the five-week program.

Based on comments by the artists and counselors combined with student survey responses, youth participants seemed to demonstrate improvements in many areas of the 2022 AMARD&V summer program. In particular, participants demonstrated an increased appreciation and knowledge about art and gains in their self-esteem and leadership abilities. Youth asserted that they could understand their communities' struggles and see themselves as leaders who can make a difference because their opinion matters.

In conclusion, all data collection methods used throughout the evaluation of the AMARD&V program demonstrated that the program provided a unique and invaluable experience for program participants. The AMARD&V program enabled participants to learn new skills and participate in a variety of activities that built confidence and provided lessons that will help participants as they progress in their lives. Through the efforts of dedicated administrators, artists, and counselors, the AMARD&V program made a significant impact on the lives of its participants and conclusively exposed participants to experiences that will aid them in navigating their world both in the present and in the future.

FUTURE DIRECTIONS

Youth participants gave lengthy feedback about the program, its activities, and its impact on their lives. Future evaluation plans could build upon this by including semi-structured interviews with youth participants to gather richer and more detailed insight into the program and its effects.

Commented [SM42]: Does this mean based on observations? Or self-report from the surveys?
Commented [ST43R42]: Changed the wording a bit include where data came from

Future evaluation plans could also benefit from including the voice of the youth participants’ parents. Parents with valuable information about their children’s daily activities can offer great insight into the impact the AMARD&V summer program has had on their children and possibly offer thoughtful recommendations for the future. Interviewing parents also provides another method of acquiring data about the summer program, allowing for evaluating data from a different perspective.

Even though the staff gave valuable feedback, their participation rate was lower than expected, especially in the open-ended questions. Typically, online surveys achieve less participation than paper-only surveys (Sakshaug et al., 2019). When gathering data from artists and counselors, the research team recommends using in-person qualitative and quantitative techniques, such as focus groups, interviews, and in-person survey administration.

The research team and the administrators should continue collaborating to identify better strategies to motivate and engage youth participants in the evaluation process. In addition, the research team recommends that the evaluation process as a whole be reassessed to determine ways to make it more efficient and less time-intensive. The Spanish version of the student participant survey needs to be updated by appropriately translating the questions to match the wording utilized in the English version. The research team recommends more long-term evaluation methods if additional grant funding and staffing are secured.

Commented [CS44]: Should we mention working on Spanish language materials?

Commented [ST45R44]: Added

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APPENDIX A





Youth Participant Survey

Your thoughts and feelings about the AMARD&V Summer Program are important to us and will help us improve future AMARD&V Summer programs. Please don't put your name on this survey because we don't want to know who answered the questions. Thank you!





For this page, choose the face (or answer) that best describes your thoughts and feelings, and then put an "X" in that box.

| How I feel about art | | | | |
|--|---|--|---|---|
| Questions |  Strongly Agree |  Agree |  Disagree |  Strongly Disagree |
| 1. I learned a lot about art (painting, music, theater) at the AMARD&V summer program. | | | | |
| 2. I am proud of the art I made at the AMARD&V summer program. | | | | |
| 3. Because of the AMARD&V summer program, I know how to use art to feel better if I am upset or angry. | | | | |
| 4. Because of the AMARD&V summer program, I know where to go if I want to learn more about art. | | | | |











| How I feel about myself | | | | |
|---|---|--|---|--|
| Questions |  Strongly Agree |  Agree |  Disagree |  Strongly Disagree |
| 5. The summer program helped me learn how to be helpful to others. | | | | |
| 6. The summer program helped me listen to other people's ideas | | | | |
| 7. The summer program helped me respect other people's ideas. | | | | |
| 8. Through the art activities I find myself more comfortable sharing about myself. | | | | |
| 9. The summer program helped me learn about my culture. | | | | |
| 10. The summer program helped me share things about my culture with others. | | | | |
| 11. The summer program helped me believe in myself. | | | | |
| 12. The summer program helped me gain support by the team program. | | | | |
| 13. The summer program helped me see what I can achieve. | | | | |
| 14. The summer program helped me feel I can do most things I try. | | | | |
| 15. The summer program helped me do things that at first, I have never expected to do or try. | | | | |



| Sense of hope and purpose about one's future | | | | |
|--|--|---|--|---|
| Questions |  Strongly Agree |  Agree |  Disagree |  Strongly Disagree |
| 16. Because of the AMARD&V summer program, I think the choices I make today are important for my future. | | | | |
| 17. Because of the AMARD&V summer program, I want to be proud of who I become. | | | | |
| 18. Because of the AMARD&V summer program, I work hard now to make a good future for myself. | | | | |
| 19. Because of the AMARD&V summer program, I work hard to reach my goals. | | | | |
| 20. Because of AMARD&V summer program, I try to live up to my potential (in other words, I try to do the best that I can). | | | | |
| 21. Because of the AMARD&V summer program, I try hard in school, so I can have a bright (good) future. | | | | |
| 22. Because of the AMARD&V summer program, I have talked to someone about my goals or plans or hopes for my future. | | | | |



| Youth Voice | | | | |
|--|---|--|---|--|
| Questions |  Strongly Agree |  Agree |  Disagree |  Strongly Disagree |
| 23. Because of the AMARD&V summer program, youth like me can really understand what's going on in my community. | | | | |
| 24. Because of the AMARD&V summer program, I think my opinion is important because it could someday make a difference in my community. | | | | |
| 25. Because of the AMARD&V summer program, I think there are plenty of ways for youth like me to have a say in what happens in my community. | | | | |
| 26. Because of the AMARD&V summer program, I feel like I can be a leader in my community. | | | | |

| A sense of being significant or of value to others or one's community | | | | |
|---|---|--|---|--|
| Questions |  Strongly Agree |  Agree |  Disagree |  Strongly Disagree |
| 27. Because of AMARD&V summer program, I feel like I matter to adults in my community? | | | | |
| 28. Because of the AMARD&V summer program, I feel like I matters peers in my community? | | | | |

Please answer the questions to let us know what you liked/disliked about camp

29. Please rank order the **4 art sessions** in order (1-4) from least to most favorite.
(1=Least Favorite, 4=Most Favorite)

- Theater
- African Rhythms (*Bomba*)
- Visual Arts
- Printmaking

30. Please explain more about your most and least favorite **art sessions**, and why you ranked the **art sessions** the way you did.

31. Please rank order the **4 interactive workshops** in order (1-4) from least to most favorite.
(1=Least Favorite, 4=Most Favorite)

- True Colors
- Resiliency (Overcoming Difficulties)
- Your Voice is Your Trumpet
- Empathy (Compassion for Others)

32. Please explain more about your most and least favorite **interactive workshops**, and why you ranked the **interactive workshops** the way you did.

33. Please rank order the **3 field trips** in order (1-3) from least to most favorite.
(1=Least Favorite, 3=Most Favorite)

- Grounds of Sculpture
- State Theater Backstage Trip
- Visit to Old Village

34. Please explain more about your most and least favorite **field trips**, and why you ranked the **field trips** the way you did.

35. What was the most important thing you learned at the AMARD&V summer program?

36. What does 2022 AMARD&V theme “You, Me, Us Building Peace” mean to you?

37. Would you tell your friends they should come to this summer program? YES NO

38. How many stars will you give the AMARD&V summer program?



Please tell us a little about yourself by answering these questions:

| | |
|--|----------------|
| 39. I am a : Boy_ Girl__ Other___ | 40. Age: _____ |
| 41. Cultural group: _____White _____Black/African American _____Hispanic/Latino/a _____American Indian/Alaska Native _____Native Hawaiian/Other Pacific Islander _____Asian _____Multi-Ethnic/Multi-Racial _____Other: _____ | |

APPENDIX B

Youth Participant Survey Tables

Table 1

Student Participant Survey Totals (%), N=34

| Theme & Questions | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| Appreciation for Art | | | | |
| I learned a lot about art (painting, music, theater) at the AMARD&V summer program. | 35.3 | 52.9 | 11.8 | 0.0 |
| I am proud of the art I made at the AMARD&V summer program. ¹ | 35.3 | 52.9 | 8.8 | 0.0 |
| Because of the AMARD&V summer program, I know how to use art to feel better if I am upset or angry. | 14.7 | 61.8 | 17.6 | 5.9 |
| Because of the AMARD&V summer program, I know where to go if I want to learn more about art. | 29.4 | 52.9 | 14.7 | 2.9 |
| Teamwork and Getting Along with Others | | | | |
| The summer program helped me learn how to be helpful to others. | 11.8 | 38.2 | 47.1 | 2.9 |
| The summer program helped me listen to other people's ideas. | 17.6 | 58.8 | 23.5 | 0.0 |
| The summer program helped me to respect other people's ideas. | 26.5 | 38.2 | 29.4 | 5.9 |
| Self-Esteem | | | | |
| Through the art activities I find myself more comfortable sharing about myself. | 32.4 | 38.2 | 17.6 | 11.8 |
| The summer program helped me believe in myself. | 17.6 | 50.0 | 26.5 | 5.9 |
| The summer program helped me see what I can achieve. ¹ | 29.4 | 44.1 | 17.6 | 5.9 |
| The summer program helped me feel I can do most things I try. ¹ | 23.5 | 55.9 | 17.6 | 0.0 |
| The summer program helped me do things that at first, I have never expected to do or try. | 58.8 | 29.4 | 11.8 | 0.0 |
| Cultural Pride and Diversity | | | | |
| The summer program helped me learn about my culture. | 20.6 | 23.5 | 41.2 | 14.7 |
| The summer program helped me share thing about my culture with others. | 14.7 | 32.4 | 38.2 | 14.7 |

¹ One student did not answer this question: *Missing=1 (2.9%)*.

| Hopefulness for the Future | | | | |
|--|------|------|------|------|
| Because of the AMARD&V summer program, I think the choices I make today are important for my future. | 26.5 | 47.1 | 26.5 | 0.0 |
| Because of the AMARD&V summer program, I want to be proud of who I become. | 32.4 | 38.2 | 29.4 | 0.0 |
| Because of the AMARD&V summer program, I work hard now to make a good future for myself. | 26.5 | 41.2 | 26.5 | 5.9 |
| Because of the AMARD&V summer program, I work hard to reach my goals. | 26.5 | 35.3 | 35.3 | 2.9 |
| Because of the AMARD&V summer program, I try to live up to my potential (in other words, I try to do the best that I can). | 32.4 | 50.0 | 14.7 | 2.9 |
| Because of the AMARD&V summer program, I try hard in school, so I can have a bright (good) future. | 29.4 | 26.5 | 38.2 | 5.9 |
| Leadership, Communication Skills, Advocacy, & Social Justice | | | | |
| Because of the AMARD&V summer program, youth like me can really understand what's going on in my community. | 26.5 | 58.8 | 8.8 | 5.9 |
| Because of the AMARD&V summer program, I think my opinion is important because it could someday make a difference in my community. | 29.4 | 52.9 | 14.7 | 2.9 |
| Because of the AMARD&V summer program, I think there are plenty of ways for youth like me to have a say in what happens in my community. | 38.2 | 41.2 | 17.6 | 2.9 |
| Because of the AMARD&V summer program, I feel like I can be a leader in my community. | 20.6 | 41.2 | 26.5 | 11.8 |
| Supportive Learning Environment | | | | |
| The summer program helped me gain support by the team program staff. ² | 20.6 | 52.9 | 14.7 | 5.9 |
| Because of the AMARD&V summer program, I have talked to someone about my goals or plans or hopes for the future. | 23.5 | 38.2 | 23.5 | 14.7 |
| Because of the AMARD&V summer program, do you feel like you matter to adults in your community? | 35.3 | 38.2 | 20.6 | 5.9 |
| Because of the AMARD&V summer program, do you feel like you matter to peers in your community? | 20.6 | 38.2 | 26.5 | 14.7 |

² Two students did not answer this question: *Missing=2 (5.9%)*.

Table 2
Youth Participant Survey Results by Gender⁴ (%)

Total Youth³ (N)=33
Girls=24 Boys=6

| Themes & Questions | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
|---|----------------|------|-------|------|----------|------|-------------------|------|
| | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys |
| Appreciation for Art | | | | | | | | |
| I learned a lot about art (painting, music, theater) at the AMARD&V summer program. | 37.5 | 16.7 | 54.2 | 66.7 | 8.3 | 16.7 | 0.0 | 0.0 |
| I am proud of the art I made at the AMARD&V summer program. | 37.5 | 50.0 | 50.0 | 50.0 | 12.5 | 0.0 | 0.0 | 0.0 |
| Because of the AMARD&V summer program, I know how to use art to feel better if I am upset or angry. | 20.8 | 0.0 | 58.3 | 66.7 | 12.5 | 33.3 | 8.3 | 0.0 |
| Because of the AMARD&V summer program, I know where to go if I want to learn more about art. | 25.0 | 33.3 | 58.3 | 33.3 | 12.5 | 33.3 | 4.2 | 0.0 |
| Teamwork and Getting Along Others | | | | | | | | |
| The summer program helped me learn how to be helpful to others. | 16.7 | 0.0 | 41.7 | 50.0 | 37.5 | 50.0 | 4.2 | 0.0 |
| The summer program helped me listen to other people's ideas. | 20.8 | 16.7 | 54.2 | 66.7 | 25.0 | 16.7 | 0.0 | 0.0 |
| The summer program helped me respect other people's ideas. | 33.3 | 16.7 | 45.8 | 16.7 | 20.8 | 33.3 | 0.0 | 33.3 |
| Self-Esteem | | | | | | | | |
| Through the art activities I find myself more comfortable sharing about myself. | 37.5 | 33.3 | 41.7 | 0.0 | 12.5 | 33.3 | 8.3 | 33.3 |
| The summer program helped me believe in myself. | 20.8 | 16.7 | 50.0 | 50.0 | 20.8 | 33.3 | 8.3 | 0.0 |
| The summer program helped me see what I can achieve. ⁶ | 33.3 | 33.3 | 45.8 | 16.7 | 12.5 | 33.3 | 8.3 | 0.0 |
| The summer program helped me feel I can do most things I try. ⁶ | 29.2 | 16.7 | 54.2 | 50.0 | 16.7 | 16.7 | 0.0 | 0.0 |
| The summer program helped me do things that at first, I have never expected to do or try. | 54.2 | 83.3 | 33.3 | 0.0 | 12.5 | 16.7 | 0.0 | 0.0 |
| Cultural Pride and Diversity | | | | | | | | |
| The summer program helped me learn about my culture. | 25.0 | 0.0 | 29.2 | 16.7 | 33.3 | 50.0 | 12.5 | 33.3 |
| The summer program helped me share thing about my culture with others. | 12.5 | 16.7 | 45.8 | 0.0 | 33.3 | 33.3 | 8.3 | 50.0 |
| Hopefulness for the Future | | | | | | | | |

³ One student did not give their gender, so the total number of student participants by gender equals 33 instead of 34

⁴ Because a small number of participants did not identify as a boy or a girl, those who marked "another" as their gender do not have their results displayed in the table to protect their anonymity.

| Themes & Question | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
|--|----------------|------|-------|------|----------|------|-------------------|------|
| | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys |
| Because of the AMARD&V summer program, I think the choices I make today are important for my future. | 29.2 | 16.7 | 41.1 | 50.0 | 29.2 | 33.3 | 0.0 | 0.0 |
| Because of the AMARD&V summer program, I want to be proud of who I become. | 41.7 | 16.7 | 37.5 | 33.3 | 20.8 | 50.0 | 0.0 | 0.0 |
| Because of the AMARD&V summer program, I work hard now to make a good future for myself. | 33.3 | 0.0 | 41.7 | 50.0 | 20.8 | 33.3 | 4.2 | 16.7 |
| Because of the AMARD&V summer program, I work hard to reach my goals. | 33.3 | 0.0 | 37.5 | 50.0 | 25.0 | 50.0 | 4.2 | 0.0 |
| Because of the AMARD&V summer program, I try to live up to my potential (in other words, I try to do the best that I can). | 41.7 | 16.7 | 45.8 | 50.0 | 8.3 | 33.3 | 4.2 | 0.0 |
| Because of the AMARD&V summer program, I try hard in school, so I can have a bright (good) future. | 37.5 | 0.0 | 25.0 | 33.3 | 37.5 | 33.3 | 0.0 | 33.3 |
| Leadership, Communication Skills, Advocacy, and Social Justice | | | | | | | | |
| Because of the AMARD&V summer program, youth like me can really understand what's going on in my community. | 20.8 | 33.3 | 62.5 | 66.7 | 8.3 | 0.0 | 8.3 | 0.0 |
| Because of the AMARD&V summer program, I think my opinion is important because it could someday make a difference in my community. | 37.5 | 16.7 | 45.8 | 50.0 | 12.5 | 33.3 | 4.2 | 0.0 |
| Because of the AMARD&V summer program, I think there are plenty of ways for youth like me to have a say in what happens in my community. | 45.8 | 16.7 | 33.3 | 66.7 | 16.7 | 16.7 | 4.2 | 0.0 |
| Because of the AMARD&V summer program, I feel like I can be a leader in my community. | 20.8 | 33.3 | 50.0 | 16.7 | 20.8 | 33.3 | 8.3 | 16.7 |
| Supportive Learning Environment | | | | | | | | |
| The summer program helped me gain support by the team program staff. ⁵ | 20.8 | 16.7 | 54.2 | 50.0 | 16.7 | 16.7 | 4.2 | 0.0 |
| Because of the AMARD&V summer program, I have talked to someone about my goals or plans or hopes for the future. | 25.0 | 0.0 | 45.8 | 16.7 | 16.7 | 50.0 | 12.5 | 33.3 |
| Because of the AMARD&V summer program, do you feel like you matter to adults in your community? | 45.8 | 16.7 | 33.3 | 66.7 | 16.7 | 0.0 | 4.2 | 16.7 |
| Because of the AMARD&V summer program, do you feel like you matter to peers in your community? | 25.0 | 16.7 | 37.5 | 50.0 | 25.0 | 16.7 | 12.5 | 16.7 |

⁵ One girl and one boy did not answer this question. *Girl Missing=1 (4.2%) Boy Missing=1 (16.7%)*

⁶ One boy did not answer this question *Boy Missing=1 (16.7%)*

Table 3 *Total Youth (N)⁷ =32*
Survey Results by Age Cohort (%) *Younger Cohort (10-13)=23* *Older Cohort (14-16)=9*

| Themes & Question | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
|---|----------------|-------|-------|-------|----------|-------|-------------------|-------|
| | 10-13 | 14-16 | 10-13 | 14-16 | 10-13 | 14-16 | 10-13 | 14-16 |
| Appreciation for Art | | | | | | | | |
| I learned a lot about art (painting, music, theater) at the AMARD&V summer program. | 30.4 | 44.4 | 52.2 | 55.6 | 17.4 | 0.0 | 0.0 | 0.0 |
| I am proud of the art I made at the AMARD&V summer program. ⁸ | 39.1 | 22.2 | 47.8 | 66.7 | 8.7 | 11.1 | 0.0 | 0.0 |
| Because of the AMARD&V summer program, I know how to use art to feel better if I am upset or angry. | 21.7 | 0.0 | 56.5 | 66.7 | 17.4 | 22.2 | 4.3 | 11.1 |
| Because of the AMARD&V summer program, I know where to go if I want to learn more about art. | 30.4 | 22.2 | 52.2 | 55.6 | 17.4 | 11.1 | 0.0 | 11.1 |
| Teamwork and Getting Along Others | | | | | | | | |
| The summer program helped me learn how to be helpful to others. | 17.4 | 0.0 | 34.8 | 55.6 | 43.5 | 44.4 | 4.3 | 0.0 |
| The summer program helped me listen to other people's ideas. | 21.7 | 11.1 | 52.2 | 66.7 | 22.2 | 26.1 | 0.0 | 0.0 |
| The summer program helped me respect other people's ideas. | 30.4 | 22.2 | 39.1 | 33.3 | 26.1 | 33.3 | 4.3 | 11.1 |
| Self-Esteem | | | | | | | | |
| Through the art activities I find myself more comfortable sharing about myself. | 26.1 | 55.6 | 43.5 | 22.2 | 21.7 | 0.0 | 8.7 | 22.2 |
| The summer program helped me believe in myself. | 21.7 | 11.1 | 43.5 | 55.6 | 34.8 | 11.1 | 0.0 | 22.2 |
| The summer program helped me see what I can achieve. ⁸ | 26.1 | 44.4 | 43.5 | 44.4 | 17.4 | 11.1 | 8.7 | 0.0 |
| The summer program helped me feel I can do most things I try. ⁸ | 26.1 | 22.2 | 47.8 | 66.7 | 21.7 | 11.1 | 0.0 | 0.0 |
| The summer program helped me do things that at first, I have never expected to do or try. | 47.8 | 77.8 | 39.1 | 11.1 | 13.0 | 11.1 | 0.0 | 0.0 |
| Cultural Pride and Diversity | | | | | | | | |
| The summer program helped me learn about my culture. | 21.7 | 11.1 | 21.7 | 33.3 | 43.5 | 33.3 | 13.0 | 22.2 |
| The summer program helped me share thing about my culture with others. | 8.7 | 22.2 | 34.8 | 22.2 | 39.1 | 44.4 | 17.4 | 11.1 |
| Hopefulness for the Future | | | | | | | | |

⁷ Two students did not give their ages, so the total number of student participants by age cohort equals 32 instead of 34

⁸ One student in the younger cohort (10-13) did not answer this question *Younger (10-13) Missing=1 (4.3%)*

| Themes & Question | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
|--|----------------|-------|-------|-------|----------|-------|-------------------|-------|
| | 10-13 | 14-16 | 10-13 | 14-16 | 10-13 | 14-16 | 10-13 | 14-16 |
| Because of the AMARD&V summer program, I think the choices I make today are important for my future. | 30.4 | 22.2 | 47.8 | 44.4 | 21.7 | 33.3 | 0.0 | 0.0 |
| Because of the AMARD&V summer program, I want to be proud of who I become. | 34.8 | 33.3 | 39.1 | 22.2 | 26.1 | 44.4 | 0.0 | 0.0 |
| Because of the AMARD&V summer program, I work hard now to make a good future for myself. | 30.4 | 11.1 | 39.1 | 44.4 | 30.4 | 22.2 | 0.0 | 22.2 |
| Because of the AMARD&V summer program, I work hard to reach my goals. | 30.4 | 11.1 | 30.4 | 44.4 | 39.1 | 33.3 | 0.0 | 11.1 |
| Because of the AMARD&V summer program, I try to live up to my potential (in other words, I try to do the best that I can). | 43.5 | 11.1 | 39.1 | 66.7 | 17.4 | 11.1 | 0.0 | 11.1 |
| Because of the AMARD&V summer program, I try hard in school, so I can have a bright (good) future. | 39.1 | 11.1 | 21.7 | 33.3 | 39.1 | 33.3 | 0.0 | 22.2 |
| Leadership, Communication Skills, Advocacy, and Social Justice | | | | | | | | |
| Because of the AMARD&V summer program, youth like me can really understand what's going on in my community. | 26.1 | 22.2 | 60.9 | 66.7 | 8.7 | 0.0 | 4.3 | 11.1 |
| Because of the AMARD&V summer program, I think my opinion is important because it could someday make a difference in my community. | 26.1 | 44.4 | 52.2 | 44.4 | 21.7 | 0.0 | 0.0 | 11.1 |
| Because of the AMARD&V summer program, I think there are plenty of ways for youth like me to have a say in what happens in my community. | 34.8 | 44.4 | 47.8 | 33.3 | 17.4 | 11.1 | 0.0 | 11.1 |
| Because of the AMARD&V summer program, I feel like I can be a leader in my community. | 17.4 | 33.3 | 39.1 | 44.4 | 26.1 | 22.2 | 17.4 | 0.0 |
| Supportive Learning Environment | | | | | | | | |
| The summer program helped me gain support by the team program staff. ⁹ | 13.0 | 33.3 | 56.5 | 44.4 | 21.7 | 0.0 | 4.3 | 11.1 |
| Because of the AMARD&V summer program, I have talked to someone about my goals or plans or hopes for the future. | 30.4 | 11.1 | 39.1 | 33.3 | 21.7 | 22.2 | 8.7 | 33.3 |
| Because of the AMARD&V summer program, do you feel like you matter to adults in your community? | 30.4 | 55.6 | 39.1 | 33.3 | 21.7 | 11.1 | 8.7 | 0.0 |
| Because of the AMARD&V summer program, do you feel like you matter to peers in your community? | 21.7 | 22.2 | 34.8 | 44.4 | 30.4 | 22.2 | 13.0 | 11.1 |

⁹ One younger cohort student and one older cohort student did not answer this question
Younger Cohort (10-13) Missing=1 (4.3%) Older Cohort (14-16) Missing=1 (11.1%)

APPENDIX C

Youth Participant Open-Ended Responses & Feedback

Please explain more about your “Most Favorite” art session and why ...

Theater (n=8)

Theater: Teacher is fun (n=3)

I ranked theater 3 because the teacher always had a good attitude and tried to understand us
I ranked theater 4 because I love acting, and the teacher of theater made it better.
For theater I liked it because the teachers were fun and had energy.

Theater: Love of acting (n=2)

I ranked theater 4 because I love acting, and the teacher of theater made it better.
I ranked theater a 3 because I love acting, and being an actor is what I want to be.

Theater: Acting/Theater is fun (n=2)

I found theater fun.
The first one is the theater because it's not bad it just gets fun for some reason, and the acting is really good.

Theater: Other (n=1)

La de theater en la 3 porque me gusta como das todo para aprenderte low guiones.

Visual Arts (n=19)

Visual Arts: Loved learning new things/Made nice work (n=3)

I get to learn new things in art!
I ranked visual arts the way I did because the class sessions are what made me inspired to do things I never did before.
I'm okay with visual arts because I made nice work in there.

Visual Arts: Making art is fun (n=3)

Visual arts because I like making art and how fun it is.
I love visual arts because it's so much fun
For visual arts, it was very fun

Visual Arts: Express self/Creativity/Hands-on (n=3)

Visual arts allowed me to express myself in creative ways. I love art and being able to add my own little twist to it.

I enjoyed visual arts the best because it was more hands-on.

La clase visual arts la puse en el numero 4 porque me llamo mucho la atencion sobre como se hace cada proyento representando algo especial.

Visual Arts: Liked the teacher (n=4)

I ranked visual arts a 4 because the teachers are chill. They are funny, and they encourage my artwork

The teachers were always nice and had fun projects.

For visual arts, the teachers were fun

Teachers were nice and funny.

Visual Arts: Working with different mediums (n=4)

Visual arts is my most favorite because I learned about oil pastels and clay.

I ranked visual arts as a 4 because I really loved the projects we have done, like the paper mache and using clay.

Visual arts--I ranked this best because we paint and do fun projects.

Art was amazing because of the different things we did

Visual Arts: Calming/Positive mental health (n=2)

I ranked visual arts first because it was a calming class;

VISUAL ARTS was helpful and relaxing

African Rhythms (Bomba) (n=11)

African Rhythms (Bomba): It was fun (n=4)

I love *Bomba*. It's very fun.

Bomba is fun.

Bomba was fun.

Bomba was fun and cool.

African Rhythms (Bomba): Express yourself (n=2)

For *Bomba*, I felt like I could be free with the music and show a true side of myself

Bomba helped me express my true feelings.

African Rhythms (Bomba): Liked music/singing/drumming (n=5)

We get to dance, sing, and play the drums. Altogether it's very beautiful.

Bomba--I ranked this 3 because I like the dancing and songs

I really loved *Bomba* and the dancing.

The reason I chose *Bomba* as my first choice is because singing and dancing

I liked the music and drumming.

Printmaking (n=1)

Printmaking: Friend works in program (n=1)

The reason I like printmaking is that my friend works on that side of the program, and I like her.

Please explain more about your “Least Favorite” art session and why ...

Theater (n=7)

Theater: Don’t like theater/It isn’t for me (n=6)

The reason why I ranked theater a 1 is that I’ve never really liked theater.

Theater—I ranked this last because this is just not for me.

Because sometimes it is hard to try and be what you aren’t.

I don’t really like theater because I’m not made for it I didn’t really enjoy it.

I chose theater last because it’s something I don’t really enjoy doing.

Theater is a 1 because I don’t really like acting; it’s not my thing.

Theater: Causes anxiety/fear (n=1)

I don’t really like theater because of my anxiety and fear of being watched.

Visual Arts (n=0)

African Rhythms (Bomba) (n=6)

African Rhythms (Bomba): Don’t like it/Not my favorite (n=2)

Bomba is my least favorite because *Bomba* is not really my fav.

I’m not really fine with *Bomba*.

African Rhythms (Bomba): Makes me nervous/stressed (n=2)

I gave *Bomba* a 1 because it’s fun but also gets me very nervous.

I didn’t like *Bomba* because it was a little stressful.

African Rhythms (Bomba): Room was cold (n=2)

Bomba was cold.

I did not like *Bomba* because it was too loud and cold.

Printmaking (n=5)

Printmaking: Don’t like it/Found it boring (n=5)

Printmaking is my least favorite because I don’t like sharp tools.

I gave printmaking a 1 because I've done most things there, so it's not new to me.
I find it boring.
PRINTMAKING IS VERY BAD.
Printmaking is a 2 because, it's kind of boring.

Please explain more about your "Most Favorite" interactive workshop and why ...

"True Colors" (n=16)

"True Colors": Taught me about myself and others (n=8)

I liked how I was able to find out more about myself and others.
I loved "True Colors" because we got to see people's true colors and mine!
"True Colors" allowed me to learn more things about myself, as well as others. It pushed me out of my comfort zone by putting me in a group with others that weren't similar to me.
I gave "True Colors" a 4 because it was actually fun that we got to learn about ourselves.
I loved "True Colors" the most because you find out your true color and personality.
"True Colors" was my favorite, as I feel I was able to learn more about myself.
"True Colors" was my favorite because it was well-planned and helped me learn more about myself and others.
In "True Colors," I got to learn more about myself and others.

"True Colors": It was fun/enjoyable (n=6)

"True Colors" was fun.
I gave "True Colors" a 4 because my group had the same energy and spirit as me, which made it fun.
I enjoyed it.
"True Colors" was my favorite because I had a lot of fun.
"True Colors" was very good.
It was fun.

"True Colors": Liked the teachers (n=1)

I put "True Colors" as my favorite because the teachers are cool, funny, and chill.

"True Colors": Learn what personality colors mean (n=1)

I liked this workshop because I was able to learn about what the different colors meant.

"Your Voice is Your Trumpet" (n=5)

"Your Voice is Your Trumpet": Using my voice is important(n=3)

"Your Voice is Your Trumpet" is my favorite because I learned a lot about why my voice is important.
"Your Voice is Your Trumpet" showed me that I can give out my opinion, and people will listen.
I liked learning about ways I can help the community with my voice.

“Your Voice is Your Trumpet”: Liked the workshop activities (n=2)

“Your Voice is Your Trumpet” because I love to draw.

“Your Voice is Your Trumpet” was fun and didn’t have a lot of teamwork, so I liked it.

“Resiliency” (n=3)

“Empathy”: Helped me with dealing with emotions/hard things (n=3)

I really did enjoy “Resiliency” because it is something I tend to struggle with. It truly did inspire me and pushed me.

“Resiliency” was my favorite because I felt at peace with myself.

The reason I chose “Resiliency” as my first choice is because it made me understand the things I find difficult.

“Empathy” (n=5)

“Empathy”: Gave a sense of what other people go through (n=5)

I gave “Empathy” a 3 because when someone is feeling a certain way, like sad, I try to be in their shoes and try to feel what’s going on.

I liked “Empathy” because it shows how we all have it, even if we don’t show it.

“Empathy” gave me a sense of what other people go through.

I got to learn more other people’s feelings in the “Empathy” workshop.

I liked that I learned that everyone is the same and nothing makes us different.

Please explain more about your “Least Favorite” interactive workshop and why ...

“True Colors” (n=1)

“True Colors”: Teamwork was hard (n=1)

I and others just ended up disagreeing on stuff, and I just don’t like working with people.

“Your Voice is Your Trumpet” (n=7)

“Your Voice is Your Trumpet” Not helpful/boring (n=7)

“Your Voice is Your Trumpet” is a 1 because I didn’t find it really helpful.

“Your Voice is Your Trumpet” felt very dull and uninteresting. I found myself feeling frustrated, unfulfilled, and miserable.

I didn’t really like the “Your Voice is Your Trumpet” workshop because I didn’t really do anything.

The reason I chose “Your Voice is Your Trumpet” is that it didn’t help me understand anything about myself.

I didn't like it as much as the others because it was boring.
"Your Voice is Your Trumpet" just felt very last minute and could have done a better job of engaging students.
"Your Voice is Your Trumpet" was lowkey, boring, and useless.

"Resiliency" (n=2)

"Resiliency": Already knew what was taught (n=2)

I gave "Resiliency" a 2 because I already knew how to overcome things.
I gave "Resiliency" a 1 because the stuff they taught, I already knew.

"Empathy" (n=6)

"Empathy": Struggle with compassion (n=2)

Because I don't feel compassion for others.
I didn't like "Empathy" because I don't feel compassion for others sometimes.

Please explain more about your "Most Favorite" field trip and why ...

"Grounds of Sculpture" (n=16)

"Grounds of Sculpture": Liked the statues/sculptures (n=5)

"Grounds for sculpture" en las 3 porque me encanto mucho como espresan algo en una escultura.
I loved "Grounds for sculpture" because of the beautiful sculptures and paintings. I love the art, and I had seen them there before, actually.
"Grounds of Sculpture" is my favorite because I love the statues.
"Grounds of Sculpture" --I like this best because of all the statues. They are very cool, and I liked them.
It was great seeing the sculptures.

"Grounds of Sculpture": Liked the art/aesthetics/conveyed emotions (n=8)

"Grounds for sculpture" because it was fun and beautiful.
I loved the "Grounds for sculpture" because it was pretty!
I loved "Grounds for sculpture" because of the beautiful sculptures and paintings, I love the art, and I had seen them there before, actually.
The "Grounds for sculpture" trip, I rated it a 3 because I really enjoyed it.
I loved them all, but the "Grounds for sculpture" field trip was my favorite because I loved seeing art outdoors.
The reason "Grounds for sculpture" is my favorite is because I loved being able to see artwork that I loved.
I liked learning about different paintings/art. The scavenger hunt was fun!
I liked "Grounds of Sculpture" because it shows how other people's feelings are important.

“Grounds of Sculpture”: Interesting/Learned a lot (n=3)

The “Ground of Sculpture” was my big favorite because it taught me about art.
“Grounds of Sculpture” was well-planned and interesting to learn about it.
I really liked “Grounds of Sculpture.” It was fun and I learned a lot.

“Visit to the Old Village” (n=8)

“Visit to the Old Village”: Educational/Interesting/Learned a lot (n=8)

I gave the “Visit to the Old Village” a 3 because I love history, and I learned so much about it!
The “Visit to the Old Village” was very fascinating, and I learned a lot there.
The “Visit to the Old Village” was so cool because I learned a lot about the past.
The “Visit to the Old Village” was really fun, and I loved learning about old history.
The “Visit to the Old Village” made me learn so much about history. To see some original buildings and houses, and see how people lived, I love how authentic it felt.
The “Visit to the Old Village” taught me about the history of New Brunswick.
The “Visit to the Old Village” was interesting because we got to see things I haven’t seen.
I liked the “Visit to the Old Village” because I like learning about old stuff.

“State Theater Backstage Tour” (n=9)

“State Theater Backstage Tour”: Informative/Learned new things (n=7)

The “State Theater Backstage Tour” was fun, and I really enjoyed learning about the history.
The “State Theater Backstage Tour” -- It was so fun and cool to learn more about the theatre.
The “State Theater Backstage Tour” was my favorite because I was able to experiment with new stuff I never interacted with before.
“State Theater Backstage Tour” tried to be informative.
I feel that only the “State Theater Backstage Tour” provided an experience that I couldn’t receive otherwise.
The “State Theater Backstage Tour” was interesting.
In the “State Theater Backstage Tour,” I got to see things I haven’t before.

“State Theater Backstage Tour”: Tour was fun(n=1)

I liked the movie grounds for the “State Theater Backstage Tour.” It was fun.

“State Theater Backstage Tour”: Enjoyed the movie(n=1)

I gave the “State Theater Backstage Tour” a 3 because I loved the movie, *Luca*.

Please explain more about your “Least Favorite” field trip and why ...

“Grounds of Sculpture” (n=3)

“Grounds of Sculpture”: Boring/ Not interesting (n=3)

For the “Grounds of Sculpture,” I didn’t really find it interesting

The “Grounds of Sculpture” provided shockingly similar to a regular visit and, as such, was my least favorite.

My least favorite was “Grounds of Sculpture” because I don’t really like museums; it was pretty boring.

“Visit to the Old Village” (n=2)

“Visit to the Old Village”: Boring/ Not interesting (n=1)

The “Visit to the Old Village” because it was a little interesting but not really.

“Visit to the Old Village”: Not related to art (n=1)

The “Visit to the Old Village” was confusing because it didn’t have anything to do with art, and it was really hot.

“State Theater Backstage Tour” (n=4)

“State Theater Backstage Tour”: Not cool/Not fun (n=3)

The “State Theater Backstage Tour” was cool but not like the others. :(

The “State Theater Backstage Tour” was not that cool.

The reason why “State Theater Backstage Tour” was my least favorite is because theater isn’t my thing.

The “State Theater Backstage Tour” was interesting; however, the others were more fun.

What was the most important thing you learned at the AMARD&V summer program?

Be brave and have confidence (n=5)

Always be brave and not shy.

The most important thing I learned is to be more confident.

Believe in myself.

The most important thing I learned was to express yourself in any way possible.

Be brave and challenge those fears.

Creativity and self-expression through art (n=8)

Show your creative mind to others.

That anything can be made of art.

Lo mas importante que aprendi en el programa fue sobre que el arte no es solo pintar, tambien te enseno aprender y desarrollar muchos temas importante.

Art can be made out of anything.

You can express your feelings with art, not just with words.

Art is more than it being perfect or looking good, art is the way you’re feeling and can be shown in a way of not speaking.

Art, art, art, art, art, art, art, and MORE art!
The most important thing I learned was that art is a sign of who you are.

Better understanding of and respect for others (n=8)

Empathy, I was able to learn about how others feel, and how to interact with them.
Share with each other, and treat people with respect.
I learned to get along with people and make new friends.
Listen to others' opinions, etc.
Everyone is important.
Be nice to others.
The most important thing I learned was respecting each other.
I learned about myself and being good to others.

Achieving future goals (n=2)

I learned never to give up on my dreams.
Focus on the future.

Make new friends (n=2)

I learned to get along with people and make new friends.
The most important thing I learned was that I really liked the program, and it allowed me to make more friends.

Importance of being seen and heard (n=2)

The most important thing I learned was that our voices are so incredibly important. That we really matter.
Everything about us. Our voices, our art, our feelings, etc.
I learned that adults see my opinions as valid, that I don't have to always pressure myself to be superior to my peers, and finally, that it is okay to rest from social interaction when burned out.

Diversity and Culture (n=1)

Celebrate different cultures and traditions.

Improve skills (n=1)

Become a better actor.

“Stop the Bleed” workshop (n=3)

The most important thing I learned is to stop someone from bleeding because of a terrible injury.
The most important thing I learned at the AMARD&V summer program is from the “Stop the Bleed” stuff. What I learned in that workshop is important because it can save someone's life.
To be honest, the “Stop the Bleed” workshop might have been the biggest thing I learned.

Other (n=3)

The most important thing I learned in the summer program is the history about this program.
I have to work and do my best because I'm a high schooler. AMARD&V seemed to be fine, but not the place I

wanted to be in.

What does the 2022 AMARD&V theme “*You, Me, Us Building Peace*” mean to you?

Peace (n=14)

What it means to me is everyone in the program should build peace with one another.
People make peace together.
It means peace and kindness.
You have harmony as more people come together, and in harmony, they can build peace.
It means everyone will come together in peace to a new community.
That we all need to be in peace with each other.
To me, it means you're building peace with everyone in the world.
Everything shall be fair to others, and have peace with one another instead of violence.
Bringing more peace into the world.
For me, it means to all work together to build peace.
It means that everyone should treat everyone with peace and equality.
What this means to me is that it could be trying to remind you that by waiting together, you can make the community a better place by showing peace.
Peace/relaxing.
PEACE and build FORTNITE.

Building a safer community/No drugs or violence (n=14)

It means that altogether, we can make the world a better place.
No drugs.
I think it means to me that we should work together to make a safer community.
Us, as a community, no matter the differences, fight to stay away from violence
To help the environment from danger and help people.
To me, it means that together we can make our community a better and safer place for all of us. We need each other, we need to work together.
It means to me that there shouldn't be any violence between us; get along.
I think it means to get along and no violence.
If we come together, work and discuss, we can make a difference in our community.
Working together can make things better.
To me, it means that we, as a community, can make a difference in the world.
Working hard in the community.
Building upon ourselves and others.
To me, this means community and working together.

Other thoughts or ideas (n=5)

Making friends and being chill.
Para mi el tema se significa que juntos podemos desarrollar un mejor futuro, respetar la ideas y convivir en calma.

To me, this theme means learning more about yourself and taking a deep dive into who you are with true colors. It also means learning about others, like the day spent learning about how a disabled man triumphed over his issues despite the circumstances he faced. Finally, building peace means learning how to make friends and get along. Unfortunately, I feel the “building peace” aspect was tackled someone poorly, as how the program was provided on speaking well with peers. However, I emphasize ‘somewhat’ as I AM glad to report a program that helped us learn about making a difference that led to peace, and that being “Your Voice is Your Trumpet.”

Everybody putting an effort to make a change, but I didn’t really feel like that was in the program.

APPENDIX D

Observational Checklist & Notes

Date:
Time:
Art Class:
Group Number:
Location:
Name of Observer:

Art Appreciation for Youth Participants – Please select the answer that best fits what you observed.

| | Never | Rarely | Sometimes | Most of the Time | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Youth participants are excited about the project | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants ask questions about the project | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants stay focused, in the art class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants show their work to fellow youth participants, artists, and/or counselors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants show excitement when looking at each other's art. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments: Please note any note any poignant/helpful examples of what you observed?



Supportive Learning Environment for Artists - Please select the answer that best fits what you observed.

| | Never | Rarely | Sometimes | Most of the time | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Artists inspire interest in the activity; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Artists use age-appropriate language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Artists work to ensure that everyone participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Artists offer guidance and support as youth participants tried new skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Artists provide feedback to youth participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments: Please note any note any poignant/helpful examples of what you observed?

Supportive Learning Environment for Counselors -Please select the answer that best fits what you observed.

| | Never | Rarely | Sometimes | Most of the Time | Always | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Counselors are attentive to youth participants' needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Counselors answer youth participants' questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Counselors provide feedback about youth participants' accomplishments and behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments: Please note any note any poignant/helpful examples of what you observed?

Teamwork for Youth Participants - Please select the answer that best fits what you've observed.

| | Never | Rarely | Sometimes | Most of the Time | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Youth participants encourage each other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants respond thoughtfully to each other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants offer help (support) to their peers when they need it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants share materials and supplies with their peers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants laugh and smile with one another. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments: Please note any note any poignant/helpful examples of what you observed?

Self-Esteem and Confidence for Youth Participants –Please select the answer that best fits what you’ve observed.

| | Never | Rarely | Sometimes | Most of the time | Always | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Youth participants are willing to undertake new tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants show self-direction and/or independence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants ask questions when they do not understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants adapt easily to changes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants refer to themselves in positive terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants work positively with peers from different cultural/ethnic background | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments: Please note any note any poignant/helpful examples of what you observed?

Cultural Pride & Diversity for Youth Participants -Please select the answer that best fits what you've observed.

| | Never | Rarely | Sometimes | Most of the Time | Always | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Youth participants spent time trying to find out more about each other's ethnic group (e.g., history, traditions, and custom) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants talk to others about their ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants show pride in their ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants participate in cultural practices of their own group at the summer program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments: Please note any note any poignant/helpful examples of what you observed?

Cultural Pride & Diversity for Counselors & Artists – Please select the answer that best fits what you’ve observed.

| | Never | Rarely | Sometimes | Most of the Time | Always | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Counselors and artists encourage discussions about youth participants’ identities and culture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Counselors and artists incorporate Spanish during activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Counselors and artists show open-mindedness for people of all identities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments: Please note any note any poignant/helpful examples of what you observed?

Hopefulness for the Future for Youth Participants, Artists, & Counselors - Please select the answer that best fits what you've observed.

| | Never | Rarely | Sometimes | Most of the Time | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Counselors and artists connect concepts to the future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants talk about future plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants talk positively about the future (e.g., "When I finish high school", "When I get my first job" etc.); | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants talk about family, friends, and/or community that they care about; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth participants ask about future involvement with the AMARD&V project. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments: Please note any note any poignant/helpful examples of what you observed?

APPENDIX E
Researcher Checklist Observation Tables
Observation Score¹

| Themes & Question | Week 1 | | Week 5 | |
|---|-------------|-------------|-------------|-------------|
| | 10-13 | 14-16 | 10-13 | 14-16 |
| Youth Participants Age Cohorts | | | | |
| Appreciation of Art for Youth Participants | | | | |
| Youth participants are excited about the project | 2.0 | 1.0 | 4.0 | 4.0 |
| Youth participants ask questions | 1.0 | 2.0 | 4.0 | 4.0 |
| Youth participants stay focused, in the art class | 2.0 | 2.0 | 3.0 | 4.0 |
| Youth participants show their work to fellow youth participants, artists, and/or counselors | 2.0 | N/A | 4.0 | 4.0 |
| Youth participants show excitement when looking at each other's art | 1.0 | N/A | 4.0 | 4.0 |
| <i>Average for Art Appreciation for Youth Participants</i> | <i>1.60</i> | <i>1.66</i> | <i>3.80</i> | <i>4.00</i> |
| Supportive Learning Environment for Artists | | | | |
| Artists inspire interest in the activity | 2.0 | 2.0 | 4.0 | 4.0 |
| Artists use age-appropriate language | 4.0 | 4.0 | 4.0 | 4.0 |
| Artists work to ensure that everyone participate | 4.0 | 4.0 | 4.0 | 4.0 |
| Artists offer guidance and support as youth participants tried new skills | 4.0 | 2.0 | 4.0 | 4.0 |

¹ For each item, researchers could respond "Never," Rarely," "Sometimes," "Most of the time," or "Always." For purposes of quantitative data analysis, responses were given numerical values (0-4 sequentially), with "Never" = 0 through "Always" = 4, and mean scores for each theme assessed were calculated for both age cohorts at both the beginning and the end of the program. Researchers could also respond with "N/A" (not applicable) if an assessed item was either irrelevant or could not be appropriately evaluated at the time of observation. Responses of "N/A" were not factored into the mean score.

| | | | | |
|--|-------------|-------------|-------------|-------------|
| Artists provide feedback to youth participants | 3.0 | 2.0 | 4.0 | 4.0 |
| <i>Average for Supportive Learning Environment for Artists</i> | <i>3.40</i> | <i>2.80</i> | <i>4.00</i> | <i>4.00</i> |
| Supportive Learning Environment for Counselors | | | | |
| Counselors were attentive to youth participants' needs | 4.0 | 2.0 | 4.0 | N/A |
| Counselors answer youth participants' questions | 4.0 | 4.0 | 4.0 | N/A |
| Counselors provide feedback about youth participants' accomplishments and behaviors. | N/A | 4.0 | N/A | N/A |
| <i>Average for Supportive Learning Environment for Counselors</i> | <i>4.00</i> | <i>3.33</i> | <i>4.00</i> | <i>N/A</i> |
| Teamwork for Youth Participants | | | | |
| Youth participants encourage each other | 1.0 | 2.0 | 4.0 | 4.0 |
| Youth participants respond thoughtfully to each other | 2.0 | 2.0 | 4.0 | 4.0 |
| Youth participants offer help (support) to their peers when they need it | 2.0 | N/A | 3.0 | 3.0 |
| Youth participants share materials and supplies with their peers | 1.0 | N/A | 4.0 | 4.0 |
| Youth participants laugh and smile with one another | 2.0 | 4.0 | 4.0 | 3.0 |
| <i>Average for Teamwork for Youth Participants</i> | <i>1.60</i> | <i>2.67</i> | <i>3.80</i> | <i>3.60</i> |
| Self Esteem and Confidence for Youth Participants | | | | |
| Youth participants are willing to undertake new tasks | 1.0 | N/A | 4.0 | 4.0 |
| Youth participants show self-direction and/or independence | 1.0 | 2.0 | 3.0 | 4.0 |

| | | | | |
|--|-------------|-------------|-------------|-------------|
| Youth participants ask questions when they do not understand | 1.0 | N/A | 4.0 | 4.0 |
| Youth participants adapt easily to change | 1.0 | 2.0 | 4.0 | 4.0 |
| Youth participants refer to themselves in positive terms | 1.0 | N/A | 4.0 | 4.0 |
| <i>Average for Self- Esteem and Confidence for Youth Participants</i> | <i>1.00</i> | <i>2.00</i> | <i>3.80</i> | <i>4.00</i> |
| Cultural Pride and Diversity for Youth Participants | | | | |
| Youth participants spent time trying to find out more about each other's ethnic group (e.g., history, traditions, and customs) | N/A | N/A | N/A | N/A |
| Youth participants talk to others about their ethnic group | N/A | 2.0 | N/A | 3.0 |
| Youth participants show pride in their ethnic group | N/A | 2.0 | N/A | N/A |
| Youth participants participate in cultural practices of their own group at the summer program | N/A | N/A | N/A | N/A |
| Youth participants work positively with peers from different cultural/ethnic background | N/A | N/A | N/A | N/A |
| <i>Average for Cultural Pride & Diversity for Youth Participants</i> | <i>N/A</i> | <i>2.00</i> | <i>N/A</i> | <i>3.00</i> |
| Cultural Pride & Diversity for Counselors and Artists | | | | |
| Counselors and artists encourage discussions about youth participants' identities and culture | N/A | 2.0 | N/A | N/A |
| Counselors and artists incorporate Spanish during activities | N/A | N/A | N/A | N/A |
| Counselors and artists show open- mindedness for people of all identities | N/A | N/A | N/A | N/A |



| | | | | |
|--|-----|------|-----|-----|
| <i>Average for Cultural Pride and Diversity for Counselors and Artists</i> | N/A | 2.00 | N/A | N/A |
| Hopefulness for the Future for Youth Participants, Artists, & Counselors | | | | |
| Counselors and artists connect concepts to the future | N/A | N/A | N/A | N/A |
| Youth participants talk about future plans | N/A | N/A | N/A | N/A |
| Youth participants talk positively about future (e.g., “When I finish high school”, “When I get my first job” etc.); | N/A | N/A | N/A | N/A |
| Youth participants talk about their family, friends, and/or community that they care about; | N/A | N/A | N/A | N/A |
| Youth participants ask about future involvement with the AMARD&V project. | N/A | N/A | N/A | N/A |
| <i>Average of Hopefulness for the Future Youth Participants, Artists, & Counselors</i> | N/A | N/A | N/A | N/A |

APPENDIX F

Artist & Counselor Survey

A few questions about you:

Your role in the 2020 AMARD&V Summer Program.

- Artist
- Counselor

How long have you been working at the AMARD&V Summer Program?

- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- More than 5 years

1) How well do you think the program went overall? (Responses from 1 very well to 5 very poorly)

2) What did you like the MOST about the 2022 AMARD&V summer program?

3) What did you like the LEAST about the 2022 AMARD&V summer program?

4) In your experience, what was the biggest challenge this year?

5) What impact do you believe the AMARD&V summer program has?

6) What recommendations do you have for next year's summer program?

APPENDIX G

Artist & Counselor Open-Ended Responses & Feedback

What recommendations do you have for the program (n=7)

Better artists who are actively interested in the kids and making sure they enjoy the work!!
Definitely shorter class time. An hour and 15 is too long to hold their attention, especially the younger ones. I think it should be an hour at the absolute most. And I recommend a formal FULL orientation day just for the adults so that they can be better prepared for the culture and mission of the program.
Educate the youth participants on social issues and include new field trips. Also, I think the workshops should be more hands on.
Have better communication amongst the fellows and artists.
Keep the program to four not five groups.
No drama and don't get every counselor involved with the drama, they will only get involved when it's their kids.
To have the artist to more artwork that goes with the theme. Have more programs that discuss issues that the city, states and country faces

What did you like MOST about the 2022 AMARD&V summer program? (n=7)

Having an in-person summer program after having been online due to the pandemic
How understanding the staff was.
I liked how the students were able to go on field trips
The kids
The overall mission of exposing under privileged kids to the arts
Watching the growth of the youth participants as they develop leadership skills, teamwork and self-esteem.
Yesenia & Alejandra were extremely understanding and so fun to work with

What did you like LEAST about the 2022 AMARD&V summer program? (n=7)

I don't think a lot of the art work had to do with this year's theme
Nothing
Nothing really
Some artists did not have the correct energy which reflected on the kids not wanting to go to the class or pay attention because it just wasn't enjoyable
Some aspects or events of the program were not communicated as to how it was supposed to run which caused a little chaos.
The lack of organization and formal training for teachers, counselors, and fellows.
The print-making teacher. I didn't appreciate how he spoke to the kids or to the counselors. I thought the subject was very interesting, however, he could have improved his presentation to appeal to the youth.

In your experience, what was the biggest challenge this year? (n=7)

As the students got more comfortable with each other it was harder to manage them
Dealing with disagreement amongst the students.
Getting through to the kids who really didn't want to participate
Nothing remarkable
Outdoor activities in the heat
Problems amongst the youth participants
To get the kids to listen but they did overtime.

What impact do you believe the AMARD&V summer program has? (n=7)

Allows the kids to use their time in a productive and healthy way
Exposes participants to various art forms. With regard to my participation which is
Bomba they also learn social skills,
I believe that AMARD showed the youth how to express themselves through their art and channel their energy
into something meaningful.
I think it will make kids discover a creative side of themselves they never knew they had
It created new friendships and experiences.
The AMARD&V has a good impact on the kids because they liked coming to the classes to draw and paint
To be patient with everyone and being able to talk loud with the kids.