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The National Conference for Community and Justice
of Connecticut and Western Massachusetts



BUILDING EVALUATION CAPACITY

Summary Report 2012-2013

2012 Regional ANYTOWN Leadership Institute

“ANYTOWN has changed my life...”

2012 Regional ANYTOWN Delegate



Submitted To:

Hartford Foundation for Public Giving

Submitted By:

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*“ANYTOWN is truly a community like no other and I am so
beyond glad I had the opportunity to go!”*

2012 Regional ANYTOWN Delegate



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“Anytown changed my life. Let it change yours.”

2012 Regional Anytown Delegate

Program Description

“Anytown educates teens in a way that keeps them engaged and makes them want to change their lives for the better.”

2012 Regional Anytown Participant

The Anytown Leadership Institute

History and Overview

ANYTOWN is a yearlong program that begins with a weeklong residential experience for youth, ages 14 to 18 years old. The ANYTOWN program has been in effect across the country since the early 1950's. However, the program in the Connecticut/Western Massachusetts Region was re-designed over a decade ago to reflect the new research and pedagogy around social justice education. Each year the curriculum is critically reviewed to keep the material covered and language used relevant. The goal of the program is to provide an opportunity for young people to explore their own social identities and biases in order to work toward creating an inclusive and just community, a community where all people are celebrated and all individuals belong.



“I love myself after ANYTOWN.”
~ former Anytowner

The ANYTOWN program focuses on educating young people to be effective leaders in our pluralistic society. At ANYTOWN youth become delegates, representing their families, schools, communities and our global society. Delegates develop increased communication skills, cultural awareness, family relations, good citizenship, leadership abilities, and self-esteem. Delegates also develop a deeper understanding of diversity and learn ways in which to *leverage diversity*, working toward the creation of a community where all individuals are celebrated for their differences as well as their similarities. ANYTOWNers learn to better understand themselves and others as they experience the

variety of cultural, ethnic, religious and socioeconomic backgrounds from which members in the ANYTOWN community come.

“Anytown has changed my life.” ~ former Anytowner

ANYTOWNers can expect many things from their experience. They will make **true** friends in a very short of time; they will express themselves, and they will not only be listened to, they will be *heard*; they will get up in front of a group even if they thought it too great a challenge; they will learn to support and care for one another; they will sing silly songs and remember how to play; they will feel the sting of facing up to their own prejudice and learn about the different “isms” which we are all hurt by; they will feel the joy of climbing to a new level of human understanding and awareness; they will come to think of this diverse group of delegates, as people with whom they have much in common; they will start out missing their own beds, but they will end up missing ANYTOWN more than they ever could have imagined.

“I’m ready to make a change at home, community, and the world.” ~ former ANYTOWNer

Goals and Objectives

GOALS FOR ANYTOWN:

To educate, liberate and empower high school aged youth to transform communities through individual, cultural, and institutional change.

ANYTOWN OBJECTIVES

1. Participants in the ANYTOWN program will gain an understanding of systems of oppression, oppression theory and the language used in this discourse, through lecture, activities, and large and small group dialogue as measured by an exit survey and staff debriefing.
2. Participants in the ANYTOWN program will develop a deeper understanding of individuals across various backgrounds and with varying social identities including but not limited to ability, age, class, race, religion, sex and sexual orientation. This will be facilitated through lecture, activities, and large and small group dialogue and will be measured through pre and post surveys and staff debriefing.
3. Participants in ANYTOWN program will learn communication and listening skills necessary to engage in dialogue across differences in social identity through activities, large and small group dialogue, and staff modeling to be measured through an exit survey and staff debriefing.
4. Participants in the ANYTOWN program will cultivate Critical Consciousness* through large and small group dialogue, journaling and self-reflection as measured through an exit survey and follow-up questionnaire.

*Critical Consciousness: This is a level of consciousness characterized by depth in the interpretation of problems, through testing one's own findings with openness to revision, attempting to avoid distortion when perceiving problems and preconceived notions when analyzing them, receptivity to the new without rejecting the old because it is old. In striving toward critical consciousness, the individual rejects passivity, practicing dialogue rather than polemics, and using permeable, interrogative, restless, and dialogical forms of life. Critical consciousness is brought about not through an individual or intellectual effort, but through collective struggle and praxis. *From Issues in Freirean Pedagogy by Tom Heaney*

5. Participants in the ANYTOWN program will create an interdependent community through the skills and knowledge gained in large group, small group and one on one dialogue as measured through staff debriefing.
6. Participants in the ANYTOWN program will be Empowered** to effect societal change on both a micro and macro level through action planning sessions. Empowerment will be measured through an exit survey and follow-up survey.

**Empowerment: A consequence of liberatory learning. Power is not given, but created within the emerging praxis in which co-learners are engaged. The theoretical basis for this discovery is provided by critical consciousness; its expression is collective action on behalf of mutually agreed upon goals. Empowerment is distinct from building skills and competencies, these being commonly associated with conventional schooling. Education for empowerment further differs from schooling both in its emphasis on groups (rather than individuals) and in its focus on cultural transformation (rather than social adaptation). *From Issues in Freirean Pedagogy by Tom Heaney*



Key Findings About Regional ANYTOWN 2012*:

76% strongly agree that they know how to define and explain what the words; stereotype, discrimination, and prejudice mean to others.

89% strongly agree that there is a problem using words like “gay, retarded, and queer” as slang.

98% believe they know how to deal with conflicts non-violently after ANYTOWN.

87% believe it is their responsibility to speak up when they witness acts of discrimination and prejudice.

92% strongly agree that their words and actions can hurt people even if they are not meant to.

87% strongly agree that as a result of ANYTOWN, they are more concerned about discrimination and prejudice at their school.



95% believe that as a result of ANYTOWN, they are more likely to speak up when others are mistreated in school.

91% believe that as a result of ANYTOWN, they will work toward making positive changes at their school and community.

**These statistics are from evaluation of our 2012 ANYTOWN program.*

The statistics represent a wide array of students from the Greater Hartford and Greater Springfield areas.

About the evaluation

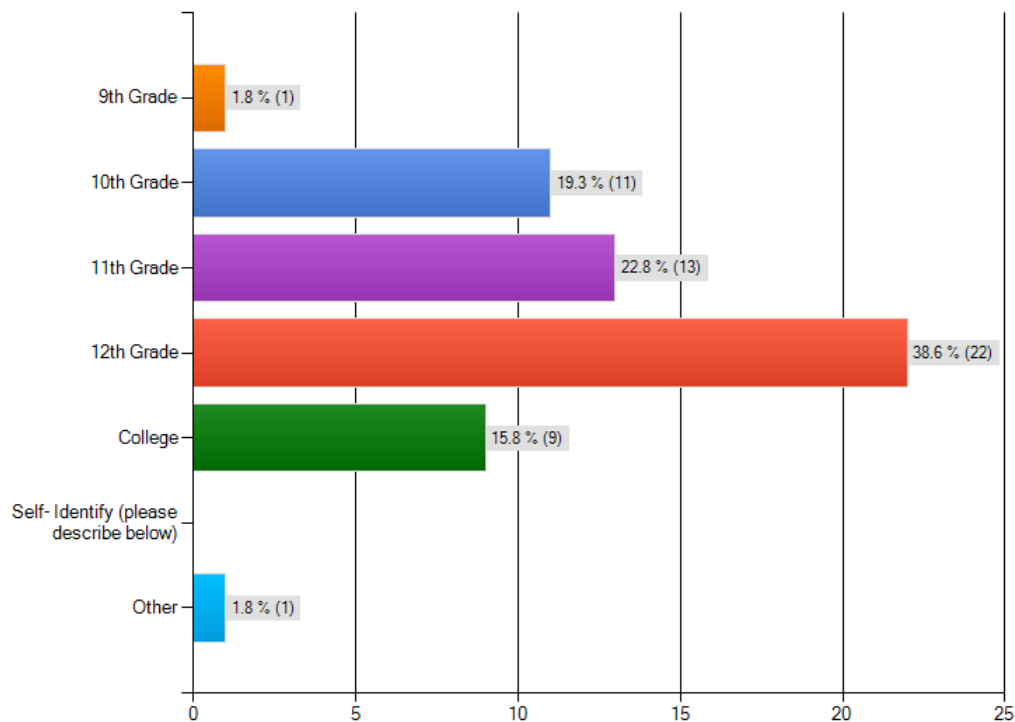
Purpose

ANYTOWN has been a program that has changed over the years. We have noticed that the youth, the leaders, and the organization have changed in response to current societal issues. It is important for our program to stay relevant to the population that we serve so that we continue to engage the young people where they find themselves located in our societal honeycomb. This program was specifically chosen for evaluation because it is the largest program offered by the NCCJ and continually is given consistently high evaluations by both youth and staff. We want to increase our effectiveness and one major way this can be accomplished is by the information we receive from our evaluations, participants, and youth leaders.

Who Was Evaluated – A Look at our Demographics

Throughout the course of each year, the NCCJ programming staff actively recruits youth and student leaders from around Greater Hartford and Greater Springfield. It is the goal of the NCCJ to recruit a diverse student leadership who can participate in the yearlong Anytown experience then take their learning and passion back to their schools and communities in order to implement positive change.

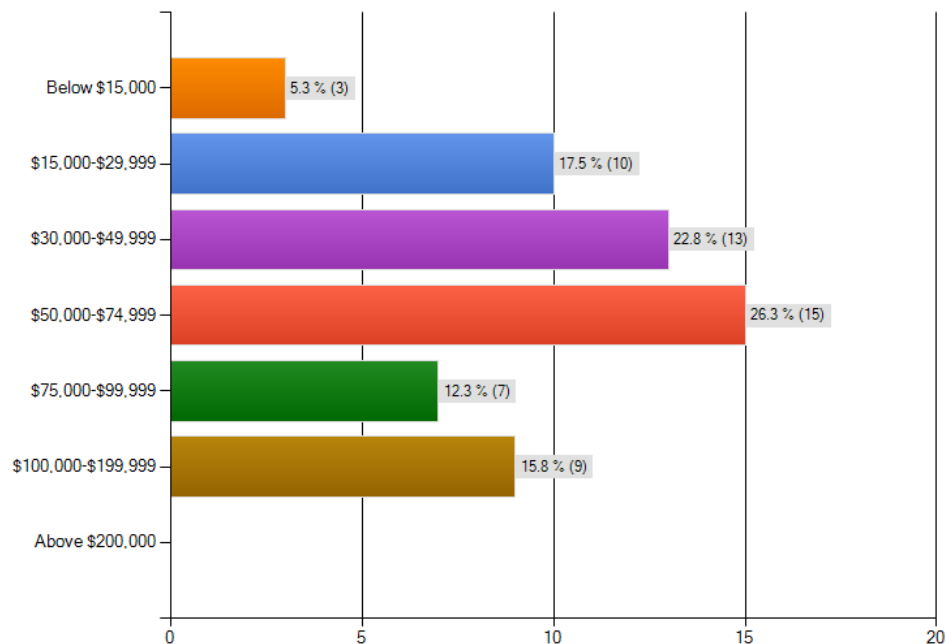
Figure 1.1. Participants of the 2012 Regional Anytown program, by grade in high school or college.



Observations about Table 1.1 Participants of the 2012 Regional ANYTOWN program, by grade in high school or college.

- The majority of participants (delegates and staff) were entering eleventh and twelfth grade, this is important to note since many of the returning staff had participated in an average of 3 ANYTOWNS and were staying committed to the programs beyond an individual ANYTOWN experience.
- The NCCJ staff would like to actively recruit more students entering tenth grade as we believe this is the optimal age to empower student youth leaders in youth led social change movements.

Figure 1.2. Participants of the 2012 Regional ANYTOWN self-defined social class



Observations about Figure 1.2. Participants of the 2012 Regional Anytown self-defined social class

- A majority of 2012 Regional ANYTOWN participants, 54%, of student participants defined themselves as middle class students. This is significant for the NCCJ as the ANYTOWN program strives to bring together people from a variety of backgrounds, including socio-economic status.
- Almost 23% of the 2012 Regional ANYTOWN participants self-defined their socio-economic class as being at or below poverty level, those families earn less than \$30,000.
- Approximately 23% of the 2012 Regional ANYTOWN participants self-defined their socio-economic class as being “working class”, an annual estimated household income of \$30,000-\$49,999.

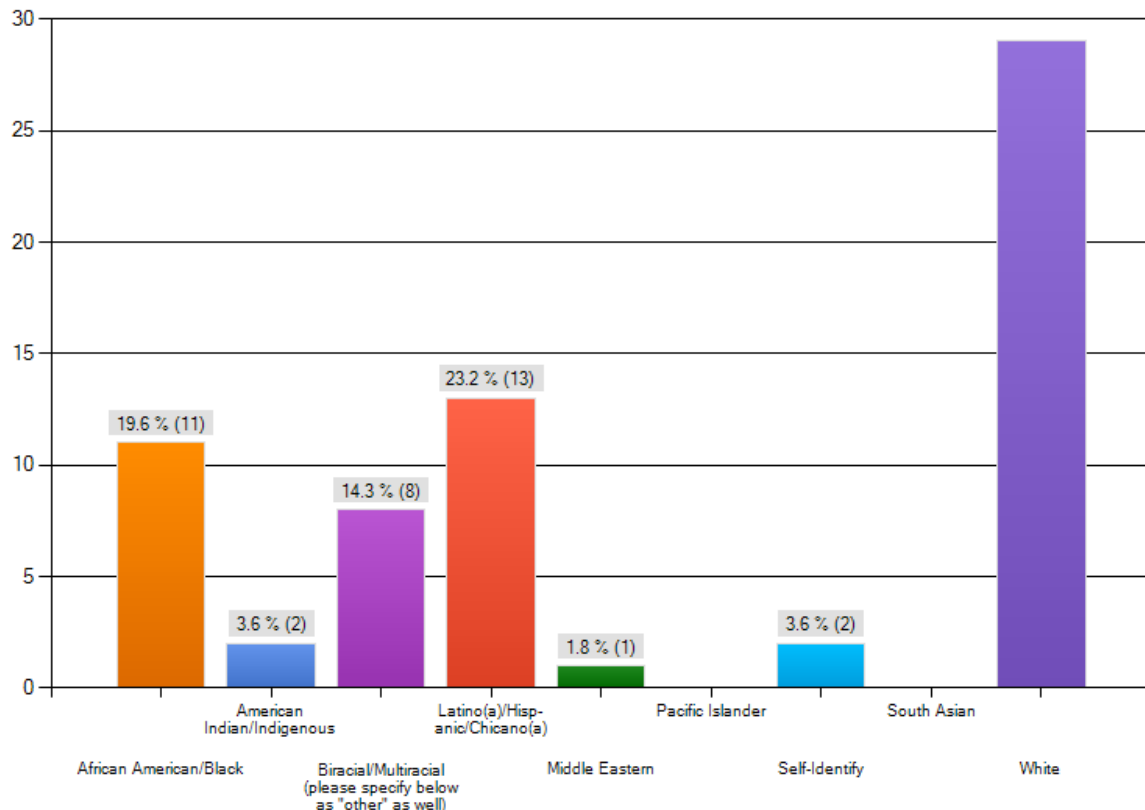


Figure 1.3 2012 Regional ANYTOWN Participants Self-Identified Race/Ethnicity

Observations about Figure 1.3 2012 Regional ANYTOWN Participants Self-Identified Race/Ethnicity

- This ANYTOWN included a large percentage of White/Caucasian participants, having composed just over 50% of the student participants.
- There was an increase in self-identified Latino/a student participants rising to 23%
- A trend has been noticed over the 2012 Inter-District Anytown and the 2012 Regional ANYTOWN, that an increasing number of students are identifying as bi/multi racial. This number was 14% for the 2012 Regional ANYTOWN.

The picture to the right is the original 2012 Regional ANYTOWN theme design, "Channel Your Orange." The theme and logo were derived from a Hip Hop recording Artist, Frank Ocean. When interviewed, Ocean stated that he wanted people to channel their orange, which was the color of liberation and happiness. The 2012 Regional Anytown staff members decided that they wanted to encourage everyone to channel their own happiness, love, and liberation.

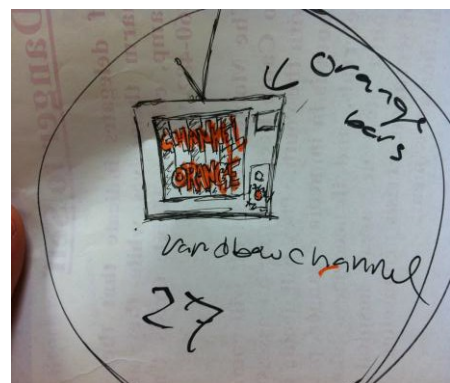
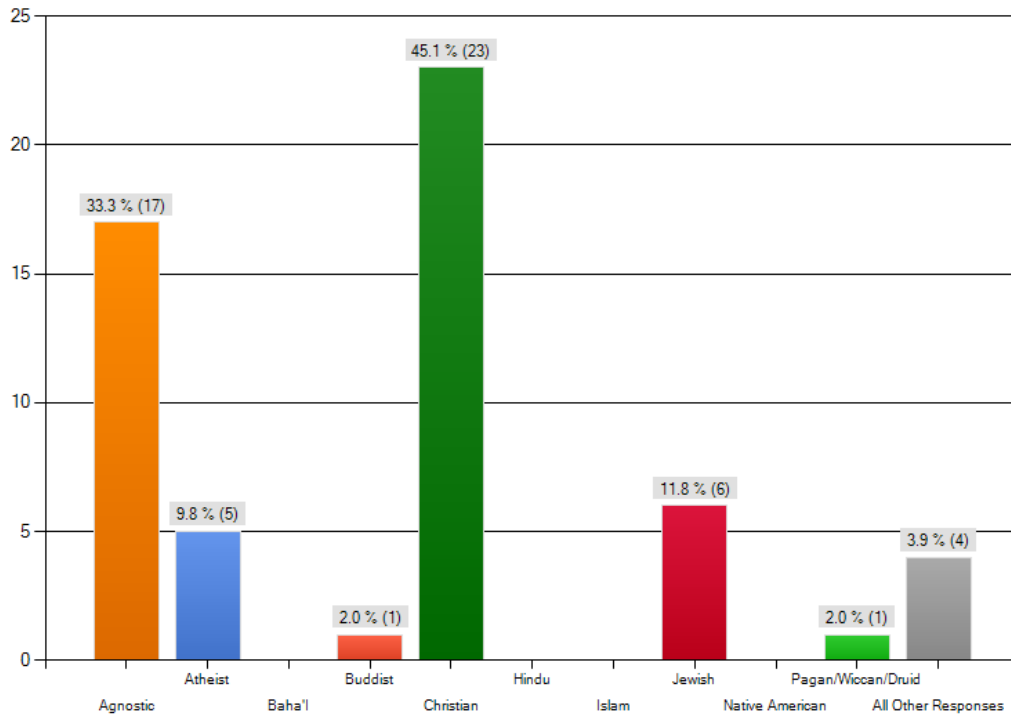


Figure 1.4 2012 Regional ANYTOWN Participants Self-Identified Faith Identity

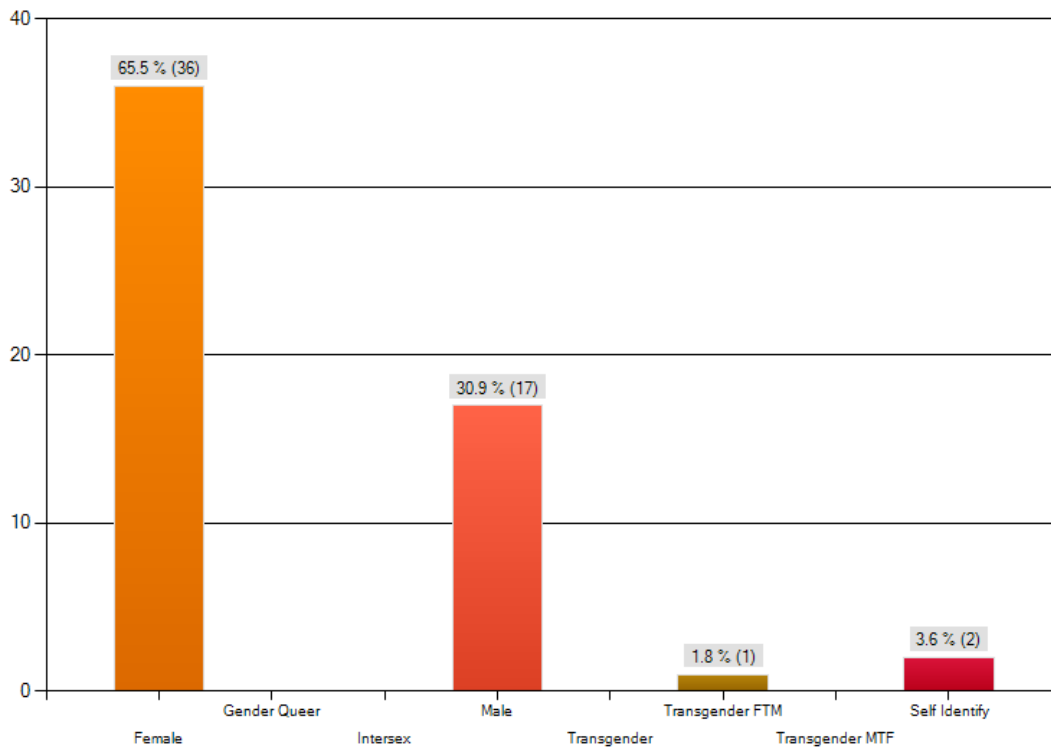


Observations about Figure 1.4 2012 Regional ANYTOWN Participants Self-Identified Faith Identity

- The NCCJ staff works hard to recruit a diverse grouping of student leaders and participants, for the first time, major diversity was achieved through religious and faith identity; those who identified as Christian did not make up the majority of student participants.
- In the last few years, the NCCJ has noticed an increase in young people who identify as Agnostic. Therefore, it was not surprising when one in every three participants identified as Agnostic.

Almost 2/3 of 2012 Regional ANYTOWN participants feel more comfortable and confident in expressing opinions, ideas, and feelings about religious groups different than their own.

Figure 1.5 2012 Regional ANYTOWN Participants Self-Identified Gender Identities



My experience at ANYTOWN has given me more insight into how different people see the world. I am able to look at things in a more broad sense and think about how different things in society may affect people who are different than me as well as similar to me.

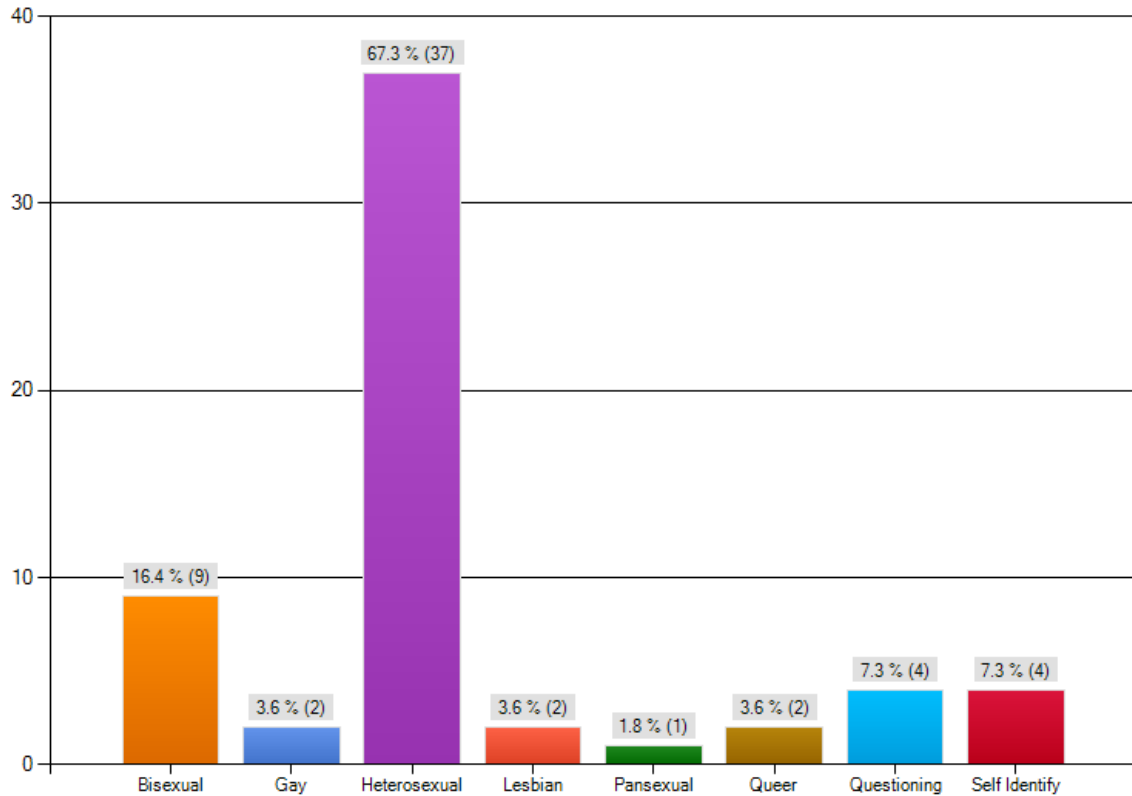
2012 Regional ANYTOWN Participant

Observations about Figure 1.5 2012 Regional ANYTOWN Participants Self-Identified Gender Identities

- Young people have increased their capacity to understand gender as a social construction that is not based on a binary system. To that end, an increase amount of young people have been identifying as something other than male and female.
- A total of 5% of 2012 Regional ANYTOWN participants felt comfortable sharing that they are either transgender or self-identify as something other than male or female.

Figure 1.6 2012 Regional ANYTOWN Participants Self-Identified Sexual Orientation

Observations about Table 1.6 2012 Regional Anytown Participants Self-Identified Sexual Orientation



The young people who participated in the 2012 Regional ANYTOWN were extremely open-minded and comfortable sharing social identities that would often separate them from others. One in three students identified as other than heterosexual.

- Though the camp was predominately heterosexual, there were a variety of sexual orientations represented among the participants.

I learned that there are MANY other people struggling with diversity issues, and I can help.

2012 Regional Anytown Participant

Evaluation Questions

1. To what extent do ANYTOWN participants (delegates) understand the dynamics of oppression and are able to identify individual, cultural, and institutional oppression when it occurs?
2. To what extent do the participants feel positive about their social identifies (both as agent and target) as well as feel connected to the well-being of others and their social identities?
3. How effective were NCCJ's various learning modules in delivering the ANYTOWN curriculum?

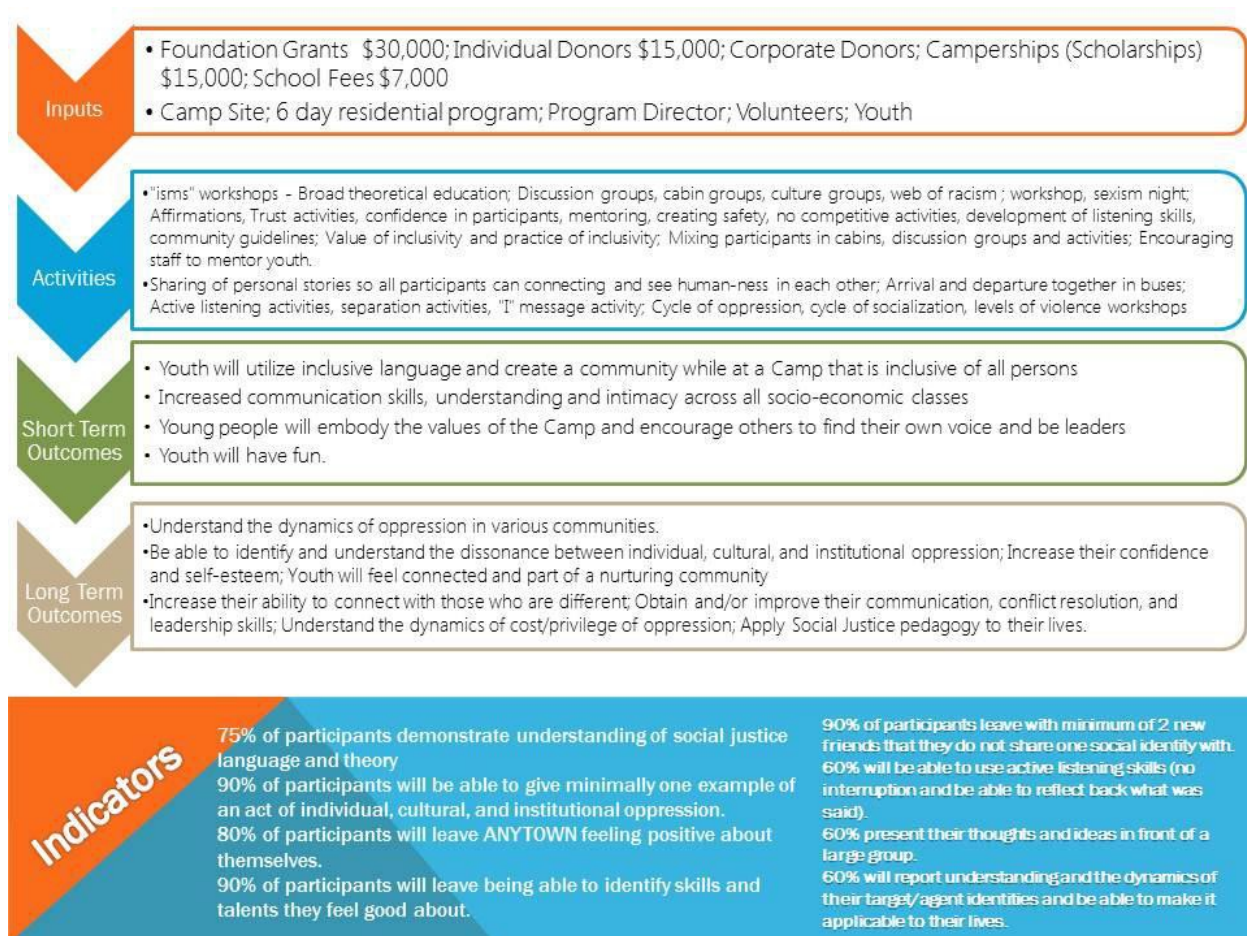
I have learned so many tools from ANYTOWN but the tool that is the most important is self-confidence because it helps me gain respect and get things done to promote change and knowledge.

2012 Regional ANYTOWN Participant



Program Logic Model

The model below describes our inputs, activities, short term and long term outcomes, as well as our indicators of success. This model was essential in helping us to evaluate our programs for effectiveness.



Data Collection Methods

- A. **Post ANYTOWN Written Survey:** Distributed two months after the residential ANYTOWN experience to participating delegates and counselors
- B. **Brief Post-ANYTOWN surveys:** Distributed to a randomly selected group of staff and delegates
- C. **Interviews:** The Executive Director, Director of Youth Programs, and two Youth Programs Office interns interviewed (in person, online via Skype, and via phone) a randomly selected group of staff and delegates
- D. **Observations:** The Executive Director and Director of Youth Programs observed various learning modules and behaviors of the staff and delegates while at camp. The primary learning modules/experiences observed with the Privilege Walk, Racism workshop, Culture Night, and the White Culture Group
- E. **Record Reviews:** The Director of Youth Programs and Youth Programs Office interns reviewed informational essays and demographics on the applications compared with the post-ANYTOWN surveys to determine substantial changes in self-identity and the leadership capacities of the young people.



Findings

**Target: 80% completion
of the 2012 Regional
ANYTOWN Survey**

Total Responses to Reach Target =
50

**Responses Received =
57**

Table 2.1 Responses to Question 12

N=57

Target: 75% of participants demonstrate understanding of social justice language and theory

Since Anytown...	Disagree	Neutral	Agree
Question 12: I feel more confident expressing my opinions, ideas, and feelings about:			
A. Racism	0	11%	89%
B. Sexism	0	7%	93%
C. Biased-Based Bullying	0	7%	93%
D. Different Sexual Orientations	2%	11%	87%
E. Different Religious Groups	2%	37%	61%
Target of 75% Exceeded			84%

- As seen in Table 2.1., most participants demonstrate an understanding of social justice language and theory
- As seen in Table 2.1, young people felt as if their knowledge and understanding of social justice language and theory was most applicable to issues of sexism, bias-based bullying, and race.

I learned that I can be around people I have barely anything in common with and still have a great conversation. – 2012 Regional ANYTOWN participant

Table 2.2 Responses to Question 14,15,16,18,28,29

N=57

Target: 75% of participants demonstrate understanding of social justice language and theory

Since Anytown...	Disagree	Neutral	Agree
Question 14: I understand the dynamics of oppression.	0	6%	94%
Question 15: I understand what privilege is, as well as what privileges I have.	0	4%	96%
Question 16: I understand how my privilege impacts others.	0	9%	91%
Question 18: I understand the costs of oppression.	0	11%	90%
Question 28: I have become a leader in my school around issues of diversity and inclusion.	5%	39%	56%
Question 29: I am able to more clearly identify forms of injustice.	0	7%	93%
Target of 75% Exceeded			87%

- As seen in Table 2.2, the target of 75% was exceeded by over 12% points



I was incredibly unaware of the diversity of people, not just at face value, but deeper, within, in how they identify themselves versus how the world identifies them and how I do. There are infinite aspects of a person that make up their identity, and the process never stops, we are always remaking and reinventing ourselves as we age and grow.

2012 Regional ANYTOWN Participant

Table 2.3 Responses to Question 14, 29, 33C

N=57

90% of participants will be able to give minimally one example of an act of individual, cultural, and institutional oppression.

Since Anytown...	Disagree	Neutral	Agree
Question 14: I understand the dynamics of oppression.	0	6%	94%
Question 29: I am able to more clearly identify forms of injustice.	0	7%	93%
Question 33 C: I speak out more on injustice in my school and community.	5%	21%	74%
Target of 90% not yet reached			87%

- Though the target goal of having 90% of participants being able to give one example of the various types of oppression, over 90% of the respondents stated that they understand the dynamics of oppression and can more clearly identify forms of injustice.
- Table 2.3 also helps to contextualize areas of improvement around deepening the understanding of oppression in schools and communities.

"I learned more about myself at ANYTOWN than I can put into 100 words."
2012 Regional ANYTOWN Participant

Table 2.4 Responses to Question 33D

N=57

80% of participants will leave ANYTOWN feeling positive about themselves.

Since ANYTOWN...	Disagree	Neutral	Agree
Question 33 D: I feel positive about who I am!	2%	18%	80%
Target of 80% reached			80%

- Though Table 2.4 shows that approximately 80% of young people who responded to the survey feel positive about who they are/their self-esteem, NCCJ would like the other 20% to have positive support and ways to find self-acceptance and self confidence



Table 2.5 Responses to Questions 17, 19, 20, 24, 25

N=57

90% of participants will leave being able to identify skills and talents they feel good about.

Since Anytown...	Disagree	Neutral	Agree
Question 17: I have an increased ability to connect with those who are different than me.	2%	9%	90%
Question 19: I have been using leadership skills learned at camp.	4%	18%	78%
Question 20: I have been using active listening skills learned at camp.	0	9%	91%
Question 24: List three skills and/or talents you have learned and have been using since ANYTOWN.	Open Ended	Responses	Included Below
Question 25: What was the greatest tool you learned from ANYTOWN that you have used since ANYTOWN?	Tools Learned and Used: Open ended responses included below		
Target of 90% not yet reached	86%		

- Table 2.5 clearly shows that most participants feel as if they have an increased ability to connect with others who do not share the same social identity AND that the active listening tools at camp have been helpful
- Table 2.5 once again stresses the importance of helping young people understand their own power and leadership skills and potential

Figure 2.5 A Responses to Question 24 – The three skills/talents participants have learned/used since 2012
Regional ANYTOWN

N=57

How to read the information below: Our Survey Analysis system calculates how many times the words below were mentioned by participants. The various sizes of the words, such as “listening” mean that this was mentioned by the most respondents.



- Figure 2.5A truly helps people understand that Listening/Active Listening, Developing empathy with others, and coming to a deeper level of understanding are important tools/talents learned and have been reinforced by the Anytown environment

- Figure 2.5 A also shows the ways in which the young people were understanding their own voice and sense of agency

Figure 2.5B Responses to Question 25 – Greatest tool participants have learned/used 2012
Regional ANYTOWN N=57

Note: This is a text analysis of the responses. Therefore, the responses below display the recurring themes from the written, open-ended responses.



- Table 2.5 B clearly shows that most participants learned listening and respect as important tools for future leadership and implementation in their schools and communities



Table 2.6 Responses to Questions 13, 17, 31, 33C

N=57

90% of participants leave with minimum of 2 new friends that they do not share one social identity with.

Since ANYTOWN...	Disagree	Neutral	Agree
Question 13: I am able to connect with others who are different than me.	2%	9%	89%
Question 17: I have an increased ability to connect with those who are different than me.	2%	9%	89%
Question 31: I want to connect with others who have a passion for social justice.	0	10%	90%
Question 33 C: I have found at least two allies who have become my friends.	2%	18%	80%
Target of 90% not yet reached			87%

- Table 2.6 presents strong information that a large majority of students felt as if they were able to connect with others who did not share their social identity
- Table 2.6 also shows that there is work to be done helping to ensure student participants are connecting with others during and after their camp experience

Table 2.7 Responses to Questions 29, 24, 25

N=57

60% will be able to use active listening skills (no interruption and be able to reflect back what was said).

Since Anytown...	Disagree	Neutral	Agree
Question 29: I have been using active listening skills learned at camp.	0	7%	93%
Question 24: List three skills and/or talents you have learned and have been using since ANYTOWN.			
Question 25: What was the greatest tool you learned from Anytown that you have used since Anytown?			
Target of 60% Exceeded			93%

- Table 2.7 clearly shows that active listening skills are an important tool used and implemented since the 2012 Regional ANYTOWN
- Additionally, Table 2.7 shows that an overwhelming majority of student participants have incorporated active listening skills into their daily lives since their ANYTOWN experience.

Table 2.8 Responses to Questions 12, 30, 33C

N=57

60% present their thoughts and ideas in front of a large group.

Since ANYTOWN:	Disagree	Neutral	Agree
Question 12: I feel more confident in expression my opinions, ideas, and feelings about:			
A. Racism	0	11%	89%
B. Sexism	0	7%	93%
C. Biased-Based Bullying	0	7%	93%
D. Different Sexual Orientations	2%	11%	87%
E. Different Religious Groups	2%	37%	61%
Question 30: I am more comfortable voice my thoughts and opinions.	0	17%	83%
Question 33 C: I speak out more on injustice in my school and community.	5%	21%	74%
Target of 60% Exceeded			83%



- Table 2.8 shows that the 2012 Regional ANYTOWN experience helped students in their abilities to have confidence when speaking about issues of racism, sexism, and biased based bullying
- Table 2.8. also shows the strength of the individual aspects of the 2012 Regional ANYTOWN experience that focused on finding, articulating, and appreciating the power of youth voice and social change

Table 2.9 Responses to Questions 13, 16, 28, 29, 33A, 27

N=57

60% will report understanding and the dynamics of their target/agent identities and be able to make it applicable to their lives.

Since ANYTOWN...	Disagree	Neutral	Agree
Question 13: I am able to connect with others who are different than me.	2%	9%	89%
Question 16: I understand how my privilege impacts others.	0	9.3	91%
Question 28: I have become a leader in my school around issues of diversity and inclusion.	5%	39%	63%
Question 29: I am able to more clearly identify forms of injustice.	0	7%	93%
Question 33A: I see myself as a youth leader.	5%	15%	80%
Question 27: How has your sense of self-identity changed since ANYTOWN?			
Target of 60% Exceeded			82%

- Table 2.9 shows that most students feel as if they are able to connect with others who share different social identities
- Table 2.9 reinforces the idea that more time needs to be spent helping young people understand their roles as leaders of diversity, inclusion, and social justice

What would you say to a friend about ANYTOWN?



Awesome
Opportunity
Life
Definitely
Absolutely
Place
Amazing
Justice
Social
Friends
Experience
Positive
Learn
Inspiring

Analysis

WE, as educators, are valuing, affirming and building the confidence of ALL the youth

What did you learn about yourself while at ANYTOWN?



Action Steps

Things We Will Continue to Do

- Actively recruit student participants from a diverse grouping – including, but not limited to their self-identified race, gender, sexual orientation, and class
- Providing opportunity for young people to connect through free time, cabin time, and other community bonding activities
- Spend time with community and school groups around Action Planning - taking what has been learned at camp and applying it to their schools and communities to bring about a youth-led social change
- Providing space and opportunities for like-minded young people to gather and exchange ideas about youth leadership
- Encouraging young people to move out of their comfort zones and connect with others, find allies, and be allies to others
- Allow young people to practice their active listening skills throughout the Anytown experience

Things We May Do Differently:

- Incorporate more workshop time/discussion time about people with different religious/faith identities
- Provide resources during and after the ANYTOWN experience for student participants who still have additional questions about racism and sexual orientations
- Assist young people in understanding their role as empowered student leaders
- Provide young people with the tools to understand the complexity of oppression and how to talk about the costs of oppression and privilege with peer groups
- Helping young people to feel more positive about themselves by having workshops on self-image, body image, and/or self-esteem
- Help young people understand the power of their own voice, leadership style, and tools for working collaboratively on a team
- Providing space for those on the introvert-extrovert spectrum to have their experience grounded in an embodied social justice pedagogy that appreciates their style of learning and contributing to group processes
- Based on the survey results presented in Table 2.1, it seems like there should be additional time at camp spent on helping young people understand different religious groups and different sexual orientations The results in Table 2.2. suggest that additional time could be spent helping young people understand leadership skills around diversity and inclusion
- The results in Table 2.2. suggest that additional time could be spent helping young people understand leadership skills around diversity and inclusion

Issues for Further Consideration

This report reflects mainly survey data and future efforts will incorporate more in-depth interviews with staff and delegates.



Appendix A

SEE ATTACHED DOCUMENTS.



Appendix B

Open Ended Acceptance Packet Responses/Questions

11. Have there been moments when you have felt comfortable or uncomfortable expressing your opinions, ideas, and feelings about: racism, sexism, bias-based bullying, different sexual orientations, and/or different religious groups. What was the experience? How did it make you feel? What did you do that worked really well? What may you change if you were first with a similar situation? What did you learn from the “other” in the situation?
12. Share with us an experience or story about: 1. The first time you realized that you have privilege and 2. The ways in which you can use your privilege to assist others. Take time to talk about the various privileges you have and what privilege means to you.
13. What does “social justice” mean to you? How can “social justice” be something that is incorporated into the fabric of your school and community?
14. How have you connected with “the other” in your school or community? What does otherness mean to you?
15. When you hear words like “oppression”, “stereotype”, “discrimination”, and “prejudice”, what do these mean to you? What has your experience been with any/all of these words? For example, can you relate to the idea of “discrimination”? Have there ever been times in your life when you have felt “oppressed”?
16. How have you been working within your school and community to empower other youth and encourage leadership around issues of diversity, inclusion, and justice?
17. Do you feel comfortable identifying forms of injustice in your school or community? If so, what are these forms of injustice?
18. Can you provide any examples of individual, cultural, or institutional oppression? What happened in the situation that you noticed or have heard about? Who had the power in this situation? What specific forms of injustice were evident?



Post-ANYTOWN Brief Survey Questions

These questions were distributed to a select group of seven (7) delegates and staff. The responses were collected via SurveyMonkey.

Note: Specific questions were asked about the Director due to staff transitions and changes within NCCJ. This question helps us to understand, programmatically, how these personnel transitions impact the ANYTOWN experience.

1. PLUS: What workshops really worked WELL? What workshops did you really enjoy?
2. DELTA: What workshops NEEDED IMPROVEMENT? What workshops would you want to see changed?
3. PLUS: What really WORKED during/at/about camp? - What worked really well?
4. DELTA: What would you CHANGE for the next Anytown?
5. Provide some feedback as this was my first (LA McCrae) solo Anytown... what things did I do well as a Director? (please be honest)
6. Provide some feedback as this was my first (LA McCrae) solo Anytown... what things do I need to improve on as a Director? (please be honest)

Post ANYTOWN Survey Questions

Note: The entire survey is attached. Below are the questions for the open-ended responses.

- **21. How has your experience at ANYTOWN changed your views of the world?**
- **22. What was most challenging to you while at ANYTOWN?**
- **23. What has been the most challenging to you while trying to live out the ANYTOWN values while you have been back to school?**
- **24. List three skills and/or talents you have learned and have been using since ANYTOWN?**
- **25. What was the greatest tool you learned from ANYTOWN that you have used since ANYTOWN?**
- **26. What did you learn about yourself while at ANYTOWN?**
- **27. How has your sense of self-identity changed since ANYTOWN?**
- **32. Name three highlights of your week at ANYTOWN.**
- **34. If you were the Director of ANYTOWN, what two things would you change?**
- **35. What would you say to a friend about ANYTOWN?**
- **36. Do you have a/any story(ies) of personal growth and transformation you would like to share?**
- **37. If you could share ONE tweet or Facebook status update about ANYTOWN, what would it be?**
- **Is there anything else you would like to share that you think we should know about your ANYTOWN experience?**