

2002 YOUTH ALUMNI ASSOCIATION RESULTS

The Youth Alumni Association is represented by economically disadvantaged youth between the ages of 14 to 21 who have been enrolled in the Monterey County One Voice Arts and Leadership Program. The purpose of the Alumni Association is to gain feedback from former participants about their experience in the program through a standardized questionnaire. The accumulated information will provide valuable insight into how the program has enhanced the youths' cultural and social awareness. Characteristics that the program instills in the youth are leadership skills achieved through the arts, work experience, field trips, mentoring, and creativity, which ultimately build a stronger and healthier community. The survey was also designed to discover ways in which the program can grow.

Our first endeavor was to identify individuals who currently reside in the area and who are interested in providing feedback about previous activities and new ideas for future services. The participants from the summer program worked in the murals programs, the Healing Pole program, and the Talking Sticks/Martial Arts program. We interviewed these individuals telephonically, asking them a series of pre-selected questions. Out of 107 participants from the, 51 individuals responded to the survey. We believe a 48% response is a valid representation of the youth participants as a whole. There were no pre-selection standards while conducting the survey. The youths were able to complete the survey in approximately 5 minutes. Two members of the Office for Employment Training staff conducted the phone interviews daily for a period of about one month.

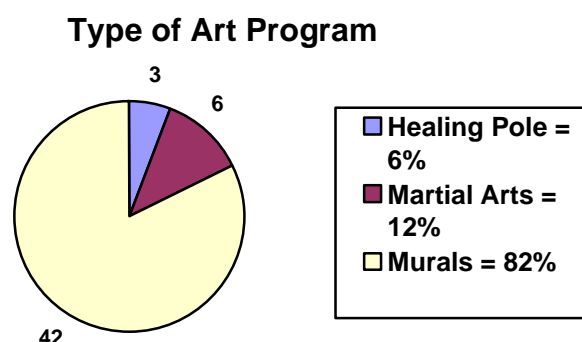
Overall, we received an extremely positive response from the youth. Many of them were eager to talk about their experiences and were happy to answer the questions we asked. Pertinent statistics regarding the youths' experiences are as follows:

- 92% of the youth felt their co-workers worked hard for an eight hour day
- 94% of the youth felt their co-workers enjoyed their job
- 96% felt their group worked well as a team
- 96% felt their group learned a lot about art
- 96% expressed an interest in being involved with another art program in the future.
- 71% said that a portion of their total earnings went towards their family to help pay for family expenses.

Additional statistics and results are in the following report:

Figure 1: Type of Art Program.

This graph represents the three programs in which the surveyed youth participated.



*Figures 2-6:

The following graphs illustrate characteristics of the youth participants we were able to contact.

Figure 2: Age.

This graph groups the age range of the youth at the time of participation in the program.

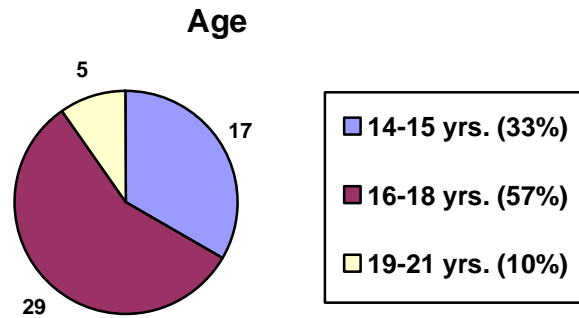


Figure 3: Gender.

This model shows the gender of the participants that were contacted.

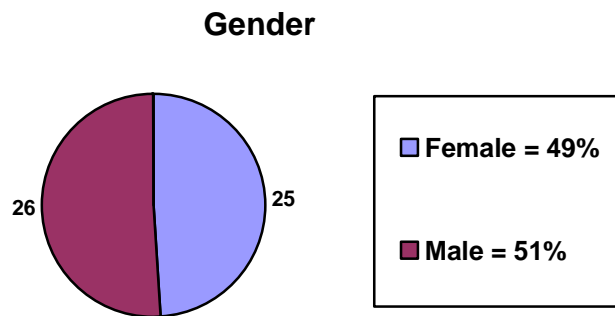


Figure 4: Geographic Location.

This graph represents the area of the county in which the youth participants live.

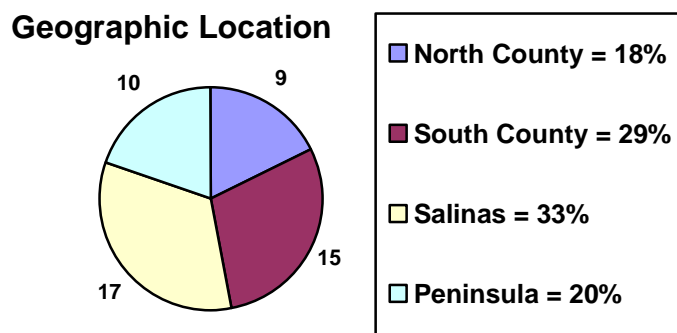


Figure 5: Ethnicity.

This graph shows the ethnicities from the surveyed participants.

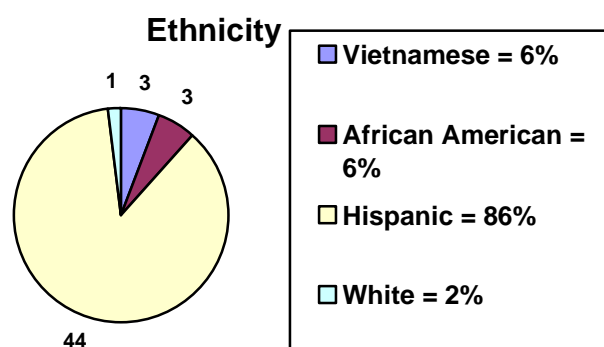
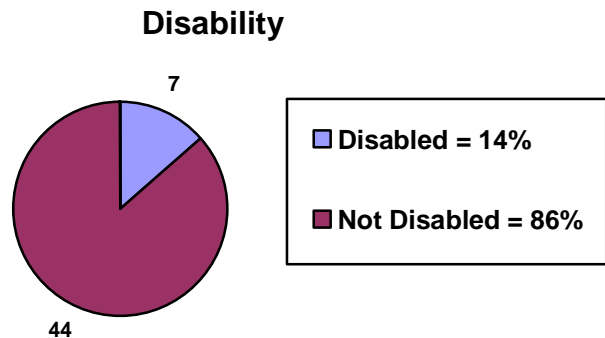


Figure 6: Disability.

This graph shows the number of surveyed youth who have a disability (including a learning disability).



*Figures 7-16:

The youth participants were asked to rank the following ten aspects they observed on their summer worksite using a scale from 1-10 (10 being the highest). The results are concisely grouped in three categories. Those responding with a score from 1-4 are ranked as “low”, 5-7 are ranked as “medium”, and 8-10 are ranked as “high”. These graphs can be viewed below:

Figure 7: Teamwork.

The degree in which the youth thought that teamwork was apparent on their summer worksite is depicted in this graph.

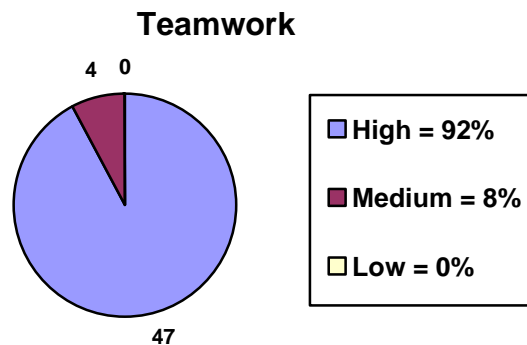


Figure 8: Solving Problems.

The participants were asked how they would rank their problem-solving skills obtained from their work site.

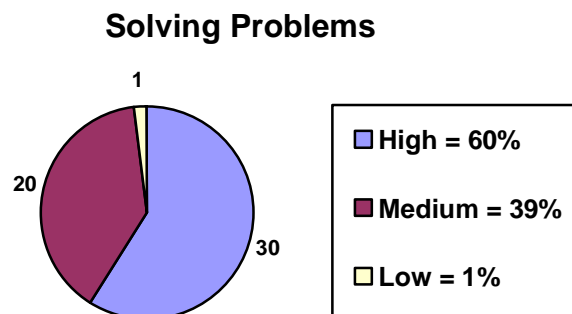


Figure 9: Feeling Good About Completed Work.

Figure 9: Feeling Good About Completed Work.

This model illustrates how the youth felt once the project was completed.

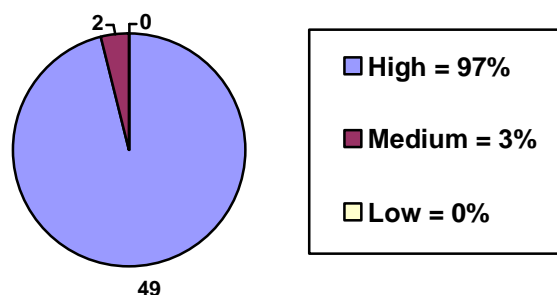


Figure 10: Listening to Co-Workers and Supervisors.

This graph shows how the participants ranked how easy it was to listen and take advice from co-workers and supervisors.

Listening to Co-Workers and Supervisors

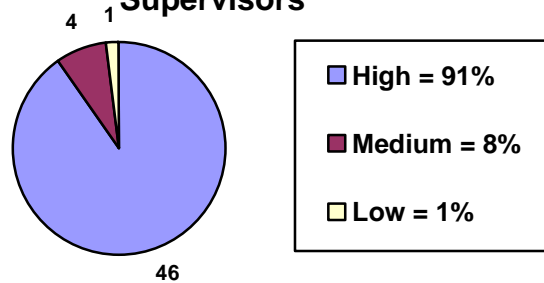


Figure 11: Giving Directions to Others When You Felt You Could Help.

This statistic illustrates how comfortable the youth felt verbally assisting their co-workers if they saw that help was needed.

Giving Directions

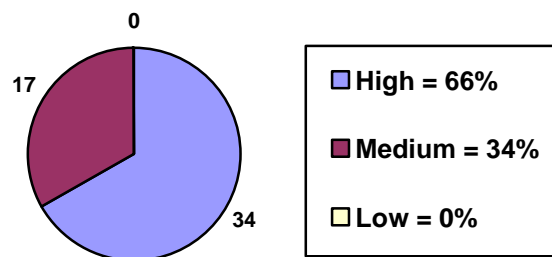


Figure 12: Sketching.

This graph rates how the participants thought their sketching was an important factor to the program.

Sketching

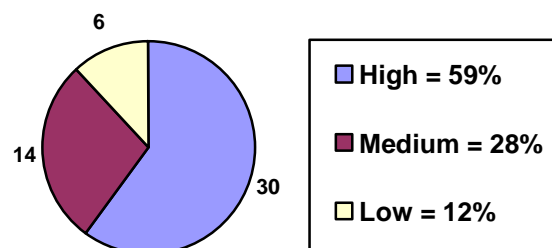
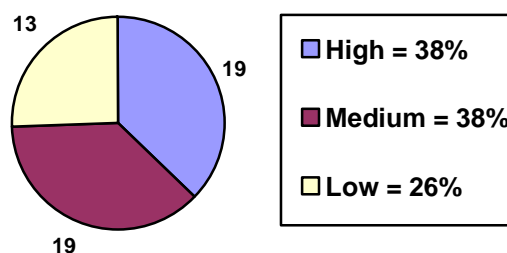


Figure 13: Writing in Journal.

The youth ranked how important it was to them to write in their journal during the course of the program.

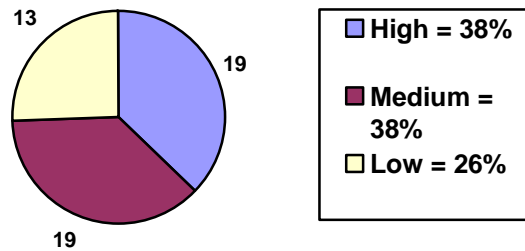
Writing in Journal



Field Trips

Figure 14: Field Trips.

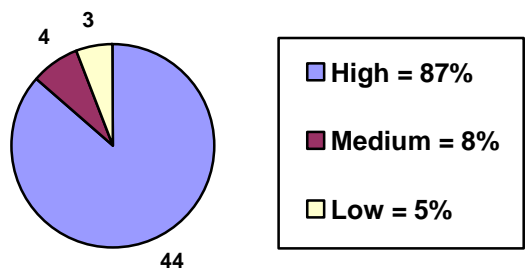
The youth participants were asked how they would rate whether they learned more about cultural activities through field trips.



Actual Artwork

Figure 15: Actual Artwork.

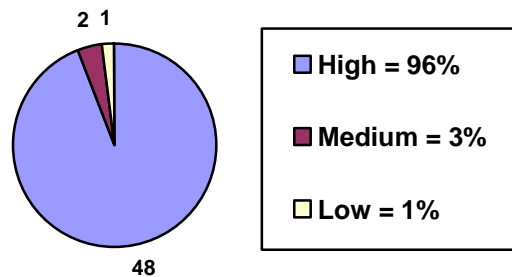
The degree to which the youth liked their actual artwork/performance is displayed in this graph.



Making Friends

Figure 16: Making Friends.

This graph depicts how comfortable the youth were in making friends on the work site.



*Figures 17-22:

The youth participants were asked to answer the following questions by what they thought their co-workers thought about the program.

Figure 17: Reported on Time.

We asked the youth whether they thought that their co-workers reported to work on time.

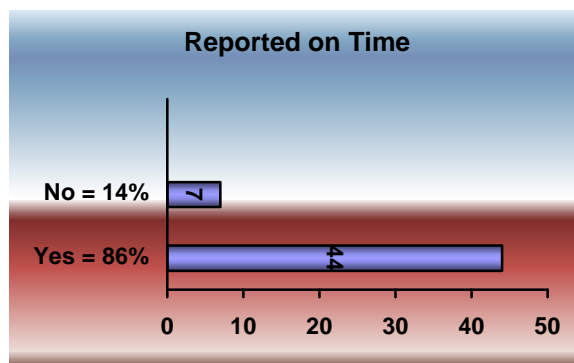


Figure 18: Worked Hard.

This graph shows whether the youth thought that their co-workers worked hard for the 8-hour workday.

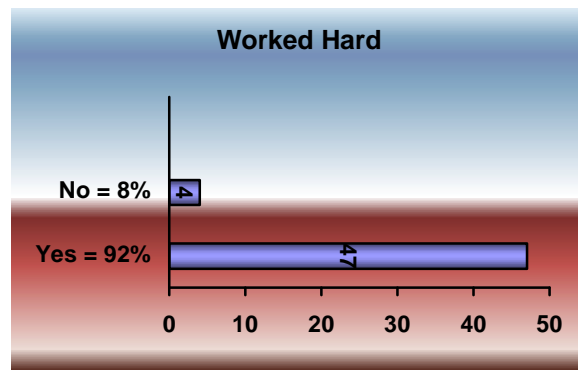


Figure 19: Enjoyed Their Jobs.

The participants were asked what they thought the overall consensus was for their co-workers enjoying their jobs.

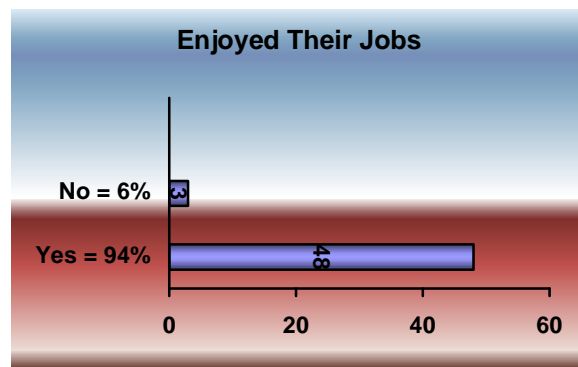


Figure 20: Respected Their Supervisors.

This model shows how the youth responded when asked if they thought that co-workers respected their supervisors.

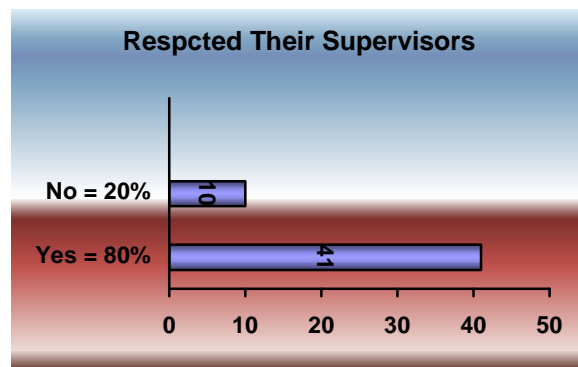


Figure 21: Worked as a Team.

This graph illustrates the percentage of participants who thought that their group worked as a team.

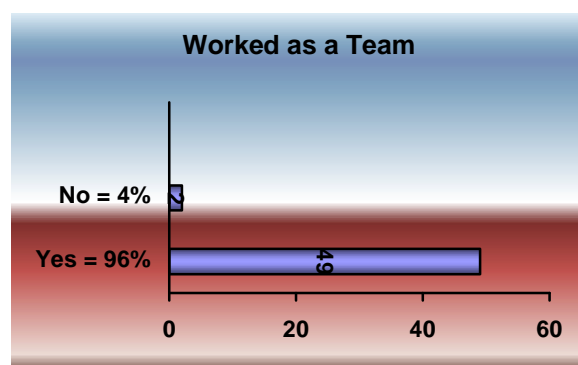
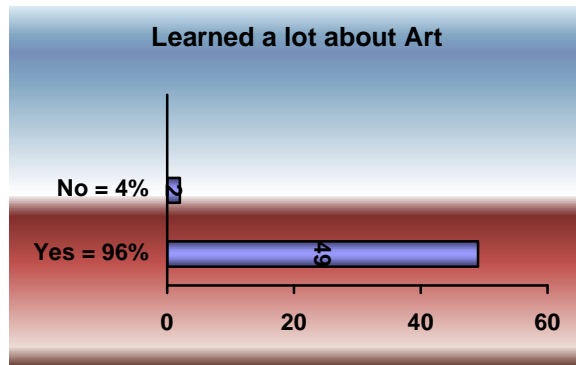


Figure 22. Learned a lot about Art.

These results demonstrate whether the youth felt that the group learned a lot about art.



*Figures 23-27:

The following graphs demonstrate whether the interviewed youth would be interested in another program offered through the One Voice Arts and Leadership Program.

Figure 23: Martial Arts.

The youth interviewed were asked if the martial arts program would be of interest to them.

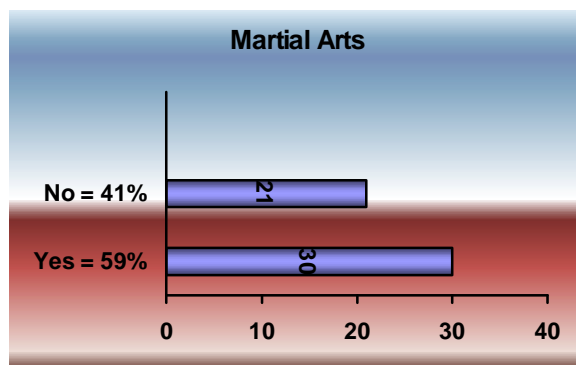


Figure 24: Dance.

This graph shows the number of youth who would be interested in learning dance as a part of an employment program.

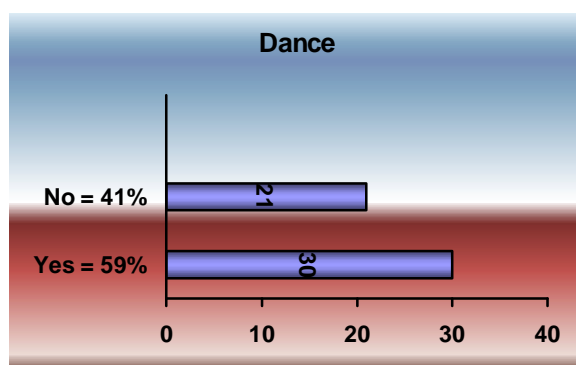


Figure 25: Music.

The participants were asked if they would be interested in being a part of the choir program and learning music production.

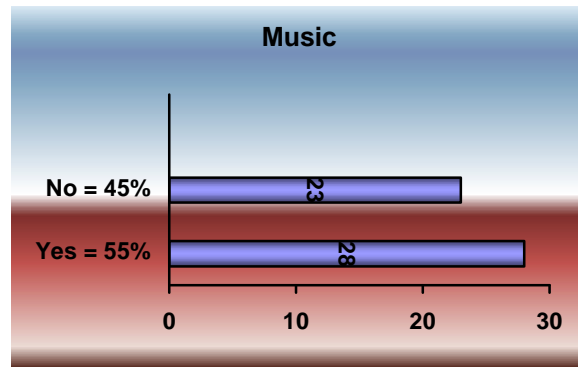


Figure 26: Wood Sculpture.

This graph represents the number of youth who would be interested in the wood sculpture program.

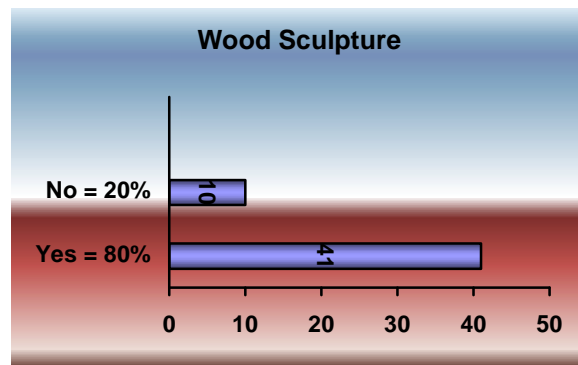
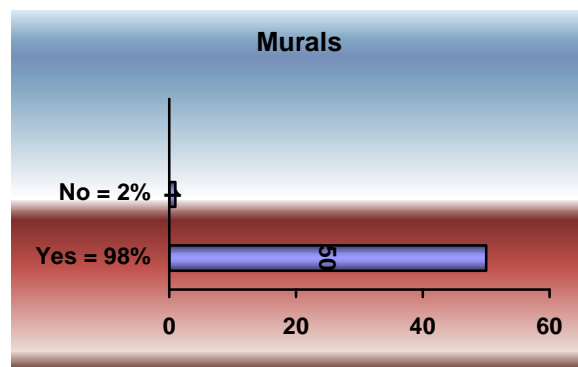


Figure 27: Murals.

The youth were asked if the murals program would be of interest to them.



*Figures 28-31:

The following graphs relate to the youth participants' experience with paint days, unveiling ceremonies, and awards events.

Figure 28: Teach Children.

The youth were asked if they enjoyed teaching children about their artwork/ performance.

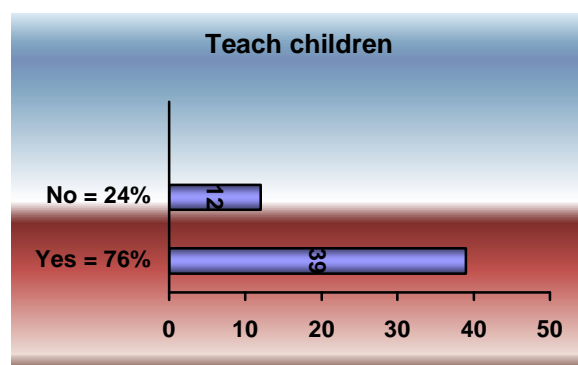


Figure 29: Recognition.

The youth participants were asked if they liked the recognition from community leaders.

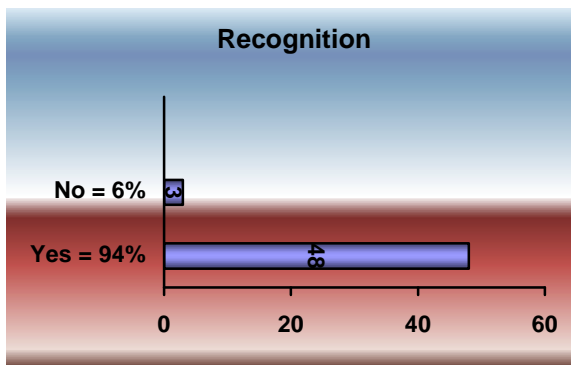


Figure 30: Food.

The participants were asked if they liked the food that was at each recognition event.

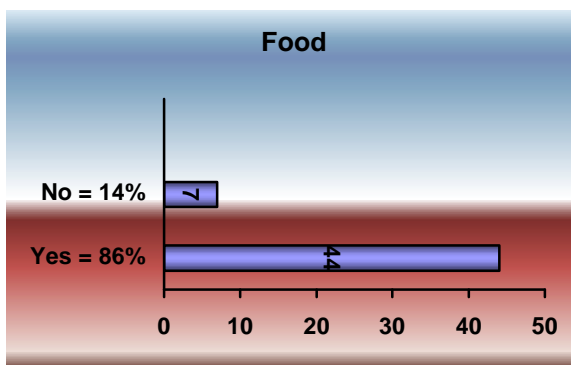
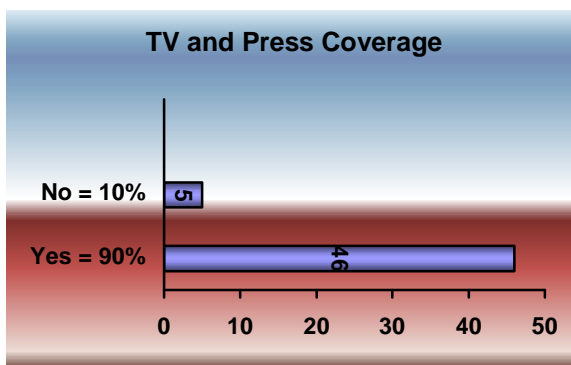


Figure 31: TV and Press Coverage.

This graph shows whether the youth liked the TV and press coverage at their project event.



*Figure 32-35:

The following models relate to Jules Hart, One Voice Arts and Leadership Videographer, and the youth reacted to the interview questions.

Figure 32: Interviewed by Jules Hart.

This graph represents the number of youth who were interviewed by Jules.

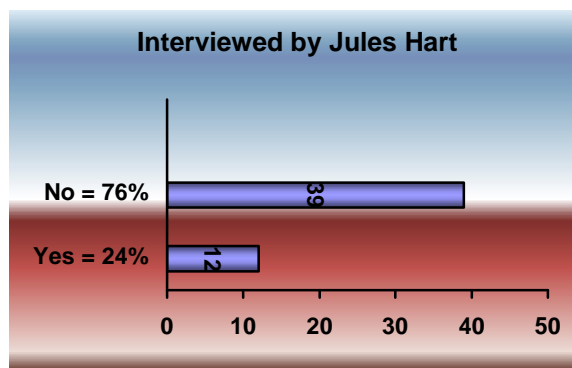


Figure 33: Comfortable?

This graph shows that all of the participants interviewed by Jules felt comfortable with the experience.

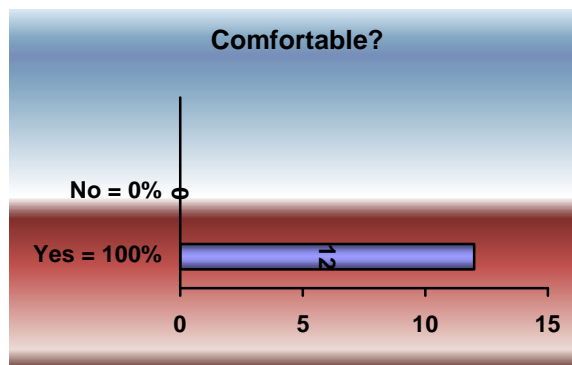


Figure 34: Good Questions?

This model shows that all of the participants interviewed by Jules felt that they were asked good questions.

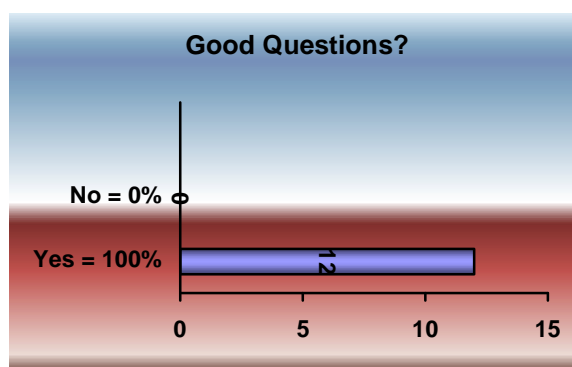
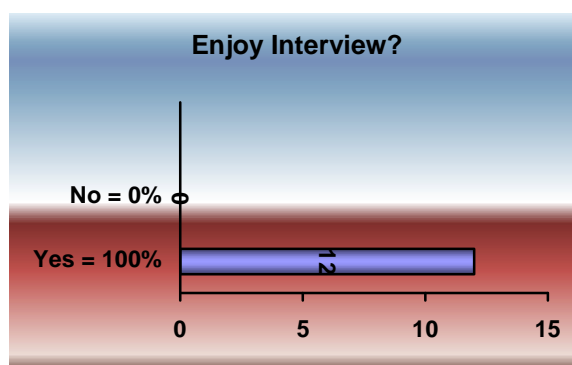


Figure 35: Enjoy Interview?

This graph shows that all of the participants interviewed by Jules enjoyed the interview and would do it again.



*Figure 36-40:

The following graphs focus on what the youth participants did with the money they earned during the summer program.

Figure 36: Savings.

This graph represents the percentage of earnings the youth allocated towards savings.

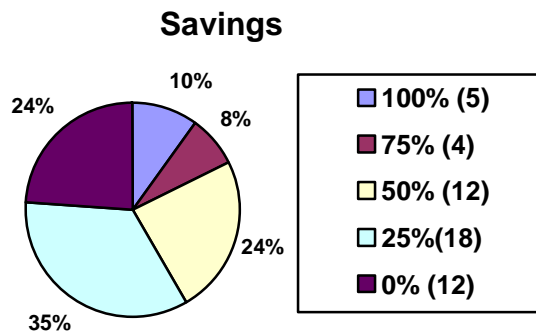


Figure 37: Family Expenses.

This graph shows the percentage of earnings the youth spent towards their families' expenses.

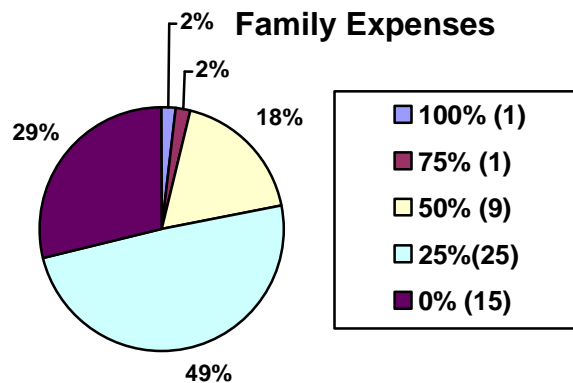


Figure 38: Car

This graph shows the percentage of earnings the youth spent towards a car.

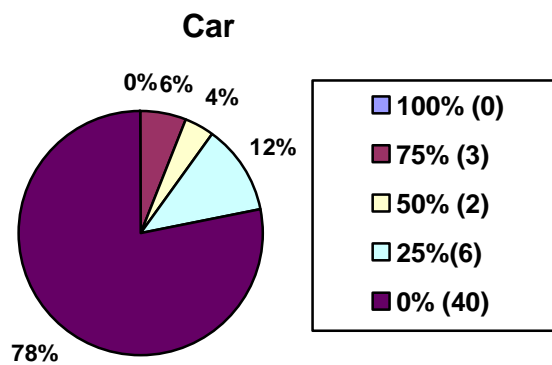


Figure 39: Clothes.
 This graph represents the percentage of earnings the youth spent towards clothes.

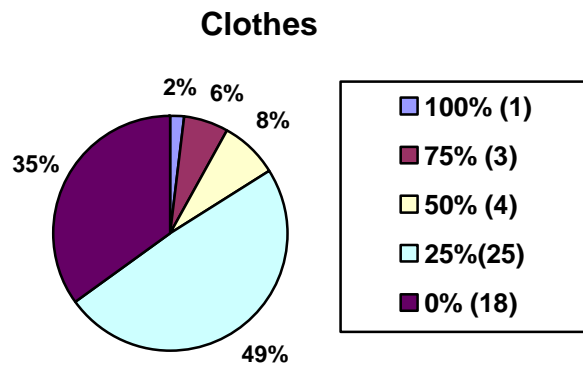


Figure 40: Friends.
 This graph represents the percentage of earnings the youth spent towards their friends.

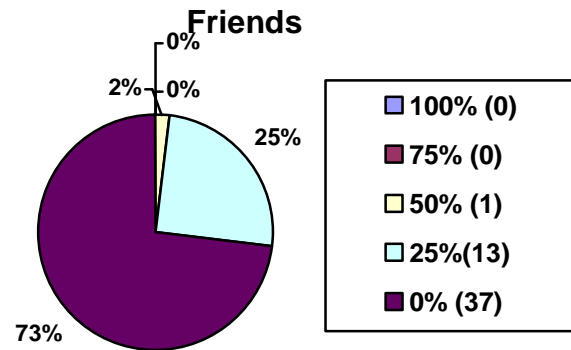


Figure 41: Educational Credit.
 This graph shows the number of youth who received educational credit through the program.

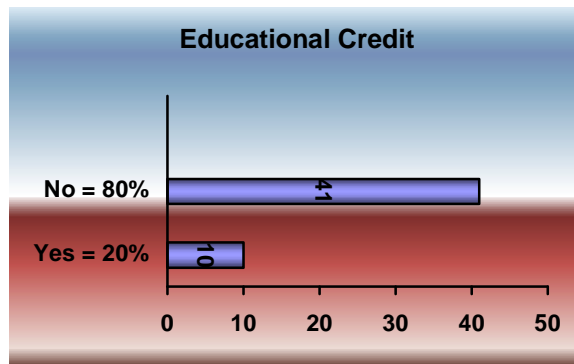


Figure 42: Safe Environment.
 This model shows how the youth felt about how safe the work environment was.

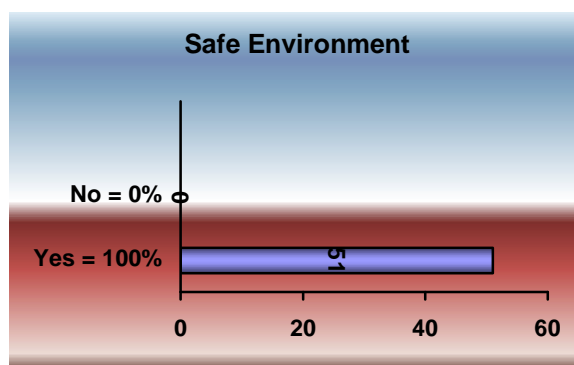
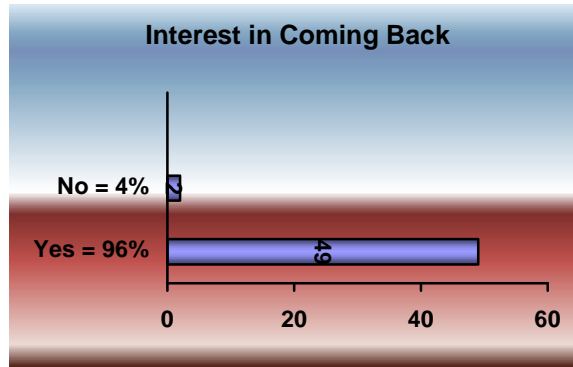


Figure 43: Interest in Coming Back.

The participants were asked if they would be interested in returning to the program.



*Figures 44-46:

The following graphs display a comparison between particular questions that were asked in the previous year's Alumni Association and 2002 Alumni Association.

Figure 44: Learned A Lot About Art.

This graph represents a 4% increase in the percentage of youth who felt that they learned a lot about art through the program.

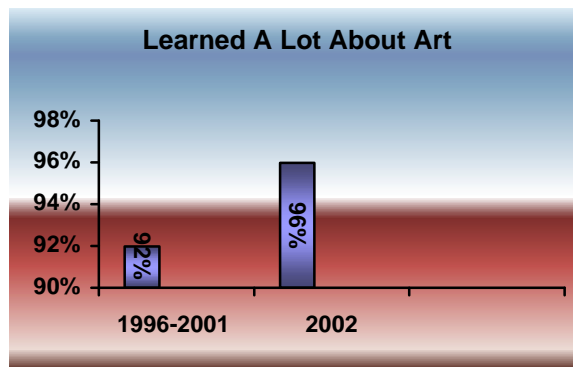


Figure 45: Interest in Coming Back.

This model shows that there was an increase of 18% of surveyed participants between the two reports when asked if they would be interested in returning to the program.

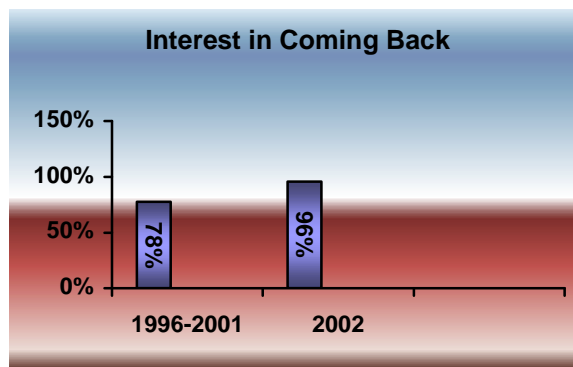
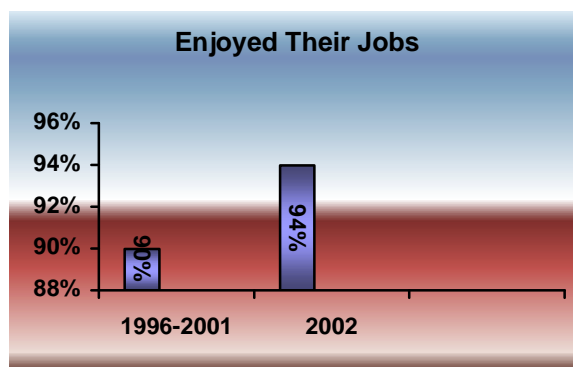


Figure 46: Enjoyed Their Jobs.

This graph compares both surveys' responses when the participants were asked if they enjoyed their worksite job. The result is a 4% increase.



Additional Notes:

One of the main components this program emphasizes is teamwork. When asked if this was apparent on the worksites, 92% rated teamwork as a high characteristic of their job, scoring an 8, 9, or 10 on a scale of 1-10. Another compelling statistic was discovered when asked if they felt good about their completed work. 49 out of 51 surveyed participants also rated this high. An important factor in the success of the program is the selection of supervisors. The youth were asked how easy it was to listen and take advice from their co-workers and supervisors. Figure 10 represents a 91% high ranking. This shows the importance of hiring not only talented, but qualified supervisors that the youth can respect and relate to. Another component the program stresses is the ability to work well with others. We feel this is a skill the youth can use beyond the program in their future career possibilities. 48 out of 51, or 96%, of the contacted participants rated making friends with co-workers high on the scale.

Another goal of the research report was to discover improvements that can be made within the program. This summer, each youth participant received both a writing journal and a sketchbook. The participants were given two to four hours per week to sketch images that related to their project and to write down any thoughts they had for the duration of the project. For example, the youth at the Giant Artichoke mural site went to the fields to draw pictures of artichokes. After surveying the youth, these two additional elements to the program showed room for growth. The importance of sketching ranked high at 59% and writing in journals ranked high at 38%. We feel these two aspects can be improved by stressing their importance to the supervisors. In turn, the supervisors will emphasize the significance back to the youth.

At the conclusion of the survey, the youth were asked which particular aspects they liked and disliked about their experience.

The top three elements the youth felt that could improve the program are as follows:

- 12% of the youth felt that their worksites needed more shade.
- 10% of the youth felt that they had to wake up too early.
- 2% of the youth felt that their provided clothing was not flexible for the job they had to do.

To address the concerns of the youth, worksites specifically outside in South County will have more shelter from the sun. The shelter will be provided by tents and overhangs. One of the “soft skills” the program teaches is punctuality and the importance of working a typical workday. This skill is one in which many employers will not take the time to teach. We feel that by instilling this work ethic in the youth, they will be more employable in future jobs. The concern with clothing, the youth expressed, is being addressed. Alternate clothing possibilities include cargo pants instead of painter’s overalls and shorts instead of pants for the hotter areas in Monterey County.

The top three elements the youth enjoyed about their experience are as follows:

- 41% of the youth liked learning how to paint
- 39% of the youth liked meeting new people

- 18% of the youth enjoyed working together as a group

These three aspects incorporate key goals the program looks to instill in the participants, education of the arts, teamwork, and learning to get along with co-workers.

The 2002 Youth Alumni Association is the second research study of former participants from the One Voice Arts and Leadership Program. A similar report was conducted last year incorporating the youth participants during 1996-2001. The questions from this years report are slightly different. By looking back to the first report, we were able to examine which pieces of information were helpful and noteworthy. When selecting the questions for 2002, we chose to pick certain questions from the first report and also composed new questions. Three questions in particular stayed uniform between the two reports. When the participants were asked if they felt they learned a lot about art, we observed a 4% increase in the percentages. This represents the level of education is growing and the youth are taking away more from the program than before. Another area of improvement was observed when the youth were asked if they would be interested in returning to the program. Last year, 78% of the surveyed participants wished to come back. A 96% response was calculated for 2002. This illustrates an 18% increase in interest to return. The third uniform question is when we asked the youth if they enjoyed their jobs. A 4% increase was also found this year compared to last year. These percentage increases show that the program is improving year after year. A continued survey will be conducted in the following years to evaluate the experience of the youth with the One Voice Arts and Leadership Program.