

**The National Conference for Community and Justice
Anytown Youth Leadership Institute (AYLI)
Evaluation Report
May 2003**

Executive Summary

In June and August 2002, 79 youth participated in the *Anytown Youth Leadership Institute* (AYLI), an eight-day residential human relations institute for high school youth who are at least 15 years old and who will be sophomores, juniors, or seniors in the fall after their AYLI participation. AYLI's goal is to prepare youth to become more effective leaders and change agents in building more inclusive relationships, schools, organizations, and communities through experiential exercises, role-plays, and constructive dialogue.

Of the 79 youth who attended the 2002 AYLI, 25 completed both pre- and post-surveys (a response rate of 32%) of their awareness, attitudes, and behaviors in a number of areas related to overcoming bias and supporting inclusion. The pre/post surveys measured participants' progress toward meeting the objectives of the program, including:

- Recognizing and acknowledging their biases, stereotypes, prejudices, internalized oppression, privilege and collusion;
- Engaging in ongoing work to challenge, manage and reduce their biases, stereotypes, prejudices, internalized oppression, and collusion;
- Practicing specific communication, leadership, and change agent skills;
- Understanding how oppression, internalized oppression, targeting, privilege, and collusion work at the personal, interpersonal and institutional levels;
- Possessing a sense of urgency and passion around issues of oppression, as well as becoming strong allies, and visible advocates for inclusion;
- Being able to identify formal and informal policies and practices that create exclusion and promoting inclusion to make them leaders in a new and increasingly diverse St. Louis and United States;
- Understanding the theories associated with structural oppression; and
- Becoming part of a network of fellow Anytown Graduate change agents.

Results of pre/post surveys suggest **statistically significant outcomes** in each of the following areas:

All participants

- Increased knowledge of internalized racism;
- Increased knowledge of internalized homophobia;
- Increased knowledge of internalized sexism;
- Increased understanding of classism;
- Increased understanding of male privilege;
- Increased comfort to disagree with people with of other racial/ethnic backgrounds without fear of being called prejudiced or racist;
- Increased knowledge of what labels to use in referring to people with sexual orientations different from their own; and
- Increased knowledge and awareness of stereotypes regarding Latinos.

Participants of Color

- Increased agreement that one should participate in addressing problems like racism, classism, and heterosexism;
- Increased awareness that their actions can change how people are treated;
- Increased knowledge and awareness of stereotypes regarding Latinos; and
- Increased knowledge and awareness of stereotypes regarding classism.

White participants

- Increased understanding of male privilege; and
- Increased understanding of what labels to use in referring to people with sexual orientations different from their own.

Sizeable pre-to post-survey increases (of 20% or more) occurred in the number of participants who reported:

- Confronting/interrupting sexist remarks made by others;
- Confronting/interrupting homophobic remarks made by others;
- Thinking seriously about their own biases and stereotypes;
- Interrupting jokes that demean any group of people;
- Initiating discussions with friends or family members about bias, bigotry and oppression;
- Challenging the biases and stereotypes of family and friends; and
- Believing there are things teenagers can do to help stop heterosexism and homophobia.

In addition, there were a number of pre- to post-survey increases in the percentage of participants who interacted with members of various identity communities. Pre- to post-survey increases of 12% or more occurred in the number of people who reported they had:

Eaten lunch with someone who is:

- Middle Eastern
- Biracial
- Hispanic/Latina(o)
- Jewish
- Bisexual
- Gay

Gone to movies, parties, the mall, or to sports activities with someone who is:

- South Asian
- Biracial
- Hispanic/Latina(o)
- Asian/Asian American
- Jewish
- Atheist
- Jewish (as a religious affiliation)
- Bisexual
- Gay
- Lesbian

Invited someone to their homes who is:

- Biracial
- Hispanic/Latina(o)
- Asian/Asian American
- Jewish
- Jewish (as a religious affiliation)
- Lesbian
- Heterosexual

Overall, data suggest that AYLI is effective in achieving many of its objectives. The majority of participants who completed both pre- and post-surveys reported increasing their knowledge and awareness of attitudes and behaviors related to racism and oppression, as well as increasing their pro-active behaviors related to supporting inclusion after participating in the institute. However, due to the relatively small percentage of participants (32%) who completed both pre- and post-surveys, these results may not be generalizable to all AYLI participants.

The National Conference for Community and Justice Anytown Youth Leadership Institute (AYLI)

The National Conference for Community and Justice St. Louis Region, a local affiliate of a national organization, develops and implements community-based programs to fight racism and other forms of bias, bigotry, and discrimination.

This report presents participant survey data collected for the Institute held in June and August 2002. Seventy-nine participants completed pre-surveys and 25 completed both pre- and post-surveys (a response rate of 32%). The sections below summarize pre-survey data that measured participants' awareness, attitudes, and behaviors in a number of areas related to overcoming bias and supporting inclusion.

As previously stated, 79 participants completed pre-surveys. Of these:

- 64% were female;
- 49% were Black/African American, Biracial/Multiracial, Jewish, Latina(o)/Hispanic/Chicana(o), Asian/Asian American or South Asian;
- More than half (54%) were from a middle or lower socio-economic class; and
- 18% were lesbian, questioning, gay or bisexual.

Overall, participants in the AYLI were primarily female, White/European American, middle or upper-middle class and/or heterosexual.

Pre-Program Knowledge and Awareness of Racism

Pre-surveys asked participants to indicate their levels of agreement with 14 statements which measured their knowledge and awareness of issues related to bias and discrimination. As shown in the table on the next page, most participants (85% or more) "strongly agreed" or "agreed" with the following:

- They are aware of stereotypes and biases that they have regarding people who are different from themselves;
- They have a basic understanding of the history of different racial/ethnic groups in the U.S;
- As young people, they should be involved in addressing problems like racism, sexism, classism, and heterosexism; and

Participant Characteristics

	Percent
Gender	
Female	64%
Male	36%
Race/Ethnicity	
South Asian	1%
Asian/Asian American	3%
Latina(o)/Hispanic/Chicana(o)	3%
Jewish	9%
Biracial/Multiracial	14%
Black/African American	19%
White/European American	51%
Socio-Economic Status	
Upper class	3%
Upper-middle class	44%
Middle class	51%
Lower class	3%
Sexual Orientation	
Bisexual	3%
Gay	4%
Questioning	4%
Lesbian	7%
Heterosexual	82%

N=79

- Institutions in the U. S. do not always deal fairly with people who are “different” in some way.

Conversely, statements regarding knowledge levels of internalized homophobia and sexism received lower levels of agreement. This suggests that while many participants perceived themselves as already possessing self awareness of personal biases towards different identity groups even before participating in the AYLI, they were an appropriate target group for the institute and could benefit from its activities.

Knowledge and Awareness of Racism

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Institutions in the U. S. (like educational system and government) do not always deal fairly with people who are “different” in some way (e.g., people from different racial/ethnic groups, homosexuals, people from different religious backgrounds, etc.)	42%	48%	5%	--	5%
There are some forms of discrimination and prejudice that are legal in the U.S.	29%	46%	5%	4%	17%
I am aware of stereotypes and biases that I have regarding people who are different from me.	29%	58%	1%	4%	8%
I have a basic knowledge of internalized racism.	21%	56%	12%	1%	10%
I have a basic knowledge of internalized homophobia.	15%	49%	15%	4%	17%
I have a basic knowledge of internalized sexism.	17%	50%	18%	1%	14%
I have a basic understanding of the history of different racial/ethnic groups in the U.S.	29%	56%	8%	--	8%
I have a basic understanding of the history of the women’s movement in the U.S.	26%	54%	8%	--	12%
I have a basic understanding of classism (classism is bias/prejudice against people because of how much they have).	34%	44%	13%	--	9%
I am aware of how I deal with conflicts and have good strategies for working through conflict with others.	27%	54%	11%	--	8%
I have a basic understanding of white privilege (the benefits/better treatment white people receive over people from other racial/ethnic groups).	34%	43%	10%	5%	8%
I have a basic understanding of male privilege (the benefits male receive because of their gender).	30%	53%	9%	1%	6%
I have a basic understanding of heterosexual privilege (the benefits heterosexual people receive over people with other sexual orientations).	38%	44%	8%	3%	9%
As a young person, I should be involved in addressing problems like racism, sexism, classism, and heterosexism.	62%	33%	--	1%	4%

N=79

Additional survey items also related to participants' knowledge and awareness of issues related to bias and discrimination; however, the ideal responses for these items were for participants to report high levels of disagreement. As shown in the table below, 58% of participants "disagreed" or "strongly disagreed" with the following statements:

- They are not sure what labels to use in referring to people with sexual orientations different from their own; and
- At times, they are afraid to disagree with people of other racial/ethnic backgrounds for fear of being called prejudiced or racist.

In addition, more than three-quarters (77%) disagreed that they feel there is nothing they can do to change how people are treated, suggesting that at the time of the assessment, most participants believed that their actions impacted how others are treated.

Impact of Actions Upon Others

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Sometimes I am afraid to disagree with people of other racial/ethnic backgrounds for fear of being called prejudiced or racist.	15%	21%	34%	24%	5%
I am not sure what labels to use in referring to people with sexual orientations different than mine.	8%	20%	35%	23%	14%
Nothing I can do will change how people are treated.	4%	9%	35%	42%	10%

N=79

Participants were asked to indicate their levels of agreement with six statements, which measured their perceptions of common stereotypes. As shown in the table below, most participants (80% or more) "disagreed" or "strongly disagreed" with the following statements:

- Most Latinos don't try to learn English and are slow to fit in with the larger culture.
- Women should not appear smarter than the men they are dating.
- Homosexuals are more likely to molest children than heterosexuals.

This suggests that, at the time of the pre-surveys, many participants were aware of common stereotypes regarding Latinos, women, and homosexuals. Conversely, 29% of participants were "unsure" whether Asians really suffer from discrimination.

Perceptions of Common Stereotypes

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Most Latinos don't try to learn English and are slow to fit in with the larger culture.	4%	3%	34%	49%	10%
Women should not appear smarter than the men they are dating.	3%	6%	12%	73%	6%
Race relations have not improved because of racist white people.	--	9%	46%	26%	19%
Homosexuals are more likely to molest children than heterosexuals.	--	5%	22%	58%	15%

Perceptions of Common Stereotypes, Continued

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Asians really suffer from discrimination.	8%	37%	23%	4%	29%
People with a lot of money have more rights and privileges than other people because they've earned them.	6%	14%	34%	38%	8%

N=79

Pre-Program Attitudes and Behaviors Related to Overcoming Bias

Participants were asked to indicate whether they engaged in certain behaviors or held certain attitudes related to overcoming bias and discrimination by responding to each statement as “True,” “False,” or “Unsure.” As the table below shows, three-quarters or more of participants reported they engage in the following positive behaviors and attitudes:

- Confront/interrupt sexist remarks made by others;
- Believe there are things teenagers can do to help stop racism; and
- Believe there are things teenagers can do to help stop sexism.

This suggests that many participants engaged in attitudes and behaviors that support overcoming racism and sexism, prior to their participation in the institute.

On several statements, sizeable numbers of participants reported they were “unsure.” These include confronting/interrupting homophobic and/or classist remarks made by others, as well as speaking out if he/she feels they have something to say. This suggests that many participants were unsure of their ability to actively speak out about negative remarks related to homophobia and classism.

Attitudes and Behaviors Related to Overcoming Bias

	True	False	Unsure
I confront/interrupt racist remarks made by others.	73%	13%	14%
I confront/interrupt sexist remarks made by others.	76%	10%	14%
I confront/interrupt homophobic remarks made by others.	45%	24%	31%
I confront/interrupt classist remarks made by others.	49%	27%	23%
There are things teenagers can do to help stop racism.	86%	5%	9%
There are things teenagers can do to help stop sexism.	84%	5%	11%
There are things teenagers can do to help stop heterosexism ad homophobia.	73%	11%	15%
There are things teenagers can do to help stop classism.	71%	14%	15%
I find it hard to talk about things like racism and sexism in front of a group.	28%	62%	10%
If I have something to say, I usually say it.	64%	14%	22%

N=79

Pre-Program Activities Supporting Inclusion

Participants were asked to indicate how often in the past two years they engaged in a number of activities related to supporting inclusion. As shown in the table below, most participants (80% or more) reported engaging in the following positive behaviors “a few times” or “many times:”

- Attended cultural events created by different identity communities;
- Thought seriously about their own biases and stereotypes;
- Confronted racist remarks made by family members, friends, or colleagues;
- Participated in activities that encouraged dialogue among people of different races, ages, or generations;
- Introduced themselves to someone belonging to a different identity group; and
- Initiated discussions with friends or family members about bias, bigotry and oppression.

This suggests participants were already engaging in a number of positive behaviors related to supporting inclusion prior to their participation in the AYLI. However, more than half of participants reported they had never done the following:

- Learned about the history of gay rights in the U.S. by reading books or attending events;
- Read a book by an author who is gay, lesbian, bisexual or transgender;
- Done volunteer work for an organization that fights bias, bigotry and oppression;
- Wrote to TV, radio stations or newspapers when they observed stereotypes in programs, articles, or advertising; and
- Encouraged their schools or other organizations to assess how inclusive they are.

The above behaviors are more proactive than most of the behaviors that participants were reportedly already engaged in, suggesting that AYLI participation could benefit these participants.

Activities Supporting Inclusion

<i>In the past two years, how often have you...</i>	<i>I've never done this</i>	<i>A few times</i>	<i>Many times</i>
Learned about the history of gay rights in the U.S. by reading books, attending events, etc.	56%	33%	11%
Read a book by an author who is gay, lesbian, bisexual or transgender	58%	30%	13%
Read a book about a religion or religious practice different from yours	29%	42%	29%
Read newspapers or magazines written/published by different identity communities*	23%	46%	32%
Attended a cultural event (art, dance, music, theatre, film) created by and about different cultures	9%	53%	38%
Attended an educational program to learn more about different identity groups*	35%	43%	22%
Thought seriously about your own biases and stereotypes	15%	35%	50%
Done volunteer work for an organization that fights bias, bigotry and oppression	54%	33%	13%
Confronted a racist remark made by a family member, a friend or a colleague	17%	35%	48%
Participated in an activity that encouraged dialogue among people of different races	18%	42%	41%
Participated in an activity that encouraged dialogue and interaction among people of different ages or generations	19%	41%	41%
Joined a committee or club that fights bias, bigotry and oppression	49%	22%	29%

Activities Supporting Inclusion, Continued

<i>In the past two years, how often have you...</i>	I've never done this	A few times	Many times
Interrupted a joke that demeaned any group of people	30%	49%	20%
Wrote to TV, radio stations or newspapers when you observed stereotypes in programs, articles, or advertising	87%	13%	--
Attended any type of meeting and voiced your opinion about creating a diverse and inclusive environment	49%	29%	22%
Introduced yourself to someone who is different from you*	--	31%	69%
Initiated a discussion with friends or family members about bias, bigotry and oppression	20%	43%	38%
Challenged the biases and stereotypes of family and friends	22%	37%	41%
Encouraged your school or other organization to assess how inclusive the organization is	54%	22%	24%

N=79

*In terms of race, sexual orientation, class, age, ability, religion, etc.

As shown on the next page, participants were asked to indicate the race/ethnicities, religious affiliations, and sexual orientations of the individuals with whom they had eaten lunch, gone to movies, parties, the mall or sports activities, or invited to their homes in the three months prior to the assessment survey.

The largest percentage of participants interacted with multiple racial/ethnic groups on a casual basis, such as eating lunch together, followed by a slightly smaller percentage who engaged in recreational activities, such as going to the movies, parties, the mall, or sports activities. Finally, the smallest percentage of participants reported inviting individuals of the listed racial/ethnic backgrounds to their homes.

Regarding religious affiliation, most participants reported they had interacted with Christians, while significantly smaller percentages reported interacting with Jewish individuals, Atheists, Muslims and Agnostics. For example, nearly all participants (91%) reported they had eaten lunch with individuals of a Christian background, while only 54% indicated they had eaten with Jewish individuals and 39% with Atheists.

Regarding sexual orientation, the largest percentage of participants reported they interacted with heterosexuals on a casual, recreational and personal basis. Significantly smaller percentages reported the same for lesbian, gay, bisexual and transgendered individuals.

This suggests that most participants primarily interacted with Blacks/African Americans, Whites/European Americans, Christians, and/or heterosexuals prior to their participation in the AYLI. In addition, participants reported the highest levels of interaction with different identity communities on a casual basis, followed by a recreational basis and then on a personal basis.

Concrete Actions to Support Inclusion

In the last three months... (check all that apply)	I have eaten lunch with someone who is:	I have gone to the movies, to parties, to the mall, or to sports activities with someone who is:	I have invited someone to my home who is:
Race/Ethnicity			
African/Guinnee	--	--	2%
American Indian/Native American	28%	18%	9%
Middle Easterner	29%	13%	8%
Biracial	52%	42%	--
Hispanic/Latina(o)	54%	34%	28%
Jewish	58%	--	32%
Asian/Asian American/S.Asian/Pacific Islander	81%	51%	37%
White/European American	89%	79%	72%
Black/African American	92%	91%	80%
Religious Affiliation			
Agnostic	18%	13%	17%
Muslim	32%	17%	18%
Atheist	39%	32%	23%
Jewish	54%	37%	29%
Christian	91%	84%	76%
Sexual Orientation			
Transgender	6%	6%	4%
Bisexual	35%	29%	18%
Gay	35%	29%	19%
Lesbian	39%	32%	20%
Heterosexual	84%	84%	71%

N=79

As shown in the table on the next page, participants were asked to indicate the race/ethnicities, religious affiliations, and sexual orientations of the individuals with whom they had made negative comments or had been uncomfortable around in the three months prior to the assessment survey. More than one-third of participants reported they had made negative comments about Whites/European Americans and gay individuals. Other identity groups with slightly smaller percentages include:

- Middle Easterners;
- Asians/Asian Americans/South Asians/Pacific Islanders;
- Blacks/African Americans;
- Christians;
- Heterosexuals;
- Bisexuals; and
- Lesbians.

Participants were asked to indicate the race/ethnicities, religious affiliations, or sexual orientations of individuals that they had felt uncomfortable around in the three months prior to their participation in the AYLI. Blacks/African Americans received the largest percentage of responses (at 27%), followed by gays (24%) and lesbians (22%).

Activities that Do Not Support Inclusion

In the last three months... (check all that apply)	I have made a negative comment about people who are:	I have been uncomfortable around people who are:
Race/Ethnicity		
Biracial	3%	--
Hispanic/Latina(o)	6%	--
Jewish	9%	3%
Middle Easterner	11%	4%
Asian/Asian American/ S.Asian/ Pacific Islander	20%	6%
Black/African American	32%	27%
White/European American	48%	14%
Religious Affiliation		
Agnostic	5%	3%
Atheist	8%	8%
Muslim	9%	4%
Jewish	9%	1%
Christian	22%	8%
Sexual Orientation		
Transgender	13%	8%
Heterosexual	19%	9%
Bisexual	19%	8%
Lesbian	28%	22%
Gay	37%	24%

N=79

Almost all participants (90%) reported they had never participated in any other NCCJ programs, prior to their participation in the AYLI. Regarding their participation in other advocacy groups, 46% reported they were involved with other programs or activities that combat bias and oppression.

Participation in Advocacy Groups

	Percent
Have you ever participated in any other NCCJ programs besides ANYTOWN?	
No	90%
Yes	10%
Which program(s)?	
Unitown	4%
Building An Inclusive Community (BIC) Workshop	1%
Dialogue Group	1%
Other	4%
Are you involved with other programs or activities (besides NCCJ programs) that combat bias and oppression?	
No	55%
Yes	46%

N=79

Pre-Program Results Summary

Seventy-nine youth completed pre-surveys which measured participants' awareness, attitudes, and behaviors in a number of areas related to overcoming bias and supporting

inclusion. On pre-surveys, many participants reported a knowledge and awareness of a number of issues related to bias and discrimination as supported by the following findings.

Most participants (85% or more) “agreed” or “strongly agreed” with the following statements:

- They are aware of stereotypes and biases that they have regarding people who are different from themselves;
- They have a basic understanding of the history of different racial/ethnic groups in the U.S;
- As young people, they should be involved in addressing problems like racism, sexism, classism, and heterosexism; and
- Institutions in the U. S. do not always deal fairly with people who are “different” in some way.

Most participants (80% or more) “disagreed” or “strongly disagreed” with the following statements:

- Most Latinos don’t try to learn English and are slow to fit in with the larger culture.
- Women should not appear smarter than the men they are dating.
- Homosexuals are more likely to molest children than heterosexuals.

Three-quarters or more of participants reported they had engaged in the following positive behaviors and attitudes:

- Believed there are things teenagers can do to help stop racism;
- Believed there are things teenagers can do to help stop sexism;
- Confronted/interrupted sexist remarks made by others;
- Attended cultural events created by different identity communities;
- Thought seriously about their own biases and stereotypes;
- Confronted racist remarks made by family members, friends, or colleagues;
- Participated in activities that encouraged dialogue among people of different races, ages, or generations;
- Introduced themselves to someone belonging to a different identity group; and
- Initiated discussions with friends or family members about bias, bigotry and oppression.

This suggests participants were already engaging in a number of positive attitudes and behaviors related to overcoming bias and supporting inclusion prior to their participation in the AYLI. However, other findings suggest that participants were appropriate targets for this intervention. These include:

- Seventeen percent of participants reported they were “unsure” of their understanding of internalized homophobia, as well as some forms of discrimination and prejudice that are legal in the U.S.;
- Twenty-nine percent of participants were unsure whether Asians really suffer from discrimination; and

- Thirty-one percent of participants were unsure of their ability to confront/interrupt homophobic and/or classist remarks made by others.

In addition, more than half of participants reported they had never done the following:

- Learned about the history of gay rights in the U.S. by reading books or attending events;
- Read a book by an author who is gay, lesbian, bisexual or transgender;
- Done volunteer work for an organization that fights bias, bigotry and oppression;
- Wrote to TV, radio stations or newspapers when they observed stereotypes in programs, articles, or advertising; and
- Encouraged their schools or other organizations to assess how inclusive they are.

Finally, in the three months prior to their participation in the AYLI, more than one-third of participants reported they had made negative comments about Whites/European Americans and/or gay individuals and 27% reported they felt uncomfortable around Blacks/African Americans, followed by gay (24%) and lesbian individuals (22%).

The National Conference for Community and Justice Anytown Youth Leadership Institute (AYLI)

Participant Outcomes

Seventy-nine participants completed pre-surveys and 25 completed both pre- and post-surveys (a response rate of 32%). The sections below summarize pre/post survey data that measured change in participants' awareness, attitudes, and behaviors in a number of areas related to overcoming bias and supporting inclusion from before program participation to after program participation.

Pre- and post-surveys asked participants to indicate their levels of agreement with eleven statements using a scale in which 1="Strongly Disagree," and 4="Strongly Agree." Assigned ratings measured participants' knowledge and awareness of issues related to bias and discrimination. As shown in the table below, there were pre- to post-survey increases in participants' average ratings in ten of the eleven statements, suggesting increased knowledge and awareness of racism in these areas after the AYLI. The following statements had pre- to post-survey increases that were statistically significant:

- They have a basic knowledge of internalized racism;
- They have a basic knowledge of internalized homophobia;
- They have a basic knowledge of internalized sexism;
- They have a basic understanding of classism; and
- They have a basic understanding of male privilege.

This suggests that participants gained increased knowledge of internalized racism, homophobia and sexism, as well as a better understanding of classism and male privilege after their participation in the AYLI.

Knowledge and Awareness of Racism

	Pre-mean	Post-mean	Change
Institutions in the U. S. (like educational systems and government) do not always deal fairly with people who are "different" in some way (e.g., people from different racial/ethnic groups, homosexuals, people from different religious backgrounds, etc.).	3.4	3.6	+.2
There are some forms of discrimination and prejudice that are legal in the U.S.	3.3	3.4	+.1
I am aware of stereotypes and biases that I have regarding people who are different from me.	3.3	3.3	--
I have a basic knowledge of internalized racism.	3.0	3.8	+.8***
I have a basic knowledge of internalized homophobia.	2.8	3.8	+1***
I have a basic knowledge of internalized sexism.	2.9	3.8	+.9**
I have a basic understanding of the history of the women's movement in the U.S.	3.1	3.2	+.1
I have a basic understanding of classism (classism is bias/prejudice against people because of how much they have).	3.2	3.6	+.4*

Knowledge and Awareness of Racism, Continued

	Pre-mean	Post-mean	Change
I am aware of how I deal with conflicts and have good strategies for working through conflict with others.	3.1	3.3	+2
I have a basic understanding of male privilege (the benefits male receive because of their gender).	3.2	3.7	+5**
As a young person, I should be involved in addressing problems like racism, sexism, classism, and heterosexism.	3.7	3.8	+1

N=25

*Difference is statistically significant ($p < .05$)

**Difference is statistically significant ($p < .01$)

*** Difference is statistically significant ($p < .000$)

The wording of three survey items on the *Knowledge and Awareness of Racism* table were changed from the time of the pre-survey to the time of the post-survey, which makes the data unable to be directly compared. For a display of pre- and post-survey data regarding these statements, see Appendix A.

As shown in the table below, when comparing assigned ratings of White participants and participants of color, there were both similarities and differences by racial/ethnic background (for a detailed display of this table, see Appendix B). Both White participants and participants of color reported increased knowledge of internalized racism, homophobia and sexism. Whites reported statistically significant increases in their understanding of male privilege. People of color reported statistically significant increases in the agreement that they should be involved in addressing problems like racism, classism, and heterosexism.

Knowledge and Awareness of Racism by Race/Ethnicity

	White Participants		Participants of Color	
	Pre-mean	Post-mean	Pre-mean	Post-mean
I have a basic knowledge of internalized racism.	2.8	3.6*	3.1	3.9**
I have a basic knowledge of internalized homophobia.	2.8	3.7*	2.8	3.8**
I have a basic knowledge of internalized sexism.	2.8	3.7*	3.0	3.9*
I have a basic understanding of male privilege (the benefits male receive because of their gender).	3.2	3.8*	3.1	3.7
As a young person, I should be involved in addressing problems like racism, sexism, classism, and heterosexism.	3.8	3.7	3.7	3.9*

N=25

*Difference is statistically significant ($p < .05$)

**Difference is statistically significant ($p < .01$)

As shown in the table on the next page, additional survey items also related to participants' knowledge and awareness of issues related to bias and discrimination; however, the ideal responses for these items were for participants to report high levels of disagreement with the statements. Using a scale in which 1="Strongly Agree" and

4="Strongly Disagree," there were pre- to post-survey increases in the average ratings of participants' levels of disagreement with the following statements:

- Sometimes they are afraid to disagree with people with of other racial/ethnic backgrounds for fear of being called prejudiced or racist.
- They are not sure what labels to use in referring to people with sexual orientations different from their own.
- Nothing they can do will change how people are treated.

Two of the three changes were statistically significant. This suggests that participants gained increased knowledge and awareness of racism in these areas during and after their participation in the institute.

Impact of Actions Upon Others

	Pre-Mean	Post-Mean	Change
Sometimes I am afraid to disagree with people of other racial/ethnic backgrounds for fear of being called prejudiced or racist.	2.5	3.1	+.6*
I am not sure what labels to use in referring to people with sexual orientations different than mine.	2.8	3.4	+.6*
Nothing I can do will change how people are treated.	3.5	3.8	+.3

N=25

**Difference is statistically significant (p<.05)*

As the table below shows, there were both similarities and differences by racial/ethnic background (for a detailed display of this table, see Appendix C). For White participants, there was a statistically significant pre- to post-survey increase in the average ratings of participants' knowledge of what labels to use when referring to individuals with sexual orientations different from their own. For participants of color, there was a statistically significant increase in the average ratings of participants' knowledge that their actions can change how people are treated.

Impact of Actions Upon Others by Race/Ethnicity

	White Participants		Participants of Color	
	Pre-mean	Post-mean	Pre-mean	Post-mean
I am not sure what labels to use in referring to people with sexual orientations different than mine.	2.6	3.3*	3.0	3.4
Nothing I can do will change how people are treated.	3.6	3.8	3.5	3.9*

N=25

**Difference is statistically significant (p<.05)*

Participants were also asked to indicate their levels of agreement with common stereotypes relating to issues of bias and discrimination; again, the ideal responses for these items were for participants to report high levels of disagreement with the statements. Using a scale in which 1="Strongly Agree" and 4="Strongly Disagree," there were increases in participants' levels of disagreement with the following statements:

- Most Latinos don't try to learn English and are slow to fit in with the larger culture.
- People with a lot of money have more rights and privileges than other people because they've earned them.

This suggests participants gained increased knowledge and awareness of stereotypes relating to Latinos and classism from the time of the pre- to the post-surveys. One of the two increases was statistically significant. Small decreases occurred in three of the five statements, suggesting that participants need additional information regarding common stereotypes of women, and homosexuals.

Perceptions of Common Stereotypes

	Pre-Mean	Post-Mean	Change
Most Latinos don't try to learn English and are slow to fit in with the larger culture.	3.4	3.8	+.4*
Women should not appear smarter than the men they are dating.	3.9	3.8	-.1
Race relations have not improved because of racist white people.	3.0	2.8	-.2
Homosexuals are more likely to molest children than heterosexuals.	3.8	3.7	-.1
People with a lot of money have more rights and privileges than other people because they've earned them.	3.0	3.5	+.5

N=25

*Difference is statistically significant ($p < .05$)

The wording of one survey item on the *Perceptions of Common Stereotypes* table was changed from the time of the pre-survey to the time of the post-survey, which makes the data unable to be directly compared. For a display of pre- and post-survey data regarding this statement, see Appendix D.

The table below shows the areas of statistically significant increases in the average ratings of participants of color from pre- to post- surveys (for a detailed display of this table, see Appendix E).

Perceptions of Common Stereotypes by Race/Ethnicity

	White Participants		Participants of Color	
	Pre	Post	Pre	Post
Most Latinos don't try to learn English and are slow to fit in with the larger culture.	3.6	3.8	3.3	3.8*
People with a lot of money have more rights and privileges than other people because they've earned them.	3.5	3.6	2.7	3.5*

N=25

*Difference is statistically significant ($p < .05$)

Actions and Behaviors Related to Overcoming Bias

Participants were asked to indicate whether they engaged in certain behaviors or held certain attitudes related to overcoming bias and discrimination by responding to a number of statements as "True," "False," or "Unsure." As the table on the next page shows, there were pre- to post-survey increases in the percentage of participants who reported they have engaged in the respective actions and behaviors (for a detailed display of pre- to post-survey results for White participants and participants of color, see Appendix F). Sizeable

pre- to post-survey increases (20% or more) occurred in the number of participants who reported:

- Confronting/interrupting sexist remarks made by others;
- Confronting/interrupting homophobic remarks made by others; and
- Believing there are things teenagers can do to help stop heterosexism and homophobia.

This suggests that participants increased their ability to confront others regarding heterosexist and homophobic behaviors during and after their participation in the institute.

Action's and Behavior's Related to Overcoming Bias

Percentage of participants who responded "True"	Pre-Survey	Post-Survey	Change
I confront/interrupt racist remarks made by others.	88%	100%	+12%
I confront/interrupt sexist remarks made by others.	64%	96%	+32%
I confront/interrupt homophobic remarks made by others.	52%	80%	+28%
There are things teenagers can do to help stop racism.	88%	92%	+4%
There are things teenagers can do to help stop sexism.	92%	96%	+4%
There are things teenagers can do to help stop heterosexism and homophobia.	76%	96%	+20%
There are things teenagers can do to help stop classism.	76%	92%	+16%
If I have something to say, I usually say it.	64%	80%	+16%

N=25

Activities Supporting Inclusion

Participants were asked to indicate how often they engaged in a number of activities related to supporting inclusion, since their participation in the institute. As shown in the table on the next page, there were pre- to post-increases in the percentage of participants who engaged in the respective activities "many times" in eleven of the 15 areas (for a detailed display of pre- to post-survey results for White participants and participants of color, see Appendix G). Sizeable pre- to post-survey increases (20% or more) occurred in the number of people who reported they often:

- Thought seriously about their own biases and stereotypes;
- Interrupted jokes that demeaned any group of people;
- Initiated discussions with friends or family members about bias, bigotry and oppression; and
- Challenged the biases and stereotypes of family and friends.

While participants reported they engaged in a number of positive behaviors related to supporting inclusion on many occasions, no participants reported writing to TV, radio stations or newspapers when they observed stereotypes in programs, articles, or advertising "many times" at the time of the pre- or post-survey.

Activities Supporting Inclusion

Participants who responded “Many times”	Pre-Survey	Post-Survey	Change
Learned about the history of gay rights in the U.S. by reading books, attending events, etc.	16%	24%	+8%
Read a book about a religion or religious practice different from yours	32%	20%	-12%
Read newspapers or magazines written/published by different identity communities*	40%	40%	--
Attended an educational program to learn more about different identity groups*	16%	33%	+17%
Thought seriously about your own biases and stereotypes	58%	80%	+22%
Done volunteer work for an organization that fights bias, bigotry and oppression	16%	24%	+8%
Participated in an activity that encouraged dialogue among people of different races	44%	60%	+16%
Participated in an activity that encouraged dialogue and interaction among people of different ages or generations	28%	33%	+5%
Joined a committee or club that fights bias, bigotry and oppression	48%	48%	--
Interrupted a joke that demeaned any group of people	24%	84%	+60%
Wrote to TV, radio stations or newspapers when you observed stereotypes in programs, articles, or advertising	--	--	--
Attended any type of meeting and voiced your opinion about creating a diverse and inclusive environment	28%	44%	+16%
Introduced yourself to someone who is different from you*	68%	76%	+8%
Initiated a discussion with friends or family members about bias, bigotry and oppression	44%	76%	+32%
Challenged the biases and stereotypes of family and friends	52%	80%	+28%

N=25

The wording of four survey items on the *Activities Supporting Inclusion* table were changed from the time of the pre-survey to the time of the post-survey, which makes the data unable to be directly compared. For a display of pre- and post-survey data regarding these statements, see Appendix H.

On pre- and post-surveys, participants were asked to indicate the race/ethnicities, religious affiliations, and sexual orientations of the individuals with whom they had eaten lunch, gone to movies, parties, the mall or sports activities, or invited to their homes in the last three months. As shown in the table below, there were a number of pre- to post-survey increases in the percentage of participants who interacted with the various identity communities (for a detailed display of pre- to post-survey results, see Appendix I). Pre- to post-survey increases of 12% or more occurred in the number of people who reported they had:

Eaten lunch with someone who is:

- Middle Eastern
- Biracial
- Hispanic/Latina(o)
- Jewish
- Bisexual
- Gay

Gone to movies, parties, the mall, or to sports activities with someone who is:

- South Asian
- Biracial
- Hispanic/Latina(o)
- Asian/Asian American
- Jewish (as a race/ethnicity and as a religious affiliation)
- Atheist
- Bisexual
- Gay
- Lesbian

Invited someone to their homes who is:

- Biracial
- Hispanic/Latina(o)
- Asian/Asian American
- Jewish (as a race/ethnicity and as a religious affiliation)
- Lesbian
- Heterosexual

Pre- to Post-Survey Changes for Activities Supporting Inclusion

In the last three months..... (check all that apply)	Pre- to post-survey changes in those who reported:		
	I have eaten lunch with someone who is:	I have gone to the movies, parties, the mall, or sports activities with someone who is:	I have invited someone to my home who is:
Race/Ethnicity			
African/Guinnee	--	--	-4%
American Indian/Native American	+4%	--	+8%
Middle Easterner	+12%	+8%	+4%
Pacific Islander	-4%	-8%	-4%
South Asian	-4%	+16%	+4%
Biracial	+24%	+12%	+20%
Hispanic/Latina(o)	+12%	+16%	+24%
Asian/Asian American	--	+20%	+24%
Jewish	+12%	+16%	+20%
White/European American	+4%	-4%	-4%
Black/African American	--	--	+4%

Pre- to Post-Survey Changes for Activities Supporting Inclusion, Continued

In the last three months..... (check all that apply)	Pre- to post-survey changes in those who reported:		
	I have eaten lunch with someone who is:	I have gone to the movies, to parties, to the mall, or to sports activities with someone who is:	I have invited someone to my home who is:
Religious Affiliation			
Agnostic	--	+4%	+4%
Muslim	--	-4%	+4%
Atheist	-4%	+12%	+8%
Jewish	+4%	+16%	+16%
Christian	--	+4%	+8%
Sexual Orientation			
Transgender	-4%	--	--
Bisexual	+28%	+28%	+8%
Gay	+24%	+32%	+8%
Lesbian	+4%	+20%	+12%
Heterosexual	+8%	+8%	+12%

N=25

This suggests that participants interacted with a more diverse group of individuals on a casual, recreational and personal basis from the time of the pre-surveys to the time of the post-surveys (for a detailed display of pre- to post-survey results for White participants and participants of color, see Appendix J).

Activities That Do Not Support Inclusion

Participants were asked to indicate the race/ethnicities, religious affiliations, and sexual orientations of the individuals with whom they had made negative comments or had been uncomfortable around in the past three months. As shown in the table below, participants reported a decrease the percentage of negative comments made about all of the listed identity groups from the pre- to post-surveys, except for Hispanics/Latina(o)s, Blacks/African Americans and Christians. Overall, this suggests that participants became more empathetic to a number of identity communities during the time they participated in the institute.

Participants' levels of discomfort increased for the following racial/ethnic groups: South Asians; Middle Easterners; Blacks/African Americans; and Whites/European Americans. However, this increase was not statistically significant.

Pre- to Post-Survey Changes for Activities That Do Not Support Inclusion

In the last three months..... (check all that apply)	Pre- to post-survey changes in those who reported:	
	I have made a negative comment about people who are:	I have been uncomfortable around people who are:
Race/Ethnicity		
Hispanic/Latina(o)	+4	--
South Asian	-4	+4
Jewish	-4	--
Middle Easterner	--	+8
Asian/Asian American	-4	--
Black/African American	+4	+8
White/European American	-8	+4

Pre- to Post-Survey Changes for Activities That Do Not Support Inclusion, Continued

In the last three months..... (check all that apply)	Pre- to post-survey changes in those who reported:	
	I have made a negative comment about people who are:	I have been uncomfortable around people who are:
Religious Affiliation		
Agnostic	-4	-8
Atheist	-8	-8
Muslim	-4	--
Jewish	-4	--
Christian	+4	--
Sexual Orientation		
Transgender	-4	--
Heterosexual	-12	-4
Bisexual	-16	-4
Lesbian	-8	--
Gay	-20	-12

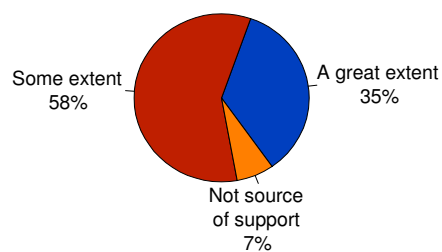
N=25

For a detailed display of pre- to post-survey results, see Appendix K. For a detailed display of pre- to post-survey results for White participants and participants of color, see Appendix L.

Participants’ Reflections on their AYLI Experience

Participants were asked to what extent the other AYLI participants had been a source of support to them in understanding and dealing with racism and other forms of oppression. More than one-third of participants (35%) reported their peers were a source of support for them “to a great extent,” followed by 58% who reported their peers were supportive “to some extent.” This suggests that participants were able to look to their fellow peers for support in understanding issues related to racism and oppression during and after their participation in the institute.

To what extent have the other AYLI participants been a source of support to you?



N=25

All participants reported there were times when they thought about what they had learned or experienced during the institute. When asked to provide an explanation, the majority of participants (60%) commented that as a result of their participation in the institute, they learned how to confront/interrupt oppressive actions made by others. Examples of these include:

- *I am able to pick out ways that people oppress other people and I am able to confront racist, sexist, heterosexist, and classist remarks very easily.*
- *When people make jokes or comments about others, I try to find different ways to approach it.*
- *Instead of trying to front my friends out, Anytown taught me how to deal with the problem.*

- *Everyday when I hear oppressive language, I think of what I learned and try to stop it.*
- *Everyday I hear many things that I know are wrong and I am forced to confront them.*

Nine participants (36%) mentioned that they became more aware of the oppression that exists in their surroundings as a result of their participation. Specific comments include:

- *I think about my experiences everyday because I see a lot of discrimination in my environment.*
- *I have become more aware of my surroundings and the comments that people make.*
- *Racism is expressed towards me and my friends on an everyday basis.*

Participants were asked to provide feedback about the institute staff. Nearly all participants (96%) made very positive remarks. Specific adjectives used to describe the staff include *supportive, helpful, friendly, caring, and cool.*

Finally, participants offered a variety of suggestions for improving future workshops. These include:

- Increase the focus on various identity groups other than African Americans and Whites (such as South Asians, Middle Easterners, Hindu, and transgendered individuals);
- Increase the amount of free time for participants to engage in sports and/or to sleep;
- Provide more activities during sessions so that participants do not lose interest in discussions; and
- Encourage staff to discuss their own experiences of oppression.

Participants' Outcomes Summary

Twenty-five participants completed both pre- and post-surveys, which measured changes in participants' awareness, attitudes, and behaviors in a number of areas related to overcoming bias and supporting inclusion from before program participation to after program participation.

Results of pre/post surveys suggest **statistically significant outcomes** in each of the following areas:

All participants

- Increased knowledge of internalized racism;
- Increased knowledge of internalized homophobia;
- Increased knowledge of internalized sexism;
- Increased understanding of classism;
- Increased understanding of male privilege;
- Increased comfort to disagree with people with of other racial/ethnic backgrounds without fear of being called prejudiced or racist;
- Increased knowledge of what labels to use in referring to people with sexual orientations different from their own; and
- Increased knowledge and awareness of stereotypes regarding Latinos.

Participants of color

- Increased agreement that one should participate in addressing problems like racism, classism, and heterosexism;
- Increased knowledge that their actions can change how people are treated;
- Increased knowledge and awareness of stereotypes regarding Latinos; and
- Increased knowledge and awareness of stereotypes regarding classism.

White participants

- Increased understanding of male privilege; and
- Increased knowledge of what labels to use in referring to people with sexual orientations different from their own.

Sizeable pre-to post-survey increases (20% or more) occurred in the number of participants who reported:

- Confronting/interrupting sexist remarks made by others;
- Confronting/interrupting homophobic remarks made by others;
- Thinking seriously about their own biases and stereotypes;
- Interrupting jokes that demeaned any group of people;
- Initiating discussions with friends or family members about bias, bigotry and oppression;
- Challenging the biases and stereotypes of family and friends; and
- Believing there are things teenagers can do to help stop heterosexism and homophobia.

In addition, there were a number of pre- to post-survey increases in the percentage of participants who interacted with various identity communities. Pre- to post-survey increases of 12% or more occurred in the number of people who reported they had:

Eaten lunch with someone who is:

- Middle Eastern
- Biracial
- Hispanic/Latina(o)
- Jewish
- Bisexual
- Gay

Gone to movies, parties, the mall, or to sports activities with someone who is:

- South Asian
- Biracial
- Hispanic/Latina(o)
- Asian/Asian American
- Jewish
- Atheist
- Jewish (as a religious affiliation)
- Bisexual
- Gay
- Lesbian

Invited someone to their homes who is:

- Biracial
- Hispanic/Latina(o)
- Asian/Asian American
- Jewish
- Jewish (as a religious affiliation)
- Lesbian
- Heterosexual

Finally, participants reported a decrease the percentage of negative comments made about all but three of the listed identity groups from the pre- to post-surveys.

Appendix A.

Knowledge and Awareness of Racism Pre-Survey Statements

	Pre-survey mean
I have a basic understanding of the history of different racial/ethnic groups in the U.S.	3.2
I have a basic understanding of white privilege (the benefits/better treatment white people receive over people from other racial/ethnic groups).	3.1
I have a basic understanding of heterosexual privilege (the benefits heterosexual people receive over people with other sexual orientations).	3.1

N=25

Knowledge and Awareness of Racism Post-Survey Statements

	Post-survey mean
I have a basic understanding of the history of oppression of different racial/ethnic groups in the U.S.	3.3
I have a basic understanding of white privilege (the benefits/better treatment white people receive because of their skin color).	3.7
I have a basic understanding of heterosexual privilege (the benefits heterosexual people receive because of their sexual orientation).	3.6

N=25

As shown above, the wording of three survey items on the *Knowledge and Awareness of Racism* tables were changed from the time of the pre-survey to the time of the post-survey, which makes the data unable to be directly compared.

Appendix B.

Knowledge and Awareness of Racism by Race/Ethnicity

	White Participants		Participants of Color	
	Pre	Post	Pre	Post
Institutions in the U. S. (like educational system and government) do not always deal fairly with people who are “different” in some way (e.g., people from different racial/ethnic groups, homosexuals, people from different religious backgrounds, etc.)	3.6	3.9	3.3	3.5
There are some forms of discrimination and prejudice that are legal in the U.S.	3.4	3.5	3.1	3.4
I am aware of stereotypes and biases that I have regarding people who are different from me.	3.3	3.7	3.4	3.1
I have a basic knowledge of internalized racism.	2.8	3.6*	3.1	3.9**
I have a basic knowledge of internalized homophobia.	2.8	3.7*	2.8	3.8**
I have a basic knowledge of internalized sexism.	2.8	3.7*	3.0	3.9*
I have a basic understanding of the history of the women’s movement in the U.S.	3.0	3.3	3.2	3.1
I have a basic understanding of classism (classism is bias/prejudice against people because of how much they have).	3.1	3.5	3.2	3.6
I am aware of how I deal with conflicts and have good strategies for working through conflict with others.	3.0	3.3	3.1	3.3
Sometimes I am afraid to disagree with people with of other racial/ethnic backgrounds for fear of being called prejudiced or racist.	2.2	2.9	2.7	3.2
I am not sure what labels to use in referring to people with sexual orientations different than mine.	2.4	1.8*	2.0	1.6
I have a basic understanding of male privilege (the benefits male receive because of their gender).	3.2	3.8*	3.1	3.7
As a young person, I should be involved in addressing problems like racism, sexism, classism, and heterosexism.	3.8	3.7	3.7	3.9*
Nothing I can do will change how people are treated.	1.4	1.3	1.5	1.1*

N=25

*Difference is statistically significant ($p < .05$)

**Difference is statistically significant ($p < .01$)

Appendix C.

Impact of Actions Upon Others by Race/Ethnicity

	White Participants		Participants of Color	
	Pre	Post	Pre	Post
Sometimes I am afraid to disagree with people of other racial/ethnic backgrounds for fear of being called prejudiced or racist.	2.2	2.9	2.7	3.2
I am not sure what labels to use in referring to people with sexual orientations different than mine.	2.6	3.3*	3.0	3.4
Nothing I can do will change how people are treated.	3.6	3.8	3.5	3.9*

N=25

**Difference is statistically significant ($p < .05$)*

Appendix D.

Perceptions of Common Stereotypes Pre-Survey Statement

	Pre-survey mean
Asians really suffer from discrimination.	2.7

N=25

Perceptions of Common Stereotypes Post-Survey Statement

	Post-survey mean
Asians suffer from discrimination.	3.4

N=25

As shown above, the wording of one survey item on the *Perceptions of Common Stereotypes* table was changed from the time of the pre-survey to the time of the post-survey, which makes the data unable to be directly compared.

Appendix E.

Perceptions of Common Stereotypes by Race/Ethnicity

	White Participants		Participants of Color	
	Pre	Post	Pre	Post
Most Latinos don't try to learn English and are slow to fit in with the larger culture.	3.6	3.8	3.3	3.8*
Women should not appear smarter than the men they are dating.	3.9	3.9	3.9	3.8
Race relations have not improved because of racist white people.	3.0	2.9	3.0	2.8
Homosexuals are more likely to molest children than heterosexuals.	3.9	3.8	3.7	3.6
People with a lot of money have more rights and privileges than other people because they've earned them.	3.5	3.6	2.7	3.5*

N=25

**Difference is statistically significant ($p < .05$)*

Appendix F.

Action's and Behavior's Related to Overcoming Bias by Race/Ethnicity

Percentage of participants who responded "True"	White Participants		Participants of Color	
	Pre	Post	Pre	Post
I confront/interrupt racist remarks made by others.	80%	100%	93%	100%
I confront/interrupt sexist remarks made by others.	70%	90%	60%	100%
I confront/interrupt homophobic remarks made by others.	50%	100%	53%	67%
There are things teenagers can do to help stop racism.	80%	90%	93%	93%
There are things teenagers can do to help stop sexism.	90%	90%	93%	100%
There are things teenagers can do to help stop heterosexism and homophobia.	80%	90%	73%	100%
There are things teenagers can do to help stop classism.	70%	90%	80%	93%
I find it hard to talk about things like racism and sexism in front of a group.	40%	20%	20%	--
If I have something to say, I usually say it.	30%	60%	87%	93%

N=25

Appendix G.

Activities Supporting Inclusion by Race/Ethnicity

<i>Percentage of participants who answered "Many times"</i>	White Participants		Participants of Color	
	Pre	Post	Pre	Post
Learned about the history of gay rights in the U.S. by reading books, attending events, etc.	30%	50%	7%	7%
Read a book about a religion or religious practice different from yours	50%	--	20%	33%
Read newspapers or magazines written/published by different identity communities*	50%	20%	33%	53%
Attended an educational program to learn more about different identity groups*	10%	30%	20%	33%
Thought seriously about your own biases and stereotypes	70%	90%	50%	73%
Done volunteer work for an organization that fights bias, bigotry and oppression	20%	30%	13%	20%
Participated in an activity that encouraged dialogue among people of different races	20%	40%	60%	73%
Participated in an activity that encouraged dialogue and interaction among people of different ages or generations	--	30%	47%	36%
Joined a committee or club that fights bias, bigotry and oppression	50%	60%	47%	40%
Interrupted a joke that demeaned any group of people	40%	90%	47%	80%
Wrote to TV, radio stations or newspapers when you observed stereotypes in programs, articles, or advertising	--	--	--	--
Attended any type of meeting and voiced your opinion about creating a diverse and inclusive environment	30%	60%	27%	33%
Introduced yourself to someone who is different from you*	70%	80%	67%	73%
Initiated a discussion with friends or family members about bias, bigotry and oppression	40%	80%	47%	73%
Challenged the biases and stereotypes of family and friends	50%	90%	53%	73%

N=25

*In terms of race, sexual orientation, class, age, ability, religion, etc.

Appendix H.

Activities Supporting Inclusion Pre-Survey Statements

<i>Percentage of participants who responded “Many Times”</i>	Pre-survey
Read a book by an author that you know to be gay, lesbian, bisexual or transgender	17%
Attended a cultural event (art, dance, music, theatre, film) created by and about cultures different from your own	44%
Confronted a racist remark made by a family member, a friend or a fellow student	52%
Encouraged your school or other organization to assess how inclusive the school or organization is	32%

N=25

Activities Supporting Inclusion Post-Survey Statements

<i>Percentage of participants who responded “Many Times”</i>	Post-survey
Read a book by an author that you know to be gay, lesbian, bisexual or transgender	16%
Attended a cultural event (art, dance, music, theatre, film) created by and about cultures different from your own	40%
Confronted a racist remark made by a family member, a friend or a fellow student	88%
Encouraged your school or other organization to assess how inclusive the school or organization is	60%

N=25

As shown above, the wording of four survey items on the *Activities Supporting Inclusion* tables were changed from the time of the pre-survey to the time of the post-survey, which makes the data unable to be directly compared.

Appendix I.

Concrete Actions to Overcoming Bias

<i>In the last three months, I have eaten lunch with someone who is: (check all that apply)</i>	Pre-Survey	Post-Survey	% change
Race/Ethnicity			
American Indian/Native American	24%	28%	+4%
Middle Easterner	24%	36%	+12%
Pacific Islander	28%	24%	-4%
South Asian	36%	32%	-4%
Biracial	52%	76%	+24%
Hispanic/Latina(o)	56%	68%	+12%
Asian/Asian American	72%	72%	--
Jewish	72%	84%	+12%
White/European American	96%	100%	+4%
Black/African American	96%	96%	--
Religious Affiliation			
Agnostic	28%	28%	--
Muslim	40%	40%	--
Atheist	52%	48%	-4%
Jewish (as a religion)	76%	80%	+4%
Christian	100%	100%	--
Sexual Orientation			
Transgender	12%	8%	-4%
Bisexual	32%	60%	+28%
Lesbian	40%	44%	+4%
Gay	44%	68%	+24%
Heterosexual	84%	92%	+8%
Not listed	8%	--	-8%

N=25

Appendix I. Cont'

Concrete Actions to Overcoming Bias

<i>In the last three months, I have gone to the movies, to parties, to the mall, or to sports activities with someone who is: (check all that apply)</i>	Pre-Survey	Post-Survey	% change
Race/Ethnicity			
South Asian	12%	28%	+16%
Middle Easterner	12%	20%	+8%
Pacific Islander	24%	16%	-8%
American Indian/Native American	24%	24%	--
Asian/Asian American	32%	52%	+20%
Hispanic/Latina(o)	36%	52%	+16%
Jewish	44%	60%	+16%
Biracial	44%	56%	+12%
White/European American	80%	76%	-4%
Black/African American	92%	92%	--
Religious Affiliation			
Agnostic	24%	28%	+4%
Muslim	24%	20%	-4%
Atheist	40%	52%	+12%
Jewish	40%	56%	+16%
Christian	92%	96%	+4%
Sexual Orientation			
Transgender	12%	12%	--
Bisexual	24%	52%	+28%
Lesbian	28%	48%	+20%
Gay	32%	64%	+32%
Heterosexual	80%	88%	+8%
Not listed	4%	--	-4%

N=25

Appendix I. Cont'

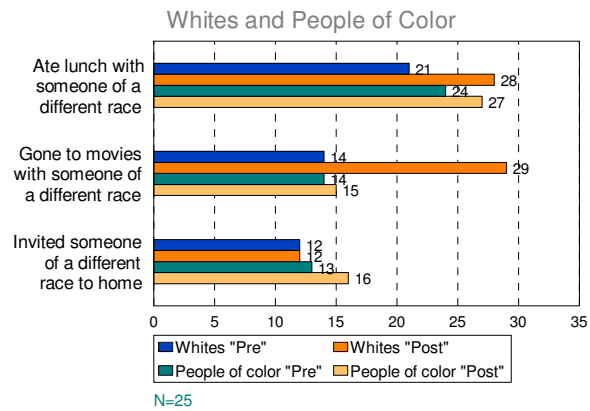
Concrete Actions to Overcoming Bias

<i>In the last three months, I have invited someone to my home who is: (check all that apply)</i>	Pre-Survey	Post-Survey	% change
Race/Ethnicity			
African	4%	--	-4%
American Indian/Native American	8%	16%	+8%
Middle Easterner	16%	20%	+4%
South Asian	20%	24%	+4%
Pacific Islander	20%	16%	-4%
Asian/Asian American	24%	48%	+24%
Hispanic/Latina(o)	28%	52%	+24%
Biracial	32%	52%	+20%
Jewish	40%	60%	+20%
White/European American	80%	76%	-4%
Black/African American	84%	88%	+4%
Religious Affiliation			
Agnostic	24%	28%	+4%
Muslim	24%	28%	+4%
Atheist	36%	44%	+8%
Jewish (as a religion)	40%	56%	+16%
Christian	84%	92%	+8%
Sexual Orientation			
Transgender	8%	8%	--
Bisexual	24%	32%	+8%
Lesbian	28%	40%	+12%
Gay	40%	48%	+8%
Heterosexual	72%	84%	+12%
Not listed	4%	--	-4%

N=25

Appendix J.

Comparison of Incidents



Appendix K.

Actions That Do Not Support Inclusion

<i>In the last three months, I have made a negative comment about people who are: (check all that apply)</i>	Pre-Survey	Post-Survey	% change
Race/Ethnicity			
Hispanic/Latina(o)	4%	8%	+4%
Asian/Asian American	8%	4%	-4%
South Asian	12%	8%	-4%
Middle Easterner	12%	12%	--
White/European American	56%	48%	-8%
Jewish	12%	8%	-4%
Black/African American	24%	28%	+4%
Religious Affiliation			
Agnostic	8%	4%	-4%
Atheist	12%	4%	-8%
Muslim	12%	8%	-4%
Christian	28%	32%	+4%
Jewish (as a religion)	16%	12%	-4%
Sexual Orientation			
Transgender	16%	12%	-4%
Bisexual	32%	16%	-16%
Lesbian	32%	24%	-8%
Gay	48%	28%	-20%
Heterosexual	28%	16%	-12%
Not listed	--	4%	+4%
<i>In the last three months, I have been uncomfortable around people who are: (check all that apply)</i>	Pre-Survey	Post-Survey	% change
Race/Ethnicity			
Middle Easterner	4%	12%	+8%
South Asian	4%	8%	+4%
Asian/Asian American	8%	8%	--
Black/African American	12%	20%	+8%
White/European American	16%	20%	+4%
Religious Affiliation			
Muslim	4%	4%	--
Agnostic	8%	--	-8%
Atheist	12%	4%	-8%
Christian	16%	16%	--
Sexual Orientation			
Transgender	8%	8%	--
Bisexual	8%	4%	-4%
Gay	20%	8%	-12%
Lesbian	24%	24%	--
Heterosexual	16%	12%	-4%
Not listed	--	4%	+4%

N=25

Appendix L.

Comparison of Incidents

