



SUBMISSION FORM

All submission forms must include the following information. Separate submission forms must be turned in for each eligible program. **Deadline: July 1, 2024.** Please include this submission form with the electronic entry. If you do not receive an email confirming receipt of your entry within 3 days of submission, please contact [Gage Harter](#).

PROGRAM INFORMATION

County: County of Henrico

Program Title: Teen Summit RVA

Program Category: Regional Collaboration

CONTACT INFORMATION

Name: Victoria Davis

Title: Public Relations Specialist

Department: Public Relations

Telephone: 804-501-4933 Website: www.henrico.gov

Email: dav127@henrico.gov

SIGNATURE OF COUNTY ADMINISTRATOR OR DEPUTY/ASSISTANT COUNTY ADMINISTRATOR

Name: Monica Smith-Callahan

Title: Deputy County Manager for Community Affairs

Signature: *M. Callahan*

Program Overview

Teen Summit RVA is the first of its kind annual leadership summit designed by teens for teens. Teen Summit RVA was created to amplify youth voices against violence and to address wellness and wellbeing. Students exchange ideas on leadership pathways for positive change in the Richmond region. The inaugural event took place on Saturday, March 23, 2023, at the Greater Richmond Convention Center. A diverse group of 298 high school students from the Richmond region engaged in interactive experiences addressing various topics students selected – from arts and entertainment to gun violence and safety to drugs, mental health, and culture to equity within their school district and community. Students had the opportunity to share their lived experiences with experts during thought-provoking conversations. Teens also explored careers and summer job opportunities at the InspireYouth@Work Career and Resource Fair. The event provided a model for an annual series of youth meetings to lift teen voices as they elevate issues concerning their generation. Teen Summit RVA is a collaboration between Henrico County, Chesterfield County, and the City of Richmond with sponsorship from the Capital Region Workforce Partnership and the Community Foundation for a greater Richmond.

Problem/Challenge/Situation Faced by Locality

In December 2021, Henrico's County Manager and Superintendent of Schools announced the formation of a youth violence prevention workgroup in response to an increase in violent crimes being committed by youth. Henrico had six students die by gun violence since the start of the COVID-19 pandemic. Henrico County Public Schools were reporting a significant increase in suicides and suicide assessments, student suspensions for fighting, other violent incidents, and guns and other harmful weapons located were being found in schools. The Henrico Juvenile Detention Center was at capacity. Henrico Area Mental Health and Developmental Services saw a 30% increase in youth under 18 coming into "Same Day Access" for services. Additionally, the

local CSB sighted an increase in youth with one or more depressive episodes or substance use disorder who lacked mental health services nor whose private insurance didn't cover mental health. The City of Richmond and Chesterfield County were seeing similar disturbing trends in their schools and communities, so the invitation was extended to those neighboring localities to join the effort to bring together youth voices. The event took place at the Greater Richmond Convention Center, bringing students from all over the region into downtown Richmond and into a venue that many had never experienced before. The forum allowed students to voice their opinions on how government, schools, community, and family could better support them in their wellness and wellbeing.

How Program Fulfilled Awards Criteria

Teen Summit RVA is an innovation solution to engage teens in the Richmond region in an effort to hear their voices and to create a meaningful experience that would empower them to be the change that they want to see in their school and community. The forum is innovative because three neighboring governments and school divisions in partnership with community-based youth serving organizations, the faith community, parents, the business and foundation community collaborated in support of our youth. Teen Summit RVA is a model that can be replicated in any locality that serves youth.

How Program Was Carried Out

Henrico's Deputy County Manager for Community Affairs and convener of the Youth Violence Prevention Community Subcommittee created the concept for Teen Summit RVA, drawing inspiration from the Black Entertainment Television (BET) Network's Teen Summit. BET's Teen Summit was an hour-long program devoted to addressing issues faced by African American teens airing from the early 1990s to 2002. The tagline for the BET Teen Summit was, "For Teens, by

Teens”. Recognizing that regional counterparts were reckoning with similar issues of teen violence, Henrico’s Deputy County Manager for Community Affairs took the concept for Teen Summit RVA to neighboring counterparts in the County of Chesterfield and the City of Richmond to ask if there was political will to partner on the Teen Summit and extend the forum beyond Henrico to include high school students from their school districts. The other localities agreed that the forum was necessary, and all regional high school students could benefit from participating in the event.

Planning for the inaugural Teen Summit RVA began in July 2022. Planning committees comprised people from each of the local governments, school districts, youth servicing community organizations, faith partners, and others who expressed an interest in participating in the event. Seven committees were formed: Budget/Sponsorship, Marketing; IT/Data; Logistics; Vendor/Exhibitors; Programs/Activities; and Steering Committee.

The Steering Committee set five main priorities for the event:

- Youth Led – Through the collection of survey data and focus group/small group discussions with high school students in each locality, youth would set the agenda for the event.
- Capture Youth Voices - The event would center around capturing youth voices. We talk about youth, we talk around youth, but we weren’t talking to youth. Teen Summit RVA would enable us to hear directly from teens. Quality over quantity was the goal. The event would cap at 600 students to allow for student voices to be heard.
- Sponsor/Foundation Supported – The event would be paid for through sponsorships, foundations, and corporate donations as well as in-kind contributions.
- Workforce Development Component – Working with the Capital Region Workforce Partnership (CRWP), the InspireYouth@Work Regional Opportunity Fair would expose students

to summer job opportunities, education pathways to careers, career exploration, and community based mental health resources. As a regional agency, CRWP focuses on workforce development for teens and young adults. Henrico serves as the fiscal agent for the regional entity.

- FUN! – The event would allow students to simply be! There would be facilitated discussions, there would be learning opportunities, but there would be interactive and engaging experiences that students would enjoy.

In an effort to ensure student voice in the planning process, the Steering Committee agreed that a region-wide survey would be the best way to learn from students about what they would like to experience in a Teen Summit. The committee created an introductory survey that would be translated into multiple languages and linked through QR codes that would be pushed out to high school students in each of the regional school divisions. During the months of August and September 2022, committee members staffed tables during student lunch times and attended sporting events and practices to encourage student participation in the survey. The initial survey had 1,469 student responses. The survey asked basic questions:

First, Last Name	Age
Ethnicity (the dropdown listed all the various options to include other)	Gender (the dropdown listed all the various options to include other)
School Division	If you could change anything to impact young people in our community, what would it be?
If you were going to a Teen Summit/Conference, what would it be like?	When would you be willing to attend a Teen Summit? (weekday, weekend)
What celebrity inspires you?	What do you like to do for fun?

The next survey asked students to select between three options for the event logo. 729 students responded to that survey with a unanimous vote for the current event logo.

Committee members conducted 27 focus/small group discussions with students to generate awareness for the event as well as to garner feedback from students about what they would like to experience at the event. Data from surveys and group discussions were synthesized to inform session topics, activities/entertainment, food, and prizes/give-a-ways.

The planning committees met monthly, while the Steering Committee met bi-weekly from August 2022 to March 2023. The Steering Committee hired All About Presentations, a SWaM certified event management company, to assist with the planning and logistics to keep us on track in the final months of planning leading to the event.

Teen Summit RVA took place on Saturday, March 18, 2023, at the Greater Richmond Convention Center from 9:00 a.m. to 4:00 p.m. Over 600 students registered for the inaugural event representing the City of Richmond Public Schools, Chesterfield and Henrico Counties Public Schools in addition to regional specialty high schools – Code RVA, Cristo Rey, and Maggie Walker Governor’s School – and several private schools in the region.

The day consisted of an opening session with an interactive, energetic host and DJ. Most students arrived on school buses with transportation provided by each participating school division. Others were dropped off or driven to the event. Of 15 options, students selected three breakout sessions that interested them. The 15 sessions were repeated three times, allowing students to select one session in the morning and two sessions after lunch. Students could participate in Capturing Our Voices Experiences throughout the day. These experiences consisted of photo booths, podcast booths, an art installation, and a calm room where they could practice meditation or simply decompress if discussions triggered strong feelings or emotions. Mental health professionals from Henrico Area Mental Health and Developmental Services were present in each breakout session

to support students should they need additional support. During the 1.5 hours allotted for lunch, students were separated into groups: A group and B group, where group A received their lunch and group B went to the InspireYouth@Work Regional Opportunity Fair to explore jobs and community-based resources. Groups then switched. There were numerous prizes and give-aways available for students. Thanks to the in-kind support of Kings Dominion, 50 students walked away with two tickets to the theme park. Others received \$25 gift cards. Every student received a Teen Summit RVA t-shirt and a “swag bag” full of Teen Summit RVA branded items.

Financing and Staffing

One of the priorities for the event was to solicit sponsorships and donations to cover event expenses. The three government localities agreed to cover any remaining balances not covered by sponsorship dollars. The three school divisions covered the cost of transportation to transport their students from various hub schools in the division to the Greater Richmond Convention Center.

There were two presenting sponsors, The Community Foundation for a greater Richmond and the Capital Area Workforce Partnership (CRWP), with funding and in-kind support from 20 other contributing partners. CRWP covered \$19,426.65 in expenses, covering printing costs for the event and providing partial payments for food, audiovisual, and photo booth experiences.

The Budget/Sponsorship Committee raised a total of \$77,766.66 from business, corporate, and foundation sponsors; combined with the remaining CRWP committed funding of \$24,833.34, the total revenue was \$102,600.00. With total event expenditures of \$125,349.99. A remaining balance of \$22,749.99 which was divided between the three presenting localities who contributed \$7,583.33 each.

Revenue	Expenses	Locality Payment
\$77,766.66	\$125,349.99	\$22,749.99/3 = \$7583.33
\$24,833.34	\$102,600.00	
\$102,600.00	- \$22,749.99	

The event was staffed by volunteers from each of the local school divisions, parents, community leaders, and county and city staff.

Program Results

Surveys were used to capture event data. Working with Virginia Commonwealth University's Metropolitan Educational Research Consortium (MERC), data was collected from 150 students who completed the event survey, which measured quantifiable improvements in student mental health before and after the 2023 Teen Summit RVA.

MERC used three sources of data that provided evidence for answering the evaluation questions, two of which were collected by the research team (primary data) and one was provided by volunteers during the event (secondary data).

Event Survey (Primary)

MERC researchers developed a retrospective pre-post survey that provided evidence from the perspective of students to answer the evaluation questions. Students took the survey at the end of the day and all questions asked students how they felt about areas and constructs of interest before and after participating in the event (retrospective pre-post).

Experience Exit Surveys (Primary)

MERC researchers developed a brief survey to be completed by students at the end of each of the 15 sessions throughout the event. Students completed the survey using a single link at the end of each experience, with responses categorized by event through a drop-down item at the beginning of the survey. MERC researchers utilized the quantitative response data to reflect on the strengths and opportunities for improving the TSRVA event in future years.

Experience Observations (Secondary)

MERC researchers provided a template using Google Docs for volunteers to provide free narrative responses aligned with evaluation questions based on what they observe in each experience. Once the documents were completed by volunteer observers, MERC researchers conducted a thematic analysis of the responses to help answer evaluation questions. Students perceived that Teen Summit RVA as having significantly impacted them across all focus areas at the event. They perceived the most impactful areas as mental health, safety, establishing connections with trusted adults, and creativity and self-expression.

Overall, students reported significant growth in questions related to mental health relative to their participation in TSRVA. Student responses to questions about their awareness of their own mental health and the mental health of others showed the greatest growth of all the topics measured in the event survey. This indicates students found the information the summit provided about self-awareness of mental health needs, coping skills, utilizing school mental health resources, and resiliency greatly impactful. Students from Richmond Public Schools, students in the 11th grade, female-identifying students, and students with racial identities other than Black or White perceived the most impact related to mental health, although there was growth across all groups. The overall perceived growth related to mental health from before to after the Teen Summit was significant at the $p < .001$ level according to dependent samples t-test analyses. The

following figure depicts overall perceived growth in items related to understanding personal mental health.

The real impact of Teen Summit RVA 2023 is evident in energy and excitement for the 2024 Teen Summit RVA. The 2nd annual event which took place on February 18, 2024, reached capacity two weeks prior to the event with double the number of students who attended the 2023 event.

Brief Summary

Teen Summit RVA is a youth led and youth inspired event intended to bring together diverse teens from throughout the region to not only have their voices be heard on issues and topics that are important to them but to allow them to have fun! The sponsors who financed the event, the vendors who participate in the InspireYouth@Work workforce development vendor fair, the facilitators and volunteers who support this event are evidence of its importance and its impact on area youth. The most significant measure of the event's impact is the excitement of the teens who participated in the inaugural event who are emailing and asking to be a part of next year's event.

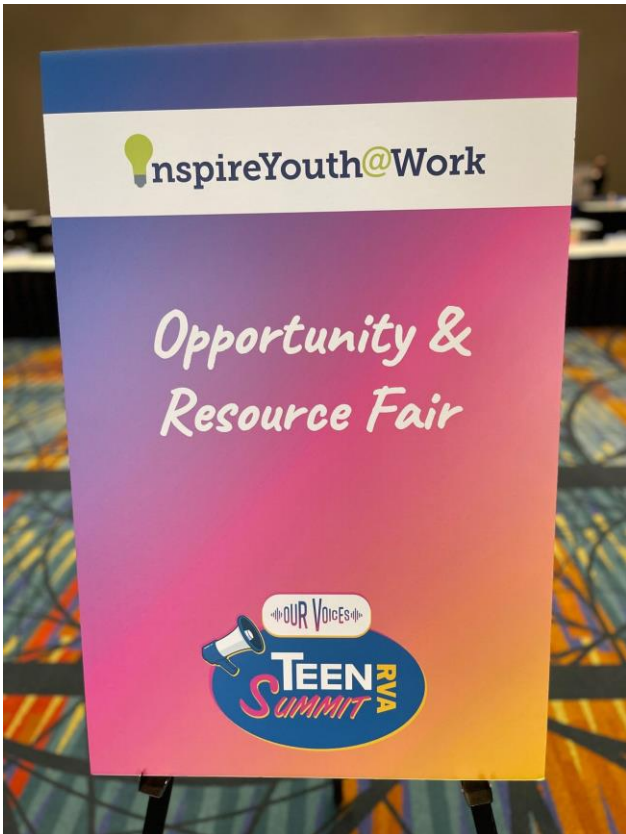
Teen Summit RVA

Supplemental Material













TEEN SUMMIT RVA

OUR VOICES



OUR VOICES



2023
TEEN SUMMIT
RVA

AGENDA

8:45 a.m. - 9:45 a.m. | Breakfast

Dining: Ballroom B21 AB

9:45 a.m. - 10:30 a.m. | Welcome

Micah "Bam-Bamm" White - Keynote Speaker
Grand Ballroom - B21 AB

10:30 a.m. - 10:45 a.m. | Capturing Our Voices Experiences

10:45 a.m. - 11:30 a.m. | Experiences, Session 1

(See Room Assignment & Experience Listing)

11:30 a.m. - 12:10 p.m.

Group A - Ballroom B21 AB: Lunch and Capturing Our Voices Experiences

Group B - Ballroom B21 C: Inspire Youth @Work Regional Summer Opportunities Fair

12:15 p.m. - 12:55 p.m.

Group A - Ballroom B21 C: Inspire Youth @Work Regional Summer Opportunities Fair

Group B - Ballroom B21 AB: Lunch and Capturing Our Voices Experiences

1:00 p.m. - 1:45 p.m. | Experiences, Session 2

(See Room Assignment & Experience Listing)

1:45 p.m. - 2:00 p.m. | Capturing Our Voices Experiences

2:00 p.m. - 2:45 p.m. | Experiences, Session 3

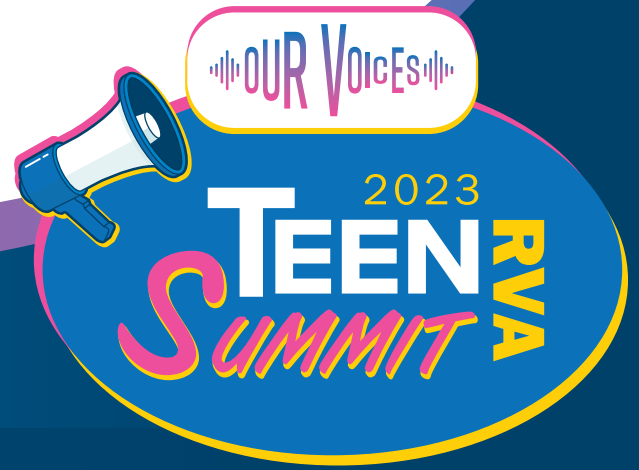
(See Room Assignment & Experience Listing)

2:45 p.m. - 3:00 p.m. | Capturing Our Voices Experiences

3:00 p.m. - 4:00 p.m. | Closing Session and Keynote

Micah "Bam-Bamm" White - Keynote Speaker
Grand Ballroom - B21 AB

EXPERIENCES



KEYNOTE SPEAKER

Micah "Bam-Bamm" White

Daryll Squires - DJ DNS

Grand Ballroom B21 B&C

ART AND IMPACT & ART EXHIBITION

Matt Lively, Hamilton Glass

Room B15bc

Mending Walls is a public art project that brings together public artists from different cultures and backgrounds to create murals that address where we are now in society and how we can move forward through understanding and collaboration. Mending Walls pairs up artists of different backgrounds to create unique connections and give them an opportunity to tell their stories collaboratively in an effort to express healing through connection. This session will explore bringing about healing through public art.

BIG DREAM/ROAD MAP TO LIFE

Mike Robinson, Doug Chatman, Kelli Well, Ken Oxendine

Room E22a

This session will facilitate a panel discussion with Pro Athletes as they share insight into their lives and challenges. This session will look to take the student into what helped these athletes beat the odds and become part of the small percentage. Q&A What are your dreams? What fears are surrounding your dreams? What are the steps to achieve those dreams? How do you enjoy the journey, the process, and the ups and downs?

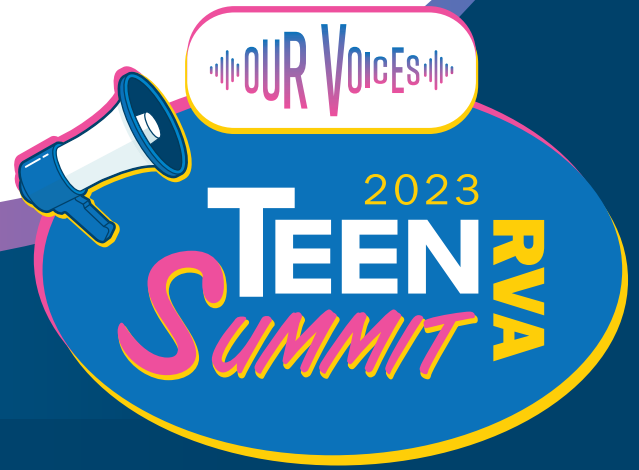
CAREER, JOBS, OR WORK: What gets your AIDA (Attention, Interest, Desire Action)

Lerone Joseph

Room B14

Are you tired of answering the questions, "What do you want to do next?", "What are your career plans?", or "Where do you see yourself in 5 years?" Well this session will NOT ask you that. Instead, it will focus on what you want employers to know about this generation. We will build a list of what gets your attention, draws your interest, meets your desires, and make you take action in your careers, jobs, and work!

EXPERIENCES



CHANGING THE WORLD

Sydney Edwards, (3) Students
Room E24b

This panel session will explore how students can be involved and make an impact in their community through community service, service learning initiatives, and other programs. Students will be asked the following questions: What does changing the world look like to you? What activities are you currently involved in that you feel are impactful? What would you like to be involved in that you currently are not? what do you need from adults to have you make and impact?

COMING TO “AMERICA”: Understanding the experience of new comers to the United States

Kate Ayers, Elvira De la Cruz, Veronica Reid, Juan Santacoloma
Room B17

This session will include a combination of interaction/engagement, information sharing, and conversation. The key learning outcomes will be building empathy for those immigrating to the US, making the connection between what is happening globally to what is happening locally, sharing information about the process of resettlement, and providing a call to action for how youth can get involved.

CONFLICT RESOLUTION

Bob Garity
Room B13

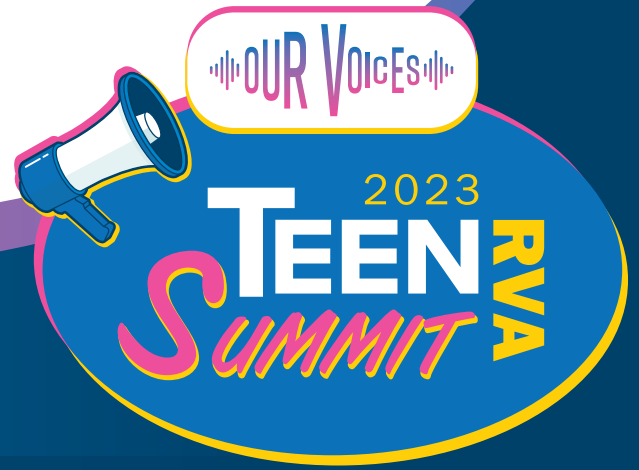
This session will ask students about their experiences of de-escalating situations and restorative practices in school, at home, and in their community. The student will be given tools to use to face challenging conversations and situations.

EXPLORING RACE AND RELATIONAL AGGRESSION

Alejandro Prince
Room B19

Beginning with the roots of prejudice and relational aggression, this interactive presentation demonstrates behavioral progression from thoughts, to words, to actions. Using audience participation and real-life examples, this workshop on Race and Relational Aggression asks participants to consider the ways in which racial prejudice stands in the way of creating inclusive communities.

EXPERIENCES



INSPIREYOUTH@WORK REGIONAL SUMMER OPPORTUNITY & RESOURCE FAIR

Krishawn Moore
Grand Ballroom B21A

Wellness, Employment, Volunteering, Recreation, Sports, Entertainment, Education and Training.

KEEPING YOUR SCHOOL SAFE: WHAT'S BEING DONE AND WHERE CAN WE IMPROVE

Brad Stang
Room B12

The session will provide an overview of how the state assists schools with their safety efforts. The session will also provide an interactive student Q and A session (utilizing Mentimeter) sharing their perceptions of school safety and enlist students to share how they believe school safety can be improved in our region.

LGBTQIA+ ADVOCACY

Patrick Held, James Millner, Drew Newton, Julia Marshel, Samm Wilkenson
Room E23a

This panel session will include an open discussion along with time for a brief Q & A about supporting and allyship of members of or friends of the LGBTQIA+ community. Participants will learn about safe spaces in schools, ways to become an ally or advocate, and how to find local and national resources.

MENTAL HEALTH MATTERS

Rebecca Lint
Room B11

The prevalence of mental health concerns has risen globally since the beginning of the COVID-19 pandemic, increasing the likelihood of knowing someone who is experiencing symptoms of anxiety, depression, self-harm, or thoughts of suicide. In this educational and interactive workshop, teens will learn about common mental health concerns that affect young people, actions steps to help support a friend, and the importance of self-care.

EXPERIENCES

OUR VOICES



2023
TEEN
SUMMIT RVA

PHOTOGRAPHY TO LIFE

Terell Artis, Courtney Jones
Room B15a

In this session, students will explore how to use photography as a form of self-care and how to connect with others through photography. With the right mindset and a little encouragement, anyone can start using a camera — be it a smartphone, Instax, or high-end DSLR — to tap into the wellness benefits of creativity. Once you get the hang of taking intentional photos, you can go deeper with photography as a tool for self-exploration and expression. This session will include images of photography that evokes emotion, youth encouragement, an interactive activity, and a Q&A session.

REACH IN, REACH OUT: CONNECT TO PROTECT

Keith Cartwright, Marrin Scalone
Room B16

This session will tell the story of human connection, from the dual perspective of lived experience and neuroscience. After a 15 minute presentation, we will breakout for an interactive, 30 minute group activity centered on reaching into our own resilience, and reaching out to connecting with our peers.

SUBSTANCE ABUSE: ENDING THE STIGMA

Jill Chichowicz, Chelsea Curtis, Libbie Roberts
Room B18

This session will kick off with a slideshow of Scott Zebrowski's background and what led to his addiction, educate the teens about drug use/dangers of Fentanyl, followed by interactive activity followed by Q+A and resources available discussion.

TELLING MY STORY

Zenobia Bey
Room B10

This session will include the events of the life of Zenobia Bey in hopes to inspire, empower and provide an example to teens that they can accomplish whatever they put their minds to. The session will remind them that they do not have to be a product of their environment despite experiencing patterns of violence and impacts of living in the City of Richmond in the '80s and 90's when it was the #Number Capital in the Nation. It will allow them to learn how to turn their pain into power and the importance of knowing how to tap into their higher self to be the best human they can be.

EXPERIENCES



||| THE CULTURE

Kelli Lemon, (3) Students
Room E24a

This panel session will explore youth perspectives on social media, music, movies, and gaming and how it is affecting themselves and their peers. Students will be asked the following questions: What do you watch/ consume? How do these things affect the culture? How does it influence your generation? How can adults better support you? What is your personal culture/ what types of things do you subscribe to/ what content speaks to you? What activities are you involved in at home, in the community, or at school?

||| CALM ROOM

Room B20

Mindfully Safe Space

||| OPEN EXPERIENCES: CAPTURING OUR VOICES

Options include: Podcast, Art Installation and Ideas for the Future.

Explore these open Experiences during transition times throughout the day.



TEEN SUMMIT RVA FAQ

What is Teen Summit RVA? A high school leadership summit allowing students to have their voices heard through diverse experiences on topics ranging from gun safety and violence, mental health and wellness, equity and gender identity.

Who will participate? A diverse group of 600 high school students from The City of Richmond, Chesterfield, and Henrico school districts.

How will students be selected? An equal number of high school students will be selected from each school district. The selection process will be unique for the city and counties.

Why have a Teen Summit? To amplify students' voices against violence and to address mental health and other social challenges. To allow students to network across districts. Reduce violence victimization and reduce the underlying causes. Students will have the occasion to exchange ideas on leadership and change in RVA.

What will happen at Teen Summit RVA? Students will select three interactive, engaging experiences matching their interests. The experiences are based on topics students identified, via a survey conducted at the start of the school year. Students will also be able to explore vendors and exhibitors dedicated to the future workforce and educational development as well as other opportunities for volunteerism and engagement in their respective communities.

What are some of the topics to be covered? Mental Health, Culture (personal and social), the Definition and Nature of Violence, Gun Violence in School and Community, Speak Your Truth, Arts and its Social Impact, Music Therapy as a Tool for Healing, Where to Find Healthy Personal and Community support, Mental and Personal Healing and much more.

Who will lead the EXPERIENCES? Experienced professionals in their fields will navigate student interactions to maximize effective exchanges of ideas and potential future actions.

What are some goals and outcomes? To expand students' regional network, and social and networking relationships; return to their communities as ambassadors for change. They will expand their personal and community insights and opportunities to address and work on corrective solutions to social issues in their community while improving their environment. An inaugural event for ongoing gatherings to lift youth voices in addressing serious, sometimes life-threatening, issues teens and their communities face.

Is food provided? Yes. Breakfast, lunch and snacks throughout the day.

Will there be security? Yes.

Will there be transportation? Chesterfield, Henrico, and Richmond School districts will provide transportation.

Can participants drive their personal cars to the event at the Richmond Convention Center? Each jurisdiction will provide transportation for participating students. More information on transportation will be provided once registered.

Sponsored by



Presented by



CAPITAL REGION



TEEN SUMMIT RVA

OUR VOICES



**FREE
EVENT**

Students from Chesterfield,
Henrico and Richmond
will be invited

Hosted by Micah "Bam-Bamm" White

March 18, 2023

9:30 a.m. - 4:30 p.m.

**Richmond Convention Center
403 N 3rd St, Richmond, VA 23219**

*Transportation provided by each school district.
Breakfast and lunch are provided.*

TEEN SUMMIT RVA

is the first of its kind leadership summit designed by and for teens to amplify their voices about the topics that matter to them. Teens will exchange ideas to bring about positive change in the Richmond region.

TEEN SUMMIT RVA

is an opportunity for youth ages 14-19 from Chesterfield, Henrico, and Richmond to engage in interactive **EXPERIENCES** that address social issues that are impacting youth today - mixed with the arts and entertainment. These **EXPERIENCES** range from thought provoking conversations led by experts in their field to art and spoken word as a means of expression. In addition, teens will explore summer job opportunities in the InspireYouth@Work Career and Resource Fair. There is something for everyone at **TEEN SUMMIT RVA!**

SOME OF THE TOPICS INCLUDE:

- Keeping Schools Safe
- LGBTQIA + Advocacy
- The Culture
- Art and Impact
- Mental Health Matters
- Big Dreams/Road Map to Life
- Wellness and much more



TO ALL WHO MADE TEEN SUMMIT RVA 2023 A SUCCESS

THANK YOU

PRESENTERS

City of Richmond
Chesterfield County
Henrico County
The Community Foundation for a Greater Richmond
Capital Region Workforce Partnership

SCHOOL DIVISIONS

Richmond Public Schools
Chesterfield County Public Schools
Henrico County Public Schools

EVENT HOST

Micah "Bam-Bamm" White
DJ DNS

EVENT MANAGEMENT

All About Presentation

SPEAKERS AND FACILITATORS

VENDORS AND EXHIBITORS

VOLUNTEERS

CHAPERONES

BUS DRIVERS

REGIONAL INCIDENT MANAGEMENT TEAM

THE PLANNING COMMITTEE

CONTRIBUTING PARTNERS AND IN-KIND CONTRIBUTORS

Anthem HealthKeepers Plus
Astyra Corporation
Atlantic Union Bank
ChamberRVA
Chesterfield Education Foundation
Chesterfield EDA
Chick-fil-A
Code Blue
Comcast
Crenshaw Realty Co., Inc.
CultureWorks
Dominion Energy
Gumenick Properties
Henrico EDA

Henrico Education Foundation
Henrico Federal Credit Union
Kings Dominion & Soak City
Meta
NBC12
Project Giveback/Send a Kid to Camp
Raising Cane's Chicken Fingers
Richmond Times-Dispatch
Richmond Water
RMC Events, Inc.
Ross Innovative Employment Solutions
Sportsbackers
Virginia Credit Union



TEEN SUMMIT RVA

Year One Evaluation Report

April 2023

*David Naff, PhD, Kristen Tuxbury, Rachel Eaton, Jill Flynn, Sherry Bosarge,
Erin Drulis, Destini Braxton, Alicia Gaston, Meg Sheriff, Kris Herakovich Curtis*



VCU
School of Education

CONTENTS

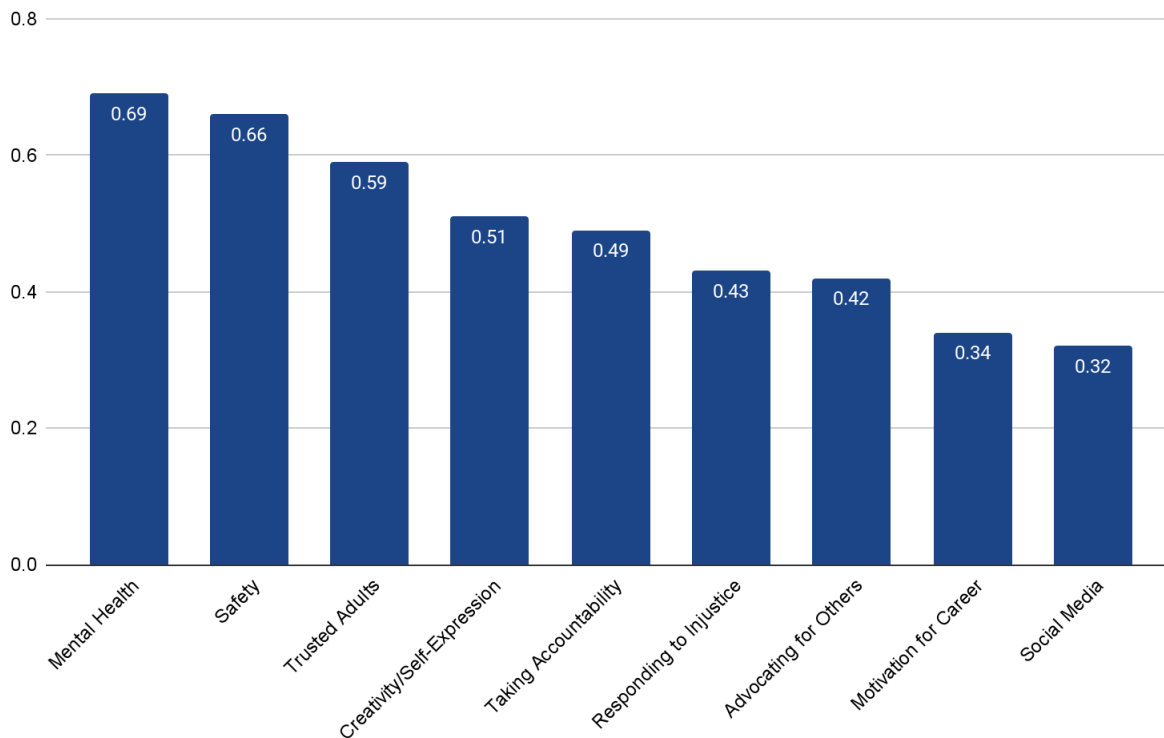
EXECUTIVE SUMMARY	3
PROGRAM BACKGROUND	5
Participant Profile	6
EVALUATION PLAN	6
Evaluation Questions	6
Data Sources	7
FINDINGS	8
EQ1 How do students participating in the Teen Summit RVA perceive its impact on their understanding of themselves and readiness to take positive steps in their lives?	8
Evidence One: Student Event Survey	8
Table 1. Mental Health Survey Means	8
Figure 1. Mental Health Question Means	9
Table 2. Creativity and Self-Expression Survey Means	10
Figure 2. Creativity and Self-Expression Question Means	11
Table 3. Social Media Survey Means	11
Figure 3. Social Media Question Means	12
Table 4. Taking Accountability Survey Means	13
Figure 4. Taking Accountability Question Means	14
Table 5. Motivation for Graduation and Career Survey Means	14
Figure 5. Motivation for Graduation and Career Question Means	15
Table 6. Establishing Connections with Trusted Adults Survey Means	16
Figure 6. Establishing Connections with Trusted Adults Question Means	17
Table 7. Most Impactful Experiences Related to Self-Awareness and Taking Positive Steps	17
Evidence Two: Student Exit Survey	18
Table 8. Exit Survey Responses Related to Self-Awareness and Taking Positive Steps	18
Evidence Three: Qualitative Data	
EQ1 Discussion	19
EQ2 How do students participating in the Teen Summit RVA perceive its impact on their awareness of the lived experiences of others?	20
Evidence One: Student Event Survey	20
Table 9. Understanding and Advocating for Others Survey Means	20
Figure 7. Understanding and Advocating for Others Question Means	21
Table 10. Responding to Injustice Survey Means	21
Figure 9. Understanding and Advocating for Others Question Means	22
Table 11. Helping Others Struggling with Substance Abuse Survey Means	23

Figure 10. Mental Health and Social Media Items Focused on Others	23
Table 12. Most Impactful Experiences Related to Awareness of Lived Experiences of Others	24
Evidence Two: Student Exit Survey	24
Table 13. Exit Survey Responses Related to Awareness of Lived Experiences of Others	24
Evidence Three: Qualitative Data	
EQ2 Discussion	26
EQ3 How do students participating in the Teen Summit RVA perceive its impact on their preparedness to make their schools and communities a safer and better place?	26
Evidence One: Student Event Survey	26
Table 14. Promoting Physical and Emotional Safety in School Survey Means	27
Figure 11. Promoting Physical and Emotional Safety in School Question Means	28
Table 15. Addressing Bullying Survey Means	28
Figure 12. Addressing Bullying Question Means	29
Figure 13. Social Media, Advocating for Others, and Responding to Injustice Items Related to Taking Action	30
Table 16. Most Impactful Experiences Related to Improving Schools and Communities	31
Evidence Two: Student Exit Survey	31
Table 17. Exit Survey Responses Related to Making School and Community Better	31
Evidence Three: Qualitative Data	
EQ3 Discussion	32
Recommendations	33
Conclusion	33
METROPOLITAN EDUCATIONAL RESEARCH CONSORTIUM	34
CONTACTS	34
REFERENCES	34
APPENDIX A - EVENT SURVEY	35
APPENDIX B - EXIT SURVEY	43

EXECUTIVE SUMMARY

Overall Perceptions of Growth

Students perceived the TSRVA as significantly impacting them across all focus areas at the event, as depicted in the following figure showing growth in survey items (six point scale). They perceived the most impactful areas as **mental health, safety, establishing connections with trusted adults, and creativity and self-expression.**



Findings related to the perceived impacts of the Teen Summit RVA (TSRVA) are organized by three evaluation questions that correspond with the goals of the event.

EQ1 How do students participating in the Teen Summit RVA perceive its impact on their understanding of themselves and readiness to take positive steps in their lives?

- Students perceived the TSRVA as significantly impacting their understanding of their **own mental health, creativity and self-expression, establishing connections with trusted adults, and taking personal accountability.**
- The experiences at the event that were rated highest in the exit survey in their perceived impact on students' understanding of themselves and readiness to take positive steps in their lives were **Changing the World with Sydney Edwards and**

local high school students and **Mental Health Matters with Rebecca Lint**. On the event survey, students were most likely to identify **Big Dreams / Road Map to Life with Ken Oxendine, Doug Chatman, Mike Robinson, and Kelli Well** and **Careers, Jobs, or Just Work? with Lerone Joseph** as impacting them in this way.

- Qualitative data indicated that students were appreciative of the opportunities to communicate with other students and adults at the TSRVA and felt that the event honored their voices.

EQ2 How do students participating in the Teen Summit RVA perceive its impact on their awareness of the lived experiences of others?

- Students perceived the TSRVA as significantly impacting their **understanding of others** and **ability to recognize and respond to injustice** when they see it.
- The experiences that students rated the highest in exit surveys in impacting their awareness of the lived experiences of others were **Changing the World with Sydney Edwards and local high school students** and **"The Culture" with Kelli Lemon and local high school students**. On their event survey, students were most likely to identify **Art and Impact with Hamilton Glass and Matt Lively** and **Mental Health Matters with Rebecca Lint** as impacting them in this way.
- Qualitative data indicated that students perceived the opportunities to interact with and learn about the stories of other students and adults at the TSRVA as being impactful on their understanding of the lived experiences of others.

EQ3 How do students participating in the Teen Summit RVA perceive its impact on their preparedness to make their schools and communities a safer and better place?

- Students perceived the TSRVA as significantly impacting their **understanding of strategies to make their schools and communities a safer and better place** and **preparedness to respond to bullying (particularly cyberbullying)**.
- The experiences that students rated the highest in exit surveys in impacting their preparedness to make their schools and communities a safer and better place were **Changing the World with Sydney Edwards and local high school students** and **"The Culture" with Kelli Lemon and local high school students**. On their event survey, students were most likely to identify **Keeping Your School Safe: What's Being Done and Where Can We Improve with Brad Stang** as impacting them in this way.
- Qualitative data indicated that students felt informed and empowered to take action that improved their schools and communities.

PROGRAM BACKGROUND

The first annual [Teen Summit RVA](#) took place on Saturday, March 18th, 2023 at the Richmond Convention Center. The purpose of the event was to bring together high school students from Chesterfield, Henrico, and Richmond Public Schools to engage in a daylong series of experiences intended to help them engage with topics that they identified as being of interest in an initial survey. Those topics included: mental health, responding to injustice, creativity and self-expression, social media, taking accountability, motivation for graduation and career, promoting physical and emotional safety in schools, understanding and advocating for others, establishing trusted connections with adults, responding to bullying, and helping others struggling with substance abuse. A steering committee composed of representatives from various civic and non-profit organizations helped to create the event and invite guest speakers to host “experiences” that aligned with these different topic areas. The experiences included:

- **Art and Impact** with Hamilton Glass and Matt Lively
- **Big Dreams / Road Map to Life** with Ken Oxendine, Doug Chatman, Mike Robinson, and Kelli Well
- **Careers, Jobs, or Just Work?** with Lerone Joseph
- **Changing the World** with Sydney Edwards and local high school students
- **Coming to America: Understanding the Experience of Newcomers to the United States** with Kate Ayres, Juan Santacoloma, Veronica Reid, and Elvira De la Cruz
- **Conflict Resolution** with Bob Garity
- **Exploring Race and Relational Aggression** with Alejandro Prince
- **Keeping Your School Safe: What's Being Done and Where Can We Improve** with Brad Stang
- **LGBTQIA+ Advocacy** with Patrick Held, Julia Marshel, Drew Newton, Samantha Wilkenson, and James Millner
- **Mental Health Matters** with Rebecca Lint
- **Photography to Life** with Terell Artis and Courtney Jones
- **Reach In, Reach Out: Connect to Protect** with Keith Cartwright and Marrin Scalone
- **Substance Abuse: Ending the Stigma** with Jill Chichowicz, Chelsea Curtis, and Libbie Roberts
- **Telling my Story** with Zenobia Bey
- **"The Culture"** with Kelli Lemon and local high school students

Media coverage of the event from [CBS](#), [NBC](#), and [Henrico News](#) suggested that students had a positive experience, and this evaluation is intended to offer empirical, mixed-methods evidence of how students perceived the impact of the first annual Teen Summit RVA on their lives based on the topic areas that they initially identified. It is a goal of the steering committee to make this an annual event, and therefore this evaluation is intended to also provide formative evidence about what aspects were most effective and what the opportunities are for improvement in future years.

Participant Profile

Altogether, there were 539 student registrants and 279 attendees. There were also 32 speakers, 19 sponsors, 49 vendors, and 137 volunteers that helped to put on the event. Of the 150 students who shared about their demographic backgrounds on the final event survey, 58.3% identified as female, 36.1% identified as male, 5.56% identified as nonbinary, genderfluid, or transgendered, 54.2% identified as Black, 6.94% identified as Latina/o/x, 25% identified as White, 8.33% identified as multiracial or multiethnic, and 8.33% identified as Asian. Regionally, 35.1% came from Chesterfield, 45.9% came from Henrico, and 18.9% came from Richmond. This suggests that a diverse group of students distributed among the three participating school divisions engaged in the Teen Summit RVA in its inaugural year.

EVALUATION PLAN

To better understand the perceived impact of the Teen Summit RVA, this evaluation employed a mixed-methods design incorporating multiple forms of quantitative and qualitative data as triangulating evidence answering the evaluation questions. The evaluation was led by Dr. David Naff (MERC Associate Director) with dedicated support from nine PhD and EdD students in the VCU School of Education who are listed in authorship on this report. Those students (and Dr. Naff) brought with them not only methodological expertise, but also experience working in PK-12 settings, both of which informed their approach.

Evaluation Questions

MERC researchers developed the evaluation questions in partnership with the steering committee to ensure that they were aligned with the goals of the program and effectively captured the key areas where they hoped to have a positive impact in the lives of Richmond area youth. Ultimately, this included three questions that guide the evaluation as well as the structure of this report:

EQ1 How do students participating in the Teen Summit RVA perceive its impact on their understanding of themselves and readiness to take positive steps in their lives?

EQ2 How do students participating in the Teen Summit RVA perceive its impact on their awareness of the lived experiences of others?

EQ3 How do students participating in the Teen Summit RVA perceive its impact on their preparedness to make their schools and communities a safer and better place?

The “perception of impact” is a key component of this evaluation design as MERC researchers intentionally sought to collect evidence allowing participating students to

directly articulate how they perceived the Teen Summit RVA as impacting their lives according to the topic areas that they initially indicated were important to them. The following data sources guided the evaluation and each were used as triangulating evidence to answer all three evaluation questions.

Data Sources

Student Event Survey

This survey included a retrospective pre-post design asking students at the end of the Teen Summit RVA (referred to as “TSRVA” throughout the findings section) about their feelings and knowledge about a variety of topic areas before and after participation in the event. Using a retrospective pre-post design for the survey is beneficial in multiple ways, including reducing the data collection burden on students, removing any need to collect identifiable information linking pre and post responses, and reducing any potential floor effects from the first administration. However, they also require the collection of mixed-methods evidence to triangulate claims and account for any potential response biases that may have emerged in the data (Geldhof et al., 2018). Thus, while the event survey is a key piece of evidence used throughout this evaluation, there will also be triangulating sources of data used to answer each question. This includes Likert-style items as well as qualitative short answer items on this survey. Likert-style items were on a six point scale: 1) completely disagree, 2) mostly disagree, 3) slightly disagree, 4) slightly agree, 5) mostly agree, 6) strongly agree. Students took this survey at the end of the event and there were a total of 150 responses from the 279 students in attendance (a 53.8% response rate).

Student Exit Survey

Students were also asked to complete exit surveys after each experience that they attended at the Teen Summit. All experiences were made available for student participation at three different points in the day, meaning students could participate in up to three experiences but were not limited by having two or more experiences of interest scheduled at the same time. At the end of each experience, students scanned a QR code that took them to the same exit survey link and asked them three Likert-style questions using the same six point scale as the event survey as well as two qualitative short answer questions. The mixed-methods evidence collected in this survey is incorporated throughout this evaluation report to answer the three questions. There were 131 total responses.

Observation Notes

While the first two data sources offered mixed-methods evidence collected directly from the perspectives of participating students, a final source of data for this evaluation was observation notes taken by volunteers at the Teen Summit RVA. Observers took notes in a Google Doc prepared by MERC evaluators corresponding with each experience that included prompts aligned with each of the three evaluation questions. They also had a prompt asking them to share any additional observations they had that did not directly align with the focus areas of the evaluation. This data is entirely qualitative and is used as triangulating evidence for each of the three evaluation questions.

FINDINGS

EQ1 How do students participating in the Teen Summit RVA perceive its impact on their understanding of themselves and readiness to take positive steps in their lives?

This evaluation question is informed by evidence from event survey items related to mental health, creativity and self-expression, social media, taking accountability, motivation for graduation and career, and establishing connections with trusted adults. It is also informed by evidence from the exit survey and observations. Note that quantitative findings represent the perspectives of the 150 students who took the event survey and 131 students who took the exit survey.

Evidence One: Student Event Survey

The following table summarizes overall mean differences in pre and post responses to the event survey for items related to mental health, as well as comparisons based on gender, grade, and student demographics. Full event survey results are provided in [Appendix A](#).

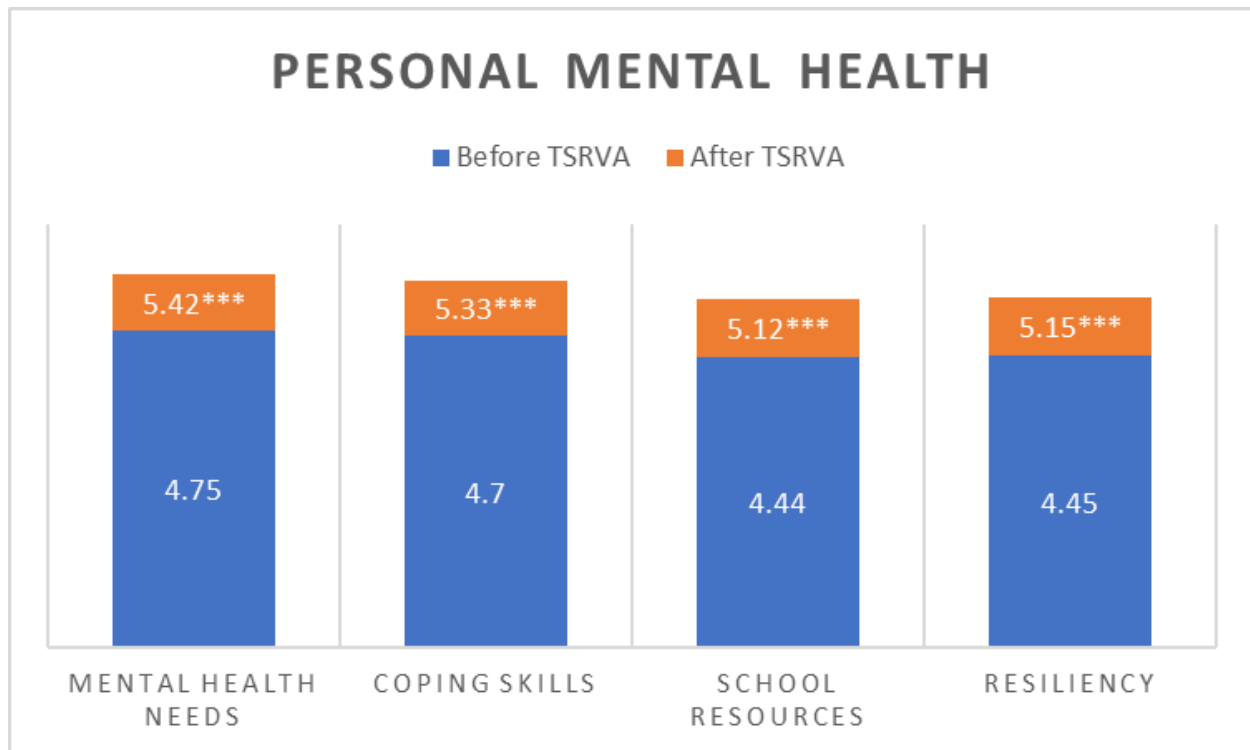
Table 1. Mental Health Survey Means

			Difference
Overall	Pre (n = 98)	M = 4.55	0.69***
	Post (n = 98)	M = 5.24	
Division	Chesterfield	n = 24	0.75
	Henrico	n = 29	0.6
	Richmond	n = 14	1.25
Grade	9th	n = 22	0.68
	10th	n = 14	0.83
	11th	n = 28	0.88
	12th	n = 8	0.46
Gender	Female	n = 41	0.84
	Male	n = 22	0.80
Race	Black	n = 36	0.78
	White	n = 17	0.76
	All Other	n = 14	0.80

* p < .05, ** p < .01, *** p < .001

Overall, **students reported significant growth in questions related to mental health relative to their participation in TSRVA.** Student responses to questions about their **awareness of their own mental health and the mental health of others showed the greatest growth of all the topics that were measured in the event survey.** This indicates students found the information the summit provided about self-awareness of mental health needs, coping skills, utilizing school mental health resources, and resiliency greatly impactful. Students from RPS, students in the 11th grade, female students, and students with racial identities other than Black or White perceived the most impact related to mental health, although there was growth across all groups. The overall perceived growth related to mental health from before to after the Teen Summit was significant at the $p < .001$ level according to dependent samples t-test analyses. The following figure depicts overall perceived growth in items related to understanding personal mental health.

Figure 1. Mental Health Question Means



* $p < .05$, ** $p < .01$, *** $p < .001$

As the figure indicates, growth across these four questions was highly significant and similar to each other, with the amount of growth for the student's awareness of their current mental health and mental health needs, feeling equipped to to be resilient when encountering challenges, and knowing how to find and utilize resources in their school to support their mental health of school showing slightly more growth than awareness of coping strategies. This graph also indicates how students felt more confident in their awareness of their current mental health needs and coping strategies prior to the summit than they did in their awareness of school mental health resources and feelings of resiliency. Overall, these results indicate that **students perceived the TSRVA as positively**

impacting their awareness and preparedness to support their own mental health needs. The following table depicts student responses related to creativity and self-expression.

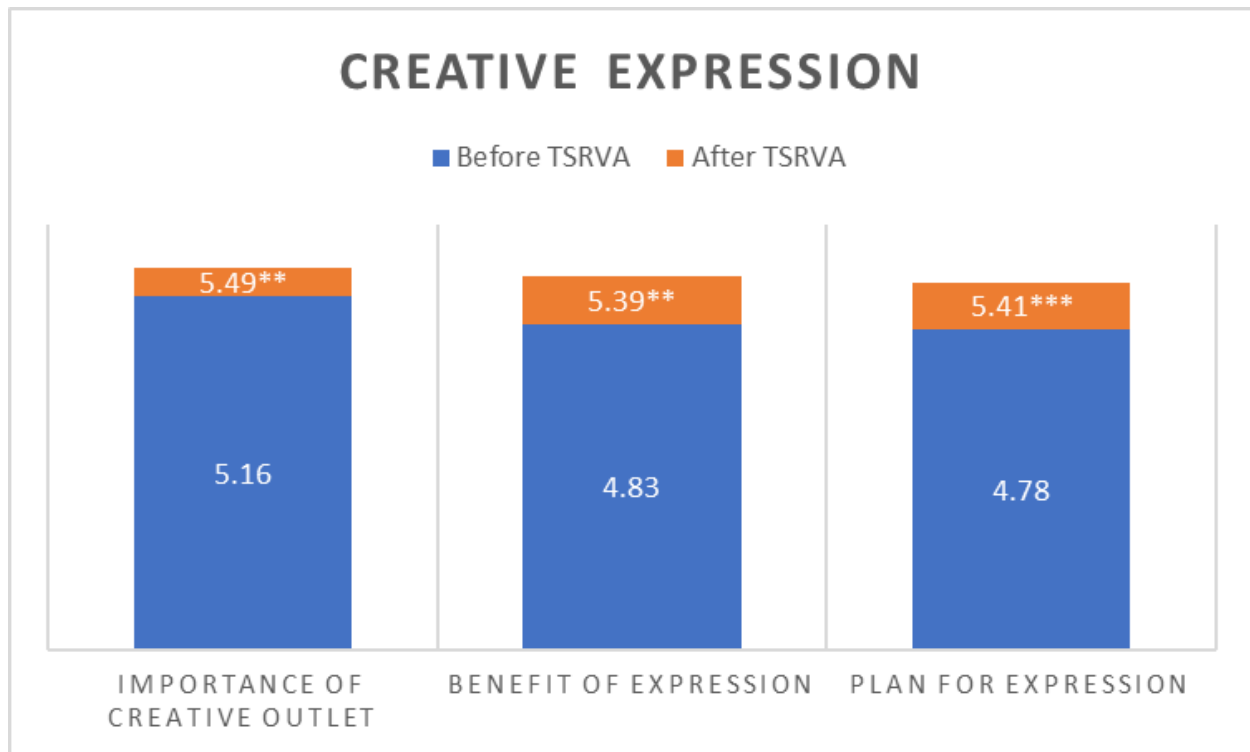
Table 2. Creativity and Self-Expression Survey Means

			Difference
Overall	Pre (n = 58)	M = 4.92	0.51***
	Post (n = 57)	M = 5.43	
Division	Chesterfield	n = 12	0.53
	Henrico	n = 15	0.73
	Richmond	n = 7	0.52
Grade	9th	n = 12	0.5
	10th	n = 8	0.71
	11th	n = 14	0.6
Gender	Female	n = 23	0.48
	Male	n = 10	1.03
Race	Black	n = 24	0.65
	White	n = 8	0.42

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported highly significant growth in questions creativity and self-expression relative to their participation in TSRVA.** Students from HCPS, male students, students in the 10th grade, and Black students perceived the most impact related to creative expression, although there was growth across all groups. The figure below depicts students' perceptions of growth for individual items related to creative expression.

Figure 2. Creativity and Self-Expression Question Means



* $p < .05$, ** $p < .01$, *** $p < .001$

While all of these questions showed significant results between pre-test and post-test, planning to make creative expression a routine part of the student's daily life showed greater levels of significance than the other questions. Students rated the importance of having a creative outlet higher than the other two questions on the pre-test, indicating students felt more strongly about the importance of having a creative outlet at the start of the summit than they did about connecting that creative outlet to their social and emotional well-being and integrating that creative expression regularly into their lives. Overall, these results indicate that **students perceived the TSRVA as positively and significantly impacting their interest in creativity and self-expression**. The following table summarizes responses to questions about social media use.

Table 3. Social Media Survey Means

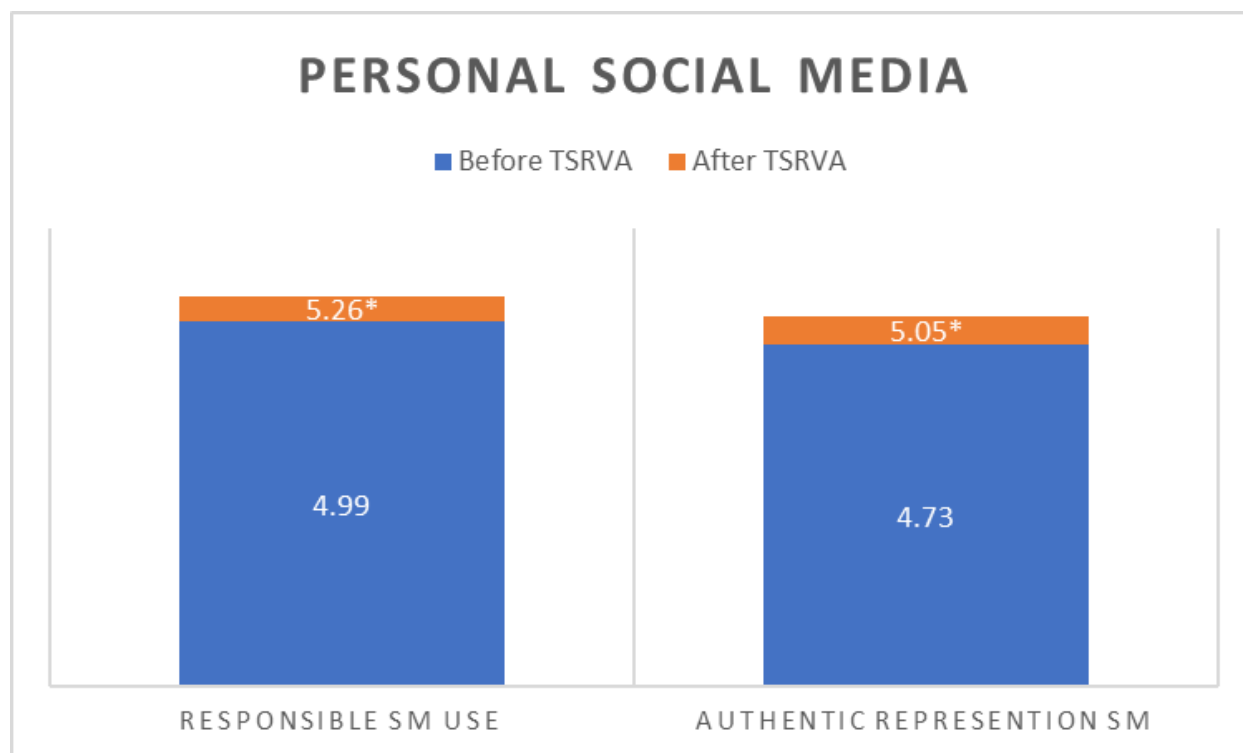
			Difference
Overall	Pre (n = 69)	M = 4.88	0.32***
	Post (n = 68)	M = 5.20	
Division	Chesterfield	n = 20	0.34
	Henrico	n = 18	1.00
	Richmond	n = 7	0.68

Grade	9th	n = 14	-0.16
	10th	n = 7	0.61
	11th	n = 20	0.49
	12th	n = 7	0.19
Gender	Female	n = 26	0.35
	Male	n = 14	0.52
Race	Black	n = 26	0.48
	White	n = 9	0.19
	All Other	n = 8	0.34

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported highly significant growth in questions related to social media use relative to their participation in TSRVA, although this was the smallest level of reported growth of any of the topics explored in the evaluation.** Students from HCPS, students in the 10th grade, male students, and Black students reported the highest growth. Students in the 9th grade actually reported a slight overall decrease in items related to social media. The figure below depicts students' perceptions of growth for individual items related to personal social media use, with other social media items related to creating a supportive environment being explored in future evaluation questions.

Figure 3. Social Media Question Means



The figure shows how, **although still significant, the amount of change students indicated for questions related to personal social media use is smaller compared to other focus areas.** It also shows the similar amounts of growth between these two questions as well as the greater responses on both pre and post-test for the question of knowing strategies for responsible social media use compared with the question about knowing how to represent themselves authentically on social media. **Students seemed to feel more comfortable using social media responsibly than using it authentically after attending the TSRVA.** The following table summarizes responses to questions related to taking accountability for decisions and actions.

Table 4. Taking Accountability Survey Means

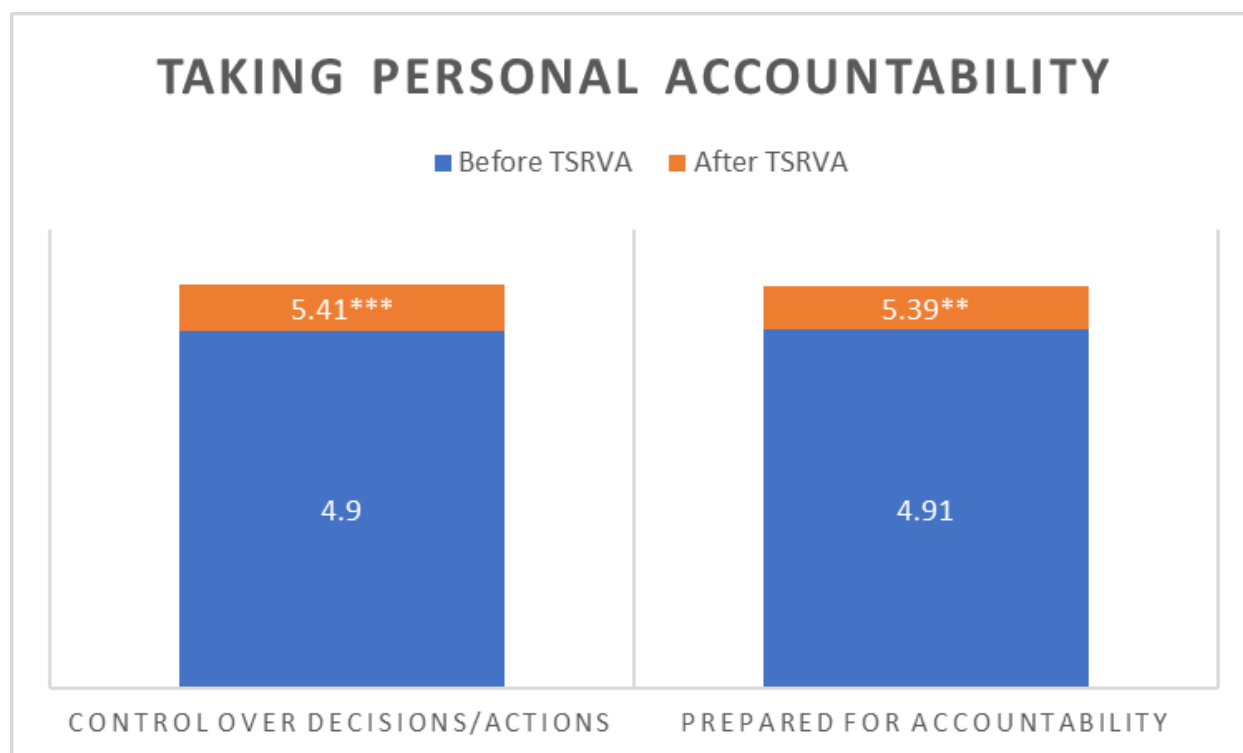
			Difference
Overall	Pre (n = 69)	M = 4.91	0.49***
	Post (n = 69)	M = 5.40	
Division	Chesterfield	n = 19	0.61
	Henrico	n = 24	0.4
	Richmond	n = 8	0.88
Grade	9th	n = 16	0.31
	10th	n = 10	0.65
	11th	n = 22	0.86
Gender	Female	n = 26	0.85
	Male	n = 20	0.5
Race	Black	n = 19	0.42
	White	n = 13	0.81
	All Other	n = 15	0.93

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported highly significant growth in questions related to taking accountability for decisions and actions relative to their participation in TSRVA.**

Students from RPS, students in the 11th grade, female students, and students with racial identities other than Black or White reported the most perceived growth. The following figure depicts student responses to the two questions related to taking personal accountability.

Figure 4. Taking Accountability Question Means



* $p < .05$, ** $p < .01$, *** $p < .001$

While both questions showed significant growth from pre to post TSRVA attendance, students reported more growth in recognizing how they have control over their own decisions and actions and slightly less growth in feelings of preparedness for taking accountability for those decisions and actions. This indicates that **students perceived the TSRVA as positively and significantly impacting their readiness to take personal accountability**. The next table summarizes responses to questions related to motivation towards graduation and career.

Table 5. Motivation for Graduation and Career Survey Means

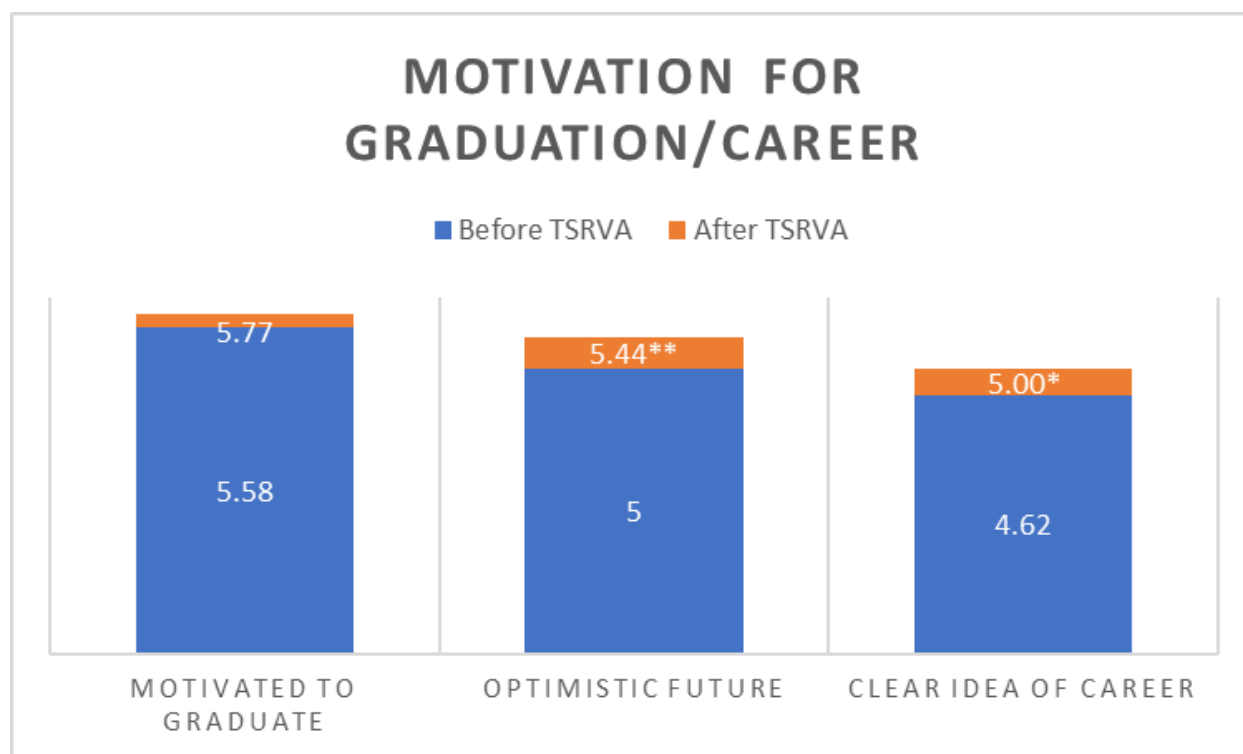
			Difference
Overall	Pre (n = 52)	M = 5.06	0.34***
	Post (n = 52)	M = 5.40	
Division	Chesterfield	n = 11	0.73
	Henrico	n = 20	0.13
	Richmond	n = 6	0.72
Grade	9th	n = 13	0.00
	10th	n = 6	0.44

	11th	n = 17	0.67
Gender	Female	n = 21	0.73
	Male	n = 16	0.33
Race	Black	n = 19	0.53
	White	n = 8	0.58
	All Other	n = 9	0.67

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported significant growth in questions related to motivation towards graduation and career relative to their participation in TSRVA**. Students from CCPS, students in the 11th grade, female students, and students with racial identities other than Black or White perceived the most growth in this area. The following figure depicts student responses to individual items related to this topic.

Figure 5. Motivation for Graduation and Career Question Means



* $p < .05$, ** $p < .01$, *** $p < .001$

There was no significant change between pre and post items in student feelings about being motivated to graduate, although students indicated high motivation to graduate at the onset. Students who answered this question were highly motivated to graduate before and after TSRVA attendance. **Students reported the most significant growth in being optimistic about their future**, although having a clear idea about what they wanted to do

for a career was also significant. The following table summarizes the student responses to questions about establishing connections with trusted adults.

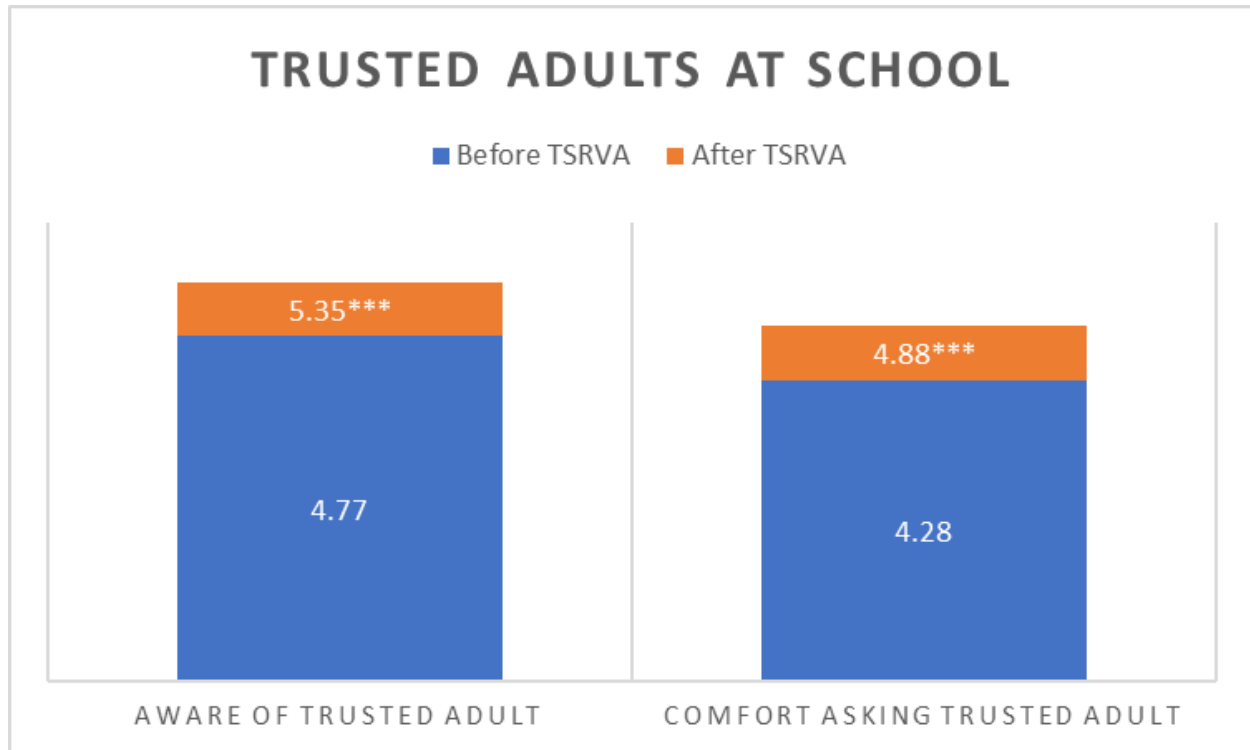
Table 6. Establishing Connections with Trusted Adults Survey Means

			Difference
Overall	Pre (n = 49)	M = 4.53	0.59***
	Post (n = 49)	M = 5.12	
Division	Chesterfield	n = 10	0.50
	Henrico	n = 9	0.39
	Richmond	n = 11	0.59
Grade	9th	n = 12	1.00
	11th	n = 16	0.25
Gender	Female	n = 24	0.63
	Male	n = 6	0.42
Race	Black	n = 14	0.68
	White	n = 11	0.45
	All Other	n = 6	0.50

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported highly significant growth in questions related to establishing connections with trusted adults relative to their participation in TSRVA.** Students from RPS, students in the 9th grade, female students, and Black students reported the highest growth in this category. The following figure depicts student responses to individual items related to this topic.

Figure 6. Establishing Connections with Trusted Adults Question Means



* $p < .05$, ** $p < .01$, *** $p < .001$

Across these items, students reported similar growth from before and after attendance at the TSRVA, and both were highly significant. This indicates that **students perceived the TSRVA as positively and significantly impacting their awareness of adults at their schools and communities that were trustworthy and comfort level with reaching out to trusted adults for help.**

Additionally, students were asked to indicate which of the experiences at the TSRVA had the most impact on their understanding of themselves and willingness to take positive steps in their lives. The following table depicts the top three responses:

Table 7. Most Impactful Experiences Related to Self-Awareness and Taking Positive Steps

Rank	Experience	n	%
1	Big Dreams / Road Map to Life with Ken Oxendine, Doug Chatman, Mike Robinson, and Kelli Well	13	16.9
1	Careers, Jobs, or Just Work? with Lerone Joseph	13	16.9
2	Mental Health Matters with Rebecca Lint	12	15.6
3	Telling my Story with Zenobia Bey	6	7.79

Evidence Two: Student Exit Survey

Students were given the opportunity to immediately indicate how the experience they had just attended helped them to learn about themselves and take positive steps in their lives. The following table depicts those results. Note that any experiences with fewer than five responses are excluded. Full exit survey responses are provided in [Appendix B](#).

Table 8. Exit Survey Responses Related to Self-Awareness and Taking Positive Steps

This experience helped me learn about myself and how to take positive steps in my life.			
Rank	Experience	M	n
1	Changing the World with Sydney Edwards and local high school students	5.5	22
1	Mental Health Matters with Rebecca Lint	5.5	18
2	Careers, Jobs, or Just Work? with Lerone Joseph	5.45	11
3	Art and Impact with Hamilton Glass and Matt Lively	5.4	20
4	Photography to Life with Terell Artis and Courtney Jones	5.36	33
5	"The Culture" with Kelli Lemon and local high school students	5.27	15
6	Exploring Race and Relational Aggression with Alejandro Prince	5	5

Across all experiences, the mean response to this item was 5.42/6. **The experiences that appeared to be most effective in helping students learn about themselves and take positive steps in their lives were “Changing the World” and “Mental Health Matters.”**

Evidence Three: Qualitative Data from Event Survey, Exit Survey, and Observations

MERC researchers conducted a thematic analysis of qualitative data from both surveys as well as notes taken by volunteer observers at the TSRVA to provide evidence for EQ1. Two themes emerged: communication and student voice.

Theme: Communication

Students who participated in the TSRVA found that sharing their experiences with other people and listening to their stories helped them understand themselves in a new way. They realized other people had similar experiences, and they could take positive steps by working together to overcome their struggles. One student expressed, *“It made me realize that I wasn’t alone with what I was dealing with and that there’s help out there for me.”* Some students expressed their appreciation for how the speakers communicated with teens and how they learned to improve their own communication skills. One student expressed, *“I like how all the instructors showed great empathy to all the stories we shared and I learned great listening skills”*

In many of the sessions, volunteers observed and documented the interactions between the students and the speakers. One volunteer observed how students learned that art can

be a way to communicate and collaborate with other people, *“They learned how two different people with nothing in common, except art, could prioritize connection, empathy, trust, and collaboration to create murals and messaging that prompted the community to have the tough conversations.”* Overall, students appeared to learn that communication can have a positive impact on their mental well-being.

Theme: Student Voice

A recurring theme among many students who attended the Teen Summit was their belief that their voices mattered and that teen voices needed to be heard, especially by the adults in their lives. As one student described it, *“I like having a conference for teens where we can learn together outside of the traditional classroom. Here, we are able to think about our growth in areas that are important to us and have meaningful dialogue.”* Another student stated, *“Having adults hear our voices makes us feel liberated.”* Allowing youth to share their perspectives is an important part of development and a powerful concept that the participants learned. Additionally, students revealed that the conversations that they have with others can impact their own lives and help them better understand themselves. As one student shared, *“It opened my eyes to different ways of thinking and living.”* It is evident based on the student feedback that gathering together with other teens from across the metropolitan Richmond region at the TSRVA was a powerful way for young people to use their voices to advocate for themselves and express their views.

EQ1 Discussion

The preceding evidence indicates how participation in the TSRVA related to students’ self-awareness and readiness to take positive steps in their lives. Quantitative data showed that there were often perceived significant increases across survey items and focus areas related to this question. However, there appeared to be particular perceived growth in **personal mental health** and **creativity and self-expression**, which was further supported by the apparent popularity of experiences focused on creativity and mental health. Additionally, there was highly significant growth in students’ feelings about having trusted adults in their schools and taking personal accountability. There was less perceived growth in items related to personal social media use and feeling motivated towards graduation and career, although these items often had a higher initial mean response, creating a potential floor effect for capturing growth. Exit survey data also indicated that of the experiences with at least five student respondents, students rated each of them with a score of at least 5/6, indicating that the experience impacted their understanding of themselves and willingness to take positive steps in their lives. Qualitative evidence indicated that **students appreciated the opportunity to communicate with other students as well as adults leading experiences at the TSRVA**, and that they felt as though their voices were honored, which is central to the mission of the TSRVA and consistent with the immediate reactions that students shared in the media stories about the event. Overall, it was clear that **students perceived growth in their understanding of themselves and readiness to take positive steps in their lives through their participation in the TSRVA.**

EQ2 How do students participating in the Teen Summit RVA perceive its impact on their awareness of the lived experiences of others?

This evaluation question is informed by evidence from event survey items related to mental health, social media, understanding and advocating for others, responding to injustice, and helping others struggling with substance abuse. It is also informed by evidence from the exit survey and observations.

Evidence One: Student Event Survey

The following table summarizes student responses related to understanding and advocating for others.

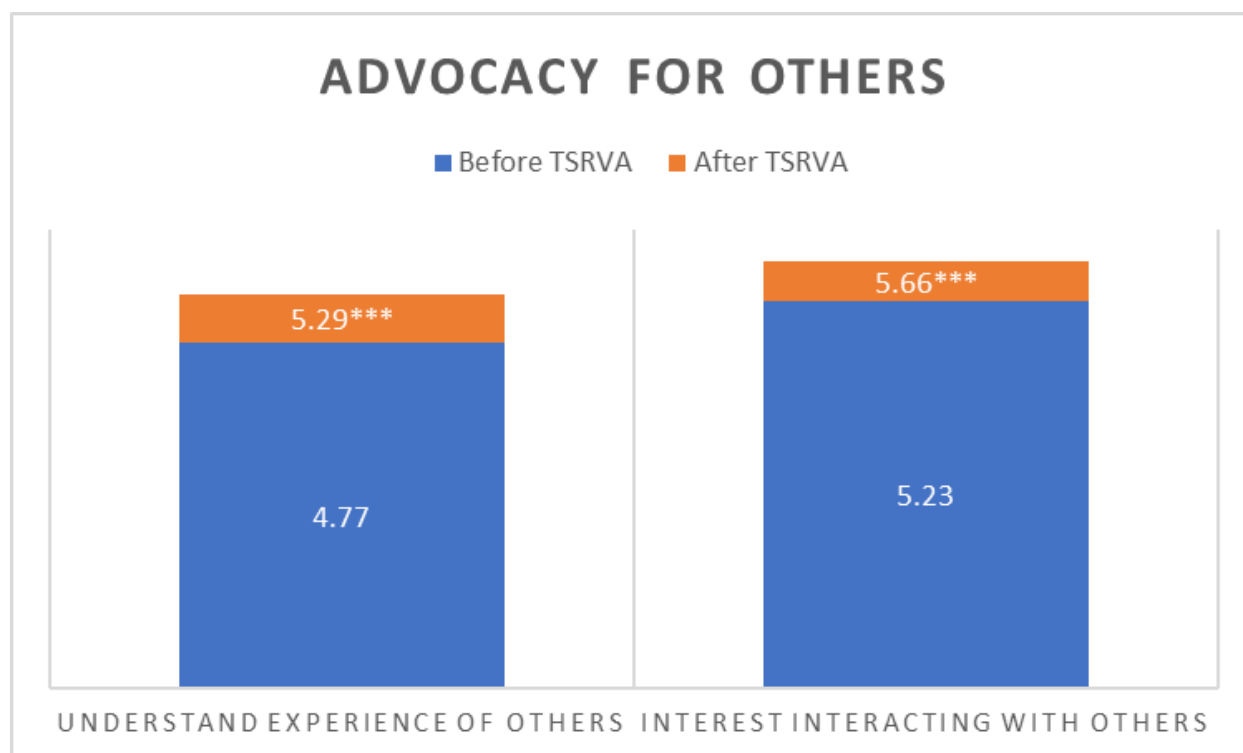
Table 9. Understanding and Advocating for Others Survey Means

			Difference
Overall	Pre (n = 86)	M = 5.09	0.42***
	Post (n = 85)	M = 5.52	
Division	Chesterfield	n = 20	0.60
	Henrico	n = 30	0.20
	Richmond	n = 11	0.48
Grade	9th	n = 19	0.05
	10th	n = 13	0.64
	11th	n = 26	0.58
	12th	n = 7	0.00
Gender	Female	n = 36	0.47
	Male	n = 21	0.54
Race	Black	n = 29	0.39
	White	n = 16	0.50
	All Other	n = 15	0.58

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported significant growth in questions related to understanding and advocating for others relative to their participation in TSRVA.** Students from CCPS, students in the 10th grade, male students, and students and students with racial identities other than Black or White perceived the most growth in this area. The following figure depicts student responses to individual items related to this topic.

Figure 7. Understanding and Advocating for Others Question Means



* $p < .05$, ** $p < .01$, *** $p < .001$

This figure shows that students reported highly significant growth in both items after participating in the TSRVA. Overall, these results indicate that **students perceived the TSRVA as positively and significantly impacting their understanding of others and interest in interacting with students from backgrounds different from theirs.** The following table depicts student responses related to responding to injustice.

Table 10. Responding to Injustice Survey Means

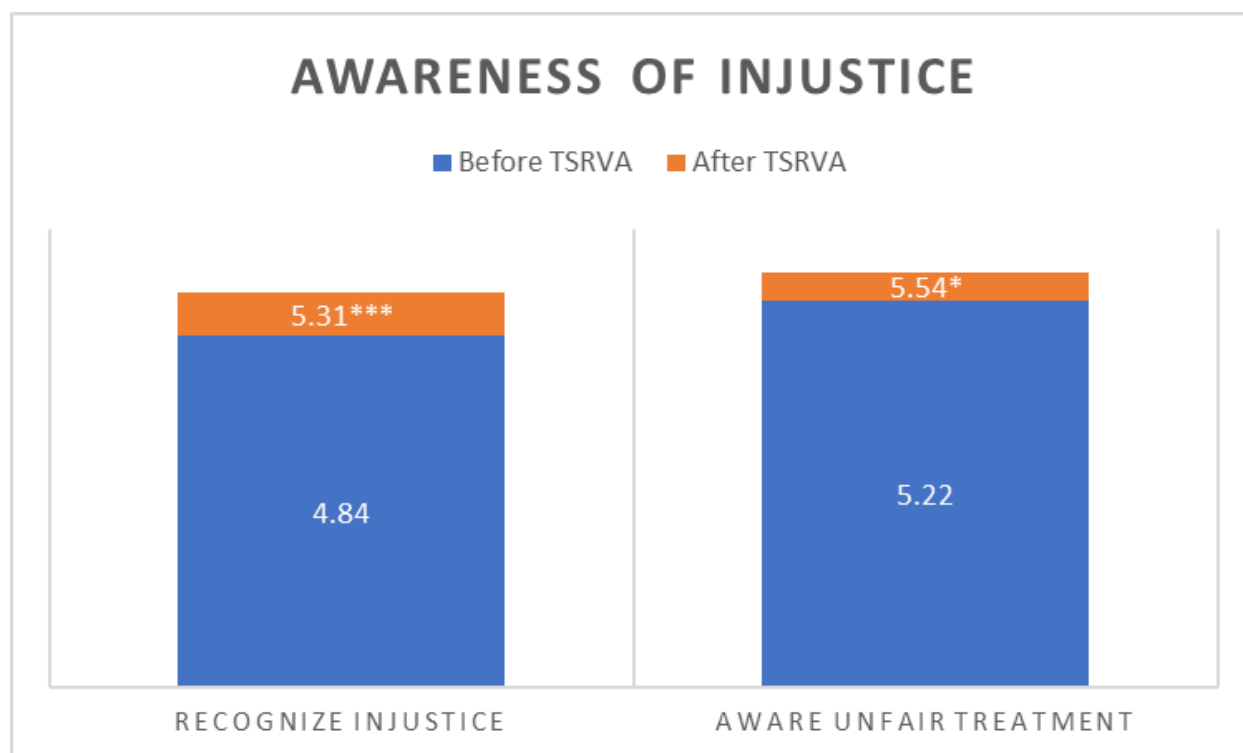
			Difference
Overall	Pre (n = 66)	M = 4.96	0.43***
	Post (n = 68)	M = 5.39	
Division	Chesterfield	n = 18	0.67
	Henrico	n = 22	0.23
	Richmond	n = 9	0.43
Grade	9th	n = 16	0.28
	10th	n = 10	0.62
	11th	n = 21	0.40

	12th	$n = 6$	0.22
Gender	Female	$n = 29$	0.56
	Male	$n = 16$	0.46
Race	Black	$n = 24$	0.42
	White	$n = 11$	0.79
	All Other	$n = 13$	0.44

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported highly significant growth in questions related to responding to injustice relative to their participation in TSRVA**. Students from CCPS, students in the 10th grade, female students, and White students perceived the most growth in this area. The following figure depicts student responses to individual items related to this topic.

Figure 9. Understanding and Advocating for Others Question Means



* $p < .05$, ** $p < .01$, *** $p < .001$

This figure shows that students reported highly significant growth in both items after participating in the TSRVA. Overall, these results indicate that **students perceived the TSRVA as positively and significantly impacting their ability to recognize injustice and their awareness that people are treated unfairly based on their backgrounds**. The following table depicts student responses related to responding to helping others struggling with substance abuse.

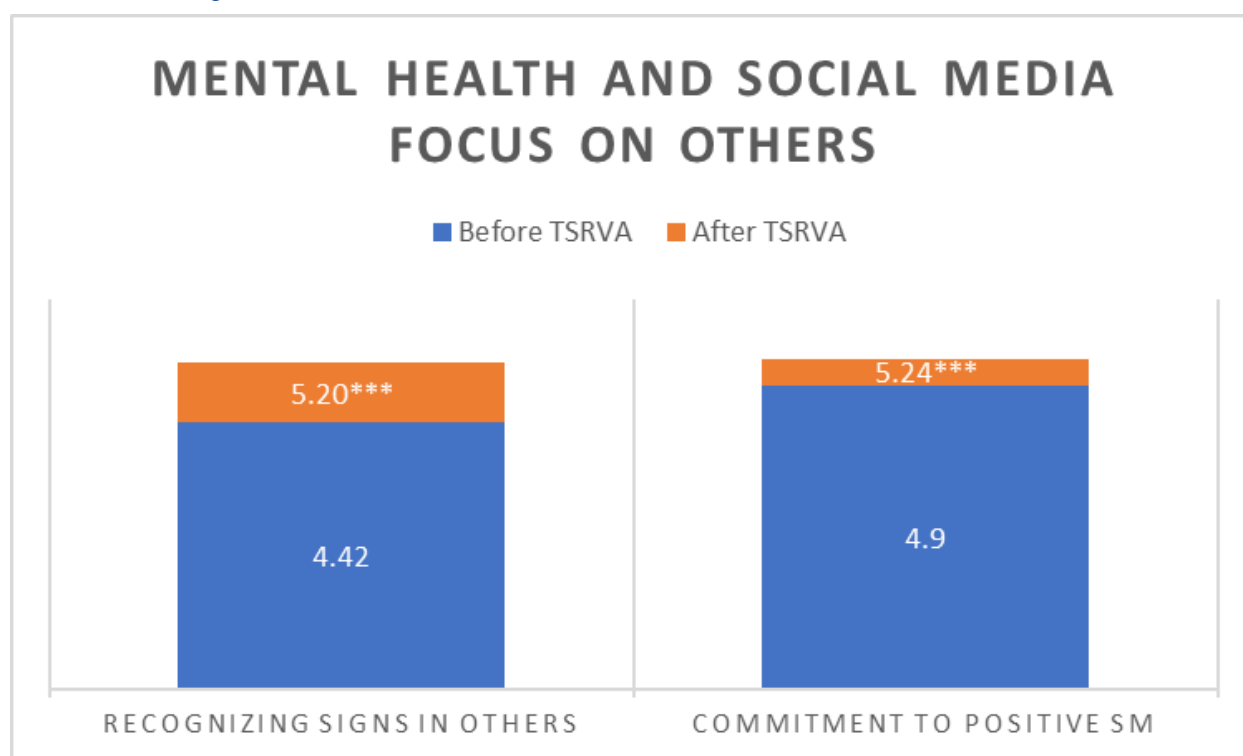
Table 11. Helping Others Struggling with Substance Abuse Survey Means

			Difference
Overall	Pre (n = 6)	M = 4.61	0.94
	Post (n = 6)	M = 5.56	

As shown in the chart, only six students responded to the pre and post-test questions about this topic, and therefore it is not possible to draw conclusions about significant growth from the data. It appears the **students who did attend this session felt like their knowledge related to helping others struggling with substance abuse increased greatly as a result of attending the TSRVA**. This included questions related to having the ability to recognize someone struggling with substance abuse and awareness of school and community resources for those struggling with substance abuse.

In addition to these focus areas that were directly related to EQ2, there were two survey items related to mental health and social media (primarily covered in EQ1) that were related to students' awareness of the lived experiences of others. The following figure depicts those mean responses.

Figure 10. Mental Health and Social Media Items Focused on Others



* $p < .05$, ** $p < .01$, *** $p < .001$

While most of the questions related to mental health and social media are summarized in the previous section, because these questions focus on understanding the feelings of others, these items help to answer this evaluation question. **Student responses to the question “I knew/know how to detect signs that other students in my school are struggling with a mental health issue and connect them with resources” were highly significant, and showed the greatest growth of all the survey items students were asked on the event survey.** Students reported a higher ability to detect these signs in others as a result of attending TSRVA. The data also shows that **students reported highly significant growth in their commitment to having positive interactions with others on social media relative to their attendance at the TSRVA.**

Additionally, students were asked to indicate which of the experiences at the TSRVA had the most impact on their awareness of the lived experiences of others. The following table depicts the top two responses:

Table 12. Most Impactful Experiences Related to Awareness of Lived Experiences of Others

Rank	Experience	n	%
1	Art and Impact with Hamilton Glass and Matt Lively	8	11.3
1	Mental Health Matters with Rebecca Lint	8	11.3
2	LGBTQIA+ Advocacy with Patrick Held, Julia Marshel, Drew Newton, Samantha Wilkenson, and James Millner	6	8.45

Evidence Two: Student Exit Survey

In their exit surveys, students were able to immediately indicate how the experience they had just attended helped them to learn about the lived experiences of others. The following table depicts those results. Note that any experience with fewer than five responses is excluded.

Table 13. Exit Survey Responses Related to Awareness of Lived Experiences of Others

This experience helped me learn about the lived experiences of others.			
Rank	Experience	M	n
1	Changing the World with Sydney Edwards and local high school students	5.59	22
2	"The Culture" with Kelli Lemon and local high school students	5.53	15
3	Photography to Life with Terell Artis and Courtney Jones	5.42	33
4	Art and Impact with Hamilton Glass and Matt Lively	5.4	20
5	Exploring Race and Relational Aggression with Alejandro Prince	5.2	5
6	Mental Health Matters with Rebecca Lint	5.17	18

Across all experiences, the mean response to this item was 5.40/6. **The experiences that appeared to be most effective in helping students learn about the lived experiences of others were “Changing the World” and “The Culture.”**

Evidence Three: Qualitative Data from Event Survey, Exit Survey, and Observations

Analysis of qualitative data from the surveys and observations revealed two themes that helped answer EQ2: awareness and acceptance.

Theme: Awareness

Students who attended the TSRVA expressed that awareness of others' lived experiences allowed for an expansion of empathy and a more nuanced understanding of cultural differences among their peers. One participant explained that a key takeaway included considering *"how culture influences the people around me and finding the similarities and differences between us."* Additionally, students reported that hearing personal experiences about social issues such as immigration, mental health, and gender identity was particularly impactful. One teen participant reported that *"I had never thought about how people may be uncomfortable sharing their pronouns, and how saying mine could be beneficial in supporting them."* Awareness of social issues like these ushered in more empathy and compassion for others. Another teen participant expressed that the *"opportunity to learn about other people's experiences and solutions that they have tried to make for their community"* was helpful in imagining how they, too, might be a change agent in their community. Hearing from others resulted in teens feeling empowered and inspired to think about ways to make a positive impact while practicing compassion before making assumptions.

Theme: Acceptance

One of the main themes among students participating in TSRVA was that inclusion and acceptance of all community members are necessary for making sustainable changes. Participants learned that conversations about lived experiences create a safe space for others to share their experiences. As one student explained, *"Kids should be able to voice our opinions about our community or personal background with each other and learn from each other because that is how we can change and better this whole nation."* Another student commented, *"This experience was impactful to me because now I know that I am not the only one going through anxiety, and I know ways of coping with it."*

Students described how the TSRVA experiences were impactful in showing how they could demonstrate inclusion and acceptance moving forward. One student reported, *"I feel like I am a better person now and will be the best listener I can be and make better and more enriching friendships and relationships with others."* When asked about the event's impact, another student said, *"Learning how people of other cultures are affected by other bullying and violence"* was how the event impacted them.

Students expressed how they gained a new perspective on acceptance and inclusion from their experiences at the TSRVA. Said one student, *"I was able to see that not every teen is biased or disrespectful; rather, they are understanding, good listeners, and thoughtful. It was nice to see."* A major takeaway related to acceptance and inclusion that students shared was

that they felt prepared to advocate for others. One student expressed that they learned *“How to be a bigger and better advocate for myself and others.”* While another student stated, *“My biggest takeaway was learning how to advocate for change.”*

EQ2 Discussion

The preceding evidence indicates the degree to which students perceived participation in the TSRVA as impacting their awareness on the lived experiences of others. Survey data indicated that there was **highly significant perceived growth for understanding of others, and recognizing and responding to injustice**. These results were triangulated by qualitative data indicating that students became more aware of how people can be treated differently based on their demographic backgrounds or other identities. Exit survey data revealed that all experiences with at least five respondents had mean scores of at least 5/6 indicating that students perceived that the experience impacted their understanding of the lived experiences of others. There was also significant growth in the event survey item related to being committed to having positive interactions with others on social media, and the survey item related to **understanding the mental health needs and experiences of others showed the most significant growth of all items on the survey**. This seems to further indicate that students perceived one of the primary benefits of participating in the TSRVA was its impact on their understanding of mental health. Qualitative data once again emphasized how much students appreciated their voices being honored at the event, and how hearing from other students and adults at the TSRVA impacted their understanding of their lived experiences. Overall, this evidence seems to indicate that **students perceived the TSRVA as having a positive impact on their understanding of the lived experiences of others**.

EQ3 How do students participating in the Teen Summit RVA perceive its impact on their preparedness to make their schools and communities a safer and better place?

This evaluation question is informed by evidence from event survey items related to social media, understanding and advocating for others, responding to injustice, promoting physical and emotional safety in schools, and addressing bullying. It is also informed by evidence from the exit survey and observations.

Evidence One: Student Event Survey

The following table summarizes student responses related to knowing strategies for making their schools safer.

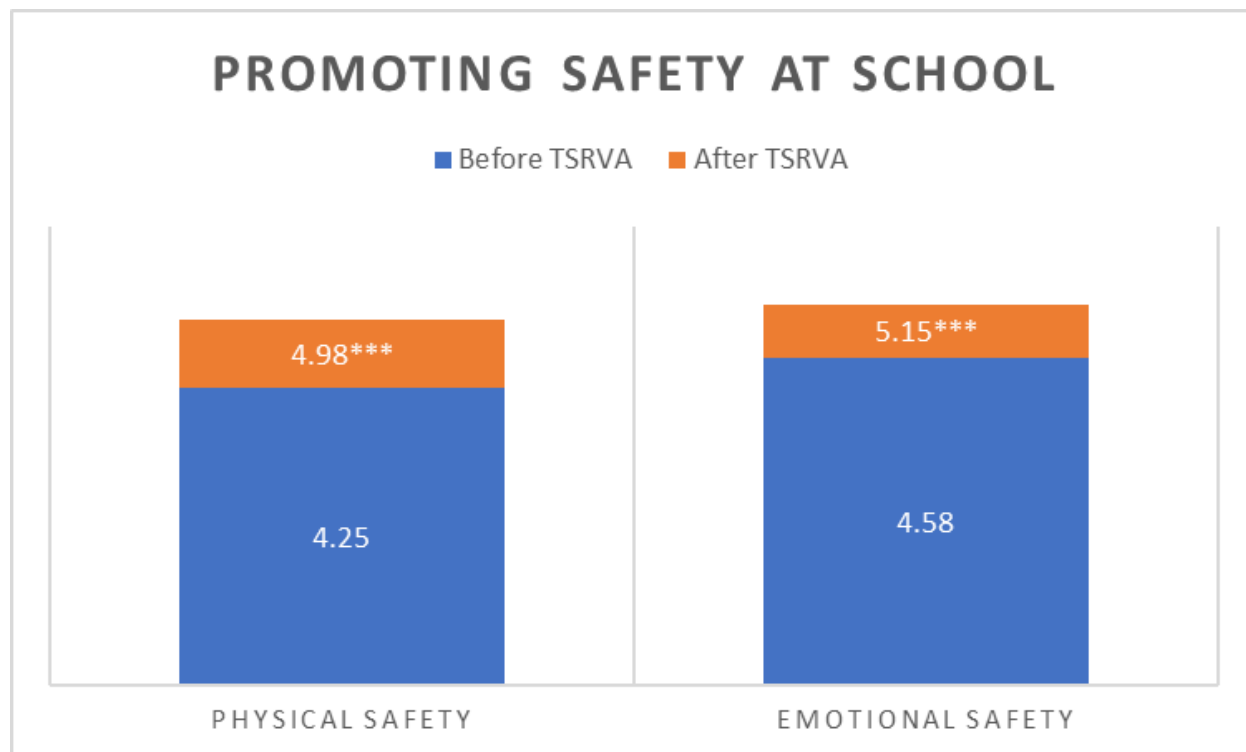
Table 14. Promoting Physical and Emotional Safety in School Survey Means

			Difference
Overall	Pre (n = 66)	M = 4.41	0.66***
	Post (n = 66)	M = 5.07	
Division	Chesterfield	n = 15	0.90
	Henrico	n = 23	0.26
	Richmond	n = 7	1.21
Grade	9th	n = 12	0.08
	10th	n = 8	0.94
	11th	n = 21	0.93
	12th	n = 6	0.50
Gender	Female	n = 26	0.98
	Male	n = 15	0.57
Race	Black	n = 22	0.64
	White	n = 9	1.06
	All Other	n = 11	0.95

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported highly significant growth in questions related to promoting physical and emotional safety in their schools relative to their participation in TSRVA.** Students from RPS, students in the 10th grade, female students, and White students perceived the most growth in this area. The following figure depicts student responses to individual items related to this topic.

Figure 11. Promoting Physical and Emotional Safety in School Question Means



* $p < .05$, ** $p < .01$, *** $p < .001$

This figure shows that students reported highly significant growth in both items after participating in the TSRVA. Overall, these results indicate that **students perceived the TSRVA as positively and significantly impacting their readiness to promote physical and emotional safety in their schools**. The following table depicts student responses related to addressing school bullying.

Table 15. Addressing Bullying Survey Means

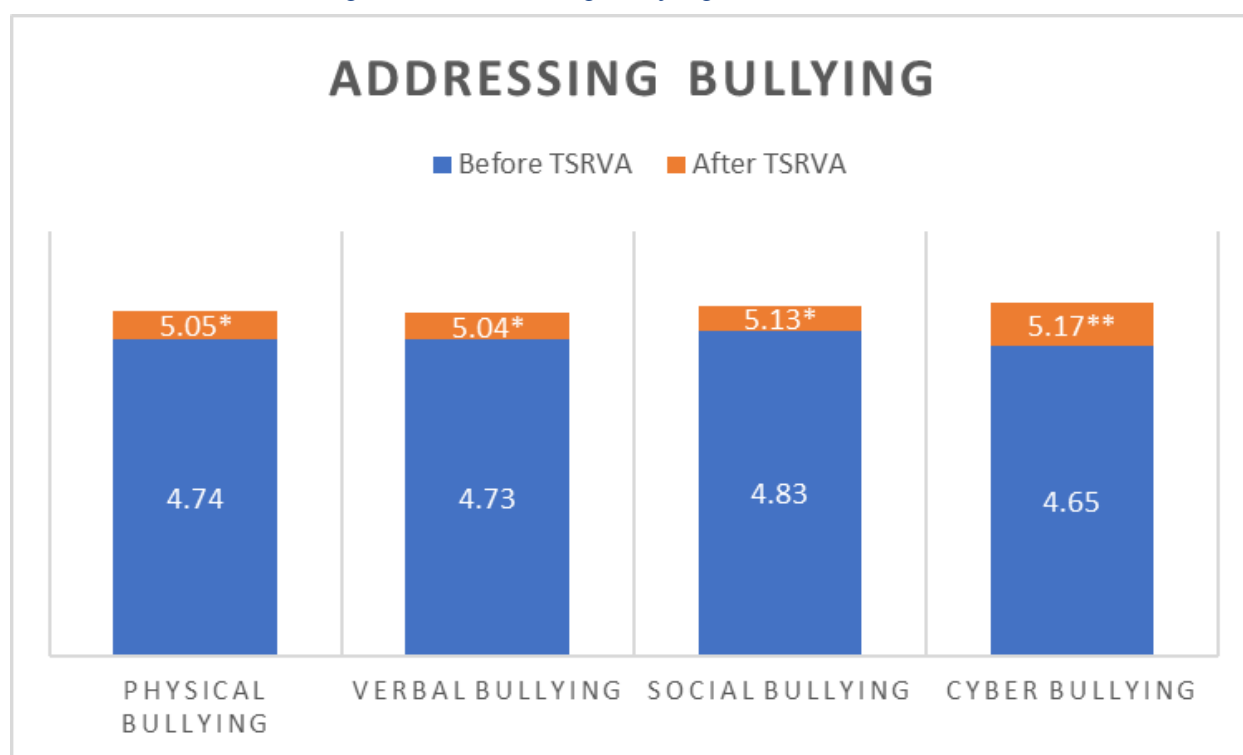
			Difference
Overall	Pre (n = 53)	M = 4.74	0.36***
	Post (n = 55)	M = 5.10	
Division	Chesterfield	n = 14	0.71
	Henrico	n = 21	0.10
	Richmond	n = 5	0.25
Grade	9th	n = 9	-0.28
	10th	n = 10	0.55
	11th	n = 17	0.54

	12th	$n = 6$	0.42
Gender	Female	$n = 21$	0.51
	Male	$n = 14$	0.44
Race	Black	$n = 18$	0.40
	White	$n = 9$	0.55
	All Other	$n = 10$	0.60

* $p < .05$, ** $p < .01$, *** $p < .001$

Overall, **students reported highly significant growth in questions related to addressing bullying when they see it relative to their participation in TSRVA.** Students from CCPS, students in the 10th grade, female students, and students with racial identities other than Black or White perceived the most growth in this area. There was a reported decrease in readiness to address bullying from 9th grade students on the survey. The following figure depicts student responses to individual items related to this topic.

Figure 12. Addressing Bullying Question Means



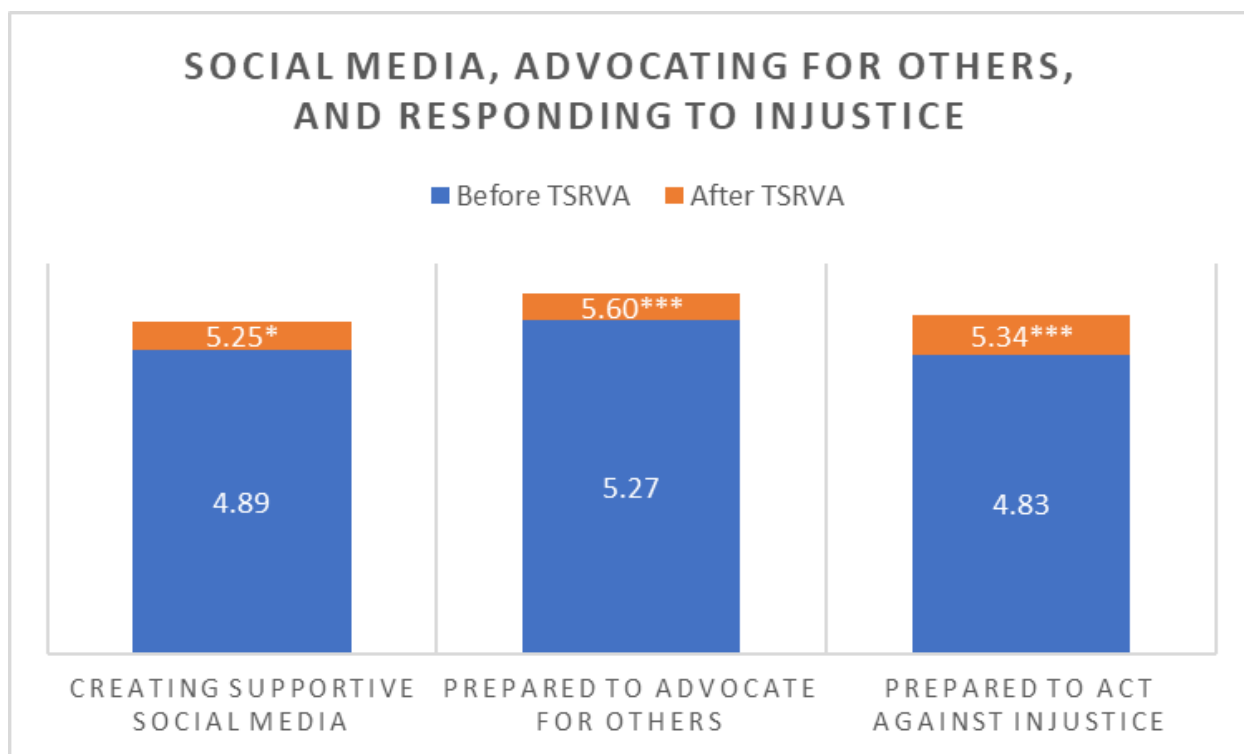
* $p < .05$, ** $p < .01$, *** $p < .001$

This figure shows that students reported significant growth in all items after participating in the TSRVA. Overall, these results indicate that **students perceived the TSRVA as positively and significantly impacting their readiness to address physical, verbal, social, and cyberbullying in their schools, with the most significant growth being related to**

cyberbullying. Cyberbullying was initially the lowest rated of the bullying items (4.65), but became the highest rating after TSRVA participation (5.17).

Although items related to social media, advocating for others, and responding to injustice have primarily informed EQs 1 and 2, there were individual items in each of these focus areas that were related to EQ3. Those mean responses are depicted in the following figure.

Figure 13. Social Media, Advocating for Others, and Responding to Injustice Items Related to Taking Action



* $p < .05$, ** $p < .01$, *** $p < .001$

Most of the responses to questions about social media, understanding and advocating for others, and responding to injustice have been explained in earlier sections. These questions relate to students' feeling prepared to take actions in their schools and communities. Students reported **significant growth in their commitment to creating supportive spaces on social media relative to their attendance at the TSRVA**. There was a **highly significant increase in students' ratings of feeling prepared to advocate for others** even if their background was different than their own after the summit. There was a **highly significant increase in students' ratings of feeling more prepared to do something if they perceive someone being treated unfairly** after the TSRVA.

Additionally, students were asked to indicate which of the experiences at the TSRVA had the most impact on their preparedness to make their schools and communities a safer and better place. The following table depicts the top three responses:

Table 16. Most Impactful Experiences Related to Improving Schools and Communities

Rank	Experience	n	%
1	Keeping Your School Safe: What's Being Done and Where Can We Improve with Brad Stang	12	18.2
2	LGBTQIA+ Advocacy with Patrick Held, Julia Marshel, Drew Newton, Samantha Wilkenson, and James Millner	8	12.1
2	Mental Health Matters with Rebecca Lint	8	12.1

Evidence Two: Student Exit Survey

In their exit surveys, students were able to immediately indicate how the experience they had just attended helped them to feel prepared to make their schools and communities a safer and better place. The following table depicts those results. Note that any experience with fewer than five responses is excluded.

Table 17. Exit Survey Responses Related to Making School and Community Better

This experience helped me feel prepared to make my school and community a better place.			
Rank	Experience	M	n
1	Changing the World with Sydney Edwards and local high school students	5.41	22
2	"The Culture" with Kelli Lemon and local high school students	5.27	15
3	Mental Health Matters with Rebecca Lint	5.22	18
4	Photography to Life with Terell Artis and Courtney Jones	5.18	33
5	Exploring Race and Relational Aggression with Alejandro Prince	4.91	11
6	Art and Impact with Hamilton Glass and Matt Lively	4.52	20

Across all experiences, the mean response to this item was 5.14/6. **The experiences that appeared to be most effective in helping students feel prepared to make their schools and communities a safer and better place were “Changing the World” and “The Culture.”**

Evidence Three: Qualitative Data from Event Survey, Exit Survey, and Observations

Thematic analysis of qualitative survey and observation data offered rich evidence related to EQ3. One theme emerged from the data indicating that students felt informed and empowered through their time at the TSRVA.

Theme: Informed and Empowered

Overall, student participants in the TSRVA indicated a realization that their voice has an impact. Through conversations about their lived experiences, students felt empowered to make their schools and communities safer places. They also realized they needed to

understand the key players in their communities in order to bring about change. One participant commented, *“I didn't know that the schools were responsible for doing so much to help keep us safe, and that we can report them if they are not doing enough or following the rules that were made to keep us safe.”* This realization led students to see their role in solving community issues. One student said, *“I think I was able to understand what my school was lacking and what I can do to make my school community more inclusive.”* Being informed was key, and mediums like art and photography served as avenues.

Students also shared that their curiosity and their ability to learn from others helped solidify their roles. One student said, *“I was also able to walk away with ideas to solve problems in our communities.”* Participation in the Summit brought both clarity and empowerment. One participant shared, *“We kind of feel like we have to depend on ourselves and others to help us get through these things,”* she said. *“It kind of feels refreshing, like a rebirth-type thing. I can talk without being judged. It's kind of like a fresh start.”* Lastly, the students voiced that their impact does not have barriers. One student shared, *“I hope this spreads to other communities; I hope people watch it around the world, and hopefully, it can fix our community.”*

EQ3 Discussion

Evidence related to EQ3 indicated the degree to which students felt prepared to take what they learned at the TSRVA to make their schools and communities a better place. While there were survey focus areas and experiences that were directly related to this question, this was also reflective of the culminating evidence from EQs 1 and 2, which indicated that students perceived the TSRVA as positively impacting their understanding of themselves, their preparedness to take positive steps in their lives, and understanding of the lived experiences of others. This offered a foundation for their preparedness to make their schools and communities better and safer through their participation in TSRVA. Students perceived **highly significant growth in their understanding of strategies to make their schools and communities safer** and **significant growth in their preparedness to respond to bullying, particularly cyberbullying**. They also reported **highly significant growth in their preparedness to advocate for others and respond to injustice**, and **significant growth in their willingness to create supportive spaces on social media**. Exit survey data related to EQ3 was the weaker compared to EQ1 and 2, but students still rated all of the experiences at least 4.5/6 in terms of how they impacted their preparedness to make their schools and communities better. Qualitative data offered triangulating evidence for these findings, with students indicating that they felt informed about issues related to bullying, safety, and injustice and more prepared to do something about it through their participation in the TSRVA. Overall, this evidence indicates that **students perceived the TSRVA as positively impacting their preparedness to make their schools and communities a better place**, building off of the perceived impacts of the TSRVA on their understanding of themselves and the lived experiences of others.

Recommendations

In the event survey, students had an opportunity to provide recommendations for potentially improving the TSRVA for future years. Their recommendations aligned with four categories, schedule and session management, attendees and participants, logistics and amenities, and mental health support.

Schedule and Session Management

Students indicated that they wanted more time to engage with experiences and that they wish they were able to attend more of them throughout the day. Additionally, they indicated that some of the sessions could be more interactive or do more to prioritize student voice. They also recommended making the resource fair longer and offering an interactive opening activity like a scavenger hunt to generate energy at the beginning of the day.

Attendees and Participants

Recommendations related to attendees and participants were primarily around inviting more teens to participate in the event and to provide more opportunities for them to interact with each other throughout the day. Students recommended doing more to advertise the event to encourage their peers to attend.

Amenities

Students offered some itemized recommendations related to amenities at the TSRVA, including providing breakfast and snack options throughout the day as well as providing additional options (e.g. vegan, vegetarian, or gluten free) for lunch.

Mental Health Support

Although there were several focus areas of the TSRVA, mental health was a key point of discussion throughout the day. Students recommended providing students with additional resources to help deal with any feelings of stress or trauma that arose through sharing or hearing the experiences of others. They also recommended establishing ground rules before engaging in “deep” group discussions around mental health. Finally, they recommended offering more strategies for supporting mental health in addition to the recurring focus on understanding mental health needs.

Conclusion

The evidence evaluated in this report overwhelmingly suggested that students had an enriching experience at the 2023 Teen Summit RVA, and that they considered it to positively impact their understanding of themselves and readiness to take positive steps in their lives, their understanding of the lived experiences of others, and their preparedness

to make their schools and communities a better and safer place. Event survey items consistently demonstrated statistically significant growth across focus areas and exit survey responses consistently showed that students perceived the experiences as being impactful in positive and productive ways. Qualitative evidence suggested that students appreciated having their voices honored at the event and that they valued the opportunity to interact with and learn from others. Overall, evaluation evidence suggests that the TSRVA was highly successful in accomplishing its goals in its inaugural year.



METROPOLITAN EDUCATIONAL RESEARCH CONSORTIUM

The **Metropolitan Educational Research Consortium (MERC)** conducted this evaluation on behalf of the School of Education at Virginia Commonwealth University. MERC is a research alliance between the VCU SOE and school divisions across metropolitan Richmond. We conduct studies on immediate and enduring issues voted on by school division leaders. Additionally, we conduct program evaluations for community partners. Our foundational principles are **relevance, impact, rigor, multiple perspectives, and relationships**. More information about MERC is available on our website at merc.soe.vcu.edu. To inquire about MERC evaluation services, please fill out this [form](#) or email us at soemerc@vcu.edu.

CONTACTS

David Naff, PhD is the MERC Associate Director and lead author of this evaluation. He can be reached at naffdb@vcu.edu. It was supported by nine PhD and EdD students in the VCU School of Education.

REFERENCES

Geldhof, G. J., Warner, D. A., Finders, J. K., Thogmartin, A. A., Clark, A., & Longway, K. A. (2018). Revisiting the utility of retrospective pre-post designs: The need for mixed-method pilot data. *Evaluation and Program Planning*, 70, 83-89. DOI: <https://doi.org/10.1016/j.evalprogplan.2018.05.002>

APPENDIX A - EVENT SURVEY

Mental Health

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Diff
I felt/feel aware of my current mental health and mental health needs.								
Pre	5	1	5	27	23	36	4.75	0.71***
97	5.15%	1.03%	5.2%	27.8%	23.7%	37.1%		
Post	1	1	1	8	28	57	5.42	
96	1.04%	1.04%	1.0%	8.3%	29.2%	59.4%		
I was/am aware of coping strategies I can use to self-regulate my emotions.								
Pre	2	4	5	33	22	33	4.70	0.64***
99	2.02%	4.04%	5.1%	33.3%	22.2%	33.3%		
Post	1	1	3	8	32	53	5.33	
98	1.02%	1.02%	3.1%	8.2%	32.7%	54.1%		
I knew/know how to find and utilize resources in my school to support my mental health.								
Pre	4	6	11	28	21	29	4.44	0.68***
99	4.04%	6.06%	11.1%	28.3%	21.2%	29.3%		
Post	2	1	4	17	27	48	5.12	
99	2.02%	1.01%	4.0%	17.2%	27.3%	48.5%		
I felt/feel equipped to be resilient when encountering challenges.								
Pre	4	8	8	29	19	31	4.45	0.71***
99	4.04%	8.08%	8.1%	29.3%	19.2%	31.3%		
Post	2	2	1	15	32	46	5.15	
98	2.04%	2.04%	1.0%	15.3%	32.7%	46.9%		
I knew/know how to detect signs that other students in my school are struggling with a mental health issue and connect them with resources.								
Pre	5	8	8	27	20	30	4.42	0.80***
98	5.10%	8.16%	8.2%	27.6%	20.4%	30.6%		
Post	3	1	0	15	30	50	5.20	
99	3.03%	1.01%	0.0%	15.2%	30.3%	50.5%		

Creativity and Self-Expression

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
It was/is important to me to have a creative outlet.								
Pre	2	1	3	7	11	33	5.16	0.36**
57	3.51%	1.75%	5.3%	12.3%	19.3%	57.9%		
Post	0	0	3	4	12	38	5.49	
57	0.00%	0.00%	5.3%	7.0%	21.1%	66.7%		
I knew/know how creative expression can benefit me socially and emotionally.								
	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
Pre	1	2	6	12	14	24	4.83	0.54**
59	1.69%	3.39%	10.2%	20.3%	23.7%	40.7%		
Post	1	0	1	7	13	35	5.39	
57	1.75%	0.00%	1.8%	12.3%	22.8%	61.4%		
I planned/plan to make creative expression a routine part of my life.								
	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
Pre	1	4	2	13	18	20	4.78	0.66***
58	1.72%	6.90%	3.4%	22.4%	31.0%	34.5%		
Post	0	0	2	6	15	33	5.41	
56	0.00%	0.00%	3.6%	10.7%	26.8%	58.9%		

Social Media

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I knew/know strategies for responsible social media use.								
Pre	0	3	5	13	19	31	4.99	0.29*
71	0.00%	4.23%	7.0%	18.3%	26.8%	43.7%		
Post	1	0	1	10	22	34	5.26	
68	1.47%	0.00%	1.5%	14.7%	32.4%	50.0%		
I felt/feel like I know how to represent myself authentically on social media.								
Pre	3	3	4	17	12	28	4.73	0.30*
67	4.48%	4.48%	6.0%	25.4%	17.9%	41.8%		
Post	3	0	3	12	15	33	5.05	
66	4.55%	0.00%	4.5%	18.2%	22.7%	50.0%		
I was/am committed to having positive interactions with others on social media.								
Pre	1	1	4	16	22	24	4.90	0.40***
68	1.47%	1.47%	5.9%	23.5%	32.4%	35.3%		
Post	3	0	2	4	23	36	5.24	
68	4.41%	0.00%	2.9%	5.9%	33.8%	52.9%		
I was/am committed to creating safe and supportive spaces on social media.								
Pre	3	1	6	14	13	33	4.89	0.32*
70	4.29%	1.43%	8.6%	20.0%	18.6%	47.1%		
Post	4	1	1	5	17	43	5.24	
71	5.63%	1.41%	1.4%	7.0%	23.9%	60.6%		

Taking Accountability

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I recognized/recognize how I have control over my own decisions and actions.								
Pre	0	6	5	8	21	29	4.90	0.51***
69	0.00%	8.70%	7.2%	11.6%	30.4%	42.0%		
Post	1	1	2	2	22	41	5.41	
69	1.45%	1.45%	2.9%	2.9%	31.9%	59.4%		
I felt/feel prepared to take accountability for my own decisions and actions.								
Pre	1	2	4	16	18	28	4.91	0.48**
69	1.45%	2.90%	5.8%	23.2%	26.1%	40.6%		
Post	1	2	1	4	18	43	5.39	
69	1.45%	2.90%	1.4%	5.8%	26.1%	62.3%		

Motivation for Graduation and Career

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I felt/feel motivated to work towards high school graduation.								
Pre	0	0	2	2	12	36	5.58	0.19
52	0.00%	0.00%	3.8%	3.8%	23.1%	69.2%		
Post	1	0	0	1	5	45	5.77	
52	1.92%	0.00%	0.0%	1.9%	9.6%	86.5%		
I felt/feel optimistic about my future after high school graduation.								
Pre	0	3	2	11	12	24	5.00	0.44**
52	0.00%	5.77%	3.8%	21.2%	23.1%	46.2%		
Post	1	0	1	5	11	34	5.44	
52	1.92%	0.00%	1.9%	9.6%	21.2%	65.4%		
I had/have a clear idea of what I want to do for a career.								
Pre	3	3	6	9	9	22	4.62	0.38*
52	5.77%	5.77%	11.5%	17.3%	17.3%	42.3%		
Post	1	1	4	9	13	24	5.00	
52	1.92%	1.92%	7.7%	17.3%	25.0%	46.2%		

Understanding and Advocating for Others

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I understood/understand about the experiences of people from different backgrounds than mine.								
Pre	1	4	9	20	19	34	4.77	0.52***
87	1.15%	4.60%	10.3%	23.0%	21.8%	39.1%		
Post	2	0	2	6	34	43	5.29	
87	2.30%	0.00%	2.3%	6.9%	39.1%	49.4%		
I was/am interested in interacting with people from different backgrounds than mine.								
Pre	1	1	5	10	23	47	5.23	0.43***
87	1.15%	1.15%	5.7%	11.5%	26.4%	54.0%		
Post	1	0	2	2	14	66	5.66	
85	1.18%	0.00%	2.4%	2.4%	16.5%	77.6%		
I felt/feel prepared to advocate for others, even if they are from different backgrounds than mine.								
Pre	0	1	2	12	27	42	5.27	0.33***
84	0.00%	1.19%	2.4%	14.3%	32.1%	50.0%		
Post	1	0	0	6	16	60	5.60	
83	1.20%	0.00%	0.0%	7.2%	19.3%	72.3%		

Responding to Injustice When I See It

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I knew/know how to recognize injustice when I see it.								
Pre	0	1	6	17	18	22	4.84	0.47***
64	0.00%	1.56%	9.4%	26.6%	28.1%	34.4%		
Post	2	0	1	6	22	37	5.31	
68	2.94%	0.00%	1.5%	8.8%	32.4%	54.4%		
I was/am aware of how people may be treated unfairly based on their background.								
Pre	0	1	2	12	20	34	5.22	0.32*
69	0.00%	1.45%	2.9%	17.4%	29.0%	49.3%		
Post	2	0	1	1	16	47	5.54	
67	2.99%	0.00%	1.5%	1.5%	23.9%	70.1%		
I felt/feel prepared to do something when I perceive that someone is being treated unfairly.								
Pre	1	1	5	17	19	23	4.83	0.50***
66	1.52%	1.52%	7.6%	25.8%	28.8%	34.8%		
Post	1	0	2	7	20	38	5.34	
68	1.47%	0.00%	2.9%	10.3%	29.4%	55.9%		

Promoting Physical and Emotional Safety

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I knew/know strategies for making my school a physically safer space.								
Pre	1	6	11	24	4	19	4.25	0.74***
65	1.54%	9.23%	16.9%	36.9%	6.2%	29.2%		
Post	1	0	3	13	26	22	4.98	
65	1.54%	0.00%	4.6%	20.0%	40.0%	33.8%		
I knew/know strategies for making my school an emotionally safer space.								
Pre	0	4	8	21	12	21	4.58	0.58***
66	0.00%	6.06%	12.1%	31.8%	18.2%	31.8%		
Post	1	0	4	10	19	32	5.15	
66	1.52%	0.00%	6.1%	15.2%	28.8%	48.5%		

Establishing Connections with Trusted Adults

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I was/am aware of adults in my school or community who are trustworthy and available to help.								
Pre	2	2	2	12	11	19	4.77	0.58***
48	4.17%	4.17%	4.2%	25.0%	22.9%	39.6%		
Post	0	1	1	6	12	28	5.35	
48	0.00%	2.08%	2.1%	12.5%	25.0%	58.3%		
I felt/feel comfortable reaching out to a trusted adult in my school or community who could help me if I needed it.								
Pre	3	1	10	14	9	13	4.28	0.60***
50	6.00%	2.00%	20.0%	28.0%	18.0%	26.0%		
Post	0	0	4	14	15	16	4.88	
49	0.00%	0.00%	8.2%	28.6%	30.6%	32.7%		

Helping Others Struggling with Substance Abuse

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I knew/know how to tell if someone in my school or community is struggling with substance abuse.								
Pre	0	1	0	1	2	2	4.67	1.00
6	0.00%	16.67%	0.0%	16.7%	33.3%	33.3%		
Post	0	0	0	0	2	4	5.67	
6	0.00%	0.00%	0.0%	0.0%	33.3%	66.7%		
I was/am aware of resources available to someone in my school or community who is struggling with substance abuse.								
Pre	0	0	0	2	2	2	5.00	1.00*
6	0.00%	0.00%	0.0%	33.3%	33.3%	33.3%		
Post	0	0	0	0	0	6	6.00	
6	0.00%	0.00%	0.0%	0.0%	0.0%	100.0%		
I felt/feel comfortable helping someone struggling with substance abuse get connected to the resources and support that they need.								
Pre	1	0	0	1	4	0	4.17	0.83
6	16.67%	0.00%	0.0%	16.7%	66.7%	0.0%		
Post	0	0	0	2	2	2	5.00	
6	0.00%	0.00%	0.0%	33.3%	33.3%	33.3%		

Addressing Bullying When I See It

	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M	Difference
I felt/feel comfortable addressing physical bullying when I see it.								
Pre	1	1	9	9	13	20	4.74	0.32*
53	1.89%	1.89%	17.0%	17.0%	24.5%	37.7%		
Post	2	0	3	10	14	27	5.05	
56	3.57%	0.00%	5.4%	17.9%	25.0%	48.2%		
I felt/feel comfortable addressing verbal bullying when I see it.								
Pre	1	4	5	11	12	22	4.73	0.31*
55	1.82%	7.27%	9.1%	20.0%	21.8%	40.0%		
Post	2	1	1	12	12	27	5.04	
55	3.64%	1.82%	1.8%	21.8%	21.8%	49.1%		
I felt/feel comfortable addressing social bullying when I see it.								
Pre	0	1	6	13	14	19	4.83	0.30*
53	0.00%	1.89%	11.3%	24.5%	26.4%	35.8%		
Post	1	0	2	10	16	25	5.13	
54	1.85%	0.00%	3.7%	18.5%	29.6%	46.3%		
I felt/feel comfortable addressing cyberbullying when I see it.								
Pre	1	1	7	16	8	19	4.65	0.52**
52	1.92%	1.92%	13.5%	30.8%	15.4%	36.5%		
Post	2	0	1	8	15	27	5.17	
53	3.77%	0.00%	1.9%	15.1%	28.3%	50.9%		

APPENDIX B - EXIT SURVEY

Overall Exit Survey Results

n	Completely Disagree (1)	Mostly disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Mostly agree (5)	Completely agree (6)	M
This experience helped me learn about myself and how to take positive steps in my life.							
131	3	0	0	13	35	80	5.42
	2.29%	0.00%	0.0%	9.9%	26.7%	61.1%	
This experience helped me learn about the lived experiences of others.							
131	1	0	2	18	31	79	5.40
	0.76%	0.00%	1.5%	13.7%	23.7%	60.3%	
This experience helped me feel prepared to make my school and community a better place.							
129	3	1	1	22	45	57	5.14
	2.33%	0.78%	0.8%	17.1%	34.9%	44.2%	