

**Arts Corps  
Program Evaluation Report  
2010-2011**

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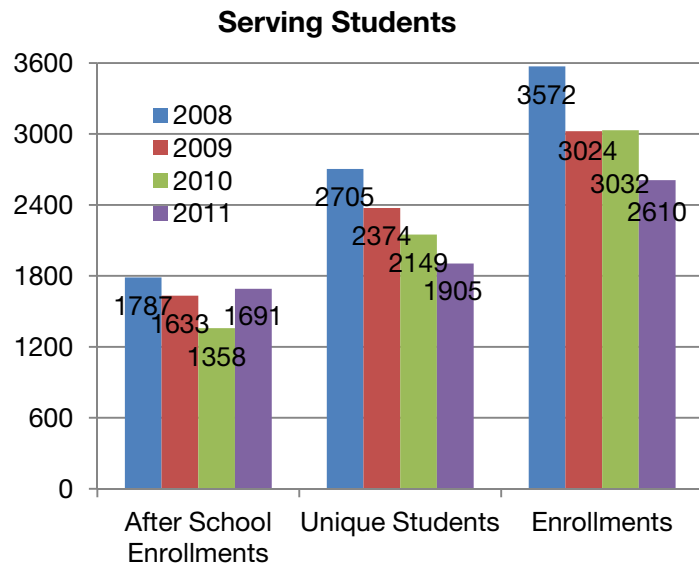
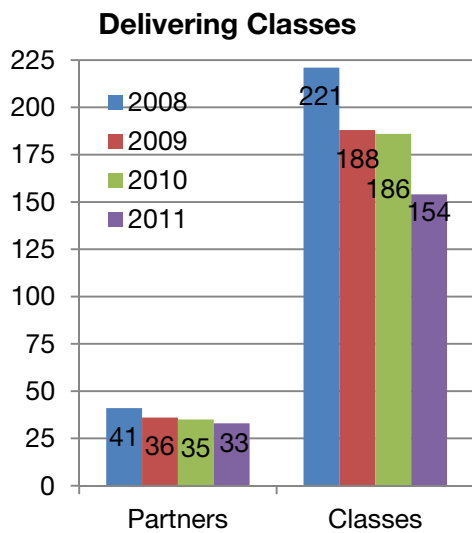
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## Executive Summary

Program evaluation results overall continue to reveal consistently strong program delivery and progress towards the achievement of all program goals.

### Access to Arts Education

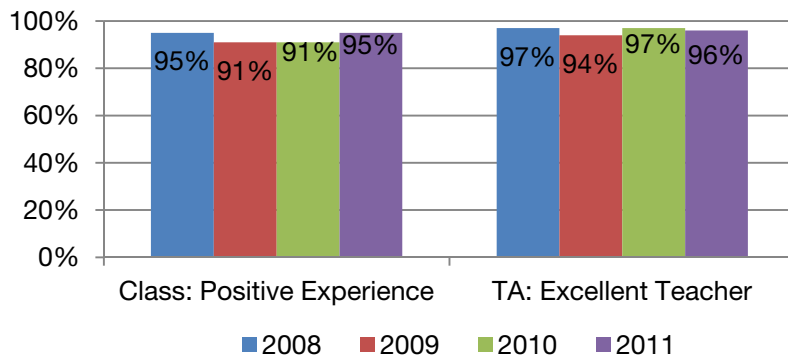
Program records show that Arts Corps delivered 26,176 contact hours of classes to students in 2010-2011, a slight (1%) increase over 2009-2010 (25,943 contact hours). This is a meaningful accomplishment as decreased budget led to fewer classes and unique student enrollments. However, a higher proportion of students enrolled in after school classes, which are the longest of Arts Corp's offerings.



### Program Quality

Indicators of class and teaching artist quality suggest students' experiences this year were very positive overall. This has been a consistent pattern for the past four years, demonstrating that Arts Corps consistently provides students with a high quality class experience led by excellent Teaching Artists.

#### Percentage of Students Reporting Quality "Often or Always"

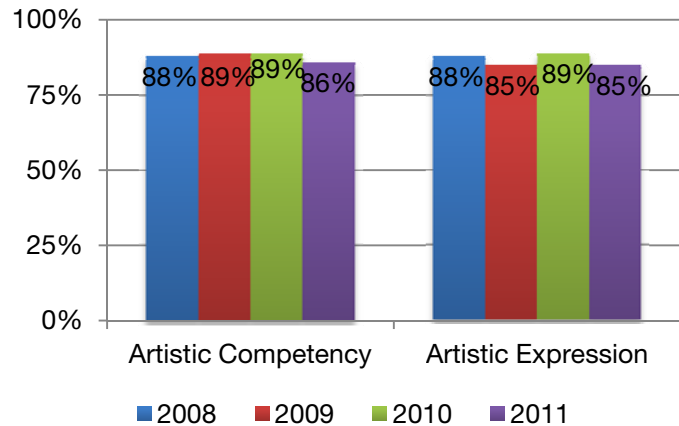


## Learning

Evaluation data suggests that youth artistic competencies and artistic expression are fostered at high rates overall. In general, responses to end of year survey questions on these topics are very consistent over time.

Matched pre-post student surveys revealed significant increases in five out of eleven indicators of creative habits examined. One indicator significantly decreased from pre to post class, which is inconsistent with many years of evaluation findings. This unusual response to one survey question is correlated with a change in sampling strategy and a meaningful decrease in the number of surveys gathered, so by itself it is not cause for concern; all other indicators suggest Arts Corps continues to provide quality programming that fosters creative habits and student learning.

**Percentage of Students Reporting Increased Artistic Competency and Artistic Expression**



## Next Steps

Program evaluation results indicate that Arts Corps continues to deliver high quality programs, maintain positive relationships with program partners and increase access to arts programming for students. Program partners and students continue to request more programming from Arts Corps. Program partners appreciate the variety of art classes offered, so that students have the opportunity to choose the art form(s) most appealing to them. This evaluation underscores that Arts Corps programs are worth expanding in existing sites and replicating in new sites.

While the persistently positive evaluation results are useful for communicating program successes to external audiences, they do not foster continuous quality improvement. At this juncture, program managers should reflect on and refine the evaluation plan. New evaluation strategies are required to better understand program impact and identify specific program features that are worth replicating, especially at the elementary school level. Also, some of the current evaluation methods have not been updated in many years, while the program has grown and matured. It is worth reevaluating the evaluation questions and eliminating data collection strategies that are no longer a priority.

## Data Sources

### End of Class Student Surveys

End of class surveys were completed by 182 unique students in the fall, winter and spring quarters. Several students completed surveys at the end of multiple quarters, resulting in 218 completed post surveys. In 2009-2010, 222 students completed a total of 257 post surveys.

Program records indicate 876 enrollments in classes where surveys were to be administered (after school classes only; middle and high school only; fall, winter and spring only; miscellaneous exceptions taken into account). Based on this, the end of class survey response rate is 25%, in contrast to last year's response rate of 33%.<sup>1</sup>

### Matched Pre-Post Surveys

Matched pre- and post-surveys were collected from 70 students. 40% of students who filled out a post survey also completed a pre- survey that was used for matched analysis. This year, Arts Corps aimed to collect matched surveys from 10% of students enrolled in classes in which surveys were collected. They fell short of this goal, collecting matched surveys from 8% of enrolled students. In 2010, when Arts Corps attempted to collect matched surveys from all students, 153 matched pre-post surveys were collected from this age range (middle and high school), representing 20% of students enrolled in classes in which surveys were collected.

### Teaching Artist Survey

Eighty-two percent (23/28) of Teaching Artists responded to an online survey, although three Teaching Artists answered only 6 of 15 questions. In 2010, 18/25 (72%) of Teaching Artists completed the online survey.

### Partner Program Survey

An online survey was completed by 23/29 (79%) representatives from partner organizations. For the past two years, this survey was administered over the phone, garnering a response rate of 95% in 2010 and 66% in 2009. The last online survey, in 2008, received only a 25% response rate.

### Student Enrollment Report

Arts Corps recorded data on student enrollment and attendance in Salesforce, an online database.

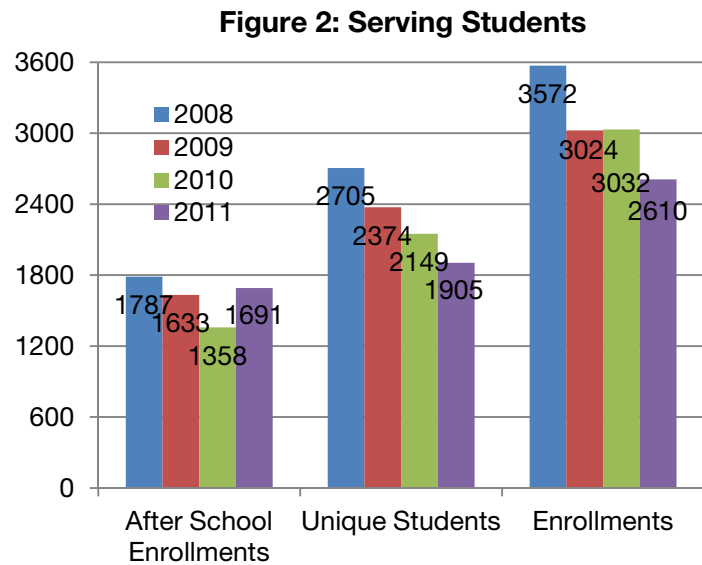
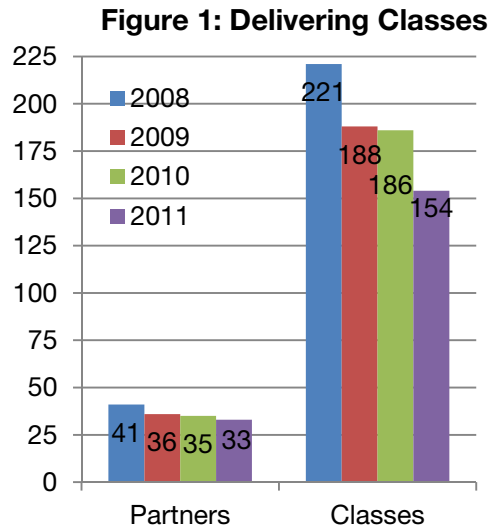
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<sup>1</sup> Last year, response rate was incorrectly reported as 29%, as it was erroneously calculated based on unique student surveys rather than total student surveys.



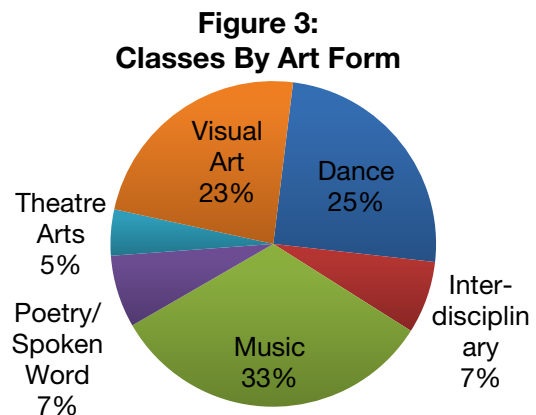
## Increasing Access to Arts Programming

Arts Corps seeks to expose more youth overall to the arts, and in particular seeks to expose youth who otherwise would not have access to arts programming.

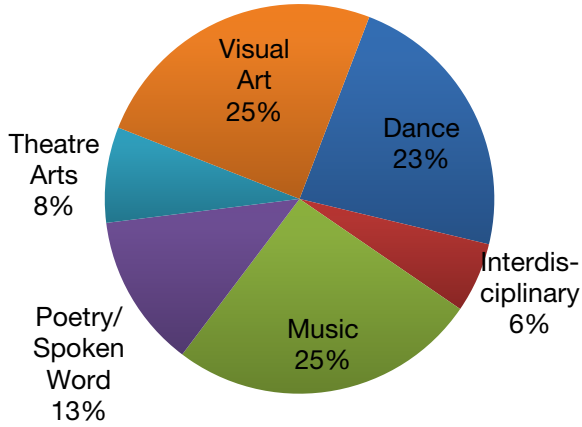


### Program Records – Students Served

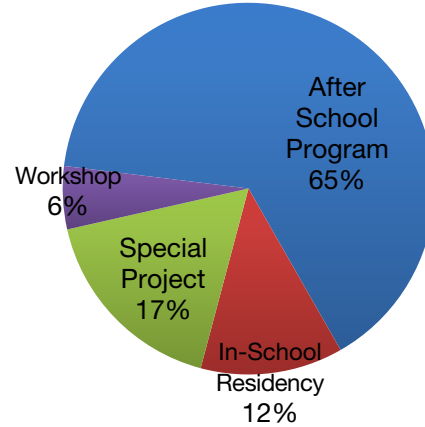
- Arts Corps partnered with 33 sites this year, down from 35 last year. Last year, MusicianCorps helped Arts Corps to maintain a steady number of partners despite a challenging funding environment; however, this program did not continue this year.
- Arts Corps provided 154 classes during the 2010-11 school year and summer. This represents a 17% decrease from 2009-2010, when Arts Corps provided 186 classes during the school year and summer. Again, this decrease is partially due to the discontinuation of MusicianCorps.
- Arts Corps served 1905 unique students during 2010-2011. This represents an 11% decrease from the previous year (2149 unique students).
- There were 2610 distinct enrollments in quarterly classes during the school year representing a 14% decrease from last year's 3032 enrollments.
- Approximately 424 students (22%) enrolled in two or more Arts Corps classes this year, consistent with last year's rate of re-enrollment.



**Figure 4:  
Enrollments By Art Form**



**Figure 5:  
Enrollments by Class Type**

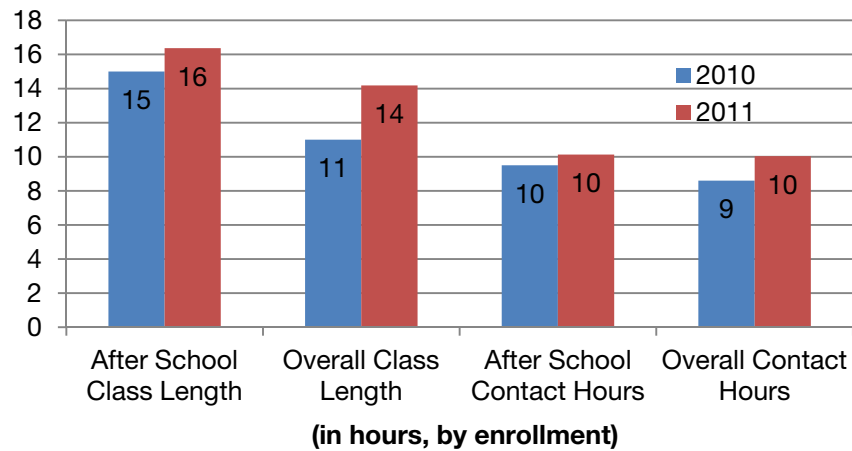


Gender information was collected on class attendance sheets. This information is being collected more consistently than in the past: only 5% of students are unidentified this year, whereas 15% were unidentified in 2009 and 45% were unidentified in 2008. The breakdown of participants has been fairly consistent for the past two years, with a very slightly higher proportion of males served than females.

	2009-2010	2010-2011
Male	50% (1,503)	<b>48% (1,259)</b>
Female	46% (1,399)	<b>47% (1,227)</b>
Unidentified	4% (130)	<b>5% (123)</b>

## Program Records – Enrollment by Class Type and Class Length

**Figure 6: Average Length of Contact**



- Overall, most students enrolled in classes that met for fewer than 16 hours, although this year the typical class met for more hours than in the past. In 2010-11, 39% of enrollments were in classes that met for more than 16 hours, an increase over 2009-10, when 22% of enrollments were in classes that met for more than 16 hours.
  - The average class length was 14 hours.
  - Arts Corps delivered 26,176 contact hours of classes to students in 2010-2011, a slight (1%) increase over 2009-2010 (25,943 contact hours). This year, a higher proportion of students enrolled in after school classes, which are the longest of Arts Corp’s offerings.
- After School Classes
  - 1,692 enrollments were in after school classes (1,358 in 2009-10).
  - 59% of the enrollments in after school classes were in a class that met for more than 16 hours (44% in 2009-10).
  - Of all the enrollments in after school classes, the typical (median) student was in a class that met for 16 hours (consistent with last year) and the average ‘total hours’ per by enrollment was 16 (compared to 15 last year).
- In School Residencies
  - 324 enrollments were in an in school residency (384 in 2009-10).
  - The typical (median) student in an in school residency was in a course that met for 8 hours (consistent with last year), while the average ‘total hours’ per by enrollment was 8 (compared to 11 last year).
- Special Projects
  - 452 enrollments were in special projects (618 in 2009-10).
  - All special projects met for 13.75 hours (similar to last year).
- Workshops
  - 143 enrollments were in workshops (675 in 2009-10).
  - All workshops met 1-4 time for 1-2 hours, with an average of 2.7 hours per class.

## Program Records – Attendance and Contact Hours

- Overall Attendance Ratio: 75% (vs. 80% average attendance last year)<sup>2</sup>

*This number includes students who have 100% attendance in one-time workshops and special projects. 526 students, or 20% of enrollments, participated in one-time workshops or special projects resulting in a 100% attendance ratio (935 students, 31% of enrollments in 2009-10).*

- After School Classes during 2010-11
  - Average attendance ratio of 64% (62% in 2009-10).
  - 19% of enrollments attended every class (19% in 2009-10).
  - 48% of enrollments attended three out of four classes or more (46% in 2009-10).
  - 69% of enrollments attended at least half of the classes (66% in 2009-10).
  - The average enrollment received 10 contact hours per class (10 hours in 2009-10; this does not reflect the aggregated hours of unique students who enrolled multiple times).
- In School Residencies
  - Overall attendance ratio of 89% (86% in 2009-10).
  - 57% of enrollments attended every class (50% in 2009-10).
  - 92% of enrollments attended three out of four classes or more (80% in 2009-10).
  - 96% of enrollments attended at least half of the classes (92% in 2009-10).
  - The average enrollment received 7.6 contact hours per class (9.2 hours in 2009-10; this does not reflect the aggregated hours of unique students who enrolled multiple times).
- Workshops
  - Overall attendance ratio of 97% (99% in 2009-10).
  - The average workshop enrollment received 2.6 contact hours per class (2 in 2009-10).
- Special Projects
  - Overall attendance ratio of 100% (97% in 2009-10).
  - The average special project enrollment received 13.75 contact hours per class (13 in 2009-10).

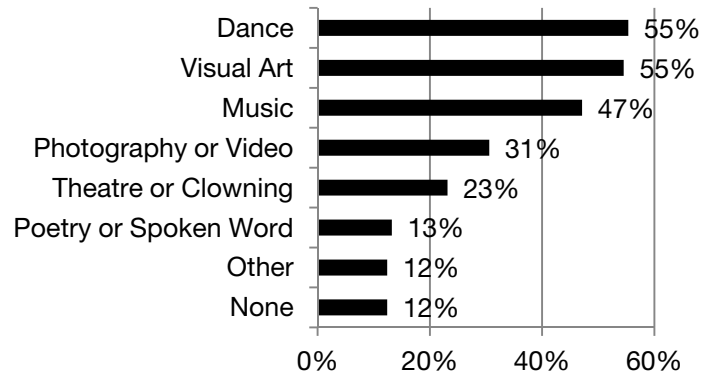
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<sup>2</sup> The attendance ratio is calculated by dividing the number of times a student attended a class by the total number of classes.

## Student Pre-Class Surveys – Past Participation in Arts Classes

On their pre-class survey, 121 middle and high school students were asked to report on all the art classes they have taken, in or out of school, not counting the in which they were being surveyed. Figure 7 details the responses. 12% of students report their Arts Corps class as the first art class they have taken. Last year, 10% of students reported they had not taken an arts class before.

**Figure 7:  
Past Participation in Art Classes**



## Partner Survey – Student Access to Arts Classes

Partners were asked: *Based on your estimations, how many of your students have access to arts classes already, without Arts Corps?* Responses are below.

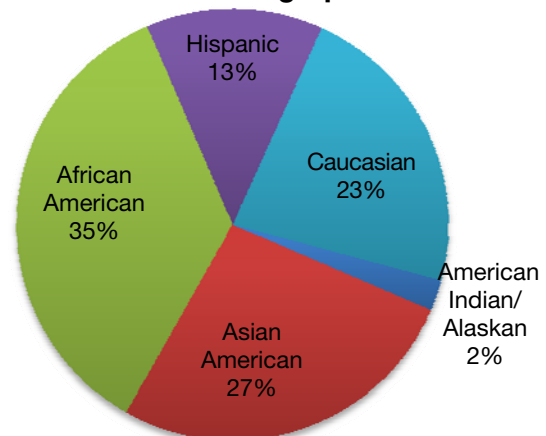
	Virtually All	Most or a Majority	Roughly Half	Only Some	Few or None	Don't Know
<b>2010-11</b>	39%	22%	6%	28%	6%	0%
2009-10	22%	11%	33%	15%	10%	15%

## Partner Survey – Student Demographics

Information on student race/ethnicity is estimated based on the students served by each partner program and is not representative of the individual students served in Arts Corps classes. Figure 8 shows race/ethnicity of students served by Arts Corps Partners.

Arts Corps partners report that 68% of students served by are eligible for free or reduced lunch (65% in 2009-10).

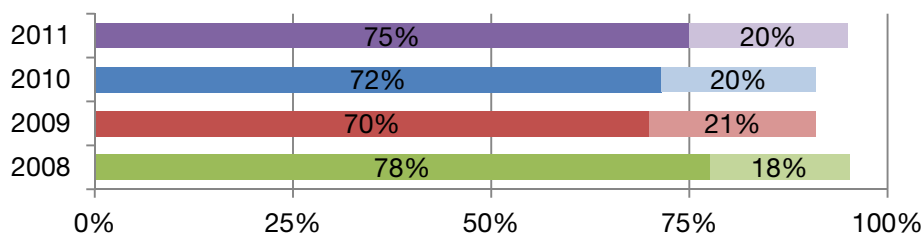
**Figure 8:  
Student Demographics**





## Class Quality

**Figure 9: Students Reporting Desirable Class Qualities "Always" or "Often"**



### Student End of Class Survey

Four questions on the student survey addressed qualities of the class itself.

This Art Class...	Almost Always and Very Much or Often combined (2010's results)	Almost Always	Very Much or Often	Somewhat or Sometimes	Never or Rarely
challenged me to be a better artist	<b>81.7%</b> (80.9%)	46.8%	34.9%	16.5%	1.8%
encouraged us to work together or in a team	<b>80.7%</b> (82.6%)	48.6%	32.1%	13.8%	5.5%
was a safe place to try new things	<b>90.3%</b> (89.5%)	62.7%	27.6%	8.3%	1.4%
was a positive experience	<b>94.9%</b> (91.1%)	74.5%	20.4%	4.2%	0.9%

### Partner Program Survey

Partners were asked: *On a scale of 1 to 10, please rate how well Arts Corps meets your expectations.* Arts Corps received an average score of 8.6 out of 10 (where 10 equals 'exceeds expectations'), compared to 8.4 out of 10 last year.

Partners were also asked: *How can we better meet your expectations and the goals of your program?* Responses to this question are clustered into themes below:

#### *Increase/Expand Programming Offered and/or Presence*

- If Arts Corps and/or its teaching artists could have a larger presence in our school community, it could develop relationships and draw a larger student interest in the arts.
- It would be helpful if at some point one of the visiting artist could make a presence at PTSA event or one of our family dinners.
- The only thing better than one artist would be two artists! I don't think this could get better unless all of our classes would have the opportunity to work with multiple artists each year.

#### *Curriculum Development*

- It would be nice to have extension activities that teachers could use outside of the artist time to connect the State Standards to the arts the students are learning.
- Maybe have the artist discuss what curriculum goals the students have to work on to more specifically direct the instruction and activities
- Having \*set\* classes to pick from - presenting a curriculum so we can choose what's best for us.

### *Improve Teaching Artist Skills*

- The only feedback I could give would be to possibly partner with Schools Out Washington to help some of the instructors with classroom management skills.
- Now that we have started using the Youth Programs Quality Assessment tool to evaluate our programs, it would be great to share this with each other so that we can make sure we are on the same page about what a high quality program entails, and work from multiple angles to support the teaching artists to meet those standards.

### *Miscellaneous*

- By continuing to work on relationship building with students and to ensure consistency throughout the program.
- The only difficulties were with sharing the kiln with other classes, and work getting messed up. Cedarhurst needs to put a sign up sheet to use the room and we'll block out the times we need.
- At our school, I think brainstorming some new recruiting strategies would be helpful
- Tell us more about other program offerings and what is successful at other sites.

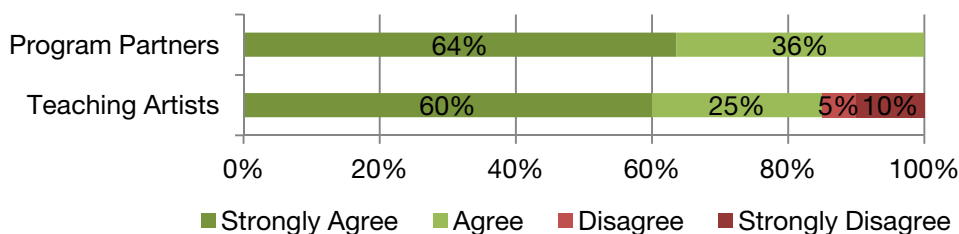
### *Keep It Up/Doing Great*

- I was pleased with the program-the artist worked collaboratively with the teachers to provide an appropriate experience for the students.
- Keep doing what you're doing.
- You all are doing an excellent job.
- Art Corps is great!

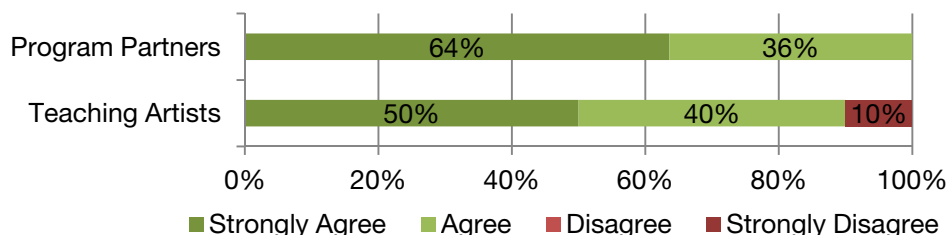
## Community Building

In the past, students and teaching artists have indicated that Arts Corps classes foster a sense of community and belonging for participants. This year, questions on surveys for Teaching Artists and Program Partners specifically addressed this topic. Program Partners more strongly agreed that Arts Corps fosters collaboration and inclusive relationships than did Teaching Artists.

**Figure 9: The classroom environment fosters collaboration between students and teaching artists**



**Figure 10: The classroom environment fosters inclusive peer-to-peer relationships between students**



The following comments represent a selection of Program Partners responses to the question *“Please explain how Arts Corps classes impact the culture of your program overall.”*

- Fosters a culture of teamwork and sharing.
- Arts Corps has a positive impact overall on the culture of my program. Students feel like there is a place for them no matter what their interests are.
- We are working to expand the performing arts component of our after-school program and our Arts Corps class has been a huge part of that this year. It has provided a place for our students who love to dance, sing, and perform to come and meet other students with similar interests and experience the joy of performing in front of an audience.
- Arts Corps classes contribute to our mission to create a positive community at our school and in our program.
- Arts Corps balances out our academic and sports heavy program with strong, engaging programs that foster artistic expression.
- Through the lessons, students were always encouraged to share their ideas, work together and individually, and they were motivated to do their personal best. This is exactly what we teach and expect in the regular classroom. Having students hear those expectations from another source is powerful.
- We became a closer community through sharing the poetry that we wrote. Arts Corps encouraged us to write in a safe and comfortable environment.
- Supports arts and music program by providing more opportunities and provided an integrated team experience.

The following comments represent a selection of Teaching Artists responses to the question, *“How do you establish a supportive classroom environment that fosters collaboration and peer-to-peer relationships?”*

- I have the students work together on creating dance routines.
- At the start of each quarter we would have the students work together to create a set of agreements that they would hold to in order for all of them to be able to do their best work. We also have a special song that we sing at the beginning of class. The students make a circle and each one of them goes in the middle one at a time while the rest of the group sings a song using their name to encourage and pump them up---We practice what it's like to pump up our peers and encourage them to do their best.
- We do a lot of trust building and personal sharing to cultivate a sense of belonging. And I try really hard to have them work together on things in pairs, small groups and as an ensemble.
- In my class students interact and work as a team. They learn to respect others people works by sharing a common pool of art pieces they create in class. I also assign interactive tasks.
- Trust is built every day when we share our poems and the other students not only listen because they have to, but as we go on it's because they really want to hear one another. After a short time of my telling the kids what I love about a particular piece, the kids start to tell one another what they most loved about their classmate's poem as well. Being listened to is one thing, but being heard is amazingly better.
- We work together sharing our ideas and feedback on each other's work. I often have students that feel more confident in their work helping the others that are less so
- Working at a LIHI facility is like working in a one room schoolhouse, I worked with preschoolers - pre teens. I found this experience challenging from a curriculum development standpoint, but in terms of creating community, it was a great place to make this happen. Families/parents are around checking in and participating, it reminded me of my experience growing up in military housing facilities where you live, work and play with all kinds of folks who are having similar experiences within an institution. Everyone knew each other, and if not soon got to know each other in way that helped establish stronger community ties in the building. Other residents would come by and say hi, and were happy to see the students working so well together, it definitely created a cohesive feeling in a place where it is easy to not know your neighbors.
- I foster the idea that our class is a team, ensemble, and that one person creates or breaks the vibe. They hold each other accountable for their success and failures. They discuss and talk to each other about where someone may be short and what they can do to make it better.

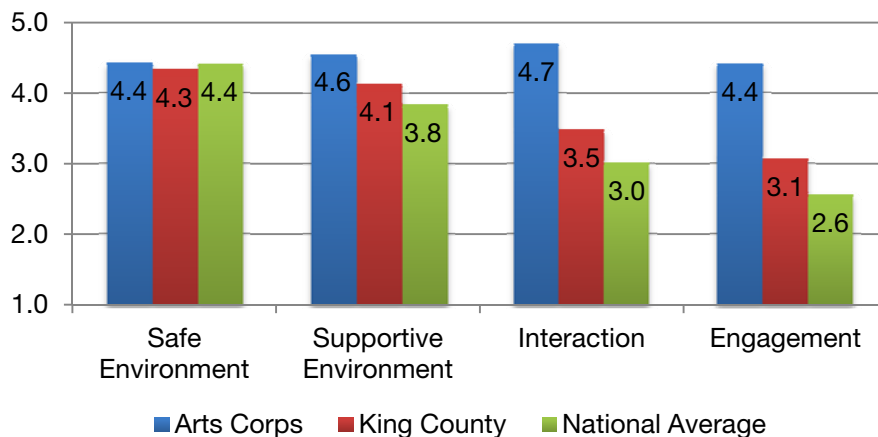
## Youth Program Quality Assessment

The High/Scope Educational Research Foundation developed the Youth Program Quality Assessment (YPQA) as a tool for observing and evaluating youth programs. The YPQA incorporates research on best practices in youth programming into four categories: Safe Environment, Supportive Environment, Interaction and Engagement. The tool is designed to capture a snapshot of program quality on a given day in order to stimulate program staff reflection, planning, and action to foster program improvement.

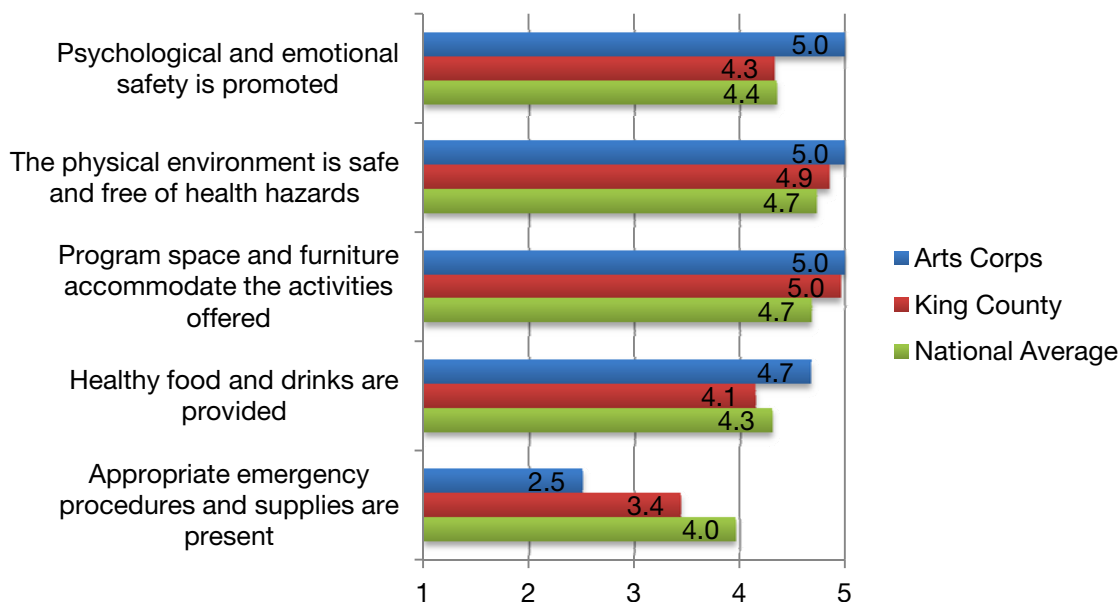


External evaluators certified to administer the YPQA visited Arts Corps' Break Dance Class at Mercer Middle School Community Learning Center during April 2010. The chart below showcases Arts Corps' average YPQA scores for each category. The chart compares the Arts Corps' external assessments (n=2) with a King County cohort (n=12) and a large national reference sample (n=902). Scores are based on a 1-5 scale, where 1 is low and 5 is high. More detail about each category is presented below.

**Figure 12: Overall YPQA Scores**

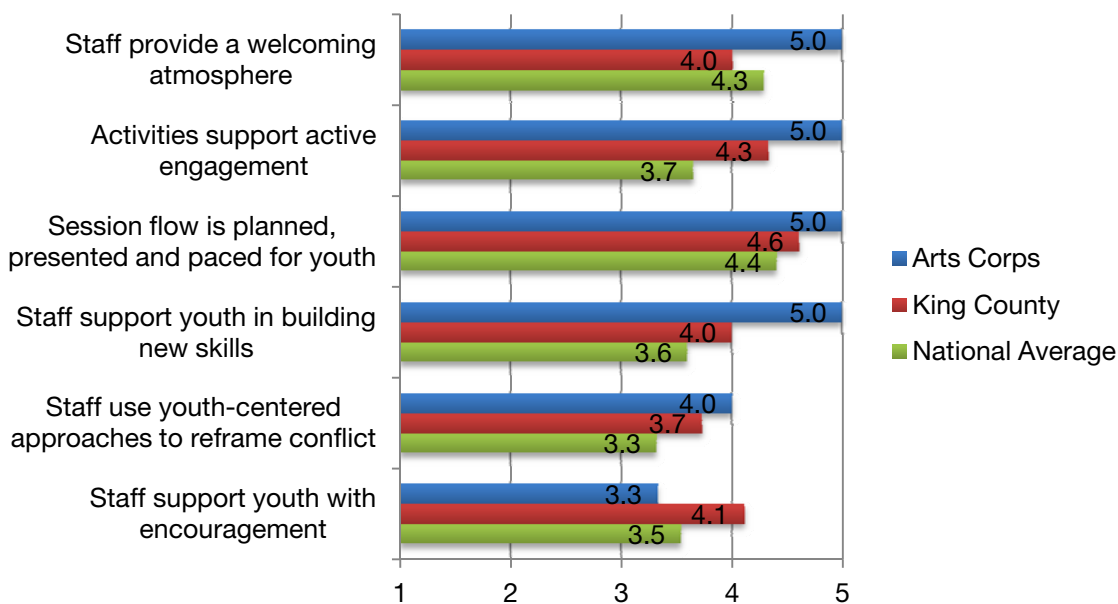


**Figure 13: Safe Environment**



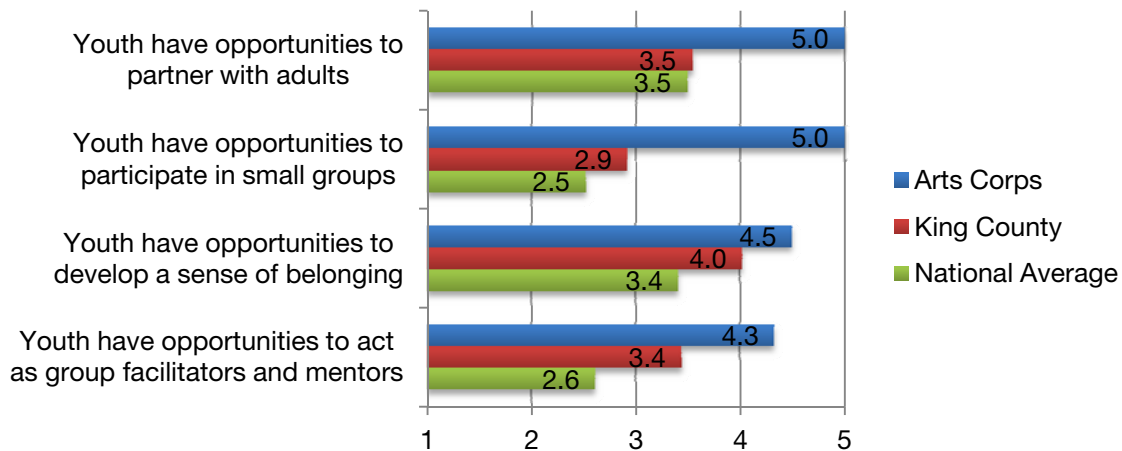
Safe environment is the foundation of the YPQA pyramid and the first step in providing a quality youth program. Overall, safe environment is a strength of the Break Dance Class. Students' psychological and emotional safety is promoted, the program space is hazard-free and accommodates the dancers and healthy snacks are provided to program participants. One area of improvement emerged from the observations: Arts Corps should ensure that appropriate emergency procedures and supplies are present. Staff should be aware of emergency exits and know how to access first aid supplies if needed.

**Figure 14: Supportive Environment**



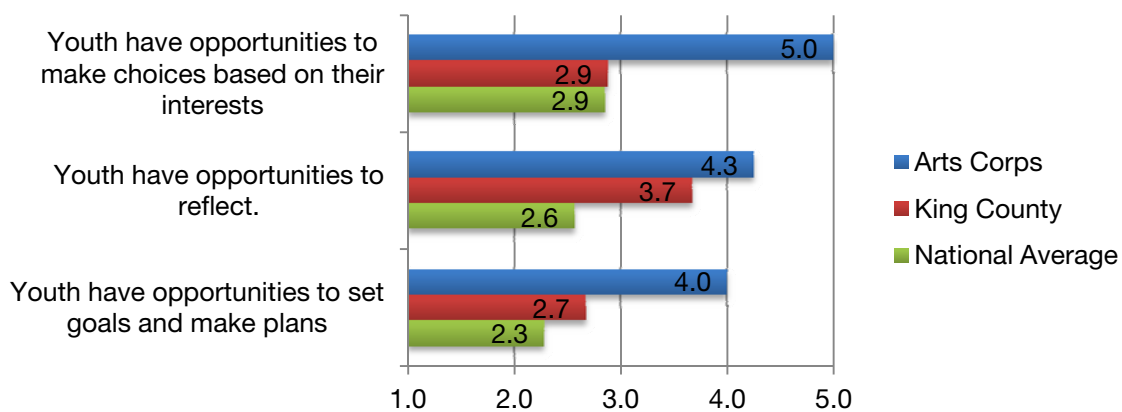
Creating a supportive environment is the next step in the YPQA pyramid. Observations found that supportive environment is another strength of the Break Dance Class. Staff greet youth by name using a welcoming tone of voice, eye contact and friendly gestures. Sessions start and end on time and staff are prepared to explain activities clearly with the necessary supplies and materials. Youth engage with materials and ideas to create tangible performances and while learning new skills, though mistakes are allowed. While staff do support youth with encouragement, one area of improvement is to incorporate the use of non-evaluative praise and open-ended questions when providing feedback.

**Figure 15: Interaction**



Interaction is the third scale of the YPQA pyramid and includes opportunities for youth to lead and/or mentor, work in small groups, partner with adults and experience a sense of belonging. The Break Dance Class earned scores much higher than other King County programs and the national average. Youth have opportunities to form inclusive relationships by partnering with other youth and adults in groups that have purpose and cooperation. Staff share control with youth and provide explanations of activities, while acknowledging youth accomplishments, allowing youth to identify with the program offerings. One area of improvement identified by the YPQA is to allow youth opportunities to lead a group.

**Figure 16: Engagement**

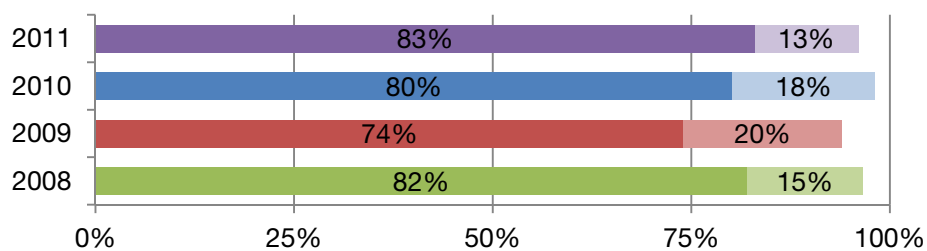


Engagement is the final tier of the YPQA pyramid, suggesting opportunities for youth to plan, make choices and reflect. As with Interaction, the Break Dance Class earned higher scores than the other King County and national programs. Strengths include opportunities for youth to make plans for activities and presentations, to make content and process choices and to reflect on what they are doing. Areas for improvement include providing more opportunities for youth to take part in planning strategies and to reflect in multiple ways.

Arts Corps' Spring 2011 Break Dance Class at Mercer Middle School Community Learning Center demonstrated a high level of quality based on the YPQA assessment tool. A challenge for Arts Corps is to replicate the high quality of the Break Dance Class in other classes.

### Teaching Artist Quality

**Figure 17: Students Reporting Desirable Teacher Qualities "Always" or "Often"**



### Student Survey

Four questions addressed qualities of the Teaching Artist.

My Teaching Artist...	Almost Always and Very Much or Often combined (2008's results)				
		Almost Always	Very Much or Often	Some-what or Sometimes	Never or Rarely
inspired me to take creative risks	<b>85.3%</b> (85.0%)	53.5%	31.8%	13.8%	0.9%
made me feel included	<b>93.1%</b> (90.3%)	66.4%	26.7%	5.1%	1.8%
gave me personal attention	<b>80.6%</b> (80.1%)	45.4%	35.2%	15.3%	4.2%
was an excellent teacher	<b>95.9%</b> (97.2%)	83.4%	12.4%	3.7%	0.5%

## Partner Program Survey

Partners were asked to rate each Teaching Artist they worked with on eleven factors. Forty-one Teaching Artist ratings were received (if a Teaching Artist worked at multiple sites, he or she was rated multiple times). Overall, ratings are much more positive than last year.

	Year	Strongly agree	Agree	Disagree	Strongly disagree
Challenges students to learn	'10-11 '09-10	<b>88%</b> 74%	<b>12%</b> 26%	-- --	-- --
Engages all students	'10-11 '09-10	<b>78%</b> 68%	<b>20%</b> 28%	<b>3%</b> 5%	-- --
Prepares for class	'10-11 '09-10	<b>85%</b> 58%	<b>15%</b> 38%	-- 5%	-- --
Provides personal attention	'10-11 '09-10	<b>83%</b> 63%	<b>17%</b> 37%	-- --	-- --
Delivers an effective lesson	'10-11 '09-10	<b>88%</b> 63%	<b>7%</b> 34%	<b>5%</b> 1%	-- --
Engages students in teamwork and cooperation	'10-11 '09-10	<b>83%</b> 64%	<b>17%</b> 36%	-- --	-- --
Arrives on time	'10-11 '09-10	<b>76%</b> 43%	<b>15%</b> 48%	<b>10%</b> 10%	-- --
Fosters an environment that supports creative learning	'10-11 '09-10	<b>88%</b> 69%	<b>10%</b> 31%	<b>2%</b> --	-- --
Fosters trust in students	'10-11 '09-10	<b>85%</b> 58%	<b>12%</b> 38%	<b>2%</b> 3%	-- --
Acts as a role model for students	'10-11 '09-10	<b>93%</b> 63%	<b>5%</b> 38%	<b>2%</b> --	-- --
Handles misbehavior appropriately	'10-11 '09-10	<b>80%</b> 50%	<b>20%</b> 42%	-- 8%	-- --

Partner program representatives were also asked: *What else would you like us to know about this Teaching Artist?* Many comments offered praise for a specific Teaching Artist. For example:

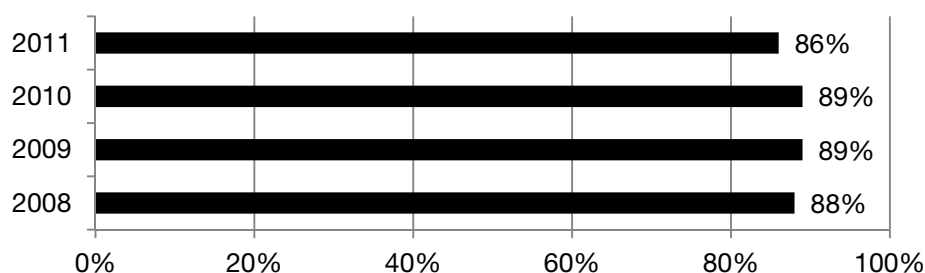
- [She] has been working with our program and our youth for past 4 years. She is an absolutely pleasure to work with and our youth adore and look up to her. She will always be welcome in our program.
- [He] has been incredible to work with. I appreciate how he reaches out to get to know each student as an individual and recognize their strengths and talents. He is positive and approachable. He demonstrates authentic care and concern for our kids. He encourages and challenges them to take positive risks. It is clear by his actions that he wants the very best for his students. He is a very talented musician and teacher.
- [He] has a magnificent way of making the process of creating music easy and fun. He has also been a wonderful inspiration to the youth in his classes.
- [He] meets the residents where they are at with unconditional acceptance and love and never becomes discouraged, he has a fun loving temperament and positive attitude draws the attention to any child.



## Artistic Competencies

Arts Corps provides learning opportunities related to concepts and vocabulary relevant to specific art forms, relevant techniques and skills, generating and applying criteria for what makes good work, and the cultural/historical/contemporary context of art form and role of artist.

**Figure 18: Percentage of Students Reporting Increased Artistic Competency "Often" or "Always"**



### Student Survey

Three questions directly addressed artistic competencies.

Because of this Art Class...	Almost Always and Very Much or Often combined (last year's results)	Almost Always	Very Much or Often	Somewhat or Sometimes	Never or Rarely
I know new concepts and vocabulary related to art	<b>78.9%</b> (84.2%)	39.4%	39.4%	17.4%	3.8%
I can use new art skills and techniques	<b>90.7%</b> (91.5%)	62.6%	28.0%	7.5%	1.9%
I recognize when art is well done	<b>88.2%</b> (91.5%)	62.6%	25.6%	9.5%	2.4%

### Teaching Artist Survey

Each survey asked about fostering artistic competencies.

	Definitely Improved	Somewhat Improved	Did Not Improve	Don't Know
As you look back on student learning over the past year, do you believe your student's artistic competencies:	70%	30%	--	--

The following comments serve as explanation of these ratings:

#### *Improved Skill*

- Only one of the students had experience playing his instrument. Everyone else started out from scratch. Six months later, they are performing at the Triple Door. I don't know what else to say!
- As artists, yes, they've definitely grown, they've developed fairly advanced skills of writing and performing both their own stories and expanding and re-envisioning other people's stories. They've learned basic acting skills for the stage. Now they need to perform, perform!
- Everyone proceeded at different levels but all raised the bar, both in skill and experience.
- Most of my students had never written or performed before my class and they all look like professional artists now.
- I can see how they are growing and accomplishing very complex tasks. This final project required high concentration and abstract thinking.

#### *Improved Confidence*

- They are happy, satisfied, and demonstrate eagerness to continue to learn and challenge themselves.
- They are more confident, and able to catch faster new materials.
- I saw some students feeling more confident about expressing themselves and not afraid to try new things

#### *Increased Creativity*

- In the beginning of the year they only performed the moves and dance routines the way that I showed them how to do them. But now they are express themselves and show their individual styles and moves they created.
- Every child wrote things they had never written before, used tools they had never tried and found beauty in themselves that they didn't necessarily believe was in there!

Teaching Artists were asked to share a specific example of how they ask students to demonstrate competencies they have learned. Most teachers assess student learning through the final product or performance and/or progress check-ins along the way.

- Placement tests, performances and quizzes.
- When they dance in the cipher they are free styling and not just doing the exact same thing we learned in class. And if they do they are able to add in their own unique style.
- I do re-run days where I go to the board and ask them a bunch of questions on what we've been learning and see what they say. I also can tell in their projects if they've understood some of the concepts we are teaching. Also from their reflective journals I learn about that.
- We do final projects that are printed in class anthology booklets, and my goal is for these pieces to incorporate all the various things we've talked about over the course of the sessions.
- An ever increasingly polished performance is my major assessment. The ability to comprehend more and more complex terminology and utilize the skills taught in their performance is another assessment.
- I am combining the assessing process and the class process. Because I am recording the process with still pictures and short movies, when I put all together in the final product they can assess their progress.
- I would have verbal check ins with them individually and as a group to see what they remembered from class to class and how they saw themselves and each other changing.
- See If they are trying newly introduced techniques in conjunction with things previously learned. The questions they ask are also a good indicator.
- By how the music progresses each week and by the dynamics within the band. The more they are able to share stories, laughter, and their problems with each other, the better the music will be.
- By seeing their final products (performance) by looking at the video of images of the process of the choreography, and by asking questions about it.

## Partner Program Survey

Partners were asked: *In your estimate, how successful was Arts Corps in increasing student skills and competencies in the art form they are learning?*

	Very successful	Generally successful	A little successful	Not at all successful	NA or blank
2010-11	70%	30%	--	--	--
2009-10	50%	25%	8%	0%	17%

Partners were asked to elaborate on their responses:

### *Increased Capacity for Art Making*

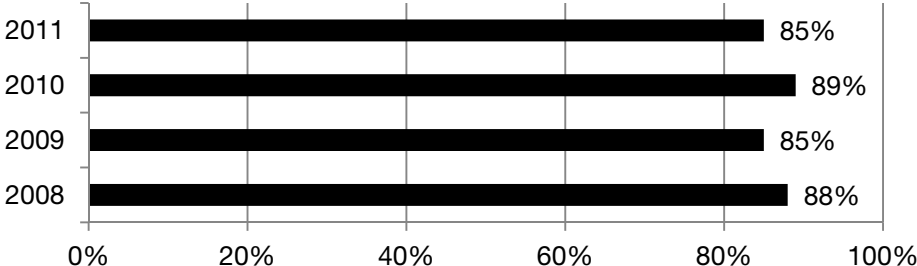
- Youth have definitely learned vocabulary and processes involved in all the classes that Arts Corps offered. We've seen evidence of this in conversations with the youth about why they like the classes and what they have already learned.
- Students were successful when they wrote about themselves in a deeply reflective way. Our instructor made poetry a more comfortable word and activity in our class. Students thought of poetry as fitting some number of words or syllables into a rhyming format. Now they feel free to write and share poetry that is personal and has great meaning for them and their families.
- One of my students learned how to play the drums under the tutelage of our music production instructor. The band (that is the product of this class) sounds like they have been playing together far longer than they actually have, and they even wrote their own song. The teaching artists give our youth the confidence to take risks, small ones at first, and then bigger ones, so that their self-confidence grows and they learn more than they ever expected.
- Students were able to increase writing, performing, and overall productivity. I think if we have more students learn to produce the music it would be great.
- I like that Arts Corps programs are very specific...Drama, Break Dance, Hip Hop...and students are constantly increasing their skills in each specific area.
- Students who messed up had time to start again. Everyone came away with something they could be proud of. They are very eager to work with clay again, and I am better prepared to do more of it with them.
- Having something to show for all their work--a dance battle, shirts to wear...

### *Increased Access to Art and Artists*

- Teaming with the visual artist is great role modeling for our students to work with a professional artist and teacher.
- Students had the opportunity to use clay which they would never have had this year since we didn't have the supplies. I would only change the number of artists our students get to work with.
- Arts Corps giving students additional opportunities to display their work outside what our site offers.
- Much of the success came about because the teaching artist truly loved the kids, and they therefore responded so well to him. Since they probably get nothing like this in school, I think the theatre and improv work was extremely valuable in promoting confidence.

*Expressing ideas and feelings through art*

**Figure 19: Percentage of Students Reporting Increased Artistic Expression "Often" or "Always"**



End of Class Student Survey

Two questions addressed artistic expression.

Because of this Art Class....	<b>Almost Always and Very Much or Often combined</b> <i>(last year's results)</i>	Almost Always	Very Much or Often	Some-what or Some-times	Never or Rarely
I can express my ideas and feelings through art	<b>87.2%</b> <i>(90.7%)</i>	58.3%	28.9%	9.0%	3.8%
I know what my unique talents are when I make art	<b>83.4%</b> <i>(87.4%)</i>	52.1%	31.3%	14.7%	1.9%

## *Creative Habits of Mind*

The Arts Corps model focuses on five Creative Habits of Mind. They are described below with italicized bullets that list the survey questions designed to tap student practice of each habit.

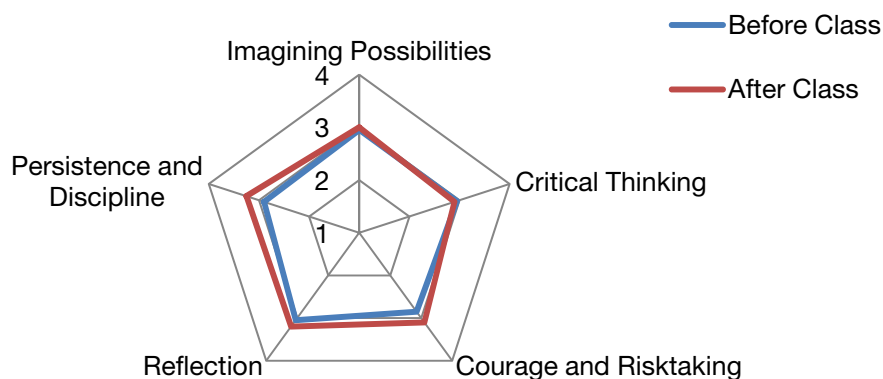
- **Imagining Possibilities:** to conceive of imaginative possibilities, pursue a vision, generate ideas, and respond to new possibilities as they arise
  - *I can come up with lots of ideas*
  - *I like to imagine new ways to do things*
- **Critical Thinking:** to generate and apply criteria for what makes good work (process); to solve problems creatively; to examine ideas; to make connections between unlike things
  - *I can solve problems*
  - *I think before making a decision*
- **Courage and Risk-taking:** to work outside of comfort zones; to tolerate ambiguity, to resist “shoulds & oughts”
  - *I try things even when I might fail*
  - *I don’t hold back, even when something is new*
- **Reflection:** to recognize what is personal & distinctive about oneself and one's work; to reflect on success of final solution
  - *I like to find ways to do a better job*
  - *I know when I have done a good job*
- **Persistence and Discipline:** to develop mental & physical discipline: how to attend, concentrate, persist, coordinate
  - *I don’t give up easily*
  - *I work at something until I get better*

### Student Survey – Matched Pre and Post

Students completed the same eleven questions on a pre-survey and post-survey. For the first time in a number of years, the average post-survey response is not consistently higher than pre-survey responses. Figure 20 demonstrates the pattern of responses.

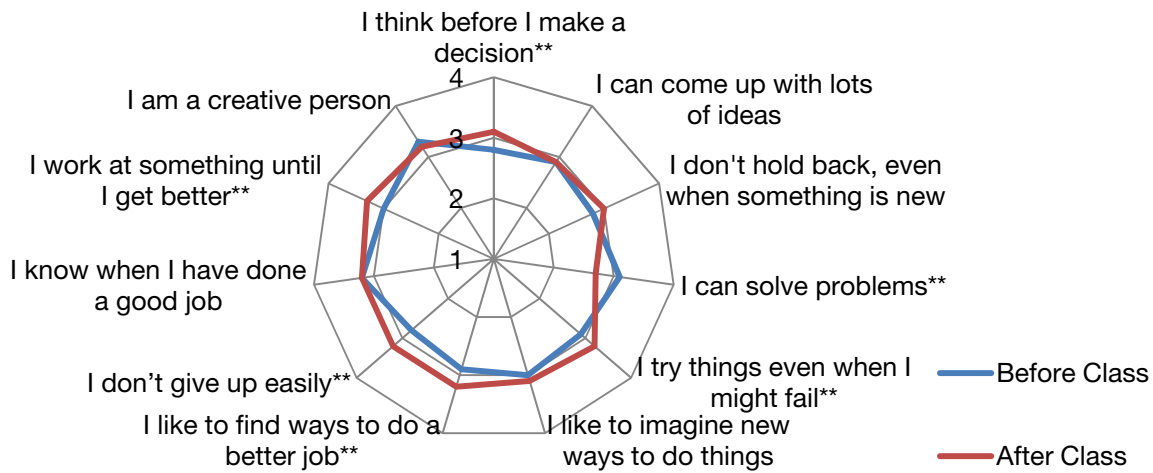
Mean responses were compared on a question by question basis. In instances where post-survey responses were higher (as hypothesized), they were typically statistically significant or

**Figure 20: Changes in Self-Reported Creative Habits  
2010-2011**

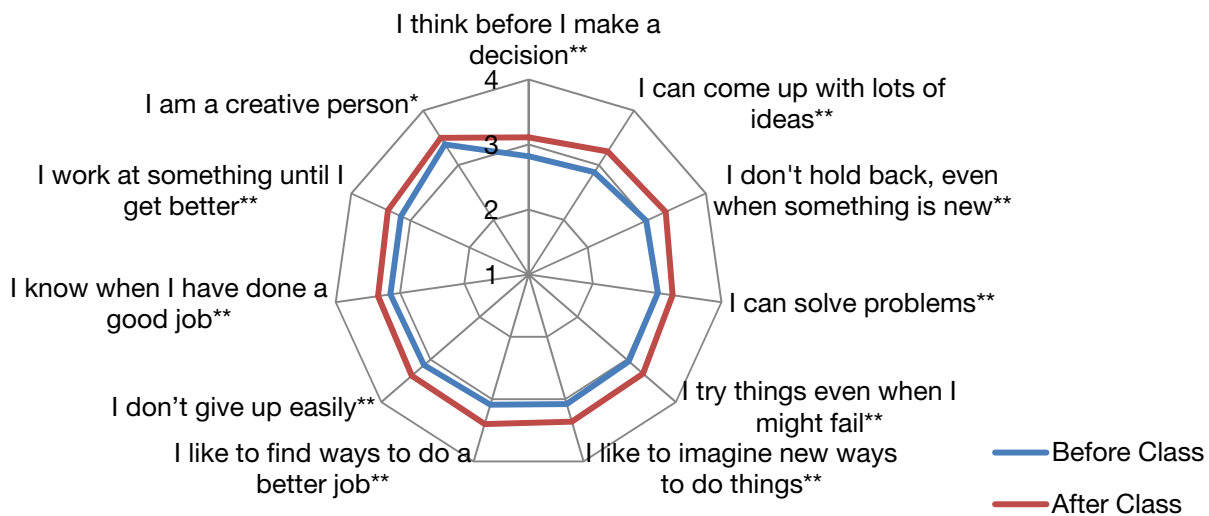


trending in that direction. Also, improvements were greater in size. However, responses were significantly *lower* in response to one question: *I can solve problems*.

**Figure 21: Changes in Self-Reported Creative Habits  
2010-2011**



**Figure 22: Changes in Self-Reported Creative Habits  
2009-2010**



*Paired sample t-tests were used to determine the probability that the difference between each pre-survey mean and the post-survey mean was caused by chance (rather than caused by Arts Corps classes, as hypothesized). It is customary to say that if the significance level is <.05, that difference is "statistically significant," or likely not caused by chance. If the probability is more than .05 but <.1, it is customary to say there is a "trend" suggesting a difference between the two means that is likely not caused by chance.*

*\*\* indicates a statistically significant difference. \* indicates a trend.*

The following table illustrates the difference in student responses on pre and post surveys. Arrows indicate statistical significance.

<b>Student Survey Question</b>	2010-11	2009-10
I think before I make a decision	↑ 0.3	↑ 0.3
I can come up with lots of ideas	--	↑ 0.4
I don't hold back, even when something is new	0.2	↑ 0.3
I can solve problems	↓ -0.4	↑ 0.2
I try things even when I might fail	↑ 0.3	↑ 0.3
I like to imagine new ways to do things	0.1	↑ 0.3
I like to find ways to do a better job	↑ 0.3	↑ 0.3
I don't give up easily	↑ 0.4	↑ 0.3
I know when I have done a good job	--	↑ 0.2
I work at something until I get better	↑ 0.3	↑ 0.2
I am a creative person	-0.1	↑ 0.1

### Teaching Artist Survey

Each survey asked about classroom focus on creative habits.

*How frequently do you provide opportunities for your students to practice ...*

	Year	Almost Always	Often	Sometimes	Rarely
Imagining Possibilities -to conceive of imaginative possibilities, pursue a vision, generate ideas, and respond to new possibilities as they arise	<b>2010-11</b>	<b>45%</b>	<b>55%</b>	--	--
	2009-10	41%	53%	6%	--
Critical Thinking - to generate and apply criteria for what makes good work (process); to solve problems creatively; to examine ideas; to make connections between unlike things	<b>2010-11</b>	<b>50%</b>	<b>35%</b>	<b>15%</b>	--
	2009-10	53%	27%	20%	--
Courage and Risk-taking – to work outside of comfort zones; to tolerate ambiguity, to resist “shoulds & oughts”	<b>2010-11</b>	<b>55%</b>	<b>45%</b>	--	--
	2009-10	33%	60%	7%	--
Reflection - to recognize what is personal & distinctive about oneself and one's work; to reflect on success of final solution	<b>2010-11</b>	<b>45%</b>	<b>30%</b>	<b>25%</b>	--
	2009-10	21%	51%	21%	--
Persistence and Discipline - to develop mental & physical discipline: how to attend, concentrate, persist, coordinate	<b>2010-11</b>	<b>65%</b>	<b>30%</b>	<b>5%</b>	--
	2009-10	60%	20%	20%	--

Teaching Artists were asked to provide examples of each creative habit in their classroom.

### Courage and Risk Taking

*There are no shoulds and oughts in performance. With our class rule of "Don't quit it til you try it", any time we ran up against a situation that was outside of someone's comfort zone, we could support and insist as a group that the individual at least TRY it. It created a great, supportive group dynamic. And there were lots of giggles about girls playing boy roles and vice versa, but they didn't quit til they had tried it.*

### Imagining Possibilities

*I often walk into class and start rapping about what ever is happening in the moment. By the end of the quarter I usually say one line and the students are immediately coming up with a rhyme and the next time on the spot. Sometimes we create a story together and just follow where it goes.*

### Persistence

*We have consistent class structure that involves a brief free warm-up period, followed by specific instruction, and concluded by a more open-ended individual project. Having to participate in all three different forms of creative work as a regular practice encourages them to develop their own vision, and to be open to learning something that may be outside of their own personal interests.*

*There has to be a goal they can and want to achieve. I work to motivate them and praise them along the way in the small steps they take. Again, 'rising to the occasion' is the best way they have demonstrated persistence. They've learned to continue with a smile and focus when they make a mistake and feel really good to know they stuck it out together.*

### Critical Thinking

*At one point, a student turned in her script, and when I asked if she had finished her lines, she said, "No, I just don't want to do it anymore." The rest of the quarter, I made a point of taking some time after each activity and review the intention - what was it for? What do we learn by doing it? How will it help our performance?*

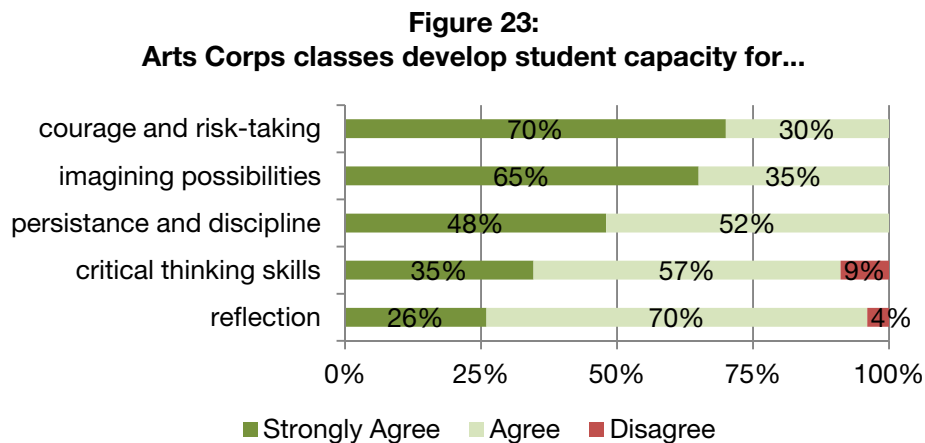
*I ask students to judge the different scenarios and find solutions to the problems that arise from pollution. I always encourage students to tell what would be the right thing to do in order to avoid harming the environment and ultimately the animals and the vegetation.*

### Reflection

*After trying a scene or monologue we have feedback sessions for students to discuss how they thought it went, what bits they would do differently next time, and what stuck out as successful choices for the folks watching. I also use the turn to partner and discuss what just happened and what we might try again...and writing just after or before an activity as well.*

## Partner Program Survey

Partners were asked to indicate if they observed students practicing one or more creative habits in Arts Corps classes.



### Courage and Risk Taking

*In drama class the games and exercises that are being taught is working out side of the "cool zone" for many of theses kids; they are encouraged to participate and act in ways that are silly and fun and takes courage to put themselves in a position where they may not look as tough or cool.*

*Several of the students in the band only began to develop their musical talents through this particular class. One of them barely talks to other people and often doesn't even make eye contact, but he performs with the band and even stood up on stage at the Triple Door and sang with Kore lonz and ArtsCorps staff.*

### Imagining Possibilities

*While working [in class] this year, students were able to make a basic body shape out of clay. They were then asked to add to that shape to create an animal. They could add ears, eyes, bills, arms, etc. For some students that was difficult but they began to just play with the clay and suddenly, these fantastic little mice, koalas, dogs, bats and other animals began to appear. It was fascinating to watch as students showed each other how to make different pieces to add to their critters.*

### Persistence

*We definitely have a core group of youth who always participate in arts corps classes and the one thing they have in common is they don't give up easily on their schoolwork.*

### Critical Thinking

*Poetry - providing kids an opportunity and tools to look inside themselves and put on paper the problems that they are facing and then define ways to overcome. Or realizing that just putting it on paper is a solution within its self.*

### Reflection

*In the online teen survey that we conduct every spring, it was clear to me which surveys were from youth in the Music Production class. They clearly identified how the program had helped them to develop skills and confidence in their musical talents. They also said they learned how to work as members of a team.*

*Many of the girls in my class looked at their work and thought it was horrible. That was until one of them decided that she did her best and liked her efforts. She started talking about how in her next project she wanted to try adding this or that to her work. Pretty soon, the others were thinking on their work and they too began to think about how they could better share their own ideas instead of doing the same thing as the others. It helped them see they are worthy as individuals.*

## Lessons Learned

Program evaluation results indicate that Arts Corps continues to deliver high quality programs, maintain positive relationships with program partners and increase access to arts programming for students.

Given the challenging funding climate for arts organizations in recent years, it noteworthy that Arts Corps increased total contact hours this year. Although offered fewer classes and enrolled fewer students, they offered more “long” classes, and decreases were largely in enrollments into workshops that typically meet one time, for only a few hours at the most.

Program partners and students continue to ask for more programming from Arts Corps. Program partners appreciate the variety of art classes offered, so that students have the opportunity to choose the art form(s) that is most appealing to them. Students appreciate this as well; one in five students is enrolled in more than one Arts Corps class. For the first time this year, comments from partners indicated an interest in receiving an Arts Corps curriculum that helps them to ensure their students are learning in adherence to Washington State standards for the arts.

Based on recommendations from the evaluators, program planners experimented with surveying a representative sample of students this year for the matched pre- and post-class survey. The overall sample size was smaller than the previous year (70 vs. 153 students; 8 vs. 17 classes); despite this decrease, some statistically significant differences were found, although differences were less likely to be statistically significant than when a larger sample was gathered.

Surprisingly, for the first time after multiple years of employing the same survey, not all significant differences were in the desired direction. In fact, students were less likely to agree with the statement “I can solve problems” after participation in Arts Corps. Further analysis revealed that this is year’s results and the more desirable results in past years were never the result of one particular class or teacher: 75% of classes surveyed this year had a decrease in response to this question between pre and post, whereas only 12% of classes surveyed last year had a decrease between pre and post. Despite this one anomalous finding, students were significantly more likely report a number of creative of habits after Arts Corps participation, consistent with many years of past results. Because this unusual response to one survey question is correlated with a change in sampling strategy and a decrease in the number of surveys gathered, by itself it is not cause for concern, as all other indicators suggest Arts Corps continues to provide quality programming that fosters creative habits. It does suggest that this survey question and the sampling strategy should be re-evaluated.

While the persistently positive evaluation results are useful for communicating program successes to external audiences, they do not foster continuous quality improvement. At this juncture, program managers should reflect on and refine the evaluation plan. New evaluation strategies are required to better understand program impact and identify specific program features that are worth replicating, especially at the elementary school level. Also, some of the current evaluation methods have not been updated in many years, while the program has grown and matured. It is worth reevaluating the evaluation questions and eliminating data collection strategies that are no longer a priority.