

**Arts Corps  
Program Evaluation Report  
2012-2013**

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## Key Findings

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### Arts Corps provides quality arts education classes to a growing number of diverse students each year.

The majority of students, program partners and teaching artists report high levels of satisfaction with their Arts Corps experience. Students describe classes that are fun and engaging. Program partners report that Arts Corps increases the number of arts education opportunities and exposes teachers and youth development professionals to new strategies for incorporating art into the work with students. Arts Corps intentionally and successfully serves student populations that typically have less access to arts education than youth from other demographic and socio-economic groups.

### The General Program class experience varies by program type.

Arts Corp's General Programs include after-school classes, in-school residencies, summer classes, workshops, special projects and the Teen Artist Program. Participant surveys reveal different youth experiences based on class type. All classes earned high satisfaction ratings from students. There was also a correlation between the level of student choice in class participation and student satisfaction ratings. Students in the Teen Artist program, an advanced program that students travel to attend, gave the highest ratings of teacher and program quality; those students also tended to report greater artistic learning and development of creative habits than those in other class types. Students in after-school programs typically provided the next highest ratings, while in-school residencies earned the lowest of the ratings from students.

### The Creative Schools Initiative is a promising pilot.

The Creative Schools Initiative is a pilot program to bring middle schools an arts integrated experience during the school day. During the first year of the pilot, Arts Corps learned valuable lessons about partnering with the Seattle Public School District, including strategies for creating and achieving shared goals and measuring program impact. Partner teachers gave the program high ratings and were eager to continue for a second year. Arts Corps will continue the pilot next year, while monitoring student academic engagement and performance, development of learning dispositions and impact on overall school culture.

### Arts Corps is a valued partner with schools and community organizations.

Partners consistently report that Arts Corps meets and exceeds their expectations. They believe that Arts Corps provides an important community service that positively impacts the students they serve. Additionally, partners report that Teaching Artists expose their staff to new strategies and teaching methods, bringing creativity into the lives of youth and adults.

# Arts Corps Overview

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## INTRODUCTION

Founded on the principle that all young people – not just those with resources – should have access to quality arts learning opportunities, Arts Corps is now a leading nonprofit arts education organization in Seattle. After starting in 2000 with just a few classes at six sites, Arts Corps, this year, served over 2,518 students at approximately 40 sites.

Arts Corps offers during and after school arts education opportunities at schools, community centers and other locations serving low-income youth who often have few other opportunities for arts learning. Programs cover the spectrum of arts disciplines from dance to visual arts, photography to music and include popular classes such as Brazilian dance, theater, comic illustration, spoken word, sculpture and more. Programming is designed to foster artistic competencies and creative habits of mind such as imagination, healthy risk-taking, reflection, persistence and critical thinking. Programs operate during the school year, with select workshops occurring in the summer months.

This year, Arts Corps offered two distinct kinds of opportunities for students to participate in arts education opportunities:

**General Program** – Arts Corps places teaching artists in schools, community centers, crisis centers and low income housing to engage students in project-based or thematic arts learning. Most classes in the general program are after school with some in-school residencies, special projects, workshops and summer programs. This program provides youth who would otherwise not have access with high quality arts programming that not only fosters student’s artistic abilities but also fosters increased practice of creative habits. Arts Corps’ Teen Artist Program is included in analysis of the General Program. During 2012-2013, the Teen Artist Program (TAP) provided arts education classes to Seattle teens through the Youngstown All Access program. These classes are designed to build a pathway for high-need students to participate in the rich afterschool opportunities at Youngstown.

**Creative Schools Initiative Pilot** – This year, Arts Corps initiated a collaboration with middle schools and classroom teachers to foster long term, positive impact on student learning and school culture by providing high quality integrated arts experiences in schools. Such programming is expected to impact student engagement, creative capacities, academic performance, attendance and learning dispositions. In addition, this programming is expected to provide teachers with expanded teaching strategies and promote a strong school community through an arts rich environment.

Arts Corps has conducted program evaluation since inception and refines its focus each year to better explore and describe the impacts of arts classes. This report represents Arts Corps’ evaluation work during the 2012-13 program year. (For a detailed list of all evaluation data sources, see Appendix A).

### 2012-13 Evaluation Questions

- Does Arts Corps improve access to arts education?
- Does Arts Corps provide high quality programs?
- What do students learn in Arts Corps classes?
- What is the impact of Arts Corps’ community partnerships?

**ACCESS TO ARTS EDUCATION**

Arts Corps aims to improve and equalize access to arts education by providing programs that serve youth who typically have the least access to such programs and by developing and advocating for systems level changes that would equalize access to arts education for students in the Puget Sound region.

**Partnerships Minimize Barriers to Participation**

Arts Corps partnered with 40 sites to offer programs this year. Arts Corps works with existing after-school programs and other youth-serving organizations to bring their programs to students who have the least access to programs.

*Research shows art is good for all kids but the privileged kids only tend to get it. I want our students to have the same experiences.*  
 –Principal

**Program Participation is Growing**

In 2012-13, Arts Corps served slightly more unique students than the previous year by offering more classes, resulting in an 11% increase in the number of contact hours provided to students enrolled in their programs. The table below reflects program participation for all Arts Corps programs.<sup>1</sup>

	2011-12	2012-13
Classes Offered	168	206
Unique Enrollments	2,477	2,518
Contact Hours	32,673	36,199

- Arts Corps Partners**
- A PLUS Youth Program
  - Aki Kurose Academy YMCA CLC
  - Bailey Gatzert Elementary School YMCA CLC
  - Ballinger Homes
  - Broadview-Thomson OST
  - Cedarhurst Elementary
  - Chief Sealth High School YMCA CLC
  - Cleveland High School
  - Daniel Elementary
  - Delridge Community Center
  - Denny International Middle School CLC
  - Eckstein Middle School CLC
  - Emerson Elementary
  - Franklin High School YMCA CLC
  - Hamilton International Middle School YMCA CLC
  - Hilltop Elementary
  - Kent Elementary
  - Kimball Elementary
  - LIHI Denny Park Apartments
  - LIHI Denice Hunt Townhomes
  - LIHI Meadowbrook View Apartments
  - Madrona K-8
  - McClure Middle School OST
  - Mercer Middle School CLC
  - Museum of History and Industry
  - Northgate Elementary School
  - Open Window School
  - Orca K-8
  - Saint Therese School
  - Scenic Hill Elementary
  - Seahurst Elementary School
  - Seattle Girls School
  - South Shore School
  - Southwest Interagency Academy
  - Spruce Street Secure Crisis Residential Center
  - Van Asselt Elementary CLC
  - Washington Middle School YMCA CLC
  - West Seattle High School YMCA CLC
  - Wing Luke Elementary School
  - Youngstown Cultural Arts Center

<sup>1</sup> Arts Corps strives to maintain accurate records of student program participation in a secure database. This task is not easy, as programs are provided at 40 sites and attendance records are recorded for over 3,500 program enrollments. Each year, errors are identified and corrected, and data entry and management systems are incrementally improved to increase accuracy. Though the evaluators reviewed program records carefully to identify and correct errors prior to report finalization; the authors of this report believe that some small, unidentified errors may remain in the dataset, but are not substantial enough to meaningfully impact the findings or conclusions in this report.

**Arts Corps Refines its Definition of “Least Access” to Arts Education**

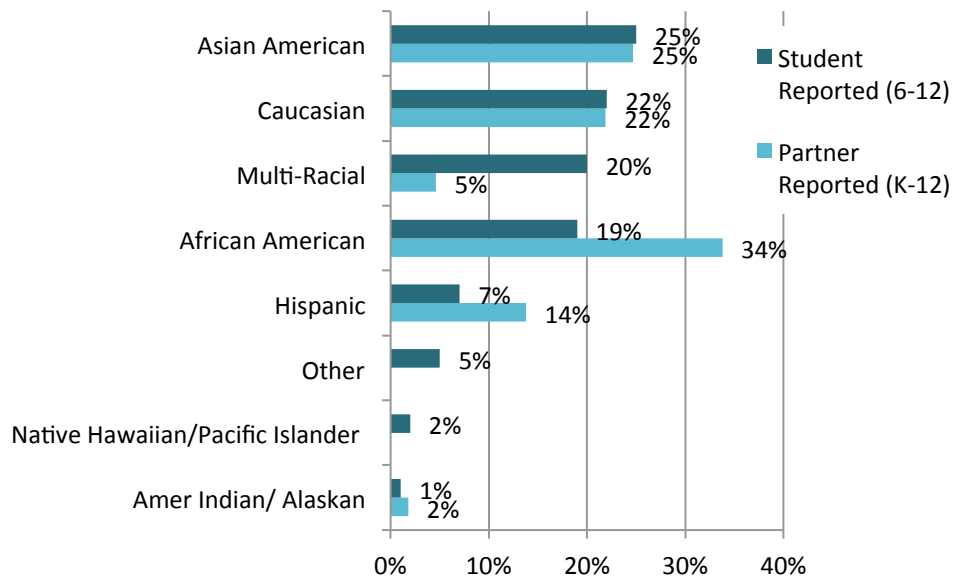
Since its founding, Arts Corps has brought its programs to students with limited access to resources, using free and reduced lunch (FRL) status and, more recently, language spoken in the home as the best indicators of family access to resources. For many years, its evaluation showed that its partners served high percentages of students who qualified for free or reduced lunch.

A 2012 study of arts access in Seattle Public Schools<sup>2</sup> provided a more nuanced picture of which area students have the least access to arts programming. Specifically, this study concluded that African American, Hispanic and American Indian/Alaskan students are overrepresented among students taking less than the average number of arts courses. It also found that Asian, Black and Latino elementary students are underrepresented in music classes, while FRL and English Language Learner (ELL) students are underrepresented in arts classes in middle and high school.

Therefore, Arts Corps examines ethnic/racial background, FRL status and language spoken at home to understand if it is serving youth with limited access to arts education. Arts Corps uses two methods for collecting data on student demographics:

- Program Partner Statistics – 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. Just over half (58%) of Program Partners reported demographic data.
- Student Survey – middle and high school students were asked to self-report their race and language(s) spoken at home on student surveys. As the questions were posed in a “check all that apply” format, some students indicated more than one race or language spoken.

**Figure 1: Student and Partner Reported Race**



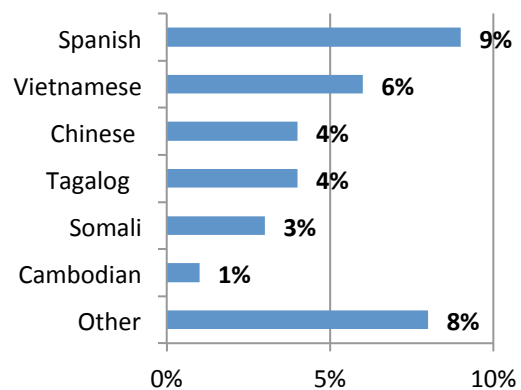
<sup>2</sup> De Soto, Annette (June 2012). Seattle Public Schools Art Access Survey and Cohort Analysis. Beyond the Divide.

Roughly four out of five Arts Corps students is not Caucasian; by this measure, Arts Corps is successfully locating its programs where students most need access to the arts. Program partners were more likely to indicate students as African American or Hispanic, while students were more likely to self-report as multi-racial and included “other” and “Native Hawaiian/Pacific Islander” as answer choices. “Other” responses included identification of nationality or geographic region (i.e. German, American, European, Middle-Eastern), inclusion as multi-racial (mixed, bi-racial), religion (Muslim) and “I don’t know”. On student surveys, 20% of students self-reported belonging to more than one ethnic group.

English was the most common choice of language spoken at home, with 63% of students who responded to the survey question indicating that English was spoken in their homes (77% in 2011-12). The second most common language spoken at home was Spanish, which was selected by 9% of students.

Arts Corps partners report that 69% of their students are eligible for free or reduced lunch (66% in 2011-12). The arts access study also found that students who are eligible for free or reduced lunch are more likely to be taking fewer than the average number of arts classes.

**Figure 2: Student Self-Reported Language (other than English)**



**Piloting Models for Systems Change**

In 2012-2013, Arts Corps kicked off a two year pilot of the Creative Schools Initiative (CSI), a collaboration with middle schools and classroom teachers to foster long-term, positive impact on student learning and school culture by providing high quality integrated arts experiences in schools. One of the key goals of this pilot design is to increase access to arts education by integrating arts education into core classes in middle schools.

This is a new strategy for Arts Corps, intended to create systemic change that will increase access to arts education during the school day. The need for increased arts education in middle school is well documented. In 2012-13, 42% of Seattle middle school students were not enrolled in an arts class. Most SPS students (60%) take two to five one-semester arts courses during their middle and high school careers, while one in four (25%) takes six to nine courses in this same period.<sup>3</sup> In contrast, through CSI, Arts Corps offers middle school students sixteen arts courses<sup>4</sup> while attending a participating school.

<sup>3</sup> Ibid.

<sup>4</sup> Includes after school opportunities through CSI.

## General Program

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### INTRODUCTION

Arts Corps places teaching artists in schools, community centers, crisis centers and low income housing to engage students in project-based or thematic arts learning. The General Program aims to provide access to high quality arts programming that fosters student’s artistic abilities and increased practice of creative habits. Most Arts Corps students (89%) of Arts Corps students are served through the General Program; during the 2012-13 school year, 2,254 students enrolled in 175 General Program classes. These classes fall into one of the following categories:

**After-School Classes** accounted for 1,174 enrollments (33% of Arts Corps total enrollments). In 2012-13, the typical after-school class met for 16 hours over one quarter (fall, winter or spring). Ninety-nine after-school classes were offered at 29 partner sites.

**In-School Residencies** accounted for 863 enrollments (24% of Arts Corps total enrollments). In 2012-13, the typical in-school residency met for 8 hours over 8 weeks. 45 residencies were offered at 10 partner sites

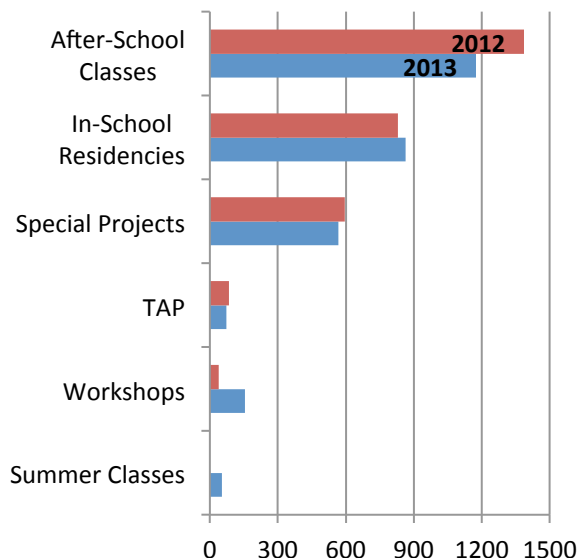
**Teen Artist Program** classes accounted for 134 enrollments (4% of Arts Corps total enrollments). The Teen Artist Program (TAP) provides arts education classes to Seattle teens through the Youngstown All Access program. These classes build a pathway for high-need students to participate in the rich afterschool opportunities at Youngstown. In 2012-13, the typical TAP class met for 18.5 hours over 9 weeks. Fifteen classes were offered at two partner sites. The Teen Artist Program also offers students the opportunity to perform in their Slam Series or Open Mic, 61 and 186 performers respectively took advantage of these opportunities.

**Special Projects** accounted for 566 enrollments (22% of Arts Corps total enrollments). In 2012-13, Arts Corps partnered with one site to provide six classes that met once each for 1.25 hours.

**Workshops** accounted for 155 enrollments (6% of Arts Corps total enrollments). Workshops are offered as a stand-alone experience; content and structure varies from year to year. In 2012-13, Arts Corps partnered with two sites to offer nine workshops.

**Summer Programs** accounted for 52 enrollments (2% of Arts Corps total enrollments). In 2012-13, a summer class met six times for two hours each.

**Figure 3: Total Enrollments by Class Type**



Compared to 2011-12, this year fewer students enrolled in after-school programs and TAP, while enrollments in in-school residencies, workshops and special projects increased. This is the first year that Arts Corps tracked summer programs separately.



General Program classes are offered in visual art, dance, poetry/spoken word, music or theatre arts, while some classes are interdisciplinary. In 2013, Arts Corps offered more visual arts, dance and poetry/spoken word classes and fewer music, theater arts and interdisciplinary classes in 2012. This change was largely in response to program partner needs and also depended somewhat on individual teaching artists.

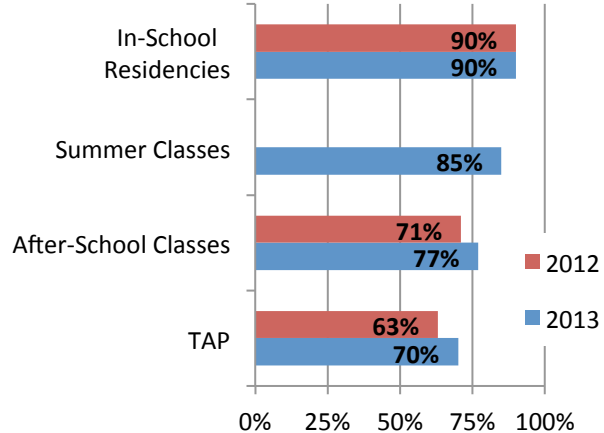
The overall attendance ratio for general programs was 87% (vs. 82% average attendance last year). This number includes 566 students (20% of enrollments) who have 100% attendance during one-time special projects (596 students, or 20% of enrollments in 2011-12). Twenty-eight students (1%) attended only one Arts Corps session of the class they enrolled in (0.7% in 2011-12).

Through the Teen Artist Program (TAP), Arts Corps offers classes in five subjects:

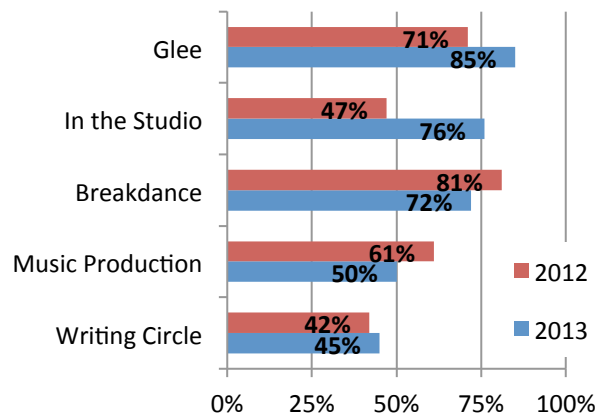
- Break Dance
- Glee
- In the Studio
- Music Production
- Youth Speaks Writing Circle

Though slightly fewer students enrolled in the Teen Artist Program this year, average class length, total contact hours, overall attendance ratio and average contact hours per enrollment increased. Attendance ratio varied by class with Glee, In the Studio and Breakdance having higher than average attendance ratios. Average attendance rose for Glee, In the Studio and Writing Circle.

**Figure 4: Attendance Ratio by Class Type**



**Figure 5: Teen Artist Program Attendance Ratio by Class**

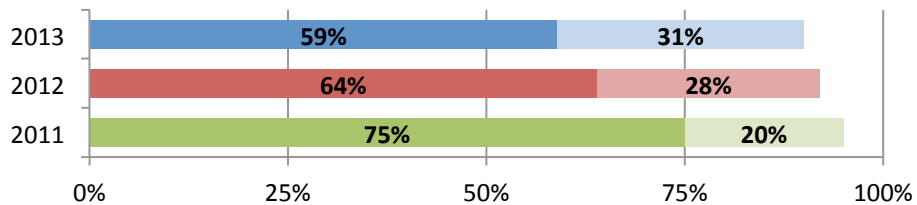


**PROGRAM QUALITY**

Arts Corps General Programs typically earn high ratings from its participants and partners, and this evaluation is consistent in this regard. Nonetheless, there is a slight trend downward in overall student ratings of class quality, as a result of ratings from students in in-school residencies. Students in after school programs continue to report high teacher quality at rates of 93%-100%, while students in in-school residencies report high program and teacher quality 86-87% of the time. These ratings may reflect differences in course duration, number of students enrolled or other structural elements. Another factor could be student choice – youth choose to attend the after-school classes and the Teen Artist program, which earn high ratings, but choice is restricted when students are required to participate in a class during the school day. The following pages detail these findings.

**Students Report High Levels of Class and Teaching Artist Quality**

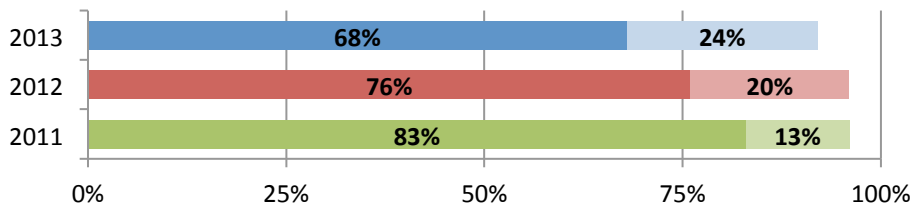
**Figure 6: Students Reporting Class Quality "Always" or "Often"**



Most students (90%) agreed that, “This class was a positive experience” *often* or *always*.

- *This class is very fun and positive, we learn many dance moves and history about breaking.* – Student
- *I don't want to even stop. I want to come to this class every week forever.* – Student
- *It's not a rip off, this class actually teaches awesome things.* – Student

**Figure 7: Students Reporting Teacher Quality "Always" or "Often"**



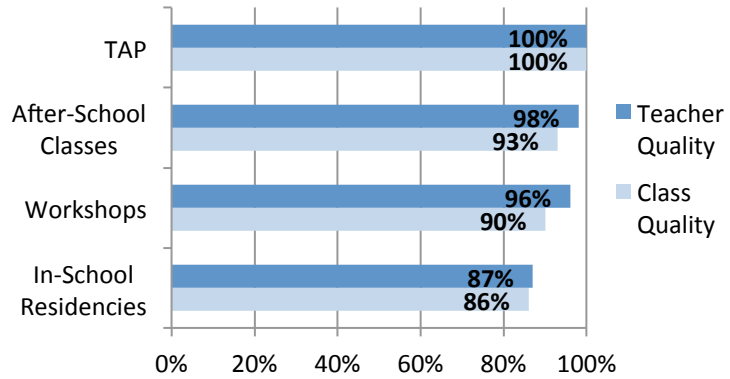
Most students (92%) agreed that, “The teaching artist is an excellent teacher” *often* or *always*. Students elaborated on teacher quality in their responses to open-ended questions.

- *Mr. Amos Miller is a phenomenal teacher. It was very fun for me.* – Student
- *Our teacher deserves a pay raise. She's perfect.* – Student
- *The teaching artist really helps guide me through writing. She is an excellent teacher. I wish she comes back again.* – Student

**Student Report of Program Quality Varies by Class Type**

For the third year in a row, the overall percentage of students reporting quality *often* or *always* dropped. When asked about class quality, one in ten students (9%) reported a positive experience *somewhat* or *sometimes*, while 1% said *never*. In regards to Teaching Artist quality, seven percent of students reported that the Teaching Artist is an excellent teacher *somewhat* or *sometimes*, while 1% said *never*. Students in the Teen

**Figure 8: Program Quality by Class Type**  
Students Reporting Quality "Always" or "Often"



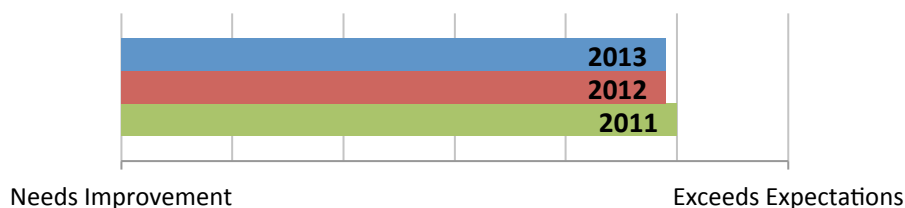
Artist Program reported the highest levels of class and teacher quality, while students enrolled in in-school residencies were more likely to give lower ratings of program quality. Generally, students rated Teaching Artist quality slightly higher than class quality.

**Student Suggestions for Improving Class and Teaching Artist Quality**

More or longer classes	<ul style="list-style-type: none"> <li>• <i>If we could start this class earlier and go longer.</i></li> <li>• <i>I wish it was 2 hours longer.</i></li> </ul>
Number of students enrolled	<ul style="list-style-type: none"> <li>• <i>I wish that there would be more people or students attending the classes.</i></li> <li>• <i>Some people participated more than others and some people were left out. I thought this would flow better with less people.</i></li> </ul>
Treatment of others	<ul style="list-style-type: none"> <li>• <i>[I wish] that we were treated with more respect and more calmly.</i></li> <li>• <i>The teacher didn't try very hard to include everyone. You had to fight for your part.</i></li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• <i>More equipment (keyboard) would be nice.</i></li> <li>• <i>[I wish we had] real drums with real sticks.</i></li> </ul>
Class content	<ul style="list-style-type: none"> <li>• <i>[I wish we] would do more hands-on activities instead of drawing so much.</i></li> <li>• <i>[I wish] that the teacher would not give us as many lectures. And, that we could do many different songs.</i></li> </ul>
Classroom Management	<ul style="list-style-type: none"> <li>• <i>The teacher was very strict and to the point. She also yelled sometimes.</i></li> <li>• <i>[I wish] that maybe our teacher was a little less strict/serious. She got kinda mean sometimes.</i></li> <li>• <i>Rules should be a little more strict.</i></li> </ul>

### Partners are Satisfied with Class and Teaching Artist Quality

**Figure 9: Partner Ratings of Class Quality**



Program partners continued to rate their experience highly with all (100%) indicating that the overall quality of classes at their site met or exceeded expectations.

- *The teaching artists are always fully engaged with the youth. The kids look forward to both teaching artists who come to our facility because they are a fresh face in an otherwise rote day AND the artists' enthusiasm for their craft.* – Program Partner
- *[Arts Corps] exposes students to visual and performance art that SPS no longer offers.* – Program Partner
- *It's been fantastic working with Arts Corps over the years. The classes and instructors that you provide are always of a high quality.* – Program Partner

Program partners continued to rate Arts Corps Teaching Artists very highly, particularly when it comes to fostering an environment that supports creative learning and delivering an effective lesson. In contrast to student ratings, program partners generally rated Teaching Artists higher in 2012-13 than they did in 2011-12.<sup>5</sup> Partners had many positive comments about their Teaching Artists. Select comments are included below:

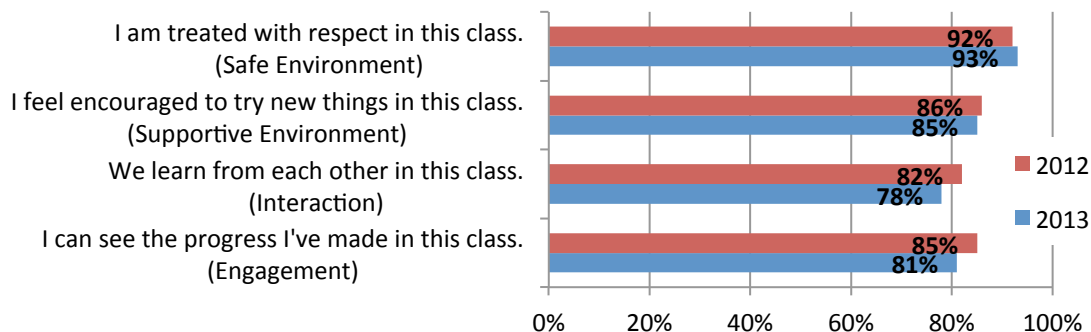
- *She's done an amazing job of working with some of our most challenging kids. She provides a great variety of activities in the afternoon, is always well prepared, and has been fantastic to work with.* – Program Partner
- *Outstanding, great manner with the students, has good class structure, high expectations, know his skill and talent, shares, meets the needs of individuals, just great.* – Program Partner

<sup>5</sup> A year-to-year comparison of all survey items can be found in the Appendix.

### The Youth Program Quality Assessment Supports Improvements to Program Quality

In the spring of 2011, Arts Corps engaged in a pilot of the Youth Program Quality Intervention (YPQI) developed by the High/Scope Educational Research Foundation. After initial assessment, Arts Corps created a plan to focus on three areas of program quality: Student Reflection, Community Building and Staff Use of Specific Feedback. This year, Arts Corps continued to engage in a process of continuous quality improvement (see text box). As seen in the figure below, students continued to report high levels of YPQA elements in their Arts Corps classes.

**Figure 10: Students Reporting YPQA Elements "Always" or "Often"**



#### Continuous Quality Improvement

This year, based on recommendations from the 2011-12 evaluation, Arts Corps:

- Continued to survey students and program partners about program quality.
- Began using the School Age YPQA for elementary school classes.
- Scheduled observations for “typical” program days, aiming to avoid the first or last day of class and sessions that precede or follow school breaks.
- Trained Teaching Artists to ensure buy-in to the YPQA as a valid assessment tool.
- Developed system for delivering feedback to teaching artists.
- Kept scores internal and used results to improve program quality, creating a culture that values meaningful program improvement over high scores.
- Offered professional development for Teaching Artist Cohort Leads.
- Informal observations conducted by Cohort Leads.

This year, program partners reported observing program quality at rates similar to 2011-12<sup>6</sup>. Higher quality ratings than past years were earned in the area of Interaction: students’ pride in attending an Arts Corps class, acknowledging the contributions of others in the class. Partners were asked to provide examples of how Teaching Artists foster YPQA elements in their classes:

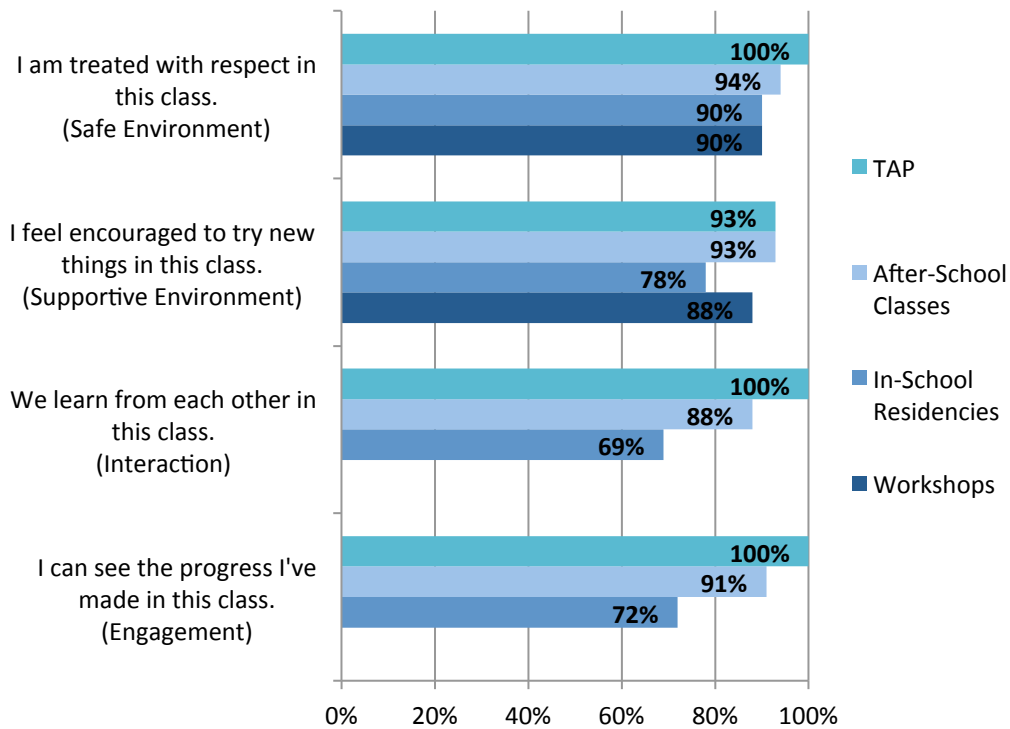
- *Our Arts Corps instructors were able to model an inclusive environment that encouraged the strengths and interests of each participant. They provided a safe, encouraging space for students to experiment musically.* – Program Partner
- *I was very pleased with the emphasis put on building a strong community and continuing to nurture it as the class went on.* – Program Partner
- *A few of our participants have come by my office on non-program days to show me their work and to get my feedback. They are showing a great deal of ownership and want to be sure their products are quality.* – Program Partner

<sup>6</sup> A year-to-year comparison of all survey items can be found in the Appendix.

**Student Report of YPQA Elements Varies by Class Type**

As seen with ratings of class and teaching artist quality, student report of program quality related to YPQA elements varies by program. Students in the Teen Artist Program were more likely to report YPQA elements *often* or *always*, while students enrolled in in-school residencies were less likely to report these elements. Since workshops are often one-time events, Arts Corps does not expect to foster high levels of interaction and engagement, therefore workshop surveys did not include these questions.

**Figure 11: Program Quality by Class Type**  
*Students Reporting YPQA Elements "Always" or "Often"*



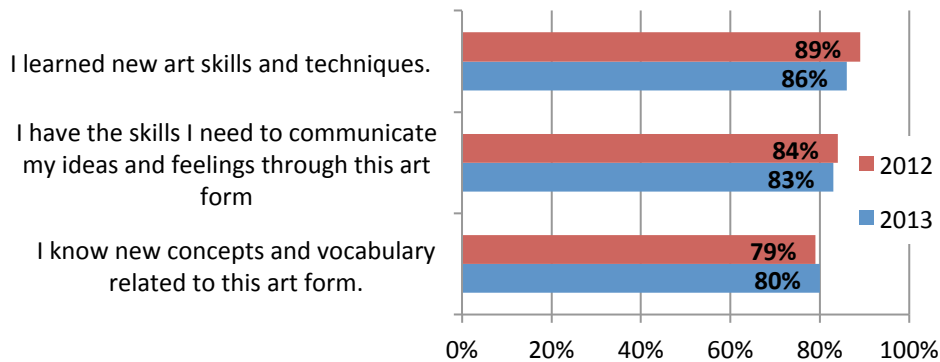
## STUDENT LEARNING

This evaluation is consistent with those of past years in its high ratings of student self-report of learning. Students report increased artistic skills and creative habits, though a pattern of difference in impact among class types emerges. Self-reported artistic learning varies by class type. Students who participated in workshops reported the greatest learning of concepts and vocabulary, those from after-school classes were more likely to report learning self-expression through art, and Teen Artist program participants reported the highest levels of developing skills and techniques. Surveys also continue to reveal increased creative habits associated with Arts Corps participation, with the largest gains in the area of courage and risk taking.

### Students Report Artistic Learning

Arts Corps aims to expose students to high quality arts learning that develop artistic competencies such as new skills and techniques, an understanding of concepts and vocabulary related to a specific art form, and the ability to express ideas and feelings through art. As presented in the figure below, the majority of students continue to report artistic learning *somewhat* or *a great deal* in their Arts Corps classes.

**Figure 12: Student Report of Artistic Learning**  
*"Somewhat" or "A Great Deal"*



### Student Comments About Artistic Learning

#### Skills and Techniques

- [I liked] *learning new dance moves and choreography.*
- *I liked how she taught us how to do new kinds of writing rather than just making us write.*
- *I liked working with the clay and making shapes with it and painting.*

#### Self-expression

- [I liked] *being able to express myself on paper rather than words in a place where everyone is friendly and respectful.*
- *I love how there is a lot of freedom, and yet we are encouraged to express our ideas. – Student*

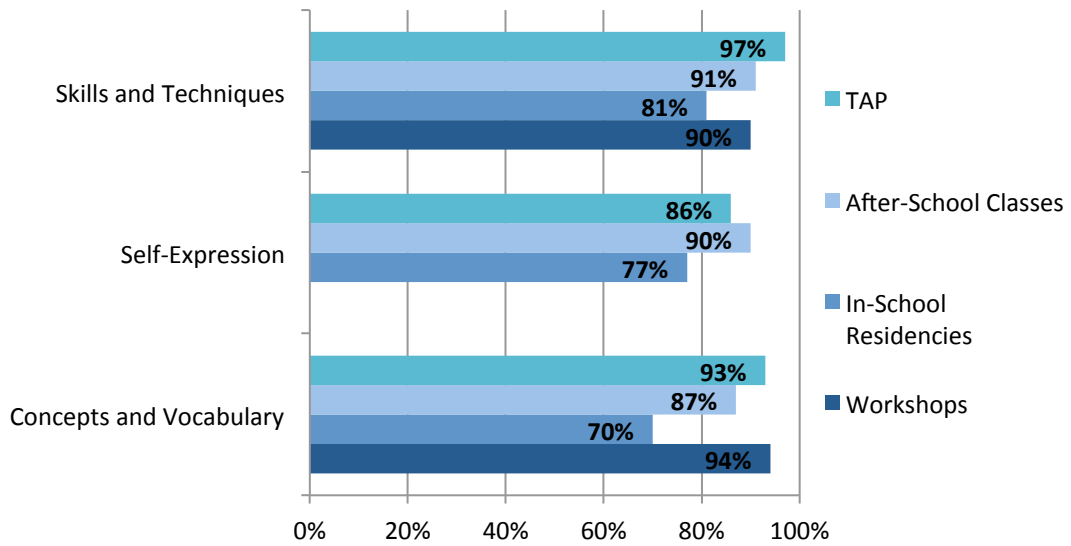
#### Concepts and Vocabulary

- *We learned about different cultures' backgrounds about music.*
- *It really helps me understand more about plays and stories.*

**Student Report of Artistic Learning Varies by Class Type**

Self-reported artistic learning varies by class type. Students who participated in workshops reported the greatest learning of concepts and vocabulary, those from after-school classes were more likely to report learning self-expression through art (this question was not asked of workshop students) and TAP participants reported the highest levels of developing skills and techniques. The chart below illustrates student responses by class type.

**Figure 13: Artistic Learning by Class Type**  
*Student Report of Learning "Somewhat" or "A Great Deal"*





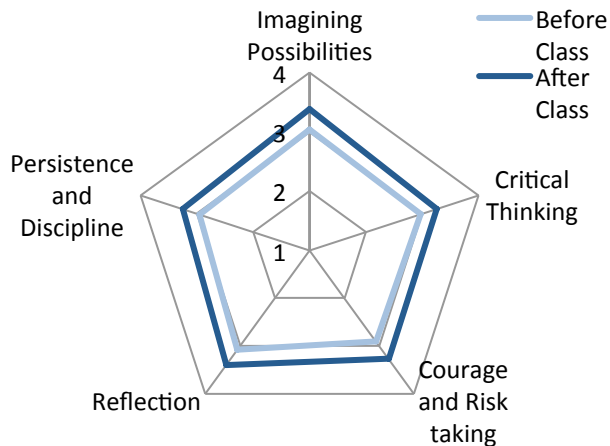
**Arts Corps Classes Foster Creative Habits of Mind**

Arts Corps focuses on fostering five Creative Habits of Mind, which are described below.

<i>Creative Habits of Mind</i>	
Imagining Possibilities	to conceive of imaginative possibilities, pursue a vision, generate ideas, and respond to new possibilities as they arise.
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.
Courage and Risk-Taking	to work outside of comfort zones; to tolerate ambiguity, to resist “shoulds and oughts.”
Reflection	to recognize what is personal and distinctive about oneself and one's work; to reflect on success of final solution.
Persistence and Discipline	to develop mental & physical discipline: how to attend, concentrate, persist, coordinate.

Students were asked to indicate how strongly they agreed or disagreed with statements about each creative habit after completing their Arts Corps class, then reflect on their behavior prior to enrolling in the class. The figure below illustrates the pattern of responses on a 1-4 scale, where 1=Strongly Disagree and 4=Strongly Agree. Questions are grouped by creative habit. Students self-reported significant change after their Arts Corps class for all creative habits.

**Figure 14: Student Report of Creative Habits**



**Student Comments About Creative Habits of Mind**

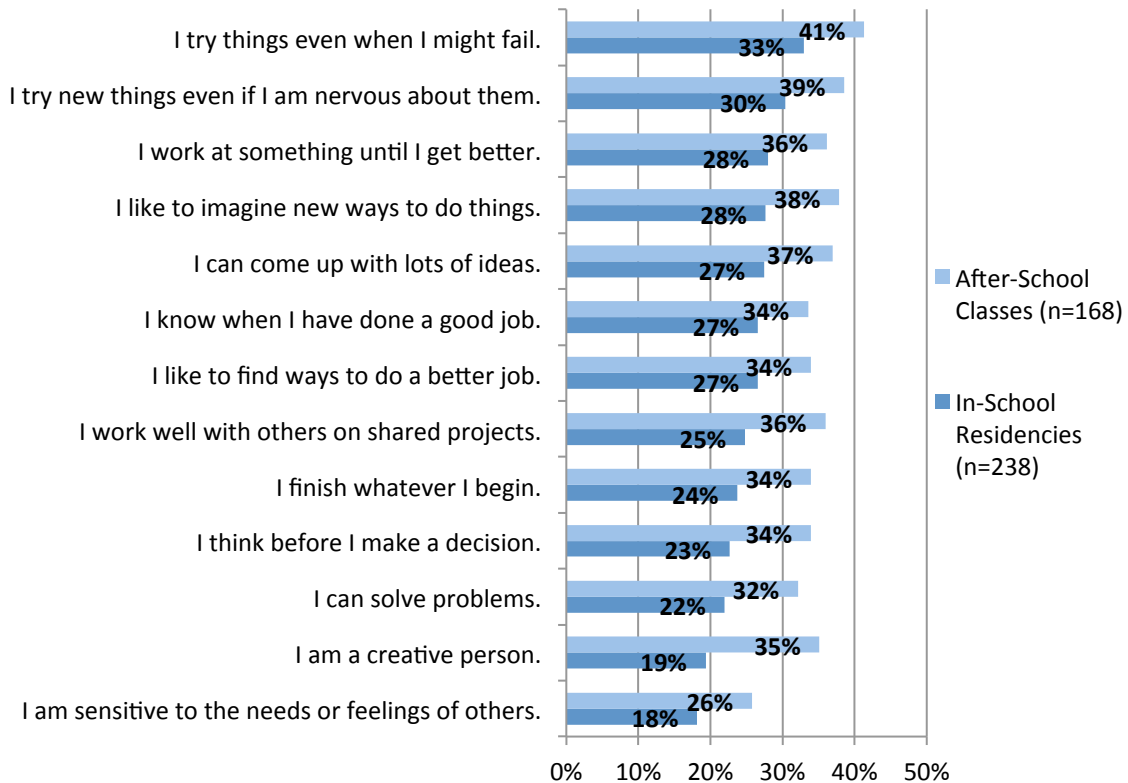
*In this class, I learned...*

Imagining Possibilities	<ul style="list-style-type: none"> <li>• That there are better ways to fix your work by not erasing.</li> <li>• I can transform an idea into a good drawing.</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• I have a good choice of words and problem solving.</li> <li>• If I think about things more clearly, and I get better at more and more as I work harder.</li> </ul>
Courage and Risk-Taking	<ul style="list-style-type: none"> <li>• I learned that I can stand up for myself.</li> <li>• Taking risks always works to my benefit.</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>• Even if I don't like my poem, it doesn't mean it's bad.</li> <li>• I feel really proud after I do something in a big group of people.</li> </ul>
Persistence and Discipline	<ul style="list-style-type: none"> <li>• It takes practice to do something perfect.</li> <li>• I have learned that I can finish something if I don't give up.</li> </ul>

**Impact on Creative Habits of Mind Varies by Class Type**

The chart below illustrates the percentage of students reporting positive change after their Arts Corps class by class type (in-school residency vs. after-school class).<sup>7</sup> For all habits, students in after-school classes reported greater impact than their peers in in-school residencies.

**Figure 15: Creative Habits by Class Type**  
Percent of Students Reporting Positive Change



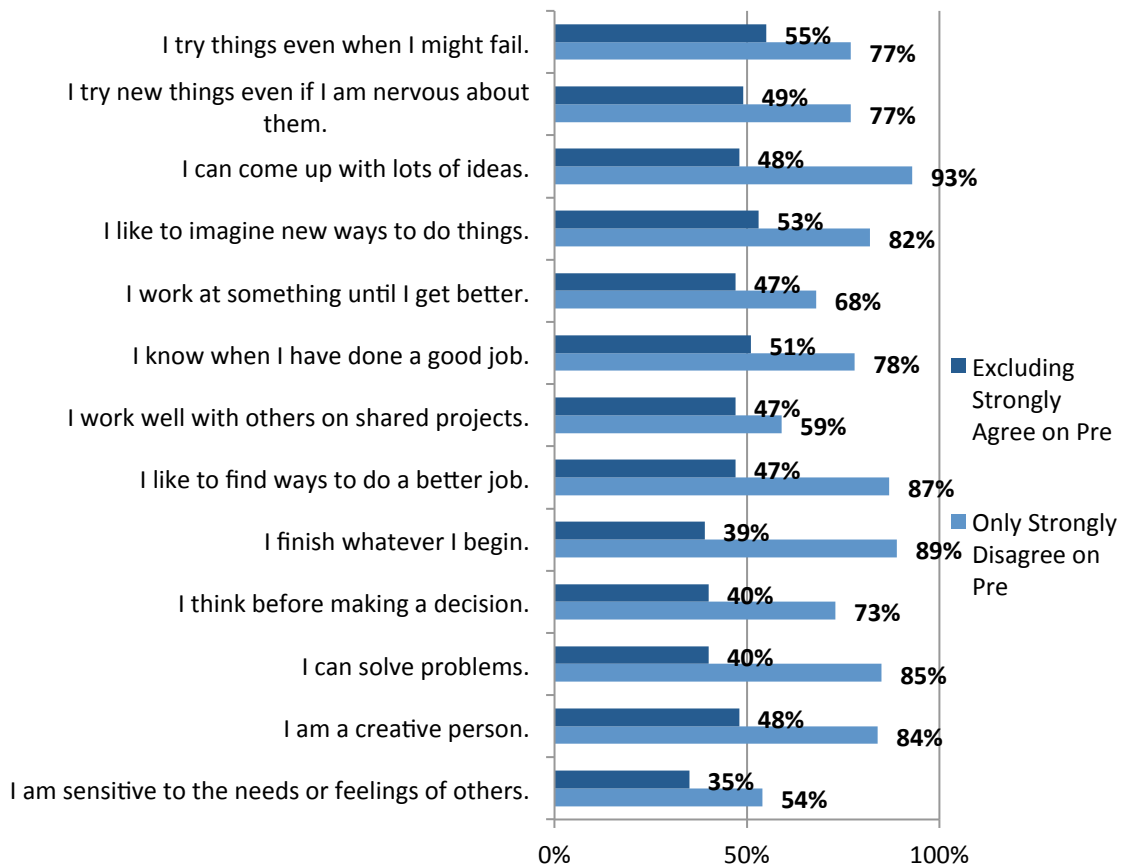
<sup>7</sup> The Teen Artist Program is not included because the sample was too small to make a valid comparison; however, these survey results can be found in the Appendix.

**Ceiling Effect**

A substantial portion of students self-report high rates of creative habits at the start of their Arts Corps experience. In response to pre-program survey items, 28-45% of students gave the highest possible ratings of their creative habits. In some instances, these may be students who are attracted to Arts Corps classes because they self-identify as creative youth who are seeking an artistic outlet. In other instances, these students may be returning Arts Corps students who have been engaged in programming that fosters creative habits for many years. A third possible explanation is that youth often give high ratings on survey items that ask them to self-report internal states and or skills, regardless of the actual presence of those skills.

When students self-report the highest possible rating on a survey item on the “pre” score, the post-program survey items cannot measure any improvements associated with program participation. Instances such as these, when a high portion of subjects in a study have the maximum scores on variable, are known as a “ceiling effect.” A ceiling effect is a limitation inherent in the survey tool Arts Corps currently uses. The survey tool might be best designed to measure program impact on students who provide lower pre-program ratings. For this reason, the evaluation explored the self-report improvements in creative habits among only those students who did not *strongly agree* to survey items on the pre-survey, and students who *strongly disagreed* on the pre-survey. Those results are illustrated in the figure below.

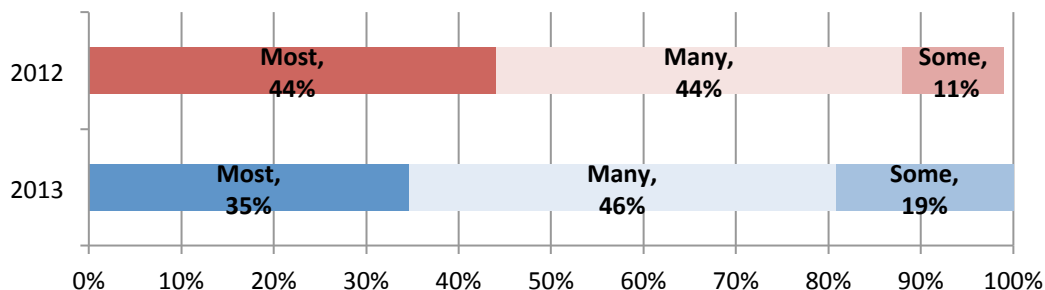
**Figure 16: Change in Creative Habits by Pre-Survey Response**  
 % of students reporting positive change



**Teaching Artists are Developing Their Skills for Assessing Student Learning**

For the second year in a row, teaching artist assessment of student skill development was mixed in both method of assessing student learning and percentage of students improving their skills.

**Figure 17: Teaching Artist Reporting Student Learning**  
*Students who improved their skills a great deal...*



Teaching Artists described their efforts to develop more formal assessment within their individual classrooms. When asked to elaborate on how they assess student learning in their classrooms, the following themes emerged:

**Teaching Artist Assessment Methods**

- Observation**
  - *I try to repeat activities week to week to see how they are growing and changing at specific skills. In elementary school this is usually a specific game or activity. In middle school it has been interesting to watch them develop their rehearsal techniques, learn their lines, and observe how quickly they can get focused on the day.*
  - *If they're having fun and responding to my questions well then that's proof that they're on topic and learning.*
- Reflection**
  - *Each student keeps their artwork in a folder so that they (and I) can look back at their development over time. I photograph their work and am able to look at which projects were most successful, and how the group has developed (both individually and as a whole).*
- Mixed Methods**
  - *Regular placement tests, sectionals, group evaluation and performance.*
  - *Giving the opportunity to students to talk about what they are doing. Check points on where they're at the start and at the end of the quarter. A performance/recording is the materialization on what they have learned/created.*
  - *I establish a baseline in the beginning then track the level of participation throughout the session. I also employ a room scan and reverse room scan as well as having the youth repeat and explain information passed on.*

**Arts Corps is Developing Tools to Assess Creative Habits**

In 2011-12, together with MEMconsultants, Arts Corps developed an addendum to the YPQA that served as a structured observation tool used for measuring Creative Habits practice in the classroom. It follows the YPQA structure with possible scores of 1, 3 or 5 on a variety of indicators. The tool was piloted in Elementary classes, revised and then piloted again in the Teen Artist Program classes.

This year, the tool was used to score all observations conducted by Arts Corps and MEMconsultants staff. Afterwards, Teaching Artists Cohort Leads met with observers to discuss results and brainstorm suggestions for improving both program quality and the addendum. The tool is a “work in progress” that will continue to be refined to inform organizational learning. Arts Corps is exploring a partnership with the Weikert Center that will allow them to continue to refine the tool and eventually lead to external validation of the Creative Habits Addendum.

Below is an example of one page of the addendum that focuses on *opportunities for courage and risk taking*, defined as *to work outside of comfort zones; to tolerate ambiguity, to have confidence in one’s abilities, to resist “shoulds and oughts.”*

<b>1</b> Staff discourage students from imperfect results	<b>3</b> Staff neither encourage nor discourage youth to try new things that might lead to imperfect results	<b>5</b> Staff actively create a class culture where “there are no mistakes” or encourage youth to try things that might lead to imperfect results
<b>1</b> Staff do not provide youth with opportunities to explore new or challenging activities	<b>3</b> Staff provide one time-limited (five minutes or less) opportunity for youth to explore new or challenging activities	<b>5</b> Staff provide multiple opportunities or an extended opportunity for youth to explore new or challenging activities
<b>1</b> Few students are willing to complete tasks/activities without frequent reassurance from staff	<b>3</b> The class is characterized by a mixture of levels of need for staff input; some students are willing to complete tasks with minimal or no reassurance from staff, while others hesitate	<b>5</b> Many students are willing to try new or challenging tasks with minimal or no reassurance from staff
<b>1</b> Staff does not create a structured opportunity for students to share their ideas, feelings or personal meaning behind their art during class	<b>3</b> Staff gives some students the chance to share their ideas, feelings or the personal meaning of their art or artistic choices during class	<b>5</b> All students are given the opportunity to share their ideas, feelings or the personal meaning of their art or artistic choices during class

**PARTNERSHIPS**

Arts Corps also strives to maintain positive and productive partnerships that increase student access to high quality arts programs and provide staff development and other benefits to its partners. This year’s evaluation results reveal satisfied partners, with well over half of the partnerships sustaining for over three years and almost all reporting their goals met or exceeded.

**Arts Corps Retains Partner Sites from Year-to-Year**

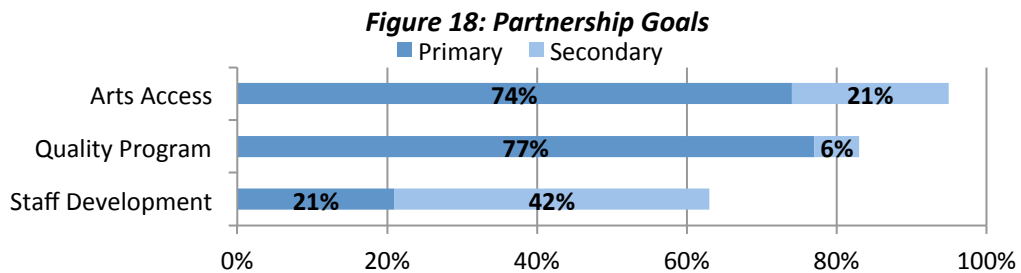
Twenty-four of Arts Corps’ 38 general program 2012-13 partner sites (63%) have been working with the organization for three or more years, through 2012-13. Last year, 26 partner sites (74%) had been working with Arts Corps for three or more years.

**Partners Believe Arts Corps Supports Them to Achieve Shared Goals**

Feedback from past years reveals three common goals that partners would like to achieve through the partnership:

- **Arts Access** - 100% of partners felt expectations for this goal were met or exceeded.
- **Quality Program** - 100% of partners felt expectations for this goal were met or exceeded.
- **Staff Development** - 95% of partners felt expectations for this goal were met or exceeded.

Partners were asked to indicate if each potential impact was a primary goal, secondary goal or not a goal at their organization. Figure 23 illustrates their responses.



**Partner Reported Challenges to Achieving Shared Goals**

<b>Recruitment</b>	<ul style="list-style-type: none"> <li>• <i>It was challenging to recruit a solid group for the Spring Session of the class-- many of the students had already participated and were eager to try a new enrichment activity for the final session. Given our program structure, it could be helpful to define a different focus for each session that a class is offered.</i></li> <li>• <i>Attendance goals. We rarely had more than a handful of our students attending class, though we often had outside youth and young adults attending class.</i></li> </ul>
<b>Classroom Management</b>	<ul style="list-style-type: none"> <li>• <i>The biggest challenge faced was difficult behavior by the students in the classes. I feel that the Arts Corps staff did a great job of working with us and the students to make it a positive experience for everyone.</i></li> <li>• <i>Working with kids with behavioral issues [was a challenge].</i></li> </ul>

Partners were also asked how Arts Corps could better support them. Most partners did not have suggestions for improvement; however, one site suggested sending Teaching Artists to help with recruitment. Other suggestions for improvement addressed communication and planning – either starting earlier in the year or incorporating more joint planning time into the schedule.

# Creative Schools Initiative Pilot

## INTRODUCTION

In 2012-2013, the first year of the Creative Schools Initiative (CSI) pilot, Arts Corps partnered with two middle schools in Seattle: Madrona K-8 and Orca K-8. A teaching artist was placed in each school for 20 hours a week, and a full-time AmeriCorps member was also assigned to each school. The teaching artists collaborated with the classroom teacher to deliver lessons two days a week in language arts, social studies, science and/or math classes. Through CSI, Arts Corps served 264 unique students during the school day and after school.

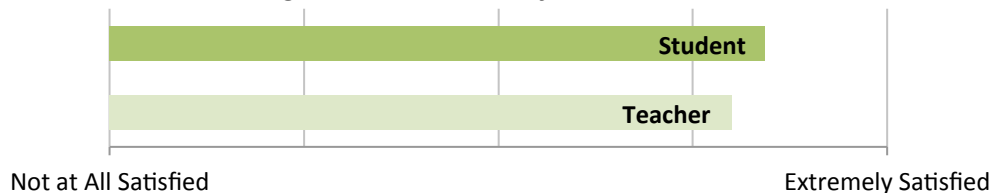
CSI programming is expected to impact student engagement, creative capacities, academic performance, attendance and learning dispositions. In addition, this programming is expected to provide teachers with expanded teaching strategies and promote a strong school community through an arts rich environment.

## PROGRAM QUALITY

The first pilot year was a learning year, and the evaluation focused on developing a feedback loop to inform course corrections throughout the year. The end of year review of the data suggests that the feedback loop effectively supported program improvements. Partner program teachers and students reported high levels of satisfaction with their experience in general and the skills of the teaching artist in particular at both partner sites.

### Student and Teacher Report High Satisfaction with Pilot Quality

**Figure 19: Overall Satisfaction with CSI**



Both students and classroom teachers reported high satisfaction with the Creative Schools Initiative:

- 87% of students agree *somewhat* or *strongly* that, “I enjoyed the days the teaching artists were in the class”.
- 100% of classroom teachers report moderate to extreme satisfaction with the overall Creative Schools Initiative.
  - *Arts Corps has created a convivial relationship with the students and the lead teacher. It has been a perfect partnership!* – Classroom Teacher
  - *This was one of the best teaching artist experiences I have participated in.* – Classroom Teacher

When asked what they liked about having a teaching artist in their class, students indicated that the art activities made learning fun. They appreciate the opportunity for creative expression and enjoyed working with the teaching artists to learn new skills and techniques.

- *I enjoyed having the teaching artists in our class because I got to do art instead of normal class and we got to learn about science and language arts in a fun way.* – Student
- *We do poetry and, when people first think about poetry they don't like it, but this class makes it fun. [The teaching artist] makes it fun with activities that relate to your learning.*
- *I like it because we get to do hands on and active activities.* – Student

Students were also asked what they would want to be different about the experience. The majority of students surveyed (62%) said nothing, while others said they wished it was longer or had more projects:

**Student Suggestions for Improvement**

More Often or Longer	<ul style="list-style-type: none"> <li>• <i>The teaching artists could be in classrooms every day of the week.</i></li> <li>• <i>I wish the time we spent would be longer and more often.</i></li> <li>• <i>We should have more time to finish up what we were doing with our projects.</i></li> </ul>
Additional Projects or Activities	<ul style="list-style-type: none"> <li>• <i>I love the art but I wish we could do some more dancing.</i></li> <li>• <i>I wish that we could do a visual piece with our poems.</i></li> <li>• <i>More activities everybody can participate in.</i></li> </ul>
More Choice/Freedom	<ul style="list-style-type: none"> <li>• <i>Well, I am a good artist but some of the projects we do are very restricted to one way of drawing.</i></li> <li>• <i>Maybe less structured art making, not like a free for all, but less taught more art making.</i></li> <li>• <i>There was too much instruction some times. I would have rather more “you can figure it out” rather than “do it this way.”</i></li> </ul>

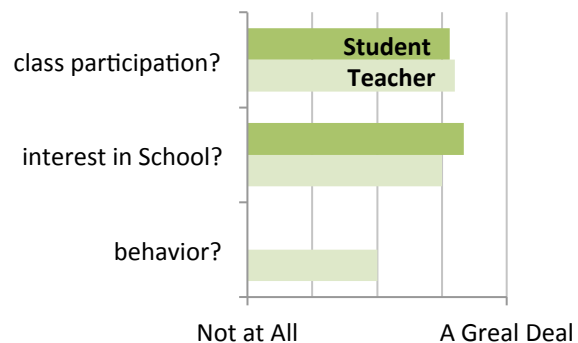
**STUDENT LEARNING**

CSI aims to positively impact students learning in the arts and, in the long run, improve learning in core academic subjects by increasing student engagement and deepening learning through arts integration. Students and classroom teachers reported that working with the teaching artists positively impacted school engagement for many students. Classroom teachers and students also report increased learning dispositions associated with CSI. Teachers reported the greatest impact in the areas of teamwork and verbal communication, while students reported the greatest impact in the area of focusing on goals.

**CSI Increases Student Academic Engagement**

CSI aims to foster student academic engagement, measured by increased participation in class and interest in school as well as decreased disciplinary issues. Students and classroom teachers were asked to reflect on student academic engagement before and after CSI, and their responses are on the page that follows.

**Figure 20: Academic Engagement**  
Did CSI impact student...





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### ***Impact on Student Academic Engagement***

Class Participation	<ul style="list-style-type: none"> <li>Teachers report that 54% of students demonstrated increased participation in class as a result of CSI.</li> <li>33% of students credit CSI with their increased participation in class</li> </ul>
Interest in School	<ul style="list-style-type: none"> <li>Teachers reported that 51% of students demonstrated an increased ability to pay attention in class as a result of CSI.</li> <li>40% of students credit CSI for their increased ability to pay attention in class.</li> <li>32% of students credit CSI for their increased interest in their class work.</li> </ul>

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### **CSI Fosters Learning Dispositions**

CSI aims to foster learning skills and dispositions that will support student success later in life. Specific skills and dispositions include creative habits of mind and 21<sup>st</sup> Century Skills such as creativity, critical thinking, persistence and discipline, teamwork and collaboration, and communication. Both teachers and students report that CSI fosters these important skills and dispositions.

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### ***Impact on Student Learning Dispositions***

Creativity and Problem Solving	<ul style="list-style-type: none"> <li>31% of students report an increased ability to problem solve.</li> <li>30% of students report an increased ability to come up with creative ideas.</li> <li>Teachers report an increased ability to come up with creative ideas for 51% of students.</li> <li>Teachers report increased <u>demonstration</u> of problem solving for 39% of students and an increased <u>ability</u> to problem solve for 31% of students.</li> </ul>
Persistence/Self-Direction and Initiative	<ul style="list-style-type: none"> <li>36% of students report an increased ability to stay focused on goals.</li> <li>Teachers report increased ability to work independently for 50% of students.</li> <li>Teachers report increased persistence for 49% of students.</li> </ul>
Teamwork and Collaboration	<ul style="list-style-type: none"> <li>30% of students report an increased ability to listen to other ideas.</li> <li>25% of students report an increased ability to work well in a group or team.</li> <li>Teachers report an increased ability to work well in a group or team for 52% of students.</li> <li>Teachers report an increased ability to listen to other's input and/or feedback for 46% of students.</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>31% of students report increased ability for verbal communication.</li> <li>30% of students report increased ability for written communication.</li> <li>Teachers report increased <u>verbal</u> communication skills for 52% of students and increased <u>written</u> communication skills for 49% of students.</li> </ul>
Critical Thinking Skills	<ul style="list-style-type: none"> <li>28% of students report an increased interest in exploring new things.</li> <li>Teachers report increased use of reflection to deepen understanding of concepts for 33% of students.</li> </ul>

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### CSI Improves Student Academic Performance

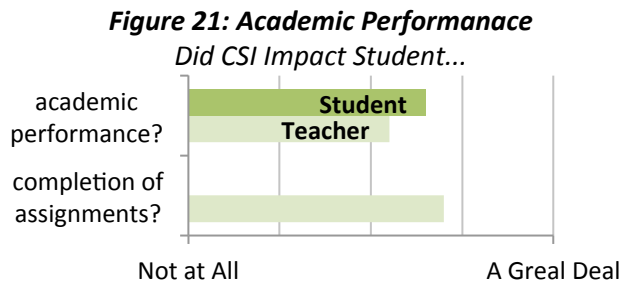
CSI aims to increase student academic performance, completion of school assignments and attendance. Students and classroom teachers were asked to reflect on student academic performance before and after CSI:

- 29% of students report an increased belief that they can do all of their class work.
- 33% of students report an increased ability to do even the hardest school work.
- Teachers report an increase in regular completion of assignments for 45% of students.

Students reflected on how CSI helped to improve their academic performance:

- *Sometimes when we don't get something, we get mad. At first, learning about archetypes was tough to take in because it was confusing. The expressions and all the learning through art made me understand it. – Student*
- *I'm not good in science, but visualizing the pictures helped me remember what I needed to know. – Student*
- *My grades have gone up. I'm more eager to learn now. When I came here, I was D's and E's, now I am As and Bs. – Student*

During Year 1, Arts Corps sought parent permission to access student grade and standardized test score information to examine CSI impact on student academic performance. Despite multiple strategies to encourage students to return parental permission slips, they were returned by only a portion of students, Initial analysis suggests that the students who returned the permission slips were a biased sample of students that would not represent the full range of CSI experiences. For this reason, Arts Corps and its evaluators are seeking additional data to examine the impact CSI has on school performance as measured by standardized tests. These findings will be described in future evaluation reports.



## SCHOOL CULTURE

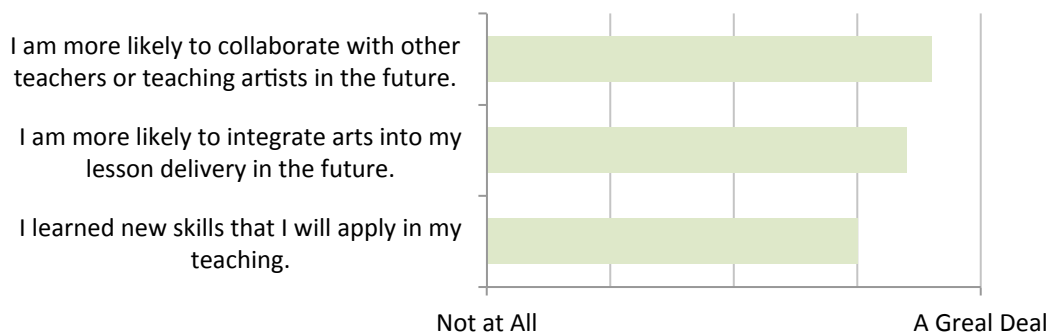
By embedding teaching artist and AmeriCorps members within a school staff, Arts Corps strives to influence school culture in and between classrooms. This evaluation finds evidence that classroom teacher practice is changed through the partnership between the classroom teacher and teaching artist, resulting in more youth-development principles and arts integration in practice in the classroom. This evaluation also found some evidence that CSI has the potential to influence long-term school culture change, although it is premature to know if changes that occurred in year one of the pilot will be sustained.

### CSI Exposes the Classroom to New Teaching Strategies

Arts Corps envisions a model where classroom teachers and teaching artists partner in delivering instruction that places equal importance on the arts and a given content area, thereby enhancing learning in both areas. One of the intended benefits of this arts integration model is teacher development, including expanded teaching strategies and long-term improvement in interactions with struggling students.

Classroom teachers were asked to predict how their first year of participation in CSI will impact their classroom strategies in the future. All (100%) agreed *a good deal* or *a great deal* that, “I am more likely to collaborate with other teachers or teaching artists in the future,” and, “I am more likely to integrate arts into my lesson delivery in the future.” In fact, one teacher claims that the most significant impact of CSI was simply this opportunity and motivation to “to explore a subject through art in a core academic class.” Most teachers (80%) agree *a good deal* or *a great deal* that, “I learned new skills that I will apply in my teaching.”

**Figure 22: Teaching Strategies**



School staff and administrators report changed teaching practices.

- *I have learned a lot and try to incorporate arts in most lessons and assessments.* – Classroom Teacher
- *The middle schools teachers are emerging as leaders in our school, as the tightest team that does the best things for kids.* – Principal

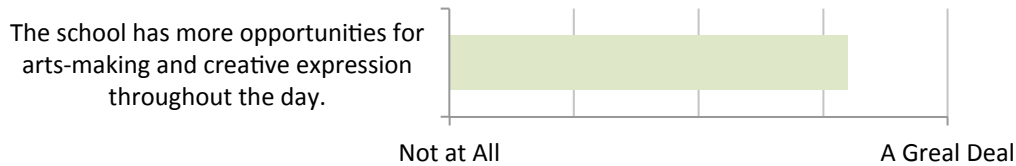
Even students report observing their teachers applying new skills learned from teaching artists.

- *I have seen our teacher trying out things the teaching artist does. He’s tried out the free-write, for example.* – Student
- *I see the teaching artist talking to the teachers, giving them details to make the class funner for the kids.* – Student

### CSI Creates an Arts Rich Environment

All teachers (100%) believe *a good deal* or *a great deal* that, “The school has more opportunities for arts-making and creative expression throughout the day.”

**Figure 23: Arts-Rich Environment**



- *Prior to CSI, middle school students have access to general music classes and instrument lessons, but not visual arts or a variety of arts elective options. In the past, there was a 6 week artist in residency in the 6<sup>th</sup> grade, and we wanted more experiences like that for our all our students, now. That’s what CSI has provided. – Principal*

### CSI Contributes to a Strong School Community

School Principals commented on how CSI has strengthened their school community.

- *I went in kicking and screaming about one more thing to do. Looking back, I am glad it happened. The middle school now matches what the elementary school has been doing – learning and joy together. – Principal*
- *The school seems to be a happier place... The program has allowed our staff to see students in a new light. Students who are behavior nightmares were highly engaged in the Spoken Word work, and that enables us to celebrate their passions and skills. – Principal*

Students also reported that CSI has helped bring their community together.

- *We had a shared story, and we are more open with each other. Before there was a girl where we just hi and bye. Now we’re friends, talking with each other. – Student*
- *This school used to be crazy. It should have been a talk show. We’ve improved a ton in the last 3 years. – Student*
- *I highly recommend our teaching artist, she is like the peacemaker of this whole school. Before this, everyone used to judge everybody and, had his or her little cliques. We can stand each other because everyone is open. – Student*

## Conclusions and Lessons Learned

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Arts Corps is dedicated to meeting student needs through three major goal areas:

- Increasing access for students who otherwise would not have arts education.
- Building youth skill by providing high-quality arts education.
- Fostering creative habits, 21<sup>st</sup> century skills and dispositions that transfer beyond the arts setting and facilitate success in life.

This evaluation finds evidence of success in achieving these goals.

### **Increasing Access**

Arts Corps delivers programs to youth who typically do not have access to arts education; this evaluation documents the high number of youth served in the King County area year after year.

### **Building Skill through High Quality Programs**

Arts Corps' classes are taught by professional teaching artists who are provided professional development to ensure that they are well equipped to support student learning in the arts. Arts Corps stays abreast of and aligns with best practices to promote positive youth development, foster creative habits and develop 21<sup>st</sup> century skills in the youth it serves. This evaluation found that Arts Corps consistently offers high-quality programs that satisfy its partners and the youth they serve. Youth, partners and teaching artists report high levels of satisfaction and engagement with the General Program and the Creative Schools Initiative. Stakeholders report that goals for program quality are met and exceeded in most cases. In fact, the most common suggestion for improvement is to provide more contact hours for students, either through longer or more frequent classes.

Despite overall high ratings from multiple sources, student ratings of class and teacher quality among General Programs have dipped slightly over the past three years, largely because of a higher portion of surveys from in-school residency programs. In recent years, Arts Corps has increased the number of in-school residencies it delivers. Also, Arts Corps successfully surveys in-school residencies at a higher rate than after-school programs, with roughly a quarter of in-school students completing surveys compared to ten percent of after school students. In-school programs typically earn lower student ratings than other Arts Corps programs. Students have little or no choice to participate in these programs, compared to more highly rated after-school classes in general and the Teen Artist Program in particular. These survey results differences may reflect student interest more than the quality of teaching and program delivery. Nonetheless, it is important to continue to examine program quality, especially in school-based residencies. Teaching Artists may face challenges in the school setting that hinder their ability to consistently deliver a high quality program, and Arts Corps should determine how they can work around and with these challenges.

Student self-report of artistic learning varied by class type. Students who participated in workshops reported the greatest learning of artistic concepts and vocabulary, those from after-school classes were more likely to report learning self-expression through art, and Teen Artist program participants reported the highest levels of developing skills and techniques.

### **Fostering Skills and Dispositions for Success**

For many years, Arts Corps has used student self-report to understand its impact on fostering creative habits in youth. Because survey results have been consistently positive, the

organization is no longer learning a great deal of new information from each subsequent evaluation cycle. Also, staff recognizes the shortcomings of self-report as the primary method of measuring these internal dispositions. (For example, the surveys are not useful with younger students). For these reasons, Arts Corps is engaged in ways of further developing its evaluation tools. For example, Arts Corps plays an active role in the Youth Development Executives of King County and the group's efforts to develop a valid and reliable means of measuring student skills and dispositions. Arts Corps is also advocating for a study to refine and determine the validity and reliability of its creative habits observation tool. Arts Corps should continue this focus on using evaluation to collect data that supports meaningful improvements to their programs.

### Developing Partnerships

This evaluation found that Arts Corps understands how to nurture successful partnerships. They have developed a solid model for providing out-of-school opportunities for arts education. Partners report satisfaction with the increased access to arts education, quality of instruction and exposure to new teaching strategies for their staff. Year after year, the majority of Arts Corps' partners choose to continue partnering with Arts Corps to offer out-of-school arts classes and report that the experience meets and exceeds their expectations. This year, Arts Corps formed a new type of partnership through the Creative Schools Initiative, working with teachers and students directly in the classroom, during the school day. Although all key parties characterized this partnership as a successful start, the new kind of partnership brought new challenges. Arts Corps should continue its emphasis on formative evaluation of that pilot initiative to refine its partnership model with the in-school setting.

### Facing Challenges

This evaluation also reveals that Arts Corps' three goal areas can sometimes be in tension with one another. For many years, Arts Corps core programs have been delivered to underserved youth, even if this means delivering programs in settings that are not ideal for delivering classes. Insufficient space, high student mobility and other factors can work against skill-building and the delivery of a sequential curriculum, but Arts Corps has prioritized serving students in these settings. Teaching Artists working with the Teen Artist program often describe the program as a place where students can gain more advanced arts training; this "advanced" training is not easily delivered in a drop-in setting designed to maximize opportunities for student engagement. Finally, the Creative Schools Initiative has the goal of bringing youth development and fostering creative habits in the school setting. It also prioritized low-income schools to bring arts education to those that have fewer opportunities for art during the school day; however this makes funding scarce and threatens the sustainability of the program. Arts Corps should continue to reflect on how its ambitious program goals interact and when one is a priority over the others in a particular program.

**In conclusion,** Arts Corps offers high quality youth programs that meet the needs of youth and program partners. By continuing to thoughtfully balance goals of access to arts education, building youth artistic skills and fostering habits that go beyond the arts, Arts Corps will ensure the sustainability of the organization while continuing to act as a role model for other local and national groups. Appendix A – Data Sources

## Appendix A - Data Sources

Data Source	Description	General Program	TAP	CSI
<b>Student Retrospective Post-Pre Survey</b>	End-of-class student survey asking youth to answer questions about themselves now (at the end of class) and before they began their Arts Corps class	435/1117 (39%)	29/134 (22%)	223/264 (84%)
<b>Student Post Workshop Survey</b>	Brief post survey with questions about class quality, artistic competency and demographic information	51/155 (33%)	--	--
<b>Student Focus Groups</b>	Questions address program quality, program impact, and opportunities for improvement	--	--	Four total – two at each site
<b>Teaching Artist Surveys, Interviews and Focus Groups</b>	Questions addressed successes and challenges, support and professional development, student learning, performance and exhibits and youth program quality focus areas	27/30 (90%)	--	Teaching Artists and AmeriCorps members participated in an interview and two focus groups
<b>Program Partner/ Classroom Teacher Survey</b>	Questions addressed general feedback on the partnership, program goals and impact, youth program quality focus areas and feedback on specific teaching artists.	22/27 (81%)	--	Five teachers (100%); surveys included questions about 126 students (48%)
<b>Structured Observations</b>	Observations were scored using an externally validated tool (the Youth Program Quality Assessment) and an internally developed addendum that addressed specific creative habits of mind	Six elementary school sites, three middle school	--	Four structured observations
<b>Program Partner Interviews</b>	Questions address program quality, program impact, and opportunities for improvement	--	--	Two principal and two classroom teachers
<b>Seattle Public School District Data</b>	Parental permission to access the SPS student database, The SOURCE, that provides information on student attendance, demographic data and academic performance.	--	--	Current school year records reviewed for 100 students (39%)

Appendix B - Program Enrollment, Class Length and Attendance

	General Program			Teen Artist Program	CSI		Total
	After School	In School	Other		In School	After School	
# of Partners	29	10	4	--	2		40 <sup>8</sup>
# of Classes	99	45	16	15	24	7	206
Enrollments	1174	863	773	134	571	74	3589
Unique Students	2,180 total			74	264		2,518
Average Class Length	16 hours	9 hours	12 hours	18.5 hours	20 hours	25 hours	12
Total Contact Hours	14,185 hours	6,828 hours	1,596 hours	1,744 hours	10,633 hours	1,213 hours	36,199 hours
Overall Attendance Ratio	77%	90%	98%	70%	94%	60%	87%
Average Contact Hours per enrollment	12 hours	8 hours	2 <sup>9</sup> hours	13 hours	19 hours	16 hours	10 hours
Average Contact hours per student	10.4 hours total			24 hours	45 hours total		14.4 hours

Table 1: Arts Corps Overall Enrollment and Dosage

<i>% of enrollments attending...</i>	After School Classes	In-School Residencies	Summer Classes
every class	31%	59%	57%
3 out of 4 classes	66%	92%	79%
at least half of the classes	86%	96%	90%

Table 2: General Program Attendance Detail

<sup>8</sup> Some partners offered opportunities to participate in more than one program, which is why the total number of partners is less than the sum of partners for each separate program.

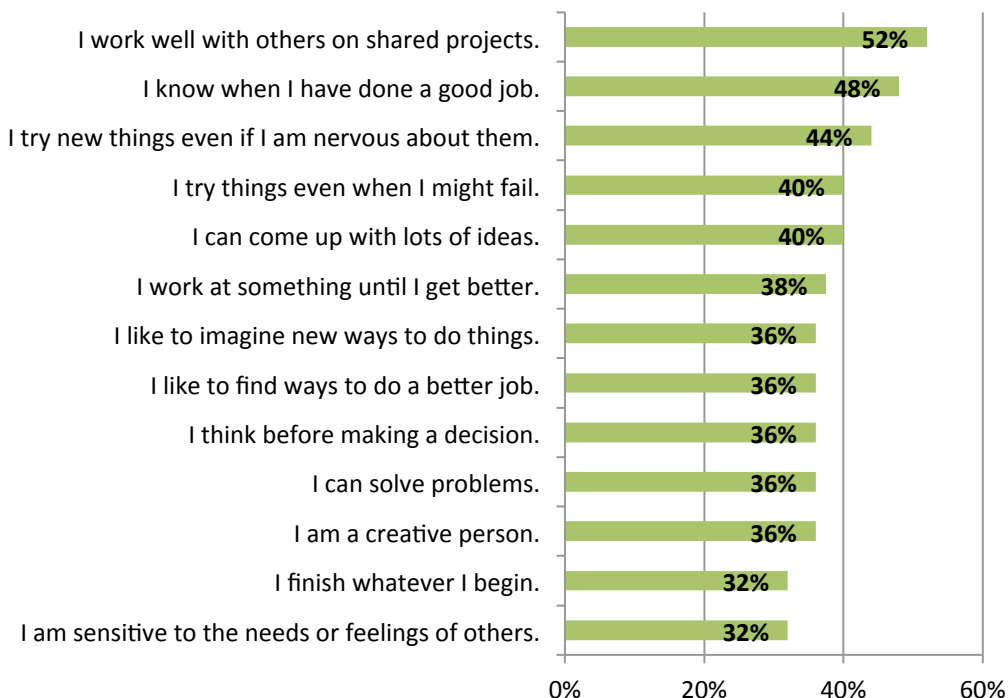
<sup>9</sup> 93% of enrollments were in Special Projects or Workshops that met for an average of 1-2.5 hours. The average contact hours per enrollment for Summer Classes was 10 hours.



## Appendix C – Creative Habits and Learning Dispositions

General Program	CSI
<b>Imagining Possibilities</b> <ul style="list-style-type: none"> <li>• <i>I can come up with lots of ideas</i></li> <li>• <i>I like to imagine new ways to do things</i></li> </ul>	<b>Creativity and Problem Solving</b> <ul style="list-style-type: none"> <li>• <i>I come up with creative ideas</i></li> <li>• <i>I am able to think of new ideas or other ways to solve a problem.</i></li> </ul>
<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• <i>I can solve problems</i></li> <li>• <i>I think before making a decision</i></li> </ul>	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• <i>I like to explore new things</i></li> </ul>
<b>Persistence and Discipline</b> <ul style="list-style-type: none"> <li>• <i>I finish whatever I begin</i></li> <li>• <i>I work at something until I get better</i></li> </ul>	<b>Persistence/Self-Direction and Initiative</b> <ul style="list-style-type: none"> <li>• <i>I am good at staying focused on my goals</i></li> </ul>
<b>Courage and Risk-Taking</b> <ul style="list-style-type: none"> <li>• <i>I try things even when I might fail</i></li> <li>• <i>I try new things even if I am nervous about them</i></li> </ul>	<b>Teamwork and Collaboration</b> <ul style="list-style-type: none"> <li>• <i>I listen to other ideas even if those ideas are different from mine</i></li> <li>• <i>I work well in a group or team</i></li> </ul>
<b>Reflection</b> <ul style="list-style-type: none"> <li>• <i>I like to find ways to do a better job</i></li> <li>• <i>I know when I have done a good job</i></li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>• <i>I am good at sharing ideas in front of other people</i></li> <li>• <i>I am good at writing thoughts and ideas</i></li> </ul>

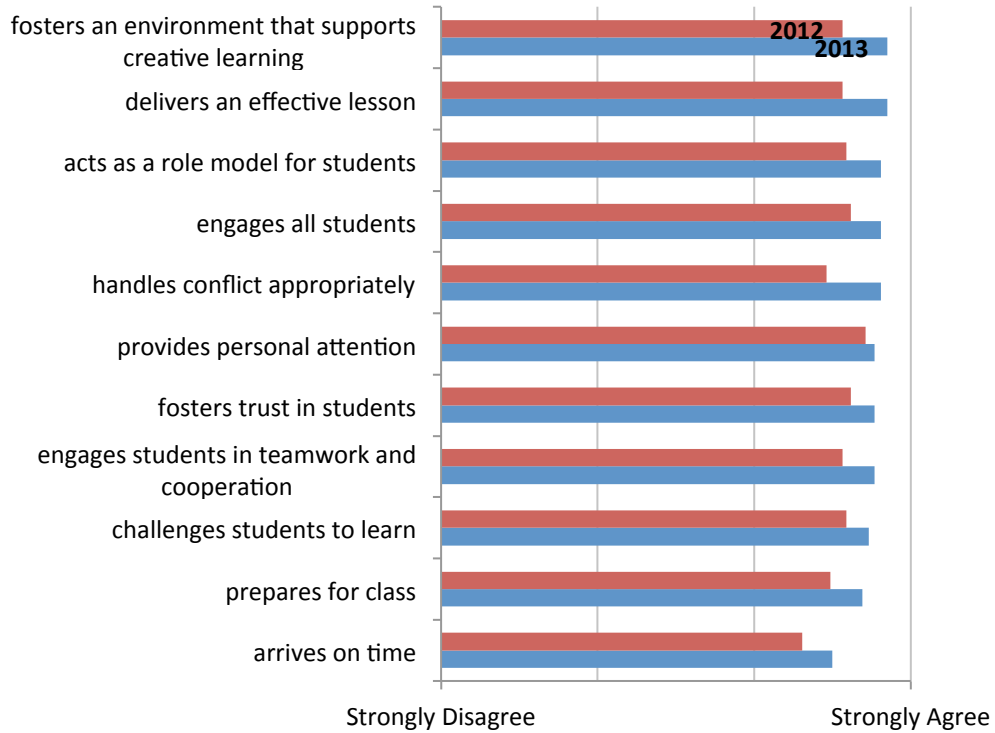
**Percent of TAP Students Self-Reporting Increased Creative Habits**



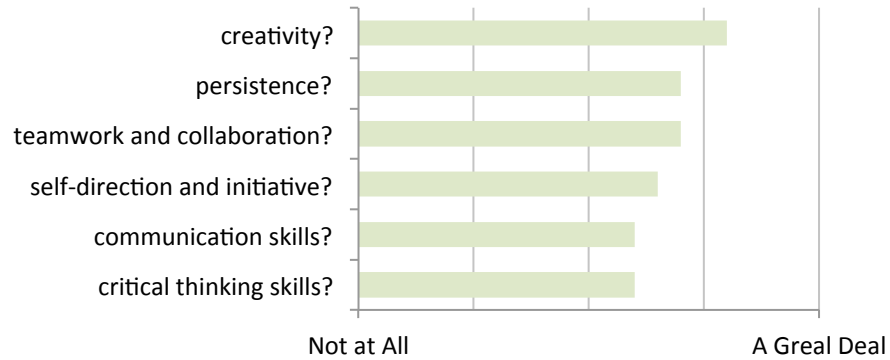
## Appendix D – Select Partner Survey Results

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### **General Program Partners Reporting Teaching Artist Quality** *This teaching artist...*



### **CSI Teacher Report of Student Learning Dispositions** *Did CSI Impact Student...*



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**General Program Partners Reporting YPQA Elements**

*Arts Corps classes encourage students to...*

