



# Evaluation Report

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# Introduction

## About Arts Corps

Arts Corps is a force for creativity and justice in a region where race is the greatest predictor of whether a young person has access to an arts education. Arts Corps believes creating art can be a personal act of liberation, and when done collectively can transform schools, neighborhoods, and beyond.

## Mission

To unlock the creative power of youth through arts education and community collaboration.

## Vision

All youth people have the courage to imagine and freedom to create a just and vibrant future.

## Values

Four core values shape and define Arts Corps' work at all levels of the organization, from the classroom to the boardroom.

- Creative freedom
- Courageous leadership
- Authentic engagement
- Social justice



## About the Evaluation

Arts Corps has conducted program evaluation since the organization's inception and refines its focus each year to better explore and describe the impacts of arts classes. Evaluation efforts during the 2017-2018 program year were guided by Arts Corps' strategic plan and designed around the desire to assess and compare relative organizational success in four strategies. The following evaluation questions align with these strategic goals.

### What are Arts Corps' direct impacts on youth? Do programs foster the creative freedom and capacities of youth?

Youth program participation data, student feedback via surveys (for students in grade 4 and older), interviews and focus groups, and program observations are used to determine if Arts Corps programs achieve its output and outcome goals associated with impacts on youth and identify opportunities for program improvement.

### What are Arts Corps' direct impacts on those that work with youth? Do organizational activities help grow the capacity of educators and youth workers to facilitate the equitable delivery of high quality creative expression and arts learning in youth-serving systems?

Adult program participation data, teaching artist and classroom assistant surveys, partner surveys and professional development workshop feedback forms help answer questions associated with Arts Corp's impact on teaching artists, educators and youth development professionals. This year, the evaluation focused on comparing the varied impacts of different programs.

### What is the impact of Arts Corps' advocacy and participation in collective impact efforts? Does Arts Corps promote and inspire youth-serving systems to foster robust, equitable and youth-centered arts learning opportunities?

A staff survey and interviews with a small number of community members who book youth speakers through Arts Corps provide information to assess progress towards this goal. Staff also tracked participation in committees and advisory boards, conference presentations and media coverage designed to foster equity.

### Is there internal alignment among organizational systems, resources and culture and values and strategic direction?

An annual staff survey provides information about how the organizational practices align with its values and goals.

## Key Successes

**This evaluation continues Arts Corps' 16-year tradition of using program evaluation to understand program impact and identify opportunities for program improvement.**

**Arts Corps' served more students for more hours on average this year, by increasing the number of students served in the Creative Schools program.**

**Arts Corps' served a higher proportion of youth of color and students who qualify for free and reduced lunch than last year.**

**Students self-report increased knowledge and capacities as a result of program participation.**

**Youth in teen leadership programs self-report a strong program impact on their mindsets, values and identity.**

### Direct Impacts on Youth

- Arts Corps delivered over 61,878 contact hours through 4,853 enrollments, over 50% more contact hours than last year.
- 2,821 unique students participated in programs. On average, each unique student participated in 22 hours of programming this year, compared to 16.5 hours last year.
- Much of the growth in students served is a result of a doubling of the number of unique students served in Creative Schools programs, programs delivered during the school day in a classroom, from approximately 700 to over 1400 unique students.
- Arts Corps partnered with 39 organizations to bring programs to where students live. This is an increase from 34 partners last year.
- 73% of Arts Corps students come from families that qualify for free and reduced lunch and approximately 82% of students in programs are students of color. These rates are higher than last year.
- Most youth participants live in south and west Seattle. Youth travel from as far north as Marysville and as far south as Tacoma and Enumclaw to participate in Arts Corps programs.
- 91% of surveyed students in out of school time programs indicated the program supported their artistic skill-building.
- Like last year, teen leadership program participants consistently report positive program impact. 92% - 100% of program participants report impact in the areas of creative capacities, leadership and organizing, sense of belonging, community engagement and social justice.
- 97% of Elementary Arts participants report a program impact on creativity, critical thinking and problem-solving skills.
- Over 92% of Teen Arts and Creative Schools participants agree that they are using a growth mindset and advancing their self-efficacy and agency through Arts Corps classes.
- 65% of students in Creative Schools agree they are engaged in the classroom when the teaching artist is present, an increase from 39% last year.
- 90% of Teen Leadership program participants rate the program as excellent. Over 91% of all out of school time program participants rate the program as good or excellent.
- 100% of classroom teacher-partners rate their overall experience working with Arts Corps teaching artists as good or excellent.

**Arts Corps' efforts expand beyond delivering programs directly to youth, and include:**

- **delivering professional development to those who work with youth;**
- **participating in regional and national efforts to foster equity and arts access to youth; and**
- **working to align the organizations practices with its values.**

**Direct Impacts on those who Work with Youth**

- Arts Corps delivered 482 contact hours of professional development to teaching artists, classroom assistants and classroom teachers; an increase from 320 hours last year.

**Advocacy and Collective Impact**

- Arts Corps delivered 10 conference presentations that were attended by approximately 520 professionals.
- Arts Corps appeared in the media four times this year.
- Arts Corps participated in four committees/advisory boards intended to serve youth in equitable and art-focused ways.
- Community partners indicate that Arts Corps amplifies youth voice in the community through Youth Speaks bookings.

**Internal Alignment**

- 3 out of 4 staff members agree that the organization values youth input. Staff report improved value of youth voice in the areas of events, fundraising, board, and communications.
- 9 out of 10 staff agree that race and social justice values guide program decisions and organizational growth. This is an improvement since last year.
- 100% of staff agree that the office culture fosters opportunities for staff to express their full selves and build relationships. Over 90% agree the organization supports the wellness of individuals who make up the staff.

# Direct Impacts on Youth | Fostering Creative Freedom and Capacities

## Youth Program Participation in 2017-18

Arts Corps delivered 61,878 contact hours, over 50% more contact hours than last year.

### Contact Hours by Program

**Elementary Arts** programs guide elementary students through a deep exploration of art forms after school. **Elementary programs were delivered for an average of 32 hours per student served, for a total of 5,120 contact hours.**

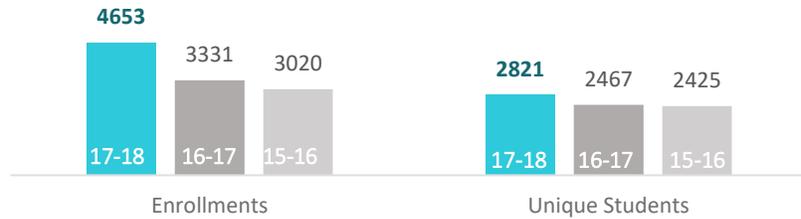
**Teen Artists** programs include Teen Arts after-school programs, Teen Leadership Programs (Spokes, ALLI, Slams, Open Mics and Bookings) that encourage youth activism and cultural work, and The Residency, a partnership that fosters professional musical skills. **Teen programs were delivered for an average of 34 hours per student served, for a total of 9,216 contact hours.**

**Arts Space** are out of school drop-in arts programs that are located in low income housing and crisis centers. **Arts Space programs were delivered for an average of 7 hours per student served, for a total of 2,727 contact hours.**

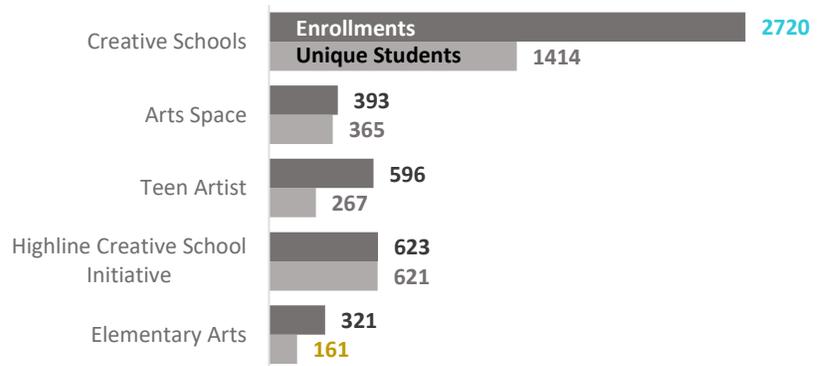
**Creative Schools** programs include Creative Schools Residencies and Creative Schools Lab designed to expand student creativity in the classroom through arts-integrated learning as part of the regular school day. **Creative Schools programs were delivered for an average of 21 hours per student served, for a total of 28,863 contact hours.**

**Creative Schools Initiative in Highline Public Schools (HSCI).** Teaching artists collaborate with classroom teachers to create lesson plans that integrate the arts and social justice into the students' core curriculum. **HSCI delivered programming for an average of 24 hours per student served, for a total of 14,952 contact hours.**

The number of students served has steadily grown in recent years.

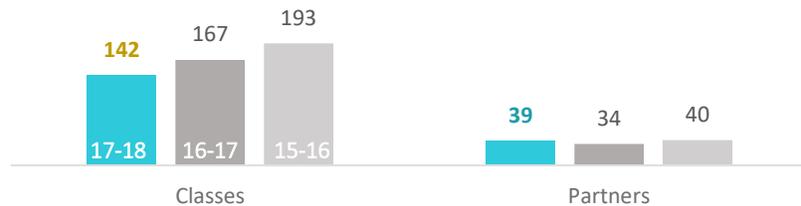


Similar to last year, Creative Schools programs have the **most enrollments** and Elementary programs serve the **fewest unique students**.

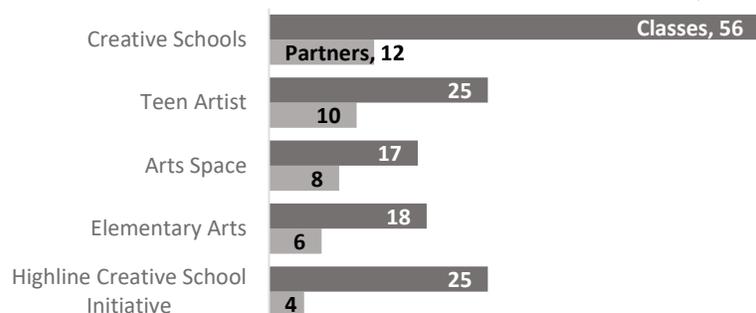


On average, each unique student participated in **22 hours of programming** this year, compared to 16.5 hours last year.

The number of **classes decreased** while the number of **partners increased** this year.



Creative Schools have both the **most classes** and the **most partners**.



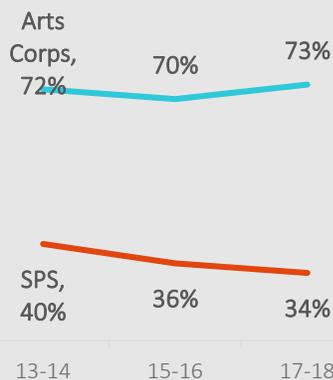
## Youth Participants

Arts Corps delivers programs that attract and are accessible to youth of color who comes from economically disadvantaged backgrounds.

Arts Corps has moved its programs to follow youth from low income families.

Arts Corps is located in Seattle and serves students in and around the city. Each year, a smaller percentage of Seattle Public School students qualifies for free and reduced lunch, due in part to rising housing prices. The chart below compares the % of SPS students who qualify for free or reduced lunch (an indicator of family poverty) with the % of Arts Corps students who also qualify in recent years.

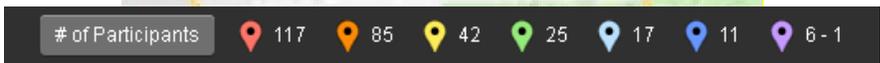
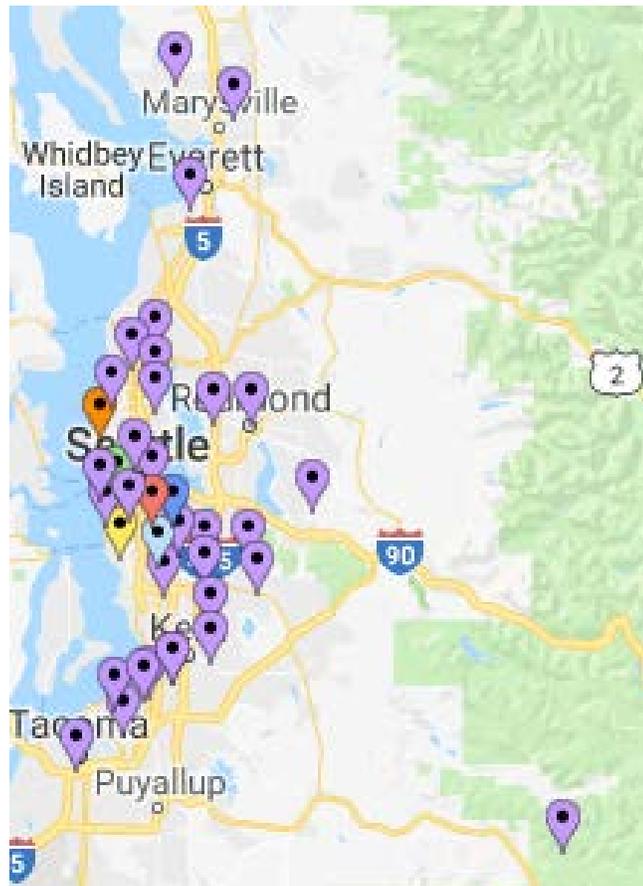
It is noteworthy that while there is a trend towards fewer low income families in Seattle Public Schools, **Arts Corps served a greater percentage of low income students than in past years**, in part by delivering programs in communities south of Seattle.



School district and Arts Corps records indicate that **82%** of the students in Arts Corps’ programs are **youth of color** while **73% qualify for free or reduced lunch**, an indicator of family poverty.

**Most youth participants live in south and west Seattle.**

Youth travel from as far north as Marysville and as far south as Tacoma and Enumclaw to participate in Arts Corps programs.



Zip code data was reported on 343 surveys from Teen Arts, Elementary Arts, Creative Schools, Spokes, and The Residency. Detailed zip code information is in Appendix B.

## Performance and Experiential Learning

Arts Corps conducts special programs and activities to deepen student skills and focus on serving youth of color and youth living in poverty.

Showcases, Open Mics, Performances and Speaking Engagements provide youth an opportunity to demonstrate their skills while further developing them.



Arts Corps hosted more than 13 showcases.<sup>1</sup>

174 students performed in these showcases.

1041 audience members attended these student performances.

7 students were booked through Arts Corps to perform for events and audiences in the community.

15,887 audience members attended these student presentations.

184 student performances took place at Youth Speaks Slams, Open Mics and Brave New Voices Competition.

2120 audience members attended these student performances.

40 students traveled out of state to a concert as the extension of their skill building and mentorship in the professional music industry.

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<sup>1</sup> This count does not include showcases that took place during the school day. Also, it undercounts out of school time showcases due to incomplete record keeping.

# Program Outcomes | Knowledge and Capacities | Artistic Skill Building

Arts Corps students, especially those whose programs that take place outside of the school day, report artistic skill-building.

## Artistic Skill-Building

All Arts Corps programs focus on the following skill areas in order to foster students' mastery of a particular art form.

### Skills and Techniques



Developing the discrete skills, techniques and processes associated with the performance and creation of artistic work

### Concepts and Vocabulary



Terms or ideas that explore the process behind and act of making art

### Self-expression through Art



Communicating one's own feelings, emotions, experiences and ideas through creative work

### Practice Opportunities



More opportunities to create art

## Art Space Program Outcomes

Students surveys were collected from 21 students in Art Space classes, five from elementary-aged students and 16 from middle or high school aged youth. Because this is a small sample, these student surveys were clustered with Elementary Arts or Teen Arts classes for analysis.

**82%** of students in surveyed classes indicated that program participation supported their **artistic skill building**. *Throughout this report, the reported percentages represent the portion of students who gave one of the top two possible survey ratings (e.g., agree and strongly agree).*

Students who engaged with Arts Corps during out of school time programs report the greatest artistic skill building, compared to students **in-school integrated classes**.



It should be noted that **only 17% of Creative Schools students** indicated they *strongly agreed* that they gained new artistic skills, compared to over 45% in all other programs and 83% in Teen Leadership. *In Creative Schools K-12 programs, only students in 5<sup>th</sup> grade and up were surveyed representing a subset of participants.*

**4 out of 5 classroom teachers** often observe student artistic development. Out of 4 after-school partners, **only 2 reported** that they often witnessed artistic growth among students. *This pattern is in contrast to the student feedback pattern; out of school-time students are more likely to report artistic skill-building.*



**I was also to improve my craft so much more and easily within these 3 weeks [in The Residency] than I have in a whole year.** ~ Teen Leadership student

The **greatest impact** for students this year has been the **artistic skill development**. This manifests in students who have picked up audio concepts and are now mixing and publishing their own songs. This shows in students who drastically improved their singing or learning to play an instrument. The understanding of the artistic skills has given them more confidence in what they are expressing so they can do so without worry or hesitation. ~ Classroom Assistant

# Program Outcomes | Knowledge and Capacities | Creative Capacities

Youth report practicing or gaining or creative capacities in Arts Corps programs, particularly those in Teen Leadership and Elementary Arts programs.

## Creative Capacities

Creative capacities, also called creative habits of mind or 21st century skills, are skills and dispositions that support student success in a variety of settings in life. Arts Corps focuses on supporting the following creative skills:

### Imagination -



To pursue a vision, generate ideas, and respond to new possibilities as they arise. To use

intellectual inventiveness to generate, discover, and restructure ideas or imagine alternatives.

### Courage & Risk-taking –



To try things even when you might fail in order to create, learn, and grow. To take artistic risks. To bring

receptiveness or openness to new and unfamiliar ideas, feelings, and experiences as well as interest in new people and places.

### Critical Thinking & Creative Problem Solving -



To solve problems creatively; to examine ideas. To generate and apply criteria for what makes good work. To

generate and select from alternatives based on desired outcomes. To make connections between unlike things.

### Reflection-



To recognize what is personal and distinctive about oneself and one's work. To reflect on success of final solution.

The majority of youth report a program impact on creative capacities.



87% of Teen Leadership participants *strongly agree* that they have improved their creative capacities, in comparison to only **14%** of **Creative Schools participants** and 26% of Teen Arts participants.



This class has helped me at putting in more details **and giving me more courage on making projects.** ~ Elementary Arts Student

A challenge I faced was **fear of making mistakes**, and having a hard time memorizing my lyrics. I **overcame these challenges by talking through them and getting support from my peers, and persevering.** ~ Teen Leadership Participant (The Residency)

More than 4 out of 5 of classroom teachers and classroom assistants report that they often see creative growth among their students.



By the end of Art Corps session, **my students were more confident about taking risks with their art.** ~ Classroom Teacher

I perceive **the greatest impact in creative capacities** and the **youth seeing themselves as agents of the creative process.** ~ Teaching Artist

# Program Outcomes | Knowledge and Capacities | Leadership and Organizing

Teens report developing and practicing leadership, organizing, teamwork and collaboration skills.

## Leadership and Organizing

The Teen Leadership programs focus on developing leadership and organization skills among its teen participants.

### Communication



Communicating effectively for a variety of purposes and audiences.

### Teamwork and Collaboration



Negotiating and compromising when working in groups or pairs.

### Organizing



Event planning and outreach skills.

Over 95% of Teen Leadership program participants agree and strongly agree that they are gaining leadership and organizing skills. 86% of participants strongly agree.



Among Teen Leadership programs, ALLI participants are most likely to strongly agree they gained youth leadership and organizing skills.



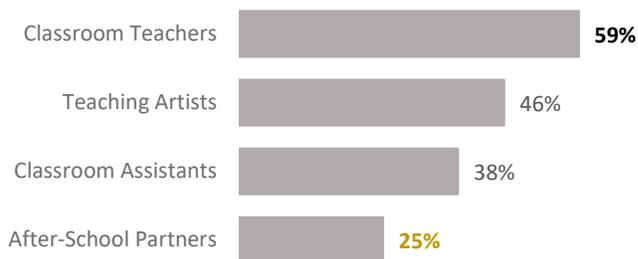
Last year, Spokes earned the highest ratings in leadership skills and ALLI the lowest.



Workshops were awesome. I learned more than I expected. I learned more this week than my whole High School education. **We had an outreach workshop and that was really important to me because this is something we can take this into the rest of our lives...we'll know how to use these skills of connecting people...and apply them for a lifetime.** ~ ALLI Participant

The [most meaningful moment] in my most recent memory was the work party we had for Grand Slam. I think a lot of folks were anxious about outreach, including myself, but as we got into the work party, **people just took on their roles of phone banking, organizing people, making buttons, and it really hit me that we work really well together as a group [...]** And it was just a really meaningful time for me, because it's like wow, **we're really making this happen as a group** and we're having fun doing it. ~ Spokes Participant

More than half of classroom teachers report observing youth gain leadership and organizing skills often.



This pattern of response is the opposite of last year's, when the after-school partners were the most likely to report often observing leadership skills, compared to classroom teachers.

## Program Outcomes | Growth Mindset, Self-Efficacy and Agency

Teen Arts and Creative Schools participants report positive shifts in relation to their values, identity and mindsets.

### Values, Identity, and Mindsets



Mindsets are beliefs and attitudes about oneself, the external world, and the interaction between the

two that impact how youth process everyday experiences.

#### Growth Mindset

Belief that intelligence and ability can increase through effort.

#### Self-Efficacy

Belief in one's own capabilities and capacity to learn and succeed in specific domains

#### Sense of Agency

An individual's sense of personal and independent control over an outcome or event; ability to set and achieve goals or to guide one's own development.

Over 92% of Teen Arts and Creative Schools Participants agree that they are using a growth mindset and advancing their self-efficacy and agency through Arts Corps classes.



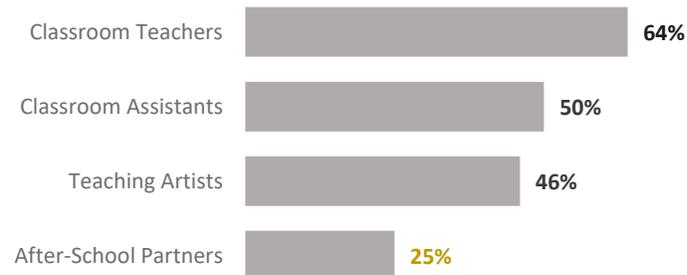
47% of Teen Arts participants strongly agree compared to only 25% of Creative School participants.



I have learned that **if I put my mind to it, I can do anything.** ~Teen Arts student

I realized that if I'm in a **positive mindset and I'm using the right tools, the sky's the beginning.** ~Creative Schools student

Classroom teachers and teaching artist are the most likely to report observing a positive mindset change often. **Only one after-school partner** reported often seeing student changes in mindset growth.



**[The greatest program impact I have observed is] Self-worth.**

Students at our school have to deal with serious socio-economic trauma and challenges. The impact of art can be slow to emanate towards creative capacities or academic performance. At least, not yet...although it might be a continuing work-in-progress given the general state of economics for most of our students of color. **But, to many of our students, the discovery of self-expression and the different forms of artistic media that could provide them a sense of solace and meaning, is powerful. Art Corps has been significant to many of our students.** ~ Classroom Teacher

**Students have had to stretch themselves** to set up interviews, conduct them, work with their peers to get things done, and **figure things out for themselves without waiting for the teacher.** ~ Classroom Teacher

## Program Outcomes | Sense of Belonging

Out of school time programs, especially Teen Leadership programs, foster a sense of belonging among participants.

### Values, Identity, and Mindsets

#### Sense of Belonging



Perception of acceptance and support in a learning community, regardless of who they are, or what their current level of skill is. Correspondingly, this refers to the ways in which youth, as well as teachers, acknowledge others

“ The best thing about this class is the amazing, supportive, unconditionally loving mentors and participants. **I feel like I'm with family.** ~ Teen Leadership Participant (Spokes)

While participating in this program **I have made connection with a lot of different people I never thought I would have and skills I never thought I would have made.** I know this is something I will always cherish. ~ Teen Leadership Participant (The Residency)

My drive to take action is buzzing and I'm more confident in my artistry **I feel welcomed, accepted, valid, and inspired.** ~ Teen Leadership Participant (ALLI)

Almost all youth in Teen Leadership and Elementary Arts agree that they develop a strong sense of belonging in their Arts Corps Classes. Out-of-school participants are more likely to report a strong sense of belonging than in-school program participants.

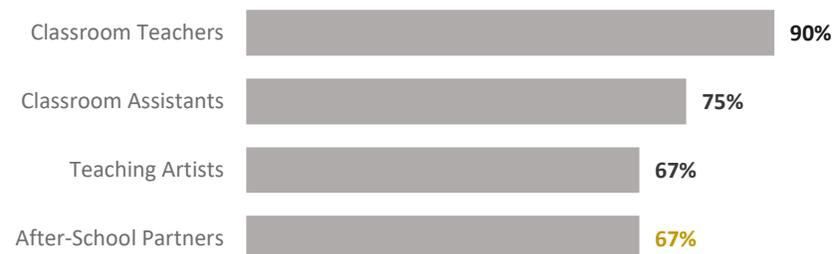


84% of Teen Arts participants *strongly agree* compared to only 19% of Creative School participants.

“ **I am definitely more open-minded and inclusive,** inspired, and motivated. **I have learned to see people for who they are, not what they look like.** Being genuine and original goes a long way. I appreciate hip hop even more and recognize that it is a culture. ~ Teen Leadership Participant (The Residency)

The best thing about this class is the field trip and **getting to make new friends and hang out with friends** and also the dances. ~ Elementary Arts Participant

In comparison, creative school partner teachers are more likely to report observing Arts Corps programs fostering a sense of belonging often than out-of-school-time partners.



“ The projects the TA had us do **were based on community.** **This has helped me with our social emotional school wide goal.** ~ Classroom Teacher

I think **a sense of belonging would be the most impactful** [...] They became great friends after school and helped each other during class. I would see **how they would give each other ideas about a project or even potentially help them out.** ~ Classroom Assistant

## Program Outcomes | Community Engagement

Teen programming offers youth opportunities to make a connection between their own artistic expression and their role in the community.

### Community Engagement

This goal focuses on youth making the connection between their own art and their role and impact in the community.

#### Community Arts



Sharing one's voice through their art in the community and/or participating in community art events.

“ A meaningful experience for me was the owners of The Station expressed that they really valued having Youth Speaks and they know that it's very hard to find a free space for youth monthly. **I was just really appreciating this community and specifically the Spokes and how we banded together and were able to move venues but still be able to bring the open mic, which was making the safest space possible, making sure they could share their art.** I was appreciative that we were able to come together and make it happen. ~ Teen Leadership Participant (Spokes)

**Although community engagement is not a priority goal in Creative Schools programs, one classroom teacher shared a program impact in this area:**

Our students had the opportunity to engage in exhibiting and selling their artwork in a Community Market event. **Not only was the activity an opportunity for the community to know our students, it was an engaging time for our students to express in a very positive way that they are not what is usually seen of them:** trouble-makers, gang-members, etc. The stereotype has been challenged completely. ~ Classroom Teacher

Teens agree and strongly agree that they are more likely to share their voice through their art in the community as a result of Arts Corps.

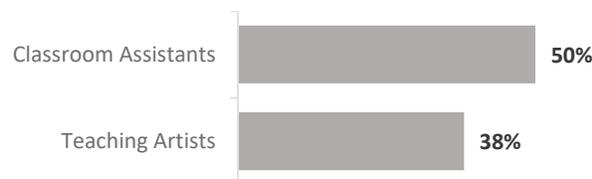


“ **I will create & share more art** and take more leadership roles, as I feel more capable. ~ Teen Leadership Participant (Spokes)

I am feeling **more prepared to venture into the music business and represent my art** to a higher standard ~ Teen Leadership Participant (ALLI)

I feel **more confident as a leader, artist, community member, and as a person overall.** ~ Teen Leadership Participant (The Residency)

**Some Classroom Assistants and Teaching Artists observe students developing their community engagement opportunities often.** No after school partners reported this as a program outcome they observed often.



“ One of the more recent performances my students participated in was Teen Night at the Seattle Arts Museum. One of the students performing was quite nervous leading up to her performance, but in the moment she seized the opportunity and even got the crowd to dance alongside her.

**These opportunities allow the students a platform to share their expression and realize that our community is out here to listen and support their endeavors along the way.** Another performance was at the Daniel Pak at the Croc event. The students were able to perform at the Crocodile downtown, which showed the community their talent and had many of us in the crowd left in awe. I was talking to some of the audience members who were astonished by the voices and skills that these students displayed. **Exposure and acknowledgement through these events has helped nurture more confidence in the students.**

~ Classroom Assistant

We had a community screening of the students' films. We screened films that were completed, and films that were not completed. It seemed like for the students who came they enjoyed themselves and were surprised at the quality of their peers' work. Even though we had a lot of obstacles in our program, **the community screening seemed like a good way to end the program and give weight and merit to the students accomplishments.** ~ Teaching Artist

## Community Engagement

### Social Justice



This program outcome goal focuses on developing and deepening understanding of systems of oppression and social justice while creating a connection to the local social justice movement as an artist & activist.

### Teen Leadership Classes and an Anti-Oppression Curriculum

Youth in Spokes, ALLI and The Residency worked to develop the skills needed to shift the dominant culture through the intersection of art and social justice.

Arts Corps delivered **15 classes** in the Teen Leadership program that focus on **social and political analysis**.

**81 students** participated in Spokes, ALLI and The Residency classes delivered with a curriculum that emphasizes an **anti-oppression lens**.

This resulted in **8,286 contact hours** in the Teen Leadership programming.

**2 out of 3 Teaching Artists** across **all programs** report that they observed youth reflecting on **social justice & oppression**.

97% of Teen leadership participants agree and strongly agree that Arts Corps classes support their understanding of and engagement with social justice.



Teen Leadership Program participants are very likely to **strongly agree** on the impact of the program's social justice curriculum.



I have definitely learned **A LOT MORE** about my identity as a **human** more seriously (and importantly) but also as an artist. ~ ALLI Participant

We had a workshop, like a **whole Spokes day on disability justice and I think that's the best workshop I've ever been to in my entire life**. I really appreciated it ... I feel like it was personally relevant to my life. **That wasn't something I've seen before. I wanted to put that on the record.** ~ Spokes Participant

**This program made me a feminist. It taught me to accept the LGBTQ community and made me realize my behavior had not been okay.** ~ The Residency Participant

Because **I'm more informed now on local/worldwide movements, I can speak my opinions through my art and tell my community like friends and family.** ~ ALLI Participant

I will start to **use my poetry as a voice for those who feel silenced.** ~ ALLI Participant

I am more educated...the history...we talked about like **social justice, sexism, racism, classism, ageism...it changed my point of view. This program made me believe in certain things...**I'm going to call my new album CAUR because it stands for "come as you are." ~ The Residency Participant

I will begin and continue by **making more poetry about my experience as a black, gay and female artist and also create more music about my struggles in life** and I will continue to share them in my community when I can. ~ ALLI Participant

Learning about women in hip hop...how it is portrayed in society...**thinking about and how women deserve to be respected.** I catch myself now, I am **more aware of the content of my lyrics.** ~ The Residency Participant

I became the facilitator for the **Social Justice Club...** Students have already been outreaching and using media as a way to get their peers engaged with homelessness/houselessness. They wanted to take it to the next level of engagement by making a zine submission about "How to Survive/How to Thrive." They liked the idea of a zine because **it was the most inclusive idea they had about centering peers' of color, queer folks, disabled folks, immigrants/refugees. We talked about what it means to be intersectional by doing free writes around identity. We talked about power and privilege by naming in what ways each student may hold privilege and may hold a marginalized identity.** ~ Teaching Artist

# Program Outcomes | Academic Engagement

Teachers, Teaching Artists and Students report arts integration increases classroom engagement.

## Academic Engagement

Arts Corps has been growing its Creative Schools program, which brings arts integration into the school day classroom, with the goal of improving academic outcomes for students through increased classroom engagement and academic performance.

## Classroom Engagement



Students demonstrate interest, pay attention, and participate during their in-school Arts Corps classes.

## Academic Performance



Students demonstrate increased grade level competencies in subject areas supported by arts integration, as evidenced by teacher report, grades and/or statewide assessments.

**The Highline Creative Schools Initiative is part of a Department of Education funded research project, and its impacts on student performance are reported separately from this program evaluation.**

65% of surveyed Creative Schools participants agree that they that they are engaged in the classroom when the teaching artist is present. Only 20% strongly agree.

Creative Schools



65%



The best thing about this class was when **[the teaching artist] showed us performance poems online (some of them made me tear up!) And when she taught us about how to connect with poems.**

~ Creative Schools Student

**I enjoyed learning spoken word and being able to write effective performance poetry.** ~ Creative Schools Student

The best thing about this class is working on poems with a partner and **expressing our feelings with how the water is here and other places.** And our teacher is nice and fun. ~ Creative Schools Student

Classroom teachers report that students are often engaged in the classroom activities when Teachings Artists are present.

Classroom Teachers



77%



The integration of subjects has added a new level of interest for students that we will continue to try out. Arts Corps brought a much needed positive vibe. **The students looked forward to it each week. It helped motivate my students! My children look forward to art. Now they look forward to school.** ~Classroom Teacher

**What was consistent in all my classrooms, though, was students' engagement. My partner teachers all said that they noticed how students who often were more reticent about participating in other subjects were much more engaged during our arts integration activities.** Teachers were able to see another side of these students, the side that is focused, curious, willing to take risks and engaged. ~Classroom Teacher

Classroom teachers report that about half of their students are often improve in academic performance when Teachings Artists are present.

Classroom Teachers



48%



**[The Teaching Artist] not only taught art, but incorporated writing into the art.** ~Classroom Teacher

The integration of subjects has added a new level of interest for students that we will continue to try out. ~Classroom Teacher

**The activities were artistically interesting with a strong academic tie-in.** The students really liked the ability to use what they were learning in class and pull details from the text. ~Classroom Teacher

## Participant Satisfaction | Opportunities for Improvement

Satisfaction is high among two key stakeholder groups, youth participants and classroom teachers, while satisfaction seems lower than past years among out of school time partners and teaching artists.



### Opportunities for Improvement

**Teaching Artists and Partners are less satisfied with Arts Corps' communication and support than in past years.**

Teaching Artists were less likely to report feeling supported by Arts Corps this year. They report they received less classroom feedback and fewer observations than last year. Only 43% found their observations very useful in comparison to 73% last year.

Of seven partners who rated the quality of Arts Corps classes, four gave a Fair rating, and only two rated Excellent. This is a decrease from last year, when 67% gave excellent ratings and none rated fair.

Also, there was a large drop in partner sites responding to surveys. Only 3 sites (4 people) *fully* completed the survey this year in comparison to 9 sites last year. This may be evidence of a decreasing sense of connection between the partners and Arts Corps.



I would like **more classroom feedback** or sit-ins. ~ Teaching Artist

I had **very little support from the Arts Corps staff**, both through a partner orientation and through classroom observations. ~ Teaching Artist

I love Arts Corps, but don't have the sense that they knew what I was doing in my classes. **I'm very proud of my curriculum and would have liked to share the important work happening.** ~ Teaching Artist

**I honestly felt super supported** by Arts Corps staff and the resources I was provided. I love that I had a budget that is a helpful plus as a teacher! Even though I didn't use it, it was nice to know I have support in that area as well as by staff for questions. ~ Teaching Artist

There is high satisfaction among youth participants across all Arts Corps programs. Participants in out of school time programs consistently give higher satisfaction ratings.



90% of Teen Leadership participants rate their overall Arts Corps experience as excellent.



I like how the leaders were very understanding and always curious about us because **it shows they care about us more than just music. I like how they motivate us to do what we love.** ~ Teen Leadership Participant (The Residency)

The best thing about this class **was the students, the teachers, everything!** ~ Elementary Arts Participant

That writing down what you feel/do/say/etc. **is important because it allows you to become more true to who you are.** ~ Teen Arts Participant

I don't think anything should be different, **this class was fun.** ~ Creative Schools Student

Out of the 23 Classroom Teachers survey responses, **100% rated the overall quality of their partnership with Arts Corps good or excellent.**



Students get to work with folks who aren't primarily teachers, but who are artists--who have expertise beyond their regular teachers. **I think that is a great opportunity. The more adults they get to work with, the better they can imagine different ways of being.** ~ Classroom Teacher

This has been the **largest opportunity students have had to learn about art.** ~ Classroom Teacher

This year the youth were introduced to poetry, art, and drumming as different means of art and self-expression. **With these three classes the youth were able to explore their own creativity (however they define it) in a welcoming space.** ~ After-School Partner

**The teaching artist patience and their ability to engage even the most resistant youth in their classes was significant.** They all have different skills and approaches to meet the youth where they are at. ~ After-School Partner

## Direct Impacts on Those Who Work with Youth

### Professional Development Workshop Participation in 2017-18

Professional development activities were delivered to teaching artists and classroom partner teachers.

#### Strategy:

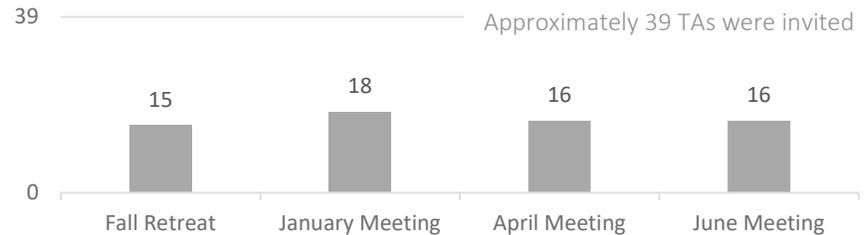
Grow the capacity of educators and youth workers to facilitate the equitable delivery of high quality creative expression and arts learning in youth-serving systems.

#### Goal:

Provide ongoing arts education and arts integration training for school and youth development leaders, educators, and teaching artists.



An annual retreat and meetings were used to provide professional development to teaching artists and classroom assistants. This represents 300 contact hours in PD sessions.



**38 Classroom Teachers** participated in professional development delivered by Arts Corps for a total of **182 contact hours** or an average of just under **5 hours per teacher**.

## Professional Development Impact on Teaching Artists and Classroom Assistants

Retreats and meetings are designed to foster best practices in the classroom.

### Program Observations

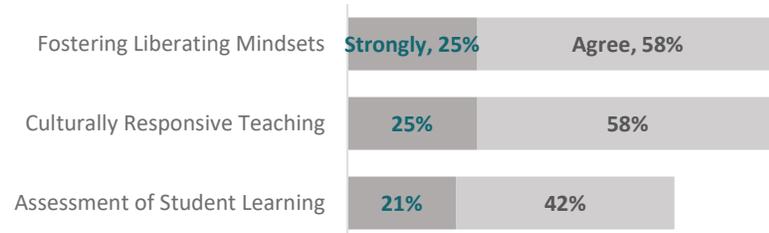


Evaluators conducted nine program observations in the 2017-18 school year:

four out of school time (Elementary and Teen Arts) and five of integrated school day classes (Creative Schools). These observations were guided by the Youth Program Quality Assessment (YPQA) as well as an addendum designed by Arts Corps to assess teaching artist practices that foster knowledge and capacities, and foster growth mindset.

The data from these observations are a rich source of detailed information about the practices of seven teaching artists that program managers use to tailor staff coaching and professional development and foster best practices.

More than half of Arts Corps Teaching Artists agreed that they developed and deployed strategies to foster liberating mindsets, deliver culturally responsive teaching and assess student learning. Last year, teaching artists were twice as likely to **strongly agree** with these statements, suggesting a decrease in teaching artist skills in these priority areas.



Arts Corps has been a truly amazing blessing and life-changing experience. **I've been provided this opportunity to become the person and leader that I needed, growing up. A leader in arts that could encourage the creative habits Arts Corps embodies.** I have this opportunity to learn from so many amazing young people. Each year I discover myself more deeply. I discover my heritage, my people, my story. ~ Teaching Artist

# Partnership Impact on Classroom Teacher Practice

Classroom teachers report professional development and changing practices as a result of working with teaching artists.

## Impact on School Culture



Classroom teachers described how Arts Corps supports progress towards school-wide goals

related to increasing **positive school climate** and increasing **family involvement**.

“Arts and appreciation for the arts is integral to the wholeness of being young and in the process of a developing mind... in the lives of our students in particular, Art could not have been more timely or needed. **It makes a whole lot of difference when a school is engaged in a process or activity that celebrates most intensely the act of being creative.** ~ Classroom Teacher

Parents have asked about the art projects and have **been willing to volunteer more often to participate in art.** ~ Classroom Teacher

Parents have asked if they can come and be part of art. Also, **parents are asking if they can lead an art project.** ~ Classroom Teacher

Classroom teachers described how working with an Arts Corps teaching artist in their class **taught them new skills** they will apply in their teaching.

I learned new skills that I will apply in my teaching

Often, 36%

Sometim...



The teaching artist in my classroom shared some tips from teachers that she'd worked with in the past. **The language of "I'd like you to revise your behavior," is something that I have kept using. It was fun to have another teacher to watch and learn from.** ~Classroom Teacher

I didn't think about social justice and bringing it into the science unit before this partnership. **After working with the Arts Corps Teaching Artist, I think this is a unit I would do again with students in the future and have recommended to friends.** ~Classroom Teacher

Classroom teachers described how working with Arts Corps **increased the likelihood of future collaboration** with teaching artists.

I am more likely to collaborate with other teachers or teaching artists in the future

50%

I am more likely to integrate arts into my lesson delivery in the future

36%

Classroom teachers **strongly agree** they will try new classroom practices as a result of PD offered by Arts Corps.

I will try new things I learned in this workshop

Strongly, 14

Agree, 1

**53%** of classroom teachers report that the tools and resources to support **arts integration** were the primary benefits of the professional development provided by Arts Corps. Last year, conversations regarding social justice were the primary benefits reported by teachers.

## Advocacy and Collective Impact

### Facilitating the development of more equitable and arts-focused youth-serving systems

Arts Corps often plays a leadership and advocacy role in local initiatives focused on arts education, social justice, and youth development.



**Arts Corps staff participated in four committees or advisory boards intended to serve youth in equitable and art-focused ways.**

- Youth Development Executives of King County's (YDEKC) K-12 Advocacy Committee
- Youth Development Executives of King County's (YDEKC) Highline School-Community Partnership Cohort
- National Guild for Community Arts Education Advisory Board
- SXSW Advisory Board

**Arts Corps staff delivered 12 conference presentations attended by at least 520 professionals.**

- SXSW EDU Conference & Festival (3 presentations)
- National Guild for Community Arts Education
- US Department of Education's Arts in Education Model Development and Dissemination meeting
- National Arts Education Association
- Museum of History and Industry
- Washington Nonprofits
- Arts in Education, Continuing the Conversation at Harvard University
- American Alliance for Theatre and Education
- School's Out Washington Bridge Conference

**Arts Corps appeared in the media**

- Seattle Times: [James Miles' cool job leading Arts Corps in Seattle](#)
- STAR 101.5: Radio spot promoting Big Give
- Education Post Blog: [Childish Gambino's 'This is America' Should be Taught in Every Classroom](#)
- TechSoup Blog: [4 Tips to Design Your Next Annual Report](#)

# Increasing the influence of youth voice and creative expression

External partners and staff describe how Arts Corps amplifies youth voice in the community while considering youth voice is its own program planning

## Youth Voice Outputs

In 2017-18, 3 youth were offered **board positions** and 2 youth joined for the 2018-2019 board year.

Arts Corps facilitated 16 **youth led workshops** and **youth performances** in the community in the 2017-2018 program year. Additionally,

- 5 youth performed and led workshops and a panel discussion at SXSW in Austin, TX
- 2 youth performed and led a panel discussion for Washington Secretary of State Kim Wyman and the Youth Development Executives of King County

“Arts Corps has done a lot of work integrating young people into our processes and we have an opportunity to do more. Creating designated spaces for youth on our board has really helped our board grow. I personally witnessed the impact of having youth at the table throughout the year. One example is having a young board member make sure that we acknowledge pronouns and native lands at our gatherings. Those same young board members have joined event and fundraising committees bring the same level of engagement to those meetings and help us to be more inclusive in our event and fundraising practices. Having young people who have the capacity to be invested in committees is a challenge. They are busy with other things in their lives and I worry that they get stretched too thin. Having a wider variety of engaged young people could help with this. ~ Staff Feedback

Community members report that Arts Corps amplifies youth voice in decision-making settings in the community.

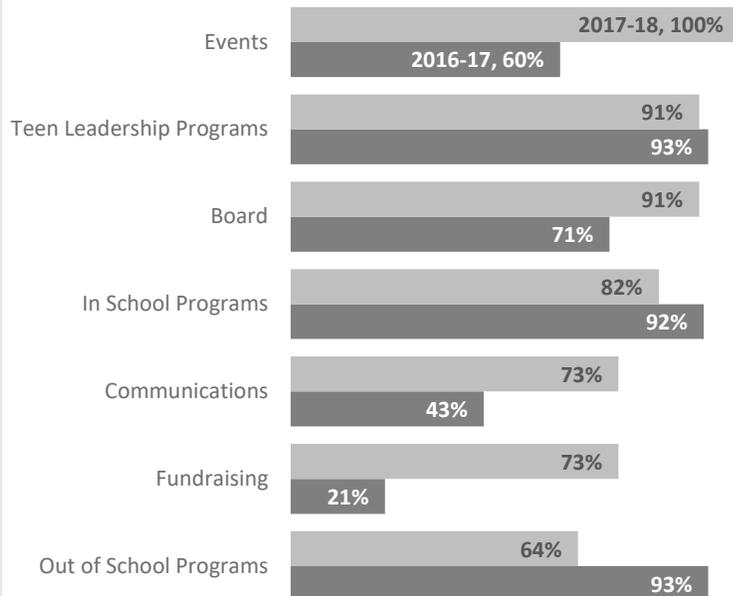


The Youth Speaks approach to supporting and uplifting youth voice has made our program think more intentionally about ways to include that in our programming. We’ve been moving in that direction, but **they have been a model for us to borrow from.**

The values of Youth Speaks **align with what we are trying to do with our Teen Arts Group – creating a voice for youth to be heard and express themselves about the challenges they are facing.** It felt productive to work towards that goal. The content of the youth performances was about issues that teens are facing today. It made the other teens feel like they are part of a community.

**I think it is important to showcase the youth challenge regardless of what that challenge is, especially for youth of color.** It is important for individuals who are making \$500K a year to see the state of our country at the moment, how important their jobs are and what they can do for youth. [This is why I booked a youth to speak at our event through Arts Corps.]

Arts Corps staff report an increase in organizational response to youth voice this year in its programs, especially outside of direct programming. Almost 3 out of 4 staff agree or strongly agree that the organization values youth input across all areas.



The only exception to the year over year improvement is in relation to out of school programs; staff is less likely to report being responsive to youth voice in this program area.

## Internal Alignment

### Align internal systems, resources and culture with organizational values and strategic direction

Staff feedback indicates there is a strong values system that influences organization decisions

#### Alignment Goals Measured Via Staff Survey

- Internal practices, knowledge and organizational culture reflect our commitment to advance social justice.
- Develop a fundraising and resource plan that is both values aligned and strategically positioned to support the growth strategies, sustainability and program quality.

#### Staff Feedback

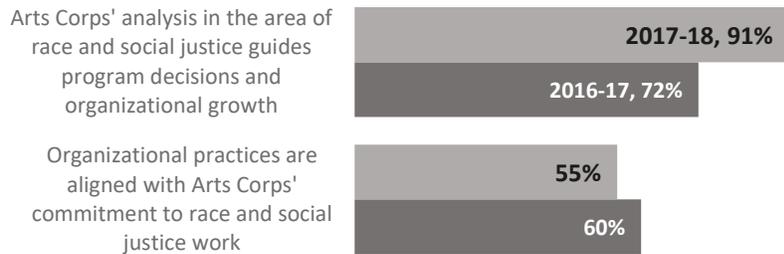


**Arts Corps is always seeking opportunities to advance internal practices based on social justice.**

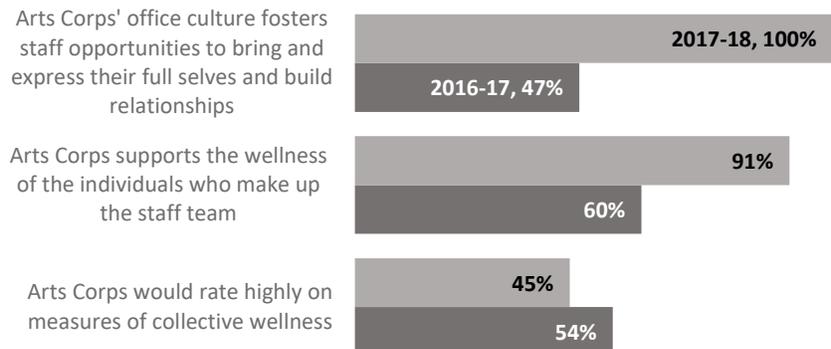
More clarity on discussions on staff culture needs to be placed in practice. The hiring, promotion and internal communication are areas in which more attention need to be addressed. ~ Staff Feedback

**Arts Corps works to support staff at an individual level. We have a generous PD budget for each staff member which allows us to use our money for self-care, personal, and professional growth and support. Staff members also have opportunities to attend conferences, classes, and other professional development learning experiences.** I think we can do better at clearly defining growing and promotional processes. I understand them, but I don't think everyone does. As an example, everyone needs to feel empowered and understand how to approach a supervisor about a promotional opportunity, or if they need extra training outside of their PD budget. ~ Staff Feedback

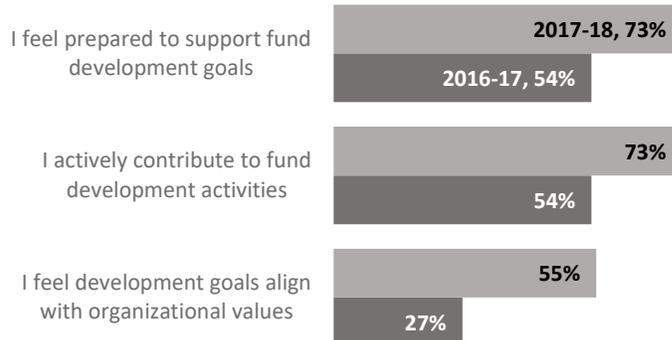
Most staff agree that race and social justice values guide program decision-making. They are less likely to agree that organizational practices align with these values.



While almost all the of staff agree the organization supports the wellness of individuals on the staff team, about half of the staff still does not agree that collective wellness would rate highly.



Staff report they are more prepared this year to support and actively contribute to fund development goals. An increase from last year, over half of the staff now feel development goals align with organizational values.



# Recommendations and Conclusions

## Program Specific Feedback

Arts Corps uses evaluation methods to gain stakeholder feedback and improve its programs based on this information. Throughout the program year, program managers reviewed survey, focus group and observation data and considered stakeholder and evaluator recommendations. While recommendations varied by program and are too detailed to fit within the scope of this report, they are an important component of Arts Corps' evaluation process and products. A few examples are as follows:

Students and classroom teachers in **Creative Schools** provided critical feedback regarding time allotted for art-making. Students requested more structure and more time for art-making, while teachers agreed that timing the residency was a challenge and the projects weren't always finished during the scheduled time.

**Teaching Artists** reported feeling less supported this year, compared to past years. They requested more observations and feedback on their teaching. They also requested training in managing behavioral challenges.

**Teen Arts students** expressed an interest in larger class sizes, both to spend time with friends and to have the critical mass necessary for certain kinds of arts activities.

**Youth in The Residency** request better communication about the financial incentives for participation, and Orca cards for those who cannot travel to the program by bus.

**Teen Leadership program participants** request more attention be paid to gender identity, through both more importance being placed on using preferred pronouns and a request that the existing gender workshop include more outside trans presenters, to ease the pressure that falls on trans students.

## Opportunities for Improvement

**Youth consistently request more time to complete the projects they begin in Arts Corps classes.** Youth in ALLI would simply like the program to last longer. Youth in Teen Arts requested more time to work on their art projects, while youth in The Residency would like more class time focused on preparing for their showcase as well as more frequent Cyphers. Youth in Creative Schools would like more time to finish the projects they begin in class with the teaching artist.

**Teaching Artists and Classroom Assistant request more training and individualized professional development.** Across all programs, those delivering programs indicated they would like more individualized support and feedback on their teaching. Teaching Artists were less likely to report feeling supported by Arts Corps this year, compared to last year. They were also less likely to report that the professional development offered by Arts Corps supported their practices related to culturally responsive teaching, fostering liberating mindsets and assessment of student learning. Consistently, they request training on effective classroom management and reacting to behavioral challenges, especially with youth who have experienced trauma. Finally, Teaching Artists working in schools face unique challenges, given the unique context and structure of the classroom, and would benefit from more support to consistently set them up for success.

**Program directors should reflect on the best ways to use of evaluator classroom observations for teaching artists support and development.** Arts Corps invests in external YPQA observations every year. After observations, evaluators create a memo to be shared with the teaching artists specific to their practice. The memo is intended to be a springboard for discussion between the Teaching Artists and their supervisor, during which the Teaching Artist can receive positive reinforcement for strong practices and support to improve practice. Yet, year after year, YPQA scores are very consistent (even when the same teacher is observed over and over), suggesting that Teacher Artists are not changing or improving their practice over time. At the same time, many Teaching Artists have requested more observations and more useful feedback after observations. Program Directors should reflect on the way to make this investment in external observations useful to the teaching artists.

**Facilitate strengthening of relationships with partners, especially in Teen and Elementary Arts programs.** Arts Corps should reflect on the impact that staff turnover has had on both Teaching Artists and site partners, and what additional factors may have contributed to a decrease in partner satisfaction.

**Prioritize multi-year partnerships with schools and classroom teachers.** For in school programs, Arts Corps should consider the burden that planning places on teachers, which is in direct tension with the importance of planning to maximize the quality of the experience for student and the achievement of program goals. Multi-year partnerships between teaching artists and classroom teachers allows for increased efficiency in planning and maximizes impact and should be prioritized over short-term partnerships.

## Limits to Evaluation

It is typical for evaluations of nonprofit programs, especially those aiming to measure the direct and indirect impacts of youth development programming, to work with constraints and use imperfect data to make inferences and draw conclusions. This evaluation has many of the common limitations.

This evaluation does not include a comparison group, so any conclusions about causality are problematic. In general, this evaluation reports correlations between program participation and desired outcomes.

This evaluation relies a great deal on youth self-assessment to draw conclusions about program impact on artistic skill-building, creative capacities, and mindsets. While this is a common method for exploring these outcomes, the youth development field is still exploring the validity of this measurement method.

## Key Successes

### Direct impacts on youth

This year, Arts Corps served more students for more hours on average. There was a 50% increase in contact hours and a 40% increase in enrollments between 2016-17 and 2017-18. Perhaps more importantly, dosage increased, as students participated in an average of 22 hours of programming compared to 16.5 hours in the past year.

In addition to serving more students for more hours, Arts Corps served a higher portion of low income students and students of color. This evaluation estimates that 73% of students served come from families that qualify for free and reduced lunch, compared to 68% last year. This is especially noteworthy in the context of demographic trends pushing low income families out of Seattle. This year, approximately 82% of students in programs are students of color, compared to 80% last year.

Much of the growth in the numbers of students served is a result of a doubling of the number of unique students served in Creative Schools programs, programs delivered during the school day in a classroom. *It should be noted that students in these classes do not elect to participate in Arts Corps, and their attendance reflects school attendance rather than motivation to participate explicitly in Arts Corps. This contributes to an increase in measured contact hours.*

Like last year, programs delivered during out of school time hours (elementary arts, teen arts, teen leadership programs and The Residency) all show strong results related to youth development of artistic skills. 76% - 100% of teens in these programs indicate the program supported them to work towards mastery of artistic concepts and vocabulary, skills and techniques, self-expression through art and/or performance. Also consistent with past evaluations, students in in-school programs are less likely to report program impacts. *As Arts Corps serves more youth during the school day, it is important to reflect on this pattern and determine what it means for program delivery and evaluation.*

Consistent with last year, Teen Leadership programs stand out as particularly strong. 90% of Youth in Spokes, ALLI and The Residency rate their overall Arts Corps experience as excellent. 92% - 100% of teen leadership participants report positive impacts in the areas of creative capacities, leadership and organizing, sense of belonging, community engagement and social justice.

This year's evaluation revised the measurement of program impact on community engagement, or if its programs encourage youth to share their voice through their art with the larger community. Survey results suggest that Teen Leadership continues to promote community engagement among youth participants; and for the first time, there is evidence that Teen Arts does as well.

Interestingly, a number of classroom teachers spontaneously described a positive impact of Creative Schools on family engagement.

Youth satisfaction continues to be high in out of school time classes. About 9 out of 10 students in Elementary Arts, Teen Arts and Teen Leadership programs rate class quality as very good or excellent, consistent with the high ratings of past years. In contrast, only 3 out of 4 students in Creative Schools rate the experience as excellent or good. Out of school classes consistently earn higher rates of participant satisfaction than in-school classes. *This is important information to reflect upon, given Arts Corps work to grow its in-school programs.*

### Direct impacts on teaching artists and classroom teachers

Arts Corps delivered 482 contact hours of professional development to teaching artists, classroom assistants and classroom teachers, an increase from last year. 95% of classroom teachers indicated that the teaching artist in their class taught them new skills that they will apply in their own teaching. Over half of classroom teachers who attended professional development workshops indicated that the tools and resources provided will support integration of the arts into the classroom.

### Advocacy and participation in collective impact efforts

Arts Corps delivered 10 conference presentations that were attended by approximately 520 professionals and appeared in the media four times this year. Arts Corps also participated in four committees/advisory boards intended to serve youth in equitable and art-focused ways.

Community partners indicate that Arts Corps amplifies youth voice in the community through Youth Speaks bookings. Arts Corps youth led 16 workshops and youth performances around the city. Two youth performed and led a panel discussion for Secretary of State Kim Wyman and YDEKC. Five youth performed and led workshops and panel discussion at SXSW in Austin, Texas.

### Internal alignment among organizational systems, resources, culture, values and strategic direction

This evaluation explored the alignment of organizational systems, resources, culture and values with priorities outlined in the strategic plan, comparing staff responses from last year to those this year. Overall, staff are more likely to give favorable ratings to the organization's alignment this year than last. Staff indicates organizational strengths in using race and social justice values to guide decision-making, a supportive office structure, and seeking youth voice in organizational events, the board, and Teen Leadership programs.

### In conclusion

This evaluation suggests a direct impact on youth and adults who work with youth, as well as a meaningful contribution to community efforts to support youth.

# Appendices

## Appendix A – Detailed Program Participation Rates

|                                      | Out-of-school                  | Integrated School Day <sup>1</sup> | Workshop <sup>2</sup> | Internship <sup>3</sup> | Performance Learning | Total        |
|--------------------------------------|--------------------------------|------------------------------------|-----------------------|-------------------------|----------------------|--------------|
| # of Partners                        | 22                             | 16                                 | 2                     | 1                       | 2                    | 39           |
| # of Classes                         | 47                             | 78                                 | 5                     | 4                       | 8                    | 142          |
| Enrollments                          | 887                            | 3269                               | 231                   | 67                      | 199                  | 4653         |
| Unique Students                      | 643                            | 1976                               | 154                   | 29                      | 109                  | 2,821        |
| Average Class Length                 | 15 hours                       | 13 hours                           | 2 hours               | 23 hours                | 4 hours              | 13 hours     |
| Average Number of Sessions per Class | 10                             | 12                                 | 2                     | 8                       | 1                    | 11           |
| Average Session Length               | 2 hours                        | 1 Hour                             | 2 hours               | 3 hours                 | 4 hours              | 1 hours      |
| Total Contact Hours                  | 14,017 hours                   | 44,741 hours                       | 656 hours             | 1,677hours              | 787 hours            | 61,878 hours |
| Average Attendance Ratio             | 74%                            | ---                                | 52%                   | 90%                     | 93%                  | ---          |
| Average Contact Hours per enrollment | 16 hours                       | 14 hours                           | 3 hours               | 25 hours                | 4 hours              | 13 hours     |
| Average Contact hours per student    | 22 hours                       | 23 hours                           | 4 hours               | 58 hours                | 7 hours              | 22 hours     |
| Gender <sup>4</sup>                  | <i>Female</i>                  |                                    |                       |                         |                      | 19%          |
|                                      | <i>Male</i>                    |                                    |                       |                         |                      | 15%          |
|                                      | <i>Non-Binary/They/Them</i>    |                                    |                       |                         |                      | .5%          |
|                                      | <i>Trans/Transgender</i>       |                                    |                       |                         |                      | .4%          |
|                                      | <i>Genderqueer</i>             |                                    |                       |                         |                      | .04%         |
|                                      | <i>Unknown</i>                 |                                    |                       |                         |                      | 66%          |
| Race/Ethnicity <sup>5</sup>          | <i>American Indian/Alaskan</i> |                                    |                       |                         |                      | 1.5%         |
|                                      | <i>Asian</i>                   |                                    |                       |                         |                      | 20%          |
|                                      | <i>Native Hawaiian/Pacific</i> |                                    |                       |                         |                      | .4%          |
|                                      | <i>African American/Black</i>  |                                    |                       |                         |                      | 23%          |
|                                      | <i>Hispanic/Latino</i>         |                                    |                       |                         |                      | 32%          |
|                                      | <i>Caucasian</i>               |                                    |                       |                         |                      | 18%          |
|                                      | <i>Two or more Races</i>       |                                    |                       |                         |                      | 4%           |
| Youth of Color                       |                                |                                    |                       |                         |                      | 82%          |
| Free and Reduced Lunch               |                                |                                    |                       |                         |                      | 73%          |

<sup>1</sup> Includes HCSI

<sup>2</sup> Inclusion of drop in classes likely impacts attendance

<sup>3</sup> Spokes and ALLI

<sup>4</sup> Includes a large percentage of unknown in-school gender identities

<sup>5</sup> Does not include Teen Leadership

## Teen Artist

|                                      | Teen Leadership <sup>1</sup>   | Teen Arts | The Residency <sup>2</sup> | Total    |     |
|--------------------------------------|--------------------------------|-----------|----------------------------|----------|-----|
| # of Partners                        | 2                              | 6         | 2                          | 10       |     |
| # of Classes                         | 13                             | 9         | 3                          | 25       |     |
| Enrollments                          | 415                            | 84        | 97                         | 596      |     |
| Unique Students                      | 154                            | 66        | 52                         | 267      |     |
| Average Class Length                 | 13 hours                       | 11 hours  | 41 hours                   | 15 hours |     |
| Average Number of Sessions per Class | 4                              | 7         | 8                          | 5        |     |
| Average Session Length               | 4 hours                        | 2 hours   | 4 hours                    | 3 hours  |     |
| Total Contact Hours                  | 3,220                          | 930       | 5,066                      | 9,216    |     |
| Average Attendance Ratio             | 86%                            | 64%       | 64%                        | 79%      |     |
| Average Contact Hours per enrollment | 8 hours                        | 11 hours  | 52 hours                   | 15 hours |     |
| Average Contact hours per student    | 21 hours                       | 14 hours  | 97 hours                   | 34 hours |     |
| Gender                               | <i>Female</i>                  | 36%       | 68%                        | 15%      | 40% |
|                                      | <i>Male</i>                    | 10%       | 29%                        | 61%      | 24% |
|                                      | <i>Trans/Transgender</i>       | 3%        | 0%                         | 2%       | 2%  |
|                                      | <i>Non-Binary/They/Them</i>    | 2%        | 0%                         | 4%       | 2%  |
|                                      | <i>Genderqueer</i>             | .6%       | 0%                         | 0%       | .4% |
|                                      | <i>Unknown</i>                 | 49%       | 3%                         | 19%      | 33% |
| <b>Race/Ethnicity<sup>3</sup></b>    |                                |           |                            |          |     |
|                                      | <i>American Indian/Alaskan</i> | ---       | .5%                        | 0%       | --- |
|                                      | <i>Asian</i>                   | ---       | 45%                        | 20%      | --- |
|                                      | <i>African American/Black</i>  | ---       | 28%                        | 55%      | --- |
|                                      | <i>Hispanic/Latino</i>         | ---       | 12%                        | 5%       | --- |
|                                      | <i>Caucasian</i>               | ---       | 11%                        | 5%       | --- |
|                                      | <i>Two or more Races</i>       | ---       | 4%                         | 15%      | --- |
|                                      | <b>Youth of Color</b>          | ---       | 89%                        | 95%      | --- |
|                                      | <b>Free and Reduced Lunch</b>  | ---       | 68%                        | 100%     | --- |

<sup>1</sup> Includes Spokes, Youth Speaks, ALLI, Slams, Open Mic, and Bookings

<sup>2</sup> Includes The Residency, Cyphers (drop-in) and Residency Performance Learning (Satellite Show @ Chop Suey)

<sup>3</sup> Teen Leadership demographics data only collected from 11 out of 154 unique students

## Elementary Arts

|                                      |                                | Total       |
|--------------------------------------|--------------------------------|-------------|
| # of Partners                        |                                | 6           |
| # of Classes                         |                                | 18          |
| Enrollments                          |                                | 321         |
| Unique Students                      |                                | 161         |
| Average Class Length                 |                                | 16 hours    |
| Average Number of Sessions per Class |                                | 14          |
| Average Session Length               |                                | 1 hour      |
| Total Contact Hours                  |                                | 5,120 hours |
| Average Attendance Ratio             |                                | 68%         |
| Average Contact Hours per enrollment |                                | 16 hours    |
| Average Contact hours per student    |                                | 32 hours    |
| Gender                               | <i>Female</i>                  | 46%         |
|                                      | <i>Male</i>                    | 27%         |
|                                      | <i>Trans/Transgender</i>       | 0%          |
|                                      | <i>Non-Binary/They/Them</i>    | 2%          |
|                                      | <i>Unknown</i>                 | 25%         |
| Race/Ethnicity                       | <i>American Indian/Alaskan</i> | 1%          |
|                                      | <i>Asian</i>                   | 24%         |
|                                      | <i>African American/Black</i>  | 30%         |
|                                      | <i>Hispanic/Latino</i>         | 25%         |
|                                      | <i>Caucasian</i>               | 12%         |
|                                      | <i>Two or more Races</i>       | 7%          |
| Youth of Color                       |                                | 88%         |
| Free and Reduced Lunch               |                                | 73%         |

## Arts Space

|                                      | Affordable Housing <sup>1</sup> | Crisis Centers <sup>2</sup> | KC Housing Authority <sup>3</sup> | Total    |      |
|--------------------------------------|---------------------------------|-----------------------------|-----------------------------------|----------|------|
| # of Partners                        | 3                               | 2                           | 3                                 | 8        |      |
| # of Classes                         | 6                               | 6                           | 5                                 | 17       |      |
| Enrollments                          | 57                              | 266                         | 70                                | 393      |      |
| Unique Students                      | 42                              | 253                         | 70                                | 365      |      |
| Average Class Length                 | 13 hours                        | 3 hours                     | 18 hours                          | 11 hours |      |
| Average Number of Sessions per Class | 8                               | 2                           | 15                                | 8        |      |
| Average Session Length               | 2 hours                         | 1 hour                      | 1 hour                            | 1 hour   |      |
| Total Contact Hours                  | 865 hours                       | 527 hours                   | 1,335 hours                       | 2,727    |      |
| Average Attendance Ratio             | 60%                             | 96%                         | 58%                               | 84%      |      |
| Average Contact Hours per enrollment | 15 hours                        | 2 hours                     | 19 hours                          | 7 hours  |      |
| Average Contact hours per student    | 21 hours                        | 2 hours                     | 19 hours                          | 7 hours  |      |
| Gender                               | <i>Female</i>                   | 48%                         | 54%                               | 61%      | 55%  |
|                                      | <i>Male</i>                     | 52%                         | 42%                               | 30%      | 41%  |
|                                      | <i>Trans/Transgender</i>        | 0%                          | 2%                                | 0%       | 2%   |
|                                      | <i>Non-Binary/They/Them</i>     | 0%                          | 2%                                | 0%       | 1%   |
|                                      | <i>Unknown</i>                  | 0%                          | 0%                                | 9%       | 2%   |
| Race/Ethnicity                       | <i>American Indian/Alaskan</i>  |                             |                                   |          | 5%   |
|                                      | <i>Asian</i>                    |                             |                                   |          | 2%   |
|                                      | <i>African American/Black</i>   |                             |                                   |          | 54%  |
|                                      | <i>Hispanic/Latino</i>          |                             |                                   |          | 38%  |
|                                      | <i>Caucasian</i>                |                             |                                   |          | 2%   |
|                                      | <i>Two or More Races</i>        |                             |                                   |          | 0%   |
| Youth of Color                       |                                 |                             |                                   |          | 97%  |
| Free and Reduced Lunch               |                                 |                             |                                   |          | 100% |

<sup>1</sup> Includes LIHI (Meadowbrook and Martin Court) and Compass on Dexter

<sup>2</sup> Includes Spruce and Mary's Place

<sup>3</sup> BSK New Futures (Arbor Heights, Windsor Heights, and Woodbridge Park)

## Creative Schools

|   | Creative Schools LAB | Creative Schools Residencies | Highline Creative Schools <sup>1</sup> | Total    |
|---|----------------------|------------------------------|--|----------|
| <b># of Partners</b>                        | 2                    | 10                           | 4                                      | 16       |
| <b># of Classes</b>                         | 6                    | 50                           | 25                                     | 81       |
| <b>Enrollments</b>                          | 449                  | 2271                         | 623                                    | 3343     |
| <b>Unique Students</b>                      | 397                  | 1017                         | 621                                    | 2032     |
| <b>Average Class Length</b>                 | 3 hours              | 8 hours                      | 24 hours                               | 13 hours |
| <b>Average Number of Sessions per Class</b> | 3                    | 7                            | 24                                     | 12       |
| <b>Average Session Length</b>               | 1 hour               | 1 hour                       | 1 hour                                 | 1 hour   |
| <b>Total Contact Hours</b>                  | 1,370                | 28,493                       | 14,952                                 | 44,815   |
| <b>Average Attendance Ratio</b>             | ---                  | ---                          | ---                                    | ---      |
| <b>Average Contact Hours per enrollment</b> | 3 hours              | 13 hours                     | 24 hours                               | 13 hours |
| <b>Average Contact hours per student</b>    | 3 hours              | 28 hours                     | 24 hours                               | 22 hours |
| <b>Gender</b>                               |                      |                              |  |          |
| <i>Female</i>                               | 1%                   | 4%                           | 17%                                    | 7%       |
| <i>Male</i>                                 | 1%                   | 3%                           | 19%                                    | 8%       |
| <i>Trans/Transgender</i>                    | 0%                   | 0%                           | 0%                                     | 0%       |
| <i>Non-Binary/They/Them</i>                 | 0%                   | 0%                           | .2%                                    | .05%     |
| <i>Unknown</i>                              | 98%                  | 93%                          | 64%                                    | 85%      |
| <b>Race/Ethnicity</b>                       |                      |                              |  |          |
| <i>American Indian/Alaskan</i>              | 0%                   | 2%                           | 1%                                     | 1.5%     |
| <i>Native Hawaiian/Pacific</i>              | 0%                   | .4%                          | 0%                                     | .4%      |
| <i>Asian</i>                                | 25%                  | 17%                          | 19%                                    | 18%      |
| <i>African American/Black</i>               | 33%                  | 23%                          | 11%                                    | 18%      |
| <i>Hispanic/Latino</i>                      | 18%                  | 28%                          | 47%                                    | 35%      |
| <i>Caucasian</i>                            | 16%                  | 25%                          | 17%                                    | 21%      |
| <i>Two or more Races</i>                    | 8%                   | 5%                           | 6%                                     | 4%       |
| <b>Youth of Color</b>                       | 84%                  | 75%                          | 83%                                    | 81%      |
| <b>Free and Reduced Lunch</b>               | 67%                  | 63%                          | 75%                                    | 69%      |

<sup>1</sup> Only includes treatment schools/classes

## Appendix B – Student Zip Codes<sup>1</sup>

| Zip Code  | # of Participants |
|---|-------------------|
| 98108   | 117               |
| 98199   | 85                |
| 98146   | 42                |
| 98126   | 25                |
| 98168   | 17                |
| 98118   | 11                |
| 98188   | 6                 |
| 98144   | 5                 |
| 98055   | 2                 |
| 98093   | 2                 |
| 98117   | 2                 |
| 98133   | 2                 |
| 98178   | 2                 |
| <p>One youth from each of the following zip codes was also served: <b>98001, 98003, 98022, 98023, 98029, 98030, 98031, 98033, 98052, 98058, 98059, 98101, 98106, 98115, 98116, 98125, 98126, 98133, 98136, 98144, 98146, 98155, 98168, 98178, 98188, 98199, 98203, 98270, 98271, 98418, 98422, 98001, 98057</b></p> |                   |

<sup>1</sup> This represents 343 youth out of 2,821 unique students. This was an increase from 95 zip codes collected last year. This is a sample from Teen Arts, Elementary Arts, Creative Schools, Spokes, and The Residency. If a youth did not share their zip code, we substituted the school's zip code.

## Appendix C – Data Sources

| Data Source  | Number of Responses | Notes  |
|--|---------------------|--|
| Student Feedback Form, Elementary Arts                         | 38                  | Short form survey designed for use quarterly in older elementary arts classes given to students in grades 4 and up. 49% of students in these classes completed this survey.      |
| Student Feedback Form, Teen Arts                               | 37                  | Survey designed for use quarterly in middle school and teen arts classes given to students. 43% of students in these classes completed this survey.                              |
| Student End of Year Survey, Creative Schools                   | 219                 | Survey designed for Creative Schools classes serving grades 5 and up. It was administered in three partner schools, where 48% of students surveyed classes completed the survey. |
| Teen Leadership Survey, Spokes                                 | 12                  | -  |
| Teen Leadership Survey, ALLI                                   | 18                  | -  |
| Teen Leadership Survey, The Residency                          | 36                  | 90% of youth program participants completed the survey   |
| Teen Leadership Teaching Artist & Mentor Survey, The Residency | 4                   | -  |
| Teaching Artist Survey   | 26                  | 79% of active staff completed at end of year   |
| Classroom Assistant Survey                                     | 8                   | 80% of active staff completed at end of year   |
| Partner Survey, Elementary Arts, Teen Arts, Arts Space         | 7                   | 7 responded out of 12 partner invitations. Only 4 completed the survey while 3 people only answered the overall satisfaction question.   |
| Classroom Teachers survey, Creative Schools                    | 23                  | 79% of invited partners completed the survey   |
| Staff Survey   | 11                  | 11 responses   |
| Professional Development Workshop Surveys                      | 36                  | 15 completed surveys by HCSI classroom teachers, 19 completed surveys by Teaching Artists (3 TA Meetings and 1 Retreat), 2 completed surveys by Classroom Assistants.            |
| Teen Leadership Youth Focus Groups                             | 3 focus groups      | 1 Spokes, 1 ALLI, 1 The Residency  |
| Classroom Teaching Interviews                                  | 4                   | Conducted at 3 Creative Schools sites  |
| Family Surveys   | 25                  | Distributed in one Creative Schools Lab partner school.  |
| Informal Interviews  | -                   | Interviews conducted with families and students at one Creative Schools Lab art workshop   |
| Partner Survey, Youth Performance                              | 4                   | 40% response rate  |
| Partner Interviews, Youth Performance                          | 3                   | -  |
| Youth Performer Survey   | 3                   | Not reported in this report  |
| YPQA Observations  | 9 observations      | 2 elementary arts, 2 teen arts, 5 creative schools   |
| Program Records  | All programs        |  |