Boston Youth Arts Evaluation Project

Draft of Framework: Updated 7-30-09

Our Work in Progress:

Results from Year 1

OUTCOMES AND PROGRESS FOR YEAR ONE

OUTCOME 1

A youth art evaluation language and methodology is developed, based on the existing research and literature and the experiences of Boston youth art programs.

Target: Investigate evaluation tools, philosophies, and frameworks from across the nation. Incorporate the suggestions and opinions of Boston youth arts nonprofits and consultants nationwide, to help focus the framework for BYAEP.

Progress: Over 300 hours of research was conducted. The Boston Youth Arts Evaluation Forum was held on October 24, 2008 where 52 youth arts organizations were invited and 31 participants registered and attended the event. We facilitated four Core Collaborators meetings as well as monthly phone meetings. Logic models were completed by all five collaborators, which were instrumental in developing the BYAEP framework, utilizing a common language with goals and outcomes.

OUTCOME 2

This methodology is used to design, pilot and disseminate evaluation systems for RAW and four Boston youth arts programs.

Target: Develop the Framework in year one. Develop and facilitate the pilot evaluations in year two.

Progress: We have completed the BYAEP framework which includes a logic model and definitions as well as indicators for short-term, intermediate and long-term outcomes. We piloted several new evaluation tools that are helping us design the actual evaluation system and tools for year two. We are presently working on further refining the tools to be used in fall, 2009.

OUTCOME 3

Programmatic findings of the project and pilot are documented and shared. A publication is designed to help others implement evaluation systems for youth arts programs.

Target: Publication released at the end of year three with evaluation methodology and tools that will also be available through the BYAEP website.

Progress: In June, 2009 we established a website (www.BYAEP.com), and made it available to the entire youth arts community in July, 2009. We anticipate significant project-related information and learning/sharing through the use of this website and blog.

KEY COLLABORATIONS:

In 2008-2009 Raw Art Works collaborated with four other Boston based youth arts organizations; ZUMIX, The Theater Offensive, Hyde Square Task Force, and Medicine Wheel Productions to match current "best practices" in the youth arts field with the best evaluation tools. This first year we primarily focused on completing Outcome 1 by thoroughly researching current tools/frameworks/assessments of self-evaluations, program evaluations, and longitudinal evaluations relating to the fields of youth development and the arts. In October, we organized the Boston Youth Arts Evaluation Project Forum. There, we presented on current best practices, current evaluation models, gave out resource packets and received feedback from groups of participants. In January, March, and June 2009, we had three half-day meetings with the Collaborators. In these meetings we reviewed research-based tools and developed a common language, a framework, and indicators. We are currently developing an effective outcomes-base Pilot Evaluations for this next year. We appreciate the collaborative work of Samara Hoyer-Winfield in pre-piloting the PhotoVoice Project at The Theater Offensive. We also have been very fortunate to have had a wealth of dedicated input from our BYAEP Intern, Jody Richardson, of Harvard's Graduate School of Education, Arts in Education Program.

APPRECIATION OF KEY PARTNERS, MEETINGS, WEBINARS

We have partnered with a broad array of leaders in the nation to gain feedback on our model and other models that have proven to be effective. Deep appreciation goes to our partners: Bill Bulick of Creative Planning and Supervisor to the BYAEP Project; H. Mark Smith, Youth Reach Program Manager of the Massachusetts Cultural Council; Michael Sikes, Senior Associate in research and policy at the Arts Education Partnership; Steve Seidel, Ed.D., Director of Project Zero at Harvard University; and Dennie Palmer Wolf, the Senior Scholar at the Annenberg Institute for School Reform. Additional meetings with Elizabeth Whitford of Arts Corps in Seattle about the Seattle Arts Education Consortium and correspondence with Nick Rabkin and the Teaching Artist's Project have been helpful. Suzanne Bouffard, PhD, (formerly at the Harvard Family Research Project and managing editor of the Evaluation Exchange) is a research fellow at the Harvard Graduate School of Education and has provided invaluable feedback on the drafts of the BYAEP framework and evaluation tools. As a professional dancer and expert researcher in evaluation she has been able to help us bridge the "worlds" and will continue to help translate the BYAEP framework into the most effective blend of tools that we will pilot in year two. We also really appreciate feedback we received from *The Outcome Measurement Consultants Community of Practice* at the United Way when we twice presented on the BYAEP Framework. Webinars attended include: Fundamentals of Program Evaluation Presented by Patti Saraniero, Ed.D; The Qualities of Quality: Excellence in Arts Education and How to Achieve It presented by Steve Seidel; Forum for Youth Investment: Ready by 21 Big Picture Messages and Frameworks; and FRIENDS National Resource Center and Child Welfare Information Gateway Webinar on The Logic Model Builder and Evaluation Tool kit. We also received insights and rich exchanges about the BYAEP framework while attending the Americans for the Arts Conference in June, 2009.
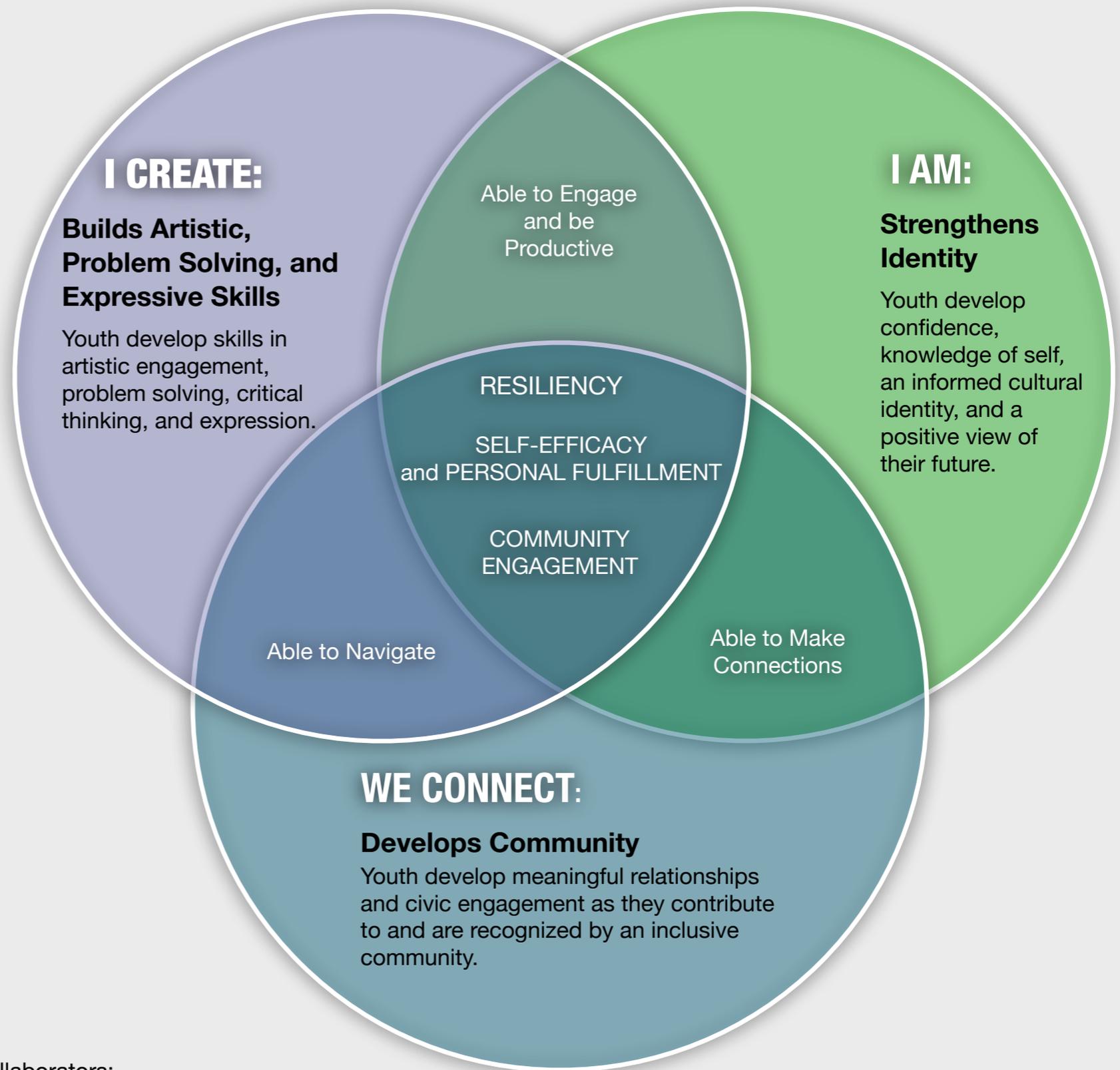
BYAEP
Diagram,Framework Draft, and
LOGIC MODEL

BYAEP's Framework for Outcomes in Youth Arts Programs

Quality Youth Arts Programs provide Opportunities, a Positive Climate, and Connections* to create change in the lives of youth.

THEORY OF CHANGE

If youth participate in high-quality arts programs, then they will develop specific skills and competencies (I Create, I Am, We Connect), which lead to a set of intermediate outcomes** (able to engage and be productive, to navigate, and to make connections with others), which in turn lead to a set of long-term outcomes (resiliency, self-efficacy and personal fulfillment, and community engagement) that together constitute life success.

I CREATE:

Builds Artistic, Problem Solving, and Expressive Skills

Youth develop skills in artistic engagement, problem solving, critical thinking, and expression.

Able to Engage and be Productive

I AM:

Strengthens Identity

Youth develop confidence, knowledge of self, an informed cultural identity, and a positive view of their future.

RESILIENCY

SELF-EFFICACY and PERSONAL FULFILLMENT

COMMUNITY ENGAGEMENT

Able to Navigate

Able to Make Connections

WE CONNECT:

Develops Community

Youth develop meaningful relationships and civic engagement as they contribute to and are recognized by an inclusive community.

Boston Youth Arts Evaluation Project (BYAEP) Collaborators:
Raw Art Works, Hyde Square Task Force, ZUMIX, The Theater Offensive, and Medicine Wheel Productions. BYAEP website: www.byaep.com

* Adapted from The National Research Council and Institute of Medicine, 2002. *Community Programs to Promote Youth Development*.
**Adapted from *The Community Action Framework for Youth Development,* 2002.

Friday, June 25, 2010

BYAEP's Logic Model for High Quality Youth Arts Programs

INPUTS OF PROGRAM QUALITY*	SHORT TERM OUTCOMES		INTERMEDIATE OUTCOMES**	LONG TERM OUTCOMES
Opportunities: Challenges and experiences that increase innovation, expressive skills, self-efficacy and fun in the lives of youth.	**I CREATE:** Builds Artistic, Problem Solving, and Expressive Skills • Increases **Artistic Engagement** in focus, skills, and in one's authenticity and passion in the arts. • Uses **Problem Solving/Critical Thinking** to be reflective, analytic and creative in finding solutions to challenges. • Develops **Expressive Skills** and the ability to convey feelings and thoughts artistically and verbally.		**Able to Navigate** • Takes responsibility in diverse settings • Navigates risk-taking • Responds effectively to challenges and opportunities	**Resiliency** • Adapts and learns to thrive with change, challenges, and even failure • Is respectful of laws and/or works to change those that are unfair • Strives to be physically and mentally healthy • Engages in positive activities that brings one joy, pleasure, and captivation
Positive Climate: Meaningful structure that is youth-centered, safe, inclusive, engaging, and challenges youth to see, reveal, and strengthen who they are.	**I AM:** Strengthens Identity • Builds **Confidence** with self-assurance arising from one's belief in one's own abilities or qualities. • Increases **Knowledge of Self** through: *self-awareness* of characteristics, strengths, and weaknesses; honest *self-reflection* into one's history, cultural influence, and one's current thoughts, feelings, and actions; and *self-regulation* of behavior to increase the likelihood of a desired end goal. • Understands how one's identity is informed by **Cultural Identity** (place, gender, race, history, nationality, abilities, language, sexual orientation, religious beliefs, ethnicity, class and aesthetics). • Develops a **Positive View of the Future** by internalizing optimism about the outcomes for one's life ("possible selves") and increasing one's ability to set short and long-range goals (especially in education and/or employment).	Short Term Outcomes combine and lead to Intermediate and Long Term Outcomes	**Able to Engage and be Productive** • Displays commitment (dedication shown in school/employment) • Strives for achievement (effort, courage, skills in progress toward goals) • Possesses a positive sense of one's own uniqueness and potential (differentiation) • Displays a character that is genuine, empathic, and is connect to one's cultural identity (integration)	**Self-Efficacy and Personal Fulfillment** • Education level • Economic self-sufficiency • Job satisfaction • Self-actualization (the desire and efforts that lead to realizing one's capabilities) • Continues to take steps towards dreams
Connections: Opportunities to belong, contribute, and build supportive relationships with peers, adults, and community.	**WE CONNECT:** Develops Community • Increases **Support and Belonging** where one develops positive bonds, empathy, respect for others, and an increased ability to communicate and work with a diverse set of people including those with cultural identities and experiences different than one's own. • Builds **Contribution** by finding opportunities, exchanging ideas, and working together to create something in the community. • Gains **Recognition,** appreciation and/or acknowledgement for an achievement, service, or ability in the eyes of others/community.		**Able to Make Connections** • Connects with family • Connects with peers/significant other(s) • Connects with adult mentors • Joins groups/organizations • Respects and is respected by others	**Community Engagement** • Has dependable networks • Has significant relationship(s) • Involves oneself in social groups (PTA, unions, support groups, religious groups, etc.) • Votes, volunteers, works to create social change

* Adapted from The National Research Council and Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. **Adapted from *The Community Action Framework for Youth Development,* (2002)

Friday, June 25, 2010

BACKGROUND:

How we got here

Our previous outcomes from our Logic Models
and how they relate to the new BYAEP Framework

I CREATE: Builds Artistic, Problem Solving, and Expressive Skills

Youth develop skills in artistic engagement, problem solving, critical thinking, and expression.

Previous outcomes from Collaborators inspiring the BYAEP Outcome of "I Create":

Theater Offensive:
- Youth develop skills in scriptwriting, theatre performance and theatre production.
- Youth develop leadership skills.

Raw Art Works:
- Youth develop artistic and life skills.
- Youth feel successful, showing increased commitment, resiliency, and personal power.

Hyde Square Task Force:
- Youth become skilled choreographers, performers, and teachers of Afro-Latin and contemporary dance.
- Youth develop leadership and critical thinking skills.

Medicine Wheel Productions:
- Youth develop visual art skills, poetry writing, landscaping, choreography and performance skills.
- Youth develop public speaking, leadership skills.

ZUMIX:
- Youth become proficient, expressive, competent musicians and well-rounded artists.

TEENS FROM HYDE SQUARE TASK FORCE: Ritmo en Accion dancers show their passion for dance with a Tango performance. Photo: Elizabeth Guerra, 2008

I AM: Strengthens Identity

Youth develop confidence, knowledge of self, an informed cultural identity, and a positive view of their future.

TEEN FROM RAW ART WORKS WITH SELF-PORTRAIT

Previous outcomes from Collaborators inspiring the BYAEP Outcome of "I Am":

Theater Offensive:
• Youth develop a deeper sense of identity, including as an artist.

Raw Art Works:
• Youth develop a stronger identity (confidence, reflection, integrity, and positive view of future).

Hyde Square Task Force:
• Youth develop confidence.
• Youth understand their cultural background.
• Youth develop plans for the future that involve college and/or careers/ employment.

Medicine Wheel Productions:
• Youth gain sense of personal identity and integrity.
• Youth develop and achieve individual goals.

ZUMIX:
• Youth become honest secure individuals who are healthy and non-violent.
• Youth become self-assured performers and leaders.

WE CONNECT: Develops Community

Youth develop meaningful relationships and civic engagement as they contribute to and are recognized by an inclusive community.

Previous outcomes from Collaborators inspiring the BYAEP Outcome of "We Connect":

Theater Offensive:
• Youth develop a deeper sense of belonging.
• Youth are able to build supportive relationships with peers and adult mentors.
• Youth increase their level of participation in the community.

Raw Art Works:
• Youth increase their sense of acceptance and belonging (connecting to adult role models and peers, increasing communication, interpersonal, and cultural competence).
• Youth have positive collaborations with the community (gaining resources and respect).

Hyde Square Task Force:
• As dance teachers, youth build positive relationships with their students.
• Youth build positive relationships with peer team members and adults.
• Youth gain the capacity to understand and create social change.

Medicine Wheel Productions:
• Youth trust and feel supported by adults.
• Youth gain a sense of belonging, build supportive peer relationships.
• Youth increase civic engagement.

ZUMIX:
• Youth become members of Boston's artistic community.
• Youth become trusting individuals who cooperate with each other.
• Community sees youth as a resource.
• Youth develop deep connections to their neighborhood.
• Youth feel inspired by community issues.

PERFORMANCE TROUPE FROM TRUE COLORS

National Frameworks that informed the creation of the BYAEP Framework

Protective Risk Factors:

and how they relate to the BYAEP Framework

I CREATE

Value on Achievement

Liking and Perceived Competence in Activity

I AM

Positive Attitude Toward the Future/Future Expectations

Models for Conventional Behavior

(Controls Against Deviant Behavior)

WE CONNECT

Sense of Acceptance and Belonging

Neighborhood Resources

Interested and Caring Adults

Ability to Work with Others

Ability to Work out Conflicts

Protective Factors Scale, 1996, Peter A. Witt, Dwayne Baker, and David Scott

Three additional Frameworks that informed the creation of the BYAEP Framework

	The 5 C's Youth Development Framework (Richard Learner)	Forum for Youth Investment Ready by 21 - Outcome Areas	Search Institute's Internal Assets
✳ I CREATE	**Competence** Positive view of one's actions, in specific areas including social, academic, cognitive, and vocational	Ready for College: Learning Ready for Work: Working	• Achievement Motivation • School Engagement • Planning and Decision Making
✳ I AM	**Confidence** The internal sense of overall positive self-worth and self-efficacy, identity, and belief in the future **Character** Respect for societal and cultural rules...a sense of right and wrong	Ready for Life: Thriving	• Resistance Skills • Integrity • Honesty • Responsibility • Personal Power • Sense of Purpose • Self-Esteem • Positive View of Personal Future
✳ WE CONNECT	**Connection** Positive bonds with people and institutions. **Caring** A sense of sympathy and empathy for others. ***Contribution: this 6th C is present when the above 5 are present***	Ready for Life: Connecting Ready for Life: Leading and Contributing	• Caring • Equality and Social Justice • Interpersonal Competence • Cultural Competence

21st Century Skills:

Skills that relate to and will be assessed by the BYAEP Framework
21st Century Life and Career Skills and the Learning and Innovation Skills are noted by the Partnership for 21st Century Skills and the Massachusetts Department of Elementary and Secondary Education.

I CREATE

Creativity and Innovation

Critical Thinking and Problem Solving

Media Literacy

I AM

Initiative and Self-Direction

Flexibility and Adaptability

Productivity and Accountability

WE CONNECT

Communication and Collaboration

Social and Cross-Cultural Skills

Leadership

BYAEP'S DEFINITIONS:

1. **Creativity and Innovation:** Using skills and imagination to bring something new into existence.
2. **Critical Thinking and Problem Solving:** Exploring questions about and solutions for issues which are not clearly defined and for which there are no clear-cut answers.
3. **Communication and Collaboration:** Exchanging ideas/opinions and working together to produce something.
4. **Media Literacy:** Accessing, analyzing, evaluating and creating messages in a wide variety of media forms.
5. **Flexibility and Adaptability:** The ability to adjust to new conditions.
6. **Initiative and Self-Direction:** The ability to take action and responsibility while working toward a desired goal.
7. **Social and Cross-Cultural Skills**: The ability to communicate with a culturally diverse set of people, and to monitor and adjust your behavior in such a way that will result in improved interactions.
8. **Productivity and Accountability**: Having the power to produce things and being responsible for the outcomes.
9. **Leadership:** The ability to lead, including inspiring others in a shared vision.

Community Action Framework for Youth Development

CAF strongly influenced our thinking about and development of Intermediate and Long Term Outcomes. The following is a simplified outline of part of the Community Action Framework*

INCREASED SUPPORTS AND OPPORTUNITIES FOR YOUTH:

- Multiple supportive relationships with adults and peers
- Meaningful opportunities for involvement and membership
- Challenging and engaging activities and learning experiences
- Safety

AND LEAD TO:

YOUTH DEVELOPMENT OUTCOMES

- Learning to navigate
- Learning to be productive
- Learning to connect

LONG TERM OUTCOMES

- Economic self-sufficiency
- Healthy family and social relationships
- Community involvement

* Gambone, M.A., Klem, A.M. & Connell, J.P. (2002). Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development. Philadelphia: Youth Development Strategies, Inc. and Institute for Research and Reform in Education.

Detailed Definitions and Indicators of BYAEP's Outcomes

BUILDING INDICATORS FOR BYAEP FRAMEWORK

I CREATE: Builds Artistic Problem Solving, and Expressive Skills

I AM: Strengthens Identity

WE CONNECT: Develops Community

WHAT DOES SUCCESS IN THESE AREAS LOOK LIKE?

WHAT ARE WE HOPING YOUTH WILL BE SAYING?

BYAEP's **Short Term Outcomes** and Indicators including 21st Century skills and definitions

I CREATE: Builds Artistic Problem Solving, and Expressive Skills

- Increases **Artistic Engagement** in focus, skills, and in one's authenticity and passion in the arts. (<u>Authenticity</u>**:** Youth strive to be real, honest, and genuine. <u>Passion</u>**:** Youth discover their desire, captivation, and enthusiasm in the arts.)
- Uses **Problem Solving/Critical Thinking** to be reflective, analytic and creative in finding solutions to challenges. (*21st Century Skill: Critical Thinking and Problem Solving*: Exploring questions about and solutions for issues which are not clearly defined and for which there are no clear-cut answers.)
- Develops **Expressive Skills** and the ability to convey feelings and thoughts artistically and verbally. (*21st Century Skill: Creativity and Innovation*: Using skills and imagination to bring something new into existence.)

I AM: Strengthens Identity

- Builds **Confidence** with self-assurance arising from one's belief in one's own abilities or qualities. (*21st Century Skill: Productivity and Accountability*: Having the power to produce things and being responsible for the outcomes.)
- Increases **Knowledge of Self** through: *self-awareness* of characteristics, strengths, and weaknesses; honest *self-reflection* into one's history, cultural influence, and one's current thoughts, feelings, and actions; and *self-regulation* of behavior to increase the likelihood of a desired end goal. (*21st Century Skill: Flexibility/Adaptability*: The ability to adjust to new conditions in healthy and flexible ways.)
- Understands how one's identity is informed by **Cultural Identity** (place, gender, race, history, nationality, abilities, language, sexual orientation, religious beliefs, ethnicity, class and aesthetics).
- Develops a **Positive View of the Future** by internalizing optimism about the outcomes for one's life ("possible selves") and increasing one's ability to set short and long-range goals, especially in education and/or employment. (According to the research of Daphna Oyserman, "Possible Selves" are representations of the self in the future which can influence motivation, behavior and self-regulation, directly impacting one's future. *21st Century Skill: Initiative and Self-Direction*: The ability to take action and responsibility while working toward a desired goal.)

WE CONNECT: Develops Community

- Increases **Support and Belonging** where one develops positive bonds, empathy, respect for others, and an increased ability to communicate and work with a diverse set of people including those with cultural identities and experiences different than one's own. (*21st Century Skill: Social and Cross-Cultural Skills*-- The ability to communicate with all people; observing, understanding, and changing biases in such a way that will result in improved interactions.)
- Builds **Contribution** by finding opportunities, exchanging ideas, and working together to create something in their community. (*21st Century Skills: Communication and Collaboration*--Successfully conveying or sharing ideas while working together to produce something. *Leadership and Responsibility*--The ability to lead, including inspiring others in a shared vision, and being accountable for the results.)
- Gains **Recognition,** appreciation and/or acknowledgement for an achievement, service, or ability in the eyes of others/community.

Definitions and Indicators of BYAEP **Intermediate Outcomes**

As youth increase their ability to create, to strengthen their identity, and to connect with each other, they develop the intermediate outcomes of being able to navigate, be engaged and productive, and able to make connections in their lives and community.

Able to Navigate

General Definition: Youth plan and direct their own route--effectively responding to challenges and opportunities while avoiding risky behavior.
• Takes responsibility in diverse settings
• Navigates risk-taking
• Responds effectively to challenges and opportunities

Able to Engage and be Productive

General Definition: Youth engage in school and/or employment with commitment and a positive use of self-expression.
• Displays commitment (dedication shown in school/employment)
• Strives for achievement (effort, courage, skills in progress toward goals)
• Possesses a positive sense of one's own uniqueness and potential (differentiation)
• Displays a character that is genuine, empathic, and is connect to one's cultural identity (integration)

Able to Make Connections

General Definition: Youth find healthy ways to be in relationships--to family, friends, adult mentors and one's community.
• Connects with family
• Connects with peers/significant other(s)
• Connects with adult mentors
• Joins groups/organizations
• Respects and is respected by others

Definitions and Indicators of BYAEP
Long-Term Outcomes

The culmination of being productive, able to navigate and able to connect, leads to the long-term outcomes of young adults who have resiliency, self-efficacy, personal fulfillment, social bonds and the ability to engage with their community.

Resiliency
General Definition: Shows the ability to adapt to changes and to effectively work through difficult problems and situations.
• Adapts and learns to thrive with change, challenges, and even failure
• Is respectful of laws and/or works to change those that are unfair
• Strives to be physically and mentally healthy
• Engages in positive activities that brings one joy, pleasure, and captivation

Self-Efficacy and Personal Fulfillment
General Definition: Believes in one's capacity to work to attain goals in education and a personal fulfillment that feeds both financial and "quality of life" needs.
• Education level
• Economic self-sufficiency
• Job satisfaction
• Self-actualization (the desire and efforts that lead to realizing one's capabilities)
• Continues to take steps towards dreams

Community Engagement
General Definition: Creates dependable networks with family, friends, mentors and is engaged with their community.
• Has dependable networks
• Has significant relationship(s)
• Involves oneself in social groups (PTA, unions, support groups, religious groups, etc.)
• Votes, volunteers, works to create social change

Developing Evaluation Tools

BYAEP Pilot Evaluations:

In 2009-2010, all five BYAEP collaborating sites will pilot a:

- Beginning and Final self-evaluation for teens, which may include an Arts Portfolio Assessment
- Program evaluation
- Beginning and Final Artistic Response (e.g. photography, drawing, poetry, and/or creative writing) reflecting on who they are and their experience in the program

Leader or Teaching Artist may complete:
- Student evaluation based on self-evaluation measures which may include an Arts Portfolio Assessment

Alumni will complete:
- Longitudinal Alumni Evaluations: 2 years, 5 years, or 10 years after graduation

Program Evaluation:

High Quality Youth Arts Programs are the important fertile ground for outcomes to grow. But, how do we assess them?

PROGRAM EVALUATION: Our tool will be a mixture of having youth assess quality standards and their own satisfaction with the program. Four main national studies are the primary guides in the development of the BYAEP Framework for Program Evaluation:

1. *Community Programs to Promote Youth Development* by the National Academies of Sciences and adapted from National Research Council and Institute of Medicine. (Noted below with the abbreviation of NRC). The report from the NRC states that the more these principles are incorporated, the more likely programs will increase connectedness, resiliency, Assets and positive development - resulting in decreases in youth risk behaviors.
2. High Scope's *Youth Program Quality Assessment* (High Scope).
3. *The Community Action Framework* and their indicators that "Increase Supports and Opportunities for Youth." (CAF)
4. The "Guiding Principles" of high quality arts programs in Steve Seidel's report, *Qualities of Quality* (referred further as QoQ)

We also will look at 21st Century Skills, especially the Life and Career Skills and the Learning and Innovation Skills noted by the Partnership for 21st Century Skills and the Massachusetts Department of Elementary and Secondary Education.

High Quality Program INPUTS based on National Studies

OPPORTUNITIES: Challenges and experiences that increase innovation, expressive skills, self-efficacy and fun in the lives of youth.

Quality youth arts programs provide OPPORTUNITIES (NRC) that help youth build their artistic, problem solving, and expressive skills.

- Foster broad dispositions and skills, especially the capacity to think creatively and the capacity to make connections. (QoQ)
- Meaningful Contributions and Empowerment (NRC). Provide a venue for students to express themselves. (QoQ)
- Challenging and Interesting Activities with indicators of challenging and interesting experiences and growth and progress. (CAF)
- Skill Building (NRC) To teach artistic skills and techniques, develop aesthetic awareness, and promote art-making as inquiry (QoQ)
- 21 Century Skills: Creativity and Innovation, Critical Thinking and Problem Solving

POSITIVE CLIMATE: Meaningful structure that is youth-centered, safe, inclusive, engaging, and challenges youth to see, reveal, and strengthen who they are.

Quality youth arts programs provide a POSITIVE CLIMATE (Youth-Centered Practices and Structure: NRC, High Scope) that help youth strengthen their identity.

- Safe and Supportive Environment (High Scope): Physical and Emotional Safety (NRC and CAF)
- Youth-centered policies and practices (High Scope): Appropriate Structure (NRC)
- Positive Norms an High Expectations for Youth and Staff (NRC and High Scope)(We may rephrase the "High Expectation" part to better fit our populations)
- 21 Century Skills: Productivity and Accountability, Flexibility and Adaptability, Initiative and Self-Direction

CONNECTIONS: Opportunities to belong, contribute, and build supportive relationships with peers, adults, and community.

Quality youth arts programs provide CONNECTIONS (Interaction, and Engagement: NRC, High Scope) that enable youth to develop community.

- Supportive Relationships (NRC) with indicators of guidance, practical support, emotional support, and adult knowledge of youth. (CAF)
- Opportunities to Belong (NRC)
- Connects students with community, civic, and social issues and foster cultural understanding. (QoQ). Integrated Efforts: Family, School, and Community.(NRC)
- Meaningful Involvement in input and decision making, sense of belonging, leadership, and opportunities for service. (CAF)
- 21 Century Skills: Social and Cross-Cultural Skills, Communication and Collaboration, Leadership and Responsibility

How do we let the "soul" of our work speak?

Piloting the use of Artistic Responses through Creative Evaluation Tools

Creative Writing:
RAW mid self-evaluations 2008-2009

"Describe your time at RAW by describing a smell, a taste, a sound, and/or an object that reminds you of you at RAW! You can start it any way you want or begin, 'RAW (or my group) is like…'"

Examples from the elementary and middle school youth

RAW is like jell-o because you can never fall out of place.
--Jeanmarie, age 10

RAW is like a journal that you can write your deepest fears, dreams, hopes, and love in. It will never go anywhere, it will be there forever.
--Lisa, age 13

RAW is like light that helps me work with my goals and my school work.
--Albara, age 12

RAW is like a cinnamon toast smell and a tasty juice and peanut butter place.
--Jayson, age 13

Examples from high school youth
"RAW is like..."

RAW is like the little fun explosions of a pomegranate; each time I'm at the group there is always some sweet surprise in store. RAW is like the sweet smells of bakery, tempting you with the wonderful works of art. RAW tastes like pop rocks. At first its fun them BAM! More fun. RAW is like the sound of jazz, it touches the soul. I love RAW. The end.
--Hongchau, age 17

RAW is like loud music in your ipod. You love the song, its difficult to listen to, but you can't get enough of it.
--Brianda, age 15

Being at RAW to me is like diving head first into a ball pit at your favorite play place, at the age of 5. There is so much diversity, colors, fun, and life. It brings me joy!
--Kaitlyn, age 15

RAW is like calming jazz to my ears. RAW is like a home away from home.
--Cynthia, age 17

RAW is like the father I never had.
--Edwin, age 18

Piloting Drawing Evaluations at Raw Art Works

Images and story through drawings and quotes

Because of your involvement with RAW, show what is changing!

Draw or Doodle -- "Before RAW..."

← Me

Draw or Doodle -- "After being involved with RAW..."

me

"Being part of RAW has definitely put me in the community with my art and it helped me change my grades in school and the future. My grades in school have improved from a D average to a B average.

RAW turned school into something important to me.

I also felt really proud when people bought my work for good money. It felt like I've given something back to RAW. AFA exposed me to 'opportunity.' Because of AFA I now want to have a career in ART."

--Keoun, 3rd year, Adventures in Fine Arts (AFA)

"Tableau" Drawing Evaluation and Photo Evaluation piloted at The Theater Offensive Spring 2009

✷ Draw or Doodle what you were like BEFORE you came to True Colors

✷ Draw or Doodle what you are like NOW, after your time in True Colors

Photo Evaluation at The Theater Offensive's True Colors Program

Photo evaluation is a concept that is inspired by Photovoice, created by Caroline Wang, and the qualitative inquiry approach in research called photo elicitation. Photovoice is a type of "Participatory Action Research," in which the power and control of the research is in the hands of those being studied.

Photo evaluation is a qualitative approach that proposes to use photography as an evaluation method, in which the participant both takes a photograph and writes about their perspective in response to a question. For example, students new to youth arts programs are asked to individually respond to the question, "who are you and why are you participating in this program?" Students are first asked to write their response and creatively think how to capture it in a photograph. Each student takes their photograph and attaches it to their written response. At the end of the program, students are asked the same question and to answer with the same approach. Finally, participants reflect on their two images and written responses, and focus on what has changed and not changed in their beliefs and understanding of their world through their experience as part of the program. A group discussion concludes the activity.

Photo evaluation attempts to document the impact of youth and art programming on youth through a creative participatory approach that strives to:

- Involve youth in the evaluation process
- Speak to the depth of the program
- Make evaluation process fun and creative
- Address evaluation through a visual and written format
- Integrate the evaluation process into the program activities

Photovoice as an evaluation framework at: http://www.photovoice.org/ or http://www.photovoice.ca/ and how it has been used with youth at http://www.photonovel.ca/

Appendix

We will have an Appendix with examples from our programs showing how we work towards the outcomes of "I Create, I Am, and We Connect" with diagrams, concepts, and photos. One example from RAW is included here.

EXAMPLE OF HOW THE FRAMEWORK WORKS WITH ONE ORGANIZATION

THE NEED

HOW RAW RESPONDS

THE SHORT TERM OUTCOMES

EDUCATION

Lynn's high school dropout rate remains almost twice the state average.

For Lynn residents aged 18-24, 25% have not received a high school diploma.

RAW provides OPPORTUNITIES
to develop skills and success

➤

➤

I CREATE
Youth develop skills in artistic engagement, problem solving, critical thinking, and expression.

CRIME

There are 36 active gangs in Lynn. Lynn police estimate that 46% of crime is gang-related. Lynn's crime rate ranks 4th in the state.

In a 2006 Girls, Inc. of Lynn survey 68% of teen respondents thought gang activity was serious in their neighborhood, 59% had witnessed an act of violence in the past year and 30% did not feel safe on their own street.

RAW provides POSITIVE CLIMATE
with safety and challenges

➤

➤

I AM
Youth develop confidence, knowledge of self, an informed cultural identity, and a positive view of their future.

POVERTY

Youth in Lynn are three times as likely as other children in the state to be living in high-poverty neighborhoods.

48% of children age 3-5 participate in the food stamp program, as compared to 24% in the state.

RAW provides CONNECTIONS
with opportunities to belong and feel supported

➤

➤

WE CONNECT
Youth develop meaningful relationships and civic engagement as they contribute to and are recognized by an inclusive community.

Friday, June 25, 2010

An example of how "I Create" and "I Am" is seen through our work:

Raw Art Works Concept: **Beneath the Surface**
(Raw Art Works exhibit, 2005)

Materials: photographs, wood, wood cutting tools, rice paper

Challenge: Create an intimate self-portrait that reveals an emotion, a feeling, or a quality that normally lies "beneath the surface."

As they carve the woodcuts and write about their work, the artists carve away the defenses, challenges, and resistance to be authentically seen and heard. Each print also represents a permanent imprint of the artists' experience at RAW.

Beneath the Surface

Carving a new path means breathing in, stepping forward, not looking back. Each carving is permanent, deep, lasting. The choices I make will be with me forever, but I am not afraid to make mistakes. I carve until the lines are so thick and deep that the only direction I can move is forward. I do not know what the final product will be, but I will keep carving until I am satisfied. –Angela, AFA

I look at my face carved in wood and see peace. There is a certain calm present in that face that I don't see in the mirror. Each line is smooth and simply flows, and though sometimes it feels as if it is harshly flowing in different directions, I know it only leads to a new line—a softer, more guided line. - Lisa , AFA