



# **NJPAC Arts Education Programs and Evaluation Overview**

# Arts Education By the Numbers

- More than **1.6 million children** and families have been reached by our arts education programs during the Arts Center's first two decades.
- Today, more than **100,000 kids and families every year** take part in one or more arts education programs.



NPS Students from the NJPAC Recorder Arts for Musical Pathways (RAMP) program

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# Arts Education Guiding Principles

- Programs will lead to development of student's authentic voice and creativity, reinforcing collaboration, curiosity, flexibility, critical thinking, communication, and problem solving (components of 21<sup>st</sup> century workforce skills)
- The process of creation, ownership and learning is essential; skills mastery will develop in concert with this process
- Civic / community engagement – citizenship as an outcome
- Community driven programs
- Develop and maintain long-term relationships with students, parents, teachers, community and other partners
- Teamwork is critical to engagement – everyone has a part / role
- Programs connect to New Jersey State Learning Standards

Six pathways where students can gain exposure, build skills, and make and create.

- **Jazz**
- **Theater**
  - Musical Theater
  - Devised Theater
- **Hip Hop**
  - Graffiti
  - Classic Hip Hop Dance
  - Beatboxing
  - Emcee'in
  - Djing
  - Music Production
- **Film**
- **Poetry**
- **Dance**
  - Modern
  - Tap
  - Ballroom Dance



Disney Musicals in Schools Student Share Celebration, guest host Jelani Remy

# NJPAC Arts Education Program Offerings

Programs are offered in four ways:

- **In-School Residencies:**
  - 150 residencies serving over 2,300 students in 14 programs
- **Saturday and Summer Training:**
  - 500 students reached on Saturdays and through summer camp
- **Professional Development:**
  - Teacher training and licensed programs leading to programs that reach over 500 teachers
- **SchoolTime and Assembly Performances:**
  - SchoolTime performances at NJPAC (over 20,000), Assemblies in schools (over 2,000) and family programming at NJPAC (over 10,000)



Music  
Advancement for  
Newark – area  
Youth (MANY) in  
partnership with  
NJSO.

- Arts Education Strategic Plan
  - Making and creating at the center
  - Focus on amplifying authentic student voice
  - Holistic approach to student learning
  - SEL Evaluation added
- Arts Ed Newark NEA Collective Impact Grant
  - City-wide evaluation tool
  - Access and participation increase

# Maker Program Goals

*“...what moved me to write this note today is the hope and the inspiration that I felt from the spoken words, the orchestrated lyrics, the choreographed movements and the collaboration from students from various cultural backgrounds, gender-orientations, socioeconomics, and zip codes who were showcased on stage last night...”*

*– Ki Keys, NJPAC Parent*

*“I learned that I shouldn't be afraid to speak up and do my thing.”*

*-Female, 5<sup>th</sup> grade*

- Provide a platform for students to create work about ideas that are important to them.
- Encourage student curiosity and mistakes.
- Prioritize a quality experience over quantity of student enrollment

# Maker Program Qualities

*“...Your students’ unparalleled insight and discernment propositioned to transport us to a future that values all of our collective ideals, talents, rights, and uniqueness - something that should be so basic but so foreign in our current lives - I can’t wait for how these young adults will direct our future.”*

*– Ki Keys, NJPAC Parent*

- **Content** generated by the student
- **Process** is prioritized over product
- **Curriculum** designed to establish “safe space”
- **Learning Goals** focus on development of the individual/classroom community through an artistic practice
- **Student – faculty ratio** is smaller



# Maker Program Impact

*“I learned to be connected and understanding how people resonate and don't resonate “*  
- Male, 5th Grade

*“I learned to be confident in my voice and in my abilities. I also learned that I can do surprising things if I don't hold myself back.”*  
- Female, 9th Grade

- **Content** can be emotionally triggering
- **Pedagogy** is more democratic than skills building programs
- Deeper **student investment and ownership** in the work
- **Critical thinking** is applied
- Student **Artistic exploration**

# Maker Program Outputs

*“I learned about being one as a group, and not just wanting the spotlight but making sure everyone else had, their share in the light.”*

*-Male, 10<sup>th</sup> Grade*

*“that I don't have to live up to an image that is not myself.”*

*- Female, 9<sup>th</sup> Grade*

- **Growth** – individual social – emotional learning
- **21st Century skill building**
- **Trust and Community Development**  
(classroom/cohorts)
- **Discovery** of more similarities among the students than differences
- **Additional Staff Required** – social worker, program assistants, faculty assistants

## Why SEL?

- The post-program impact “The Glow”
- Received qualitative data
- Impact of authentic student voice
- Collaboration with city-wide initiative
- Program evolution and improvement

## SELF-REPORTED ACADEMIC METRICS

### Academic Behavior

I enjoy going to school

My attendance at school is good

I complete my homework

I like to participate in class

I have good study skills

I am focused in class

### Academic Engagement

I enjoy learning

I am proud of my schoolwork

I am a confident student

I have a connection with my teachers

My teachers care about me

## SOCIAL/EMOTIONAL LEARNING METRICS

### Curiosity

I like new experiences

I like to try new things

This experience made me think in new ways

Curious

### Grit

I am not afraid of making mistakes

When I set a goal I do not give up

Committed

Determined

Persistent

### Creativity

I like to create things

I am very creative

I am very interested in the arts

This program made me more interested in the arts

Artistic

## SOCIAL/EMOTIONAL LEARNING METRICS

### Confidence Self-Esteem

People listen to what I have to say

Expressing my thoughts is important to me

I feel good about myself

This experience made me think of myself more positively

Brave

### Cultural Sensitivity Global Awareness

I am interested in learning about people from a different background

I can learn from people from a different background

Through this experience, I learned about people who are different from me

Tolerant

### Empathy

I care how others are feeling

I listen to others

Tolerant

### Joy

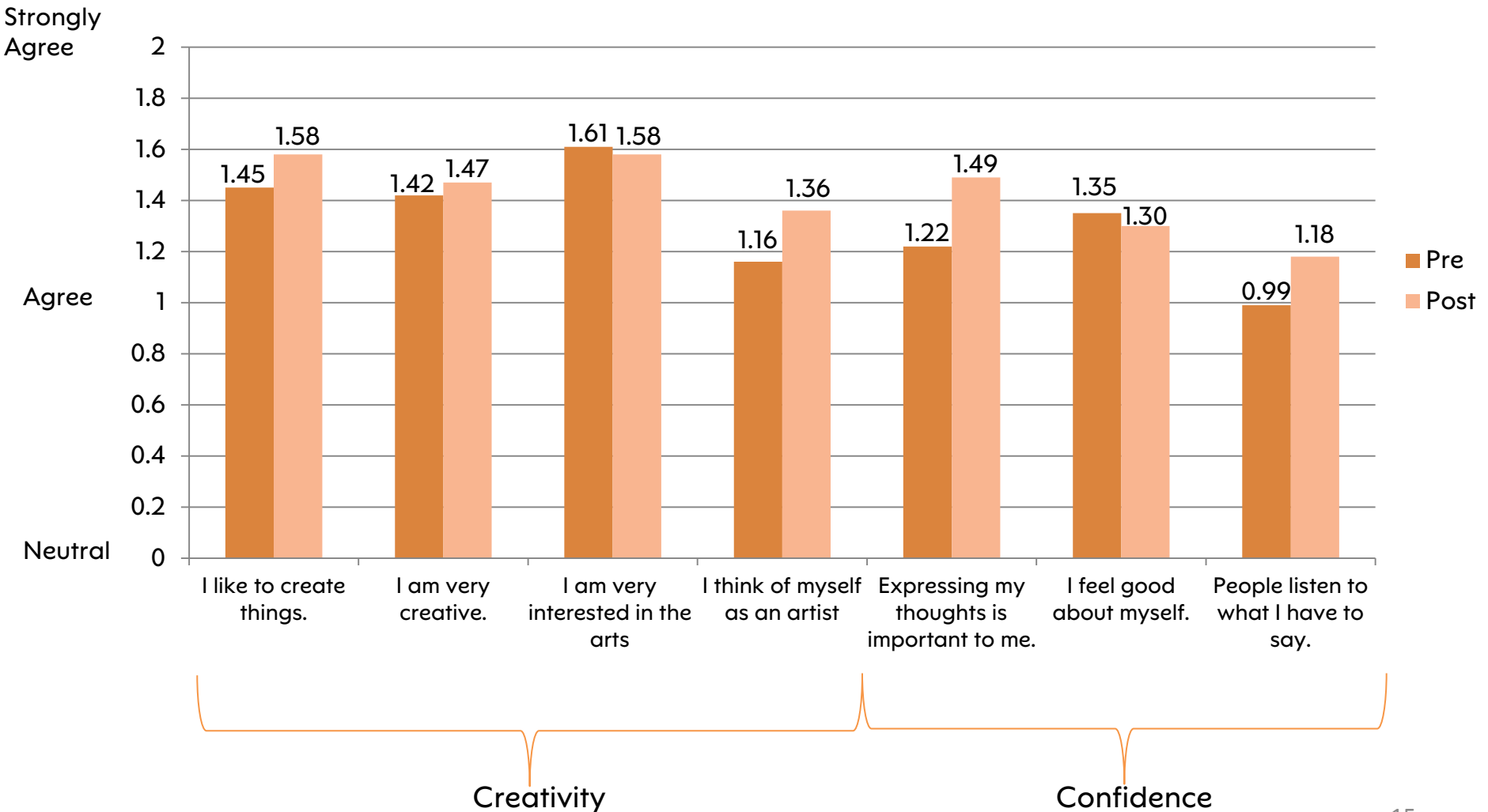
I feel good about myself

I enjoyed this experience

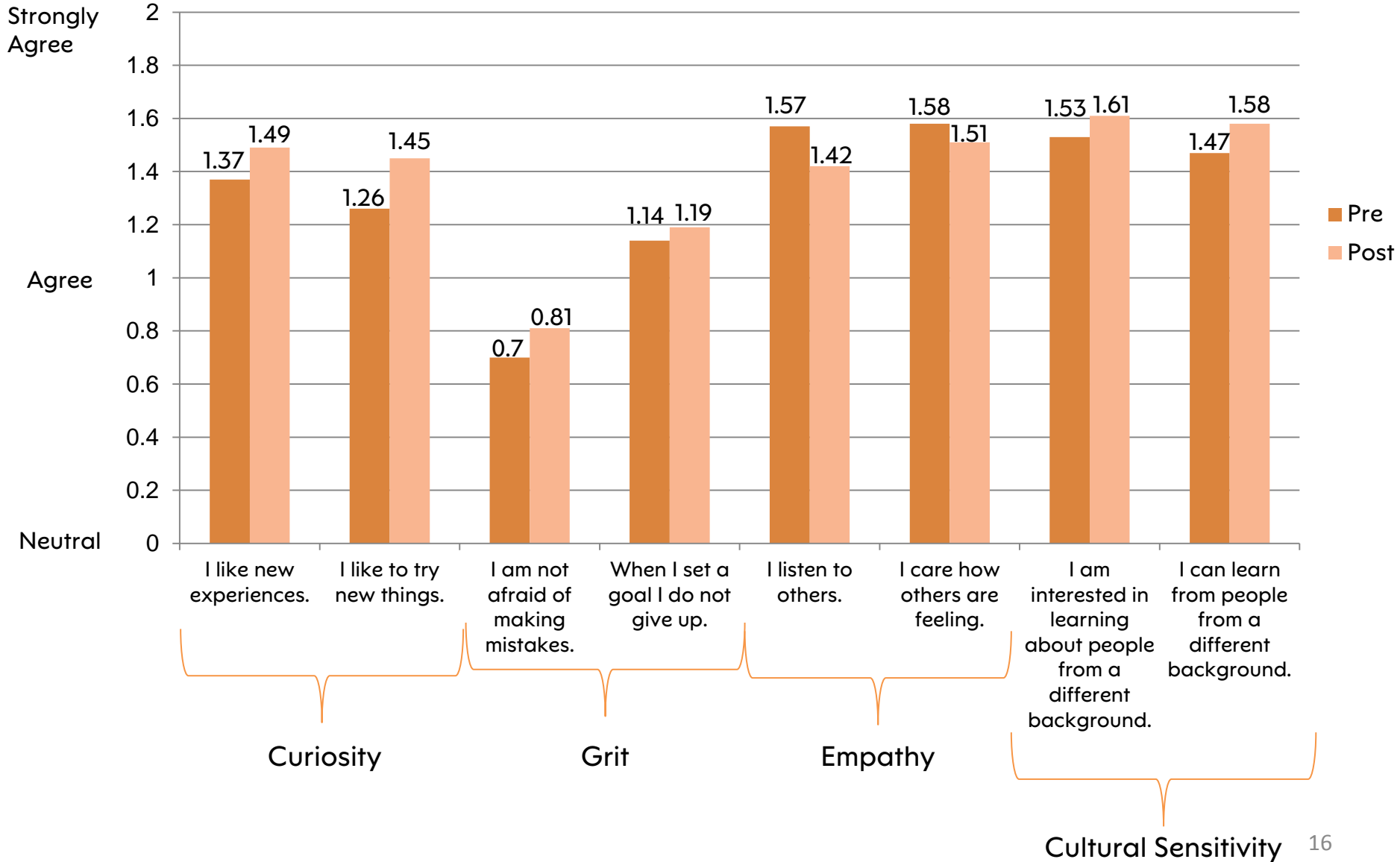
Happy

# FY19 SEL Questions - Training

Students were asked to evaluate their experience with questions recommended by Arts Ed Newark based on Social Emotional Learning Goals.



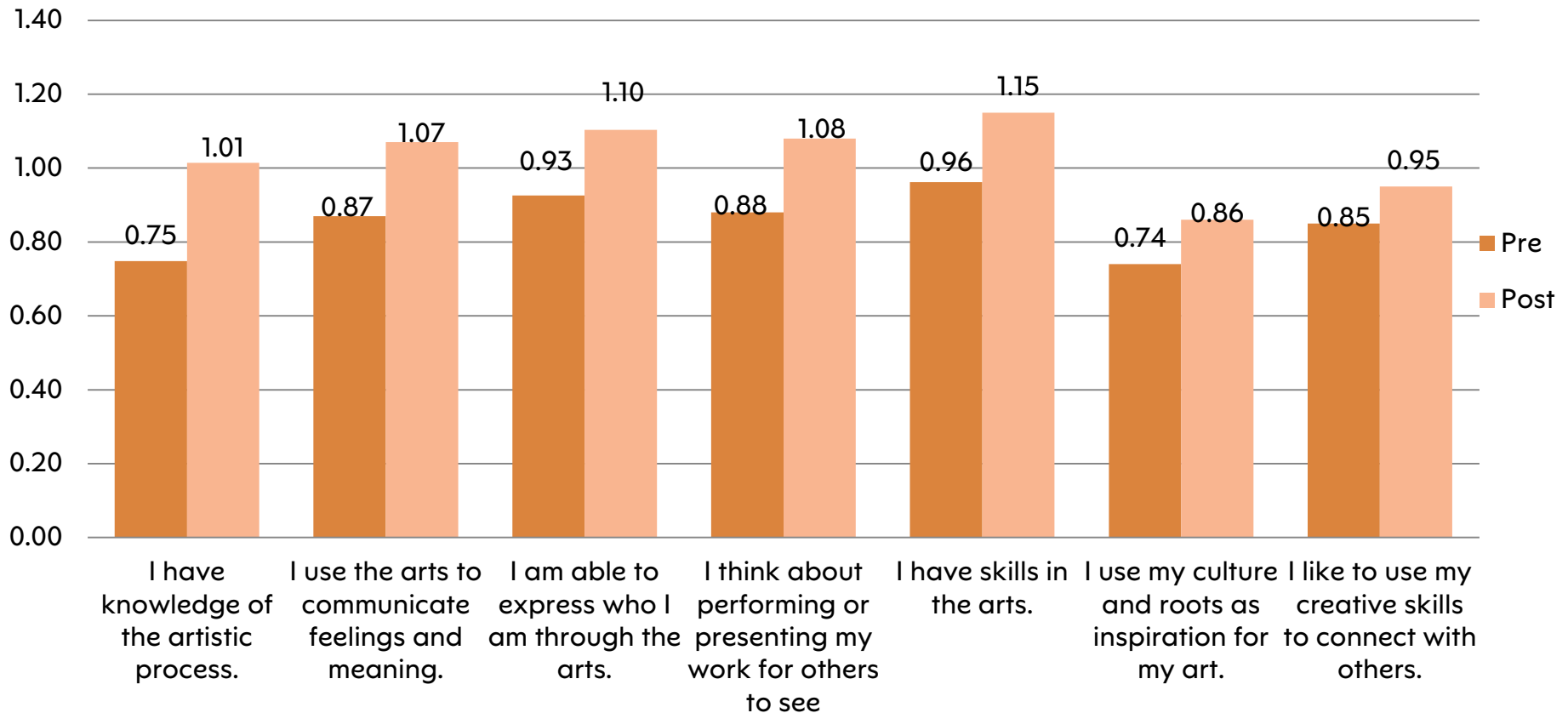
# FY 19 SEL Questions - Training Continued





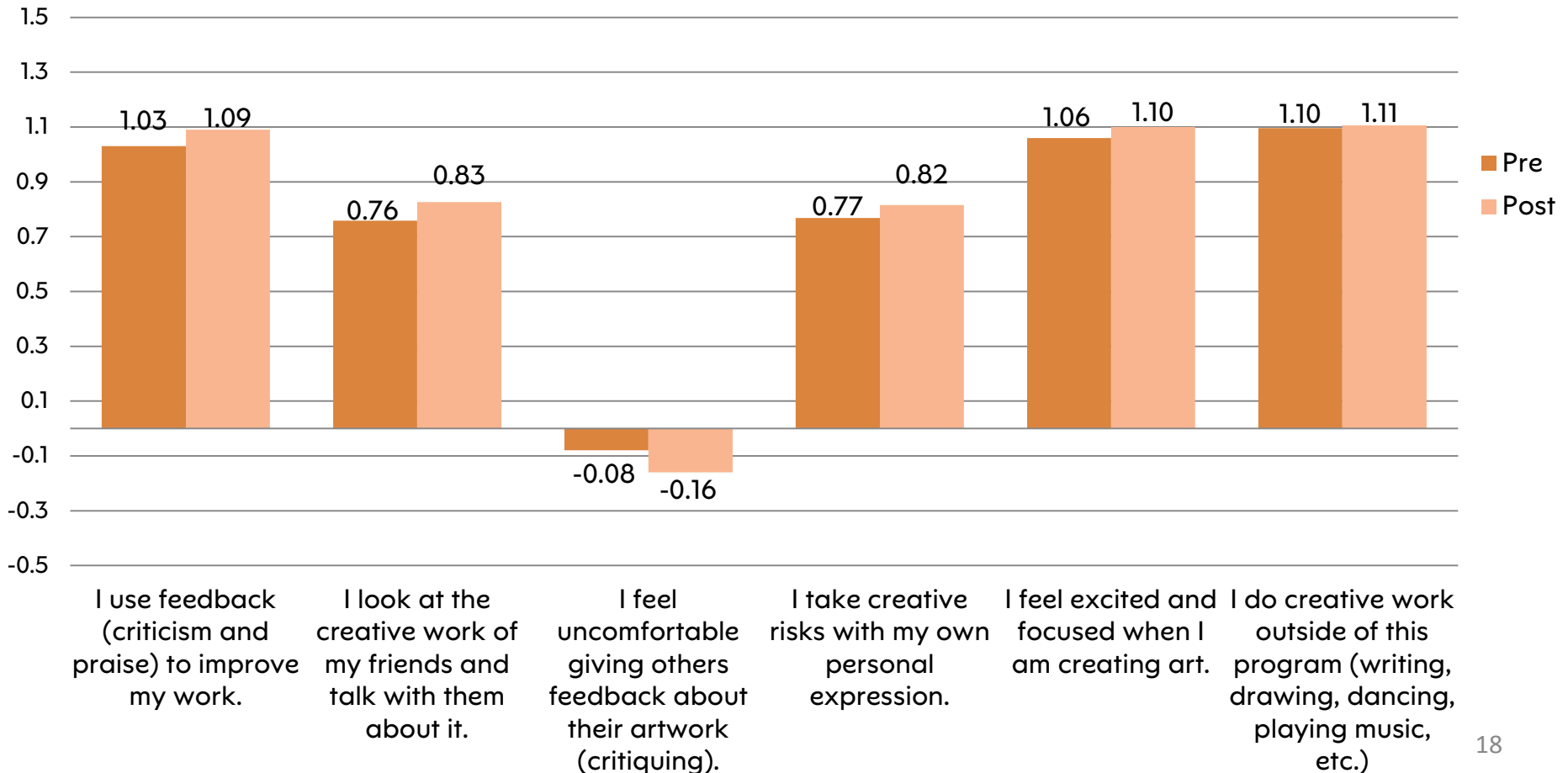
# FY19 Maker Questions - Training

Students were asked to evaluate their experience with questions surrounding their experience on creating art. They rated these questions with responses ranging from Strongly Disagree (-2) to Strongly Agree (+2).



# FY 19 Maker Questions – Training Continued

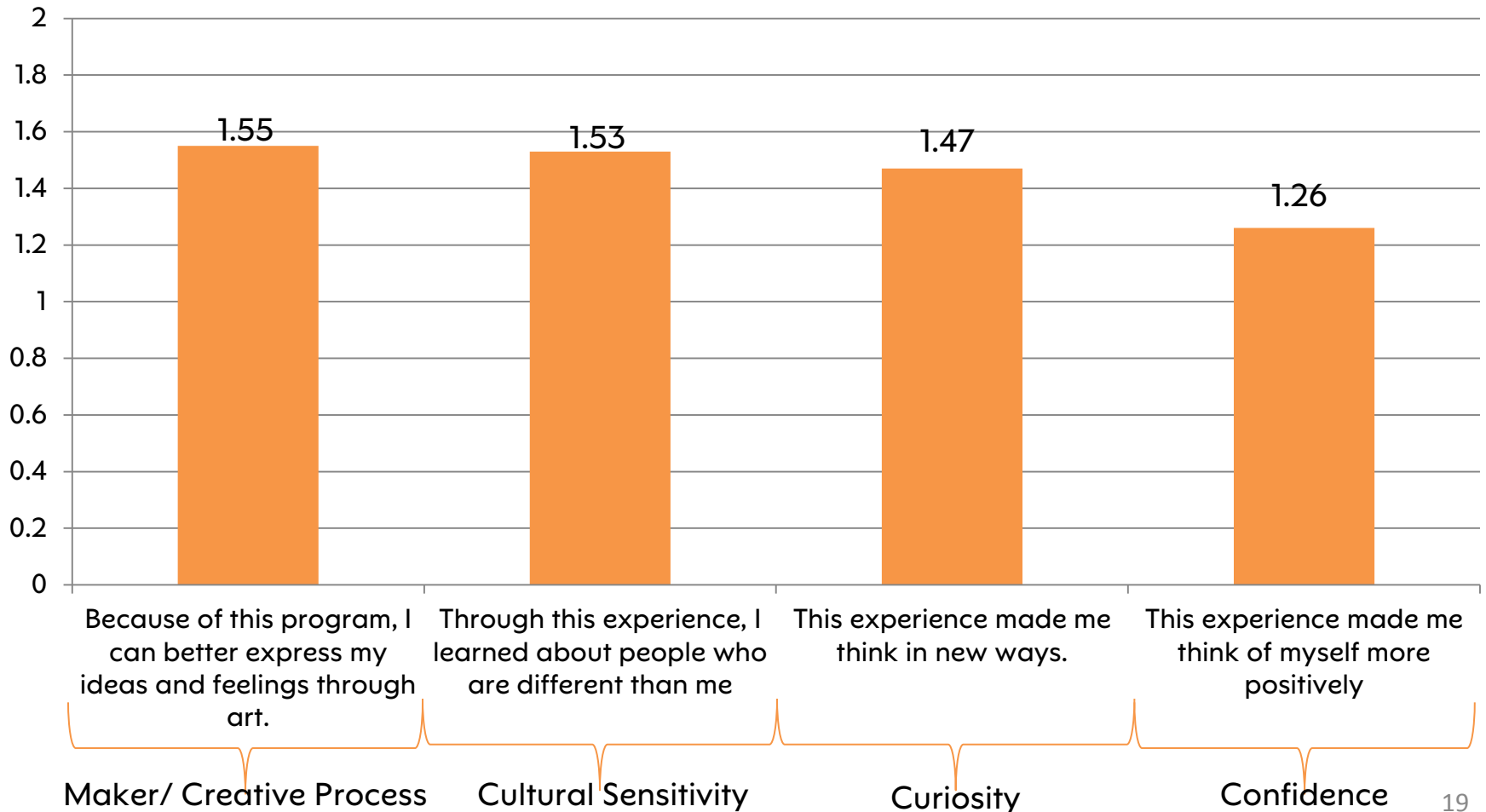
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# FY19 SEL and Maker - Training Post-Only Questions

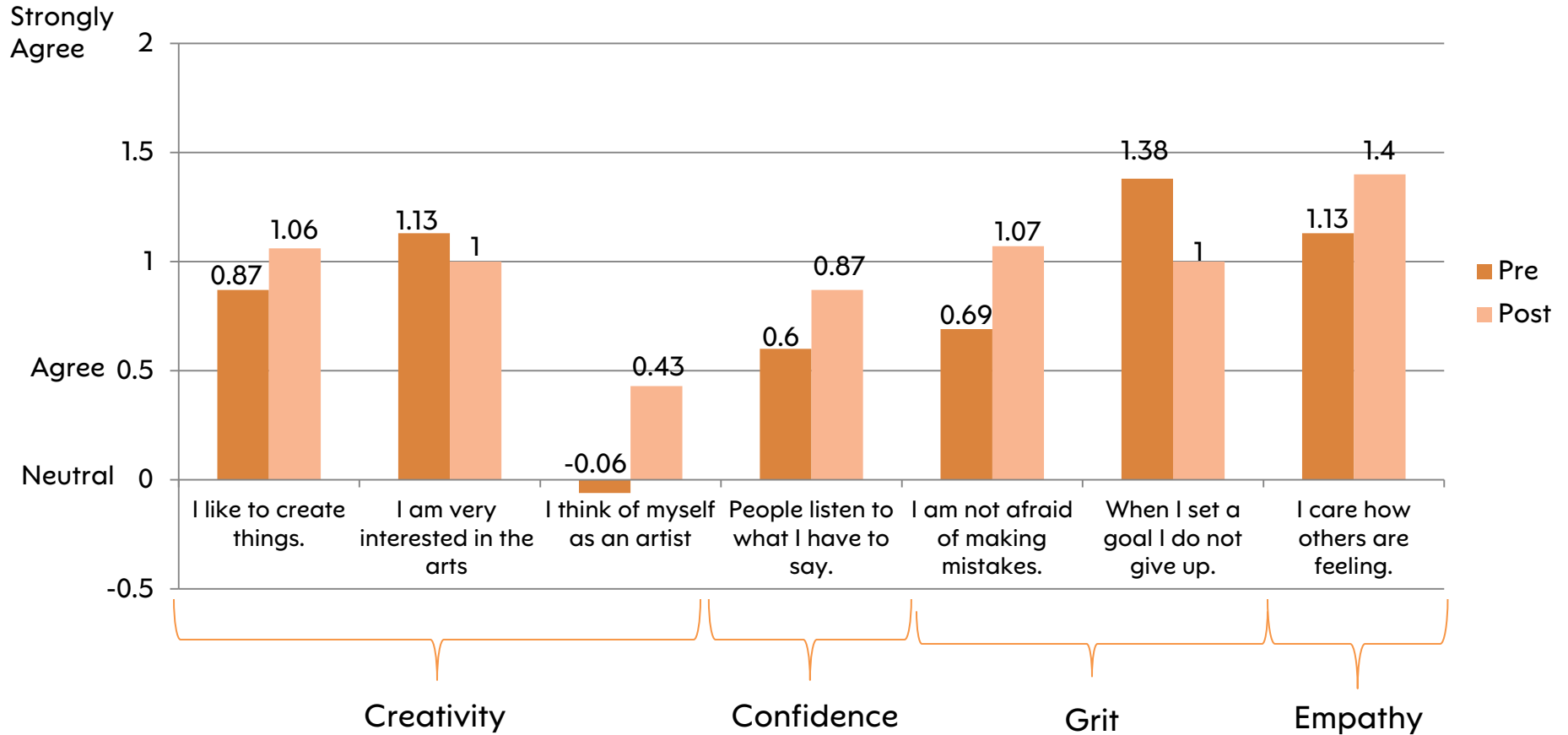
Students were asked to evaluate their experience with questions surrounding the program's impact. They rated these questions with responses ranging from Strongly Disagree (-2) to Strongly Agree (+2).

The following questions received the highest score.



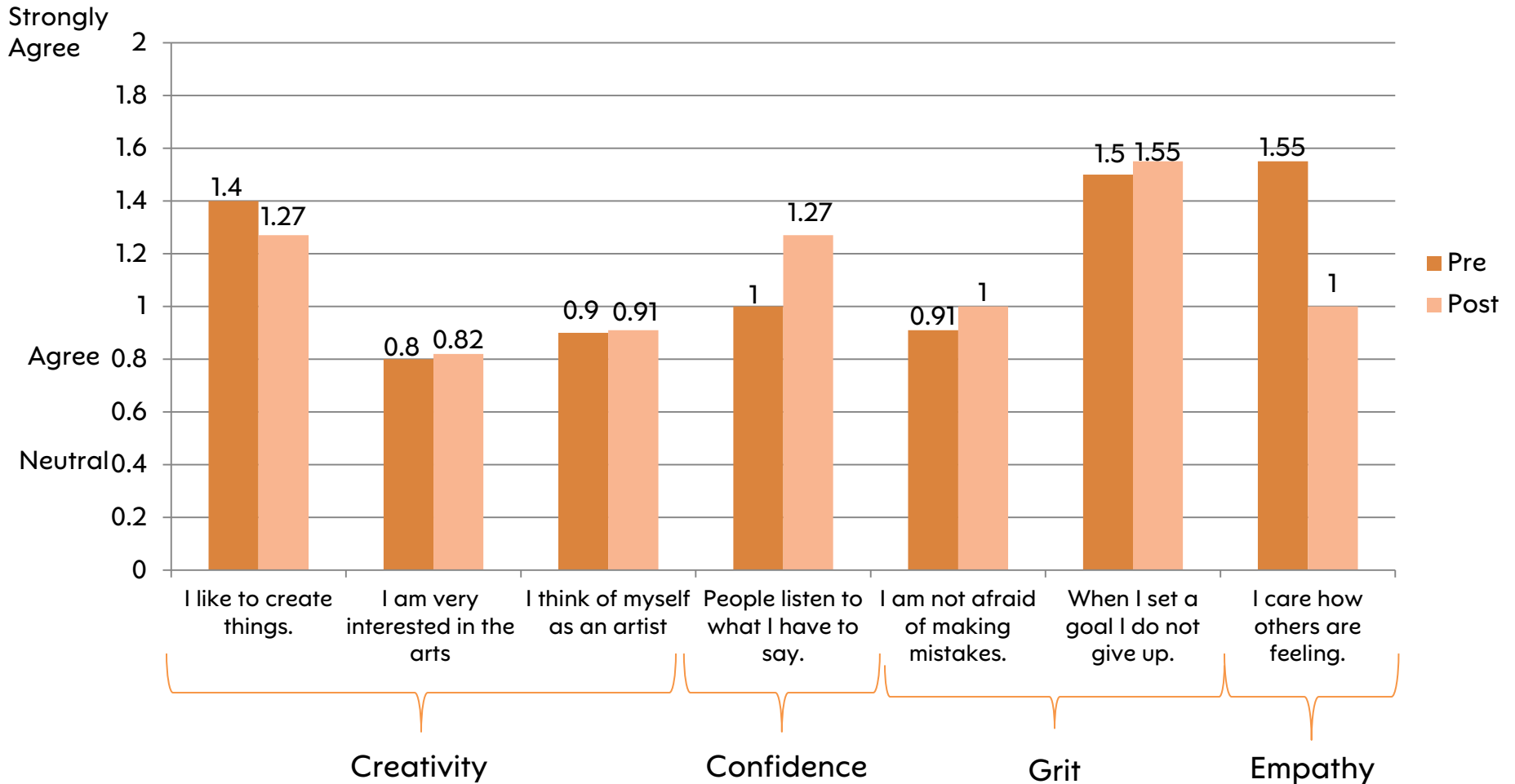
# FY19 SEL Questions – Dancing Classrooms

Students were asked to evaluate their experience with questions recommended by Arts Ed Newark based on Social Emotional Learning Goals.



# FY19 SEL Questions – Hip Hop

Students were asked to evaluate their experience with questions recommended by Arts Ed Newark based on Social Emotional Learning Goals.



- Dancing Classrooms – The Tango
- Hip Hop Summer Intensive

# Discussion