NJPAC Arts Education Programs and Evaluation Overview
• 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.
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 21st 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
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)
• 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
“...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, 5th 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
“...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, 10th Grade

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

- Female, 9th 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
**Methodology**

**SOCIAL/EMOTIONAL LEARNING METRICS**

<table>
<thead>
<tr>
<th>Curiosity</th>
<th>Grit</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like new experiences</td>
<td>I am not afraid of making mistakes</td>
<td>I like to create things</td>
</tr>
<tr>
<td>I like to try new things</td>
<td>When I set a goal I do not give up</td>
<td>I am very creative</td>
</tr>
<tr>
<td>This experience made me think in new ways</td>
<td>Committed</td>
<td>I am very interested in the arts</td>
</tr>
<tr>
<td>Curious</td>
<td>Determined</td>
<td>This program made me more interested in the arts</td>
</tr>
<tr>
<td></td>
<td>Persistent</td>
<td>Artistic</td>
</tr>
</tbody>
</table>

**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
## Methodology

### SOCIAL/EMOTIONAL LEARNING METRICS

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Self-Esteem</th>
<th>Cultural Sensitivity</th>
<th>Global Awareness</th>
<th>Empathy</th>
<th>Joy</th>
</tr>
</thead>
<tbody>
<tr>
<td>People listen to what I have to say</td>
<td>Expressing my thoughts is important to me</td>
<td>I am interested in learning about people from a different background</td>
<td>I can learn from people from a different background</td>
<td>I care how others are feeling</td>
<td>I feel good about myself</td>
</tr>
<tr>
<td>I feel good about myself</td>
<td>This experience made me think of myself more positively</td>
<td>Through this experience, I learned about people who are different from me</td>
<td>Tolerant</td>
<td>I listen to others</td>
<td>I enjoyed this experience</td>
</tr>
<tr>
<td>Brave</td>
<td></td>
<td></td>
<td></td>
<td>Tolerant</td>
<td>Happy</td>
</tr>
</tbody>
</table>
Students were asked to evaluate their experience with questions recommended by Arts Ed Newark based on Social Emotional Learning Goals.

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to create things.</td>
<td>1.45</td>
<td>1.58</td>
</tr>
<tr>
<td>I am very creative.</td>
<td>1.42</td>
<td>1.47</td>
</tr>
<tr>
<td>I am very interested in the arts</td>
<td>1.61</td>
<td>1.58</td>
</tr>
<tr>
<td>I think of myself as an artist</td>
<td>1.16</td>
<td>1.36</td>
</tr>
<tr>
<td>Expressing my thoughts is important to me.</td>
<td>1.22</td>
<td>1.49</td>
</tr>
<tr>
<td>I feel good about myself.</td>
<td>1.35</td>
<td>1.30</td>
</tr>
<tr>
<td>People listen to what I have to say.</td>
<td>0.99</td>
<td>1.18</td>
</tr>
</tbody>
</table>

**Creativity**

**Confidence**
1. I like new experiences.
2. I like to try new things.
3. I am not afraid of making mistakes.
4. When I set a goal I do not give up.
5. I listen to others.
6. I care how others are feeling.
7. I am interested in learning about people from a different background.
8. I can learn from people from a different background.

**FY 19 SEL Questions - Training**

**ContContinued**

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>1.37</td>
<td>1.49</td>
</tr>
<tr>
<td>Agree</td>
<td>1.45</td>
<td>1.26</td>
</tr>
<tr>
<td>Neutral</td>
<td>1.14</td>
<td>0.81</td>
</tr>
</tbody>
</table>

**Curiosity**

**Grit**

**Empathy**

**Cultural Sensitivity**
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).
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).
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.

- Because of this program, I can better express my ideas and feelings through art. Score: 1.55
- Through this experience, I learned about people who are different than me. Score: 1.53
- This experience made me think in new ways. Score: 1.47
- This experience made me think of myself more positively. Score: 1.26

Maker/ Creative Process  Cultural Sensitivity  Curiosity  Confidence
Students were asked to evaluate their experience with questions recommended by Arts Ed Newark based on Social Emotional Learning Goals.

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to create things.</td>
<td>0.87</td>
<td>1.06</td>
</tr>
<tr>
<td>I am very interested in the arts.</td>
<td>1.13</td>
<td>1.13</td>
</tr>
<tr>
<td>I think of myself as an artist.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>People listen to what I have to say.</td>
<td>0.43</td>
<td>0.6</td>
</tr>
<tr>
<td>I am not afraid of making mistakes.</td>
<td>0.69</td>
<td>1.07</td>
</tr>
<tr>
<td>When I set a goal I do not give up.</td>
<td>1.38</td>
<td>1</td>
</tr>
<tr>
<td>I care how others are feeling.</td>
<td>1.4</td>
<td>1.13</td>
</tr>
</tbody>
</table>

**Creativity**

**Confidence**

**Grit**

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

![Graph showing changes in responses to SEL questions before and after participation in an arts program.](image)

- **Creativity** (Strongly Agree): 1.4 -> 1.27
- **Confidence** (Agree): 0.8 -> 0.82
- **Grit** (Strongly Agree): 1.27 -> 1.55
- **Empathy** (Strongly Agree): 1.55 -> 1.0
Video Examples

• Dancing Classrooms – The Tango

• Hip Hop Summer Intensive
Discussion