

*ARTS PARTNERS* PROGRAM:  
NINTH YEAR REPORT FOR  
YOUNG AUDIENCES OF INDIANA

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## Executive Summary

Through the *Arts Partners* program, Young Audiences of Indiana works to integrate the arts into the curricula of primary, middle, and high schools in the Indianapolis area. This report is the ninth *Arts Partners* program evaluation conducted by the Center for Urban Policy and the Environment (Center). It includes results of surveys completed by teachers at participating *Arts Partners* schools and by Young Audience artists who provide arts activities in the schools. Survey results include teachers' and artists' perceptions of the *Arts Partners* program.

Highlights from the report findings include:

- On a scale of 1 to 5 (1=lowest rating and 5=highest rating), the majority (89 percent) of teacher respondents rate their overall satisfaction with the program at 4 or higher. Fifty-six percent of respondents give the program the highest satisfaction rating possible.
- *Arts Partners* continues to receive strong ratings from the majority of responding teachers in each of the examined program areas. Illustrative examples of teachers' high level of satisfaction are as follows:
  - Ninety-one percent of teacher respondents perceive that students generally are engaged in *Arts Partners* activities. Similarly, most surveyed teachers (71 percent) indicate that the activities enhance students' understanding of the arts.
  - Nearly all (92 percent) of teacher respondents believe that they integrate arts into the curriculum at least somewhat. Fifty-nine percent believe they fully integrate the arts into their curriculum. All teacher respondents who indicate they fully integrate the arts in their classrooms believe this integration enhances student learning in their classroom.
  - Seventy-five percent of teachers indicate the main reason they appreciate *Arts Partners* is that programming is helpful in engaging students. Additionally, 49 percent cite supplementing of costs and 44 percent value the ease of scheduling
- The majority (91 percent) of artist respondents rate their overall satisfaction with the program at 4 or higher. Seventy-three percent of respondents give the highest satisfaction rating possible.
- All artist respondents perceive that students are generally engaged in their activities.
- Teachers and artists also offered constructive feedback on how to continue program successes. Both groups report a generally positive reception for potential program expansion opportunities.



## Introduction

Through the *Arts Partners* program, Young Audiences of Indiana works to integrate the arts into the curricula of primary, middle, and high schools in the Indianapolis area. The program strives to create a bridge between the arts community and educators. The number of schools participating in the *Arts Partners* program has grown from six schools in 1995 to 68 schools during the 2003-04 school year.

The Center for Urban Policy and the Environment (Center) entered into an agreement with Young Audiences to evaluate the success of *Arts Partners* in exposing students to the arts and helping schools integrate the arts into their core curricula. This report is the Center's ninth evaluation of the *Arts Partners* program.

In general, the previous eight evaluations consistently reveal that teachers, students, and artists who participate in *Arts Partners* have been pleased with the program. This report is similar to the eighth year evaluation in that it focuses on teachers' perceptions of eight *Arts Partners* program areas: arts-curriculum integration, student engagement in core curriculum, student engagement in the arts, community arts resources, approaches to teaching through the arts, collaboration with Young Audiences artists, age appropriateness of programming, and professional development. Teachers also were asked about the extent of cultural programming and about perceived barriers to participating in residency programs.

This report also includes an examination of Young Audiences artists' perceptions of collaboration with *Arts Partners* teachers and student engagement. The Center gathered information for this report through surveys of participating teachers and artists. The surveys were designed to examine the impacts and efficacy of *Arts Partners* in each program area. The surveys also collected teacher and artist observations on how *Arts Partners* can work with schools and artists to improve program experiences. A total of 55 teachers responded to the survey, representing 29 schools. Twelve artists responded to the survey of artists.<sup>1</sup>

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<sup>1</sup> The following chart totals may not always add to 100 percent due to rounding.

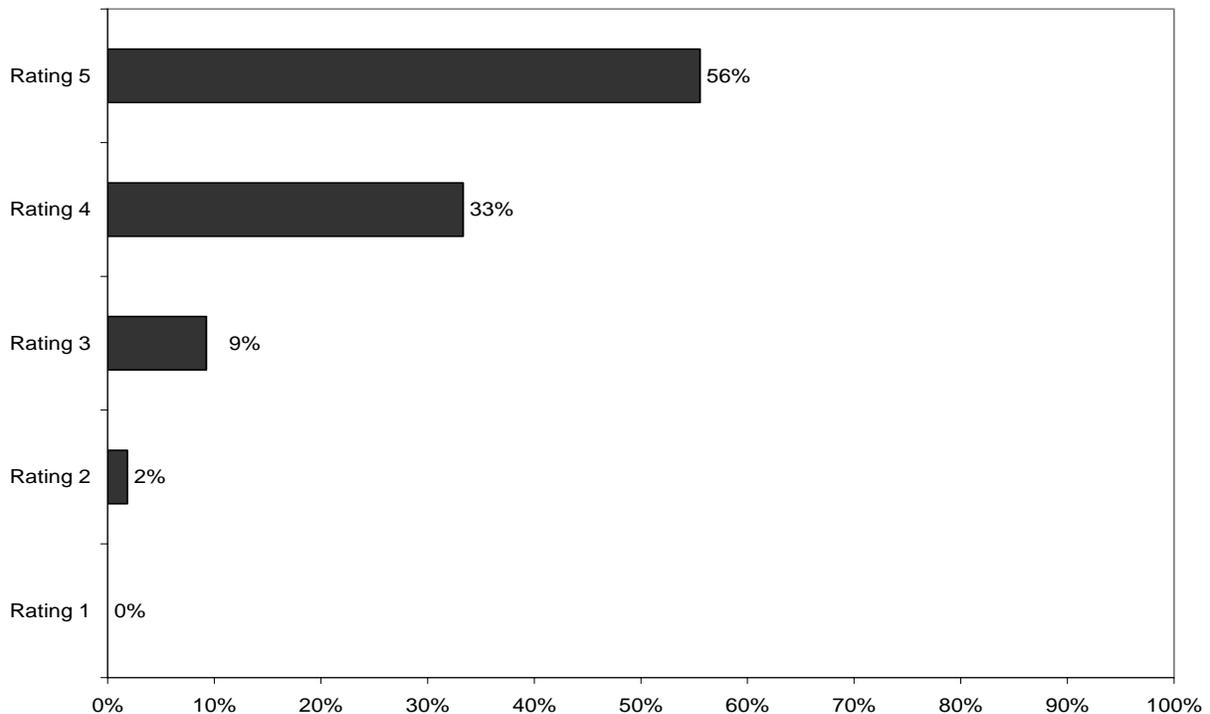


## Teacher Ratings of Programmatic Areas

The survey of teachers asked teachers to rate selected programmatic areas and their overall satisfaction with *Arts Partners* on a scale of 1 to 5 (1=lowest score and 5=highest score). On this scale, ratings of 4 or higher are interpreted as measures of high levels of satisfaction and indicators of strength in each programmatic area.

Participating teachers are generally pleased with the *Arts Partners* program. Overall, 89 percent of respondents rate their satisfaction with the program at 4 or higher (see Figure 1). Over half of respondents (56 percent) give the program the highest satisfaction rating possible.

Figure 1: Teacher Overall Satisfaction with *Arts Partners*

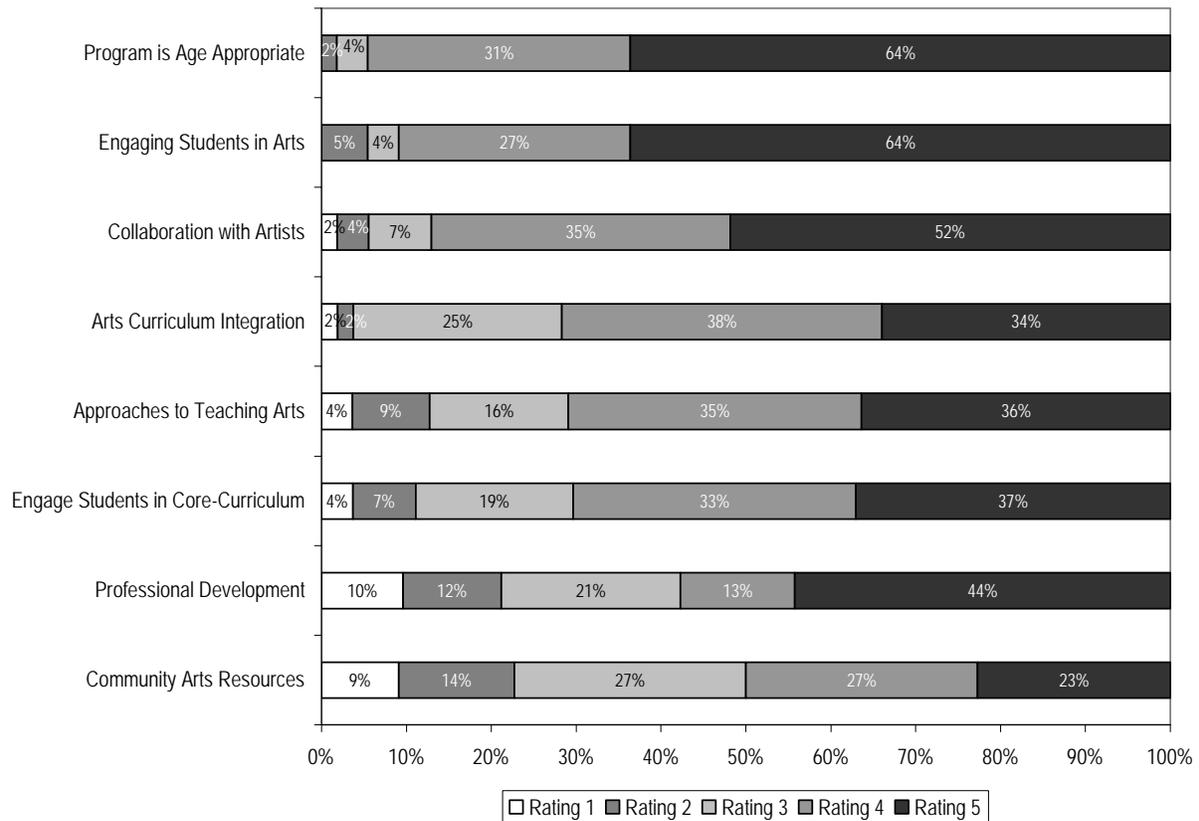


As in previous analyses, *Arts Partners* continues to receive strong ratings from more than half of the responding teachers in each of the examined program areas. As reflected in Figure 2, the overwhelming majority of surveyed teachers (95 percent) give high ratings of 4 or higher when rating the programs as age appropriate for their audiences, with 64 percent of respondents giving this program area the highest possible rating. Other program areas that receive high ratings are: engaging students in arts (91 percent); collaboration with Young Audiences artists (87 percent); arts curriculum integration (72 percent); approaches to teaching arts (71 percent); and, engaging students in core curriculum (70 percent). Program areas that received fewer high ratings include professional development (57 percent) and community arts resources (50 percent). Two program areas receive relatively more low ratings (2 or



below) than other areas: providing professional development opportunities (22 percent) and facilitating the use of community arts resources (23 percent).

Figure 2: Teacher Effectiveness Ratings of Programmatic Areas



The following sections focus on each of the selected program areas. The analysis begins with the strongest rated feature (age appropriate programming) and concludes with the weakest (facilitating the use of community arts resources).



### Key Programmatic Area 1: Age Appropriate Programming

*Interpretation: Programs are generally appropriate for students who participate.*

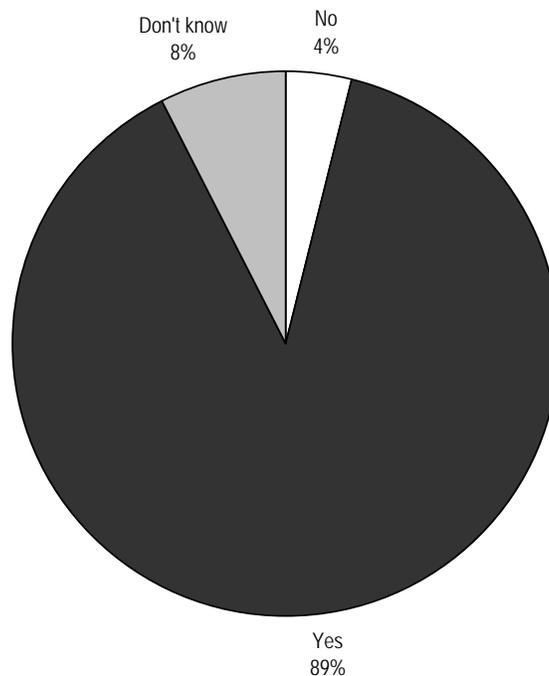
Given that *Arts Partners* reaches audiences of varied ages, it is important to ensure that activities are age appropriate. In this survey as in previous ones, teachers rate this program area the highest of all examined areas. When asked directly, all respondents report that *Arts Partners* programming is generally age appropriate.

### Key Programmatic Area 2: Engaging Student in the Arts

*Interpretation: Interest of students in the arts is generally heightened.*

Based on teachers' ratings, the second strongest programmatic area is "engaging students in the arts." Almost all respondents (93 percent) perceive that students generally are engaged in the *Arts Partners* activities. Similarly, most surveyed teachers (89 percent) indicate that the activities enhance students' understanding of the arts (see Figure 3). These results are nearly identical comparable to those reported in the previous evaluation of the *Arts Partners* program (program year 2002-03).

Figure 3: Activities Enhance Students' Understanding of the Arts





The majority of teachers' comments about this program area are positive, with many indicating that *Arts Partners* should continue to provide programs as they are doing currently. Other respondents offered the following suggestions on sustaining program success in engaging students in the arts:

- "Continue to offer a wide variety of artists and disciplines."
- "Share with teachers grade-level correlation of the 'art' to the standards taught."
- "Continue to highlight state standards, particularly in reading, math, and integrate them into music, art, and drama."
- "[Provide] more opportunities to interact with artists."

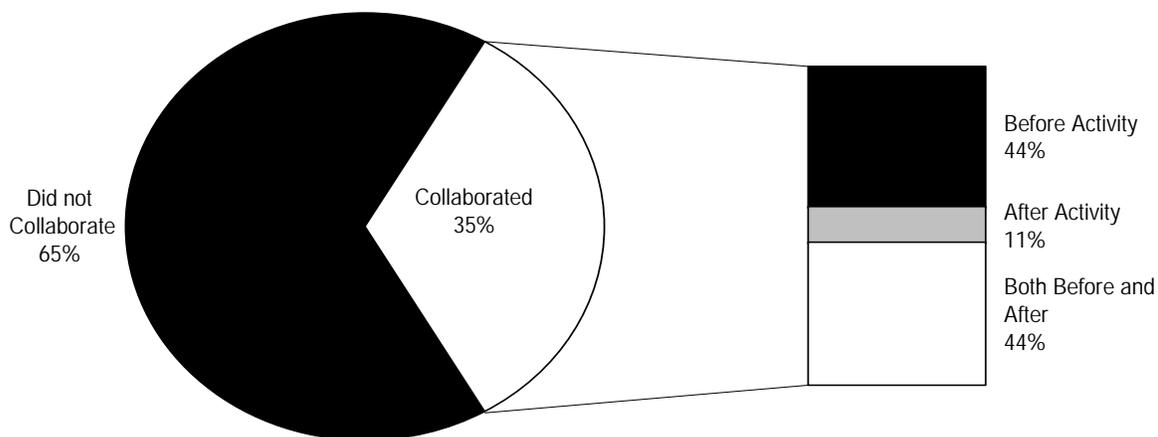
### **Key Programmatic Area 3: Collaboration with Young Audiences Artists**

*Interpretation: Collaboration with Young Audiences artists facilitates a positive relationship between teachers and Young Audiences artists.*

As the previous evaluation revealed, the third strongest programmatic area of *Arts Partners*, based on teacher ratings, is "facilitating a positive relationship between teachers and Young Audiences artists." Eighty-seven percent of respondent teachers rate collaboration with artists highly and 44 percent (among those who report collaboration) met with artists before and/or after an activity. Of those teachers who met with artists, most of them also report meeting with an artist before (44 percent) the activity to discuss the lesson and preparation. Only 11 percent of respondents say they met after the activity.



Figure 4: Teachers Who Met with Artists Before or After Activities



#### Key Programmatic Area 4: Arts Curriculum Integration

*Interpretation: The Arts Partners program helps teachers integrate the arts with other subject areas in the classroom.*

While “arts-integration” has become the goal of many educators, the definition varies. Respondents were asked to provide an explanation of what “integration of the arts into the core curriculum” means to them. Teachers’ responses were compared with Young Audiences of Indiana’s definition of arts integration—“using the arts as a tool for teaching in core subject areas.”

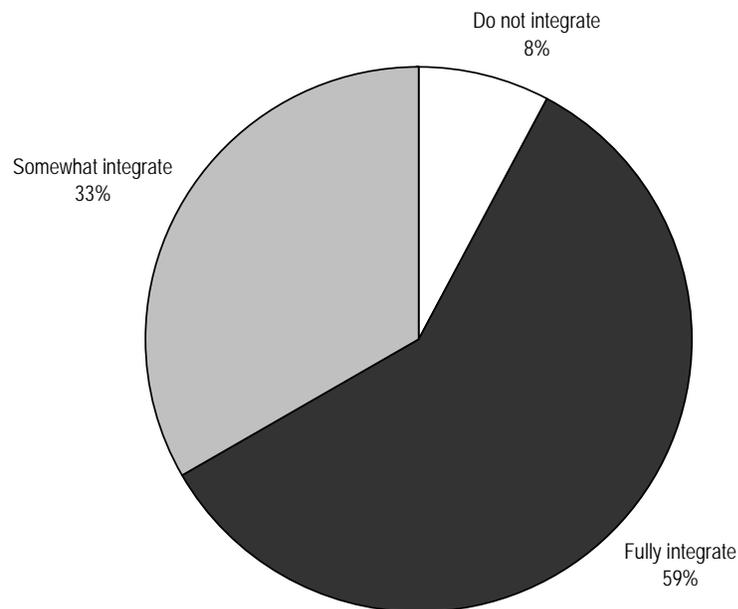
Twenty-five of the fifty-five respondents (45 percent) provide an explanation of integration of the arts into core curriculum. The majority of teachers provide definitions similar to that of *Arts Partners*, focusing on the use of arts to enrich the core curriculum. Illustrative examples of teachers’ definition of arts integration include:

- “...tapping into kids’ natural enjoyment in these areas to facilitate learning...”
- “...incorporating the arts into the core subjects to enhance curriculum...”
- “...using art as a means of examining and exploring other content areas...”
- “...experiencing curriculum in a variety of ways...”
- “...using the arts to enhance learning and motivate student to learn...”



As Figure 5 illustrates, the majority (92 percent) of respondents believe that they integrate arts into the curriculum at least somewhat. Fifty-nine percent believe they fully integrate the arts into their curriculum. This year, teachers also were asked to describe how they integrate the arts and with what frequency. Two-thirds of respondents indicate they integrate the arts in their curriculum on a daily (40 percent) or weekly (26 percent) basis. Twenty-four percent report doing so monthly and only 10 percent say several times a year. In terms of integrate the arts, most respondents provide cite examples of using visual arts, music, dance and theater to enhance curricula.

Figure 5: Teachers Who Integrate Arts into Core Curriculum





The area of arts integration in classroom curricula has been addressed in all prior eight evaluations of the *Arts Partners* program conducted by the Center. As figure 6 illustrates, results from teachers' surveys reveal that throughout the nine-year period the majority integrated the arts at least somewhat or fully in their curricula. Findings also demonstrate continued expansion in terms of arts integration. In 1996, 88 percent of teachers surveyed reported integrating the arts, in 2003 all (100 percent), and in 2004, 92 percent of teachers indicate they integrate the arts somewhat or fully in core curriculum.

Figure 6: Teachers' Perceptions of Arts Integration in Curriculum (1996-2004)

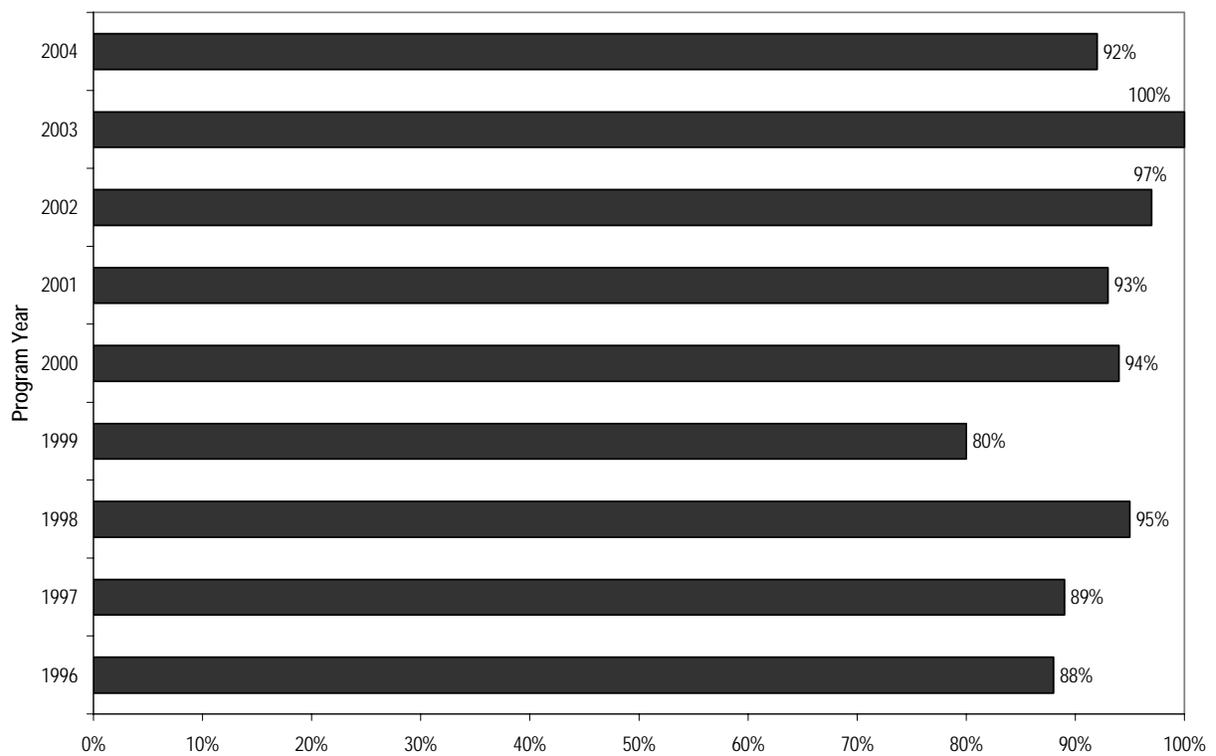
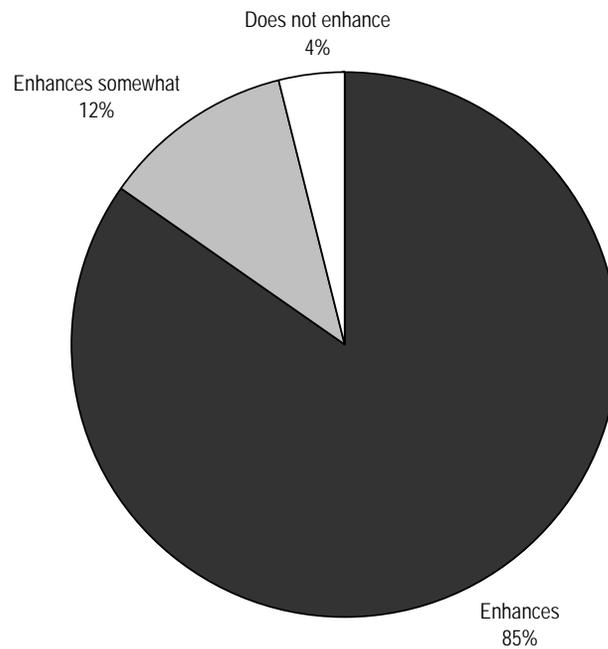




Figure 7 shows respondents' perceptions of whether arts integration in the classroom aids students' comprehension of core subject areas. The overwhelming majority of respondents believe arts integration fully enhances (85 percent) or enhances somewhat (12 percent) student learning in their classrooms.

Figure 7: Respondents Who Believe Arts Integration Enhances Student Understanding



Overall, most of the comments about this programmatic area are positive. A number of respondents commented that *Arts Partners* succeeds by providing quality programming, hands-on, diverse experiences for both teachers and students, and opportunities for deeper appreciation and understanding of the arts. Additional feedback from teachers on how to continue arts integration in the classroom includes:

- "...continue to offer wide variety of artists and disciplines...."
- "...more small group opportunities and more chances to interact with artists..."



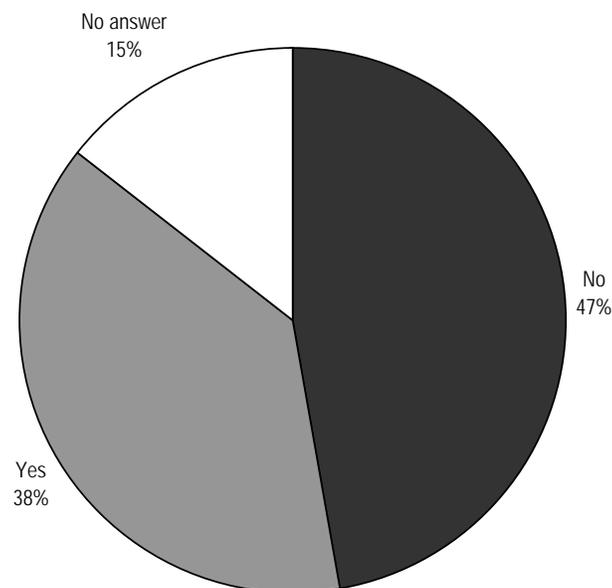
## Key Programmatic Area 5: Approaches to Teaching through the Arts

*Interpretation: The program makes a difference in how the teacher or school approaches education through the arts.*

Based on teacher survey results, the fifth strongest programmatic area of *Arts Partners* is making a difference in the way teachers and schools approach education through the arts. Measures of success include teacher-artist collaboration, parental involvement, impact on the overall learning climate, and an increased sense of community. This program area is complimentary to professional development and curriculum connectedness. Accordingly, many of the teachers who participated in specific professional development opportunities believe these have contributed to changes in how they approach teaching through the arts in the classroom.

Teachers were asked if the program promotes family involvement. As Figure 8 illustrates, 38 percent of teachers believe that *Arts Partners* promotes family involvement. Many of the teachers who say that the program promotes family involvement explained that families become involved as a result of attending special events.

Figure 8: Teachers' Perceptions of Whether *Arts Partners* Promotes Family Involvement



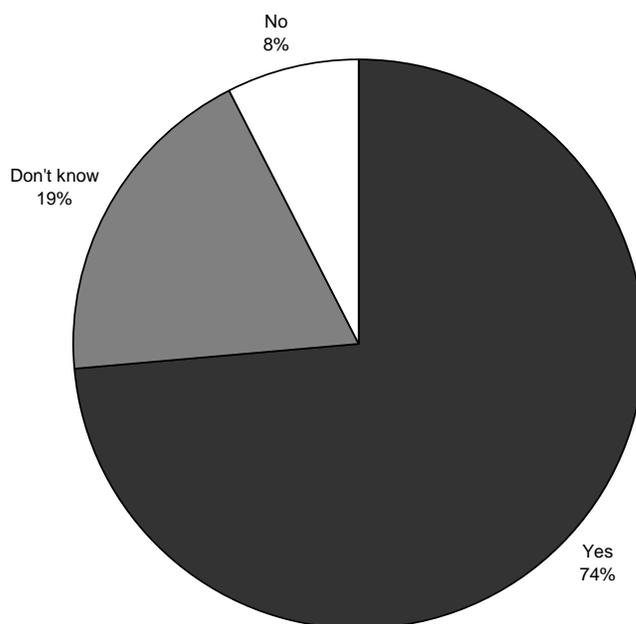


## Key Programmatic Area 6: Engaging Student in Core Curriculum

*Interpretation: Arts Partners helps teachers integrate the arts into other subject areas in their classrooms.*

Based on teacher ratings, the sixth strongest programmatic area of *Arts Partners* is student engagement in the core curriculum through the arts. Nearly three-quarters (74 percent) of respondents believe that students generally are engaged in *Arts Partners* activities. As Figure 9 illustrates, the same percentage of respondents also perceive that *Arts Partners* activities generally enhance their students' comprehension of core subject areas.

Figure 9: Respondents Who Believe *Arts Partners* Activities Enhance Student Understanding of the Core Curriculum



## Key Programmatic Area 7: Professional Development

*Interpretation: Arts Partners provides effective professional development opportunities for teaching core curriculum through the arts.*

As part of the *Arts Partners* program, Young Audiences offers professional development opportunities through the *Arts Partners* Summer Arts Education Institute (SAEI) and artist/teacher workshops. Twenty-seven percent of teachers who responded to the survey participated in the SAEI. Sixty-two percent of respondents are aware of



teacher/artist workshops offered at their schools by *Arts Partners*. Of the respondents who report participating in SAEI (15 respondents), over one-half (65 percent) indicate that SAEI impacted their approach to teaching. The majority (81 percent) of respondents who participated in artist/teacher workshops also report altering their approach to teaching as a result.

Consistent with previous evaluations, teachers who participated in *Arts Partners* professional development opportunities made positive comments about their experiences. Their suggestions for professional development include:

- "Artists who relate to teachers, have been involved with schools and children are most effective."
- "The more different approaches we learn and are exposed to the more children we reach."

### **Key Programmatic Area 8: Community Arts Resources**

*Interpretation: The program facilitates the use of community arts education resources.*

Young Audiences provides two media resources aimed at facilitating the use of community arts resources: The Young Audiences of Indiana Web site ([www.yaindy.org](http://www.yaindy.org)) and a teacher flyer that includes curriculum and program information related to artist visits.

Roughly three-quarters (74 percent) of respondents say they receive the teacher flyer. Of those respondents who receive the teacher flyer, 71 percent find it useful. Thirty-four percent of respondent teachers visited the Young Audiences Web site at least once in the past school year. Nearly all (95 percent) of the teachers who visited the Web site at least once found it helpful; 88 percent found links to other arts education Web sites, and 88 percent found curriculum material for each artist program. A number of teachers express a desire to continue receiving further information about community arts resources.

### **Arts-based Cultural or Ethnic Programming**

The 2003-04 evaluation of teachers added several questions regarding cultural programming to the survey. As Figure 10 demonstrates, over one-half of teacher respondents indicate they provide arts-based cultural or ethnic programming as part of their curriculum. Twenty percent, however, are unsure about such programming, possibly a reflection of uncertainty of what constitutes such programming. When asked to describe types of programming, teachers report engaging students in a wide variety of activities related to various cultures and surrounding special events and holidays. The following comments are illustrative:

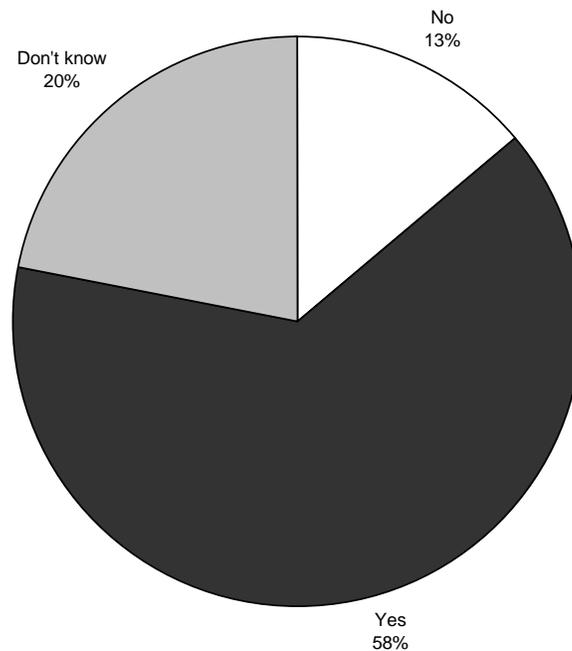
- "We focus on cultures around the world, work on social action projects, and encourage involvement of parents and community members to honor all cultures."



- "We learn all types of dances and songs from around the world."
- "We celebrate international holidays, foods, and explore different cultures."
- "Students study different culture and periods of history and in both art and music they create and learn new things based on other cultures, such as the Japanese or Egyptian."

When asked about the frequency of cultural or ethnic programming, nearly one-quarter (22 percent) report offering such activities several times a year. Twenty percent indicate daily (11 percent) or weekly (9 percent) provision and 9 percent report monthly.

Figure 10: Percentage of Teachers that Report Offering Arts-based Cultural/ethnic Programming

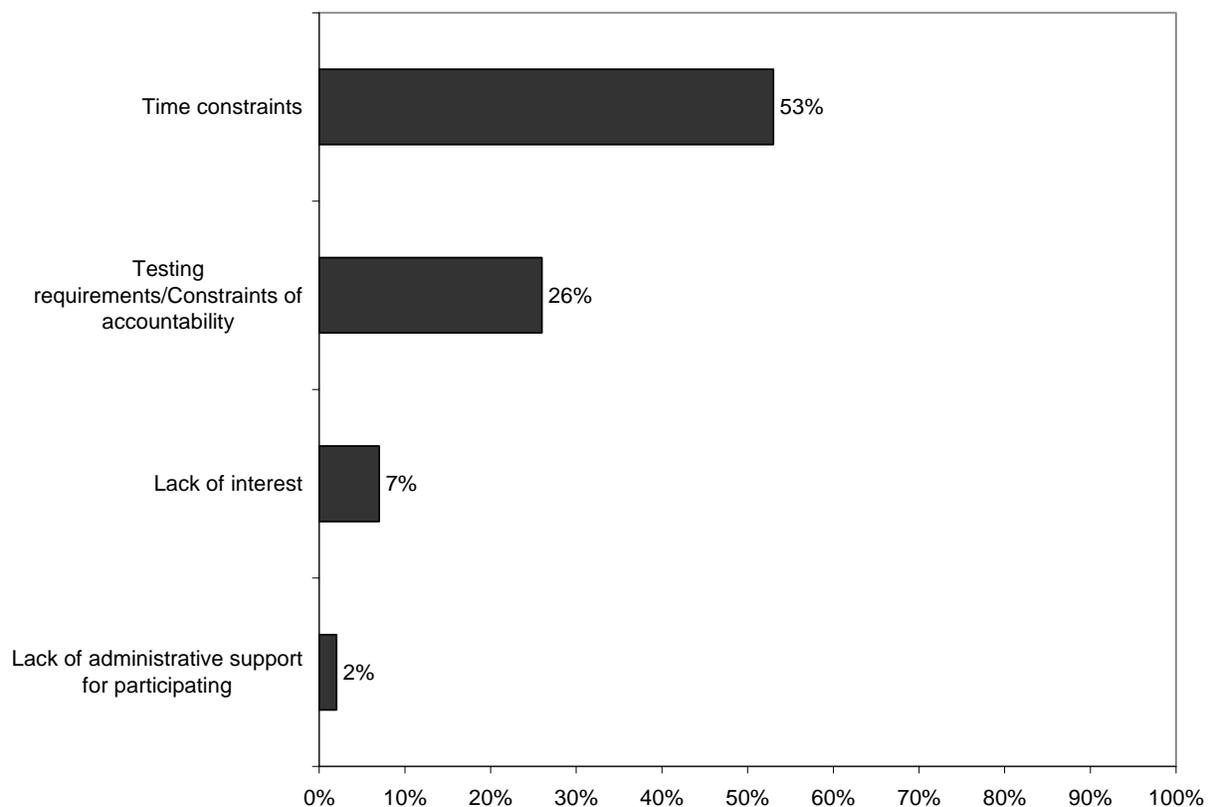




### Barriers to Participating in *Arts Partners*

Teachers also were invited, as part of the 2004 evaluation, to report obstacles to participating in residency programs. As shown in Figure 11, most respondents (53 percent) indicate time constraints are a significant barrier. One-quarter of teachers also point to testing requirements or constraints of accountability. Only seven percent of respondents cite lack of interest and even fewer (2 percent) indicate lack of administrative support. Many teachers add that costs represent a key obstacle to participation.

Figure 11: Teachers' Perceptions of Barriers to Participating in *Arts Partners* Residency Programs



### Teacher Feedback on *Arts Partners* Program Expansion

Since 1995, *Arts Partners* has increased the number of schools served and types of programs offered. Young Audiences often explores options to further program efficacy. A few areas of possible growth for which Young Audiences seeks input from teachers include: thematically linking the program to after-school programming, expanding *Arts Partners* services to after school programming, and expanding *Arts Partners* services to summer programming. Eighty-eight percent of respondents indicate they would welcome *Arts Partners* program expanding services to after school programming; 86 percent report they would like *Arts Partners* to expand services to summer school; and 78 percent would like *Arts Partners* programs thematically linked to after school programs.



Additional comments from teachers highlight the value of an expansion of *Arts Partners* programs:

- "It would be a nice enrichment opportunity for those interested."
- "[Such opportunities would] provide additional choices for students, especially those with interest and strengths."
- "This is something students truly enjoy and not all students get experiences like these."
- "This would be an excellent way to meet both childcare needs and enhance and provide quality programming for children yearning for art in their life."

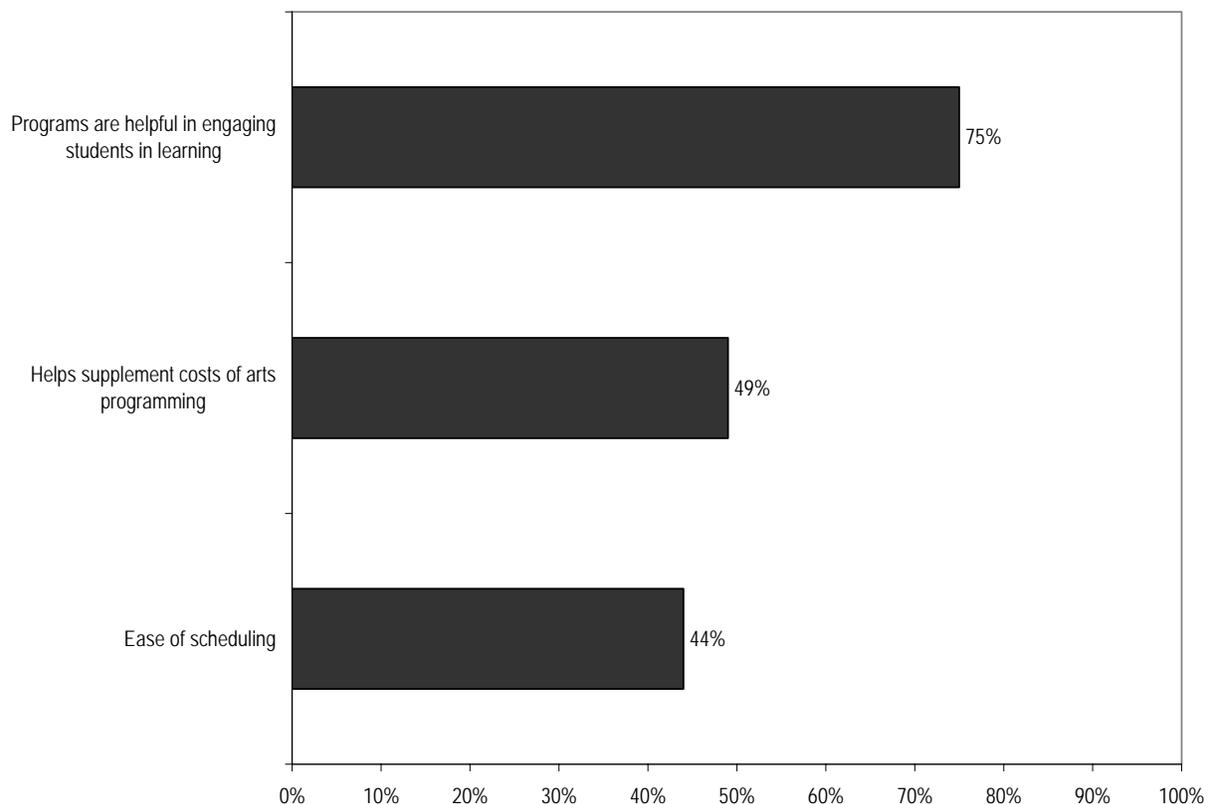


## Teachers Appreciate *Arts Partners*

Teachers were asked to indicate why they like *Arts Partners*. Three-quarters of teachers value *Arts Partners* programs as helpful in engaging students in learning. Nearly one-half (49 percent) cite the program for helping to supplement costs of arts programming and 44 percent point to the ease of scheduling (see Figure 12). Further comments from teachers regarding reasons they like the program are as follows:

- "It broadens our students understanding or creates an awareness of the arts and cultures that would otherwise be unknown or completely unfamiliar to them."
- "Students get exposed to programs that they would never be exposed to at their homes."
- "[*Arts Partners* provides a] connection to our vision for the school" and for "creativity, integrated learning, and learning from meaning."

Figure 12: What Teachers Appreciate about *Arts Partners*





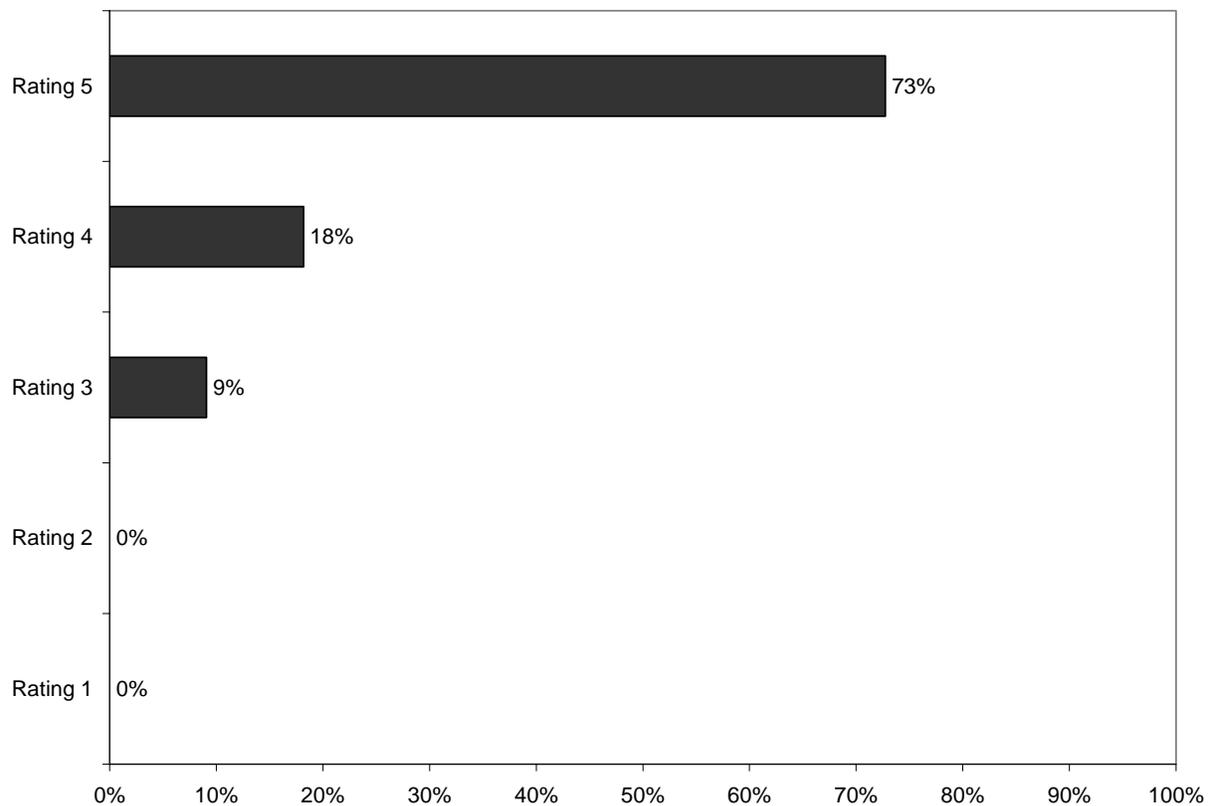
## Artist Ratings of Programmatic Areas

In addition to teacher perceptions, Young Audiences also is interested in *Arts Partners* artists' perception of the program. The Center gathered information for this section via surveys of artists. The surveys were designed to examine the impact and effectiveness of *Arts Partners* in two programmatic areas: "collaboration with *Arts Partners* teachers" and "engaging students in activities."

Twelve artists responded to the survey, and these respondents averaged seven years of experience with the *Arts Partners* program. Seven of the respondents have been involved with *Art Partners* for seven or more years. Eight of the twelve respondents report participation in other arts education programs outside Young Audiences. Artists rated their overall satisfaction with the *Arts Partners* program and the selected programmatic areas of collaboration and student engagement on a scale of 1 to 5 (1=lowest score and 5=highest score).

Figure 13 shows the artists' overall satisfaction. As with teacher assessments, ratings of 4 or higher are interpreted as measures of high levels of satisfaction. Participant artists are generally pleased with the *Arts Partners* program. The majority (91 percent) of the artist respondents rated their overall satisfaction with the program at 4 or better. Eight of the respondents (73 percent) gave the highest satisfaction rating possible.

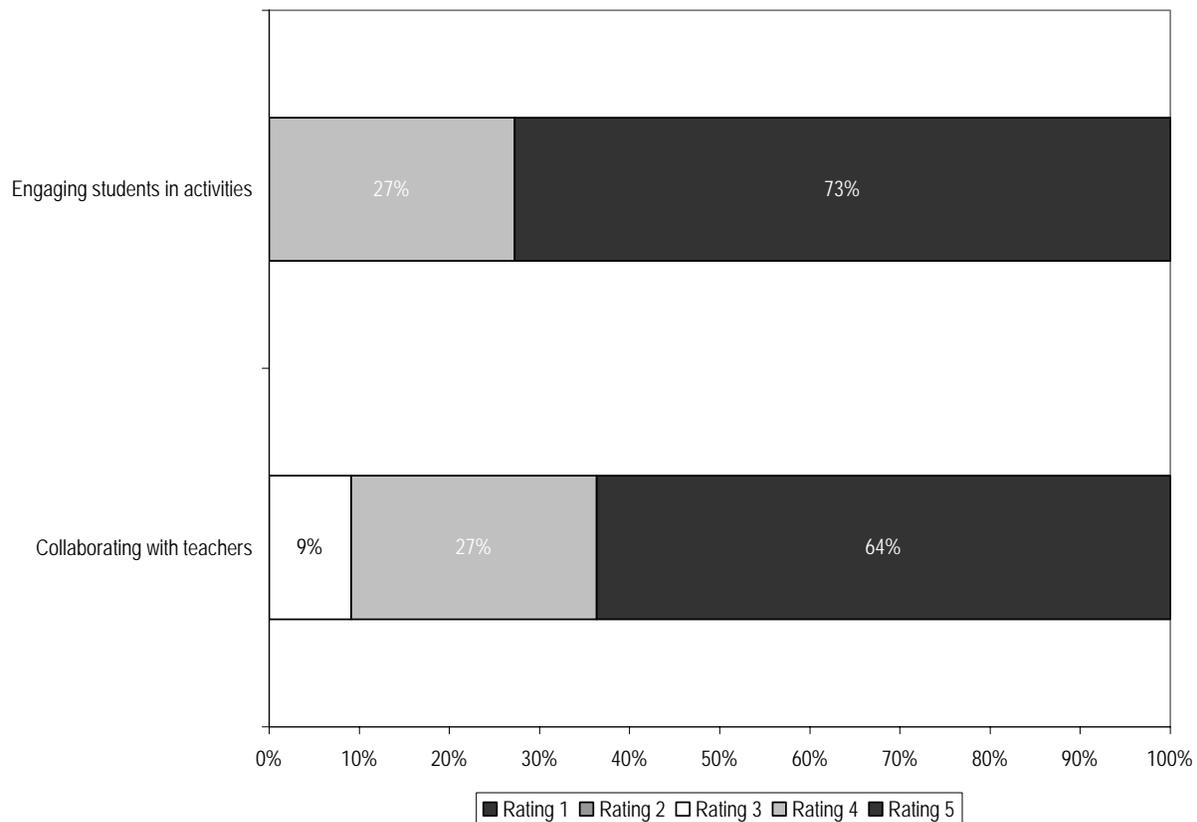
Figure 13: Artists' Overall Satisfaction with *Arts Partners* Program





As Figure 14 illustrates, artist respondents gave *Arts Partners* high ratings in the two examined program areas. Similar to last year's evaluation, of the artists who responded to these questions, more gave the program the highest rating possible for assisting in engaging students in activities than for facilitating collaboration between artists and teachers.

Figure 14: Artists' Effectiveness Rating of *Arts Partners* Program Areas



### Key Programmatic Area 1: Engaging Students in the Arts

*Interpretation: Students' interest in the arts is generally heightened by the Arts Partners Program.*

Based on artists' ratings, engaging students in the arts is the strongest program area. All of the respondents perceive that students are generally engaged in their arts activities. Some of the artist respondents offered suggestions for continuing program success in engaging students in the arts, as follows:

- "...when possible, provide longer residencies..."
- "...staying personally in touch with artists is essential..."
- "...having planning sessions with the teachers involved to include them in the decision-making process..."



## Key Programmatic Area 2: Collaboration with *Arts Partners* Teachers

*Interpretation: The Arts Partners program fosters a positive relationship between teachers and Young Audiences artists.*

Based on artist ratings, the second strongest programmatic area is “facilitating a positive relationship between teachers and Young Audiences artists.” The majority (91 percent) of respondents rate collaboration with teachers highly (rating of 4 or higher). All of the twelve respondents indicate they meet with and/or have discussions with teachers before and/or after their activity. Six respondents report meeting with a teacher before and after their activity. Of the eleven artists who discussed their activity with a teacher, eight believe that it changed the delivery of their performance/workshop/residency and seven believe that the collaboration enhanced the effectiveness of their activity. All of the artist respondents believe that the schools were prepared for their activities. The responding artists offered the following suggestions on how to improve and facilitate collaboration between artists and teachers:

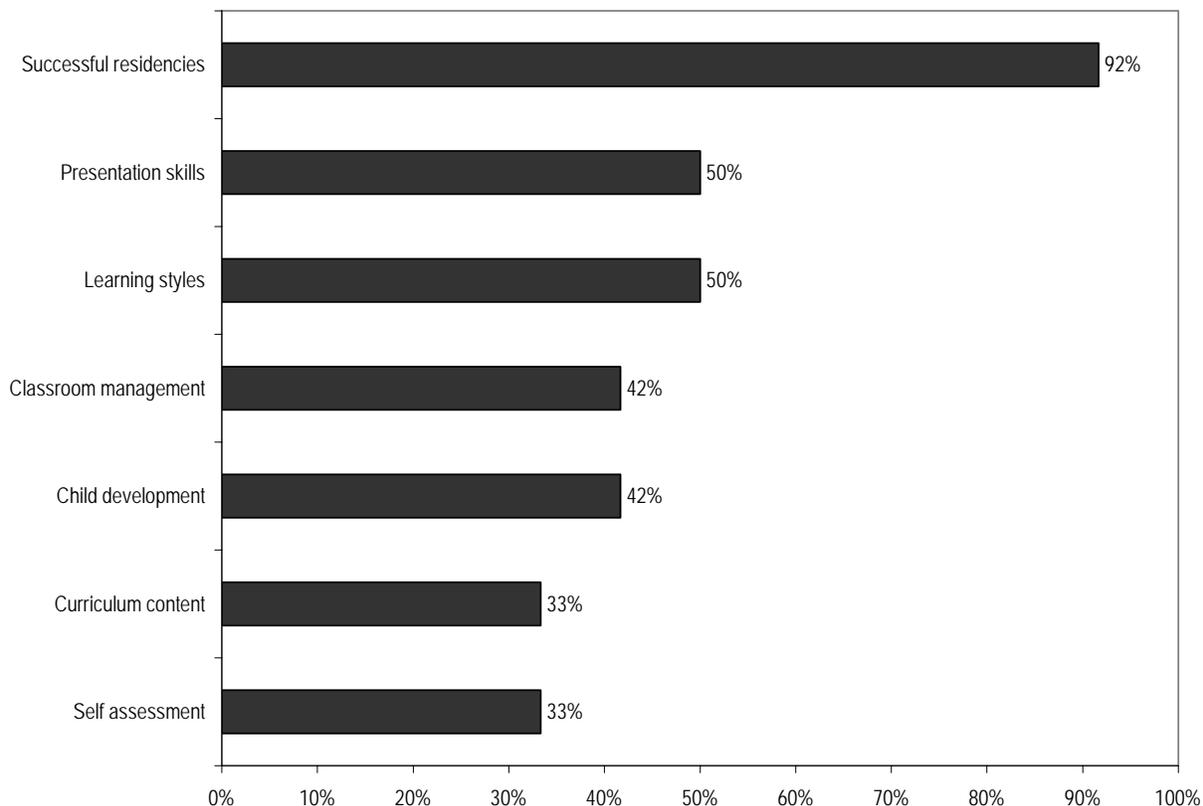
- “Email teachers information on expertise of the artist and the objectives of the workshops. Perhaps a short list of what the teacher may notice with students as artist is working.”
- “Help facilitate pre/during/post meetings, group emails, especially if team teaching is a component. The planning meeting is especially important to clarify expectations, deadlines, etc.



## Artists Convey Interest in Professional Development

This year, artists were also asked to indicate what areas of professional development they are interested in. As Figure 15 illustrates, the vast majority are concerned with successful residencies. One-half of respondents cite presentation skills and learning styles. Classroom management and child development are reported by 42 percent of respondent artists. Four of the twelve artists select curriculum content and self assessment.

Figure 15: Professional Development Issues of Interest to Artists



## Additional Feedback from Artists

Beyond the questions related to selected programmatic areas, artists were asked additional questions about current program attributes and possibilities for expansion of activities. For current attributes, Young Audiences is interested in whether the *Arts Partners* program challenges artists to create more curriculum-centered programs and provides them with flexibility to customize programs to curricular needs. For possibilities for expansion of activities, the artists were asked if they were interested in developing more in-depth, long-term, sequential workshops or residencies.



Seven of the twelve artists believe that *Arts Partners* challenges them to create more curriculum-center programs.

The following comments are illustrative:

- “Whenever I create a new program or residency, I always keep in mind lessons I’ve learned through *Arts Partners* work and I’ve been lucky enough to work with teachers who inspire me to continue residencies so they can have me back.”
- “[I’ve] adapted curriculum specifics to existing program [and] devised new program based on specific needs.”
- “[Through *Arts Partners* and] by collaborating with other artists to create programs.”

Ten of the twelve respondents indicate they would be interested in developing more in-depth, longer-term, sequential workshops and/or residencies. Nine of the twelve respondents believe that *Arts Partners* allows them flexibility to customize programs to meet curricular needs, as demonstrated by the following remarks:

- “*Arts partners* programs tend to be developed with teachers so they are flexible, adaptable and ever-changing.”
- “They give me total freedom with my extended skill in the art form.”
- “As an artist and former teacher, the flexibility, trust, and follow-up with *Arts Partners*, both Young Audiences and the schools are invaluable.”



## Summary

Consistent with evaluations from previous years, results of the ninth evaluation demonstrate that overall satisfaction with the *Arts Partners* program remains high among both teachers and artists. All programmatic areas evaluated by teachers and artists received strong ratings from the majority of respondents. Teachers and artists also offered constructive feedback on how to continue program successes and indicated a generally positive reception with regard to potential program expansion opportunities.

This evaluation only examines the responses and suggestions of teachers and artists in selected programmatic areas. It does not suggest priorities for programmatic improvement. Young Audiences of Indiana can best make these decisions based on the results of this report and mission of the organization.