

# FEBRUARY 2017 PROGRAM EVALUATION REPORT



EMPOWERMENT THROUGH  
CREATIVE EDUCATION



## **PURPOSE**

The purpose of this biannual evaluation is to present Youth on Record's evaluation findings to the public, our constituents, and our stakeholders in order to document Youth on Record's goal attainment. To present programmatic outcomes, these evaluation findings are based on what Youth on Record (YOR) aims to achieve. The purposes for evaluation include:

- Determining efficiency of Youth on Record's programs
- Appealing to different donors and demonstrating how well their funds were expended
- Interpreting and using evaluation to improve programs
- Informing the fundraising and grant-writing process as seen through needs assessment
- Determining how to improve our short, immediate and long-term objectives

The evaluation measures were developed in light of both the goals and objectives of Youth on Record programming, which are:

- Expose underserved young people to music and provides them with the access to the fundamentals of making music, music production and lyric writing in an effort to increase graduation rates with for-credit classes
- Support positive youth development, encouraging youth to strive for success and engage in their communities through access to cultural resources, social justice based education, internship opportunities and strong mentors
- Support a vibrant music community through increased economic opportunities for artists and access to an expanded audience
- Leverage a diverse musical heritage to support the La Mariposa redevelopment effort in La Alma / Lincoln Park by bringing professional musicians to an outdoor concert series, offering free Saturday classes and providing a safe community space where young people can study, meet collaborators, and youth groups can access meeting space
- Advance youth into creative career pathways, higher education, and/or work with Youth on Record

The goals and objectives are then qualified and quantified by identifying programmatic impact.

## **IDENTIFYING IMPACT**

The following findings are delivered through outcome-based evaluation metrics in order to measure the impact of our creative education programs. Outcome-based evaluation uses questions about programs that relate directly to the needs of the young people Youth on Record serves. Specifically, our evaluations measure:

- Student demographic information (gender, ethnicity, age)
- Performance (attendance, pass/fail rates, graduation rates, number of high school elective credits earned)
- Out of school engagement (not-for-credit Youth Media Studio programming, community programming, internships/creative career pathways)
- Student well-being (self-value, school/community/world view, empowerment)

The following findings are from the Fall semester of the 2016-2017 academic year. It also includes a selection of data from the Fall 2015-2016 school year to show trends. Youth on Record Evaluation findings are presented twice a year, once after the Fall Semester (February) and once after the Spring Semester (September).

## EVALUATION METHODS

The evaluation team consists of the Director of Programs, the Operations Manager, the Board of Directors, the Program Committee, the Executive Director, all YOR Partner Artists, staff members, students, volunteers and partnering agencies contribute to creating and gathering the data and testimonials.

Schools and RTC are responsible for:

- Providing annual graduation rates
- Providing demographic information on YOR students
- Providing disciplinary information on students
- Providing attendance information
- 

Students are responsible for:

- Completing pre and post surveys
- Providing post-high school data

Data is collected through the following methods:

| <u>Method</u>                          | <u>Purpose</u>  | <u>Frequency</u>  | <u>Responsible Party</u> |
|--|---|---|--------------------------|
| Pre and Post Tests (see Appendix A)    | To quantify the knowledge attained in the class from a group of students with diverse learning styles and backgrounds through survey of 20-25 questions. More specifically, the tests indicate how the students are learning in the course. Students also report demographics. Tests are taken anonymously. | Pre-tests are administered the first day of course instruction and post-tests are administered the last day of course instruction. This is normally the first day of the quarter or semester and the last day of the quarter or semester. | Students                 |
| Reports of student grades, attendance, | Evaluate change of a student's academic qualifiers throughout the duration of a YOR class   | During class meeting times and at the end of the course   | Students                 |

|   |  |                      |  |
|---|--|----------------------|--|
| behavior and performance  |  |                      |  |
| Written testimonials  | To report qualitative data from constituents served, as asked by Director of Programs  | Twice annually       | Students, principals, community partners   |
| Youth Opportunity and Behavioral Health Diversion Surveys (new in 2016) | To supply information about clients to the marijuana diversion funding via survey  | Weekly               | Students administered by staff   |
| Open Lab sign-in  | To keep track of youth served through open programming including dates, signature, demographic information                             | Weekly               | Students administered by staff   |
| Graduation on post-graduation plans (new in 2016)                       | Record student plans as they finish high school and move onto higher education or careers via check-ins with staff and Partner Artists | End of each semester | Provided by school/RTC staff, YOR staff, partner artists, students, community partners |

## CLIENT TESTIMONIALS

The following testimonials were provided by staff of Youth on Record partner schools, residential treatment centers, agencies and community partners during the Fall 2017 semester.

*Youth on Record and its staff have been invaluable in their collaboration to coordinate programming and provide meaningful career & self-exploration for students in Denver Public Schools. For our DPS ACEConnect programming to be relevant and have positive impact, it is necessary for us to have community partners like Youth on Record that can support large scale projects for large groups of youth and also support individual projects with specific students. They understand how to work with all our youth, even those with significant impacts from a disability, and are joyful and real as they partner with students to help them see opportunity and to trust themselves enough to pursue that opportunity. Denver's youth deserve more innovative and youth driven programs like Youth on Record to ensure that our youth value their skills, trust their creativity and feel a part of a community that will support them to take positive risks to make success a reality in their lives.*

Courtney Kallas, Transition Specialist  
Denver Public Schools

*Last year, our organization had the great pleasure to work with Youth on Record on a collaborative project. Our Resident Artist, who is a sound artist from S. Korea, coached YoR students on an eight-week art exploration. Each week, we were overwhelmed by the dedication and energy of the YoR staff, as well as feel welcome to utilize the incredible facilities. The final outcome was that our group students were able to have a meaningful experience in which they relayed how the sounds of their lives could reflect personal and cultural identity. Their final exhibition displayed these sound artworks, and we could not have been happier about the time and expertise that we shared with Youth on Record.*

Rebecca Vaughan, Artistic Director  
PlatteForum

*I have never seen my students shine like that! They were so inspired and joyful during their visit, they can't wait until the next time we can visit! One of my students who has not smiled or participated in any group activities in months was laughing, singing, playing drums, and dancing! We would love to continue participating in Open Lab, and continue talking about any other opportunities to partner with you all!*

Sydney Johnston, Learning Specialist  
Girls Athletic Leadership Schools

*If I think of who is doing the most impactful youth work in Denver today, Youth on Record tops my list. By opening the opportunity for working musicians to share their experience with "at-promise" students in the Denver Public Schools, YOR is changing the artistic landscape of this city. For the partner artists and instructors, the employment is crucial for maintaining support along their creative path. Many bands and performers are able to entertain and engage their audiences due to YOR, audiences that might not even know it. For students struggling with an often impersonal academic structure, YOR becomes a new home where they are accepted and encouraged to let their energy loose. Interacting with young musicians from similar backgrounds makes a musical career appear within reach. When KGNU Community Radio did a workshop with YOR students at the Denver Public Library in 2015, they were a joy to work with. I believe combining compassion with high expectations for success creates the best environment for kids to develop. Youth on Record is an exemplar in this practice.*

Dave Ashton, Denver Program Manager  
KGNU Community Radio

*Youth on Record is the perfect balance between creating a "safe", comfortable environment for young people and giving them the freedom to develop as young artists. YOR doesn't just give the kids the freedom they need, it exposes them to all of the skills, both on the technical side and what it means to be a part of the creative community, that they will need to take flight as young musicians. Walking into Youth on Record, one is immediately impressed by the energy of the young people working there; every direction one looks there are individuals and small groups happily engaged in making the perfect beat, jamming out on the drum kit and slinging rhymes back and forth mastering the skill of emcee'ing. The joy on the faces of the participants can't be faked, they genuinely love being at Youth on Record. In the last year the program I direct, The Bringing Back the Arts Internship Program, was able to place two interns at Youth on Record. Levi Vigil was able to complete his entire first CD while working*

*with Youth on Record and has used that as a launching pad for performing at local venues. Bryan Avelar, an immigrant from El Salvador, went from having zero exposure to the music industry to learning two different audio production programs (Ableton & Logic, both industry standards), learning beginning piano so he could compose beats and recording his first song. Both interns leave YOR with a newfound confidence as young musicians and actual skills that they can use to begin navigating the industry. There is no doubt that Youth on Record is one of the most amazing non-profits ever created to serve the young people of Denver and that it deeply impacts their lives.*

Nate Greene, BBTB Internship Program Director  
Youth Career Development Services

**EVALUATION FINDINGS**

The evaluation findings are taken from the schools and the residential treatment centers that Youth on Record serves. They are further divided between findings from the pre and post tests, student reports from the school and testimonials. The findings are taken from Fall Semester of the 2016-2017 academic year (August through December 2016) and compared to recently passed semesters.

The Fall 2016 academic semester saw twelve unique partner organizations receiving continuous Youth on Record classes and programming. This is down from 13 partner organizations in Spring, but one of the new partners added four new sections (additional groups) of instruction (Collegiate Prep Academy in Montbello. New quarter, semester, and workshop offerings plus the classes, schools, residential treatment centers and their corresponding partner artists are listed below. Curriculum available upon request.

| <u>School</u>                | <u>Classes &amp; Partner Artists</u>   |  |   |
|------------------------------|--|--|---|
|                              | <u>Fall 2016</u>   | <u>Spring 2016</u>   | <u>Fall 2015</u>  |
| Colorado High School Charter | Music Fundamentals (Joshua Abeyta, Michelle Ghun, Diego Florez)                  | Spoken Word (Adrian Molina, Ill Se7en, Suzi Q Smith), Basic Production (Kalyn Heffernan, Aaron Ladly, Michelle Rocquet), Music Foundations (Tyler Breuer, Kalyn Heffernan, Michelle Roquet, Babah Fly) | Social Solutions (Adrian Molina, Tyler Breuer, Ill Se7en), Basic Production (Adrian Molina, Kalyn Heffernan), Music Collaboration (Adrian Molina, Tyler Breuer, Kalyn Heffernan, Serafin Sanchez) |
| Lincoln Respect Academy      | Spoken Word (Suzi Q, Kim Ford), Basic Audio Production (Ill Se7en, Aaron Ladley) | Spoken Word (Suzi Q, Bianca Mikahn, Mace Windu, Adrian Molina), Basic Audio Production (Serafin Sanchez, Mace Windu, Aaron Ladley)   | Spoken Word (Suzi Q, Ill Se7en), Emcee School (Suzi Q, Ill Se7en), Basic Audio Production (Serafin Sanchez, Mace Windu,)  |

|  |  |  |  |
|--|--|--|--|
| RiseUp Community School (to continue in Spring 2017) | --   | --   | Spoken Word (Devin Urioste, Ill Se7en, Suzi Q, Adrian Molina)                          |
| High Tech Early College (                            | Advanced Production (Serafin Sanchez, Aaron Ladley, Mike Wird)   | Advanced Production (Serafin Sanchez, Aaron Ladley, Mike Wird)                         | Advanced Production (Serafin Sanchez, Aaron Ladley, Mike Wird)                         |
| William Smith  | Advanced Production (Serafin Sanchez, Aaron Ladley, Mike Wird)   | Advanced Production (Serafin Sanchez, Aaron Ladley, Mike Wird)                         | Music Fundamentals (Joshua Abeyta)   |
| Devereux Cleo Wallace                                | Basic Audio Production w/Songwriting emphasis Songwriting (Kalyn Heffernan, Joshua Abeyta, Felix Fast4ward, Michelle Ghun)                     | Basic Audio Production (Kalyn Heffernan, Joshua Abeyta, Felix Fast4ward, Luke Leavitt) | Basic Audio Production (Kalyn Heffernan, Joshua Abeyta, Felix Fast4ward, Luke Leavitt) |
| Third Way Lowry                                      | Basic Audio Production (Joshua Abeyta, Babah Fly)  | Basic Audio Production (Joshua Abeyta, Babah Fly)                                      | Basic Audio Production (Joshua Abeyta, Babah Fly)                                      |
| Third Way JFA  | Basic Audio Production (Mike Wird, Joshua Abeyta)  | Basic Audio Production (Mike Wird, Joshua Abeyta)                                      | Basic Audio Production (Mike Wird, Joshua Abeyta)                                      |
| Emily Griffith High School                           | --   | Basic Audio Production (Serafin Sanchez, Bianca Mikahn)                                | --   |
| Academy of Urban Learning                            | Social Problems/Social Solutions + Spoken Word (Kim Ford, Mike Wird)   | Spoken Word (Mace Windu, Mike Wird)  | --   |
| P.R.E.P. Academy                                     | --   | Social Problems Social Solutions (Kim Ford, Ill Se7en, Ralph Lazo)                     | --   |
| CEC Middle College                                   | Spoken Word (Suzi Q. Smith, Suzi Q.)   | Spoken Word (Suzi Q. Smith)  | --   |
| Collegiate Prep Academy (new in 2016)                | Basic Audio Production (Ralph Lazo, Mike Wird, Mace Windu, Bianca Mikahn, Aaron Ladley), Spoken Word (Ralph Lazo, Eutimia Montoya, Mace Windu) | --   | --   |
| Florence Crittenton (new in 2016)                    | Spoken Word (Suzi Q, Kim Ford)   | --   | --   |
| Manual High School (new in 2016)                     | Basic Audio Production (Kalyn Heffernan, Bianca Mikahn)  | --   | --   |



## **Where Youth on Record taught in the Fall of 2016:**

Below is a summary of where Youth on Record programming happened in the Fall of 2016 and the frequency of programming.

### **Colorado High School Charter, 1175 Osage St.**

Colorado High School Charter is Youth on Record's neighborhood school. Classes are hosted at the Youth Media Studio and students walk to class from their school five days week. In the Fall of 2016, Youth on Record was responsible for two periods a day of CHSC classes teaching upwards of 30 different students a block, for three blocks, thus working with 90 Colorado High School Charter Students.

### **Lincoln Respect Academy, 2285 S. Federal Blvd.**

Lincoln Respect Academy is one of YOR's oldest partners, YOR being their sole arts provider for five years. In the Fall 2016 semester, YOR taught Monday through Thursday at the Lincoln campus for both quarter one and two and hosted their students on Fridays and Saturdays for Open Lab at the Youth Media Studio.

### **Devereux Cleo Wallace, 8504 Church Ranch Blvd, Westminster**

In the Summer and Spring 2016 semesters, Youth on Record continued to teach twice a week at Devereux Cleo Wallace, the oldest continuous partnership in YOR's programming.

### **Third Way Lowry, 9100 Lowry Blvd.**

In the Fall 2016 semester, Youth on Record continued to teach twice a week at Third Way Lowry.

### **Third Way JFA, 455 Acoma St.**

Third Way JFA classes occur in the summer, both at their campus and at the Youth Media Studio. This past summer marked the third time JFA students were allowed to leave their campus to come to the Youth Media Studio.

### **Academy of Urban Learning, 2417 W 29th Ave**

The Fall of 2016 was YOR's second partnership with Academy of Urban Learning. Classes were held on a weekly basis at the YMS, with YOR Partner Artists transporting students. AUL focuses on transient youth either facing homelessness or youth that have recently relocated to Denver.

### **CEC Middle College, 2650 Eliot Street**

The Fall of 2016 was YOR's second partnership with CEC Middle College. YOR taught there once a week throughout their three of their 6 week blocks semester. The school focuses on Career and Technical Education as well as concurrent enrollment with the Colorado Community College System.

**Collegiate Prep Academy, 5290 Kittredge Street**

The Fall of 2016 was YOR’s first set of classes at CPA and YOR’s first formal, five-days a week partnership with a DPS school in Montbello. Youth on Record taught four separate sections, reaching over a hundred students throughout the semester.

**Florence Crittenton, 96 South Zuni**

The Summer of 2016 marked YOR’s first class with Florence Crittenton, meeting three days a week at both their campus at the YMS. Florence Crittenton is a DPS school that focuses on teenage mothers.

**Manual High School, 1700 East 28<sup>th</sup>**

The Fall of 2016 marked YOR’s first class with Manual, one of Denver’s most historical high schools. YOR taught classes at Manual three times a week.

*Below are the results from the pre and post surveys that evaluate Youth on Record’s programming.*

**Results**

The following is a comparison of all Youth on Record classes from the Fall semester of the 2016 academic year and compares it to previous semesters at Lincoln Respect Academy, Florence Crittenton, CEC Middle College, Collegiate Prep Academy, Manual High School, Academy of Urban Learning, Colorado High School Charter, Devereux Cleo Wallace, and Third Way Centers. Students that agreed or strongly agreed with the following metrics increased from when they took the pre-test to the post-test by the following percentage differences and the number of students that took the tests:

|               | <u>Fall 2016</u>                      |  | <u>Spring 2016</u>                    |                                       | <u>Fall 2015</u>                      |  |
|---------------|---------------------------------------|--|---------------------------------------|---------------------------------------|---------------------------------------|--|
| <u>Metric</u> | <u>Pre-test result (256 students)</u> | <u>Post-test result (students 203)</u> | <u>Pre-test result (142 students)</u> | <u>Post-test result (99 students)</u> | <u>Pre-test result (181 students)</u> | <u>Post-test result (131 students)</u> |

|  |     |     |      |      |      |      |
|--|-----|-----|------|------|------|------|
| I understand the way music and art influence society | 83% | 86% | 83%  | 87%  | 71%  | 70%  |
| I understand the power of my words                   | 85% | 87% | 86%  | 86%  | 81%  | 81%  |
| I feel confident about my future                     | 75% | 76% | 75%* | 84%* | 71%* | 66%* |
| I feel I can make a difference in my community       | 68% | 72% | 64%  | 73%  | 51%  | 67%  |
| I feel valued in my community                        | 68% | 69% | 60%  | 61%  | 58%  | 58%  |
| I feel connected to my own culture                   | 80% | 77% | 62%  | 69%  | 78%  | 71%  |
| I care about people of other cultures                | 88% | 91% | 85%  | 88%  | 85%  | 87%  |

|                         |     |     |     |     |     |     |
|-------------------------|-----|-----|-----|-----|-----|-----|
| I feel valued at school | 73% | 77% | 63% | 78% | 68% | 58% |
| I do well in school     | 79% | 72% | 73% | 86% | 74% | 80% |
| I try hard at school    | 84% | 84% | 76% | 86% | 83% | 81% |

Students were given the option to elaborate about their response to the metric “I feel confident in my future”. Some of the results that reflect the lowered results are can be explained by the following responses, where students were given an area to respond after the prompt: “I feel confident in my future... why I feel that way”. The trusting relationship Youth on Record partner artist overall culture encourages students to be honest. Here are some of those elaborations:

Pre Test Elaborations:

- *I still think negative at times*
- *My life is the meaning of luck itself*
- *Doubtful*
- *Because I've been degraded my whole life*
- *Because my whole life has been rough because of my loses*
- *Because I live to do drugs*
- *Constantly continue to let others things interrupt my success*
- *I honestly do not know, sometimes it feels impossible*
- *Self-doubt*
- *No one in my family has even graduated high school*
- *I have a family to support*
- *Because I will succeed in my YouTube channel*
- *I feel this because I battle depression daily*
- *I don't have a lot of confidence in myself*
- *I used to get bullied and feel like everyone talks about me*

- *Shit happens you know*
- *People are haters*

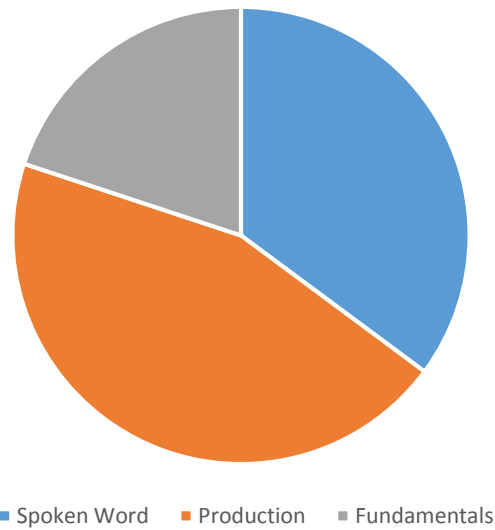
Post Test Elaborations:

- *It just seems right for me to be an artist*
- *I feel that I have a lot of opportunities that other kids my age don't.*
- *I life for my son and he gives me jo and hope.*
- *Music is what I want to do for a living*
- *NFL player*
- *I want to be an artist*
- *I am determined*
- *I believe in my ability to achieve*
- *I have a family*
- *Because some teachers tell us or expect more of us and it does hurt it us sometimes*
- *Because I know what I'm going to do when I grow up: YouTuber*
- *I'm Hispanic*
- *Because my plan for what I want to do is with music.*
- *After having Youth on Record Class it made me realize that life is going to be hard, but to be strong!*
- *Porque no creo mucho en mi misma*
- *Porque estoy segura de yo mismo*
- *I was taught to like my culture for what it is*
- *Because lately in school I've been doing my best and I'm loving coming to school*
- *The language, but I know I will be speaking good English.*

For every class taught in Youth on Record schools that had classes for six or more consecutive weeks, both pre and post evaluations were collected. This marks an improvement on previous evaluation administering. Overall survey numbers have increased. Youth on Record classes are more heavily populated and testing protocol through the Director of Programs and the Partner Artists is administered more efficiently.

To illustrate exactly how many pre-surveys came from each partner and class in the Fall 2016 semester, please refer to the charts below. In previous reports, these charts falsely included post-surveys as well, often times duplicating the student data. The charts represent unduplicated student data.

Pre-Surveys, Fall 2016 - Class

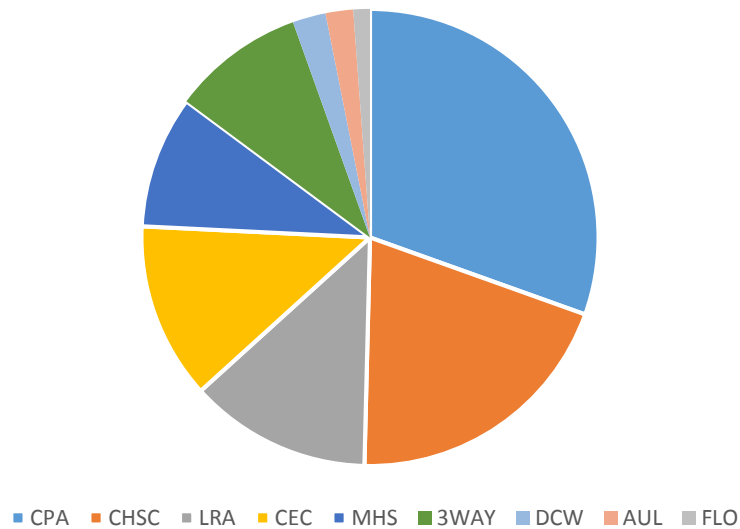


45% of the surveys come Production (115 pre-surveys)

35% of the surveys come from Spoken Word (90 pre-surveys)

20% of the surveys come from Music Fundamentals (51 pre-surveys)

Pre-Surveys, Fall 2016 - Schools



There were 256 pre-surveys collected in the Fall 2016 semester.

- 31% of the pre-surveys were gathered from Collegiate Prep Academy
- 20% of the pre-surveys were gathered by Colorado High School Charter
- 13% of the pre-surveys were gathered by Lincoln Respect Academy
- 13% of the pre-surveys were gathered by CEC Middle College
- 10% of the pre-surveys were gathered by Third Way Centers
- 9% of the pre-surveys were gathered by Manual High School
- 2% of the pre-surveys were gathered by Devereux Cleo Wallace
- 2% of the pre-surveys were gathered by Academy of Urban Learning
- 1% of the pre-surveys were gathered by Florence Crittenton

**CLASS SPECIFIC RESULTS**

The following are metrics taken from specific Youth on Record courses. The table below shows the metric as selected questions according a particular class and how students that agreed or strongly agreed with the metric increased from when they took the pre-test to when they took the post-test.

**Spoken Word:**

|  | <u>Fall 2016</u>                     |                                       | <u>Spring 2016</u>                   |                                       | <u>Fall 2016</u>                     |                                      |
|--|--------------------------------------|---------------------------------------|--------------------------------------|---------------------------------------|--------------------------------------|--------------------------------------|
| <u>Metric for SPOKEN WORD</u>                        | <u>Pre-test result (students 90)</u> | <u>Post-test result (students 90)</u> | <u>Pre-test result (52 students)</u> | <u>Post-test result (39 students)</u> | <u>Pre-test result (21 students)</u> | <u>Post-test result (8 students)</u> |
| I understand the power of my words                   | 79%                                  | 85%                                   | 87%                                  | 90%                                   | 81%                                  | 88%                                  |
| I understand the way music and art influence society | 82%                                  | 84%                                   | 78%                                  | 90%                                   | 86%                                  | 88%                                  |
| I feel I can make a difference in my community       | 62%                                  | 88%                                   | 67%                                  | 80%                                   | 62%                                  | 88%                                  |



|  |     |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|-----|
| I feel confident speaking in front of groups of my peers*              | 43% | 59% | 46% | 69% | 57% | 63% |
| I feel confident in the way I express myself to others*                | 72% | 68% | 75% | 85% | 76% | 75% |
| It is easy for me to find the words to share my thoughts and feelings* | 51% | 63% | 59% | 60% | 57% | 63% |

**Music Fundamentals:**

|  |                  |                    |                  |
|--|------------------|--------------------|------------------|
|  | <u>Fall 2016</u> | <u>Spring 2016</u> | <u>Fall 2015</u> |
|--|------------------|--------------------|------------------|

| <b><u>Metric for MUSIC FUNDAMENTALS</u></b>          | <b><u>Pre-test result (51 students)</u></b> | <b><u>Post-test result (38 students)</u></b> | <b><u>Pre-test result (28 students)</u></b> | <b><u>Post-test result (18 students)</u></b> | <b><u>Pre-test result (32 students)</u></b> | <b><u>Post-test result (11 students)</u></b> |
|--|---|--|---|--|---|--|
| I understand the way music and art influence society | 79%   | 79%  | 63%   | 77%  | 75%   | 88%  |
| I care about people of other cultures                | 89%   | 92%  | 81%   | 83%  | 78%   | 88%  |
| I understand the power of my words                   | 91%   | 93%  | 67%   | 77%  | 78%   | 100%   |

|   |     |     |     |     |      |      |
|---|-----|-----|-----|-----|------|------|
| I understand the value of music theory as a language to communicate with other musicians* | 74% | 75% | 43% | 64% | 13%  | 100% |
| I feel confident working with other people on creative projects*                          | 81% | 78% | 50% | 61% | 100% | 100% |
| I know how to use music as a tool to communicate or convey anything on my mind*           | 68% | 80% | 42% | 61% | 100% | 100% |

**Music Production:**

|  | <u>Fall 2016</u>                      |                                       | <u>Spring 2016</u>                   |                                       | <u>Fall 2015</u>                     |                                       |
|--|---------------------------------------|---------------------------------------|--------------------------------------|---------------------------------------|--------------------------------------|---------------------------------------|
| <u>Metric for PRODUCTION</u>                         | <u>Pre-test result (111 students)</u> | <u>Post-test result (72 students)</u> | <u>Pre-test result (44 students)</u> | <u>Post-test result (26 students)</u> | <u>Pre-test result (86 students)</u> | <u>Post test result (55 students)</u> |
| I feel connected to my own culture                   | 82%                                   | 75%                                   | 72%                                  | 54%                                   | 84%                                  | 76%                                   |
| I care about people of other cultures                | 92%                                   | 90%                                   | 90%                                  | 88%                                   | 85%                                  | 87%                                   |
| I understand the way music and art influence society | 81%                                   | 88%                                   | 86%                                  | 86%                                   | 79%                                  | 73%                                   |

|  |     |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|-----|
| I understand the power of my words             | 85% | 88% | 88% | 89% | 80% | 95% |
| I feel I can make a difference in my community | 68% | 56% | 70% | 57% | 56% | 65% |
| I am a music producer*                         | 18% | 36% | 31% | 39% | 18% | 53% |
| I understand and respect many genres*          | 34% | 81% | 81% | 85% | 74% | 90% |
| I understand how the music I love is made*     | 67% | 78% | 84% | 85% | 64% | 86% |

|                                     |     |     |     |     |     |     |
|-------------------------------------|-----|-----|-----|-----|-----|-----|
| I understand how music is produced* | 67% | 78% | 55% | 63% | 49% | 86% |
|-------------------------------------|-----|-----|-----|-----|-----|-----|

The 2016-2017 pre and post tests were developed from the tests from previous year and will continue to be modified for the 2017-2018 academic year, which will include more topics addressing personal, academic, and community challenges Youth on Record’s young people face. The 2016-2017 pre and post tests have questions catered towards students and the particular class they are enrolled in. Partner Artists developed new questions that show the growth of students as determined by the objectives of a class.

\*Metric related specifically to that particular class

### **STUDENT REPORTS**

The following are reports extracted from Partner Artists, teachers of record and principles of the schools from Lincoln Respect Academy, Florence Crittenton, CEC Middle College, Collegiate Prep Academy, Manual High School, Academy of Urban Learning, Colorado High School Charter, Devereux Cleo Wallace, and Third Way Centers during the Fall 2016 semester. Previous semesters include data from the following former partners: Emily Griffith High School, West Career Academy, P.R.E.P. Academy, and Contemporary Learning Academy

|  | <u>Fall 2016</u>            | <u>Spring 2016</u> | <u>Fall 2015</u> | <u>Spring 2015</u> | <u>Fall 2014</u> |
|--|-----------------------------|--------------------|------------------|--------------------|------------------|
| <u>Metric</u>  | <u>Percentage or amount</u> |                    |                  |                    |                  |
| Number of Youth on Record students who graduated from high school or received GED* | 8                           | 110                | 3                | 62                 | 4                |
| Percentage of students passing YOR classes   | 79%                         | 85%                | 80%              | 75%                | 88%              |
| Total number of students that are taking YOR classes in their high schools**       | 525                         | 475                | 310              | 280                | 240              |

|   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| Total number of Denver Public High school elective credits earned** | 995 | 960 | 880 | 880 | 660 |
| Number of YOR students who participate in internships ***           | 61  | 52  | 44  | 40  | 25  |
| Number of YOR interns through other referring agencies              | 6   | 6   | 4   | --  | --  |

\*YOR graduating seniors or recipients of GEDs futures include:

- Continuing academic pursuits in community college or four year universities including Metro State, Community College of Denver, Community College of Aurora, University of Colorado at Denver, University of Colorado at Boulder, Full Sail University, Art Institute.
- Working in the creative industries (at Youth on Record, music promotion organizations)
- Being employed by community based NPOs, the city, and Denver Public Schools
- Becoming a Youth on Record SoundSeed instructors

\*\*This increase is from the doubling of sections taught at Collegiate Prep Academy

\*\*\*This continual increase is due to YOR student retention: our students that are involved with internships *outside* of YOR, as well as perhaps within YOR, stay with YOR open programs and involve their peers that are also in other internships. In other words, the busier the student is with other outside organizations, the more involved they stay with YOR and simultaneously have friends that are also in other internships join YOR

### YOUNG PEOPLE SERVED AT YOUTH MEDIA STUDIO

The following findings show the most recent usage of the Youth Media Studio (YMS) by YOR's clients, as well as in previous years.

|  | <u>Fall 2016</u>               | <u>Spring 2016</u>            | <u>Fall 2015</u>              | <u>Spring 2015</u> | <u>Fall 2014</u>   |
|--|--------------------------------|-------------------------------|-------------------------------|--------------------|--|
| <b>Metric</b>  | <b>Percentage or amount</b>    |                               |                               |                    |  |
| Total Number of Young People Served                        | 1200 (750 unduplicated youth)* | 1100 (700 unduplicated youth) | 1100 (700 unduplicated youth) | 1000               | 850  |
| Total Number of hours of instruction at Youth Media Studio | 845                            | 755                           | 655                           | 555                | 335 (full-time classroom instruction did not start until January 2015) |
| Total Number of hours of out of school time for DPS        | 920                            | 900                           | 720                           | 620                | 280  |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| students at Youth Media Studio                                   |    |    |    |    |    |
| Total Number of Special Out of School Events for Youth           | 24 | 22 | 16 | 12 | 6  |
| Number of outside organizations that utilize YMS continuously ** | 41 | 40 | 38 | 30 | 21 |
| Total number of outside community events held at YMS             | 37 | 35 | 40 | 41 | 35 |

\*The 750 unduplicated youth received services through in-school credited classes, out-of-school programming, and YOR's career pathways. Many of the youth received programming from more than one of those categories. In-school credited classes include the fee for service instruction that YOR provides to our partner schools. Out-of-school programming includes Open Lab\*\*\*, YMS events, community events, and Partner Artist mentorship hours. Career Pathway includes the YOR internship program, engineering training, opportunity youth instruction, the YOR Fellowship\*\*\*\*, SoundSeeds\*\*\*\*\* and YOR Sessions. The increase in overall numbers can be attested to the new students we reach with in-school programming and the time those students spend at the studio for class and after class. The breakdown of young people involved is showing below:

|   | <b>Fall 2016</b> | <b>Spring 2016</b> |
|---|------------------|--------------------|
| <b><u>Student in-school programming</u></b>           | 525              | 475                |
| <b><u>Students in out-of school programming</u></b>   | 624              | 565                |
| <b><u>Students in career pathways programming</u></b> | 49               | 42                 |

\*\*The 41 outside organizations that continuously use the Youth Media Studio as of the Fall 2016 are as follows:

- Denver Public Schools Student Board
- Denver Housing Authority
- Lincoln Respect Academy,
- Florence Crittenton
- Colorado High School Charter
- CEC Middle College
- Collegiate Prep Academy
- Manual High School



- Academy of Urban Learning
- Colorado High School Charter
- Devereux Cleo Wallace
- Third Way Centers
- Emily Griffith High School
- West Career Academy
- Girls Athletic Leadership School
- P.R.E.P. Academy
- Rise Up
- Contemporary Learning Academy
- Ableton
- Museum of Contemporary Art Denver
- Greenlee Elementary
- Mirror Image
- La Alma Recreation Center
- Samaritan House
- Adams 12
- William Smith
- High Tech Early College
- Bringing Back the Arts
- Minor Disturbance
- Urban Peak
- La Raza
- KGNU
- Bioneers
- University of Denver
- Community College of Denver
- Community College of Aurora
- University of Colorado at Denver
- Naropa University
- HYPE
- Youth Opportunity & Behavioral Health Diversion
- Office of the Independent Monitor

\*\*\*Open Lab is the longest running opening program that Youth on Record offers the organization's most consistent opportunity for young people to get involved. Throughout the Summer it was held three times a week and has Open Lab "regulars" that come from North East Denver all the way to Brighton, Colorado every Friday and Saturday from 11am-3pm.

\*\*\*\* The first semester of the YOR Fellowship saw the following:

- Seven Fellows for the Pilot Program.
  - o These seven young people went through a competitive application, essay and interview process. Within the first month, two of the prospective Fellows realized that they were not ready for the commitment required for participation in this program. Five Fellows between the ages of 18-22 remain in the program and are firmly committed to completing the program.
  - o In addition to bi-weekly Professional Development Seminars, Fellows communicate with the facilitator regularly in a professional manner by phone, email and text messaging.
- Professional Development Seminars
  - o Between October 2016 and February 2017, Fellows have participated in approximately 24 hours each of professional development instruction in these areas:
    - Personal Development: Mind, Body, Spirit and the Pursuit of Higher Knowledge
    - Professional Development: Cultural, Social, Political and Economic Skill Building
    - Historical, Civil Rights and Community Perspective on Arts/Music/Cultural work
    - Civics 101, For Profit Sectors, Non Profit Sectors and Creative Economies

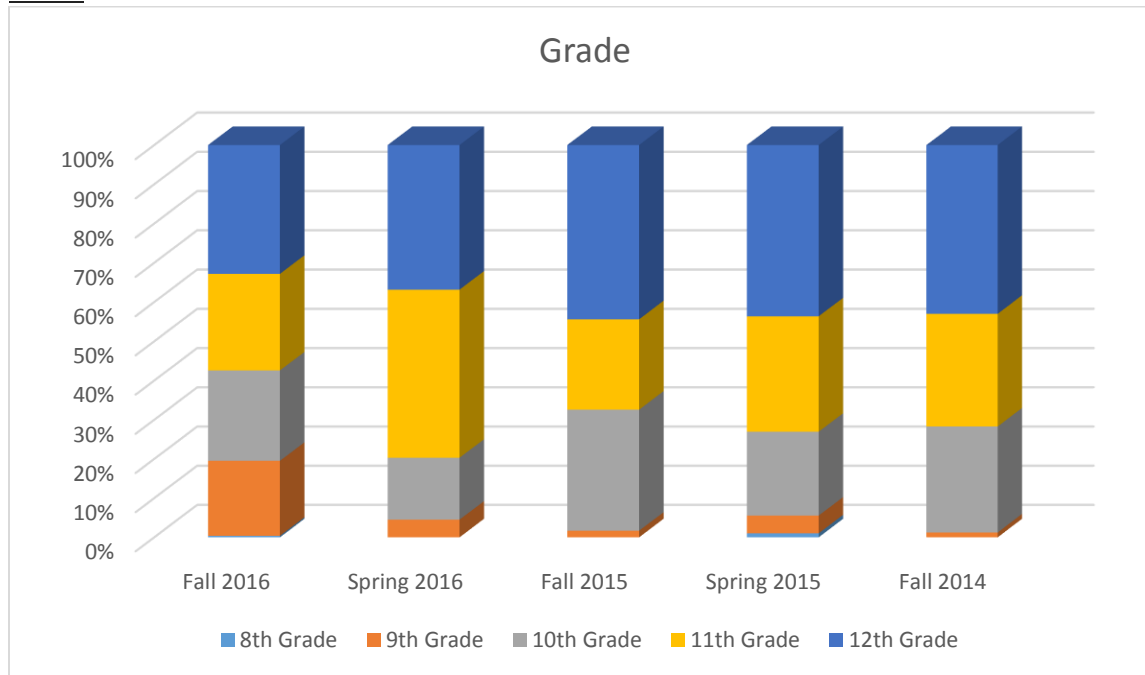
\*\*\*\*\* The first semester of the SoundSeeds Student Teaching Program at the YMS saw the following:

- Three youth teaching artists
- 14 clients, ages ranging from four to 38 and coming from as close as the Mariposa Development and as far as Littleton to Green Valley Ranch. Clients have been Latino/a, black, and white.
- Students have made a total over \$300, with Youth on Record receiving a total of over \$100
- There have been over 100 instructional hours at the YMS of both student teaching and training the students to teach

## DEMOGRAPHICS

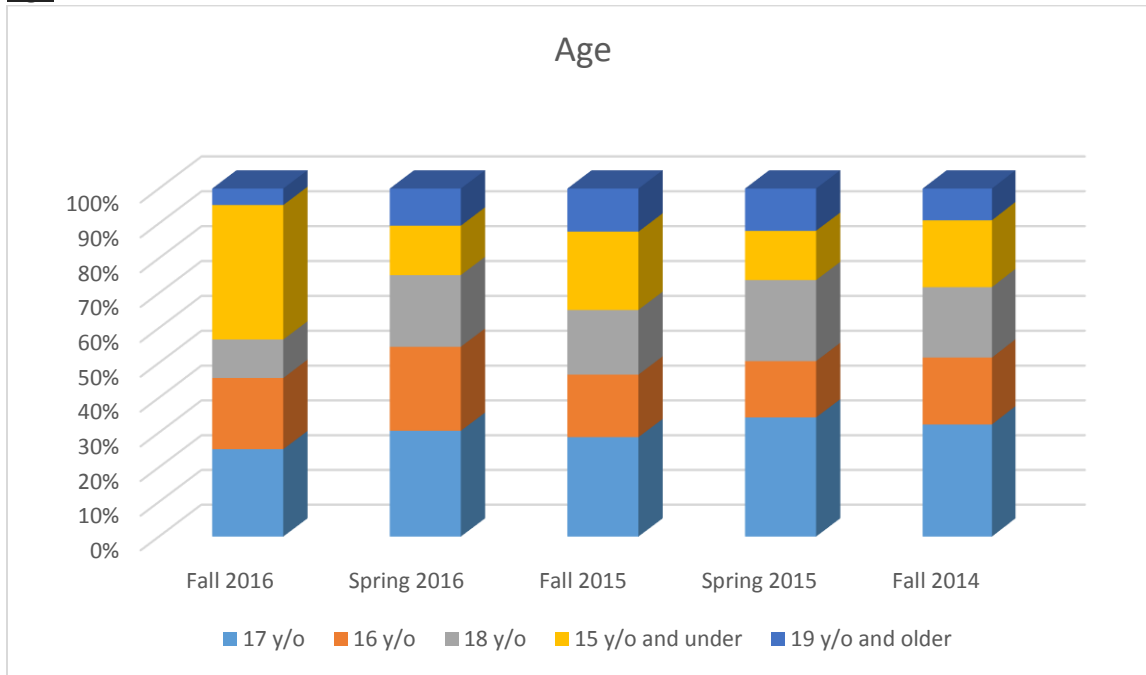
The following represent the demographics of all the students served in Youth on Record classes at Lincoln Respect Academy, Florence Crittenton, CEC Middle College, Collegiate Prep Academy, Manual High School, Academy of Urban Learning, Colorado High School Charter, Devereux Cleo Wallace, and Third Way Centers during the Fall 2016 semester. Previous semesters include data from the following former partners: Emily Griffith High School, West Career Academy, P.R.E.P. Academy, and Contemporary Learning Academy.

### Grade



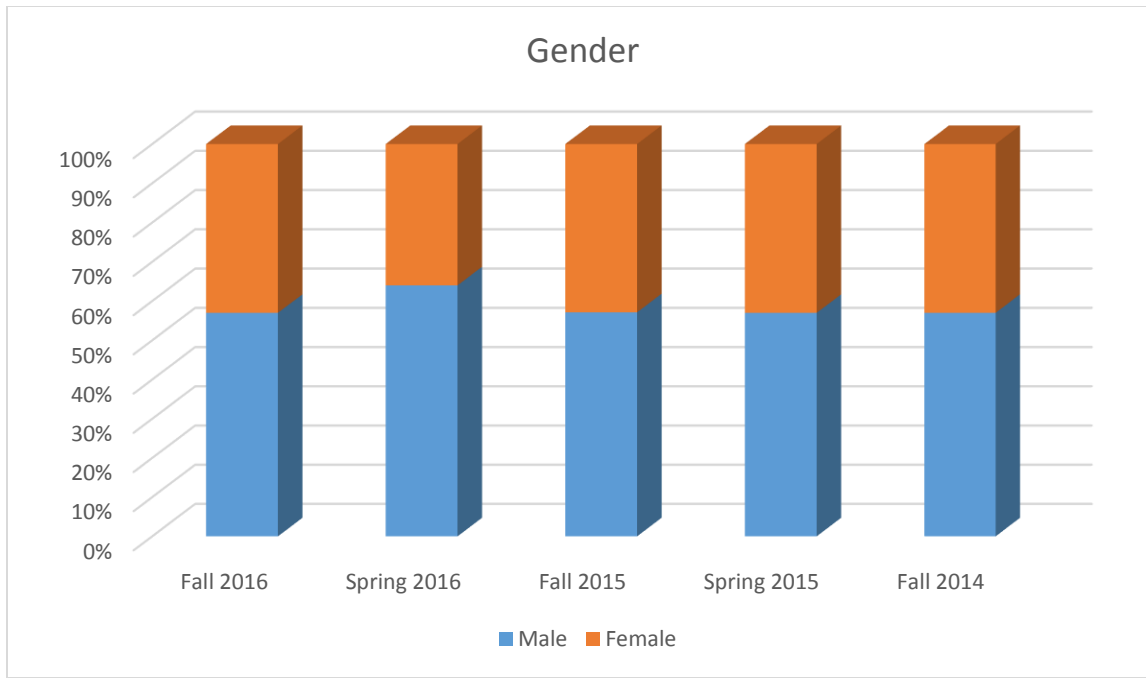
|             | 8th Grade | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|-------------|-----------|-----------|------------|------------|------------|
| Fall 2016   | 0.3%      | 19%       | 23%        | 24.6%      | 32.8%      |
| Spring 2016 | 0%        | 4.5%      | 15.8%      | 42.8%      | 36.8%      |
| Fall 2015   | 0         | 1.7%      | 30.9%      | 23%        | 44.3%      |
| Spring 2015 | 1%        | 4.4%      | 20.8%      | 28.6%      | 42.4%      |
| Fall 2014   | 0%        | 1.2%      | 26.3%      | 27.9%      | 41.8%      |

**Age**



|             | 15 y/o and under | 16 y/o | 17 y/o | 18 y/o | 19 y/o and older |
|-------------|------------------|--------|--------|--------|------------------|
| Fall 2016   | 38%              | 23%    | 24%    | 10%    | 5%               |
| Spring 2016 | 14%              | 24%    | 30%    | 21%    | 11%              |
| Fall 2015   | 22%              | 18%    | 29%    | 18%    | 22%              |
| Spring 2015 | 14%              | 16%    | 34%    | 23%    | 13%              |
| Fall 2014   | 19%              | 19%    | 32%    | 20%    | 10%              |

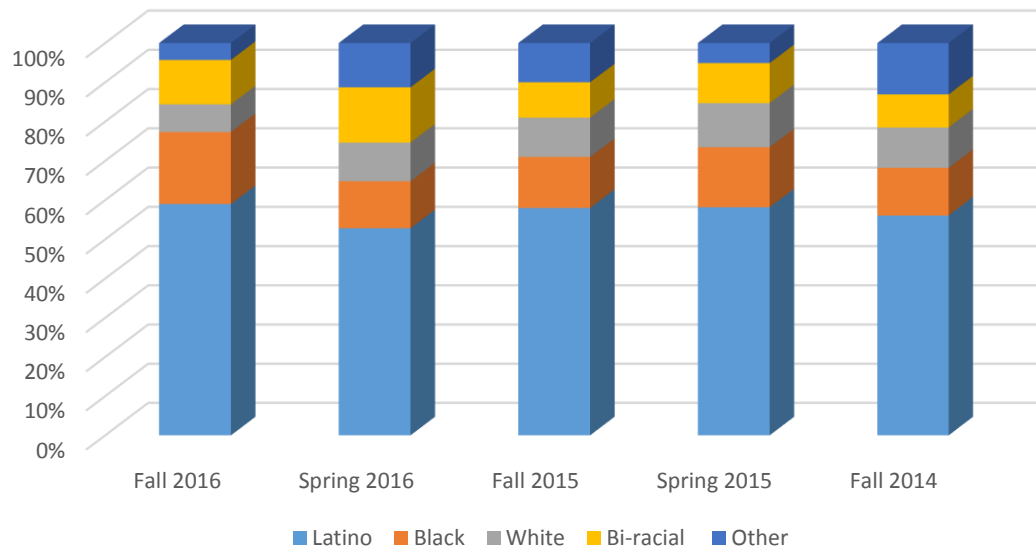
**Gender**



|             | Male | Female |
|-------------|------|--------|
| Fall 2016   | 57%  | 43%    |
| Spring 2016 | 64%  | 36%    |
| Fall 2015   | 56%  | 42%    |
| Spring 2015 | 57%  | 43%    |
| Fall 2014   | 57%  | 43%    |

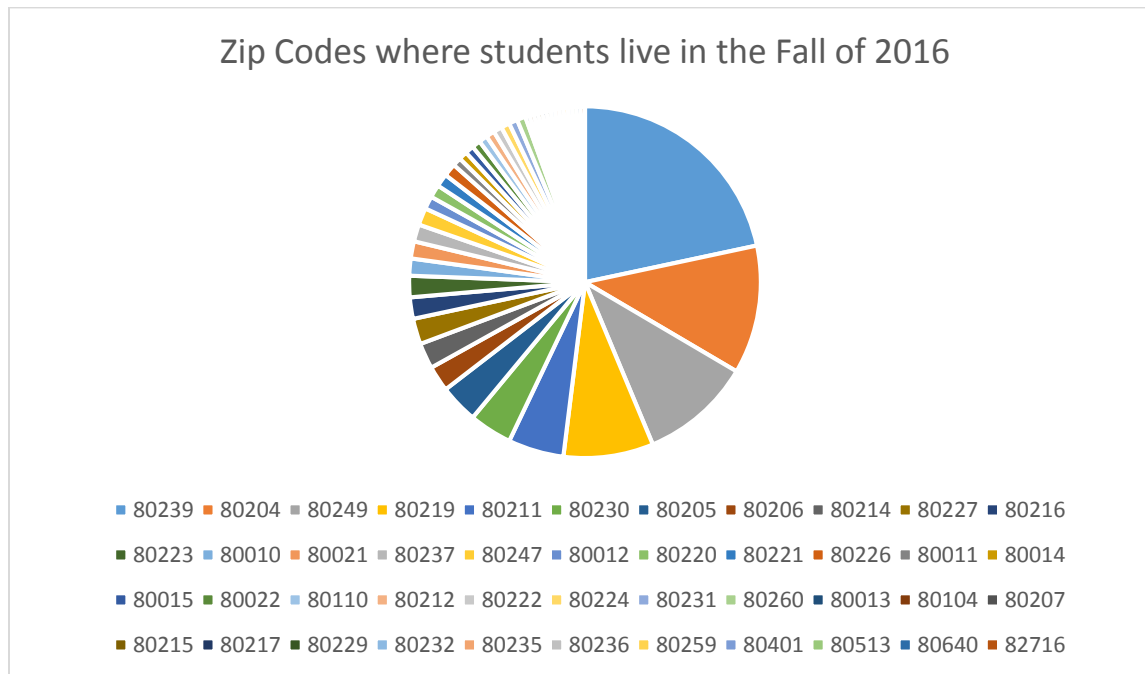
### Ethnicity

### Ethnicity



|             | Latino | Black | White | Bi-racial | Other |
|-------------|--------|-------|-------|-----------|-------|
| Fall 2016   | 59%    | 18%   | 7%    | 11%       | 4%    |
| Spring 2016 | 53%    | 12%   | 9%    | 14%       | 11%   |
| Fall 2015   | 58%    | 13%   | 10%   | 9%        | 10%   |
| Spring 2015 | 57%    | 15%   | 11%   | 10%       | 7%    |
| Fall 2014   | 56%    | 12%   | 10%   | 8%        | 13%   |

## Zip Code



The four largest geographical groups of Fall 2016 pre-tests were the following:

- 21% came from 80239, which is in Far Northeast Denver
- 12% came from 80204, which is La Alma and West Denver
- 10% came from 80249, which is in Far Northeast Denver
- 8% came from 80219, which is in Southwest Denver

## PARTNER ARTIST EVALUATION

Partner Artists used the following metrics for self-evaluation, while the Director of Programs used the same metrics to evaluate the Partner Artists. Both the Director of Programs and the Partner Artists met before the Fall 2016 Semester to compare the results and discuss tactics to improve certain areas specific to each Partner Artist. This also informed placements for the academic year.

- I come early to class and am fully prepared to teach and meet the needs of my students when class begins, and after it ends. (Preparation may include: arriving 30 minutes prior to class/staying 30 minutes after class; meeting with your co-instructor prior to each class to discuss the coming lesson; preparing for class for a minimum of 30 minutes prior to entering the classroom).
- I communicate effectively with the Director of Programs.
- I complete pre and post surveys as instructed
- I participate with my partner school/RTC for more functions than just class (i.e. I participate in graduation ceremonies, I attend parent/teacher conferences, I attend school functions, I nominate my students for Real Rock Star Awards).
- I effectively communicate with my co-instructor.
- I am able to effectively manage a classroom.
- I am able to adjust to/improvise with a variety of learning styles.
- I create and maintain a culturally inclusive environment.
- I create a safe learning environment.
- I create an exciting learning environment.
- I make an effort to have thorough communication with school administration and teachers and build relationships with them.
- I come prepared to class with a lesson plan, materials, and activities planned.
- I work with and involve youth in out- of-school-time engagement.
- I am consistent with YOR's mission, values, and educational standards.
- I develop and/or update my curriculum twice a year.
- I update classroom content to be fresh and relevant, and reflect this in my syllabus.
- I can manage, care for, clean, schedule, and lock-up the Youth Media Studio properly.



APPENDIX A

Pre-Post Test Fall 2016



**PRE SURVEY**

Fall 2016

What school do you go to? \_\_\_\_\_

What grade are you in? \_\_\_\_\_

How old are you? \_\_\_\_\_

What is your gender? \_\_\_\_\_

What is today's date? \_\_\_\_\_

What is your zip code? \_\_\_\_\_

**What best describes you? Please check all that apply.**

- American Indian, Eskimo or Aleut
- Asian/Pacific Islander
- Bi-racial/Multi-racial
- Black or African American
- Latino or Hispanic
- White or Caucasian
- Other: \_\_\_\_\_

**Please circle the option below that is closest to how you feel.**

|                                       |                 |                  |                  |       |            |
|---------------------------------------|-----------------|------------------|------------------|-------|------------|
| <b>I feel confident in my future.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|---------------------------------------|-----------------|------------------|------------------|-------|------------|

**Why do you feel that way?**

|                             |                 |                  |                  |       |            |
|-----------------------------|-----------------|------------------|------------------|-------|------------|
| <b>I do well in school.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|-----------------------------|-----------------|------------------|------------------|-------|------------|

|                              |                 |                  |                  |       |            |
|------------------------------|-----------------|------------------|------------------|-------|------------|
| <b>I try hard in school.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|------------------------------|-----------------|------------------|------------------|-------|------------|

|                                    |                 |                  |                  |       |            |
|------------------------------------|-----------------|------------------|------------------|-------|------------|
| <b>I feel valued at my school.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|------------------------------------|-----------------|------------------|------------------|-------|------------|

|                                       |                 |                  |                  |       |            |
|---------------------------------------|-----------------|------------------|------------------|-------|------------|
| <b>I feel valued in my community.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|---------------------------------------|-----------------|------------------|------------------|-------|------------|

|   |                 |                  |                  |       |            |
|---|-----------------|------------------|------------------|-------|------------|
| <b>I feel connected to my own culture, race, or ethnic group.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|---|-----------------|------------------|------------------|-------|------------|

|   |                 |                  |                  |       |            |
|---|-----------------|------------------|------------------|-------|------------|
| <b>I care about people of other cultures, races, or identities.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|---|-----------------|------------------|------------------|-------|------------|

|                        |                 |                  |                  |       |            |
|------------------------|-----------------|------------------|------------------|-------|------------|
| <b>I like to read.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|------------------------|-----------------|------------------|------------------|-------|------------|

|                        |                 |                  |                  |       |            |
|------------------------|-----------------|------------------|------------------|-------|------------|
| <b>I like to read.</b> | All of the time | Most of the time | Some of the time | Never | Don't know |
|------------------------|-----------------|------------------|------------------|-------|------------|

**Specific questions for specific classes:**

**PRODUCTION:**

**I have a medium to express myself musically/creatively**

All of the time    Most of the time    Some of the time    Never    Don't know

**I understand how music is produced**

All of the time    Most of the time    Some of the time    Never    Don't know

**I am a music producer**

All of the time    Most of the time    Some of the time    Never    Don't know

**I respect many musical genres**

All of the time    Most of the time    Some of the time    Never    Don't know

**I understand how the music I love is made**

All of the time    Most of the time    Some of the time    Never    Don't know

**Feel free to draw your relationship to music below.**

**SPOKEN WORD:**

**I feel confident in the way I express myself to others**

All of the time    Most of the time    Some of the time    Never    Don't know

**It is easy for me to find the words to share my thoughts and feelings**

All of the time    Most of the time    Some of the time    Never    Don't know

**I am confident speaking  
in front of groups of my  
peers.**

All of the time    Most of the time    Some of the time    Never    Don't know

**MUSIC FUNDAMENTALS:**

**I understand the value of music theory as a language to communicate with other musicians.**

All of the time    Most of the time    Some of the time    Never    Don't know

**I feel confident working with other people on creative projects.**

All of the time    Most of the time    Some of the time    Never    Don't know

**I know how to use music as a tool to communicate or convey anything on my mind.**

All of the time    Most of the time    Some of the time    Never    Don't know

**SOCIAL SOLUTIONS:**

**I understand  
American history  
from different  
points of view**

All of the time    Most of the time    Some of the time    Never    Don't know

**I understand the  
connection between  
art/music and  
social change**

All of the time    Most of the time    Some of the time    Never    Don't know

**I understand the  
connection between  
art and democracy**

All of the time    Most of the time    Some of the time    Never    Don't know

## **MUSIC FOUNDATIONS**

**I see myself at some point in my future being involved in some aspect of the music industry**

All of the time      Most of the time      Some of the time      Never      Don't know

**I feel comfortable reading music**

All of the time      Most of the time      Some of the time      Never      Don't know

**Are you a business person**

All of the time      Most of the time      Some of the time      Never      Don't know

**Why do you feel that way?**

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**Do you feel a part of the Local music community**

All of the time      Most of the time      Some of the time      Never      Don't know