

AUGUST 2016 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 at-risk 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 Spring semester of the 2015-2016 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
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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
YoBD 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

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 Spring semester (January through June 2016) and the Fall semester (August 2015 through January 2016).

The Spring 2016 academic semester saw 13 unique partner organizations receiving continuous Youth on Record classes and programming. This is an increase from 11 partner organizations in Fall. 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 & Partner Artists</u>	
	<u>Spring 2016</u>	<u>Fall 2015</u>
Colorado High School Charter	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, 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,)
Venture Prep	Advanced Music Fundamentals (Joshua Abeyta, Diego Florez), Basic Music Production (Mike Wird, Babah Fly)	Advanced Music Fundamentals (Bianca Mikahn, Daniel Rondeau), Basic Music Production (Mike Wird, Aaron Ladley)
RiseUp Community School	--	Spoken Word (Devin Urioste, Ill Se7en, Suzi Q, Adrian Molina)
Denver School of Science and Technology, Green Valley Ranch	--	Emcee School (Suzi Q, Babah Fly)
High Tech Early College	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)	Music Fundamentals (Joshua Abeyta)
West Career Academy	Goodwill Mentor Program (Tyler Breuer, Ben DeSoto)	Goodwill Mentor Program (Tyler Breuer, Adrian Molina)
Devereux Cleo Wallace	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)
Third Way JFA	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	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)	--

Where Youth on Record taught in the Spring of 2016:

Below is a summary of where Youth on Record programming happened in the Spring 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 Spring 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 Spring 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.

Venture Prep, 2640 Holly St.

Youth on Record taught Monday through Friday during the Spring of 2016. YOR taught two classes, two periods a day, with lunch in between the periods, thus making it possible for many of the classes to be hosted at the Youth Media Studio.

RiseUp Community School, 1801 Federal Blvd.

Youth on Record did not teach at RiseUp but hosted their community events, such as their student film fest in the Spring of 2016.

Denver School of Science and Technology, Green Valley Ranch, 4800 Telluride St.

Youth on Record did not do after school workshops with DSST: GVR this Spring, but will continue in the Fall of 2016.

High Tech Early College, 11200 E 45th Ave

High Tech Early College's audio production program came to the Youth Media Studio to record in our second partnership throughout the semester with the plan for YOR to do programming at their campus in the Fall of 2016.

William Smith, 400 Airport Blvd, Aurora

For the past three semesters, YOR has been going to Aurora to teach week-long workshops at William Smith, this past semester, the school came to the YMS for intensive production classes.

Devereux Cleo Wallace, 8504 Church Ranch Blvd, Westminster

In the Spring and Summer 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 Spring 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 second time JFA students were allowed to leave their campus to come to the Youth Media Studio.

Emily Griffith High School, 1860 Lincoln St.

EGHS had its second Colorado Public Television sponsored class at Youth on Record and will be featured in their latest installment of *American Graduate*. The first installment, also filmed at the YMS, won a regional Emmy.

Academy of Urban Learning, 2417 W 29th Ave

The Spring of 2016 was YOR's first partnership with Academy of Urban Learning. YOR taught there 3 times a week throughout their second and third trimesters. AUL focuses on transient youth either facing homelessness or youth that have recently relocated to Denver. The partnership is continuing into the Fall.

P.R.E.P. Academy, 2727 Columbine St.

The Spring of 2016 was YOR's first partnership with P.R.E.P. Academy. YOR taught there 3 times a week throughout their second and third trimesters. The school focuses on expelled youth.

CEC Middle College, 2650 Eliot Street

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

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 of the 2015-2016 academic year to the Spring and Fall of the 2014-2015 Academic Year at Lincoln Respect Academy, Venture Prep, West Career Academy, P.R.E.P. Academy, Academy of Urban Learning and Colorado High School Charter. 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>Spring 2016</u>		<u>Fall 2015</u>		<u>Spring 2015</u>		<u>Fall 2014</u>	
<u>Metric</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>	<u>Pre-test result (209 students)</u>	<u>Post-test result (75 students)</u>	<u>Pre-test result</u>	<u>Post-test result</u>
I understand the way music and art influence society	83%	87%	71%	70%	70%	80%	65%	79%
I understand the power of my words	86%	86%	81%	81%	71%	87%	67%	86%
I feel confident about my future	75%*	84%*	71%*	66%*	75%	84%	74%	82%
I feel I can make a difference in my community	64%	73%	51%	67%	59%	69%	58%	67%
I feel valued in my community	60%	61%	58%	58%	62%	73%	60%	70%
I feel connected to my own culture	62%	69%	78%	71%	69%	80%	65%	81%
I care about people of other cultures	85%	88%	85%	87%	85%	90%	83%	95%
I feel valued at school	63%	78%	68%	58%	--	--	--	--

I do well in school	73%	86%	74%	80%	--	--	--	--
I try hard at school	76%	86%	83%	81%	--	--	--	--

*** For the 2015-2016 pre and post surveys, 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”. Here are some of those elaborations:**

Pre Test Elaborations

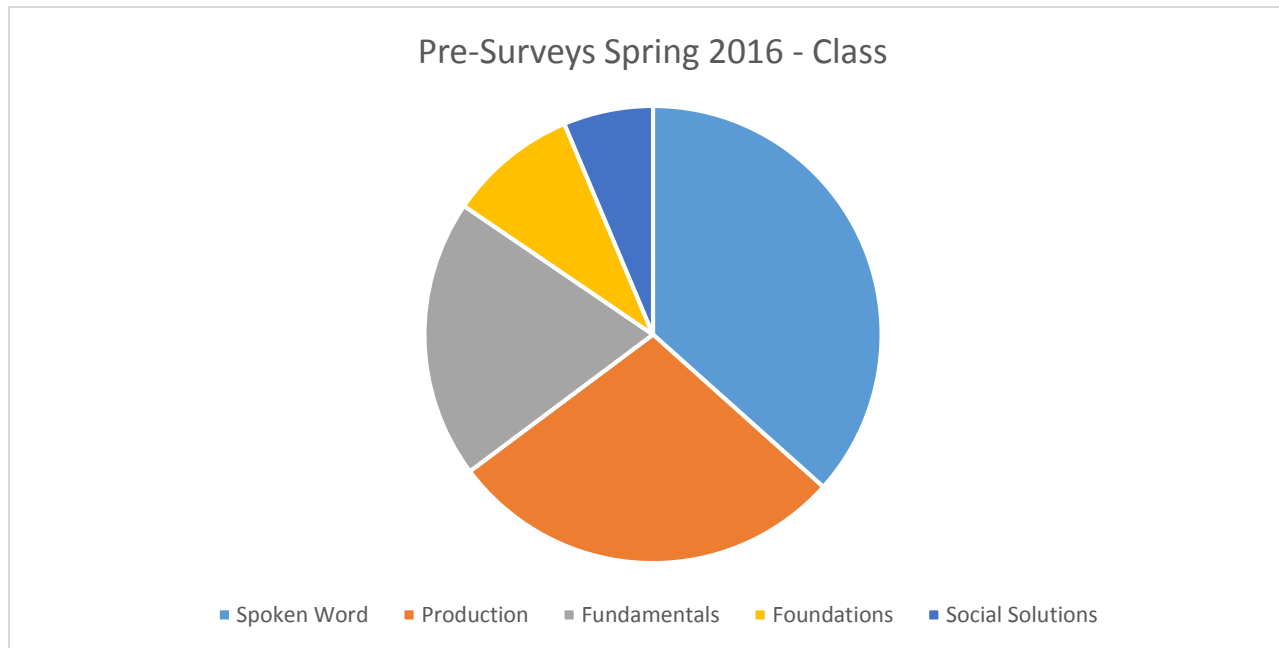
- *The bad decisions I made*
- *Because I want it to be a new, beautiful and bright future*
- *Because I’m human and that’s just how I feel*
- *Because sometimes I feel like I can succeed and sometimes I can’t*
- *I’m a very ambitious person and if I want something, I work hard for it, but I also get distracted very easily*
- *Because there are many roadblocks I have to overcome first*
- *I feel this way because I plan on moving up in my career and become something in my life*
- *Because sometimes the choices I make are poor and I know I can do better*
- *Everybody has good days and bad days and also hardships to overcome in life*
- *You live for today. I try not to focus too much on the past or future*
- *I feel this way because if I don’t believe in my future, who will?*

Post Test Elaborations

- *Because my school truly sucks and they hardly care to help the kids who truly need it and want it*
- *Because I’m confident in myself*
- *I don’t really care what people think of me*
- *Being in this class has made me realize that music and our voices can change the world*
- *Because I wanna give myself and my family a better life*
- *Because I know I have the power to become anyone I want*
- *I know what I am capable of and I also have the best supporting cast.*
- *Because I have my motivation who is my son he makes me feel good about myself.*

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 decreased. Although Youth on Record classes are in more schools, the number of students per class was lower in the Spring of 2016 due to factors surrounding absences. Enrollment numbers are similar as seen on the roster, but overall absences are up during survey administering.

To illustrate exactly how many pre-surveys came from each partner and class in the Spring 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.



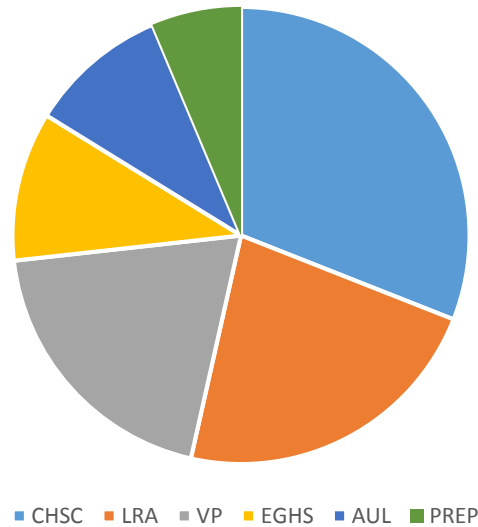
50% of the surveys come from Colorado High School Charter (156 surveys)

22% of the surveys come from Venture Prep (70 surveys)

22% of the surveys come from Lincoln Respect Academy (69 surveys)

5% of the surveys come from Devereux Cleo Wallace (17 surveys)

Pre-Surveys, Spring 2016 - Schools



31% of the pre-surveys were gathered from Colorado High School Charter (44)
26% of the pre-surveys were gathered by Lincoln Respect Academy (32 surveys)
20% of the pre-surveys were gathered by Venture Prep (28 surveys)
11% of the pre-surveys were gathered by Emily Griffith High School (15 surveys)
10% of the pre-surveys were gathered by Academy of Urban Learning (14 surveys)
6% of the pre-surveys were gathered by PREP Academy (9 surveys)

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>Spring 2016</u>		<u>Fall 2016</u>		<u>Spring 2015</u>		<u>Fall 2014</u>	
<u>Metric for SPOKEN WORD</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>	<u>Pre-test result (68 students)</u>	<u>Post-test result (21 students)</u>	<u>Pre-test result (65 students)</u>	<u>Post test result (15 students)</u>
I understand the power of my words	87%	90%	81%	88%	74%	81%	72%	87%
I understand the way music and art influence society	78%	90%	86%	88%	62%	81%	62%	87%
I feel I can make a difference in my community	67%	80%	62%	88%	58%	81%	52%	80%
I feel confident speaking in front of groups of my peers*	46%	69%	57%	63%	--	--	--	--

I feel confident in the way I express myself to others*	75%	85%	76%	75%	--	--	--	--
It is easy for me to find the words to share my thoughts and feelings*	59%	60%	57%	63%	--	--	--	--

Music Fundamentals:

	<u>Spring 2016</u>		<u>Fall 2015</u>		<u>Spring 2015</u>		<u>Fall 2014</u>	
<u>Metric for MUSIC FUNDAMENTALS</u>	<u>Pre-test result (28 students)</u>	<u>Post-test result (18 students)</u>	<u>Pre-test result (32 students)</u>	<u>Post-test result (11 students)</u>	<u>Pre-test result (62 students)</u>	<u>Post-test result (13 students)</u>	<u>Pre-test result (38 students)</u>	<u>Post test result (12 students)</u>
I understand the way music and art influence society	63%	77%	75%	88%	51%	67%	47%	67%
I care about people of other cultures	81%	83%	78%	88%	92%	100%	90%	100%

I understand the power of my words	67%	77%	78%	100%	51%	67%	45%	67%
I understand the value of music theory as a language to communicate with other musicians*	43%	64%	13%	100%	--	--	--	--
I feel confident working with other people on creative projects*	50%	61%	100%	100%	--	--	--	--
I know how to use music as a tool to communicate or convey anything on my mind*	42%	61%	100%	100%	--	--	--	--

Music Production:

	<u>Spring 2016</u>		<u>Fall 2015</u>		<u>Spring 2015</u>		<u>Fall 2014</u>	
<u>Metric for PRODUCTION</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>	<u>Pre-test result (73 students)</u>	<u>Post test result (32 students)</u>	<u>Pre-test result (17 students)</u>	<u>Post test result (3 students)</u>
I feel connected to my own culture	72%	54%	84%	76%	78%	75%	71%	100%
I care about people of other cultures	90%	88%	85%	87%	86%	91%	71%	100%
I understand the way music and art influence society	86%	86%	79%	73%	77%	91%	65%	100%
I understand the power of my words	88%	89%	80%	95%	76%	84%	65%	100%
I feel I can make a difference in my community	70%	57%	56%	65%	72%	75%	47%	100%
I am a music producer*	31%	39%	18%	53%	--	--	--	--

I understand and respect many genres*	81%	85%	74%	90%	--	--	--	--
I understand how the music I love is made*	84%	85%	64%	86%	--	---	--	--
I understand how music is produced*	55%	63%	49%	86%	--	--	--	--

Social Solutions:

	<u>Spring 2016</u>		<u>Fall 2015</u>		<u>Spring 2015</u>		<u>Fall 2014</u>	
<u>Metric for SOCIAL SOLUTIONS</u>	<u>Pre-test result (9 students)</u>	<u>Post-test result (9 students)</u>	<u>Pre-test result (21 students)</u>	<u>Post-test result (21 students)</u>	<u>Pre-test result (12 students)</u>	<u>Post-test result (10 students)</u>	<u>Pre-test result (21 students)</u>	<u>Post test result (19 students)</u>
I feel connected to my own culture	33%	89%	90%	95%	49%	70%	50%	67%
I understand the power of my words	100%	100%	85%	90%	83%	100%	83%	100%
I understand American history from different points of view*	88%	89%	76%	66%	--	--	--	--
I understand the connection between	66%	100%	38%	91%	--	--	--	--

art/music and social change*								
I understand the connection between art and democracy*	33%	58%	23%	86%	--	--	--	--

Music Foundations (new to Spring 2016):

	<u>Spring 2016</u>		<u>Fall 2015</u>		<u>Spring 2015</u>		<u>Fall 2014</u>	
<u>Metric for MUSIC FOUNDATIONS</u>	<u>Pre-test result (13 students)</u>	<u>Post-test result (7 students)</u>	--	--	--	--	--	--
I feel confident in my future	76%	72%	--	--	--	--	--	--
I do well in school	77%	100%	--	--	--	--	--	--
I try hard in school	69%	100%	--	--	--	--	--	--
I feel valued at my school	70%	86%	--	--	--	--	--	--

I feel valued in my community	54%	70%	--	--	--	--	--	--
I feel connected to my own culture	46%	72%	--	--	--	--	--	--
I care about people of other cultures, races or identities	86%	86%	--	--	--	--	--	--
I see myself at some point in my future being involved in some aspect of the music industry*	63%	72%	--	--	--	--	--	--
I feel comfortable reading music*	46%	57%	--	--	--	--	--	--
I am a business person*	15%	15%	--	--	--	--	--	--
I feel a part of the local music community*	45%	57%	--	--	--	--	--	--

The 2015-2016 pre and post tests were developed from the tests from previous year and will continue to be modified for the 2016-2017 academic year, which will include more topics addressing personal, academic, and community challenges Youth on Record's young people face. The 2015-2016 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.

***New metric related specifically to that particular class**

STUDENT REPORTS

The following are reports extracted from Partner Artists, teachers of record and principals of the schools from Academy of Urban Learning, P.R.E.P. Academy, West Career Academy, Lincoln Respect Academy, Venture Prep, Contemporary Learning Academy and Colorado High School Charter throughout the past two school years.

	<u>Spring 2016</u>	<u>Fall 2015</u>	<u>Spring 2015</u>	<u>Fall 2014</u>
Metric	Percentage or amount			
Number of Youth on Record students who graduated from high school or received GED*	110	3	62	4
Percentage of students passing YOR classes	85%	80%	75%	88%
Total number of students by class that are taking YOR classes in their high schools	475	310	280	240
Total number of Denver Public High school elective credits earned**	960	880	880	660
Number of YOR students who participate in internships	52	44	40	25
Number of official paid YOR interns through Denver Housing Authorities Youth Employment Academy	8	6	n/a	n/a
Number of YOR interns through other referring agencies	6	4	--	--

*YOR graduating seniors or recipients of GEDs futures include:

- Continuing academic pursuits in community college or four year universities
- Working in the creative industries (at Youth on Record and other Colorado art providers)
- Being employed by community based NPOs, the city, and Denver Public Schools
- Becoming a Youth on Record inaugural Fellow

**YOR added 40 more students with the addition of for-credit classes at AUL, CEC Middle College, and P.R.E.P. thus increasing student count as well as elective credits earned via YOR. 35% of LRA students were enrolled in Youth on Record Classes. On average, a Youth on Record DPS students earns 10 credits a quarter.

YOUNG PEOPLE SERVED AT YOUTH MEDIA STUDIO

The following findings show the usage of the Youth Media Studio (YMS) by YOR’s clients in both the 2014-2015 and 2015-2016 academic years.

	<u>Spring 2016</u>	<u>Fall 2015</u>	<u>Spring 2015</u>	<u>Fall 2014</u>
<u>Metric</u>	<u>Percentage or amount</u>			
Total Number of Young People Served	1100 (700 unduplicated youth)*	1100 (700 unduplicated youth)	1000	850
Total Number of hours of instruction at Youth Media Studio	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 students at Youth Media Studio	900	720	620	280
Total Number of Transition Nights/Salon Series Events/Special Out of School Events for Youth	22	16	12	6
Number of outside organizations that utilize YMS continuously	40	38	30	21
Total number of outside community events held at YMS	35	40	41	35

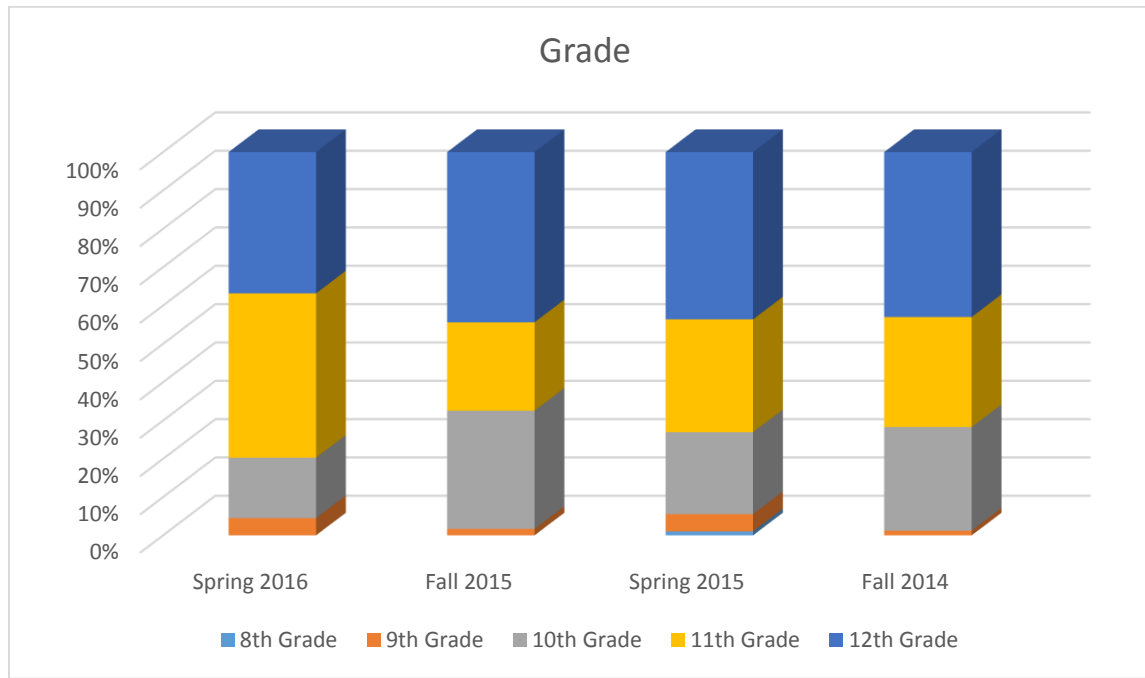
*The 700 unduplicated youth received services through in-school credited classes, out-of-school programming, and YOR’s career pathways. Many of the youth received programming from more than one of those categories. In-school credited classes include the fee for service instruction that YOR provides to our partner schools. Out-of-school programming includes Open Lab, YMS activity, community events, and Partner Artist mentorship hours. Career Pathway includes the YOR internship program, engineering training, opportunity youth instruction and YOR Sessions. The breakdown of young people involved is showing below:

<u>Student in-school programming</u>	<u>Students in out-of school programming</u>	<u>Students in career pathways programming</u>

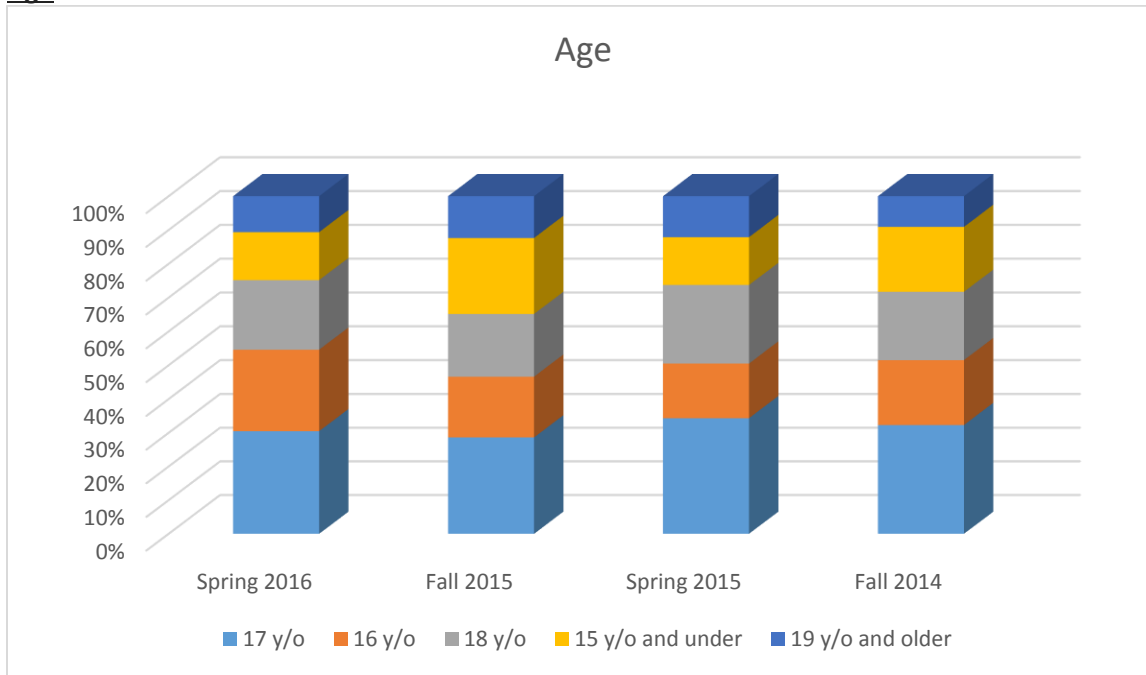
DEMOGRAPHICS

The following represent the demographics of all of the students served in Youth on Record classes at Emily Griffith High School, West Career Academy, Lincoln Respect Academy, Venture Prep, Colorado High School Charter, Academy of Urban Learning, P.R.E.P. Academy, Contemporary Learning Academy, Third Way and Devereux Cleo Wallace during the Spring 2016, Fall 2015, Spring 2015, and Fall 2014 semesters.

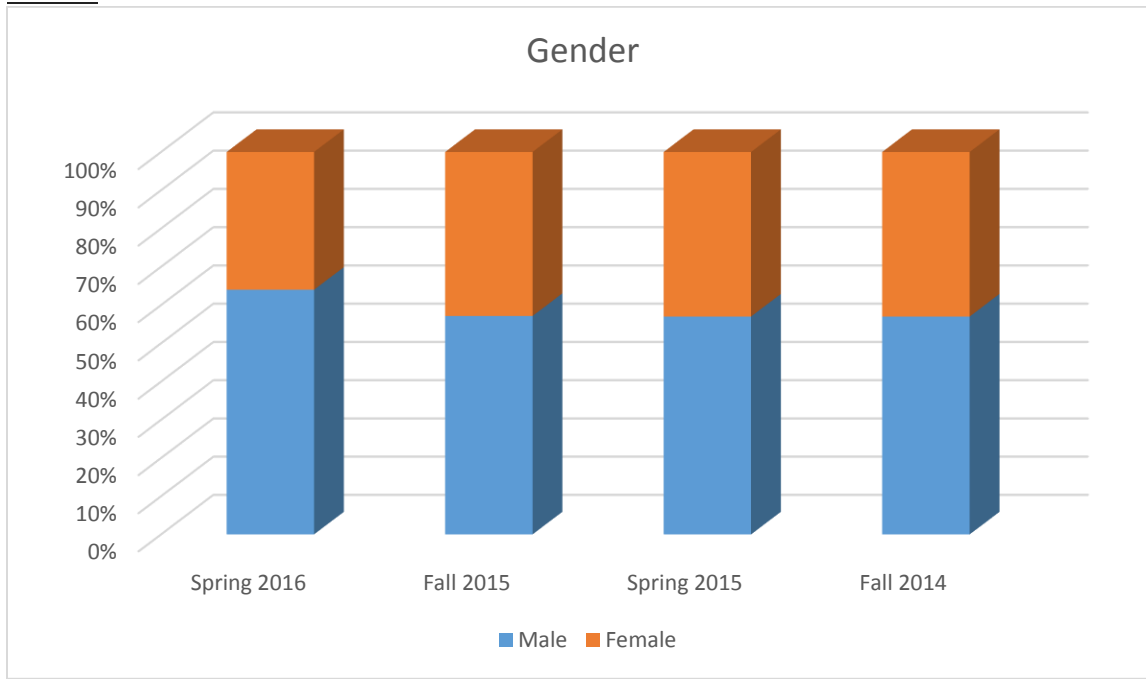
Grade



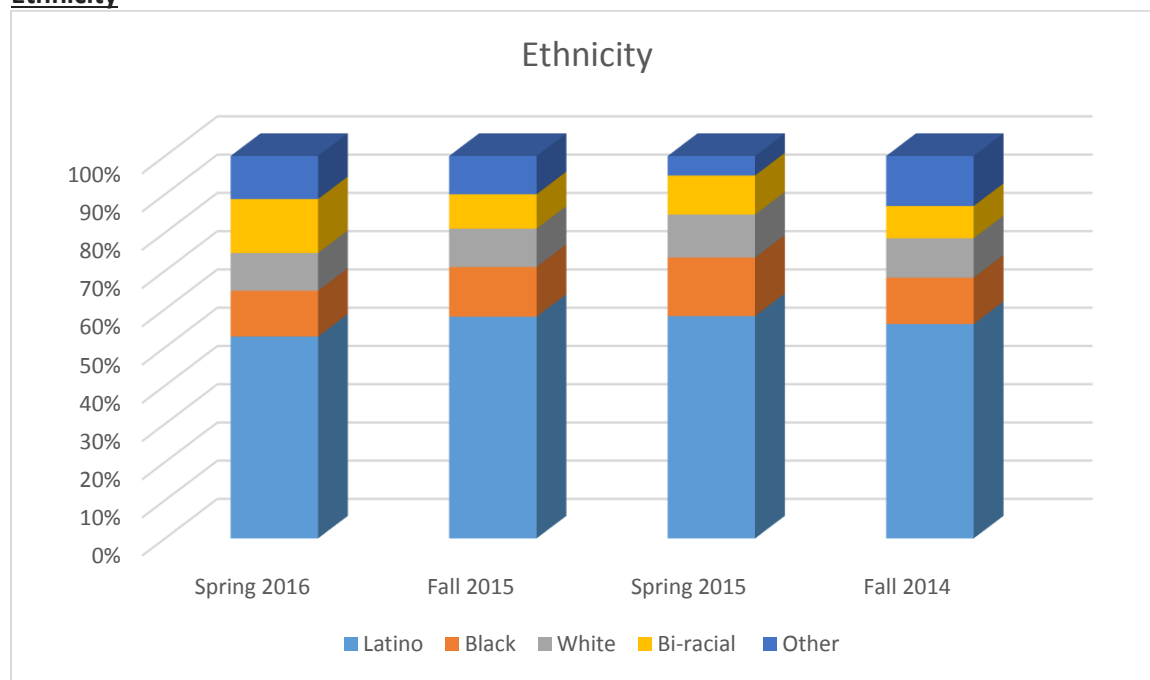
Age



Gender



Ethnicity



CLIENT TESTIMONIALS

The following testimonials were provided by staff of Youth on Record partner schools, residential treatment centers, agencies and community partners during the Spring 2016 semester.

To me, Youth on Record has opened a great door of possibility. Music for me was something that I just listened to and had no idea that it could be a way of life. Through the program I've been able to learn to play instruments that in the past I've struggled with. They have a great way of making all of us feel comfortable. They really encourage us to be free in thinking and making music, and they help us be better writers whether it be poetry or writing our own lyrics. For me, this place is more than just a class, it's like a home. I can say they are all like a family to me.

John Paul A Zuni-Slagle Jr.
YOR Senior at Colorado High School Charter

YOR did a Spoken Word workshop at CEC last Spring. Two brave students presented their original pieces in front of the student body, and the audience was stunned. Through the workshops and the culminating performance, students were able to find their voices and discover what

makes them truly unique and valuable. Every interaction with the YOR staff is a pleasure, and I'm so excited to continue our partnership with them this school year!

Polly Beck
CEC Early College
Assistant Principal

It is amazing what can happen when young people are empowered to believe in themselves and believe in their words – and that is what Youth on Record is all about. My students and I have worked with the incredible folks at YOR for the last three years, and the impact on my students has been phenomenal. YOR has helped my students to develop their music and allowed them to expand their vision of themselves.

Peter Baer
English Teacher
William Smith High School

YOR is beacon of hope, flavor and creativity in the city of Denver. Amongst the students I work with, as well as artists, activists and young people in the Metro area and beyond, the work and name of YOR spreads. I have had the honoring of working with YOR, students, youth mentors, partner artists and staff for three semesters and my students consistently rate YOR as the high point in our class studying community based models of service, activism and healing.

YOR enrolls youth in mentoring relationships with prominent musicians and professionals in Front Range communities, which in turn helps youth develop the skills and confidence to become the mentors and artists working with the incoming classes. The YOR space is located in the heart of communities most impacted by Denver's changing demographics. They bring their students into contact with complex issues directly impacting their lives, helping them to develop the artistic and professional skills to meet and transform them.

Their partner artists and staff, themselves members of these communities recognize those they serve are not simply as victims, but in their complexity, sometimes socially and economically marginal, sometimes as agents of cultural renewal and value creation. YOR is spreading entrepreneurship, artistry, consciousness and fun. They are reshaping the cultural landscape of Denver through their innovations in music production, education and youth development.

Ramon Parish
Instructor of Interdisciplinary Studies
Naropa University

Music expresses how I feel in a way that makes me feel either deeper or better about what I'm going through. When I experience the life music it gives me I hope that someday I will be able to express myself to make people feel the way I do. It connects me to the musician and when I feel strongly enough I feel my heart swell and explode with emotion and passion. This is what I want to do with my life.

Joseph Martinez
Youth on Record high school student and graduating Senior

Over the last year, Youth on Record has become a valuable partner for WorldDenver. YOR staff and students go above and beyond for our visiting delegations, and create unforgettable experiences for youth from around the world. So far, YOR has organized personalized workshops for visiting youth delegations from Iraq, Chile & Argentina, and Belarus. The students always leave the YOR Studio inspired, motivated, and grateful. They not only value learning about YOR as an exemplary non-profit and community member, but they particularly enjoy being welcomed into the YOR family through spoken word, song writing, and music production tutorials. The international students are always impressed by Jami, Tyler, and Andrea, as well as the talented YOR students who lead the tutorials. I hope YOR gets as much out of these workshops as our visiting delegations do! I look forward to continuing to work with the team in the future.

Gergana Kostadinova
Program Manager
WorldDenver

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 Spring 2016



PRE SURVEY

Spring 2016

What school do you go to? _____

What is your gender? _____

What grade are you in? _____

What is today's date? _____

How old are you? _____

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.

I feel confident in my future. All of the time Most of the time Some of the time Never Don't know

Why do you feel that way?

I do well in school. All of the time Most of the time Some of the time Never Don't know

I try hard in school. All of the time Most of the time Some of the time Never Don't know

I feel valued at my school. All of the time Most of the time Some of the time Never Don't know

I feel valued in my community. All of the time Most of the time Some of the time Never Don't know

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

I care about people of other cultures, races, or identities. All of the time Most of the time Some of the time Never Don't know

I like to read. All of the time Most of the time Some of the time Never Don't know

I like to read. 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?

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