

**Request for Qualifications
Expanded Learning Opportunities**

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: Arts Corps

Applicant address: 4408 Delridge Way SW #110, Seattle, WA 98106

If applicable, Web address: www.artscorps.org

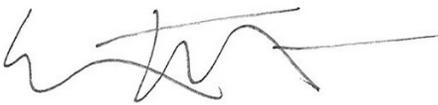
Contact Information:

Contact person: Elizabeth Whitford
(please print clearly)

Title: Executive Director

Mailing address: 4408 Delridge Way SW #110, Seattle, WA 98106

Day/Work phone: (206) 722-5440 Email address: elizabeth.whitford@artscorps.org

Signature:  _____ Date: 10/17/2012

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State non-profit corporation

Application Components and Checklist (submit in this order)

- ✓ **Cover Sheet**
- ✓ **Key People**
- ✓ **Previous Experience Improving Student Outcomes**
- ✓ **Tracking to Success**
 - **Attachment 2: Data Sample(s):** *If separate from the RFQ document, please use this naming convention:*
[Applicant Name]_ELO_DataSample
Ex: *IZAFamilyServices_ELO_DataSample*
- ✓ **Women and Minority Inclusion; Non-discrimination**

Section 1: Key People

Lara Davis, Program Director, will serve as project lead for all Levy-funded projects, as she is responsible for overseeing Arts Corps' school day and after-school programming. Her work includes overseeing faculty development and program design, and building and managing partner relationships with over 35 school and community partners. Lara has worked for Arts Corps for nine years, and has served as program director for the past four years. Under her leadership, Arts Corps students have demonstrated improved academic achievement supported by improved attendance and increased use of higher order thinking skills. Lara currently oversees a program staff of seven, 5 AmeriCorps members and a team of 30 contracted teaching artists, which collectively provide programming to over 2,000 youth in King County. Lara is responsible for collecting FERPA releases and overseeing weekly partner attendance check ins with after school program partners.

Hillary Moore, Creative Schools Program Manager, oversees Arts Corps' school day arts integration programs. She has experience writing curriculum, teaching and developing educational programming for a wide range of ages from preschool to the graduate level. Hillary worked as the Graduate Program Coordinator at IslandWood, an environmental learning center in the Seattle area, where she was a mentor and faculty member, developing and teaching the graduate course entitled *Integrating the Arts Across the Curriculum*. Most recently, she designed and implemented Arts Corps' arts integration program, the Creative Schools Initiative. Hillary has a Bachelor's Degree in studio art and a Master's Degree in Education from the University of Washington. Hillary is responsible for collecting FERPA releases and generating and strategizing around weekly attendance reports at Creative Schools' sites.

Mary Murray, MEM Consultants, has served as the lead external program evaluator for Arts Corps since 2004. Mary has a Bachelor's Degree in psychology from Haverford College and a Master's Degree in Community & Prevention Research from the University of Illinois. Mary founded MEMconsultants in 2001 to provide program evaluation consulting services to youth-serving organizations. In the last decade, Mary has worked in the Puget Sound area and nationally with over 50 foundations, government agencies, and community-based organizations, helping them use data to inform program improvements and understand program impact.

Section 2: Previous Experience Improving Student Outcomes

Founded in 2000 on the principle that all young people should have access to the academic, social and cognitive benefits of arts learning, Arts Corps has grown to become a leading nonprofit arts education organization in Seattle, and the primary arts learning provider at current Families and Education Levy-funded schools.

Arts Corps places teaching artists throughout King County to provide arts education to approximately 2,000 students in grades K-12. Approximately half of these students are in Seattle Public Schools (SPS). In 2011-2012, Arts Corps served 1,148 Seattle Public School students at 11 SPS elementary and K-8 schools, 6 SPS middle schools and 5 SPS high schools. Seventy-three percent of these schools serve a majority of students who qualify for free and reduced price lunch. All of the middle school programs and three of the high school programs were funded indirectly through the Families and

Education Levy via our partnerships with Seattle Parks and Recreation and YMCA OST and CLC sites. Our elementary program at Van Asselt Elementary School was similarly funded through our partnership with Tiny Tots Development Center. In 2012-13, Arts Corps provides programming at 7 current levy-funded sites. All of these programs are specifically developed for the focus students of primary concern for Levy investments.

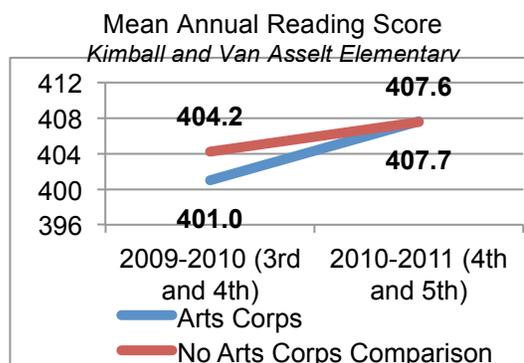
The majority of Arts Corps classes are in Central and South Seattle where the disparity in arts education opportunities and academic achievement is most significant (according to a recent SPS report, African American and Latino students, as well as those in Special Education and on Free and Reduced Price lunch are significantly less likely to have access to school day arts programs). Many of our students are low income and struggling with engagement and academic performance in school. Most also have little to no other access to creative learning opportunities that engage students in learning while fostering a growth mindset, persistence, and critical thinking skills, all of which support their academic achievement. Arts Corps addresses these challenges by placing services directly in the schools; working closely with schools and school-based partners to target services to specific youth; and developing culturally-relevant programming that integrates into and supports learning in core academic subjects.

In addition, Arts Corps works closely with the community and educators to align its work with broader education goals. Arts Corps is currently a lead agency involved in Seattle Public School's Arts Learning Collaborative. Arts Corps is also active in CCER's Road Map Project, participating in the development of strategies to measure outcomes related to student motivation and 21st Century skills.

Results:

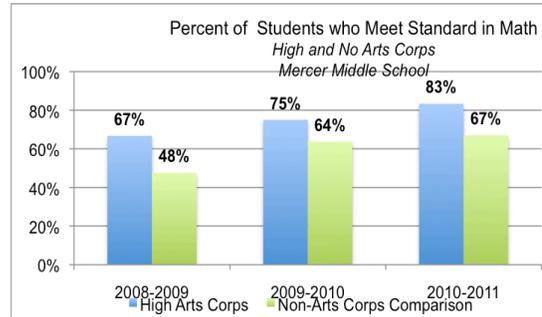
Evidence of impact on attendance and academic achievement for Arts Corps students: While historically Arts Corps has relied on its partners to evaluate and monitor academic outcomes of its programs at CLC and OST sites, we began to evaluate and monitor our impact on these outcomes and related indicators directly in 2011. Through our data sharing agreement with Seattle Public Schools, we have received academic and school attendance data for three cohorts of high-involved Arts Corps students (ranging between 1-3 years of consistent participation), along with comparison data for students not involved in Arts Corps. This data indicates that Arts Corps students have better attendance and math and reading scores, and that their test scores improve at a greater rate, than their peers with no Arts Corps programming.

Reading impact: 55% of students in a cohort of 4th and 5th grade elementary students at Van Asselt and Kimball Elementary Schools who participated in Arts Corps consistently through the 2010-2011 school year moved from Level 1 or 2 to Level 3 or 4 on the reading MSP, as compared to 30% improvement rate for a no Arts Corps comparison group. While these Arts Corps students lagged behind their peers in reading the year before their Arts Corps participation, they caught up (and surpassed) the comparison group during their year of high Arts Corps involvement.

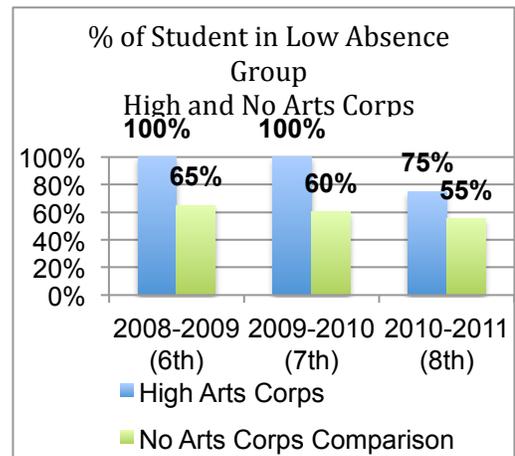


Math impact:

An analysis of achievement of a cohort of Arts Corps students at Mercer Middle School who participated in Arts Corps classes consistently between 2008-09 (as 6th graders) to 2010-11 (as 8th graders) demonstrates remarkable gains for these students in math WASL and MSP scores. These Arts Corps students consistently outperform their non Arts Corps peers in math, with 67% meeting standard in math (Level 3 or 4 on math WASL) in 2008-09, as compared to 48% of the no Arts Corps comparison group, and growing to 83% meeting standard in 2010-11. These same students increased their mean annual math score at a notably greater rate than their peers.



Attendance impact: Underlying our ability to impact academic achievement and habits of mind is the impact of our classes on students motivation to attend and engage in school. And it is in this impact that our data speaks most clearly. At Mercer Middle School, the same group of high-involved Arts Corps students that made great strides in their math test scores attended school more regularly than their peers in each year of Arts Corps participation, and the percentage and means for this high-Arts Corps group are significantly higher than the no Arts Corps comparison group in 2008-09 and 2009-10. This data is presented in the graph above.



In addition, we found that 83% of 9th graders at Chief Sealth High School who participated in Arts Corps classes throughout 2009-10 had fewer than 10 absences in that academic year, as compared to 55% of 9th graders not in Arts Corps programs.

Impact on 21st Century Skills development:

Arts Corps' classes are proven to develop five habits of mind central to the creative process: critical thinking, imagination, reflection, risk-taking and persistence. These essential characteristics shape how we respond to challenges or new situations and build a foundation for life-long learning. In 2011/12, an analysis found that Arts Corps students were *significantly* more likely to report behaviors in all targeted areas including persistence, critical thinking, risk-taking/growth mindset and reflection after an Arts Corps class. This is important because research has shown that these capacities increase students' academic success by increasing their feelings of self-efficacy, their self-management skills and higher order thinking skills that are demanded in post-secondary education and 21st Century careers.

Critical thinking is directly related to success in a number of academic subject areas including math and science, and critical thinking skills are a tested focus in standard college admissions tests, including the SAT. Research also shows that an orientation toward *taking healthy risks* is foundational to an orientation toward learning and an

indicator of feelings of self-efficacy and ‘growth mindset’ (the belief that intelligence can be increased with effort and learning). Research shows that a growth mindset is foundational to a students’ willingness to learn. Likewise, *persistence and grit*—the ability to persevere through challenges toward long-term goals—is likewise highly associated with academic and life success.

Collective impact on academic achievement at prior Levy sites:

Arts Corps served as the primary arts partner at 13 OST time and CLC programs funded under the previous levy. In nearly every case, Arts Corps partnered with the site for multiple years, building strong relationships between Arts Corps and site staff, as well as strong mentoring relationships between the teaching artists and their students. The collective impact of our efforts at these sites has improved student academic outcomes. For example, at Mercer Middle School, where Arts Corps has provided programming consistently since the 2004-05 school year, over 95% of MSSP students passed all their classes each semester of school year 2009-10, 78% met typical growth for math and 58% for reading. That same year, 42.9% of MSSP students at Mercer improved from WASL math level 1 to level 2 or higher. Arts Corps served 12% of students in this program in 2009-10.

Section 3: Tracking to Success

Within the past two years, Arts Corps has tracked multiple data points to assess the impact of our programs on student development and achievement. These data points include: quality (Youth Program Quality Assessment), 21st Century Skills, school and program attendance, course performance, grades, and test scores. In addition to our data sharing agreement with Seattle Public Schools, Arts Corps utilizes direct surveys, focus groups, student portfolios and interviews to collect data on program impact. Data is collected and evaluated in accordance with an annual evaluation plan and data collection and access protocols developed by MEM Consultants. This includes confidential student data released by parent permission under FERPA requirements.

Attendance: Teaching artists collect program attendance daily, reporting in with Arts Corps staff in the first week of class and monitoring for problems and troubleshooting as needed with program partner and Arts Corps to solve attendance issues. Organizational attendance data is reviewed on a quarterly and annual basis, and Arts Corps develops site-based strategies to increase attendance in collaboration with program partners and teaching artists. Using site based strategies we’ve increased program attendance from 76.07% in 2006-07 to 82.00% in 2011-12.

Arts Corps also now tracks students’ school attendance on a weekly basis through partner check-ins and/or through the Source. Last spring, Arts Corps conducted a pilot to assess the feasibility and impact of obtaining school attendance data on a weekly basis for program participants in order to address problem attendance through targeted involvement of the teaching artist. While Arts Corps teaching artists had been working in conjunction with partners to check in with students on grades, attendance and other issues, the teaching artist in the pilot program found the weekly attendance data to be helpful in developing strategies student-level interventions. Over the course of the six-week pilot, missed periods (excused and unexcused) dropped by 66%. As a result of this pilot, Arts Corps is moving forward with strategies to review weekly school attendance in the 2012-13 school year. For students with FERPA releases, our staff at

Creative School sites track school attendance weekly for target students and teaching artists work with students to encourage school attendance. In our afterschool programs delivered in partnership with the YMCA and Parks and Recreation, teaching artists will check in with partner staff weekly to discuss target student school attendance and other academic issues (for students with FERPA releases).

Course performance, grades and test scores: Arts Corps focuses on student academic performance in core academic subjects (language arts, social studies and science currently) in Arts Corps' Creative Schools Initiative. In these programs, teaching artists work alongside classroom teachers to develop curriculum that bolsters learning in the arts and the integrated subject area (e.g. Language Arts). Teaching artists and teachers develop formative (weekly) and summative (quarterly) assessments to measure learning in both content areas, and work with the Creative Schools Manager to refine instructional strategies when learning goals are not met. Arts Corps also monitors student reading gains through MAP scores, and makes programmatic changes as needed if gains are not made. Grades and MSP test scores are also collected and used to evaluate the impact of our programs.

Quality: Since 2010, Arts Corps has implemented the Youth Program Quality Assessment (YPQA) to measure quality and support instructional improvements in our classes. Working with external certified evaluators, we observe select classes each year, work with the observed teaching artists to provide feedback and coaching based on the assessment, and identify common issues to provide faculty-wide professional development to improve practice. For example, through data from YPQA observations we learned that our teaching artists struggled with using non-evaluative language—an important practice for promoting a growth mindset. We invested in individual coaching and group professional development to help our faculty master this important instructional technique. A follow up report found significant improvement in this area.

21st Century Skills: Arts Corps began collecting matched pre- and post-class student self-reports on 21st C Skills (creative habits of mind) in 2006-07. During this base year, we found statistically significant evidence of positive changes in relation to imagination, critical thinking and courage & risk-taking. The following year, Arts Corps observed classes and conducted teaching artist professional development to enhance teaching of creative habits in the classroom. Matched pre- and post-class surveys for 2007-2008 revealed consistent, statistically significant increases in 10 out of 10 indicators of creative habits - an improvement over the prior year. In 2009, Arts Corps developed a 21st C skills observational framework that operates in conjunction with the YPQA, which has allowed us to provide more specific feedback and guidelines for teachers and teaching artists. Through this tool, we have been able to identify areas where individual teaching artists were not using the best instructional strategies to foster targeted 21st C Skills and provide specific feedback and coaching to improve instruction. Matched pre-post student surveys in 2011-12 revealed significant increases in all ten indicators of creative habits with gains over 2010-2011 in eight out of the ten indicators. The greatest gains were seen in the indicators for critical thinking, an area of emphasis identified through our observation framework.

Section 4: Woman and Minority Inclusion; Non-discrimination

Arts Corps does not anticipate subcontracting or hiring additional employees if selected.

Arts Corps Attachment 2: Data Sample

Data Sample: Arts Corps Students/Van Asselt Elementary 2010-11

proxy_id	Grade	Days absent	St susp	Lt susp	expulsion	Read type	Read score	Read level	Math type	Math score	Math level
2234847	4	0	0	0	0	MSP	407	L3	MSP	458	L4
2246141	5	10	0	0	0	MSPB	343	L1	MSPB	322	L1
2281652	3	28	1	0	0	MSP	367	L1	MSP	367	L1
2190582	5	7	2	0	0	MSP	422	L4	MSP	416	L3
2210567	5	2	0	0	0	MSP	428	L4	MSP	440	L4
2225745	5	1	0	0	0	MSP	407	L3	MSP	440	L4
2227373	4	15	0	0	0	MSP	383	L2	MSP	340	L1
2227546	5	0	0	0	0	MSP	416	L3	MSP	393	L2
2231556	5	6	0	0	0	MSP	376	L2	MSP	427	L3
2231781	5	4	1	0	0	MSP	464	L4	MSP	472	L4
2231863	5	7	0	0	0	MSP	407	L3	MSP	389	L2
2233583	4	1	0	0	0	MSP	411	L3	MSP	413	L3
2261319	4	2	0	0	0	MSP	383	L2	MSP	340	L1
2262798	4	3	0	0	0	MSP	404	L3	MSP	364	L1
2263997	4	0	0	0	0	MSP	454	L4	MSP	533	L4
2245795	3	9	0	0	0	MSP	370	L1	MSP	367	L1
2250899	3	11	1	0	0	MSP	426	L4	MSP	395	L2
2283681	3	1	0	0	0	MSP	460	L4	MSP	456	L4
2289226	3	0	0	0	0	MSP	417	L3	MSP	429	L3
2293125	3	13	0	0	0	MSP	417	L3	MSP	383	L2
2294167	3	23	0	0	0	MSP	401	L3	MSP	391	L2
2300540	3	0	0	0	0	MSP	413	L3	MSP	419	L3
2300936	3	2	0	0	0	MSP	417	L3	MSP	407	L3
2302805	3	8	0	0	0	MSP	401	L3	MSP	391	L2
2303603	3	9	0	0	0	MSP	433	L4	MSP	456	L4
2307870	3	4	0	0	0	MSP	400	L3	MSP	379	L2
2311426	3	4	0	0	0	MSP	405	L3	MSP	400	L3

Arts Corps Attachment 2: Data Sample

**School Attendance Tracking Sheet - West Seattle High CLC Rock Out!
Daniel Pak, Grades 9-12, Spring Qtr**

Pilot Tracking	Week 1	Week 2
Intervention Date	3/27/12	4/3/12
School Attendance:		
Perfect	4	5
Excused Day	1	0
Unexcused Day	0	0
Excused Period	0	5
Unexcused Period	12	4
Excused Tardy	0	0
Unexcused Tardy	1	3
Summary of Method	<p>Anne: I talked to the entire group & told them we're going to be looking at the attendance of the group as a whole & there are some students who have unexcused absences, meaning they were absent or very late or class. I talked about the importance of being in every class every day. I suggested that they ask Pak or Kiley for alternative perspectives on how to handle going to class if it is boring or why it's important to go to class. I let them know that we are so appreciative of their commitment to the Music Production class, but that we want to be sure we support them in their efforts at school, too, because if they do both (Music and school), then they will be able to accomplish their future goals. Etc. I told them that they can come to me at any time as well and reminded them to use their time in MASH wisely, since we moved the class to 3:30 so that they can work on homework & get support from teachers and tutors during that first hour after school.</p>	<p>Pak: Kiley & I spent the first 5 minutes of the session on Tuesday reintroducing the attendance tracking (which i thought would be appropriate, since i haven't formally discussed it with them before). we talked about the previous week's attendance data, and why it was very disappointing to see (again, reaffirming how intelligent they are, and how purposely missing class just shows a sign of quitting). and then we talked about how GREAT the change was in this week's data. there was an amazing turnaround in attendance from last week, although attendance at the afterschool session was about 50%. Anne mentioned hopefully that was due to a newfound commitment to bringing their grades up before the quarter ends. during the 5 minutes we basically talked about systems, why they exist, how being a part of these systems may not be the most fun thing in the world, and that going beyond the call to excel in these systems just shows how competent, responsible, and accountable you are. and that in the future, forming good habits around attendance and timeliness gets you the job.</p>

Arts Corps Attachment 2: Data Sample

School Attendance Tracking Sheet - West Seattle High CLC Rock Out!
Daniel Pak, Grades 9-12, Spring Qtr [Continued]

Pilot Tracking	Week 3	Week 4	Week 5	Week 6
Intervention Date	4/10/12	4/24/12	5/1/12	5/8/12
School Attendance:				
Perfect	7	7	5	4
Excused Day	1	0	0	2
Unexcused Day	0	0	0	0
Excused Period	0	0	0	0
Unexcused Period	1	4	4	4
Excused Tardy	0	0	0	0
Unexcused Tardy	2	2	1	1
Summary of Method	<p>On Tuesday April 10 we unfortunately had the lowest attendance of the year so far, with only three students showing up. Most likely due to students needing to focus on schoolwork before the end of the quarter, which is a good thing! Through talks with the students it seems many of them really wanted to bring up their grades. The three that did attend got a really focused (and intense!) lesson on song arrangement and repetition, as Kiley and I were able to sub on instruments, rehearse with them, and drilled them on their individual parts. It was a lot of fun. The three that attended had perfect attendance at school that week.</p>	None	None	<p>This was my first day back at WSHS after being on family trip, and according to the (YPQA) assessment that was done with just Kiley and Jenna present, it is obvious that they held it down! One of our youth was grounded by his family for grades and he showed up at the very beginning to say hi and then had to go to study. We assured him that there is a good chance we'll be back next year, and that we'd love to continue making music with him. We didn't receive the attendance info until after the session, and since all the youth were in great spirits and excited for the performance on Thursday, we got right to rehearsal, although we did check in on grades. The response was that everyone's grades were getting better. After receiving the attendance post-session, we found that one student has some pretty bad attendance and tardiness going on, and we will be addressing it with her in private.</p>

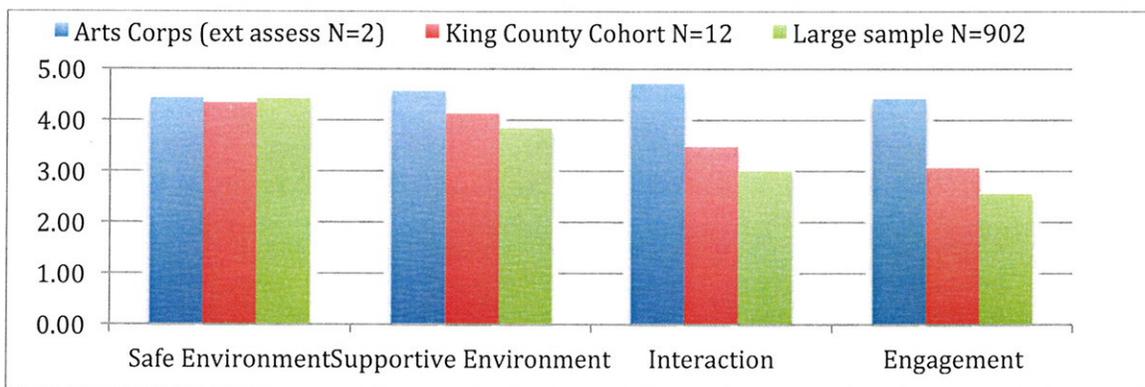
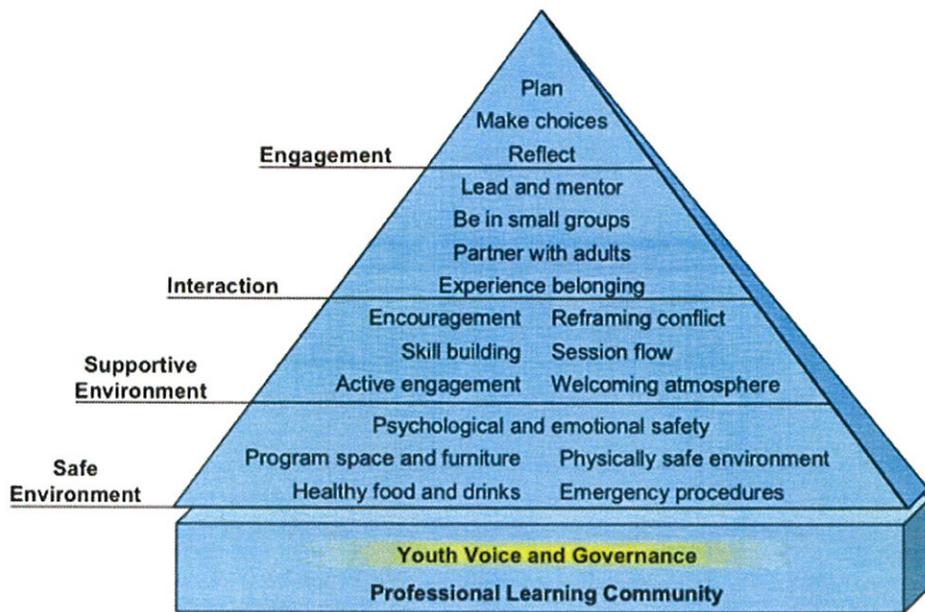
Arts Corps Attachment 2: Data Sample

YPQA Report

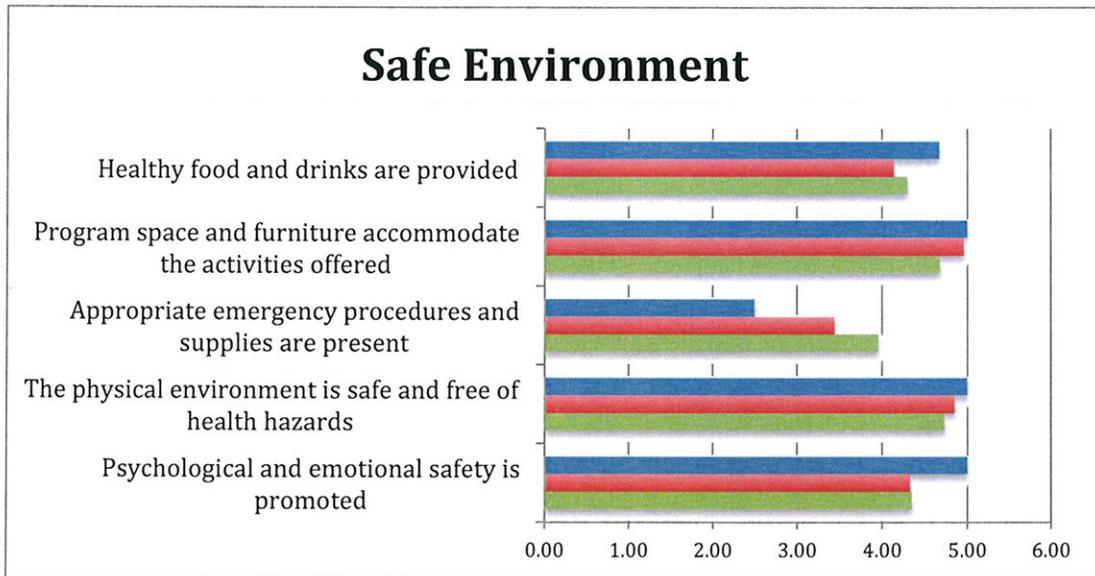
The High/Scope Educational Research Foundation developed the Youth Program Quality Assessment (YPQA) as a tool for observing and evaluating youth programs. The YPQA incorporates research on best practices in youth programming into four categories: Safe Environment, Supportive Environment, Interaction and Engagement.

External evaluators certified to administer the YPQA visited Arts Corps' Break Dance Class at Mercer Middle School Community Learning Center during April, 2010. Scores are based on a 1-5 scale.

The chart below showcases Arts Corps' average scores for each category based on the observations. The chart compares the Arts Corps External Assessment with a King County Cohort and a Large National Reference Sample. More detail about each category is presented below.



Arts Corps Attachment 2: Data Sample



- Arts Corps N=2
- King County Cohort N=12
- Large Sample N=902

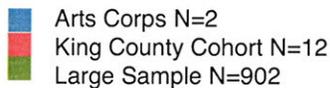
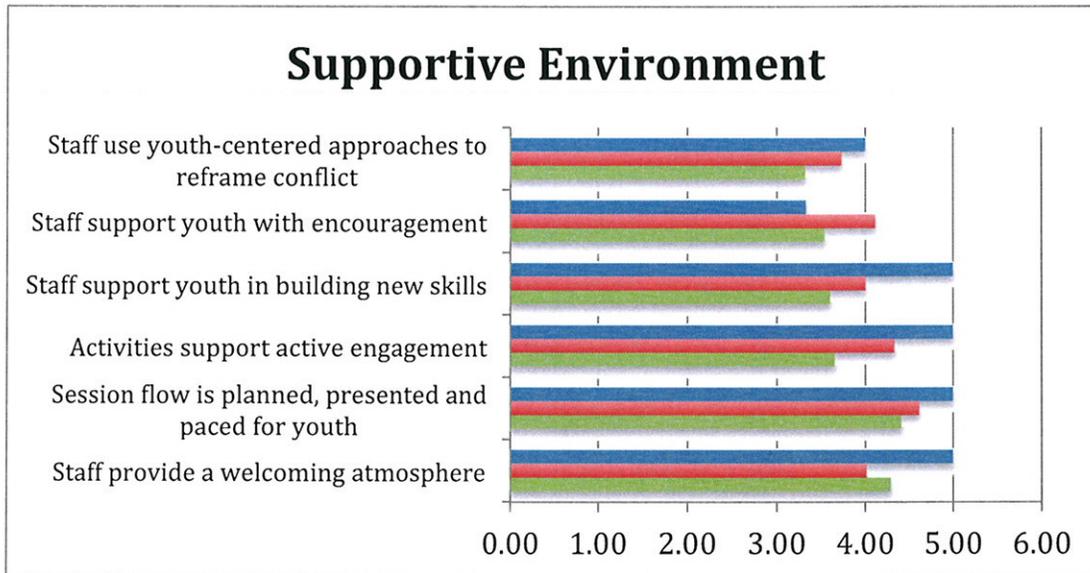
Strengths

- Emotional Climate
- Mutual Respect
- Health and Safety
- Sanitation
- Ventilation and lighting
- Temperature
- Supervised entrances
- Sufficient/suitable space
- Drinking water
- Healthy food and drinks

Areas for Improvement

- Emergency procedures and supplies

Arts Corps Attachment 2: Data Sample



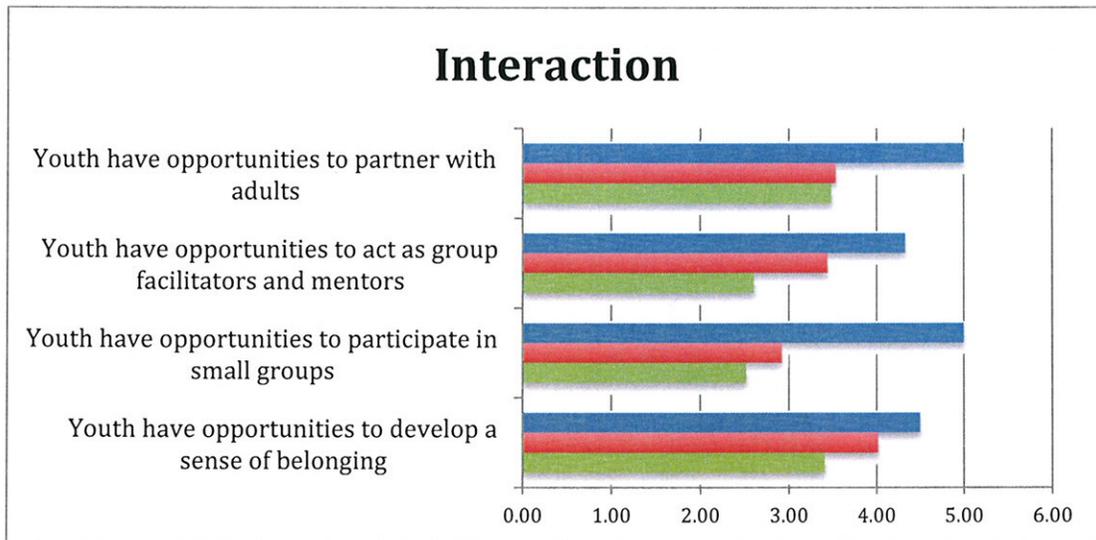
Strengths

- Staff greet youth
- Staff use welcoming tone of voice and language
- Staff smile, use friendly gestures, make eye contact
- Session starts and ends on time
- Materials and supplies ready
- Staff explain activities clearly
- Youth engage with materials and ideas
- Youth engaged in creating tangible products or performances
- Youth talk about what they are doing
- Activities balance concrete and abstract
- Youth are encouraged to try new skills
- Mistakes are allowed

Areas for Improvement

- Staff use of non-evaluative praise and open-ended questions

Arts Corps Attachment 2: Data Sample



- Arts Corps N=2
- King County Cohort N=12
- Large Sample N=902

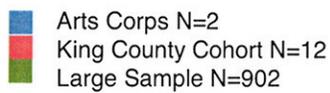
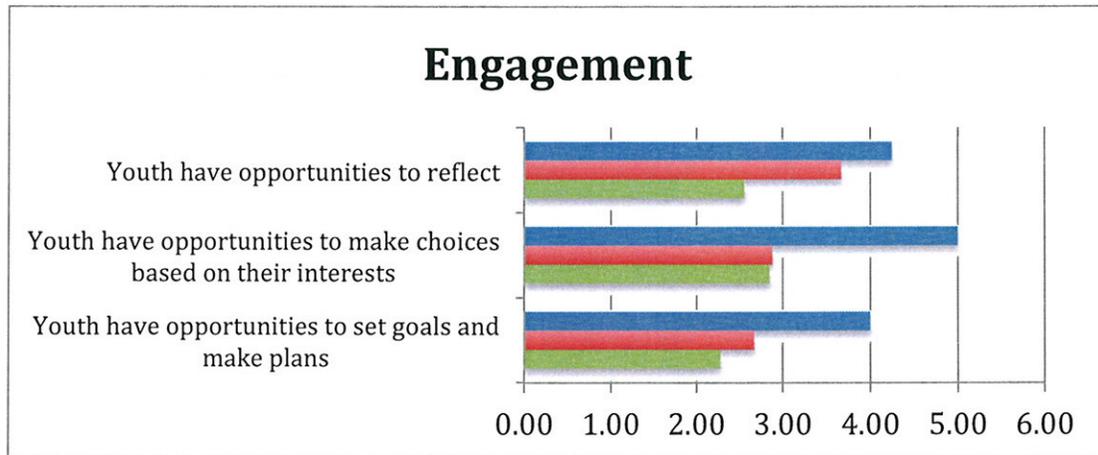
Strengths

- Youth have opportunities for inclusive relationships
- Youth identify with program offering
- Youth achievements are publicly acknowledged
- Youth have opportunities to form small groups
- Groups have purpose and cooperation
- Youth have opportunities to use group process skills
- Staff share control with youth
- Staff provide an explanation

Areas for Improvement

- Opportunities for youth to lead a group

Arts Corps Attachment 2: Data Sample



Strengths

- Youth have opportunities to make plans for projects and activities
- Youth have opportunities to make content choices
- Youth have opportunities to make process choices
- Youth have opportunities to reflect on what they are doing
- Youth have opportunities to make presentations

Areas for Improvement

- Opportunities for youth to take part in planning strategies
- Opportunities for youth to reflect in multiple ways

Arts Corps Attachment 2: Data Sample

Conclusions

Arts Corps' Spring 2011 Break Dance Class at Mercer Middle School Community Learning Center demonstrated a high level of quality in accordance with the Youth Program Quality Assessment (YPQA). While this class rated high in every category, scores were significantly higher than average compared to a local cohort and national reference sample in the categories of supportive environment, interaction and engagement.

Areas of strength include a welcoming atmosphere, staff supporting youth in building new skills, activities that support active engagement, planned session flow that is presented and paced for youth, and opportunities for youth to participate in groups, participate with adults, and make decisions based on their interests.

Areas for improvement include the need for easily accessible emergency procedures and supplies, increased staff use of non-evaluative praise and open-ended questions, increased opportunities for youth to lead a group, for youth to take part in planning strategies, and for youth to reflect in multiple ways.

Arts Corps Attachment 2: Data Sample

Learning – Creative Habits of Mind

Arts Corps focuses on fostering five Creative Habits of Mind, which are described below with italicized bullets that list the survey questions designed to tap student practice of each habit.

- **Imagining Possibilities:** to conceive of imaginative possibilities, pursue a vision, generate ideas, and respond to new possibilities as they arise
 - *I can come up with lots of ideas*
 - *I like to imagine new ways to do things*
- **Critical Thinking:** to generate and apply criteria for what makes good work (process); to solve problems creatively; to examine ideas; to make connections between unlike things
 - *I can solve problems*
 - *I think before making a decision*
- **Courage and Risk-taking:** to work outside of comfort zones; to tolerate ambiguity, to resist “shoulds & oughts”
 - *I try things even when I might fail*
 - *I try new things even if I am nervous about them*
- **Reflection:** to recognize what is personal & distinctive about oneself and one's work; to reflect on success of final solution
 - *I like to find ways to do a better job*
 - *I know when I have done a good job*
- **Persistence and Discipline:** to develop mental & physical discipline: how to attend, concentrate, persist, coordinate
 - *I finish whatever I begin*
 - *I work at something until I get better*

Arts Corps Attachment 2: Data Sample

Students were asked to indicate how strongly they agreed or disagreed with each statement after completing their Arts Corps class, then reflect on their behavior prior to enrolling in the class. For every item, students reported they were *significantly* more likely to agree that the statement described them after their Arts Corps class than before. Figures 17 and 18 demonstrate the pattern of responses on a 1-4 scale, where 1=Strongly Disagree and 4=Strongly Agree. Questions are grouped by creative habit in Figure 17 and shown individually in Figure 18.

Figure 17: Changes in Self-Reported Creative Habits

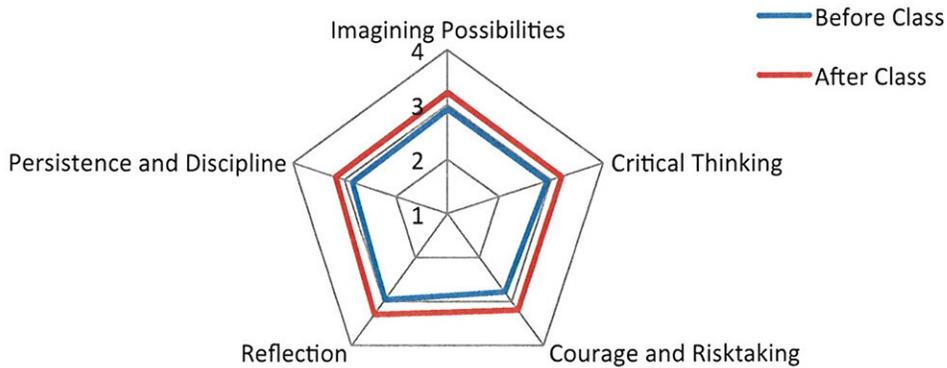
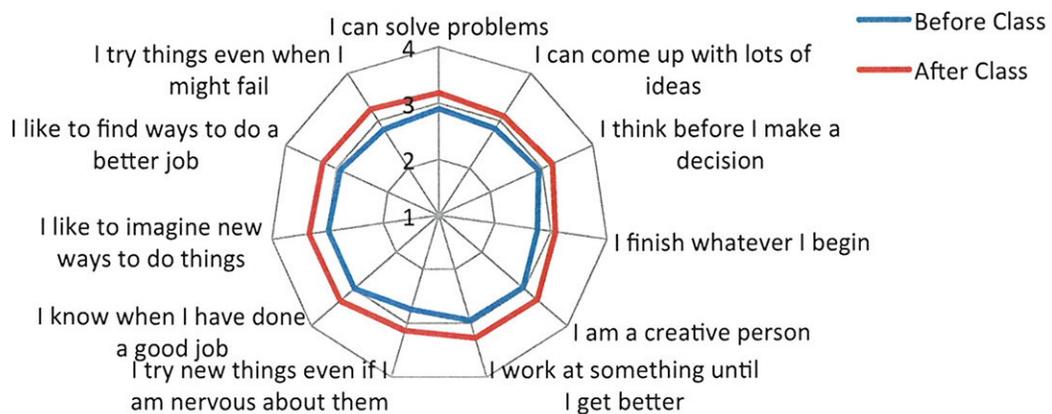


Figure 18: Changes in Self-Reported Creative Habits



Arts Corps Attachment 2: Data Sample

Use of Post-Pre Format for Student Survey

Initial analysis suggests the use of the post-pre survey format produces similar survey responses to the pre- and post-survey format, and results in much higher response rates (See Table 2).

Table 3 compares the mean responses to survey items this year to past years.

	11-12	10-11	09-10
Survey Response Rate	77%	25%	29%

		11-12	10-11	09-10
I am a creative person	<i>pre</i>	3.0	3.3	3.4
	<i>post</i>	3.3*	3.2*	3.5
I can come up with lots of ideas	<i>pre</i>	2.8	2.9	2.9
	<i>post</i>	3.1*	2.9*	3.3*
I like to imagine new ways to do things	<i>pre</i>	3.0	3.0	3.1
	<i>post</i>	3.3*	3.1	3.4*
I can solve problems	<i>pre</i>	2.9	3.1	3.0
	<i>post</i>	3.2*	2.7*	3.2*
I think before making a decision	<i>pre</i>	2.9	2.8	2.8
	<i>post</i>	3.2*	3.1*	3.1*
I try things even when I might fail	<i>pre</i>	2.8	2.9	3.0
	<i>post</i>	3.2*	3.2*	3.3*
I try new things even if I am nervous about them/I don't hold back, even when something is new.	<i>pre</i>	2.7	2.8	3.0
	<i>post</i>	3.1*	3.0*	3.3*
I like to find ways to do a better job	<i>pre</i>	2.9	2.9	3.1
	<i>post</i>	3.3*	3.2*	3.4*
I know when I have done a good job	<i>pre</i>	3.0	3.2	3.2
	<i>post</i>	3.3*	3.2	3.2*
I finish whatever I begin/I don't give up easily	<i>pre</i>	2.8	2.8	3.1
	<i>post</i>	3.1*	3.2	3.4*
I work at something until I get better	<i>pre</i>	2.9	3.0	3.2
	<i>post</i>	3.3*	3.3	3.4*