

**ATTACHMENT 1: COVER SHEET****Applicant Information:**

Applicant Name:	Toyia Taylor, we.app founder/ceo		
Applicant Address Including city, state, zip code	315 NW 2 <sup>nd</sup> Place Renton. WA 98057		
Web address, if applicable	<a href="http://www.theweappstudio.com">www.theweappstudio.com</a>		

**Primary Contact Information:**

Contact Person	Toyia T. Taylor		
Title	we.app Founder/CEO		
Mailing Address Including city, state, zip code	315 NW 2 <sup>nd</sup> Place Renton WA 98057		
Day/Work Phone	206.659.9720	Email address	<a href="mailto:info@theweappstudio.com">info@theweappstudio.com</a>

**Secondary Contact Information:**

Contact Person	Same As Above		
Title			
Mailing Address Including city, state, zip code <i>(if different from Primary Contact)</i>			
Day/Work Phone		Email address	

**Signature Block:**

<b>Signed:</b> <i>Toyia T. Taylor</i>	<b>Date:</b> 9/29/14
Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):	
Sole-proprietorship	

## ATTACHMENT 2: RFQ (Section A – D)

### Section A: Program Overview

At the age of fourteen, I stepped through the doors of Renton High School as a new student. Until this day, I vividly remember being afraid to open up and speak out because of mental and physical anguish suffered at the hands of a stepfather who led me to believe I was worthless. My only source of freedom came during lunch as I wrote my most precious thoughts in a journal given to me before my mother and I fled from our home in Louisiana to start a new life in Washington.

A school counselor named Mr. Johnson, recognized the signs of depression and made it his mission to connect. One day during lunch, he asked could he read my writing. As someone who needed an outlet, I jumped at the opportunity to share. Immediately, Mr. Johnson recognized I had a gift and more importantly, a message that could help other youth like myself heal and be supported. As a result, I became more involved with school activities, and more engaged and vocal during classes. My grades improved as well as my social skills, and for the first time, I felt empowered.

Because of Mr. Johnson's mentorship, I developed a love for writing, reading, and self-expression. Consequently, I discovered my voice and used it to write original essays addressing youth issues and performed them as orations. These writings generated scholarships that funded my education at University of Washington where I earned the dual degree of Bachelor of Arts in African American Studies and Political Science. I continued my education at Seattle University to earn the advanced degree of Master of Fine Arts in Arts Leadership and Management.

My work in youth advocacy and oratory led to the opportunity to compete in the Miss America Pageant as Miss District of Columbia. In 1999, I became the first contestant to deliver an oration for the talent portion of the pageant. My original oration, *Wake Up*, addressed issues facing today's youth and challenged community members and parents to wake up and play an active role in supporting our youth. While I did not win the overall competition, I was "Top Ten" in talent and interview.

Since high school, I have used my passion for youth advocacy, public speaking, and performance art to develop national youth initiatives. I developed youth programs for nonprofits and government agencies in Washington D.C., Seattle, and New York, but in 2012 I established my own company, ***we.app*** (We Act Present Perform).

Today, ***we.app*** is a movement dedicated to teaching adults and youth to *speak with purpose*. The ***we.app*** Young Artist Academy (YAA) is our program designed to teach students to discover their unique voice, and create original work that expresses their view on education, home, and life. Our unique methodology to teaching literacy and communication skills deepens their appreciation for the power of words and how writers use strategies like vocabulary, literary devices, and modes of discourse

## *we.app* Young Artists Academy\_ELO\_RFQ

to convey a message. Our performance-based methods are anchored in using writing to empower participants to present ideas that reflect their clear, passionate, and distinctive perspective of the world.

The ***we.app*** (YAA) is an Expanded Learning Opportunities program that integrates public speaking, creative writing, and performing arts. Classes explore journal writing, improvisation, small group discussions and projects, script/playwriting, acting, and oration to explore a range of styles of expression. As a result, extraordinary pieces of original work unveil the deepest thoughts and aspirations of our children that are rarely heard nor acknowledged. The same mentorship that I received from Mr. Johnson and other adult mentors is the foundation that we use in partnership with schools to help students transcend the “negative narrative” and develop an empowering perspective of the promise of their future.

If selected to become a partner in implementing their Levy plan, ***we.app*** YAA is able to:

- Deliver yearlong day and after-school enrichment programming
- Integrate public speaking, creative writing, and performing arts
- Students work with experienced professional teaching artists to master basic presentation skills such as comprehension and collaboration, critical thinking, self-direction, and showmanship
- Provide experienced professional teaching artists to instruct yearlong classes
- Provide day and after-school classes, 1 ½ hours each day.
- Small classroom instruction (15 students)
- Teaching artists work with classroom teachers to develop and deliver curriculum that compliments core subject areas of study and daily lesson plans
- Students master common-core skills such as interpreting words and phrases, preparing and participating in a range of conversation and collaborations, demonstrating command of standard English, and producing clear and coherent writing
- Provide professional development for teachers

### **Section B: Key People**

**Toyia Taylor**, Founder and Program Director, will serve as project lead for all Levy-funded projects. Ms. Taylor is responsible for overseeing ***we.app*** Young Artist Academy (YAA) school day and after-school programming. Her work includes overseeing project management, faculty professional development, curriculum design, outreach, and managing partner relationships.

The ***we.app*** YAA currently contracts with two additional professional teaching artists as well as associate teaching artists who have collaboratively taught the YAA classes in Seattle Public Schools, Highline Public Schools, and community-based organizations such as, Technology Access Foundation (TAF), Coyote Central, and

## *we.app* Young Artists Academy\_ELO\_RFQ

Powerful Schools. Over the past nearly three years YAA has successfully provided expanded learning opportunities programming to over 500 students.

*“The we.app program was so well received by our middle school staff and students. We used our Families and Education Levy performance pay to fund expanded learning opportunities for our levy focus students and other students. Seeing students from our Autism Inclusion program with expressive/receptive language communication difficulties perform original pieces in our June talent show and the final promotional video was awe inspiring. It brought tears to their parents’ and our staffs’ eyes.....There is place for everyone’s voice at South Shore and we owe this to our work with **we.app**.  
– Principal Keisha Scarlett, South Shore PK-8 School*

**Toya Taylor** received her Bachelor of Arts in African American Studies with a minor in Political Science from the University of Washington and a Master of Fine Arts in Arts Leadership and Management from Seattle University. Ms. Taylor has established and manage youth violence prevention and employment programs in Washington D.C. and New York City. She has also created and taught integrated art programs for over two decades to students ranging from preschool to adults. In 1999-2000, Toya held the title of Miss District of Columbia for the Miss America Pageant and is noted as the first contest perform oration as a talent.

**Peter Tolfree** is a writer, educator, director, cinematographer, sound designer, and editor of short narrative and documentary films. Mr. Tolfree earned a Master of Fine Arts in Film Production from the University of Southern California, School of Cinematic Arts. Peter was one of ten Finalist for the 2004 *Pixar International Editing Award offered* by Pixar Animation Studios. Peter Tolfree is a certificated teacher with secondary and middle school credentials that include: State of Washington Education Certificate in Career and Technical Education (CTE) and Secondary Language Arts. Peter has over several years of experience working with Secondary English Language Learners and with special needs student with varying conditions on the Autism Spectrum (ASD) as a former para-educator. His teaching experience also includes: secondary mathematics, humanities and science, elementary theater; as well as film production, and drama. Peter has worked with *we.app* YAA since 2013.

**BreAnna Jones** is a self-employed videographer and photographer. Ms. Jones has contracted with Amazon, Microsoft, and the University of Washington. BreAnna earned a Bachelor of Arts from the University of Washington and is academically distinguished as a UW Equal Opportunity Merit Scholar. Furthermore, Ms. BreAnna Jones is also a signed R&B artist with Viamont Records, and three-time state champion for the Poetry Out Loud National Recitation Competition. She has worked with YAA for the past two years in the capacity of videographer, photographer, and most recently, professional teaching artist.

Each professional teaching artist has experience in providing expanded learning opportunities including artist-residencies, craft coaching, and directing and producing student productions.

### **Section C: Previous Experience Improving Student Outcomes**

1. The ***we.app*** Young Artists Academy (YAA) has served a broad range of students that represent the demographics and characteristics of the populations aligned with the Levy's gap-closing intended purpose discussed in the RFQ. These include:

- English-language Learners
- Student of color – esp. African-American, African, and Latino
- Low-income students
- Special Education

We have provided expanded learning opportunities programs for diverse student populations at Garfield and Franklin High School, South Shore PK-8, and Mount View Elementary (Highline). The majority of these schools serve a Title I population identified by one or more of the following risk factors:

- Failure to meet grade-level standard on state assessments
- Failure to pass state End-of-Course Exams
- Failing core academic courses
- Absent more than 10 days of school per school-year

2. The ***we.app*** Young Artists Academy (YAA) serves diverse students from grades 3-12. Our model is built on partnering with schools where promising youth may be experiencing social, economic, and family trauma including: poverty and financial instability, caregiver instability, and various drug and alcohol addiction-related disruptions. For example, research shows that young males of color begin to disengage in academics around the intermediate stage of their schooling.

Our main objective for YAA is to be an integral part of what schools provide to bridge that engagement and opportunity gap. Our strategy incorporates integrating public speaking and performance art to reengage students in their reading, writing, and listening process. By teaching students to expand vocabulary, critical thinking skills, and ability to collaborate, students increase their ability to self-direct, adapt speech to a variety of contexts and tasks, and speak with purpose as it relates to school and home. All these things contribute to a child's ability to focus and stay engaged in their learning process as it relates to the classroom, home, and self-exploration. Such an example is described below in the case below:

Jawara - name has been changed to protect identity  
14 year old, male student, Garfield High School

As a child, Jawara immigrated to Senegal. As he grew into a young teen, he began to feel that his appearance and West African accent was a barrier. It made him want to just fade into the background of his classroom and peer interactions. He felt ostracized from his peers as a Black male from Africa.

Jawara kept shutting down in classes because he felt that no one cared about what he had to say. He joined our Garfield High School YAA program and wrote about his feelings and challenges. He spoke of the challenges of being African in America and wanting to embrace his culture, heritage and dark skin color. He felt misunderstood by non-Black peers and sometimes ridiculed by African American students. Through Jawara's writing and learning the skill of oratorical presentation he was able to share his desire to be seen and heard. He was able to use his experience in YAA to develop a term I call, "cultural buoyancy." He articulated in an original work "I now see the strength, legacy and pride in being Black. Even though it is sometimes a struggle, it is a benefit. I see this pride in leaders around me and now I see myself as a leader."

According to his teachers at Garfield, Jawara is truly a leader amongst his peers. He is an active member ASB and continues to write and perform orations as a spoken word artist.

#### **Section D: Tracking to Success**

1. What data drive your work? Please list the program and school-based data points you have tracked and/or reviewed to implement your Expanded Learning Opportunities and improve their effectiveness. Examples of school-based data points may include students' classroom formative and cumulative assessment results, state assessment results, and school attendance, GPA, course grades, homework completion rates, and suspension/detention incidents.

The *we.app* YAA program uses the following program and school-based data points to implement and track our program:

- Program Pre/Post Survey
- School Attendance
- Program Attendance
- Program Formative & Summative Performance Assessments
- Passing Courses
- Wellness Scores (South Shore only)

2. Depending upon the level of sophistication of the schools' data tracking systems and structures for reviewing student data, we determine our action plan for data collection and review. Based upon our recent partnerships with South Shore PK-8 School and Mount View Elementary, we were able to develop a strong system for data review. Both schools provided data through their regular student data team meetings. South Shore's team meetings were the most regular; scheduled biweekly with administration, a data coordinator (Graduation Coach), support staff, and community-based organizations. I attended four such meetings; one during preliminary planning and three meetings during and after the program to review

the above data. We track attendance data daily and I send a student progress report to the building contact and/or principal at the end of each session as well as do a school day follow-up at lunchtime to connect with absent students prior to our next session.

Our standard policy for all school-based programs is a student application with parent signature and FERPA form (data and photo release form). We add such provision to all services contracts in the area that refers to student commitment.

3. Our first sessions at South Shore were scheduled after school, and experienced some initial attendance challenges. Most of the challenges were due to students having family commitments to afternoon childcare. I worked with the South Shore team to develop a revised schedule during the school day on Fridays during middle school projects period. Student routinely stayed later than the 75-80 minute sessions into after school hours toward the end of the program; especially during the video production sessions.

We use formative performance assessments to assess student mastery of communication standards as well as writing within the craft. These assessments are written and oral. Additionally we use self-assessment, group and peer assessment to assess non-cognitive skills development such as: confidence, motivation, collaboration, and creativity. Each session, students participate in writing and project based learning activities that produce evidence of student learning which in turn are assessed and delivered to students in the form of written and oral feedback. We also use a feedback review cycle that includes reflection and two-way journaling.

**ATTACHMENT 3:**

***we.app* Young Artists Academy\_ELO\_Data Sample**

South Shore PK-8 2014 Program Data – Wellness (as explained by school leadership)

South Shore’s Wellness Program is part of their multi-tiered systems of support (MTSS) that tracks students’ academic, social, emotional, and physical wellbeing. They implement plans for students who arrive at the school behind or fall behind academically, socially and emotionally. The process also identifies, evaluate and reduce barriers that interfere with a child’s learning.

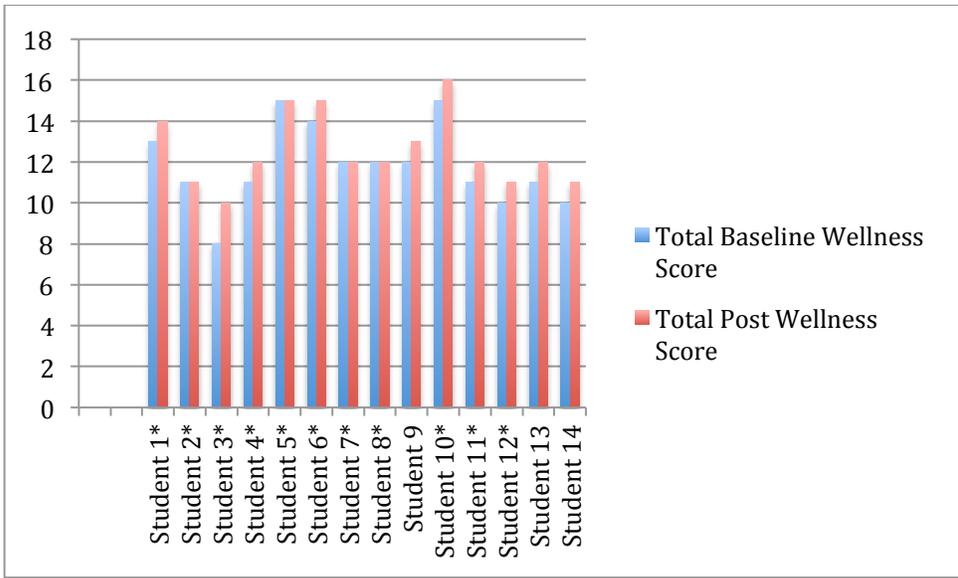
The Wellness team consists of two teams -- grade level teams and the larger Wellness Team, comprised of support staff members and administrators and uses a rubric system to rate each student in 4 domains: academic, social, emotional and physical. Every homeroom teacher monitors their students’ academic, social, emotional, and physical health through wellness tracking protocols. They create individual intervention plans for struggling students and monitors progress towards goals on a biweekly basis.

Student Name	Grade	Gender	Baseline (5/6/14) Wellness Social	Baseline Wellness-Emotional	Baseline Wellness Academic	Baseline Wellness Physical	Total Baseline Wellness Score
Student 1*	6	M	2	3	4	4	13
Student 2*	6	M	3	3	3	2	11
Student 3*	6	F	3	2	2	1	8
Student 4*	6	F	3	2	2	4	11
Student 5*	6	F	4	3	4	4	15
Student 6*	6	F	4	4	3	3	14
Student 7*	6	F	3	3	3	3	12
Student 8*	7	F	3	3	3	3	12
Student 9	7	M	2	3	4	3	12
Student 10*	8	M	3	4	4	4	15
Student 11*	8	M	3	3	3	2	11
Student 12*	8	F	3	2	2	3	10
Student 13	8	F	2	3	3	3	11
Student 14	8	F	2	2	3	3	10

*we.app* Young Artists Academy\_ELO\_RFQ

Student Name	Grade	Gender	Post (6/10/14) Wellness Social	Post Wellness-Emotional	Post Wellness Academic	Post Wellness Physical	Total Post Wellness Score
Student 1*	6	M	3	3	4	4	14
Student 2*	6	M	3	3	3	2	11
Student 3*	6	F	3	3	3	1	10
Student 4*	6	F	3	2	3	4	12
Student 5*	6	F	4	3	4	4	15
Student 6*	6	F	4	4	4	3	15
Student 7*	6	F	3	3	3	3	12
Student 8*	7	F	3	3	3	3	12
Student 9	7	M	3	3	4	3	13
Student 10*	8	M	4	4	4	4	16
Student 11*	8	M	4	3	3	2	12
Student 12*	8	F	4	2	2	3	11
Student 13	8	F	3	3	3	3	12
Student 14	8	F	3	2	3	3	11

Student Name	Total Baseline Wellness Score	Total Post Wellness Score	Difference
Student 1*	13	14	1
Student 2*	11	11	0
Student 3*	8	10	2
Student 4*	11	12	1
Student 5*	15	15	0
Student 6*	14	15	1
Student 7*	12	12	0
Student 8*	12	12	0
Student 9	12	13	1
Student 10*	15	16	1
Student 11*	11	12	1
Student 12*	10	11	1
Student 13	11	12	1
Student 14	10	11	1
Avg Score	11.8	12.6	0.79

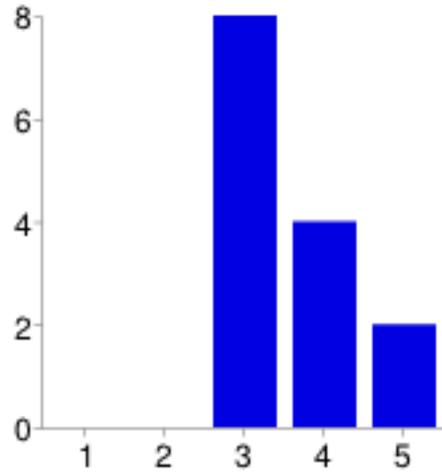


Attendance Data – South Shore PK-8 School

Student Name	Grade	Gender	Total Post Wellness Score	5 Weeks Prior Attendance Score*	Week 1 5/12/14	Week 2 5/19/14	Week 3 5/26/14	Week 4 6/2/14	Week 5 6/9/14	Total Attendance Score	Difference 5 weeks prior to Program 5 Weeks
Student 1*	6	M	14	25	5	5	5	5	5	25	0
Student 2*	6	M	11	20	4	5	5	5	5	24	4
Student 3*	6	F	10	25	5	5	5	5	5	25	0
Student 4*	6	F	12	25	5	4	5	5	5	25	0
Student 5*	6	F	15	25	5	5	5	5	5	25	0
Student 6*	6	F	15	25	5	5	5	5	5	25	0
Student 7*	6	F	12	24	5	5	5	4	5	24	0
Student 8*	7	F	12	21	5	5	5	5	5	25	4
Student 9	7	M	13	25	5	5	5	5	5	25	0
Student 10*	8	M	16	24	5	5	5	5	5	25	1
Student 11*	8	M	12	25	4	5	5	5	5	24	-1
Student 12*	8	F	11	22	5	5	5	5	5	25	3
Student 13	8	F	12	23	4	5	5	5	5	24	1
Student 14	8	F	11	19	3	4	5	5	4	21	2
<b>Avg</b>				<b>23.4</b>	<b>4.6</b>	<b>4.9</b>	<b>5.0</b>	<b>4.9</b>	<b>4.9</b>	<b>24.4</b>	<b>1.0</b>
*South Shore Levy Focus Students											
**Attendance Score of 5 = 5 days = 1 full week of school; 4 = 4 days; 3 = 3 days											

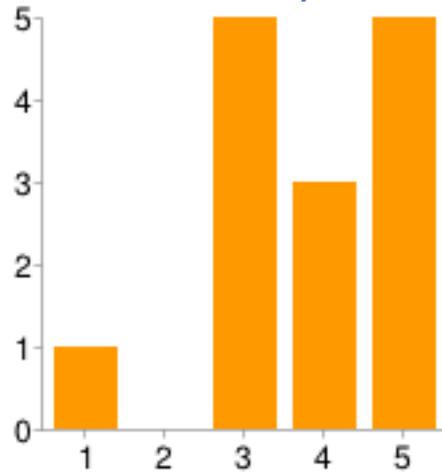
**we.app** Young Artist Academy (Pre-Program Survey)

How comfortable are you with MOVEMENT (1-5, 5 being the highest)



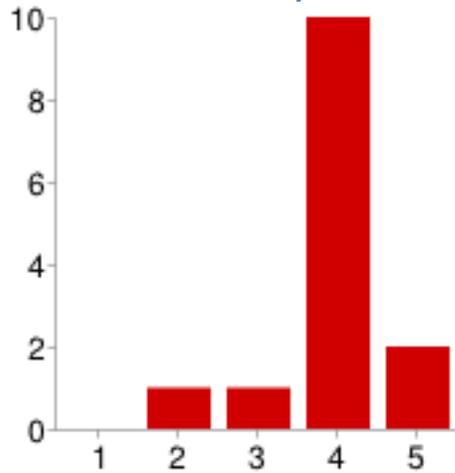
- 1 0 0%
- 2 0 0%
- 3 8 57%
- 4 4 29%
- 5 2 14%

How comfortable are you with PUBLIC SPEAKING (1-5, 5 being the highest)



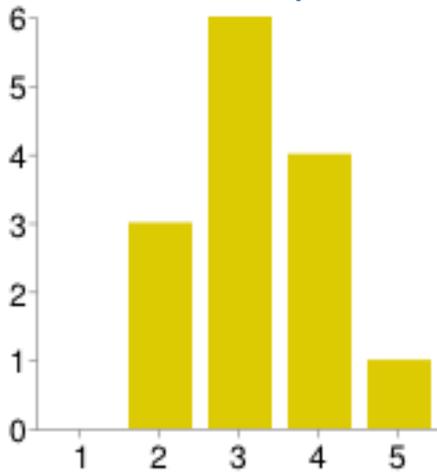
- 1 1 7%
- 2 0 0%
- 3 5 36%
- 4 3 21%
- 5 5 36%

How comfortable are you with COLLABORATION (1-5, 5 being the highest)



1 0 0%  
2 1 7%  
3 1 7%  
4 10 71%  
5 2 14%

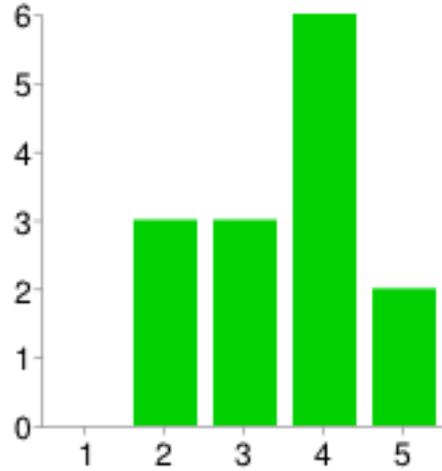
How comfortable are you with MEMORIZATION (1-5, 5 being the highest)



1 0 0%  
2 3 21%  
3 6 43%  
4 4 29%  
5 1 7%

*we.app* Young Artists Academy\_ELO\_RFQ

How comfortable are you with the following IMPROVIZATION (1-5, 5 being the highest)



1 0 0%  
2 3 21%  
3 3 21%  
4 6 43%  
5 2 14%

How would you describe your skill level in SINGING

Amazing 0 0%  
Good 10 71%  
Average 4 29%  
Poor 0 0%

How would you describe your skill level in SPOKEN WORD

Amazing 1 7%  
Good 9 64%  
Average 3 21%  
Poor 1 7%

How would you describe your skill level in WRITING

Amazing 5 36%  
Good 6 43%  
Average 3 21%  
Poor 0 0%

**How would you describe your skill level in PUBLIC SPEAKING**

Amazing 2 14%  
Good 6 43%  
Average 5 36%  
Poor 1 7%

**How would you describe your skill level in DANCING**

Amazing 4 29%  
Good 5 36%  
Average 1 7%  
Poor 4 29%

**How would you describe your skill level in ACTING**

Amazing 3 21%  
Good 5 36%  
Average 6 43%  
Poor 0 0%

**In what areas would you like to see improvement**

Acting 9 64%  
Singing 10 71%  
Spoken Word 7 50%  
Writing 4 29%  
Dancing 5 36%  
Public Speaking 10 71%  
Other 2 14%

**If you checked other, please describe**

youtube superstar

**What do you hope to gain**

I hope that from this experience I will be able to learn to work with partners and know how to improve my spoken word  
To become better at all of these things.  
i hope to gain my confidence in singing/acting in front of people  
being able to stand up for myself  
Confidence in what I like to do  
none

## we.app Young Artists Academy\_ELO\_RFQ

Improve my abilities and strengthen my character.

More confidence

Using this as a stepping stone to be famous when I grow up.

I would like to gain my confidence and self-esteem. I would like to gain my skills in acting.

To speak in front of huge groups of people.

### Name 3 things that are unique about you.

Im skinny I like to dance I im always singing im artistic

1- i have different talents 2- I'm very different in my own way 3- style

I always have a smile on my face, I love to make people laugh, and I love to talk

1. I am a quick learner 2. I have many skills many people don't know about 3. I love participating in new experiences

sense of humor Caring for others sensitive

I'm creative,I sing and write.

1. I think outside the box 2.i have a super bubbly personality 3. You could be having the worst day ever, I know how to bring a smile on anyone's face

Help those with disability. I want to start my own business. I like to volunteer.

Talk fast, acting, singing

Fearless Leader Determined

doing ballet for 8 years, liking arts and crafts, i like to write song lyrics of my own

### What is your greatest fear

My nerves and my pitch when ever I sing.

Not attaining my dreams

My greatest fear is making something not good.

spiders and isolation without music

To be a failure and be fearful of new things

none

Not being good enough

flying

stage freight

To make new people

What people think. Am I good enough

### How would you describe yourself?

Shy 6 43%

Outgoing 12 86%

Bold 5 36%

Talkative 13 93%

Angry 0 0%

Depressed 0 0%

Lonely 0 0%

Confused 0 0%

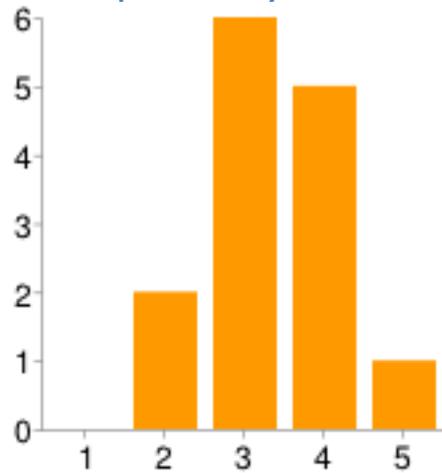
*we.app* Young Artists Academy\_ELO\_RFQ

Happy	10	71%
Energetic	8	57%
Misunderstood	0	0%
Leader	8	57%
Follower	2	14%
Bossy	4	29%
Other	2	14%

If you checked other, please describe

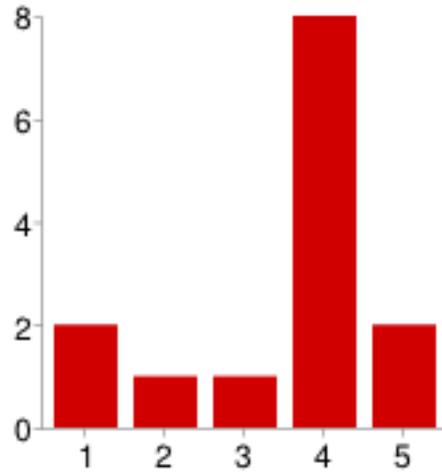
Imaginative  
eager to learn new things

What topics would you like to explore in YAA (1-5, 5 being the highest)



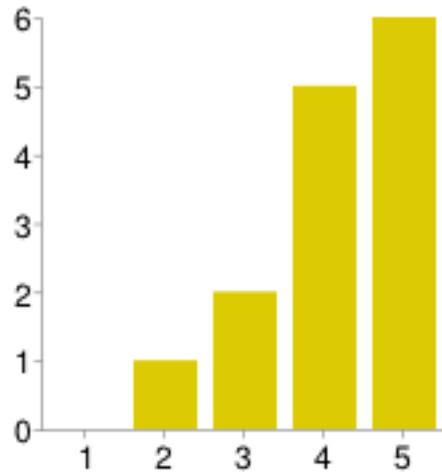
1	0	0%
2	2	14%
3	6	43%
4	5	36%
5	1	7%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) - BULLYING



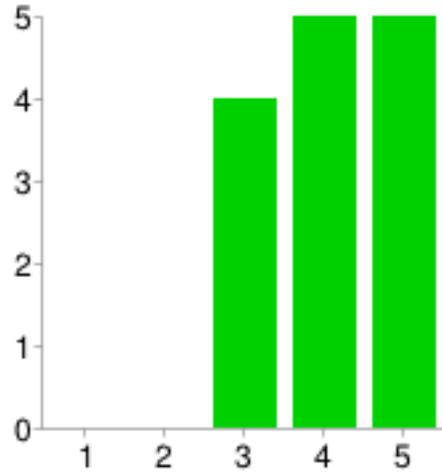
1 2 14%  
2 1 7%  
3 1 7%  
4 8 57%  
5 2 14%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) - YOUTH VIOLENCE



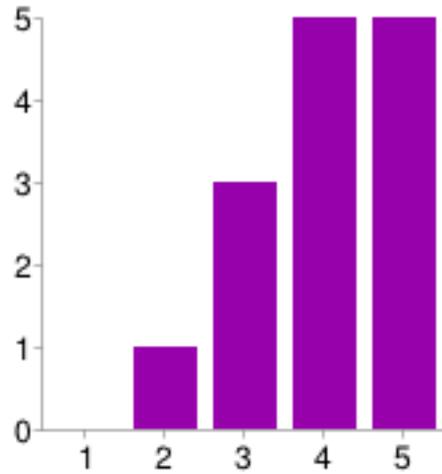
1 0 0%  
2 1 7%  
3 2 14%  
4 5 36%  
5 6 43%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) -  
RELATIONSHIPS



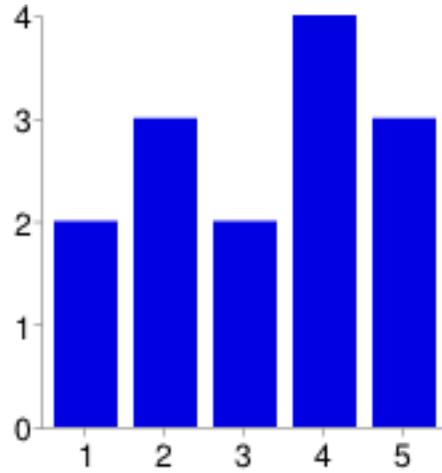
1 0 0%  
2 0 0%  
3 4 29%  
4 5 36%  
5 5 36%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) -  
EDUCATION



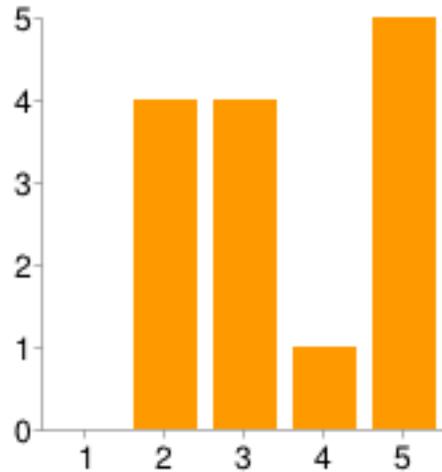
1 0 0%  
2 1 7%  
3 3 21%  
4 5 36%  
5 5 36%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) - POLITICS



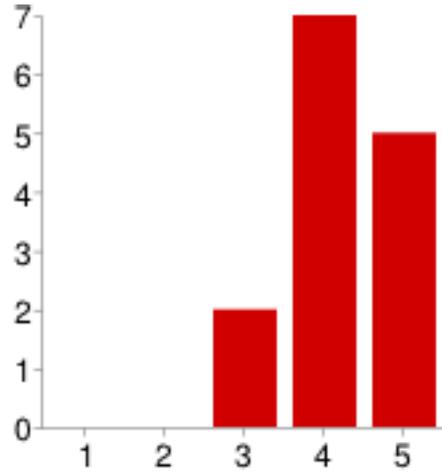
1 2 14%  
2 3 21%  
3 2 14%  
4 4 29%  
5 3 21%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) - SEXUALITY



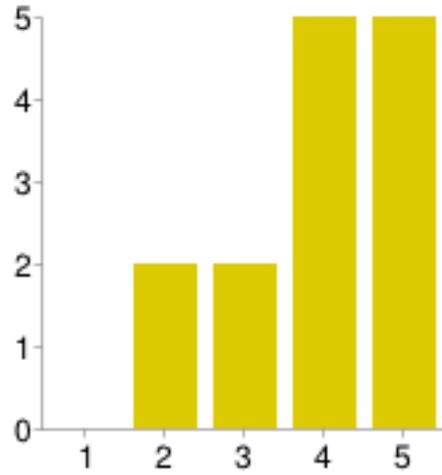
1 0 0%  
2 4 29%  
3 4 29%  
4 1 7%  
5 5 36%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) - SOCIAL MEDIA



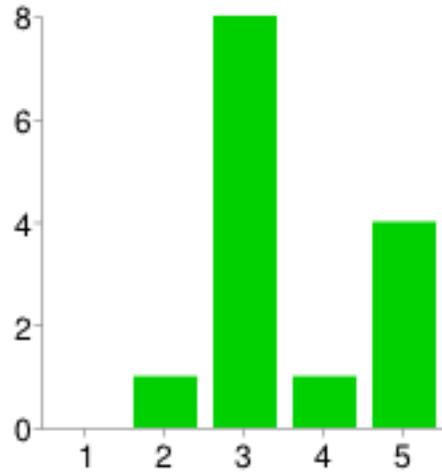
1 0 0%  
2 0 0%  
3 2 14%  
4 7 50%  
5 5 36%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) - RACISM



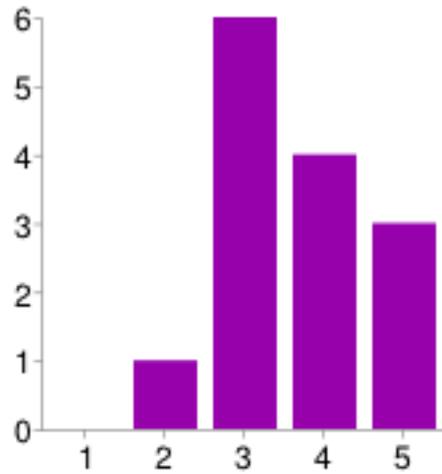
1 0 0%  
2 2 14%  
3 2 14%  
4 5 36%  
5 5 36%

Rate which topics you would like to explore in YAA (1-5, 5 being the highest) - CLASSISM



1 0 0%  
2 1 7%  
3 8 57%  
4 1 7%  
5 4 29%

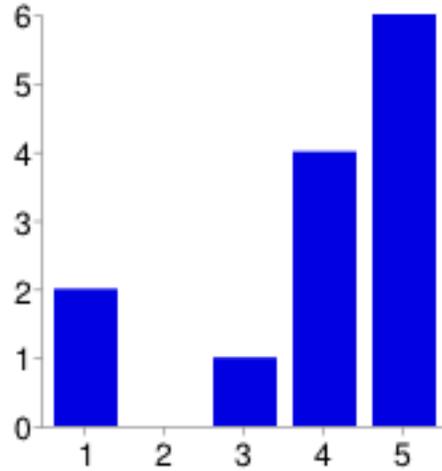
Rate which topics you would like to explore in YAA (1-5, 5 being the highest) - CULTURE



1 0 0%  
2 1 7%  
3 6 43%  
4 4 29%  
5 3 21%

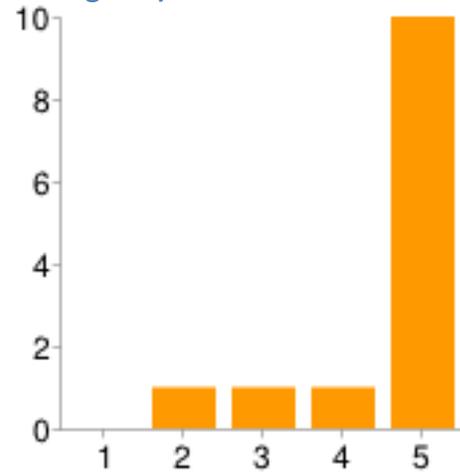
we.app Young Artist Academy (Post-Program Survey)

After taking the class, how comfortable are you with MOVEMENT (rank 1-5, 5 being the highest)?



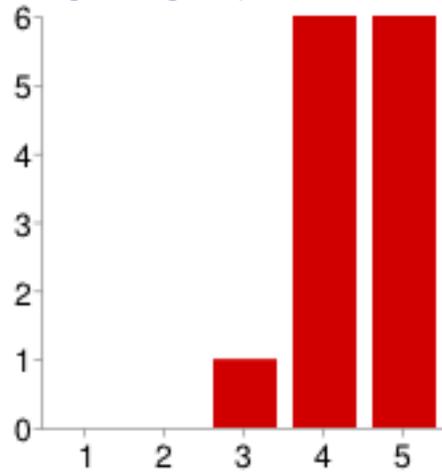
1 2 15%  
2 0 0%  
3 1 8%  
4 4 31%  
5 6 46%

After taking the class, how comfortable are you with JOURNALING (rank 1-5, 5 being the highest)?



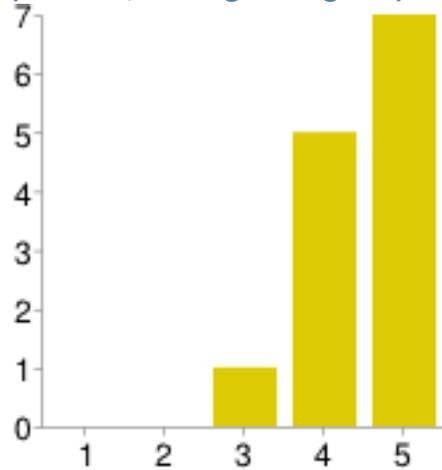
1 0 0%  
2 1 8%  
3 1 8%  
4 1 8%  
5 10 77%

After taking the class, how comfortable are you with COLLABORATION (rank 1-5, 5 being the highest)?



1 0 0%  
2 0 0%  
3 1 8%  
4 6 46%  
5 6 46%

After taking the class, how comfortable are you with SPEAKING IN FRONT OF PEERS (rank 1-5, 5 being the highest)?



1 0 0%  
2 0 0%  
3 1 8%  
4 5 38%  
5 7 54%

How can the classes be improved? What would you like to see added or removed

Add- writing songs, add-dancing, remove-nothing

*we.app* **Young Artists Academy\_ELO\_RFQ**

Nothing

I think I changed at doing my public speaking

I would want this to be a class PERIOD because it teaches you a lot

More acting, not as much writing, and we needed more time!

Add- writing songs

It was cool like nothing needed to be added

having more time in class

I would like to add trying to remember organizing my poem when I'm in front of my friends

I think its fine the way it is

If the class could be longer

I would make the classes longer more projects. The activities needs to more frequent

It can be improved by adding more activities and body movements in the class

**After attending we.app YAA, how would you describe your skill level in JOURNALING**

Amazing 7 54%

Good 5 38%

Average 0 0%

Horrible 0 0%

**After attending we.app YAA, how would you describe your skill level in SPEAKING IN FRONT OF PEERS**

Amazing 4 31%

Good 4 31%

Average 4 31%

Horrible 0 0%

**After attending we.app YAA, how would you describe your skill level MEMORIZATION**

Amazing 5 38%

Good 5 38%

Average 2 15%

Horrible 0 0%

**What did you gain from this experience?**

being able to speak out

I write an amazing poem and Ms. Bre and Ms. Toyia are impressed with my poem and their proud of me too.

confidence

Courage, and to speak in front of my peers

n/a

*we.app* **Young Artists Academy\_ELO\_RFQ**

Learning how to talk a little more  
Confidence  
Speaking in front of people  
I don't have inner critique  
Just to control my fears and show me that I can do anything  
that i am poet  
I learned how to speak up instead of saying never mind! Also not to be so shy in  
front of people

**Are you interested in participating in we.app this summer or 2014 school year?**

yes, I'll love to cause it improved me a lot  
No because I can't be able because I have leap  
n/a  
No, because I'm busy reading my books and I'm going to ocean shores until my  
grandparents and my brother glen gets back  
Yes because it way helpful and they pushed me to try new things  
no  
yes, but in summer I can't  
I don't know  
No, because I have drill team  
Yes, so I can be a person to speak loud and proud and this club teaches me how to  
hide my fears and be me!  
Yes, because it was fun and I love the opportunity to meet new people with the same  
dreams as me  
yes. I said yes because I want to learn more and all the techniques that others use.

**Please describe how this class will help you personally and academically?**

It helped me speak out and understand how to use my words  
I think it will help me with my tone because I am a loud person in general and I  
think it will help me lower my voice when need to.  
As a student I learned how to ask a question even if it is dumb the only dumb  
question is the one you don't ask  
To hide my fears and to be me.  
It will help me speak to students and it will help me get over my stage freight  
n/a  
I can speak in front of classes  
I am more comfortable in writing in journals  
I don't feel like it helped a lot  
I'm scared to talk in front of people but now I will at least try  
To not be afraid to speak and not to be so shy  
it will get me more confidence

**Please let Ms. Taylor and Ms. Bre know how you feel about the class!**

I feel like I really succeeding in this program  
I really enjoyed it and I hope you come back next year!  
alright

*we.app* Young Artists Academy\_ELO\_RFQ

I loved the class I want to keep doing the class. Thank you for the opportunity.

n/a

Thank you for everything like making me never stop writing on my journal and all other things and thanks for being my teachers.

It was fun, that's for sure

I loved it

I liked the class and the activities. It was fun and I had a great time.

Just great. I feel more confident and ready to show the world.

I enjoyed how you guys taught the class

I had a fun time and boring time, but overall it was cool!

**ATTACHMENT 4:**

**Woman and Minority Inclusion; Non-discrimination**

**we.app** anticipates subcontracting or hiring additional employees. Reflecting diversity is a standard **we.app** practice. Our hiring practices follow our anti-harassment/non-discrimination policy, which includes all protected groups as we work to maintain a diverse workforce that reflects the demographic of students we serve.