Going Beyond the Art

A Program Evaluation of Juxtaposition Arts Between 2005 and 2009

Prepared for Juxtaposition Arts

by

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April 30, 2010
Going Beyond the Art

April 2010

NPCR is coordinated by the Center for Urban and Regional Affairs (CURA) at the University of Minnesota. NPCR is supported by the McKnight Foundation.

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EXECUTIVE SUMMARY

This summary provides an overview of the key findings from survey data from students, parents, and artist instructors collected between 2005 and 2009 by Juxtaposition Arts. Juxtaposition Arts provides visual art and design workshops at no cost to youth. Juxtaposition focus is on facilitating opportunities for arts and culture to serve as a bridge that connects disconnected people to each other. They also seek to connect people to resources and networks outside of their communities, as well as leveraging the arts as glue that bonds people together. Juxtaposition Arts’ mission is to empower youth and community to use the arts to actualize their full potential.

The purpose of analyzing the student, parent, and artist instructor survey data was to gain a better understanding of the impact the program was having on the students participating, as well as the quality of the experiences each group was having participating with Juxtaposition Arts on these various levels. The data from 2005 to 2009 was analyzed together as a set in an effort to increase the sample size, and with the goal of understanding how this model of programming was impacting people participating on each level. Juxtaposition Arts has made some slight changes to both program structure and focus within the last year. Therefore, it was necessary to evaluate the program between 2005 and 2009 in order to have information to compare the new model to, as well as to influence any future programmatic decisions.

The evaluation provides the findings from the surveys that were completed and collected by student participants, parents, and artist instructors. Each section within the findings looks at the data for each set of surveys with regard to the impact of the program on
the student and the quality of their experience in working with Juxtaposition Arts. There is also a brief section on the impact of the program on the artists’ ongoing work. The findings are then analyzed for themes across the different groups. This information is provided within the Conclusions section. Recommendations for future evaluative processes are also given.

**The major findings of program’s impact on students**

- Artistic skill development identified by 22% of students, 42% of artists, and 31% of parents as one impact of the program on the students.
- Creativity and healthy self expression identified by 16% of students, 25% of artists, and 23% of parents as one impact of the program on the students.
- Feeling confident in the ability to work hard to achieve a goal was identified by 28% of students, 19% of artists, and 77% of parents as one impact of the program on the students.
- Increased academic performance and engagement was identified by 83% of artists and 100% of parents as a positive impact of the program.
- Students, artists, and parents identified patience, teamwork, cooperation with others, and respect for self and others as other skills they learned while participating in programs at Juxtaposition Arts. In addition, parents and artists identified goal setting, conflict resolution, and group problem solving as other skills developed while participating in the program.

**The major findings of program quality**

- 78% of students gave the course an A for overall quality.
- 84% of students gave their artist instructor an A for overall quality.
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- 75% of students liked the artistic skill development when asked what parts of the class they liked the best.

- 94% of students reported they would recommend this class to a friend.

- 93% of students reported they would like to take another class like this in the future.

- 89% of artists thought the goals of the program were being achieved.

- 85% of the parents reported the program was either very good or highly effective.

The appendix has the complete results of the surveys, as well as the survey questions for students, parents, and artists.

ORGANIZATIONAL BACKGROUND

Juxtaposition Arts is an urban youth-focused visual arts center located in North Minneapolis, Minnesota. Two local artists and an entrepreneurial organizer, each with personal connections to the North Minneapolis, created Juxtaposition Arts in June of 1995.

Their vision was to create a place for youth, who grew up in environments like they did, and who were also creatively talented, industrious, collaboratively minded individuals with a desire to pay-it-forward. They specifically wanted to serve youth who grew up in households headed by single moms, who were living in low-income housing, and were considered to be “at risk”.

Juxtaposition’s primary focus is to be of service to the youth and residents of North Minneapolis. According to 2000 census data North Minneapolis’ population makes up approximately 17.5% of Minneapolis’ total 368,000 people. It is a community that is a multi-cultural mix of 60% African Americans, 20% South Asians, 10% Whites, 5% Latinos, with sizable Native American and new immigrant populations. North Minneapolis has many
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assets including the Mississippi River, an abundance of youth (up to half of the population),
churches, and service organizations. However, north Minneapolis residents also are
impacted by misery index indicators – high unemployment, crime, teen pregnancy, HIV/AIDS
rates, and foreclosures. In fact Minneapolis stands out nationally for a large disparity
between its well to do populace and less affluent citizens -- many of whom live in North
Minneapolis.

Fourteen years after conducting its first after school program for 15 kids from a North
Minneapolis housing project, Juxtaposition Arts has grown in both scope and vision.
Juxtaposition’s programs include free visual art and design education workshops where youth
connect with their creative voice, consulting projects that impact and transform blighted and
underutilized public spaces, and a myriad of arts and cultural offerings that engage youth and
people from disinvested neighborhoods, as well as initiatives that bring people from more
affluent areas into distressed parts of cities. Juxtaposition focus is on facilitating opportunities
for the arts and culture to serve as a bridge that connects disconnected people to each other
and to resources and networks outside of their communities, as well as leveraging the arts as
glue that bonds people together. Juxtaposition Arts’ mission is to empower youth and
community to use the arts to actualize their full potential. The organization has grown from its
beginnings as an after school youth arts program to a broader focus on arts for individual and
neighborhood development and social change in communities where people are used to just
getting by.

DEMOGRAPHICS
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There were 111 total students completing surveys. The breakdowns of their ages and grades are in Tables 1 & 2. The average age of youth participants was 12.8 years. 12 is the median age of participants, although there has been a slight shift in the youth participating in Juxtaposition Arts programs. In 2005 – 2007, the oldest age of a participant was 14, compared to 2008-2009 and the oldest participant was 21 years old. The youngest participant during 2005-2007 was 6 years old, compared to 9 years of age during 2008-2009.

<table>
<thead>
<tr>
<th>Age</th>
<th># of participants</th>
<th>Age</th>
<th># of participants</th>
<th>Age</th>
<th># of participants</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>12</td>
<td>14</td>
<td>18</td>
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<tr>
<td>11</td>
<td>15</td>
<td>17</td>
<td>11</td>
<td></td>
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</tbody>
</table>

*Table 1*

<table>
<thead>
<tr>
<th>Grade</th>
<th># of participants</th>
<th>Grade</th>
<th># of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td>4</td>
<td>7th grade</td>
<td>9</td>
</tr>
<tr>
<td>2nd grade</td>
<td>5</td>
<td>8th grade</td>
<td>16</td>
</tr>
<tr>
<td>3rd grade</td>
<td>7</td>
<td>9th grade</td>
<td>2</td>
</tr>
<tr>
<td>4th grade</td>
<td>9</td>
<td>10th grade</td>
<td>1</td>
</tr>
<tr>
<td>5th grade</td>
<td>10</td>
<td>11th grade</td>
<td>10</td>
</tr>
<tr>
<td>6th grade</td>
<td>14</td>
<td>12th grade</td>
<td>9</td>
</tr>
<tr>
<td>College/GED/None</td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>
Table 2

The surveys were completed anonymously and the only demographic information requested was age and grade. Other demographic information is collected as participants register for the program. In looking at the demographic information for 2005 – 2009, most of the students were African American, from low-income households, and living in the surrounding North Minneapolis neighborhoods.

Most of the student participants, 70 out of 111, have been involved in an art program or workshop before. Forty students had not participated in an art program or workshop before, and one student did not answer this question. Of the students who had participated in an art program previously, thirty-one of the students had their previous experience with art in a Juxtaposition Arts program or class. Twenty-nine of the students had their experience with art in a school sponsored program or class.

There were 36 artist surveys completed between the years included in this review. The artist surveys were completed by professional artists employed as course instructors during a Juxtaposition Arts workshop. Some of the artists were employed for more than one workshop, therefore completing more than one survey. There were 19 different artists completing surveys. In the table on artist experience, it is clear that the group of artists has varied levels of experience working with the organization. The table also shows a number of artists with extensive experience working with the organization.

The artists were also asked about their experience working with the population Juxtaposition Arts typically serves, being mostly urban, African American youth from a lower socioeconomic class. Thirty-five of the
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thirty-six artists had previous experience working with this population before.

<table>
<thead>
<tr>
<th>Years Experience</th>
<th># of Artists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>8</td>
</tr>
<tr>
<td>1 – 2 years</td>
<td>6</td>
</tr>
</tbody>
</table>

3 – 5 years | 6
6+ years    | 10
Unsure      | 2
No Answer   | 4

Table 3

There were 13 total parent surveys completed. 5 surveys were completed during 2005, and 8 surveys were completed in 2009. The parents in 2009 were asked how long their child had been involved in programs at Juxtaposition Arts, and the responses ranged from 2 months to 48 months or 4 years. The responses were very polarized with 5 parents reporting between 2 and 6 months of involvement. The other 3 parents all reported having 3 to 4 years previous experience with their child participating.

EVALUATION DESIGN

This evaluation is summative and formative in nature. In other words, this evaluation is looking at both the outcomes of the program and the actual experience participating in the program from the perspectives of the youth participants, artist instructors, and parents. The outcomes specifically being evaluated include the overall impact of the program on the students. More specifically the surveys sought to collect information about the impact of the program on the students’ interest in art, artistic skill development, ability to set and achieve goals, understanding of healthy expression, social skills with peers and adults, and positive
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self esteem. The artist surveys also evaluated the impact of the artist’s participation in the program on their own work as an artist.

The evaluation is based on survey data collected between 2005 and 2009. These surveys were completed voluntarily by youth and parents at the end of the workshop the youth participated in. The student surveys changed slightly each year, and consisted of eighteen to twenty questions. Although minor changes were made to the questions asked in each one, similar questions were included in each revised version of the survey. The artist surveys consisted of thirty-nine questions, including both open and closed ended questions. The artist surveys were not revised between 2005 and 2009, which made it possible to compare data from one year to another with little difficulty. The parent survey given in 2005 was thirty-three questions, compared to the forty-four question survey in 2009. There were no surveys from the years in between to include in the study, so it is unknown if there were other versions of the survey. The questions were almost completely different from 2005 to 2009, creating a major challenge when discussing the findings among all the parents who completed a survey.

The youth participants completed their surveys during one of the last days of the program. This resulted in a fairly high completion rate for the students who were in attendance the day the surveys were distributed. Typically the parents completed their surveys at an exhibition at the end of each workshop displaying the art work that was produced during the program. The artist instructor surveys were required to turn in their survey at the end of the workshop in order to receive their compensation. This requirement obviously resulted in a 100% completion rate from the artist instructors.
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The analysis of the existing survey data began by entering all the written responses from the completed surveys into a spreadsheet. The data was both quantitative and qualitative. The qualitative data was then coded and themes were then identified. Responses that included more than one theme were coded for each individual theme, and therefore some surveys had multiple responses counted for a given question. Some of the questions had more total responses than the number of surveys completed, because multiple responses were give for some questions.

FINDINGS

Impact on the Student

Student Self Reported Impact

In looking at the survey data related to the self reported impact of the program on the students, the findings vary quite a bit. The questions related to the personal impact of the program were mostly open ended, thus creating a wider range of answers. This having been said, the overall impact on the students could easily be characterized as positive. Another theme that arose from the data is the level of depth and understanding increased as the age of the participants increased. In general, the pre-adolescent and younger participants gave more one word answers and were focused on the actual art technique or project they worked on. The teenage participants were more likely to describe how the program impacted their life beyond their artistic abilities.
When asked what the program taught you about yourself, the most common response, given by 26 participants, was related to increased knowledge of an artistic skill or ability. There was a number of various life skills also identified. For example, 16 students learned the importance of determination and hard work in achieving their goals, 9 students explained the program taught them to have more self confidence, 9 more students learned how to express themselves in a healthy manner, 5 students gained more self respect and respect for others, and 3 students learned how to cooperate with others and the importance of teamwork. Eleven students also reported the program taught them how to be more creative, and 7 expressed having a greater appreciation for art. A few students identified having fun and relaxing as key lessons learned, while others gained patience and learned how to focus.

Along with a self report about what the participants learned about themselves through the program, they were asked how being part of the class made them feel. Forty-seven of the participants reported feeling great or good as a result of being in the class, and 21 participants felt happy. Ten participants felt confident, 9 participants felt accepted, and 9 participants felt proud as a result of their participation in the class. Five of the participants felt more respected as an artist, and 2 participants felt hopeful of the future as a result of their participation in the program.

In 2005, 2008, and 2009 the surveys asked participants to share what they learned about their artistic ability through the program. Twenty-eight students identified they have improved in their artistic ability through practice and hard work. The next most common response was in regards to the development of a specific artistic skill. Some of the other
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responses included students identifying they are creative and more talented than they previously realized.

When the participants were asked if they would recommend this class to a friend, 104 participants (94%) said they would, 1 answered maybe, 2 participants would not, and 4 participants did not answer the question. The high percentage of participants who would recommend the program to a friend implies the participants are being impacted positively, which is why they would recommend the class to a friend in order to have a similar experience. Participants were also asked if they would like to continue learning about the arts, and 106 participants (95%) said they would, 1 participant would not, and 4 participants did not answer the question.

**Artist Perceptions of Student Impact**

The artists’ perception of the overall impact of the program on the youth is very positive. The artists were given the following choices: very positive, positive, no effect, negative, and very negative when asked what impact the artists felt the program had on the young people involved. Twenty-two artists felt the impact was very positive, and the other 14 artists responded with the impact being positive. When asked why the artists felt the impact was so positive, 15 artist responses attributed the impact to the kids learning artistic skills, 10 artist responses felt the program provided a positive environment for the youth, and 9 felt that the program gave kids a positive outlet and healthy means of expression. There were 7 artist responses attributed the positive impact to the life skills that are taught through the
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program. The life skills in particular included goal setting, group problem solving, and teamwork. The youth also took a lot of pride in their work, which 7 artists identified as impactful. Others found the program to have a positive impact because the kids learned to cooperate with one another, the kids had fun, the program provided positive interactions with adult role models, and the program provided youth with continued opportunities to learn.

The artists were asked about some specific behaviors and attitudes, and the program’s impact on those behaviors and attitudes. When asked to rate the level of student involvement in class, with 0 being not at all engaged and 5 being highly engaged, 30 artists rated their involvement at either a 4 or 5. Thirty-two artists felt the program had a significant impact on the participant’s level of cooperation. When the artists were asked about the program’s impact on participant’s self control, 28 artists felt the program contributed greatly to the changes they observed. Half of the artists felt that the program contributed to changes in the level of violent of disruptive behavior, giving a rating of 3 and higher. The complete results for the questions on program impact for specific behaviors and attitudes can be found in Table 4.

<table>
<thead>
<tr>
<th></th>
<th>No Answer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of cooperation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Control</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive impact on academic performance</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5.5</td>
<td>7</td>
<td>29.5</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of violent or disruptive behavior</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>19.5%</td>
<td>19.5%</td>
<td>3%</td>
<td>11%</td>
<td>14%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Using a scale of 0 to 5, with 5 being greatly changed and 0 being not at all changed, please indicate your opinion of the program’s impact on participant behavior in the following areas.
Table 4

Parent Perceptions of Student Impact

Although the questions on the parent surveys changed dramatically from the surveys completed in 2005 and those completed in 2009, the overall perceived impact on their youth who participated was very positive. Some of the questions related to perceived impact were included on the surveys for both years and allow for comparative analysis between the two.

The following is an explanation of the parents’ perceptions of how their youth were impacted through participating in the program as reported on the 2005 surveys. All five of the parent surveys completed reported the Studio Arts Program at Juxtaposition Arts helped their child learn how to produce art. When asked how the program has helped their child in other areas of his or her life, the qualitative answers were all related to various life and social skills such as taking more responsibility for things, becoming more goal oriented and focused, and to be more social and multi-cultural. The parents were asked about how much impact the program had in helping their child improve on several different life skills, most of the responses were positive. All 5 parents felt the program helped their child to begin setting personal goals at least some. Three parents felt the program helped their child being doing good things on his/her own a lot, while 2 parents thought the program helped some. Parents also reported their child’s participation in the program to have a positive impact on their child’s attitude about school and academic achievement. The complete results for questions 10 – 23 of the 2005 parent surveys regarding how the program impacted their child’s development of certain life skills is presented in Table 5.
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<table>
<thead>
<tr>
<th></th>
<th>A Lot</th>
<th>A Little</th>
<th>I Do Not Agree</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The studio Arts Program helped my child learn how to produce art.</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The Studio Arts Program helped my child feel more interested in learning.</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How much did the program help your child (improve) in the following areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
<tr>
<td>Thinking about job/career opportunities</td>
</tr>
<tr>
<td>Setting personal goals</td>
</tr>
<tr>
<td>Talking about problems with family and/or friends</td>
</tr>
<tr>
<td>Doing good things on his/her own</td>
</tr>
<tr>
<td>Thinking about how his/her actions affect others</td>
</tr>
<tr>
<td>Showing concern for others</td>
</tr>
<tr>
<td>Working towards enrolling or staying in school</td>
</tr>
<tr>
<td>Working towards doing better in school</td>
</tr>
<tr>
<td>Finding alternatives to anti-social behavior</td>
</tr>
<tr>
<td>Expressing his/her anger without using violence</td>
</tr>
<tr>
<td>Participating in safe and fun recreation</td>
</tr>
<tr>
<td>Participating in activities to improve his/her community</td>
</tr>
</tbody>
</table>

The parents were also asked how useful the program was to their child and family, and all five parents responded the program was very useful. The parents were also asked what they thought their child has learned about her/himself from participating in the program. One parent saw the child learning how to focus, concentrate, and believe in his talent wholeheartedly. Another parent thought their child learned how to excel in different areas of art. A third parent thought the program taught her child how to build an imagination, and that he can do anything he wants. Four of the parents reported their child will continue to pursue
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visual arts outside of their involvement with Juxtaposition Arts, and one parent thought this might happen.

In 2009, parents were asked what impact they felt the program was having on the young people, and 7 responded with the impact being very positive, and 1 responded the impact was positive. When asked why they responded this way, one parent reported her daughter has become more confident and encouraged to follow her goals. Another parent attributes the positive impact to the program keeping kids busy and motivated, and expanding both their skills and appreciation for different kinds of art. Two parents see this program giving kids in the community a positive option that really adds value to the community, and the kids benefit because art is a great to build self-esteem and creativity.

The parents were asked to rate how certain behaviors and attitudes changed after participating in a workshop at Juxtaposition Arts. The results are included in their entirety within Table 6. To highlight some of the findings, 5 parents reported their child’s level of cooperation change greatly, and 5 parents also reported seeing their child’s self confidence change greatly. Six parents reported their child’s academic performance has changed greatly in a positive way since beginning this program.

Using a scale of 0 to 5, with 5 being greatly changed and 0 being not at all changed, please indicate your opinion of the program’s impact on the youth participant’s behavior in the following areas.

<table>
<thead>
<tr>
<th></th>
<th>0 (Not Changed at All)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Greatly Changed)</th>
<th>No Answer</th>
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</thead>
<tbody>
<tr>
<td>Level of interest in the program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>0</td>
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</tbody>
</table>
Going Beyond the Art

<table>
<thead>
<tr>
<th></th>
<th>0</th>
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<th>0</th>
<th>0</th>
<th>8</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of interest in doing art outside the program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>12.5%</td>
<td>0</td>
</tr>
<tr>
<td>Interest in doing art outside the program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>25%</td>
<td>5</td>
</tr>
<tr>
<td>Confidence in art ability and improvement</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to communicate and critique their art</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>25%</td>
<td>5</td>
</tr>
<tr>
<td>Level of cooperation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>12.5%</td>
<td>0</td>
</tr>
<tr>
<td>Self confidence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>25%</td>
<td>5</td>
</tr>
<tr>
<td>Motivation in other tasks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>37.5%</td>
<td>0</td>
</tr>
<tr>
<td>Self control</td>
<td>0</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>12.5%</td>
<td>0</td>
</tr>
<tr>
<td>Positive impact on academic performance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>12.5%</td>
<td>0</td>
</tr>
<tr>
<td>Level of violent or disruptive behavior</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>12.5%</td>
<td>0</td>
</tr>
<tr>
<td>Interest in and participation in other activities</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>25%</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 6

Impact on Artist Instructors

One of the goals of Juxtaposition Arts is to have a positive impact on the professional artists they employ to teach the workshops and classes for the youth. When asked what impact, if any, has their involvement had on their ongoing work as an artist, the response was overwhelmingly positive. The artists were asked to select a response of very positive, positive, no effect, negative, or very negative. Of the 36 artists who completed surveys, 21
identified the program having a very positive impact on their work. The 15 remaining artists said the program had a positive impact.

When asked why artists responded as they did, 6 artists explained the experience was motivating and caused them to want to work harder. Another 6 artists expressed being grateful for the opportunity to be involved with the growth the young people were experiencing, and they enjoyed seeing the potential of the young artists they worked with become reality. Six more artists felt their involvement as an instructor at Juxtaposition Arts was impacted positively by a professional benefit he or she received, such as exposure and compensation. Another 6 artists explained the impact they experienced as discovering a deeper understanding of his or her work as a result of teaching the youth. Some of the other reasons artists were positively impacted included, having a positive and engaging experience with the community, learning new ways to work with kids, learning the same life skills the youth learned, and experiencing personal joy in seeing others accomplish their goals.

Program Quality

Student Perceptions of Program Quality

The youth participants, artist instructors, and parents all responded to questions about the quality of the experience they had with Juxtaposition Arts. The feedback from each of these groups was quite positive. The students were asked to give the class a grade and 87 students, or 78% gave the course an A. The complete breakdown of the grades the students gave the course are displayed in Figure 1. When asked why the students graded the class as they did, 38 students responded that the class was fun. Another 26 students said the
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class was good or they liked it. Thirteen students reported giving their grade because they learned new things, and 9 students
said they were proud of the finished product they were able to create.

Eight students based their grade on feeling accepted by the group, while 6 felt respected by others.

The students were asked what parts of the class they like the best, and 83 students said they liked the artistic skill development the best. When asked what they did not like about the program, one third of the students said they liked everything. Eight students disliked something related to the logistics of the program, such as the schedule or changes in course content or projects. Some of the other student responses related to program improvement include, extending the hours and days of the program, having more supplies, and providing transportation.

The students were also asked some yes or no questions centered on their future participation in Juxtaposition Arts workshops and courses. There were 104 students who reported they would recommend this class to a friend, while 2 said they would not recommend the class, 1 said maybe, and 4 students did not answer this question. Students were asked if they would like to do a program or class like this again, and 103 of the students reported they would. In 2008 and 2009 students were asked if they would specifically like to take another class at Juxtaposition Arts and 69 of the 75 total respondents said they would.
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**Artist Perceptions of Program Quality**

The artists were asked about program quality in terms of working with the staff at Juxtaposition Arts and their perception of overall quality in the experience the students had. The artists were asked to rate various program logistics using a scale of 0 to 5, with 5 being very effective and 0 being not at all effective. When asked to rate the overall effectiveness of the program, 31 artists gave a rating of either 4 or 5. Artists also felt their compensation was timely and appropriate, with 24 artists giving a rating of at least a 4. Artists also felt supported by the Juxtaposition Arts staff, with 32 artists rating the effectiveness of the administrative logistical support as 3 or more. The complete results for the rating questions on program effectiveness and quality are included in *Table 7*.

The artists were also asked to indicate their level of understanding with various program aspects, such as their role in the program, the purpose of the program, and the roles of the Juxtaposition Arts staff. The results of these questions reflect the quality of orientation the artists experienced, and correlated with their overall feelings of satisfaction with the experience. 29 artists reported having a very clear understanding of the purpose of the program and their role within the program. The complete results for these questions are displayed within *Table 8*.

---

**Using a scale of 0 to 5, with 5 being very high and 0 being very low, indicate your level of understanding of the following program aspects.**
Going Beyond the Art

<table>
<thead>
<tr>
<th></th>
<th>No Answer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of the program</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>6%</td>
<td>11%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Your role in the program</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>14%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other staff roles in the program</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>8%</td>
<td>14%</td>
<td>5%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>The needs of the participants</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>14%</td>
<td>28%</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7

Using a scale of 0 to 5, with 5 being very effective and 0 being not at all effective, please indicate your opinion of the effectiveness of the following program elements. Please skip questions that do not relate to your involvement in the project.

<table>
<thead>
<tr>
<th></th>
<th>No Answer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Planning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Planning</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>5.5%</td>
<td>3%</td>
<td>3%</td>
<td>5.5%</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Timeliness of Communication from Juxta artistic staff</strong></td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>22%</td>
<td>0%</td>
<td>5.5%</td>
<td>5.5%</td>
<td>17%</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Timeliness of communication from other Juxta staff</strong></td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>3%</td>
<td>3%</td>
<td>11%</td>
<td>22%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperation of youth while they are participating in the program</strong></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td>17%</td>
<td>30%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Administrative logistical support by Juxta staff</strong></td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td></td>
<td>3%</td>
<td>14%</td>
<td>19%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td><strong>Handling of materials and supplies</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
<td>39%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Coordination of work space used by the program</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td></td>
<td>3%</td>
<td>5%</td>
<td>25%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td><strong>Your performance as a teacher</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
<td>39%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Timeliness and appropriateness of compensation</strong></td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td></td>
<td>3%</td>
<td>6%</td>
<td>16.5%</td>
<td>16.5%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Overall Program</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td>11%</td>
<td>39%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Table 8
The artists were also asked to articulate the goals of the program in their own opinion. Twenty artists responded with artistic skill development as a goal. Twelve artists identified developing life skills, such as communication, teamwork, goal setting, and practical business skills, as a major goal of the program. Seven artists reported a goal of the program was engaging the youth in their neighborhood and culture, in other words teaching the youth to take pride in their community and get involved. Other goals that were identified include teaching creativity, freedom of expression, and creating a safe, positive place for kids to explore art. Thirty-two artists felt these goals were being achieved. The finished art work that was created by the students and the level of participant involvement and engagement were cited most often as specific reasons leading them to believe the goals were being achieved. Some of the other reasons included verbal feedback directly from the participants, a perceived sense of pride among the participants for their art work, and changes in the participant’s attitudes over the course of the program. Two of the artist instructors explained the goals they identified for the program were based on their own experience as participants in the program.

The artists were also asked to reflect on the most effective parts of the program. Thirteen artists reported the most effective part of the program was artistic skill development, and 7 artists reported the interaction between the teacher and participant was the most effective. Other common responses include the development of creative expression, the format of the workshop or course, and the motivation of the participants. Some artists also reported effective parts of the program were the development of positive identity and self
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esteem, positive peer interaction, and connectedness to the community. Artists were also asked to articulate the least effective parts of the program, and there was a variety of responses given for this question. Six artists felt the course format, such as the structure, concepts, and process, was not effective, and 6 other artists responded that some participants lacked focus and this took away from the experience of the entire group. Artists were also asked to offer ideas and suggestions to improve the program, and 10 artists expressed expanding either the length of the program or the number of kids served. Some of the artists also felt that communication between the Juxtaposition Arts staff and the contracted instructors could have been more efficient and more advanced notice would have been helpful.

Parent Perceptions of Program Quality

In the parent surveys completed in 2005, program quality was addressed through a number of questions ranging from the parents’ understanding of the program’s rules, to employing knowledgeable artists to teach in the program. In general, the parent surveys completed in 2005 were very positive. For example, all the parents strongly agreed with the statement that the program had clearly defined rules, and all the parents also strongly agreed that the program enforces the rules fairly. When parents were asked to rate the overall quality of the program, 4 of the 5 parents rated the program as excellent, while 1 parent said it was very good. Similarly in 2009, parents were asked to rate the overall program on a scale from 0 to 5, with 5 being very effective. Five of the 8 parents ranked the overall program with a 5, and 1 parent ranked the program a 4. Communication was also an area that parents rated as effective overall. For example, 6 parents rated the communication
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between the program instructor and the participants as highly effective, or a 5. When asked about the clarity of expectations for the youth, 5 parents rated the program as a 5, or highly effective. The complete results of the close ended program quality questions are available in Table 9.

<table>
<thead>
<tr>
<th>Using a scale of 0 – 5, with 5 being very effective and 0 being not at all effective, please indicate your opinion of the effectiveness of the following program elements. Please skip questions that do not relate to your involvement in the project.</th>
<th>No Answer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Planning</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Program Marketing</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Registration</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Clarity of Expectations of youth</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Clarity of Expectations of you</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication between program instructor and You</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication between program instructor and youth</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Communication between Juxta staff and you</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication between Juxta staff and youth</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Program</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juxta’s Mission</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose of the program</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational techniques of the program</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational philosophy of the program</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9
The parents in both 2005 and 2009 were also asked to specifically cite aspects of the program that were the most and least effective. Of the 13 parents to complete the survey, 5 parents reported the most effective part of the program was the instruction and critique. They also expressed through the quality instruction, the program was encouraging the participants to explore their own creativity, strengths, and level of confidence. Two parents reported the most effective part of the program is the focus on the community and providing arts activities outside of the school system. When asked about the least effective parts of the program, the only feedback was changing the days and hours of the workshop in an effort to be more accommodating.

**Artist Instructor Quality**

Along with evaluating the program’s quality, the surveys for both the students and parents were to evaluate the artists’ performance as instructors in the workshops. The students were asked to assign a letter grade to their course instructor. Ninety-four students gave their instructor an A. The complete results are located in Figure 2.

When asked to explain why they chose to grade their instructor as they did, 42 students reported their instructor provided them with good quality instruction. Another 22 students felt the teachers were good, and 21 students felt they were helpful. Other themes that emerged in regards to the artists’ effectiveness
were, the instructors were nice, they were knowledgeable about art, and the artist instructors made it fun.

Artist instructor quality was also addressed in the 2005 Parent Survey. For example, 100% of the parents agreed strongly with the statement the program staff treat my child with respect. Four parents agreed strongly with the program staff being positive role models, while 1 parent agreed a little. The complete results for the questions related to the personnel working within Juxtaposition Arts are included in Table 10.

<table>
<thead>
<tr>
<th>How much do you agree with the following statements?</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Do not agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program has staff who can answer my questions</td>
<td>5 (100%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The program has staff who are not too busy to help me and my child</td>
<td>5 (100%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The program has staff who know about art</td>
<td>5 (100%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The program has staff who treat me and my child with respect</td>
<td>5 (100%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The program has staff who are positive role models</td>
<td>4 (80%)</td>
<td>1 (20%)</td>
<td>0</td>
</tr>
<tr>
<td>The program has staff who can help my child with real problems</td>
<td>3 (60%)</td>
<td>2 (40%)</td>
<td>0</td>
</tr>
<tr>
<td>The program has staff who are interested in my child’s problems</td>
<td>3 (60%)</td>
<td>2 (40%)</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 10

CONCLUSIONS

In looking at the results of this analysis, one can see some common themes that are expressed throughout the surveys completed by each group. These themes speak to both the impact the program is having on students, and the quality of the program being provided.
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experienced by the various groups. The qualitative, open-ended approach to each of these surveys makes it possible to draw on common themes that have been expressed, even if the question being answered is not exactly the same on each version of the survey.

In looking at the impact of the program on the students, artistic skill development was identified by each group as a significant piece of how they student was impacted. For example, 22% of students, 42% of artists, and 31% of parents identified artistic skill development as an important impact of the program. Artists, parents, and students also reported on how participation in the program helped to develop the students’ ability to express themselves in a healthy manner. Exploring and expanding the students’ level of creativity was also identified as a benefit of participation by each group. For example, when each survey asked to identify the kind of impact the program was having and provide an explanation for their answer, 16% of students, 25% of artists, and 23% of parents identified creativity and healthy self expression. Another theme with regard to the impact on students is in overall confidence and work ethic. For example, when each survey asked what the program taught the youth, 28% of students, 19% of artists, and 77% of parents reported growth in feeling confident and working hard for a goal.

Increased academic performance and engagement was a theme within the parent and artist surveys. When asked about the impact of the program on the students’ academic performance, 83% of artists and 100% of parents report the program having at least some positive impact. The development of various life skills is another theme, but specific life skills were not specifically reported within each group of surveys. This is caused by the questions on both the parent and artist surveys asking questions directly related to a specific life skill.
Going Beyond the Art

The student surveys were asked to identify what the program taught them. Some of the life skills the students identified were patience, teamwork and cooperation with others, and respect for self and others. The artists and parents reported on these skills, in addition to goal setting, conflict resolution, and group problem solving.

In terms of program quality, the overall themes are positive. These results are more difficult to compare across the survey, because the questions are directed at the kind of interaction each of these groups had with the program and Juxtaposition Arts. For example, the artists were asked questions related to their relationship as a contracted artist instructor, while the parents were asked questions related to both their child’s and their own experiences with program staff. One area of program quality that was addressed for both the artists and the parents is communication. Both groups were asked about the timeliness and effectiveness of the communications with Juxtaposition staff. Of the artists and parents who answered this question, 93% of artists and 100% of parents felt the communication was effective. These numbers seem inconsistent with the responses given when asked what the program could do to improve, and 24% of artists reported improving communication and having more advanced notice of things.

There are some limitations to the evaluation, mostly stemming from the data available to use in the analysis. The low completion rate of parent surveys made the sample size available very small. Another important limitation to keep in mind is the change in the survey questions from year to year. This limited the number of questions with answers that could be compared from year to year. The artist surveys remained the same over the years included in this analysis, and the student surveys were basically consistent, meaning the main
Going Beyond the Art

questions included in the findings were consistent. The parent surveys were almost completely different sets of questions from 2005 to 2009. Without any other parent surveys from 2006-2008 to compare the data to, it is difficult to establish any trends over time for the parenting survey results. In comparing the survey results from each group, it was a challenge to really compare the answers given, because the questions were worded differently on each set of surveys. Another limitation is the student survey questions, because some of the wording may not be developmentally appropriate for the younger students. The reverse may also be true, the wording may also be too simplistic to reach the full depth of what some of the older students may be thinking and feeling.

RECOMMENDATIONS

In an effort to address some of the limitations mentioned above, it is important to have developmentally appropriate surveys. It may be sufficient to have one student survey for participants under 13, and one survey for participants over 13. This would allow for some more in depth data collection within the survey for the older group. This would also be of benefit in terms of the accuracy of the data. Some of the answers given by the younger participants did not align with the rest of the data, and one reason being the student did not understand what the question was asking. Changing the length of all the surveys would also be important. These surveys collected a lot of information, but some of the information was not especially helpful in determining the impact of the program or the perceived quality of the program. By shortening the length of the survey, more people may be inclined to fill it out in its entirety. There also needs to remain a balance between close and open ended
Going Beyond the Art

questions. The feedback from the open ended questions was very rich, but for the ease of analyzing the data on an ongoing basis, quantitative data is much more practical.

In terms of evaluating the impact of the program on the student participants, using a pre and post testing process would give more specific information regarding the skills and capacities that were developed during the student’s involvement in a course. The questions measuring the identified areas of growth for the pre and post test would need to be identical, but the post test could include additional questions unrelated to program impact. It would also be beneficial to collect more demographic information from the students. This would be helpful in establishing any trends that may exist in how participants are impacted by the program and how they feel about their experience.

Another recommendation would be to have questions on each survey that are asking the same things, especially with regard to the impact of the program on the student. This will allow for comparison across each group of surveys, and could potentially make a very powerful statement about the impact of the program. Consistently worded questions would not be as important when addressing the quality of the program, because the perspective and experience of each group is so different.

One last recommendation for boosting the response rate for the parent surveys is to offer an incentive for completing the survey. For example, parents who complete the survey are entered into a drawing for a prize. This would be especially effective if the parents are attending the art exhibition at the end of a workshop, because a staff member can make that personal contact in giving the parent the survey and receiving the survey when it is complete.
Going Beyond the Art

The current procedures for completing both the student and artist surveys seem to be quite effective judging by the completion rate.

Appendix
**Student Survey Questions and Data**

**111 Total Student Surveys Completed**

1. How old are you?

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 yrs.</td>
<td>2</td>
</tr>
<tr>
<td>7 yrs.</td>
<td>5</td>
</tr>
<tr>
<td>8 yrs.</td>
<td>3</td>
</tr>
<tr>
<td>9 yrs.</td>
<td>12</td>
</tr>
<tr>
<td>10 yrs.</td>
<td>6</td>
</tr>
<tr>
<td>11 yrs.</td>
<td>15</td>
</tr>
<tr>
<td>12 yrs.</td>
<td>14</td>
</tr>
<tr>
<td>13 yrs.</td>
<td>14</td>
</tr>
<tr>
<td>14 yrs.</td>
<td>6</td>
</tr>
<tr>
<td>15 yrs.</td>
<td>1</td>
</tr>
<tr>
<td>16 yrs.</td>
<td>3</td>
</tr>
<tr>
<td>17 yrs.</td>
<td>11</td>
</tr>
<tr>
<td>18 yrs.</td>
<td>10</td>
</tr>
<tr>
<td>19 yrs.</td>
<td>5</td>
</tr>
<tr>
<td>20 yrs.</td>
<td>0</td>
</tr>
<tr>
<td>21 yrs.</td>
<td>3</td>
</tr>
</tbody>
</table>

2. What grade are you in?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td>4</td>
</tr>
<tr>
<td>2nd grade</td>
<td>5</td>
</tr>
<tr>
<td>3rd grade</td>
<td>7</td>
</tr>
<tr>
<td>4th grade</td>
<td>9</td>
</tr>
<tr>
<td>5th grade</td>
<td>10</td>
</tr>
<tr>
<td>6th grade</td>
<td>14</td>
</tr>
<tr>
<td>7th grade</td>
<td>9</td>
</tr>
<tr>
<td>8th grade</td>
<td>16</td>
</tr>
<tr>
<td>9th grade</td>
<td>2</td>
</tr>
<tr>
<td>10th grade</td>
<td>1</td>
</tr>
<tr>
<td>11th grade</td>
<td>10</td>
</tr>
<tr>
<td>12th grade</td>
<td>9</td>
</tr>
</tbody>
</table>
3. Have you been involved in an art program/workshop like this one before?
   Yes – 70; 63%  
   No – 40; 36%  
   No Answer – 1; 1%

4. If yes, what programs?
   Previous Juxtaposition program/class - 31
   School sponsored program/class - 29
   Unknown - 5
   Other programs - 5
   70 Responses

5. What kinds of art have you learned in this program?
   Graffiti – 32
   Drawing – 18
   Screen printing – 16
   Textile – 22
   Still life – 8
   Mural – 7
   Design (architecture) – 2
   Multiple kinds of art – 3
   No answer – 3
   111 Responses

6. If you were going to give this class a grade, what grade would it be?
   A – 87; 78%  
   B – 18; 16%  
   C – 2; 2%  
   No Answer – 1; 1%
   111 Responses

7. Why did you grade the class this way?
   Class is fun – 38; 31.5%
   It is good/Liked it – 26; 21.5%
   I learned new things – 13; 11%
   Proud of the finished product – 9; 7%
   I was accepted by the group – 8; 7%
   It was too short – 7; 6%
   I was respected by others – 6; 5%
   Lots of hands on activities – 6; 5%
   It was confusing sometimes – 3; 3%
   No answer – 4; 3%
   120 Responses (9 responses combined 2 different answers)
8. What parts of this class did you like the best?
   - Artistic skill development – 83; 70%
   - Everything/all of it – 14; 12%
   - Healthy expression & feedback – 5; 4%
   - Martin Luther King Jr. Project – 2; 1.5%
   - Freedom – 1; 1%
   - Other – 1; 1%

119 Responses (8 responses combined 2 different answers)

9. What parts did you not like?
   - Liked everything – 37; 33%
   - Art related content – 21; 19%
   - Related to personal mistakes – 8; 7%
   - Program logistics (schedule, changes in course content/projects) – 8; 7%
   - Don’t know – 5; 4%
   - Hot weather – 4; 3%
   - Art supplies (empty spray cans, equipment that didn’t work) – 3; 3%
   - Other kids behavior – 3; 3%
   - Snack – 3; 3%
   - Kids fighting – 2; 2%
   - Writing/MLK project – 2; 2%
   - Winter – 1; 1%
   - Missing days – 1; 1%
   - Lecture – 1; 1%
   - Hand hurt – 1; 1%
   - Saturday class – 1; 1%
   - No Answer – 10; 9%

111 Responses

10. If you were going to give your instructor ______ a grade, what would it be?
    - A – 94; 85%
    - B – 10; 9%
    - C – 3; 2%
    - D – 2; 2%
    - F – 0; 0%
    - No Answer – 2; 2%

111 Responses

11. Why did you choose that grade?
    - Provided good instruction – 42; 33.5%
    - They were good – 22; 18%
    - They were helpful – 21; 17%
    - They were nice – 12; 10%
    - Knowledgeable artist – 7; 6%
    - Made it fun – 6; 5%
    - Negative feelings – 5; 4%
    - Don’t know – 2; 2%
    - Kept busy – 1; 1%
    - No Answer

125 Responses (14 responses combined 2 different answers)

12. What did this program teach you about yourself?
    - Increased artistic ability/skill – 26; 22%
    - Creativity – 11; 9%
    - Confidence – 9; 7%
    - Healthy self expression – 9; 7%

125 Responses (14 responses combined 2 different answers)
Going Beyond the Art

Determination – 8; 7%
To have pride in oneself – 8; 7%
Importance of hard work – 8; 7%
Greater appreciation for art – 7; 6%
Respect for self & others – 5; 4%
To have fun/relax – 3; 2.5%

119 Responses (8 responses combined 2 different answers)

13. What did this program teach you about your artist ability?
   Specific artistic skill development – 16; 20%
   I have more to learn – 6; 7%
   I’ve improved and with practice I can do my best work – 28; 34%
   I’m more talented or better at this than I thought – 6; 7%
   I’m creative – 5; 6.5%
   To appreciate and try different styles of art – 2; 2.5%
   Mistakes don’t really exist in art – they are fixable – 2; 2.5%
   To express myself – 1; 1%
   A lot – 1; 1%
   I’m capable to produce a product – 1; 1%
   I work neatly – 1; 1%
   Don’t know – 2; 2.5%
   No answers – 11; 14%


14. How did being part of this class make you feel?
   Good/great – 47; 38%
   Happy – 21; 17%
   Confident – 10; 8%
   Accepted – 9; 7%
   Proud – 9; 7%
   Respected as an artist – 5; 4%
   Expressive – 3; 2%
   Nervous/Confused – 3; 2%
   Disappointed – 3; 2%
   Hopeful – 3; 2%
   Connected – 1; 1%
   Excited for others to join – 1; 1%
   Like a bad artist – 1; 1%
   No Answer – 10; 8%

123 Responses (12 responses combined 2 different answers)
Going Beyond the Art

15. Would you recommend this class to a friend?
   Yes – 104; 94%  No – 2; 2%  Maybe – 1; 1%  No Answer – 4; 3%
   111 Responses

15 (a). Would you like to a program like this again? (36 Possible)
   Yes – 36; 100%  No – 0; 0%
   36 Responses

16. Would you like to do a class like this again? (75 possible)
   Yes – 67; 89%  No – 3; 4%  Maybe – 2; 3%  No Answer – 3; 4%
   75 Responses

17. Would you like to continue learning about the arts?
   Yes – 106; 95%  No – 1; 1%  Maybe – 0; 0%  No Answer – 4; 4%
   111 Responses

18. Would you like to take a class at Juxtaposition Arts? (75 possible)
   Yes – 69; 92%  No – 6; 8%
   75 Responses

19. What would make this program better?
   Like the program the way it is – wouldn’t make changes – 29; 26%
   Feedback for specific art techniques and instruction – 15; 13.5%
   Make the program longer – extend the hours/days – 14; 13%
   More quality and quantity of supplies – 6; 5%
   Miscellaneous – 5; 4.5%
   Snack/beverage related – 5; 4.5%
   Have more participants – 4; 4%
   Help the teachers/staff – 4; 4%
   More instructors – 3; 3%
   Sell artwork that is made – 2; 2%
   More exciting – 2; 2%
   Provide transportation – 2; 2%
   Help others in my class – 2; 2%
   Everyone doing their best – 2; 2%
   Have fewer participants – 1; 1%
   No answer – 15; 13.5%
   111 Responses

Artist Survey Questions & Data

36 Surveys Completed

1. How long (months) have you worked with Juxta?
   Less than 1 year - 8
   1 - 2 years - 6

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Going Beyond the Art

5. Have you worked with ‘urban/disadvantaged/kids of color’ before?
   Yes – 35; 97%  No – 1; 3%

6. What impact (if any) has this program had on your ongoing work?
   (Very Positive, positive, no effect, negative, very negative)
   Very Positive – 21; 58%  Positive – 15; 42%

7. Why?
   Benefit to artist professionally – 6; 16.5%
   Opportunity to be involved with their growth and see their potential become reality – 6; 16.5%
   Teaching gave a deeper understanding of my work – 6; 16.5%
   Motivating and makes me want to work harder – 6; 16.5%
   Positive & engaging experience with the community – 3; 8%
   Gained new understanding for how to work with kids – 2; 6%
   Teaches the kids and myself as a teacher positive skills for life – 2; 6%
   Personal joy in seeing others accomplish their goals – 1; 3%
   Kids take pride in what they accomplish – 1; 3%
   No answers – 3; 8%

8. What impact do you feel this program is having on the young people involved?
   (very positive, positive, no effect, negative, very negative)
   Very positive – 22; 61%  Positive – 14; 39%

9. Why?
   Kids learned artistic skills – 15; 27%
   Program provides a positive environment for kids – 10; 18%
   Gives kids a positive outlet and healthy means of expression – 9; 16%
   Program teaches lifeskills (goal setting, group problem solving, teamwork) – 7; 13%
   Kids are proud of their work – 7; 13%
   Kids able to cooperate with one another – 3; 5%
   Kids had fun - 2; 4%
   Provided positive interactions with adult role models – 1; 2%
   Continued opportunity – 1; 2%

<table>
<thead>
<tr>
<th>Using a scale of 0 to 5, with 5 being very high and 0 being very low, indicate your level of understanding of the following program aspects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

39
## Going Beyond the Art

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Project Planning</td>
<td>4 (11%)</td>
</tr>
<tr>
<td>11. Timeliness of Communication from Juxta artistic staff</td>
<td>8 (22%)</td>
</tr>
<tr>
<td>12. Timeliness of communication from other Juxta staff</td>
<td>7 (19%)</td>
</tr>
<tr>
<td>13. Cooperation of youth while participating</td>
<td>2 (6%)</td>
</tr>
<tr>
<td>14. Administrative logistical support by Juxta staff</td>
<td>3 (8%)</td>
</tr>
<tr>
<td>15. Handling of materials &amp; supplies</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>16. Coordination of work space used by the program</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>17. Your performance as a teacher</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>18. Timeliness and appropriateness of compensation</td>
<td>3 (8%)</td>
</tr>
<tr>
<td>19. Overall Program</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>20. Purpose of the program</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>21. Your role in the program</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>22. Other staff roles in the program</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>23. The needs of the participants</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>24. Student Involvement</td>
<td>2 (6%)</td>
</tr>
<tr>
<td>25. Level of cooperation</td>
<td>0</td>
</tr>
<tr>
<td>26. Self control</td>
<td>0</td>
</tr>
<tr>
<td>27. Positive impact on academic performance</td>
<td>4 (11%)</td>
</tr>
<tr>
<td>28. Level of violent or disruptive behavior</td>
<td>3 (8%)</td>
</tr>
</tbody>
</table>
29. Interest in and participation in other programs

<table>
<thead>
<tr>
<th></th>
<th>4 (11%)</th>
<th>0</th>
<th>1 (3%)</th>
<th>0</th>
<th>6 (16.5%)</th>
<th>10 (28%)</th>
<th>15 (42%)</th>
</tr>
</thead>
</table>

30. In your opinion, what are the goals of this program?
   - Artistic skill development – 20; 39%
   - Developing life skills (communication, teamwork, goal setting, practical business skills) – 12; 23%
   - Engaging youth in their neighborhood & culture - taking in pride in your community – 7; 14%
   - Teach creativity and freedom of expression – 6; 12%
   - Create a safe/positive place for kids to explore art – 4; 8%
   - Have fun – 1; 2%
   - To give kids confidence – 1; 2%

31. Do you feel these goals are being achieved?
   - Yes – 32; 86%
   - Unsure – 4; 11%
   - No – 0
   - No answer – 1; 3%

   (1 response was yes/uncertain)

5. What specifically has led you to this conclusion?
   - 40 Responses from those who answered 'yes' in Question 31
     - Finished art work that was created by the students – 14; 35%
     - Level of participant involvement and engagement – 9; 22.5%
     - Verbal feedback directly from the participants – 5; 12.5%
     - Perceived sense of pride among the participants for their art work – 4; 10%
     - The changes in the participant's attitude – 4; 10%
     - Observed among the interactions of the participants – 2; 5%
     - Past experience as a participant in a Juxtaposition Arts program – 2; 5%
     - 10 answers incorporated 2 ideas
   - 4 Responses from those who answered ‘uncertain’ in Question 31.
     - Not enough time to know for sure if the goals were achieved - 2; 50%
     - Workshop format didn’t work well for this group of participants – 1; 25%
     - There is room for improvement – 1; 25%

   No answer – 2;

33. In your opinion, what are the most effective parts of this program?
   - Artistic skill development – 13; 30%
   - Teacher - participant interaction – 7; 16%
   - Development of creative expression – 5; 11%
   - Format of the workshop/course – 5; 11%
   - Motivation of the participants – 5; 11%
   - Development of positive identity and self esteem - 4; 9%
Going Beyond the Art

Peer interaction – 2; 5%
Connection to the community – 2; 5%
No answer – 1; 2%

44 total responses (8 responses with multiple ideas)

34. In your opinion, what are the least effective parts of this program?
Course format (structure, concepts, process, etc) – 6; 16.5%
Lack of focus for some participants – 6; 16.5%
Time - need more time – 3; 8%
Communication - could be more timely – 3; 8%
Program participants were too young for the project – 2; 5.5%
Supplies - not enough or not the right things – 2; 5.5%
Number of participants - increase numbers – 2; 5.5%
Space for the program - need more space – 1; 3%
Nothing was ineffective – 6; 16.5%
No answer – 5; 14%

36 Responses

35. How could Juxta have better prepared you for this program?
Felt totally prepared – 10; 28%
Communication - more advanced notice of things – 7; 19%
More support and instruction regarding teaching – 4; 11%
More participants for larger groups – 2; 5.5%
More understanding of Juxta’s background and mission – 2; 5.5%
Provided more supplies (paint) – 2; 5.5%
Provided an assistant artist – 1; 3%
Facilitated a way for the artists to get together and discuss our experiences as
teachers – 1; 3%
Needed more time with the students – 1; 3%
No answer – 6; 16.5%

36 Responses

36. Would you like to continue working with Juxta?
Yes – 34; 94%  No - 0  No answer – 2; 6%

37. If you have any ideas or suggestions that could improve this program please share them.
Expand the length of the program – 6;
Expand to the size of the program to serve more kids – 4;
Have older participants – 3;
Small groups for each focus area – 1;
Choose theme for final mural that will educate and uplift both the community and youth artists – 1;
Going Beyond the Art

Use creative incentives to participate in program to help with retention – 1;
College series on issues in our culture/current events – 1;
Have kids involved in the planning process – 1;
More supplies – 1;
Snack time - they get hungry – 1;
More advanced training on silk screening – 1;
Better communication – 1;
Keep class topics broad to cover all different kinds of art – 1;
More help from the assistants – 1;
Nothing more to add – 5;
No answer – 7;
36 Responses

38. Please share stories or anecdotes about the program that would aid in our understanding of its impact.

- Some of the students will return on their own time to finish
- Many who would say things like “I can't do that” or “I don't want to try that” advanced to being confident and wanting to work alone
- At first some said that they can't do art, after a day or two - they started doing some really nice work
- Getting to watch the kids go from zero to decent control of paint was really cool
- When I was a teen, I was homeless and constantly in trouble - When I was placed in a group home for 2 years I was told about Juxta. I bussed for 2 summers from East St. Paul to N Mpls because I wanted to be part of this and keep learning how to better my art and ability
- Students can't wait to wear their shoes
- I grew up in the program and am still here and working to be a successful artist
- I’ve heard things like I love Juxta and students say they want to stay with Juxta for the rest of their lives, also some say they want become teachers eventually
- There was one girl who had a bad problem getting started and through several fits, so the next day I approached her a little different - used truth and reality with her (told her I saw she was having trouble and ask her to help me to help her) After I came to her at a level with her she was really happy and worked really hard at her work and really worked well with the others. I think by treating them as an equal they seem to respond well
- It was great watching how hard the kids worked to create their shirts - they were extremely patient for the most part and grasped high level design concepts very well
- They were extremely satisfied with themselves when they saw their shirts and I think they all had a good time
- Kids felt proud of their artwork being outside where everyone could see it
- Allowing kids to be creative about things they care about is fantastic. So simple yet so effective
Going Beyond the Art

- The transition from one project to the next - you can see the improvement in designs and details and hard work
- A few kids are on the path to be graffiti writers
- A youth participant’s parent informed me that our class was the best that her daughter has attended this summer

2005 Parent Survey Questions & Data

5 surveys completed

How much do you agree with the following statements? a lot, a little, I do not agree

<table>
<thead>
<tr>
<th>The Studio Arts Program…</th>
<th>I agree a lot</th>
<th>I agree a little</th>
<th>I do not agree</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. has clearly defined rules</td>
<td>5; 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. enforces rules fairly</td>
<td>5; 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. has staff who can answer my questions</td>
<td>5; 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. has staff who are not too busy to help me and my child</td>
<td>5; 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. has staff who know about art</td>
<td>5; 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. has staff who treat me and my child with respect</td>
<td>5; 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. has staff who are positive role models</td>
<td>4; 80%</td>
<td>1; 20%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. has staff who can help my child with real problems.</td>
<td>3; 60%</td>
<td>2; 40%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. has staff who are interested in my child’s problems</td>
<td>3; 60%</td>
<td>2; 40%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. helped my child learn how to produce art</td>
<td>5; 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. helped my child feel</td>
<td>5; 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
In your opinion, how much did the program help your child (improve) in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>None</th>
<th>A Little</th>
<th>Some</th>
<th>A Lot</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Thinking about job/career opportunities</td>
<td>0</td>
<td>1; 20%</td>
<td>1; 20%</td>
<td>3; 60%</td>
<td>0</td>
</tr>
<tr>
<td>13. setting personal goals</td>
<td>0</td>
<td>0</td>
<td>4; 80%</td>
<td>1; 20%</td>
<td>0</td>
</tr>
<tr>
<td>14. talking about problems with family and/or friends</td>
<td>1; 20%</td>
<td>1; 20%</td>
<td>2; 40%</td>
<td>0</td>
<td>1; 20%</td>
</tr>
<tr>
<td>15. doing good things on his/her own</td>
<td>0</td>
<td>0</td>
<td>2; 40%</td>
<td>3; 60%</td>
<td>0</td>
</tr>
<tr>
<td>16. thinking about how his/her actions affect others</td>
<td>0</td>
<td>0</td>
<td>4; 80%</td>
<td>1; 20%</td>
<td>0</td>
</tr>
<tr>
<td>17. showing concern for others</td>
<td>0</td>
<td>1; 20%</td>
<td>1; 20%</td>
<td>3; 60%</td>
<td>0</td>
</tr>
<tr>
<td>18. working towards enrolling or staying in school</td>
<td>0</td>
<td>0</td>
<td>1; 20%</td>
<td>3; 60%</td>
<td>1; 20%</td>
</tr>
<tr>
<td>19. working towards doing better in school</td>
<td>0</td>
<td>1; 20%</td>
<td>2; 40%</td>
<td>2; 40%</td>
<td>0</td>
</tr>
<tr>
<td>20. finding alternatives to anti-social behavior</td>
<td>0</td>
<td>0</td>
<td>3; 60%</td>
<td>1; 20%</td>
<td>1; 20%</td>
</tr>
<tr>
<td>21. expressing his/her anger without using violence</td>
<td>0</td>
<td>0</td>
<td>1; 20%</td>
<td>1; 20%</td>
<td>3; 60%</td>
</tr>
<tr>
<td>22. participating in safe and fun recreation</td>
<td>0</td>
<td>0</td>
<td>1; 20%</td>
<td>4; 80%</td>
<td>0</td>
</tr>
<tr>
<td>23. participating in activities to improve his/her community</td>
<td>0</td>
<td>0</td>
<td>1; 20%</td>
<td>4; 80%</td>
<td>0</td>
</tr>
</tbody>
</table>

24. Overall, how would you rate this program? (Excellent, Good, Fair, Poor)
   Excellent - 4, 80%; Very Good - 1, 20%

25. How useful was this program to your child and your family? Very Useful, Somewhat Useful, Not very useful
   Very Useful - 5, 100%

26. What did you like best about this program?
Going Beyond the Art

• This program affirmed my son’s strengths and personality
• Location and the lax atmosphere, children are encouraged to work independently which gives them confidence
• Open environment, acceptance, creative environment/teachers
• My child had the change to be creative and was encouraged to want to expand his artistic talents
• Drawing

27. What did you like least about this program?
   The days and hours were difficult – 2; 40%
   Could have met more often – 1; 20%
   Nothing – 1; 20%
   No answer - 1; 20%

28. What would you change about this program to make it better?
   Extend the time in the program – 2; 40%
   Nothing – 1; 20%
   No answer – 2; 40%

29. How has this program helped your child in other areas of his/her life?
   • Taking more responsibility for things
   • Become more goal oriented and focused
   • Social-multi cultural
   • No answer – 2; 40%

30. What do you think your child has learned about her/himself from participating in this program?
   “To focus, concentrate, and believe in his talent whole heartedly”
   “How to excel in different areas of art”
   “He can do anything he wants and how to build an imagination”
   No answer – 2; 40%

31. Will your child continue to participate in this program, if possible?
   Yes – 5; 100%  No – 0; 0%

32. Will your child continue to pursue visual arts outside of this program?
   Yes – 4; 80%  No - 0; 0%  Maybe – 1; 20%

33. Would it help the program to have parents/guardians more involved?
   Yes – 3; 60%  No – 0; 0%  Maybe – 2; 40%

Why/Why not?
Going Beyond the Art

• if parents are more involved then the child will want to be more involved
• because caring, understanding, and nurture can build even brighter futures for our children
• more independent without parents, but a parents day would be cool
• I think the children enjoyed having this time to work on their projects independently (without parents)

2009 Parent Survey Questions & Data

8 surveys completed

1. How did you first hear about Juxtaposition Arts?
   Kulture Klub – 2
   Internet – 2
   Word of Mouth – 1
   Sojourner Truth Academy – 1
   An artist who teaches here – 1
   Unsure – 1

2. When did you first hear about Juxtaposition Arts?
   No Answer – 2
   1999 – 2
   3 years ago – 1
   When they were off of Glenwood – 1
   February 08 – 1
Going Beyond the Art

October 09 – 1

3. How did you hear about this program?
   Artists who teach here – 3
   Searching for a program like this – 2
   Kulture Klub – 1
   Juxtaposition Arts – 1
   Teacher at school – 1

4. How long has your child been involved with Juxtaposition Arts?
   About 2 months – 4
   6 months – 1
   3 – 4 years - 3

5. What impact do you feel this program is having on the young people involved? (very positive, positive, no effect, negative, very negative)
   Very Positive - 7; 87.5%
   Positive – 1; 12.5%

6. Why?
   • My daughter has become more confident and encouraged to follow her goals
   • keeps them busy & motivated, also helps better their skills in art & gives them a bigger picture of what kind of art there is
   • gives a positive option for kids in the community. Art is a great way for kids to build self-esteem, creativity, and add something to the community
   • he looks forward to coming
   • good instructors, it's something to motivate my child to open up to different opportunities, to help her stay off the - streets of the negative
   • freedom to express - kids are encouraged to share their tools to learn, encouraged to share their thoughts and feelings both in their artwork and in discussing art, exhibition of work, they are made to feel important by being taken seriously here
   • it is encouraging her to be even better at something she has always loved. It's also a good winter activity

Questions 7 – 32
Using a scale of 0 – 5, with 5 being very effective and 0 being not at all effective, please indicate your opinion of the effectiveness of the following program elements. Please skip questions that do not relate to your involvement in the project.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Project Planning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2; 25%</td>
<td>2; 25%</td>
<td>4; 50%</td>
</tr>
</tbody>
</table>
Using a scale of 0 to 5, with 5 being very high and 0 being very low, indicate your level of understanding of the following program aspects.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1; 12.5%</th>
<th>2</th>
<th>1; 12.5%</th>
<th>3</th>
<th>1; 12.5%</th>
<th>4; 50%</th>
<th>5; 62.5%</th>
<th>1; 12.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Juxta’s mission</td>
<td>125%</td>
<td>0</td>
<td>12.5%</td>
<td>0</td>
<td>12.5%</td>
<td>0</td>
<td>12.5%</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>18. Purpose of the program</td>
<td>1; 12.5%</td>
<td>0</td>
<td>1; 12.5%</td>
<td>2; 25%</td>
<td>4; 50%</td>
<td>0</td>
<td>12.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Educational techniques of</td>
<td>1; 12.5%</td>
<td>0</td>
<td>1; 12.5%</td>
<td>2; 25%</td>
<td>3; 37.5%</td>
<td>1; 12.5%</td>
<td>4; 50%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20. Educational philosophy of</td>
<td>1; 12.5%</td>
<td>0</td>
<td>1; 12.5%</td>
<td>2; 25%</td>
<td>3; 37.5%</td>
<td>1; 12.5%</td>
<td>4; 50%</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Using a scale of 0 to 5, with 5 being greatly changed and 0 being not at all changed, please indicate your opinion of the program’s impact on the youth participant’s behavior in the following areas.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Level of interest in the program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>87.5%</td>
<td>0</td>
</tr>
<tr>
<td>22. Level of interest in doing art outside of the program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>23. Interest in doing art outside the program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>25%</td>
<td>5; 62.5%</td>
</tr>
<tr>
<td>24. Confidence in art ability and improvement</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>87.5%</td>
<td>0</td>
</tr>
<tr>
<td>25. Ability to communicate and critique their art</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>50%</td>
<td>4; 50%</td>
</tr>
<tr>
<td>26. Level of cooperation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>25%</td>
<td>5; 62.5%</td>
</tr>
<tr>
<td>27. Self confidence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>12.5%</td>
<td>5; 62.5%</td>
</tr>
<tr>
<td>28. Motivation in other tasks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>25%</td>
<td>3; 37.5%</td>
</tr>
<tr>
<td>29. Self control</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>25%</td>
<td>5; 62.5%</td>
</tr>
<tr>
<td>30. Positive impact on academic performance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6; 75%</td>
<td>0</td>
</tr>
<tr>
<td>31. Level of violent or disruptive behavior</td>
<td>4; 50%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12.5%</td>
<td>3; 37.5%</td>
</tr>
<tr>
<td>32. Interest in and participation in other activities</td>
<td>1; 12.5%</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>25%</td>
<td>3; 37.5%</td>
</tr>
</tbody>
</table>

33. Please share some examples of any of the above
Going Beyond the Art

- Since being involved in this program she has been motivated to try new things and not to give up while trying it
- While some of the projects were difficult, her confidence grew
- Drawing pictures in the house
- No Answer - 5

34. Why did you and your youth choose to become in Juxtaposition?
- It's in the neighborhood & a great opportunity to follow my dreams
- This is the only free art class that I know of for youth
- her dad is involved, although even if he wasn’t I believe we would still have our child attending
- she wants to learn more how to draw better
- child loves art
- Daughter has always had a great interest in art and this was a great opportunity to learn how good she really is
- to motivate my child in her artistic abilities
- my daughter was greatly disappointed when she didn’t make the cut for Perpich 2 years in a row - thanks to Juxta she has a place to learn and create

35. In your opinion, what are the goals of this program?
- To form responsible & confident young people while achieving their goals
- Help youth succeed in their creative art side to motivate them & keep them out of trouble
- Provide a positive environment for kids to explore creativity
- Keep doing it better
- To provide more art experience for youth
- Help youth learn about art and it is something positive to do on the northside
- To help youth better understand art techniques, etc. and grow in confidence of their work learning to express themselves in a positive way
- Not sure

36. Do you feel these goals are being achieved? (Yes, Uncertain, No)
- No answer – 0
- Yes – 5; 62.5%
- Uncertain – 3; 37.5%
- No - 0

37. What specifically has led you to this conclusion?
- It's an art studio in the hood for youth
- That she keeps getting better
- I have seen the impact on my daughter – she is learning not to just draw or paint, but to talk about her work and the messages/meaning of it

38. In your opinion, what are the most effective parts of this program?
- Youth are experiencing different arts
- When they had to do the other part of the face
- Instruction and critique
Going Beyond the Art

- Neighborhood needs more places like this for kids to continue education outside of school
  No answer - 4

39. In your opinion, what are the least effective parts of this program?
   Don't know - 2
   No answer – 6

40. How could Juxta have better prepared the youth for this program?
   Unsure – 1
   No answer - 7

40. Would you like your child to continue taking classes at Juxta?
   Yes - 8, 100%
   No - 0