

CONNECTING STUDENTS TO THE

WORLD OF WORK



WORLD OF WORK

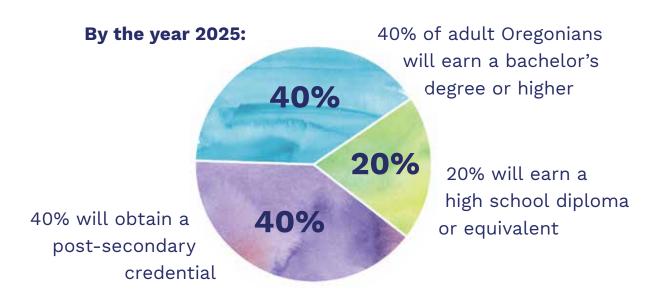


The Oregon Arts Commission funded the **Connecting Students to the World of Work (WoW)** grants to support projects that offer engagement in the professional elements of an artistic career field for underserved students.

Through an emphasis on the practical application of knowledge in the workforce, WoW projects contributed to sequential learning for students to **build creative and technical skills in the arts**.

WoW projects were **designed to reach students who** are **underserved** due to one or more factors: traditionally underrepresented minority background, low socioeconomic status, special education students, and English language learners.

WoW grants were included in an umbrella of State of Oregon funding designed to further Oregon's 40-40-20 Education Goal.



What kinds of pilot projects were funded?



In January, 2014, the Arts Commission funded eight pilot WoW projects. Organizations offered an array of programming in diverse arts disciplines, including visual arts, theatre, music, and digital arts.

Projects also varied in:



Student grade level:

from 6th to 12th grade



Length:

from 6 weeks to 18 months



Student-to-artist ratio:

from apprenticeships with very few students per artist, to classroom instruction with many students per artist

Who did the World of Work program serve?

During the 18-month grant period:



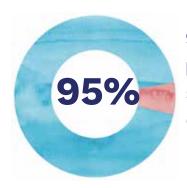




more than

250

students were enrolled in a WoW project



95% of participants successfully completed the program

What impact did program participation have on students?

A total of 174 students completed a survey before and after their participation, and data were used to assess progress toward outcomes related to Oregon's 40-40-20 educational goal.



Students gained a clear sense of the relevance of their education and training for their futures.

After participation, most students agreed that what they learned in the WoW program was relevant to their professional future and to their engagement in their education.



67% agreed that what they learned is useful for their future careers



59% felt
more prepared
for college
because of what
they learned

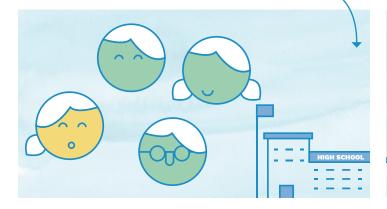
What worked best?



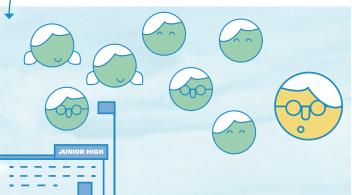


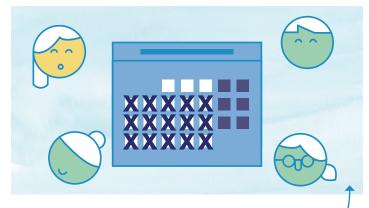


Older students perceived the relevance of their training most strongly when they were in **apprenticeship-style settings**.

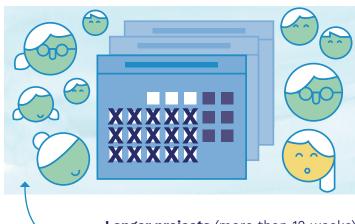


Younger students perceived the training relevance most strongly when they were in **classroom-style settings**.





Shorter projects (less than 12 weeks) more strongly impacted students' perceptions — when there were **fewer students** per artist.



Longer projects (more than 12 weeks) **did not require** a low student-toartist ratio for students to perceive
their relevance.

Students became more aware of the opportunities available to them.

Roughly 7 out of 10 students agreed that the program expanded their awareness of and preparedness for future opportunities.

As a result of participation:

78%

78% had a better understanding of possible artsrelated careers



74% acquired new job skills



67% felt more prepared to enter the workforce



"Seeing all the people who have been so successful in doing what they love has inspired me to sink more into what I love. Maybe this was the start of my artistic career."

— AGE 14



"I've made so many new friends, learned so many new things and have had so many good laughs. The people I have met have helped me out so much."

— AGE 16



"This program has shown me a side to life I never even heard of. I was exposed to many new things. Art has more meaning to me and I can understand its importance much better than before."

— AGE 14

Students developed arts-related skills and valued their arts education.

In general, students reported strongly valuing their arts education and these ratings were stable over time. After WoW program participation, for example:

84%

84% felt their arts education gave them an avenue for self-expression

83% thought their arts education afforded them skills that they use in other areas of life



67%

67% thought their arts education helped them **cope** with stress better

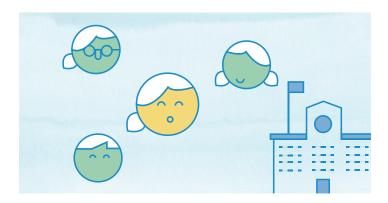
59% thought their arts education helped them develop communication skills

57%

57% thought their arts education helped them develop analytical skills

What worked best?





Students appreciated arts education that was personal and attentive.

Participants in projects with **fewer students per artist** found their experience **more valuable** than did those in projects with many students per artist.

This difference was true for students from all backgrounds, but was **especially true** for underserved students.





Where we did the work.

Eight non-profit cultural organizations partnered with schools to provide a wide variety of projects, reaching students from 6th through 12th grade.

PETER BRITT GARDENS MUSIC & ARTS FESTIVAL ASSOCIATION

Grades 10-12 | Performing Arts

With guidance from staff, students performed all functions for producing a concert series including programming, contracting, development, marketing, box office, stage craft, lighting and sound.

BEATS LYRICS LEADERS, PDX POP NOW!

Grades 9-12 | Performing Arts

Music industry professionals mentored, coached and instructed students in the creation of contemporary music that incorporated cultural and traditional elements.

THE CENTER FOR ADVANCED LEARNING

Grades 11-12 | Digital Arts

Students developed an advertising campaign for the Troutdale Historical Society, working in visual arts, design and digital media to produce a promotional campaign from inception to launch.

JORDAN SCHNITZER MUSEUM OF ART

Grades 9-12 | Visual Arts

Students learned techniques in print making, ceramics, painting and sculpture, then learned to prepare selected works of their own for display.

LANE ARTS COUNCIL

Grades 6-8 | Visual Arts

Professional artists taught skills in various arts media. Students met at an artist's studio to practice fundamental skills and create a final project.

OREGON SHAKESPEARE FESTIVAL

Grades 9-12 | Performing Arts

Through an internship, students developed skills in technical theatre, videography, and event production, directly supporting the Green Show series by providing backstage technical assistance.

TECHSTART EDUCATION FOUNDATION

Grades 6-8 | Digital Arts

Students learned video game design and development, then collaborated to complete a game or digital story, while cultivating skills in coding, animation, music/sound production, story development, and design.

PACIFIC NORTHWEST COLLEGE OF ART

Grades 9-12 | Visual Arts

Students practiced design and visual communication processes, including prototyping, critique, and fabrication to: design and fabricate an apiary; design and construct a woodshop or bioswale; and create a series of children's books, small publications, and 'zines.



The Oregon Arts Commission

Mission: To enhance the quality of life for all Oregonians through the arts by stimulating creativity, leadership and economic vitality.

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JULY 2016 EXECUTIVE SUMMARY

Project Oversight

Deb Vaughn

Evaluation Team

NPC Research CRSmith Consulting

Report Design

Germinate Creative

Thanks to the following for organizations for their support:







Download the full evaluation report here: http://npcresearch.com/wp-content/uploads/ World-of-Work-Evaluation-2016.pdf





