

Evaluation of Non-Profit Organization:



MBA 660E
6/21/2011

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Executive Summary

(For internal use only)

The purpose of this Consulting Report is to add value to the Arts-Kids organization by objectively analyzing data and accurately presenting results with non-bias interpretations. This Westminster College Consulting Team included Matthew Larson, Technical Supervisor in Specialized Technologies and Manufacturing at ARUP Laboratories. Jason Woolsey, Lead at the jcpenny Shared Services Center; and Saray Lopez, Operations Director for the Division of New Learning at Westminster College.

Key Issues

The key issues identified by Arts-Kids and agreed upon with Westminster Consultants are stated below:

- Examination and in depth interpretation of survey data
- Add value and strengthen portfolio intended for investors by using data to promote model
- Evaluate strengths/weaknesses of the current surveys in use

We have used data provided by Arts-Kids to thoroughly analyze each of these points and provide recommendations accordingly.

Findings

- Parent/Teacher survey data indicate positive improvement in behavior of children.
- Strong Correlations between Parent and Teacher responses (Spring 2011 and Spring 2009)
- Youth Section 75% of children feels better about themselves after participating.
- Youth Section- 74% children felt they made new friends after participating.
- Out of 1683 responses only 9% disagreed with any survey questions, of this 9% only 4% strongly disagreed.
- High rate of positive responses- An average overall response is at or above the agree level.
- Teacher responses to all of the six survey questions showed strong positive correlation indicating effectiveness of program and transferability.
- Response rates- There are only two semesters where response rates were high enough to where sampling error would not occur.
- Parents tend to have low response rates, which leads to non-sampling error which occurs when the sample population does not represent the target population adequately.
- Overall family life shows 34% come from Non-Traditional family and 66% from Traditional.

- Overall ethnicity rate (subjective) is shows 36% non-Caucasian and 64% Caucasian.
- Overall attendance shows a 79% attendance rate with the older the attendee the better the attendance.

Through the findings and research made we feel confident Arts-Kids Model is working successfully and making an impact in the community. Within this report you will find recommendations made in order to improve the programs method of program evaluation; in addition to making this a more attractive package for investors.

Introduction

This is an evaluation for the non-profit organization of Arts-Kids. "Arts-Kids has collected program effectiveness data for 10 years from parents, teachers, school counselors, artists, facilitators and students themselves in self-evaluation. Surveys have assessed (1) Improvement in attitude towards school (2) Improved behavior (3) Better ability of the student to communicate (4) Feeling of community and (5) Overall satisfaction with the Arts-Teens experience.

Arts-Kids, Inc. was founded in 1999 by Pat Drewry Sanger, an Advanced Practice Psychiatric-Mental Health Registered Nurse and Child/Adolescent Specialist. The inspiration for the program came from her early work in Norfolk, Virginia, where she noticed that children growing up in tough inner city environments began to become hardened and emotionally shut down by age nine or ten. Parents were often so exhausted from their efforts to survive they had no energy to support their children on an emotional level.

Ms. Sanger transferred that learning to establish Arts-Kids, an after school program, which combined the expressive arts and group techniques to teach life skills to youth. By 2003, Arts-Kids and Arts-Teens groups had expanded to all ten Summit County elementary and middle schools.

In 2008, Arts-Kids expanded its model to the Uintah and Ouray Northern Ute Reservations in eastern Utah. In 2010, Arts-Kids developed a formal training program to teach civic organizations, school districts, additional Native tribes and other audiences how to implement the program for youth in their own communities. The Wasatch School District will conduct a pilot program at two of their elementary schools next fall. (Arts-Kids, 2011)"

Team Members

This evaluation of the non-profit organization Arts-Kids has been done by three Westminster MBA students. Matthew Larson is Technical Supervisor in Specialized Technologies and

Manufacturing at ARUP Laboratories. He has work process improvement experience and workforce training expertise. He holds a Bachelors of Science degree from the University of Wyoming.

Saray Lopez holds a Bachelors of Arts in Marketing from Utah State University. She is currently the Operations Director for the Division of New Learning at Westminster College. In her career at Westminster, she has developed measurements and metrics to evaluate students.

Jason Woolsey holds a Bachelors of Science in clinical psychology from Westminster College. He has advanced skills in Excel with a proficiency in statistics, formulas and graphs. He is currently the Team Lead at the jcpenny Shared Services Center in Salt Lake City in the Purchasing Card (internal credit program), Travel Card, and Travel Reimbursement programs.

Time Period of work done

The evaluation of Arts-Kids was during Westminster's Summer Graduate Semester, which began on May 18th, 2011. The end presentation and written evaluation were due on June 21st, 2011.

Key Issues Addressed

- ✓ Examination and in depth interpretation of survey data
- ✓ Add value and strengthen portfolio intended for investors by using data to promote model
- ✓ Evaluate strengths/weaknesses of the current surveys in use

Research Methodologies

What information was gathered

- Electronic survey data dating back to 2003. Data from 2004 on is in current questionnaire format.
- Hard copies of survey data from McPolin and Jeremy Ranch Elementary schools. Hard copy files contained medical release forms and extra program information.
- National and Utah State school demographics.
- Several research studies on the link between art education and social behavior and academic behavior.
- Guides on interpreting and analyzing survey data

How was information gathered

- Site visits – electronic data was copied and files were obtained for review

- Research of Giovale Library databases
- Research through the National Center for Education Statistics and the Park City School District.

Other activities conducted by team

- Organization of electronic data including an expansion of analysis
- Input data contained in hard copied surveys and medical release form data from 2006, 2007 and 2008 for McPolin and Jeremy Ranch Elementary schools were entered.
- Data entry form was created for ease of input and evaluation of data

Findings

What Does the Electronic Data Files Say?

Data provided by the Arts-Kids electronic files from the Spring 2009, Fall 2009, Spring 2010, Fall 2010, and Spring 2011 and was used to extract findings. We reviewed it and opted to expand the data to include frequencies to specific questions by the survey’s use of the Likert scale. By breaking the data down and tallying the specific frequencies we were able to get a clearer picture of not only the overall rate of positive responses but we were able to see what questions had the strongest agreement. The data from year to year has a high degree of agreement, as can be seen in Attachments (1-5). In the following paragraphs we will examine the most recent data Spring 2011.

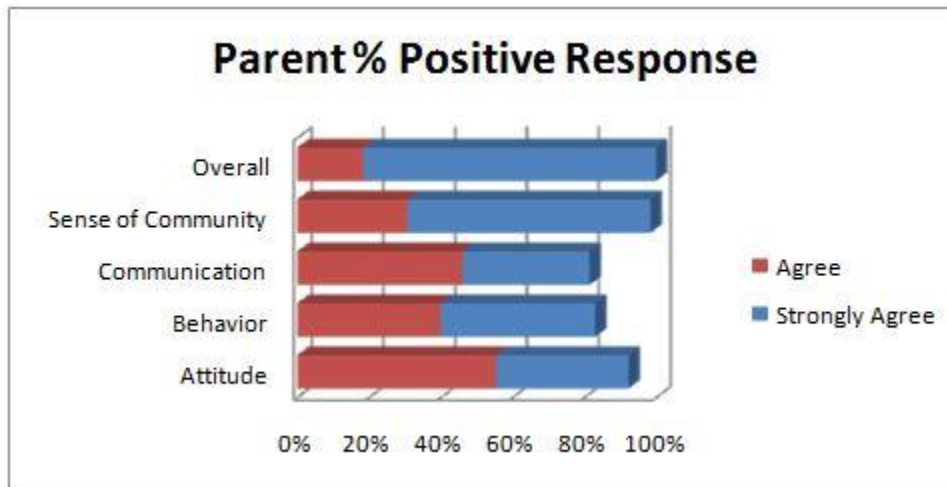


Figure 1 Spring 2011 Parent Survey Data

In Figure 1 Spring 2011 Parent Survey Data and Figure 3 Spring 2011 Teacher Survey Data, we see the overall satisfaction with the Arts-Kids program had a high percentage of positive response for the teachers and the parents, 94% and 100% respectively (Figure 2 Spring 2011 Teacher/Parent

Survey Comparison). A more descriptive way of describing the parent survey results would be to state that 100% of the parents that responded to the survey were satisfied with the Art-Kids program, 82% of which strongly agreed with the statement (Figure 2 Spring 2011 Teacher/Parent Survey Comparison).

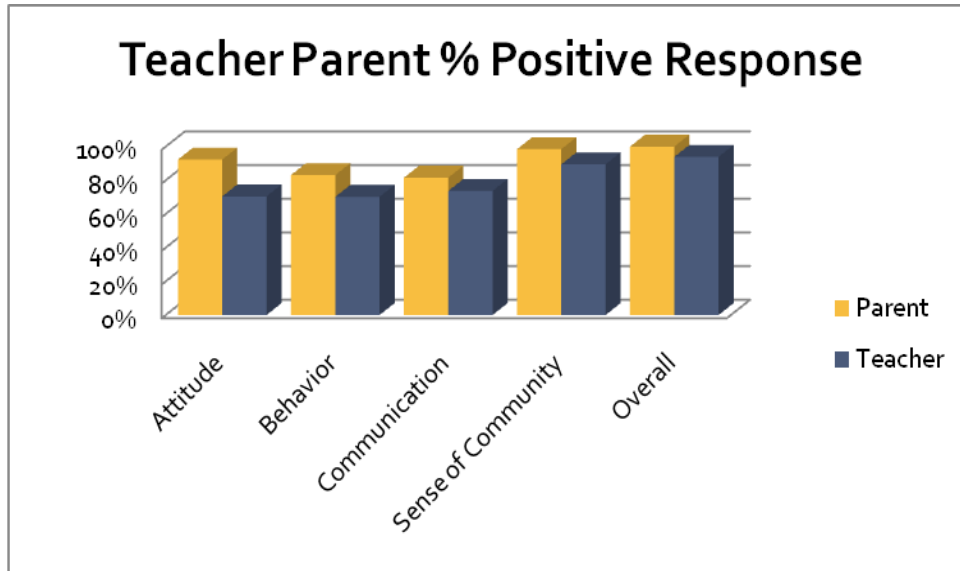


Figure 2 Spring 2011 Teacher/Parent Survey Comparison

Overall the teacher responses for the Spring of 2011 were very positive, with 57% of the respondents strongly agreeing with the "Overall Satisfaction" question of the survey. Of the teachers that responded 69% agreed that the student behavior identified by them before beginning the program had shown improvement (Figure 3 Spring 2011 Teacher Survey Data).

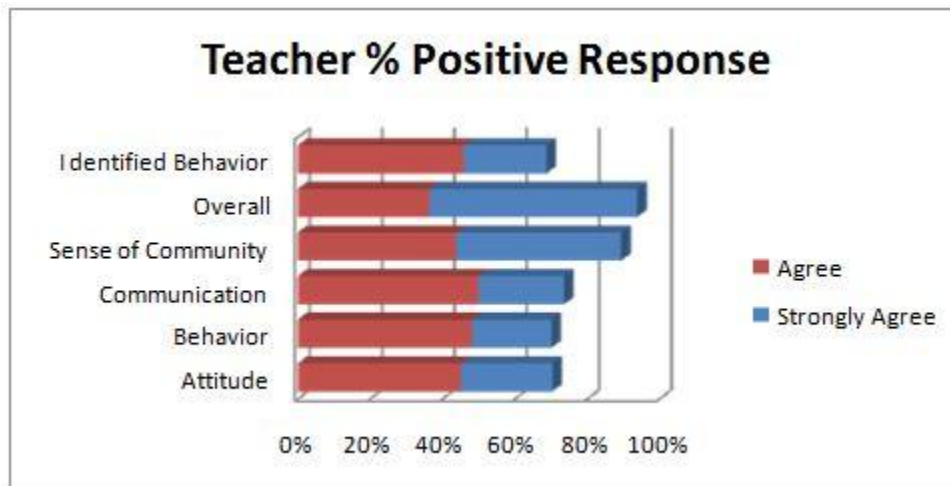


Figure 3 Spring 2011 Teacher Survey Data

We consider the parent and teacher survey data to be specific to the student, they are the ones who are directly observing the students over the 10 week period and would be in the best position to notice a change within the child. The data above and that which is contained in the attachments indicate that the teachers and parents of these children believe in the Arts-Kids program, they do see a difference in the child during those 10 weeks.

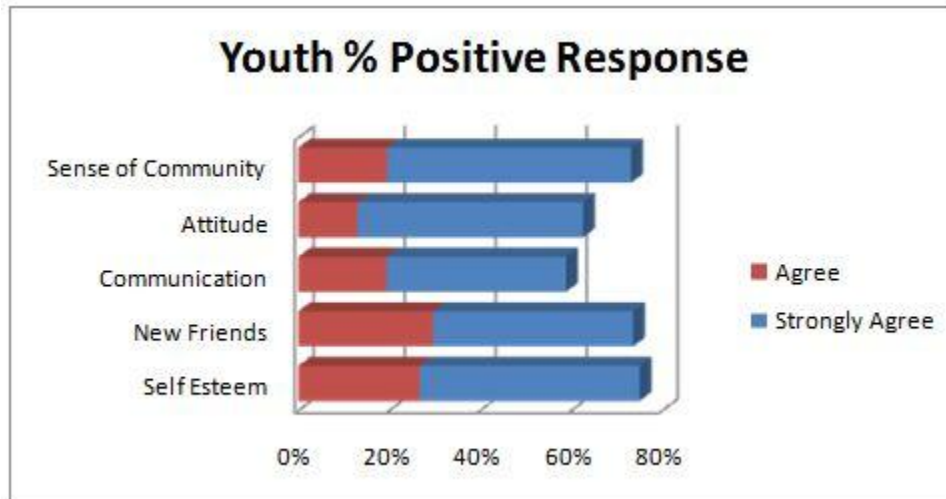


Figure 4 Spring 2011 Youth Survey data

The youth surveys have an overall positive response, 75% of the children feel better about themselves after participating in the program. Another 74% reported that they made new friends during the program. The youth responses had a wider distribution of responses on the Likert scale, possibly due to the fact that many of them don't know the purpose of the program or why they are participating, they are there to have fun and do art.

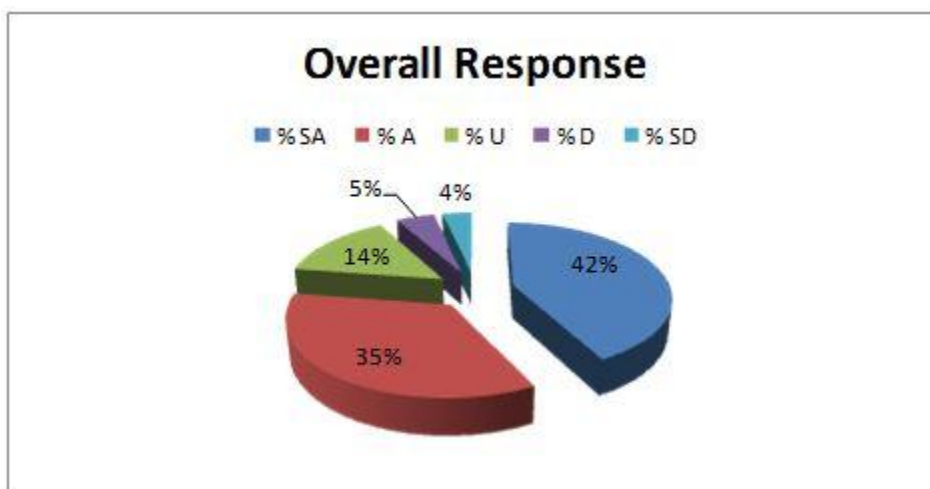


Figure 5 Spring 2011 – Overall Response Frequency

In Figure 5 Spring 2011 – Overall Response Frequency you can see that the overall response to the Arts-Kids program is very favorable with 77% of the responses either strongly agreeing or agreeing with each of the survey questions. Out of 1,686 recorded responses in the Spring of 2011 only 9% disagreed with survey question with 4% of that strongly disagreeing. This high rate of positive response is true year after year. When coding the response to a numerical Likert scale with 5 = strongly agree and 1 = strongly disagree, we see that the average overall response is at or above the agree level (4 = agree) in Figure 6 Average Response.

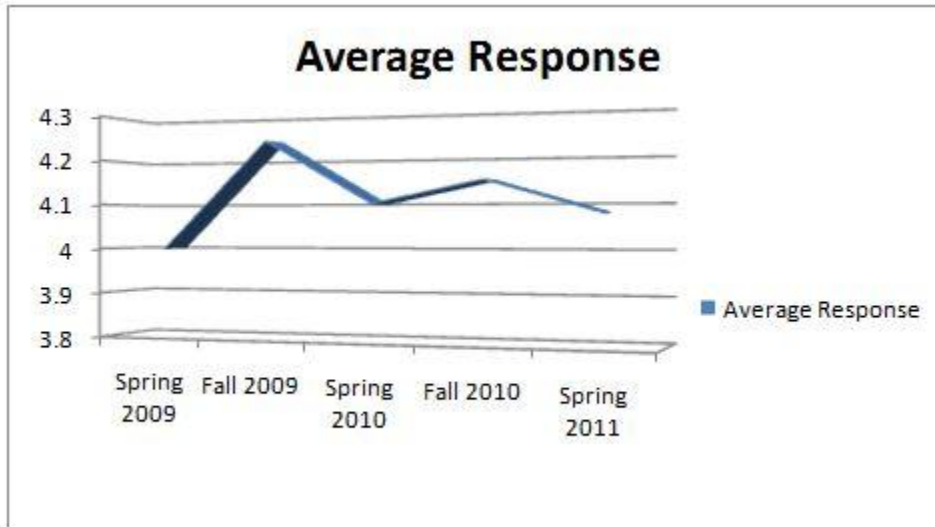


Figure 6 Average Response

Response Rates

Information contained in the electronic data was expanded to include the response rate to the surveys administered by the Arts-Kids program. Based on attendance per program an estimate of potential responses was calculated and used to determine the number of responses missing and a rate or percentage of possible respondents was calculated. Figure 7 Arts-Kids survey response rate. shows the response rates over the last several semesters.

Response Rate					
	Teacher	Parent	Youth	Facilitator/Volunteer	Overall
Spring 2011	77%	47%	93%	94%	73%
Fall 2010	51%	31%	79%	0%	52%
Spring 2010	61%	35%	80%	0%	55%
Fall 2009	73%	40%	90%	100%	70%
Spring 2009	78%	36%	84%	85%	68%

Figure 7 Arts-Kids survey response rate.

Excluding the facilitator / volunteer responses for the Fall 2010 and Spring 2010, we examined whether inferences on the total population and the statistics calculated were relatively free of statistical error. Sampling error depends on the size of the sample relative to the population surveyed (Evans, 2007). For example if we wanted to be 95% confident that our sample size represents the mean of the total population with a margin of error +/- 2% for the Spring 2011 data in which there was 882 possible responses, the sample size would need to be 645 responses using the following formula (Evans, 2007):

$$n \geq \left(\frac{z_c S}{E} \right)^2$$

Teacher responses in the Spring of 2011 were actually 681. In the figure above the minimum sample size was determined for a confidence level of 95% with a confidence interval (margin of error) at 5%; the cells highlighted in yellow did not have a large enough sample size to fit the criteria above and therefore should not be used as a description of the overall population.

Parents have a low response rate which leads to non-sampling error which occurs when the sample population does not represent the target population adequately enough (Evans, 2007). Lack of compliance in survey completion by the facilitators and the volunteers seemed to be problematic, it was difficult to estimate how many total surveys should have been completed. Suggestions to increase the response rates obtained will be given in the recommendations section of the paper.

After reviewing the response rates we looked at correlation data between teachers and parents to see if conclusions about changes in student behavior could be drawn from either source dependent on response rates. Correlation matrices (see Figure 8 Arts-Kids survey data Spring 2011 and Figure 9 Arts-Kids survey data Spring 2009) for the two semesters with the most complete data sets show a strong correlation between teacher and parent responses to the five core survey questions in terms of percent positive response.

	<i>Teacher Responses</i>	<i>Parent Responses</i>
Teacher Responses	1	
Parent Responses	0.83	1

Figure 8 Arts-Kids survey data Spring 2011

	<i>Teacher Responses</i>	<i>Parent Responses</i>
Teacher Responses	1	
Parent Responses	0.99	1

Figure 9 Arts-Kids survey data Spring 2009

This strong correlation allows us to make general statements about the effectiveness of the program in terms of its effect on the children based either on the teacher’s perception of the change in the behavior or on the parents perception of the change in the behavior.

Correlation Among Programs

Analyzing the most recent data (Spring 2011) shows that the many of the individual programs at the schools served during the semester have a strong correlation in regards to the teachers response to the six survey questions administered. The questions pertain to the observed effect the Arts-Kids program had on specific students in regards to attitude, behavior, communication, sense of community, change in the identified behavior, and overall satisfaction with the outcome. Figure 10 Arts-Kids survey data Spring 2011 shows the correlation data for teacher responses of strongly agree to the six questions on the survey.

Teacher Response of Strongly Agree									
	Treasure Mtn IMS	North Summit MS	Trailside Elem	McPolin Elem	Parley's Park	Park City High School	South Summit Elem	North Summit Elem	Jeremy Ranch
Treasure Mtn	1								
North Summit	0.90	1							
Trailside Elem	0.58	0.62	1						
McPolin Elem	0.11	0.15	0.86	1					
Parley's Park	0.93	0.88	0.78	0.37	1				
Park City High	0.94	0.89	0.77	0.37	0.93	1			
South Summit	0.88	0.85	0.90	0.56	0.95	0.96	1		
North Summit	0.93	0.88	0.78	0.37	1.00	0.93	0.95	1	
Jeremy Ranch	0.95	0.81	0.75	0.36	0.95	0.95	0.95	0.95	1

Figure 10 Arts-Kids survey data Spring 2011

Correlation	Negative	Positive
None	-0.09 to 0.0	0.0 to 0.09
Small	-0.3 to -0.1	0.1 to 0.3
Medium	-0.5 to -0.3	0.3 to 0.5
Large (strong)	-1.0 to -0.5	0.5 to 1.0

Given the fact that in each of these programs the teachers are different as are the students, many of the volunteers and facilitators are different, and each program has different artists this is a very strong indicator the programs achieve the same desired outcome on the student. The commonality between these programs is the Arts-Kids model, meaning given the proper training (from Arts-Kids) a facilitator could expect to achieve similar results in their district or school. Therefore, the model is transferrable, provided trainable competent facilitators and artists are available. McPolin appears to be the only outlier in this correlation matrix, but overall satisfaction from all of those surveyed was still very high at 88% and a positive correlation still exists between McPolin and the other schools in the program.

Socio-Economic Diversity

A key aspect to the Arts-Kids program is its service to disadvantaged youth. Arts-Kids believes that the expressive arts can create a bridge between the boundaries of language, ethnic background, socio-economic status, age and education. Operating mostly in Summit County, the question in our minds was is there enough diversity to achieve the diversified mix of students that Arts-Kids envision. A stated goal by Arts-Kids is an ethnicity percentage of 30%, this goal has not been achieved over the last several semesters. (Figure 11 Percent Ethnicity in total Arts-Kids program (Note: No data available for Fall 2009))

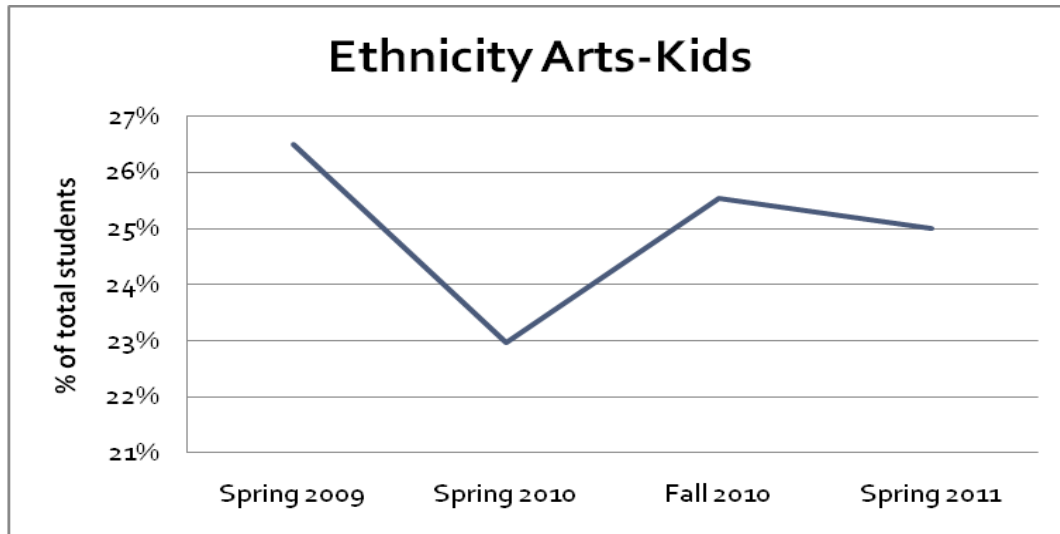


Figure 11 Percent Ethnicity in total Arts-Kids program (Note: No data available for Fall 2009)

When compared to the overall population of the individual schools Arts-Kids is consistently represented by a higher ratio of diversity. Comparing ethnicity data from the National Center for Education Statistics and the Park City School District with recent Arts-Kids data, shows that although Arts-Kids is not reaching its stated goal of 30% diversity, Arts-Kids does provide a more diverse experience than what can be obtained in the normal school population as seen in Figure 12

Ethnic Diversity among Student Populations

	US Total	Utah Total	PC Total	Arts-Kids Total
% Ethnicity	46%	21%	18%	25%

Figure 12 (NCES)

When comparing the diversity of the Arts-Kids programs to the individual school minority population, Arts-Kids has had many programs with as much as twice the ethnic diversity. (Park

City School District, 2009) A limitation in the data is due to a lack of a specific area where students or their parents could report their ethnicity. We feel this should be included in the medical release form that parents fill out before entering the program. Ethnic tracking is discussed further in the Recommendations section of the report.

Economic diversity is another key indicator for the Arts-Kids program; currently there are no metrics which track the economic status of the kids in the program. In the Park City School district 17% of the students are classified as economically disadvantaged which is well below the state average of 31% and US average of 44%. (Park City School District, 2009) We believe that tracking the economic status of the kids that are in the Arts-Kids program will provide more information and strengthen the case that Arts-Kids is reaching the disadvantaged youth each school system. This topic will be discussed further in the Recommendations section of the report.

What Information Was Found In The Physical Surveys?

The Electronic Data that was provided by Arts-Kids, although unknowingly, had many biases due to how the data was recorded (Excluding Spring 2009 and Spring 2011). Because the data was stored in a fashion where the raw data could not be evaluated, it left many unanswered questions in addition to invalid conclusions. The physical surveys that were provided were for Jeremy Ranch sessions Fall 2006, Spring 2007, Fall 2007, and Fall 2008; and McPolin sessions Fall 2006, Spring 2007, Fall 2007, and Fall 2008.

Correlations

The correlation of data is a very powerful tool in the evaluation of gathered data. Correlation, simply put, looks for the relationships among various points of data and the significance of the data points. Correlation does not mean causation. Causation is found through strict hypothesis testing and more in depth analysis using control groups, etc. It can be said that if one goes up, the other would go up for positive numbers approaching one and if one goes down the other goes up for inverse relationships or approaching negative one.

Another thing correlation can be used is to indicate if a particular relationship is worth exploring. The following subsections will point out “interesting” minor relationships (**Orange**) and “interesting” major relationships (**Green**) (See Appendices 1 Correlation Strength). This means, for example, that obvious “relationships” like relationships between age and grade will not be pointed out. Lastly, significance shows the probability that the strength of the relationship of the correlation is due to chance.

Teacher Survey (TS), Parent Survey (PS), and Summary Data

Teachers
1. I have noticed the child has a better attitude towards school
2. I have noticed an improvement in the child's behavior
3. I have noticed the child communicates his/her needs better
4. Arts-Kids has provided opportunities for the child to feel belonging and a sense of community
5. Overall, I am satisfied with the Arts-Kids Program
6. Has the Identified Behavior changed?
Comment:
Parents
1. I have noticed my child has a better attitude towards school
2. I have noticed an improvement in my child's behavior
3. I have noticed my child communicates his/her needs better
4. Arts-Kids has provided opportunities for my child to feel belonging and a sense of community
5. Overall, I am satisfied with the Arts-Kids Program
Comment:

Figure 13 Teacher and Parent Survey Questions

Summary to Summary Correlations

See Appendices 2 Summary to Summary Correlations

- Minor relationship between Home Life and Semester with 12% probability due to chance
- Minor relationship between year and attendance with 30% probability due to chance
- Minor relationship between attendance and school with 19% probability due to chance
- Minor relationship between attendance and age with 10% probability due to chance

Teacher Survey (TS) to Teacher Survey (TS) Correlations

See Appendices 3 Teacher Survey (TS) to Teacher Survey (TS) Correlations

- No interesting relationships when questions are compared to themselves.

Parent Survey (PS) to Parent Survey (PS) Correlations

See Appendices 4 Parent Survey (PS) to Parent Survey (PS) Correlations

- No interesting relationships when questions are compared to themselves.

Teacher Survey (TS) to Summary Correlations

See Appendices 5 Teacher Survey (TS) to Summary Correlations

- Minor relationship between Question 4 (Belonging & Sense of Community) and home life with 31% probability due to chance.

Parent Survey (PS) to Summary Correlations

See Appendices 6 Parent Survey (PS) to Summary Correlations

- Major relationship between Question 3 (Communication of Needs) and Home Life with 7% probability due to chance.
- Minor relationship between Question 4 (Belonging & Sense of Community) and Home Life with 22% probability due to chance.

Parent Survey (PS) to Teacher Survey (TS) Correlations

See Appendices 7 Parent Survey (PS) to Teacher Survey (TS) Correlations

- Minor relationship between Question 3 (Communication of Needs) and Question 4 (Belonging & Sense of Community) with 29% probability due to chance.
- Minor relationship between Question 4 (Belonging and Sense of Community) and Question 6 (Change in Identified Behavior) with 17% probability due to chance.

Youth Survey (YS), Facilitators/Volunteers Survey (FV), and Summary Data

Youth
1. I feel better about myself.
2. I made new friends.
3. I feel better about speaking up.
4. I feel more like I belong in school.
5. I participate in more activities during and after school.
Open Ended
1. What was your favorite thing about Arts-Kids?
2. What was something you didn't like about Arts-Kids?
3. What are some of the ways being in Arts-Kids has helped you in your life?
Facilitators/Volunteers
1. I have noticed the child takes more risks in approaching the creative activities
2. I have noticed an improvement in the child's behavior
3. I have noticed the child communicates his/her needs better
4. Arts-Kids has provided opportunities for the child to feel belonging and a sense of community
5. Overall, I am satisfied with the Arts-Kids Program
Open Ended
1. How would you improve the program?

Figure 14 Youth and Facilitator/Volunteer Survey Questions

Summary 2 to 2 Summary Correlations

See Appendices 8 Summary 2 to Summary 2 Correlations

- No interesting relationships

Youth Survey (YS) to Youth Survey (YS) Correlations

See Appendices 9 Youth Survey (YS) to Youth Survey (YS) Correlations

- No interesting relationships when questions are compared to themselves.

Facilitators/Volunteers Survey (FV) to Facilitators/Volunteers Survey (FV) Correlations

See Appendices 10 Facilitators/Volunteers Survey (FV) to Facilitators/Volunteers Survey (FV) Correlations

- No interesting relationships when questions are compared to themselves.

Facilitators/Volunteers Survey (FV) to Summary Correlations

See Appendices 11 Facilitators/Volunteers Survey (FV) to Summary Correlations

- Major relationship between Question 1 (More risk taking) and attendance with 8% probability due to chance.
- Minor relationship between Question 2 (Improvement in behavior) and Attendance with 46% probability due to chance.

Descriptive Statistics of Data

Attendance

See Appendices 12 Attendance

- Overall attendance shows a 79% attendance rate with the older the attendee the better the attendance.
 - 63% attendance rate by second graders
 - 71% attendance rate by third graders
 - 84% attendance rate by fourth graders
 - 82 % attendance rate by fifth graders

Family Life

See Appendices 13 Family Life

- Overall family life shows 34% come from Non-Traditional family and 66% from Traditional.

Subjective Assignment of Ethnicity

See Appendices 14 Subjective Assignment of Ethnicity

- Overall ethnicity rate (subjective) is shows 36% non-Caucasian and 64% Caucasian.

Competitors

Arts Sparks

ARTSPARK is a comprehensive after-school art program for students in grades 3 through 5. Designed as a mini-art school, ARTSPARK offers a curriculum that incorporates the Utah State art education standards. This organization is state certified, local art educators, Susan Parker and Anita Slevin, are dedicated to providing this sequential elementary art program to the children of Park City, while also addressing the needs of working parents and our community. As experienced, professional art teachers with over 50 years combined experience, instructors have the ability and passion to connect with children and make art come alive. Classes meet once per week at a designated elementary school. Tuition is \$120 per six-week session and includes all materials. (Park City Summit County Arts Council, 2006)

How does Arts Kids compare?

Arts Kids is able to differentiate itself by the demographic of students this program serves in addition to providing sessions free of cost. The main differentiator among Arts Sparks and Arts Kids is its purpose and mission and that is to serve under represented children who otherwise could not afford to learn about art; in addition to promoting empathy among diverse populations, build communications skills, that may not be already part of the children's upbringing within various cultures.

Holly Cross Ministries

The Holly Cross Ministries holds an early education, summer, and after school programs create a safe and supportive environment for kids to learn core subjects as well as physical fitness, art, and community service. They provide ESL classes and group discussion sessions for parents to help them navigate complex educational systems and make sure they can advocate for their children. These education programs are taught by professional bilingual, often bi-cultural educators which creates a welcoming, comfortable atmosphere for all students. (Holy Cross Ministries).

How does Arts Kids compare?

Holly Cross Ministries is a direct competitor to Arts Kids, and the approach the organization has taken to work alongside Holly Cross Ministry is viewed as the most appropriate at the moment. The services and mission are similar; however, in this case it is recommended to view the pros and cons of creating a partnership with Holy Cross Ministry in order to reach more children, and take advantage of the additional staff they have in place at minimal cost.

Kimball Art Center

After-School Class Offerings – The Kimball Art Center offers a broad range of classes, for children and adults, including a new category of classes for teens ages 12 to 17. In addition to the exceptional classes offered in specific art disciplines, such as ceramics, life drawings, welding, photography, and jewelry making, the Kimball offers general art education and art appreciation classes. (Park City Summit County Arts Council, 2006)

Kids, Students, Teachers, Military Kids, Students, Teachers, Military

- Special members-only receptions & tours of exhibitions
- Use of ceramic, darkroom, painting, drawing, and jewelry studios
- 10% discount on art classes
- 10% discount at Studio 6 Art Supply Store
- Opportunity to showcase your art at the Members' Pin-Up Show
- Monthly e-newsletters & printed mailers with special offers
- 10% discount on custom framing at Peak Art and Frame
- 15% discount on coffee drinks at the Alpine Internet Cybercafé

Discount: This membership gives the member 10.00 % off tuition.

Number of Members Allowed: Unlimited

Duration: 1 Years

Membership Dates: 6/12/2011 - 6/12/2012

Cost: \$25.00 (Kimball Art Center)

How does Arts Kids compare?

Arts Kids main differentiator is the thorough evaluation process currently in place to review student's behavior improvement. In addition, Kimball Art Center only provides classes to students' ages 12 to 17.

Current Data Analysis Techniques by Arts-Kids

Current data analysis performed by Arts-Kids essentially reduces the data to the nominal level by combining all agree and disagree responses into two categories "positive response" or "negative/unsure responses" and reports the percent positive response to questions common to the teacher and parent survey on the web site.

After researching organizations similar to Arts-Kids, we did not find many that quantify the effectiveness of their programs. "Bad Dog Rediscovered America" and the "Visual Arts Institute" did not have program statistics that we could find. Another local program "Art Works for Kids" web site contains information linking academic performance to an integrated arts education program by comparing a non-arts school to one that invested in the arts (Figure 15 and Figure 16).

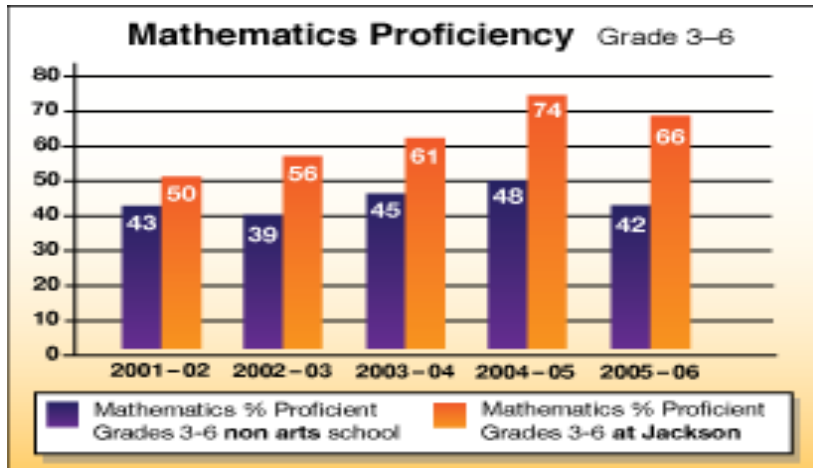


Figure 15 (Statistics, 2011)

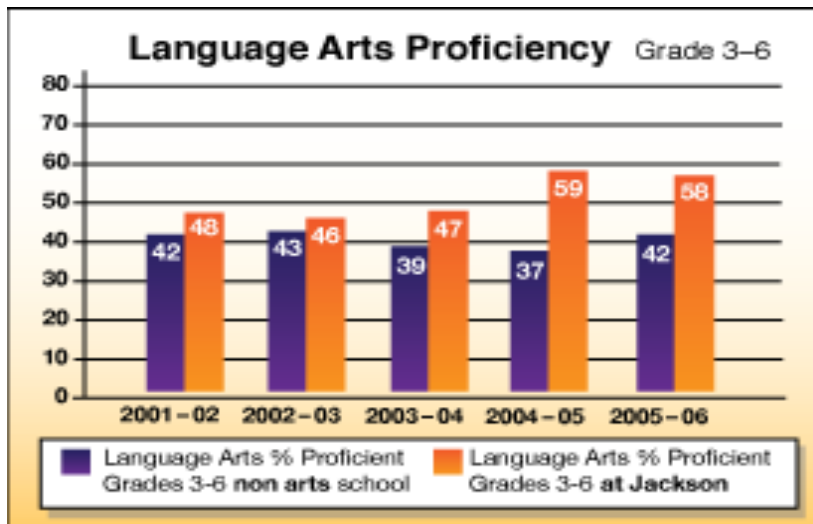


Figure 16 (Statistics, 2011)

Information such as this is available throughout the web. There is strong evidence that art has a positive effect on not only behavior but academics. A recent survey from the Arts Education Partnership on research completed linking the arts and student academic and social development resulted in a compendium of over 60 research studies conducted. A link to the PDF is provided below.

<http://aep-arts.org/files/publications/CriticalLinks.pdf>

Art Works for Kids also conducted a survey administered by Dan Jones and Associates of over 50 Utah school principals who have implemented their program and reports:

- 100 percent of respondents reported that the effect of the program was either "definitely positive" (85 percent) or "probably positive" (15 percent).

- BTSALP engagement also had a positive impact on student performance and behavior in all areas:
 - Math: 68 percent reported the program’s impact was positive. One principal noted that in one year, scores increased 20 percent among low-income students: “The arts play a big part in that. They significantly help the achievement gap...”
 - Language Arts: 69 percent reported a positive impact.
 - Other subject areas: 84 percent reported a positive impact.
 - Principals also reported increases in self-esteem, confidence, social skills and civility, and decreases in negative aggression.
 - Positive impact in both discipline and student attendance was reported by more than 70 percent of all principals. 86 percent reported that the BTSALP helped with student engagement, 73 percent said the program helped improve civility.
- In addition, principals reported that BTSALP arts specialists were received positively by 100 percent of students; 98 percent positive among parents; and 88 percent from core curriculum instructors.

These findings are similar to the results currently being reported by Arts-Kids.

Recommendations

Extra Information Capture

Include ethnic information as a part of the medical release form.

Ethnic diversity is essential to the mission of Arts-Kids in regards to reaching disadvantaged youth and should be properly recorded as part of the information being tracked by Arts-Kids. Making the determination of ethnicity by name alone will lead to errors in the data. Including a spot for the participant to self-report ethnicity on the medical evaluation form will increase the accuracy of the information being reported to potential investors or customers.

Include lunch program status as part of the medical release form.

By adding a section to the medical release form that indicates whether or not the child is in the lunch program will provide more information and help bolster the numbers reporting the level of disadvantaged children being reached. The lunch program is an indicator of the economic status of the child and their families. The National School Lunch Program (NSLP) can be used as an indicator of poverty. Under the guidelines of NSLP, children from families with incomes below 130 percent of the poverty level are eligible for free meals. Those from families with incomes between 130 and 185 percent of the poverty level are eligible for reduced-price meals. Recent data for the period of July 1, 2007 through June 30, 2008, for a family of four, 130 percent of the poverty level was an annual income of \$28,665, and 185 percent was \$40,793 (Attachment 6 - NSL Program). In 2009 the Park City School District had 797 students enrolled

in the NSLP, 663 of which were eligible for the free lunch program (Park City School District, 2009) Attachment 6 - NSL Program. A high percentage of those participating in the program are minorities (74%), but still leaves about 208 students some of which may have participated in the Arts-Kids program but weren't counted as disadvantaged. More proof that disadvantaged youth are being served will aid Arts-Kids in the collection of donations and the receipt of grants.

Expand the data being captured electronically through the use of the data entry forms and SPSS
 When comparing the electronic data retrieved from Arts-Kids to the information contained in the hard copy files, which contained the teacher, parent, youth, and facilitators/volunteers surveys along with a medical release form, behavior identification form, and a children's evaluation of the artists survey we felt there was much more information to be captured and evaluated. The project then branched out into a data entry and evaluation of this extra information. For the data entry portion we built two Visual Basic data entry forms, one to capture student information and one to capture program information (Attachment 7 - Data entry form). Student information was expanded in the form to include name of student, name of teacher, age, grade, medical condition (if reported), home life (traditional vs. non-traditional), behavior identified, attendance, teacher survey results, parent survey results and survey comments (Figure 17 Student data entry form).

Figure 17 Student data entry form

The answers to the survey questions were coded following the typical five-level Likert response (Figure 18 Five ordered response levels).

Survey Data					
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>	<u>No Answer</u>
5	4	3	2	1	0

Figure 18 Five ordered response levels

The other entry form was created to capture program information; the distinction was information that was not connected to an individual student but the specific school program. Program information was expanded to include number of students, number of sessions, facilitator name, volunteers name, overall attendance, youth survey results (including the open ended questions), and facilitator / volunteer survey results (including the open ended questions) (Figure 19 Program data entry form). Survey results were coded using the five ordered response level as in Figure 18 Five ordered response levels.

Figure 19 Program data entry form

The forms are easy to use and streamlined the data entry process, each submittal of the form populates the next row of the developing Excel worksheet. We used these form to enter in data obtained from the hard copy files for two schools McPolin, and Jeremy Ranch. The schools were chosen due to their completeness in data for corresponding years. The years entered in were 2006, 2007 and 2008. Analysis of the extra data captured in this new data entry process was discussed in the “What Information Was Found In the Physical Surveys” sub-section of the Findings.

Compliance

Increase response rate

Research has shown that response rates improve substantially by conducting follow-ups, although less for the last follow-up than for the first. However, in many instances multiple follow-up attempts do not differ substantially from results of those obtained at the first try (EPA, 2003). Even if a follow-up only gets a few additional responses, it may change the survey results substantially especially in the cases where the response rate did not meet the confidence interval and level criteria discussed in the Findings section. Additional contacts

with the sample population improve results, where “contact” includes an advance letter, a questionnaire mailing, a reminder card or phone call, or another copy of the questionnaire. Another way to improve response rates is to increase the respondent’s interest in the topic or its perceived importance. A well-crafted advance letter which helps explain the importance of the survey results to the proper evaluation of the program is very important here, as it can help establish the importance of the survey to Arts-Kids. Follow through including follow-ups by the facilitator is recommended for Arts-Kids.

The use of cash incentives is controversial, and is not recommended for Arts-Kids. Not only can cash incentives increase the total cost of conducting a survey (and not improve response rates appreciably), but also their use can bias the results (EPA, 2003). In well-designed surveys with follow through, cash incentives are rarely needed.

Non-cash incentives might be considered. These might include, gifts or gift certificates, but this can also increase the expense to Arts-Kids.

It is recommended Arts-Kids continue to improve evaluation methods prior and post sessions to evaluate student behavior over time. As part of this it is recommended to inform teachers and parents this is an aspect of the evaluations, as their more educated responses in these areas will provide more supporting evidence as per the effectiveness of the program.

Set Requirements for Payment to Facilitators

From the obvious incompleteness and inconsistencies of the data gathered by the Facilitators, a set of standards and requirements for payment should be agreed to before the beginning of each session. In essence, there is no justification why facilitators should not be “earning their keep.” This agreement can ensure that a complete picture for each session, thereby adding to the overall understanding of the program and a continuing of strength to the data.

Another issue found after examination of the data was that there is possible contamination of the open ended responses by various facilitators. Any help that is given, even in an explanation of questions to the responders can contaminate the data to include bias. There must be an emphasis and understanding given to the facilitators that no interaction or assistance can be rendered while the responders answer survey questions. If it is found that there are consistent questions asked by the responders, a reevaluation for simplification of the text may be required.

How to Use What We Have Found

Arts-Kids has collected data for over 10 years and the first portion of our project was to evaluate that data, examining aspects of the Arts-Kids Mission “Using the arts to enhance youth development and build community” and the Arts-Kids model. The data reviewed in the previous sections clearly shows that the teachers, parents and the students themselves report

that Arts-Kids have had a positive effect. In the preceding sections there is also strong evidence that the model is transferable (throughout Summit County). A dual mission of Arts – Kids is to “use expressive arts and group techniques to serve at risk youth” and the data examined shows the program is serving a large percentage of at risk groups. The question now is what should Arts-Kids do with this information?

Short Term Strategic Objectives

After reviewing the strategic plan, both short and long term, one key aspect is to raise money for the implementation of the up-coming pilot programs with Utah Juvenile Justice Services and Native American Reservations. The external evaluation done by Westminster could be used to:

- ✓ Develop presentations to deliver to high value sponsors
- ✓ Create press release including some of the key findings
- ✓ Send program up-date (flier or newsletter) to past and current donators/partners and potential donators/partners, also include people interested in adopting the program.
- ✓ Use information to strengthen differentiating factors, described more in next sections “Current Data Analysis” and “Competitors”, in grant writing. Differentiating factors such as the service to disadvantaged youth can be matched to certain grantors with similar interests and passions.
- ✓ Continue to project model into similar socio-economic markets and/or communities as Park City.

In the Arts-Kids 5-year Strategic Plan is the projection of the model into new operating areas, the data contained in the previous “Findings” section clearly supports that the model is transferable at least with in Summit County. In business the term “distance” is often used to describe the relative likeness of certain markets. So if a market is very different from another (in terms of economics, culture, language and norms) the distance is said to be greater. Often businesses will project their business models into places with an overall low distance factor before projecting into high distance markets. It is our recommendation that Arts-Kids follow this strategy. Find areas in the mountain west outside of Summit County that are similar as far as demographics (economic and social), art community (availability of professional artists), and that have capable motivated facilitators and project the model into these areas as a way to expand the program.

Long Term Strategic Objectives

In this evaluation, we also include suggestions on some long term strategic objectives. Long term objectives should be achieved in the next ten years, at the most. These long term objectives should include:

- ✓ Building on the current data and expand to include longitudinal data.

- ✓ Project Arts-Kids model into dissimilar socio-economic markets and/or communities as Park City.
- ✓ Invest in high quality and powerful data and statistical evaluation software.
- ✓ Human resources, including a statistician to evaluate data and to continue to add value to investor portfolio.

These long term objectives are going to require the use of capital. Strengthening the program with the completion of these long term objectives can only add to the attractiveness of the Arts-Kids Model.

Conclusion of Evaluation of Arts-Kids

As Westminster College Consultants we are confident to recommend Arts-Kids as a successful model to be implemented in targeted regions with similar demographics to Summit County. Throughout the data analyzed Arts-Kids has demonstrated a satisfactory track record by the identified improvement in children's behavior and ability to utilize arts as a technique to express themselves and better communicate with others. Throughout this report recommendations were outlined based on the findings made from surveys implemented and research done. We believe that by the proper implementation of the above described recommendations and short term and long term strategic objectives Arts-Kids can become a more attractive package for investment and a successful transferable model.

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Appendices

Correlation Strength

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Appendices 1 Correlation Strength

Summary to Summary Correlations

		Semester	Year	School	Grade	Age	Ethnicity	Home Life	Attendance
Semester	Pearson Correlation	1	.798**	.090	.262**	.284**	-.100	.227*	.168
	Sig. (2-tailed)		.000	.292	.003	.004	.243	.012	.071
	N	138	138	138	125	103	138	121	116
Year	Pearson Correlation	.798**	1	.301**	.204*	.255**	-.045	.132	.201*
	Sig. (2-tailed)	.000		.000	.023	.009	.598	.150	.030
	N	138	138	138	125	103	138	121	116
School	Pearson Correlation	.090	.301**	1	-.013	.246*	.140	-.153	.217*
	Sig. (2-tailed)	.292	.000		.886	.012	.101	.094	.019
	N	138	138	138	125	103	138	121	116
Grade	Pearson Correlation	.262**	.204*	-.013	1	.718**	-.142	.029	.175
	Sig. (2-tailed)	.003	.023	.886		.000	.114	.758	.073
	N	125	125	125	125	96	125	117	105
Age	Pearson Correlation	.284**	.255**	.246*	.718**	1	-.086	-.079	.276*
	Sig. (2-tailed)	.004	.009	.012	.000		.386	.456	.010
	N	103	103	103	96	103	103	92	85
Ethnicity	Pearson Correlation	-.100	-.045	.140	-.142	-.086	1	-.274**	.028
	Sig. (2-tailed)	.243	.598	.101	.114	.386		.002	.769
	N	138	138	138	125	103	138	121	116
Home Life	Pearson Correlation	.227*	.132	-.153	.029	-.079	-.274**	1	-.050
	Sig. (2-tailed)	.012	.150	.094	.758	.456	.002		.623
	N	121	121	121	117	92	121	121	101
Attendance	Pearson Correlation	.168	.201*	.217*	.175	.276*	.028	-.050	1
	Sig. (2-tailed)	.071	.030	.019	.073	.010	.769	.623	
	N	116	116	116	105	85	116	101	116

Appendices 2 Summary to Summary Correlations

Teacher Survey (TS) to Teacher Survey (TS) Correlations

		TS Q1	TS Q2	TS Q3	TS Q4	TS Q5	TS Q6
TS Q1	Pearson Correlation	1	.486**	.445**	.349**	.468**	.674**
	Sig. (2-tailed)		.000	.000	.004	.000	.000
	N	65	65	65	65	64	62
TS Q2	Pearson Correlation	.486**	1	.584**	.567**	.561**	.686**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	65	66	66	66	65	63
TS Q3	Pearson Correlation	.445**	.584**	1	.515**	.427**	.499**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	65	66	67	67	66	63
TS Q4	Pearson Correlation	.349**	.567**	.515**	1	.590**	.397**
	Sig. (2-tailed)	.004	.000	.000		.000	.001
	N	65	66	67	67	66	63
TS Q5	Pearson Correlation	.468**	.561**	.427**	.590**	1	.645**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	64	65	66	66	66	63
TS Q6	Pearson Correlation	.674**	.686**	.499**	.397**	.645**	1
	Sig. (2-tailed)	.000	.000	.000	.001	.000	
	N	62	63	63	63	63	63

Appendices 3 Teacher Survey (TS) to Teacher Survey (TS) Correlations

Parent Survey (PS) to Parent Survey (PS) Correlations

		PS Q1	PS Q2	PS Q3	PS Q4	PS Q5
PS Q1	Pearson Correlation	1	.807**	.788**	.621**	.514**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	54	53	52	53	54
PS Q2	Pearson Correlation	.807**	1	.845**	.617**	.443**
	Sig. (2-tailed)	.000		.000	.000	.001
	N	53	53	52	53	53
PS Q3	Pearson Correlation	.788**	.845**	1	.659**	.483**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	52	52	52	52	52
PS Q4	Pearson Correlation	.621**	.617**	.659**	1	.812**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	53	53	52	53	53
PS Q5	Pearson Correlation	.514**	.443**	.483**	.812**	1
	Sig. (2-tailed)	.000	.001	.000	.000	
	N	54	53	52	53	55

Appendices 4 Parent Survey (PS) to Parent Survey (PS) Correlations

Teacher Survey (TS) to Summary Correlations

		Semester	Year	School	Grade	Age	Ethnicity	Home Life	Attendance
TS Q1	Pearson Correlation	-.178	-.161	-.067	-.203	-.079	.087	.083	-.201
	Sig. (2-tailed)	.156	.199	.594	.117	.580	.488	.532	.163
	N	65	65	65	61	51	65	59	50
TS Q2	Pearson Correlation	-.120	-.230	-.084	-.057	.236	.080	.144	-.242
	Sig. (2-tailed)	.338	.064	.503	.660	.093	.523	.272	.087
	N	66	66	66	62	52	66	60	51
TS Q3	Pearson Correlation	.019	.035	.049	-.063	.043	.195	.060	-.139
	Sig. (2-tailed)	.878	.780	.692	.621	.761	.114	.648	.327
	N	67	67	67	63	53	67	61	52
TS Q4	Pearson Correlation	.105	-.080	.059	.091	.131	-.029	.276	-.254
	Sig. (2-tailed)	.398	.521	.636	.480	.348	.818	.031	.069
	N	67	67	67	63	53	67	61	52
TS Q5	Pearson Correlation	-.167	-.207	.208	-.065	.177	-.023	.088	-.176
	Sig. (2-tailed)	.181	.095	.093	.613	.210	.853	.505	.215
	N	66	66	66	62	52	66	60	51
TS Q6	Pearson Correlation	-.199	-.162	-.083	-.247	.000	.067	.159	-.224
	Sig. (2-tailed)	.118	.206	.519	.059	1.000	.602	.239	.126
	N	63	63	63	59	49	63	57	48

Appendices 5 Teacher Survey (TS) to Summary Correlations

Parent Survey (PS) to Summary Correlations

		Semester	Year	School	Grade	Age	Ethnicity	Home Life	Attendance
PS Q1	Pearson Correlation	-.070	-.012	-.053	-.004	.138	.124	.189	.107
	Sig. (2-tailed)	.615	.930	.702	.977	.373	.373	.198	.507
	N	54	54	54	51	44	54	48	41
PS Q2	Pearson Correlation	.059	.117	-.043	.181	.044	.024	.212	.069
	Sig. (2-tailed)	.676	.404	.757	.208	.780	.862	.152	.674
	N	53	53	53	50	43	53	47	40
PS Q3	Pearson Correlation	.145	.117	-.165	.274	.157	-.033	.392*	.142
	Sig. (2-tailed)	.304	.410	.241	.057	.320	.814	.007	.381
	N	52	52	52	49	42	52	46	40
PS Q4	Pearson Correlation	-.034	.002	-.061	.198	.056	.027	.333*	.285
	Sig. (2-tailed)	.809	.989	.662	.168	.721	.848	.022	.075
	N	53	53	53	50	43	53	47	40
PS Q5	Pearson Correlation	.056	.104	.004	.134	.075	.144	.263	.290
	Sig. (2-tailed)	.686	.449	.975	.342	.624	.293	.068	.062
	N	55	55	55	52	45	55	49	42

Appendices 6 Parent Survey (PS) to Summary Correlations

Parent Survey (PS) to Teacher Survey (TS) Correlations

		TS Q1	TS Q2	TS Q3	TS Q4	TS Q5	TS Q6
PS Q1	Pearson Correlation	.000	.183	.095	.178	.240	.349
	Sig. (2-tailed)	1.000	.316	.600	.321	.185	.054
	N	31	32	33	33	32	31
PS Q2	Pearson Correlation	-.147	.008	-.019	.264	.348	.118
	Sig. (2-tailed)	.439	.964	.916	.145	.055	.533
	N	30	31	32	32	31	30
PS Q3	Pearson Correlation	.000	.188	.105	.392*	.147	.245
	Sig. (2-tailed)	1.000	.321	.575	.029	.439	.199
	N	29	30	31	31	30	29
PS Q4	Pearson Correlation	.224	.228	.115	.183	-.032	.434*
	Sig. (2-tailed)	.235	.216	.532	.317	.866	.017
	N	30	31	32	32	31	30
PS Q5	Pearson Correlation	.114	.113	.063	.146	-.217	.075
	Sig. (2-tailed)	.534	.532	.725	.410	.225	.689
	N	32	33	34	34	33	31

Appendices 7 Parent Survey (PS) to Teacher Survey (TS) Correlations

Summary 2 to Summary 2 Correlations

		Semester	Year	Number of Students	Attendance
Semester	Pearson Correlation	1	.858**	.318**	.379**
	Sig. (2-tailed)		.000	.001	.000
	N	109	109	103	103
Year	Pearson Correlation	.858**	1	.485**	.488**
	Sig. (2-tailed)	.000		.000	.000
	N	109	109	103	103
Number of Students	Pearson Correlation	.318**	.485**	1	.931**
	Sig. (2-tailed)	.001	.000		.000
	N	103	103	103	103
Attendance	Pearson Correlation	.379**	.488**	.931**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	103	103	103	103

Appendices 8 Summary 2 to Summary 2 Correlations

Youth Survey (YS) to Youth Survey (YS) Correlations

		YS Q1	YS Q2	YS Q3	YS Q4	YS Q5
YS Q1	Pearson Correlation	1	.151	.320**	.370**	.464**
	Sig. (2-tailed)		.150	.002	.000	.000
	N	92	92	92	89	90
YS Q2	Pearson Correlation	.151	1	.545**	.307**	-.127
	Sig. (2-tailed)	.150		.000	.003	.232
	N	92	92	92	89	90
YS Q3	Pearson Correlation	.320**	.545**	1	.442**	.256*
	Sig. (2-tailed)	.002	.000		.000	.015
	N	92	92	92	89	90
YS Q4	Pearson Correlation	.370**	.307**	.442**	1	.403**
	Sig. (2-tailed)	.000	.003	.000		.000
	N	89	89	89	89	89
YS Q5	Pearson Correlation	.464**	-.127	.256*	.403**	1
	Sig. (2-tailed)	.000	.232	.015	.000	
	N	90	90	90	89	90

Appendices 9 Youth Survey (YS) to Youth Survey (YS) Correlations

Facilitators/Volunteers Survey (FV) to Facilitators/Volunteers Survey (FV) Correlations

		FV Q1	FV Q2	FV Q3	FV Q4	FV Q5
FV Q1	Pearson Correlation	1	.466*	.339	.286	.354
	Sig. (2-tailed)		.033	.133	.208	.115
	N	21	21	21	21	21
FV Q2	Pearson Correlation	.466*	1	.000	.306	.384
	Sig. (2-tailed)	.033		1.000	.177	.086
	N	21	21	21	21	21
FV Q3	Pearson Correlation	.339	.000	1	.000	.357
	Sig. (2-tailed)	.133	1.000		1.000	.112
	N	21	21	21	21	21
FV Q4	Pearson Correlation	.286	.306	.000	1	.603**
	Sig. (2-tailed)	.208	.177	1.000		.004
	N	21	21	21	21	21
FV Q5	Pearson Correlation	.354	.384	.357	.603**	1
	Sig. (2-tailed)	.115	.086	.112	.004	
	N	21	21	21	21	21

Appendices 10 Facilitators/Volunteers Survey (FV) to Facilitators/Volunteers Survey (FV) Correlations

Facilitators/Volunteers Survey (FV) to Summary Correlations

		Semester	Year	Number of Students	Attendance
FV Q1	Pearson Correlation	.314	.190	.658**	.658**
	Sig. (2-tailed)	.166	.410	.008	.008
	N	21	21	15	15
FV Q2	Pearson Correlation	.225	.064	.522*	.522*
	Sig. (2-tailed)	.327	.783	.046	.046
	N	21	21	15	15
FV Q3	Pearson Correlation	.209	-.178	.277	.277
	Sig. (2-tailed)	.363	.439	.317	.317
	N	21	21	15	15
FV Q4	Pearson Correlation	-.141	.030	-.200	-.200
	Sig. (2-tailed)	.541	.897	.475	.475
	N	21	21	15	15
FV Q5	Pearson Correlation	.139	.145	.378	.378
	Sig. (2-tailed)	.549	.529	.165	.165
	N	21	21	15	15

Appendices 11 Facilitators/Volunteers Survey (FV) to Summary Correlations

Attendance

Attendance				
Grade	School	# Attended	Attendance	Percent Attendance
2	Jeremy Ranch	0	0	0%
	McPolin	6	38	63%
	Totals	6	38	63%
3	Jeremy Ranch	19	150	79%
	McPolin	8	43	54%
	Totals	27	193	71%
4	Jeremy Ranch	17	159	94%
	McPolin	20	152	76%
	Totals	37	311	84%
5	Jeremy Ranch	18	144	80%
	McPolin	14	119	85%
	Totals	32	263	82%
Not Answered	Jeremy Ranch	1	8	80%
	McPolin	10	81	81%
	Totals	11	89	81%
Totals for 4 sessions over two years	Jeremy Ranch	55	461	84%
	McPolin	58	433	75%
	Totals	113	894	79%
Attendance Not Recorded	Jeremy Ranch	21		15%
	McPolin	4		3%
	Totals	25		18%

Appendices 12 Attendance

Family Life

Family Life					% of
Grade	School	Family Life	Amount	Percent Family Life	Total
2	Jeremy Ranch	Non Traditional	0	0%	3%
	McPolin	Non Traditional	3	60%	
	Totals Non Traditional		3	60%	
	Jeremy Ranch	Traditional	0	0%	
	McPolin	Traditional	2	40%	
	Totals Traditional		2	40%	
3	Jeremy Ranch	Non Traditional	10	28%	21%
	McPolin	Non Traditional	4	11%	
	Totals Non Traditional		14	39%	
	Jeremy Ranch	Traditional	18	50%	
	McPolin	Traditional	4	11%	
	Totals Traditional		22	61%	
4	Jeremy Ranch	Non Traditional	8	19%	26%
	McPolin	Non Traditional	12	28%	
	Totals Non Traditional		20	47%	
	Jeremy Ranch	Traditional	15	35%	
	McPolin	Traditional	8	19%	
	Totals Traditional		23	53%	
5	Jeremy Ranch	Non Traditional	8	14%	35%
	McPolin	Non Traditional	5	8%	
	Totals Non Traditional		13	22%	
	Jeremy Ranch	Traditional	12	20%	
	McPolin	Traditional	8	14%	
	Totals Traditional		46	78%	
Not Answered	Jeremy Ranch	Non Traditional	0	0%	5%
	McPolin	Non Traditional	2	25%	
	Totals Non Traditional		2	25%	
	Jeremy Ranch	Traditional	0	0%	
	McPolin	Traditional	2	25%	
	Totals Traditional		6	75%	
Totals for 4 sessions over two years	Non Traditional		52	34%	90%
	Traditional		99	66%	
	Totals		151	100%	
Family Life Not Recorded	Jeremy Ranch		5	29%	10%
	McPolin		12	71%	
	Totals		17	100%	

Appendices 13 Family Life

Subjective Assignment of Ethnicity

Subjective Assignment of Ethnicity					% of Total
Grade	School	Ethnicity	Amount	Percent Family Life	
2	Jeremy Ranch	Non Caucasian	0	0%	3%
	McPolin	Non Caucasian	6	100%	
	Totals Non Caucasian		6	100%	
	Jeremy Ranch	Caucasian	0	0%	
	McPolin	Caucasian	0	0%	
	Totals Caucasian		0	0%	
3	Jeremy Ranch	Non Caucasian	14	38%	20%
	McPolin	Non Caucasian	5	14%	
	Totals Non Caucasian		19	51%	
	Jeremy Ranch	Caucasian	15	41%	
	McPolin	Caucasian	3	8%	
	Totals Caucasian		18	49%	
4	Jeremy Ranch	Non Caucasian	5	11%	25%
	McPolin	Non Caucasian	13	28%	
	Totals Non Caucasian		18	39%	
	Jeremy Ranch	Caucasian	18	39%	
	McPolin	Caucasian	10	22%	
	Totals Caucasian		28	61%	
5	Jeremy Ranch	Non Caucasian	11	16%	38%
	McPolin	Non Caucasian	6	9%	
	Totals Non Caucasian		17	24%	
	Jeremy Ranch	Caucasian	11	16%	
	McPolin	Caucasian	8	11%	
	Totals Caucasian		53	76%	
Not Answered	Jeremy Ranch	Non Caucasian	1	4%	13%
	McPolin	Non Caucasian	4	17%	
	Totals Non Caucasian		5	22%	
	Jeremy Ranch	Caucasian	1	4%	
	McPolin	Caucasian	7	30%	
	Totals Caucasian		18	78%	
Totals for 4 sessions over two years	Non Caucasian		65	36%	100%
	Caucasian		117	64%	
	Totals		182	100%	
Ethnicity Not Recorded	Jeremy Ranch		0	0%	0%
	McPolin		0	0%	
	Totals		0	0%	

Appendices 14 Subjective Assignment of Ethnicity

Attachments

Attachment 1 - Spring 2011 Data

Attachment 2 - Fall 2009 Data

Attachment 3 - Spring 2009 Data

Attachment 4 - Fall 2008 Data

Attachment 5 - Spring 2008 Data

Attachment 6 - NSL Program

Attachment 7 - Data entry form