The Oregon Arts Commission

CONNECTING STUDENTS TO THE WORLD OF WORK

Supporting projects that engage students in creative career exploration

Hands on learning for students to build skills in the arts
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 socio-economic 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.

**By the year 2025:**

- 40% will earn a bachelor’s degree or higher
- 20% will earn a high school diploma or equivalent
- 40% will obtain a post-secondary credential
- 20% will earn a high school diploma or equivalent
What kinds of pilot projects were funded?

Between January 2014 and December 2016, the Arts Commission funded eleven WoW projects. Organizations offered an array of programming in diverse arts disciplines, including visual arts, theatre, music/sound, 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

What impact did program participation have on students?

A total of **243 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.

Who did the World of Work program serve?

During the grant period:

- **465 students** applied for participation in a WoW project
- **364 students** were enrolled in a project

...indicating a potential unmet need for arts education and career training in some areas of Oregon.

95% of participants successfully completed the program

What impact did program participation have on students?

A total of 243 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.

**IN THEIR OWN WORDS**

“**This program has created countless opportunities for me and helped me realize that I would most likely thrive in an artistic environment.**”
— AGE 16

“**This program provided me with a class that I was excited to go to. I wanted to come here and learn every weekend, and that doesn’t happen at school.**”
— AGE 16
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.

65% agreed that what they learned is useful for their future careers

56% 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 longer projects (12 weeks or more) and in apprenticeship-style settings.

Shorter projects (less than 12 weeks) yielded more positive student outcomes when there were fewer students per artist.

Younger students perceived the relevance of their training more strongly when they were in shorter projects (less than 12 weeks).

Projects with more students per artist yielded more positive student outcomes when they were longer (12 weeks or more).
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%** had a better understanding of possible arts-related careers
- **74%** acquired new job skills
- **67%** felt more prepared to enter the workforce
- **64%** considered pursuing a career in the arts

“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:

- 82% felt their arts education gave them an **avenue for self-expression**
- 79% thought their arts education afforded them **skills that they use** in other areas of life
- 64% thought their arts education helped them **cope with stress better**
- 62% thought their arts education helped them **develop communication skills**
- 56% thought their arts education helped them **develop analytical skills**

Students appreciated arts education that was personal and attentive. This was especially true for underserved students.

Improvements in perceptions of arts education were most notable among **older students in longer projects**...

...and **younger students in shorter projects**.
Where we did the work.

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

**ARTS EDUCATION OF THE GORGE**  
**Grades 7-8, Visual Arts**

Students worked closely with sculptors and visual artists to design, build, and install six large-scale metal sculptures in two public locations. The project provided in-depth study in drawing skills and in the elements and principles of design, with a focus on 3-D skill development.

**CALDERA**  
**Grades 6-8, Visual Arts**

Through a partnership with the Warm Springs museum, tribal youth were exposed to arts careers by working with artists across various mediums, including beading and basket weaving, painting, sketching, and film editing. Youth received consistent mentoring from artists in their community and ultimately created works that benefitted the museum.

**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.

**YOUNG AUDIENCES**  
**Grades 9-12, Performing Arts**

Live SET provided students with in-depth, hands-on, project-based experience taught by professional sound engineers at a professional music venue. All sessions culminated in a public concert engineered entirely by students, from load-in to breakdown. The program facilitated ongoing mentorship between instructors and students.
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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JUNE 2017 EXECUTIVE SUMMARY

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Thanks to the following for organizations for their support:

Download the full evaluation report here:

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