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A COMMUNITY ARTS PROGRAM: AN IMPACT STUDY

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A Community Arts Program: An Impact Study

ABSTRACT

The AmeriCorps ArtsUSF program was an outreach program that provided hands-on arts experiences to underserved children in culturally and economically deprived environment. The primary goal of the ArtsUSF AmeriCorps was to help lift the quality of life of children through hands-on arts experience, and to help improve the communities' self-image, stability, and culture by providing accessible, safe, and affordable cultural activities and programs. The secondary goal was to help the members develop and obtain an increased awareness of societal problems, learn skills that make real changes in solving some of the societal problems, and become more responsible citizens and professionals. The project had two components: Getting Things Done and Member Development.

The objectives of Getting Things Done were:

- (1) improved hands-on arts skills;
- (2) improved arts appreciation skills;
- (3) improved skills in expressing feelings in creative and appropriate ways;
- (4) improved school performance; and
- (5) improved attitude in being kind-to-one-another

The objectives of Member Development were:

- (1) improved understanding of the interdisciplinary approach;
- (2) improved teaching skills;
- (3) improved understanding of societal problems;
- (4) improved skills on solving societal problems through the arts;
- (5) improved organizational skills;

(6) improved communication skills; and

(7) improved team-building skills

Overall, impact study results showed progress in all measured items, particularly “integrating arts to life,” “group problem-solving,” “attitude on diversity,” “attitude on being-kind-to-each-other,” and “alternate skills to aggression.” Data also showed strong connections between “expression through the arts” with “class learning skills,” “independent problem-solving skills,” “ability to integrate arts to life,” and “positive attitude on diversity.” These skills related closely to “anti-drug, alcohol, and smoking” and “attitude toward community.”

Members felt that the AmeriCops ArtsUSF provided valuable experience that had profound life-changing impact on them. They faced the value and effects of their inputs in helping others through this volunteer experience. They realized that one of the ways of reaching “the American dream” was by helping the less privileged. Working as the “provider “ gave them confidence and self-esteem necessary to move on to pursue their own life goals. For the communities, the program left them with pride, uplifted sense of their own capability, artifacts to remind, and structures to carry on to strengthen their lives.

A Community Arts Program: An Impact Study

THE PROBLEM

A report by the National Endowment for the Arts (1988) identified specific reasons why arts education is important: Arts education (1) provides young people a sense of civilization; (2) fosters creativity and teaches effective communication; (3) provides tools for critical thinking; and (4) can improve the general learning environment. Studies have shown that the stimuli provided through the arts play in healthy brain development; and that participation in the arts affects positively in the school community, appreciation of cultural differences, and active community service (Goals 2000 Arts Education Partnership 1997). The arts in creating a literate, imaginative, competent, and creative society by providing children with tools to understand the world was clearly addressed by the National Standards for Arts Education (1994). These reports make it clear that arts help develop intellectual as well as emotional capacities of the children. Further, Goleman (1995, 1997) posited, “emotion is...crucial to effective thought, both in making wise decisions and... thinking clearly” (p. 27).

Enacting upon an outreach mission to help improve society through arts experience, AmeriCorps ArtsUSF program was created to provide intense, expressive arts experiences for children who live in the culturally and economically deprived environment. The program was focused on building children’s skills and self-esteem. At the same time, one of the goals of AmeriCorps ArtsUSF was to provide the volunteer artist-teachers with both in-service job training and lessons in civic service. The arts program was conceived to encourage children to make meaningful connections to the real world and “to generate new insights and to synthesize

new relationships between ideas” (The Consortium of National Arts Education Association, 2002, p. 3).

THE PROGRAM

The program was created in response to a community-based initiation developed through year-long collaborative efforts between the University of South Florida and various community constituents in Tampa Bay area, which had concluded that the arts experience with trained artists could indeed have impacts on lifting children’s self image and quality of life in these economically and culturally deprived communities.

Children’s program was focused on both skills and attitude development. The program was designed to help develop hands-on arts skills, arts appreciation skills, skills to express feelings in creative and appropriate ways; and to help improve school performance, social skills, attitude about anti-drug, alcohol, and smoking, attitudes toward self and community, and being kind-to-each-other. The ultimate goal was to lift the quality of life of culturally disadvantaged children and to increase their knowledge of the diversity of peoples and cultures through arts experience. Member development program was designed to help the artist-teachers to use this opportunity to expand their horizon through the concept of volunteerism and to develop sense of direction in life through the experience. Member training program was focused on interdisciplinary arts approach, solving societal problems through the arts, teaching skills, organizational skills, communication skills, and team-building skills.

The program was offered after-school and during summer to some 600 children ages six through 14 at four Boys and Girls Club sites and a Park and Recreation site in Hillsborough County. At each site, four AmeriCorps ArtsUSF Members, two full time and two half time, were assigned to teach arts using the integrated arts curriculum developed by a group of expert

teachers. The Members worked collaboratively with site managers who helped with enrollment and daily class supervision. National Commission on Service's guidelines required the members to serve eighteen hundred hours for full time and nine hundred hours for half time. Time allocated for training, preparation, meetings, reflective journal writing, in addition to actual teaching hours were counted toward the total commitment. Members were compensated with a minimum living stipend and a scholarship to be used for student loan pay offs or toward graduate study.

CURRICULUM

A curriculum was developed collaboratively by four USF fine arts faculty members from the four disciplines -- dance, music, visual arts, and theatre-- with two outside consultants, which was further fine-tuned with the inputs of two AmeriCorps ArtsUSF members during the first year of the program in 1997-98. Throughout the development of the curriculum, three themes were maintained: (1) integrating the arts; (2) connecting the arts to other disciplines of study; and (3) connecting the arts to real life experiences and the real world.

Curriculum modules began by exploring the individual children and their daily lives and expanding to the meaning of arts in our society, culture, and heritage. In Module A, children were encouraged to use language and free movements, cooperate with others towards simple goals in drama, explore the concept of music by gathering sample sounds, and learn photography, painting, and sphere drawing. In Module B, children explored how to express themselves through the arts by creating and sharing their arts. Module C focused further on the development of the children's self expression and self knowledge, while learning more and more about expressing and creating as a group, through which children developed a sense of community and learned the importance of cooperation and collaboration. By learning to

appreciate others' artistic abilities and choices, they learned to recognize their own abilities and choices. In Module D, children took a look at their family backgrounds and their communities; and explored folklore and tribal rituals through story telling and arts activities. Through these activities, children developed knowledge of the rich and diverse history and culture of Tampa Bay. Members were encouraged to freely depart or improvise from the lessons of the modules.

EVALUATION

The Instruments:

A survey instrument, Arts Skills and Attitudes for Getting Things Done (AAGTD, Lee, 1998) was developed to evaluate the program impact (see Appendix). Section one of AAGTD contained four dimensions of arts and arts-related skills: (1) arts skills, (2) expressive skills through the arts, (3) arts appreciation skills, and (4) integrating arts to life. Section two had three dimensions on learning skills: (1) class learning skills, (2) independent problem-solving skills, and (3) group problem-solving skills. Section three measured attitude on four dimensions: (1) diversity of culture and people, (2) being kind-to-each-other, (3) anti-drug, alcohol, and smoking, and (4) attitudes about the community. These constructs were operationalized into 40 observable variables using Likert-type scale rating from one to five with five being the highest.

Prosocial Skills (PSS) for the Child (McGinnis et al., 1980) was modified with permission to evaluate social skills development. PSS had five domains: (1) classroom survival skills; (2) skills alternative to aggression; (3) friendship-making skills; (4) skills for dealing with feelings; and (5) skills for dealing with stress. The total of 35 variables were rated with Likert-type scale ranging from one to five with five being the highest.

Methodology:

Several arts teachers were consulted to assure content validity; and the instruments were pilot-tested to help improve construct validity. The Members administered the surveys twice: November baseline data were collected after the initial organizational period of the program; and the year-end data, in May. There were 191 usable surveys that had both pre- and post data. This number was smaller than the total number of children in the program due to the high turn over between fall and spring terms. November and May data had to be consistent with the students who stayed through both terms. The large summer enrollments were unstable and therefore were not included in the analysis. November and May scores provided more reliable information with longer-term (at least seven months) effects. Factor analysis was performed on both datasets to examine the relationships among the dimensions and to check for construct validity; Cronbach's alpha was run to check for reliability of the instrument.

Qualitative data were collected through weekly member journals to study member development. Members were informed at the outset that journals were required and that they would be used for weekly discussions and for research. Qualitative member journal data were content analyzed to capture salient issues, progress patterns, skills development, self-development, and other relationships that emerged. Careful reading and insightful content analysis were attempted to ensure reliability (Lincoln and Guba, 1985; Miles and Huberman, 1984; Creswell, Goodchild, and Turner, 1996).

RESULTS

The Children: Data Description by Age Group and Site:

Table 1 shows overall, that there were more younger children than older age children: Thirty-nine percent was children ages five to seven; 34 percent was ages eight to nine; 25 percent, ages ten to eleven; and two percent, ages twelve and over. The number of participants at each site ranged from twelve to 63.

----- Table 1 -----

Children's Skills and Attitude Development:

Comparison of pre- and post data showed significant (t-test: $p < .001$) overall increase in arts and learning skills by 18 percent (see Table 2). Among them, arts skills improved by 17 percent, expressive skills through the arts and arts appreciation skills both changed 21 percent, and integrating arts to life showed 23 percent improvement. Class learning skills and group problem-solving skills both improved by 18 percent and independent problem-solving skills by 13 percent. Overall attitude improved by 14 percent (t-test: $p < .001$). Among them, attitude on diversity changed 18 percent; attitude on being kind-to-each-other, 16 percent; anti-drug, alcohol, and smoking, six percent; and attitude regarding the community and diversity increased by 13 percent.

The overall change in prosocial skills (t-test: $p < .001$) was 13 percent: site survival skills improved by 14 percent; alternate skills to aggression, 15 percent; friendship-making skills, 14 percent; dealing with feelings, 13 percent; and dealing with stress, 10 percent. Large standard deviation values indicated wide spread among individuals in these prosocial skills developments.

----- Table 2 -----

Factor Analysis Summary: Relationships Among Skills and Attitude:

Factor analysis showed that AAGTD was appropriately structured for the purpose. In addition to checking for construct validity, factor analysis results gave insights to the underlying

relationships among the skills and attitude dimensions (see Table 3). For example, arts and arts-related skills were well grouped as intended in both November and May datasets in factors one and two. Factor three in November data indicated that the children who expressed through arts also had class learning skills, independent problem-solving skills, the ability to integrate arts to life, and positive attitudes on diversity. Factor four showed a relationship between attitudes on diversity and attitudes on being kind-to-each-other. Factor five indicated connection between anti-drug, alcohol and smoking attitude and a positive attitude toward the community. Factor six suggested relationships among class learning skills, group problem-solving skills, and attitude on diversity. May data showed a strong relationship between arts and arts-related skills and attitude about diversity and being kind-to-each-other in factor two. Factor three in May data showed that children had gained stronger connections among arts skills, independent problem-solving skills, and anti-drug, alcohol, and smoking attitude.

----- Table 3 -----

Member Profile:

Members came from diverse locations, for example, Florida, New York City, Hungary, Philadelphia, with varied artistic talents and training in music, dance, theatre, visual arts, film, and woodworking. Members were selected based on their background and commitment to the AmeriCorps' mission of serving the community while developing self (see Table 4). There was an overwhelming sense that this was a life-changing experience for many of the artist members.

----- Table 4 -----

Member Development:

a) The Experience:

It was an equally eye-opening, heart-warming experience for members as it was for the children as they ventured together in this program (see Table 5). Field trips to Tampa Bay Performing Arts Center, museums and theatres, and University of South Florida were new experiences for most of the children. Week-to-week work was long and hard, but seeing the children enjoying and learning through the day-to-day activities gave them great, wonderful feelings. Many members wrote that the program was “running smoothly” and “projects were flowing.” They saw the children “enthusiastic,” “full of positive energy,” “excited,” and “expressive.” One member described the dynamics vividly, “The week was long and hard and wonderful. Monday through Thursday, we worked toward the photo contest. I brought my manual camera and showed them how to set the shutter and aperture and how to focus. Each child took about five to ten photos, many of which were excellent. We submitted fifteen to the photo contest...Friday, we went to USF...It was a cool, breezy, sunny day and while we were eating lunch on the Martin Luther King Plaza, Angelo looked up at me with cookie crumbs all over his face and said ‘Miss Chantel, I love you!’”

b) Creativity

Shadow drawing, gesture drawing, upside-down drawings, music and dance improvised on children’s own poems, making various masks, and wood carving were all part of the program created by the members. Members described the creative process in their daily activity and expressed their delight in seeing the children respond to them. In one class, children were introduced to gesture drawing and making sculpture with their bodies, and were encouraged to explain how the two activities related to each other. Another member described how she made a pinhole camera and showed children great time taking pictures with it. Through improvisation activities integrating music, dance, visual arts, and drama tied on specific themes, members saw

the children becoming “more creative in their ideas for new projects,” “using dance as a way of opening up to each other,” and “gaining control and a sense of challenge.” The members observed the children not only developing problem-solving skills but also learning to work together and sharing the joys of the experience. Making paper mache with old newspapers and using them for dramatic plays taught teamwork.

Children were encouraged to work on “different medium...create great art work by using found items from the nature and turning them into totally different artistic object.” Such creativity gave both the members and children sense of possibilities that they never thought of before. Seeing their own creations being exhibited at a gallery was inspirational for the children and gave them “a sense of possibilities for themselves as professional artists one day.” These creative experiences certainly reinforced their appreciation for the arts and about the “positive things in life.” Members truly believed in the many possibilities of these children’s artistic talent. They also taught “courage” through creativity, “Thursday, I read *Life doesn’t frighten me* by Maya Angelou and Jean Michel Basquiat. I read it in a dark closet with a little light and then we created shadow puppets to go with the story.”

c) Teaching

Members wrote in their reflective journals about their development in classroom management, communication, and creative teaching skills. Initially, some of the Executive Council members were concerned about the fact that these artists had no previous teacher training, but it turned out to be a great joy to watch each member blossom in his or her unique teaching and class management style. The members were developing teaching strategies that involved sequential lesson plans, motivational and positive reinforcements, and behavior management in their integrated arts lessons. The following member journal entry exemplifies

such efforts and growth. “This week I did a complete creative movement lesson. It went extremely well. I reapplied the skills every day and I was excited to see that the children retained the information. We also did a music lesson but it did not go quite as well. I blame that on our preparation however, not the children. I feel that if we were to tell the children to jump off a bridge, they would. That’s how much trust they are developing in us.”

The program gave hands-on experience and reflective time for many members to test out their life’s goals and dreams and also provided concrete launching pad for careers, as one Member wrote toward the end of the year about getting an art teaching position, “I got a job! I got a job! I got a job! I’m going to be the art teacher at Cleveland Elementary! It’s right by my house! I’m going to have insurance and a salary! Thanks AmeriCorps!”

d) Culture and Diversity

Members were developing their own sense of broadening diversity in culture and people while teaching and observing the children develop in this area. They were interested in learning about the children’s background and saw the value of teaching children awareness and pride in their own cultural background. Each site had its own community culture; and members were learning the cultural diversity by observing children learn to respect the differences: “I feel that the Easter show was a great opportunity for the kids at Zonta to see other kids from a different Boy and Girls Clubs and to perform for them. I think this was a wonderful opportunity for them to be exposed to a different culture and different way of celebrating Easter.”

Variety of activities based on strong themes worked well for the members. Teaching children to use different medium to express their feelings gave the members powerful experience to focus on feelings: “This week I consider a week of love, not only for the boys and girls, but

also for myself. Valentines made with paper drawings and cut-outs took a back seat to their soap and wood hearts. They were elated with their accomplishments in the soap and wood mediums.”

A Member drew on an historical event and his own experience to teach children the value of diversity and human rights: “One of my role models and mentors was Mrs. Rosa Parks. I was a child when Mrs. Parks chose rather to go to jail than to give up her seat on a public bus in Montgomery, Alabama. I experienced many similar situations. When kids insist that these things did not happen,

I can assure them that I was there and saw them happen.”

e) Community

One of the program’s objectives was developing community interests and engaging the community. This was a tough task for the members at the beginning. Each site had a support group that included Boys and Girls Clubs, parents, performing arts organizations, and the education community that all helped make this program succeed. Building the community and community support came slowly as the program progressed. Many supportive documents including parents’ letters, newspaper write-ups, and radio and television appearances helped obtain funding for the subsequent years. A large mural on the side of the Boys and Gils Clubs headquarters stands a proud reminder of the AmeriCorps ArtsUSF to this day. A live performance that dealt with African American celebrations in the production "Bring in 'Da Noise, Bring in 'da Funk" included some of the AmeriCorps ArtsUSF children during their performance at the Tampa Performing Arts Center. Participation in the Tampa’s “First Night” celebration was an exciting venture for both the children and members. Gradually, parents began to show interests in the program. Eventually, Boys and Girls Clubs were able to take over the program with their local supports.

f) Frustrations

Members worked long hours in training and preparing for the program. Once the program began, the children's enthusiasm and delight made it all worthwhile, despite poor facilities and other difficult conditions. The major problem at most of the sites was the space: Even though the site authorities welcomed AmeriCorps ArtsUSF program, their perception of the arts were not much more than extra-curricular crafts time. Our artists' lessons were well grounded in the philosophical and theoretical premises of the program to teach children to appreciate the arts and to respect people through the arts activities. Another major issue had to do with children's self-perception. While the members observed change during the program, there were deep-rooted negative self-image that were reflected in one journal entry: "What do you do when a student writes on [his] comic strip 'I am not dumb,' 'quit calling me stupid,' 'I hate this place,' 'I hate going home,' 'I hate everything.'" Despite some of the difficulties and frustrations, the power of sharing humanity through the arts was evident in this program and in the communities.

----- Table 5 -----

CONCLUSION AND DISCUSSION

We raised a question, "What can we do to help lift the lives of our children who are left behind from the American affluence, diversity of culture, and the fine arts?" On a larger premise, we wondered, "Is there a role of the arts toward world peace and globalization?" In this time of political crises around the world, many children are left to learn that hate, crime, and poverty are the norm of life. The AmeriCorp ArtsUSF program was launched in the pockets of those deprived areas amid the affluent Tampa Bay area in response to community demands. Each site had unique profile of poverty and deprivation: For example, University Park and

Recreation site was known as “suite-case city” because of the transient and crime-ridden nature; Zonta site was out in the country where most of the residents were migrant farm workers. Many of the children who attended the program had never seen the ocean, museum, performing arts center, university, because there was no one at home who had transportation or time to take them. The AmeriCorps ArtsUSF was born partly at the outcry of the citizens who were involved in these children’s lives and who valued the arts as the most powerful avenue to touch the young minds and hearts that could ultimately bring about world peace and globalization. The program had specific curriculum built around this high goal, albeit a step at a time, one person at a time.

The program was able to offer to relatively small classes of children on daily concentrated format by 24 dedicated artists who created unique and outstanding arts programs and touched the lives of over 600 children during the year. What we measured through the survey instruments were but a small fraction of what we saw. Although the instruments were reasonably well structured, administration of the instrument was problematic. Members plunged into working with children, while being continuously trained on teaching and class management as well as interdisciplinary arts methodology on the job. Administering the survey evaluation was a new task to learn for them. Enrollment and attendance managements were done by Boys and Girls Clubs and Park and Recreation site managers, which meant that the members had little control over who were who. It took a while to get to know the children and the logistics of the site. Member evaluation of children’s progress, while flawed with possible biases and the inherent problem in recording in time delay, was the best way to assess their progress under the circumstance. Even so, we were pleased that members were conscientious in being as objective as they could. No outside reviewer could possibly know the children well enough to assess those intimate issues addressed in the surveys.

Overall, results showed impressive progress in all measured items, particularly “integrating arts to life,” “group problem-solving,” “attitude on diversity,” “attitude on being-kind-to-each-other,” and “alternate skills to aggression.” Data also showed strong connections between “expression through the arts” with “class learning skills,” “independent problem-solving skills,” “ability to integrate arts to life,” and “positive attitude on diversity.” These skills related closely to “anti-drug, alcohol, and smoking” and “attitude toward community.”

In assessing member progress, the data were filled with thoughtful reflections and much emotional turbulence. Members overall felt that the AmeriCops ArtsUSF provided valuable experience, that had profound life-changing impact on them. This was the first time for many of the members to encounter the level of poverty, non-functioning family conditions, and destitute life qualities of the children in these communities. They faced the value and effects of their inputs in helping others through this volunteer experience. They realized that one of the ways of reaching “the American dream” was by helping the less privileged. Working as the “provider “ gave them confidence and self-esteem necessary to move on to pursue their own life goals. For the communities, we left them with pride, uplifted sense of their own capability, artifacts to remind, and structures to carry on to strengthen their lives.

The new science has explored the anatomy of “amygdala,” the feeling part of the brain and has recognized the importance of emotional intelligence in the civilized society (Goleman, 1995, 1997). AmeriCorps ArtsUSF was an small-scale attempt to effect the high aspiration of world peace and globalization by affecting our underserved children’s lives and enriching the artist-members’ experiences in these micro worlds around Tampa Bay. This experience, in due course, gave us hope that the arts can be the conduit to help us think and feel our need to unite the diverse faces; that the arts can help us learn our commonalities by means of our differences;

that we can use our imagination and tenacity to help pave ways to peace and cooperation among nations; and that with our imagination and keen emotional intelligence, artists can help the world dare to think the unthinkable – peaceful world and globalization!

TABLE LEGEND

- Table 1. The Children: Data Description by Age Group and Site
- Table 2. Children's Skills and Attitude Development
- Table 3. Factor Analysis Summary: Relationships Among Skills and Attitude
- Table 4. Member Profile
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APPENDIX

Lee, Sang-Hie and AmeriCorps ArtsUSF (1998). AmeriCorps ArtsUSF Assessment Instrument:
Getting Things Done (AAGTD).

Table 1. The Children: Data Description by Age Group and Site

Age group	Dover	Interbay	North Tampa	Salesian	Zonta	Total	%
5 to 7	25	2	2	19	26	74	39%
8 to 9	16	4	12	10	23	65	34%
10 to 11	8	5	10	14	11	48	25%
12+	1	1	-	-	2	4	2%
Total	50	12	24	43	62	191	100%
%	26%	6%	13%	22%	33%	100%	

Table 2. Children's Skills and Attitude Development (N=191)

	Number of items	Pre Score (Sd)	Post Score (Sd)	t score	% Change
Overall arts and learning skills					18%
Arts skills	6	25.84 (4.11)	32.72 (4.86)	18.71*	17%
Expressive skills	3	13.23 (2.46)	17.42 (2.13)	22.32*	21%
Appreciation skills	4	12.01 (2.18)	16.25 (2.64)	18.52*	21%
Integrating arts to life	7	27.21 (4.97)	37.24 (5.97)	22.19*	23%
Class learning skills	4	18.42 (3.61)	23.04 (3.05)	14.70*	18%
Group problem-solving skill	3	10.88 (2.27)	13.68 (2.03)	13.65*	18%
Independent problem-solving skills	2	10.67 (1.71)	12.65 (2.10)	10.24*	13%
Overall attitude					14%
Diversity	3	14.75 (2.33)	18.46 (2.28)	16.96*	18%
Being kind-to-each-other	4	15.05 (2.72)	18.20 (2.75)	12.09*	16%
Anti-drug, alcohol, and smoking	2	9.47 (1.79)	10.42 (2.80)	5.71*	6%
Attitude on community	2	6.45 (1.27)	7.83 (1.91)	10.11*	13%
Overall prosocial skills					13%
Site survival skills	9	33.86 (6.98)	40.25 (4.56)	12.08*	14%
Alternative skills to aggression	6	20.80 (6.79)	25.07 (4.46)	8.19*	15%
Friendship-making skills	8	28.43 (7.28)	34.78 (4.99)	11.64*	14%
Dealing with feelings	6	20.25 (5.82)	24.19 (4.58)	8.75*	13%
Dealing with stress	6	20.25 (8.18)	23.13 (6.24)	4.94*	10%

*p<.001

Table 3. Factor Analysis Summary: Relationships Among Skills and Attitude

	November	May
Factor one	Arts skills Expressive skills through the arts Integrating arts to life	Arts skills Expressive skills through the arts Arts appreciation skills Integrating arts to life
Factor two	Arts appreciation skills Integrating arts to life	Expressive skills through the arts Class learning skills Independent problem-solving skills Attitude on diversity Attitude on being kind-to-each-other
Factor three	Expressive skills through the arts Class learning skills Independent problem-solving skills Integrating arts to life Attitude on diversity	Arts skills Independent problem-solving skills Anti -drug, alcohol, and smoking attitude
Factor four	Attitude on diversity Attitude on being kind-to-each-other	Class learning skills Group problem-solving skills
Factor five	Anti-drug, alcohol, and smoking attitude Attitude on community	Arts skills
Factor six	Class learning skills Group problem-solving skills Attitude on diversity	Attitude on being kind-to-each-other

Table 4. Member Profile

A	B	C	D	E	F
<p>A full-time Member at Interbay Boys and Girls Club, has a BFA in Theatre from University of Florida. She has performed in fifteen plays since 1997.</p> <p>She learned about the program through a local newspaper.</p> <p>"I have been wanting to be involved as a volunteer in some sort of meaningful activity to enrich the lives of others, as well as my own.</p>	<p>A full-time volunteer at Philip Shore Elementary School received a BFA in Cinema Studies at New York University.</p> <p>He worked at the Whitney Museum of Art as a sales associate and at the Museum of Modern Art as a curatorial assistant in New York City before moving to Tampa with two other AmeriCorps ArtsUSF volunteer artists.</p> <p>"Art offers young people a new chance to create ... They may... mold and shape their dreams [that] may one day be realized as reality".</p>	<p>A full-time Member at West Tampa Boys and Girls Club received a BA in Painting and a BA in International Studies in Art History from the University of South Florida.</p> <p>A well-established painter in the area, she had many commissioned works including several murals in public places in Tampa and Miami.</p> <p>She expressed a deep social commitment, and said that AmeriCorps would "channel her skills and positive energy in a most beneficial way".</p>	<p>A second year part-time Member from Vac, Hungary had been teaching art for 30 years before moving to the United States six years ago. Already with two teaching degrees in Upper Primary Education from Hungary, she continued her education at Tampa Technical Institute.</p> <p>She published many poems and recently won a Grand Prize for best art display at the State Fair in Tampa.</p>	<p>A part-time Member at Zonta Boys and Girls Club, was working on her degree in Music Education from the University of South Florida.</p> <p>Originally from the Bahamas, she was very involved with the Music Department as a concert band clarinetist.</p>	<p>A part-time Member who worked as a floater in rhythm and movement at several sites, came from Philadelphia.</p> <p>She participated in many community activities and believed that we had lost the sense of community, which was once the focal point of human existence.</p> <p>She was responsible for spearheading a live performance that dealt with African American celebrations in the production "Bring in 'Da Noise, Bring in 'da Funk" performed at the Tampa Performing Arts Center.</p>

Table 5. Member Journal

Experience	Creativity	Teaching	Culture	Community	Frustration
<p>“long and hard wonderful”</p> <p>“kids fell asleep,...,but enjoyed the music by Mahler”</p> <p>“wonderful to see them enjoying the program”</p> <p>“learning new skills everyday”</p> <p>“very excited... well behaved”</p> <p>“love to come to art “</p> <p>“great new feeling... projects are flowing”</p> <p>“program is running very smooth... the kids love the program and want more”</p> <p>“very enthusiastic and full of positive energy”</p> <p>“able to express visually through the arts.”</p> <p>“It’s been a wonderful experience and a great opportunity”</p>	<p>“During the mirror exercises, they had a blast”</p> <p>“work together much better.”</p> <p>“more creative in their ideas for new projects...show interest and respect in the classroom...”</p> <p>“...gave them control and a sense of challenge”</p> <p>“... a sense of possibilities for themselves ”</p> <p>“... opportunity to research for new answers and possibilities in creating art work”</p> <p>“hands-on projects, then exposing them to actually see famous work of artists really enforces their creativity and challenges them even more... also appreciate the arts much better”</p> <p>“positive things in life and appreciate and understand other artists’ work ... I can see many of these children actually becoming great artists.”</p>	<p>“... children retained the information”</p> <p>“if lessons are really structured and well designed, the children will follow it to the dot...wish we as a team could be more organized”</p> <p>“complement a child, they usually have instant interest. If I accidentally tell them to stop doing this and that, then they continue to do it.”</p> <p>“I want focus on behavior management as a priority.”</p> <p>“consider a week of love, not only for the Boys and Gils, but also for myself...”</p> <p>“...beginning to appreciate the arts more... Their personal behavior in some have changed in a positive way and this is very good and a great feeling (smile).”</p>	<p>“ know what the children’s background is, not only for us but also for themselves to learn that they all have cultural background, and to respect each other’s values and ethnic background”</p> <p>“the Easter show was a great opportunity for the kids at Zonta to see other kids from a different Boy and Girls Club and to perform for them. .. wonderful opportunity for them to be exposed to a different culture and different way of celebrating Easter”</p> <p>“One of my role models and mentors was Mrs. Rosa Parks. ..When kids insist that these things did not happen, I can assure them that I was there and saw them happen”</p>	<p>“the Tampa Tribute Reporter took the time to interview the kids and took information on their works. The kids were very pleased and happy about it”</p> <p>“more parents wanted to know much more about the program”</p> <p>“When I was a child, I was a product of a community where each parent was parent to every child in that community even to the point of discipline”</p> <p>“Parents were pleased with the exhibition”</p>	<p>“far too much construction going on at my site—limited space, fresh paint everywhere, concrete blocks everywhere, no table space, no chairs”</p> <p>“if AmeriCorps had a room, then she wouldn’t have anything to complain, almost”</p> <p>“What do you do when a student writes on their comic strip ‘I am not dumb’, ‘quit calling me stupid’, ‘I hate this place’, ‘I hate going home’, ‘I hate everything’..”</p> <p>“stressful week for me...a lot of work, .. clean up library room for exhibition, arranging the work properly, but at the end it was successful”</p> <p>“We don’t have art room, we worked outside and inside. It is very cold and raining”</p>

APPENDIX

**AmeriCorps ArtsUSF Assessment Instrument
Getting Things Done (AAGTD)**

**Evaluator: Member or
Outside Observer**

Student's Name _____ SS#: ____ - ____ - ____ [V 1] Age _____ [V 2]

School _____ [V 3] Program Site _____ [V 4]

Person Responsible for Assessment _____ Date _____

Introduction: This instrument is designed to assess the impact of AmeriCorps ArtsUSF program on children's development of arts and arts-related skills, classroom learning skills, and cultural behavior and attitude. Section I contains four dimensions to measure arts and arts-related skill; Section II, three dimensions on classroom learning skills; and Section III, five dimensions relating to cultural behavior and attitude.

SECTION I: ARTS AND ARTS-RELATED SKILLS

Arts Skills		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Uses appropriate body movement and coordination in various movement phrases	5	4	3	2	1	[V 5]
b)	Transfers rhythmic patterns from the aural to the kinesthetic	5	4	3	2	1	[V 6]
c)	Uses improvisation to solve movement problems and adjusts choices	5	4	3	2	1	[V 7]
d)	Creates simple rhythm patterns	5	4	3	2	1	[V 8]
e)	Answers to a given melody with a simple tune	5	4	3	2	1	[V 9]
f)	Creates simple scenes that have a setting, dialogue, and plot	5	4	3	2	1	[V 10]

Expressive Skills through the Arts		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Creates arts patterns that convey ideas, thoughts, or feelings	5	4	3	2	1	[V 11]
b)	Expresses reMembered ideas, feelings, and concepts of common daily activities through art forms	5	4	3	2	1	[V 12]
c)	Uses new skills or ideas in the class	5	4	3	2	1	[V 13]

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Arts Appreciation Skills		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Expresses emotions through dramatic art, music, dance, and visual art	5	4	3	2	1	[V 14]
b)	Knows how concepts such as shape, line, sequence, space and time are related among art, music, dance, and drama	5	4	3	2	1	[V 15]
c)	Knows how we learn about ourselves, our relationships, and our environment through art forms						[V 16]
d)	Knows how artists generate and express ideas according to their individual, cultural, and historical experiences	5	4	3	2	1	[V 17]

Integrating Arts to Life		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Knows how arts are related to other subjects (e.g., how vibrations produce musical sounds)	5	4	3	2	1	[V 18]
b)	Knows the uniqueness of art and its importance in society (e.g., public and private rituals)	5	4	3	2	1	[V 19]
c)	Knows how societal conditions relate to artists and arts	5	4	3	2	1	[V 20]
d)	Knows how arts can communicate ideas feelings, moods, or images	5	4	3	2	1	[V 21]
e)	Uses role playing to resolve everyday conflict situations	5	4	3	2	1	[V 22]
f)	Knows that people create arts for various reasons	5	4	3	2	1	[V 23]
g)	Knows various careers that are available to artists	5	4	3	2	1	[V 24]

SECTION II. LEARNING SKILLS

Classroom Learning Skills		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Pays attention during class	5	4	3	2	1	[V 25]
b)	Raises hand when the teacher asks questions to class	5	4	3	2	1	[V 26]
c)	Speaks up with ideas that contribute to the questions	5	4	3	2	1	[V 27]

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d)	Seems focused when presented with new skills or ideas	5	4	3	2	1	[V 28]
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Independent Problem-Solving Skills		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Delves into the situation when given new tasks	5	4	3	2	1	[V 29]
b)	Handles well when given challenging tasks	5	4	3	2	1	[V 30]

Group Problem-Solving Skills		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Likes being in the group	5	4	3	2	1	[V 31]
b)	Participates in the group discussion	5	4	3	2	1	[V 32]
c)	Shares thoughts in the group	5	4	3	2	1	[V 33]

SECTION III. CULTURAL BEHAVIOR AND ATTITUDE

Diversity of Culture and People		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Opens up to new people easily	5	4	3	2	1	[V 34]
b)	Opens up to new and different things easily	5	4	3	2	1	[V 35]
c)	Asks questions about new and different people and things	5	4	3	2	1	[V 36]

Being Kind-to-each-other		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Is friendly to friends	5	4	3	2	1	[V 37]
b)	Is friendly to new faces	5	4	3	2	1	[V 38]
c)	Shares things with others	5	4	3	2	1	[V 39]
d)	Shows kindness toward others with no reason at all	5	4	3	2	1	[V 40]

Attitude about Drugs, Alcohol, and Smoking		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
a)	Expresses his/her feelings about drugs, alcohol, and smoking	5	4	3	2	1	[V 41]
b)	Shows evidence that he/she is against these problems	5	4	3	2	1	[V 42]

Attitude about Community		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
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a)	Expresses feelings about community	5	4	3	2	1	[V 43]
	Shows interest in doing something for the community	5	4	3	2	1	[V 44]

Note:

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