COMMUNITY-WORD PROJECT

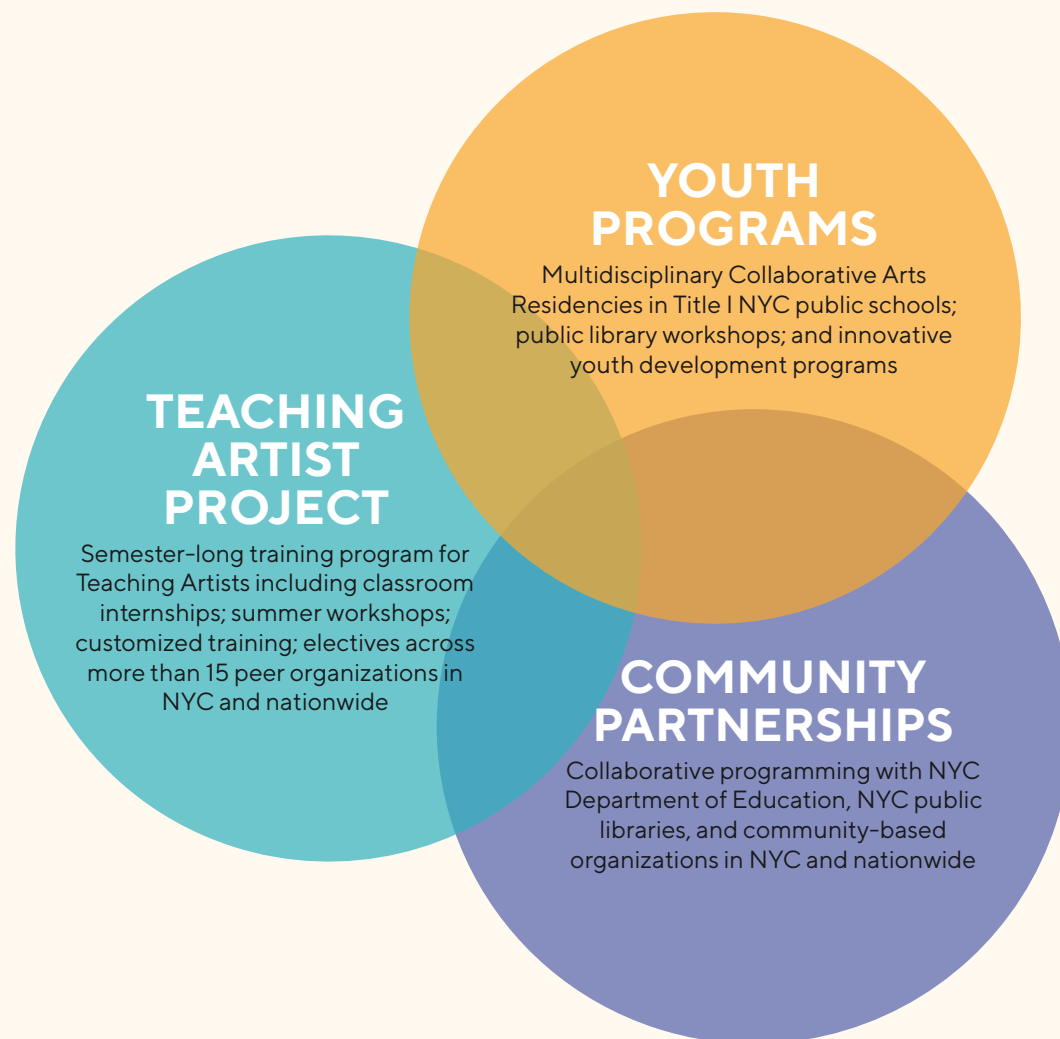# Impact Report
2020 - 2021

Introduction

As Community-Word Project (CWP) planned for the 2020-21 school year in the midst of the Covid-19 pandemic, we questioned what our investment in evaluation should look like and how it would need to shift. On the whole, it seemed as important or, perhaps, even more important a time to try to understand the impact of our work, to document what we could, and to invest in our Teaching Artists' involvement in Community-Word Project program evaluation. With that in mind, we restructured our approach to program evaluation for 2020-21. Doing so gave us an opportunity to think about how equitable, relevant, accessible, and engaging our measures and tools were.

About CWP

Community-Word Project (CWP) is a New York City-based non-profit that facilitates culturally responsive, multidisciplinary art programs for students, Teaching Artists, and communities to develop and amplify their voices and creative skills. We envision a world where all artists and learners work together to recognize and celebrate the power of their creative voices to manifest a more equitable future

Community-Word Project Approach to Evaluation

In program evaluation, Community-Word Project staff focus on our core outcomes, the combined use of qualitative and quantitative data, and the inclusion of multiple points of view. To realize this commitment in the 2020-21 school year we utilized pre- and post-surveys, focus groups, and reflection prompts.

YOUTH PROGRAMS

Multidisciplinary Collaborative Arts Residencies in Title I NYC public schools; public library workshops; and innovative youth development programs

TEACHING ARTIST PROJECT

Semester-long training program for Teaching Artists including classroom internships; summer workshops; customized training; electives across more than 15 peer organizations in NYC and nationwide

COMMUNITY PARTNERSHIPS

Collaborative programming with NYC Department of Education, NYC public libraries, and community-based organizations in NYC and nationwide

Persistence Through the Pandemic
Community-Word Project's 2020-21 Reach

2877 Students in all five boroughs

537 Teaching Artists reached by CWP programming

57 Schools, libraries, and other arts in education partners

81 Teaching Artist Trainees

40 Public library workshops across the city

35 Multi-week arts residencies

COMMUNITY-WORD PROJECT

TEACHING ARTIST PROJECT

What's the Bottom Line?

Two broad themes emerged from the data as connecting threads across all CWP programming in the 2020-21 school year.

1 Students, Classroom Teachers, Teaching Artists, and TAP Trainees all reported the Community-Word Project supported them in feeling **connected to and supported by their classroom community.**

2 Students, Classroom Teachers, Teaching Artists and TAP Trainees expressed that what they learned with CWP went beyond concrete knowledge and skills to include **broadly applicable capacities that translate beyond the classroom.**

65% of middle and high school students reported that their social skills grew.

64% of middle and high school students reported that their sense of positive identity grew.

> It took me as a teacher outside of the demands of the typical day and let us as a class focus for a time on ourselves and each other, finding different ways to express ourselves.
>
> 6th/7th Grade Teacher at J.H.S. 098 Herman Ridder

> TAP was the clearest example of and affirmation for the power in a community of care and creation.
>
> Fall 2020 TAP Trainee

Students, for example, grew in their capacity for problem solving and creative thinking beyond their CWP classes.

66% of students reported growth in academic self-efficacy.

> In the era of trying to dismantle hierarchy and white supremacy and all these structures that we've been just living and breathing, I think TAP was the door that's like, 'This is how.'
>
> Spring 2021 TAP Trainee

TAP Trainees, for example, grew in their capacity to root their teaching practice within larger frameworks of antiracism and anti-ableism.

> I know that I'm that creative and how I really think because you make stuff and now you're like, 'Oh, I can make this. I can make that.'
>
> 4th Grade Student, P.S./M.S. 37

Youth
Programs

Overview & Outcomes

Overview

CWP Collaborative Arts Residencies provide unique arts-integrated experiences in classrooms and afterschool settings in Title I NYC public schools. Working with classroom teachers and afterschool leaders, CWP Teaching Artists support creative and critical thinking skills and social-emotional learning through writing, music, visual art, theatre, dance, and more. In the 2020-21 school year, Teaching Artists facilitated CWP programs remotely, and students logged into sessions from home or from their classroom.

CWP Teaching Artists also lead workshops in partnership with New York Public Library and Brooklyn Public Library that invite youth to read, write, and create in connection to their local libraries. Library programming is currently not evaluated. Learn more about CWP's additional youth programming at **communitywordproject.org**.

Outcomes

Creative Thinking

Students explore their imagination through artistic creations, try new ideas, experience innovative problem solving, refine and revise with new perspectives.

Literacy

Students become stronger readers, writers and speakers through creative expression.

Critical Thinking

Students examine their work and the work of others. They ask questions, transfer knowledge, and make connections as part of their creative and learning processes.

Emotional Intelligence

Students articulate the emotions of self and others, manage the emotions of self and others, and apply emotions in their learning process.
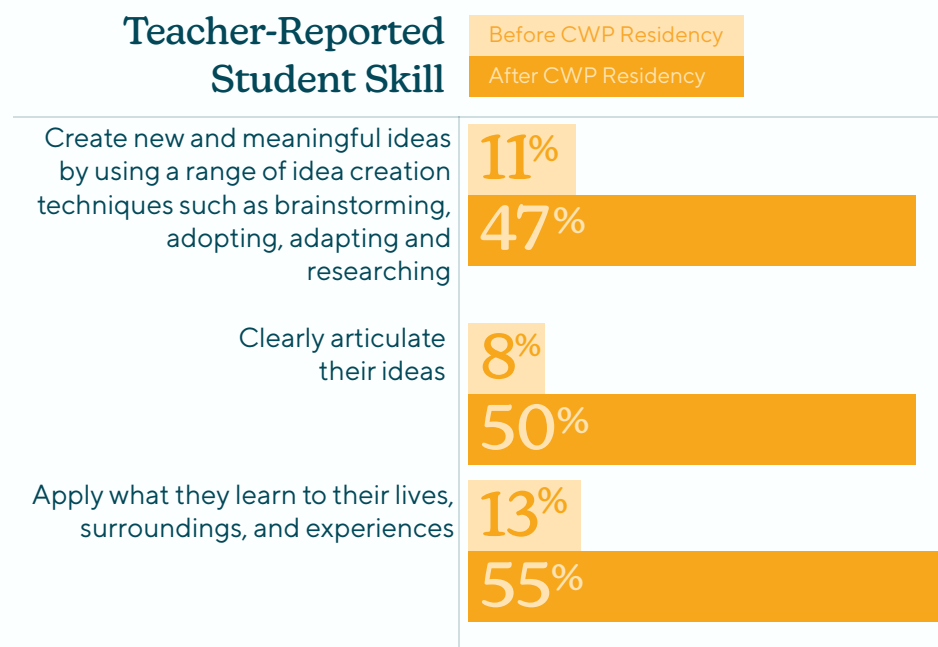
Community

Students work together to build their classrooms into a strong community. They take on leadership roles that display confidence and inspire their peers. Students are culturally aware of the communities they inhabit and are sensitive to the needs of, and differences between, people of different backgrounds.

Impact Highlights

Below we share the trends we see in student experience and growth from the 2020–21 school year, with the caveat that it was challenging to collect our usual numbers of responses. Student responses are shared as the aggregate of middle and high school student survey data; elementary student survey data was excluded due to limited response rate. We group these trends into three clusters: Critical and Creative Thinking, Literacy, and Emotional Intelligence and Community.

Critical & Creative Thinking

Teacher-Reported Student Skill

Before CWP Residency
After CWP Residency

Create new and meaningful ideas by using a range of idea creation techniques such as brainstorming, adopting, adapting and researching
11%
47%

Clearly articulate their ideas
8%
50%

Apply what they learn to their lives, surroundings, and experiences
13%
55%

*Percent of teachers rating their students as above average or high in the given skill.*

> " Especially in the beginning, my little guys would say, "I can't do it. I want to draw a turtle and I can't. I want to draw a fish and I can't." And instead of the artists going through and giving them step-by-step on how to do that, they would pull up pictures and talk about the shapes....They were given the opportunity not just to learn how to draw a turtle or a fish, but to actually look at a real turtle or fish and go through the steps. And some of the kids, by the end, were showing each other, "Oh, well, I think that looks like a diamond and this is what a diamond looks like." And they would go through and try to support each other.
>
> Kindergarten Teacher

> " I know that I'm that creative and how I really think because you make stuff and now you're like, "Oh, I can make this. I can make that."
>
> 4th Grade Student
> P.S./M.S. 37
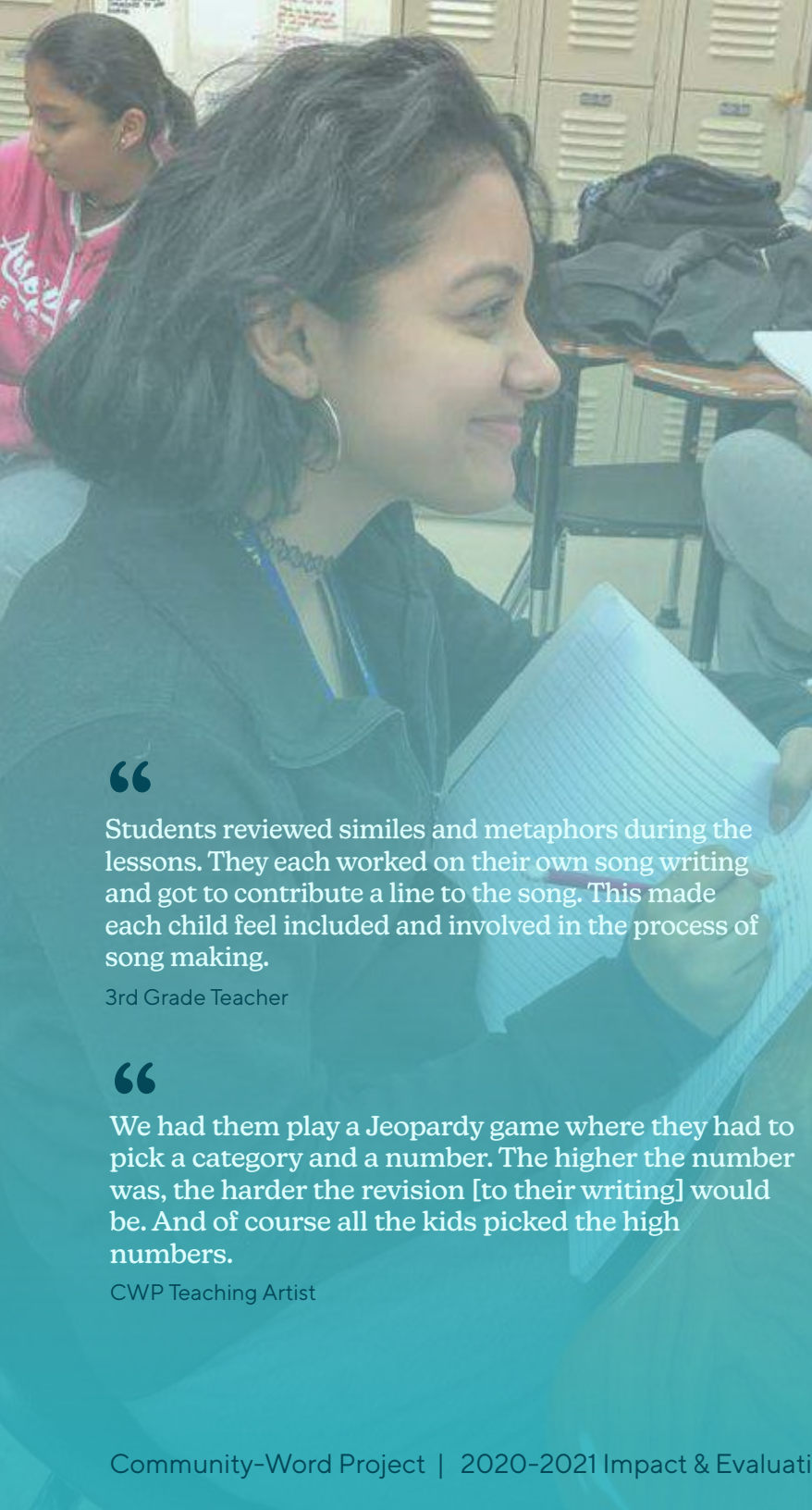
Literacy

45% of students reported **increased** ability to reflect on and improve their writing

46% of students reported **increased** capacity for self-expression and creativity in their writing

66% of students report **growth** in academic self-efficacy

> Students reviewed similes and metaphors during the lessons. They each worked on their own song writing and got to contribute a line to the song. This made each child feel included and involved in the process of song making.

3rd Grade Teacher

> We had them play a Jeopardy game where they had to pick a category and a number. The higher the number was, the harder the revision [to their writing] would be. And of course all the kids picked the high numbers.

CWP Teaching Artist

Teacher-Reported Student Skill

Before CWP Residency
After CWP Residency

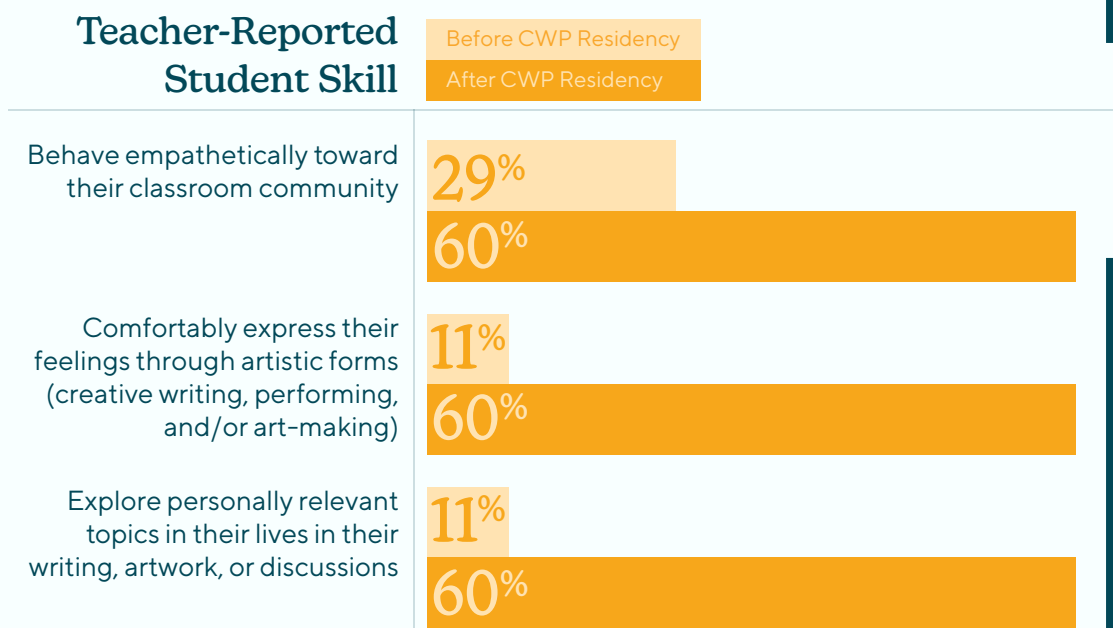Use creative writing techniques (ex. imagery, form, etc.)
3%
65%

Percent of teachers rating their students as above average or high in the given skill.

Emotional Intelligence & Community

65% of students reported that their social skills grew

64% of students reported that their sense of positive identity grew

Teacher-Reported Student Skill

Before CWP Residency
After CWP Residency

Behave empathetically toward their classroom community
29%
60%

Comfortably express their feelings through artistic forms (creative writing, performing, and/or art-making)
11%
60%

Explore personally relevant topics in their lives in their writing, artwork, or discussions
11%
60%

Percent of teachers rating their students as above average or high in the given skill.

> "I learned that I should speak up more because at the end of our lessons we say we have a voice, and we do so we should tell people our ideas and opinions to other people because you have a voice and you own your voice, which you can use to share opinions and make ideas to make the world a better place."
>
> 4th Grade Student
> P.S./M.S. 37

> "I think the students found the classes enjoyable and allowed them to relieve or escape some of the stresses of the typical academic expectations. The sessions contributed to their social emotional learning, providing them with peaceful moments and ways to express themselves. It took me as a teacher outside of the demands of the typical day and let us as a class focus for a time on ourselves and each other, finding different ways to express ourselves.
>
> 6th/7th Grade Teacher

CWP 2.0

In CWP 2.0, a college and career exposure program, students make interactive public art, interface with innovative technology, lead curriculum design, and participate in networking events. In 2020-21, 15 students from three high schools in Queens and the Bronx participated.

Coming into the program CWP 2.0 students generally placed a high level of importance on the fields of arts and technology. At the end of the program, this either remained the same or increased for students to varying degrees. The largest areas of change from pre-post were in the following:

57% of participants said it was important or very important to learn about programming and engineering, an increase from 21% pre-program.

100% of participants said the jobs of artists are important or very important, an increase from 86% pre-program.

Of the seniors in CWP 2.0 who applied to college in the 2020-21 school year, all are attending.

Professional Development

At the intersection of the Teaching Artist Project and Collaborative Arts Residencies, Community-Word Project provides professional development opportunities for educators of all kinds who are committed to growing best practices in their classrooms.

GIVE: Growing Inclusivity for Vibrant Engagement

GIVE is an online resource for Teaching Artists, designed to broaden access to tools and strategies for working with populations of students with and without disabilities and Individualized Education Programs (IEPs). Available for free at teachwithgive.org, GIVE was created through the close collaboration of Community-Word Project, ArtsConnection, and the New Victory Theater as a guide for best arts engagement practices in inclusion classrooms.

Preliminary GIVE research shows that Teaching Artists who participated in training to use the GIVE resources improved in creating a welcoming and inclusive classroom more substantially than a control group of Teaching Artists working in similar environments. There is also evidence that Teaching Artists who engaged with the GIVE materials taught students to use digital tools and platforms more effectively than their untrained peers. Using these and other findings from this first round of research, the GIVE collaborators hope to conduct further program evaluation, with larger samples of Teaching Artists working an even wider range of arts disciplines and grade levels with the goal of discovering more specifics about the effectiveness of GIVE resources and training.
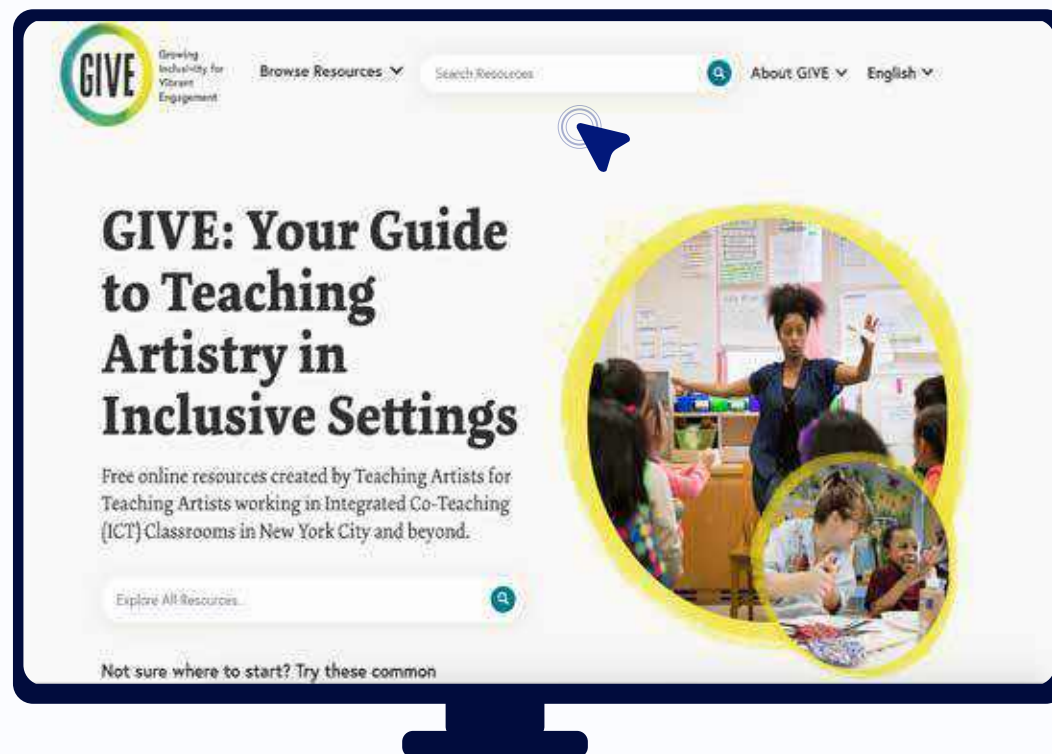
Student Work

Community-Word Project Teaching Artists assess youth artistry and authorship in a number of ways. Teaching Artists may consider students' artwork and creative growth in the following ways:

Authentic Voice

The writer's unique perspective is clear. The writer uses an individual point of view. The writer's culture, community, and/or identity is expressed.

Risk-Taking

The writer makes clear choices/uses specific details. The writer expresses emotion. The writer makes bold choices.

Expansive Language

The writer uses strong vocabulary words. The writer uses poetic devices and writing tools such as metaphor, simile, sensory detail, alliteration, plot, character development, etc. The writer uses complex sentence structures.
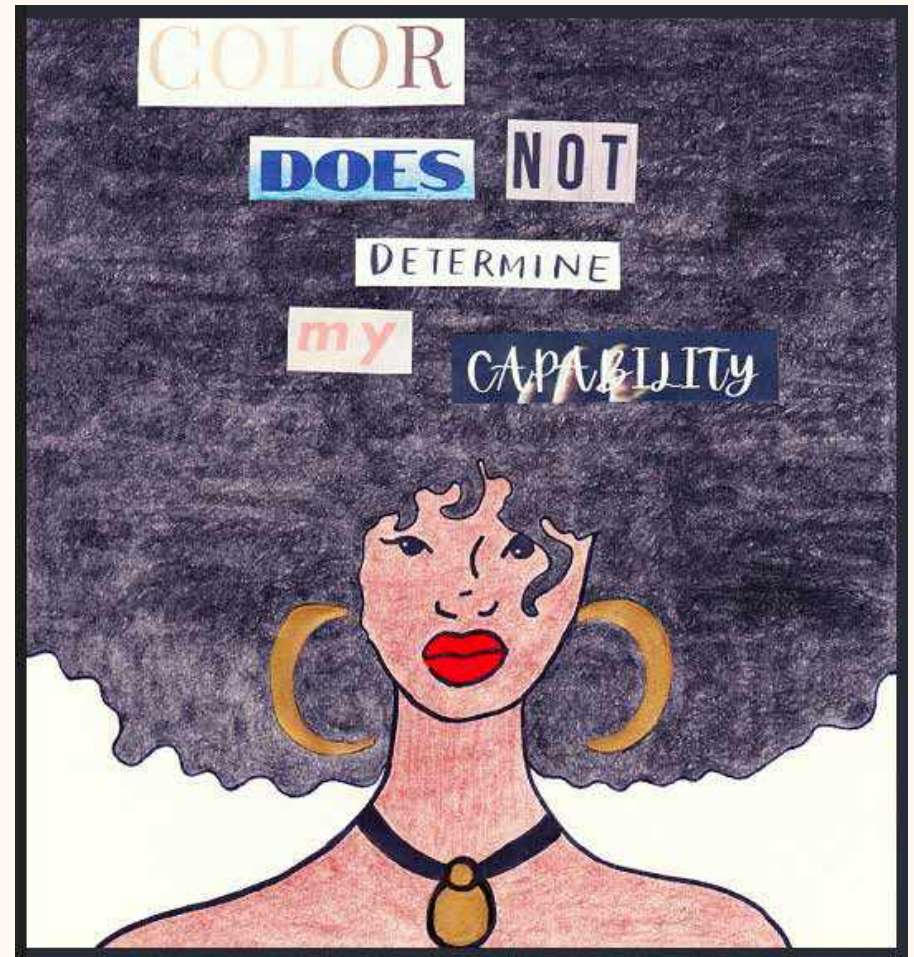
Art by 9th Grade Student at The Young Women's Leadership School of Queens

I love that I am brave as a lion,
I love that I can be fast as a horse,
I love that I have a family like beavers.
1st Grade Student at P.S. 316 Elijah G. Stroud Elementary

A new mural, created in collaboration with students, was installed at Evander Childs Educational Campus by Teaching Artists Valerie Hallier and Yael Ben-Zion as part of the NYC Department of Education and Department of Youth & Community Development's Summer Rising program.

I used to be happy,
But now I am grumpy
I used to be 17
But now I am 18
I used to be emo
But now I am just emotional
I used to be a princess
But now I am a warrior
I used to be hungry
But now I am writing poetry
I used to be sad
But now I am mad
I used to be lonely
But now I am loving

11th Grade English as a New Language (ENL) Student at Bronx High School for Writing and Communication Arts
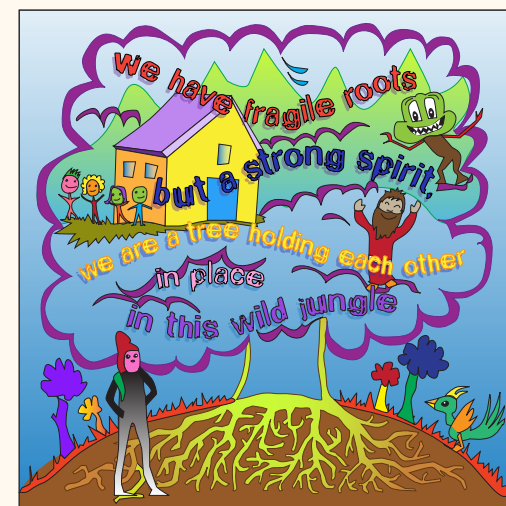
4th Grade students at P.S. K315 collaborated with Teaching Artists Valerie Hallier and Natalie Willens to design digital murals during their virtual residency.

Red.
I am angry, I am panicked.
But I am also strong and passionate.
I hold my head up high.
I face the sky and i feel
Blue.
I am sad when I think of you.
I am loyal and I only speak the truth.
I turn my face towards the sun and i
say " hello !" for now my heart is
Yellow.
I am happy, I am warm.
I am joyous and surprised.
I sit on the grass and alter the theme.
For now, i am feeling
Green.
I feel relaxed and safe.
I am one with nature and my senses
have almost come alive.
The wind makes me feel transparent just like the color
White.
I am clean, I am innocent.
My mind is clear and I begin to think.
When life is sweet, it's all about
Pink.
I am sincere, I am intimate.
I am gentle, very delicate.
I look in the mirror and place my crown.
Finally, I am
Brown.
I am reliable and I am strong.
I am confident, I belong.

"COLORS"
*9th Grade Student at The Young Women's
Leadership School of Queens*

A mandala designed by a 1st Grade student at P.S. 316 Elijah G. Stroud Elementary while learning at home during a virtual residency with Teaching Artists Reilly Horan and Nichelle Ryan.

2nd Grade students at P.S. 85 collaborated with Teaching Artists Libby Mislan and Amanda Newman to share their community poem, "Dear P.S. 85", with their neighborhood by hanging banners outside the school building.

Teaching
Artist
Project

Teaching Artist Project (TAP) is a collective of diversely experienced arts educators training emerging and working Teaching Artists who are looking for a supportive community to engage in a self-reflective, justice-oriented learning practice in service of their teaching. In the 2020-21 programmatic year, the TAP team focused on providing training and support for Teaching Artists working during the COVID-19 pandemic. Centered on the strategic question "What is teaching artistry now?," TAP deepened its social justice pedagogy while expanding to include social and emotional learning, online teaching and learning, and accessibility in in-person and online spaces.

2020-21 Online TAP Programming Included:

- Summer Institute Workshop Series in August 2020
- 8-Week Training Programs in Fall 2020 and Spring 2021
- 3 Fieldwork Tracks, including Inclusive & Collaborate Art, Arts Education Administration, Classroom & Curriculum design
- 28 Professional Development Workshops in partnership with the TAP Cohort (see page 22), Give (see page 13), NYC Arts in Education Roundtable, and the Association of Teaching Artists

Fall 2020 Session

10 Scholarships awarded

25 Teaching Artists trainees, with 14 joining from beyond New York City and 1 international participant

Spring 2021 Session

17 Scholarships awarded

28 Teaching Artists trainees, with 8 joining from beyond New York City

Summer Institute Workshop Series

7 Workshops

140+ Participants

62% said the series was a critical part of their professional learning and was exteremely relevant to their professional work

Outcomes

Self Exploration

Trainees explore how their lived experience and personal creative process informs their teaching practice, coming to understand their own implicit biases and how that power and privilege plays out in the classroom. Trainees also learn to practice self-care and balance in their teaching artistry.

Building Strong Artistic Communities

Trainees learn to create student-centered learning communities that center the needs and interests of students and involve students in decision-making. Trainees develop additional knowledge and skills in inquiry-based learning, Multiple Intelligences, developmental stages, care and relational learning, lesson planning and facilitation, justice-oriented curricular design, and healthy mentorship.

Collaboration/Justice-Oriented Process

Trainees explore the concepts of shared power, leadership, and decision-making. They experience the synergy of sharing expertise while pushing their own growing edges in order to build collaborative, justice-oriented teaching practices.

Culture

Trainees experience art as culture as they participate as researchers in their own learning, develop participatory action research skills, and engage ethically in communities that are not their own.

"

I think we learned a wide range of exciting techniques and concepts in a condensed time period through experiential immersion. I also appreciate that [TAP] left us with a tool kit of materials to review on our own time, to refresh, remind, and extend our learnings, especially since our course work flew by."

Fall 2020 TAP Trainee

Evaluation Highlights

Overall

92% of trainees reported receiving support, feedback, and guidance valauble to their development as a teaching artist

95% of trainees reported satisfaction with the overall experience of the program

Fieldwork Tracks

Inclusive & Collaborative Art with Adriana Guzmán
Supporting trainees as Artivists (artists/activists)

92% of trainees reported feeling comfortable pursuing work in inclusive and collaborative artmaking after their fieldwork experience

Arts Education Administration with Katie Rainey
Supporting trainees as administrators

65% of trainees reported feeling comfortable pursuing work in arts administration after their fieldwork experience

Classroom & Curriculum Design with Jay Howard
Supporting trainees as working teaching artists

75% of trainees reported feeling comfortable pursuing work in classroom and curricular design after their fieldwork experience

TEACHING ARTIST PROJECT

Key areas of trainee growth

- Teaching through a social justice lens
- Ability to craft a residency arc over time
- Ability to engage students in a remote learning setting

Teaching Artist Institute of Rochester

Thanks to the New York State Council on the Arts, TAP expanded in 2020-21 to include the 2020 Teaching Artist Institute of Rochester. This multi-day online intensive was developed and hosted in partnership with six arts organizations and leaders in Rochester and surrounding areas. During the Institute, creative writers, visual artists, musicians, dancers, multi-media artists, and theater artists expanded their teaching practice, explored social justice pedagogy, built skills related to the business of teaching artistry, and connected with educators and cultural centers in Rochester as well as New York City. All artists received a small stipend for participating.

64% of participants reported feeling more prepared topursue work as a teaching artist as a result of participating in the program
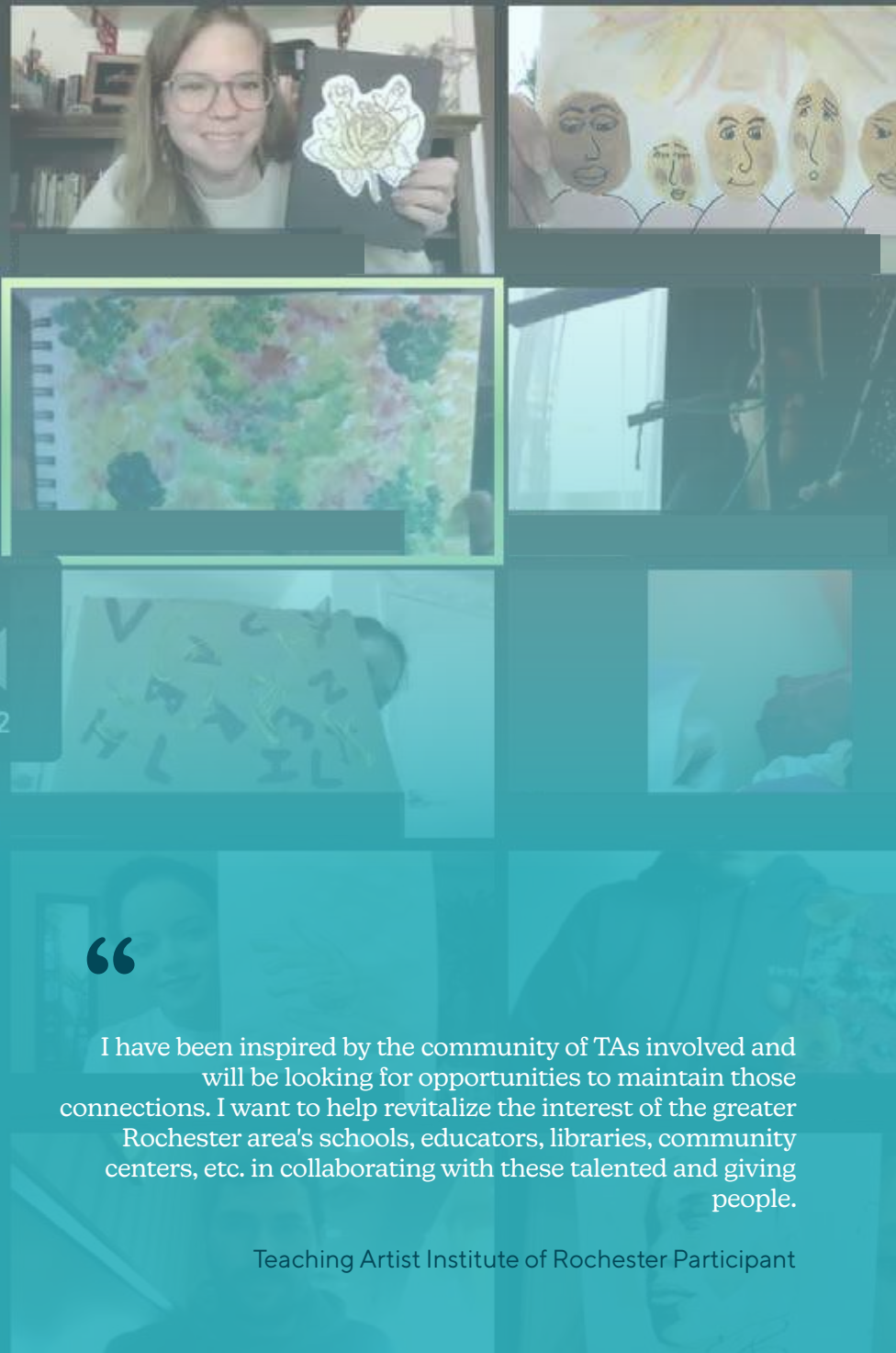
> " I have been inspired by the community of TAs involved and will be looking for opportunities to maintain those connections. I want to help revitalize the interest of the greater Rochester area's schools, educators, libraries, community centers, etc. in collaborating with these talented and giving people.

Teaching Artist Institute of Rochester Participant

TAP Cohort

The TAP Cohort is a network of 15 arts-in-education organizations collaborating annually on a series of professional development workshops, events, and other initiatives designed to support NYC Teaching Artists as they:

- Build and refine their artistic and facilitation skills
- Advance best practices for working with a range of special populations
- Develop the professional and financial skills necessary for career sustainability and advancement
- Network with peers and community-based arts organizations

This year, the TAP Cohort welcomed one new organization to the coalition, increasing its reach and capacity. The group offered 28 virtual elective workshops that reached 381 Teaching Artists.

ArtistYear

Arts For All

Artists Striving to End Poverty

ArtWell

Brooklyn Arts Council

City Lore

Community-Word Project

Dedalus Foundation

DreamYard Project

Flamenco Vivo Carlota Santana

Lifetime Arts

Marquis Studios

National Dance Institute

Opening Act

Teachers & Writers Collaborative

" TAP was the clearest example of and affirmation for the power in a community of care and creation. What I'm taking away is the paradigm of learning and collaboration that I think is needed for society as well as art.

Fall 2020 TAP Trainee

Our Thanks

2020-21 Administrative & Artistic Staff

Craig Hayes - *Deputy Director of External Affairs, Chief Experience Officer*

Brandy Hill - *Office Manager, Executive Assistant*

Javan Howard - *TAP Lead Mentor*

David King - *Program Director of School and Community Partnerships*

Michele Kotler - *Founder, Executive Director*

Sanyu Lukwago - *Development Assistant, Data Manager*

Amanda Newman - *Evaluation and Special Projects Manager*

Bethany Parker - *Managing Director of Development*

Katie Rainey - *Director of Teaching Artist Project*

Karla Robinson - *Artistic Director of Teaching Artist Project*

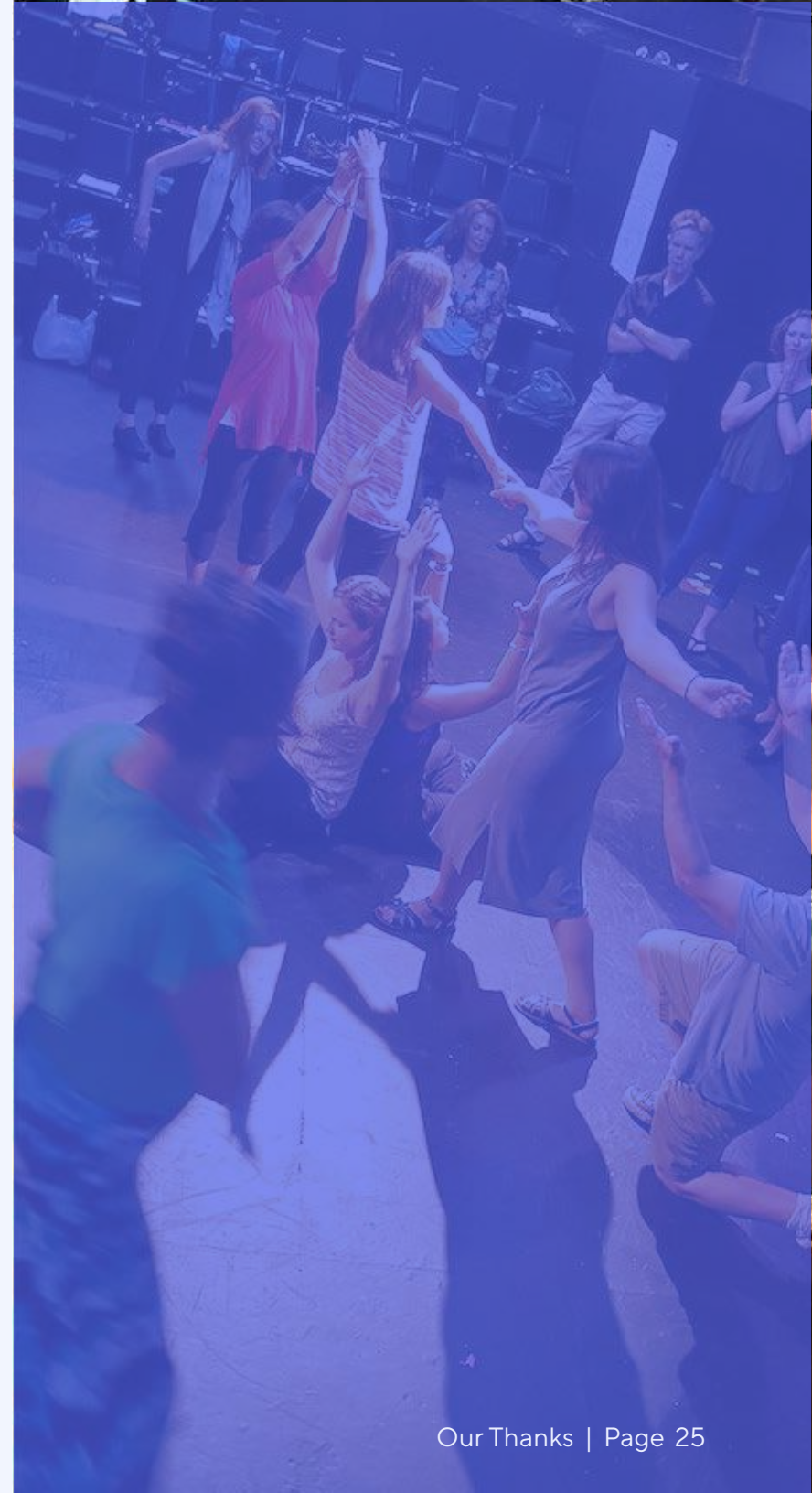**Autumn Tilson -** *Senior Program Manager*

Leigh Wells - *Deputy Director of Programs and Operations*

2020-21 TAP Facilitators

Adriana Guzmán

Javan Howard

This report was developed by Amanda Newman, Katie Rainey, and Leigh Wells. Community-Word Project evaluation tools and strategy are supported by Dennie Wolf, Principal Researcher at WolfBrown.

2020-21 Teaching Artist Staff

Dale Novella Anderson-Lee

Erin Anderson

Chelsea Asher

Chaya Babu

Yael Ben-Zion

Alan Bounville

Kym Boyce

Phyllis Capello

Cornell Carelock

Ronald Chironna

Mary Cinadr

Sebastian Cruz

Trace DePass

Gary deVirgilio

Jane Elias

Tanya Everett

Asma Feyijinmi

Felipe Galindo

Molly Goldman

Deanna Green

Valerie Hallier

Reilly Horan

Javan Howard

Mary Kinney

Kathryn Lee

Elizabeth Leonard

T. Scott Lilly

Meher Manda

Liza Miller

Libby Mislan

Amanda Newman

Alexandra Neuber

Katie Rainey

Jacqueline Raymond Wegman

Nichelle Ryan

Jashua Sa-Ra

Rachael Schefrin

Maria Schirmer

Melissa Shaw

Moira-Jo Trachtenberg-Thielking

Alex Velozo

Natalie Willens

2020-21 School Partners

Bronx Academy of Health Careers

Bronx Community High School

Bronx Envision Academy

Bronx High School for Writing & Communication Arts

High School of Contemporary Arts

I.S. 126 Albert Shanker School for Visual & Performing Arts

J.H.S. 098 Herman Ridder School

Long Island City High School

New Directions Secondary School

P.S. 1 The Bergen Elementary School

P.S. 17 Henry David Thoreau School

P.S. 84 Jose de Diego School

P.S. 85 Judge Charles J. Vallone School

P.S. 132 Juan Pablo Duarte School

P.S. 132 Garret A. Morgan School

P.S. 171 Peter G. Van Alst School

P.S. 220 Edward Mandel School

P.S. 315 School of Performing Arts

P.S. 316 Elijah Stroud School

P.S./M.S. 37 Multiple Intelligence School

P.S./M.S. 279 Captain Manuel Rivera, Jr. School

The Young Women's Leadership School, Queens

2020-21 Community Partners

Afterschool Reading Club | DOE
Artists Striving to End Poverty
ArtistYear
Arts For All
ArtsConnection
ArtWell
Asya Blue Design
Becker, Glynn, Muffly, Chassin & Hosinski LLP
Borough of Manhattan Community College
Brooklyn Arts Council
Brooklyn Public Library
Committee for Hispanic Children and Families
Daystar Dance Company
Dedalus Foundation
DreamYard Project
Echoing Green
Flamenco Vivo Carlota Santana
Lifetime Arts
Linklaters
Marquis Studios
National Dance Institute

New York City Arts in Education Roundtable
New York Public Library
NYC Landmarks50 Alliance
NYU | Steinhardt School of Education
Opening Act
Partnership for After School Education
Pentalog
Rochester Latino Theatre Company
Samantha Dion Baker
Teaching Artists Roc
The Avenue Blackbox Theatre
The Dwyer Cultural Center
The New Victory Theater
The Young Women's Leadership Network
WNET
WolfBrown
Writers in the Schools Alliance
Writers & Books
Youth INC
Zone 126

2020-21 Funders

Foundation Support

Altman Foundation

Axe-Houghton Foundation

Blessing Way Foundation

Chloe Foundation/Barbara Forst Charitable Trust

Cornelia T. Bailey Foundation

The Countess Moira Charitable Foundation

The Endeavor Foundation, Inc.

Find Your Light Foundation

Henry E. Niles Foundation, Inc.

The Hyde and Watson Foundation

John N. Blackman Sr. Foundation

The Meringoff Family Foundation, Inc.

New York Architects Regatta Foundation Ltd.

Nora Roberts Foundation

Pinkerton Foundation

Seth Sprague Educational and Charitable Trust

Sills Family Foundation

The Bay and Paul Foundations

The New York Community Trust

The Pierre and Tana Matisse Foundation, Inc.

The Wiley Birkhofer Family Fund

William T. Hillman Foundation

Youth INC BridgeFund

New York City Council Members

Councilmember Diaz

Councilmember Gibson

Councilmember Costantinides

Councilmember Cabrera

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Councilmember Louis

Councilmember Lancman

Councilmember Cohen

Corporate Support

AllianceBernstein L.P

Amazon Literary Partnership

BlackRock Charitable Fund

BankUnited

Con Edison

Ernst & Young

Linklaters

The M&T Charitable Foundation

The MUFG Foundation

Government Support

National Endowment of the Arts

New York State Department of Cultural Affairs

New York State Council on the Arts

Special Thanks

A special thank you goes out to the Endeavor Foundation and the Altman Foundation for their support of our program evaluation. With ongoing research, reflection, and revision, our work will continue to evolve, grow, and better meet the needs and wishes of our stakeholders.