

The evaluation of the Studio to School Initiative seeks to support learning throughout the grant period in the following areas:

- How arts education programs develop;
- What strategies work best for a given context;
- What outcomes are experienced by all involved;
- What common guiding principles for successful arts education are developed; and
- How the initiative supports culture change for arts education.

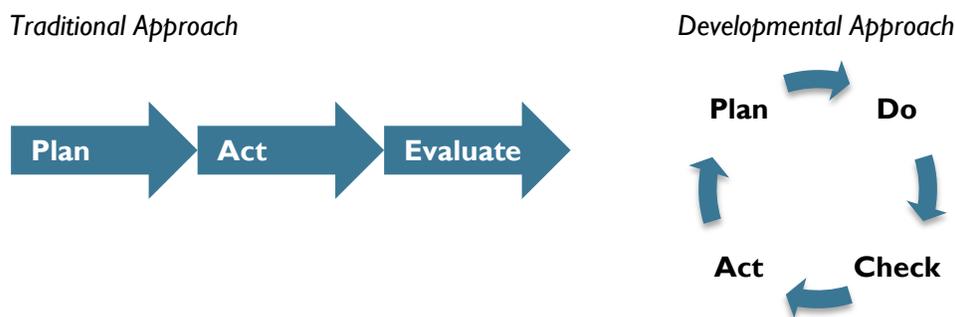
In order to do so, the evaluation will take a developmental approach.

### What is developmental evaluation?

Developmental evaluation is used to support adaptive learning in complex or uncertain environments. It works best for social innovations seeking to solve problems with uncertain solutions.

### How is developmental evaluation different from other types of approaches?

Traditional evaluation works best in situations where there is a clear path from problem to solution: a plan is created, followed, and then evaluated. The developmental approach is flexible and plans are expected to change through an intentional process.



The developmental evaluator works collaboratively with key stakeholders to generate real-time feedback and synthesize lessons to guide program and initiative development.

While certain outcomes may be expected, new measures emerge and evolve as understanding of the problem and its context deepens.

### Why use developmental evaluation?

While the importance of quality arts education to youth development is known, the principles for developing, adapting, and sustaining quality arts education are less certain. Developmental evaluation will help identify these principles, as well as broader impacts of the Studio to School Initiative, much in the same way that a sculpture is created. The sculptor usually starts with a design concept, shapes the basic form and then adds definition and detail. The sculptor takes a step back from the work every so often and may realize adjustments to the initial design are needed. Similarly, developmental evaluation helps social innovators step back to assess developing initiatives, identify potential adjustments, and help surface necessary definition and detail.

## What will we know as a result of the evaluation?

Over the five years of the Studio to School Initiative, the evaluation team will work to answer key evaluation questions.

The evaluation will surface and validate principles for developing, adapting, and sustaining high quality arts education in Oregon. These principles will be built on the lessons learned by the grantees as they develop and implement Studio to School projects.

The evaluation will also examine outcomes for students, parents, staff, teachers, organizations, and communities.

### Key evaluation questions:

1. How and how well is the Initiative building knowledge and consensus around what quality, sustainable arts education looks like?
2. What arts education programs are grantees developing through their projects, and how?
3. What does successful, quality, sustainable arts education programming look like (considering the context in which grantees are operating)?
4. What outcomes are evident for those involved in the grantee projects and Initiative – students; parents/family members; arts education providers and arts organization staff; school teachers and staff; and other community members? What larger systems outcomes are evident?

## What evaluation methods will be used?

A variety of evaluation methods will be utilized throughout the Initiative period, including:

- Literature review and environmental scan to build understanding of the how the field views quality arts education, and about the context for arts education in Oregon;
- Surveys and/or interviews of grantee project team members, parents, teachers, and other community members;
- Semi-structured reflection by grantee project team members through journaling (potentially mixed-media, or with accompanying 'evidence' of learning);
- Site visits to observe grantee projects in action and to interview local stakeholders;
- Collection of information by grantee project teams about the development of their projects, students and others who participate, efforts to engage community members, and plans for sustainability; and
- Collection and analysis of outcomes for student participants, such as through student learning assessment, measures of metacognitive skill development, and/or analysis of academic data (e.g. attendance, test scores).

## How can I learn more?

For questions or more information about the Studio to School Evaluation, please contact Kim Leonard, Senior Evaluation Officer, at [kleonard@oregoncf.org](mailto:kleonard@oregoncf.org) or 503.227.6846.