



Theory of Change: Youth involved in ongoing arts learning opportunities develop improved communication, collaboration, critical-thinking and technical skills, and expand their capacity for creativity and self-expression.

Program Goal: To increase access to sequential, advanced arts training during out-of-school time for low-income youth through support of community-based programs across all arts disciplines.

STRATEGY A

Creative Youth Development

Target Population: Low-income youth

Components

- Provides youth-centered, sequential learning opportunities that include elements of art-making, arts literacy, interpretation and evaluation, and social development (as outlined in The Chicago Guide for Teaching and Learning in the Arts: <http://www.cpsarts.org/resources/chicago-guide/>)
- Offers opportunities for advancement and performance as part of the learning process
- Includes activities to strengthen collaborative and organizational skills
- Emphasizes stay-in-school and high school graduation tactics and college and career exploration
- Engages youth in mentorship and relationship-building with caring adults
- Involves youths' family in the learning process
- Partners with community members and organizations for additional resources
- Provides ongoing training for teaching artists in the art form and effective methods for working with youth

Evaluation Criteria

- Unduplicated number of youth served in the learning process
- Hours of contact, duration of contact and staff/student ratio during grant period
- Participation requirements and program retention over time
- Demonstration of learning by participants:
 - Knowledge of the art form (vocabulary, theory, history, etc.)
 - Development of artistic technique
 - Ability to evaluate own and others' artistic work
 - The artistic work and documentation of creative process
- Collection and assessment of evaluation data from all program participants and staff