

## Board Responses to the Assessment Presentation, 1/17 Organized Into "Common" Strands<sup>1</sup>

- Dodge wants evaluation/data
- We want Dodge grants, so need to do this
- Being at the table is very important
- Even for Dodge assessment and evaluation is an evolving process.
  
- **That this survey is being developed – that YA can use it and doesn't have to depend only on YA resources.** <sup>2</sup>
- The Dodge process might not be sustainable without Dodge funding. It might die under its own weight.
  
- Survey/data collection can become overwhelming and divert resources from direct efforts to reach more children – Proceed with caution.
- The assessment process as designed, might be more helpful to Dodge than it is to YANJ.

A note from a board member who attended by phone-in:

"I did not want to raise the issue last night with the folks from Dodge present. I wonder whether we will get any useful data from the evaluation and will it be worth the investment. Maybe it is too early to tell. Have you seen any sample reports? Have we decided what are the 4 or 5 questions we specifically want answered? How much room is there for tweaking the evaluation? It seems to me that part of the challenge is that Dodge is proposing what I call a systems evaluation. We, of course, are part of the system, but we are also a standalone. Maybe part of my problem stems from not being in the room. It was hard to hear at times.

"Everett, put on your old "Grant Wiggins hat."<sup>3</sup> What would you want to know about our programs and how would you collect the data to answer your questions? We must cooperate with Dodge and do so with glee, but we

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<sup>1</sup> Order of the strands is based on when they first appeared in the collective comment, NOT in order of any importance.

<sup>2</sup> Comments that are in bold were starred to indicate they were the most important to a single board member.

<sup>3</sup> Grant was an internationally known and respected educator who focused on assessment and understanding. I had the great privilege of working with and for him for about two decades.

shouldn't put all our evaluation apples in the Dodge basket."

- Want to know the individual student "impact"
- The importance of assessing the impact of arts education and whether there is the financial benefit 0 i.e. how do we get value for our bucks? Do we know what that is?
- Understanding geographic distribution to identify gaps
- We need to make an effort to measure both capacity and impact. We need to do both
- We need to be clear that scope of the work is not a measure of its actual impact
- We must assess learning in the arts as we devalue the importance of arts learning by examining only through the arts
- We must look at curricular impact.
- Evaluation tools: look at what and how we are measuring
- That both art involvement and relationship of art to impact academics are measured among five major impact measures
- Self reporting to measure non-qualitative impacts
- The importance of data collection to drive decision making
- Use data to measure performance under strategic plan
- **YA can use the tool to get leading indicators to assist with strategic planning and program impact evaluation**
- **We need to align our indicators of impact to our program and organizational goals**
- We need to measure the impact by individual program and then synthesize the findings to determine collective program impact
- *In my judgment, the most compelling takeaway for YANJ&EP is the development of more tangible evidence to document the value of our programs.*
- Assessment is important to building capacity.
  
- Groups were able to initially identify 150 indicators of arts impact. Narrowed these down to about 50
- Establishing key impact indicators which focus on metrics tied to YA's mission
  
- This data should be available to teachers as well as parents. Not sure I heard that it is. Is it just available to the grantees and Dodge?
  
- There is a tool that can capture multiple dimensions around arts impact, that is populated by Grantees and some governmental information
- **The ability to track impact over time (years) is a goal – as well as desire to determine correlation between the arts and impact.**

- **Translate data into information for fund raising/development/marketing**
- Use data to determine gaps in markets and audiences
- We can use this to self-assess and benchmark against other orgs.
- Sharing reports with the Board
- Opportunity to coordinate programming with other arts educ organizations – discovered from Dashboard results
- YA can view what other programs are doing and how we can dovetail or fill gaps
- Having more accurate, demonstrable information on our impact will help us do a better job of capturing philanthropic dollars
- Being able to look at the collective data will help us do a better job of advocacy.
- A collective tool is now available to collect, analyze and share arts org. impact in schools.
- **Better understanding the impact of our work, of our programs, will help us to create stronger messaging to market our work, to expand our reach and thereby create more revenue.**
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- **This can be an important tool for fund raising + advocacy**