

# IMPACT OF PRATT'S CENTER FOR ART, DESIGN, AND COMMUNITY ENGAGEMENT PROGRAMS ON K-12 STUDENTS



The Center K-12 at Pratt offers programs of instruction in art and design for K-12 children attending schools in low-income neighborhoods of Brooklyn. Naturally, it aims through these programs to advance childrens' creativity, knowledge, skills, and appreciation of art and design, but the Center also aims to make an impact on childrens' inclination toward collaboration, awareness of real-life complexities as experienced through art and design projects, and motivation toward college in recognition of the low college attendance of many Brooklyn families.



Shaniya Carrington, class of 2017, Pratt Young Scholars

The Center K-12 can draw on a great deal of positive testimony and anecdotal experience to reinforce its sense of accomplishment—that it is making a difference in the lives of its constituents. But as is the case with most educational and human service programs, amassing hard evidence and measurable effects is much more challenging. The Center K-12, however, opted to embrace that challenge and engaged Arete Consulting to identify measures, define data, and develop a set of surveys to assess its effects, which the Center K-12 began to pilot during the 2015-16 program year. This report provides a first glimpse at results of that initiative. The findings should be viewed as preliminary in that the sample sizes during the pilot year for many of the items were relatively small. The limitations in the sample sizes notwithstanding, the findings overall present an encouragingly positive picture of the programs' impacts and provide baseline data. Future year findings will be substantially more robust as the numbers in the database and the numbers of children completing the surveys increase and the accumulation of multiyear statistics allows identification of trends.

This analysis of Center K-12 encompassed its three core programs, the post-Center K-12 experience of participants who had graduated high school in prior years, and the experience of faculty, undergraduate, and graduate Pratt students who serve as the instructors, student-teachers, and assistants to the children enrolled in the Center K-12's programs. The Pratt students, mentored by Pratt faculty, are a tangible manifestation of the "community engagement" part of the Center K-12's mission.

The three core K-12 programs are:

- Saturday Art School (SAS) (Ages 6-18)
- Design Initiative for Community Empowerment (DICE) (Grades 9-12)
- Pratt Young Scholars (PYS) (a three-year intensive, need-based, scholarship program for high school students more seriously interested in art and design; Grades 10-12)

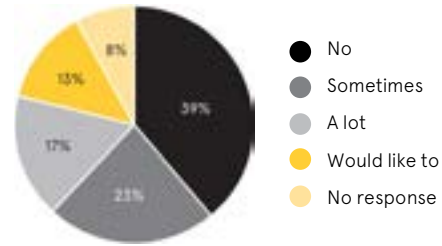
The data sources for this analysis included:

- Pre- and post-surveys of the experience, attitudes, and behaviors with respect to art and design of participating students; these surveys were administered by the Pratt community engagement undergraduates at the beginning of the fall semester and late in the spring semester.
- End-of-year questionnaires soliciting K-12 program participants' evaluation and feedback on courses.
- A survey of alumni who had aged out of Pratt programs up to four years earlier, to learn their present involvement in art and design, where it fits into their higher education and career plans, and how they view their experience in the Center's programs.
- An end-of-year survey of participating Pratt undergraduate and graduate students.
- A review of the children enrollment database from 2011 to 2016, with particular attention to returnees, children reenrolling in Center programs for multiple semesters.

# I. PROFILE OF CENTER K-12 CHILDREN

Pratt is reaching the cross section of children it seeks. The diverse makeup of enrollees includes children who are more casually involved in art and design as well as more serious and avid art students.

## Do you regularly do art or design?



\* N = 91 children; Percentages based on their 819 responses to 9 different forms of art. Surveyed art forms included drawing/painting, photography, ceramics, sculpture/3D, fashion design, computer animation, cartoons, jewelry, architecture, and others.

The Center K-12 attracts children of all ages; the largest group (47%) is high school students (ages 14-18).

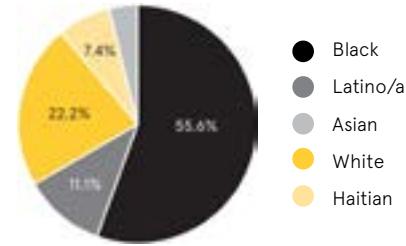
## Count of Children by Age

| Age          | Fall 2015  | Spring 2016 | Fall 2016  | Spring 2017 | Total        | % of Total | % by School Level |
|--------------|------------|-------------|------------|-------------|--------------|------------|-------------------|
| 6            | 12         | 15          | 15         | 14          | 56           | 3%         |                   |
| 7            | 15         | 16          | 19         | 14          | 64           | 4%         |                   |
| 8            | 19         | 20          | 21         | 24          | 84           | 5%         |                   |
| 9            | 28         | 32          | 36         | 33          | 129          | 8%         | <b>20%</b>        |
| 10           | 57         | 52          | 36         | 38          | 183          | 11%        |                   |
| 11           | 37         | 39          | 33         | 35          | 144          | 9%         |                   |
| 12           | 29         | 28          | 29         | 38          | 124          | 8%         |                   |
| 13           | 22         | 18          | 14         | 21          | 75           | 5%         | <b>32%</b>        |
| 14           | 14         | 15          | 15         | 12          | 56           | 3%         |                   |
| 15           | 17         | 19          | 33         | 30          | 99           | 6%         |                   |
| 16           | 24         | 27          | 19         | 25          | 95           | 6%         |                   |
| 17           | 11         | 12          | 25         | 28          | 76           | 5%         |                   |
| 18           | 4          | 4           | 2          | 6           | 16           | 1%         | <b>47%</b>        |
| (DICE) 14-18 | 95         | 104         | 124        | 106         | 429          | 26%        |                   |
| <b>Total</b> | <b>384</b> | <b>401</b>  | <b>421</b> | <b>424</b>  | <b>1,630</b> |            |                   |

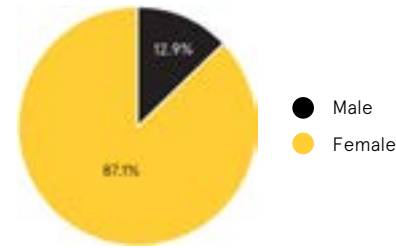
# PROFILE OF ALUMNI RESPONDENTS

Of the Center K-12 alumni who responded to the tracking survey, the overwhelming majority are females of color. This is notable because the majority of these alumni report serious interest and involvement in art /design, a field that historically has been dominated by white males. Their interest in art/design careers is further suggested by the colleges and universities they have attended (note, some reported attending more than one), and their assertions about career intentions (see Section IV).

## Ethnicity of Alumni Respondents



## Gender of Alumni Respondents



## Colleges Attended by Alumni

COOPER UNION,  
CUNY, PRATT,  
SUNY, RPI, FIT,  
THE NEW SCHOOL/  
PARSONS,  
UNIVERSITY OF  
NEW HAVEN

# II. CHILDREN ATTITUDES/ APPRECIATION OF ART AND DESIGN

Children participating in the youth programs consider the presence of art and design in their life as important; two-thirds consider it very important, and remaining third somewhat important.

## How important is it for you to have art and design in your life?

|                          | Pre #      | %   | Post #     | %   | △ %        |
|--------------------------|------------|-----|------------|-----|------------|
| Very important (6-7)     | 65         | 71% | 50         | 63% | -9%        |
| Somewhat important (3-5) | 18         | 20% | 25         | 31% | 11%        |
| Not important (1-2)      | 0          | 0%  | 0          | 0%  | 0%         |
| Not answered             | 8          | 9%  | 5          | 6%  | -3%        |
| <b>Average response</b>  | <b>6.2</b> |     | <b>5.8</b> |     | <b>-7%</b> |

Note: these percentages dropped slightly from the pre- to the post-survey, possibly because mostly different children completed the post-survey.

# III. BEHAVIORS AND ACTIVITIES REFLECTING INTEREST IN ART AND DESIGN

Children participating in the youth programs reported increased attendance at various art venues after completing the program when compared to their attendance prior to the start of the program. Their annual attendance at galleries, museums, and sculpture parks all increased by more than 20 percent.

## How many times a year do you visit the following?

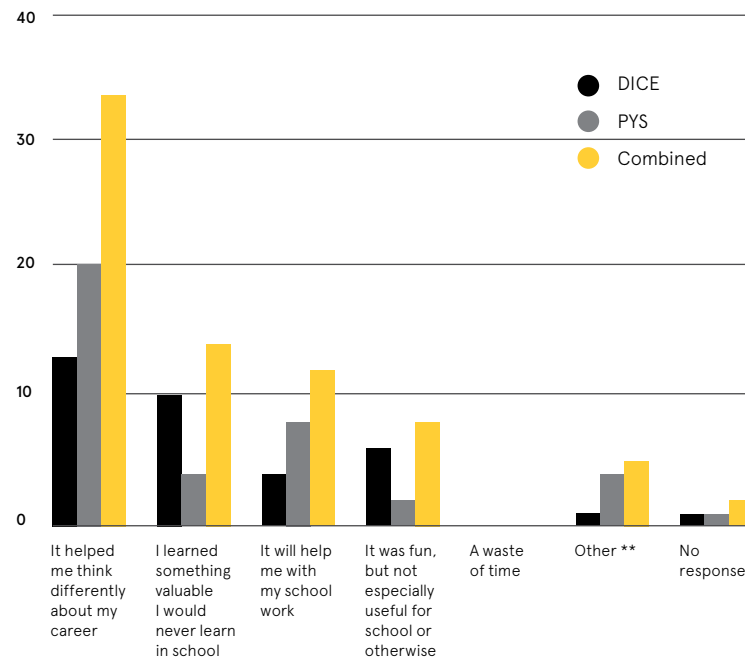
|                                  | Pre Avg. # | Post Avg. # | △ #        | △ %        |
|----------------------------------|------------|-------------|------------|------------|
| Sculpture parks                  | 1.1        | 1.5         | 0.4        | 39%        |
| Galleries                        | 1.71       | 2.1         | 0.4        | 23%        |
| Museums                          | 2.6        | 3.2         | 0.6        | 22%        |
| Art/Design shows                 | 1.16       | 1.34        | 0.12       | 15%        |
| <b>Avg. # venues visited/yr.</b> | <b>6.6</b> | <b>8.1</b>  | <b>1.6</b> | <b>24%</b> |

## IV. IMPACT ON COLLEGE AND CAREER AWARENESS

The Center K-12's programs had a clear impact on participating students' thinking about careers and college.

More than half (56%) of all respondents in both the DICE and PYS surveys indicated that the program they completed helped them think differently about their career. Forty percent of DICE respondents indicated that they learned something valuable through the program that they would never learn in school.

How, if at all, did the following programs help you with school?\*



\* Participants had the option of selecting multiple choices in their response  
 \*\* Other: Practice for college work; Practice painting for future projects; Lets me access creativity I would otherwise not be exposed to

The K-12 programs appear to have had a significant impact on childrens' future college and career plans. Respondents in both DICE and PYS reported that the program they participated in influenced their preferences about college or type of college, probable major, future career preferences, and projects/extracurricular activities moderately or a great deal. Respondents indicated the program was particularly influential in their future career preferences and projects/extracurricular activities.

How much, if at all, did the following programs influence your future plans?\*

|  | DICE<br>Avg. Rating | PYS<br>Avg. Rating | Programs<br>Avg. Rating |
|--|---------------------|--------------------|-------------------------|
| What college or type of college to go to | 3.38                | 3.47               | 3.43                    |
| Probable major                           | 3.96                | 3.66               | 3.78                    |
| Future career preferences                | 4.25                | 3.84               | 4.02                    |
| Projects/extracurricular activities      | 4.22                | 3.88               | 4.02                    |

\* Scale: 1 = Not at all, 5 = A great deal  
 \*\* Number Responding: DICE = 24, PYS = 32, Programs = 56  
 \*\*\* Comments: 1. I'm glad I got to use new mediums; however, I still want to major in graphic design; 2. I like the environment to actually be a student here at Pratt; 3. I want to major in photography in college

Children who participated in Center K-12 programs reported an increase in the number of college campus visits after completion of the program.

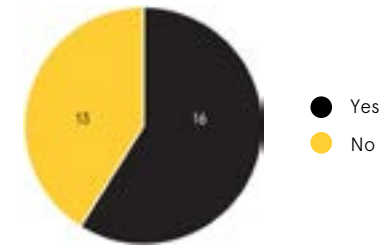
How many of these have you ever attended?

|                                   | Pre<br>Avg. # | Post<br>Avg. # | △<br># | △<br>% |
|-----------------------------------|---------------|----------------|--------|--------|
| College campus (not Pratt)        | 0.9           | 1.4            | 0.44   | 47%    |
| College fair                      | 0.6           | 0.5            | -0.1   | -21%   |
| Avg. # college events visited/yr. | 1.53          | 1.85           | 0.32   | 21%    |

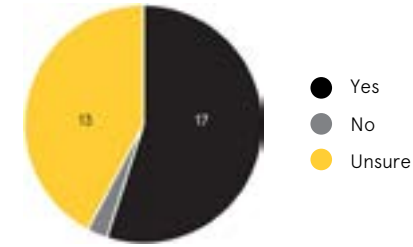
\* Number of responses varied for each type of visit: Pre = 79-82, Post = 71-72

The Center K-12 experience notably influenced its alumni. A large majority of alumni have continued to take art and design classes (22 out of 31 respondents), and over half of them (17 of 31) are considering a career in art or design.

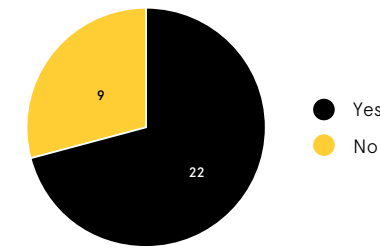
Have you taken any art or design classes since graduating from high school, whether or not as part of a college program?



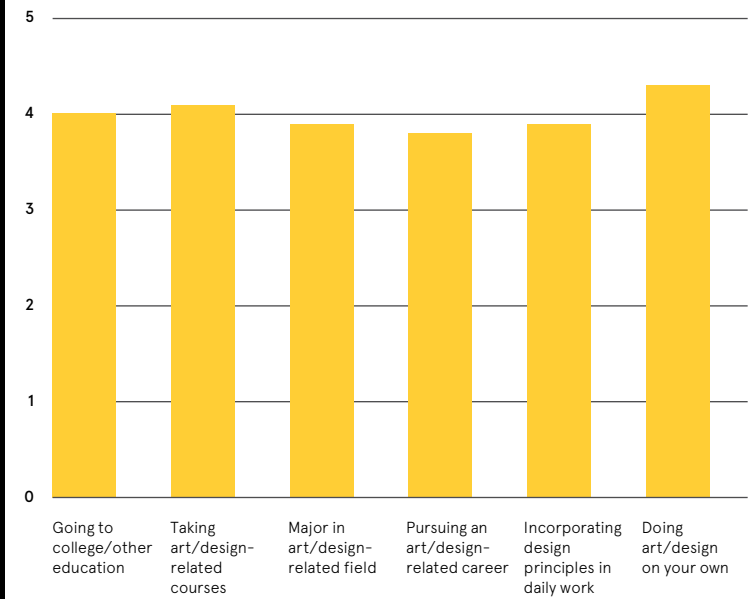
Are you pursuing or considering a career in art or design?



Have you taken art classes or done art/design projects since the Pratt programs?



Influence of experience on...



Average: 4.0  
 On a scale of 1 (low) to 5 (high)

## V. CHILDREN SATISFACTION WITH CENTER K-12 PROGRAMS

Children think very highly of the Center K-12 programs, report that their program helped to increase their knowledge of/appreciation for art and design, and that it was much better than other art/design classes they have taken.

### Children ratings of aspects of the programs:

|   | DICE<br>Avg. Rating | PYS<br>Avg. Rating | Programs<br>Avg. Rating |
|---|---------------------|--------------------|-------------------------|
| How would you rate the program?*  | 4.5                 | 4.4                | 4.45                    |
| How much did the program help to increase your knowledge/appreciation of art and design?*** | 4.4                 | 4.4                | 4.4                     |
| How did the program compare to other art/design classes?****                                | 4.2                 | 4.5                | 4.3                     |

\* Scale: 1 = Not very good, 3 = Average, 5 = Excellent

\*\* Scale: 1 = Not at all, 5 = A lot

\*\*\* Scale: 1 = Much worse, 3 = Average, 5 = Much better

\*\*\*\* Number responses Q1: DICE = 25, PYS = 33, Programs = 57; Q2: DICE = 25, PYS = 33, Programs = 58; Q3: DICE = 38, PYS = 30, Programs = 68

Nearly two-thirds (64%) of DICE participants rated their class as excellent and nearly 90% rated their instructor as excellent. No respondents rated their class or instructor as not very good.

### How would you rate the following elements of the DICE program?\*

|                       | Class      |     | Instructor/<br>Facilitator |     |
|-----------------------|------------|-----|----------------------------|-----|
|                       | #          | %   | #                          | %   |
| 5 (Excellent)         | 16         | 64% | 22                         | 88% |
| 3-4 (Average)         | 9          | 36% | 3                          | 12% |
| 0-2 (Not very good)   | 0          | 0%  | 0                          | 0%  |
| No response           | 0          | 0%  | 0                          | 0%  |
| <b>Average Rating</b> | <b>4.6</b> |     | <b>4.8</b>                 |     |

\* Scale: 1 = Not very good, 3 = Average, 5 = Excellent

\*\* Number surveyed = 25

Participants found the programs very helpful in a wide variety of areas. Studio learning objectives were rated exceptionally high.

### How helpful were these programs in:

|   |            |
|---|------------|
| Using new techniques and materials          | 4.6        |
| Learning more about my interests            | 4.5        |
| Understanding/appreciating art and design   | 4.5        |
| Building my creativity                      | 4.4        |
| Thinking in new and innovative ways         | 4.3        |
| Awareness of what I see around me           | 4.3        |
| Valuing practice and persistence            | 4.3        |
| Knowledge of art/design                     | 4.2        |
| Building my confidence                      | 4.1        |
| Knowledge of art/design careers/professions | 4.0        |
| Problem-solving                             | 3.8        |
| Building a portfolio                        | 3.8        |
| Knowledge of college                        | 3.5        |
| <b>Average</b>                              | <b>4.2</b> |

Among the most compelling signs of the value of the Center K-12's programs is the number of children who continue to enroll in its programs.

On average, over the past 4 1/2 years, 70 percent of the Center K-12 children were returnees.

### Count of returning/reenrolling children:

|   | 2011-12<br>Fall/Sp | 2012-13<br>Fall/Sp | 2013-14<br>Fall/Sp | 2014-15<br>Fall/Sp | 2015-16<br>Fall/Sp | 2016<br>Fall | Totals |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|--------|
| 2011-12 children                              | --                 | 116/97             | 70/59              | 43/38              | 33/38              | 34           | 528    |
| 2012-13 children                              | --                 | --                 | 121/99             | 56/54              | 45/48              | 34           | 457    |
| 2013-14 children                              | --                 | --                 | --                 | 118/108            | 95/95              | 95           | 511    |
| 2014-15 children                              | --                 | --                 | --                 | --                 | 147/144            | 121          | 412    |
| 2015-16 children                              | --                 | --                 | --                 | --                 | --                 | 201          | 201    |
| <b>TOTALS</b>                                 |                    | 116/97             | 191/158            | 217/200            | 320/325            | 485          | 2,109  |
| Reenrollees as % of total children enrollment | --                 | 33/33%             | 70/57%             | 81/75%             | 83/81%             | 115%         | 69%    |
| <b>Average %</b>                              |                    |                    |                    |                    |                    |              | 70%    |

\* Scale: 1 = Not very good, 3 = Average, 5 = Excellent

Nearly half (46%) of the Center K-12 children who have enrolled in Center K-12 programs have reenrolled at least once; twenty-one percent have participated in three semesters or more of Center K-12 programs.

### Count of children by number of semesters enrolled, regardless of year of entry:

[i.e. # students enrolled once; # twice, etc.]

| # Semesters Enrolled | Count of Children | % of All Enrolees | # Semesters Enrolled | Count of Children | % of All Enrolees |
|----------------------|-------------------|-------------------|----------------------|-------------------|-------------------|
| 1                    | 976               | 53%               | 12                   | 4                 | 0%                |
| 2                    | 481               | 26%               | 13                   | 1                 | 0%                |
| 3                    | 126               | 7%                | 14                   | 3                 | 0%                |
| 4                    | 101               | 5%                | 15                   | 1                 | 0%                |
| 5                    | 53                | 3%                | 16                   | 2                 | 0%                |
| 6                    | 29                | 2%                | 17                   | 0                 | 0%                |
| 7                    | 17                | 1%                | 18                   | 4                 | 0%                |
| 8                    | 7                 | 0%                | 19                   | 2                 | 0%                |
| 9                    | 11                | 1%                | 20                   | 2                 | 0%                |
| 10                   | 4                 | 0%                | 21                   | 0                 | 0%                |
| 11                   | 13                | 1%                | 22                   | 1                 | 0%                |
| <b>Total</b>         | <b>1,818</b>      |                   | <b>Total</b>         | <b>20</b>         |                   |

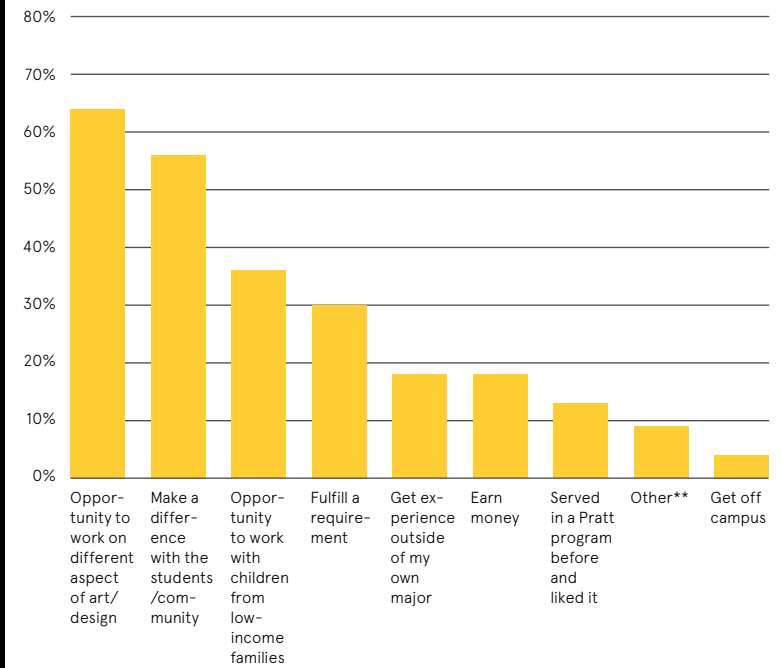
Total count of children: 1,838  
Number participating in 2 or more semesters: 862  
Average semesters for all children: 2.1

## VI. COMMUNITY ENGAGEMENT - PRATT STUDENTS

The Center K-12's mission of promoting community engagement and service is demonstrably reflected in the motivations of participating Pratt undergraduate and graduate students, and the Pratt student experience of serving in the instructor/student-teacher/assistant roles has tended to reinforce their altruistic, service inclinations.

Most Pratt students were involved in this program for the opportunity to work on different aspects of art and design (63%) and/or to make a difference with the students and/or community (54%).

### Why did you sign up to get involved with K-12 this year?\*



\* Respondents had the option of selecting multiple choices in their response

\*\* Other: 1. Do something new and interesting; 2. Liked the kids I was working with and wanted to see them progress; 3. Relate to my major

\*\*\* Number surveyed = 83

The Pratt students felt the program enriched both the children’s lives and their own. They reported a strong connection between their involvement in this program and a continued desire to engage in their communities through education or other activities.

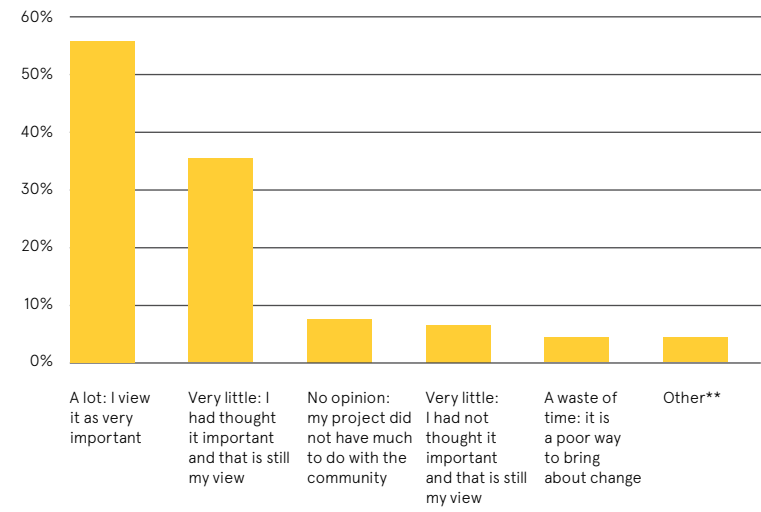
**How much do you agree or disagree with the following statements?\***

|  | Avg. Response |
|--|---------------|
| The activities in which the children and I participated enriched my life   | 4.4           |
| The activities in which the children and I participated enriched their lives   | 4.1           |
| My involvement in this program increased my commitment to engage in K-12 education issues  | 3.9           |
| My involvement increased the child’s appreciation of and/or skill in art and design  | 3.9           |
| My involvement heightened my awareness of inequalities in the opportunities and resources available to kids in certain neighborhoods | 3.9           |
| My involvement in this program increased my commitment to teach art and design to school-age children                                | 3.8           |
| My involvement increased my commitment to engage in social justice activities  | 3.6           |

\* Scale: 1 (strongly disagree) to 5 (strongly agree)  
 \*\* The number responding to the survey varied from 79 to 83, depending on the category

About half (53%) of the respondents reported that their involvement in this program altered their views about the importance of community engagement.

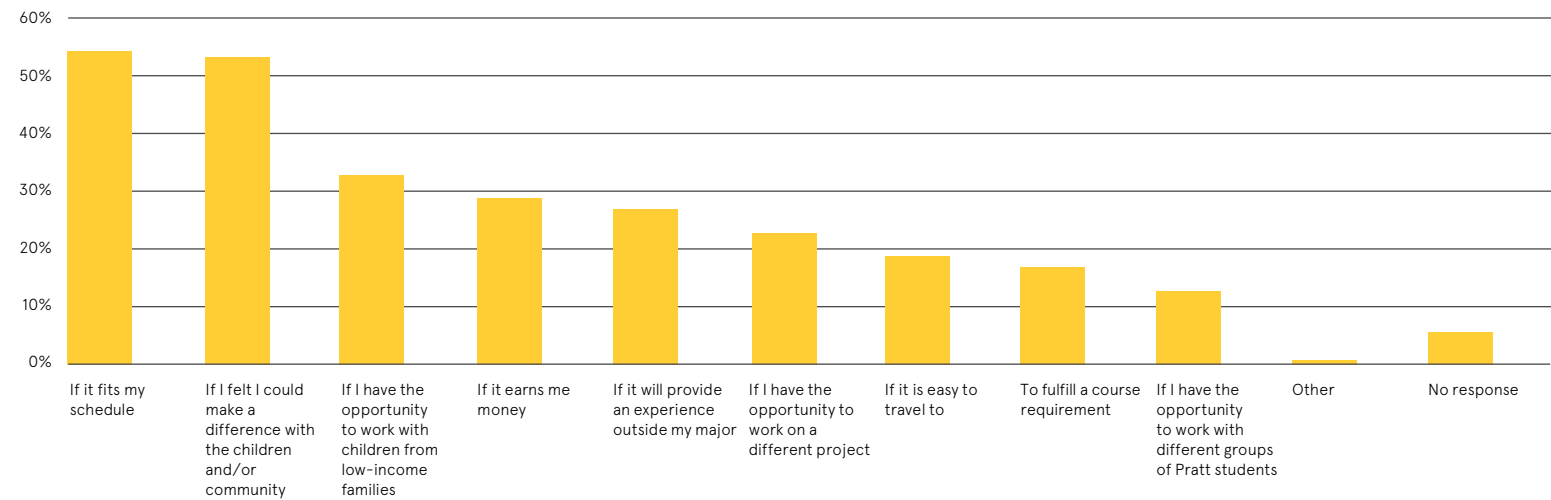
**How did your involvement alter your views about the importance of community engagement by students in higher education for positive change?**



\* Respondents had the option of selecting multiple choices in their response  
 \*\* Other: 1. Do something new and interesting; 2. Liked the kids I was working with and wanted to see them progress; 3. Relate to my major  
 \*\*\* Number surveyed = 83

Of the two most cited conditions on whether these Pratt students would participate again, one is pragmatic and one is altruistic: “if it fits my schedule” (54% of respondents below) and “if I felt I could make a difference with the children and/or community” (53%).

**Under what conditions would you participate in Center K-12’s community service again next year?**



\* Respondents had the option of selecting multiple choices in their response  
 \*\* Number surveyed = 83  
 On average, these respondents reported three conditions bearing on whether they would sign up for Pratt community service again next year.



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