



PAFA LEAD PROGRAM FOR TEENS FINAL EVALUATION REPORT

March 2016

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The aim of the LEAD Program for Teens is to build teen leadership skills and capacity by increasing the teens' understanding of the relevance of art and museums, while developing their visual literacy and critical thinking skills. PAFA was very successful in meeting this goal and we noticed changes and improvements over the eighteen months of implementation that made the programs run more effectively. We saw a well-designed program strengthened through careful, ongoing reflection about what was working and what was not. These observations came from us as evaluators and also from the Teen Program Coordinator and internal evaluations of student tours. A culture of evaluation is embedded in the Education Department at PAFA and staff members are eager to learn what is working and how they can do their work better.

The long term goals that the Education Department at PAFA identified for the LEAD program as a whole, include:

- Building 21st Century leadership skills
- Changing perceptions of art, museums, and PAFA in particular
- Enhancing PAFA's ability to reach teens

However, the three programs included in this evaluation are quite different. While the impact on the students varied by program, the programs as a whole enhanced PAFA's ability to work with teens.

1. The Student Docent program trains 8th - 12th grade students to be the tour guides for their peers during a museum visit. Student Docents hone their observation, critical thinking, leadership, and presentations skills during training and then organize tours of the galleries for their classmates.
2. The Youth Council is a small group of teens who meet weekly to explore the relationship between their peer group and art museums. They have privileged access to PAFA's collection, staff and resources. In addition to creating, discussing and exploring art, they will be responsible for organizing and hosting several events throughout the year.
3. The summer internships were a limited number of part-time summer jobs, provided to Student Docents or Youth Council.

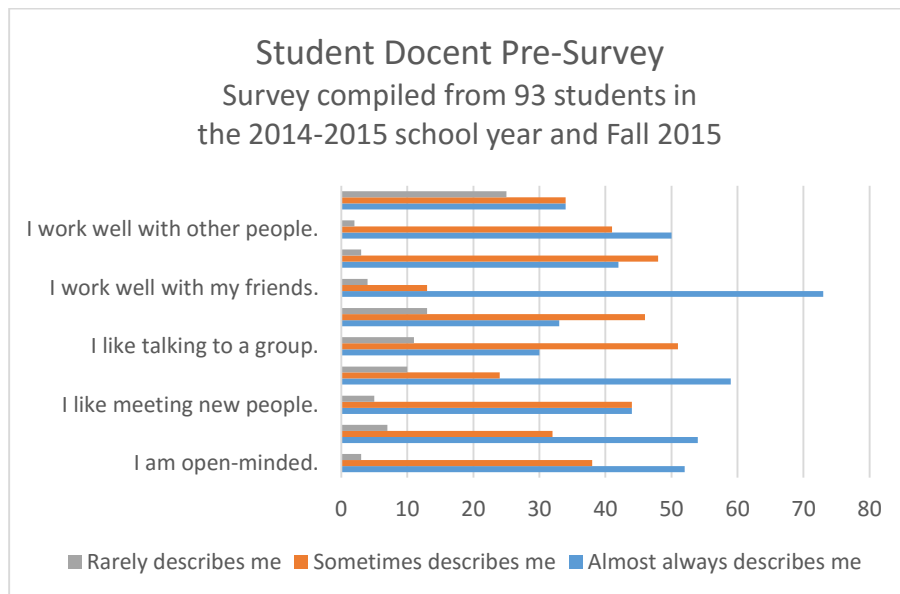
In this final report we aim to capture the impacts on participating students, their schools, and PAFA itself as a result of the Student Docent Program and the Youth Council over the period starting in the fall of 2014 through December 2015. We will reference back to the Theories of Change developed for each program in the fall of 2014 and see where experience might enrich or change how PAFA views its Youth Programs. We will include the recommendations made in our interim reports in December 2014 and June 2015 and the follow-up actions that PAFA took. Finally, we will offer a list of Key Success Factors for implementation of similar programs.

IMPACTS

On Student Docents Building 21st Century Skills

The pre-survey was designed to help us learn how the student docents saw themselves as they entered the program. As a group, a solid majority saw themselves as almost always working well with friends. They were much less comfortable talking to a group or sharing their opinions and knowledge with others. The fact that they liked the program and liked giving the tours says they had built up their confidence to be able to lead a tour for their peers.

In talking with their teachers, we saw further evidence of some change. One teacher whose school was new to the program said that, “Students who were part of the student docent program can come and talk to me like they are adults. This program exceeded my expectations.” Another teacher said that the students who participated were very composed at their Senior Artwork Showcase. They dressed well, stood confidently, and spoke to parents and future employers with confidence. They had built confidence in themselves from this short program.

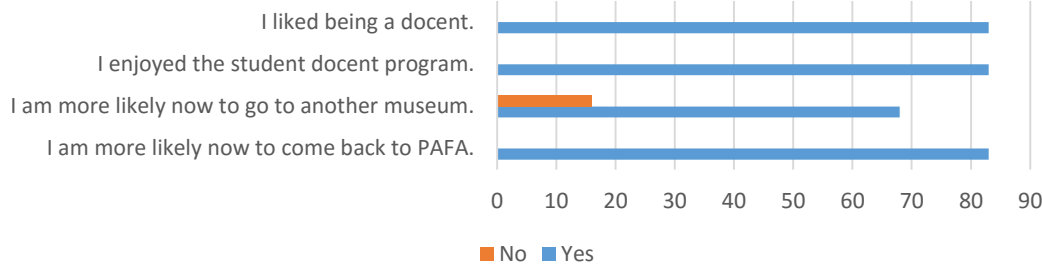


On Student Docents Changing Perceptions about Art, Museums, and PAFA

In our conversations with parents who attended the year-end Student Docent party, they mentioned that their kids came home and told them they were learning about art and how a group can explore an artwork together. Even the young people who were pretty nervous about leading a tour were very proud of how they had done.

Student Docent Post-Survey

Survey compiled from 83 students in
the 2014-2015 school year and Fall 2015



On Schools Participating in the Student Docent Program

There were no long term goals that specifically related to the schools participating in the Student Docent Program, but we felt that these comments from teachers shed light on the value of the Student Docent program.

The students make a commitment to come after class every week for 8 weeks so it is not a small investment. The teachers found that kids volunteered and they kept to their commitment. This was particularly impressive with students who lived in neighborhoods far from Center City and who had never used the transit system to come to Center City before. When their peers come to Center City, they are being exposed to a different part of Philadelphia as well as an important art institution. The teachers appreciated how the program expanded their students' horizons.

Students volunteer in most schools. In one school that has worked with PAFA for several years, the students are selected and it is seen as a real privilege to be part of the program. In another school, the teachers talked about the program being a rite of passage and the younger students are excited to have their chance to lead an art discussion.

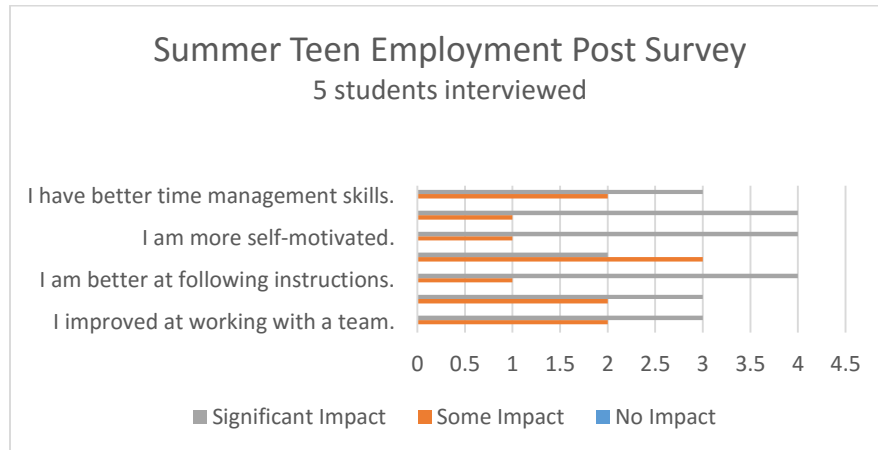
Some schools in the Student Docent Program have art teachers and regular art classes. For these schools, PAFA offers the opportunity to learn how to lead a tour about artwork and to get to know an important Center City Philadelphia institution in some depth. These art teachers wove the Student Docent Program and the current exhibits into their curriculum.

For students who have art classes only as an elective, their art teachers talked about the exposure to art. One said that "the students learned that art needs a viewer as well as a creator. The students learn to focus on the entire artwork, thinking about art and concepts, and not just art making."

For schools without art departments, the program provides opportunities for exposure to art. One principal said that a group of students from the English Department volunteered for the program. They were already interested in literature and this program expanded their imaginations.

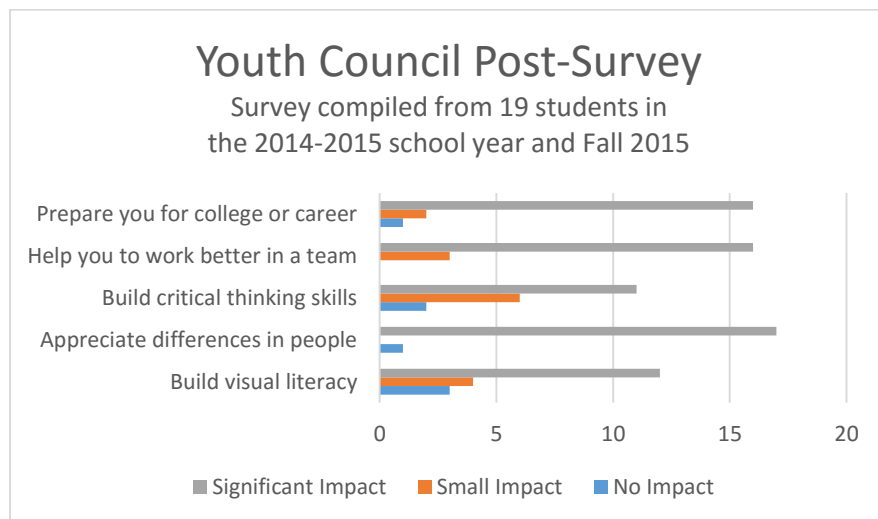
On Youth with Part-time Summer Teen Employment Building 21st Century Skills

The survey of this small group of teens suggests some significant skill development as a result of this opportunity.



On Youth Council Members Building 21st Century Skills

The interviews we had with the Youth Council members clearly show that they felt this had been a rich learning opportunity. They all said that there was significant impact on their ability to work better in a team and to appreciate differences in people. Most saw this as having a significant impact on preparing them for college or a career.



On Youth Council Members Increasing their Stake in PAFA as an Institution

By applying to the Youth Council, students were already showing an interest in PAFA specifically and art museums in general. They have many options for programs in which they can participate and they chose to commit two hours every week to this PAFA program.

The Youth Council program deepened its members' connection to PAFA. An example is students in the 2015-2016 Youth Council were excited to be asked to curate an exhibition. When the evaluators conducted our mid-year interviews, each student was thrilled that the art was still there and took the evaluators on an abbreviated tour.

Tell me I get to go to a museum for free every week. I will be there.

- Youth Council member 2014-2015

On PAFA's Enhanced Ability to Reach Teens

PAFA learned from these programs and from the Youth Council members in particular about how to include young people in the museum's programming and curation. Over the two cycles of Youth Council there will be about ten events that the youth organize. Lessons learned are carried forward to planning for the next event.

PAFA was able to train Student Docents from Pennsylvania School for the Deaf. With translators, the sessions were longer than the others. The tours that the Student Docents conducted were engaging for their peers.

The Teen Program Coordinator heard from the Youth Council members about the changing world of gender and sexuality for that generation. She really invigorated staff to take on this issue that is so important to teens. Since then, the HR Department has initiated new staff and volunteer docent training around some of these issues. PAFA also had an all staff meeting in which the unique needs of transgendered visitors was on the agenda.

It is too soon to determine whether other area arts institutions will adopt the core principles of this program.

PROGRAM ACTIVITIES

During the 2014-2015 school year, PAFA created an eleven member Youth Council and ran Student Docent Programs with nine schools. In the Fall semester of 2015, PAFA created a new 11 member Youth Council with two members continuing from the first year. Student Docent Programs were run with five schools and seven Student Docent tours completed in December 2015. The evaluators attended some of these activities. A complete list of the evaluators' activities can be found in Appendix A.

Youth Council 2014- 2015 meetings and events

- 27 meetings
- 5 public events – Teen Night, ARTiculate, Collaborate, Film Festival, and ART CON

Youth Council Fall 2015 semester

- 9 meetings
- 2 public events – Outdoor Film Festival and Teen Take Over
- 1 curated exhibition in the Historic Landmark Building Lobby

Student Docent Program 2014-2015

- 9 schools
- 71 Student Docents were trained over 4 to 8 sessions
- All student docents ran one hour tours for 377 of their peers. The students selected the art objects and led inquiry based discussions about them.
- Student Docent End of Year Celebration for all student docents and their friends and family

Student Docent Program Fall 2015

- 5 schools
- 35 students were trained over 6 to 10 sessions
- 25 student docents ran one hour tours for 177 of their peers, unfortunately, due to scheduling challenges at the school, one group was only able to give half hour tours to a total of 54 of their peers. The students selected the art objects and led inquiry based discussions about them.

Part-time summer employment for four teens was an opportunity that PAFA offered to members of the Youth Council and Student Docent program who were old enough to get a job.

REFERENCING BACK TO THE THEORIES OF CHANGE

Creating a Theory of Change provides a baseline for an organization's understanding of the people it serves, the role it can play, and how this role leads to the long term goals. The Theories of Change were created in September 2014.

Assumptions about the Student Docent Program

About Kids

- Students show up with no base knowledge about museums or art
- Many don't spend time in museums except field trips
- Mostly urban residents
- Not necessarily self-motivated could be teacher or parent nudged
- Don't know what art they like and can relate to
- Tapped into social media
- Some are kids that teachers have had trouble reaching
- Some are expanding their resume for college applications
- Most will continue education after high school
- Hearing students haven't interacted with deaf students before
- Uncomfortable with observed peer to peer

These assumptions were confirmed, but there are a couple of modifications that are important to highlight.

1. *While the students were mostly urban residents, PAFA was able to reach out to one New Jersey school – Burlington County Institute of Technology.*
 - *It seems that PAFA could consider a wider geographic area if they chose to expand this program.*
2. *While most students were urban residents, a surprising number of Student Docents had never been to Center City Philadelphia.*
 - *We were struck by the range of schools that participated. There were Center City schools where the kids were familiar with PAFA and other museums and there were also school where the students had very little experience with Center City at all. The program was successful with this wide range of students and these diverse Student Docents were all able to conduct tours for their peers.*

About Schools PAFA Works with

- Private schools, except for the PA School for the Deaf, where parents pay tuition
- School for Deaf → heightened visual literacy – need more interaction with mainstream teens
- Teachers seem interested in art on their own (they nominate students and schedule fieldtrips)

These assumptions were not entirely confirmed and there is one addition to highlight.

1. *Schools that participated in the Student Docent Program during the 2014-2015 school were made up of three private schools out of nine. 5 of the 9 schools that are part of the 2015-2016 school year programming were private.*
2. *In at least one school, participating in the Student Docent Program was an honor that was highlighted by the teachers and principal.*
 - a. *Schools vary in how they select students. For schools that have worked with PAFA for several years, this program is something that both the kids and their teachers are proud to be part of.*
3. *Schools that have art programs do incorporate the Student Docent Program and tours in their curriculum.*

About Role of PAFA

- Art provides opportunity to discuss different things and different points of view
- If we model and train what we want you to do, then we assume students can do this for peers

These were confirmed with one addition to highlight.

1. *PAFA emphasizes that there are many different ways to interpret an art object and diverse opinions are encouraged.*
 - *The peers on the tours often asked for the right answer at first. When asked to express their own opinion it could be challenging. Once they knew that they were allowed to present their own point of view, they were excited and eager to do so.*

Program Strategy – Student Docent program

- At least nine schools participate
- Student Docents from these schools will participate in 6 to 10 training sessions
- Open inquiry dialogue is the way to motivate – not lecture
- Use art and creative expression as the basis of the development of leadership skills
- Use Visual Thinking Strategies
- Student Docent leads active, inquiry-based tour of museum for their peers and teachers arrange the schedule with PAFA for these field trips

There were from 4 to 10 training sessions. The number of students from each school varied from 7 to 10. 4 sessions were a problem because students could not get enough training. The Teen Program Coordinator did not repeat this the following year.

Long Term Goals – Student Docent Program

- **21st Century leadership skills**
 - Gain confidence because they overcame something
 - Become better at public presentations
 - Become more comfortable leading discussion of peers
 - Build skills in visual literacy and critical thinking

- Feel that they learned new skills and they enjoyed themselves
- **Change perceptions of art and museums**
 - Change in perception of museums' role in their life
 - Can talk about art with confidence (no facts just composition and color)
 - Change in perception of connection to art in their lives
 - Believe that their opinion about art matters – what they bring when looking at an object is important – validate opinions of their peers as guide
- **Change perceptions about PAFA**
 - Feel that PAFA is a place they belong
 - Feel that PAFA cares about teenagers and values them
- **Enhance PAFA's ability to reach teens**
 - Learn from ArtReach about how to successfully work with hearing impaired audiences, as well as bring differently-abled and mainstream teens together
 - Assess the role and value of visual literacy in teen leadership development
 - Growth in number of participating schools and teens
 - Increase in number of teens at PAFA (Not aiming to separate impact of Youth Council and Student Docent program on museum traffic.)
 - Successfully adapted a middle school curriculum to reach a high school audience
 - Adoption of core principles of this program by other area arts institutions

The impact on the students and their perceptions of PAFA certainly were confirmed with our surveys. This held true across very different schools. Through a vigorous approach to assessing and improving, PAFA did enhance its ability to reach and serve teens.

Assumptions about Youth Council

About Kids

- Mostly urban residents
- They are self-motivated
- Many are artists who see this as a way to grow their art
- Most kids don't like group projects
- Most will continue their education beyond high school
- Not a lot of real world work experience
- Teens more aware of other teens' wants, likes, and dislikes
- Tapped into social media and will want to share the programs they have developed with their peers

About role of PAFA

- Art provides opportunity to discuss different things and different points of view. Learn to disagree respectfully, become more open-minded, and less afraid of their differences
- Through new experiences people bond as a group and learn how to work in a group
- Having extended experience with their own budget and freedom to develop programs will empower them and help them feel like leaders

All assumptions except one were confirmed.

Students were certainly tapped into social media, but they did not report much effort on their part to share the programs with their peers. One reason was that they did not know how well the events would turn out. Another was that they knew their friends were very busy.

It is interesting to note, and was part of the original design of the program, that not all the students in the Youth Council were artists. This difference was something that many Youth Council members liked very much about the group. They liked meeting people from new schools and kids who did not have the same interests as they did. They learned to talk with people and respect this difference.

Program Strategy – Youth Council

- Use art and creative expression as the basis of the development of leadership skills
- Open inquiry dialogue is the way to motivate – not lecture
- Weekly meetings with teens throughout the school year
- Provide support as the Youth Council members plan, promote, and execute programs
- Budget available to them for these programs
- Participate in other educational programs at PAFA, including Art after Dark, participating in community outreach, and working on art-making workshops
- Develop content for a teen-centric website developed by Greater Philadelphia Cultural Alliance.
- Practice professional communication with PAFA staff and gain greater responsibility within PAFA

The weekly meetings were held as described in the program strategy. The Youth Council members liked to meet regularly and open inquiry rather than lectures was at the heart of the approach. Youth Council members mentioned that they liked to be asked what news they had to share from their lives outside of the PAFA project and they liked to hear from their peers about what they were doing.

This program strategy was somewhat modified based on input from the Youth Council members. The importance of an agenda and goals for what was to be accomplished at each meeting was reinforced by Youth Council member surveys.

Also, the importance of events may be somewhat understated with the list above. Events that the Youth Council plans and executes frame many of the meetings and the Youth Council members like to be given a task.

Another point to emphasize is that conversations with PAFA staff do more than give Youth Council members an opportunity to practice professional communication. The Youth Council members liked to meet PAFA staff and learn more about the museum and jobs within the art field. These are ambitious students who are asking what they want to do with their lives and they are eager to understand what work life is like at PAFA.

Youth Council members did see themselves as gaining greater responsibility within PAFA and appreciated the opportunities they had to plan events and curate exhibits. One area where they have not been able to contribute is in terms of messaging. PAFA works hard at standardizing the voice of the institution and this does not always work to bring in a younger audience or to welcome additions to the website content

by the Youth Council. There is a PAFA blog and this might be a better format for Youth Council participation.

Long Term Goals – Youth Council

- **Build 21st Century Leadership Skills**
 - Build bonds with group of peers from different neighborhoods and backgrounds
 - Appreciate differences among people
 - Build skills in visual literacy and critical thinking
 - Use social media to engage their peers in programs they design
 - Plan, promote, and execute programs
 - Feel that they learned new skills and they enjoyed themselves
 - Change in perception of workforce readiness in participating teens
- **Change perceptions about PAFA and other museums**
 - Increase their stake in PAFA as an institution
 - Increase their interest in museums in general
 - Develop a lifelong relationship with PAFA
- **Enhance PAFA's ability to engage teens**
 - Increase in number of teens at PAFA (Not aiming to separate impact of Youth Council and Student Docent program on museum traffic.)
 - Make PAFA's educational programs stronger through this youth perspective
 - Take risks with a new program, learn and adapt
 - Assess the role and value of inquiry-based learning in teen leadership development
 - Assess the role and value of visual literacy in teen leadership development
 - Adoption of core principles of this program by other area arts institutions

All Youth Council member impacts are confirmed except the use of social media to engage their peers. This was used by less than half of the Youth Council members.

We were particularly impressed by what the students had to say about how the Youth Council helps with work force readiness – particularly the ability to work in a diverse team and the ability to accomplish things (the events in particular) that seemed like a big challenge at first.

RECOMMENDATIONS FROM THE INTERIM REPORT FOR THE STUDENT DOCENT PROGRAM

Over the course of this project, we provided recommendations verbally and in our interim reports. These were shared so that changes might be considered. The Teen Program Coordinator did make changes very quickly and was always open to what we saw through our observations and learned through our surveys.

1. *More sessions may not yield better results*

In reviewing the evaluation materials, we wondered whether more sessions yielded better results. There are several variables – how the Student Docents were selected by their school, age of the student docents, age of the visiting students, number of touring students in each group, as well as the number of sessions and hours of training. At this point, we do not see evidence that it is necessary to do 8 one hour sessions. Results with 6, 7, or 8 one hour sessions seemed to be the same. (4 two hour sessions were held for the students from one school and these students were a bit younger than others. There was one group that had disruptive students throughout the tour, but this may not relate at all to lesser skills development though the Student Docent Program training.) There is an important cost savings possibility here if it does prove to be true that 6 one hour sessions is sufficient training. Before any firm recommendation is made by us, we would like to talk with the Teen Program Coordinator to explore what her sense is about the number of sessions. Then we can determine how we might confirm whether a shorter number of sessions is an option.

Follow Up: The Teen Program Coordinator tried to make the length of time more consistent, but working within a school calendar is difficult. She works hard to provide no less than six trainings, but one school only received five due to a school conflict. She did not plan on doing more than eight, but due to student availability they had ten. The Teen Program Coordinator felt that, although students were still excited about the program after ten, eight is still the magic number and the two additional sessions did not enhance their tours. They do need at least six sessions, but to reach that number and allow for absenteeism it is best to schedule eight.

2. *Capture what makes the Teen Program Coordinator's relationship with the students so successful*

In our first interim report, we identified elements of the Teen Program Coordinator's approach with the youth as a key success factor. This continued to be true through the rest of the school year. We as evaluators and educators looked at the skills that are important for active engagement and effective teaching. These are all skills that the evaluators saw the Teen Program Coordinator use in either the Youth Council or in the Student Docent Program. The skills in red are skills that don't necessarily come automatically with the VTS curriculum, but are important. The list is compiled from various articles including, "The Heart of Teaching: What It Means to Be a Great Teacher" Edutopia, "The Most Essential Qualities of a Good Teacher" About Education, "Qualities of Effective Teachers" Harvard Educational Review, and "What Makes a Good Teacher?" Education Week.

PAFA LEAD PROGRAM FOR TEENS FINAL EVALUATION REPORT

Active Engagement <ul style="list-style-type: none"> ❖ Guide ❖ Support ❖ Challenge (This needs to be done during the sessions not just on the tour or at an event.) ❖ Facilitate ❖ Use students' background knowledge ❖ Listen to students 	Effective Teaching <ul style="list-style-type: none"> ❖ Provide rich experiences ❖ Manageable schedule ❖ Model learning ❖ Show mastery of learning ❖ Connect to real world/in school experience
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In addition, we developed a rubric to look at teacher excellence. This can be found in Appendix D.

3. ***Encourage Student Docents to speak louder when they lead their tours***

Both docents and the audience could speak more loudly, although students seem to be able to hear each other. When the Teen Program Coordinator asked the students who had come for a tour what is the first rule at the museum, one student said be quiet. This wasn't what she was looking for, but it could be a sign of why there is an issue with students' volume. Students consistently think you should be quiet in a museum. A quick review when going over the rules that they can speak with a normal indoor voice might be helpful.

Follow Up: This was encouraged, throughout the 2015-2016 school year trainings, to not whisper and to discuss with their peers at a normal conversational volume.

4. ***Share tips about how to manage a group as part of the Student Docent training***

Side conversations can distract from the tour and Student Docents need to learn techniques to keep the group focused. After one tour, the evaluators contacted the Teen Program Coordinator and suggested she might teach some management tips to the group. Students, on that tour, had side conversations that would have been interesting to the group. The Student Docents need to be taught to move closer to students who are talking in a side conversation or to ask if they have anything to add to the group.

Follow Up: This recommendation was given to the Teen Program Coordinator in the middle of the 2014-2015 school year and she added several elements to her training, including proximity to encourage people to share their ideas. In the fall, she changed the learning objectives to move past just the three questions of Visual Thinking Strategies and train students in the importance of and how to paraphrase, ask follow up questions, and use classroom management techniques to promote discussions.

5. ***No back to back tours***

PAFA is dependent on what their partners at the schools can organize for attendance and timing on the Student Docent-led tours. While PAFA wants to be as flexible as possible, some things do

not work. One is back to back tours. We saw with one school that it was really tough on the Student Docents and they were tired and less able to lead the tour.

Follow Up: We have not seen this repeated, but it is an example of PAFA trying to accommodate all the schools and students interested in the program and their museum and how difficult it is to “fit in” to the school calendar.

6. *Need more feedback flowing to teachers if the Student Docent Program is for credit*

Teachers, who give school credit to the students, would like a little more weekly feedback as far as participation from individual students. At least two schools gave extra credit and one more was thinking about including it.

Follow Up: The Teen Program Coordinator was happy to provide attendance records. One school asked for grades, but this request came at the end of the training and without any discussion of what the grading criteria would be. The Coordinator did not provide grades, but provided attendance. Another school also asked for grades and did provide criteria, which the Coordinator adapted to the Student Docent Program. She provided both attendance and grades for this school.

7. *Terminology is important*

Many students in the audience and docents used the word author to describe the painter. They also called paintings photographs. It would seem valuable for the Student Docents to know a few key terms. If time allows, it would be valuable to build into the training a quick review of art terms.

Follow Up: The Teen Program Coordinator added this to the training for a couple groups. She will continue to work on fitting it in, especially when the school does not have art classes.

8. *Preparing the audience*

Based on conversations we had with the Teen Program Coordinator during the year, she added more instruction for the visitors on the Student Docent-led tours so that they knew how the Student Docents would be focusing on sparking conversations not relaying information. While the students might not fully understand before the tours begin, it will be easier for the Student Docents to refer back to what the Coordinator has said when they feel a little trapped by their peers who want information.

Follow Up: This was incorporated very well. Students were told that the purpose of the Student Docent tours was not for them to learn facts about art, but instead to experience art and discuss it. Students still might ask for facts on the tour, but docents were more easily able to remind the audience of the objective.

RECOMMENDATIONS FROM THE INTERIM REPORT FOR THE YOUTH COUNCIL PROGRAM

1. *Weekly frequency of meeting seems about right, except when events are being planned*

In the middle of the program, several students requested more frequent meetings. Since only two had perfect attendance over the whole program, it might not be wise to have more frequent meetings. Students missed meetings because of school or work obligations and they were very grateful for the Coordinator's flexibility when they said they just could not get there.

Follow Up: It is hard to add more. ArtCon was on a Sunday. The Film Festival in Spring 2015 was on a Friday night. This year there will be at least two events that are in addition to Wednesday events and meetings.

2. *Spend more time planning events*

Youth Council members really liked planning the meetings. They were surprised by how many aspects had to be considered and were glad to be treated as capable of handling these challenges. The Youth Council members would have liked an additional planning meeting as they prepared for events. They think Wednesday and Friday might be possible.

Follow Up: Students at the mid-year interview also wished they had more time to plan events. One student suggested they use social networking (Facebook) as a way to publicize and share progress on events. They could write to their peers in the Youth Council about what has been done and what still needs to get done.

Every artist has his or her own story. Listening to others is important because it allows you to do and see things from another perspective.

- Xin, Youth Council member
2014-2015

3. *Meetings should always have an agenda that is shared with the Youth Council at the beginning of the meeting*

Most meetings were considered fun and productive by all Youth Council members. A few found some meetings less productive and they recommended that there be an agenda for all meetings so that everyone is focused on the topics that need to be accomplished.

Follow Up: During our surveys of Youth Council members in December 2015, no comments were made about meetings lacking the structure of an agenda and goals. We assume that The Teen Program Coordinator kept them busy all the time, even cutting the Thanksgiving party and adding another planning meeting.

4. *Take time to share the art at PAFA*

Youth Council members in the first year commented that they would have liked to learn more about the art that PAFA holds.

Follow Up: In the second year, Youth Council members had an opportunity to curate a show from PAFA's holdings. This gave the Youth Council a chance to learn about how to access the full collection.

5. *Take time to meet more staff at PAFA and learn about their jobs*

At the meeting in November we met with three members of the PAFA staff, and between us (the Youth Council) and the staff, we represented two very different generations. However while talking, we were able to put aside those differences, while at the same time learning from each other.

- Mary, Youth Council member
2014-2015

Youth Council members were very interested in the jobs staff members hold and they would have liked to learn more.

Follow Up: PAFA continues to provide many opportunities to meet staff at PAFA, including the curator for contemporary art, an exhibiting artist, members of the Education Department, the installer, and the High School Program Coordinator.

6. *Develop a survey with the Youth Council*

We worked with the Youth Council members to develop a survey they could use with the event attendees. It was valuable for them to develop

their own survey because they had to think about what they would need to know to determine whether the event was a success. Although the same survey could be used, making the development of a survey a part of the agenda during one of the earlier meetings of the next Youth Council could have real benefit.

Follow Up: The second year Youth Council continued to use the survey tool created by the first year Youth Council. The students in the fall did not have any buy-in with the survey and found it awkward to use. They did use it for the Outdoor Film Festival, but not for the Teen Takeover. The Coordinator plans to work with the Youth Council to develop their own survey.

Originally, I was out of my comfort zone with art because I am a science person, but the time at Youth Council built my confidence. Now, I am OK out of my comfort zone.

- Andy, Youth Council member
2014-2015

7. *Facebook is one way to market events*

Marketing of the events was a challenge. Low attendance was the one weakness that Youth Council members identified. They had several suggestions about using social media such as Facebook and Instagram. They recommended that a Facebook page and Instagram feed be set up. With Facebook, they recommend that PAFA tag the Youth Council members on the events page so that the information gets to their circles of friends right away.

Follow Up: This continues to be our recommendation, but there is only one person working on social media outreach for PAFA and an event must be considered of particular importance to get on the Facebook page.

8. *Marketing should emphasize more than the art at the events*

The events aren't just about art. They are also a great way to talk to others and learn about and meet new people.

- Youth Council member 2014-2015

Youth Council members stressed that the events are about more than art. It is a great way to meet others and learn about their interests.

Follow Up: The most effective marketing is word of mouth and connecting specific groups with specific events. This was done much more effectively the second year, but the burden for contacting the groups was on the Teen Program Coordinator. The

Coordinator and the Youth Council have organized committees for each of the Spring 2016 events. These committees will help reach out to groups to invite them to participate.

9. *Capture what makes the Teen Program Coordinator's relationship with the students so successful*

In our first interim report, we identified elements of the Teen Program Coordinator's approach with the youth as a key success factor. This continued to be true through the rest of the school year. We as evaluators will be looking at these elements carefully over the next several months so that her approach can be explained in a way that is as replicable as possible.

I would tell my friends that at Youth Council they can have a voice, be creative, be themselves, and learn from others who have creative ideas.

- Youth Council member 2014-2015

Follow Up: See Appendix D.

10. *Teens are proud of their planning skills*

The Youth Council members were proud of the work that they did and glad that PAFA didn't sell their abilities short. They said that they are creative and open-minded. They love to be around

Teens are good at planning. Some at PAFA had this figured out, but it is good for all of PAFA to see this.

- Youth Council member 2014-2015

each other and this is how they generate their best ideas. They said PAFA can trust teenagers and they will continue to be surprised by how much they get back from them.

Follow Up: PAFA has asked the Youth Council to curate a second show!

KEY SUCCESS FACTORS**1. The whole institution needs to be informed and engaged**

Effective youth programs aim to create new audiences of young people who feel that the museum is a place where they belong. For some security guards, some traditional museum goers, and some staff efforts to welcome youth can be difficult. There needs to be a commitment from all levels of museum leadership, not just the education department, to this effort.

At PAFA, we saw security guards and staff at the front desk welcome youth as they arrived for their programs. We saw museum visitors look with surprise and pleasure at the animated conversations that Student Docents were leading for their peers.

In the Fall of 2015, Youth Council members had an opportunity to curate an exhibit. It is a compliment to the youth and the Education Department that PAFA's curatorial department offered another opportunity for youth curation in the spring.

2. The Teen Program Coordinator needs to be an effective teacher, set the tone, and build the relationships with youth

Bringing out the best in the young people who come to PAFA requires skills and training. The VTS approach is well suited to the goals of this program and training in this approach is critically important. In addition, the Coordinator needs to be able to build rapport with the youth. This comes from honest interest in their lives and openness about the Coordinator's own world. The program requires a structured curriculum and a Coordinator who can maintain that structure while allowing the youth a sense of freedom for their creativity.

At PAFA, the Teen Program Coordinator received her graduate degree from PAFA and she is very familiar with the institution. When asked a surprising range of questions about PAFA, she was able to tell them from her own experience and introduce others who would be open to all the questions. She created relationships with students and gave them an appreciation and sense of ownership of PAFA. Students were excited to show their museum to their peers.

Appendix D provides more specific information about effective teaching skills.

3. The Teen Program Coordinator needs to know the institution and its rules and regulations well

Youth programs can offer young people the chance to create events, market the institution, and curate exhibits. The Teen Program Coordinator needs to know the rules to be able to develop programs that enrich the whole institution and do not unnecessarily break regulations.

There are rules and regulations that might need to be reconsidered if youth are to bring their voice to the institution. For example, youth "voice" on the website would need to be authentic and not as formal as a more traditional "museum voice" might be. Balancing a desire for a

certain institutional image with a website and social media presence that reaches different audiences may require conversations about how the institution wants to brand itself to reflect multiple and diverse audiences. Possibly the PAFA blog might offer a place for teens to speak authentically.

4. Market to a wide range of schools

Youth Programs are an opportunity for a museum to reach out beyond its traditional audiences to young people from communities that have not been part of the museum audience.

The curriculum for the Student Docent Program successfully trained Student Docents from public schools in disadvantaged neighborhoods and elite private schools. The tours sparked different conversations and their different experiences were reflected in the tour participants' views and comments on the artworks. Yet each of the tours was successful at giving the students an opportunity to voice their ideas.

5. Give kids a sense that there are lots of possibilities

The youth in PAFA's programs were grateful for the opportunities they had and surprised about how much they could try. Generally, the rules seemed reasonable to them and they wanted to align with what the museum wanted from them.

In the Student Docent Program, the docents selected the art they wanted to present. Over the course of their training, they visited exhibits in all the galleries so they had a sense of what their options were. On their tours, the Student Docents confidently led their peers around the museum from one gallery to another. This was their museum and they were eager to share it.

In the Youth Council, events were planned and implemented. The Youth Council wanted a sense of some possible options and then they were ready to toss out many, many ideas. They were proud of their ability to work creatively as a team. They wanted to present events at PAFA that brought their perspective to the fore. The approach of the Teen Program Coordinator was to find a way to bring ideas to fruition within the scope of what the institution would permit.

6. Build on the assets of your particular institution

Every institution has its own areas of strength and unique interest. Youth Programs need to be designed so that they connect with those assets and open them up to participants.

Lots of things were more doable than we expected. We wanted to make cars for our Film Festival so it was set up like a drive-in theater. We discussed this idea as a Youth Council and at our next meeting the supplies were there to make the cars. We came up with ideas and Elizabeth [Teen Program Coordinator] wanted to make them possible.

- Youth Council member Fall 2015

PAFA is a small, historic museum and school in the heart of a city. The Youth Programs engaged the youth in the unique assets of this institution. For some participants, this was their first time in Center City Philadelphia. They loved being there and were very proud of their ability to

manage the transportation system to get from their homes in other neighborhoods to the center of the city. They wanted to learn about PAFA's school and were interested in the architecture in the historic building. As the weeks moved on, youth seemed to more and more have a sense that this was their museum.

7. Share how the museum works and what roles people play

Youth are interested in what people do. Some of the participants in Youth Programs are old enough to be thinking about work and college. All are curious about what it is like to live a life that is different than theirs.

PAFA brought staff to the meetings so that youth could learn about different roles and ask questions. They wanted to get a sense of what made working at a museum fun and interesting and they were interested in how different departments worked together to present an exhibition. Visiting parts of the museum that are not open to the public or seeing art exhibitions being hung were particularly engaging. Youth want to be insiders at your museum, not just visitors.

Key Success Factors for Youth Council

8. Aim for diversity in the Youth Council membership

Youth Council requires a big commitment to attend weekly meetings throughout the school year. The youth who apply are looking forward to meeting new people and learning new things. Some are artists and some are not. They can come from very different schools and neighborhoods. Effective marketing will reach this wide range of school and potential participants.

When we interviewed the Youth Council members, we heard over and over again that they had met new people, people who are different from their current friends. They liked learning about others' lives and they took great pride in the Youth Council's ability to take their differences and bring forth something that reflected each of them in some way.

9. Weekly meetings are important to build relationships

Youth Council is a place of learning built on these new relationships. The skills about expressing one's opinion, learning that one has a voice, and then bringing that voice into team decision making requires trusting relationships.

The PAFA Teen Program Coordinator and various Youth Council members who were interviewed said that it was paramount in building these relationships that they took time to learn about what was going on in their lives outside of PAFA. The Teen Program Coordinator expressed genuine interest and remembered what she had heard from earlier weeks. Youth Council members became increasingly willing to share and increasingly eager to hear from others.

10. Structure meetings so that there are opportunities to learn and opportunities to design events

Structured meetings are important. The youth want to know what the agenda for the day will be and they want to know that they have accomplished what was expected. Once that structure is clear, they can test their creativity, but they do not want meetings to be steered off track and not reach their goals.

The Youth Council aimed to balance opportunities to learn about art, art making, and museum operations with planning for events. There needs to be some of each, but that balance will vary year by year based on the opportunities on which the Teen Program Coordinator can build. For example, a second opportunity for curation will take time in the spring semester that will be very rewarding.

11. Curation was something Youth Council members loved

The process of developing themes for an exhibit, reviewing available artwork, and planning how the exhibit will be viewed and explained is a real learning experience. It tests team work by encouraging each member to add their opinion and then listen to others. It is a relatively short process that allows the youth to see the result of their work prominently displayed. This may take time to fit into the museum calendar, but it becomes a symbol of the value the youth bring to the institution.

When we interviewed the Youth Council members in December 2015, each of them made a point of showing us their exhibit and telling us about this accomplishment.

12. Actively encourage students to use social media for marketing

Most of the students did not use social media to tell their friends about the events at PAFA. Some said that they knew their friends would not have time or could not travel to the museum. Others said they did not know how good the events would be. It would be helpful for the Youth Council members to know that prior Youth Council members struggled with this and then were sorry that more people did not attend the events. Brainstorming with them about what can be done and then getting commitments about what they will do might be a way to address this challenge.

Key Success Factors for Student Docent Program**13. Develop a curriculum for 8 one-hour sessions**

Students need at least six sessions to learn enough to lead a tour. Since there will be some absenteeism and possible cancellations, eight sessions are needed to be sure all the material is covered and reinforced.

The curriculum needs to

- teach classroom management,
- provide tools to foster, deepen, and close discussions, and
- give students plenty of time to practice.

This is learning that must be practiced for it to be retained. And the anticipation of the tours they will lead for their peers encourages very active participation.

PAFA improved their curriculum over the two years of the program. Classroom management skills were added and the Student Docents practiced asking follow-up questions and summarizing comments others have made. These are skills that did not always show up in the tours and this may require further refinement in the curriculum.

14. Be sure that the students and teachers attending the tours know what to expect

On the day of the tour, take the time to tell the students and teachers what to expect. They need to know that they are not there to get lectures on artwork, but to look carefully and share their ideas. This is not a place where they need to come up with one right answer. Teachers need to understand that they are not active participants in the conversations. It can be hard to watch a conversation lag or head off course, but the Student Docents need to test their skills at leading.

PAFA emphasized what the tours were going to be more carefully in the second year. Students and teachers do not necessarily expect this approach so it requires careful communication. For schools that have been working with PAFA over several years, the message has been understood and students are eager to participate in the conversations. When it is not expected, the Student Docents can be pushed to give facts they don't have and then are left feeling they were not prepared.

15. Let the Student Docents choose the art

The students need to take ownership of their tours and this is an important step. They also need to have more than enough artwork that they are prepared to show so that they can more quickly move on when conversations don't seem to develop.

As with most museums, exhibits are opening and closing throughout the year. These calendars need to be woven into the curriculum so that the Student Docents are prepared for the exhibits that are open at the time of the tours.

Appendix A Evaluators' Activities

Our first step involved discussions with the Education Department Team – Monica Zimmerman, Katie Samson, and Elizabeth Hamilton – to develop a Theory of Change that drew distinctions between the Youth Council and the Student Docent Program aims and activities.

Based on this, Cornerstone Consultants developed an evaluation methodology. This included observation, surveys, and interviews for both programs. As of December 2015, we had attended

- 27 meetings of the Youth Council
 - For the 2014-2015 school year we went to nine meetings.
 - The first was to introduce ourselves and the purpose of the evaluation and to listen to their initial feelings about museums and art.
 - The second meeting we attended was in mid-fall and we had a group interview to find out how things were going with the process, both positives and areas where things might improve.
 - The third meeting we attended was when they were planning their first event and we wanted to learn how much of this event was generated by their ideas and how much planned by PAFA.
 - The fourth meeting we attended was the teen event PAINT PAINT Revolution. We had quick interviews with several Youth Council members, but wanted to allow their focus to be the event itself and their invited guests.
 - At our fifth meeting we developed a survey with the Youth Council members that they were able to use at their events for the rest of the year.
 - The sixth, seventh, and eighth meetings were at three events – the Poetry Night, Film Festival, and Art Con. Art Con was an event with many different media and opportunities for attendees to learn about the art form and do some hands-on projects.
 - Our eighth and last time with the Youth Council was at their final party where we had one on one interviews with Youth Council members.
 - For the 2015-2016 school year we went to three meetings.
 - The first was to introduce ourselves and the purpose of the evaluation and to listen to their initial feelings about museums and art.
 - We attended the Film Festival held in October.
 - We went to the last meeting before the winter break to interview Youth Council members.
- Nine schools in the Student Docent program 2014-2015
 - We went to 16 Student Docent meetings in the 2014-2015 school year.
 - With each school, we went to an initial meeting to introduce ourselves and the evaluation. We also administered a quick survey about their current leadership skills. With Pennsylvania School for the Deaf (PSD), we went to an additional meeting because we are not familiar with deaf culture and it took time for us to feel some level of comfort with how conversations unfold.

- We went to eight school tours led by the Student Docents and surveyed the Student Docents following their tour. This survey was either done verbally or in writing depending on the number of Student Docents. (PSD did not complete their Student Docent tour interviews.)
- We went to the year-end celebration for the Student Docents and their parents and had a chance to talk with some of the parents.
- Five schools in the Student Docent Program Fall 2015
 - We went to three initial meetings in the Fall of 2015 to introduce ourselves to the Student Docents and conduct a quick survey about their current leadership skills. For the schools we could not attend, these surveys were administered by PAFA.
 - We went to four student docent tours and surveyed the Student Docents at the end of their tours. This survey was done in writing.
- Four teen summer employees
 - We provided a survey for these teens toward the end of their summer employment.

We confirmed with Elizabeth Hamilton, Teen Program Coordinator, the lead educator for these programs, that our presence was not distracting for the youth. The kids seemed very willing to both answer questions and fill out surveys, but we wanted to be sure that we were not interrupting the flow of events.

In the 2014-2015 school year, we were able to interview all teachers except those from Tanner Elementary. We also interviewed the interpreter for PSD.

Appendix B
21st Century Leadership Skills¹

Key Subjects and 21st Century Themes

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication**
- **Collaboration**

Information, Media, and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

Items in bold are areas PAFA focused on in their LEAD Program.

¹ Overview of 21st Century Leadership Skills from <http://www.p21.org/our-work/p21-framework>.

Appendix C
Evaluation Tools

This pre-survey tool was used with Student Docents and Youth Council members.

Name _____

School _____

Grade _____

I am open-minded.

I like learning about different opinions.

I like meeting new people.

I am self-motivated.

I like presenting information to a group.

I like sharing my opinions with a group.

I work well with other people.

I like sharing what I know with other people.

I work well with my friends.

I like to share my opinions with others.

A Brief Survey

Circle in **RED** all the sentences that rarely describe you.
Circle in **BLUE** all the sentences that sometimes describe you.
Circle in **GREEN** all the sentences that almost always describe you.

www.cornerstoneconsultants.us

Student Docent End of Program Survey

Name _____

I used to think this about art,	but now because of the Student Docent Program I think this.

I used to think this about museums,	but now because of the Student Docent Program I think this.

Would you recommend the student docent program to your friends? Why or why not?

Have you told anyone else about the student docent program? Who? What did you say?

PAFA LEAD PROGRAM FOR TEENS FINAL EVALUATION REPORT

Please circle Yes or NO.

I am more likely now to come back to PAFA.	Yes	No
I am more likely now to go to another museum.	Yes	No
I enjoyed the student docent program.	Yes	No
I liked being a docent.	Yes	No

Youth Council Final Questions

1. Personal Impact

Did you enjoy the Youth Council?

Did you learn new skills and what were they?

1. Did being part of the Youth Council help you appreciate differences in people?

No Impact

Small Impact

Significant Impact

2. Did you build skills in visual literacy? Did your understanding of art, images, and facial expressions or gestures increase?

No Impact

Small Impact

Significant Impact

3. Did you build critical thinking skills?

No Impact

Small Impact

Significant Impact

4. Do you think the Youth Council experience has impacted how well you work in a team?

No Impact

Small Impact

Significant Impact

5. Did this experience better prepare you for college or career?

No Impact

Small Impact

Significant Impact

On your initial application you said you wanted to work on two skills – FILL IN FOR EACH STUDENT. Do you feel like your time with the Youth Council has helped in those areas?

Do you think the Youth Council experience has impacted how well you work in a team?

Do you think you will stay in touch with members of the Youth Council?

If you were telling a friend about this program what would you say would be the value of it for them?

2. Youth Council Meetings

What did you like most and like least?

How could program be better next year?

3. Youth Council Events

Did you learn how to plan, promote, and execute events?

What events did you think were successful? Why?

Which ones not? Why?

Were you satisfied with the numbers that attended?

How might PAFA advertise events for youth? What social media do you use?

How did you reach out to your friends to invite them to events?

Could PAFA have done something to make it easier for you to invite your friends?

One aim of program was for PAFA to learn about how to effectively engage youth in their programs? What do you think PAFA learned from the Youth Council?

Summer Teen Employment Survey

Name _____

Position _____

Why did you take this job? Please circle all that apply.

- I want to earn money.
- It looks good on my resume.
- I was encouraged to take this job by an adult.
- I love art.
- I am curious about museums.
- I had positive previous experiences at PAFA.

What are you hoping to learn while you work at PAFA? Please circle all that apply.

- More about jobs at art museums
- More about art
- Job skills

What skills are you hoping to develop? Please circle all that apply. **Please put a star (★) next to the one you think is most important for you.**

- How to work in a team
- Perseverance
- Following instructions
- Sharing my knowledge with others
- Being more self-motivated
- Better time management
- Critical thinking skills

Summer Teen Employment Post Survey

Name _____

Position _____

Did you enjoy working at PAFA? Why or why not?

Would you come back to PAFA?

Please circle the description that best applies to each statement below.

I improved at working with a team.

No Impact

Some Impact

Significant Impact

I learned more perseverance.

No Impact

Some Impact

Significant Impact

I am better at following instructions.

No Impact

Some Impact

Significant Impact

I am more able to share my knowledge with others.

No Impact

Some Impact

Significant Impact

I am more self-motivated.

No Impact

Some Impact

Significant Impact

I have improved critical thinking skills.

No Impact

Some Impact

Significant Impact

I have better time management skills.

No Impact

Some Impact

Significant Impact

Appendix D Teaching Rubric

Teaching Rubric²

Required Teaching for VTS	Teaching that Brings out the Best in Students
❖ Guides students through the lesson	❖ Guides students through the lesson with enthusiasm and openness
❖ Facilitates discussion that includes a majority of the students	❖ Facilitates discussion and learning for each student
❖ Provides a schedule	❖ Provides a schedule that looks at each individual student
❖ Models learning and technique	❖ Models learning and technique and explains why learning is important with enthusiasm and willingness to share examples from own experience
❖ Supports each student	❖ Supports each student on an individual base
	❖ Challenges students to excel and learn
❖ Uses students' background knowledge to connect to the lesson	❖ Uses students' background knowledge to connect with the lesson and other students
	❖ Listens to students and shows caring about what they do outside of class
❖ Provides rich, diverse experiences	❖ Provides rich, diverse experiences included meeting other staff at PAFA
	❖ Encourages students to make the connection between learning at PAFA and in school experiences
❖ Shows mastery of learning	❖ Shows mastery of learning and how impacted own life and work

The Visual Thinking Strategies training provides a method for “activating learners.” The training stresses the importance of students knowing that they “are heard, understood, and valued.” The training promotes critical thinking.³ PAFA’s Teen Program Coordinator used this training to create an environment where students felt safe, learned from others, and thought critically about art and how to create teen-centered events. This rubric looks at what teaching is required for Visual Thinking Strategies and then looks at how the Teen Program Coordinator extended it to bring out the best in the teens that were part of the LEAD Program.

² Adapted from “The Heart of Teaching: What It Means to Be a Great Teacher” Edutopia, “The Most Essential Qualities of a Good Teacher” About Education, “Qualities of Effective Teachers” Harvard Educational Review, “What Makes a Good Teacher?” Education Week.

³ From Visual Understanding in Education, Inc. articles “Jump Starting Visual Literacy: Thoughts on Image Selection” and “Understanding the Basics” Copyright © 2001.