



OrKidstra Program

Summary of Evaluation Findings (2018 – 2019)



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01. Introduction

PROGRAM DESCRIPTION

OrKidstra is a social development program for youth aged 5 to 18 years of age. The program's mission is to empower kids and build community through the universal language of music. The program strives to provide youth from low-income families with free instruments and music lessons. The program provides the opportunity to learn important life skills such as teamwork, commitment, respect and pride in achievement by playing and singing together. Through the universal language of music, youth benefit from individual skill development and growth of community values inherent in making music.

The program offers a variety of free after-school choral and instrumental music programming (detailed below). Additional programs include an in-school KiddlyWinks programs in partnership with local school boards, and CAMP OrKidstra day camps over the summer. OrKidstra students showcase their creativity in two major concerts a year per after-school hub. These concerts are free to attend, and open to the community. OrKidstra also empowers their students to participate in a variety of outreach events to bring music to their surrounding communities.

OrKidstra actively works to break down barriers as the majority of students participate in music lessons free of charge. The free after-school programs appeal to youth of all ages, offering a progressive musical study that is inspiring, engaging and fun! Led by professional teaching artists, OrKidstra works to create a harmonious community with a focus on singing and playing together.

The program envisions a future where all youth have an opportunity to discover their voice and build their potential through music. The program started in 2007 with 27 children and has grown to, in 2020, include more than 800 youth from over 62 linguistic and cultural backgrounds.

PROGRAM ACTIVITIES OVERVIEW

OrKidstra offers a number of different music programs for youth:

- *Kiddlywinks* is an energetic music and movement program that's great fun for children ages 5 – 8 years old.
- *KidSingers* is an upbeat choir program that celebrates the beauty and joy of singing together for students 8 years and older.
- *KidDrummers* explores the world of rhythm, music theory, listening, creativity and playing hand drums in a group (8 years +).
- *KidPlayers* explores the joy of playing wind and brass instruments in a group, proper technique and the basics of music theory (8 years +).
- *KidStringers* explores the joy of playing string instruments in a group, proper technique and the basics of music theory (8 years +).
- *OrKidstra* includes senior orchestras, chamber ensembles and a youth group (12 years +).

OrKidstra also offers other youth group programming, outreach activities and biannual concerts.

PROGRAM GOALS AND OBJECTIVES

Short-Term Outcomes:

- Increased awareness and understanding of the components of musicianship (e.g., music literacy, goal setting, time management, self-motivation, practice)
- Increased awareness of the value of the arts and creativity
- Improved self-esteem
- Improved awareness and understanding of social skills — teamwork and collaboration
- Increased awareness of the importance of an inclusive and pluralistic community (cultural and social identity)
- Increased understanding of the value of civic engagement (e.g., volunteering, mentorship, voting, community groups)

Medium-Term Outcomes:

- Increased quality of musicianship skills
- Increased engagement in creative activities
- Improved resilience and emotional strength in participants
- Increased positive relationships with program team, family, friends and community members
- Increased sense of belonging to a love-centered community
- Increased participation in civic-minded activities

Long-Term Outcomes:

- Creative, self-discovered youth from under-served Ottawa communities develop a deep sense of belonging, and become engaged community-minded change makers with personal goals for the future
- The neighbourhoods served by OrKidstra have been strengthened by the engagement of the OrKidstra community

Refer to Appendix A for the program logic model.

PURPOSE OF EVALUATION

OrKidstra's work with YouthREX began in March 2018. OrKidstra was interested in developing a small-scale evaluation using quantitative and qualitative methods to determine the extent to which the program has achieved its short-term outcomes, as noted in the logic model. Their goal was to create an evaluation that provided evidence of the impact their program is having on the lives of the youth they serve. They also hoped to identify program strengths and areas for improvement.

KEY EVALUATION QUESTIONS

The evaluation questions were focused around the evaluation methodology. The key evaluation questions for this project concern how the youth and community are impacted through their involvement with the program

and if it is achieving its intended purposes. The evaluation included both process and outcome-related questions.

Process Evaluation Questions

1. What are the demographics of youth participants?
2. Are youth satisfied with their experience in the program?
 - a. Do youth like the classes?
 - b. Is the class content appropriate, engaging, and relevant?
 - c. What don't they like?
 - d. Do they feel comfortable and safe?
 - e. What do they think of the program facilitators and staff?
3. Have youth, program staff, and members of the community formed positive and trusting relationships?
4. Do youth see program staff as consistent, caring adults in their lives?
5. Do youth believe their goals for participating in the program were met?

Outcome Evaluation Questions

1. What skills and knowledge are the youth acquiring and developing as a result of their participation in the program?
2. What impact is the program having on the youth's engagement in the community? (e.g., knowledge and use of community resources, sense of belonging within the community)?
3. What impact is the program having on youth support networks? (e.g., strengthened relationships, increased healthy relationships among peers)
4. Was there an increase in musicianship skills?
5. Was there an increase in engagement in creative activities?
6. Was there an increase in self-esteem?
7. Was there an increase in understanding social skills i.e. teamwork and collaboration?
8. Was there an increase in understanding of the value of civic engagement?

KEY STAKEHOLDERS FOR THE EVALUATION

Engaging stakeholders in an evaluation can have many benefits. In general, stakeholders include people who will use the evaluation results, support or maintain the program, or who are affected by the program activities or evaluation results.

Stakeholder name, position and organization	What role will they play in the evaluation?	How will they use the evaluation findings?
Program Coordinator	Assisted with data collection.	To improve programming.
Development & Communications Officer	Assisted with data collection.	To improve communications to donors and data collection for grant applications.
Teachers	Participated in the teacher survey.	To inform their practice.

Youth	Participated in the student survey.	Information/knowledge may affect how they experience the program.
Parents	Participated in the focus groups.	Information/knowledge may affect how they experience the program.
Partners	N/A	Information/knowledge may affect how they collaborate with the program.



PHOTO BY GREG ALLISON

“My daughter will say she is really comfortable here, like she feels that she is part of that big family ... We are one big family helping each other.”

- Parent of Participant

02. Program Introduction

EVALUATION TYPE AND DESIGN

The evaluation strategy for the OrKidstra program drew on a non-experimental multi-method approach that included both quantitative methods (surveys) and qualitative methods (focus groups). This approach allowed us to fully understand and document the program's processes and outcomes. A multi-method approach also allowed us to build on the limits of individual modes of inquiry. The integration of multiple methods also allowed us to tell richer and more nuanced stories on what outcomes are achieved, how these outcomes have been achieved and why. This approach is also most suitable in identifying program areas for improvement. YouthREX recommended an evaluation plan comprising of three phases:

Phase 1 - Process Evaluation

The process evaluation documented, identified and analyzed key factors that influenced the implementation and operation of the OrKidstra program. The process evaluation looked at the culture, implementation, reach and resources of the program, and explored how the project carried out its operations. The process evaluation allowed us to provide a description of project activities that lead towards the achievement of outcomes, as well as provide information on barriers to success, new challenges or crises, and required supports to overcome these obstacles.

Phase 2 - Outcome Evaluation

The outcome evaluation assessed the extent to which the OrKidstra program does what it is intended to do. Outcomes are benefits or changes for individuals or populations during or after participating in program activities. Outcomes may relate to behaviour, skills, knowledge, attitudes, values, condition, or other attributes. They are what participants know, think or can do; or how they behave; or what their condition is, that is different following the program. The outcome evaluation examined whether the OrKidstra program is achieving its intended outcomes. The outcome evaluation helped us to understand and demonstrate the nature of change that the participants experience.

Phase 3 - Preparation of Reports for Internal and External Learning

The evaluation of the OrKidstra program allowed us to gain insight into the experiences of program participants and their parents and assess whether participation in the program builds skills and knowledge among participants. These insights will be used to inform reports and other communication materials that will detail these findings and learning from the evaluation.

EVALUATION METHODOLOGY

1. Surveys with Youth Participants

Surveys with youth participants were conducted in September 2019, near the end of the programming year. Participants were asked to rate the program's impact in the following areas: musicianship, creative activities, resilience and emotional strength, positive relationships, sense of belonging, and community engagement. See Appendix B for the Consent Form and Appendix C for the Youth Survey.

2. Surveys with Teachers

Surveys with teachers were conducted in June 2019, near the end of the programming year. The Teacher Survey was designed to corroborate the findings of the Student Survey. Teachers were asked to rate student growth in one of three areas: musicianship, creative activities, and resilience and emotional strength. See Appendix B for the Consent Form and Appendix D for the Teacher Survey.

3. Focus Groups with Parents

Two focus groups with parents were conducted in May 2019. The focus groups were audio-recorded and transcribed for the purpose of thematic analysis.

See Appendix B for the Consent Form and Appendix E for the Focus Group Guide.

Participants were asked to discuss how they felt the program is making a difference for their children. Questions were pulled from the key anticipated outcomes, and addressed changes in students' musicianship, creativity, self-esteem, social skills, and civic engagement. The focus groups also provided an opportunity for the participants to discuss what aspects of the program are working well, what needs to change, and what opportunities are ahead.



PHOTO BY GREG ALLISON

“Just coming here and having that structure and seeing that there is routine... and responsibility. It's not mom and dad... nagging at her to do something. She's doing it because she wants to do it, and it changes a kid ... She comes here with her head up high, happy. She leaves happy. She wakes up happy.”

- Parent of Participant

03. Findings

Findings 01: Results of Student Survey

A total of 146 youth participated in the OrKidstra survey: eighty-seven youth (N=87) from the Youth Centretown Hub and 59 from the Vanier Hub. Not all participants provided complete responses, therefore the total number of respondents may vary on some questions. The numbers on the graph indicate the number of participants who responded with that answer. OrKidstra identified successful indicators prior to data analysis. For each question,

- > 70% of participants indicating Yes or Very much is considered a positive result* *
- > 60% of participants indicating Somewhat, Yes, or Very much an acceptable result*
- < 60 % of participants indicating Somewhat, Yes, or Very much a poor result

Participants indicated their perception of growth since September 2018 in the following areas: Musicianship, Creative Activities, Resilience and Emotional Strength, Positive Relationships, Sense of Belonging, and Community Engagement.

MUSICIANSHIP

Participants reported medium to high levels of growth in their Musicianship. Overall, youth reported that due to the OrKidstra program, they have “fallen in love with playing their instrument” (79%), have developed increased concentration (66%) and feel they can now play more challenging pieces of music (66%). Lower scores were found with regards to parents encouraging more practice at home (56%) and more practice time (46%).

CREATIVE ACTIVITIES

Overall, participants reported a growth in their creativity. Most students reported feeling somewhat to very much more creative (76%). Similarly, most participants reported that playing music helped with their self-expression (69%). However, twenty-three percent (13%) of students reported that they did not feel more creative, and 11% said they did not know if they were more creative. With regards to self-expression, 19% indicated music has not helped them express what they cannot say with words, and 11% indicated they did not know.

RESILIENCE AND EMOTIONAL STRENGTH

Participants reported a high level of growth in resiliency and emotional strength. Over 77% indicated a growth (somewhat to very much) in their ability to accomplish challenging tasks and 73% reported feeling their self-confidence has improved. Eighty-four (84%) of participants reported that they find more enjoyment in being challenged, and 76% now feel more confident performing in front of an audience.

POSITIVE RELATIONSHIPS

Overall, participants reported a large growth in the development of positive relationships. The highest scores were students reporting an increase in awareness of how important it is to be kind (92%), to help others when they are struggling (89%) and an overall growth in pride in helping others (85%). In terms of developing strong and lasting friendships with other youth in the program, 77% of participants indicated a positive experience.

SENSE OF BELONGING

Participants indicated high scores in positive changes with regards to their perceived sense of belonging. The highest scores were reported to question #17, with 84% of participants indicating they felt very welcomed by their teachers, mentors, and other students, and overall (answering Somewhat to Very Much), 95% of participants felt welcomed at the program. Students also reported feeling more committed to OrKidstra (89%) and more enjoyment working as a team with other students (87%) as a result of the program.

COMMUNITY ENGAGEMENT

Almost all participants (90% Somewhat+) reported increased appreciation for the opportunities and mentorship they have received at OrKidstra. Most participants reported increased levels of community engagement such as volunteering in the community (79% Somewhat+) and 85% of participants reported that, since starting at OrKidstra, they feel they are doing better in school.

Findings 02: Results of Teacher Survey

At the end of the year, all Centretown Hub and Vanier Hub teachers were asked to rate the progress of each student on a five-point Likert scale (1 = not at all, 5 = very much). See Teacher Survey in Appendix E.

	Musicianship	Creative Activities	Resilience & Emotional Strength	Positive Relationships	Sense of Belonging	Community Engagement
mean	3.60*	3.02*	3.56*	3.80*	3.79*	3.43*
(stdev)	1.01	1.01	0.87	0.88	0.92	1.06

Table 2. Means and standard deviations of teacher ratings of students' progress.

Overall, the teachers reported moderate (> 60%) positive growth in all categories. See below for details regarding each category. Categories with > 60% of participants indicating positive change are marked with an asterisk.

*Musicianship (3.6/5.0)

- Improvement in technical ability on their instrument, practice habits, and participation in class
- Improvement in this category would be to become more comfortable playing challenging pieces, marking more practice minutes, always arriving on time and prepared for class, etc.

*Creative Activities (3.02/5.0)

- Improvement in engagement in creative activities, creativity, and creative problem solving
- Improvement in this category may look like beginning to compose music on their instrument, finding unique methods of practicing, and engaging in more creative activities within and outside of OrKidstra.

*Resilience & Emotional Strength (3.6/5.0)

- Improvement in resilience and emotional strength
- Improvement in this category may look like getting less frustrated with challenging pieces and tasks, and using appropriate coping mechanisms when frustrated or upset.

*Positive Relationships (3.8/5.0)

- Improvement in their ability to build and maintain positive relationships
- Improvement in this category may look like the student starting to build friendships with other students, and being more open and talkative with teachers, volunteers, and mentors.

*Sense of Belonging (3.79/5.0)

- Improvement in their sense of belonging
- Improvement in this category may look like the student arriving early to spend time with new friends, and a sense of comfort in the classroom with the other students, teachers, volunteers, and mentors.

***Community Engagement (3.43/5.0)**

- Improvement in their engagement with the community
- Improvement in this category may look like the student helping their peers when they are struggling and helping teachers set-up classes and clean up.



PHOTO BY FANGLIANG XU

“Kids realize that there are a lot of things that make up a big picture. They feel part of something which is really good for their self-esteem.”

- Parent of Participant

Findings 03: Focus Group Findings

A total of 17 parents participated in two focus groups in May 2019. The objective of the focus groups was to identify program strengths and areas for improvement. Participants were asked about their experiences with the program, relationships with staff and impact on students.

THE ANALYSIS

Transcripts were reviewed and coded to (1) identify meaning units, (2) search for themes among the codes, (3) review themes, (4) define and name themes, and (5) summarize results. The analysis of the two focus group transcripts resulted in the emergence of four key themes that described parents' perceptions of the program. The themes are: (1) Sense of Belonging, (2) Supportive Environment, (3) Resilience, and (4) Social Skills.

SENSE OF BELONGING

Most parents described OrKidstra as a safe, inclusive and collaborative space that fostered a sense of community among participants. Many described the program as a "family" in which all members are equally valued and work together to achieve common goals. Some parents reported that their children formed strong friendships through OrKidstra and spent time with peers outside of the program. One participant identified this peer group as particularly important, as their child was being homeschooled. The following quotes reflect the sense of belonging that parents identified as a key strength of the program.

My daughter will say she is really comfortable here, like she feels that she is part of that big family ... No one feels like they are hired, or that they are at the bottom or the top, so we are one big family helping each other. (P3)

They are all here for the same reason, so they study and practice together ... make phone calls for get-togethers. It's nice to see that, friendships ... that are positive influences outside of school. (P7)

SUPPORTIVE ENVIRONMENT

Parents described the program as a "relaxed" and "less competitive" environment in which students felt comfortable. According to several participants, teachers recognized students' unique abilities and provided them with the support and tools to succeed. Teachers acknowledged student effort, but also encouraged students to "do their best". Participants frequently spoke about how teachers' high expectations contributed to the development of confidence and self-esteem among students. The following quotes illustrate an environment in which students feel supported and challenged.

I think OrKidstra does a really good job ... in creating a safe, collaborative environment ... When someone is excelling, I think they give them the platform to show their skills. They will give them a solo or they will give them a harder piece, or [ask them to] perform some of the music they compose. I feel like they do a good job of walking that line. (P7)

It helps encourage the child to be yourself rather than, you have to compete, you have to write a better song or try to play a better tune ... It is more like, I know you have the potential, you need to do more practice, you need to do more work and you get the result. (P3)

Constant desire to do better, not in a high-pressure way but they set high expectations and give the kids the confidence to believe that they can meet them. (P8)

Parents also described program staff as supportive, caring and friendly. In the words of one participant:

[The teachers and staff] are very professional, very friendly, very loving ... For me, I trust them completely to be around my kids. It is different than other associations, you feel they are strangers, you know they are teachers, but here you feel really like they become friends. (P6)

Another spoke about the “sensitivity of the team”, describing managers as responsive and inclusive:

If we come across any difficulties, it has been easy to speak to Mr. Andrew and Ms. Katie and find resolutions to difficulties that my family may have faced being here. I find that the organization is sensitive to hearing everybody and tries to make it inclusive. (P5)

RESILIENCE

Parents often spoke about the program’s impact on young people’s resilience. They described how students’ commitment to practicing their instruments led to noticeable improvements in their musical skills. In this way, participation in the program taught students the importance of perseverance and discipline. Several parents explained how their children learned that hard work can help them achieve their goals:

When he first had the trombone, he used to blow into it and growl ... He can see that he is not growling anymore, and he knows it is a process of learning ... Now he is a little bit more comfortable, so that helps his self-esteem and resiliency to continue to try. (P5)

It helped her to be less [of a] perfectionist because she realizes you have to practice something 500, 600 times before it sounds good and that nobody is good at this when they just pick it up. (P7)

It’s important they learn from when they are young that things don’t come easy. Yes, you want to play that piece, yes, you want to be a good player, but you have put [in] an effort. (P5)

Parents described how improved musical skills and movement through the different class levels gave students a sense of accomplishment and motivated them to continue working hard. Opportunities to perform at events and travel also acted as a source of encouragement.

SOCIAL SKILLS

Parents identified improvements in young people’s social skills, especially teamwork and collaboration. Many said that being part of a musical ensemble allowed students to learn the importance of working together to achieve common goals:

You don’t play alone; here they play with a group. It’s really important that you have to learn how to collaborate with others. (P5)

The children work to make the final concert look nice and good. It is not like, "I am doing good", it is together ... I feel like it affects my kids more positively to work together as a team. (P6)

Some parents discussed how OrKidstra contributed to changes in behaviour in other settings, such as at home and at school. For example, one participant explained:

Her whole demeanor [in] life has changed since she's been here. Conflict resolution is big, she used to bicker and fight with her brother all the time and she's found ways to work around things and focus on music or her schooling. (P7)

Another parent described how learning the trumpet at OrKidstra gave their child the ability and confidence to mentor her peers at school:

By learning the trumpet here, she was able to integrate that into school and now she is actually playing the trumpet in elementary school and she helps the teacher if someone is interested in learning the trumpet. (P3)

PROGRAM RECOMMENDATIONS

Focus group participants were very satisfied with the program and felt that it was making a difference in their children's lives. When asked if they would recommend the program to their friends and family, all agreed, and several said they had already recommended it to others.

When asked about potential areas for improvement, two main themes emerged. First, many parents said they would prefer a different time for weekday classes, explaining it was often difficult to pick up children from school and drive them to the program. One parent suggested that some parents were reluctant to sign up for the program because of the time between school and OrKidstra, during which children had no supervision. Second, many parents commented on the use of plastic cups, and suggested introducing reusable cups or water bottles in order to teach children to be more responsible. A few parents said they would like to receive updates on student progress, whether through regular meetings with staff, or through written communications. Several suggested that increasing parents' musical knowledge - for instance, through classes or workshops - might allow them to connect with their children and encourage them to practice.



PHOTO BY REBECCA RUSSELL

"I think OrKidstra does a really good job ... in creating a safe, collaborative environment ... When someone is excelling, I think they give them the platform to show their skills. They will give them a solo or they will give them a harder piece, or [ask them to] perform some of the music they compose."

- Parent of Participant

04. Summary of Findings

STUDENT SURVEY

Overall, students in the OrKidstra program reported high levels of growth in Musicianship, Resilience and Emotional Strength and Community Engagement. Two areas in particular, Positive Relationships and Sense of Belonging, were found to be areas of greatest impact of the program. Students reported forming strong friendships in the program, and an increased awareness in the importance of being kind to others and helping others when they are struggling. They further indicated that they now like working with others as a team, and that they feel welcomed by everyone in the program. Overall, the OrKidstra program appears to have fostered a strong sense of caring and community in both the students and mentors.

TEACHER SURVEY

Teachers reported growth in students across all six dimensions. The strongest impact of the program, based on teacher ratings, was in the area of Sense of Belonging and Positive Relationships. Teachers observed an improvement in their students' ability to build and maintain relationships, being more open to talking with teachers and mentors, and an overall increased sense of comfort in the classroom. An increased growth in Resilience and Emotional Strength was also indicated. Teachers observed students' ability to use coping mechanisms more often when they were frustrated or upset demonstrating that they are successfully implementing the skills they are learning in the program into their everyday lives.

FOCUS GROUPS

Parents who participated in the focus groups felt that the program was having a positive impact on their children. Participants spoke about how OrKidstra fostered a sense of belonging, and how the program's supportive environment allowed children to realize their strengths and work toward their goals. Parents also reported improvements in students' resilience, as evidenced by their commitment to working hard to achieve long-term goals. According to participants, the program also helped students develop social skills, including collaboration and teamwork.

05. Program Recommendations

1. Continue to focus on building a positive, inclusive community.

Results of all three methods of inquiry, the student survey, the parent focus groups, and the teacher survey, demonstrated the OrKidstra program to have created a very positive, friendly environment where students feel safe and valued. This foundational element of the program is enabling growth in students in other areas such self-confidence, resilience, and social relationships.

2. Staff: Continue to offer a balance of patience, support, and high expectations.

Students and parents both praised teachers for creating a supportive, non-competitive learning environment while at the same time, motivating them to achieve their goals. Students reported that the teachers' high expectations challenged them to do their best. In their desire to meet their goals, students learned to work diligently and experience a sense of pride in accomplishment.

3. Continue outreach strategies.

The OrKidstra program should continue to outreach to lower, socio-economic communities. As the program aspires to expand and grow, consider additional outreach strategies that target parents and parental referrals and also strategies that target youth.

4. Have discussions around what is possible in terms of the timing of weekday classes

Many parents reported finding it difficult to get their children to the program after school during the workweek. This may be an important consideration as OrKidstra expands and would like to increase the number of youth it reaches.

5. Consider ways that parents may receive updates on student progress

Creative ways of updating parents on student progress could be incorporated into the program so as not to take away from the program time itself. Consider asking the students for ideas on how that could be done.

06. Evaluation Recommendations

The evaluation conducted on the OrKidstra program in collaboration with YouthREX involved several phases, including the discovery phase (evaluation planning), action phase (data collection and analysis), and the legacy phase (reporting findings). Each phase was successfully carried out; however, several recommendations for future evaluations are:

1. Continue to collect intake information

For continuous ongoing program evaluation of the OrKidstra program it is recommended that demographic information be collected from the participants. This information helps to have a clear picture of who is accessing the program. Consider creating tracking tools to make collecting and entering the information easy and time efficient.

2. Continue to collect feedback from the youth

The OrKidstra program should continue to collect feedback from their youth participants about their experiences in the program, and the impact of the program on their lives and community. Data collection methods may include youth focus groups and/or brief surveys during the year. Opportunities to collect program feedback throughout the year can be integrated into the existing program model and used to inform program design on a continuous basis.

3. Consider creating surveys for different age groups

As the age range of students attending the OrKidstra program ranges from 5 to 18, surveys could be created for each group, thus enabling a deeper look into each age groups' experience. This would further allow for more questions to be asked of the older students on different elements of the program.



PHOTO BY REBECCA RUSSELL

"It helped her to be less [of a] perfectionist because she realizes you have to practice something 500, 600 times before it sounds good and that nobody is good at this when they just pick it up."

- Parent of Participant

Conclusion

The program evaluation conducted on the OrKidstra program produced insightful findings regarding the experiences of youth participants and parents, and the positive impacts the program has had on the youth, the parents, and their community.

The evaluation has also provided recommendations that can aid in improving programming and service-delivery. The findings and recommendations from this evaluation should be brought forward and shared with OrKidstra staff, stakeholders and youth participants. It is important that the findings of this evaluation be relayed to those who participated as well as any potential changes that may occur as a result of this evaluation. Informing participants can also increase their commitment to the program as they may feel a sense of empowerment and appreciate that their opinion truly matters.

08. Appendices























PROGRAM: OrKidstra
PRIORITIES: To promote youth empowerment, sense of belonging, love of the arts, and civic engagement. Youth from under-served neighbourhoods face a variety of societal barriers. Through the study of music in a love-centered community, youth learn key life skills that will help them navigate these barriers and be engaged, civic minded community members.

INPUTS		→		OUTPUTS		→		OUTCOMES					
Funding OrKidstra is funded through a combination of individual private donations, corporate contributions, project-based grants, and public funding. Staff <ul style="list-style-type: none">Executive and Artistic Director - Tina Fedeski, M.S.M.General Manager - Carrie OlivoDevelopment & Communications Officer - Rebecca RussellProgram Coordinators - Andrew Gasing and Katherine Neale Teachers 30+ teachers, including... <ul style="list-style-type: none">KiddlyWinks teachersKidSingers (choir) teachersString teachersWind teachers Volunteers 60 - 70 regular volunteers, which Include... <ul style="list-style-type: none">13 Board of Directors12 regular Program volunteersHigh school and University student mentorsFood and baking volunteersEvent volunteers and Committee members Partners <ul style="list-style-type: none">Education Institutions (e.g. OCDSB, CEPEO, uOttawa, Carleton)Musical Institutions (e.g. OYOA, NACO, The Leading Note, Music & Beyond, Chamberfest)Community Organizations (e.g. Bronson Centre, Ottawa Food Bank, VCSC)		Activities	<ul style="list-style-type: none">Accessible and sequential after-school music and social development programming that includes free (or subsidized) musical instruction, free loaner instruments, music, etc. and access to a safe and supportive learning environment, including healthy snacks and learning resources.Advanced musical and social development programming for older students (extension of after-school programming)High School Mentor program (Ages 14-18)Outreach performances in support of local charities, non-profits, and community benefitsFour large-scale, free concerts open to the community per year, along with numerous showcases and in-school performances.Summer camp programmingOccasional high profile events that raise awareness of the program and raise significant funds (ex. Open Rehearsal with Alexander Shelly, Angela Hewitt Benefit Concert, etc.)	Participation	Youth from under-served communities, ages 8-18 (instrumental students) in different neighborhoods in Ottawa seeking connection and positive, learning experience.	Short (6-12 months)	<ol style="list-style-type: none">Increased awareness and understanding of the components of musicianship (ie. Music literacy, goal setting, time management, self-motivation, practice)Increased awareness of the value of the arts and creativityImproved self-esteemImproved awareness and understanding of social skills—teamwork and collaborationIncreased awareness of the importance of an inclusive and pluralistic community (cultural and social identity)Increased understanding of the value of civic engagement. (ie. volunteering, mentorship, voting, community groups)	Medium (1-2 years)	<ol style="list-style-type: none">Increased quality of musicianship skillsIncreased engagement in creative activitiesImproved resilience and emotional strength in participantsIncreased positive relationships with program team, family, friends and community membersIncreased sense of belonging to a love-centered communityIncreased participation in civic-minded activities.	Long (3-5 years)	<ol style="list-style-type: none">Creative, self -discovered youth from under-served Ottawa communities develop a deep sense of belonging, and become engaged community-minded change makers with personal goals for the future.The neighbourhoods served by OrKidstra have been strengthened by the engagement of the OrKidstra community.		
ASSUMPTIONS					External Factors								
<ul style="list-style-type: none">If OrKidstra provides a love- centered space/community, the participants will feel a sense of belongingYouth in the Ottawa area have a desire to learn music regardless of their socio -economic backgroundMusic can be an agent for social change					<ul style="list-style-type: none">Reliable and consistent sources of fundingContinued support from community partners and dedicated volunteersSignificant available spaces for rehearsals and classes (e.g. Bronson Centre rental halls)Teaching Artists and Staff of the highest calibre are passionately involved in the success of the program.								

Appendix B: Youth Survey

For each statement, circle the number (1-5) that best describes how you feel about it.
If you don't know, circle **Not Sure**.

Musicianship – <i>Since September...</i>		  					
#1	The <u>OrKidstra</u> experience has helped my concentration.	1	2	3	4	5	Not Sure
		 (Not at all Somewhat Very much)					
#2	My parents often encourage me to practice at home.	1	2	3	4	5	Not Sure
		 (Not at all Somewhat Very much)					
#3	I practice my instrument more often, and for longer periods of time.	1	2	3	4	5	Not Sure
		 (Not at all Somewhat Very much)					
#4	I can play more challenging pieces of music.	1	2	3	4	5	Not Sure
		 (Not at all Somewhat Very much)					
#5	I have fallen in love with playing my instrument.	1	2	3	4	5	Not Sure
		 (Not at all Somewhat Very much)					
Creative Activities – <i>Since September...</i>		  					
#6	I am more creative.	1	2	3	4	5	Not Sure
		 (Not at all Somewhat Very much)					
#7	Playing music has helped me express what I cannot say with words.	1	2	3	4	5	Not Sure
		 (Not at all Somewhat Very much)					
Resilience & Emotional Strength – <i>Since September...</i>		  					
#8	I am better at accomplishing challenging tasks	1	2	3	4	5	Not Sure
		 Not at all Somewhat Very much					
#9	My self-confidence has improved.	1	2	3	4	5	Not Sure
		 Not at all Somewhat Very much					
#10	I find it more enjoyable to be challenged.	1	2	3	4	5	Not Sure
		 Not at all Somewhat Very much					
#11	I am more confident when I perform for an audience.	1	2	3	4	5	Not Sure
		 Not at all Somewhat Very much					

Positive Relationships – <i>Since September...</i>		☹				☺	
#12	I am more aware of how important it is to be kind to my friends, mentors, and teachers.	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					
#13	I take more pride in helping others.	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					
#14	I have made strong and lasting friendships.	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					
#15	I find it more important to help others when they are struggling.	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					

Sense of belonging – <i>Since September...</i>		☹				☺	
#16	I feel more committed to <u>OrKidstra</u> ,	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					
#17	I feel welcomed by my teachers, mentors, and other students when I am at <u>OrKidstra</u> ,	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					
#18	I now enjoy working in a team or a group as much or more as working on my own	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					

Community Engagement – <i>Since September...</i>		☹				☺	
#19	I'm doing better in school.	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					
#20	I am more engaged with the community (Example; Volunteering).	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					
#21	<u>OrKidstra</u> has helped me appreciate the opportunities and mentorship I have received.	1	2	3	4	5	Not Sure
		Not at all Somewhat Very much					

If you have any other comments, please write them in the box below. If you have nothing else to say, draw a picture!

Appendix C: Teacher Survey

Rate the progress of each student on a scale from 1-5 based on the following statements.

Since September, this student has demonstrated significant growth in...

Students	Musicianship	Creative Activities	Resilience & Emotional Strength
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)

Students	Positive Relationships	Sense of belonging	Mentorship, Volunteerism, and Citizenship
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)
	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)	1 2 3 4 5 ←————→ (Not at all Somewhat Very much)

Appendix D: Focus Group Guide

Introduction

- Thank them for coming out
- Re-introduce self and your role—to generate dialogue about their experience with OrKidstra so that the program can learn how to improve
- Ice breaker activity
- Discuss purpose of evaluation
- It is important to explain that feedback from parents is very important. It will help improve the program model. We value your willingness to share your insight on your experience.
- By participating, you are helping us to determine the program's strengths and areas for improvement.
- Review concept of consent. All parents have completed consent.
- Ask if they understand their rights (confidentiality, anonymity, security, voluntary participation) and responsibilities (respecting other's opinions and privacy after the focus group).
- Discuss structure of focus group.
- Outline that there are no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We ask for you to be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speak at a time in the group.
- Ask if they have any questions?
- Ask permission to begin recording. Explain why you are audio-recording

Questions

1. What made you sign up your youth to participate in the OrKidstra program?
 - a. What did you expect of the program before coming?
 - b. Were your expectations met, or are they currently being met?
2. How would you describe your experience at OrKidstra?
3. What was your relationship like with the program leaders?
 - a. How does leadership support you well?
 - b. How can leadership do a better job supporting you?
4. How has coming to the program made a difference for your youth?
 - a. How did coming to the program make them feel?
 - b. What did coming to the program help them learn?
 - c. How has coming to the program affected the actions, behaviours, or choices they make?

Areas to explore with participants:

1. musicianship,
 2. creative activities,
 3. resilience and emotional strengths in participants,
 4. positive relationships,
 5. love-centered community,
 6. civic minded activities
5. Would you recommend the program to your neighbours?
 - a. Why or why not?

6. Is there anything else you would like to share? Are there any questions we forgot to ask?

Closing Statement

Thank you for sharing your experiences and thoughts with us today!