The purpose of this report is to provide evaluative information of the process and outcomes associated with the pilot phase of Heidelberg Arts Leadership Academy (HALA). This report also includes developmental information regarding HALA’s full-program implementation during the 2018-19 academic year.
MISSION

TO EMPOWER STUDENTS THROUGH ARTS, CULTURAL AND ACADEMIC ENRICHMENT, STEAM EDUCATION AND SOCIAL JUSTICE PROJECTS THAT CULTIVATE POTENTIAL AND INSPIRE ACTIVE LEADERSHIP.

Heidelberg Arts Leadership Academy (HALA) is a free in-school or after-school arts education program designed to empower students in grades 4 through 12 with the tools they need to be active change agents in their community.

HALA IS CREATED AND LED BY THE FOLLOWING HEIDELBERG PROJECT STAFF:

Charmin Archer M.Ed.,
Director of Curriculum and Content

Keisa Davis MA,
Director of Strategic Partnerships and Community Initiatives

Anya Dennis M.Ed.,
Director of School Partnerships and Professional Development
PILOT PHASE OVERVIEW

AT-A-GLANCE

6 courses implemented, 4 school partners
2 HIGH SCHOOLS, 1 MIDDLE SCHOOL, 1 ELEMENTARY SCHOOL

9-week course duration, with one class session per week for 50 to 60 minutes, and a culminating group project during the tenth and final week.

15 to 20 student class size.
Note: In some cases, class sizes exceeded 20 students enlisted to supply the demand for the course.

Grade of Enlisted Students
Note: 4th grade students were not selected by school staff to participate during the pilot phase.

MARTIN LUTHER KING JR HIGH SCHOOL

CESAR CHAVEZ ACADEMY

MARCUS GARVEY ACADEMY

HEIDELBERG

E. JEFFERSON

MT. ELLIOT

THE HEIDELBERG PROJECT

SOUTHEASTERN HIGH

12

ELEMENTARY SCHOOL STUDENTS

46

MIDDLE SCHOOL STUDENTS

65

HIGH SCHOOL STUDENTS

12
7
16
23
1
12
17
35
5th 6th 7th 8th 9th 10th 11th 12th
On average, middle school students began each course with higher levels of knowledge and positive attitudes across all four (4) learning objectives combined than both high school and elementary school students. However, high school students had the highest increases across all learning objectives combined at the end of each course.

It is essential for external programs to develop an up-front rapport with specific school staff (e.g. main office administration, maintenance/janitorial staff) to ensure proper building access and retention of student participants. Otherwise, retaining student attendance across the duration of the program is difficult.

Across all HALA stakeholders combined, an “increase in course duration” was suggested as an improvement to the program.

Teaching Assistants are a necessary component to ensure course content is successfully and fully implemented.
“DURING OUR INITIAL OUTREACH VISITS, HALA COURSE OFFERINGS WERE INSTANTLY WELCOMED BY PRINCIPALS, TEACHERS, AND STUDENTS.”

ANYA DENNIS M.ED.,
Director of School Partnerships and Professional Development
PLANNING

JUNE - DECEMBER 2017: RESEARCH, CURRICULUM DEVELOPMENT AND TESTING

THE NEED FOR HALA
HALA was created to address two, interdependent topics predominantly impacting African American and Latino youth in Detroit; disinvestment in arts education within Detroit-area schools and its limitations on student interests and/or access to leading creative industries that are reshaping Detroit.

HALA’S PEDAGOGY
• Grassroots educational approach in tradition of Dewey and Freire
• Mentorship from local community including entrepreneurs, tech innovators, artists, wellness practitioners and organizers
• Common Core State Standards for College Readiness

KEY STATS DRIVING HALA’S EFFORTS
• Blueprint 2020: Strategic Plan for Rebuilding Detroit’s Public Schools includes priorities to “Transformative Culture: transform school culture so that students, families, community members and staff feel safe, respected and connected.” and “Whole Child Commitment: Champion a whole child approach that unlocks students’ full potential.”
• According to the Bureau of Labor Statistics, information services, scientific and technical consulting services, computer systems design and related services, and museums, historical sites and similar institutions were among the top 20 fastest growing industries between 2016-2026.

THE TRADITIONS OF DEWEY AND FREIRE
John Dewey (1859-1952)
American philosopher, psychologist and educational reformer known for the progressive educational philosophy of pragmatism, which emphasizes the need for human beings to learn by doing (“hands-on”).

Paulo Freire (1921-1997)
Brazilian educator and philosopher known for his advocacy in critical pedagogy that champions an education that provides opportunity for the oppressed to regain their sense of humanity and play a role in their liberation.
HALA COURSE DESCRIPTIONS

ART THROUGH HIP HOP
Students use Hip-Hop album covers to explore art as a tool for social change and artistic expression. This course culminates with students creating an album cover with original artwork, song titles and poetry that reflects their life story.

ART SPEAKS: MURAL PROJECT
Students explore the impact murals have on individuals and communities. HALA students collaborate with a local muralist to create a school-based mural that highlights an issue in the student’s local neighborhood or school community.

WRITES OF PASSAGE
Students learn to use writing as a tool for self-expression and as a way to explore themselves and the world around them. The Writes of Passage course culminates with a youth-produced zine featuring a variety of written genres, photography and original art.

“STUDENTS NEED AN OPPORTUNITY TO DEVELOP THEIR CULTURAL AWARENESS VIA ART. SINCE ART HAS BEEN CUT IN PUBLIC EDUCATION, PROGRAMS SUCH AS HALA, PROVIDE THEM THE CHANCE TO DEVELOP THEIR ARTISTIC SKILLS.”
HALA SCHOOL PARTNER
### HALA Courses Offered by Grade Range and by Common Core State Standards for College and Career Readiness

<table>
<thead>
<tr>
<th>Common Core State Standards for College and Career Readiness</th>
<th>HALA Courses by Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
<td>Art Through Hip Hop</td>
</tr>
<tr>
<td>Assess how point of view or purpose shapes the content and style of a text.</td>
<td>MS</td>
</tr>
<tr>
<td>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</td>
<td>MS</td>
</tr>
<tr>
<td>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
<td>MS</td>
</tr>
<tr>
<td>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
<td>MS</td>
</tr>
<tr>
<td>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>MS</td>
</tr>
<tr>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>MS</td>
</tr>
<tr>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>MS</td>
</tr>
<tr>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td></td>
</tr>
<tr>
<td>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
<td>MS</td>
</tr>
<tr>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<td></td>
</tr>
<tr>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
<td></td>
</tr>
<tr>
<td>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</td>
<td></td>
</tr>
<tr>
<td>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
<td></td>
</tr>
</tbody>
</table>
PLANNING

OCTOBER 2017 - ONGOING: SCHOOL AND COMMUNITY PARTNERSHIP OUTREACH + FUNDING SUPPORT

SCHOOL PARTNER CRITERIA

1. Located in the 48207 or 48214 zip codes – closest proximity to HP’s two-block art environment located in the McDougall-Hunt Neighborhood
2. Prior involvement with, connection to or knowledge of HP programs

These conditions also helped to support one of three larger, organizational objectives set forth under the Heidelberg Project’s 2018-19 strategic plan, Heidelberg 3.0:

“Expand its community development and educational leadership roles” within the McDougall-Hunt Neighborhood.

SCHOOL NEEDS ASSESSMENTS

Assessments were conducted prior to course implementation to determine:

- Whether the selected course be provided as an in-school elective or after school extracurricular class
- The need for additional course content exclusive to the unique needs of that school community and its students
- “Lead teachers” within each school to act as HALA’s main point of contact throughout the duration of the course

COMMUNITY PARTNERSHIPS

WERE SOLICITED FOR:

- FACILITIES SUPPORT, TEACHING ARTISTS, GUEST LECTURERS

The following funding was secured to directly support HALA in its pilot phase and expansion as a full-program:

VERA AND JOSEPH DRESNER FOUNDATION
$25,000

ANONYMOUS DONOR
$100,000

HUMANITAS PRIZE
$10,000

PROJECTED ANNUAL BUDGET
$183,000

- Program materials and supplies
- Staff salaries
- Stipends for teaching artists
- Administrative operations
**IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Session A: Jan 16 - Mar 16, 2018</th>
<th>Art through Hip Hop</th>
<th>Art Speaks: Mural Project</th>
<th>Writes of Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Jr. Sr. High School (in-school course)</td>
<td>Southeastern High School (after-school course)</td>
<td>Not Selected</td>
<td></td>
</tr>
<tr>
<td>Marcus Garvey Academy Middle School (after-school course)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Session B: Apr 2 - Jun 1, 2018</th>
<th>Art through Hip Hop</th>
<th>Art Speaks: Mural Project</th>
<th>Writes of Passage</th>
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<tbody>
<tr>
<td>Not Selected</td>
<td>Martin Luther King Jr. Sr. High School (in-school course)</td>
<td>Cesar Chavez Academy East Elementary School (in-school course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marcus Garvey Academy Middle School (after-school course)</td>
<td></td>
<td></td>
</tr>
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</table>

The HALA Appreciation Dinner: June 7, 2018 on Heidelberg Street

Approximately 50 individuals attended the Dinner, including HALA student participants, school staff, including principals and teachers, community partners, McDougall-Hunt residents, and Heidelberg Project staff. The program included an exhibition of student works from culminating group projects and photographs documenting each process, presentations by students, and speeches by school staff, teaching artists, HALA Directors, HP President, Jenenne Whitfield and HP Founder, Tyree Guyton.

**APPRECIATION DINNER**

All attendees were also encouraged to interact with a vision wall posted nearby that intended to inform HALA’s longer term work and the larger arts education field by asking the following questions:

1. In what ways do you see arts education contributing community building in Detroit?

2. What does quality arts education for Detroit youth look like to you?

3. In what ways do you see the arts contributing to academic enrichment?
MEASURED OUTCOMES

STUDENTS PARTICIPATED IN PRE- AND POST-TESTS TO ASSESS THEIR IMPROVEMENT/INCREASE IN KNOWLEDGE AND ATTITUDES ACROSS THE FOLLOWING LEARNING OBJECTIVES* DESIGNED FOR EACH COURSE:

- Interpretation and Analysis Methods
- Creative Practices and Profession
- Leadership Capabilities
- Artistic Terms and Definitions

* All learning objectives are the same for each course, except for Artistic Terms and Definitions which are distinct to the course content.

It is important to note that the total number of pre- and post-test respondents (n=66 and n=69, respectively) does not equal the total number of students enlisted (n=123). Nearly half of the high school and middle school students that enlisted in a HALA course were unable to either start or finish the course in its entirety. The variation between enlistees and respondents reflects the reality of fluctuations in the overall student populations at each school due to numerous external factors (e.g. change in school, competing academic requirements, suspension).
MEASURED OUTCOMES

In all cases, the total number of pre-test respondents varied from the total number of post-test respondents. This variation is an outcome of either students joining the course after its first class session, during which pre-tests were distributed, or students not completing the course in its entirety and missing the ninth and final class session during which the post-test was distributed.

The largest and smallest variation between pre-test respondents and post-test respondents, and across all six courses conducted during the pilot season, are 3 and 1 respectively. Because of the variations in the number of pre- and post-test respondents, the average of either pre- and post-test scores were used to conduct a comparative analysis.

TOTAL PRE-TEST RESPONDENTS: 66
TOTAL POST-TEST RESPONDENTS: 69

To assess student learning in alignment with common core state standards, test scores were combined across grade ranges (i.e. high school, middle school and elementary school) rather than each individual school and grade.
AVERAGE TEST SCORES ACROSS FOUR LEARNING OBJECTIVES BY COURSE AND BY GRADE RANGE


ART THROUGH HIP HOP

**HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>PRE TEST n=22</th>
<th>PRO TEST n=23</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>14.8 out of 20</td>
<td>17.4 out of 24</td>
</tr>
<tr>
<td>B</td>
<td>12.5 out of 20</td>
<td>12.7 out of 24</td>
</tr>
<tr>
<td>C</td>
<td>26.6 out of 35</td>
<td>28.3 out of 35</td>
</tr>
<tr>
<td>D</td>
<td>2.8 out of 4.5</td>
<td>3 out of 4.5</td>
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**MIDDLE SCHOOL**

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>PRE TEST n=14</th>
<th>PRO TEST n=11</th>
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<tbody>
<tr>
<td>A</td>
<td>16 out of 20</td>
<td>16 out of 20</td>
</tr>
<tr>
<td>B</td>
<td>13.4 out of 15</td>
<td>13.5 out of 15</td>
</tr>
<tr>
<td>C</td>
<td>30.6 out of 35</td>
<td>28.6 out of 35</td>
</tr>
<tr>
<td>D</td>
<td>2.2 out of 4.5</td>
<td>2.5 out of 4.5</td>
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**ELEMENTARY SCHOOL**

<table>
<thead>
<tr>
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<th>PRE TEST n=13</th>
<th>PRO TEST n=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>14.2 out of 20</td>
<td>15.8 out of 20</td>
</tr>
<tr>
<td>B</td>
<td>10.0 out of 15</td>
<td>11.6 out of 15</td>
</tr>
<tr>
<td>C</td>
<td>27.1 out of 35</td>
<td>28.5 out of 35</td>
</tr>
<tr>
<td>D</td>
<td>2.0 out of 4.0</td>
<td>0.3 out of 4.0</td>
</tr>
</tbody>
</table>

ART SPEAKS: MURAL PROJECT

**HIGH SCHOOL**

<table>
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<tr>
<th>Course Objective</th>
<th>PRE TEST n=10</th>
<th>PRO TEST n=8</th>
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<tbody>
<tr>
<td>A</td>
<td>15.5 out of 20</td>
<td>17.4 out of 24</td>
</tr>
<tr>
<td>B</td>
<td>10.9 out of 15</td>
<td>12.8 out of 15</td>
</tr>
<tr>
<td>C</td>
<td>20.3 out of 35</td>
<td>22 out of 35</td>
</tr>
<tr>
<td>D</td>
<td>2.9 out of 4.0</td>
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**MIDDLE SCHOOL**

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<td>A</td>
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<tr>
<td>B</td>
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<td>C</td>
<td>27.9 out of 35</td>
<td>30.8 out of 35</td>
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<td>3.1 out of 4.0</td>
<td>2.9 out of 4.0</td>
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OUTCOMES
STAKEHOLDER FEEDBACK

HALA STAKEHOLDERS INCLUDE STUDENT PARTICIPANTS, SCHOOL PARTNER STAFF, COMMUNITY PARTNERS AND HALA STAFF. FEEDBACK FROM STAKEHOLDERS WERE COLLECTED VIA:

- Student post-tests distributed during the final class (66 respondents)
- Feedback Survey distributed on-line to school partner staff following the end of Session A only* (6 respondents)
- Testimonials shared during the HALA Appreciation Dinner on June 7, 2018
- HALA Staff interview conducted by HP Grants Manager

Common themes emerged across each stakeholder when asked questions that had them reflect on the program strengths, challenges and suggestions for improvement.

*Session B school staff almost mirrored those during Session A, for the exception of one school.

**Program Strengths**
- Ability to retain/grow school and community partners
- Increased student self-confidence
- Increased student awareness of community issues and activism
- Increased student interest in art

**Program Challenges**
- Retention of students enlisted for course
- Limited program funding
- Limited Staff capacity

**Suggestions for Program Improvements**
- Increase in length of course/classes per week
- Increase HALA Instructor capacity
- Increase quantity of courses offered
- Increase the availability of course to more students
- Increase quantity and type of courses offered during each session
- Involve more hands-on opportunities up-front

TWO-THIRDS of students answered YES when asked if they’d recommend HALA to a friend

100% of school staff answered YES when asked if they believe HALA provided value to their school environment
FULL-PROGRAM OVERVIEW

2018-19 ACADEMIC YEAR

3 new HALA instructors + Teaching Assistants

4 HALA Course Offerings, (Art Through Hip-Hop, Art Speaks: Mural Project, Writes of Passage, Entrepreneur Empowerment

7 school partners (3 New Schools)

9 courses to be conducted evenly across 3 sessions (fall, winter, spring)

135-180 Students enlisted across all 3 sessions combined

NEW HALA INSTRUCTORS:
Assigned to school partners and courses involved in the pilot phase only to yield better training outcomes

ADDITIONAL HALA COURSE CONTENT REVISIONS INCLUDE:
• Incorporation of more reading to strengthen literacy skills
• Increased opportunities for artistic expression throughout the duration of the course

HALA 2019 SUMMER PROGRAMMING:
• 2-week summer camp for youth ages 7-11 (June)
• 10-day Cultural Immersion Study in Ghana with 10th and 11th grade students at Southeastern High School (July - August)

ENTREPRENEUR EMPOWERMENT COURSE DESCRIPTION:
• HALA students explore engineering concepts and cycle, enterprising and entrepreneurism.
• HALA students will build their very own screen press machine, identify a problem in their community, and design and create a pro-social prototype shirt or other clothing article.
• The course culminates with students presenting their final press machines and designs to a panel of engineers and community members.
FULL-PROGRAM OVERVIEW

2018-19 ACADEMIC YEAR

HALA POTENTIAL COMMUNITY PARTNERSHIPS AREAS:

- Artist Development Support and Exhibition Resources
- Social Activism
- Youth Pre-Apprenticeship
- Social Enterprise
- Juvenile Justice and Reform
- Transportation Access

HALA COMMUNITY ADVISORY COUNCIL

A consortium of key individuals as an additional measure for program improvement and sustainability. Council members will be expected to meet twice during the calendar year (fall and spring). The Council will include a rotation of members rooted in their experiences and knowledge of youth needs, and will be a mixture of parents, McDougall-Hunt residents, business owners, school staff, education experts, local artists, and former HALA students.

PROGRAM PERFORMANCE + MONITORING

All data collection methods and analyses performed during the pilot phase will continue as part of ongoing evaluation of HALA’s program performance. Additional monitoring efforts will expand into the summer program activities including, attendance sheets, participant pre- and post- surveys, and parent surveys. HALA will also continue as Detroit Public School District Partner contributing to the ongoing strategy to advance the arts within the school district.