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# The Impact of Arts on Children's Well-being The Colorado Springs Conservatory



Economic Forum

**COLLEGE OF BUSINESS**

UNIVERSITY OF COLORADO  
**COLORADO SPRINGS**

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Background on The Conservatory

The Colorado Springs Conservatory (CSC) is the Pikes Peak region’s only performing arts conservatory and was founded in 1994 by Oberlin Conservatory and Julliard School graduate, Linda Weise. It offers arts-immersion for ages 3-19 in instrumental music, voice, music theory, composition, theater arts, recording arts, and dance. Programs at CSC are open to any child or young adult. The community has embraced The Conservatory because of its high caliber of mentors and unique set of offerings, but also because funding for arts education in K-12 has dwindled over the years. CSC has filled an important void for children and families in the Pikes Peak region.

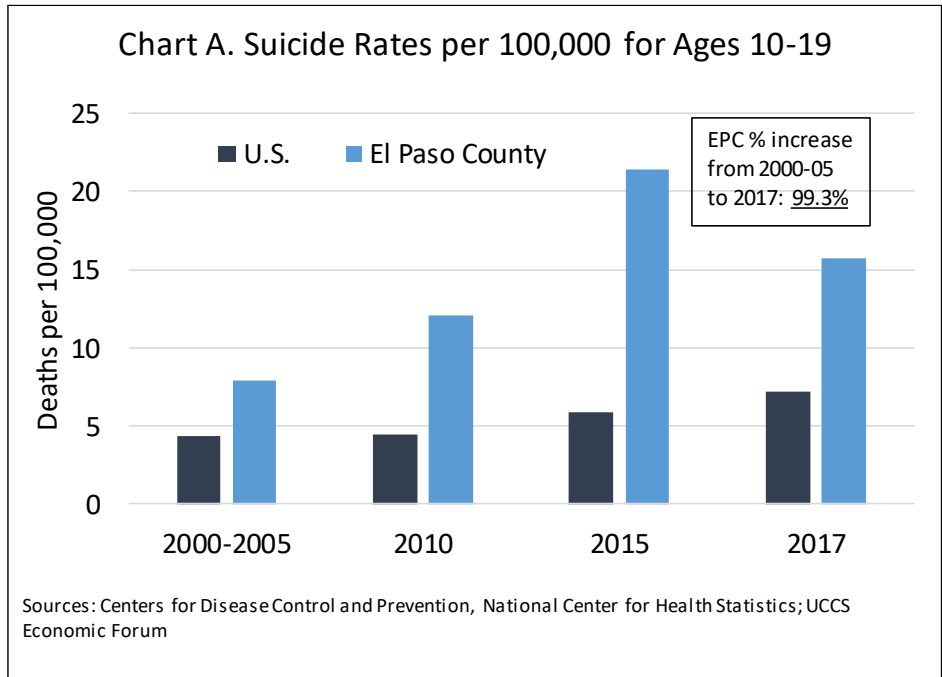
In order to increase access to all children, CSC expanded to serve at-risk students from Harrison School District 2 in 2005. Students in the district are largely from low-income households and diverse racial/ethnic backgrounds. Harrison School District outsources arts education to CSC, which enables many at-risk children and families to reap the benefits of world-class arts immersion at little to no cost. For children of all socio-economic groups, it is well documented that participation in arts education increases self-awareness and self-esteem, enhances academic performance, builds important life skills such as resiliency, and foster community engagement.

Building these life skills for children is particularly relevant with the alarming increase in youth suicide. The Colorado Springs region, in particular, is challenged by high youth suicide rates (see Chart A).

Purpose of Evaluation

In 2018, CSC leadership decided to pursue a comprehensive evaluation of its programming to measure a) the impact on student’s mental well-being as reported by each student, b) the impact on student’s mental well-being as reported by parents, and c) the strengths and weaknesses of CSC programs as measured by each respective group.

CSC leadership reached out to a local economist and evaluator, Tatiana Bailey, Ph.D., in 2018 to discuss the possibility of conducting an evaluation. A proposal was written and awarded by the Colorado Springs Health Foundation to conduct a year-long evaluation during 2019. After an extensive literature search on best practices in measuring the impact of arts education and identifying the strongest measurement tools, a survey was developed that was tailored for this CSC endeavor. Relevant pieces were pulled from many widely used and time-tested surveys, but largely from the California Healthy Kids surveys. Three surveys were developed in total: for elementary school children, middle/high school students, and parents. Questions centered around children’s peer support network, family connections, mentorship, self-worth, and resiliency for the pre-survey. The identical questions were asked in the post-survey, but a few additional questions



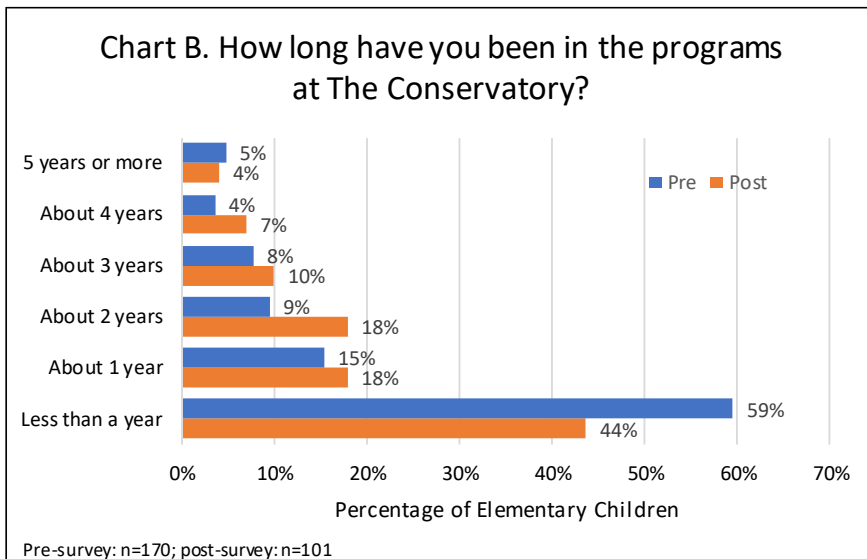
# Elementary School

were included about the programs at CSC as a mini program evaluation. Several questions had space for comments in order to obtain some qualitative feedback.

## Overview

As discussed in the introductory section, a literature search was conducted to identify the primary facets of child and adolescent well-being as well as the key attributes that can help children develop into self-assured adults. A survey was developed for the elementary school children that had various questions specific to peer support, their family connections, mentorship, self-worth, and resiliency. Elementary students starting at age 6 were given the survey using a three-point scale to keep the survey as simple as possible and adult assistance was provided if children were not yet proficient readers. In the three-point scale, 1=not true, 2=unsure, and 3=true. Students were surveyed before they started classes or in-between classes. A running list of students was kept so students could be checked off as they completed the survey and researchers could circle back with students who had not yet participated. Five distinct cohorts of students were surveyed during 2019.

There were 170 students overall who participated in the pre-survey with the majority (59%) having been in the program less than one year. Most elementary school students would not likely have long tenure at CSC because of the young ages implicit in primary education although there was a small portion (9%) who had been at CSC for four years or more. Chart B below shows the tenure distribution pre and post.

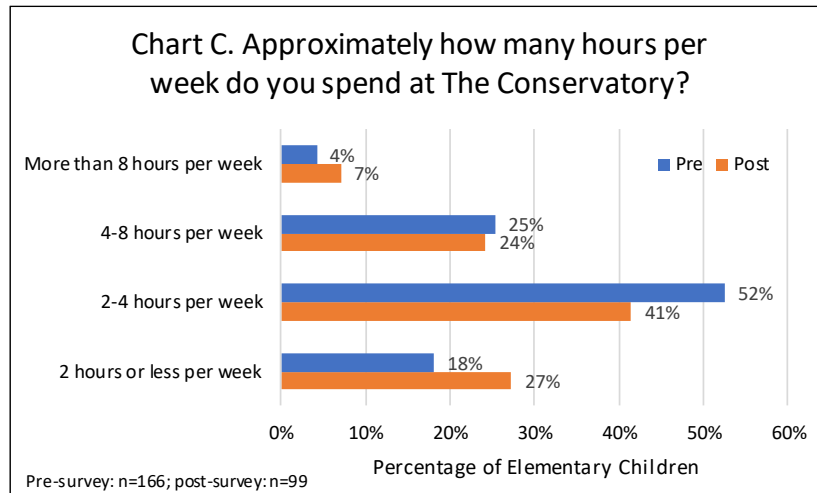


For all CSC elementary students (pre) surveyed, 18% attended classes 2 hours or less per week, 52% attended 2-4 hours per week, 25% attended 4-8 hours per week and 4% attended more than 8 hours per week (Chart C on the next page).

There were 101 students who participated in the post-survey with the largest group having been in the program less than one year (44%). Almost 11% had been at CSC for four years or more. For all elementary children, 28% attended classes 2 hours or less per week, 41% attended 2-4 hours per week, 24% attended 4-8 hours per week, and 7% attended more than 8 hours per week (Chart C on hours attended is on the next page).

It is important to note that it may be difficult to gauge from elementary-aged students themselves any perceptible changes in their well being from CSC programming given their short tenure. This will be discussed

further in the concluding section.



## Findings

### Peer Support

Five survey questions were designed to measure the program’s impact on peer support. Of these five questions, three addressed a student’s perception about having a peer who cares about them, talks to them about problems, and helps them when having a hard time. At baseline (the pre-survey), these young CSC students had averages around 2.5 on the three-point scale indicating a good amount of peer support. In the post survey, responses were in the same range indicating that the program did not significantly change students’ feelings on their own peer support network.

The remaining 2 peer support questions, “My friends typically stay out of trouble” and “My friends try to do what is right,” were asked to understand the types of friends with whom the CSC student spends time. There was also no perceptible change in these two peer-related questions pre and post.

Since most students had been at CSC for less than a year, and since elementary school children typically spend fewer hours in classes (Graphs B and C), they perhaps do not have as much time to develop friendships as do the older children who have typically been at CSC longer.

### Family Connections

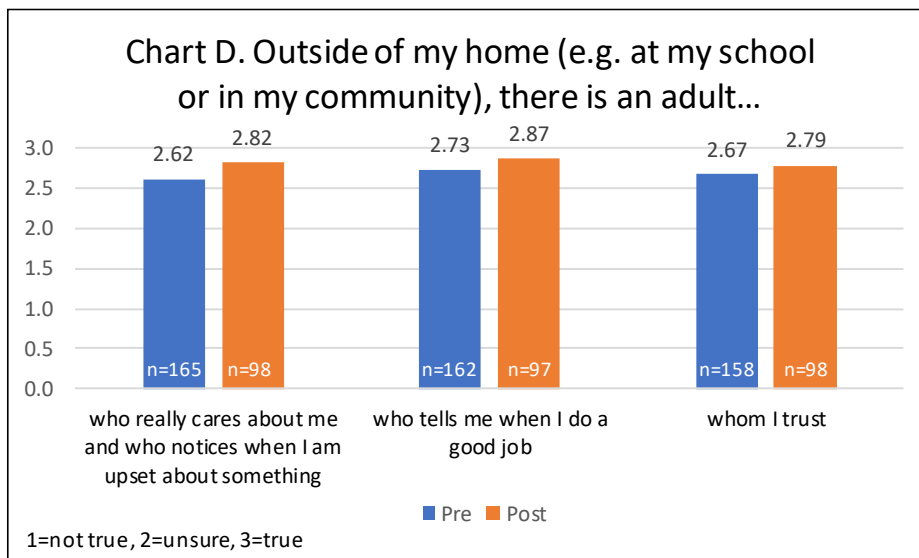
Three questions addressed the quality of a student’s family connections. Students were asked if in their home there is a parent or another adult who expects them to follow the rules; who is interested in their schoolwork and who wants them to do their best; and who listens to them and talks with them about anything. As with peer support, there was not a major difference in pre and post responses, but at baseline (pre-survey) the responses to the first two questions were quite high (2.91 and 2.81 respectively). The last question, “In my home, there is a parent or another adult who listens to me and talks with me about anything,” did have a measurable increase with the pre-survey at a 2.66 rating and a post survey rating of 2.86.

It is important to note that information for both peer support and family connections were included to understand the general environment of the students mostly related to their lives outside of CSC.

## Mentorship

Three questions addressed mentorship as it relates to adults outside of a student’s home. These questions were not specific to The Conservatory faculty and staff although one could logically assume some connection. Later in the survey there is a question specific to CSC faculty and staff as part of the program evaluation.

Of all the subcategories measuring student’s mental well-being, mentorship had the most significant increase comparing pre to post- survey results. Chart D below shows that all three questions had higher post-survey



ratings and in all cases, responses were close to 3.0 indicating that children responded affirmatively (“true”) when asked these questions about adult mentorship. It is interesting that the baseline and post-survey measurements were higher for adult mentorship than they were for peer support.

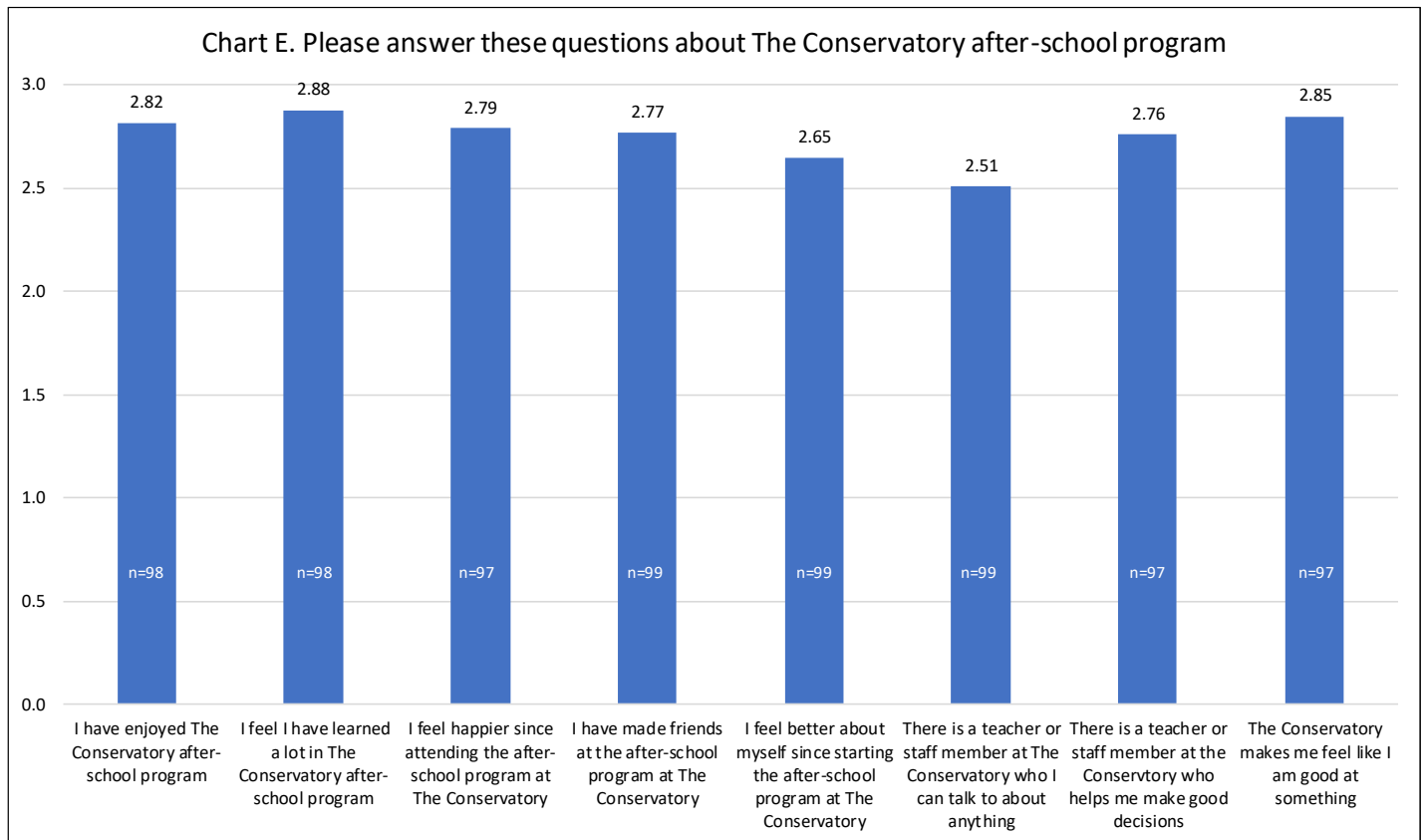
## Self-worth

Twelve questions were designed to assess a student’s self-worth. Similar to family connections, students’ scores in the pre-survey were also relatively high ranging between 2.60-2.83. Ten of the twelve questions had higher post-survey responses with the highest increase for the question, “When I need help, I know where to go for help or I can find someone to talk with.” This question had a pre-survey rating of 2.69 and a post-survey rating of 2.85. It is possible that like the mentorship category above, students are either garnering more from existing adult relationships they have, or they are developing new relationships through The Conservatory.

## Program Evaluation

Eight questions were designed to gain an understanding of CSC programs overall and were only asked in the post-survey again on a three-point scale for simplicity. Questions centered on whether children enjoyed the after-school programs (2.82), whether they feel they learned a lot (2.88), whether they feel happier since attending CSC (2.79), whether they have made friends at CSC (2.77), whether they feel better about themselves since starting the CSC programs (2.65), whether there is a teacher or staff member who they can talk to about anything (2.51), or who can help them make good decisions (2.76), and whether CSC makes them feel like they are good at something (2.85). Overall, responses are overwhelmingly positive about CSC programming and also regarding how children feel it is impacting their lives. Chart E (next page)

is a visualization of the program evaluation results for the elementary-age children.



## *Comparison Between CSC Students with Less Than 2 Years and 2+ Years in Program*

It is reasonable to assume that the amount of time a child has participated in CSC programs may influence how he or she feels about CSC, its mentors and staff, about himself or herself, and about interactions with others. Factoring the responses into two groups can help test this theory. Responses on the post survey for the program evaluation component of the analysis were grouped into elementary children who had been at CSC for less than two years and those who had been in the program more than two years.

In most cases, the two groups did not differ significantly except for the following question, “I have made friends at the after-school program at The Conservatory.” Children newer to the program had an average score of 2.70 on the three-point scale whereas children who had been at CSC for two years or more had an average score of 2.82. The ability of these younger children who have been at CSC longer to make new friends is notable given that one of the lowest metrics for all elementary responses was around peer support (see page 4). It appears that exposure to CSC enables these young artists to forge new relationships with other artists around their same age that perhaps they would not have had the opportunity to form in the absence of CSC programming.

### *Summary*

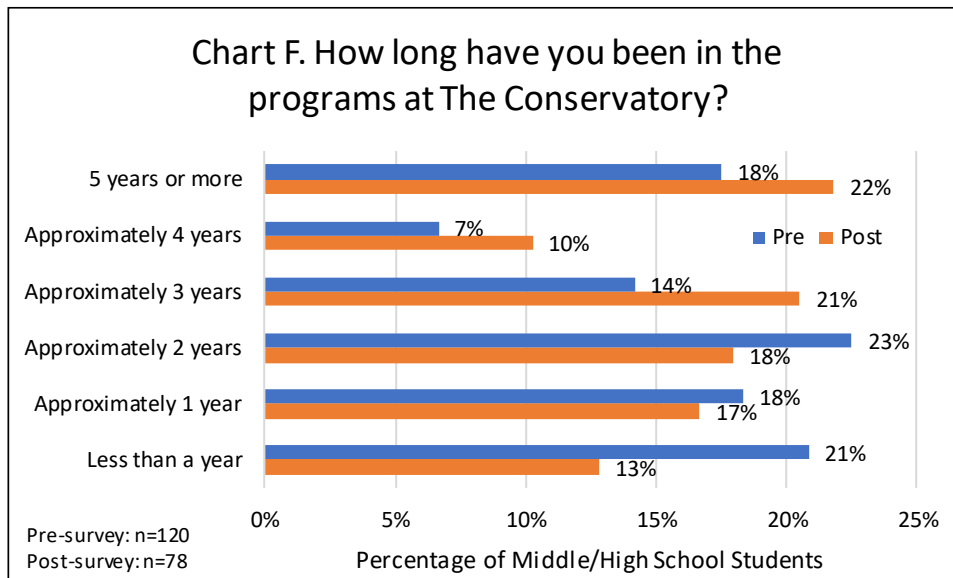
Results from this self-evaluation of elementary school children at CSC imply that students come into The Conservatory with good peer support, strong family connections and outside mentorship, and high self worth. These attributes stay stable or even increase while elementary students are at The Conservatory. It appears that the largest impact for elementary students is through the stronger connection to adult mentors outside their home (Chart D on page 5). The program evaluation results support this tenet especially in terms of CSC teachers or staff who help children make good decisions. Given the importance of outside relationships and trust to the developing mind this is an impactful and positive outcome for the youngest students at CSC. The overall high ratings for the program evaluation by elementary students also suggest many dimensions of positive influence from CSC on learning, happiness level, making new friends, feeling good about himself/herself, and feeling like he/she is good at something.

There were also qualitative, open-ended questions and those comments can be made available upon request.

Overview

Middle and high school students were given a survey using a more nuanced five-point scale where 1=not at all true, 2=a little true, 3=neutral, 4=pretty much true, and 5= very much true. Students were surveyed before they started classes or in-between classes. A running list of students was kept so students could be checked off as they completed the survey and researchers could circle back with students who had not yet participated. Five distinct cohorts of students were surveyed during 2019. The pre-survey group consisted of 62% middle school students and 38% high school students. The post-survey group consisted of 55% middle school students and 45% high school students.

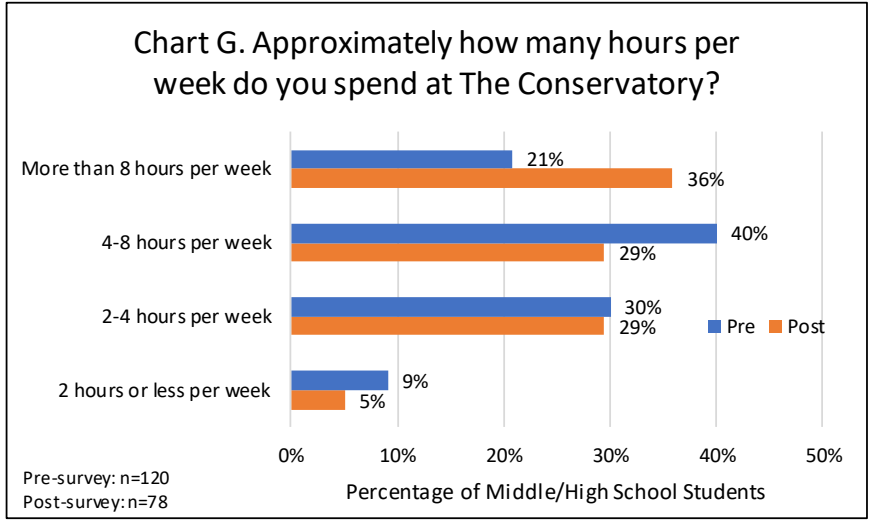
There were 120 students overall who participated in the pre-survey with roughly one-fifth at The Conservatory for less than a year and roughly one-fifth at CSC for five years or more. Graph F shows the distribution in terms of student’s tenure at CSC.



For these (pre-survey) middle and high school students, 9% spent 2 hours or less per week in classes, 30% spent 2-4 hours per week in classes, 40% spent 4-8 hours per week, and 21% spent 8 hours or more per week in CSC classes. Chart G on the next page shows this information.

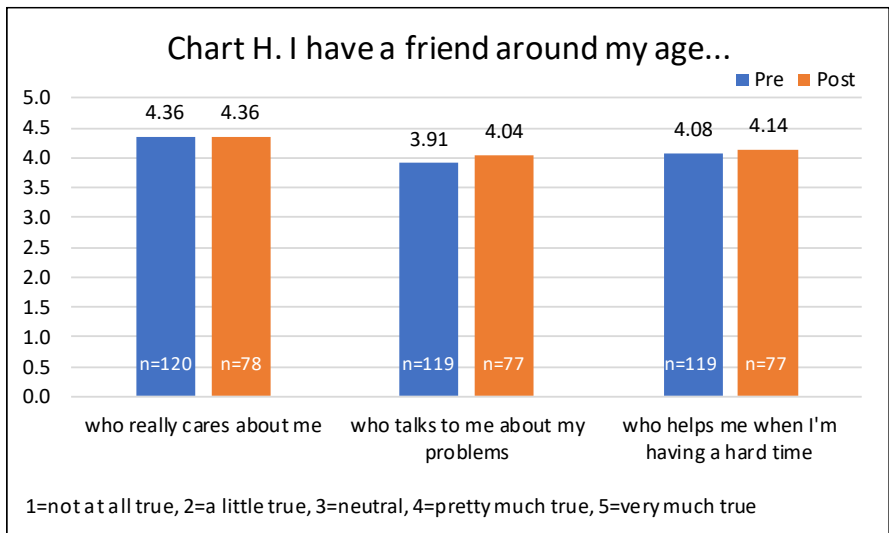
There were 78 students who participated in the post-survey with 13% at CSC for less than a year, 17% for about one year, 18% for about 2 years, 21% about 3 years, 10% about 4 years, and 22% (the largest portion) at CSC for 5 years or more. For this post-survey group of middle and high school students, a small portion spend 2 hours or less attending CSC classes (5%), while 29% spend 2-4 hours per week, another 29% spend 4-8 hours per week, and the largest portion (36%) spend more than 8 hours per week in CSC classes. This indicates that the middle and high school students are making a significant time commitment to The Conservatory. Chart G on the next page shows the distribution of students in terms of time attending classes.

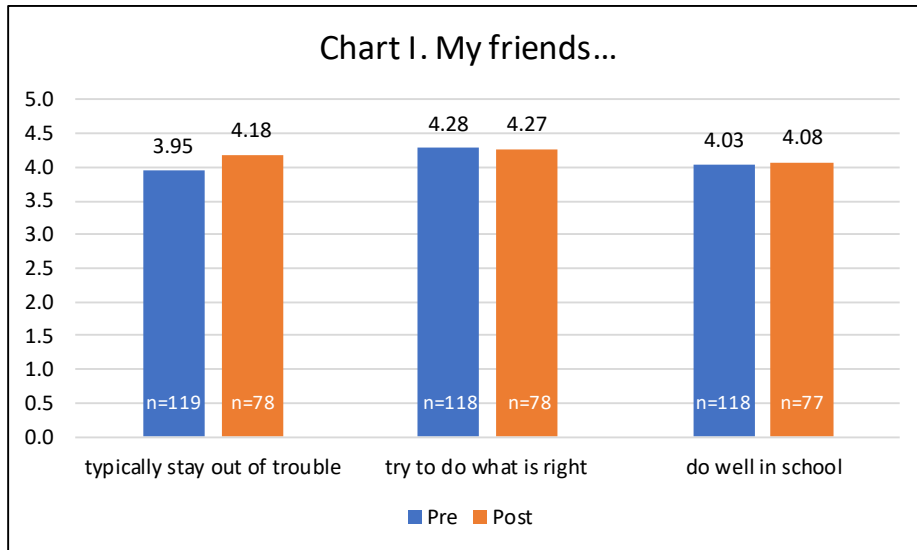




## Peer Support

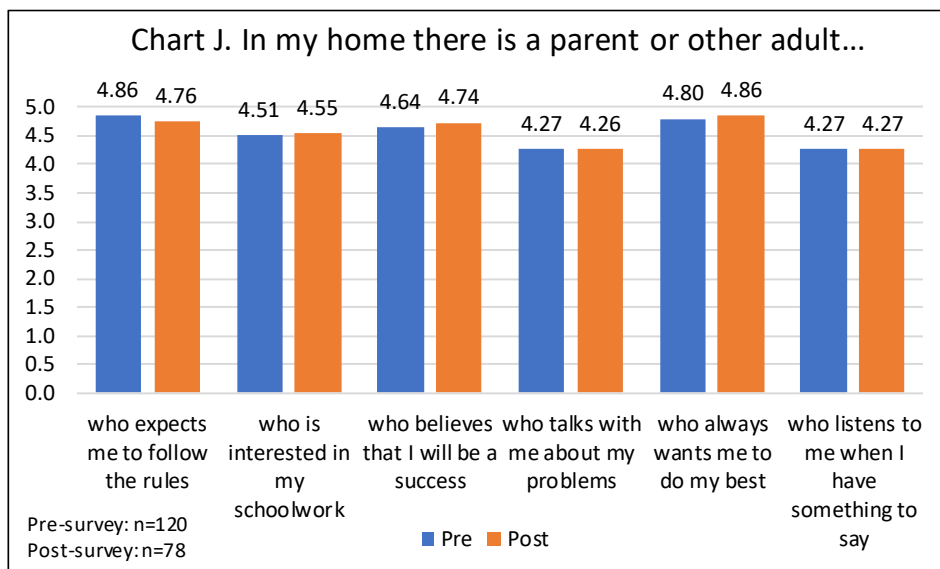
Six survey questions were included to measure the program’s impact on peer support: “I have a friend around my age who really cares about me; I have a friend around my age who talks to me about my problems; I have a friend around my age who helps me when I’m having a hard time; My friends typically stay out of trouble; My friends try to do what is right; and My friends do well in school.” Of these six questions, three addressed a student’s perception about having peers for support and three assessed character traits of these peers. In terms of CSC students’ friends/peers, it once again appears that there is not much change pre and post survey. The one question that did see some increase was for “My friends typically stay out of trouble.” Otherwise, there was no significant difference in the pre and post questions for middle and high school students indicating 1) that these typically longer-term CSC students have strong positive peer support at baseline measurement, and 2) that these positive relationships remained stable over time while at The Conservatory. Charts H and I show these (peer-related) results.





**Family Connections**

Six questions addressed the quality of a student’s family connections: “In my home, there is a parent or another adult who expects me to follow the rules; In my home, there is a parent or another adult who is interested in my schoolwork; In my home, there is a parent or another adult who believes that I will be a success; In my home, there is a parent or another adult who talks with me about my problems; In my home, there is a parent or another adult who always wants me to do my best; and In my home, there is a parent or another adult who listens to me when I have something to say.” Of these six questions, the greatest increase was noted in response to the question, “In my home, there is a parent or another adult who believes that I will be a success.” Otherwise, there was no significant difference in the pre and post questions for middle and high school students indicating 1) that these students had strong positive family connections at baseline measurement and that 2) these positive connections remained stable over time while in the program. The slight increase related to a family member’s perception of a student’s success could perhaps be correlated to the advanced study of the arts. The other metric that increased noticeably was, “In my home, there is a parent or another adult who always wants me to do my best,” which is conceptually related to the notion of being a “success.” Chart J below shows pre and post results.

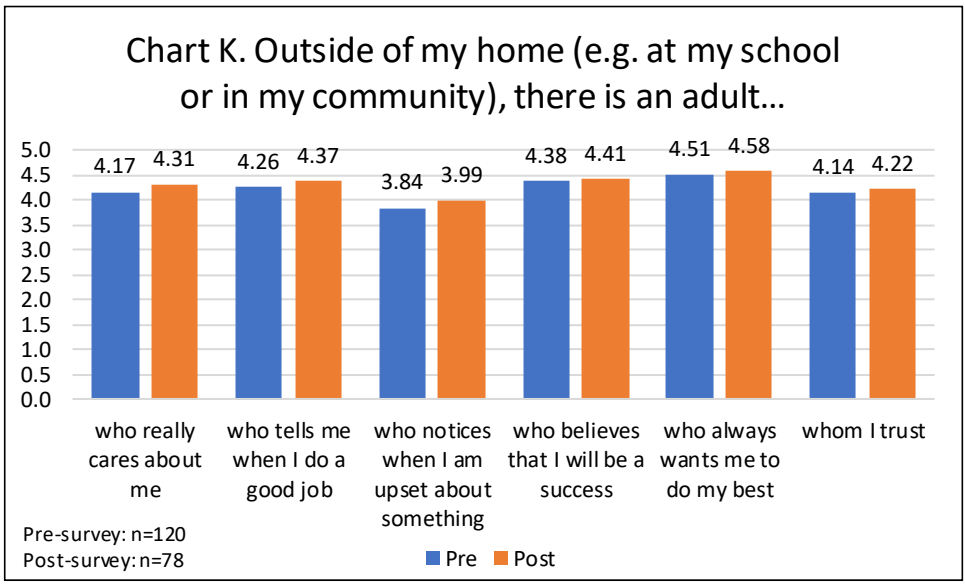


# Middle/High School

## Mentorship

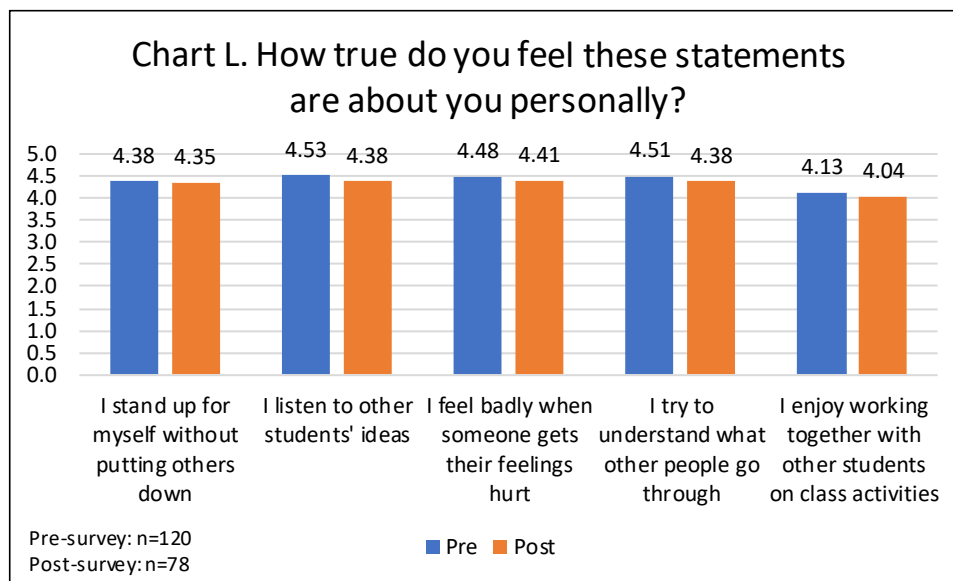
Six questions addressed mentorship as it relates to adult relationships outside of a student's home. This was not specific to The Conservatory teachers and staff although one can logically expect a connection. As in the case of the elementary school children, there is a question later in the program evaluation portion of the survey that is specific to Conservatory teachers and staff.

Similar to the peer support and family connections responses, there were no major changes between the pre and post responses, but there was a consistent upward trend albeit modest. The pre-survey results indicate existing positive relationships with other adults in the community at the start of the evaluation process. Like the elementary school children, there is a consistent overall trend of higher ratings in the post surveys compared to the pre-survey ratings. Given that baseline ratings were high for both age cohorts, it is notable that outside adult relationships seem to get even better for students who attend CSC. As mentioned in the elementary school section, it could be that participation in CSC programs enables children to either better connect to adults outside their home who they already knew, or they meet new adults through CSC programs with whom they have positive relationships. Chart K summarizes and illustrates these results.



**Self-worth**

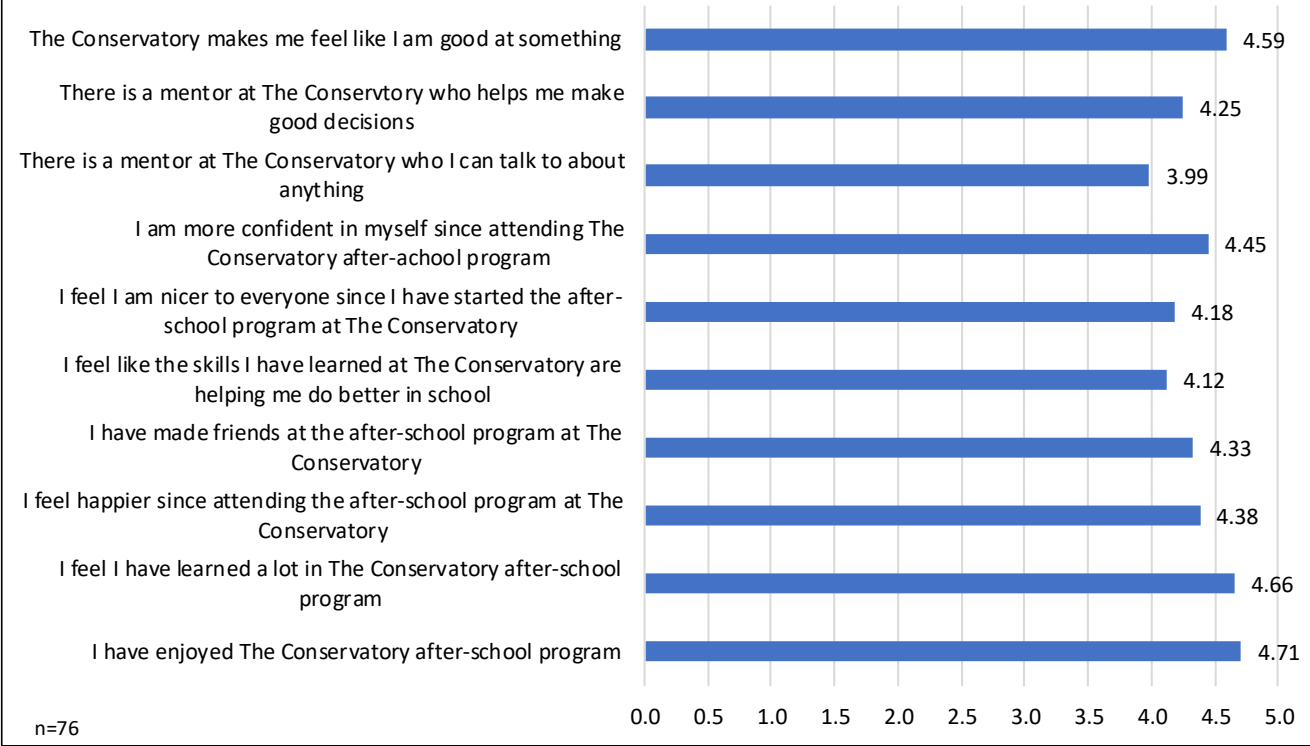
Seventeen questions were designed to assess a student’s self-worth. Appendix B shows the relevant survey questions with this section designated as SW (measuring “self worth,” question 5). Similar to the elementary students’ responses, the middle and high school students’ scores for all self-worth questions in the pre-survey were high, ranging between 3.91 and 4.86. A few questions had decreased ratings in the post survey (Chart L below), and these questions relate more to student’s interactions with others. It is possible that either CSC middle and high school students have some negative interactions with other CSC students, which could be attributable to the amount of time they spend together. It is also possible that the intensity of a student’s workload, including the vast amount of time they are spending at The Conservatory, may leave them a bit tired and more self-centered. There were also more high school respondents in the post survey (45% of total respondents) than in the pre-survey (38%) so the modest decrease in ratings may be indicative of how the older CSC children perceive and interact with others. Or, it is possible that students are experiencing some difficulties with peers as this age group typically does in the transition to adolescence and young adulthood. Given the positive survey results on the influence of adult mentorship, perhaps these aggregate results could be shared with CSC mentors and parents since they may be able to guide students in how to best interact with peers.



**Program Evaluation**

Ten questions were designed to gain an understanding of the program overall and were only asked in the post-survey. The responses in the program evaluation were considerably high on a five-point scale. The lowest score was still quite high at 3.99 for the question, “There is a mentor at The Conservatory who I can talk to about anything.” This is similar to the lowest score in the program evaluation section for the elementary students with their question: “There is a teacher or staff member at The Conservatory who I can talk to about anything.” The second question about mentorship, “There is a mentor at The Conservatory who helps me make good decisions,” scored higher at 4.25. Also, similar to the elementary students, this indicates the presence of a positive mentorship relationship but that a comfort level might not be established to talk about “anything.” Overall the scores were high, indicating that The Conservatory after-school program is having a significant and positive impact on the lives of these children (see Chart M on the next page).

Chart M. Please answer these questions about The Conservatory after-school program in which you have been participating

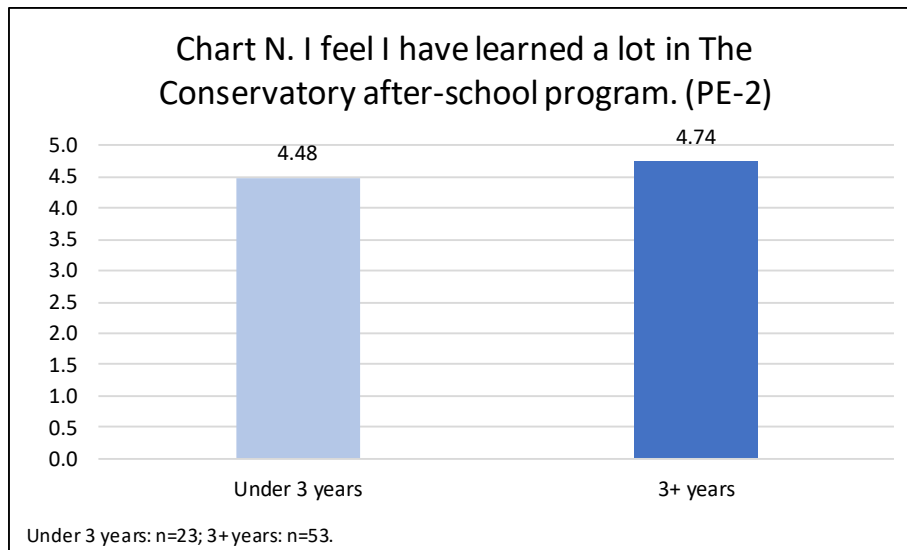


MIDDLE/HIGH SCHOOL

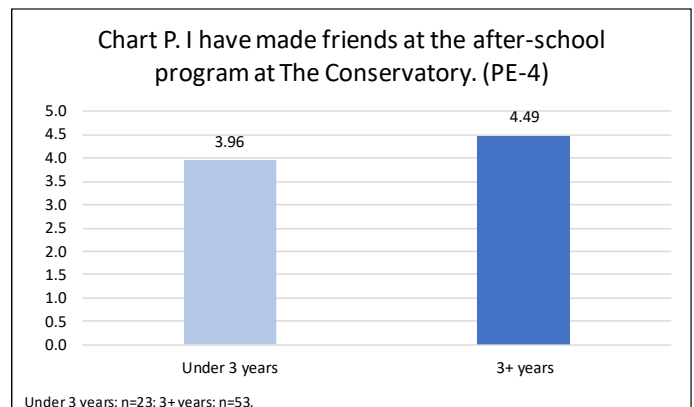
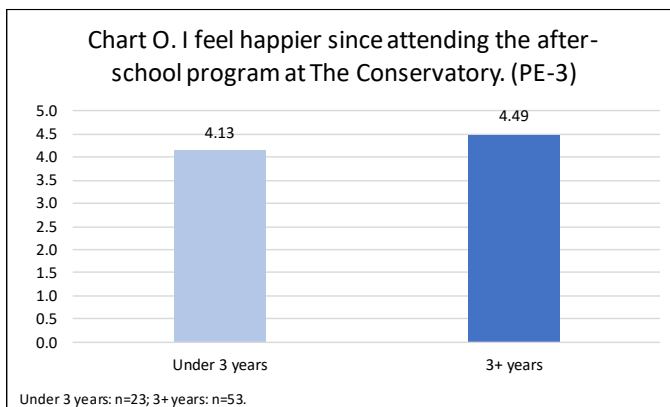
## Comparison Between CSC Students with Less Than 3 Years and 3+ Years in Program

In order to assess whether tenure at CSC impacted program results, answers specific to CSC were analyzed in two groups: those middle and high school students who had been at CSC under three years and those who had been there three years or more. The distinction in tenure was chosen at three years (versus the two years for elementary students) because by definition these older children have more years of life to be able to dedicate to CSC studies.

In the case of these older children, there was a larger difference in a greater number of questions than was seen for the elementary school children. For the question, “I feel I have learned a lot in The Conservatory after-school program,” children with less than three years at CSC had an average score of 4.48 on the five-point scale whereas children with three years or more had an average score of 4.74 (see Chart N). This material increase in ratings is in fact true for all the subsequent questions as well:

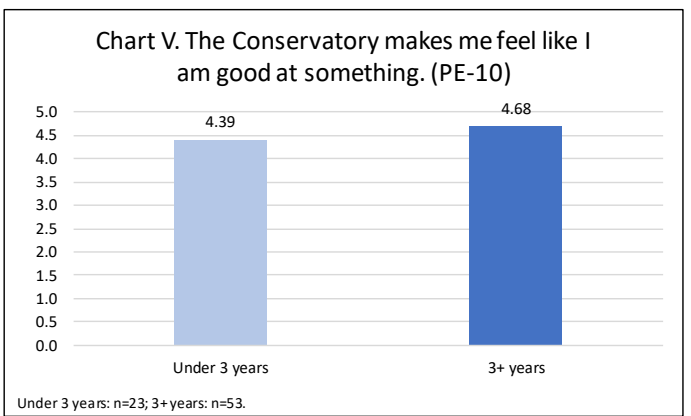
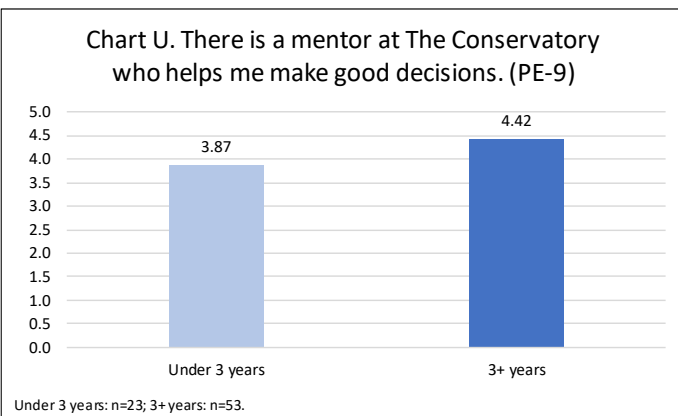
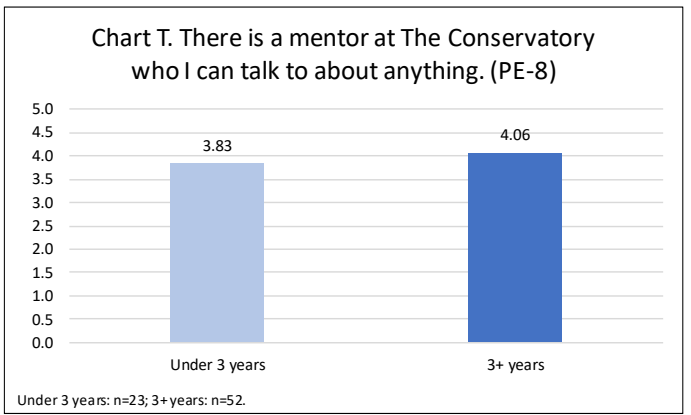
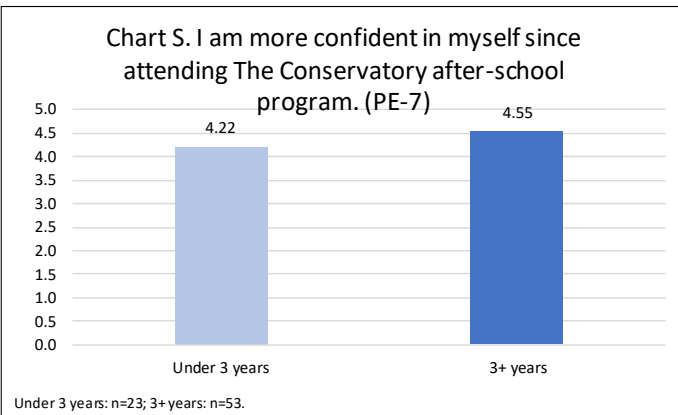
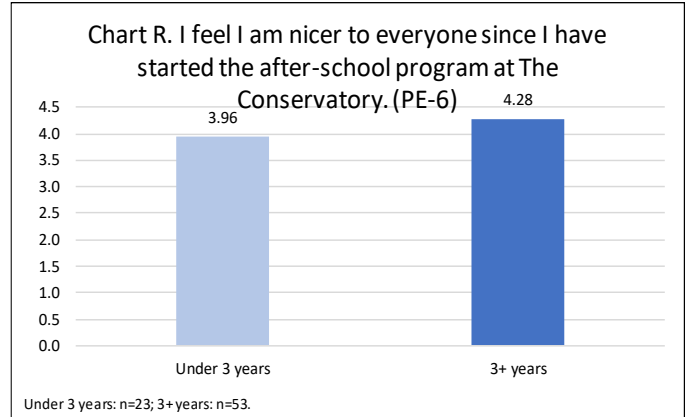
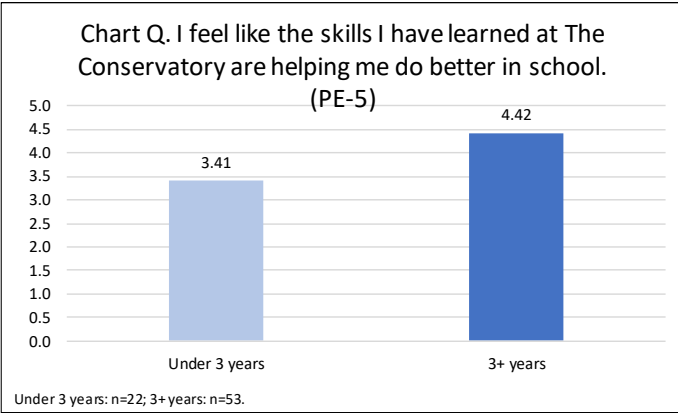


“I feel happier since attending the after-school program at The Conservatory,” and “I have made new friends at the after-school program at The Conservatory.”



# Middle/High School

“I feel like the skills I have learned at the Conservatory are helping me do better in school; I feel I am nicer to everyone since I have started the after-school program at The Conservatory; I am more confident in myself since attending The Conservatory after-school program; There is a mentor at The Conservatory who I can talk to about anything; There is a mentor at The Conservatory who helps me make good decisions; and The Conservatory makes me feel like I am good at something.”



These are perhaps some of the most striking findings from the research. Nine of the ten program evaluation questions had significantly higher scores for CSC middle and high schoolers who were at CSC for three years or more. The only question that did not have a difference between less and more tenured students was the question, “I have enjoyed the Conservatory after-school program,” but that question had very high ratings for both groups: 4.74 for under three years and 4.70 for students at CSC for three years or more. Children who stay at CSC for longer periods of time seem to have a measurably higher positive influence on their arts and school learning, happiness level, new (CSC) friendships, kindness level to others, confidence, (CSC) mentorship, and belief in their own abilities.

**Summary**

Results from this self-evaluation of middle and high school children at CSC imply that students come into The Conservatory with good peer support, strong family connections and outside mentorship, and high self worth. The vast majority of these attributes stay stable or even increase while students are at The Conservatory. The most consistent positive impact appears to be through mentorship, which was also the case for the elementary school children although the impact was smaller in the ratings of the older children. Given the importance of outside relationships and trust to the developing mind this is not an insignificant finding. By contrast, family connections and self worth do not consistently have increased ratings pre and post although baseline ratings are high to begin with.

Like the elementary school children, the program evaluation results for the middle and high school students are perhaps the strongest indicator of the positive perceptions students have about The Conservatory and the positive influence their experiences have on their mental well-being. Students responded overwhelmingly that CSC provides mentorship, contributes to their learning and happiness level, that they have made new friends, that CSC helps them feel good about themselves, and that they are good at something. The highest rating was for the question asking whether the student enjoyed The Conservatory programs (4.71), which is perhaps indicative of the mechanism by which CSC can influence children. If they enjoy something productive and reinforcing, it is likely to have other positive spillover effects.

As aforementioned, for the middle and high school students, a striking aspect of the findings is the difference between those who had been at CSC for less than three years versus those who had been there three years or more. For nine of the ten program evaluation questions, students with longer tenure at CSC had significantly higher ratings. This was not the case for the elementary school children, but younger children inherently have less years of life to show longer-term measurable impact. It is important to note that children who choose to stay at CSC may be more inclined towards the arts and having the opportunity to explore and develop their passions may be the mechanism by which these positive (CSC) influences are occurring. It is also important to note that the average scores for these program evaluation questions were higher for the tenured CSC students than they were for the entire cohort. This means that the more tenured middle and high school children are pulling up the average scores for the entire group.



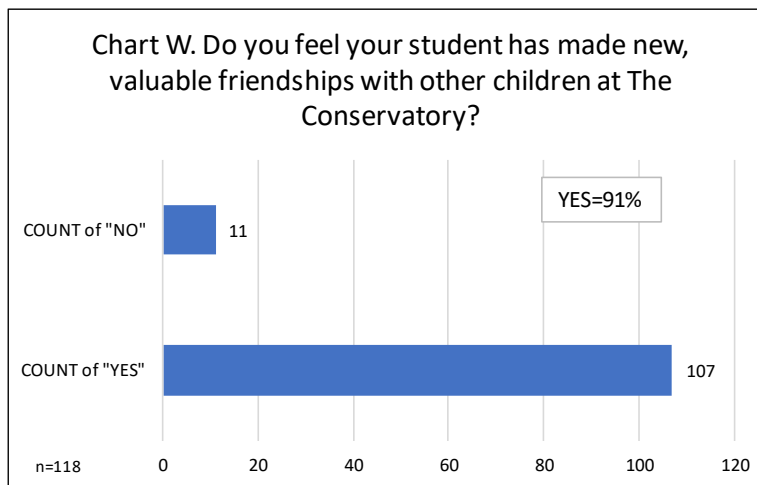
## Overview

Only a post-survey was given for parents to gauge how they believe The Conservatory has impacted their child. A pre-survey was not indicated. The survey contained eleven questions designed to assess a parent or caregiver's perspective about peer connections, mentorship, self-worth, coping skills, time management, work ethic, communication skills, learned skills, and The Conservatory's overall contribution to their child's emotional and social well-being. Several questions had space for comments in order to obtain some qualitative data and those comments can be made available upon request.

## Findings

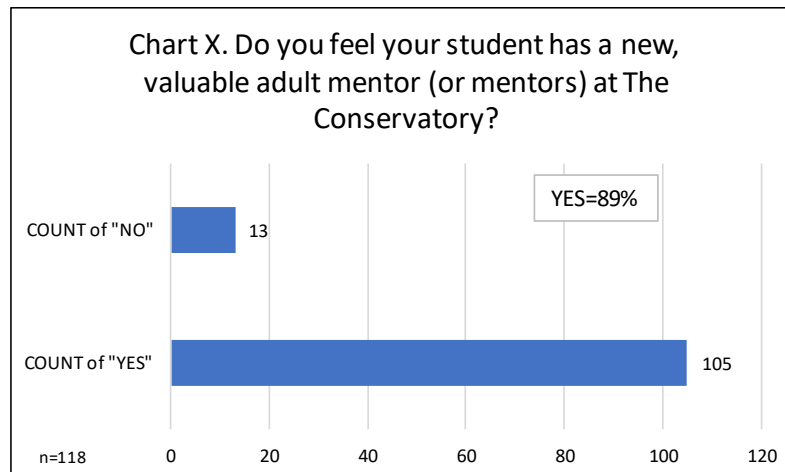
### Peer Support

Parents overwhelmingly report that their child has made new, valuable friendships with other children at The Conservatory. Of the 107 parents who answered this question, 91% gave a positive response.



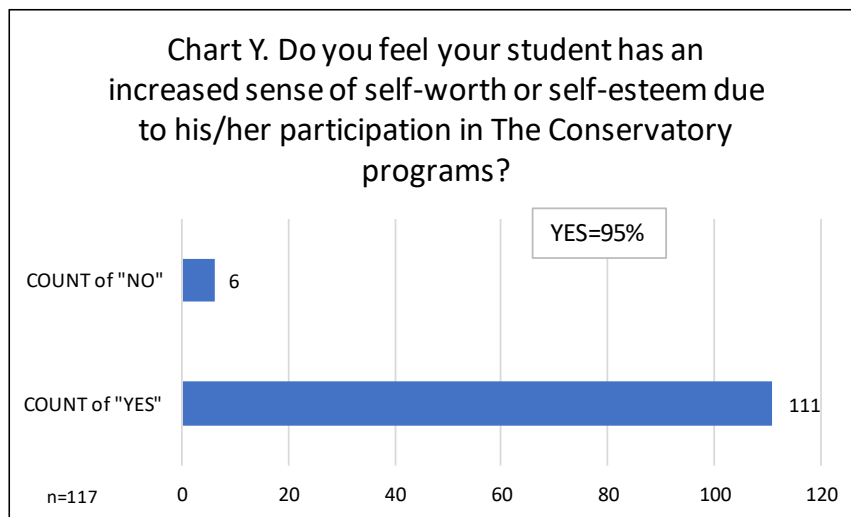
### Mentorship

Parents also overwhelmingly felt that their child has benefited from a mentorship relationship with a teacher or staff member at The Conservatory. Several teachers were called out specifically by name in the comments section.



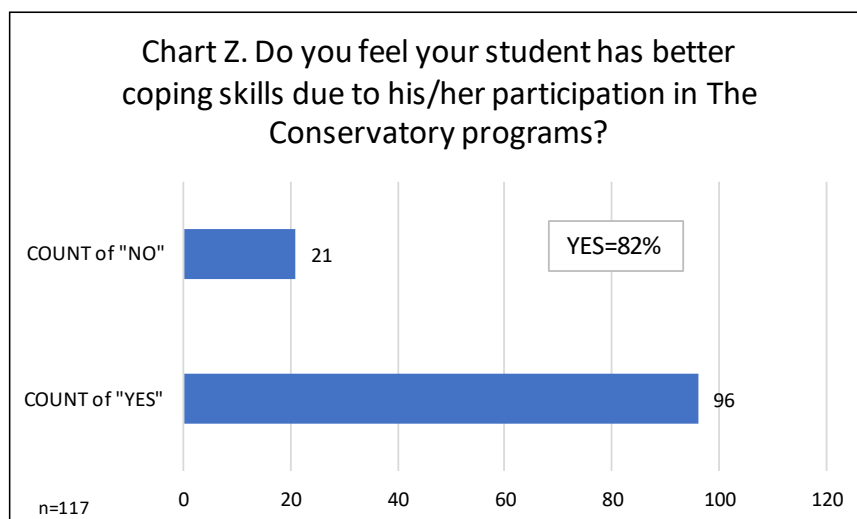
Self-worth

There was a question related to a parent’s perception of CSC’s impact on their child’s self worth. The question, “Do you feel your student has an increased sense of self-worth or self-esteem due to his/her participation in The Conservatory programs?” received a 95% positive response result (see Chart Y below). There were two parent comments related to this question indicating that the child was too young for this question to apply – and both of these were answered with a “no” response. It is also of interest to note that of the 136 sample size of parents, 19 did not answer this question most likely because the parent felt the question did not apply. Overall these results demonstrate that the majority of parents believe The Conservatory has a positive impact on their child with respect to self-worth.



Coping

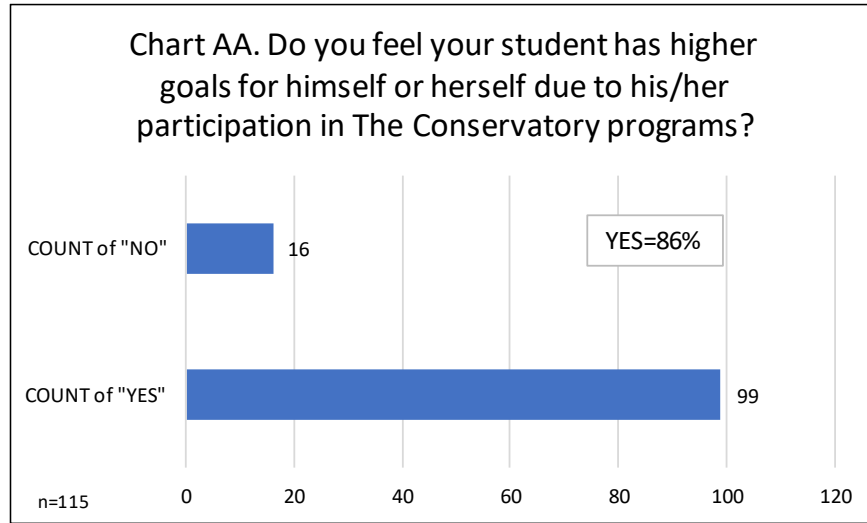
The question “Do you feel your student has better coping skills due to his/her participation in The Conservatory programs?” resulted in an 82% positive response. There were significant comments related to how The Conservatory has impacted their child’s ability to cope including: “Confidence, a safe place to be when home life is chaotic,” “Standing up for themselves and resolving conflict,” “When she is upset she sings and plays the piano,” “Making mistakes and recovering in front of others is a valuable lesson,” and “She has learned how to self-advocate and to take criticism and be respectful.”



# Parents

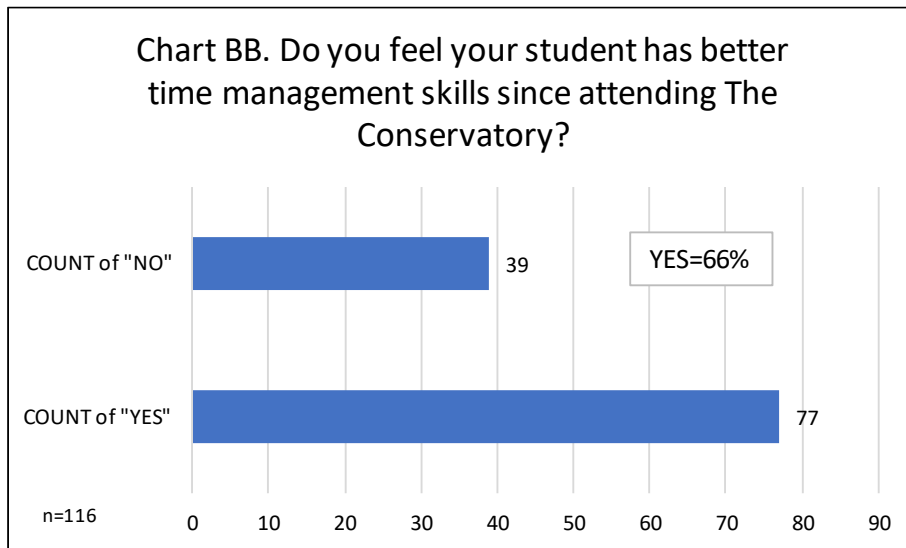
## Goal Setting

Parents also felt that programs at The Conservatory helped their child in terms of setting higher goals for himself or herself. As Chart AA shows, 86% of parents/caregivers answered “yes” to this question.



## Time Management

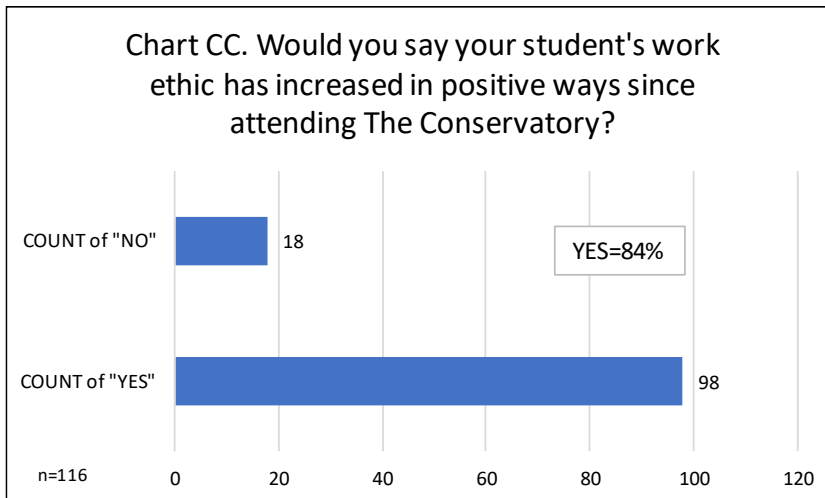
One question was asked related to time management: “Do you feel your student has better time management skills since attending The Conservatory?” This was the lowest score of all the parents’ responses at a 66% positive response rate. Of those parents who responded negatively to this question, three made a comment indicating their child was too young for this question but still responded with a “no” answer. Overall, nineteen parents did not answer this question. Several parent comments indicated that their child has made small steps in this area and several reported that this is an ongoing struggle for their child.



## Work Ethic

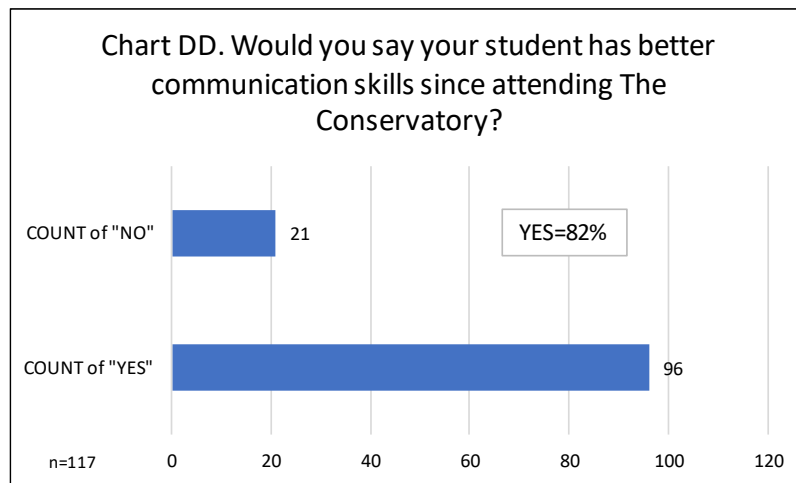
Overall, the majority of parents (84%) believe that their child’s work ethic has increased in positive ways since attending The Conservatory. Comments include: “She is more motivated at school and to keep her grades up; He wants to practice because he sees that he can be better; He has been reinforced with the idea

that if you put the work in that it will be worth it”.



**Communication Skills**

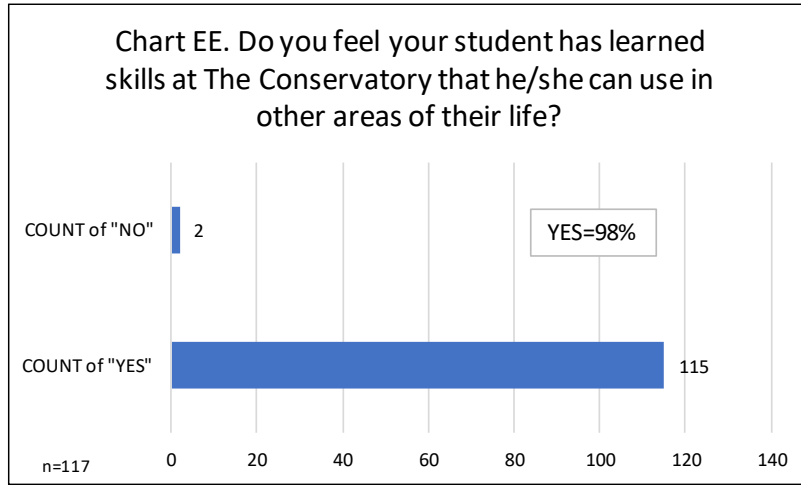
The vast majority of parents (82%) answered positively to the question : “Would you say that your student has better communication skills since attending The Conservatory?” Comments include: “Being empowered to feel you do have a voice and it is one that matters, Eye contact and introducing self, Understanding how important confidence is in a conversation with an adult, More poise, more confidence”.



**Learned Skills**

The question that had the greatest positive response was, “Do you feel your student has learned skills at The Conservatory that he/she can use in other areas of their life?” Fully 98% of parents answered, “yes” to this question. This speaks to the positive spillover effect that was mentioned in the summary comments of the middle/high school section. It appears that students and parents alike have positive perceptions of the direct and immediate effects of participating in CSC programs, but parents in particular acknowledge the additional skill sets children are acquiring through attendance at CSC (Chart EE on the next page).

PARENTS

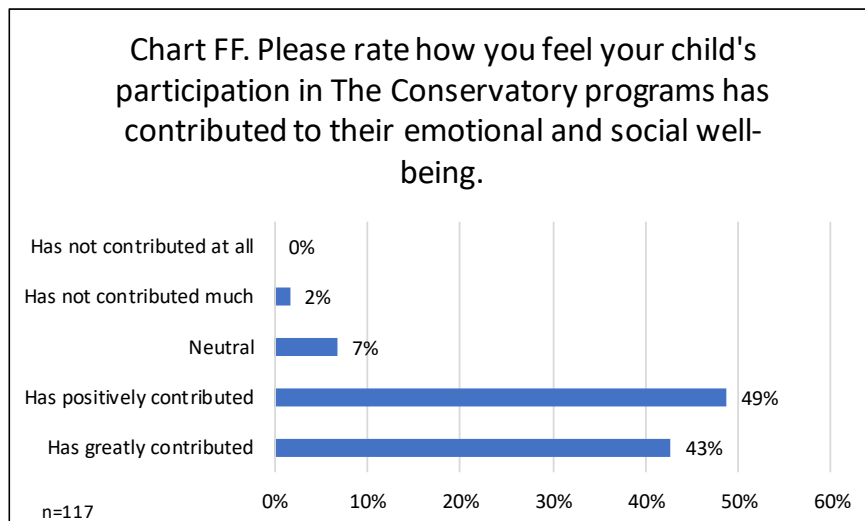


**Program Evaluation**

This question had a five-point scale designed to assess how the program has directly impacted a student. “Please rate how you feel your child’s participation in The Conservatory programs has contributed to their emotional and social well-being” resulted in 92% of parent/caregiver respondents reporting that The Conservatory has either positively influenced or greatly influenced their child.

Overwhelmingly, parents report that The Conservatory has had a positive impact on their child in all areas measured, with the exception of time management with only a 66% positive response rate. The greatest positive response was to the question about skills learned for other areas of life at 98%.

A final question was added as optional for parents to add comments related to The Conservatory. Thirty-two comments were recorded for the question: “Please feel free to give us any feedback or suggestions regarding the programs at The Conservatory (optional).” The comments were overwhelmingly positive and do not necessarily following a particular trend. Themes of confidence, gratitude for the teachers and staff, positive opportunities for their children, new friendships, higher self-esteem, better goal-setting and discipline run through the comment section. As can be expected parents did provide constructive comments for how the program could be better. These types of comments did follow a slight trend with themes of desiring better parental communication and program organization as areas for improvement. A comprehensive list of all comments can be provided upon request.



## Conclusion

There is a plethora of dimensions to childhood development and mental well being. This analysis provides a look into the peer support, family connections, outside mentorship, self worth and influence of CSC programming. No survey tool or analysis can capture everything. However, childhood mental health appears to be deteriorating locally and nationally and for this reason, it is of paramount importance to try and understand how these dimensions can be positively influenced outside the home. For some children, that may entail sports or church activities or after-school academic enrichment (e.g. robotics). For many children, that may entail some expression of the arts.

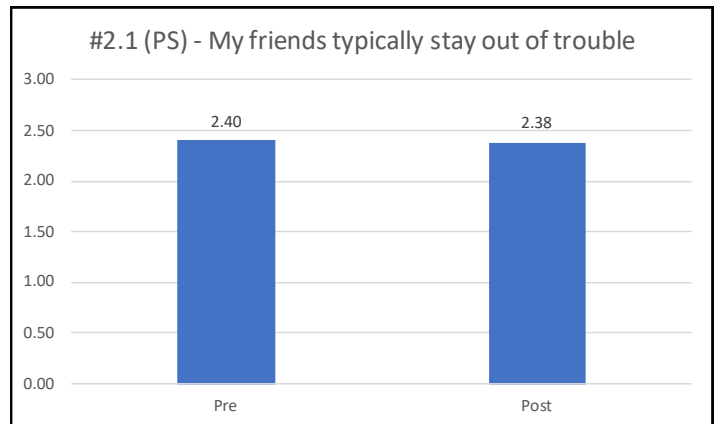
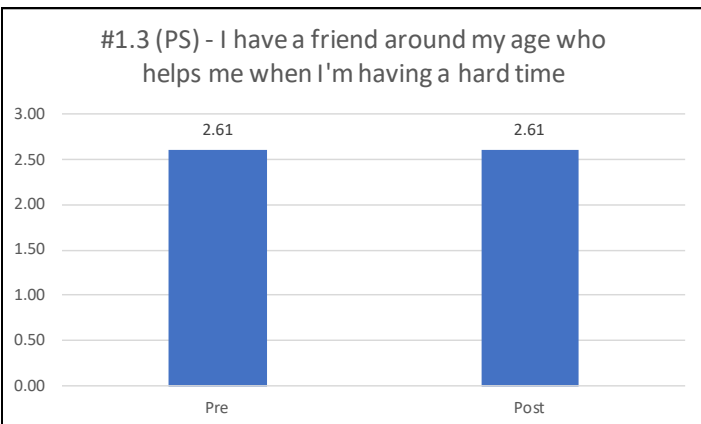
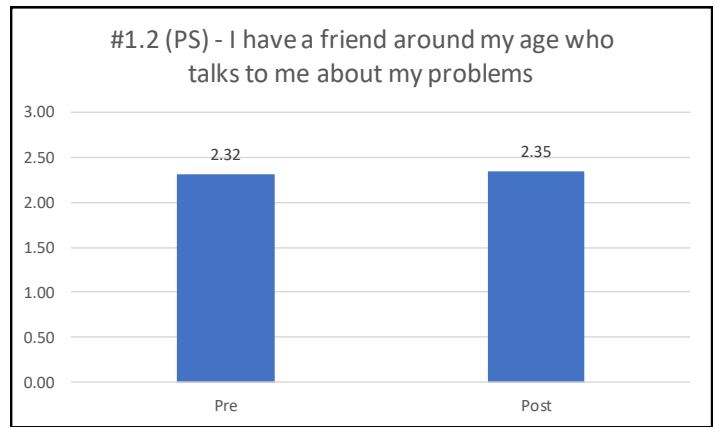
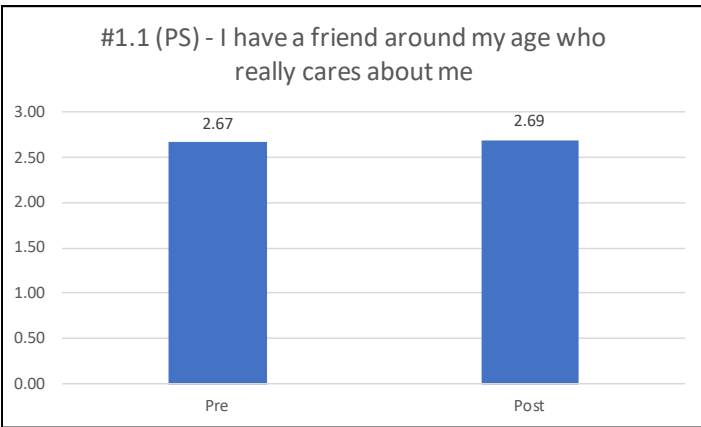
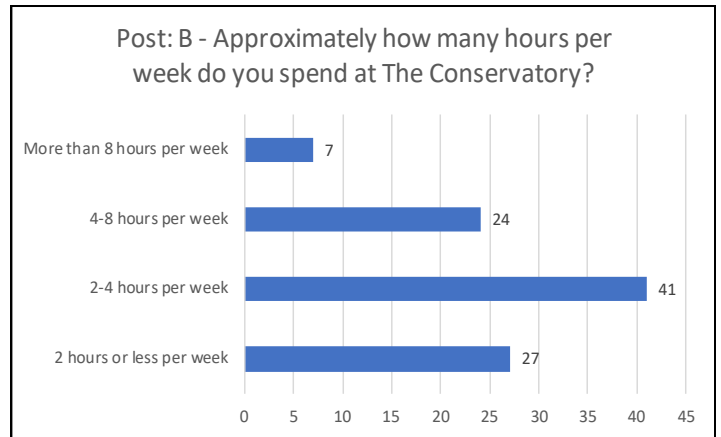
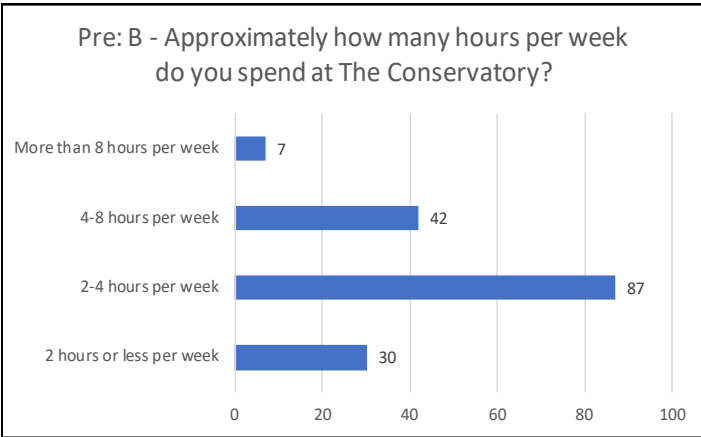
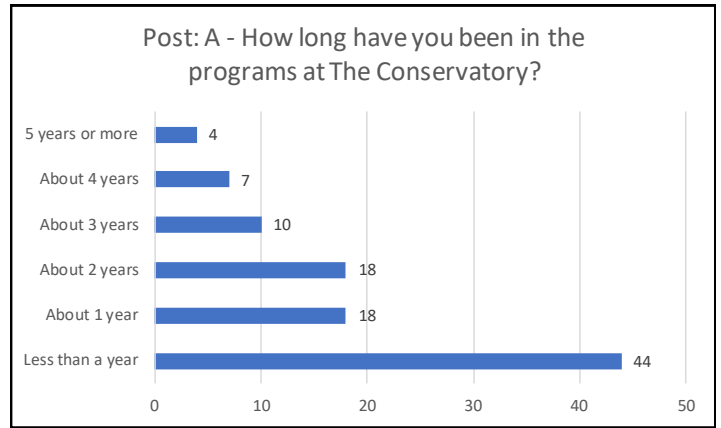
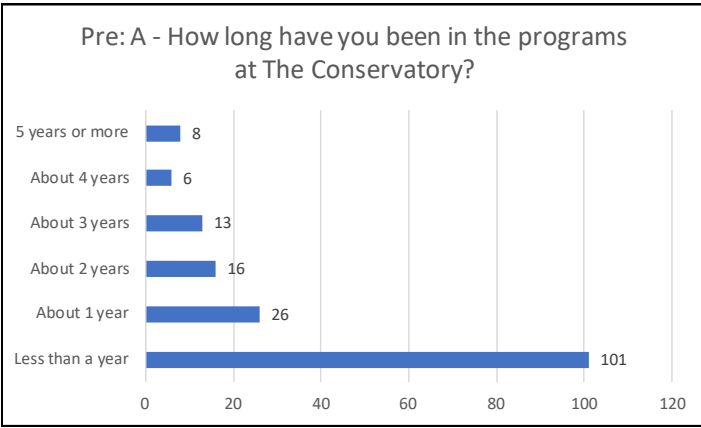
It appears from this analysis, that the availability of arts programming at The Conservatory does positively influence overall social and mental well being, especially for older students who have been at CSC longer. It is important to reiterate that baseline (pre-survey) responses for all of the CSC students demonstrate a group of children who score relatively high in these important childhood development attributes. The high baseline ratings may suggest that these children have perhaps higher-than-average support mechanisms and therefore, higher-than-average mental and social well being. This may be inherent to a group of students who have the parental/caregiver support implicit in the dedication it takes to enroll and commit to extra-curricular activities. The simple fact that longer-tenured students have even higher ratings is indicative of the positive, additional influence that CSC provides, in particular for older children. For both younger and older children, the overall high program evaluation questions validates that budding CSC artists are not only enjoying their time in arts education, they are also self-perceiving additional, personal benefits.

This is strongly reinforced by the parent evaluation. Parents overwhelmingly state that attendance at CSC has enabled their children to increase their peer support network, their (CSC-specific) adult mentorship network, their child's sense of self-worth/esteem, their coping and other life skills, their goal-setting, their work ethic, and their communication skills. Fully 92% of parents feel that having CSC in their child's life has either positively contributed or greatly contributed to their child's emotional and social well being.

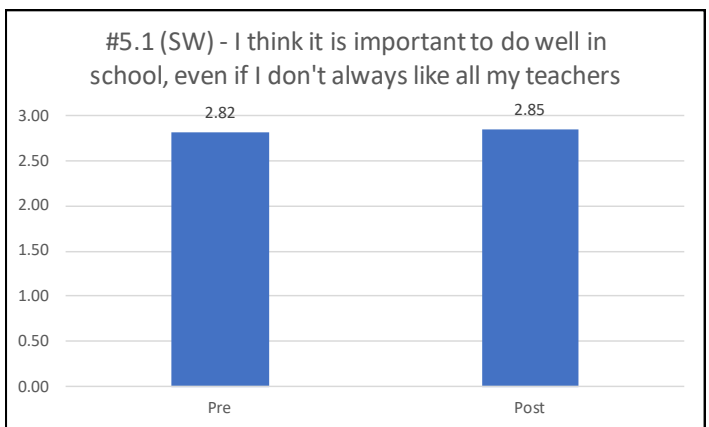
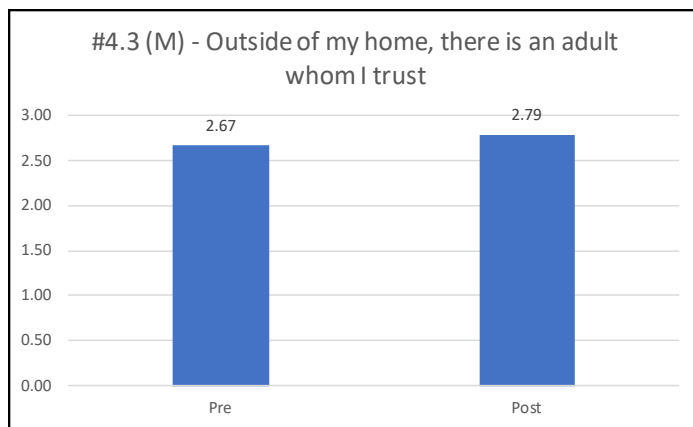
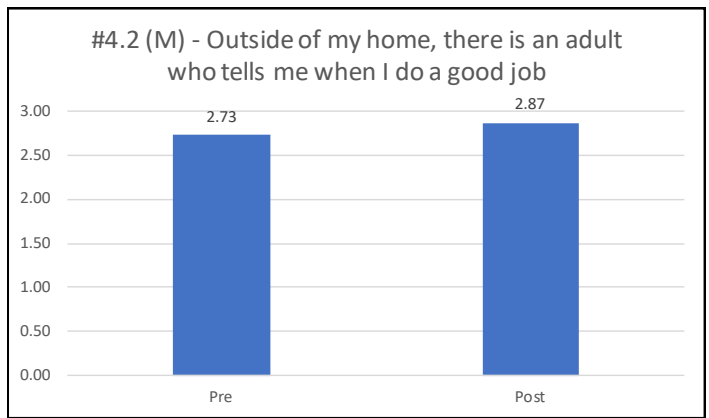
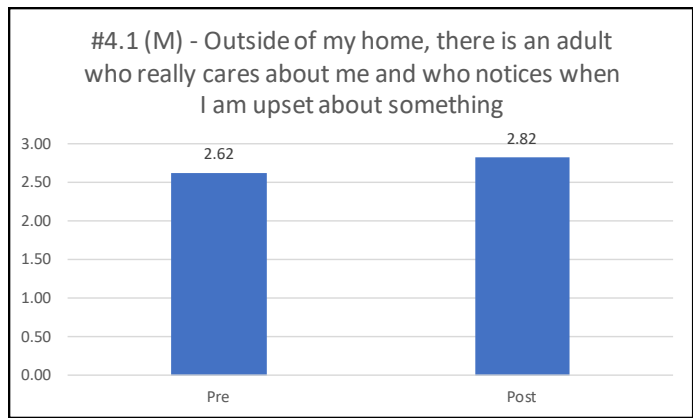
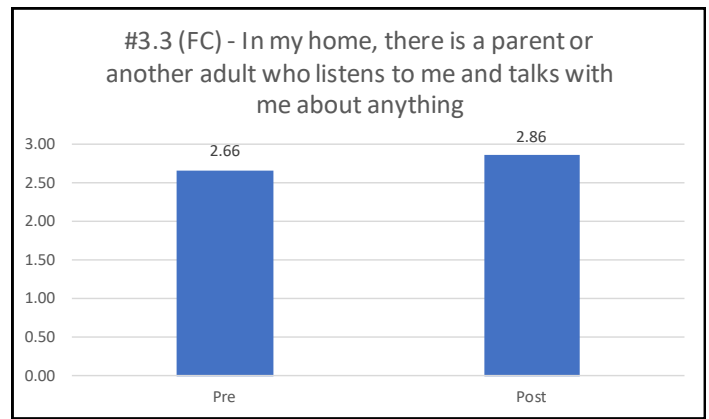
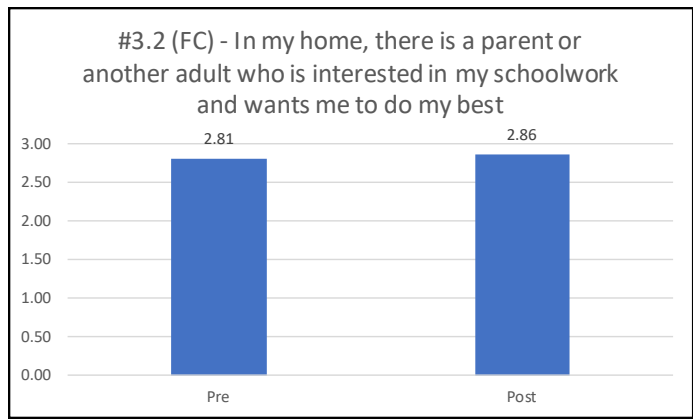
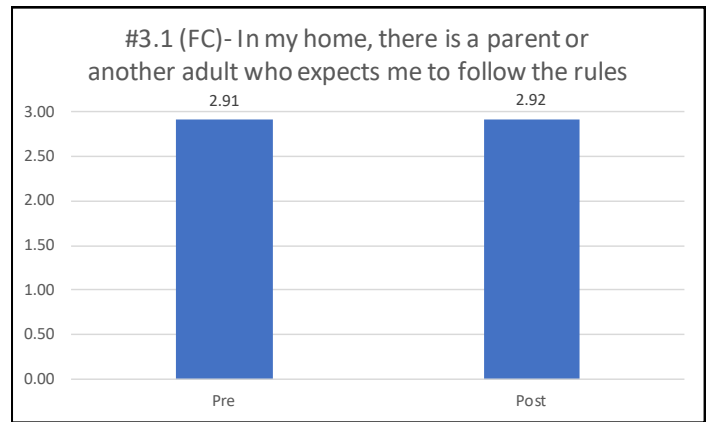
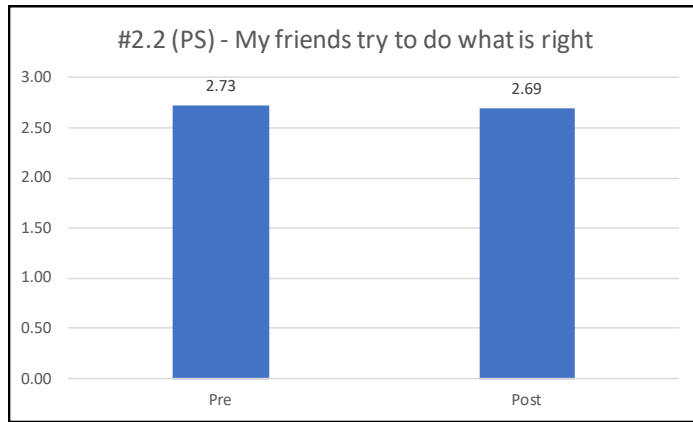
All of this information supports the long-standing research that arts education is good for the heart and brains of developing minds. Most humans embrace some form of the arts and having a channel to explore, develop and express themselves through art has a multitude of benefits. This may be particularly true for children during their developmental years. Having premier arts education available to children in the Pikes Peak region opens up the possibilities not only in terms of our next generation of artists, but also in terms of happier, more self-assured children. The research herein perhaps suggests that scaling of CSC programs may be one powerful mechanism to positively influence the social and emotional well-being of our children in the Pikes Peak region.

# Appendix A

Pre-survey: n= 170 and post-survey n=101 except in some cases where data is missing



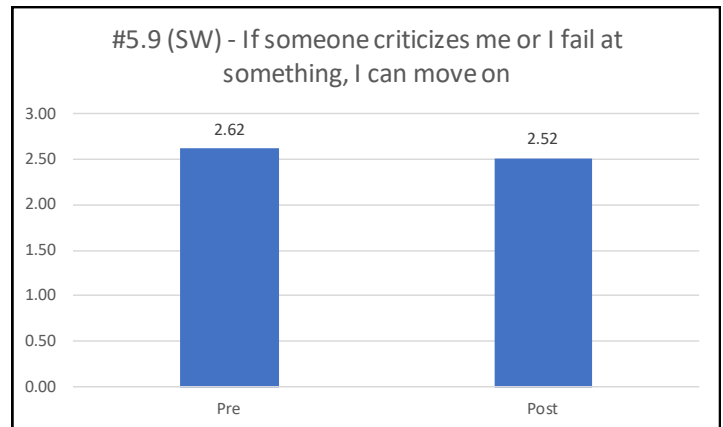
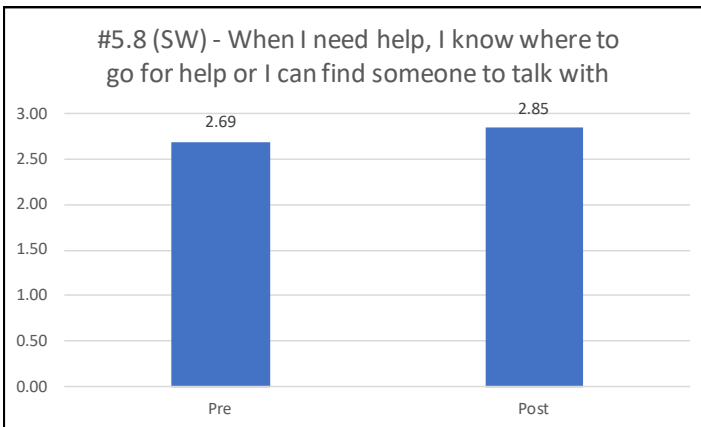
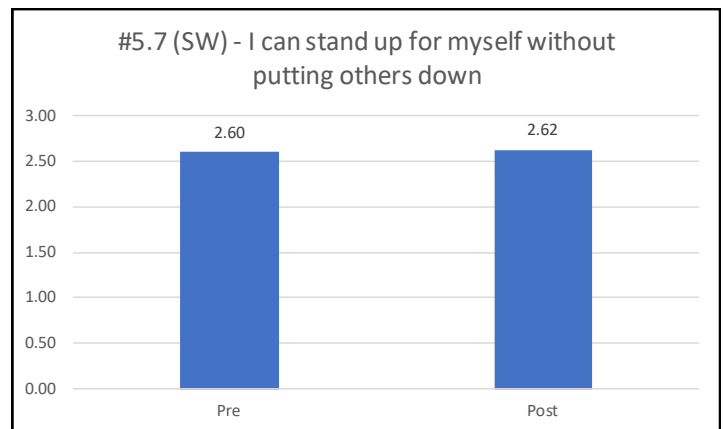
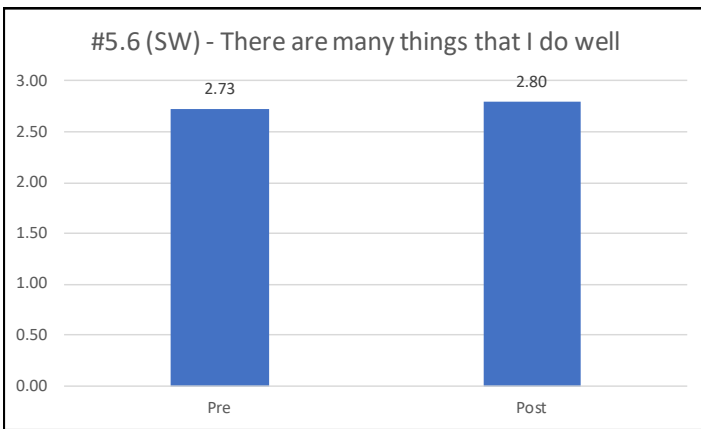
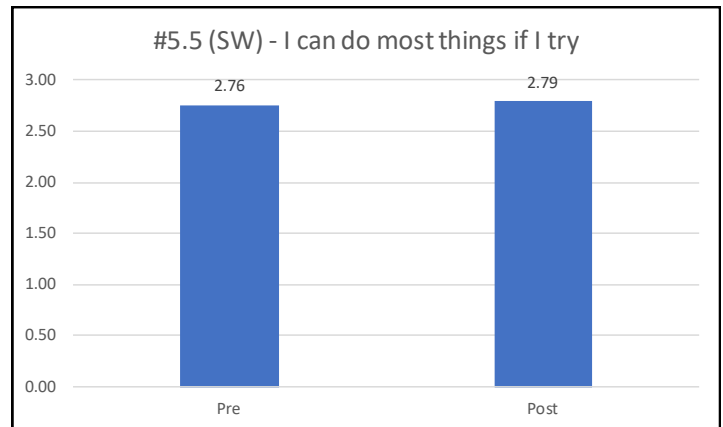
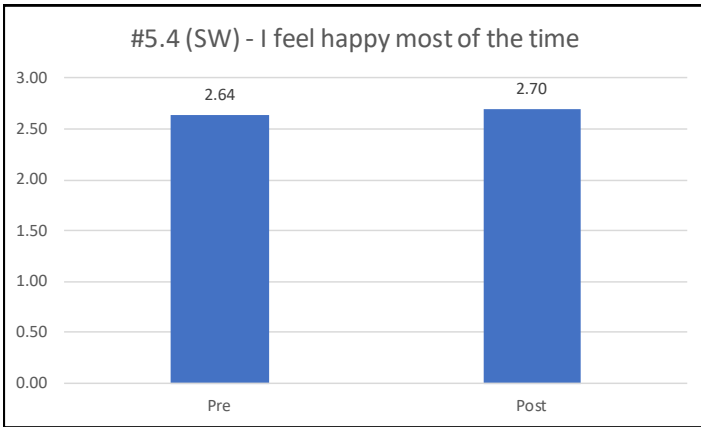
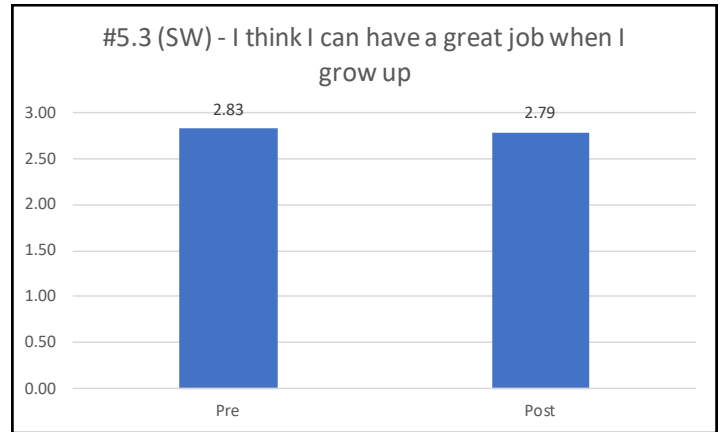
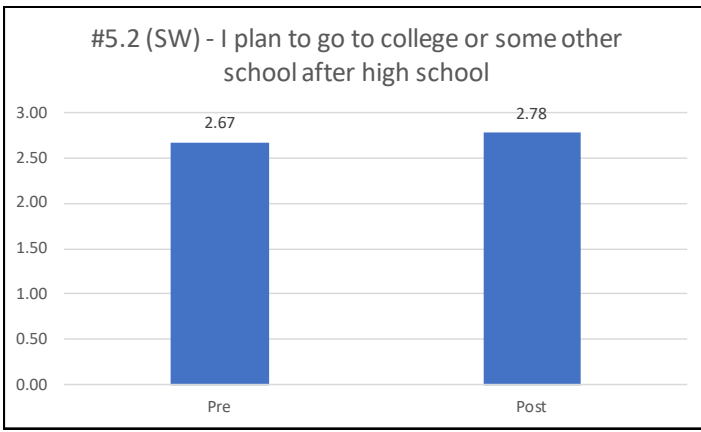
Pre-survey: n= 170 and post-survey n=101 except in some cases where data is missing



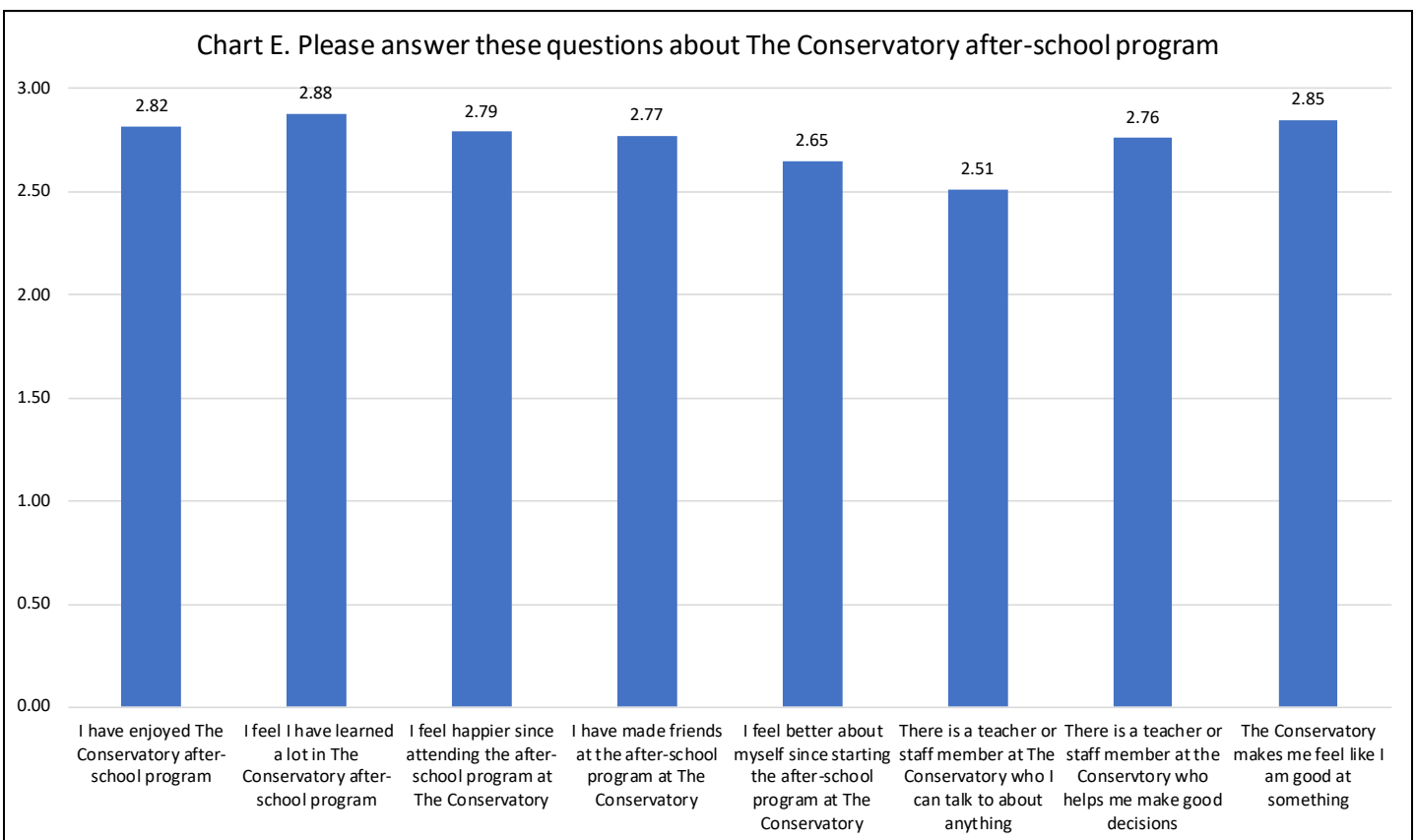
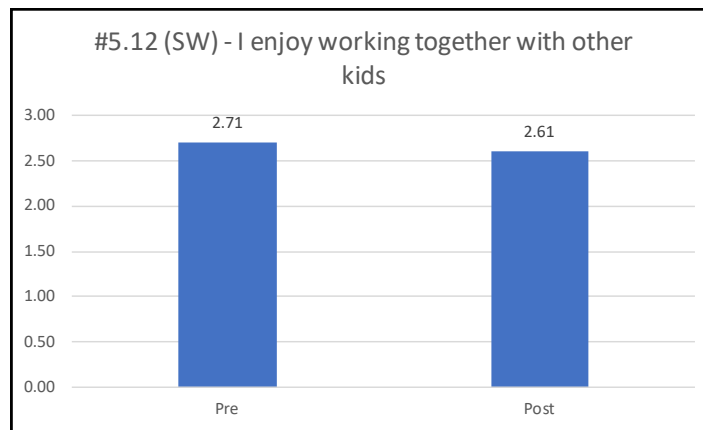
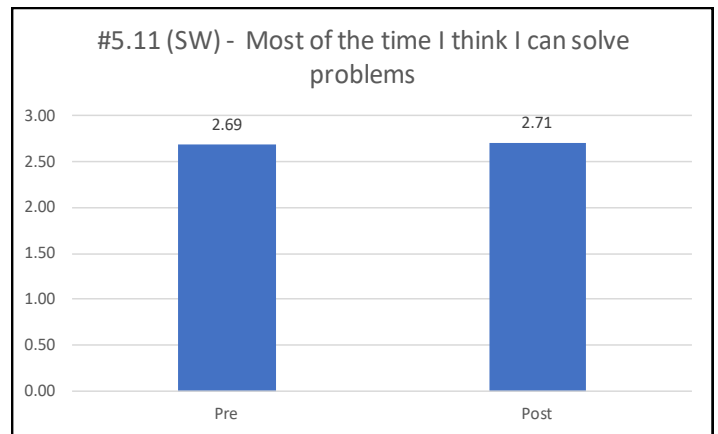
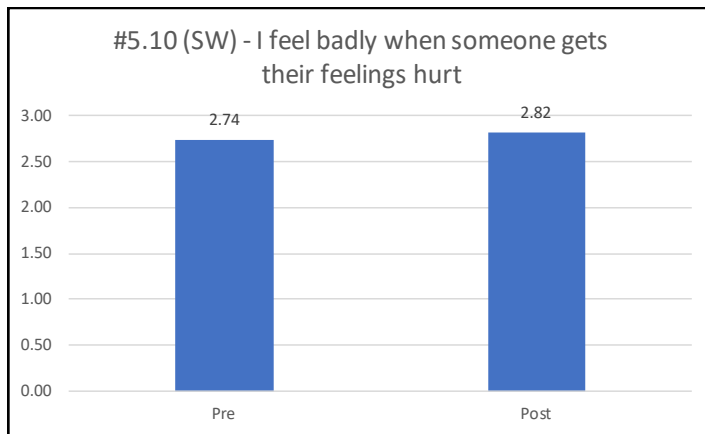


# Appendix A

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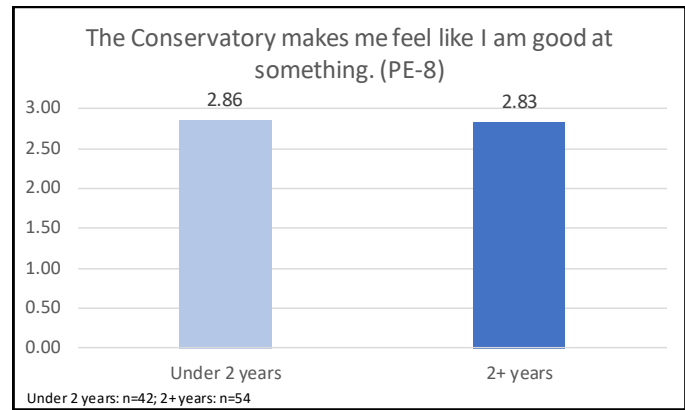
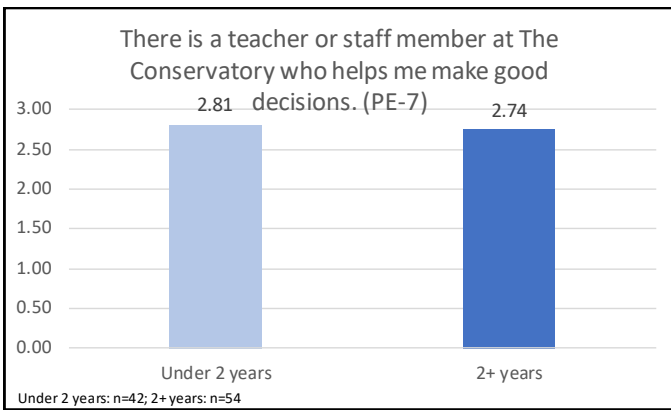
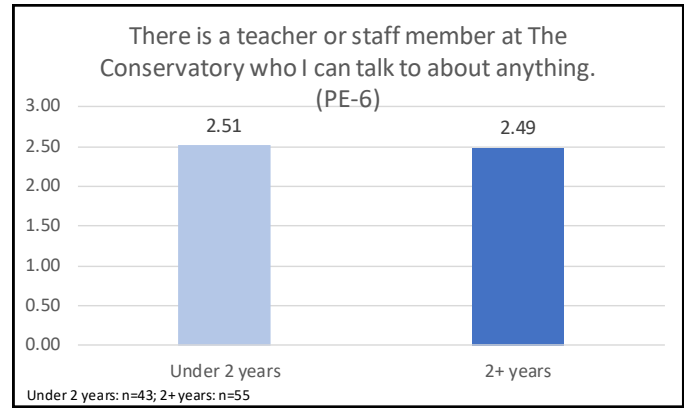
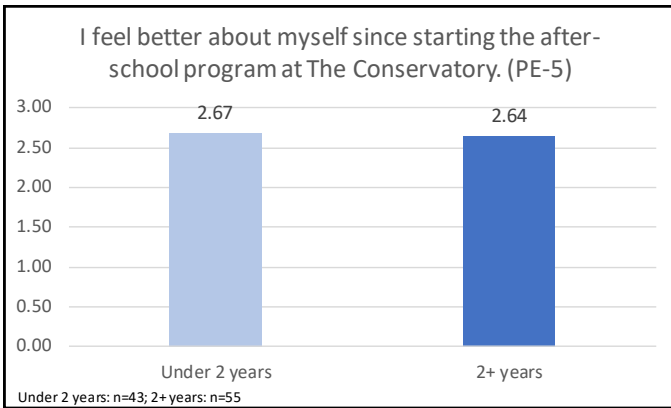
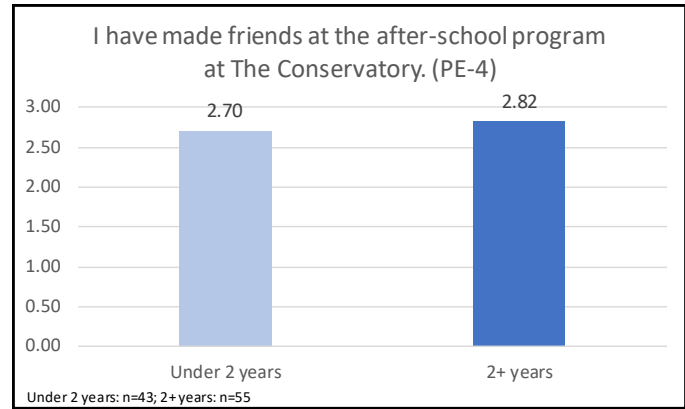
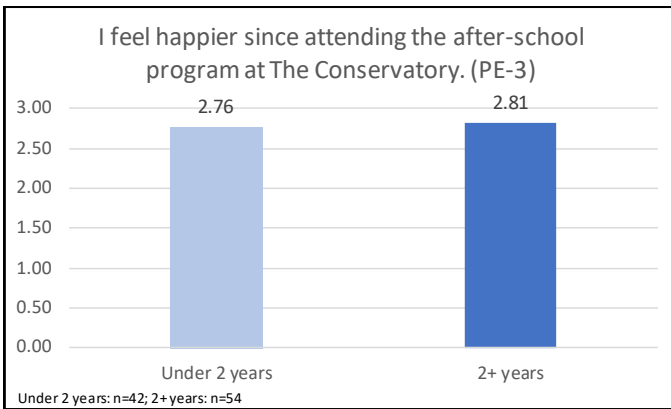
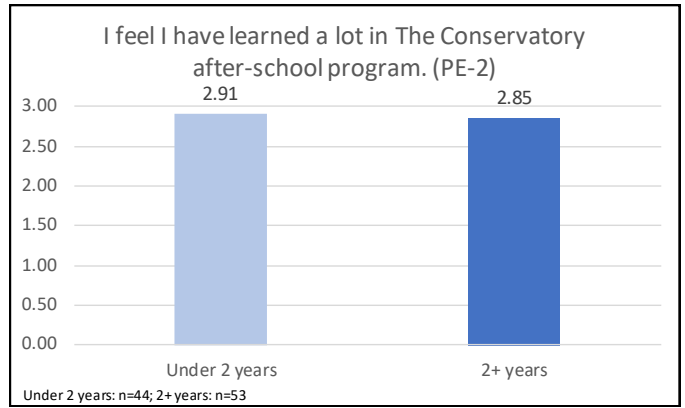
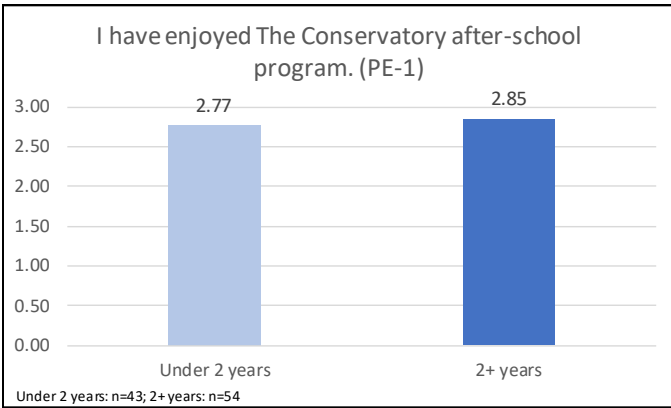


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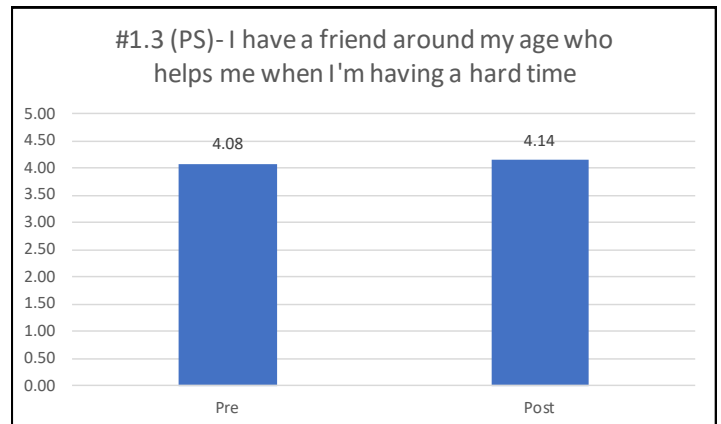
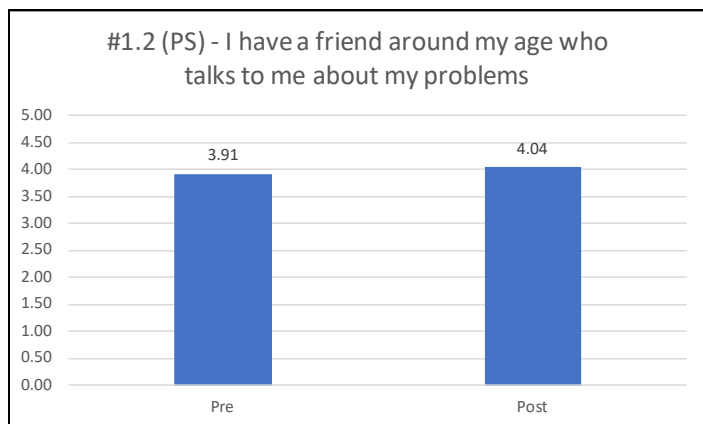
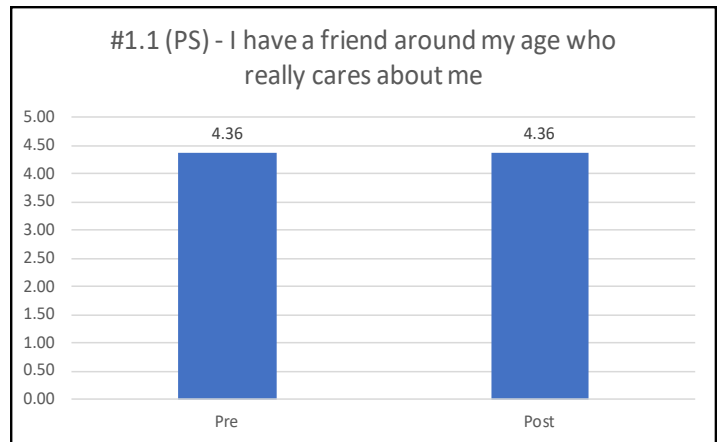
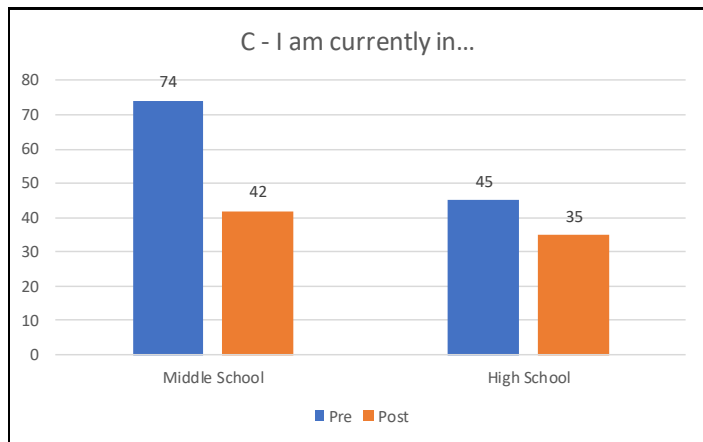
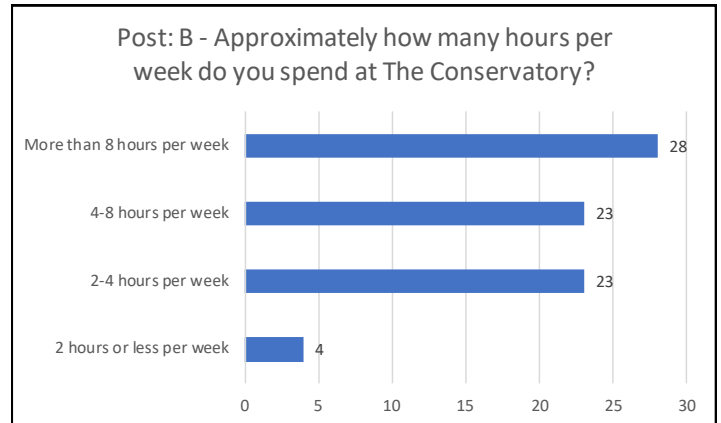
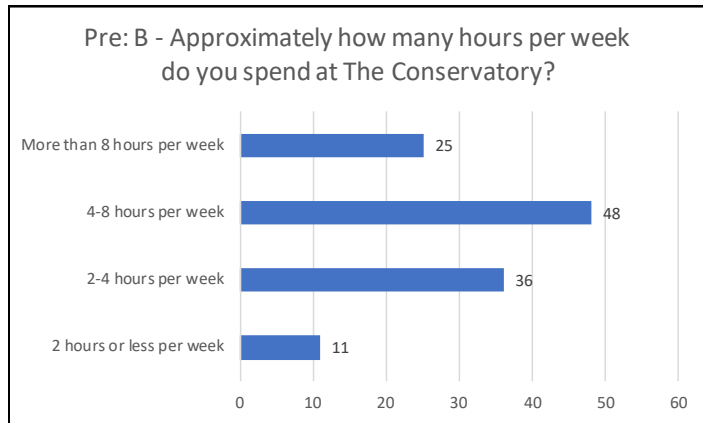
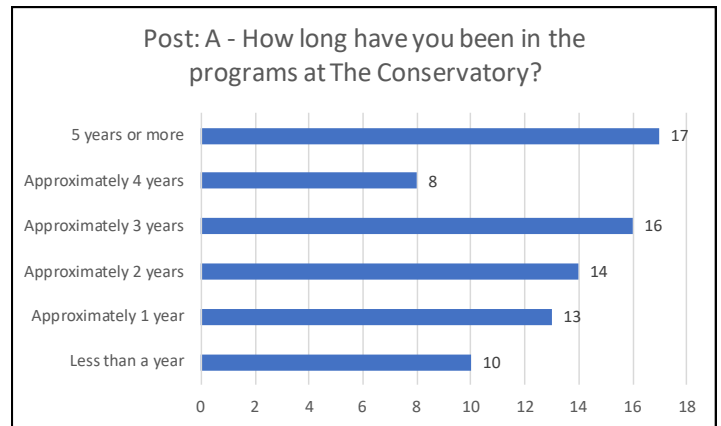
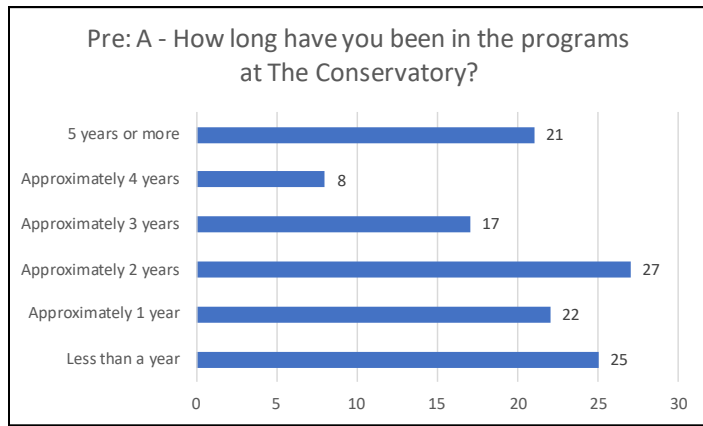


# Appendix A

## Comparison Between CSC Students with Less Than 2 Years and 2+ Years in Program

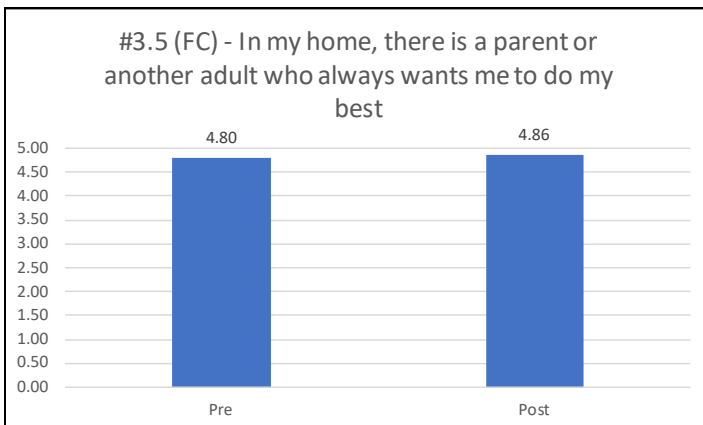
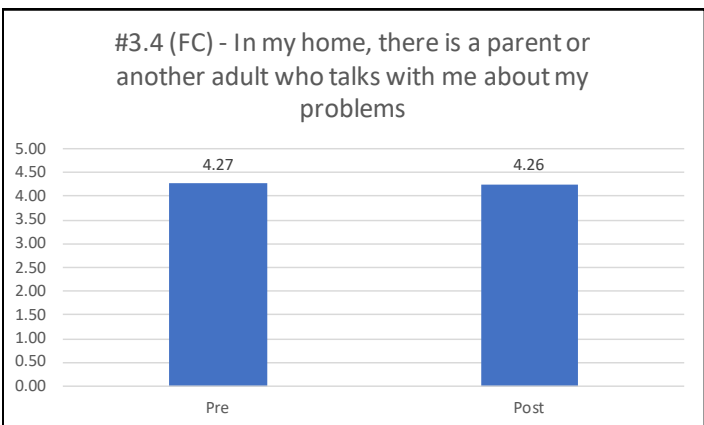
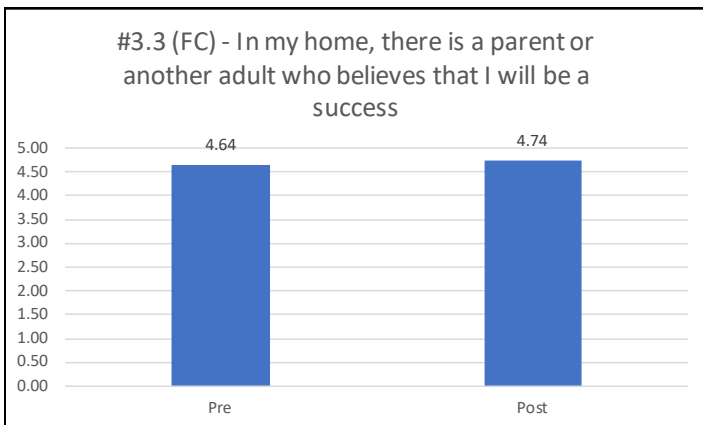
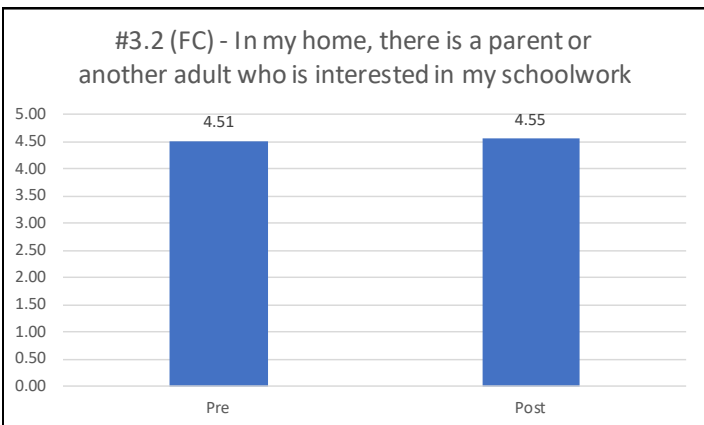
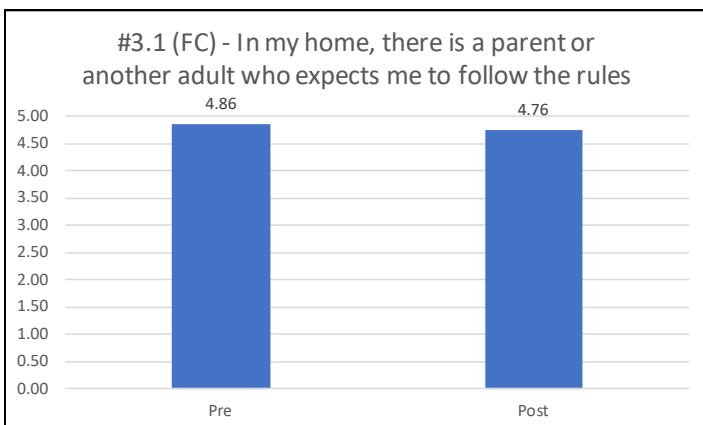
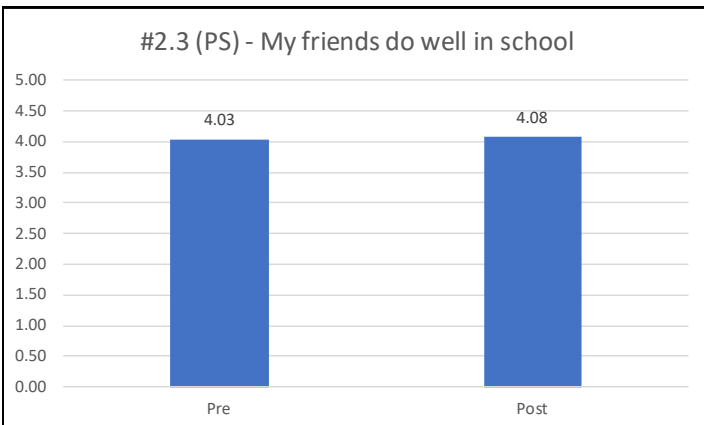
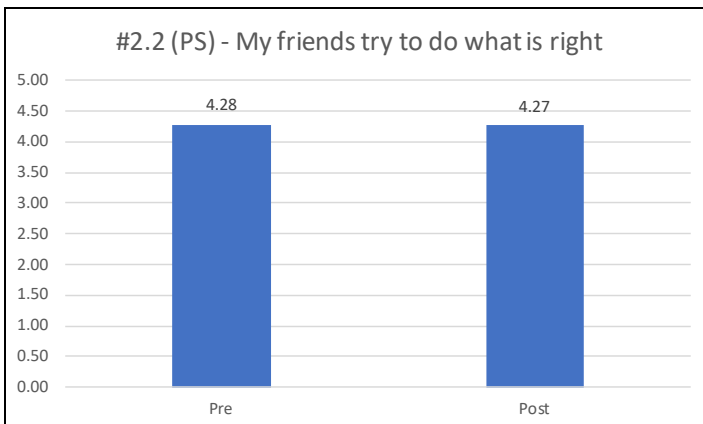
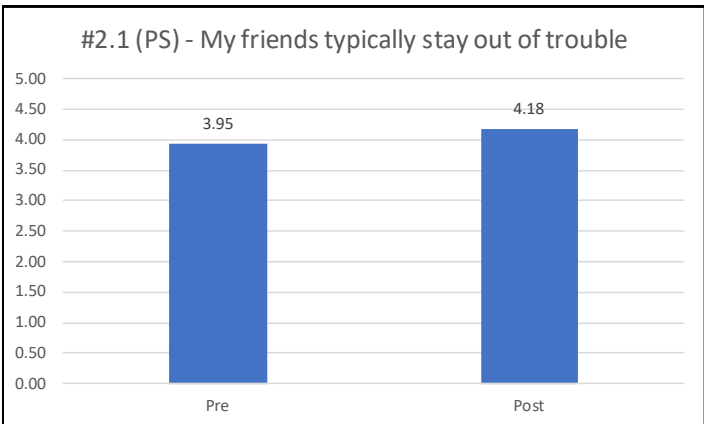


Pre-survey: n= 120 and post-survey n=78 except in a few cases where data is missing

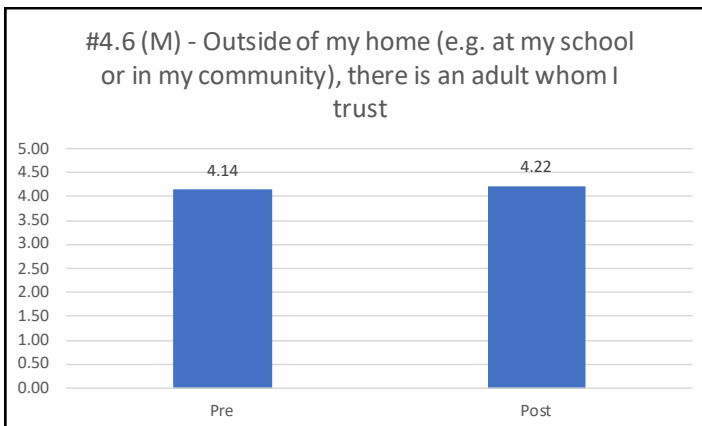
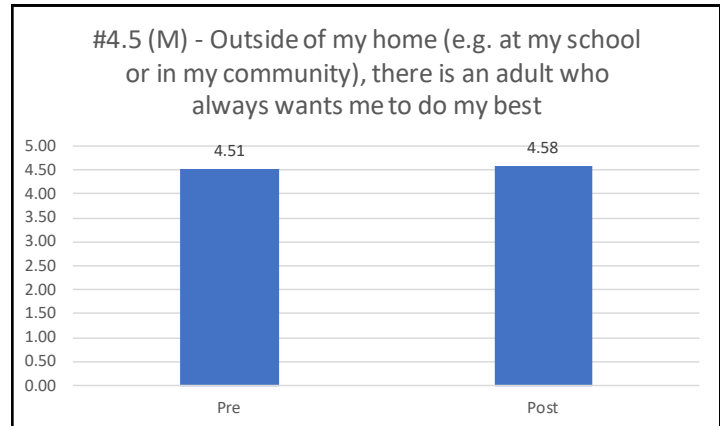
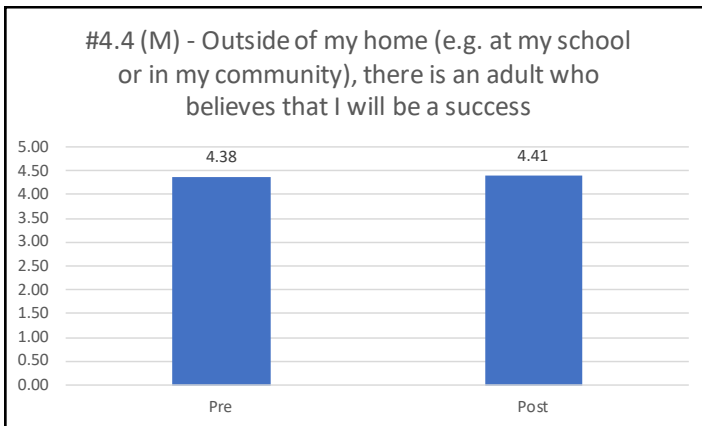
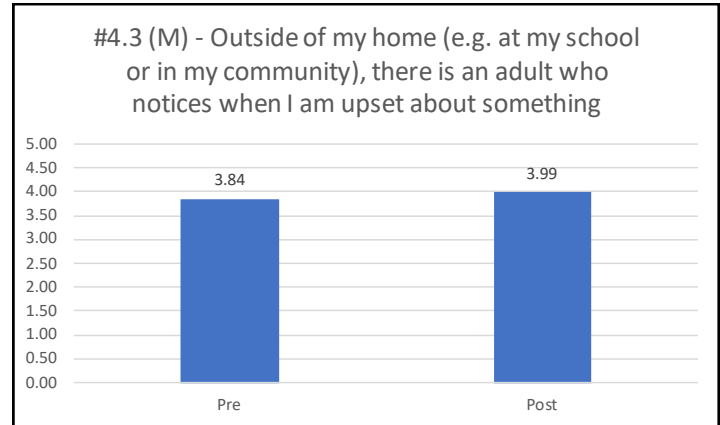
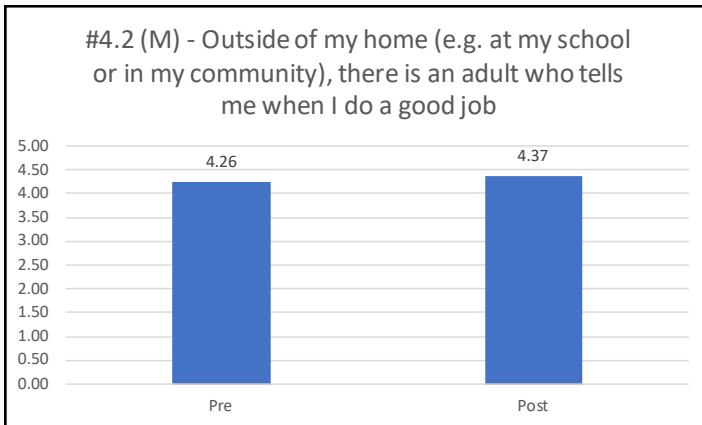
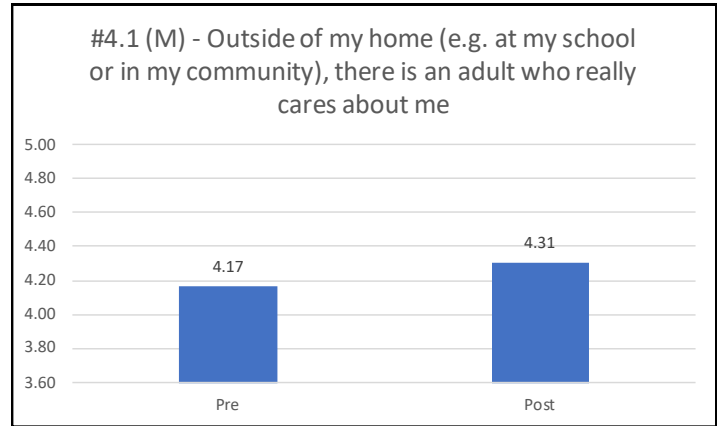
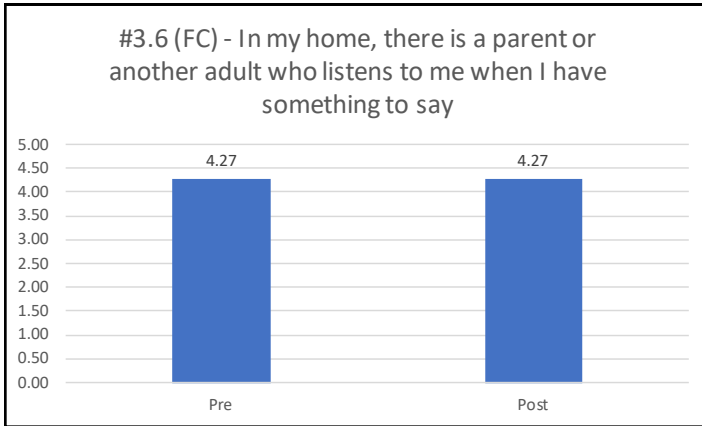


# Appendix B

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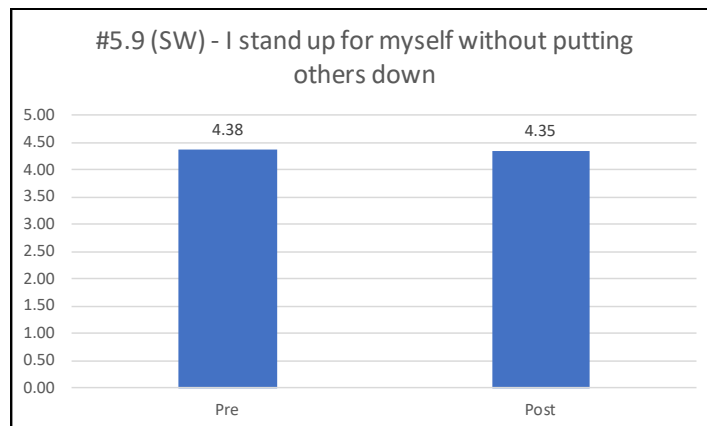
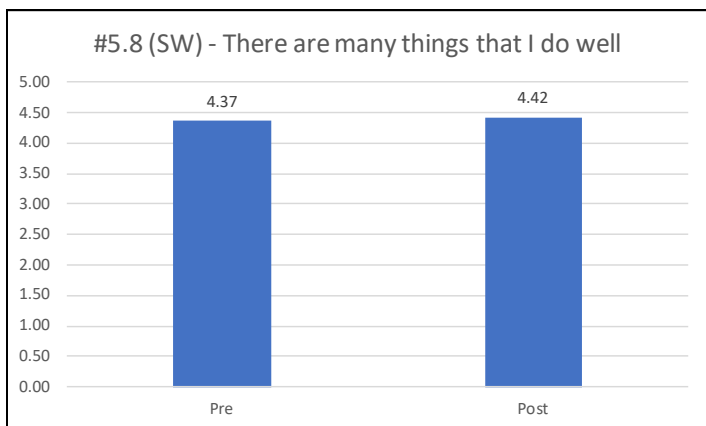
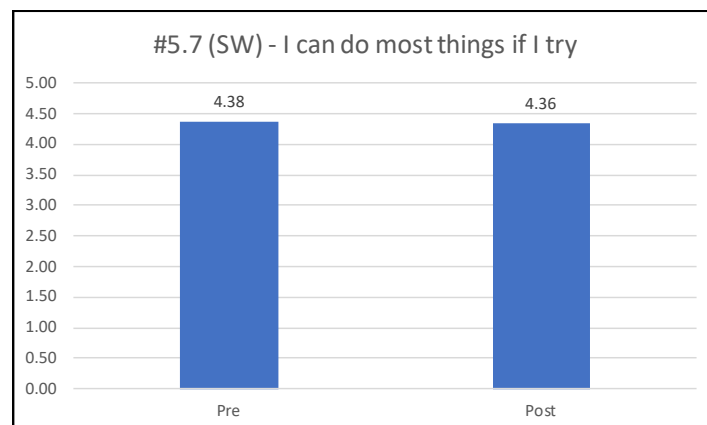
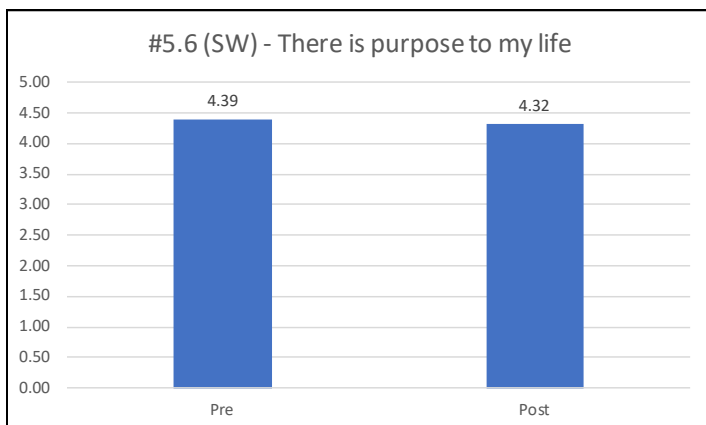
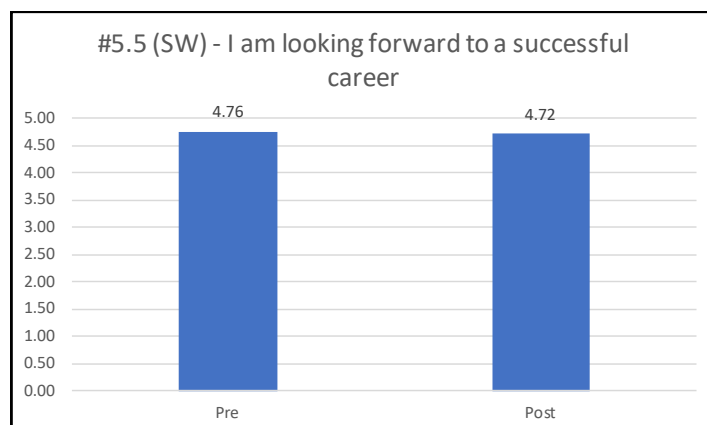
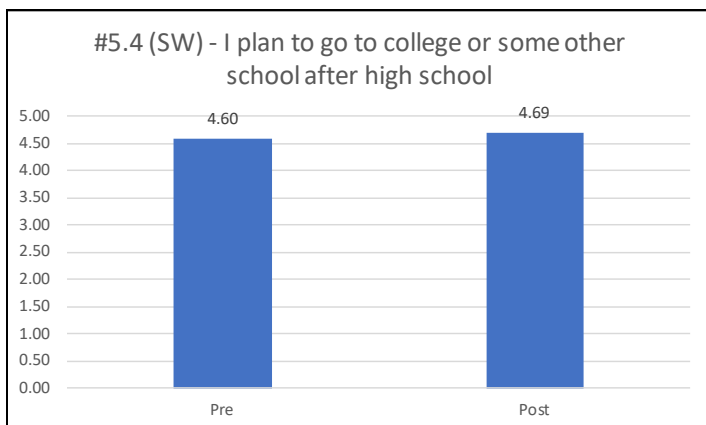
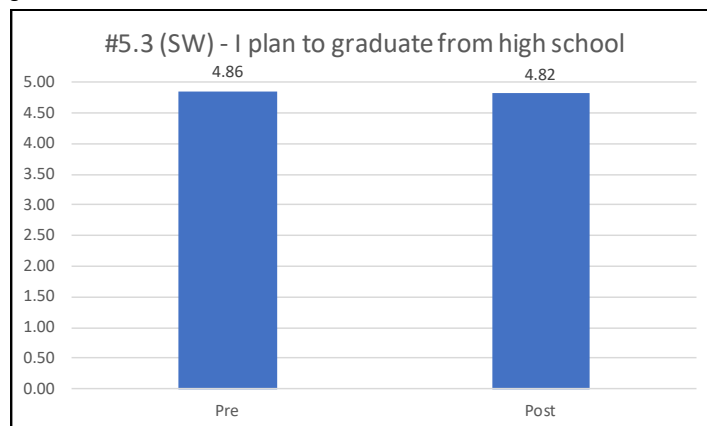
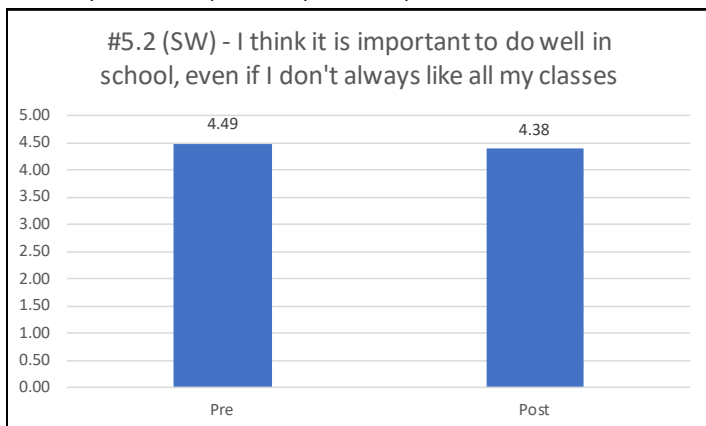


Pre-survey: n= 120 and post-survey n=78 except in a few cases where data is missing

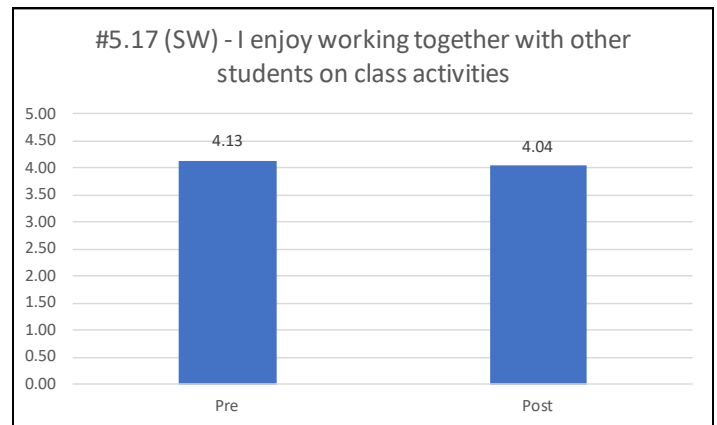
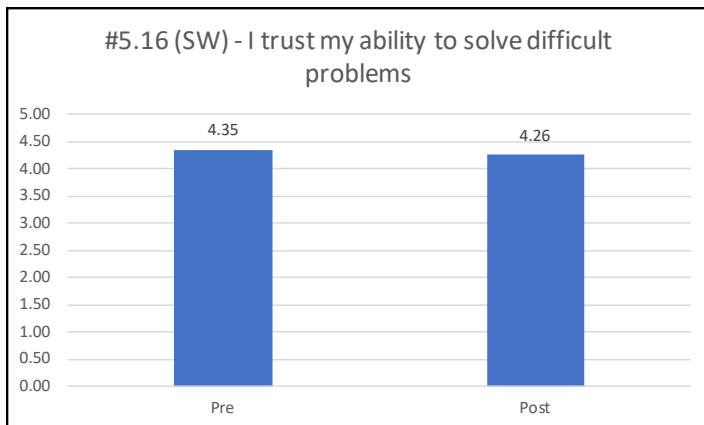
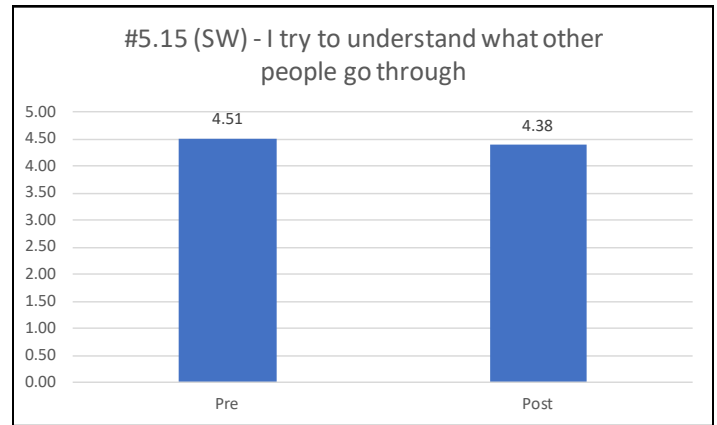
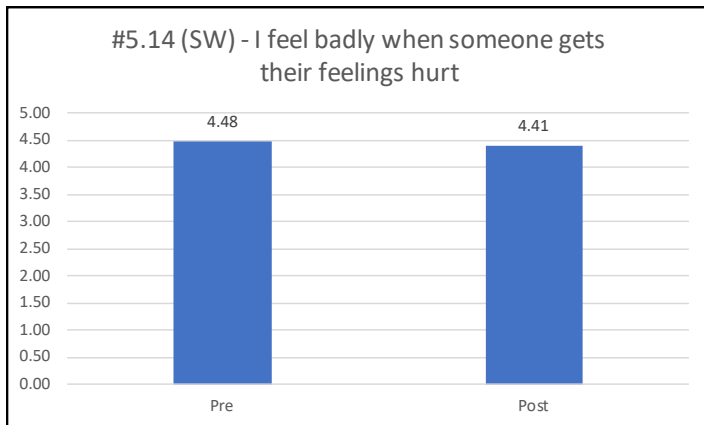
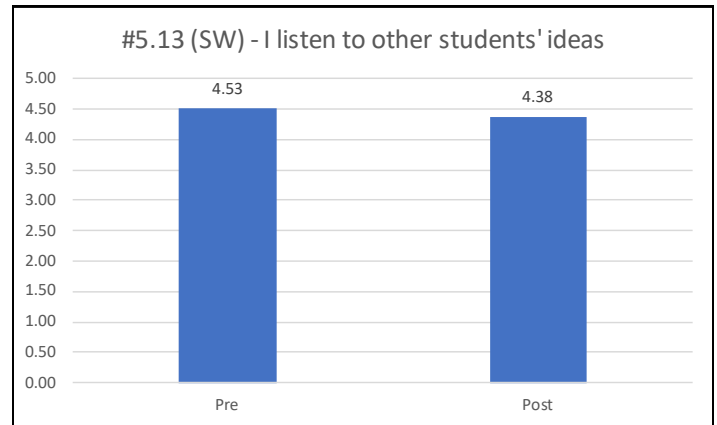
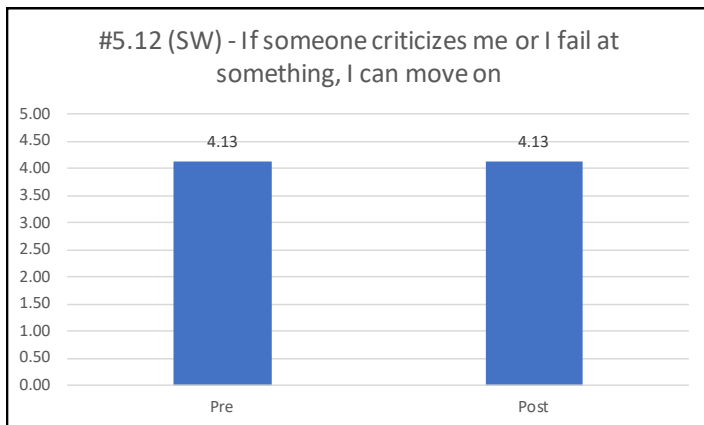
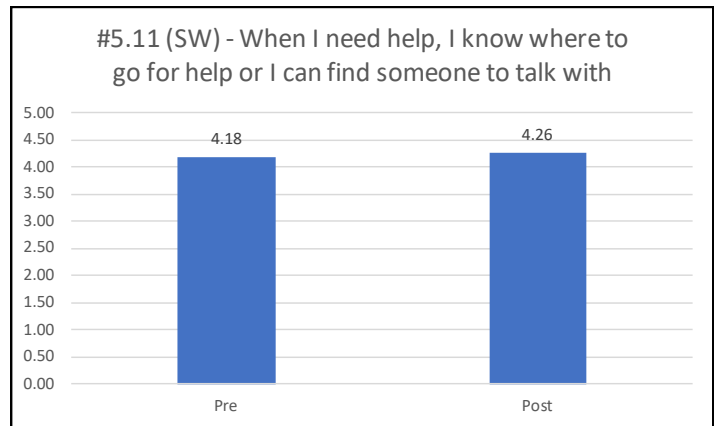
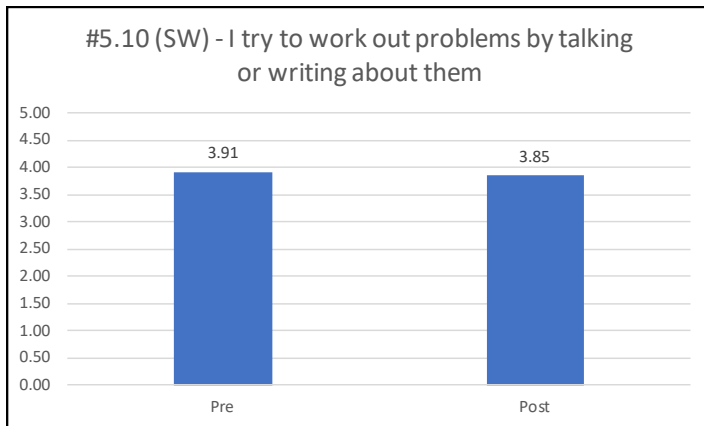


# Appendix B

Pre-survey: n= 120 and post-survey n=78 except in a few cases where data is missing

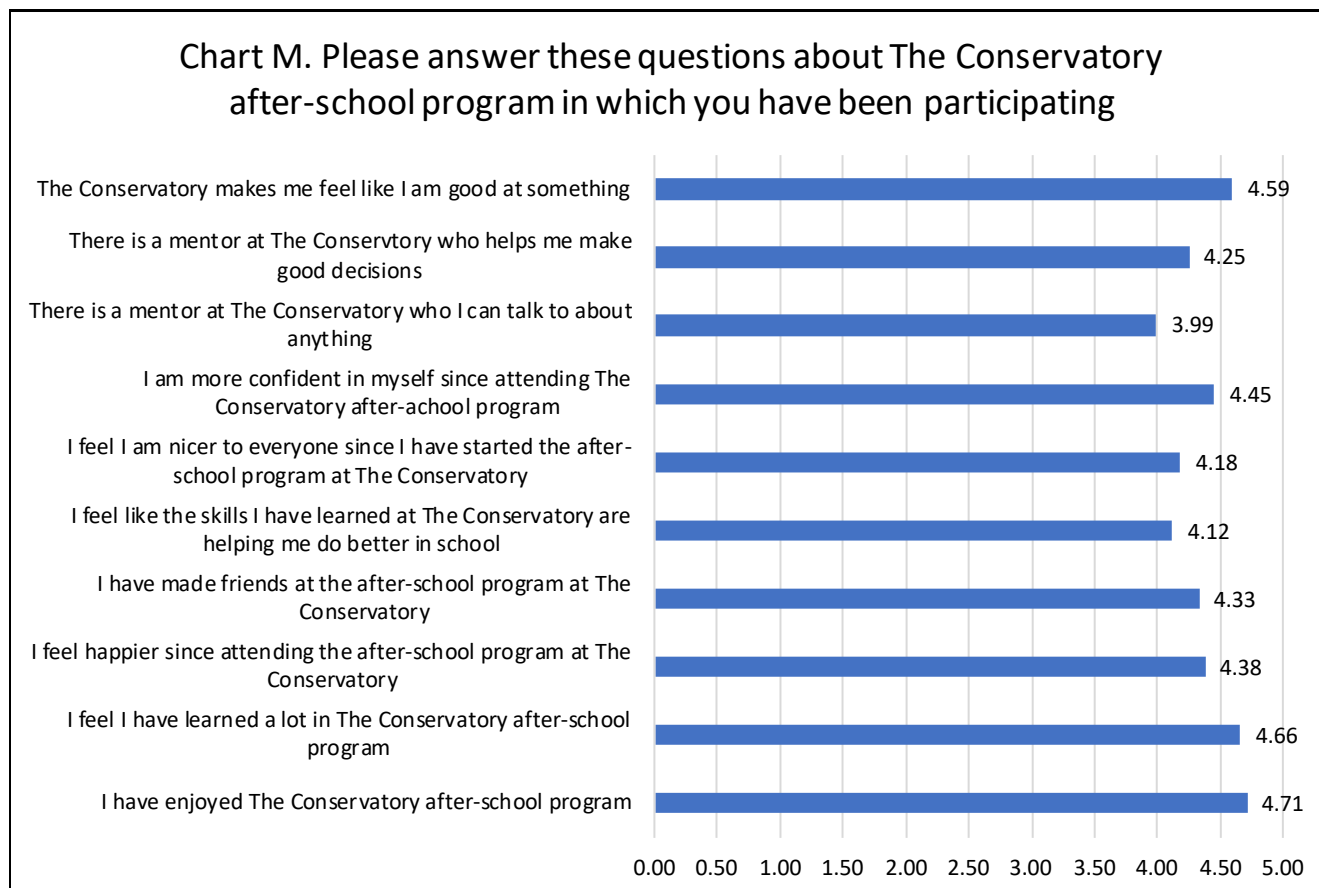


Pre-survey: n= 120 and post-survey n=78 except in a few cases where data is missing





Pre-survey: n= 120 and post-survey n=78 except in a few cases where data is missing



Comparison Between CSC Students with Less Than 3 Years and 3+ Years in Program

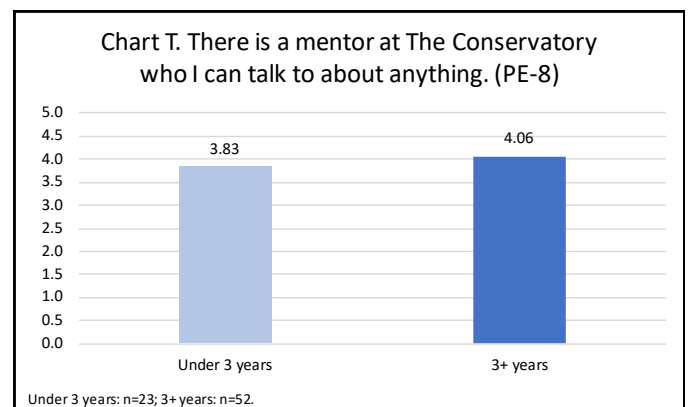
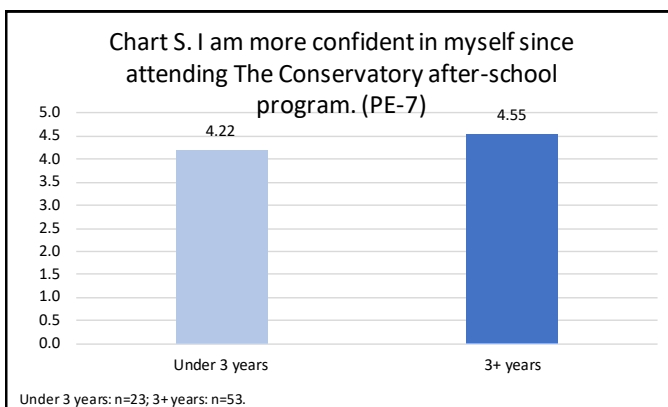
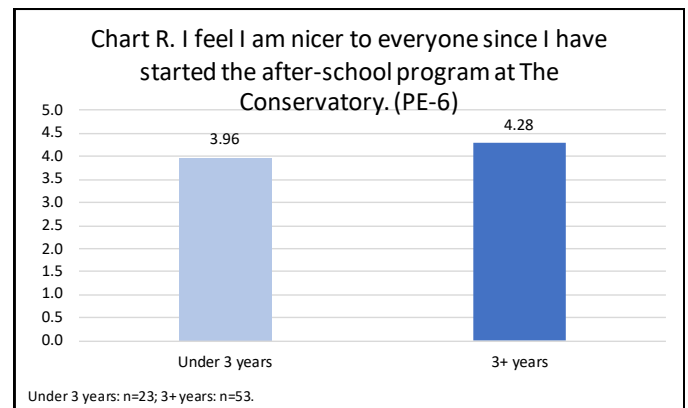
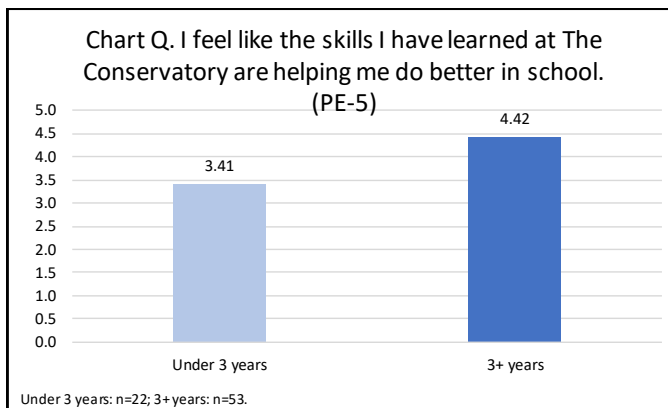
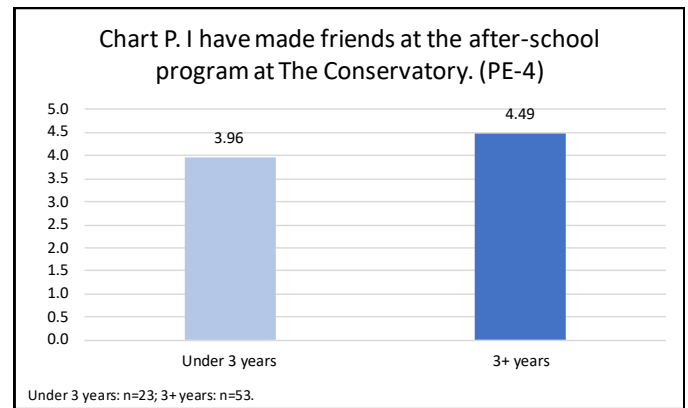
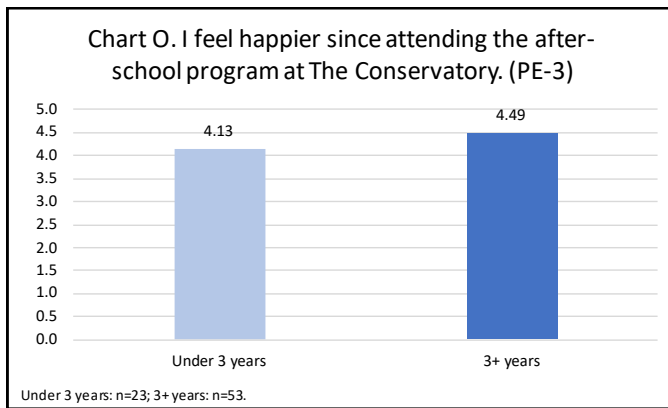
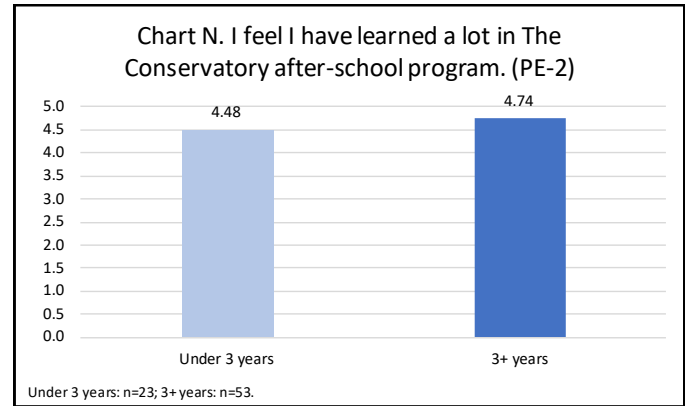
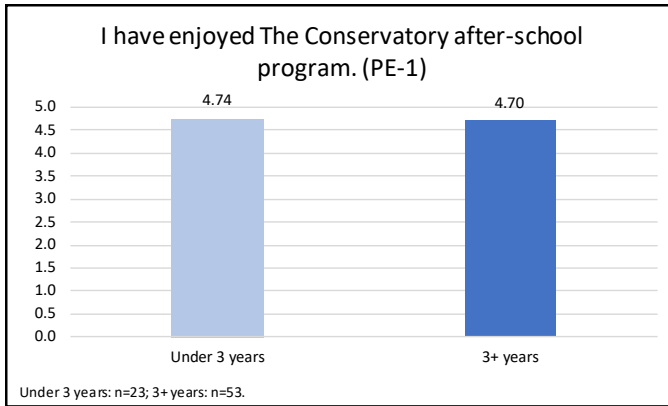
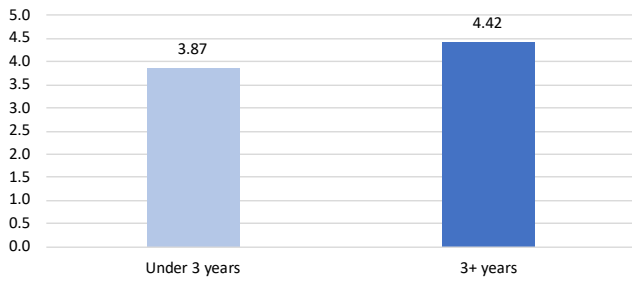
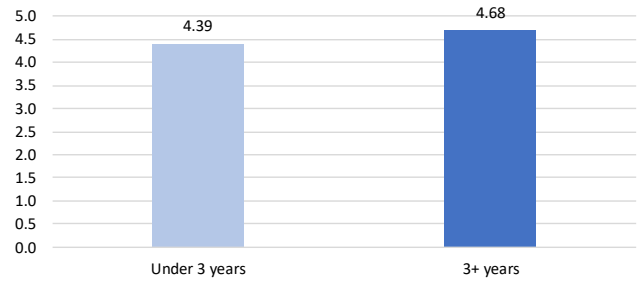


Chart U. There is a mentor at The Conservatory who helps me make good decisions. (PE-9)

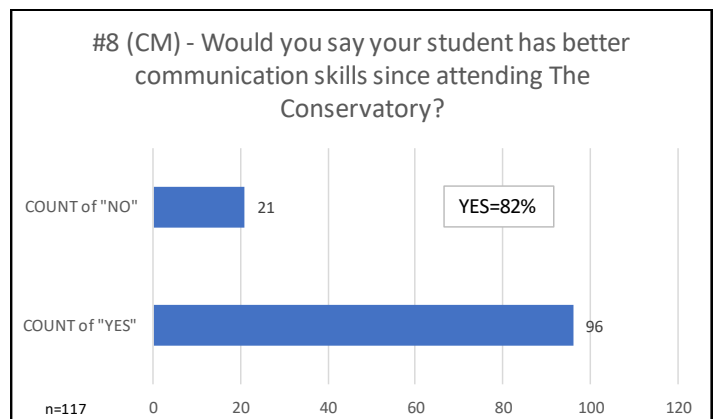
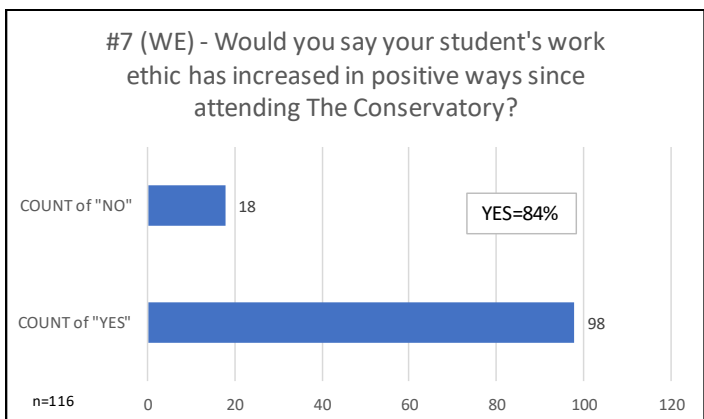
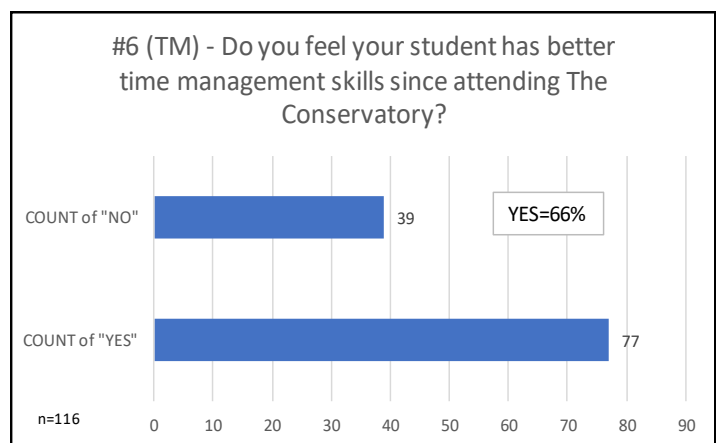
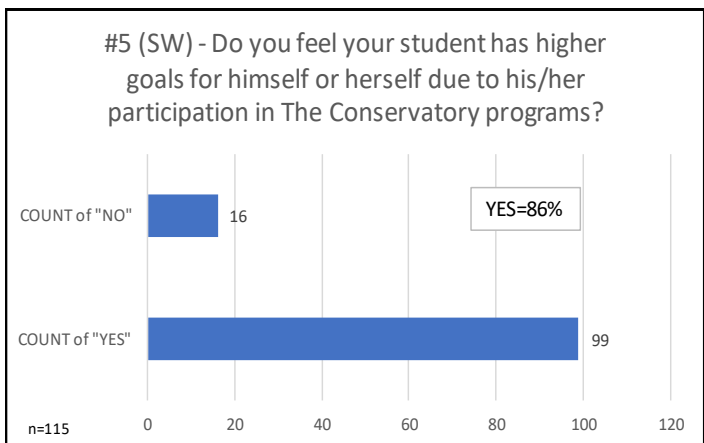
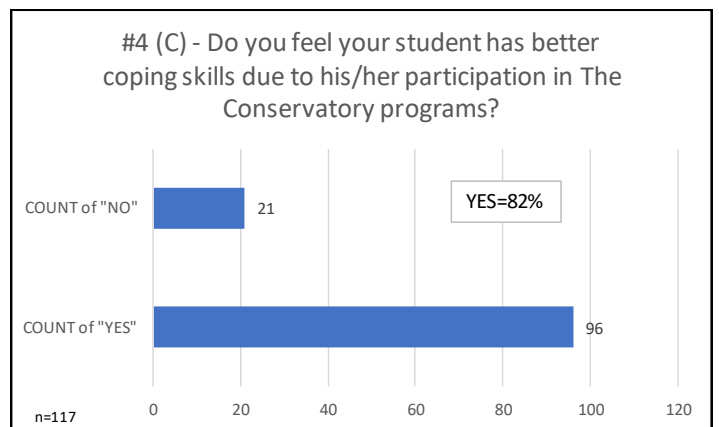
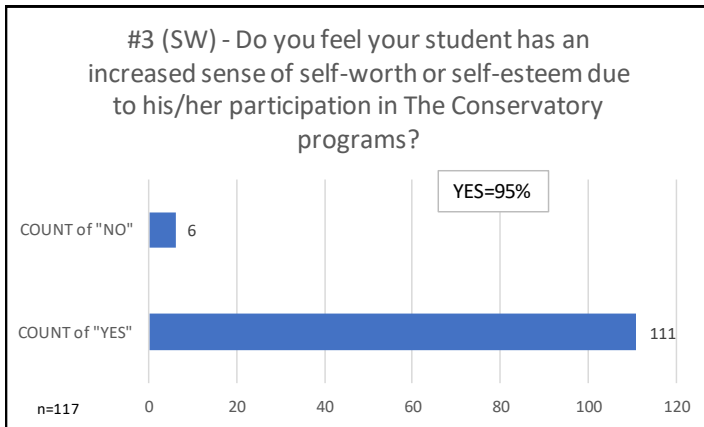
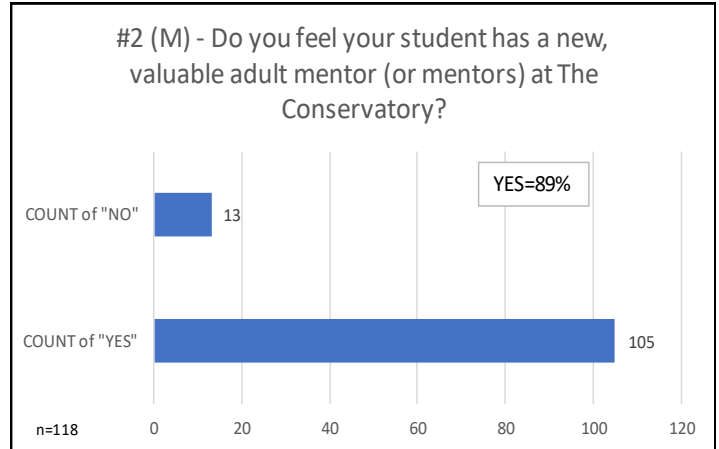
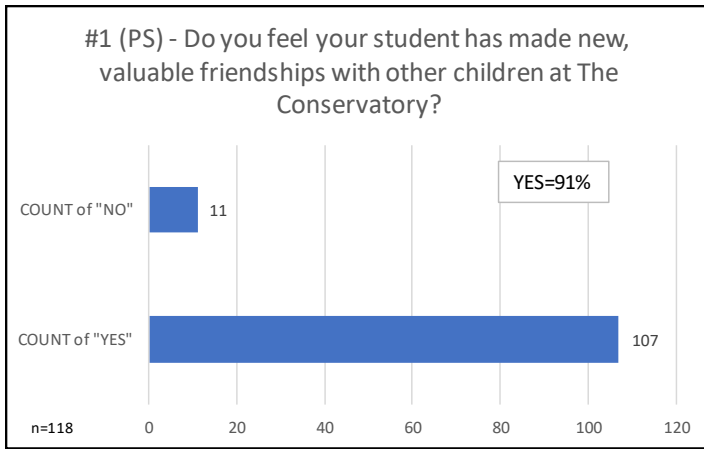


Under 3 years: n=23; 3+ years: n=53.

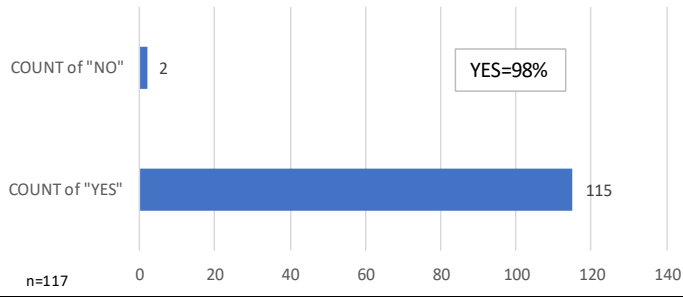
Chart V. The Conservatory makes me feel like I am good at something. (PE-10)



Under 3 years: n=23; 3+ years: n=53.



#9 (LS) - Do you feel your student has learned skills at The Conservatory that he/she can use in other areas of their life?



#10 (PE) - Please rate how you feel your child's participation in The Conservatory programs has contributed to their emotional and social well-being.

