

# #195

**COMPLETE**

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**Q1** Name of your organization.

Caldera

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**Q2** Grant #

20170702 43285 GIMB - 3

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**Q3** Grant Period

7/1/17-6/30/18

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**Q4** Location of your organization

City	<b>Portland</b>
State	<b>Oregon</b>

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**Q5** Name and Title of person completing evaluation.

Rebecca Alexander, Grant Writer

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**Q6** Phone Number:

5039373061

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**Q7** Email address.

grants@calderaarts.org

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Page 2: Key Outcomes and Results

**Q8** Total number of clients served through this grant funding:

344 (core youth) and another 2,200 through in-school artist residencies.

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**Q9** Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

This year, our programming was centered on our annual project called the The Geography of We: Our Brimming Atmosphere, in which students worked with professional mentors, artists, and naturalists to tell their stories. Each year, our Geography of We project incorporates one of our seven environmental themes (land, wildlife, sun, fire, air, plants, and water) in order for our youth, who are with us for 7+ years, to experience a different focus each year. This year's project built on prior years to explore AIR through visual, literary and performance art forms that were incorporated into nature studies. See our project at: <http://www.calderaarts.org/caldera/gow/>.

In 2017-18, Caldera served 344 students (age 11-18) in our year-round arts mentoring program, and another 2,200 in secondary services like week-long, in-school artist residencies. 55% of Caldera youth identified as students of color, meaning we reached youth more diverse than student populations at a local and state level. 76% of Caldera youth were in 6th through 8th grade and 25% were high schoolers. Middle schoolers received 180 hours of programming, and high schoolers had access to 240 hours through the following activities:

- \*Three camp sessions at our Arts Center near Sisters, Oregon. Youth participated in 14 hours of active arts, nature, life-skills, and mentoring activities each day (middle schoolers attended for 8 days and high schoolers 10 days). July-Aug, teacher ratio 1:5.
  - \*Middle schoolers participated in weekly mentor classes at 14 partner schools. 5 of these schools had access to a school-wide artist residencies, including an extended 6-week residency at one partner school, Oct-June, teacher ratio 1:15.
  - \*High schoolers attended 22 sequential skill-building activities including arts/experiential learning, college prep and leadership training led by arts mentors, teaching artists, creative industry partners and collaborating arts organizations. Oct-June, teacher ratio 1:6.
  - \*Both middle and high schoolers attended two weekend "mini-camp" intensive workshops, fall/spring, two in Portland and two Central Oregon, teacher ratio 1:4.
  - \*We also facilitated opportunities for students to work with community partners (e.g. Museum at Warm Springs, Northwest Film Center) and creative industry partners (e.g. Nike, Wieden+Kennedy), furthering instruction and introducing youth to role models.
  - \*We organized/participated in events that reached our students' families and the broader community, including: an art exhibit in the Wieden+Kennedy gallery, performances at alongside our Artists in Residence at our winter Open Studios, an annual Alumni reception and events at our partner schools.
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**Q10** Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

While we carried out the core activities related to our project, there were some changes. One aspect of the project that was adjusted related to our in-school residencies. We had proposed providing residencies at each of our 12 partner schools, which had been part of our annual programming model for many years. (Note: We actually developed two new partnerships during this period, which means our total partners in 2017-18 were 13 schools and 1 educational organization.)

We place a strong emphasis on supporting the needs of the individual school communities we serve. Ultimately, not every school had the capacity for an in-school residency in 2017-18. This was due to a variety of reasons including administrative changes, timing issues, and lack of school staff capacity. Therefore, during this project period, 5 of our 14 partners received residencies. It's interesting to note that 4 of these schools were in rural Central Oregon where there are fewer arts organizations providing arts learning services. We capitalized on this adjustment in order to deepen our collaborative relationships with schools we did provide with residencies. For example, we piloted an extended in-school residency model, which was developed in response to a request for more arts programming from a rural partner school, Terrebonne Community School. Spoken word and hip-hop artist, Jason Graham (aka MOsley WOtta), worked with 150 students in a six-week in-school residency. Students wrote and performed poems, learned about storytelling, presentation, and other performance poetry elements. Arts learning elements were taught sequentially so that students continually built upon the skills and experimented with new techniques.

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**Q11** How did you overcome and/or address the challenges and obstacles?

We've adjusted our annual in-school residencies so that schools have access to them on a rotating basis. This will allow for more planning time and support, and it will ensure we can work with the various schedules at each school. In terms of our extended model, we're very excited about the arts learning that took place and intend to continue that model once funding is in place.

In regard to our evaluation framework, we've continued administering student surveys, using a pared-down version of the current system, and are learning/utilizing findings. We gathered data throughout the year via qualitative (interviews & surveys) and quantitative (participation rates, learning hours, # of arts disciplines represented) data. Ongoing work samples provide opportunities for students to demonstrate proficiency in diverse modes of expression.

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**Q12** Describe any unintended positive outcomes as a result of the efforts supported by this grant.

At Caldera, we're beginning to experience long-term outcomes of our program. In 2018, over a quarter of our summer staff were alumni from our Youth Program! These alumni were employed as mentors, teaching artists, environmental educators, assistants and kitchen staff. It's truly exciting to see the leadership, knowledge, talent and commitment that our alumni possess. They're building on the traditions of Caldera, and nurturing the community in a deep and meaningful way.

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**Q13** Briefly describe the impact this grant has had on the organization and community served.

Our program has always fostered strong school partnerships, and we are proud to have built long standing, mutually-beneficial relationships with our partner schools. These schools provide resources such as classroom space for our arts mentoring sessions, and teachers and administrators at these schools work with us to identify those youth who most need and can most benefit from our program. Our partner schools have embedded Caldera's programming into their students' regular daily schedules, which dramatically raises the level of student participation. Teachers and school administrators at our partner schools assist us in choosing projects that best fit the needs and interests of each school community, and they assist in evaluating students' arts learning. In 2017-18, we formalized partnerships with two new schools: Reynolds Middle School (Gresham, OR) and Sisters Middle School (Sisters, OR).

In addition, because our project is encompassed within our long-term, year-round youth programming, we're able to see the long-term benefits in our youth. We watch students embody our program goals:

- 1) BUILD SKILLS through arts learning to help achieve individual success;
- 2) STRENGTHEN IDENTITY by encouraging individual voice, self-confidence, and an informed cultural identity; and
- 3) PRACTICE COMMUNITY ENGAGEMENT through meaningful relationships and positive contributions to community.

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### Page 3: Budget

**Q14** Please provide a budget expenditure report. Also, provide a budget narrative that explains how the funds were utilized, what was purchased, what were the expensed items based upon the budget that was submitted.

Here is a link to our budget expenditure report:

<https://drive.google.com/file/d/0BzPJmygjDAx9WI81NGIxVEYydEJfb1lqQmdDU3ZLeUk2VVRN/view?usp=sharing>

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### Page 4: Success Stories

**Q15** Please relate a success story:

Last summer Caldera 11th-grader, "La Flor," combined years of creative exploration at Caldera to create her own documentary, which is representative of the advanced learning in the area of Film that high school youth engage in. Drawing upon technical, aesthetic and critical skills built over the last four years, La Flor developed this project from concept to presentation, utilizing techniques in interviewing, directing, editing, etc. to create I'm More Than Just A Color. Drawing on broader social and political movements, the film's intent was to highlight experiences of Black Americans at Caldera by sharing struggles and celebrations and breaking down stereotypes. La Flor's film was shared with Caldera peers, providing a powerful perspective to youth from diverse backgrounds, especially those from rural communities. In fall 2017, her film was selected to be one of 13 student films screened at the Northwest Film Center's Fresh Film Northwest screening (part of the 44th Northwest Filmmakers' Festival). Watch her film here: <https://www.youtube.com/watch?v=cZt3tR-zxp4>

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**Q16** Please relate a success story here:

**Respondent skipped this question**

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**Q17** Please relate a success story here:

**Respondent skipped this question**

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### Page 5: Organizational Information

S.L. Gimbel Foundation Fund

**Q18** Which category best describes the organization.  
Please choose only one.

**Youth  
Development**

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**Q19** What is the organization's primary program area of interest?

**Youth**

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**Q20** Percentage of clients served through grant in each ethnic group category. Total must equal 100%

African American	<b>14</b>
Asian/Pacific Islander	<b>3</b>
Caucasian	<b>45</b>
Native American	<b>8</b>
Hispanic Latino	<b>15</b>
Other	<b>14</b>
Unknown	<b>1</b>

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**Q21** Approximate percentage of clients served from grant funds in each age category.

Children ages 06-12 years of age	<b>10</b>
Youth ages 13-18	<b>80</b>
Young Adults (18-24)	<b>10</b>

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**Q22** Approximate percentage of clients served with disabilities from grant funds.

**Respondent skipped this question**

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**Q23** Approximate percentage of clients served in each economic group.

At/Below Poverty Level	<b>80</b>
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**Q24** Approximate percentage of clients served from grant funds in each population category.

**Respondent skipped this question**

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