

RESPONSIVE & COMMUNITY
ENGAGED FORECASTING FOR
THE APPELL CENTER FOR THE
PERFORMING ARTS





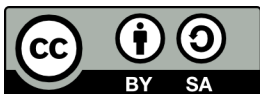
Appell Center for the Performing Arts features two historic theaters and works to inspire, educate and entertain through professional performing arts experiences that bring together York County's diverse voices.
Learn more: www.appellcenter.org



Creative Generation believes that youth create change. We are a values-forward, global collective that collaborates with young creatives and those who cultivate their creativity to take local actions towards global changes in pursuit of a more just world. Founded in 2019, Creative Generation operates five signature programs: The Campaign for a Creative Generation, the Institute for Creative Social Transformation, The Academy for Creative Leadership, the Incubator for Creative Impact, and the Foundation for a Creative Generation.
Learn more: www.Creative-Generation.org



The **Institute for Creative Social Transformation** produces new and honors existing forms of knowledge and ways of knowing, while dismantling systemic barriers to sharing and learning.



This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/>.

INTRODUCTION

In July and August of 2022, Creative Generation collaborated with the Appell Center for the Performing Arts (ACPA) to convene residents throughout York County, Pennsylvania to learn about the ways they engage civically, creatively, and interpersonally with the arts, arts education, and the Appell Center and its theatres.

Utilizing the Adaptive Impact Planning¹ process, Creative Generation conducted a robust research plan elevating community knowledge and engaging with participants through numerous – often arts-based – methods. In total, Creative Generation conducted five empathy interviews, five facilitated discovery sessions with 50+ participants, and received twelve responses to an electronically distributed survey. All respondents spoke on the condition of anonymity and their responses, including any direct quotes, have been presented anonymously and in aggregate.

More information about the methodology for each data collection input is available in the individual reports for the empathy interviews, discovery sessions, and survey.

Regardless of the instrument used, each respondent was asked broad questions about the arts, education, and social justice in York, as well as about their relationship with ACPA. The following executive summary presents the overarching themes across all participants in the research process and is organized around those themes:

- **The Arts + Cultural Landscape in York:** The landscape is robust, but can be “othering.”
- **Inclusion + Community:** To take full advantage of the opportunities, non-arts barriers must be lowered or eliminated.
- **Reflections on the Appell Center for the Performing Arts:** Transparency and trust are keys to meaningful collaboration.

In the following sections, please find more information about each of the above topics.

THE ARTS + CULTURAL LANDSCAPE IN YORK

Across conversations and responses, there was a recurring sentiment that the arts landscape is dominated by programming for older, white audiences with financial means. This was both stated explicitly and reflected in conversations where People of Color described a lack of options, while White residents were satisfied with the number of options.

Anecdotally, folks felt that the goal of arts programming is often to make York a more exciting arts destination, rather than to highlight and respond to the diversity that exists locally. When

¹ Learn more about this process here: <https://creative-generation.org/publications/adaptive-impact-planning-a-short-take>

arts opportunities are billed as inclusive, they sometimes feel othering to York residents of color. There isn't a lot of distinction between cultures or real understanding the specific nuances of a community. Furthermore, there is generational poverty in York, which leads to a lack of exposure to arts & culture. When kids are exposed to the arts, there isn't much variety of exposure, which keeps kids from being able to find the art form that appeals to them.

In our survey results, the question of access proved to be divisive, with four respondents agreeing access is sufficient, four feeling access was not sufficient, and four more expressing insufficient access in one capacity or another. The respondents who felt access to arts and cultural education was insufficient attributed it to a variety of causes, but mostly to program timing and financial accessibility, a lack of cultural inclusivity, and budgetary constraints on the organization's side. When asked about ideas to alleviate the barriers they notice, respondents suggested increasing resources, grants, and diversifying the time and content of programming. Two respondents suggested focusing on partnerships with other cultural organizations in the area who are able to effectively serve their respective communities, as a path for the ACPA to better serve them as well.

The most consistent strength of the Arts and Cultural education in York that survey respondents identified was the range of options and variety available to residents – if not fully accessible to them. Respondents learned about Arts and Cultural education opportunities in their community while at venues attending programs or events, as well as online via email, social media, and e-learning. In conversation, folks cited in-school arts programs, classes, or lessons as one of the most consistent opportunities for students to engage with the arts.

INCLUSION + COMMUNITY

Many, many of the conversations we had touched on the idea of welcoming spaces. In York, broadly, and in arts spaces, specifically. One respondent said, "The danger is that [marginalized] children are not thriving because they do not feel "loved" in the systems they are in. They do not see themselves or recognize themselves, therefore, we need to bring in [representation] and create spaces made for them, by them where [they] have opportunities to grow as artists, perform, and become leaders, but often are never given the chance to become."

The overwhelming sentiment was that community members need to be able to enter a space as themselves. One example, that came up more than once, is added security for events that are for BIPOC communities. Extra screening, like metal detectors, and visible security guards evoke a feeling that the attendees are being admitted into someone else's space for the night. One way to address these kinds of microaggressions is to prioritize hiring BIPOC folks in professional roles and to expend more energy getting to know the crowds at all events.

Furthermore, there is a feeling that local arts organizations must seek to serve the whole person – consider factors like transit, food, childcare, and non-traditional work schedules when programming.



APPELL CENTER FOR THE PERFORMING ARTS (ACPA)

In general, the public is seeking transparency and trust and to engage in meaningful collaboration with ACPA. Anecdotally, folks expressed a feeling that there are individuals in the community who can accomplish things, but it's hard to break into that group. In one conversation, folks talked about their frustration with the constant need to prove the relevance of what they do. They also expressed frustration that the individuals deciding the fate of their programs and collaborations are often absent from these conversations where they make their case.

In the survey, many responded that ACPA excelled in programming. Two respondents, however, did not share this sentiment, noting a decline in quality of programming and a focus on White and older audiences. Further, while many respondents shared that they felt young people were served effectively, others felt ACPA could do better, especially in serving young people of color.

Finally, many respondents answered they simply do not know what communities ACPA is serving (effectively or not) and did not have any specific ideas as to how to reach its goal. This may suggest that the ACPA could increase the transparency of its goals and strategies, so that stakeholders and community members can consider how to reach these goals.

RESEARCH METHODOLOGY

From July 21-22nd, 2022, Creative Generation (CG) conducted Discovery Sessions with York residents and community leaders to engage their thoughts on the Appell Center for Performing Arts (ACPA), the Arts and York itself. You can find the facilitation breakdown below:

3 Locations

- The Studio at the Appell Center
- Martin Library
- The Cantina

5 Groups

- Teachers (13)
- Interdisciplinary Artists (13)
- Appell Center Performing Arts Staff (8)
- College Students (7)
- Parents (9)

4 Facilitators

- Jeff M. Poulin
- Carla Christopher
- Roth Preap
- Jade Cintrón Báez

There were 50 total participants.

Due to the nature of these sessions, each led by a different facilitator, they contained several nuances upon initial engagement. Whether visual brainstorms, spoken word activities or playing Jenga, they evoked creative responses on the impact ACPA is currently having in its community, barriers between community members and ACPA, and opportunities for collaboration between the community and ACPA.

Respondents spoke on condition of anonymity with their responses, including any direct quotes, which have been presented anonymously and in aggregate. Our observations and recommendations are structured in the same manner below.

A TAKE FROM THE COMMUNITY

Throughout the discovery sessions, multiple themes emerged which are outlined below.

MEANINGFUL COLLABORATION

A collaboration, essentially a relationship, requires both patience and attention in order to organically cultivate. Isolation is one tactic in navigating life, but it is often proven that adding others into the mix generates advantage. Collaborations, when executed correctly, allow for mutual benefit and make all parties feel good about one another.

Hearing from both educators and ACPA Staff, the awareness of the power of collaborations is present, however, the execution falters due to various factors (i.e. capacity). As with most things, the first step is awareness, then comes learning how to put new plans into action.

Below are their beliefs on what makes for successful collaboration:
(**Bolded** = Indicated Priorities)

- **(Clear) Communication**
- **Respect**
- **Transparency**
- **Equity - A Seat at the Table**
- **Common Goals**
- Support
- Outrage
- Compassion
- Enthusiasm
- Risk
- Leadership
- (Safe/Brave) Space
- **Accessibility**
- **Strategic Planning - Maximizing Impact by Minimizing Duplication**
- Consistency
- Direction
- **Adaptability**
- Outsourcing

THE ARTS PLACEMENT IN ONE'S LIFE

"Art[s] touches on everything, there is nothing that [the] Art[s] does not engage."

A slew of definitions arise on the term Arts, mainly because it means something unique to us all. Our characteristics, upbringings, interactions, and other attributes all have factors in determining how we see, view and engage with it. From speaking to several individuals, specifically college students and parents in this context, we obtained a sense of what the arts means to them. There contained vast differences, as expected, but several commonalities that are both unique to York and common to what we believe are fundamental in human development. Regardless if students were interested in the intersection of arts and critical dialogue to question our flawed systems or families wanting arts engagement within their own neighborhoods to ease capacity with caretaking, both saw the Arts as methods of building community with those they love and those yet to know.

The Arts remind us how to be human.

Below are ways these groups saw and desired the arts within their lives:

How do the Arts impact and connect with your life?

- Wellness
- Community building
- Emotions
- Studying artforms
- Combining the Arts into Non-Arts Practice (i.e. Policy)
- Hobby
- Public art
- Social justice
- Politics

What events would you like to attend?

- Comedy
- Musicals
- Concerts
- Dance
- Film & TV
- Community Dialogues
- Giveaways
- Outdoor Activities
- Social Justice Centered Content
- Culturally Relevant Content
- Networking
- Festivals
- "Behind the Scenes"
- Casual Engagements
- Street Art
- Local Artist Nights
- Family Orientated
- Culinary
- Games
- Block Parties
- Craft
- Couples

How do you receive arts information?

(Bolded = Repeated Themes)

- **Social Media**
- Grassroots approach (i.e. fliers and canvassing)
- Newsletters
- **Word-of-Mouth**

SPACES OF WELCOME AND BELONGING

"The danger is that [marginalized] children are not thriving because they do not feel loved in the systems they are in. They do not see themselves or recognize themselves, therefore, we need to bring in [representation] and create spaces made for them, by them where [they] have opportunities to grow as artists, perform, and become leaders but often are never given the chance to become."

Though the Arts have the influence to bring people together and even present itself in ones life, there are barriers that limits one's access to participate. Similar to York's Arts educators and ACPA Staff understanding the benefits of collaboration, many realize that financial strain and lack of representation are prime suspects in the deficiency of a well-rounded Arts engagement ecosystem.

Frankly, the Arts are elitist and because of the scarcity frameworks it works upon, it spurs both competition and tribalism where those with privilege can pay to play. It is important to acknowledge the champions who wish to change the narrative, but with an unequal balance of diverse youth to homogenous leadership, it requires a deconstruction of upheld systems that traditionally cater to Wealthy White Heteronormative Cisgender Males.

From the standpoint of educators, interdisciplinary artists, and parents there was collective dissapoinment in how York has marginalized, limited opportunities, and encouraged power hoarding within the Arts Education enviroment. There was an acknowledgement that access was a ultimate factor in how the Arts manifested in one's life. Therefore, from lack of space, exploitation, the often "-ism" culprits, and several other factors, groups of young people are stripped of participating in self-discovery because they are not deemed "enough" in the eyes of the elite.

So, how can ACPA and York provide an ecosystem that allows the Arts to be present AND for the individual to feel continuously welcomed to act on it, uninhibitedly?

WORTH

"...We're in this constant state of proving the relevance of what we do, yet how do we get the [leaders] who need to be here, here? When you talk about change in York, there are no [leaders] in the room, that is a telling sign."

As mentioned earlier, the Arts operate in scarcity because it is often up to debate if it matters. We all consume Arts, but unfortunately society has made a distinction between Arts (i.e. performing in a symphony) and Entertainment (i.e. watching a theatrical performance on Netflix). Therefore, Arts supporters must constantly defend, which can provide symptoms of fatigue and burnout when capacity is a limiting factor.

Most Educators desire what is best for their students, but are confronted with proving why they need them to those in leadership in order to gain the required buy-in to move forward with their aspirations. Educators believe that research, both quantitative (i.e. numbers) and qualitative (i.e. storytelling), has the impact to create innovation, but, again, capacity and participation are obstacles.

From conversations with parents, they are interested in speaking to leaders but question why they are absent from the dialogue. Below were some topics they were keen to speak upon:

- Halting the removal of performing arts programs
- Establishing the arts as a priority
- De-standardizing creativity
- Authenticity

Ultimately, how do we incite our leaders, teachers, parents, students, and community members to be involved without placing a burden on their lives or making them feel as if there is one?

RECOMMENDATIONS FOR HOW ACPA COULD SUPPORT THE COMMUNITY MOVING FORWARD

"Nothing about us without us," comes to mind as ACPA desires change within its institution. It is about setting the table with various stakeholders, not as guests, but permanent figures. Putting community at the heart of operations might provide discomfort by modifying the old ways of knowing, however, the reward of community trust is worth it. As mentioned in earlier passages, collaborations are relationships, therefore, secured collaborations with various community groups cultivates affinity and a sign of ACPA's trustworthiness.

BRIGHT SPOTS

- Strong K-12 Arts Programs
- Arts Space Growth
- Grassroot Artmaking
- Youth Potential
- Organizational Support

PAIN POINTS

- Tribalism/competition, Products of discrimination
- Money (funding, cost to enter, compensation, etc.)
- Capacity
- Program Removal
- Leadership Support
- Mentorship
- Consistency
- Misuse of resources
- Gatekeepers
- Lack of momentum or stalling out
- Relevance
- Accessibility (transportation, location, etc.)
- Marketing & awareness of offerings

So, how can ACPA act as a second home, or third space as you will, where community members both feel welcomed and know they belong?

Below are suggested solutions from the community:

- Non-competitive Arts events
- York Arts Festival
- District competitions - avoiding eliminations or require auditions
- County wide cultural hub
- Resource/knowledge sharing
- Networking
- Community and youth showcases (i.e. Night of the Arts)
- Professional artists as representation
- Maker spaces - without prohibitive fees
- Free flyers in programs or at events
- Open calls
- Consistency
- Removing corporate/capitalist frameworks to partnership
- Removing barrier to entry
- Finding sustainable funding opportunities for partnerships
- Compensation
- Comfort – ensuring people are comfortable with what the organization will do in supporting people’s projects. Not making changes that the community members do not want changed
- Convenings – holding sessions before/after events to get youth perspectives on what they want to do and see
- Free weekly classes
- Youth focus groups
- Potlucks food events and offerings – feed the children
- Built an Arts collective
- Welcome risk
- More education
- Social Justice programming
- Action
- Outsource the work to community connections
- Authentic outreach (i.e. physically going out to speak to people face-to-face)
- Representation not skewed towards pandering or tokenism
- Alternative payment pptions (i.e. student discount, “Pay What Makes You Happy”, student points, sliding scale)
- Partnerships with smaller organizations
- Increase diversity
- Multiple days and times for events
- Think tank space
- Enhanced ACPA social media



RESEARCH METHODOLOGY

In July 2022, Creative Generation conducted interviews with five York residents and community leaders. Our aim was to identify the impact the Appell Center for the Performing Arts (ACPA) is currently having in its community, barriers between community members and ACPA, and opportunities for collaboration between the community and ACPA.

Respondents spoke on condition of anonymity and their responses, including any direct quotes have been presented anonymously and in aggregate.

We started our empathy interviews by asking broad questions about York, then narrowed our focus to questions about the respondents specific community, and narrowed our focus one final time to perceptions of and experiences with ACPA. Our observations and recommendations are structured in the same manner below.

THE ARTS IN YORK

“Are there things? Yes. Do I wish they looked a little different? Also, yes,”

- In general, the respondents struggled to articulate what arts & cultural education opportunities were reliably offered in York. The folks we spoke with are not seeing a lot of engagement, even at a granular community level.
- Specific visible examples largely originated in neighborhoods. Some examples:
 - library story-times
 - steppers and dancers at block parties
 - story slams
 - impromptu performances at farmers markets
- Often arts opportunities that are billed as inclusive can feel more othering — lacking a genuine understanding of the specific nuances of a community
 - For example: programming a Latinx night featuring salsa, when tango would be more appropriate.
- Folks felt that the local arts scene has been created to make York a more exciting destination for some, at the expense of the diversity that already exists.
- There is generational poverty in York — exposure to arts & culture is rare in those communities.
 - One respondent said, “kids aren’t seeing even movies or shows”
- When kids are exposed to the arts, they are exposed to fewer types of art, which keeps kids from being able to find the art form that works for them.

OPPORTUNITIES TO SUPPORT THE COMMUNITY

“It’s not a small circle, but there is a circle of people that can get things done that they want to get done. That’s what the community feels”

EARLY ENGAGEMENT & SOCIAL-EMOTIONAL LEARNING

- Our respondents were in agreement that early access to arts & cultural learning opportunities is imperative for kids in York. One person said that the main reason they feel affinity with ACPA is that they had a performance experience there are age 10.
- Folks are seeking robust Early Childhood Education opportunities in the arts and opportunities for kids to develop leadership skills and self-confidence.
- The only outlet for self-expression that city kids have is sports. There’s no way to explore creativity, no mental health resources, and no proactive access to emotion support. The arts could provide an opportunity for proactive self-expression.

ARTS INTEGRATION

- The arts are very siloed from other curricular subjects and there are not a lot of intersections between the arts and other areas.
- There is an opportunity to positively impact students by bringing arts to other subjects, as a way to teach without creating a ‘learning’ environment and to engage students that don’t like school or don’t feel welcome.
- There is no exposure to the idea that anyone can be an artist, so people are only into art that is at a high enough level of popularity. There is an opportunity to foster creativity in the workforce and entrepreneurship.
 - One respondent told a story about a kid selling art on the side of the road — they’d never seen anything else like that in York and want to foster that kind of confidence and creativity.
- Folks are looking for places where they can have fun and learn skills — and spaces where each member of a family can find something, intergenerationally.

FOSTER AWARENESS & INCLUSION

- Kids are energized by arts programming: “When we have it, you can see it in their faces”
- Programming in other languages would enable English language learners to engage with the arts and improve their ability to communicate.
- “Spanish speaking students are afraid” to be in spaces where they can’t communicate.

OPPORTUNITIES TO WELCOME THE INDIVIDUAL

“when you’re in charge you want to be in charge, but it’s important to give people ownership”

RACISM & CULTURAL COMPETENCY

“Our kids want the opportunity to enter a space as themselves.”

- Black and Brown people experience regular microaggressions in York and are reluctant to attend events where they will feel over-policed, including repeated or redundant screening upon entering a venue.
- Parents and students want to know there is a reliable, “safe adult” on site.
- While one respondent named regional attitudes toward culture and the expectation of free programming as reasons that folks don’t attend ACPA events, the rest of our respondents didn’t reflect this perspective.

FINANCIAL & LOGISTICAL BARRIERS

“We need to serve the full person, not just the artist.”

- While the cost of purchasing a ticket is, of course, a factor, there are myriad other expenses incurred in the course of attending an arts event at ACPA. Folks are willing to pay for a ticket, but are looking for more collaboration in considering other factors, like:
 - Affordable and reliable transportation to ACPA,
 - Affordable and familiar food options,
 - Childcare, both for parents and for teenagers that might be unable to leave their siblings after school.

GETTING FOLKS IN THE DOOR

“They feel unwelcome because of the way we look and the money that we need to pay.”

- The majority of our respondents indicated that a non-arts event was most likely to bring a first-time attendee to ACPA. Examples included:
 - mayoral conversation sessions,
 - college preparation film screenings, and
 - culturally specific movie nights – Hispanic Heritage Month, Black History Month, Pride, etc.
- Students that attend walk-in field trips are more open to returning to the center.
- Folks were in agreement that creating a community hub is essential to making folks feel more comfortable in the Center and that word of mouth is the main way that folks in York hear about arts & cultural events and activities.

RESEARCH METHODOLOGY

The Appell Center for the Performing Arts – Education and Community Engagement Survey was launched on Monday, August 1, 2022 and closed on Friday, August 19, 2022. The survey was circulated via email through Seth Laidlaw’s and Creative Generation’s communication channels. Seth is the Director of Education & Community Engagement at ACPA. The survey instrument (Appendix A) comprised qualitative and open-ended questions. A small sample of 12 responses was gathered, and while this sample is small enough to limit the methods of analysis, the data sheds light on the perspectives of the community members who chose to respond and share their opinions about ACPA.

The gathered sample was analyzed for any consistent answers, where clear themes arose, which are described in the following section. Also included are topics that proved to be divisive among the survey respondents, in an attempt to represent the full array of opinions within the gathered sample. Overall, the following analysis should be regarded as a sample of discrete opinions from community members about Arts Education and Community Engagement at The Appell Center for the Performing Arts.

DEMOGRAPHICS

Age: the average age of the 12 survey respondents was 50 years old.

Gender: Six were Female, five were Male, and one preferred not to share their gender. Additionally, one respondent identified as Transgender.

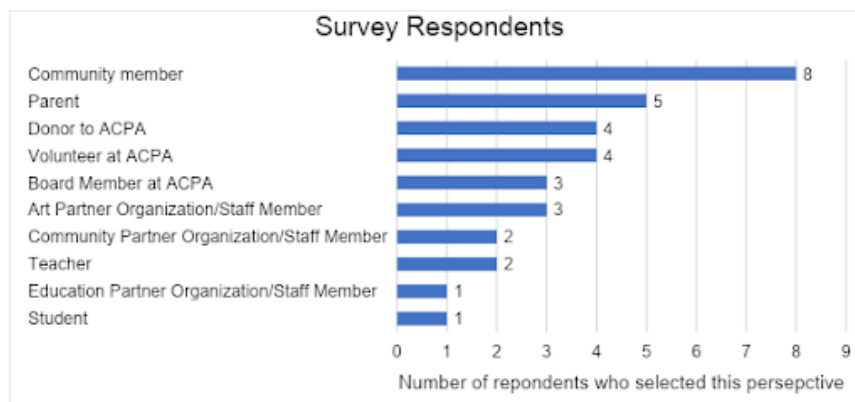
Sexuality: Eight respondents identified as Straight/Heterosexual; two as Bisexual; one as Bisexual, Gay or Lesbian, Pansexual, and Queer; and one preferred not to answer.

Ability: Two respondents identified as a person with disabilities.

Race: Nine respondents were White or of European descent, two were Black or from the African Diaspora, and one was of Mixed Ethnicity.

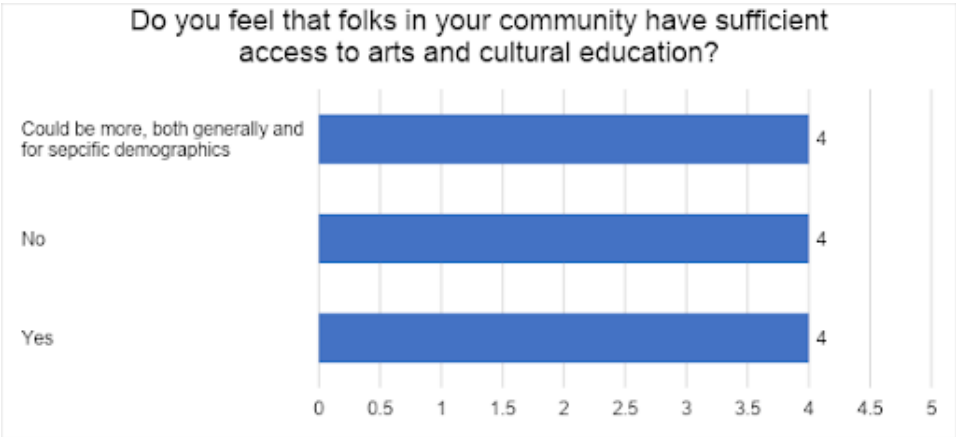
QUESTION-BY-QUESTION RESPONSES

The majority of respondents self-identified as community members, many of whom also identified as volunteers, board members, donors, partners, and staff members. Over the past 5 years, respondents’ most common experience at the ACPA was attending programs, with a few of them also volunteering.



The most consistent **strength of Arts and Cultural education in York** that survey respondents identified was the range of options and variety available to residents. Respondents accessed **Arts and Cultural education opportunities in their community**, both at venues while attending programs or events and online via email, social media, and e-learning.

Do you feel that folks in your community have sufficient access to arts and cultural education? This question proved to be divisive, with four respondents agreeing access is sufficient, four feeling access was not sufficient and four more expressing insufficient access in one capacity or another (see chart below).



The respondents who felt access to arts and cultural education was insufficient attributed this to a variety of reasons, but mostly to program timings and financial accessibility, a lack of cultural inclusivity, and budgetary constraints on the organization’s side. When asked about ideas to alleviate the barriers they notice, respondents suggested increasing resources and grants, and diversifying the time and content of programming. Two respondents suggested focusing on partnerships with other cultural organizations in the area who are able to effectively serve their respective communities as a path for the ACPA to better serve them as well.

When asked about **examples of artistic or cultural learning integrated with other academic subjects or opportunities for learning**, respondents gave examples from other areas in the US as well as local ones, most commonly in schools. This was also reflected in respondents’ answers to the survey question about ACPA’s potential for collaborations with individuals or organizations, to which most suggested schools. According to respondents, the impact of the integration of arts they observed in other aspects of learning and/or community life was mostly a heightened sense of community, as well as educating and empowering community members.

Specifically, for ACPA, the impact that respondents observed was mostly positive, associated with progress and consistency within the organization itself, as well as its ability to cultivate a community through its programming. Indeed, when asked **What [is] the Appell Center exceptional at?** many responded it excelled in programming. Two respondents, however, did not share this sentiment, noting a decline in quality of programming and a focus on White and older audiences.

Lastly, the survey included questions about the communities ACPA serves effectively, groups it could be serving better, and ways for ACPA to reach its goal of functioning as a community hub for arts and culture in York County, PA. In terms of education and community engagement. Answers to these questions in the survey reveal opposite opinions. While many respondents shared that they felt youth are served effectively, others felt ACPA could do better with young people, especially from communities of color. Many respondents answered they simply do not know what communities ACPA is serving (effectively or not) and did not have any specific ideas as to how to reach its goal. This may suggest that ACPA could increase the transparency of its goals and strategies, so that stakeholders and community members can consider how to reach these goals.

APPENDIX A: SURVEY INSTRUMENT

Appell Center for the Performing Arts' Education & Community Engagement Response Survey

ABOUT

Appell Center for the Performing Arts (ACPA) and Creative Generation have devised a responsive and community engaged participatory research and evaluation process, which involves numerous pathways for involvement of the myriad stakeholders of the Appell Center. Over six months, the teams will engage these stakeholders to imagine and forecast the futures of education and community engagement work of the Appell Center for the Performing Arts to inform future organizational planning and strategy. This work will also amplify the voices of York County artists, educators, parents, youth, and organizations to inform broader dialogues about the role of the Arts in education and collaborations between cultural and education systems.

Read more about the collaboration here: <https://creative-generation.org/news/creative-generation-and-the-appell-center-for-the-performing-arts-to-develop-a-community-hub-for-arts-amp-cultural-education>

PAGE 1

Responding to this survey is completely voluntary and anonymous. Responses will be recorded and stored without affiliation with your email address. All data will be analyzed and presented in aggregate.

You should expect to take approximately 10 minutes to complete this survey.

Following the documentation and analysis of the data, a report, presenting any findings will be shared with all those who completed it by the Appell Center for the Performing Arts.

I agree to participate in this survey.

- [Check Box] Yes

My email address is:

- [Short Answer]

The perspectives I bring to this survey are:

- [Check all that apply] Parent, Student, Community Member, Teacher, Volunteer at ACPA, Board Member at ACPA, Past Board Member at ACPA, Donor to ACPA, Community Partner Organization/Staff Member, Art Partner Organization/Staff Member, Education Partner Organization/Staff Member, Staff of ACPA

PAGE 2

The following questions are about arts and cultural education in York. Please answer from your own personal experience.

What is really great about arts and cultural education in York? Please consider both formal and informal arts experiences, in- and out-of-school.

- [Short answer]

How do you, your children, or your students access arts and cultural learning opportunities in your community?

- [Short answer]

Do you feel that folks in your community have sufficient access to arts and cultural education?

[Select one]

- Yes
- No

If no, what barriers exist to providing high quality arts and cultural education in your community?

- [Short answer]

Do you have any ideas about how to alleviate those barriers?

- [Short answer]

Where have you seen artistic or cultural learning integrated with other academic subjects or opportunities for learning?

- [Short answer]

What organizations or individuals were leading this type of work?

- [Short answer]

What impacts have you seen when the arts are integrated into other aspects of learning or community life?

- [Short answer]

PAGE 3

The following questions are about arts and cultural education at the Appell Center for the Performing Arts. Please answer from your own personal knowledge.

What experiences have you had with or at the Appell Center in the last 5 years?

- [Short answer]

Thinking about the last 5 years, what impact is the Appell Center having on the community right now?

- [Short answer]

The Appell Center for the Performing Arts has set an education and community engagement goal to create a community hub for arts and culture in York County, PA. How do you believe the organization might create this hub?

- [Short answer]

What groups is the Appell Center currently serving effectively within the context of education & community engagement?

- [Short answer]

What groups could the Appell Center be serving better?

- [Short answer]

How can or how has the Appell Center been collaborative with individuals and organizations in the area (i.e. schools, other cultural organizations, etc.)?

- [Short answer]

What is the Appell Center exceptional at?

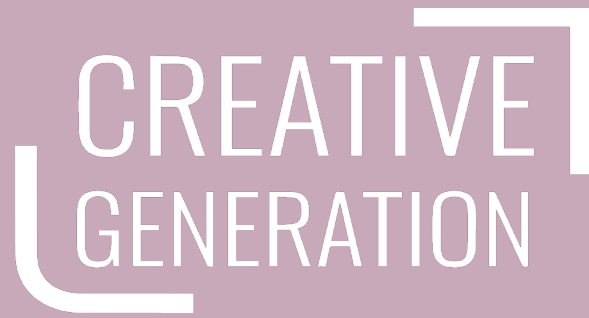
- [Short answer]

PAGE 4

Thank you so much for contributing to this survey.

Is there anything we should have asked, but didn't?

- [Short answer]



www.Creative-Generation.org