

2011

RISD POD 2011 Evaluation & 2012 - 2015 Strategic Plan

Project Open Door

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RISD I PROJECT OPEN DOOR 2011 EVALUATION & 2012-2015 STRATEGIC PLAN

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EXECUTIVE SUMMARY

This report documents key findings of an external review of Project Open Door and agreement and the 2012-2017 Project Open Door Strategic Plan.

The plan represents consensus among Project Open Door faculty, staff, and Dean of Graduate Studies, Research and Engagement, and Advisory Committee members to strengthen and institutionalize the program. Dean Phillips asked that the review “...evaluate the current condition of the program, confirm its scope, scale, and feasible and fruitful staffing scenarios, explore ways to successfully institutionalize it both within and outside of RISD, and identify pathways for the future, including greater visibility for this replicable model, both regionally and nationally.”

What is Project Open Door? RISD’s *Project Open Door* is an out-of-school-time learning program for teens from under-resourced high schools that provides multiple doorways to high quality art-making experiences and intensive college readiness preparation. Project Open Door is also an academic lab and demonstration project for RISD students exploring urban education and community arts education.

RISD | Project Open Door’s Dual Mission

Project Open Door increases access to arts learning, college and careers in art and design for underserved teens, and provides a community education laboratory for RISD students and faculty.

Project Open Door’s Long-Range Goals

1. **College Access and Retention** Urban teens from under-resourced public schools access high quality art and design education, develop admissions portfolios, make college applications and prepare to succeed in higher education.
2. **Public Engagement** RISD students, faculty, and staff access community-based teaching experience as Rhode Island urban schools benefit from RISD outreach.
3. **Diversity** With the help of inclusive programs like Project Open Door, the diversity of art and design education and professions comes to reflect America’s diversity.
4. **Institutional Capacity** RISD’s Project Open Door is sustained as an integral college program, serving curricula, teaching, learning, and research.

The Strategic Plan Features two Overall Project Open Door Strategies

1. Strengthen the RISD Learning Laboratory half of Project Open Door’s mission.
 - Advance core recruitment, diversity, and off-campus learning strategies of the RISD strategic plan;

- Integrate Project Open Door into the RISD curricula, in the Department of Teaching + Learning in Art + Design (TLAD), the RISD Museum, and other departments; and
 - Widen RISD access to POD outreach programs as a central part of RISD public engagement.
2. Sustain a small, core staff and program that is supported as an institutional priority by RISD, well-coordinated with other RISD support systems, and supplemented by external grants for special initiatives.

Key Evaluation Findings

College Access and Retention Project Open Door (POD) students' academic performance significantly outranks their high school peers. In 2009 100% of RISD POD students graduated from high school compared with 76% statewide .

After the first full year of the program, 100% of POD students applied for and were admitted into college. Over five years, 99% of POD students applied to college and 98% were accepted (from Community College of Rhode Island to Yale). Over a four to five year period, 94% of high school graduates from POD were enrolled in college six months after high school graduation, compared with 64% statewide. In 2011, 89% of POD students remain in college or have graduated. In 2010, 13 POD students applied to RISD and 12 (93%) were accepted, compared with 33% RISD admission rate for all 2011 freshmen applications. In spite of generally lower grade point averages, Project Open Door students applying to RISD in 2010 and 2011 had slightly better admission scores compared with other Rhode Island applicants and with the total pool of freshmen applicants.

Public Access Project Open Door is a notable RISD public engagement exemplar. The program is fulfilling the key aspect of its public engagement mission as participating Portfolio II students have nearly all been admitted into college. Free, drop-in, out-of-school-time programs are much valued by teachers and participating students at four urban high schools in Providence, Central Falls, Pawtucket, and Lincoln. Participation is good at the J.M. Walsh School, but attendance at three other schools has been low in recent years. However, POD staff feel it is important for RISD to have a presence in these urban schools, and will attempt to sustain these outreach programs.

The opportunity for RISD students, faculty and staff to engage in off-campus learning and research through Project Open Door is not well understood on campus. The learning lab part of the POD mission is less well known and less well realized. The first six years have focused on college access and public engagement. Attention next will focus on providing RISD students and faculty with access to POD as a learning lab and demonstration project. RISD students and faculty also need more information and open doors into the program. The small program's impact may be expanded through dissemination of the model and best practices nationally.

Diversity One hundred percent of Project Open Door student participants attended under-resourced, mostly urban high schools. Most are the first members of their low-income families to apply for and attend college. In 2010, 35% were Hispanic, 31% Caucasian, 31% African American, 6% Asian/Pacific Islander, 1% Native American, and 14% mixed race and other. Many students' parents are foreign born. POD students generally enter college with lower GPAs and with less high school counseling and family support than other art and design college students. College retention is therefore a concern for their advisors.

Institutional Capacity Project Open Door was founded and first sustained with external Surdna Foundation funding. Every Project Open Door evaluation study and plan cites sustainability as the program's greatest concern. After six years successfully helping 99% of participating urban teens enter college and helping RISD students experience urban education, the program has proven itself integral to RISD priorities and worthy of sustained institutional support.

Project Open Door administrative systems work. TLAD faculty manages the program with Dean Phillips' oversight. However, POD staff is over extended. A more sustainable staffing structure will have POD direction be a part of assigned faculty teaching loads. Taking even greater advantage of associated RISD systems will also help (Multicultural Affairs, Student Affairs, Admissions, Financial Aid, RISD Museum, and Continuing Education). The Summer Pre-College Program is an extraordinarily successful CE/POD partnership.

This plan describes a sustainable program with a very small core staff; supported by RISD's budget and faculty release time; enhanced through post-graduate fellows; VISTA volunteers, and volunteer RISD faculty, staff, and student service; complemented through close cooperation with other RISD departments; and supplemented by external funding for special initiatives.

Evaluation and Planning Methods

Planning was made possible with a grant from the Rhode Island Foundation. The Dean of Graduate Studies commissioned Dr. Craig Dreeszen, Dreeszen & Associates to work with the Department of Teaching + Learning in Art + Design and a RISD Advisory Committee to conduct a review of Project Open Door and develop a strategic plan to strengthen and institutionalize the program.

The evaluation relied primarily on analysis of existing student data; a review of previous plans, grant reports, and evaluations; and interviews and planning meetings with RISD staff, faculty, and key community partners. The planning engaged key Project Open Door and RISD stakeholders in program planning. Evaluation findings represent the expert judgment of the consultant. The plan documents agreements among the RISD staff and Advisory Committee members. Planning commenced in February and

concluded in June 2011. The consultant visited RISD three times to meet with Project Open Door staff and the Project Open Door Advisory Committee. POD staff convened for a day-long planning retreat May 18. Advisors convened March 31 and June 15. Dreeszen interviewed key RISD faculty and staff.

PROJECT OPEN DOOR EVALUATION SUMMARY

April 12, 2011 Highlights from Craig Dreeszen's data review, interviews, and Meetings with POD Staff and Advisory Committee members March 29 and 30, 2011

Public Engagement Project Open Door (POD) is a successful example of RISD public engagement. POD is fulfilling a key aspect of its public engagement mission as POD students have nearly all been successfully admitted into college. POD students are accepted with higher admission scores than other freshmen applicants.

Administration POD administrative systems work. TLAD staff manages the program with Dean Phillips' oversight. POD staff is over extended, with Paul Sproll directing the program as a volunteer and Mara O'Day filling multiple jobs. A more sustainable staffing structure would have POD direction be a part of assigned teaching loads. The staffing system should be more sustainable should the founder one day be replaced. Paul's 2012-13 sabbatical will be an opportunity to test a staffing plan. Taking even greater advantage of associated RISD systems will also help (connect the dots with Multicultural Affairs, Student Affairs, Admissions, Financial Aid, Museum, and Continuing Education). The CE/POD partnership with the Summer Pre-College Program is successful.

Learning Lab POD's remarkable success with high school students has good potential to also impact RISD teaching and learning. The learning lab part of the POD mission is less well known and less well realized. The first six years have focused on public engagement. External funding requires external public benefits. Attention next may focus on providing RISD students and faculty with access to POD as a learning lab and demonstration project. RISD students and faculty also need open doors into the program. The small program's impact may be expanded through dissemination of the model nationally.

Curricula Integration The POD mission and RISD institutional support both require that POD be well integrated with curricula, teaching, and learning in TLAD and throughout RISD. TLAD MA and MAT students are already using POD as a professional practicum internship.

Funding POD was founded and sustained at first with external SURDNA funding. The task now is to define the scope and cost of a core POD program, closely aligned with the RISD strategic plan and curricula that can be sustained by RISD. Special initiatives can be supported by external funding. POD must be as accountable for results within RISD as it is with external funders. Now POD is sustained through some external funding, in-kind contributions of the Dean and TALD department head, in-kind RISD overhead, and partnering school fees. Paul, other faculty, and RISD students contribute significant volunteer time.

School Partners After-school programs at F.M. Walsh are doing well, but enrollments at two other schools are low. POD may divert resources to more in-school student teaching by RISD MA and MAT students. High school students may travel to a successful after-school program. School partner interviews are pending.

PROJECT OPEN DOOR'S STUDENT SUCCESS

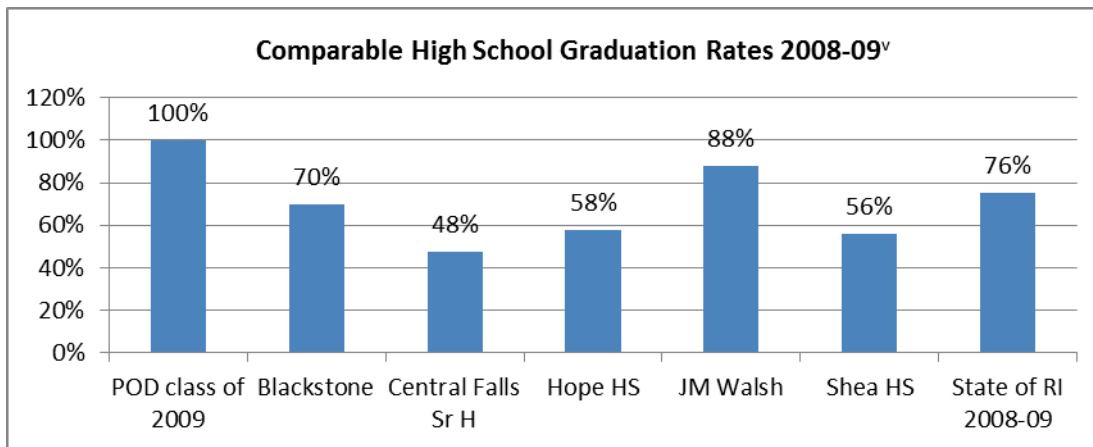
Analysis by Dreeszen & Associates, Revised April 11, 2011

Project Open Door (POD) students' academic performance significantly outranks their peers. In 2009 (the most recent year for which we have comparable data) 100% of RISD POD studentsⁱ graduated from high school compared with 76% statewide and 48 - 88% of their peers in Providence-area schools^v. Other high school students of color fared less well. POD students include Rhode Island Portfolio II students and CE Summer Pre-College Program scholarship students coached by POD staff and mentors.

Over five years, 99% of POD students applied to college and 98% were accepted (from CCRI to Yale). After the first full year of the program, 100% of POD students applied for and were admitted into collegeⁱ. Over a four to five year periodⁱⁱ, 94% of high school graduates from POD were enrolled in college six months after high school graduation, compared with 64% statewide and 42 to 73% for peers in Providence schoolsⁱⁱⁱ. In 2011, 89% of POD students remain in college or have graduated. As a measure of POD students' academic qualifications and portfolio quality -- in 2010, 13 POD students applied to RISD and 12 (93%) were acceptedⁱ. For comparison, RISD accepted 33% of 2011 freshmen applications^{iv}.

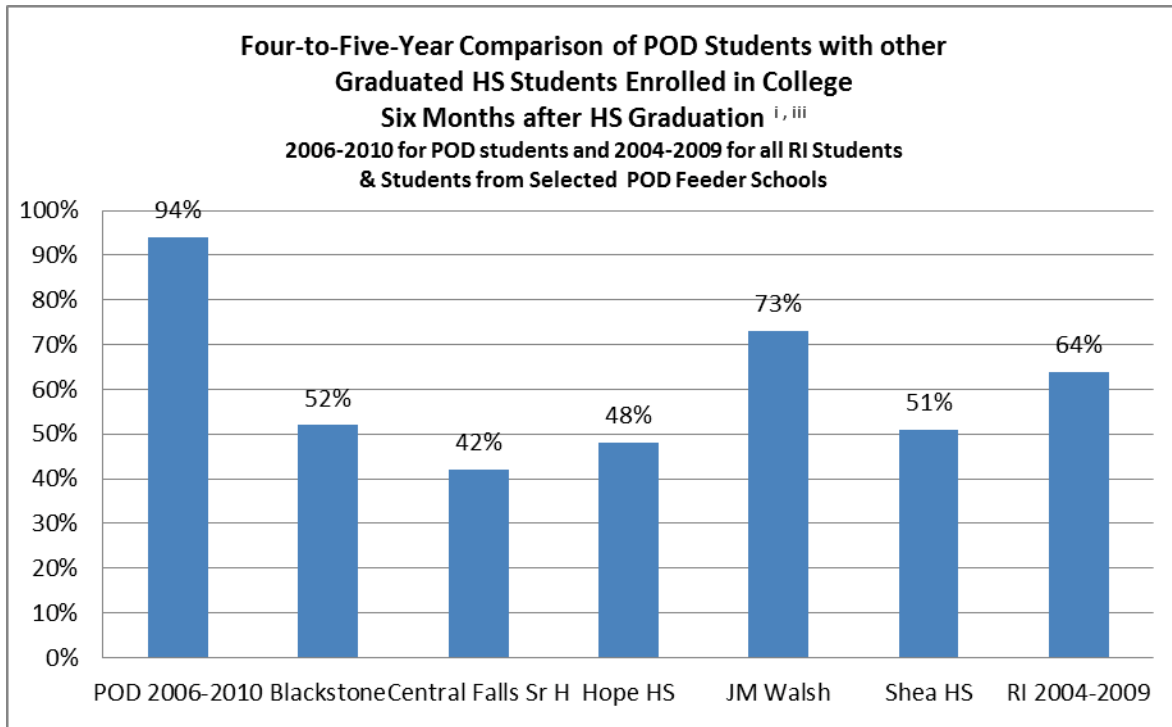
Summary of RISD POD alumni applications, acceptance, and enrollment in college, 2006-2010ⁱⁱⁱ

POD class	POD class size RI & national	POD Students' HS graduation rate	POD Students applied to college	POD Students accepted into college	POD Students enrolled in college	POD Students attending college or graduated as of March 2011
2006	20	100%	95%	90%	90%	85%
2007	24	100%	100%	100%	88%	88%
2008	15	100%	100%	100%	93%	87%
2009	32	100%	100%	100%	100%	94%
2010	25	100%	100%	100%	96%	88%
2006-2010	116	100%	99%	98%	94%	89%



High School Graduation Rates from sample of Providence-area schools sending students to POD, 2008-09^v

School	School 2008-09 Graduation Rate	District Graduation Rate	State Graduation Rate
Blackstone Academy Charter School	70.0%	70.0%	75.5%
Central Falls Sr. High School	47.7%	47.7%	75.5%
Hope Arts School	57.7%	66.5%	75.5%
J. M. Walsh School Performing & Visual Arts	88.0%	55.4%	75.5%
Shea Sr. High School	55.8%	55.4%	75.5%



Higher Education Enrollment Rates of Selected POD Feeder Schools, 2004-09ⁱⁱⁱ

Percentage enrolled in institute of higher education within 6 months after HS graduation, RI, 2004-2009	
Blackstone Academy Charter School	52%
Central Falls Senior High School	42%
Hope Arts School	48%
Jacqueline M. Walsh School for the Performing and Visual Arts	73%
Shea Senior High School	51%
Rhode Island	64%

RISD | PROJECT OPEN DOOR STRATEGIC PLAN 2012-2017



Approved June 15, 2011

By Project Open Door Faculty, Staff, and Advisory Committee Members

Planning supported by a grant from

The Rhode Island Foundation

RISD | PROJECT OPEN DOOR STRATEGIC PLAN 2012-2017

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RISD I Project Open Door Strategic Plan 2012-2017

PLAN APPROVAL

Approved June 15, 2011

By Project Open Door Faculty, Staff, and
Advisory Committee Members:

Tony Johnson, Director of Multi-Cultural Affairs

Jeri Drummond, Assistant Dean of Campus Life
Student Affairs

Lucy King, Assistant Director of Admissions

Sarah Ganz Blythe, Director of Museum Education,
RISD Museum

Brian Smith, Dean of Continuing Education

Susan Bellaire, Associate Director for Continuing
Education Student Services

Joanne Stryker, Dean of Foundation Studies

Paul Sproll, Project Open Door Director and Head,
Department of Teaching + Learning in Art +
Design



Recommended by the Advisory Committee for approval by the Dean of Graduate Studies, Research, and Engagement, the Academic Council, and Provost.

ACKNOWLEDGEMENTS

Planning was made possible with a grant from the Rhode Island Foundation and encouragement from Patricia Phillips, Dean of Graduate Studies, Research, and Engagement. Project Open Door Advisory Committee members gave generously of their time. Photographs are courtesy of Mara O'Day and Josephine Sittenfeld.

RISD I PROJECT OPEN DOOR STRATEGIC PLAN 2012-2017

Approved by Project Open Door faculty, staff, and Advisory Committee, June 15, 2011

Introduction This strategic plan documents key findings of an external review of Project Open Door and agreement among faculty, staff, and Dean of Graduate Studies, Research and Engagement, and Advisory Committee members to strengthen and institutionalize the program. Dean Phillips asked that the review "...evaluate the current condition of the program, confirm its scope, scale, and feasible and fruitful staffing scenarios, explore ways to successfully institutionalize it both within and outside of RISD, and identify pathways for the future, including greater visibility for this replicable model, both regionally and nationally."



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RISD I Project Open Door's Dual Mission Project Open Door increases access to arts learning, college and careers in art and design for underserved teens, and provides a community education laboratory for RISD students, faculty, and staff

Project Open Door's Long-Range Goals

- 5. College Access and Retention** Urban teens from under-resourced public schools access high quality art and design education, develop admissions portfolios, make college applications and prepare to succeed in higher education.
- 6. Public Engagement** RISD students, faculty, and staff access community-based teaching experience as Rhode Island urban schools benefit from RISD outreach.
- 7. Diversity** With the help of inclusive programs like Project Open Door, the diversity of art and design education and professions comes to reflect America's diversity.

8. **Institutional Capacity** RISD's Project Open Door is sustained as an integral college program, serving curricula, teaching, learning, and research.

Two Overall Project Open Door Strategies

3. Strengthen the RISD Learning Laboratory half of Project Open Door's mission.
- Advance core recruitment, diversity, and off-campus learning strategies of the RISD strategic plan;
 - Integrate Project Open Door into the RISD curricula, in the Department of Teaching + Learning in Art + Design (TLAD), the RISD Museum, and other departments; and
 - Widen RISD access to POD outreach programs as a central part of RISD public engagement.



4. Sustain a small, core staff and program that is supported as an institutional priority by RISD, well-coordinated with other RISD support systems, and supplemented by external grants for special initiatives.

RISD | Project Open Door Core Principles and Values

1. High school students learn best when working with artists and designers as role models and mentors in an environment that is conducive to an open exchange of ideas.
2. The daily practice of art making is an effective way to improve skills, promote experimentation, and encourage a professional work ethic for teens.
3. Teens should be encouraged to continually reflect on their work and the work of others – from exemplar artists to peers.
4. High school students with interests in art and design benefit from multiple and intensive interactions with practicing artists and designers.
9. Diversity strengthens college education and design professions.
10. Urban teens succeed in education and professions when we open doors by removing financial and educational obstacles.

11. Teens from low-income families and under-resourced schools, who may be the first generation to attend college, succeed best when colleges provide ongoing support.

RISD I Project Open Door Goals and Objectives

Goal 1 College Access and Retention

Urban teens from under-resourced public schools access high quality art and design education, develop admissions portfolios, make college applications and prepare to succeed in higher education.

Key Findings Project Open Door (POD) students' academic performance significantly outranks their high school peers. In 2009 100% of RISD POD students graduated from high school compared with 76% statewide¹.



After the first full year of the program, 100% of POD students applied for and were admitted into college. Over five years, 99% of POD students applied to college and 98% were accepted (from Community College of Rhode Island to Yale). Over a four to five year period, 94% of high school graduates from POD were enrolled in college six months after high school graduation, compared with 64% statewide. In 2011, 89% of POD students remain in college or have graduated. In 2010, 13 POD students applied to RISD and 12 (93%) were accepted, compared with 33% RISD admission rate for all 2011 freshmen applications. In spite of generally lower grade point averages, Project Open Door students applying to RISD in 2010 and 2011 had slightly better admission scores compared with other Rhode Island applicants and with the total pool of freshmen applicants.

Goal 1 College Access and Retention Objectives

1. **Pre-college Summer Program** Project Open Door works with RISD Continuing Education to support urban teen access to the annual Summer Pre-College Program, a six-week on-campus preview of art school for students finishing their junior or senior year of high school.

¹ Project Open Door's Student Success, Dreeszen & Associates, April 11, 2011

- a. Recruit Rhode Island and national under-served teens to the program each year.
 - b. The College provides scholarship support for Pre-College scholarships each year for the most deserving teens in need of aid.
2. **Portfolio I Program** Project Open Door staff manages our comprehensive Portfolio program for high school sophomores and juniors which has a focus on drawing from observation, experimentation with materials, and complementary explorations of the RISD Museum of Art, Nature Lab, and Fleet Library.
- a. Project Open Door creates an engaging and safe environment with a high expectation for success.
 - b. POD students may attend National Portfolio Day in Boston each fall.
3. **Portfolio II Program** POD enrolls about 20 high school seniors each year in the Portfolio II program to achieve two outcomes:
- a. Students learn to synthesize techniques and philosophies from their Portfolio I studies.
 - b. Students complete college applications, essays, and portfolio work with the assistance of POD student mentors (target: 100% of Portfolio II students accepted into college each year).
4. **College Counseling and Mentoring** The Project Open Door mentoring college adviser surveys Portfolio I and II students and advises them on college prospects and admissions' process as they are admitted to Portfolio I and through their Portfolio II year.
- a. Staff tracks POD student admissions.
 - b. Students receive staff support as needed.
 - c. RISD Admissions, Financial Aid, and Multicultural staffs advise students.
5. **RISD Continuing Education's Young Artist Program** Expand the fruitful Continuing Education (CE) and POD/TLAD collaboration.
- a. Work with Continuing Education to allow POD students free access to confirmed but under-enrolled Young Artist classes on a space-available basis by 2013.
 - b. POD staff may suggest courses and instructors for the Pre-College and Young Artist program.

- c. Assure that cooperating teachers supervising RISD Master of Arts in Teaching student teachers in public schools may attend Continuing Education courses without cost on a space-available basis..
6. **Financial Aid** Project Open Door and RISD Financial Aid staff counsel Portfolio II students and families on financial aid.
 - a. The RISD Financial Aid office tracks POD applicants to RISD and attempts to meet a significant portion of their financial need with aid (about 67%).
 - b. The College explores feasibility of raising funds for dedicated POD scholarships.
 - c. Broaden the definition of the 2 existing designated Hope High School Scholarships' eligibility to include any qualified, low-income POD Rhode Island student graduating from an urban high school (by 2012).
7. **RISD Recruiting** Project Open Door staff and RISD MAT student teachers scout for talented and underserved high school students -- for those whom RISD may be a good match -- and encourage their applications to Project Open Door and help recruit to RISD (on-going).
 - a. POD staff communicates with RISD Admissions and Financial Aid offices to assure that POD students are identified and tracked.
8. **Transitional Support** RISD departments cooperate to provide institution-wide transitional support for POD students accepted into RISD, aiming for 100% retention.
 - a. Relevant RISD offices participate as POD Advisory Committee members to monitor transitional support and retention. (Target 100% retention each year through college graduation).
 - b. POD staff assures that the Multicultural Affairs, Student Affairs, Foundation Studies, and Financial Aid offices are aware of POD students.
 - c. POD staff and Advisory Committee members establish a system for tracking and offering support to each cohort of POD students;.
 - d. POD staff helps newly admitted students meet and network with POD alumni.
9. **Ongoing Engagement with POD Alumni** POD staff keep in contact with POD alumni and invite those enrolled at RISD to mentor other students and to volunteer with the program.
 - a. POD alumni enrolled at RISD continue their relationship with POD as mentors.

- b. Provide opportunities for some POD alumni to work for POD in work-study positions.
- a. **National Service** Project Open Door serves Rhode Island and national students and connects them with colleges in Rhode Island and nationally. While Project Open Door's primarily targets Rhode Island teens, under-served students from around the nation are welcomed into the Pre-College Summer Program. Service to national students may be limited by POD staff capacity.
- b. Project Open Door encourages Portfolio II students to apply to colleges that fit their goals in Rhode Island and nationally.

Goal 2 Public Engagement RISD students, faculty, and staff access community-based teaching and service experience as Rhode Island urban schools benefit from RISD outreach.

Key Findings Project Open Door is a notable RISD public engagement exemplar. The program is fulfilling the key aspect of its public engagement mission as participating Portfolio II students have nearly all been admitted into college. Free, drop-in, out-of-school-time programs are much valued by teachers and participating students at four urban high schools in Providence, Central Falls, Pawtucket, and Lincoln. Participation is good at the J.M. Walsh School, but attendance at three other schools has been low in recent years. However, POD staff feel it is important for RISD to have a presence in these urban schools, and will attempt to sustain these outreach programs.



The opportunity for RISD students, faculty and staff to engage in off-campus learning and research through Project Open Door is not well understood on campus. The learning lab part of the POD mission is less well known and less well realized. The first six years have focused on college access and public engagement. Attention next will focus on providing RISD students and faculty with access to POD as a learning lab and demonstration project. RISD students and faculty also need more information and open doors into the program. The small program's impact may be expanded through dissemination of the model and best practices nationally.

Goal 2 Public Engagement Objectives

1. **RISD presence among Rhode Island urban schools** RISD aims complement the RISD Museum's, RISD Continuing Education's and other Public Engagement initiatives to build deep relationships with high schools in Rhode Island's urban core cities through Project Open Door.
 - a. Project Open Door provides RISD a foundation to achieve its public engagement strategy with a long-term exemplary program.
 - b. The program participates in the Providence After School Alliance on the Hub College Days and other initiatives.
 - c. Maintain Providence high school partnerships to assure a RISD presence in Providence area schools.
 - d. Encourage local school reform in art and design education by embedding effective Project Open Door studio learning practices into schools' visual arts curricula.

2. **TLAD MA and MAT Practical Teaching** Place Department of Teaching + Learning in Art + Design (TLAD) MA and MAT students in urban schools for practicum study.
 - a. Place and mentor a minimum of 12 TLAD MA and MAT students in school-based credit-bearing teaching assignments each year.
 - b. Develop POD work as an MA and MAT assistantship assignment.
 - c. Recruit at least one supervising classroom teacher in each participating public school. Provide access to a Continuing Education course without cost on a space-available basis.
 - d. Communicate opportunities for RISD graduate and undergraduate students, including: teaching a five or ten week out-of-school-time program (grad students only) ,mentoring in Portfolio I and II, leading volunteer critiques, leading open studio tours, mentoring POD college applications, giving artist talks to high school art classes, and orienting POD students about art school and career opportunities.

3. **Partner Schools' Out-of-School-Time (OST) Learning** Project Open Door maintains at least two, free school-based after-school design programs for drop-in students.
 - a. Consider consolidating two or more under-utilized OST programs into one school.

4. **Off-campus study and public practice** Project Open Door helps place other RISD department's students in POD-participating urban schools for off-campus study and public practice.
 - a. Project Open Door helps RISD achieve its off-campus study strategies:
 - i. "To increase access to an expanded array of international and domestic off-campus experiences that are closely connected to educational objectives in the disciplines²;"
 - ii. "To expand and diversity opportunities for both students and faculty to learn about, participate, and contribute to the public realm through service and engagement activities at the local, national, and international levels;" and
 - iii. "Develop focused strategy for RISD to strengthen existing opportunities for off-campus study..."

² *Connecting the Dots: RISD's Strategic Plan* draft January 2011-2016

5. **Communication** Create POD communications to promote off-campus learning opportunities so other RISD faculty and students perceive open doors into Project Open Door
 - a. Create a promotional videos and post on the RISD YouTube channel by 2012.
 - b. Create orientation sessions (see goal 4, objective 12).
 - c. Launch renewed POD website by July 2011.
 - d. Request the college to create links to POD from multiple RISD website pages.
6. **Research** Encourage RISD students and faculty to conduct research and publish research findings in Rhode Island's urban schools.
 - a. Encourage researchers from other institutions to study POD initiatives.
7. **Curriculum development** Create, document, and disseminate curricula for multidisciplinary, studio based arts learning for high school arts instruction in and out of school time by 2012.
8. **RISD faculty participation** Encourage RISD faculty to teach in Portfolio I and II classes.
 - a. POD provides RISD faculty and staff with opportunities to volunteer in their field with young people in their home community.
 - b. Project Open Door encourages RISD alumni to share their experiences and expertise with presentations to POD students.
9. **Publishing and dissemination** Share the Project Open Door model, best practices, and results. (See goal 4, objective 5)
10. **Summer teaching institute** Design secure funding and convene a TLAD summer teaching institute that focuses on the development of art teachers' studio practice.
 - a. Utilize institute to share POD's effective pedagogical practices.
 - b. Consider a pilot program, which initially enrolls art teachers from POD's core urban high schools.
 - c. Recruit RISD faculty and RISD Museum personnel as institute instructors.
 - d. Evaluate and continue annual events if the institutes are successful.

11. **Plan low-residency MA for teachers** Based on evaluations of summer teaching institutes, design a low-residency studio-based MA in Contemporary Practices program for art teachers. Aim for initial class by 2014.

Goal 3 Diversity With the help of inclusive programs like Project Open Door, the diversity of art and design education and professions comes to reflect America's diversity.

Key Findings One hundred percent of Project Open Door student participants attended under-resourced, mostly urban high schools. Most are the first members of their low-income families to apply for and attend college. In 2010, 35% were Hispanic, 31% Caucasian, 31% African American, 6% Asian/Pacific Islander, 1% Native American, and 14% mixed race and other. Many students' parents are foreign born. POD students generally enter college with lower GPAs and with less high school counseling and family support than other art and design college students. College retention is therefore a concern for their advisors.



Goal 3 Diversity Objectives

1. **RISD student recruitment** While Project Open Door does not steer all students to RISD, POD staff and RISD students watch for and encourage teens for whom RISD may be a good choice. As Project Open Door students are all from under-resourced urban schools, many of whom are first-generation college applicants, POD alumni enhance the diversity of colleges in which they enroll.
2. **Transitional support** Goal 1, objective 8 documents plans to provide support in the first two transitional years of college and assure retention of diverse students.
3. **Inclusion at RISD** Help advance a culture of inclusion in RISD through a social change model that explores democracy and issues of oppression and privilege.
 - a. Project Open Door provides a tangible means to achieve RISD's diversity objective, to, "Continue to build a learning organization that values diversity and inclusion...³."
 - b. Demonstrate to RISD colleagues how students coming from disadvantaged circumstances may succeed with respectful accommodations of their needs.

³ *Connecting the Dots: RISD's Strategic Plan* draft Jan 2011-2016

- C. Encourage RISD staff and faculty to include issues of economic differences into diversity/sensitivity training and information.

Goal 4 Institutional Capacity

RISD's Project Open Door is sustained as an integral college program, serving curricula, teaching, learning, and research.

Key Findings Project Open Door was founded and first sustained with external Surdna Foundation funding. Every Project Open Door evaluation study and plan cites sustainability as the program's greatest concern. After six years successfully helping 99% of participating urban teens enter college and helping RISD students experience urban education, the program has proven itself integral to RISD priorities and worthy of sustained institutional support.



Project Open Door administrative systems work. TLAD faculty manages the program with Dean Phillips' oversight. However, POD staff is over extended. A more sustainable staffing structure will have POD direction be a part of assigned faculty teaching loads. Taking even greater advantage of associated RISD systems will also help (Multicultural Affairs, Student Affairs, Admissions, Financial Aid, RISD Museum, and Continuing Education). The Summer Pre-College Program is an extraordinarily successful CE/POD partnership.

This plan describes a sustainable program with a very small core staff; supported by RISD's budget and faculty release time; enhanced through post-graduate fellows; VISTA volunteers, and volunteer RISD faculty, staff, and student service; complemented through close cooperation with other RISD departments; and supplemented by external funding for special initiatives.

Goal 4 Institutional Capacity Objectives

1. **RISD leadership** The Project Open Door Director reports directly to the Dean of Graduate Studies, Research and Engagement whose leadership helps POD align with RISD's strategic priorities.
2. **Evaluation and accountability** The Project Open Door Director is responsible for regularly reporting results to the Dean, Advisory Committee members, and periodically to the RISD faculty and Trustees.

- a. Project Open Door becomes a RISD Exemplary Case Study as described in the RISD Strategic Plan.
3. **Project Open Door Advisory Committee** The advisory committee assures that Project Open Door coordinates and maximizes resources with other RISD areas working on public engagement, off-campus learning, and diversity.
 - a. The Advisory Committee expands its membership in 2011 to include the Director of Financial Aid, at least one RISD faculty member, and at least one community partner.
 - b. The Advisory Committee meets at least bi-annually to monitor implementation of this strategic plan, to coordinate student retention, and to advise faculty and staff.
 - c. POD staff maintains close communication with advisors between meetings.
 - d. Advocate for Project Open Door and participating students.
 4. **RISD Strategic Plan** Project Open Door explicitly furthers the RISD strategic plan, specifically: public engagement, research, off-campus learning, and diversity.
 - a. This *Project Open Door Strategic Plan* is endorsed by the Advisory Committee and recommended June 15, 2011] for approval by the Dean of Graduate Studies, Research and Engagement; Provost; and RISD Academic Council.
 5. **Publishing and dissemination** Widely share Project Open Door's model, success stories, and curricula.
 - a. TLAD and other RISD faculty, students, and staff present at least one national conference each year, including: NAEA (National Art Education Association), AICAD (Association of Independent Colleges of Art and Design), College Art Association, and others.
 - b. Publish at least one article every two years in one or more distinguished refereed journals.
 - c. Share Project Open Door results with presentations to RISD faculty, staff council, trustees, and alumni.
 - d. Document Project Open Door curricula.
 - i. Seek graduate fellow to document and then disseminate curricula.
 - ii. Post curricula, assignments, and student work on POD web site.
 - iii. Link the web site to national arts education service organizations, databases, and resource directories.
 - e. Convene symposia at RISD that focuses on higher education's role in out-of-school learning in the arts for teens.

- f. Encourage student and faculty to utilize the POD program as a potential curriculum development and research site.
 - g. Develop a Teachers' Institute (See goal 2, objective 10).
 - h. Include POD presentations and information in graduate student orientation and open houses (each fall starting in 2012).
 - i. Convene a POD open house and volunteer orientation session (starting fall 2012).
 - j. Develop a Project Open Door video documentary/promotional piece by 2012.
 - k. Employ VISTA for outreach to schools and POD alumni retention work in 2012.
 - l. Apply for awards to enhance Project Open Door's visibility: the National Arts and Humanities Youth Program Award (in 2013 or until selected) and the local Champions of Change (2014).
 - m. Encourage a biography of one or more POD alumni in the RISD Alumni XYZ Magazine.
6. **POD staffing** Assure that Project Open Door is adequately staffed with competent professionals, teachers, and assistants.
- a. TLAD and RISD administrators agree upon the core Project Open Door staff:
 - i. POD Director -- a TLAD faculty member released for two courses each year to oversee the learning lab, research, curriculum development, coordination with other RISD departments, and assure accountability. The assignment of faculty release time acknowledges the embedding of Project Open Door into the College's academic program. This curricular integration deepens with Project Open Door's credit-bearing internship within the Community Arts Education track of the recently NASAD approved 1-year MA in Art + Design Education.
 - ii. Project Coordinator -- Full time staff to oversee POD operations, budgeting, school liaison, supervise graduate student teachers in schools, and teach.
 - iii. Studio Instructor and College Advisor -- Full- [or part-] time staff to teach, oversee studio instructors and provide mentoring and college advising in partnership with other RISD staff.
 - b. TLAD's part-time department administrator provides specific administrative assistance to Project Open Door.
 - c. POD staff are assisted with temporary instructors and assistants:
 - i. Graduate student instructors and teaching assistants,
 - ii. RISD faculty and staff (working as volunteers or in grant-funded assignments),
 - iii. Temporary VISTA and Post-Graduate Fellows, and
 - iv. Contractors for special initiatives.

d. Search for and fill the vacant Project Coordinator position [former Safian position] in 2011.

7. **Project Open Door Funding** The small core Project Open Door staff, facilities, and program expenses are sustained by RISD direct funding (budgeted cash allocations and faculty release time), RISD indirect support, and partnership fees, while special initiatives are funded through external grants.

a. The TLAD director develops and presents to the Dean an annual budget for core staff, programs, and operations of about \$80,000 (including about \$60,000 in POD staff salaries for project and studio coordinators).

b. RISD's Office of Corporate Foundation + Government Relations helps Project Open Door secure external grants for special initiatives with demonstrable public benefits.

i. Apply to the Surdna Foundation by July 2012 to implement key provisions of this plan.

ii. Work with other key POD funders to consider support for this plan.

8. **Facilities** RISD provides office space in TLAD and studio space.

a. School partners provide classroom and studio space for out-of-school-time classes.

b. Project Open Door will explore the feasibility of relocating studios to a RISD-owned storefront property in downtown Providence.

Planning Methods

Planning was made possible with a grant from the Rhode Island Foundation.

The Dean of Graduate Studies commissioned Dr. Craig Dreeszen, Dreeszen & Associates to work with the Department of Teaching + Learning in Art + Design and a RISD Advisory Committee to conduct a review of Project Open Door and develop a strategic plan to strengthen and institutionalize the program. Dean Phillips asked that the review "...evaluate the current condition of the program, confirm its scope, scale, and feasible and fruitful staffing scenarios, explore ways to successfully institutionalize it both within and outside of RISD, and identify pathways for the future, including greater visibility for this replicable model, both regionally and nationally."

The evaluation portion of the review relied primarily on analysis of existing student data; a review of previous plans, grant reports, and evaluations; and interviews and planning meetings with RISD staff, faculty, and key community partners. The planning engaged key Project Open Door and RISD stakeholders in program planning. Evaluation findings represent the expert judgment of the consultant. The plan documents agreements among the RISD staff and Advisory Committee members. Planning commenced in February and concluded in June 2011.

The consultant visited RISD three times to meet with Project Open Door staff and the Project Open Door Advisory Committee. POD staff convened for a day-long planning retreat May 18. Advisors convened March 31 and June 15. Dreeszen interviewed key RISD faculty and staff.

Evaluation findings are documented in the final report, *RISD | PROJECT OPEN DOOR 2011 Evaluation & 2012-2015 Strategic Plan*, Craig Dreeszen, Ph.D., June 21, 2011.

APPENDIX

Project Open Door June 1, Final Planning Meeting Agenda

June 1, 2011

Memo to: Members of Project Open Door Advisory Committee and staff

From: Patti Phillips and Paul Sproll

Re: Project Open Door Final Planning Meeting

Wednesday, June 15, 2011, 11:00 am - 1:30 pm CIT 201

We hope you are still planning to attend a brief meeting of our Project Open Door Advisory Committee on June 15 from 11:00 am to no later than 1:30 pm to consider, revise as necessary, and recommend the Project Open Door strategic plan for approval. We appreciate your help.

We are refining the draft plan now and will send it to you by Monday, May 13 for your consideration. Please review the plan before our meeting and note your questions, concerns, and suggestions. Our agenda follows:

**Project Open Door Advisory Committee
Project Open Door Final Planning Meeting**

Wednesday, June 15, 2011

11:00 am - 1:30 pm

CIT 105

Lunch and beverages served

Project Open Door Advisory Committee members and staff invited: Paul Sproll, Patti Phillips, Tony Johnson, Jerri Drummond, Lucy King, Sarah Ganz, Susan Bellaire, Brian Smith, Joanne Stryker, Mara O'Day, and Josephine Sittenfeld. Evaluation and planning consultant: Craig Dreeszen

Meeting Objectives and Agenda

- Review draft Project Open Door Strategic Plan
- Recommend amendments as necessary
- Recommend the plan for approval
- Discuss implementation and the Advisory Committee's ongoing role

Project Open Door Planning is supported by a grant from the Rhode Island Foundation

RISD Project Open Door May 18 Staff Planning Retreat Agenda

































Wednesday, May 18, 2011 ~ 10:00 am – 3:00 pm, CIT 201




- Briefly review evaluation and planning objectives, methods, and schedule
- Dreeszen presents highlights of evaluation findings
- Consider a draft framework for the Project Open Door Five-Year Strategic Plan: Mission, core values and principles, and long-range goals
- **Discuss and resolve key planning topics**
 - 1) Sustainability and institutionalization of Project Open Door
 - a) RISD integration
 - i) Fit with the RISD Strategic Plan
 - (1) Mission
 - (2) Public engagement
 - (3) Off-campus study, community-based service learning opportunities
 - (4) Increased diversity and inclusion
 - (5) Increased scholarships and financial aid
 - (6) Connecting dots, linking RISD resources: curricular, administrative, financial
 - ii) Provost's office leadership
 - iii) RISD partners: Admissions, Financial Aid, Museum, Multicultural Affairs, Student Affairs, and Continuing Education
 - b) TALD/POD Staff capacity
 - i) Leadership and administration
 - ii) Teaching, counseling, and mentoring
 - c) Funding
 - i) Core budget and special initiatives
 - ii) Internal resources and external funding
 - 2) POD Programs
 - a) POD/School partnerships
 - b) Pre-college summer program
 - c) Portfolio I and II preparation program
 - d) Counseling
 - e) Ongoing engagement with students
 - 3) POD facilities
- Next Steps in planning

- First-draft plan, review, and refinement
- June 15 POD Advisors' meeting
- RISD approval process

Project Open Door Planning is supported by a grant from the Rhode Island Foundation.

RISD Project Open Door Archival Documents Consulted

-  RIFdn-POD-Narrative-FINAL 8-6-10.doc
-  A+D Planning '07.doc
-  110119_draft_strategic_plan.pdf
-  04_Minutes.doc
-  05_Development.doc
-  06_Meeting_Notes.doc
-  10_POD_Notes.doc
-  10_POD_Jobs.pdf
-  10_POD_Notes.pdf
-  NanSurdna Proposal Round Three.doc
-  savepodquotes2009.doc
-  POD-Edutopia Text copy.doc
-  POD document inventory.docx
-  SURDNA REPORT 07-10 BUDGET.xls
-  10 copy.doc
-  eastsidemonthly_liz_2010 copy.pdf
-  Erin_RICC_POD Report copy.doc
-  Hand Eye Mind 2006 copy.pdf
-  POD Brochure copy.pdf
-  POD Hocking Report '09 copy.doc
-  POD Retreat Notes '08 copy.dat
-  POD RISD Project Text copy.doc
-  POD Teens' Views '10 copy.doc
-  POD VISTAs '09 copy.doc
-  POD-Bogen Memo copy.doc
-  ProjectOpenDoor_RISDB copy.pdf
-  Public engagement - 11.04.10 copy.doc
-  RISD HSSI POD Final '07 copy.pdf
-  risd_economic_report_final copy.pdf
-  Sproll Community Engagement '06 copy.doc
-  Sproll Community Engagement '05 copy.pdf
-  2REVISED_PODcollegeacceptances2006-2011.xls

-  AMGEN ACTUALS FINAL 09.xls
-  AMGEN POD ACTUALS 09.xls
-  AMGEN REPORT 09.doc
-  Hasbro-POD - Final report - 6-30-10.doc
-  POD MATCHING FUNDS 2008-10.xls
-  SURDNA BUDGET Report Year 3 - Final.xls
-  SURDNA REPORT 07-10 NARRATIVE.doc
-  SURDNA REPORT RECAP YRS 1-3.doc
-  AMGEN 2010 ACTUALS FINAL.xls
-  AMGEN POD REPORT 2010.pdf
-  AmgenREPORT2010.xls
-  NEA FINAL DESCRIPTIVE REPORT PART 2.doc
-  NEA FINAL DESCRIPTIVE REPORT.doc
-  NEA FINAL FINANCIAL STATUS.doc

Evaluation Interviews

Paul Sproll, Project Open Door Director and Head, Department of Teaching + Learning in Art + Design

Patricia Phillips, Dean of Graduate Studies, Research, and Engagement,

David Bogen Associate Provost for Academic Affairs

Anthony Gallonio, Director Financial Aid

Brian Smith, Dean of Continuing Education

Joanne Stryker, Dean of Foundation Studies

Nancy Safian, former Project Open Door Coordinator

Project Open Door Goals and Goal-like Statements

March 25, 2011

Dreeszen & Associates extracted the following quotes are goals, objectives, outcomes, and goal-like statements from Project Open Door archives. These including plans, evaluations, publications, grant proposals and final reports, and memos.

Project Open Door Mission, Goals, Objectives, summary descriptions, and other statements of intention from the risd POD web site, brochure, grant proposals and reports, evaluation reports, and other documentation

POD WEB SITE

Project Open Door (RISD/POD) has a dual mission:

- 1) to increase access to arts learning, college and careers in art and design for underserved teens, and
- 2) to provide a demonstration project and learning laboratory for aspiring artist-educators and in-service teaching professionals who want to explore linkages between in-school and out-of-school time learning at RISD.

Our goal is to alleviate some of the financial and educational obstacles teens from low-income families face when they seek arts-learning opportunities that prepare them for college and careers in art and design.

[RISD Project Open Door: What Makes It Unique? By Erin Danna, AmeriCorps*VISTA 2009-2011](#)

risd / POD Mission

Our goal is to alleviate some of the financial and educational obstacles teens from low-income families face when they seek arts-learning opportunities that prepare them for college and careers in art and design. Project Open Door utilizes RISD resources, including its campus, museum and library, to introduce teens to opportunities while giving them a safe, creative workspace to pursue their dreams of entering the creative workforce.

[Partnerships for Success Case Study \(no date\)](#)

Project Open Door helps underserved teens with an interest in art and design to pursue a college education.

[Project Open Door Brochure](#)

DOORWAY 1

Introducing Students to College and the World of Art and Design

DOORWAY 2

Preparing a College-Level Portfolio

DOORWAY 3

Selecting and Applying to Colleges

DOORWAY 4

Continuing Relationships in College

Hand Eye Mind (no date)

New Works by High School Students in RISD After-School Art Programs

The Rhode Island School of Design's (RISD) Department of Art + Design Education is committed to providing students from Providence area public schools with free after-school visual arts programming in their own schools or community or at RISD. The Department views this as more than community service; it is an integral part of its graduate students' education.

Department of Teaching + Learning in Art + Design

Project Door Notes Paul Sproll June 16, 2010

...POD's primary mission. It is a portfolio development and college readiness program for teens that have interests and talent and who have aspirations to study art and design on graduation from high school who come from low-income families and under-resourced urban public schools. It is also POD's mission to provide these teens, where possible, with the support necessary for them to be successful with their studies and to graduate from college or university.

It is POD's mission to have all its teens move into higher education and especially, of course, to RISD where we see them continuing their relationship with POD as mentors during the full 4-years of their undergraduate study...especially when seeking funding from external sources, that our "asks" are framed in the context of RISD's willingness to be fully engaged in the reform and renewal of public K-12 education and not just as request to support RISD programs. POD, for instance, needs to be described specifically in terms of its alignment with school districts' increasing interest in out-of-school-time learning, expanded learning time (ELT) and career pathways; presented this way, RISD becomes a partner with its urban public schools in strategies focused on the success of high school students.

POD is likely to be come more sustained if embedded more effectively within the academic curriculum both at the graduate and undergraduate level....A graduate level credit-bearing *Practicum in Community Arts Education* centered on POD is proposed for piloting this fall...

A significant benefit of TLADs lead role in POD is the robustness of its connections to Rhode Island's public schools and the potential that exists as a result, for instance, of the placement of MAT student teachers combined with curriculum consultancy to collaborate with teachers to improve the quality of during the school day visual arts instruction.

The future for POD calls for a much more coherent and strategic approach to its organizational structures, program design, curriculum, instruction, and evaluation.

POD Meeting Notes (03/22/10) Paul Sproll

TLAD's interest is centered on "A portfolio – college readiness program for underserved teens with interests in art and design and aspirations to study at college or university"

TLAD's commitment to innovative educational practices connects it to this work – especially as educational reform looks at (1) interventions for success in urban schools, (2) extended day learning opportunities, and (3) skills development for career pathways especially through design thinking.

Memo to Jessie Shefrin, Provost from David Bogen Dec. 14, 2009

Conclusions:

1) Project Open Door is, at essence, a **community development and college access program** that provides a quality teaching experience for out MAT students and is broadly aligned with the projected goals of strategic planning.

FACULTY PROJECTS: Project Open Door [Retreat Notes 2008]

Project Open Door, a free, after-school college preparation program that provides studio education and a wealth of support services to low-income teenagers in urban schools. Students who make a commitment of time, effort and enthusiasm for art and design receive high-quality studio experiences, individual mentoring, guidance through the college application process and exposure to campus life.

Established in 2004 by Paul Sproll...The ultimate objective, Sproll explains, is "to help students uncover their talents so that they can attend the specialty or liberal arts college of their choice."

PROJECT OPEN DOOR: Assessment Report & Recommendations
Based on Planning Conversations, June -- Oct. 2009

Project Open Door is a year-round school and college-based program for teens from low-income backgrounds that is based in the Department of Teaching + Learning in Art + Design, a graduate program of the Rhode Island School of Design (RISD). POD provides access to high quality art-making experiences, intensive college readiness preparation, and mentoring with teaching artists, college students and RISD faculty.

In general, all external funders have asked or required that the program develop avenues for institutionalization.

...college access programs provide a means for higher education to address three goals:

- 1) Help academically strong, first-generation college-bound youth to navigate college admissions processes;
- 2) Enroll undergraduate classes that reflect the pluralism of the American population; and
- 3) Encourage and support graduate education, careers as professors, and leadership in professions by underrepresented minorities.

In addition to providing support for high-school students and establishing a pipeline for underrepresented students to higher education, college access programs can be integrated into curricula to provide a critical learning context on campus. Furthermore, as is the case with Project Open Door, they can be gateways for public service work in community-based settings.

Project Open Door...is making significant contributions to the quality of after-school, co-curricular, college access and in-school enrichment programs in the city...Project Open Door has a contribution to make to the diversification of Art and Design Education on the collegiate level. In doing so, it seems evident that it could be an important piece of making participation in the arts and in design more democratic and accessible.

There seems to be a tension between the values of helping local youth and directly enrolling local youth in RISD's undergraduate program...this lack of clarity allows personal predilections to drive pedagogy rather than reflecting a unified structural vision...Should POD be focused on altruism through support for local youth and the lessons learned by undergraduates through community service, on training of graduate students as educators, or on the development of creative expression and communities of creativity? Are these goals exclusive or can POD balance several or all of them?

Notes from June 3, 2008 Strategic Planning Meeting Rhode Island Foundation

POD has a clear identity – it is a free college preparation after-school program in art and design for urban youth.

...we don't have a mission statement...

Integration of POD into academic program – POD can be part of the MA/MAT program by having a course around POD for credit, independent study, and more integration with existing Teaching + Learning Department courses.

1. Integration of Department of Teaching + Learning with Project Open Door
 - Integrate web, technology, blogs within the department
 - Continue MAT students as teaching assistants
 - Integrate POD teaching assistant work as part of the curriculum component for fall semester (MAT's can present POD work in their portfolios)
 - Consider 5th year ("Take Five") program to get MA in community art right after graduating from RISD
 - POD fellowships can be offered directly to MA/MAT's upon entry to RISD

2. What does Project Open Door do?
 - We partner with individual schools and provide a model for college/school interactions in art and design,
 - We are RISD – we are an academic lab for undergrads and graduate students exploring urban education and community arts education with urban youth.
 - We are a college readiness program for young urban artist-designers
 - We focus on developing a community of artist-designers with clear and high expectations to produce a body of work in preparation for college and work.
 - We help teens convey their ideas through art and design but also through writing, speaking and reflecting on their place in the world.
 - We help make it easier for students to come to RISD by providing free programs. We also provide transportation to get them here and work with them to figure out how to balance work, school, RISD, other programs.
 - We provide enrichment classes at schools and RISD for all high school grades (9-12) that focuses on imagining possibilities for careers and college.

What doesn't POD do?

- We are not a feeder to risd
 - We are not a community teen center but we will provide social resources to teens at other centers in the city and state.
 - We cannot be change agents to shift curriculum at schools or in the district, but we can work with individual teachers to support afterschool and classroom work
 - We cannot make portfolios "out of thin air" at the last minute for students who "drop in."
2. Who do we serve? Who are our target audiences?
 - Teens from low income families mainly in urban districts in Rhode Island
 - Students from schools who have limited resources for art and design in their schools

- Teens who are committed to studio work, and to producing work in preparation for college and work over an extended period
- Guidance counselors and parents involved with teens
- Teens who can bring something to the program – who make the time commitment, who produce work, who help younger peers
- Teachers and teaching artists who are interested in working with students after school

Notes on Community Engagement Oct. 19, 2005

...High School Student Initiative (HSSI) has provided those areas of the College most connected to serving the needs of high school students with an unparalleled opportunity to work together, thus providing, in essence, an Institutional commitment to this target audience...the Surdna grant's most significant legacy to RISD may well be the blueprint we have created for inter-institutional collaboration.

SURDNA FOUNDATION FINAL REPORT

THREE-YEAR GRANT FOR SUPPORT OF PROJECT OPEN DOOR 7/1/07-6/30/10

RISD's *Project Open Door (POD)* is an out-of-school program for teens from low-income backgrounds that provides a number of access points (doorways) to high quality art-making experiences combined with intensive college readiness preparation.

A POD Advisory Committee was created in 2009 to develop and communicate its crucial role in the community and viability as a long-term program. This Committee will be reorganized into a Working Group with broad representation from across the institution and will be co-chaired by Paul Sproll, Head of the Department of Teaching + Learning in Art +Design, and Patricia Phillips, Dean of Graduate Studies at RISD.

The short term goals for the grant period were:

- Increase the number of partners/collaborators and deepen effectiveness of our partnerships at RISD and in the larger Rhode Island Community.
- Create a sequential out-of-school time curriculum supported by a strong mentoring program.

In 2008-2009, POD received a Learning in the Arts for Children and Youth grant from the National Endowment for the Arts (NEA). The grant supported a qualitative research investigation...The findings of this research led to the creation of POD's "Guiding Principles" that include the following:

- 1) Students learn best with artists as role models and mentors in an open exchange of ideas;
- 2) Students are encouraged to constantly reflect on their work and the work of others, expanding their abilities to communicate their ideas verbally and in writing;

- 3) Daily practice is the best way to improve skills and promote professional work ethic; and
- 4) Students should be exposed to aspects of past and present visual cultures and have multiple interactions with practicing professional artists and designers.

- Increase academic supports for all teens – focus on college readiness

One of the POD's long term goals was to strengthen the links with RISD's academic programming and embed POD as a core element within the graduate program. Our core finding is that, in order for the work of an initiative such as POD to be fully recognized as part of the fabric of RISD, its vision and goals need to be made explicit at every opportunity and at every level of the institution. In this regard, an effective communication system is essential to institutional investment in the initiative.

Project Open Door has provided tangible evidence of its value to a RISD education and to our community by:

- 1) Providing real life mentoring opportunities to undergraduates and graduates who are interested in working with youth from underserved communities;
- 2) Providing faculty and staff an opportunity to volunteer in their field with young people from the communities in which they live;
- 3) Providing a pipeline for talented diverse students from the region and from around the country to apply to and attend RISD; and
- 4) Demonstrating how a premiere arts education institution, in an urban community, can actively and effectively support college access efforts for creative teens by engaging closely with the students, faculty and program of study at the college.

POD is one of three to four long term exemplary programs that serves as the foundation of public engagement at RISD. POD is a targeted, focused school-based program that emerged from RISD's commitment to arts education and community outreach. While POD's leadership is currently centered in the Division of Graduate Students and in the Department of Teaching + Learning in Art + Design, it has significant overlap with other divisions throughout RISD's undergraduate, graduate and continuing education programs that will develop and deepen in the future.

(The following measures were used to determine success:)

- 1) Create Engaging and Safe Environments that attract and retain low-income high school students.
- 2) Improve the Quality and Quantity of our Partnerships
- 3) Expanding Staffing and Mentoring Services to Support Students
- 4) Prepare Students for College.
- 5) Develop a 4-Year Sequential Curriculum

Children and youth demonstrate increased skills, knowledge, and/or understanding of the arts, consistent with national or state arts education standards. The most significant measurable outcome is the project's success in getting teens to apply to and gain acceptance to college. Thus, POD's outcomes are based on what teens need to create strong art portfolios/college applications – all within an environment that develops a strong and safe out-of-school community.

High School Student Initiative at RISD Action Research Based Evaluation 12/18/06

There are six goals proposed in the original SURDNA proposal organized in three themes:

Diversify the student body and provide additional supports

1. Identify and support local and regional minorities to enter art and design schools; in particular create gateways into RISD
2. Track student involvement and development
3. Provide an additional 13 scholarships to Pre-College to local and regional minorities
4. Provide extra supports, educationally and culturally, for high school kids, after school and in Pre-College, especially through mentoring and portfolio development

Institutionalize by developing an operating structure

5. Institutionalize efforts to maximize impact, through the use of an explicit management structure that organizes high school efforts as a collaboration across RISD departments

Engage in continuous outreach to RI neighborhoods

6. Hold bi-monthly community meetings to increase local awareness of increasing the access of minority to art and design schools

The Aim of HSSI

...One aim with three parts...

- Transform practices of RISD in the areas of integrating diversity, art and design, and public engagement FOR UNDER-SERVED HIGH SCHOOL STUDENTS.
- Through a sustained, long-term commitment, provide access to under-served high school students to RISD and its students, and engage the community as a model...
- Diversify RISD's institutional culture composed of students, exhibits, faculty, and staff.

Goals

- Improve learning and teaching
- Proactively define the future HSSI program
- Develop a sustainable structure
- Communicate accomplishments

ADDITIONAL RISD GOALS

Connecting the Dots: RISD's Strategic Plan draft Jan 2011-2016

Between 2011 and 2016 we will

- Develop focused strategy for RISD to strengthen existing opportunities for off-campus study and identify areas for strategic growth of RISD's international and other study-away programs
- Increase scholarships and funding for financial aid
- Continue to build a learning organization that values diversity and inclusion, invests in career development, and forges local and global relationships

Vision

RISD is devoted to advancing the understanding of art and design for undergraduate, graduate, pre-college, and continuing education students, for K-12 students of the Rhode Island public schools, and for the greater community of Southern New England.

At the same time, the strategic plan recognizes a set of desires shared by the RISD community...to increase diversity...

The metaphor of "connecting the dots"...By connecting those dots with improved curricular, administrative, and financial systems...A RISD that is "connected" both locally and globally...

Research: Discovery and Knowledge

Goal

Strengthen the institutional culture and build a coordinated infrastructure for a sustained commitment to research.

Objectives

- To promote greater cross-disciplinary collaboration
- To increase opportunities for faculty to conduct research within their fields, across disciplines, and with partners from other institutions, organizations, and agencies
- To make RISD's research activities and contributions to public knowledge more visible internally and externally

Engagement: Local and Global

Goal

Make engagement with community and the world more integral to a RISD education

Objectives

- To increase access to an expanded array of international and domestic off-campus experiences that are closely connected to educational objectives in the disciplines
- To expand and diversify opportunities for both students and faculty to learn about, participate in, and contribute to the public realm through service and engagement activities at the local, national, and international levels.

Academic Initiatives

...

7. Develop focused strategy for RISD to strengthen existing opportunities for off-campus study and identify areas for strategic growth of RISD's international and other study-away programs.

Amgen – Citizenship – Apply for Foundation Grant 3-15-10

In 2009, the program:

- Attracted and recruited motivated and talented students from diverse backgrounds into pursuing education in the fields of art and design to become contributing members of the creative economy.
- Helped students discover and develop their artistic skills.
- Encouraged and supported students to do better in school and apply for college.
- Guided students in creating competitive portfolios for college admission and employment.
- Provided a laboratory for RISD undergraduate and graduate students that introduced them to and prepared them for careers in teaching art and design in urban public schools, community settings, and museums.

Objectives

- Create an engaging and safe environment with high expectations of success
- Prepare students for college
- Improve the quality and quantity of our partnerships
- Introduce RISD students to careers in arts education
- Develop a 4-Year sequential curriculum

Project Objectives

Project Open Door utilizes a sequential approach so that high school students in grades 9-12 have many entry points to art and design at RISD and at their schools, and are always challenged at their level of experience and interest. Ideally, RISD nurtures students for four years at increasingly advanced levels of skill development.

We introduce students working at the introductory level to the world of art and design through a variety of drop-in studio programs at RISD and at area schools.

For more advanced students Project Open Door provides a portfolio program that is open by application.

Definition of Success

Pro Open Door has measured its success during the last year in the following areas:

- Increasing program participation and decreasing program drop-outs by teens from under-resourced schools in our communities who are able to receive rigorous art training and one-on-one ongoing mentoring. Our biggest participation has been in 11th and 12th grade.
- Implementing a rigorous program of studies aimed at skills needed for college applications and portfolio development.
- Tracking student involvement and retention through Youth Services, a nationally recognized tracking and evaluation tool.
- Continuing to increase the involvement of undergraduate and graduate students as mentors who along with staff have created a safe environment for learning, reflection, and inquiry.

RISD POD – What the current RISD POD high school students feel makes the program strong... Winter 2010

We provide authentic critiques with high expectations of the students (this was what Melissa stressed was the difference between RISD POD and the “safe creative space” of New Urban Arts, Providence needs both.)

June 30, 2010 RE: The Hasbro Children’s Fund Grant Report

Project Open Door has achieved the following milestones:

1. Continue to develop a writing/drop-in tutoring component to provide more support for students in need of academic tutoring
2. Improve the quality and quantity of *Project Open Door* partnerships
3. Expand staffing and mentoring services
4. Prepare students for college and increase support on financial aid issues that coordinate with already-existing opportunities in the area

RISD Project Open Door Research Questions

EXTRACTED FROM PROJECT OPEN DOOR ARCHIVES

March 29, 2011

POD Meeting Notes (03/22/10) Paul Sproll

Research Questions:

- The question before us is how can this (POD) work be more fully institutionalized and sustained? Note Peter Hocking's report; and David Bogen's report of a subcommittee charged with examining POD's place within the institution.
- POD has relied significantly upon "soft" money and particularly SURDNA money in order to operate. Is it possible to continue this work with less dependence on soft money by embedding more fully aspects of POD programming into existing academic and organizational structures? What might POD look like if this were to happen?
- What if, for instance, schools and school districts were to make greater financial commitments to programming for their students?
- What if aspects of POD programming were more fully integrated within credit bearing course work? E.g., MA Community Arts Education track, MAT, UG courses. However, what about faculty assignments?
- What if aspects of POD programming were more fully integrated with CE Young Artists Program particularly its Certificate Courses in Portfolio and Design? Access to underserved provide through scholarships / school funding streams? Grades 10-12
- What aspects of POD's advising were to occur within Student Affairs and Multicultural Affairs?
- How can faculty be incentivized to become involved in this work? (Craig's note – How are faculty rewarded and evaluated?)

RISD Memo to Jessie Shefrin, Provost from David Bogen December 14, 2009

Of the scenarios considered for Program Administration, Scenario 2 – which places the primary administrative locus of Project Open Door in Continuing Education – seems the most feasible, though with the following important qualifications:

- Concerns regarding program quality: There are concerns about maintaining program quality, which is currently very high, and which is essential both for the educational benefit of the students and for its integration with the MAT program.
- Concerns regarding program advocacy: There are potential conflicts between CE's function as a margin area and their ability to prioritize the social responsibility mission of Project Open Door.
- The need to retain the POD outreach/coordination function and expertise: POD cannot, in any case, be simply absorbed into existing administrative operations of CE, or any other unit, without preserving a dedicated staff position for program direction, outreach, and other advocacy/coordination functions

Our goal is to provide a path for maintaining the core activities of Project Open Door while sharpening its focus and integrating its operations into existing infrastructure at RISD. We see AY2009-2010 as a transition year for which a near-term strategy is needed for locating the program within RISD and locating essential resources for continuing its basic operations while we work out a more comprehensive strategy for its long-term sustainability.

PROJECT OPEN DOOR: Assessment Report & Recommendations
Based on Planning Conversations, June -- October 2009

1. PEDAGOGY:

In a perfect world, there would be coherence between and amongst these seemingly aligned institutions, programs and efforts. However, given the relative size, scope and existing relationships between these forces, significant pedagogical diversity and disagreement exist – and manifest in POD.

Because teachers and mentors are influenced, informed and affected by competing philosophies, it is sometimes unclear whether the program is an extension of a cohesive philosophy or a hybrid of many forces.

...it is unclear whether RISD, as an institution understands the ways that POD might support its broader pedagogical aims for diversity and pluralism.

There is a perception that Project Open Door may be viewed outside of RISD's institutional understanding of its role in the world. What would it mean for POD to live fully within the institution? Can RISD imagine the mode of learning represented by POD being a central part of a RISD education?

While POD potentially represents a site for important research and dissemination of knowledge, the resources have not been available to undertake this work. For example, the true impact of the program is unclear. Although significant documentation about the program has been done, there has not been the time, resources or reflective capacity to seriously analyze the data that has been collected – or to assess what the right research questions might be. Quantitatively we can view the program as successful by the number of students who complete the program, apply to college and enroll; however we don't have a more complicated understanding of the qualitative and longitudinal effect of the program on all participants (both those in high school and those RISD students who advise, teach and mentor). In addition to being a research site for TLAD faculty and graduate students, there is a sense that Liberal Arts faculty might be interested or engaged in research opportunities posed by POD.

2. FUNDING / RESOURCES

...broader institutional concerns regarding the ways in which funding priorities are established and through what means established institutional commitments transcend shifts in academic administrations.

There is a tension between developing the best program possible and developing a program that can live within RISD's means...there is a lack of clarity regarding the social goals of the program. Do we believe that RISD has an obligation to providing art and design education to local youth that is deep and transformational, or is RISD committed to assisting local youth to enroll in RISD's curriculum (which would provide the deep and transformational experience)?

...opportunities to connect with (or enhance existing connections with) initiatives external to RISD, including: New Urban Arts, College Visions, RiverzEdge, City Arts, PASA, The Hub, College Guides, Pathways to College, et al.

...the current instructional space is inadequate to the pedagogical aspirations of the program.

3. ALIGNMENT WITH RISD & CLARITY AROUND INSTITUTIONAL PRACTICES:

Project Open Door has had difficulty aligning with RISD's institutional intentions and practices – in part because institutionally these intentions and practices have shifted or been opaque.

Given the multiple sources of funding...there is sometimes a lack of clarity around the roles of teaching, mentoring and other professional participants.

There is a sense that the Department of TLAD is generally under-resourced for the scope of work that it's charged with completing and that this dynamic translates into the administration of Project Open Door.

RISD institutionally fails to effectively couple administrative responsibility with authority...

Along five years of reporting, RISD consistently agreed to take steps toward institutionalization. It's unclear whether the protocol for this kind of reporting has changed or doesn't clearly exist within RISD. What constitutes a *commitment* on the part of the institution? What constitutes *intention*?

4. SUPPORT FOR FIRST-GENERATION, LOW-INCOME STUDENTS

In short, the notion that all students will adapt to an institution is shortsighted and ineffective. Higher education institutions that have achieved some level of success at becoming more diverse have learned that central practices need to be shifted to address the learning needs of diverse students.

RISD is several decades late in addressing issues of access based on financial need and historic exclusion based on race and ethnicity.

OPPORTUNITIES & RECOMMENDATIONS

The recommendations that emerged from this process fall within three distinct areas of decision-making: 1. the institutional level, 2. the administrative level and 3. the programmatic level.

1. Institution

Steps should be taken to institutionalize Project Open Door in a way that is sustainable and integrated into the institution's strategic goals.

RISD should provide baseline administrative funding of at least \$25,000 as a means of leveraging philanthropic dollars. Additionally, existing institutional resources such as graduate assistantships, work study, and teaching units can be aligned to support both RISD student learning and POD's programming.

RISD should consider co-locating Teaching + Learning in Art + Design, Project Open Door's staff, and the Office of Public Engagement in the CIT.

RISD should continue and expand its existing Hope Scholarship pledge to be inclusive of first generation college students with high economic need from any Providence public school.

RISD should create a pedagogical alignment between Project Open Door, Admissions, the Office of Multicultural Affairs, the Office of Public Engagement and other relevant student support services to develop the integrated and intentional support structures necessary for first-generation college students to succeed at RISD.

...it seems best to offer additional studio space in Prov/Wash should it be available.

The institution must be clear about aligning responsibility and authority for staff associated with this project.

RISD should provide national leadership for developing a network of college access programs among selective art and design colleges.

2. Administration

Project Open Door should establish a strategic plan that sets achievable goals for the coming five years. Goals should be aligned with RISD's strategic plan,

existing and anticipated institutional resources, and with an understanding of the smaller philanthropic landscape.

Philanthropic funding should be used to enhance programming, not to establish expectations that are unsustainable.

Administration and supervision of Project Open Door needs to be situated within a context that has the necessary and sustainable resources to insure its success. As stated in the academic plan of the Department of Teaching + Learning in Art + Design, POD could be situated within a new MA program in Community Arts Education. New faculty or staff appointments aligned with that program could integrate administrative oversight for the program. Other options include integrating or administratively supporting POD through existing administrative offices such as Continuing Education, Graduate Studies, or the Office of Public Engagement.

3. Program

Project Open Door should prepare to pare down programming to align with existing institutional and philanthropic resources in the coming year.

Enrollment of future students should be undertaken with an eye to the *high probability of admission to art and design school* (or four-year liberal arts colleges with art and design programs)...refer students outside of program criteria to the best community-based program that meets their specific interest and needs.

In planning, POD should consider strategic partnerships with other providers of college access programming.

...POD should consider engaging more *pro bono* services

POD should work closely with TLAD to develop alignments between program goals and academic curricula.

Establish a preparatory and fieldwork course on mentoring and teaching

Notes on Community Engagement Paul Sproll February 2, 2006

I am looking to recapture the kind of organizational structure that the Department very successfully operated under during its HELP, FIPSE, and RIF grants.

I am increasingly aware of the necessity for its community-based work to complement its academic mission. The Department's priority must be to its graduate students followed by those undergraduates enrolled in courses such as *Community Art Program* and *Artist-Teacher in Schools*. There are serious limits

to departmental capacity, so it is imperative that any community-based work becomes a fully integrated component of academic programming...opportunities to engage with art and design instruction in community-based settings provide MAT students with extraordinary opportunities to work with high school students beyond the scope of the normal school day. Indeed, this was something that the recent accreditation visiting team commended us for and identifies as a unique aspect of our MAT students' teacher training.

SURDNA FOUNDATION FINAL REPORT 2010

The most significant challenge has been to clearly articulate how POD permeates and contributes to the RISD community. The major change that occurred during the past year was that POD and the Office of Public Engagement are now coordinated by Dean of Graduate Studies Patricia Phillips. This restructuring will allow the project to expand into the entire graduate program and to be more closely aligned with the larger mission of the Office of Public Engagement. We are especially delighted that RISD's Division of Graduate Studies has progressively increased its commitment to POD.

The Office of Public Engagement dovetails with POD when these programs involve youth.

ACTION RESEARCH BASED EVALUATION ROBERT LEAVER 12/18/06

In year three, the ongoing evaluation will address four questions

Question #1: What has HSSI accomplished, in the past two years with the SURDNA Foundation resources, in the lives of students, and RISD teaching and learning practices?

Question #2: If RISD pursues a second round of SURDNA funding or other funding, what is its focus?

Question #3: Going forward, what should HSSI become or how does it institutionalize itself, if at all?

Question #4: What will be the implications and impact of the teaching and learning experiences and resulting lessons of HSSI on the larger curriculum reform at RISD?

End Notes

ⁱ RISD Project Open Door YouthServices.net database: 2REVISED_PODcollegeacceptances20062011.xlsx

ⁱⁱ Available data from RI schools was aggregated from 2004-2010; RISD POD has student data for 2006-2010

ⁱⁱⁱ RI Graduates Completed 1 Year College Within 2 Years enrolled in IHE for 2004-08, by schools and by district. RI Department of Education, Office of Network and Information Systems

<http://www.eride.ri.gov/FileExchange/fredDetails.aspx?fileID=25244&download=no>

^{iv} RISD Facts and FAQs http://www.risd.edu/About/FAQs_Facts/

^v Rhode Island Department of Elementary and Secondary Education, 2010 School Report Cards <http://www.eride.ri.gov/reportcard/10/Schools.aspx>