

**Performance as Education
“Las Memorias”**

Final Evaluation Report



*Picture from <http://performance.wsu.edu/> (September 2013)

**Submitted to:
Dr. John Fraire
Vice President for Student Affairs & Enrollment**

**By:
Dr. Jennifer E. LeBeau
Research Associate**

**Learning and Performance Research Center
College of Education
Washington State University**

Executive Summary

Performance as Education, also known as Las Memorias, is an outreach program designed to increase the college attendance and retention rates of Latina/o and other underserved high school students in rural Central Washington. Through Las Memorias, students have the opportunity to visit college campuses and are provided assistance in developing college and scholarship applications. Students are also given the opportunity to collaborate with professionals in multiple fields. This report documents the findings of an impact evaluation conducted in summer 2013 by Dr. Jennifer LeBeau, Research Associate in the College of Education Learning and Performance Research Center, in response to a previous formal evaluation conducted in 2009.

In order to gain the most comprehensive picture of the impact of Las Memorias on college attendance and retention, the program evaluation utilized a mixed methods approach that involved triangulation of quantitative and qualitative components. Quantitative data was collected through: (a) a pre-/post- survey given to current students (2013) to determine their level of knowledge and comfort with certain skills offered through Las Memorias; and (b) a brief survey given to former students to determine the impact of various Las Memorias activities on student success. Qualitative data was gathered through semi-structured interviews with program alumni to determine impact of the Las Memorias project on student success. One set of data that was unable to be collected was information from the National Student Clearinghouse; however, the interview and survey data provide a comprehensive understanding of the impact of Las Memorias on student participation.

The following themes were salient throughout the surveys and interviews:

1. Las Memorias helps students decide to go to college and, in particular, to attend Washington State University (WSU).
2. The program is successful in giving students opportunities to be creative and to collaborate on work; although, the latter was more recognized by alumni participants.
3. Current and alumni participants suggested that the program helped them learn their lines, have their ideas and opinions valued by the director and other staff, and express their story through acting in front of a large audience.
4. The most influential aspects of the program are: meeting new people from different places, sharing their story, having fun, gaining confidence, performing in front of an audience, learning about and becoming more comfortable with college life, and gaining public speaking skills.
5. All participants would recommend the program to other high school students. Many participants also plan to have a career in a field related to education, theatre, production, public relations, media, or higher education; however, most students did not know of careers in these fields.
6. For alumni, in particular, the experience was one of the best parts of their high school career.

Table of Contents

Executive Summary	ii
Table of Contents	iii
Background	1
Methods.....	1
Limitations	2
Findings.....	3
Pre-/Post-Survey	3
Alumni Survey	7
Alumni Interviews	9
Summary of Findings.....	12
Appendix A.....	13
Appendix B	15
Appendix C	17
Appendix D.....	30

Background

Performance as Education, also known as Las Memorias, is an outreach program designed to increase the college attendance and retention rates of Latina/o and other underserved high school students in rural Central Washington. The program was piloted successfully in 2008 with 18 Warden High School students, 5 undergraduates from Washington State University (WSU), one counselor, and a small professional theatre crew. In 2011, the program was expanded to include 25-30 students from several high schools in Central Washington. Las Memorias allows high school students to explore their life experiences through a combination of writing and theatrical performance. At the same time, students gain skills in teamwork, professionalism, critical thinking, and writing as well as knowledge of college culture and processes. Students have the opportunity to visit college campuses and are provided assistance in developing college and scholarship applications. Students are also given the opportunity to collaborate with professionals in multiple fields.

A formal evaluation of Las Memorias was conducted in 2009 by Dr. Brian McNeill, a Chicano psychologist and professor in the Counseling Psychology program in the College of Education at Washington State University. Dr. McNeill's evaluation suggested that a longitudinal study would provide a more complete picture of the impact of Las Memorias on student attendance and retention. This report documents the findings of an impact evaluation conducted in summer 2013 by Dr. Jennifer LeBeau, Research Associate in the College of Education Learning and Performance Research Center. Dr. LeBeau has masters and doctoral degrees in higher education administration with an emphasis in educational psychology. She teaches program evaluation as part of the educational psychology program at WSU and has five years of practical evaluation experience.

Methods

In order to gain the most comprehensive picture of the impact of Las Memorias on college attendance and retention, the program evaluation utilized a mixed methods approach that involved triangulation of quantitative and qualitative components. Quantitative data was collected through: (a) a pre-/post- survey given to current students (2013) to determine their level of knowledge and comfort with certain skills offered through Las Memorias; and (b) a brief survey given to former students to determine the impact of various Las Memorias activities on student success. Items for each survey were derived from the activities and experiences found on the program website under Student Benefit (<http://performance.wsu.edu/student-benefit/>). Copies of the current and former student surveys are provided in Appendices A and B, respectively. In addition to numerical data, qualitative data was gathered through semi-structured interviews with

program alumni to determine impact of the Las Memorias project on student success. Specifically, alumni were asked the following questions:

1. Where are you currently attending college? How long have you been at that institution? When did you graduate (if applicable)?
2. Did the Performance as Education program impact your decision to attend college? If so, in what ways?
3. Did the Performance as Education program impact your decision to stay in college? If so, in what ways?
4. What were your favorite aspects of the Performance as Education program? Least favorite?
5. If you could pinpoint one aspect of the Performance as Education program that was most useful or helpful to you, what would it be?
6. Would you recommend the Performance as Education program to other high school students? Why or why not?
7. Is there anything else you would like to share regarding the Performance as Education program?

Survey data were anonymous and interview responses were confidential to protect students' identities. To this end, surveys were administered through SurveyMonkey and findings are reported in aggregate. Because of the small number of interview participants, no contextual information (such as year in college) is presented in conjunction with quotes used throughout this report. Member checking, or the process of having each interviewee review notes from their interview, was completed to ensure credibility and trustworthiness of the interview data. IRB approval was not required since the information was collected solely for evaluation purposes; however, the evaluator followed human subjects protocols (i.e. participation was voluntary and informed consent was given to all participants).

To recruit participants, Dr. LeBeau worked with Dr. Fraire and Ms. Dina Ibarra. Ms. Ibarra, Mr. J.R. Gomez, and two individuals (Angel and Elizabeth) contacted approximately 41 individuals from a list of previous Las Memorias participants. (Note: It was unclear whether some of these individuals may have been parents, so the participant total may be smaller than 41.) Ms. Ibarra assisted with providing participants' contact information, administering the current student pre-/post-surveys, and answering various questions pertaining to the evaluation. The assistance of all was much appreciated.

Limitations

One set of data that was unable to be collected was information from the National Student Clearinghouse, which does not allow uploading of participants through the Student Tracker Outreach agreement unless students are enrolled in a sub-group of GEAR-UP programs. Thus, the report does not include information regarding the number of students who graduated from high school, the number that went to college, and the names of colleges attended by Las Memorias participants, as originally planned in the evaluation proposal. Additional efforts to

obtain this information from the Education Research Data Center (ERDC) could not produce the information in a timely manner, as the ERDC had a back-log of requests and would not expect to fill the request for several months. Despite lacking this information, the interview and survey data provide a comprehensive understanding of the impact of Las Memorias on student participation. Future evaluation efforts could seek to incorporate high school graduation and post-graduation information either from the ERDC or through a less formal tracking system. The next section reports findings from the pre-/post-survey, the alumni survey, and the alumni interviews.

Findings

This section reports on findings from: (a) the pre-/post-survey for students participating in the 2013 Las Memorias program; (b) a brief survey given to former students; and (c) responses from the alumni interviews.

Pre-/Post-Survey

Totals of 15 and 11 current students completed the pre- and post-surveys, respectively. Participants were asked to enter their birthdate in the form of “ddmmyy” as a confidential identification number so their responses could be tracked from pre- to post-survey. In total, eight students provided an identification number that could be used to track their responses. The others did not provide an identification number. It should be noted that several of the identification numbers that were tracked were different variations of the same birthdate (e.g., 032478 on the pre-survey and 24031978 on the post-survey). In the future, a different identification code should be used to track responses over time.

Tables C1 and C2, in Appendix C, show longitudinal and group comparisons, respectively, of most students’ responses on the pre- and post-surveys. The longitudinal comparison shows change over time for the eight students who provided an identification number. The group comparisons show changes in perceptions as a whole. Results from both sets of comparisons are described below.

Longitudinal Comparison. As shown in Table C1, positive change was observed for 15 of 20 items (75%) in the longitudinal comparison of responses. The most change occurred for the item: “I have worked with professional theatre personnel,” in which most students marked “disagree” on the pre-survey and “strongly agree” on the post-survey. Other examples of positive change (mostly from “agree” to “strongly agree”) included:

- I feel comfortable writing a college application.
- I feel comfortable writing a scholarship application for college.
- I am afraid to go to college. (reverse coded)
- I am confident in my ability to apply for college.
- I am confident in my ability to apply for a job.

- I enjoy working with others as part of a team.
- I am good at being a team player.
- I know how to be professional.
- I have performed in front of an audience that respects my creativity.
- I have had opportunities to be creative.
- I have had opportunities to collaborate on the creation of work.
- I want to pursue a career that relates to education, theatre, production, public relations, media, or higher education.
- I know what it takes to be able to go to college.
- I have had an enjoyable high school experience so far.

No change occurred for the following:

- a. I have visited a college campus. (strongly agree)
- b. I am afraid to perform in front of an audience. (agree)
- c. I think critically about my work. (agree)
- d. I know of careers that relate to education, theatre, production, public relations, media, or higher education. (agree)
- e. I want to go to college. (strongly agree)

In addition, students were asked to explain their responses to the following items:

- I have had opportunities to be creative.
- I have had opportunities to collaborate on the creation of work.
- I know of careers that relate to education, theatre, production, public relations, media, or higher education.
- I want to pursue a career that relates to education, theatre, production, public relations, media, or higher education.
- I want to go to college.
- I have had an enjoyable high school experience so far.

Students whose responses could be tracked over time (N=8) changed little in their responses to the explanations. Notably, seven of the eight students (88%) indicated that they want to go to college. The eighth person said they were already in college. Of the seven, one student changed from “I could honestly say I am scared (*sic*) of the idea [of going to college] but I think I could take it” to “I strongly agree” on the post-survey. Others remarked:

“I want to go to college because that’s where I belong. I know my opportunity to grow both as a person and student is going to be by attending college at wasu (sic)”

And,

“I want a better life for my self (sic). I’ve set my goals for the future, my family, my life.”

Four students (50%) specifically mentioned in the post-survey that they want to attend WSU. Five students (63%) knew of careers that relate to education, theatre, production, public relations, media, or higher education after experiencing Las Memorias. Three students (38%) mentioned wanting to pursue careers in the aforementioned fields; however, the disciplines they listed did not necessarily relate to the fields. Students wanted to pursue careers in nursing, criminal justice, and psychology.

In addition, three students mentioned Las Memorias gave them opportunities to be creative and three said Las Memorias gave them opportunities to collaborate on the creation of work. In particular, students said:

“I have gotten opportunities to be creative with my learning process while learning lines.”

“I got to express my ideas and opinions while working on the play.”

“With las Memorias was Definitely the best opportunity to collaborate on the creation of work?” (sic)

“In las memorias I got [to] express my story through acting which is something I had never done before.”

“I worked as a part group (sic) of actors to deliver our story’s (sic) in a way we could impact the audience.”

Another student mentioned that they could have been more creative during Las Memorias *“by being more confident and open up to the audience.”* Most students indicated that they have had an enjoyable high school experience so far; however, none mentioned Las Memorias. One student did remark, however:

“So far my high school experience has been alright. My freshman and sophomore year I could have done better. My junior and senior year I will do way better!”

Group Comparison. As shown in Table C2, results from the students tracked over time reflect the overall change observed in group responses. Specifically, positive change was observed for 12 of 20 (60%) items in the overall group responses. One difference between group and longitudinal responses was that most students in the group comparison went from “strongly disagree” (instead of “disagree”) to “strongly agree” for the item: “I have worked with professional theatre personnel.” Another difference was the number of items, and the level of agreement for items in which no change occurred, as shown below: (pre/post rating is shown in parentheses):

- a. I have visited a college campus. (strongly agree)
- b. I am confident in my ability to apply for a job. (strongly agree)
- c. I am good at being a team player. (strongly agree)
- d. I know how to be professional. (strongly agree)

- e. I am afraid to perform in front of an audience. (disagree)
- f. I know of careers that relate to education, theatre, production, public relations, media, or higher education. (agree)
- g. I want to go to college. (strongly agree)
- h. I know what it takes to be able to go to college. (strongly agree)

Change was also observed in group responses for the item: “I think critically about my work” (agree to strongly agree); whereas, no change occurred for this item in the longitudinal comparison. For items in which students elaborated on their responses, change in group response was similar to the longitudinal comparisons, as described above.

Additional Open-Ended Responses. In addition to the questions asked on the pre-survey, current students were asked to respond to five open-ended questions. A summary of responses to each question is shown below. Complete responses can be found in Appendix C.

What were your favorite aspects of the Performance as Education program?

Students identified several favorite aspects of the program, including: meeting new people, getting to share their story and step out of their comfort zone, trying new things that are fun and educational, gaining confidence, getting reunited with the cast and getting on stage, working with professionals, observing professionalism exhibited by the actors and producer, and speaking out loud.

If you could pinpoint one aspect of the Performance as Education program that was most useful or helpful to you, what would it be?

The two primary aspects that participants considered most useful or helpful were: (1) getting out of their comfort zone, and (2) performing/speaking in front of a large audience. Participants also noted usefulness in having the responsibility to show up on time and to remember lines, sharing their story to several strangers, overcoming stage-fright, being treated like a professional, and feeling more confident.

Would you recommend the Performance as Education program to other high school students? Why or why not?

All respondents said they would recommend the Performance as Education program to other high school students. Students said the program: is a fun experience and allows participants to make new friends, offers the opportunity to share a story that students may otherwise be embarrassed to share, allows individuals to grow or learn new things, gives students a unique opportunity to experience something they may never have done before, prepares students mentally for the future, allows students to look at college in a different way, and offers a view of life outside “the little home towns we grew up in.”

Did the Performance as Education program impact your decision to attend college? If so, in what ways?

Las Memorias positively impacted most participants’ decisions to attend college. In fact, most students mentioned that the program encouraged them to attend WSU. One student said, “*Yes it made me 110% sure on where I want to go after high school to a college.*” Students said the program gave them a feel for the campus as well as an idea of what college life might be like.

Two students mentioned that they had not wanted to attend college prior to participating in the program, but that the program changed their mind. One of the students mentioned that the program made them want to attend WSU. The other student said:

“So at first I never wanted to go to college, but after this program it made me realize that if I want to accomplishe (sic) all my goals I need to work hard and go to college.”

One student said the program did not impact their decision to attend college, but that it did help them see what it would be like before they arrived. Another student mentioned that they were already a college student, *“But seeing how helpful the personal (sic) at WSU it definitely help make my decision to transfer to WSU.”*

Is there anything else you would like to share regarding the Performance as Education program?

Students had the following to say about their experience with the program:

- *Well I just wanna say that I had fun doing the program and I hope that I can do it next year!*
- *It was probably the best experience I have had in the summer and I hope to do it again next year.*
- *I’ve had so much fun and I plan on doing things like this again.*
- *It's a great program that can help many people.*
- *I am really glad I got to be a part of something like this and would like to be part of the people helping in it next year*
- *I loved it. I don't think I can recall a better experience in where I had to be tested to my limits of frustration and have the perseverance to keep on going.*
- *It is a great opportunity and I loved working with all the members in the production*

Responses to all items by all participants can be found in Appendix C.

Alumni Survey

As shown in Appendix D, a total of 19 alumni completed a survey designed to understand ways in which the Las Memorias program impacted participants’ knowledge, skills, and confidence. In particular, the survey examined students’ perceptions of writing college and scholarship applications, attending college, working with theatre personnel, applying for jobs, working as part of a team, being professional, performing, being creative and thinking critically, having opportunities to create work, knowing of and deciding to pursue careers related to certain fields, wanting and knowing what it takes to go to college, and having an enjoyable high school experience. Overall, most students strongly agreed that the program helped them to achieve confidence and abilities in each of the aforementioned areas. Two exceptions were that most students indicated that they “agree” instead of “strongly agree” with the following items: (1) To know I am good at being a team player (this was tied with “strongly agree”), and (2) To know of careers that relate to education, theatre, production, public relations, media, or higher education.

In addition, students were asked to explain their responses to the following items:

- The Performance as Education program helped me to have opportunities to be creative.
- The Performance as Education program helped me to have opportunities to collaborate on the creation of work.
- The Performance as Education program helped me to know of careers that relate to education, theatre, production, public relations, media, or higher education.
- The Performance as Education program helped me decide to pursue a career that relates to education, theatre, production, public relations, media, or higher education.
- The Performance as Education program helped me to know that I want to go to college.
- The Performance as Education program helped me to have an enjoyable high school experience.

Complete responses to each item can be found in Appendix D. In summary, Las Memorias gave all respondents an **opportunity to be creative**. For some students, the program helped them realize their creative side, while for others the experience added to their already-creative side. The program gave students the opportunity to add detail and to express themselves in different ways. In addition, alumni felt Las Memorias gave them **opportunities to collaborate on the creation of work**. Several participants mentioned the opportunity to work with and provide feedback to the director. Others suggested the program gave them the opportunity to be a team player by taking part in each other's story lines, developing a script, and "*...bringing different pieces together so we had to put everything into one big production and create something amazing.*" Participants said Las Memorias **helped them to know of careers that relate to education, theatre, production, public relations, media, or higher education, and many students planned to pursue a career in one of the fields**. For example, participants mentioned wanting to pursue careers in media, ag education, theatre, special education, and public relations. Those who did not plan to pursue a career in the aforementioned fields said the experience was positive and that they plan to obtain a higher education; however, it may be in a different field. Others simply said they planned to pursue a higher education because of the program, but did not specify a particular field.

Las Memorias helped several students **decide to go to college**. For others, the program confirmed that they wanted to go or helped them understand more about the college culture. Students were inspired by their "*fellow actors*" as well as by visits to the WSU campus. More than one student mentioned that the program gave them confidence to know that they could go to college. For example, two students remarked:

"After visiting WSU campus and being educated about the process from your application to financial aid, I was able to realize that going to college wasn't (sic) impossible."

“I have always wanted to go to college but then I would be like no I am not capable of going and now that I got to stay at WSU I love the idea of going to college getting a degree and making a difference.”

In fact, several students mentioned how the program showed them that they could be part of something larger. One student stated,

“Because of all the confidence I gained, I realized I am capable of much more than what I thought I was. Also that I am smart enough to pursue a college degree and be able to help others in the future.”

Participants suggested several ways in which Las Memorias helped them **know what it takes to be able to go to college**. Among these were: completing college applications, explaining the process and expenses of higher education, offering an understanding of the level of hard work and determination involved in attending college, learning about campus life, having mentors share their experiences, seeing *“how big a college is”*, and gaining confidence.

Las Memorias also helped participants **have an enjoyable high school experience**. Several students described the program as an *“amazing experience.”* Others said it was the *“highlight of my year”* or the *“best part of my summer.”* Several mentioned that the experience enabled them to *“work with different people and make new friends.”* One student’s comment summarizes the Performance as Education experience for alumni:

“While attending the Performance as Education program, I can honestly say it was the best part of my summer. The program helped me build strong relationships with people from different areas and diverse backgrounds. The program had so much to offer us, and I’m so thankful that I got to be a part of it!”

Alumni Interviews

Interviews were conducted with six former program participants to better understand the impacts of Las Memorias. Participants ranged from still being in high school to being in their first, second, and third year of college –all at WSU. One participant was not enrolled in high school or at a college or university.

Las Memorias impacted two students’ **decisions to attend college** by offering them a better understanding of college life. Three other students said that they already knew they wanted to go to college, but that Las Memorias made them excited to attend, gave them a sense of the area, made them more comfortable, and made going to college seem more “real.” Las Memorias also impacted one student’s decision to stay in college. The student remarked:

“Yes, definitely it did. The staff we worked with – the mentors, John Fraire, others - were part of the staff – so being able to know some of the staff made it a lot better. They let us know they were there for us. I always see John around – it is nice to be able to see someone you know and to know they are there for you.”

Alumni mentioned having several **“favorite” aspects of the program**, including:

- People and mentors
- Having fun
- Getting on stage and acting
- Getting to know people from different places
- The commitment by everyone and having everyone working together
- Gaining the perspective of an actor and a director; being on the outside looking in

In particular, some students described their favorite aspects in the following ways:

“I loved how there were people from different places. I have been to conferences and things like that before. There were lots of people from small towns – it was great that they combine small rural communities and bring students together.”

“Preparedness for college. Talking about it and experiencing it. We stayed in the dorms. We ate at the campus. Really see how college is.”

“The people I worked with – the mentors that they gave us throughout the whole week. They made it the most enjoyable. Had 4 mentors that were just a few years older than us as high school students. And we had 2 mentors that were admissions advisors. So we got to get a lot closer with them; they were constantly answering our questions, made sure we were where we needed to be - they acted as our parents while we were there.”

One student indicated that they did not have a least favorite aspect of the program. Other responses were more peripheral to the program, such as the heat and too much food. Others remarked that their least favorite parts were the “jam-packed” schedule, having to get up too early, and remembering their lines as an actor.

When asked to pinpoint **one aspect of the program that was most useful or helpful** to them, participants mentioned the people serving as mentors, learning how to be a public speaker and how to control your voice, preparedness for college by talking about it and experiencing it, and writing essays, which helped with college and scholarship applications. Two students mentioned the most helpful aspect was the way in which the program helped them open up and share their experiences with others, which they may not have otherwise done. One student gave a personal account:

“It helped me get over the death of my grandfather a little easier than if I didn’t talk about it in front of a bunch of people. It was pleasant to be able to open to show my vulnerable side which I am never eager to do. Talking about it helped heal that wound a little faster than I would if I didn’t say anything.”

Another student remarked:

“The most useful part was being able to...when I did the application, I didn’t know what we wrote in there was going to be our script, so even though it was kind of scary at first, I’m kind of glad I did. I got to share stuff with people that I normally wouldn’t have. It showed me to be proud and to share my story with other people; you don’t know when they might have done the same thing. It gives you confidence. You never know if you can inspire someone out there.”

All students said they would **recommend the program to other high school students.**

Participants said the program was a great opportunity to get easy scholarship money, to gain experience with public speaking and theatre, to be on a college campus, to experience college life, to open up, to gain confidence, to meet new friends, and to participate in a unique experience. One student said,

“I would recommend it because if you come, you get the shy out of you. You’re not the same person anymore.”

Others had different reasons for recommending the program:

“I would because for one, it is scholarship money that anyone can get – there’s no criteria you have to meet other than getting the prompts in order beforehand. So, it’s easy, fast scholarship money. It is also a good experience as far as public speaking and theatre, and being on college campus, experiencing college life before you’re a student, so it is good exposure to that.”

“Yes. And I still try to do so. The program works; it not only provides scholarships, it builds character, students learn who they are, where their comfort zone is and how to push through that because when in college and a job, you are expected to do this. The program gives students the opportunity to do that.”

“I would recommend it to a lot of high school students because it’s a chance for you to open up and share your feelings and show your weaker and more vulnerable side – yes. But you get to meet new friends and overcome challenges....it’s just a great experience. It really is.”

“Oh yes – most definitely. I would recommend it because I just had a great experience with it. It is a very unique program – never heard of it – not anything like it. It is a great program, you gain experience, and be part of something big!”

“Yes – if it is something a person is up to doing, it is really fun, you get to experience college, and it lets you know if you want to go or not. People talk about Performance as Education –you really should do it!”

One participant also shared that they remembered having “fun times and learning” through the Performance as Education/Las Memorias program as well as getting “to work with the whole work crew and see how much effort goes into it.” Another student gave the following recommendation to future Performance as Education/Las Memorias participants:

“Just to have fun and not to be a low or negative person – always be happy and commit to what you have to do. Experience it and have fun. It was fun for me, too! Take it serious because they are there to help you as professionals and they are not there for playing around. [Just] have fun with Dina and J.R. – they are the most fun! The way you get treated is the way that you’re going to get treated.”

Another student offered:

“It was so much fun. I wish I could do it again this year, but I can’t. It’s so much fun and I’m really proud of those who have gotten up on stage and are experiencing what is my passion and my life – theatre.”

Overall, participants were positively impacted by Las Memorias. The next section provides a summary of findings from the alumni interviews as well as the alumni and current student surveys.

Summary of Findings

Triangulation of the survey and interview findings suggests Las Memorias not only has an impact on educating students about theatre and production, but also that the program has a positive impact on students’ understanding, knowledge, and level of confidence in applying for and attending college. To this end, several themes were salient throughout the pre-/post-survey of current students, alumni survey, and alumni interviews. First, it is evident that Las Memorias helps students decide to go to college and, in particular, to attend Washington State University (WSU). The findings also suggest that the program is successful in giving students opportunities to be creative and to collaborate on work; although, the latter was more recognized by alumni participants. Current and alumni participants suggested that the program helped them learn their lines, have their ideas and opinions valued by the director and other staff, and express their story through acting in front of a large audience. Most alumni and current students also agreed that the most influential aspects of the program are: meeting new people from different places, sharing their story, having fun, gaining confidence, performing in front of an audience, learning about and becoming more comfortable with college life, and gaining public speaking skills. All participants would recommend the program to other high school students. Many participants also plan to have a career in a field related to education, theatre, production, public relations, media, or higher education; however, most students did not know of careers in these fields. This could be one area of focus for future administrations of the program. Nevertheless, Las Memorias greatly impacted students’ experiences. For alumni, in particular, the experience was one of the best parts of their high school career. One student’s comment aptly summarizes the impact of Las Memorias:

“When I look back at this program I feel blessed and grateful. Blessed cause I got a chance to meet amazing people I will forever remember and grateful because a great set if people had the amazing idea to create such a great program and I got a chance to be involved. Thanks to this Program it helped me have enjoyable high school experience and for helping me accept myself for who I am. It helped me look the world in a better light!”

Appendix A

Current Student Survey

Current Student Survey

Please rate your level of agreement with each of the following items (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = not sure):

- a. I feel comfortable writing a college application.
- b. I feel comfortable writing a scholarship application for college.
- c. I have visited a college campus.
- d. I am afraid to go to college.
- e. I have worked with professional theatre personnel.
- f. I am confident in my ability to apply for college.
- g. I am confident in my ability to apply for a job.
- h. I enjoy working with others as part of a team.
- i. I am good at being a team player.
- j. I know how to be professional.
- k. I am afraid to perform in front of an audience.
- l. I have performed in front of an audience that respects my creativity.
- m. I think critically about my work.
- n. I have had opportunities to be creative. (please explain)
- o. I have had opportunities to collaborate on the creation of work. (please explain)
- p. I know of careers that relate to education, theatre, production, public relations, media, or higher education. (please explain).
- q. I want to pursue a career that relates to education, theatre, production, public relations, media, or higher education. (please explain).
- r. I want to go to college. (please explain).
- s. I know what it takes to be able to go to college.
- t. I have had an enjoyable high school experience so far. (please explain)

Appendix B

Alumni Survey

Alumni Survey

Please rate your level of agreement with each of the following items (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = not sure):

The Performance as Education program helped me:

- a. Feel comfortable writing a college application.
- b. Feel comfortable writing a scholarship application for college.
- c. Visit a college campus when I otherwise might not have.
- d. Feel less afraid to go to college.
- e. Work with professional theatre personnel.
- f. Feel confident in my ability to apply for college.
- g. Feel confident in my ability to apply for a job.
- h. Enjoy working with others as part of a team.
- i. To know I am good at being a team player.
- j. To be professional.
- k. To be less afraid to perform in front of an audience.
- l. To perform in front of an audience that respects my creativity.
- m. To think critically about my work.
- n. To have opportunities to be creative. (please explain)
- o. To have opportunities to collaborate on the creation of work. (please explain)
- p. To know of careers that relate to education, theatre, production, public relations, media, or higher education. (please explain).
- q. Decide to pursue a career that relates to education, theatre, production, public relations, media, or higher education. (please explain).
- r. Know that I want to go to college. (please explain).
- s. Know what it takes to be able to go to college. (please explain).
- t. Have an enjoyable high school experience. (please explain)

Appendix C

Pre- and Post-Survey Responses

Pre- and Post-Survey Responses

Table C1

Longitudinal Comparison of Pre- and Post-Survey Modal Responses, Items A-T, (N=8)*

Item	Pre-Survey Mode	Post- Survey Mode	Change, pre- to post-
a. I feel comfortable writing a college application.	3	4	1
b. I feel comfortable writing a scholarship application for college.	3	4	1
c. I have visited a college campus.	4	4	0
d. I am afraid to go to college.	2	1	-1
e. I have worked with professional theatre personnel.	2	4	2
f. I am confident in my ability to apply for college.	3	4	1
g. I am confident in my ability to apply for a job.	3	4	1
h. I enjoy working with others as part of a team.	3	4	1
i. I am good at being a team player.	3	4	1
j. I know how to be professional.	3	4	1
k. I am afraid to perform in front of an audience.	3	3	0
l. I have performed in front of an audience that respects my creativity.	3	4	1
m. I think critically about my work.	3	3	0
n. I have had opportunities to be creative.	3	4	1
o. I have had opportunities to collaborate on the creation of work.	3	4	1
p. I know of careers that relate to education, theatre, production, public relations, media, or higher education.	3	3	0
q. I want to pursue a career that relates to education, theatre, production, public relations, media, or higher education.	3	4	1
r. I want to go to college.	4	4	0
s. I know what it takes to be able to go to college.	3	4	1
t. I have had an enjoyable high school experience so far.	3	4	1

*Modal data reflects the response that most people gave for each item.

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = Not Sure

Pre- and Post-Survey Responses

Table C2

Pre- (N = 15) and Post-Survey (N= 10) Comparison of Group Modal Responses, Items A-T*

Item	Pre-Survey Mode	Post- Survey Mode	Change, pre- to post-
a. I feel comfortable writing a college application.	3	4	1
b. I feel comfortable writing a scholarship application for college.	3	4	1
c. I have visited a college campus.	4	4	0
d. I am afraid to go to college.	2	1	-1
e. I have worked with professional theatre personnel.	1	4	3
f. I am confident in my ability to apply for college.	3	4	1
g. I am confident in my ability to apply for a job.	4	4	0
h. I enjoy working with others as part of a team.	3	4	1
i. I am good at being a team player.	4	4	0
j. I know how to be professional.	4	4	0
k. I am afraid to perform in front of an audience.	2	2	0
l. I have performed in front of an audience that respects my creativity.	3	4	1
m. I think critically about my work.	3	4	1
n. I have had opportunities to be creative.	3	4	1
o. I have had opportunities to collaborate on the creation of work.	3	4	1
p. I know of careers that relate to education, theatre, production, public relations, media, or higher education.	3	3	0
q. I want to pursue a career that relates to education, theatre, production, public relations, media, or higher education.	3	4	1
r. I want to go to college.	4	4	0
s. I know what it takes to be able to go to college.	4	4	0
t. I have had an enjoyable high school experience so far.	3	4	1

*Modal data reflects the response that most people gave for each item.

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 = Not Sure

Current Student Pre -Survey Open-ended Responses

Item n: I have had opportunities to be creative.

- I have had opportunities to be creative with my lines and with my story and with the director
- Yes
- I have played multiple improvisation games that let me be as creative as I want
- Yes, I've been able to draw different things in my art class
- Yup, I wrote my own monologue before ^^
- In school when it comes to clubs and crafts I always take part in creativity.
- I got to be able to create and perform a dance
- Leadership class and [L]atin image club
- I have had opportunities to be creative at school, at home basically everywhere no one stops me from being creative
- In addition they give us the opportunity to be ourselves by the essays that they have us write and present.
- Yes, I've had to choreograph a dance for cheer and a chant
- My school takes a lot of interest in getting the kids to be creative, I get the chance to be creative in my classes through poetry and art. I have gotten the chance to recreate part of Romeo and Juliet and make the language present day [E]nglish. We got to portray a present day Shakespearean tragedy.
- In my high school leadership class and in other clubs
- Yes through leadership class.
- Yes, I have, especially in school.

Item o: I have had opportunities to collaborate on the creation of work.

- I have had my part to make my own poses (*sic*).
- Yes
- I had to come up with a [skit] for our junior year assembly and worked with 3 other students to do so
- I was told to pose for a picture and later we were supposed to draw it and color it with any color I wanted to use
- Sure, I'm a part of a group for las Memorias!!!
- in school with all kinds of products.
- I created the dance along with 7 other people
- Committees in leadership class
- I have had opportunities to collaborate with the creation of certain work like right now I am in las Memorias and this experience is awesome, not including this I have had the chance to collaborate with certain works at school

- I somewhat have but not very much.
- Yes, I've helped others put together dances and chants
- I have been involved in writing skits with class mates and performing them. I helped decide the content of the skit and how we would act it out.
- Yes
- Yes through leadership class.
- Not as much.

Item p: I know of careers that relate to education, theatre, production, public relations, media, or higher education.

- Yes I know the production of things
- No
- Yes
- No I don't know (*sic*) of any yet
- I want to be an Aerospace Engineer... Does that count? :3
- Because people around me always talk about them.
- No
- I haven[?]t really looked at them
- I'm not to (*sic*) sure but I this that being an actress includes all of these things and if it has nothing to do with this well I don't know any thing else
- I'm not very sure...
- Yes
- I know of careers such and teaching, acting, directing, nursing, advertising, and social working. I feel these jobs fall into these catagories (*sic*).
- Yes
- Yes sports media
- Now I know some what about the jobs production.

Item q: I want to pursue a career that relates to education, theatre, production, public relations, media, or higher education.

- I want a higher education
- No
- I want to be an agriculture teacher
- I would like to know of the ones related to these topics
- Refer to last comment.
- I do not want to pursue a career that relates to theater because it is not something that catches my attention.
- No
- They don[']t really interest me

- I would like to pursue the career of an actress it seems like most fun and it is an interesting career
- Yes because it seems very interesting and just something I would really enjoy doing.
- Yes I want to go to college.
- I would love to be a nurse, I like to help people and I also would like to explore other jobs in the area of public relations.
- Yes
- Yes I want to go to college.
- I have thought about it but [I']m still, undecided.

Item r: I want to go to college.

- Yes
- Yes
- Yes, WSU!
- Yes I do but I don't know what college I'm going to go to
- HECK YA!!!!!!
- Because I want to become someone successful in life.
- Yes. To WSU
- It has been my long term goal
- I would love to go to college I want to start off at WSU Pullman then transfer to The University of Washington or to Gonzaga. I want to better myself and have a better life, a better job and be very successful
- I want to make not only myself proud but my parents and showing others that I can do it.
- Yes so I can further my education.
- I want to further my education and get a college degree. I know it will give me a better future for myself and my kids.
- I already am going to college
- Yes so I can further my education.
- I could honestly say I am scared (*sic*) of the idea but I think I could take it.

Item t: I have had an enjoyable high school experience so far.

- yes
- Yes
- Yes [I] have! GO VIKES! I am in a lot (*sic*) of clubs and try to be a leader in everything that i do
- Yes I have learned more than I used to know
- Freshman year sucked but the rest has BEEN AWESOME!!!!
- I like my high school its (*sic*) very fun.
- Got to spend it a lot with my bestfriend (*sic*)
- I already graduated high school was great

- I have had a very enjoyable High School experience for it only being my freshman year. I have enjoyed learning new things as well as meeting new people and I am looking forward to the rest of my High School year
- No. Because I feel like I don't (*sic*) have the right education experiences to prepare for college. And alot (*sic*)of my teachers dont (*sic*)seem too care if we need help or not.
- Yes my high school expirience (*sic*)was really good
- I enjoy high school because I love to learn and I have a good relationship with my peers. Although I like high school I'm ready to move on the college.
- Yes
- Yes my high school expirience(*sic*) was really good
- I have just because of my friends, but my teachers were never there for me,, i havent (*sic*) learned anything the reason for me passing the test that I past(*sic*) is becuse (*sic*)I looked up lessons online because we as students were not learning anything.

Current Student Post-Survey Open-Ended Responses

Item n: I have had opportunities to be creative.

- While doing Las Memorias I could have been more creative by being more confident and open up to the audience.
- I'm not sure if art class counts but I have been told to do my best I can and use the colors I want.
- On the last day of school we had a talent show and I was in a crew that was put together to dance there
- Ive (*sic*) had opportunities so be creative in my dancing. I have to freestyle my dances and I have lots of fun with it. Also acting you could be creative with the way you put emotions into the play.
- Leadership class, I was in charge of putting an assembly for the school together
- In las [M]emorias I got express my story through acting which is something I had never done before
- I've helped put together an avid convention.
- Being apart (*sic*) of my schools leadership class and the Latin image club, we have done a lot of work with organizing events and making them as fun and interactive as possible.
- I have had opportunities to tell the director what I want for myself on the play and I have gotten really creative on what I had to say.
- Yes on a class float

Item o: I have had opportunities to collaborate on the creation of work.

- In school when we are doing projects I help classmates out with the work.
- I'm not sure because I don't (*sic*) know if art class counts but I have been creative and I had collaborated in art class I think.
- We each would come up with parts for the dance routine. Then we would find ways to incorporate them into the dance
- I was in a play and we collaborated by getting to know each other and helping each other out when we need help. Also we did parts in the play together. Also in dancing you have to help your partners get down the dance.
- Dance class, I helped come up with dance moves
- I worked as a part group of actors to deliver our story's in a way we could impact the audience.
- I had the opportunity to add my ideas to our schools talent show.
- With las Memorias was Definitely the best opportunity to collaborate on the creation of work?
- I created my own posses (*sic*) when I was being introduced.
- Yes I have in and out of school

Item p: I know of careers that relate to education, theatre, production, public relations, media, or higher education.

- I only know one career and that is acting.
- I do not know of any right now.

- I know careers of theatre like acting and careers like media like the news.
- Physiology is an interest of mine
- I know of careers that relate to higher education (*sic*). I am looking forward to studying criminal justice.
- I know of certain careers.
- I don't really know careers in that field
- I know all the jobs to produce a play.
- Yes, director etc

Item q: I want to pursue a career that relates to education, theatre, production, public relations, media, or higher education.

- I'm not very interested with pursuing in a career that relates to theatre.
- I am not sure.
- I want pursue a career of education because i will be able to go into architecture and that is something I want to do
- Psychology (*sic*)
- I career that I want to pursue in higher education (*sic*) would have to be criminal justice
- I don't want to pursue a career in arts.
- That field of higher education does not interest me. I am more interested in sports related fields
- I want to do a higher education and I want to go to school for more years
- Not sure

Item r: I want to go to college.

- I want to go to a 4 year college. If I had to pick one it would be WSU. In the fall of 2015 I plan to be there.
- Yes I do want to go to college so when I graduate college I can start a career.
- I plan on attending WSU after I graduate high school. I want to make something good about my life and become successful
- I want to go to college because i get to explore life out of high school and i want to go study architecture
- I am a freshman in college, I've made it
- I want to go to college because that's where I belong. I know my opportunity to grow both as a person and student is going to be by attending college at wasu (*sic*)

- I want to go to wsu after I graduate.
- I want a better life for my self (*sic*). I've set my goals for the future, my family, my life.
- I want to pursue my dream and go to college and become something in life
- I strongly agree

Item t: I have had an enjoyable high school experience so far.

- So far my high school experience has been alright. My freshman and sophomore year I could have done better. My junior and senior year I will do way better!
- Yesbl (*sic*) I have because I actually have been learning instead of playing around in class.
- I am in the FFA program at my school and in that program we have gone to many trips and have done many fun activities. I did most with my best friend.
- I have had an enjoyable high school so far because ive (*sic*)gone to many trips within this time and ive (*sic*)experienced so much.
- It was great to see the difference of high school to college
- I am a graduate from everett highschool (*sic*)but I had a great experience getting to learn everything I did.
- My high school experience has been good so far. Everything is going good.
- I am a recent graduate of Everett high school. My first 2 almost 3 years I was not every involved much I did what I had to do with community service. But it wasn't till I went all out applied for the leadership I went beyond my potential and had more fun in high school
- Yes I have had a great high school experience especially with the [M]emorias performance as an option I high school.
- Yes besides all the drama our school has

Additional Post-Survey Open-Ended Responses

What were your favorite aspects of the Performance as Education program?

- Meeting new people. Also getting the chance to share my story in front of a big crowd.
- I really like this program because it helped me share my story and also helped me get out of my comfort zone
- One of my favorite parts was meeting new people. After that we just started to bond together then we just started to grow as family. Also the performing. As tiring as it was we had a lot of fun being out there and showing everyone the final product and getting to share our stories.
- My favorite aspects were getting to try new things and doing something fun but yet still educational.
- Saying my story and becoming more confident in myself and my background
- My favorite thing from this program was growing as person to believe in myself that I can do better things in my future
- My favorite part was reuniting with my cast, also getting on stage.
- I liked how we got to work with professionals. It wasn't just something where you came and a whole bunch of people threw it together.
- The professionalism that was given from the actors and the producer
- Speaking out loud

If you could pinpoint one aspect of the Performance as Education program that was most useful or helpful to you, what would it be?

- It would be to get out of my comfort zone and really just be myself when I'm speaking to a big audience.
- It would be helping me get out of my comfort zone and perform in front of a big audience
- Being able to speak in front of a crowd. Before this I would speak but it would be quietly and I wouldn't look at the audience.
- I would have to pick probably speaking in front of a huge audience since it help (*sic*) me become a better speaker (*sic*).
- Going on stage and telling my story to story's many strangers helped me with talking in front of others
- I would have to say learning how to speak and deliver my story to large groups of people.
- The most thing that was most useful was getting to get out of my confort(*sic*) zone and being able to get over my fear of stage fright.
- Having the responsibility. The responsibly to show up early to rehearsal to remember your lines. It just made realize if you get stuff done early you won't have to worry about last minute work.
- It would have to be being treated like a professional and speaking in front of people
- To feel more confident with myself

Would you recommend the Performance as Education program to other high school students? Why or why not?

- I would really recommend(*sic*) it because it is a very fun experience as well as you make new friends.
- I would recommend this program because there might be students who have a story that they would like to share but are too embarrassed (*sic*) to share it to the students in our school. So they can have a chance to share it to other people.
- I would recommend this program. You get to meet new people and you get to be you while your (*sic*) at it. Also you can grow or learn new things from the program.
- Yes I would because not many kids get these opportunities and this is something I enjoyed and im(*sic*) sure many people will enjoy this also.
- Yes, because it helps you mentally for your future.
- Yes, I would definitely recommend this to other high school students because it is definitely not something you get a chance to be a part of everyday!
- I would recommend this program to others because its (*sic*) a great way to do things that you've never done.
- Yes, because not only do get to have fun you meet new people that change your life but at the same time you change there(*sic*) life's (*sic*).
- Yes I would recommend it because it gets you to look at college in a different way.
- Yes because it gives students the arpertunity (*sic*) to see what is out there besides the little home towns we grew up in

Did the Performance as Education program impact your decision to attend college? If so, in what ways?

- It impacted me to go to college because it gave me a better feel of the campus and also as well as how living like a college student would be like.
- It actually did because at first I didn't want to attend college and now I do I now want to attend WSU. I dont(*sic*) really know any ways it impact my decision.
- Yes. Before I still knew I wanted to go to college but I wasn't sure if I would survive. I didn't really know the campus so it gave me time to explore and get to know the surroundings.
- It did because i was able to explore the campus of WSU and it showed me how to live the college life from staying in dorms to walking around to get to your places on time.
- It didn't impact my decision but it helped me see what it would be like before I arrived
- It really impacted my decision about college because it showed my that wasu (*sic*) is somewhere I really wanna be and I will keep working to get there.

- So at first I never wanted to go to college, but after this program it made me realize that if I want to accomplishe(*sic*) all my goals I need to work hard and go to college.
- Well I was already a college student. But seeing how helpful the personal at WSU it definitely help make my decision to transfer to WSU.
- Yes it made me 110 % sure on where I want to go after high school to a college
- Yes now I actually want to go to college.

Is there anything else you would like to share regarding the Performance as Education program?

- Well I just wanna say that I had fun doing the program and I hope that I can do it next year!
- No, there is nothing else I would want to share
- It was probably the best experience I have had in the summer and I hope to do it again next year.
- [I've] had so much fun and I plan on doing things like this again.
- It's a great program that can help many people.
- I am really glad I got to be a part of something like this and would like to be part of the people helping in it next year
- No
- I loved it. I don't think I can recall a better experience in where I had to be tested to my limits of frustration and have the perseverance to keep on going.
- It is a great opportunity and I loved working with all the members in the production

Appendix D

Alumni Survey Responses

Table D1
Alumni Survey Responses (N= 19)

The Performance as Education program helped me:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a. Feel comfortable writing a college application.	0.0% (0)	0.0% (0)	47.4% (9)	52.6% (10)	0.0% (0)
b. Feel comfortable writing a scholarship application for college.	0.0% (0)	5.3% (1)	42.1% (8)	52.6% (10)	0.0% (0)
c. Visit a college campus when I otherwise might not have.	5.3% (1)	0.0% (0)	26.3% (5)	63.2% (12)	5.3% (1)
d. Feel less afraid to go to college.	5.3% (1)	0.0% (0)	26.3% (5)	68.4% (13)	0.0% (0)
e. Work with professional theatre personnel.	5.3% (1)	0.0% (0)	42.1% (8)	52.6% (10)	0.0% (0)
f. Feel confident in my ability to apply for college.	0.0% (0)	0.0% (0)	31.6% (6)	68.4% (13)	0.0% (0)
g. Feel confident in my ability to apply for a job.	0.0% (0)	0.0% (0)	36.8% (7)	52.6% (10)	10.5% (2)
h. Enjoy working with others as part of a team.	0.0% (0)	0.0% (0)	26.3% (5)	73.7% (14)	0.0% (0)
i. To know I am good at being a team player.	0.0% (0)	0.0% (0)	47.4% (9)	47.4% (9)	5.3% (1)
j. To be professional.	0.0% (0)	0.0% (0)	42.1% (8)	57.9% (11)	0.0% (0)
k. To be less afraid to perform in front of an audience.	0.0% (0)	0.0% (0)	26.3% (5)	73.7% (14)	0.0% (0)
l. To perform in front of an audience that respects my creativity.	0.0% (0)	0.0% (0)	21.1% (4)	78.9% (15)	0.0% (0)

The Performance as Education program helped me:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
m. To think critically about my work.	0.0% (0)	0.0% (0)	26.3% (5)	68.4% (13)	5.3% (1)
n. To have opportunities to be creative.	0.0% (0)	0.0% (0)	42.1% (8)	57.9% (11)	0.0% (0)
o. To have opportunities to collaborate on the creation of work.	0.0% (0)	0.0% (0)	38.9% (7)	44.4% (8)	16.7% (3)
p. To know of careers that relate to education, theatre, production, public relations, media, or higher education.	0.0% (0)	5.3% (1)	47.4% (9)	42.1% (8)	5.3% (1)
q. Decide to pursue a career that relates to education, theatre, production, public relations, media, or higher education.	0.0% (0)	21.1% (4)	31.6% (6)	42.1% (8)	5.3% (1)
r. Know that I want to go to college.	0.0% (0)	0.0% (0)	31.6% (6)	68.4% (13)	0.0% (0)
s. Know what it takes to be able to go to college.	0.0% (0)	0.0% (0)	42.1% (8)	52.6% (10)	5.3% (1)
t. Have an enjoyable high school experience.	0.0% (0)	0.0% (0)	36.8% (7)	63.2% (12)	0.0% (0)

Additional Alumni Survey Open-Ended Responses

Please explain your response to the following item: n. The Performance as Education program helped me to have opportunities to be creative.

- Yes! They worked with each of us individually and as a team which helped a lot! They took suggestions and listened to our creative input!
- The performance helped me to be more creative than I already was. With the performance program I learned that no question is a bad question and we did things like building a statue with a group of people and that was really creative it has opened my eyes to more creative ways of doing things.
- It allowed me to have some input in creating a scene.
- It helped me "think outside of the box". Expand my imagination because if you work hard anything is possible.
- The Performance as Education program helped me to have opportunities to be creative in the exercises that we did throughout the workshops.
- Well I am creative at times but to me there is a lot of meaning of being creative but this program (*sic*) has made me realize that being creative (*sic*) is what comes in mind and now I have noticed that I do have the potential to be myself
- PAE as helped me and have me the opportunity to express myself in more ways than just words, but also by body movement and the help of others
- All my lines were the ones I wrote it was my own creativity my own writing. It felt good that those were my words my stories that I wrote and not someone else's.
- When I started the program originally as an actor in high school I fell into the class by accident, but after being in the program and actually participating as an actor. I was able to learn about a new interest that I now had.
- This program provided me the opportunity to express myself and my personal background creatively through acting. I learned different ways to relay my emotions to the audience. Acting challenged my creativity and helped me step out of my comfort zone.
- This has helped me in my way of writing in how much creative I can be into putting more details.
- This experience allowed me to write my own script by using my personal story, it also allowed me to decide the different positions I would like to use during the performance.
- The Performance as Education program helped me to have an opportunity to be creative by letting me open my mind to something new. It was easy to write about different obstacles and areas of my life, but the program enabled us to act out the parts with pure imagination.

- This program definitely (*sic*) helped me bring out my creative side both when we were on stage and off. It showed me that creativity is just another gift I can use to my advantage in the future. The skill builder we did day to day helped my creativity build more and more and that's (*sic*) just another of the many reasons why I absolutely loved this program!
- I think that this is true because before I would have never been able to do this.
- I am already pretty creative. But doing this two years ago really helped me realize (*sic*) what I want to do when I get out of high school. I want to become an actress when I get out of high school.
- Yes, I am now able to show my creative side without fearing judgement (*sic*).

Please explain your response to the following item: o. The Performance as Education program helped me to have opportunities to collaborate on the creation of work.

- Yes, although it took time and effort to learn our lines and cues it was an enjoyable process in which we worked hard as a team.
- In *las memorias* we worked with a variety of people and we all gave our opinion and told the director what we thought of some parts in the play so we worked on the play as well.
- I had the chance to work in a program that I helped create.
- Not sure
- In the exercises we did throughout the workshops we were to think on the spot, this short time frame for thinking challenged groups of students to collaborate in creating a small skit.
- When we worked on the performance every one (*sic*) had their inputs and everyone thinks differently.
- It was a lot of teamwork and bringing different pieces together so we had to put everything into one big production and create something amazing.
- The first time we got our scripts we read through it and we all had some opinions on how to make the script better and I liked that they let us get involved. Also when we saw the green cloth we all had ideas on when to use it.
- I feel like after we started the process of putting our stories into the play we would be performing, and also working with Anna Maria, we felt comfortable enough, myself more so, to ask about certain aspects in each scene. That ultimately led me to be asked back as the assistant director.
- When the director asked for my opinion about my part in the play, I was able to help her decide how my scenes would play out.
- Yes because as we're writing the more creative it gets the more picture there is to it.
- The Performance as Education program helped me to have opportunities to collaborate on the creation of work because we had to learn how to fit each other's

(*sic*) scenes and make the script benefit everyone. Participating in something we didn't wanna do was also a major factor, so being open minded was something to get used to for the ensemble.

- This program helped me to become involved in the creation of a work by always asking for the best of every person there. The people involved in this work made every single person feel useful in creating that piece of work. Which made us feel happy for being involved.
- This has helped me because before i would have been shy and not been able to talk.
- Collaborating with others and the director, who was really understanding, hleped (*sic*) me go where I wanted to and figure what I wanted to do with my life. It was just the best
- I am now able to see how a job might be done and how there is so much more put into work than what it looks.

Please explain your response to the following item: p. The Performance as Education program helped me to know of careers that relate to education, theatre, production, public relations, media, or higher education.

- Yes they spoke to us about many things concerning theatre and the opportunities available to us.
- Las memorias did help me in understanding more careers out there, we went through the process of what jobs there is in an arts program and we were always learning about theatre and the production.
- I had a bigger picture of a bigger variety of careers through my fellow actors, because everyone had a different field of higher education.
- After participating in the Performance as Education program I could see that the work force holds a lot of the same work ethic strategies that were exercised at the time of my participation with the Performance as Education program.
- In the process most of the staff explained their jobs and what they do and most of us were intrested (*sic*) in that, so yes we learned a lot about carreers (*sic*)
- Last year it didn't help as much but this year we had a lesson about theatre and the different parts that made me want to look into it more
- Yeah like at first I was like okay we will stand here and there and we are done. But no we have a stage manager who when the stage is bigger or smaller they have to find a way to make it work. Then there is lighting and other jobs so if you don't like acting there is always something else.
- Yes! Since middle school it has always been the plan for me to work in Journalism, but after that was adjusted a little to communications and possible even discover options within theater and the opportunities within it.

- I was able to learn a lot about other theater positions besides the director.
- Yes more of education because being a doctor is a lot of education.
- I came in afraid of being part of performance as education. I had never been exposed to theater so I learned different stage calls, careers, and the process of making a play.
- The Performance as education helped me to know of a variety careers, not only in theatre, but especially in higher education. We learned about different cultures and helped more people get involved in wanting to go to college after high school.
- This program helped me see so many paths you could take by going to college and how hard work always pays off.
- Yes it did because we were able to take about those things while doing this project.
- I want to teach theater as well, and that narrowed my options really well. And knowing of one school that offers that option, I 'm plannign (*sic*) on going there after I go to CBC to get an understanding of how college life works and just get used to it then I;m (*sic*) off to the other college and will continue my degree there.
- It helped me realize that a career in the arts may be more fitting for me, and there are many career pathways relating to theatre and production than I thought.

Please explain your response to the following item: q. The Performance as Education program helped me decide to pursue a career that relates to education, theatre, production, public relations, media, or higher education.

- Although it was very enjoyable I decided not to pursue career in theatre, but none the less it encouraged me to pursue higher education.
- The performance helped me decide to pursue a high education and it made me see that I can do it with determination and perseverance.
- all my fellow actors inspired me with their passion to further their education.
- Before warden memoirs or what now is the memoirs, I wasn't sure if higher education was really sure if an education after high school was even an option. With this great experience I was able to learn of so many ways to make it not only an option, but make it happen.
- After the Performance of Education program I decided I wanted to pursue a career involving media. The media crew that walked around and recorded us as we rehearsed gave me opportunities to ask questions, and afterwards I knew that pursue a career in that field would be right for me.
- Dont (*sic*) get me wrong I love acting and speaking in front of people but I would love to use the skills I learned here at the P.A.E I would like to use them some where else.

- Yes, I want to be an Ag teacher and since PAE took place at WSU it helped me get more information about their Ag program and it turns out it is the best one In the state
- I would like to be a part of a program where I know I helped kids try something new and have there (*sic*) stories be heard. I also think it is an amazing experience and also comes with a scholarship. I personally would want a career where I can help kids with their education.
- Again the program helped me to look into employment within theatre and if I had a chance in the business.
- This play was a way for me to express myself and I know that the career choices of other actors were influenced by this production, but not mine.
- Yes in education.
- The Performance as Education program helped me decide in wanting higher education by encouraging me that there is no better future than going to college. This program also helped me decide to attend Wsu in the fall!
- By doing this program it helped me realize how amazing it could be to persue (*sic*) a career in the theatre or anything associated with it. It makes me want to persue (*sic*) a career like his because there is so many chances to meet so many amazing people and while doing something you truly love!
- Yes it has. I will be getting a degree in education as a special education teacher.
- Already knowing that I would like to act for the rest of my life and going to college and have that experince (*sic*) of acting in a pro. (*sic*) way really helped me know what I really want to do later on in life.
- Being involved in the Performance as Education program helped me see that I should consider going into a public relations degree or something similar.

Please explain your response to the following item: r. The Performance as Education program helped me know that I want to go to college.

- Absolutely!! I am now a proud college sophomore at Washington state university!
- The performance as education helped me assure myself that I am going to go to college and I will persue (*sic*) a higher education with all it's motivational people and qualities.
- all my fellow actors inspired me with their passion to further their education.
- After visiting WSU campus and being educated about the process from your application to financial aid, I was able to realize that going to college wasnt (*sic*) impossible
- As soon as we arrived on campus, I knew I wanted to attend college. It had been a dream of mine before, the Performance as Education program helped me finalize that thought by providing helpful paperwork and advise.

- This program (*sic*) explained to me that there is a whole different world out there, I was always afraid (*sic*) of not having the money but they talked to me about all the scholarships there is out there!
- Yes, it was more of an for sure agreement with myself that I want to go to WSU
- I have always wanted to go to college but then I would be like no I am not capable of going and now that I got to stay at WSU I love the idea of going to college getting a degree and making a difference.
- I had always knew I would go to college, but the project helped me feel a lot more comfortable about the writing process.
- I already knew I wanted to go to college, but this was a wonderful college life experience.
- Yes because I experienced a college life.
- By dinning and spending a couple weeks in dorms on a college campus it made the "college dream" more real and possible.
- The Performance as Education program helped me decide to attend college at Wsu by giving me the opportunity to your the campus and show me what the school had to offer.
- This program defenitly (*sic*) helped me confirm that I want to go to college. It helped me see the atmosphere of "the college life" and what it feel like to be in campus. It helped me for sure decide I want to go to college! (Go Cougs!!!)
- Yes it has because it made me feel more conferable (*sic*) to be around more people.
- Wanting to act for the rest of my life and know what I want to do, all I had to do was look for colleges with a theater program and I found a few. So I know where I'm going and will have fun learning more about theater.
- Because of all the confidence I gained, I realized I am capable of much more than what I thought I was. Also that I am smart enough to pursue a college degree and be able to help others in the future.

Please explain your response to the following item: s. The Performance as Education program helped me know what it takes to be able to go to college.

- Yes they taught us how to fill college applications and explained the process of obtaining higher education.
- The performance as education has helped me to know what it takes to go to college. It not only gives information about theater but about college and all it's expenses
- The value of hard work one of the things I took away from the Performance as Education program. After that experience, I knew I had what it takes to be able to attend college.

- Which is having the courage to do something with your life.
- We spend most of our time at the university so we talk with Dina And JR about those things
- Yes, ad now with the modifications of how to apply for the program, I think there is truly a huge benefit in expecting these new commers (*sic*) to apply as though they were applying for college. It helps them to understand all the parts to applying but also takes away some of the intimidation they might have felt before the program.
- I learned a lot about campus life.
- Yes how much work there is to it.
- During the performance as education we had 2 college mentors assisting that told us about their experience in college and how they got there. Also being on a college campus
- While doing the Performance as Education program, they gave us the opportunity to tour the campus and give us a glimpse of the college life. We would also have individual time to talk to the recruiters who helped us through the course of becoming a student in college.
- This program as well helped me understand what it takes to be able to attend a college. It showed me its not as simple as just saying your (*sic*) gonna go it takes preperation (*sic*) and lots of studing (*sic*) !!!
- I believe it has because it has shown be how big a college is.
- Being able to write an application for college twice, two years ago and this year, and getting it in before anyone else and having that knowledge and the time to get everything in helps (*sic*) alot.
- I realized that college is possible but takes alot of hard work and determination. As long as I have my goals in mind and am determined to get my degree, I can definitely do it. Confidence plays a key role. Being able to have the confidence to ask for help, even when you do not need it is a big deal and very helpful.

Please explain your response to the following item: t. The Performance as Education program helped me have an enjoyable high school experience.

- Yes!! It was such an enjoyable opportunity and I'm so thankful to have been part of it! It helped me grow as a performer and student as well.
- The performance as education is the funnest (*sic*) thing I have done in high school it is an amazing experience!
- this was an amazing learning experience. I had the opportunity to make new relationships that will last a lifetime.
- I was able to work with different people and make new friends. When I joined this program I had less than a year that i had moved to warden and it helped me make

new friends and feel more comfortable. I loved everything about this program it taught me so much and im (*sic*) very grateful for that

- The Performance as Education helped me have an enjoyable high school experience, and a perfect start to my senior year of high school because we were busy with performances. The Performance as Education program was the highlight of my senior year.
- Yes because now im (*sic*) willing to talk to new people
- It helped me be more open about my life and be who I am and not try and hide certain parts of who I am
- Las Memorias was such an amazing experience! It was the highlight of my sophomore year I met great people and it was so much fun I loved it!
- I have always been a busy student in high school so my high school experience was unlike the average students, the program was an added bonus.
- My experience was already enjoyable, but the performance although it was stress full, was fun to do in the summer.
- Yes a lot it was fun and from being a teen mom I can say having to be in Las Memorias 2012 was the best experience in all my high school years.
- While attending the Performance as Education program, I can honestly say it was the best part of my summer. The program helped me build strong relationships with people from different areas and diverse backgrounds. The program had so much to offer us, and I'm so thankful that I got to be a part of it!
- When I look back at this program I feel blessed and grateful. Blessed cause I got a chance to meet amazing people I will forever remember and grateful because a great set if people had the amazing idea to create such a great program and I got a chance to be involved. Thanks to this Program it helped me have enjoyable high school experience and for helping me accept myself for who I am. It helped me look the world in a better light!
- I think it did because it helped me be more conferable (*sic*) around other people.
- Being [able] to meet other kids and getting to know the ones in my school a little better just helped me know that I have friends and people I can confide in.
- Yes I did have a more enjoyable time in high school because I was able to interact more with my school mates and get help in high school because of the confidence I gained from the Performance as Education program.