STORY TAPESTRIES

Write Your Story (WYS)

2025-2026 Evaluation Findings

June 2026

Table of Contents

Executive Summary **1**
Introduction **3**
Evaluation Methods **5**
Program Engagement **7**
Findings by Objective **10**
Objective 1: Impacts on Students 10
Objective 2: Impacts on Center/Schools and Their Staff 17
Objective 3: Impacts on Caregivers 20
Objective 4: Satisfaction with Programs and Workshops 21
Objective 5: Recommendations from Staff and Caregivers 22
Conclusion **26**

Executive Summary

Story Tapestries' Early Childhood Curricular Team seeks opportunities to impact children's learning trajectory by engaging young children (0-8 years old) in programs that build emergent literacy skills, supporting the critical skills development in the phase of learning to read so that children may ultimately successfully transition to reading to learn. **Write Your Story (WYS)** provides high-impact programs that build emergent literacy skills for economically impacted vulnerable youth, educators and caregivers in across the state of MD and Northern VA with deep focuses in Montgomery, Frederick, and Anne Arundel County. Within and outside of the classroom, WYS project staff engaged 387 early childhood educators and 3,603 children and 180 parents/caregivers in the 2025-26 academic year.

To evaluate WYS activities for the 2025-26 academic year, Story Tapestries engaged Sharp Insight, LLC, an independent, third-party evaluator. Together, they developed and refined a mixed-methods evaluation approach used in years past. This executive summary provides key findings from the evaluation. For more detailed information, please see the full report.

Engagement in WYS Programming

- WYS direct programming reached 640 early childhood educators and 5,475 children and 1,055 parents/caregivers.
- Story Tapestries reached these numbers through hosting a total of 185 sessions across 37 classrooms, 39 library events, 33 family events/performances, 23 professional development workshops, 11 artist in residency programs, four sensory art bins/art kit events, and three celebrations/art exhibits throughout the 2025-26 program year.
- Story Tapestries also reached 83,034 kids and 41,516 adults through online programs.
- Most center/school staff (85%) reported taking part in the Artist in Residency program. About half took part in the professional development workshops (56%) and/or family events (50%). One-third (37%) attended kickoff performances and nine percent attended parent workshops.
- Familiarity of Story Tapestries was high among the center and school staff, with most (84%) reporting that they knew "a lot" or "some" about Story Tapestries.
- Staff reported that students most enjoyed the music/dance/movement portion of the program followed by interactive storytelling.

Impact on Students

- Most caregivers (92%) agreed or strongly agreed that their children increased their ability to express themselves creatively because of Story Tapestries
- Most school/center staff (82%) indicated that, because of Story Tapestries, their students have shown more interest in the arts.
- Both center/school staff (64%) and caregivers (88%) strongly agreed or agreed that Story Tapestries has increased access to resources to participate in art activities at home.
- Center/school staff reported increases in students' abilities across a range of skill areas, including spoken language skills, written language skills, social and emotional learning skills, gross motor skills, and fine motor skills

- In discussion groups with staff, participants' responses complemented the survey data, highlighting an increase in students' social emotional learning (e.g. confidence, collaboration with peers), motor skills, and overall engagement in the classroom.

Impact on Center/Schools and Their Staff

- Most center staff (80%) strongly agreed or agreed that Story Tapestries provided resources connected to the arts and more than three-quarters agreed that Story Tapestries increased their access to professional development (75%).
- The vast majority (>85%) of staff agreed that Story Tapestries provided them with a greater appreciation for how arts can be used to teach various skills and that they learned new teaching skills.
- When asked how Story Tapestries has made a difference to their center/school staff, feedback centered on adopting classroom management skills and embracing students' independence.
- When asked what they enjoyed most about professional development workshops, staff focused on interactive arts components and connecting with peers.

Impact on Caregivers

- Of those who received an art learning kit (n=18), 93% reported that their child enjoyed using it, 77% said that their child learned new things using the kit, and 96% would like to get more kits from Story Tapestries in the future.
- Eighteen respondents to the Caregiver Exit Survey provided responses to the open-ended question about what their child(ren) enjoyed most. The activities themselves (dancing, painting, stories, music) and the art kit were each mentioned more than once.

Satisfaction with Story Tapestries WYS Program and Workshops

- Most (90%) center/school staff reported they would recommend the WYS program to another center or school.
- Almost all respondents (98%) who completed the professional development evaluation survey would recommend the Story Tapestries program to another center/school.
- Most caregiver survey respondents (87%) would recommend the Story Tapestries program to a friend.

Synthesized Program Recommendations

- The vast majority of responses to items requesting suggestions for program improvement were positive non-responses (e.g., "N/A" or "No suggestions").
- Potential areas to explore for improvement may include:
  - Adjusted communication about expectations and session materials (e.g., sharing materials in advance, creating checklists, expected teacher involvement).
  - When feasible, tailoring the scheduling, timing, and duration of the program to better meet site-specific needs.

Program Engagement

Program Reach

During the 2025-26 program year, the Story Tapestries Write Your Story (WYS) direct programming reached 640 early childhood educators and 5,475 children and 1,055 parents/caregivers. The WYS program was held in 20 early childhood sites, in addition to multiple libraries and other community sites.

WYS Direct Service Reach, 2025-26

640
Early childhood educators

5,475
Children

1,055
Parents/Caregivers

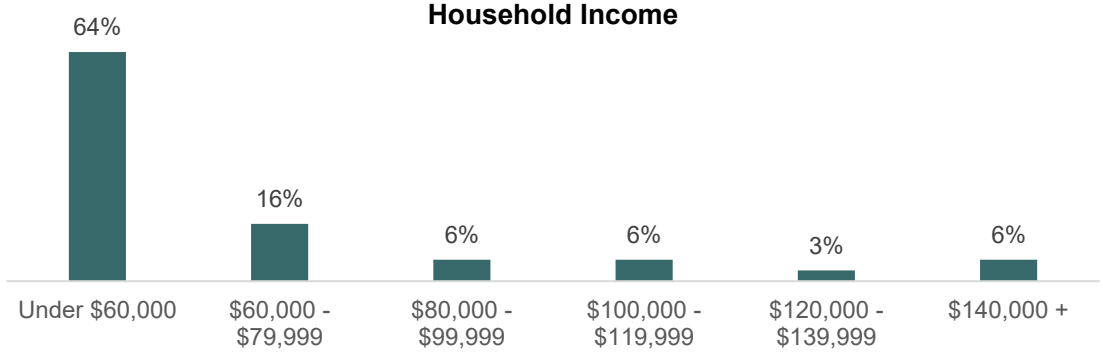
20
Early childhood program sites

Story Tapestries reached these numbers through hosting a total of 185 sessions across 37 classrooms, 39 library events, 33 family events/performances, 23 professional development workshops, 11 artist in residency programs, four sensory art bins/art kit events, and three celebrations/art exhibits throughout the 2025-26 program year.

Story Tapestries also reached 83,034 kids and 41,516 adults through online programs.

Household Income

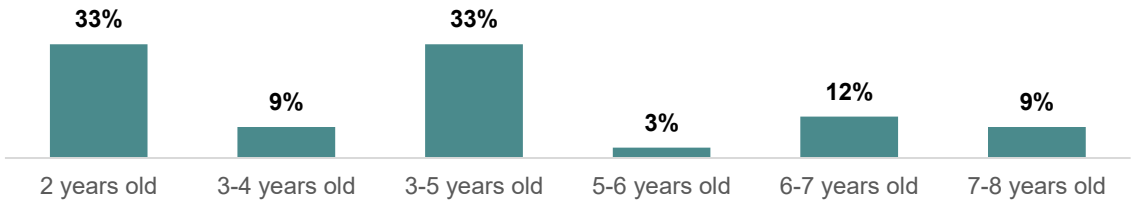
On the Professional Development Survey and the Program Survey, participants were asked to report on their household income. Many respondents declined to provide this information. Among the 145 respondents who did provide income information across the two surveys, 64% of them reported a household income at or below $60,000.



Age of Students: Staff Exit Survey

On the center/school staff exit survey, respondents were asked to report on the ages of the students they taught in 2025-26. Although not representative of all Story Tapestries WYS participants, because the exit survey only reaches a portion of staff, the survey revealed that most of the staff (75%) who responded to the survey taught students between 2-5 years old.

Ages of Students Taught



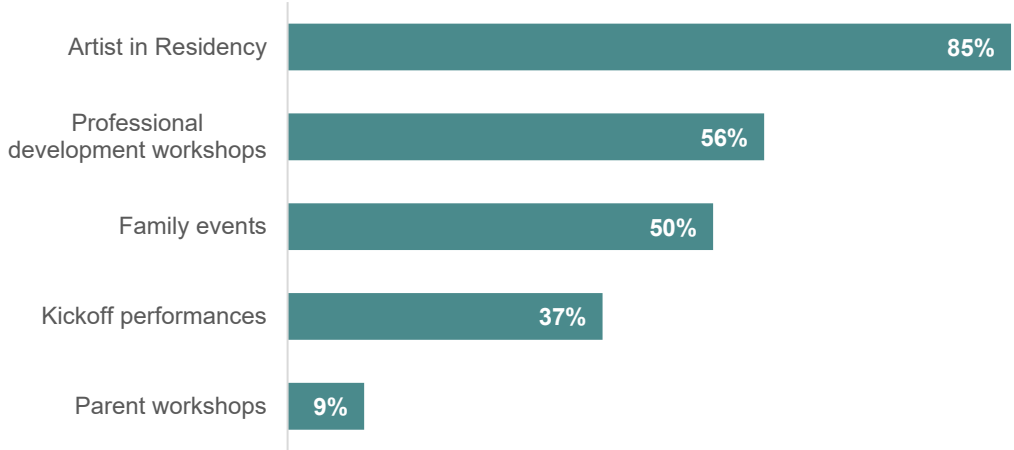
Level of Engagement: Center and School Staff

On their exit surveys, center/school staff reported participation in Story Tapestries' activities. The majority (85%) reported taking part in the Artist in Residency program. About half took part in the professional development workshops (56%) and/or family events (50%). One-third (37%) attended kickoff performances and nine percent attended parent workshops.

In addition, staff were asked how much they know about Story Tapestries. The majority (84%) reported they knew "a lot" or "some" about Story Tapestries.

The majority of center and school staff reported taking part in Story Tapestries' artist in residency (85%).

Did you take part in any of the following activities offered by Story Tapestries? (n=42)



Level of Engagement: Caregivers

Based on the caregiver exit survey, 71% attended family events, 39% attended parent workshops, and 56% reporting engagement with Story Tapestries' Art Kits.

Student Engagement: Staff Perspectives

Center and school staff were asked what students enjoyed most about the program in an open-ended question on their exit survey to examine student engagement. These answers were coded, themed, and summarized below with exemplary quotes. Nearly one-third of the staff (29%) reported that students most enjoyed the music/dance/movement portion of the program and another third provided a positive non-response (e.g., "Everything!"). Twenty-two percent discussed the interactive storytelling and the same proportion mentioned students' connection with the teaching artists.

Staff Perspectives on What Students Enjoyed Most about WYS	Percent of Respondents (n=38)
Music/Dance/Movement	29%
Positive Non-Response	29%
Interactive Storytelling	22%
Connecting with Teaching Artists	22%

Exemplary Quotes Regarding Student Engagement



"The activities that children enjoy the most are art activities – those where they are the ones doing, creating, and exploring."

"The actual storytelling portion-- specifically using the book as a tool to emphasize various topics or concepts and not locking in on reading every line and every page. Terrific way to demonstrate how literacy is so much more than just listening and reading - full body experience!"

"I really appreciate the way [teaching artist] engaged the students by reading or singing and then inviting them to use their imagination through activities connected to the story or song."

Findings by Objective

The following sections provide detailed findings by the 2025-26 Write Your Story evaluation objectives. As noted in the methods section, the program's outcome evaluation objectives seek to better understand how WYS:

1. Impacts students overall and, specifically, their literacy, social and emotional learning (SEL), and motor skills;
2. Impacts centers and schools and, specifically, teachers' knowledge, appreciation, and comfort implementing arts integrated lessons; and
3. Impacts caregivers' knowledge and skills related to WYS strategies.

Additionally, the process evaluation objectives seek to understand:

4. Overall satisfaction with its programming; and
5. How WYS staff can improve the program's approach to achieve greater impact.

Objective 1: Impacts on Students

Broad Impacts of WYS: Perspectives from Caregivers and Center/School Staff

To explore overall student outcomes of the program, a question was asked of both caregivers and center/school staff on the survey, "Because of Story Tapestries, my student/child has…" with a list of three topic areas for caregivers and two for center/school staff.

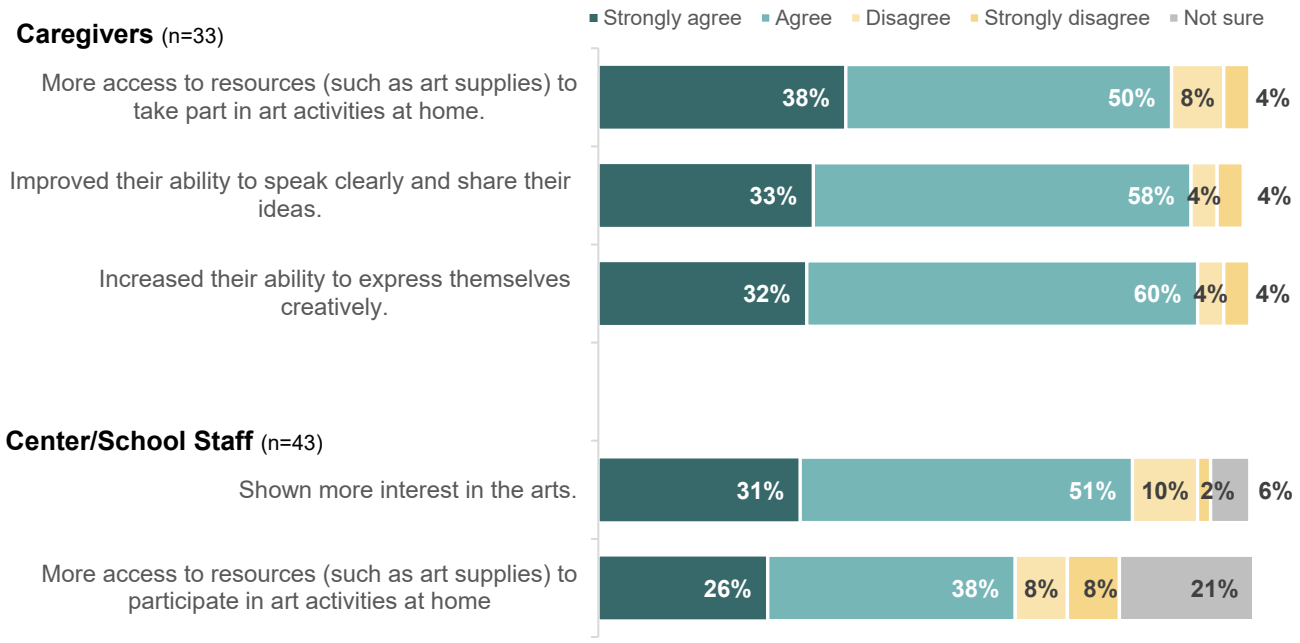
Most caregivers (92%) agreed or strongly agreed that their children increased their ability to express themselves creatively because of Story Tapestries and 91% said that their children increased their ability to speak clearly and share their ideas.

Most school/center staff (82%) indicated that, because of Story Tapestries, their students have shown more interest in the arts.

Most caregivers (88%) and nearly two-thirds of the center/school staff (64%) agreed that, because of Story Tapestries, their children/students have more access to resources to take part in art activities at home.

The majority of both center staff and caregivers agreed or strongly agreed with each of the statements about student outcomes.

"Because of Story Tapestries and its visiting artists, my child(ren) has…"



Impacts on Student Skills: Perceptions from Center/School Staff

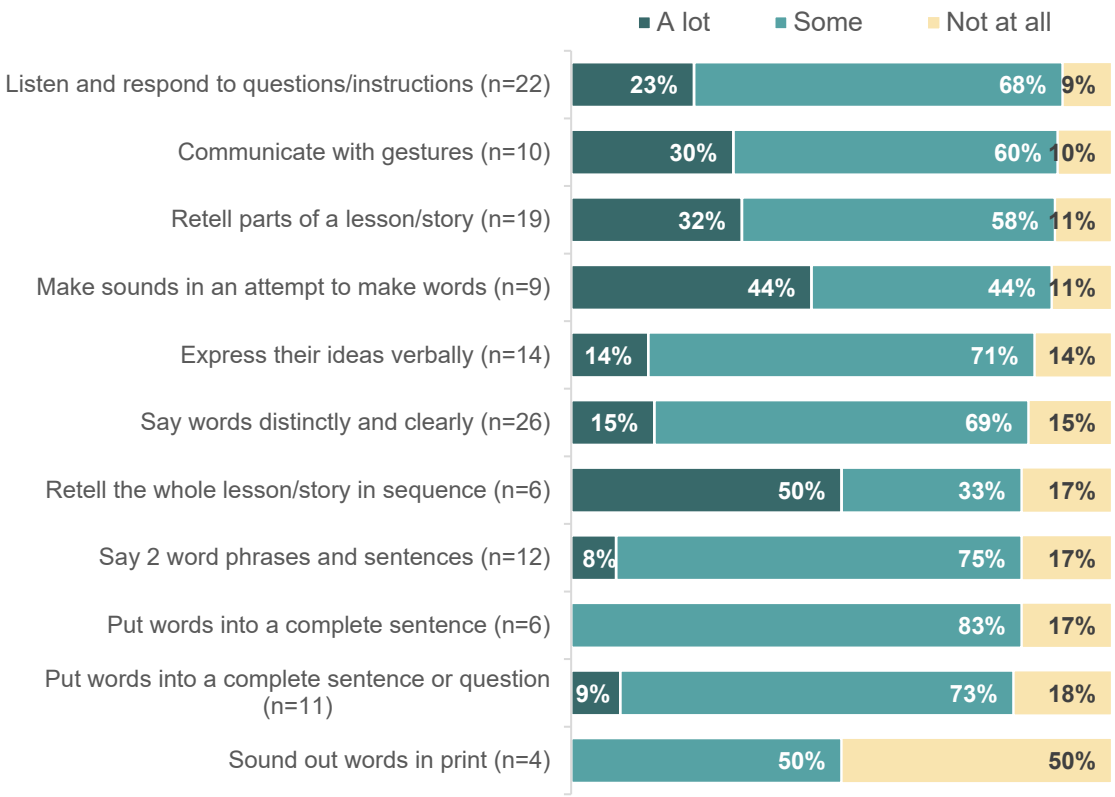
Center/school staff were asked about the impact of the Story Tapestries WYS program on specific spoken, written, social and emotional, and motor skills. Please note that due to the varied ages and stages of certain developmental skills, some items have a small number of responses. Additionally, those who teach older children likely indicated that their engagement with Story Tapestries did not impact student skills because these children have likely already mastered said skills.

Spoken (Verbal) Language Skills

The following spoken (verbal) language skills were presented in the survey where developmentally appropriate. For these items, sample sizes vary from 4 to 26 responses. Response options included "A lot", "Some", "Very little", and "Not at all"; however, none selected "Very little" so it was not presented in the chart below.

For most spoken language skills listed, >80% of center/school staff reported "a lot" or "some" increase in their students' ability. They were most likely to report that the ability to listen and respond to questions/instructions "a lot" and least likely to report this for sounding out words in print.

“Because of Story Tapestries, my students' abilities in the following spoken (verbal) language skills increased..."

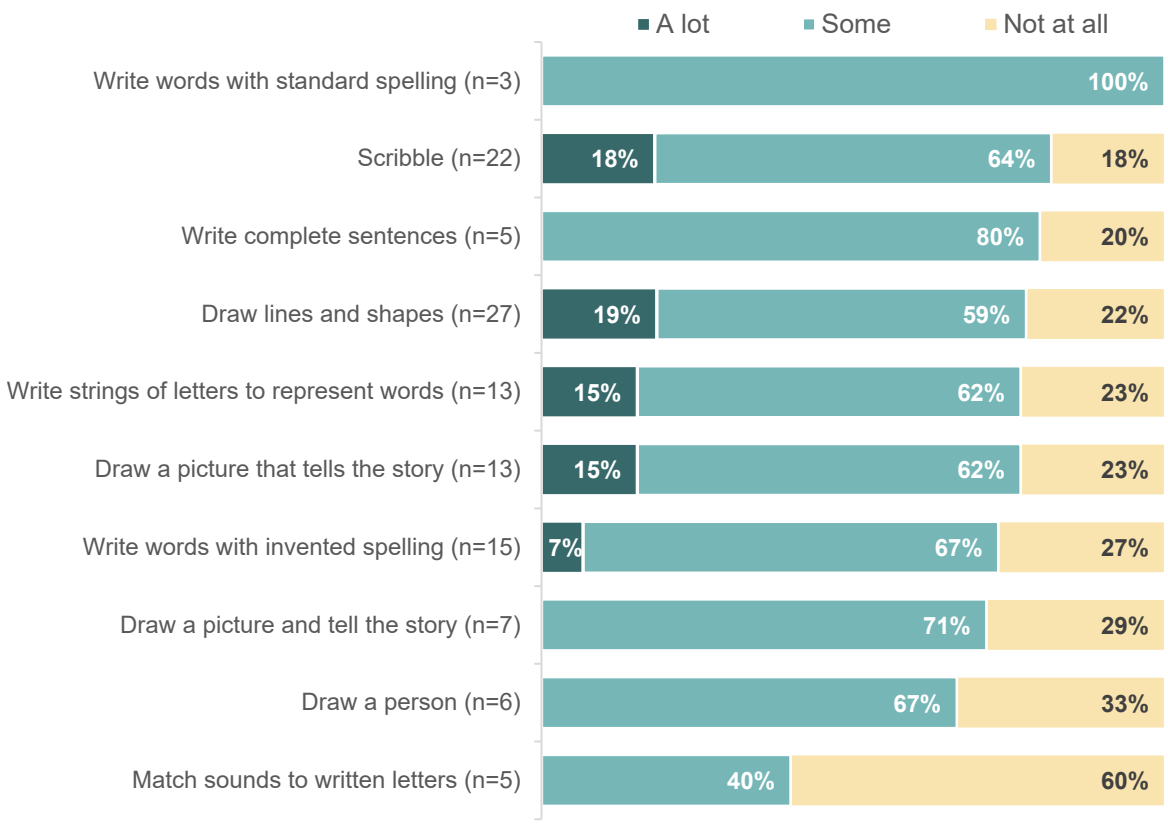


Written Language Skills

The following written language skills were presented in the survey where developmentally appropriate. For these items, sample sizes vary from 3 to 27 responses. Response options included “A lot”, “Some”, “Very little”, and “Not at all”; however, none selected “Very little” so it was not presented in the chart below.

For most written language skills assessed, >70% of center/school staff reported “a lot” or “some” increase in their students’ ability.

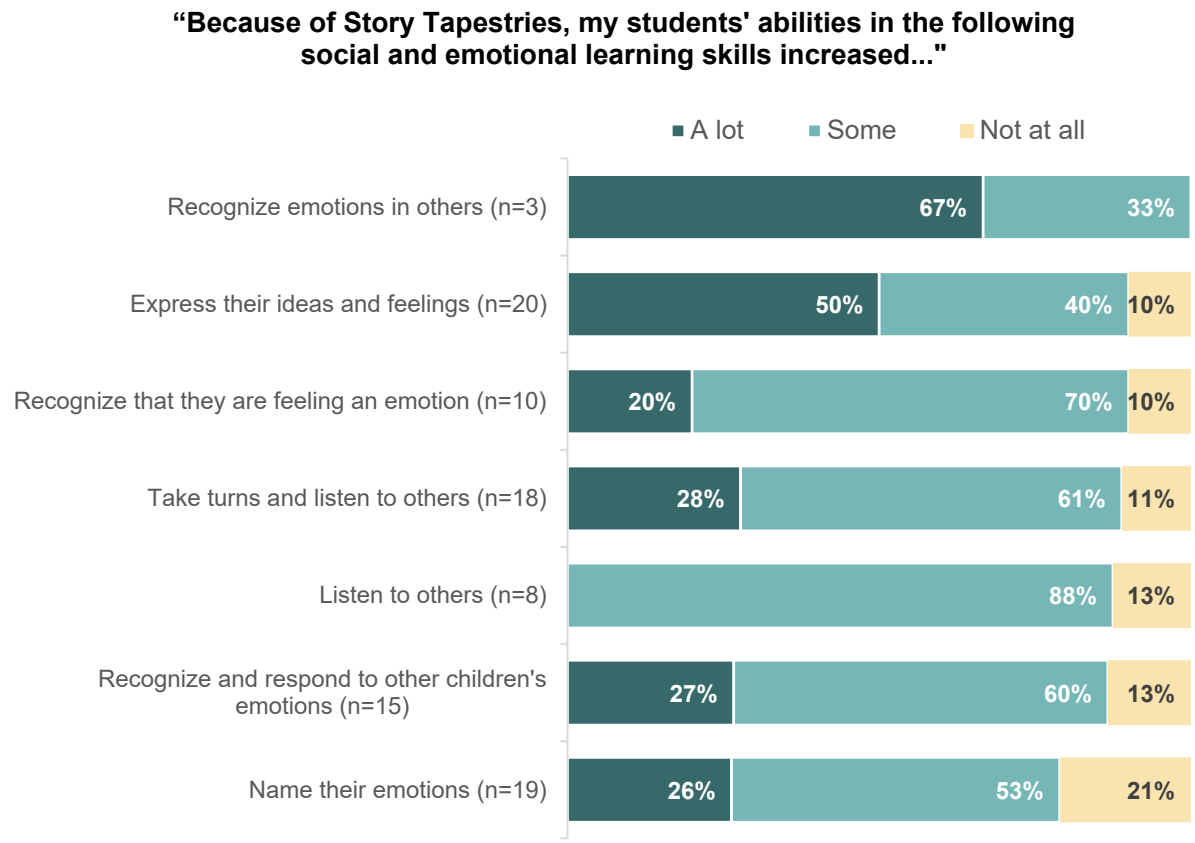
“Because of Story Tapestries, my students' abilities in the following written language skills increased..."



Social and Emotional Learning (SEL) Skills

The following social and emotional learning (SEL) skills were presented in the survey where developmentally appropriate. For these items, sample sizes vary from 3 to 20 responses. Response options included “A lot”, “Some”, “Very little”, and “Not at all”; however, none selected “Very little” so it was not presented in the chart below.

Of the social and emotional learning (SEL) skills listed, over three-quarters of center/school staff (79% - 100%) reported an increase in each of the skills shown below.

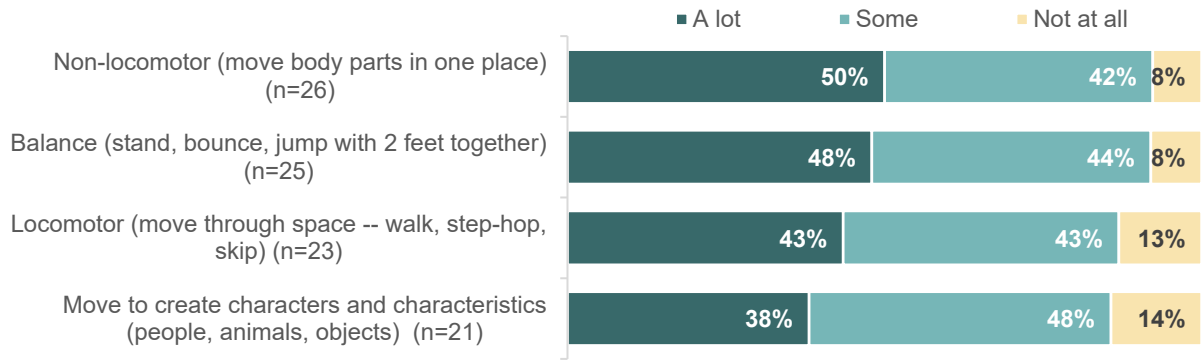


Gross Motor Skills

The following gross motor skills were presented in the survey where developmentally appropriate. For these items, sample sizes vary from 21 to 26 responses. Response options included “A lot”, “Some”, “Very little”, and “Not at all”; however, none selected “Very little” so it was not presented in the chart below.

For all of the gross motor skills listed, at least 85% of center/school staff reported “a lot” or “some” increase in their students’ abilities.

“Because of Story Tapestries, my students' abilities in the following gross motor skills increased..."

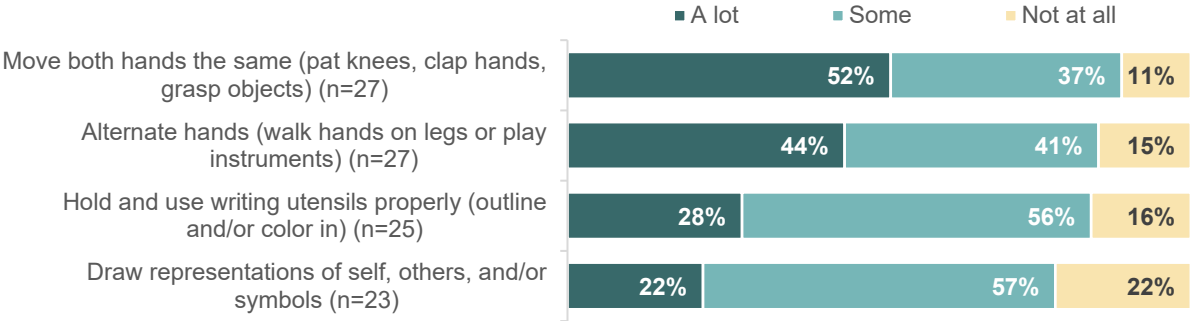


Fine Motor Skills

The following fine motor skills were presented in the survey where developmentally appropriate. For these items the sample size is between 23 and 27. Response options included “A lot”, “Some”, “Very little”, and “Not at all”; however, none selected “Very little” so it was not presented in the chart below.

Of the fine motor skills listed, center/school staff were most likely to report “a lot” or “some” increase in their students’ ability to move both hands the same (89%) and alternate hands (85%).

“Because of Story Tapestries, my students' abilities in the following fine motor skills increased..."



Staff Discussion Group Perspective: Story Tapestries Impact on Students

In the discussion groups, staff/teachers were asked an open-ended question, “How has Story Tapestries made a difference to the center/school’s students?” Facilitators asked staff to especially consider the impact of the program on students’ verbal and written skills, social and emotional skills, and fine and gross motor skills.

Teachers generally reported that they observed increased confidence in their students as a result of the program. Staff observed children shifting from being fearful or shy to becoming outgoing, expressive, and confident performers. WYS provided a safe space where students learned to connect movement to feelings like happy or mad and how to be a supportive audience. Instead of just listening to a story, students physically "lived" the book. This active engagement helped students develop critical thinking skills, moving away from simply mimicking teachers to generating their own unique stories. The hands-on components promoted growth in motor skills like coordination and grip strength.

Exemplary Quotes Regarding Student Impacts from Staff Discussion Groups



“Students changed throughout the lesson. They started out afraid and were very outgoing and fully participating.”

“The combination of the storytelling and the hands-on art making has been especially effective in keeping students motivated and involved.”

“They learned how to come up with their own ideas. Critical thinking skills. Can do their pictures…[develop] stories and not just a picture on the page,”

Teaching Artist Discussion Group Perspective: Story Tapestries Impact on Students

The teaching artists often discussed combined growth in motor skills and language development. By being introduced to diverse art materials like oil pastels and thin crayons, students demonstrated gains in fine and gross motor skills, while also gaining skills in connecting vocabulary to concrete drawings or connecting characters and stories to their own lived experience. Students also demonstrated growth in social emotional skills, like ability to focus for longer spans of time and taking turns.

Exemplary Quotes Regarding Student Impacts from Teaching Artist Discussion Group



“The five-year-olds had never been allowed to use fancy art supplies... they were able to actually draw with clear detail. And they were able to make clear connection between drawings and words.”

“From a neuroscience perspective, they're doing fine motoring, they're doing gross motor, and they're being mindful of their space and taking turns, and so that we're practicing these social and emotional skills, and they're using memory and recall language… I love how just a simple song with some movement can just incorporate all of these different skills and put them together and let them practice all these elements.”

Program Survey Teaching Artists/Site Partners: Story Tapestries Impact on Students

In the Program Survey, depending on their role, Teaching Artists and Site Partners were asked open-ended questions that captured student impacts and/or success stories. Responses generally touched on the ways the program engaged students who are usually reserved and helped them gain confidence in using their voices. WYS was described as "empowering" and "inclusive" and respondents often commented on how engaging the experience was for the students.



"Many of my students who are often challenging to engage were willingly and excitedly participating in the program. Students who have complained about seemingly every word they've written this year were asking me the meanings of words so they could use synonyms they usually ignore."

"Students who are quiet and might not participate frequently were able to express themselves and learn new things."

"The students really enjoy the opportunity to express themselves and communicate. They felt like they had a chance to truly their own voices."

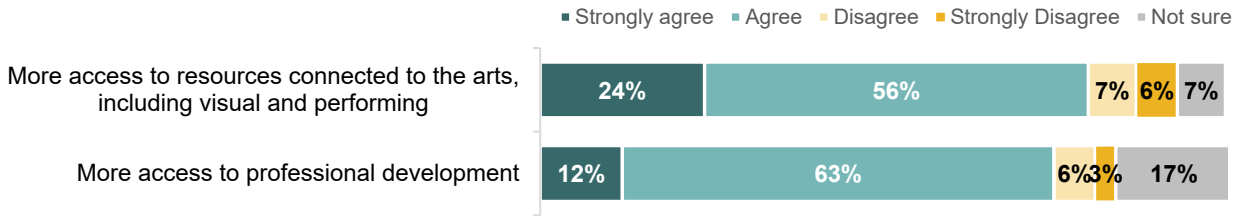
Objective 2: Impacts on Center/Schools and Their Staff

Impacts of WYS on Center/School Staff: Perspectives from Center/School Staff

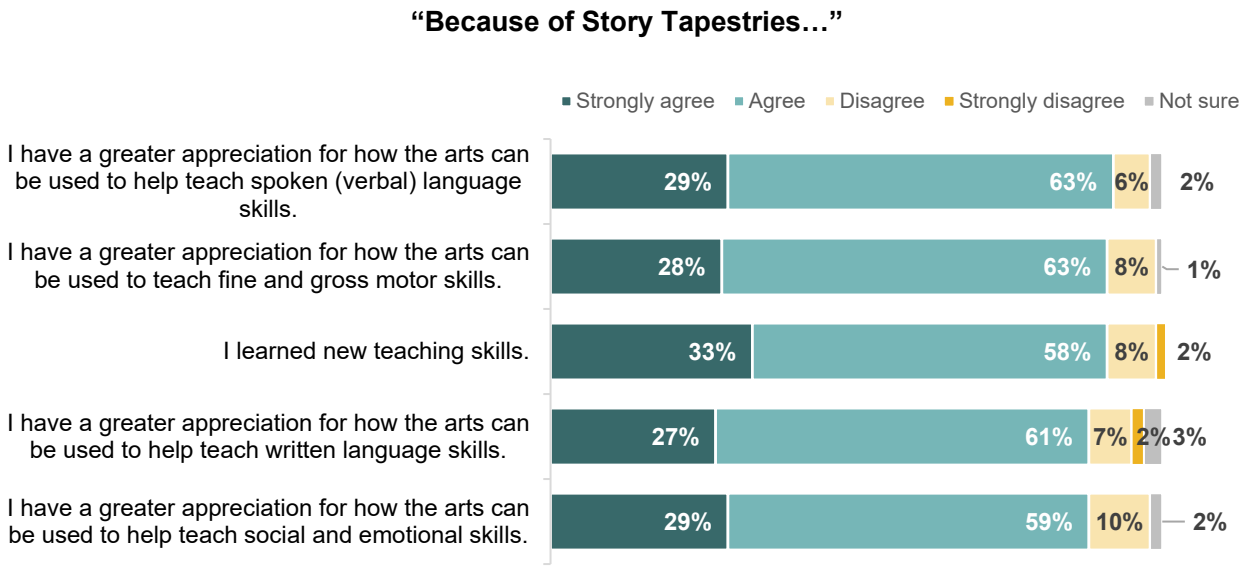
Staff were asked about the impact of the Story Tapestries WYS program on the center/school and its staff on their exit survey. Most staff (80%) strongly agreed or agreed that Story Tapestries provided more access to resources connected to the arts and three-quarters (75%) strongly agreed or agreed that Story Tapestries increased their access to professional development. Most staff (>85%) strongly agreed or agreed with statements that, because of Story Tapestries, they personally have a greater appreciation for how the arts can be used to teach spoken language skills, fine and gross motor skills, written language skills, and social and emotional skills. Ninety percent of staff also reported learning new teaching skills.

Most staff strongly agreed or agreed that Story Tapestries provided more access to resources connected to the arts and professional development.

"Because of Story Tapestries, the center/school staff have…"



The vast majority (>85%) of staff agreed that Story Tapestries provided them with a greater appreciation for how arts can be used to teach various skills and that they learned new teaching skills.



Impacts on Center/School and Staff: Perspectives from Staff Discussion Groups

In the discussion groups, staff/teachers were asked an open-ended question, "How has Story Tapestries made a difference to the center/school staff?" Facilitators asked staff to specifically discuss if and how staff/teachers plan to use what they learned from Story Tapestries in the classroom.

Overall, teachers expressed general satisfaction with the program and found the program staff helpful throughout the experience. Teachers quickly adopted classroom management tools, including focus cues, attention-getting songs, and rhythmic techniques to manage transitions, calm students down, and guide behavior. WYS also showed them that students are far more independent and capable than they had given them credit for day-to-day, prompting teachers to step back and avoid over-assisting. Lastly, staff felt empowered to use creative strategies to pivot in the moment and meet students' immediate needs.

Exemplary Quotes Regarding Center/School Staff Impacts from Staff Discussion Groups



"[Teacher] started to use the song to get control... Utilizing it for behavior management. Dove right into it."

"It allowed the staff to see that the students are more capable and not to always be doing projects for them."

"I was able to find new ways to be creative with the kids, because I'm not creative myself."

"Showed us options to be flexible (adjusting to meet kids' needs and pivoting in the moment) during these activities."

Impacts on Center/School and Staff: Perspectives from Teaching Artist Discussion Group

Teaching artists also mentioned the value of the program for honing classroom management skills. Teachers learned things like warm-up routines and transition songs to keep students focused; these are skills that can continue to be utilized once the teaching artists have left. Teaching artists also mentioned the ways that WYS helps teachers see the connection between artistic activities and growth in key academic subjects.

Exemplary Quotes Regarding Center/School Staff Impacts from Teaching Artist Discussion Group



"The consistency of transition songs for movement, passing materials, and starting classes helped teachers manage the classroom and gave them a structure to continue using after the sessions."

"I see the teachers' eyes opening wide, noticing how the children are responding and seeing how it really connects closely with all of those things that they have…those boxes that they have to check at the same time."

Impacts on Staff: Staff Perspectives from the Professional Development Survey

Center and school staff were asked what they enjoyed most about the professional development workshop in an open-ended question after they took part in the training. These answers were coded and themed. Many responses did not correspond to a clear theme; the six themes that were present are summarized below; exemplary quotes are also included. Twenty percent of respondents said they most enjoyed the interactive arts component of the session. The second most common comment was positive non-response (e.g., "Everything!"). Other common responses mentioned connecting and collaborating with peers (19%), learning practical strategies for the classroom (13%), praise for the facilitators (11%), and the child/brain development content that was presented (6%).

Staff Perspectives on What They Enjoyed Most about WYS Professional Development Workshops	Percent of Respondents (n=258)
Interactive arts, music, movement, and storytelling	20%
Positive non-response	19%
Collaboration and connecting with peers	19%
Practical classroom strategies	13%
Facilitation	11%
Development and neuroscience content	6%

Exemplary Quotes Regarding Highlights of Professional Development Workshops

"I loved the theater-type exercises. They reinforce being in the moment and showing up as a teacher with your whole self."

"I loved hearing new perspectives as to how to approach working with the students based on their cultural backgrounds and life experiences."

"Learn how to implement creative strategies to better teach subjects to students with different needs."

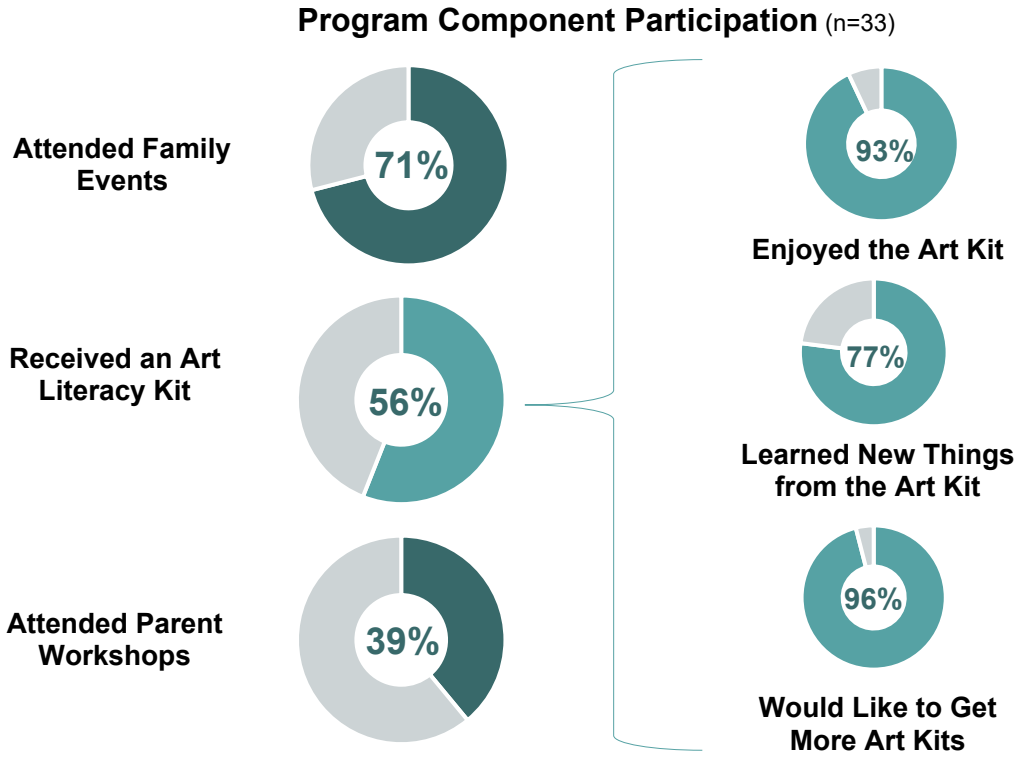
"I enjoyed the combination of the brain research and the arts."

Objective 3: Impacts on Caregivers

The Caregiver Exit Survey is given to caregivers at the end of the academic year. In 2025-26, Story Tapestries received 33 responses to the survey.

Caregiver Exit Survey

Of the 33 respondents to the Caregiver Exit Survey, 71% reported participating in a family event, 56% received an art kit, and 39% attended a parent workshop. Of those who received an art learning kit, 93% reported that their child enjoyed using it, 77% said that their child learned new things using the kit, and 96% would like to get more kits from Story Tapestries in the future.



Eighteen respondents provided responses to the open-ended question about what their child(ren) enjoyed most. These responses are outlined below:

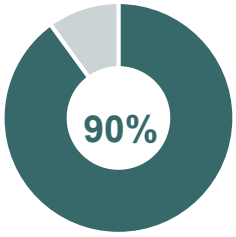
Caregiver Responses to What Their Child Enjoyed Most	Percent of Respondents* (n=18)
Music and/or dancing	50%
Drawing and/or painting	33%
Storytelling	20%
Art kit/art supplies	13%
Getting to be creative	7%
Everything	7%

*Respondents may have listed more than one theme

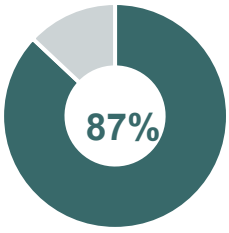
Objective 4: Satisfaction with Programs and Workshops

As a measure of program satisfaction, center staff and caregivers were asked if they would recommend the WYS program to a friend or another center/school. Ninety percent of the staff said they would recommend the program and most caregivers (87%) who answered the question on the Program and Caregiver Exit Surveys said they would recommend the Story Tapestries program to a friend.

Satisfaction with WYS Program Overall



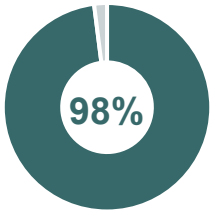
Center/school staff would recommend the Story Tapestries program to another center/school. (n=40)



Caregivers would recommend the Story Tapestries program to a friend. (n=26)

Lastly, almost all respondents (98%) who completed the professional development evaluation survey agreed or strongly agreed that they would recommend the Story Tapestries program to another center/school.

Staff Professional Development Workshops



Staff would recommend the Story Tapestries program to another center or school. (n=272)

Objective 5: Recommendations from Staff and Caregivers

Staff and caregivers were asked to recommend improvements on all the different surveys and discussion groups facilitated. Recommendations are separated below by the various surveys and discussion groups.

WYS Program Recommendations: Center/School Staff Exit Survey

The Center/School Staff Exit Survey included two open-ended questions related to suggestions or recommended improvements: “How can the stories, art materials, or performers/artists better meet the needs of your students and/or families (e.g., increased cultural relevance, different topic areas, different art supplies)?” and “What suggestions do you have for improving the Story Tapestries program?” Thirty-five respondents answered one or both questions.

Answers were coded, themed, and outlined in the table below; exemplary quotes are also provided. The most common (54%) answer to this question was positive non-response (e.g., “N/A” or “No suggestions at this time”).

Staff Recommendations for Improvement	Percent of Respondents* (n=16)
Session structure/movement breaks	69%
More time/change the pacing	50%
Requests for different supplies/materials	50%
Cultural appropriateness/diversity	38%
Student autonomy and skill development	31%
Family/parental involvement	19%

*Respondents may have listed more than one theme

Exemplary Quotes Regarding Recommended Improvements to WYS from Staff on Exit Survey



"Come more often! We loved the full group participation and would like to see how much more they could do with more time and opportunities."

"If they can think about including some breaks time during the story to captivate the attention of the students."

"More tangible items for special needs students."

"Having more family involvement and giving families guidance on things they can do at home with supplies."

Overall WYS Program Recommendations: Staff Discussion Group Perspective

While the teachers expressed general appreciation for the program and its artists, several suggestions for improvement were reported. First, some teachers recommended spacing sessions out rather than conducting them multiple days in a row, which can feel overwhelming. Additionally, moving programs away from chaotic end-of-year periods (like June) to earlier months (like January) was advised. Staff also asked for planning meetings, reminders, and supply checklists further in advance. To help students feel more comfortable, some requested having more structure for transitions, either in content or between teaching artists. Lastly, there was a suggestion to organize family art nights with advance notice and providing physical materials (e.g., books, art supplies) for families to take home.

Exemplary Quotes Regarding Recommended Improvements to WYS from Staff



"In the [Early Head Start] setting I think the number of sessions should be longer as in 6 or 8 sessions instead of 4. It takes them time to get comfortable with the new person."

"Having more structure within the slides, so first, next, then, so students can see what they are going to be doing."

"Letting students know when a new artist is coming in - some students struggle with change."

Overall WYS Program Recommendations: Teaching Artist Discussion Group Perspective

Teaching artists offered multiple recommendations for enhancing the program. An observation that came up more than once was overwhelmed or shy teachers may treat the artist's presence as a passive break. Teaching Artists recommended that Story Tapestries explicitly communicate an expectation of active teacher participation as an important component of the professional development model. Intentionally building deep partnerships may help cultivate buy-in. Lastly, there was discussion of the better attuning to the needs of neurodivergent students, especially in cases where the classroom teacher may struggle to include them.

Exemplary Quotes Regarding Recommended Improvements from Teaching Artists



"[Teachers] need to actively participate to model for the children what to do and also because for them for themselves doing the activities and actually like singing the songs and doing the movements will really help them to learn them well so that they can take them and use them in the future."

"Sometimes the teachers want to hold [neurodiverse] kids back or take them out of the room. And I think those kids need to stay and learn how to be nonconformist."

WYS Professional Development Workshop Recommendations: Professional Development Survey

Those who took part in the professional development workshop were asked how the program could be improved on an open-ended question on the professional development survey. Of the 204 responses received, many (76%) noted there was nothing to improve about the training and were positive about the workshop. Some recommendations made by the remaining respondents (n=49) were related to content (e.g., include ACEs, examples for certain topics, real life examples of working with children), structure (e.g., more interactive, less lecture-like, staying on time, longer session to allow for slower pacing) or accessibility, particularly a desire to have a Spanish-language version.

WYS Program Recommendations: WYS Program Survey (Mixed Audiences)

In the WYS Program Survey, there were 200 responses from participants related to program improvements. Two-thirds (66%) were positive non-responses. The major themes in the remaining responses were related to time, duration, and frequency but there was no consensus about the most desirable changes (i.e., some requesting shorter classes and others requesting longer ones). Another, less common comment, may help address some of the timing issues: there may have been time savings with shorter introductions, more proactive tech setup, and intentional time-keeping.

Forty-seven responses were collected from teaching artists, 16 (34%) of whom provided positive non-response. Of those who provided suggestions, the most common were related to a desire

for more time or changing how often classes meet, issues with space or setup/breakdown, and a need for better communication, particularly with teachers, about expectations.

Of the 14 responses from site/center staff and administrators, more than half (57%) gave a positive non-response. Requests included spreading out the sessions more evenly, wanting more time, better involving families, and two mentioned a desire for more structure and advanced communication in the planning process,

WYS Caregiver Recommendations: Caregiver Exit Survey

None of the 13 caregivers who completed the open-ended “final comments” items on the caregiver exit survey provided any recommendations for improving Story Tapestries’ programming (all were positive non-responses).