



OASIS
CENTER
INTERNATIONAL

ANNUAL REPORT

PROGRAM YEAR: 2017-2018

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WHO WE ARE

The mission of OASIS is to positively impact youth through replicable arts mentoring programs and to enhance the skills of local artists through community engagement.

OASIS Center International is a 501(c)(3) community development organization, working in partnership with both public and private entities to bring the arts back into the lives of our youth, with an emphasis on under-resourced youth in low to moderate income (LMI) communities.

Established in 2012, the vision of OASIS is to inspire a generation of youth to fulfill the highest level of life achievement possible through discovery and development of their inherent creative gifts. Recognizing the advantageous effects of arts education on both students and society as whole, we strive to expose youth to various areas of the arts through programs such as cartooning, creative art journaling, film-making, architectural design, and tap dance. We also work to engage and promote local artists by utilizing their talents and skills to deliver the content of the programs where possible.

WHERE WE ARE

In the 2017-2018 school year, OASIS After-School Arts Mentoring Program has successfully served 3,400 LMI youth from Martin Luther King Jr. Elementary, Monte Vista Elementary, Monroe Elementary, Martin Elementary, Mayberry Street Elementary, and Saddleback High School. As of 2018, OASIS has impacted nearly 10,000 under-resourced students in Southern California. OASIS provided students with instruction in a variety of modalities, including creative art journaling, cartooning, tap dance, architectural design and film-making. We invited mentoring from local professional artists, who committed to working with our students to help them discover their own amazing potential. Our program was held in 60 minute weekly sessions over a period of 10-18 weeks.



BEEP+S Field Trip



The BEEP+S Program took a field trip to the Environmental Nature Center, which is the first LEED Platinum certified building in Orange County and was designed by one of the program instructors. The students were able to experience a real life application of the major sustainability concepts they learned about in the classroom.

Performing Arts Assemblies

As a culmination of the OASIS Tap Dance Program, a special performing arts assembly was provided for each elementary school, where the OASIS students were encouraged to perform alongside with professional dancers, Jason Rodgers and Cristina McKeever, and the "Making Music Band".



2018 OASIS Arts Festival: You Can Be a Hero!

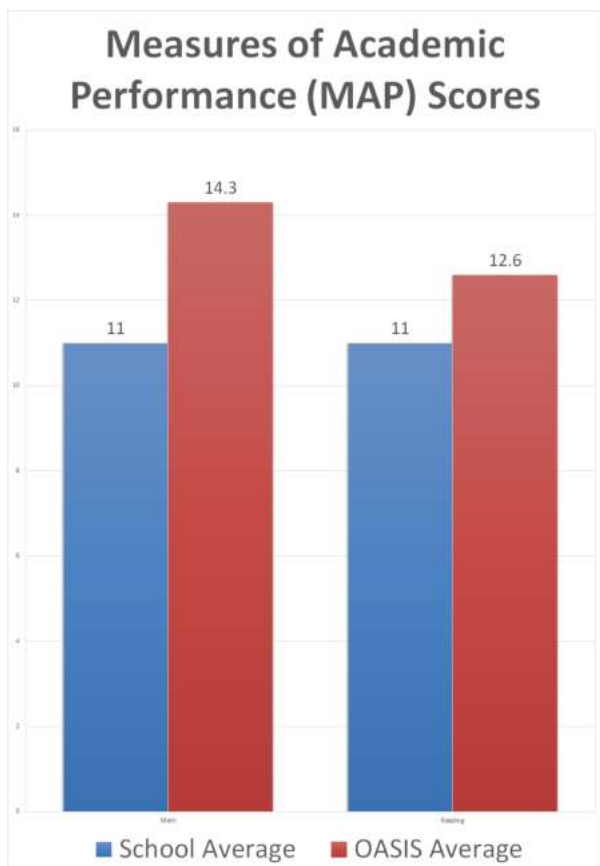
The 2018 OASIS Arts Festival was held on February 3rd, 2018 at Valley High School in Santa Ana. All our elementary school partners promoted the festival and were able to bring their students by bus, bringing our attendance to at least 400 students and families. This year's theme was "You can be a hero!"



The event was divided in two parts: outdoor workshops and performances, and a presentation inside the school theater. Outside, the students participated in multiple arts workshops, including architectural design, watercolors, cartooning, and jewelry design. OASIS Advisory Board Member and Tap Dance Mentor, Jason Rodgers performed two tap routines and led the audience in an impromptu dance. Another OASIS Advisory Board Member and Supermodel, Akii Lanier invited two of her model colleagues, London Wijay and Tia Shipman to inspire youth to consider professional careers in modeling, and educate the students about the misconceptions of the industry. Inside the theater, we screened a short film produced by the OASIS film-making class, and select students were awarded and recognized by the Orange County Supervisor's office for all their achievements. This year, OASIS developed a new partnership with Orange County School of the Arts to deliver a musical theater performance tailored around our "Heroes" theme. Our students were left inspired by the talent and passion of these high school students, who showed them the possibilities of their own gifts.

GOALS AND METRICS

We realize the importance of being an outcome-based organization and thus focus heavily on producing sustainable results for the constituents we serve. We invite ongoing feedback from parents, teachers, and school administrators, in order to ensure the quality of delivery. Students submit pre and post-program surveys measuring motivation, attitude, and outlook for the future. We believe that the arts significantly impacts these subjective measures, as well as academic performance. The positive correlation between participation in the arts and math and reading scores has been demonstrated by numerous studies and research. Our goal is to support these results by analyzing our own program and students.



According to Monte Vista Elementary School Principal, Meg Greene, students who participated in the OASIS After-School Program had greater measures of growth in both math and reading test scores. Specifically, Measures of Academic Performance (MAP) scores in the 2016-17 school year showed that OASIS students had an average growth of 14.3 points in mathematics and 12.6 points in reading, compared to the school average growth of 11 points both in mathematics and reading.

OASIS PROGRAM ANALYSIS

*Contributor: Dr. Bradley Christerson
Professor of Sociology, Biola University*

Table 1: Math and ELA Fall '17-Spring '18 Percentile Score Changes for OASIS Participants and School as a Whole (4th and 5th Grade) (n=42).

| Grade/Subject | Fall '17 | Spring '18 | Mean Percentile Improvement (Decline) |
|--|----------|------------|---------------------------------------|
| 4 th Grade-ELA | 33 | 30 | -3* |
| 4 th Grade-Math | 33 | 27 | -6* |
| 5 th Grade-ELA | 38 | 41 | +3* |
| 5 th Grade-Math | 33 | 44 | +11* |
| 4 th -5 th Combined-ELA | 36 | 37 | +1* |
| 4 th -5 th Combined-Math | 33 | 37 | +4* |

**Fall-Spring Difference Statistically Significant at $p < .01$*

Table 1 shows that overall, OASIS participants improved their percentile scores in both ELA and Math from the Fall Quarter of 2017 to the Spring Quarter of 2018. If fourth and fifth grade OASIS participants are combined, between the Fall and Spring quarters, their ELA scores improved by an average of one percentile point and their math scores improved by four percentile points. However, when student scores were separated by grade and by OASIS class, the Fall-Spring improvements diverged widely. Fourth grade OASIS participant percentile scores actually declined for both ELA and math between the Fall and Spring quarters. However, 5th grade Oasis participants improved their ELA and math percentile scores significantly between Fall and Spring.

OASIS PROGRAM ANALYSIS

Table 2: Math and ELA Fall '17-Spring '18 Percentile Score Changes by OASIS Class (4th and 5th Grade)

| OASIS Class | Avg ELA Percentile Change | Avg Math Percentile Change |
|-------------|---------------------------|----------------------------|
| Design | +3.8 | +10.3 |
| Tap | -2.8 | -1.7 |

**Fall-Spring Difference Statistically Significant at $p < .01$*

In addition, Table 2 shows that Fall-Spring percentile improvements differed significantly between OASIS classes. OASIS design students improved their ELA percentile scores by an average of 3.8 percentile points between Fall and Spring, and improved their math scores by an average of 10.3 percentile points. Percentile scores for Tap class participants, however, declined slightly in both ELA and math between the Fall and Spring quarters.

Overall, the data summarized above suggest that OASIS programming does lead to improved test scores in ELA and Math. It seems that, however, fifth grade students and OASIS design class students experienced the greatest gains, while fourth grade students and tap students actually experienced slight declines in their percentile scores. It is unclear why the gains were so much higher for fifth grade students and design students. This should be explored by further research.

OASIS PROGRAM ANALYSIS

Table 3: Summary of Mean Pre- and Post-Program Student Evaluation Scores

| The OASIS After-School Arts Program... | Martin | Martin | Monte Vista | Monte Vista | Monroe | Monroe |
|---|------------|-------------|-------------|-------------|------------|-------------|
| | Pre (n=19) | Post (n=18) | Pre (n=23) | Post (n=14) | Pre (n=21) | Post (n=21) |
| Is fun! | 3.79 | 3.67 | 3.52 | 3.93* | 3.67 | 3.76 |
| Makes me more interested in learning. | 3.33 | 3.50 | 3.26 | 3.43 | 3.43 | 3.43 |
| Has leaders that care about me. | 3.50 | 3.39 | 3.43 | 3.50 | 3.57 | 3.74 |
| Has leaders that I ask for advice about my life. | 2.61 | 2.50 | 2.91 | 2.71 | 3.05 | 2.43* |
| Makes me want to do well in school. | 3.53 | 3.44 | 3.32 | 3.64 | 3.62 | 3.48 |
| Helps me become a better person. | 3.47 | 3.22 | 3.32 | 3.57 | 3.52 | 3.33 |
| Has other kids that I like to be around. | 3.47 | 3.67 | 3.73 | 3.57 | 3.43 | 3.38 |
| Has some of my best friends in it. | 3.68 | 3.83 | 3.59 | 3.64 | 3.38 | 3.57 |
| Has helped me get to know other kids' parents. | 2.74 | 2.28 | 2.14 | 2.50 | 2.86 | 2.10* |
| Helps me avoid bad influences. | 3.47 | 3.17 | 2.91 | 3.71* | 3.33 | 3.33 |
| Helps me believe in myself. | 3.58 | 3.61 | 3.64 | 3.46 | 3.43 | 3.62 |
| Makes me think about what I can do in the future. | 3.74 | 3.28 | 3.41 | 3.62 | 3.25 | 3.57 |
| Helps me express my feelings about life. | 3.32 | 2.88 | 3.04 | 3.07 | 3.21 | 2.71 |

**Mean difference between pre- and post-class statistically significant at $p < .05$ (t-test)*

Table 3 above summarizes the OASIS student program evaluation survey results. For each question the possible responses were a four-point Likert scale (1=strongly disagree 2=disagree 3=agree and 4=strongly agree). The survey was given at the beginning of the program and at the end. Overall, the results show strong levels of satisfaction among students. Mean scores for most questions scored, on average, somewhere between “agree”(3.0) and “strongly agree” (4.0). Survey questions receiving the highest mean scores were the OASIS Program “Is Fun” “Has Leaders that Care About Me” “Has Other Kids that I Like to Be Around” “Has Some of My Best Friends In It” and “Helps Me Believe in Myself.” This speaks to the positive effects of the programming on the participants social capital--specifically finding good friends and leaders that care about them. The survey results also show that the program motivates students to do well in school, become a better person and avoid bad influences. The two questions that received the lowest mean scores were the OASIS program “Has leaders that I ask for advice about my life” and “Has helped me get to know other kids’ parents.”

OASIS PROGRAM ANALYSIS

Generally, mean post-program scores were not significantly different from pre-program scores (only in a few cases were pre- and post- mean score differences statistically significant at $p < .05$). This suggests that the positive perceptions of the programs that students had at the beginning of the program remained positive at the end of the program, but did not change significantly.

Overall, these student reports suggest that OASIS programming is meeting its goals of providing a fun, positive environment where students can connect with peers and mentors, and where students become inspired to become better students, better citizens, and more aware of future opportunities.

- Dr. Bradley Christerson

10,000

Number of under-resourced youth served as of 2018



3,412

Number of under-resourced youth served during 2017-2018 school year

400

Number of students and families who attended the OASIS Arts Festival



TESTIMONIALS

"Sometimes, I need to refresh my mind. When I am home, I can turn on some music and tap. Tap helps me when I am stressed, bored, or sad. It just refreshes me and makes me feel better!"

- Daisy, 4th Grade

"This is a good place. I'm not afraid to show my stuff!"

- Cindy, 5th Grade

"Since I have learned to tap, I have learned that my feet make the music. I don't need music to dance. I find myself tapping all the time, when I'm standing in line, waiting for something or bored. I especially like 'the flap'. Sometimes I tap to celebrate, instead of using my words, I dance. When I finish a big book, I do this... (he dances with joy)."

- Fernando, 4th Grade

"Fifth grader, Alejandra, has ADHD. She has difficulty with focus and motivation. Tap instruction has taught Alejandra to ask for help, listen to the constructive criticism, and use what she hears. She is the first to ask, "Can you show me that again?" "Is this right? Like this?" This has transferred into Alejandra's classroom as well. Previously, Alejandra would shut down and disengage in class when something was hard for her. She has learned to ask for help and to keep asking and trying until she gets it. In tap she has learned persistence pays off!"

- Principal Greene, Monte Vista Elementary

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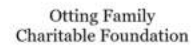
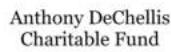
International Supermodel

Dr. Yung-Jae Lee

Asst Dean, School of Econ and Bus Admin
Saint Mary's College of California

THANK YOU!

We would like to thank you for all your generosity in supporting our vision to positively impact our communities.





www.oasiscenterintl.org