Bringing Students and Adults to Places of Awareness through Eco-Art Workshops and Adventures via Kayak, Walking, and Vessels on the Estuaries of the Gulf

Karla Klay, Executive Director, The Artist Boat, Inc
Providing Place-Based Experiences for Learners

Place Diagram for Artist Boat created by Askura Robinson
Artist Boat’s Eco-Art Workshops and Adventures Program

- 40,000+ K-Grey learners served through Youth and Public Eco-Art Programming since 2003

Youth Eco-Art Program Breakdowns

**Race**
- Caucasian: 33%
- Hispanic: 44%
- African American: 14%
- Asian: 7%
- Other: 2%

**Age**
- Children (<12): 65%
- Children (12-18): 12%
- Adult (19-55): 23%
- Senior (>55): 0%
# Artist Boat’s Eco-Art Workshops and Adventures Program

## Public & Private Eco-Art Adventures

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Coastal Heritage</th>
<th>Other Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>358</td>
<td>511</td>
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<tr>
<td>2004-2005</td>
<td>511</td>
<td>548</td>
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<tr>
<td>2005-2006</td>
<td>548</td>
<td>591</td>
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<tr>
<td>2006-2007</td>
<td>591</td>
<td>816</td>
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<tr>
<td>2007-2008</td>
<td>816</td>
<td>527</td>
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<tr>
<td>2008-2009</td>
<td>527</td>
<td>1264</td>
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<tr>
<td>2009-2010</td>
<td>1264</td>
<td>2382</td>
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<tr>
<td>2010-2011</td>
<td>2382</td>
<td>1775</td>
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<tr>
<td>2011-2012</td>
<td>1775</td>
<td>681</td>
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<tr>
<td>2012-2013</td>
<td>681</td>
<td>1159</td>
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<tr>
<td>2013-2014</td>
<td>1159</td>
<td>584</td>
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<td>2014-2015</td>
<td>584</td>
<td>780</td>
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<tr>
<td>2015-2016</td>
<td>780</td>
<td>592</td>
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</table>
## Artist Boat’s Eco-Art Workshops and Adventures Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Eco-Art Workshops</th>
<th>Eco-Art Adventures</th>
<th>Public Eco-Art Adventures</th>
<th>Total People Served By Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>1,103</td>
<td>1,303</td>
<td>358</td>
<td>2,764</td>
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<tr>
<td>2004-2005</td>
<td>828</td>
<td>902</td>
<td>511</td>
<td>2,241</td>
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<td>2005-2006</td>
<td>678</td>
<td>1,055</td>
<td>548</td>
<td>2,281</td>
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<td>2006-2007</td>
<td>2,463</td>
<td>1,782</td>
<td>591</td>
<td>4,836</td>
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<td>2007-2008</td>
<td>924</td>
<td>1,942</td>
<td>816</td>
<td>3,682</td>
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<td>2008-2009</td>
<td>2,044</td>
<td>1,598</td>
<td>527</td>
<td>4,169</td>
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<tr>
<td>2009-2010</td>
<td>3,055</td>
<td>2,068</td>
<td>1,264</td>
<td>6,387</td>
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<td>2010-2011</td>
<td>3,382</td>
<td>3,034</td>
<td>2,382</td>
<td>8,798</td>
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<td>2011-2012</td>
<td>1,669</td>
<td>2,195</td>
<td>1,175</td>
<td>5,039</td>
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<td>2012-2013</td>
<td>1,618</td>
<td>2,275</td>
<td>1,840</td>
<td>5,733</td>
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<td>2013-2014</td>
<td>3,225</td>
<td>4,069</td>
<td>1,457</td>
<td>8,751</td>
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<tr>
<td>2014-2015</td>
<td>3,599</td>
<td>3,841</td>
<td>1,372</td>
<td>8,812</td>
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<tr>
<td>2015-2016</td>
<td>1,752</td>
<td>2,174</td>
<td>932</td>
<td>4,858</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26,340</strong></td>
<td><strong>28,238</strong></td>
<td><strong>14,373</strong></td>
<td><strong>68,951 (42,611 on adventures)</strong></td>
</tr>
</tbody>
</table>
Eco-Art Workshops

“The combination of art and science in the workshop moves students past facts to a personal investment in coastal issues.”

– Carolyn Klein, Westside High School

“The combined art/science approach not only creates an outlet for students to express and extend their understanding, this broadens their backgrounds and enhances ability to integrate across curriculum.”

- Ms. Ralph, River Oaks Elementary
Eco-Art Adventures

“A true outdoor experience in which they brought theory into practice!” – Michael Tee, Davis High School

“Makes a cross-curricular connection with real-world experiences.” – Stephanie Lane, San Jacinto Intermediate
Eco-Art by Design:

Why Combine Science and Art?

Leads to better problem solvers, innovators, inventors, self-reliant, and logic reasoning

• 61% students taking music appreciation scored 42 higher on Math – SAT

• Training in the arts improves creativity and innovation

• Captures the interest of a wider audience
Environmental Education Continuum

- Awareness
- Knowledge

Environmental Information and Outreach

- Critical thinking
- Problem solving
- Decision making

Skills

Action
- Stewardship

GOAL
Scientific Learning Standards
The Importance of Reflection for Place-Based Education
The Eco-Art Learning Experience

- Correctly identified source of non-point source pollution
- Correctly identified Galveston Bay is brackish
- Correctly identified source of FW to the Bay
- Correctly Defined Watershed
- Correctly Defined estuary
- Correctly identified abiotic factor
- Correctly identified 4 functions of marsh
- AVERAGE

Percent of Students Who Answered Correctly (%)
The Eco-Art Learning Experience

- Frequency of engaging in outdoor activities: 0%
- Frequency of engaging in nature-based activities: 5%
- Frequency of learning about nature: 3%
- Frequency of engaging in stewardship behaviors: 9%
- Attitude about learning about art and science: 0%
- Attitude about the health and beauty of GB and GOM: 6%
- Attitude about human uses of the Bay: 6%
- Average: 4%
**Eco-Art Programming has been made possible by the support of:**

- The NOAA Bay Watershed Education and Training Program (BWET)
- The General Land Office’s Coastal Management Program (CMP)
- The Waterborne Education Center
- The Moody Permanent Endowment Fund
- The Coastal Impact Assistance Program (CIAP)
- The SEAY Foundation
- The Environmental Protection Agency
- The Texas Education Agency Science and Math Literacy Program
- The Harris and Eliza Kempner Fund
- The City of Houston Weed and Seed Program
- The Tabitha Foundation
- The Galveston Bay Estuary Program
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