

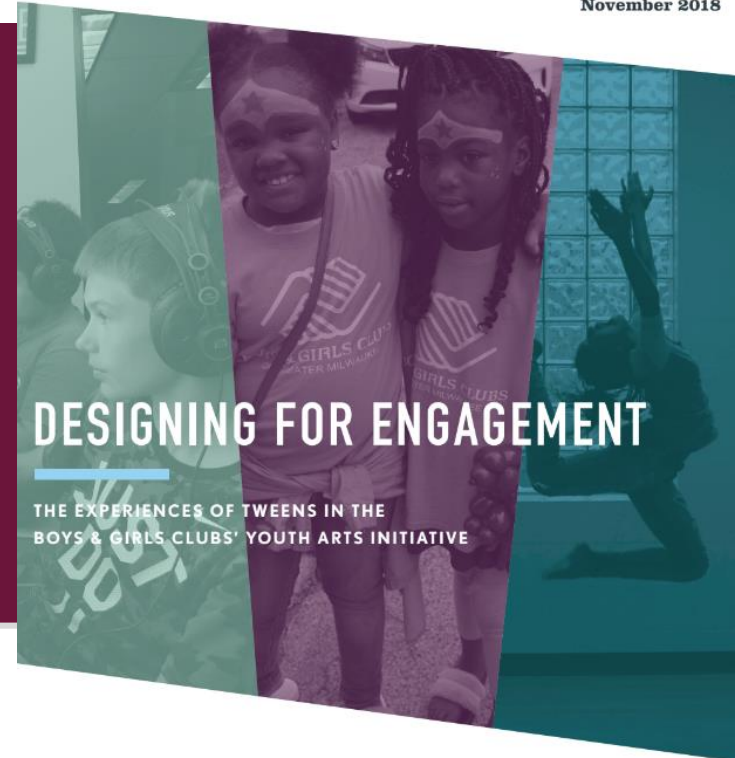
While you're waiting for the webinar to begin, please respond to the poll question below

Welcome

Designing for Engagement: The Experiences of Tweens in the Boys and Girls Clubs' Youth Arts Initiative

National Guild for Community Arts Education Webinar

Feb. 20, 2019

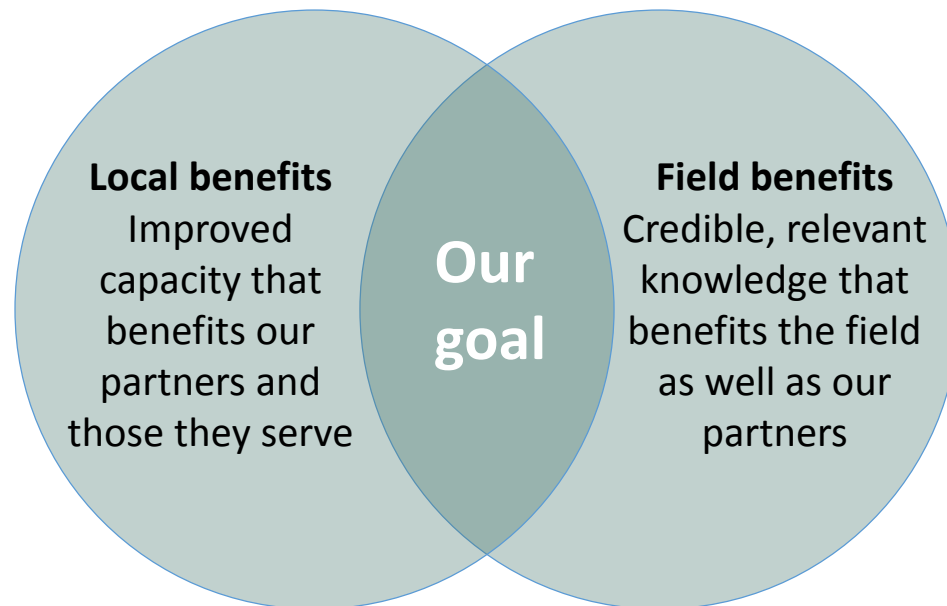


Today's Webinar

- Peter Rogovin, The Wallace Foundation
- Wendy McClanahan, McClanahan Associates, Inc.
- Tracey Hartmann, Research for Action
- Ben Perkovich, Boys & Girls Club of Greater Green Bay
- Vedale Hill, Boys & Girls Clubs of Greater Milwaukee

The Wallace Foundation: Mission and Approach

- The mission of The Wallace Foundation is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone.
- We seek to add value by:
 - Focusing initiatives where the leverage of our assets is greatest
 - Helping our grantee partners to build capacity
 - Creating and disseminate new knowledge



Format for Today's Discussion

- Today's webinar is organized by topic:
 - Recruitment
 - Engagement
 - Benefits
- Within each topic, we will follow a discussion structure:
 - Presentation of top-level research findings
 - Implementation lessons and insights
 - Questions from webinar participants

The Youth Arts Initiative and Prior Research

The Ten Principles

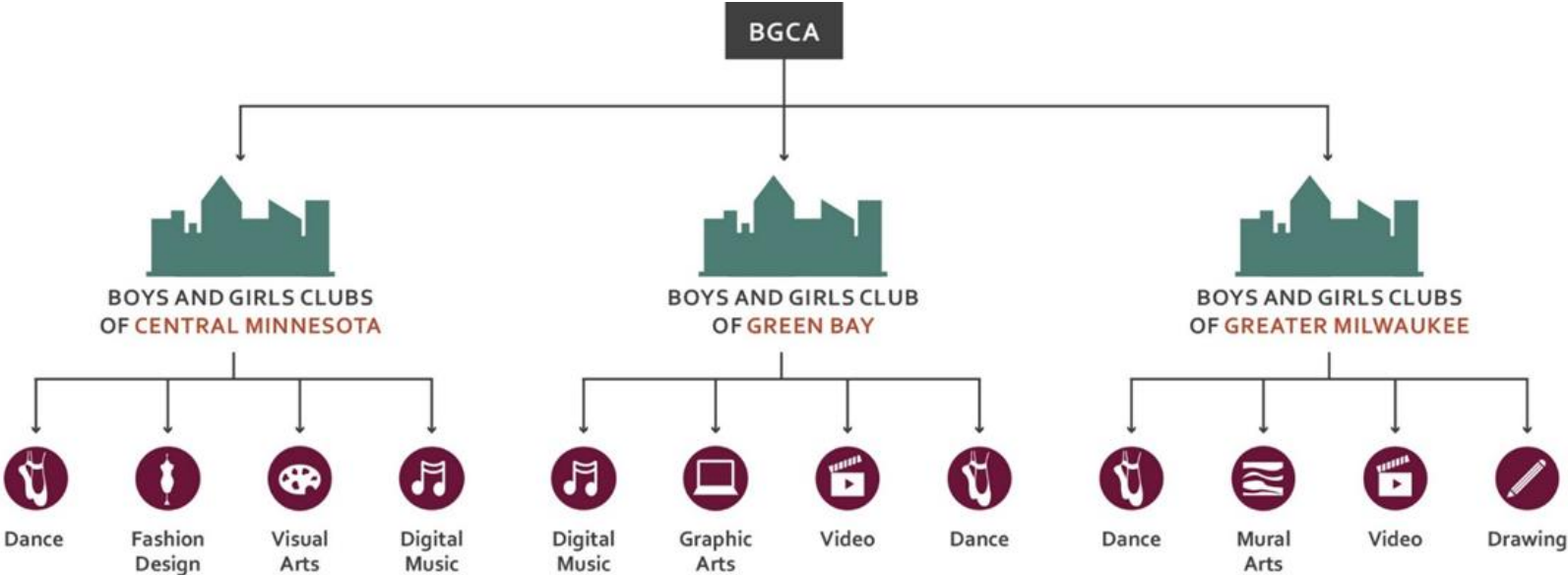
In YAI, high-quality arts education is defined by the “**Ten Principles for Success**” (from Wallace’s *Something to Say: Success Principles for Afterschool Arts Programs From Urban Youth and Other Experts*)

Table 1. The Ten Principles

1	Instructors are professional, practicing artists, and are valued with compensation for their expertise and investment in their professional development.
2	Executive directors have a public commitment to high-quality arts programs that is supported by sustained action.
3	Arts programs take place in dedicated, inspiring, welcoming spaces and affirm the value of art and artists.
4	There is a culture of high expectations, respect for creative expression and an affirmation of youth participants as artists.
5	Programs culminate in high-quality public events with real audiences.
6	Positive relationships with adult mentors and peers foster a sense of belonging and acceptance.
7	Programs are shaped with active, real-time influences and input of youth participants on program content and approach. Youth are engaged in meaningful leadership roles.
8	Programs are built around hands-on skill building that uses current equipment and technology.
9	Programs strategically engage stakeholders—including parents/caregivers, site staff and community—to create a network of support and sustainability.
10	Programs provide a safe place for youth—both physically and emotionally safe.

YAI Pilot

Figure 1. Structure of YAI pilot



YAI classes

Two types of programming offered:

- Skill-development classes
- Exposure opportunities (e.g., open studio)

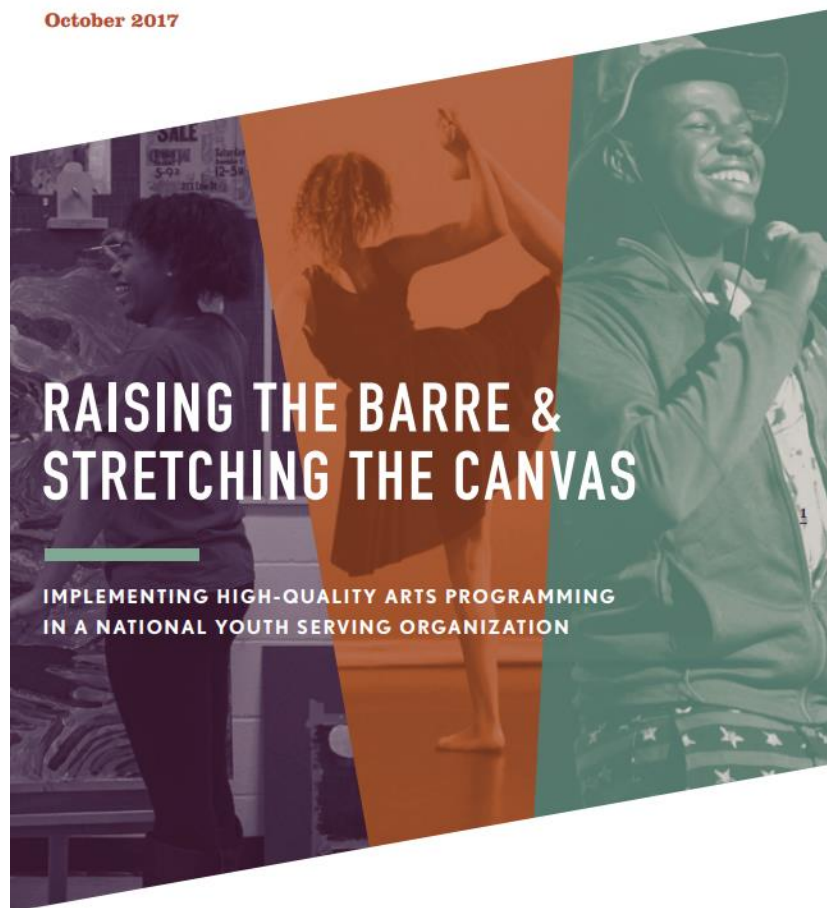
Three types of art forms:

- Performing arts: Dance
- Visual arts: Painting, drawing, mural arts
- Digital arts: Graphic design, digital music, filmmaking, fashion design

**Can the Ten Principles
be implemented in a multi-program
youth-serving organization?**

First report

October 2017



COMMISSIONED BY THE WALLACE FOUNDATION



WENDY S. MCCLANAHAN, PH.D.



TRACEY A. HARTMANN, PH.D.



Yes, high-quality after-school art skill-development programs CAN be incorporated into a multi-program youth serving organization!

- Data from participants, staff, and parents showed that **Clubs implemented the Ten Principles.**
- Clubs hired **professional practicing teaching artists.**
- Youth created **original artwork** in skill-development classes.
- Club leadership was **highly engaged in advocating for YAI** internally and externally.
- Programs regularly hosted **culminating events** of all types.
- Each Club designed and outfitted three or four **new art studio spaces.**
- However, Clubs had to **change and adapt practices** to implement YAI...

Designing for Engagement

Overarching research questions

- Were tweens attracted to high-quality arts programs in a Club setting that offers many different types of programs? How did Clubs attract them?
- Were tweens engaged and participating regularly in rigorous skill-development programs when other Club programs were drop-in? How did Clubs engage and retain participants?
- Does the implementation of high-quality arts programs aligned to the Ten Principles add value to the Clubs and for participating tweens?

Were tweens attracted to high-quality arts programs in a Club setting that offers many different types of programs?

Tween interest and participation

Tweens were interested in programs designed according to the Ten Principles.

- 1,280 tweens participated in YAI
- YAI enrollment trended upwards over time
- 90% existing Club members

Recruitment

- **Word-of-mouth** was the most common way tweens first heard about YAI.

- Recruitment primarily happened **within Clubs**.

- **Professional teaching artists, new studio spaces, and arts-focused culminating events** attracted youth.

When the kids come in the building...[the teaching artists are] not sitting in their program areas. They're with the kids, like, "Hey, are you going to try dance? Are you going to try art? Come try my program out."

- External recruitment efforts were slow to yield results.

Exposure classes got more boys involved in YAI

Table 2. Gender of YAI tweens by art form and class type

		PERFORMING	VISUAL	DIGITAL
TWEENS WHO PARTICIPATED IN ANY TYPE OF YAI CLASS				
GENDER (N=1706)	FEMALE	74%	59%	51%
	MALE	26%	41%	49%
TWEENS WHO PARTICIPATED IN A SKILL-DEVELOPMENT CLASS				
GENDER (N=1303)	FEMALE	81%	59%	54%
	MALE	19%	41%	46%
TWEENS WHO PARTICIPATED ONLY IN EXPOSURE CLASS(ES)				
GENDER (N=387)	FEMALE	56%	60%	40%
	MALE	44%	40%	60%

Source: YAI Participation and Background Data (2014-2016)

Note: n sizes are larger than the total number of tweens who participated in YAI because a subset of tweens participated in more than one art form; they are double counted in this table.

Questions and Discussion-Recruitment

Leadership Perspective	<p>As someone who seeks to help kids find their passion across a range of programs, what was effective in building enthusiasm and recruitment for art and YAI?</p> <p>In what ways did your approach change over time as YAI became better known at the club?</p>
Teaching artist perspective	<p>Direct recruitment-hearing about YAI from the teaching artists--was one of the most successful recruitment strategies. Can you describe the specifics of successful recruitment by the teaching artists?</p> <p>Also, boys were less likely to participate in YAI than girls--was there anything you had to do differently to recruit boys?</p>

What questions or comments do you have about recruiting tweens in high-quality arts programming?

Please share via the Q&A box

**Were tweens engaged and participating regularly
in a rigorous skill-development program when
other Club programs were drop-in?**

Engagement

Youth reported—and parents and Club staff observed—a high level of engagement, defined as *enjoyment, interest, and willingness to be challenged*.*

“It is the best thing I have ever done.” (YAI participant)

“The program is a big deal, family-wise, because they bring home so much of it. We talk about it more than we talk about school. It’s such a big deal – it’s such an accomplishment.” (YAI parent)

“It’s lots of fun, but at some point, you have to do hard work—it’s not just playing around. At one point you have to get real serious.” (YAI participant)

YAI participants participated regularly and returned the following year...

Table 3. Average percent of regular or high-intensity YAI tweens in skill-development classes during each session, each semester

PERFORMING ARTS (N= 569)	REGULAR PARTICIPANTS (1 DAY PER WEEK OR MORE)	66%
	HIGH-INTENSITY PARTICIPANTS (2 DAYS PER WEEK OR MORE)	39%
VISUAL ARTS (N = 424)	REGULAR PARTICIPANTS (1 DAY PER WEEK OR MORE)	50%
	HIGH-INTENSITY PARTICIPANTS (2 DAYS PER WEEK OR MORE)	19%
DIGITAL ARTS (N=1,220)	REGULAR PARTICIPANTS (1 DAY PER WEEK OR MORE)	54%
	HIGH-INTENSITY PARTICIPANTS (2 DAYS PER WEEK OR MORE)	24%
OVERALL (N = 2,213)	REGULAR PARTICIPANTS (1 DAY PER WEEK OR MORE)	58%
	HIGH-INTENSITY PARTICIPANTS (2 DAYS PER WEEK OR MORE)	32%

Ten Principles and sparks in the arts drove engagement

The Ten Principles and the development of sparks in the arts drove youth engagement and regular participation.

- Strong youth development practices identified in the Ten Principles (Principles 6, 7, 8, and 10)
- High expectations supported by parent engagement (Principles 4 and 8)
- Sparks, or motivating interests, in the arts*
 - *“They come home and play the music and do the dances. They want to dance all day.” (YAI parent)*

*Scales, Benson, and Roehlkepartain, “Teen Voice 2010,” 5.

Barriers to participation

Barriers to participation included:

- **Competing programs:** Club leadership (Principle 2) had to manage unit-wide schedules to reduce competition with other programs.
- **Growing pains:** Teaching artists (Principle 1) had to manage program growing pains.
- **Other responsibilities:** Middle school youth had other barriers (homework, sports practice, and other responsibilities).

Integrating both pieces [YAI and other activities] is a challenge, trying to make sure all our kids get everything they need as a whole. When it comes to sports, a lot of our kids have to cancel everything to get to basketball or football. How do we move forward to get them to say, “this is what I signed up for, this is what I’m going to do”? That’s a challenge, trying to make sure they have dance and art, and character building, healthy life skills. How can we combine it?

Questions and Discussion-Engaging and Retaining

Teaching artist perspective

Can you speak about the **role of the culminating events in retaining, focusing and motivating kids?**

How did you **design and time the culminating events so that they were tools to motivate and retain kids?**

Leadership Perspective

How did you manage the challenge of a skill-based program with **attendance requirement in an organization with a drop-in culture?**

What questions or comments do you have about engaging and retaining tweens in high-quality arts programming?

Please share via the Q&A box

Does the implementation of high-quality arts programs aligned to the Ten Principles add value to the Clubs and for participating tweens?

YAI added value to the Clubs and benefited tweens

High-quality arts programming **added value to the Clubs.**

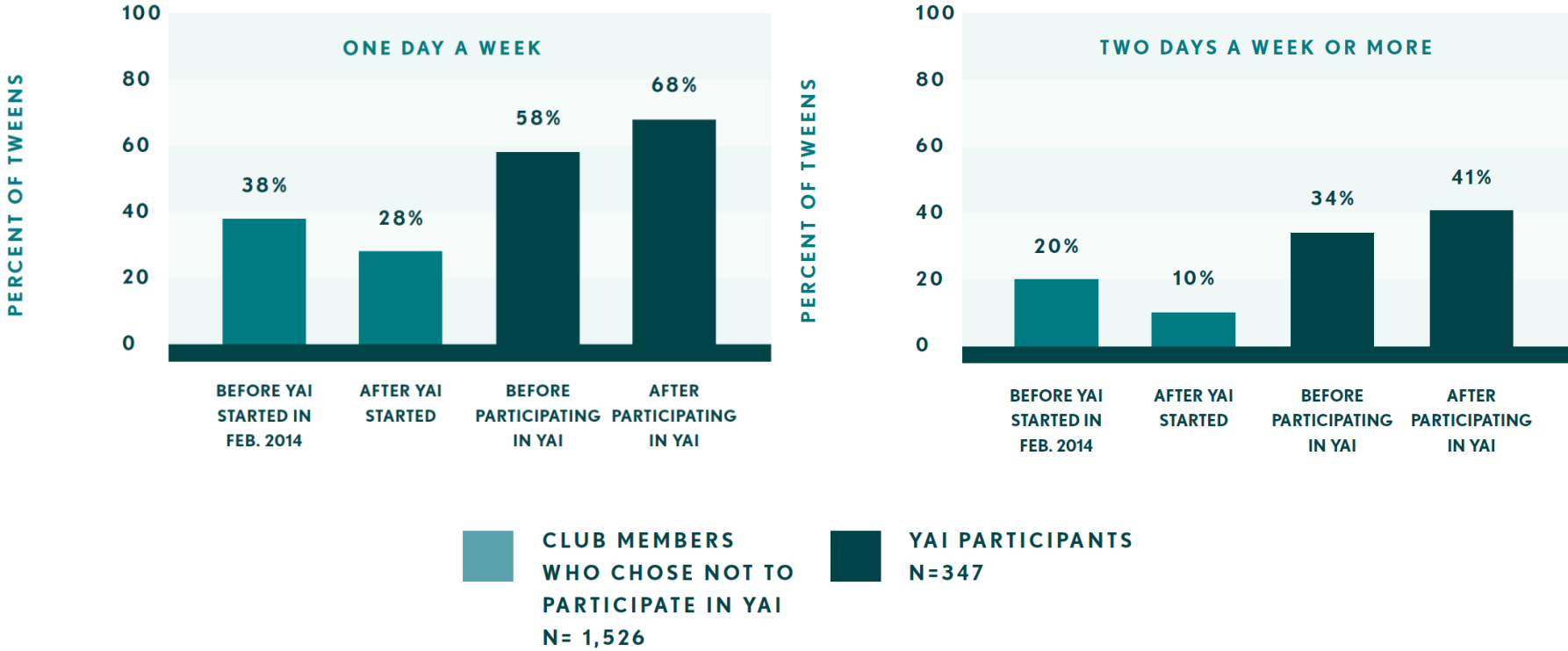
- YAI increased tween Club participation and retention when other tween participation was declining.

High-quality arts skill development programming **benefited tweens.**

- YAI provided tweens with developmentally rich programs.
- YAI created environments in which youth were experiencing social-emotional development and developing art skills.

YAI participants increased their participation and retention in the Club compared to Club members who did not participate

Figure 2. Club attendance among YAI participants and Club members who did not participate in YAI



Source: Club Participation data (2012-16)

Note: We examined the change in attendance patterns after YAI participation by controlling for participants' attendance trends before YAI started in 2014. We found the change in attendance patterns remained the same regardless of participants' pre-existing attendance trend.

Added value: Self-reported youth development themes

Participants honed artistic skills *and* developed social and emotional learning competencies*.

Increased self-confidence

"I think they have exceeded the goals I set. [The teaching artist] has performed a miracle on my daughter. She can dance now, she's not shy, she doesn't mind getting up in front of people, and she would not do that. She's done a 180 as far as her personality—she wants to do more now, and she was not like that [before]." (YAI parent)

Responsibility and time management

"It's definitely taught them more responsibility. Because it's like, '[The teaching artist] is going to be so upset if I don't do this or don't get this done.' They know they're going to be held accountable—even though it's a fun activity, they still know that they have to have some responsibility." (YAI parent)

Relationship skills and new friendships

"I like how you can help others...and make new friends. And...express your feelings to others. Try to help them out and be kind." (YAI visual arts participant)

Added value: Tweens learned art skills in YAI

- Learning techniques of the craft*
- Learning to care for tools, materials and space



"First you have to learn the moves, then you got to get the details, then you've got to get through all that and make it slightly your own but not so [you] stand out. Then you work on trying to compromise to be with the whole group. And then you got to clean it. It's just a long process." (YAI dance participant)

"I had never used that [digital music] software before so it took time to learn that because I mainly use GarageBand but I learned it pretty quickly. [Teaching Artist] gave me good advice and feedback." (YAI digital music participant)

Questions and Discussion-Benefits and Value

Leadership Perspective	What changes did you and other staff members see in the kids that participated in YAI and how did this affect the staff and the club?
Teaching artist perspective	An important finding in the research was that youth developed “Sparks” in the arts, which were both a positive outcome and a motivator of engagement. Can you give an example of a kid that developed a “spark” through YAI and reflect on what strategies and supports were needed to nurture this spark?

What questions or comments do you have about the benefits and value of high-quality arts programming?

Please share via the Q&A box

Thank you
