



The
Kennedy
Center



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EVAL 2018

Fostering Gateway Experiences

Factors that Optimize Engagement at
Performances for Young Audiences

#Eval18



Literature: Gateway Experiences

“It bears repeating that individuals are attracted to the arts not in the hope that the experience will make them smarter or more self-disciplined, but because of the pleasure, emotional stimulation, and meaning the arts can provide. These intrinsic motivations, however, are unlikely to operate before an individual has some initial experiences with the arts. Instead, they are likely to be a byproduct of the individual’s initial, or gateway, experiences with the arts...

...Of central importance to an individual’s inclination to continue future involvement is his or her reaction to the initial arts experience. Those who find their initial experience positive are very likely to be willing to continue their involvement.”

(McCarthy, et. al, 2004)

Literature: Recent Arts Field Trip Studies

Cultural field trips may produce significant benefits for students (Greene, J.P, et. al., 2018):

- teach academic content
- increase student tolerance
- increase social perspective taking

Students who received a museum program may be more likely to (Korn, et. al, 2018):

- ask more complex questions about art
- be more accepting of multiple interpretations
- experience greater emotive recall of the program

Construct: Engagement (FY17)

Facet of Engagement		Items
P	Prior Knowledge	3, 4, 6
E	Expectations	5, 10
E	Emotional Connection	8, 9
R	Relation to Lives	7, 11

Sampling: Probability Sample (FY17)

Art Form	School Band	Number of Events	Percent	Event Sample	Student Sample (Target)	Student Sample (Actual)
Music	ES	6	16.67%	3	174	203
	MS	6	16.67%	3	174	164
	HS	6	16.67%	3	174	111
Theater	ES	4	11.11%	1	116	99
	MS	3	8.33%	1	87	161
	HS	6	16.67%	2	174	86
Dance	ES	0	0.00%	0	0	0
	MS	1	2.78%	1	33	34
	HS	4	11.11%	1	115	112
TOTALS		36		15	1047	970

Survey Administration: In-House Protocol

3 Months out

2 Weeks out

3-4 Days out

1 Day out

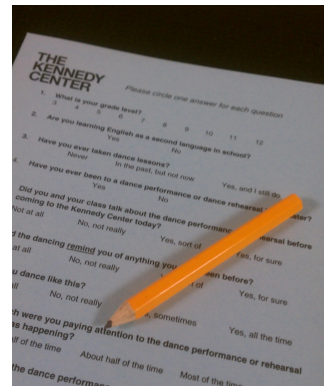
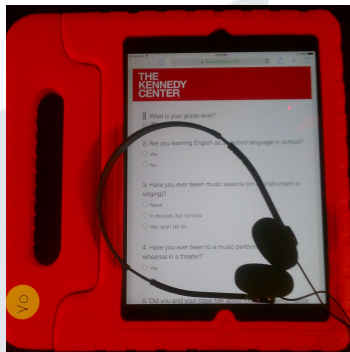
Day of Performance

1 Day after Performance

5 Days after Performance

- Education Staff
- Production Staff
- House Managers
- Ushers
- Registration
- Facilities
- Accessibility
- Teachers
- Students

Survey Administration: Multiple Modes



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1. What is your grade level?

2. Are you learning English as a second language in school?

☐ Yes

☐ No

3. Have you ever taken music lessons (on an instrument or singing)?

☐ Never

☐ In the past, but not now

☐ Yes, and I still do

4. Have you ever been to a music performance or music rehearsal in a theater?

☐ Yes

☐ No

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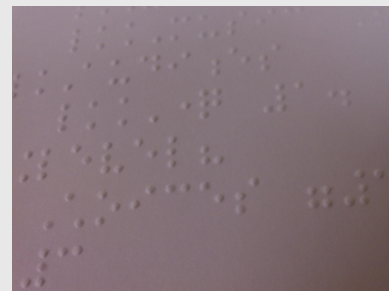
Instrucciones de la encuesta

El Kennedy Center desea saber lo que has pensado y sentido acerca del espectáculo de hoy. Para ello te invitamos a responder una breve encuesta.

- Primero, esto no es un examen. No hay respuestas correctas o incorrectas, solo tus respuestas.
- Por favor toma tu tiempo para leer cada pregunta cuidadosamente y pensar en ella antes de responder.
- Si necesitas ayuda—por ejemplo leyendo o entendiendo la encuesta, usando el iPad, o tienes alguna pregunta—por favor levanta la mano y alguien te ayudará.
- Cuando hayas terminado, por favor presiona LISTO, da vuelta el iPad, y síéntate en silencio.
- Recogeremos sus iPads mientras forman una sola fila.

1. ¿En qué grado estás?

2. ¿Estás aprendiendo inglés como segunda lengua en la escuela?



Construct: Engagement (FY18)

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Factor Analysis (N=970)	Items
Engagement Scale	6, 7, 8, 9, 11
Grade Level	1
English Learner	2
Lessons in Art Form	3
Prior Performance Experience	4
Prior Preparation	5

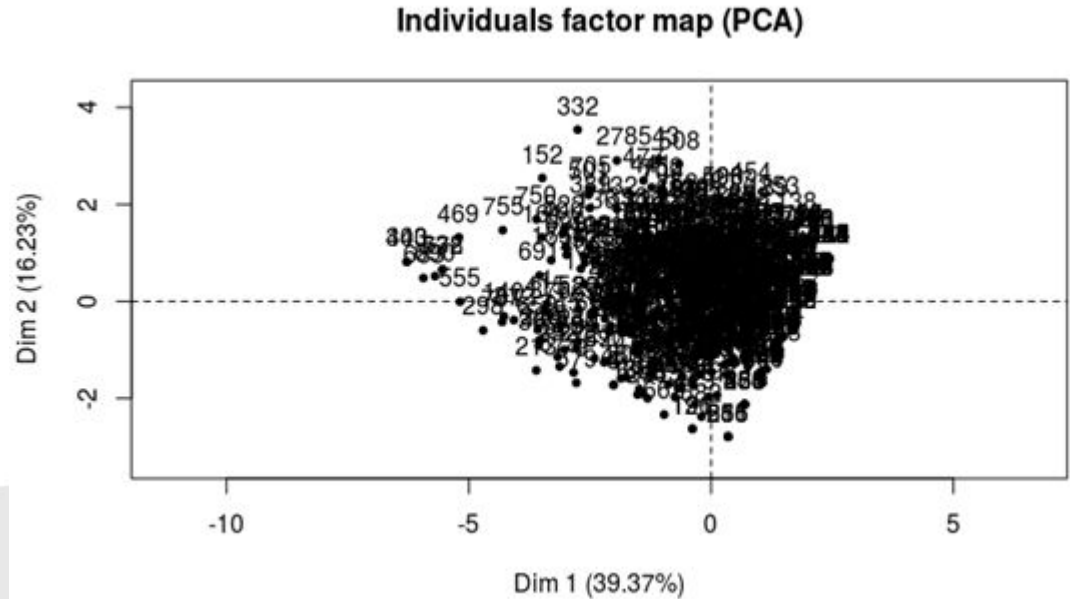
Cronbach's Alpha .707

Sampling: Criterion-based Sample (FY18)

Production	Art Form	Education Type	N
Sphinx Virtuosi	Music	Post Discussion	38
Bernstein	Music	Young People's Concert	178
Me... Jane	Theater	Post Discussion	98
Digging Up Dessa	Theater	Sensory Friendly	87
Digging Up Dessa	Theater		261
American Ballet Theater	Dance	Work Rehearsal	40
Alvin Ailey	Dance	Mini Performance	261
Total			763

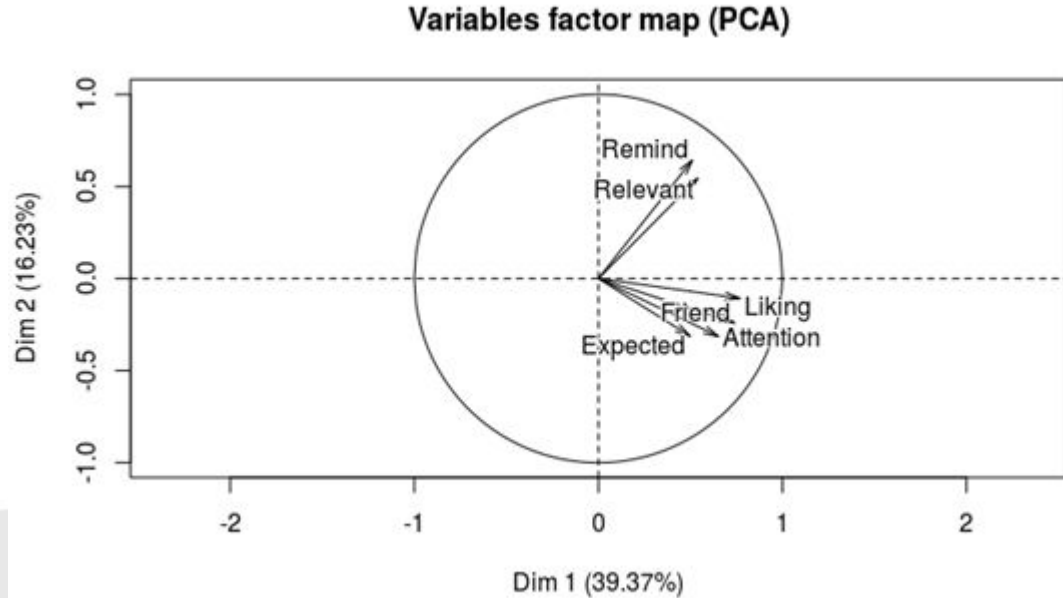
Factor Analyses (FY18)

How do
facets of
positive
engagement
hang
together?



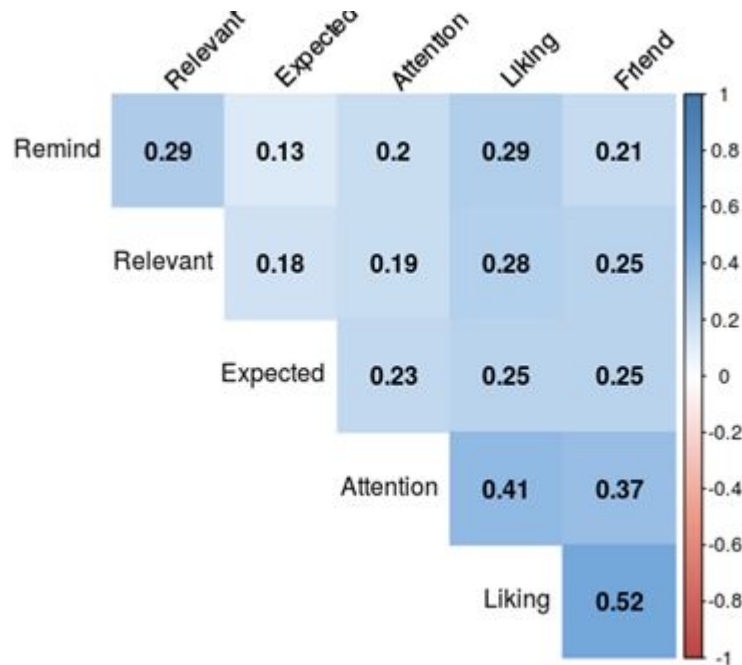
Factor Analyses (FY18)

How do facets of positive engagement hang together?



Factor Analyses (FY18)

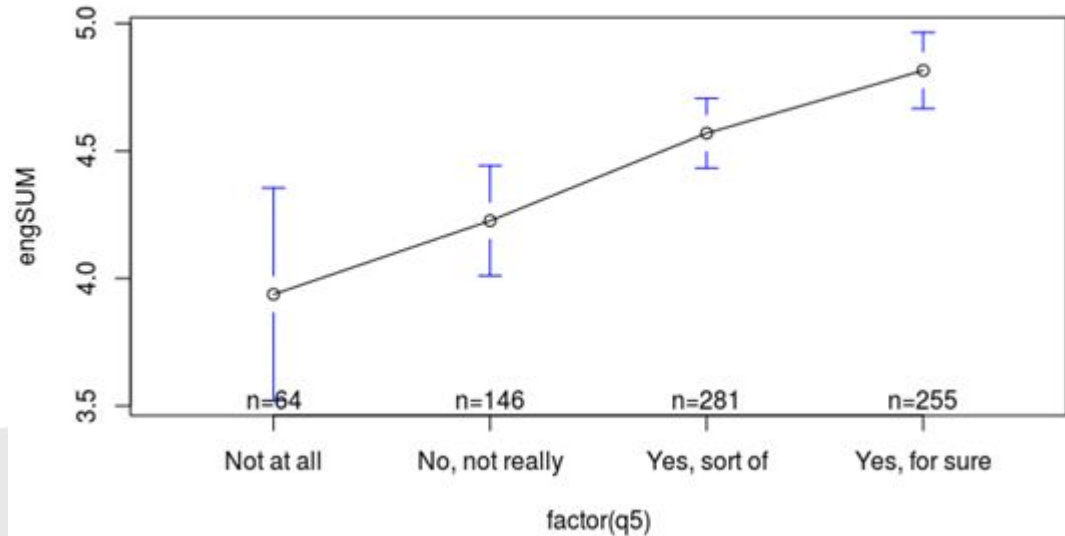
How do
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Analysis of Variance (FY18)

Are positive engagement scores associated with **prior preparation?**

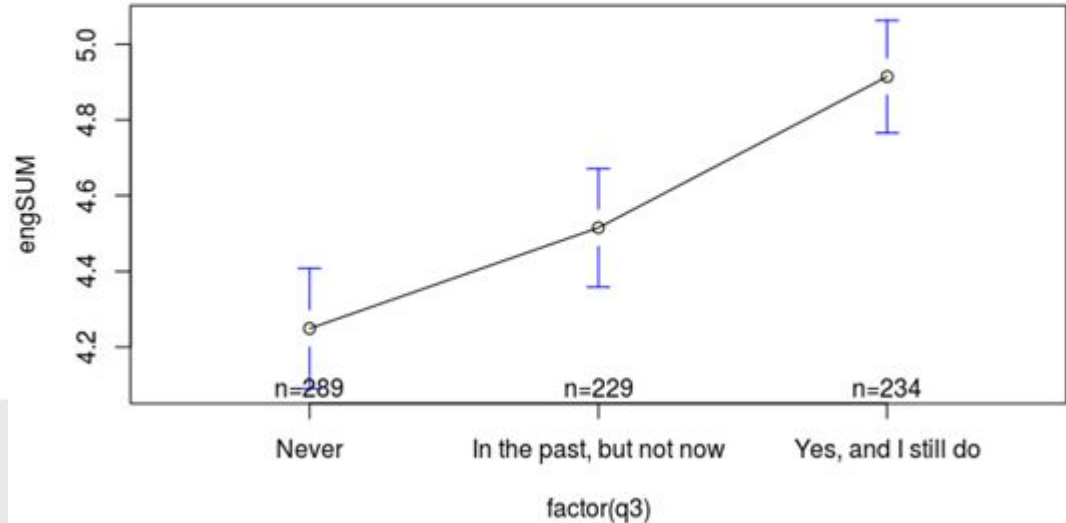
Strong Association One-Way ANOVA
[$F(3) = 12.01, p < .001$]



Analysis of Variance (FY18)

Are positive
engagement
scores
associated with
taking lessons?

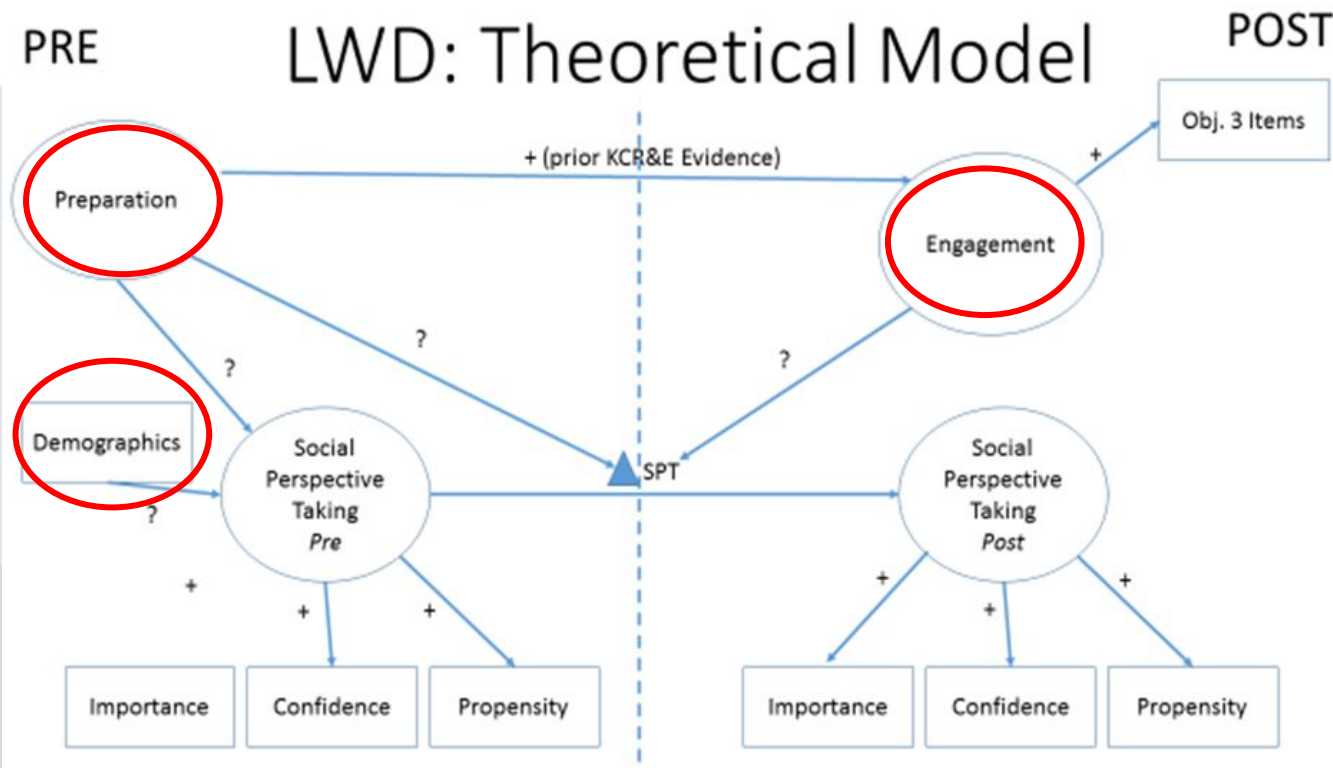
Strong Association One-Way ANOVA
[$F(2) = 18.16, p < .001$]



Practical Applications

1. **Engagement as a mechanism through which student audience members experience a performance. Increased confidence in our scale and thereby, our measurement.**
 - a. How engaged are student audiences overall? Which shows have the highest levels engagement? Does it vary?
2. **What other factors make student audience members more likely to be engaged?**
 - a. Prior preparation - clear evidence for the importance of wrap-around education (performance guides)
 - b. Experience - linked with higher engagement, implications for types of wrap-around and recruitment.

Next Steps: Learning Mechanism (FY19-20)



Contact Us

EDUCATION DIVISION | Research and Evaluation

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