Fostering Gateway Experiences
Factors that Optimize Engagement at Performances for Young Audiences

Don Glass, Ph.D.
Charles Beekman, Ph.D.
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EVAL 2018

#Eval18
“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)

<table>
<thead>
<tr>
<th>Facet of Engagement</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Knowledge</td>
<td>3, 4, 6</td>
</tr>
<tr>
<td>Expectations</td>
<td>5, 10</td>
</tr>
<tr>
<td>Emotional Connection</td>
<td>8, 9</td>
</tr>
<tr>
<td>Relation to Lives</td>
<td>7, 11</td>
</tr>
</tbody>
</table>
## Sampling: Probability Sample (FY17)

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

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 ha pensado y sentido acerca del espectáculo de hoy. Para ello te invitamos a responder con buena escuela.

- Primero, solo te es un examen. Tómate tiempo para leer cada pregunta y meter en ella antes de responder.
- Si necesitas rescatar un ejemplo leyendo o entendiendo la encuesta, usad el iPad. Si tienes alguna pregunta, por favor levanta la mano y alguien te ayudará.
- Cuando hayas terminado, por favor presiona el botón de salida en el iPad, y centrate en silencio.
- Recuerda que tus respuestas forman parte de esta encuesta.

1. ¿En qué grado estás?
   - [ ]

2. ¿Estás aprendiendo inglés como segunda lengua en la escuela?
### Construct: Engagement (FY18)

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<td>7, 11</td>
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</tbody>
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#### Factor Analysis (N=970)

<table>
<thead>
<tr>
<th>Items</th>
<th>Engagement Scale</th>
<th>Grade Level</th>
<th>English Learner</th>
<th>Lessons in Art Form</th>
<th>Prior Performance Experience</th>
<th>Prior Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6, 7, 8, 9, 11</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Cronbach’s Alpha .707
## Sampling: Criterion-based Sample (FY18)

<table>
<thead>
<tr>
<th>Production</th>
<th>Art Form</th>
<th>Education Type</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sphinx Virtuosi</td>
<td>Music</td>
<td>Post Discussion</td>
<td>38</td>
</tr>
<tr>
<td>Bernstein</td>
<td>Music</td>
<td>Young People’s Concert</td>
<td>178</td>
</tr>
<tr>
<td>Me… Jane</td>
<td>Theater</td>
<td>Post Discussion</td>
<td>98</td>
</tr>
<tr>
<td>Digging Up Dessa</td>
<td>Theater</td>
<td>Sensory Friendly</td>
<td>87</td>
</tr>
<tr>
<td>Digging Up Dessa</td>
<td>Theater</td>
<td></td>
<td>261</td>
</tr>
<tr>
<td>American Ballet Theater</td>
<td>Dance</td>
<td>Work Rehearsal</td>
<td>40</td>
</tr>
<tr>
<td>Alvin Ailey</td>
<td>Dance</td>
<td>Mini Performance</td>
<td>261</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>763</td>
</tr>
</tbody>
</table>
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 facets of positive engagement hang together?
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

Don Glass  dglass@kennedy-center.org

Charles Beekman  crbeekman@kennedy-center.org