

# RK&A

IMPACT PLANNING • EVALUATION • AUDIENCE RESEARCH



## PROGRAM EVALUATION

### ARTEJUNTOS / ARTTOGETHER

*Prepared for:*  
Katonah Museum of Art  
Katonah, NY

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## SUMMARY AND DISCUSSION

The Katonah Museum of Art (KMA) contracted Randi Korn & Associates, Inc. (RK&A) to evaluate its early childhood program, ArteJuntos/ArtTogether (ArteJuntos). ArteJuntos is a bilingual art and culture-based family literacy program that introduces low-income, educationally at-risk preschool children and their families to the KMA. The program empowers parents of children ages 3-5—their child’s most important teacher—and introduces children to activities that support their success in school and in life. Using works of art in the KMA’s exhibitions, ArteJuntos supports children’s emergent literacies—observation, oral and receptive language, and critical thinking skills.

The evaluation was designed to assess the achievement of program outcomes for students and parents, which include (a full description of these outcomes is available in Appendix B):

- ◆ Student Outcome 1: Students develop their literacy skills.
- ◆ Student Outcome 2: Students develop their critical thinking/visual literacy skills.
- ◆ Student Outcome 3: Students develop confidence and pride as learners.
- ◆ Student Outcome 4: Students demonstrate problem solving skills (in art making).
- ◆ Parent Outcome 1: Parents enhance their perceptions and awareness of, as well as visitation to, informal learning institutions.
- ◆ Parent Outcome 2: Parents increase their awareness of their children’s learning needs and are empowered with tools/strategies to be a teacher to their children at home.
- ◆ Parent Outcome 3: Parents develop enhanced visual literacy skills.

### TOP LINE CONCLUSIONS

Museums across the country are challenged to be responsive to ever-changing American demographics and to attract and serve culturally and linguistically diverse audiences in a deeply effective way. The Katonah Museum of Art (KMA), located in a suburban community of New York City, has found a way to serve its growing population of immigrant Latinos through a program that supports social inclusion for parents and school readiness for their young children. ArteJuntos is a rigorously designed and implemented program integrated into a local preschool through weekly programming over the course of the school year (and described in full on page 14). The program is ambitious in what it strives to achieve, as evidenced by the outcomes listed above.

In keeping with its overall rigorous approach to programming, ArteJuntos engaged Randi Korn & Associates, Inc., in a year-long evaluation study funded by the National Endowment for the

Arts (NEA) in school year 2014-15. Planning for evaluation of ArteJuntos was very intentional. Before the school year began, KMA and preschool staff worked with RK&A to clarify the intended impact of ArteJuntos, define and refine intended student and parent outcomes, develop measurable indicators for the intended outcomes, and design a scoring rubric. This planning work informed all aspects of the evaluation. RK&A utilized a rigorous mixed-methods approach that combined quantitative and qualitative methods—rubric-scored one-on-one student assessments (before and after the program), parent surveys (before and after the program), parent focus groups, and teacher interviews.

Evaluation results demonstrate that ArteJuntos positively impacts school readiness<sup>1</sup> and parents' engagement in their children's learning, which have been proven to lead to greater success in school and life, particularly for low-income and Latino families. To give a detailed, nuanced picture of exactly how the program affects its two audiences, data from the various methods are triangulated and presented for each outcome in the visual summaries on pages 6 to 13. Here we provide a top-line summary of results overall.

Results show that ArteJuntos affects preschool children's school readiness in important ways. The greatest growth among children is in their critical thinking skills, particularly their ability to observe closely and provide elaborate descriptions of what they see in a work of art as well as assign meaning to (or interpret) images. This growth is perhaps not surprising since ArteJuntos employs inquiry, a prevalent practice in art museum education, which consists of educator-led group dialogues that support viewers in their observations, descriptions, and interpretations of works of art. In the last fifteen years there have been many research studies that have measured how such dialogues help promote learners' critical thinking skills. Nevertheless, none of the aforementioned studies focused on preschool students, which makes the findings of this study all the more notable and exciting.

Of course, critical thinking cannot be utilized unless students have confidence in themselves as learners, and evaluation results indicate that ArteJuntos greatly impacted students' confidence. For instance, after the program students were more able to participate in a dialogue with an adult and present their ideas in front of a group. They also expressed greater enjoyment of learning environments, especially museums (their enjoyment of school and being outside in the park was high before and slightly higher after the program).

Results suggest that the program had a great impact on some areas of students' literacy skills. Preschool is a time when students' language grows exponentially each day, and the greater exposure to language the greater growth among students. In particular, after the ArteJuntos program students were likely to name and label more objects in a work of art than before as well as use more full or partial sentences. Again, inquiry probably contributed to the growth in these two areas since during an inquiry students are led through the process of naming what they see and teachers model the use of full sentences (i.e., "I see a girl feeding the dog."). It is notable that there was not the same growth when it came to students talking about natural objects,

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<sup>1</sup> It is probable that some of the difference we see in these young children before and after the program is due to developmental growth. However, we can draw meaning from the results by looking at where growth is the greatest. We can speculate that the program contributed in areas where there is the greatest growth.

suggesting that the growth in these two skills was tied to looking and talking about art specifically.

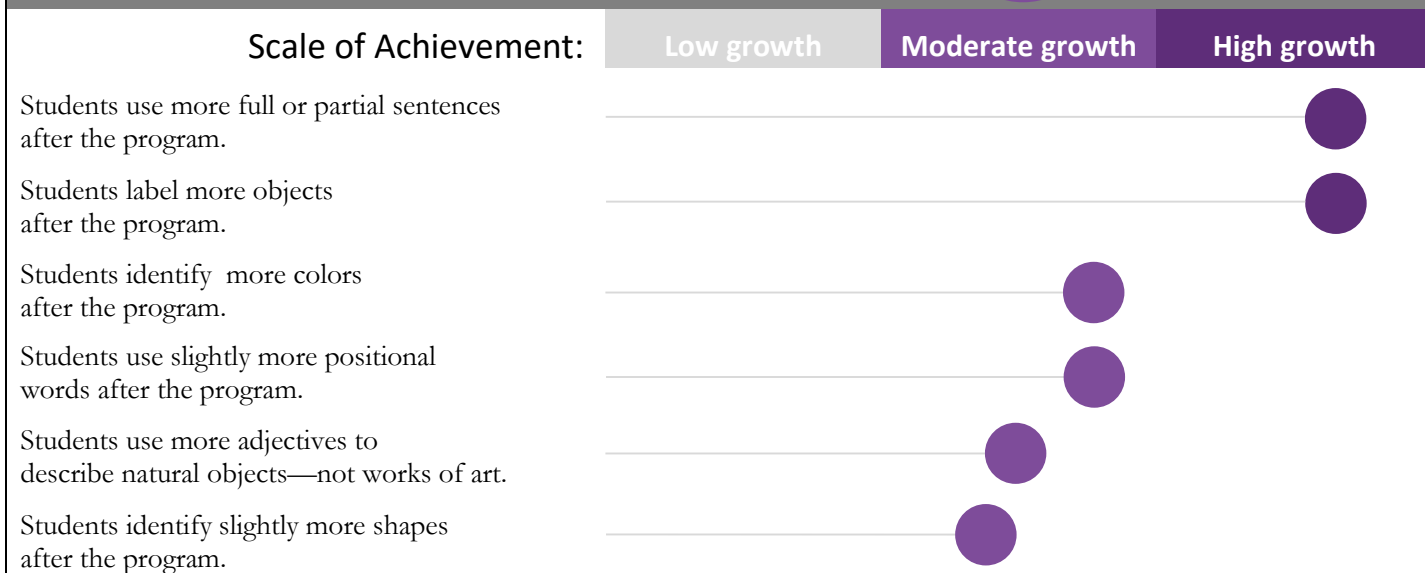
Finally, results show that ArteJuntos moderately effected students' problem-solving skills around art making. Specifically, after the program students persevered to complete an art making project and experimented with their ideas (or designs) for their art projects slightly more, whereas before the project, they were more distracted and began gluing down materials immediately. Children's enhanced problem solving skills after the program were likely the result of repeated exposure to open-ended art making experiences in ArteJuntos.

Regarding parents, evaluation results suggest they were also changed as a result of their participation in ArteJuntos. Parents experienced the greatest growth in two outcomes—their awareness, perceptions, and visitation of informal learning experiences, like museums, as well as their empowerment to be teachers to their children at home. Results show that before the program, 65 percent of parents had never been to a museum with their child, so it is phenomenal that afterward, nearly three-quarters had been to two to four or more museums (including KMA) with their child and even more exciting is their changed perceptions, moving from feeling museums are moderately stressful, uninviting, boring, and uncomfortable, to after the program, seeing museums as highly pleasurable, inviting, fun, comfortable, and educational. And even though parents' awareness of informal learning environments outside their immediate vicinity was low to moderate overall, they expressed the desire to explore more museums through the ArteJuntos program. Results also show that ArteJuntos encouraged parents to become more active participants in their child's learning at home, at school, and in informal learning environments. After the program, parents reported doing significantly more open-ended art and building activities with their children and recognized the value of such activities. Finally, results show the program had a moderate effect on parents' visual literacy—in particular after the program parents were more likely to ask their children questions that require close looking, such as an interpretative question about works of art or a directed question about nature.

# Student Outcome 1

## *Students develop their literacy skills*

Moderate growth



### What does it mean?

Overall, results suggest that ArteJuntos had a positive effect on students’ literacy skills; growth is greater for some skills than others, as described below:

- Students experienced the greatest literacy growth in two areas: the ability to label objects and the use of full or partial sentences when discussing works of art. For example, after the program students named a greater number of elements in works of art (like oranges, girls, men, clothes, dogs, etc.) and were more likely to use sentences, such as “It is a girl,” than before the program. On the other hand, students did not show growth in the two skills focused on talking about natural objects, suggesting that growth was due to the program and not purely developmental. In particular, this growth may be attributed to ArteJuntos’ consistent use of inquiry—the practice of facilitating students through observation and dialogue around works of art.
- ArteJuntos supports the preschool curriculum’s focus on naming shapes and colors and the use of positional words. Students showed growth in these areas, though more moderate growth than the two skills outlined above. After the program, students named slightly more shapes and colors and used slightly more positional words when describing works of art and natural objects.
- ArteJuntos seeks to develop students’ use of adjectives. Results in this area are mixed. Students’ use of adjectives to describe natural objects was substantially greater after the program, but not so for artwork. For example, students were more likely to describe leaves and sticks as big, small, soft, and hard, but they did not use adjectives to describe elements in the painting. This may be explained by the artworks in the KMA’s temporary exhibitions (including Japanese artifacts, installation art, and architecture) explored in the program year—which were more conducive to engaging the experiential senses, like touch and texture, rather than color and shape. Had the temporary exhibition during the program year featured paintings, results might have differed; nevertheless these findings suggest ArteJuntos has room for improvement in helping children use more adjectives.

## Student Outcome 2

*Students develop their critical thinking/visual literacy skills*

High  
growth

Scale of Achievement:	Low growth	Moderate growth	High growth
Students observe with greater focused attention after the program.			●
Students elaborate with more detail through multiple exchanges after the program.			●
Students give more meaning to what they observe after the program.		●	
Students compare and/or contrast natural objects—not works of art—after the program.		●	

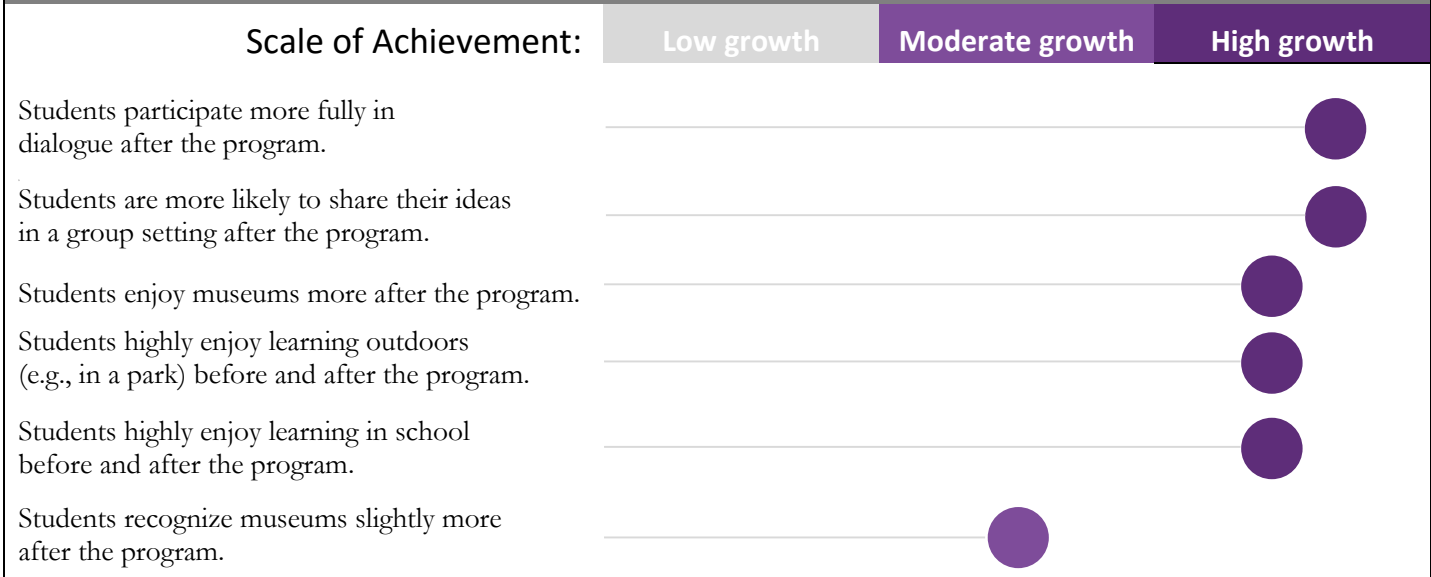
### What does it mean?

Overall, results suggest that the use of group dialogue and inquiry in ArteJuntos had a noticeable effect on students' critical thinking and visual literacy skills, as described below.

- After the program, students were more able to elaborate on their original observations; naming more and different objects and details through continued dialogue (the results were similar for natural objects). Elaboration is an important element of critical thinking, and especially of visual literacy; it requires moving beyond one's initial observations to notice items and details that are not at first obvious.
- After the program, students' observations of works of art were more attentive and focused; their gazes remained focused on the art even though the assessment process was relatively long, while before the program students were more easily distracted by other elements in the room. Notably, students' observations of natural objects were highly attentive and focused before *and* after the program, likely because the sticks, leaves, and rocks are familiar and touchable.
- After the program more students gave meaning to works of art—by explaining the roles of the figures (the grandmother, the father, etc.) or their actions (picking oranges, cleaning clothes), as compared to before the program when students did not move beyond naming objects.
- Students' growth in the area of compare and contrast was mixed, with little growth comparing and contrasting within a work of art and great growth in comparing and contrasting natural objects. This finding goes hand-in-hand with the earlier finding that students used more adjectives with the natural objects than the artwork since the use of adjectives is a prerequisite of making comparisons. As mentioned earlier, the objects explored in the KMA's temporary exhibitions during the program year were more similar to natural objects than a two-dimensional painting, which could explain the difference. Furthermore, making comparisons is an advanced skill for three and four-year olds. Nevertheless, since students are able to compare and contrast natural objects, it follows that they should be able to do the same with art objects, suggesting the program has room for growth in this area.

# Student Outcome 3

## Students develop confidence and pride as learners



### What does it mean?

One of the goals of ArteJuntos is that students will develop pride and confidence as learners in school, in museums, and in other learning environments. Confidence is difficult to measure in preschool children since it requires a self-awareness that young children do not possess. For this study, we attempted to measure it in multiple ways: by assessing children’s abilities to present in front of a group, participate in a dialogue with an adult (the assessment process), as well as their opinions of learning settings like school, parks, and museums. Results are very positive, as described below.

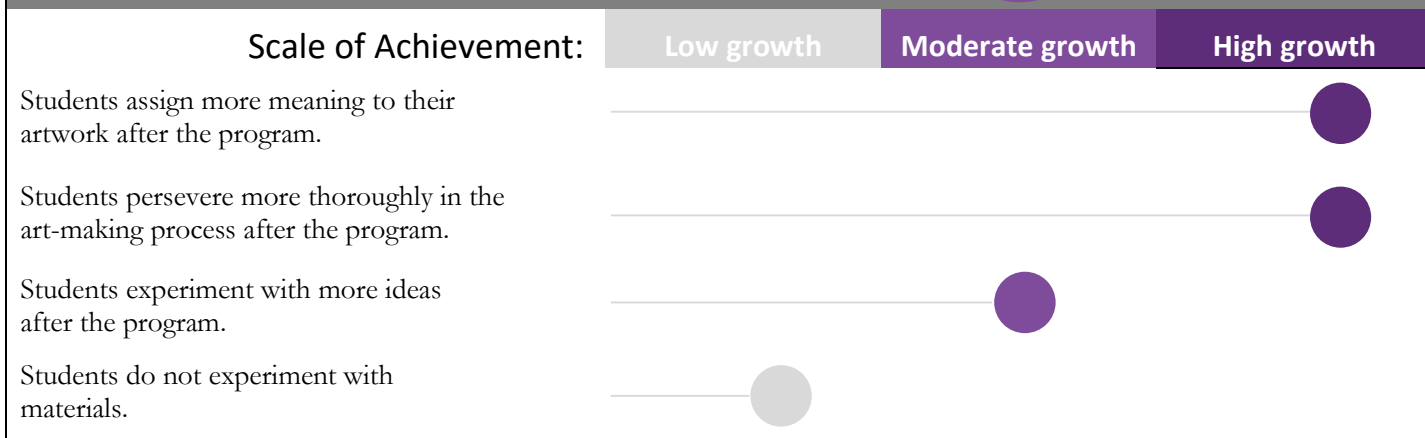
- Two measures of feeling pride as a learner are participation in dialogue with others and the confidence to stand up in front of others and share ideas. To measure these indicators, we noted students’ interactions with the facilitator during the assessment process and children’s willingness and ability to talk about the artwork they made in front of peers and adults. In both cases, student growth was dramatic—after the program, students were substantially more engaged with the facilitator during the assessment process and students were much more likely to share their ideas about their artwork in front of others.
- Results suggest that students’ familiarity and attitudes toward museums was positively affected by the program. Before the program, students did not recognize museums—either by sight or when told by the interviewer that the image shown during the assessment depicts a museum. After the program, most students still did not readily identify a museum from the image shown during assessment, but they guessed what the image was depicting and expressed some familiarity when told by the interviewer that the image was of a museum. Furthermore, all said they liked or loved museums after the program.
- As a point of comparison to their enjoyment of museums, we asked students to rate their enjoyment of school and exploring the outdoors. Students’ attitudes toward school and being outdoors were positive before the program and slightly more positive afterwards.



## Student Outcome 4

### *Students develop their problem-solving skills*

Moderate growth



### What does it mean?

ArteJuntos attempts to encourage students' problem-solving skills and creativity through open-ended art-making activities that incorporate a wide variety of materials. Results suggest that, except for one skill, students experienced moderate to high levels of growth in problem solving, as described below.

- Students demonstrated great growth in meaning making about their own artwork. Before the program, students assigned little, if any, meaning to their creations. Rather, they tended to make simple designs with no apparent thought product and said little about them. After the program, students seemed to deliberately work toward creating something specific, and when sharing with others explained that they had, for example, made a “house” or a “floor plan.” Notably, the students had just finished learning about an architecture exhibition.
- Students also demonstrated great growth in perseverance—the ability to complete tasks without distraction or frustration. Before the program, students were somewhat distracted during art making and stopped before the end of the time allotted. After the program, most students worked on their projects without distraction during the entire allotted time. This change is likely due to exposure to art making throughout the program year.
- Students also showed growth in experimenting with ideas, meaning that after the program they were more likely to try several different designs for their art projects before reaching a final decision and gluing down materials. Before the program, most students glued down materials soon after starting.
- Students showed low growth in their abilities to experiment with materials (i.e., testing and/or using many different materials among those provided). Before and after the program, most students only tried out and used a few different kinds of materials. If this is an important outcome for ArteJuntos, more emphasis should be placed on helping students try and experiment with different kinds of materials.

# Parent Outcome 1

*Parents enhance their perceptions and awareness of, as well as visitation to, informal learning institutions*



## What does it mean?

Before ArteJuntos, most parents in the program had little to no exposure to informal learning environments, including museums—65 percent indicated they had never visited a museum with their children before ArteJuntos. There was also an assumption among program staff that parents may view museums as “not for them.” An important goal of ArteJuntos is for parents to become aware and take advantage of informal learning opportunities for their families. Throughout the program, parents are told of local resources and taken to the KMA on field trips, all in an effort to increase their comfort in and develop positive attitudes towards museums and informal learning. Results show high achievement in this area.

- After the program, the majority of parents reported they had visited a museum with their child two to three times (58 percent) or four or more times (26 percent).
- Surveys of parents before and after the program show a statistically significant difference in parents’ attitudes toward museums. Before the program, parents expressed somewhat negative perceptions of museums, seeing them as moderately stressful, uninviting, boring, and uncomfortable. After the program, parents thought of museums as highly pleasurable, inviting, fun, comfortable, and educational.
- Focus groups with parents reveal further insights—parents appreciated the art-making activities and the focused nature of the visits to the KMA and were impressed that their children could observe and talk about works of art. They said they felt more comfortable in museums. These museum visits helped parents see the potential benefits of museum visits for their families.
- Surveys of parents show that they were moderately aware of informal learning institutions in their community and the surrounding areas, with awareness decreasing as distance between their homes and the institutions increased. For many families in the suburban environment, particularly with families that might be challenged by transportation, the location of the museum or cultural space relative to their community is significant.
- In focus groups, parents expressed the desire to take field trips to museums other than KMA with other ArteJuntos parents.

## Parent Outcome 2

High growth

*Parents' awareness of their children's learning needs increase and they are empowered with the tools/strategies to be a teacher to their children at home.*

### Scale of Achievement:

Low growth

Moderate growth

High growth

Parents see more opportunities to do open-ended art activities with their children after the program.

Parents ask children more open-ended questions about art, storybooks, and the world around them after the program.

Parents are more aware of and value opportunities for open-ended learning in informal environments after the program.



### What does it mean?

Another goal of ArteJuntos is for parents to become more active participants in their child's learning at home, at school, and in informal learning environments. Results suggest that the program had a great impact on parents in this regard—parents did more and recognized the value of doing open-ended activities with their children after the program.

- Results from the parent survey show that across the board, parents were more engaged in their child's learning after the program than they were before. For example, after the program parents reported that they more frequently read to their children, point out objects in everyday life, ask children to name shapes and colors or count, and make art with ordinary objects. These are just a few examples of the many activities parents reported doing with their children more often after the program.
- In focus groups, parents demonstrated a new understanding of the benefits of open-ended activities for children. Some described a new appreciation for toys like Legos® and Lincoln Logs, which allow children to be creative through open-ended play. Others appreciated slowing down to look closely at and talk about objects or works of art together, and they noted how doing so contributes to their children's development.

# Parent Outcome 3

*Parents develop enhanced visual literacy skills.*

Moderate growth

Scale of Achievement:

Low growth

Moderate growth

High growth

Parents look closely at works of art and describe what they see in-depth before *and* after the program.



Parents ask their children more interpretative and directed questions about art and objects in their environment after the program.



Parents more highly value the ability to look closely and find meaning in works of art after the program.



## What does it mean?

Through ArteJuntos, parents have the opportunity to participate in inquiry-based discussions about works of art alongside their children at school and in the museum. One program goal is to empower parents to use inquiry (by helping them see the value of open-ended observation and discussion) so they are able to continue using inquiry with their children beyond preschool. Results show that the program had a moderate effect on parents in this area.

- Survey results show parents already possess the skills to observe and interpret works of art. Both before and after the program (as well as in the focus groups), most parents' descriptions were a combination of observation/interpretation. Where ArteJuntos seems to have an impact in this area is in helping parents value observation and interpretation and encouraging them to use dialogue with their children (which, according to Outcome 2 results, seems they have increased doing).
- Survey results show that the types of questions parents ask their children about a work of art and visiting the park changed moderately after the program. Before the program, more parents were likely to ask questions that did not require close observation, such as "what did you learn?" or "What would you like to do?" After the program, however, parents were more likely to ask questions that required close looking, such as an interpretative question about works of art, like "What is happening in this picture?" or a directed question about the park, like "What color are the leaves during the different seasons?"
- Focus groups indicate that many parents developed a new appreciation for the practice of slowing down and looking closely, whether to look at a work of art, at something in nature, or at a storybook. Appreciation of slowing down emerged most clearly in the focus groups, where parents had the opportunity to discuss what was meaningful to them about ArteJuntos.

## STUDY BACKGROUND

The Katonah Museum of Art (KMA) contracted Randi Korn & Associates, Inc. (RK&A) to evaluate its early childhood program, ArteJuntos/ArtTogether (ArteJuntos). ArteJuntos is a bilingual art and culture-based family literacy program that introduces low-income, educationally at-risk preschool children and their families to the KMA, a resource for informal learning, fun, and discovery. The program empowers parents, of children ages 3-5—their child’s most important teacher—and introduces children to activities that support their success in school and in life. ArteJuntos provides critical early learning experiences that promote school readiness and parent engagement for Westchester County’s growing Latino community. Using works of art in the KMA’s exhibitions, ArteJuntos supports children’s emergent literacies—observation, oral and receptive language, and critical thinking skills. Through inquiry-based discussions using original art and picture book illustrations, and through doing related art-making activities, children develop the ability to identify shapes, colors, and objects, expand their vocabularies, and develop fine-motor skills.

The evaluation was designed to assess the achievement of program outcomes for students and parents, which include (a full description of these outcomes is available in Appendix B):

- ◆ Student Outcome 1: Students develop their literacy skills.
- ◆ Student Outcome 2: Students develop their critical thinking/visual literacy skills.
- ◆ Student Outcome 3: Students develop confidence and pride as learners.
- ◆ Student Outcome 4: Students demonstrate problem solving skills (in art making).
- ◆ Parent Outcome 1: Parents enhance their perceptions and awareness of, as well as visitation to, informal learning institutions.
- ◆ Parent Outcome 2: Parents gain an increased awareness of their children’s learning needs and are empowered with tools/strategies to teach their children at home.
- ◆ Parent Outcome 3: Parents develop enhanced visual literacy skills.

## ARTEJUNTOS PROGRAM OVERVIEW

ArteJuntos is a bilingual art- and culture-based family literacy curriculum that introduces preschool Latino children and their families to the KMA as a resource for informal learning. In the academic year in which the evaluation took place, 2014-15, approximately 60 families from the partnering preschool participated in the program. The program ran from October to May with seven sessions in the fall semester and another eight sessions in the spring.

ArteJuntos uses works of art in the KMA's exhibitions to develop the curriculum each semester. Through inquiry-based discussions about a wide range of art forms, like picture book illustrations, paintings, photographs, sculptures, cultural artifacts, and experiential art installations, as well as open-ended art making activities, children develop their literacy, critical thinking, and problem solving skills. Each season launches with a parent-only session designed to introduce parents to the exhibition themes, preschool concepts and vocabulary to be explored with their children during the program. The following sessions take place during the partner school's parent interactive day, which enables students and parents to learn and participate side by side in the classroom or at the museum. During classroom sessions, children and parents are introduced to works of art on view at the museum through inquiry based discussions, related art projects, and Art at Home activities. Each season also includes at least one visit to the KMA for children and their parents/guardians.

KMA is a non-collecting institution that presents three to four exhibitions annually, covering a broad range of art and humanities topics. As such, ArteJuntos staff must respond each season to the content of those exhibitions and do their best to connect the exhibition's themes and ideas with the preschool curriculum. During the evaluation year, the children and parents were introduced to cultural material (Samurai armor and Kimono), architecture, and art installations. As a result, the children and parents spent little time looking at two-dimensional works of art, and instead, children were able to explore objects through touch. This should be kept in mind when interpreting the results of the evaluation.

## RESEARCH DESIGN AND METHODOLOGY

Planning for and evaluation of ArteJuntos was very intentional. Before the data for the evaluation were collected, KMA and preschool staff worked with RK&A to clarify the intended impact of ArteJuntos, define and refine intended student and parent outcomes, develop measureable indicators for the intended outcomes, and design a rigorous scoring rubric. This planning work informed all aspects of the evaluation.

RK&A utilized a rigorous mixed-methods approach that combined quantitative and qualitative methods—rubric-scored one-on-one student assessments (before and after the program), parent surveys (before and after the program), parent focus groups, and teacher interviews. Please note

that the sample size for parents was adequate enough to run inferential statistics and draw conclusions about differences between before and after samples. However, sample size for students was small due to constraints around students' ages and available resources, thus it was not possible to run reliable statistics to explore differences. Results from the student assessment are suggestive rather than conclusive. Please keep this in mind when considering these results.

Each method is described below in more detail.

### **RUBRIC-SCORED STUDENT ASSESSMENTS**

Student assessments were conducted both before the program and again after the program. The assessment was carefully designed to measure students' abilities for each student outcome area: literacy, critical thinking/visual literacy, confidence and pride as learners, and problem solving in art making (each including a number of measureable indicators) (see Appendix B for a complete description of each outcome and associated indicators). We purposefully measured students' abilities in these areas within two settings: first we looked at the outcomes in the context of students talking about art (the focus of the program, and second, to measure transfer, we looked at the outcomes in the context of students talking about natural objects (to gauge how talking about art affects students' abilities to talk about objects in other settings).

One KMA staff person facilitated each assessment in a controlled setting at the preschool, following a standardized protocol so that all students were given the same amount of time and responded under the same circumstances. First, each student met one-on-one with the facilitator to look at, and talk about, a work of art and some natural objects, to look at transfer (how talking about art affects students' abilities to talk about objects in other settings) (Figures 1 and 2, below). The facilitator asked students a series of standardized questions designed to elicit students' descriptions of the art and objects. The student then was asked to rate their thoughts on museums, school, and the park. Finally, a group of 6 students sitting together were given art supplies and asked to make an art project (see Figure 3). All student assessments were video recorded (with written parental permission) to facilitate analysis.



Figure 1. Carmen Lomas Garza's *Oranges*, the work of art students looked at during the assessment.



Figure 2. Tray of natural materials. Includes leaves, rocks, sticks/twigs, bark, pine cones, and moss.



Figure 3. Art-making materials. Includes colored construction paper in different shapes, wooden sticks, pipe cleaners, foil, and ribbon-like material.

To compare students' before- and after- responses, RK&A developed rubrics to score students' responses (see Appendix B for the complete rubric). A rubric is a set of criteria linked to learning outcomes and indicators that is used to assess performance of knowledge, skills, etc., on a continuum. Rubrics are useful because they allow qualitative data to be analyzed quantitatively, thus producing a numerical measure. They are particularly useful for defining and measuring complex or subjective content-like skills.



## **PARENT SURVEYS**

Standardized surveys were selected for this study so we could efficiently collect information from all parents and make comparisons between their before- and after-program beliefs and opinions. The before- and after-program surveys (see Appendix D for the survey instrument) were administered in person at the preschool by school and KMA staff, once in fall 2014 before the program began and again in spring 2015 after the program ended.

## **PARENT FOCUS GROUPS**

KMA staff facilitated two focus groups with parents at the end of the school year. Focus groups are open-ended, producing detailed information about the nuances of participants' thoughts and opinions of their ArteJuntos program experiences. The focus group script (see Appendix G) was intentionally open-ended to allow participants to discuss what they felt was meaningful.

## **TEACHER INTERVIEWS**

RK&A conducted in-depth telephone interviews with preschool teachers (from the school where KMA provides the program) after the program was complete. In-depth interviews are open-ended, producing detailed information about the nuances of participants' thoughts and opinions of their ArteJuntos program experiences. The interview guide (see Appendix H) was intentionally open-ended to allow interviewees to discuss what they felt was meaningful.

## DATA ANALYSIS AND REPORTING METHOD

Verbal and behavioral responses from students' video-recorded assessments were analyzed quantitatively through the scoring rubric. The scoring rubric includes a continuum for each skill on a scale from 1 (beginning) to 3 (accomplished) (see Appendix B). Students' responses were scored on this 3-point scale for each indicator associated with all four student outcomes. Means were calculated for each rubric score and before- and after-samples were compared; the sample size is too small to examine the relationship between variables or to test the significances of any differences. Results are presented in graphs.

Survey data are quantitative and were analyzed using SPSS. Frequency distributions were calculated for all categorical variables (e.g., gender). Summary statistics, including the mean, were calculated for variables measured at an interval level or higher (e.g., age and ratings). Inferential statistics were used to statistically compare before- and after-groups. Results are presented in graphs.

Interviews and focus groups produce descriptive data that are analyzed qualitatively, meaning that the evaluator studies the data for meaningful patterns and, as patterns and trends emerge, groups similar responses. Trends and themes within the data are presented in narrative in thematic sections, and, within each section, findings are reported in descending order starting with the most-frequently occurring. Exemplary quotations are included.

## STUDENT ASSESSMENT FINDINGS

One-on-one video-recorded assessments were conducted with 13 preschool students both before the program [the “before” group] and after the program [the “after” group)]. Refer to pages 15 to 16 for a full description of the assessment process. The assessment was carefully designed to measure students’ abilities in four outcome areas (defined by supporting measureable indicators), listed below (see Appendix B for a more complete description of each outcome and associated indicators as they manifest along a continuum).

### OUTCOME 1: LITERACY

**Labeling:** the child names or labels objects/elements presented to him/her.

**Using adjectives:** the child uses adjectives to describe the objects (“little girl”).

**Using full or partial sentences:** the child uses partial or full sentences to talk about the object.

**Using positional words:** the child uses words to describe placement (“next to,” “with”).

**Identifying shapes:** the child names shapes (triangles, circles) to talk about the objects.

**Identifying color:** the child names colors to talk about the objects.

### OUTCOME 2: CRITICAL THINKING/VISUAL LITERACY

**Observation:** the child’s attention is thoroughly focused on the objects (through vision or touch).

**Elaboration:** the child names several objects and elaborates with (different) detail.

**Meaning making:** the child gives meaning to what he/she sees in the objects (interprets, tells a story).

**Compare/contrast:** the child names ways the objects (or parts of the work of art) relate to one another, such as identifying objects that are the same or different.

### OUTCOME 3: CONFIDENCE AND PRIDE AS LEARNERS

**Participation in dialogue:** the child participates in a dialogue (the assessment process).

**Recognize museums:** the child recognizes what a museum is.

**Enjoy museums:** the child rates visiting museums high.

**Enjoy school:** the child ratings going to school high.

**Enjoy being outside:** the child rates going to the park high.

**Confidence presenting one's ideas in a group:** the child stands in front of others and describes his/her ideas, elaborating with detail.

### OUTCOME 4: PROBLEM SOLVING SKILLS IN ART MAKING

**Experimenting with materials:** the child tries different kinds of materials in artwork.

**Experimenting with ideas:** the child practices options before gluing down materials.

**Perseverance:** the child does not “give up” or express inappropriate frustration.

**Meaning making:** the child assigns meaning to the artwork he/she creates.

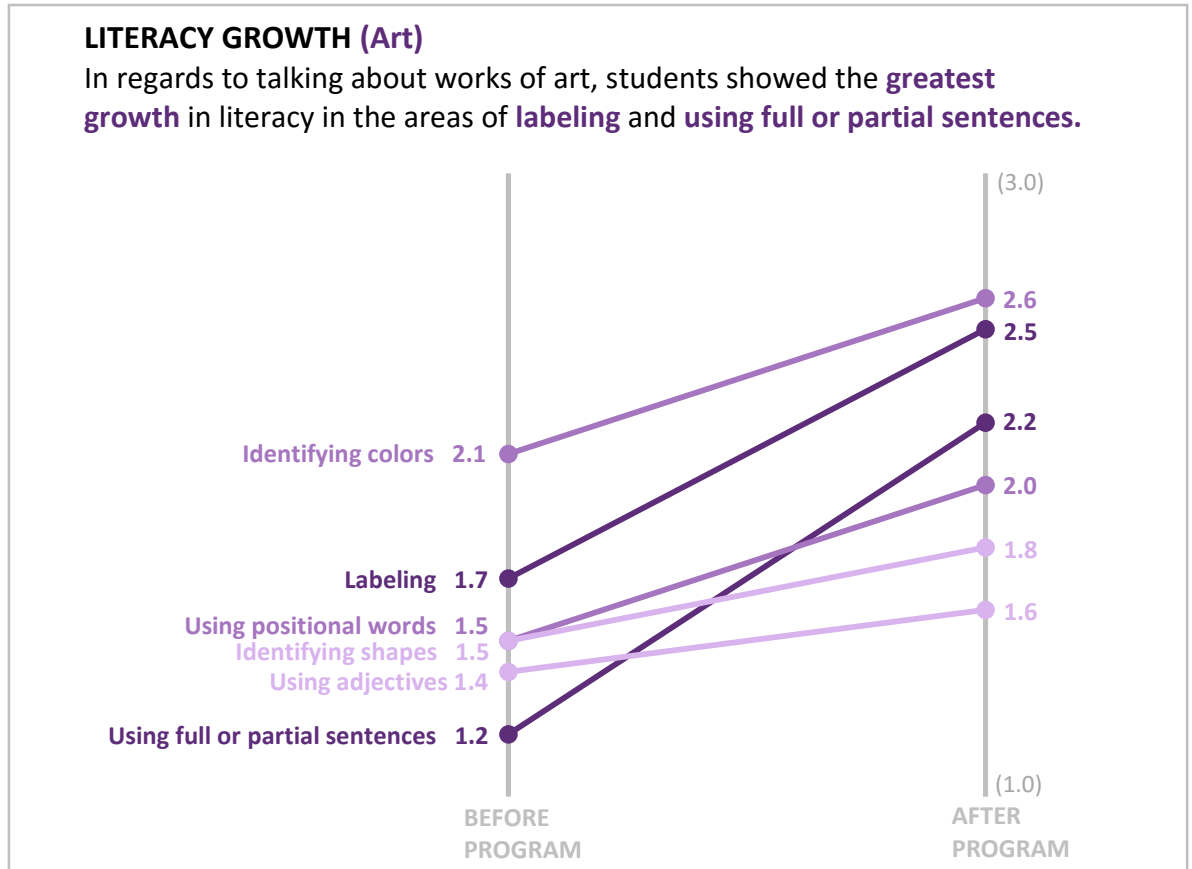
We purposefully measured students' abilities for the first two outcomes in two settings: first we looked at the outcomes in the context of students talking about art (the focus of the program). Second, to measure transfer, we looked at the outcomes in the context of students talking about natural objects (to gauge how talking about art affects students' abilities to talk about objects in other settings).

To measure the students' responses for each outcome and compare before- and after-samples, RK&A scored students' video-recorded responses using rubrics we developed (see Appendix B for the complete rubrics). A rubric is a set of criteria linked to learning outcomes and indicators that is used to assess performance of knowledge, skills, etc., on a continuum. Rubrics are useful because they allow qualitative data to be analyzed quantitatively, thus producing a numerical measure.

We calculated the mean (average) score for each item and calculated the difference from before the program to after the program to determine and present the *degree of growth*. The before- and after-scores are presented for each outcome (and associated indicator) on the following pages. Verbatim quotations from students that represent that growth are presented in Appendix C.

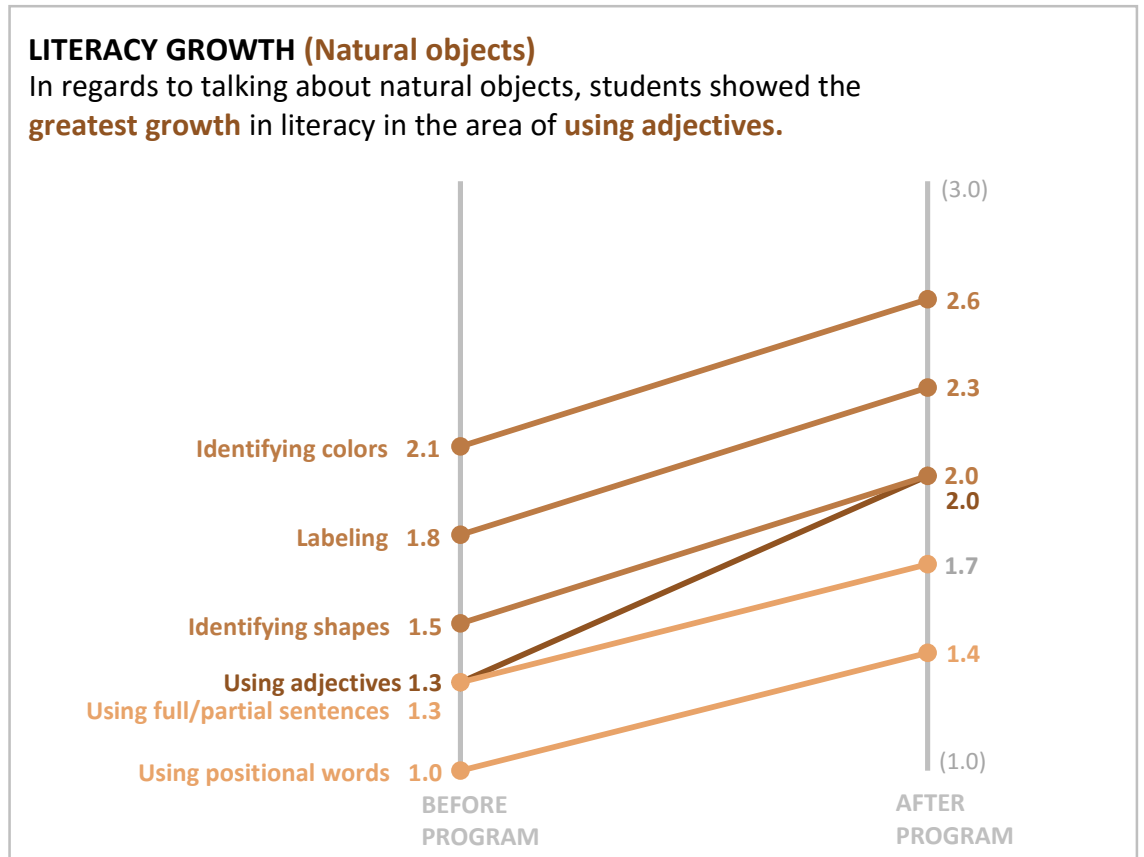
## LITERACY

Student responses to a work of art and natural objects were scored (on a scale from 1 to 3) on a number of items intended to measure literacy. These include students' abilities to label and name objects, identify colors, and identify shapes, as well as their use of adjectives, full or partial sentences, and positional words. In regards to talking about **works of art**, results show that:



- ◆ Students show the greatest growth in literacy in two areas: 1) Using full or partial sentences when talking about art and 2) labeling objects and elements in works of art.
- ◆ Students show moderate growth in literacy in two areas: 1) using positional words to talk about works of art and 2) identifying colors in works of art.
- ◆ Students show the least growth in literacy in two areas: 1) identifying shapes in works of art and 2) using adjectives to describe works of art.

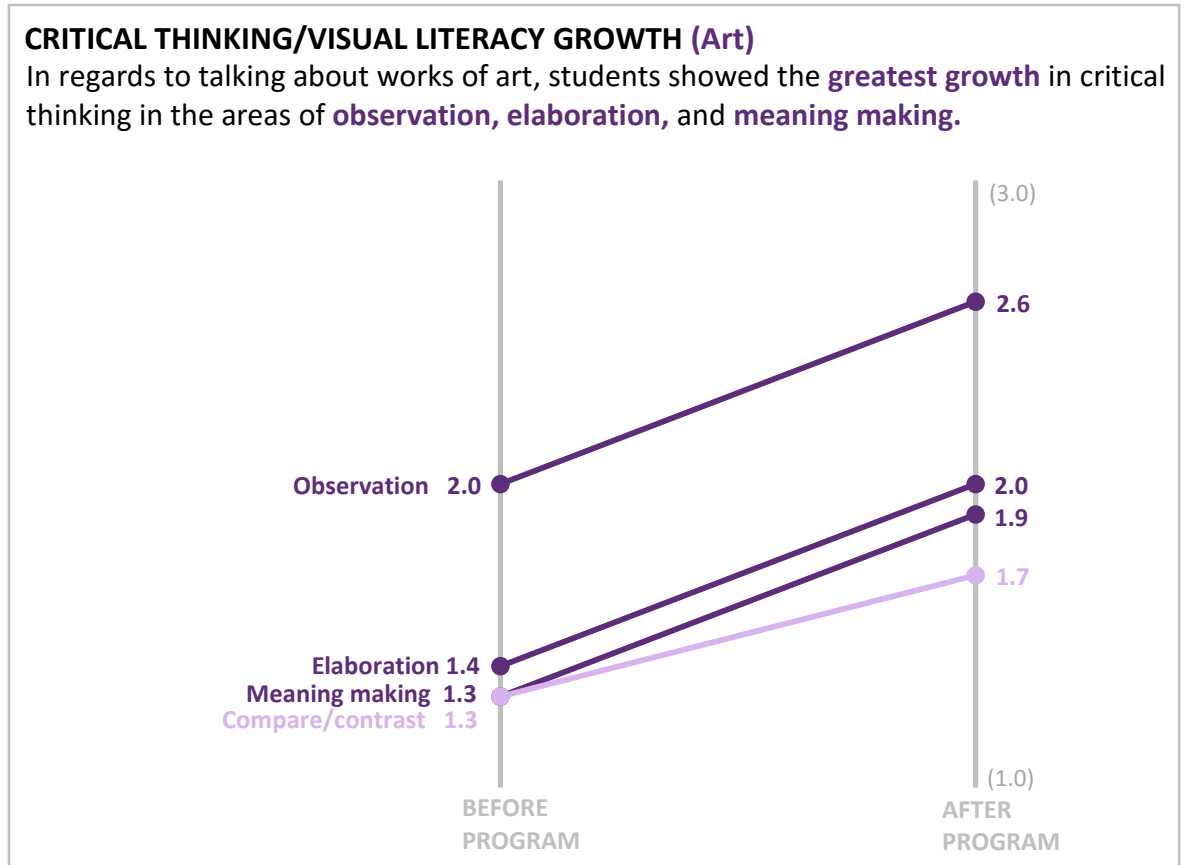
In regards to talking about **natural objects**, results show that:



- ◆ Students show the greatest growth in literacy in one area: 1) Using adjectives to describe natural objects.
- ◆ Students show moderate growth in literacy in three areas: and 1) identifying colors in natural objects, 2) identifying shapes in natural objects, and 3) labeling natural objects.
- ◆ Students show the least growth in literacy in two areas: 1) using positional words to talk about natural objects, and 2) using full or partial sentences.

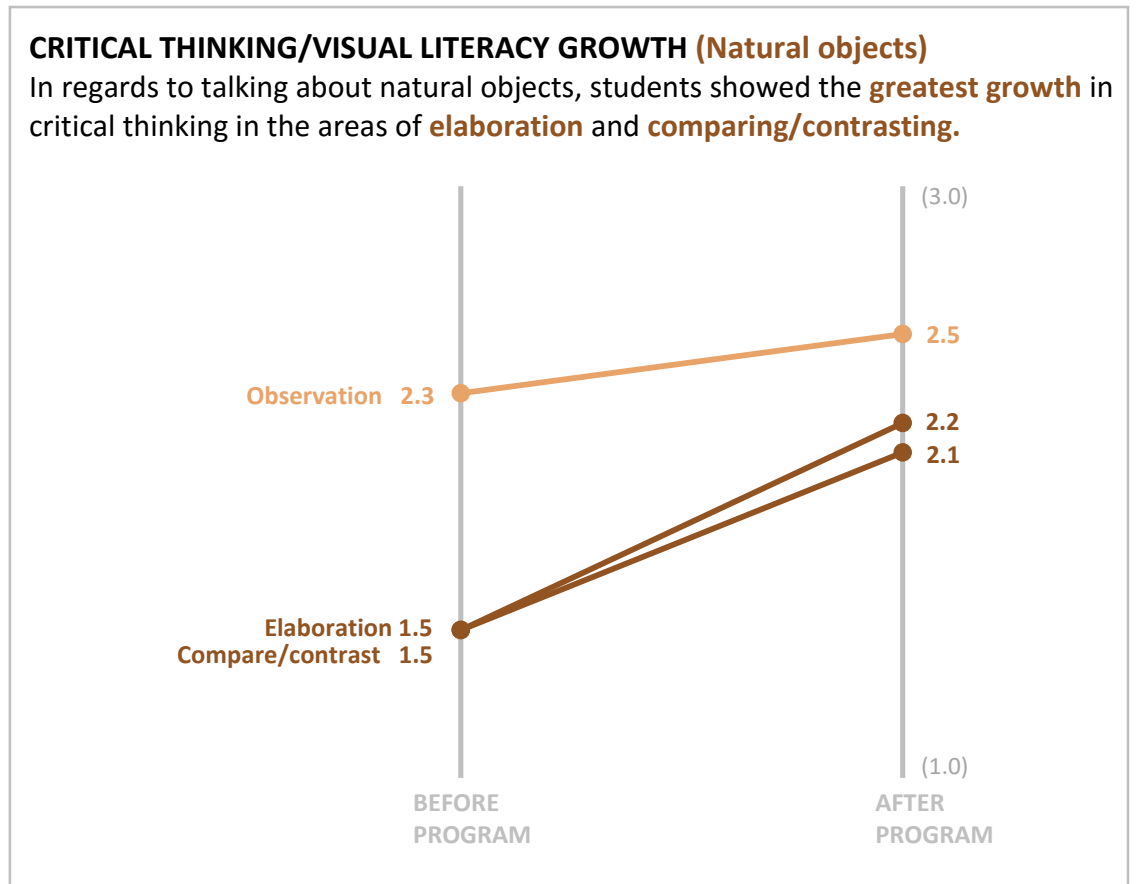
## CRITICAL THINKING/VISUAL LITERACY

Student responses to a work of art and natural objects were scored (on a scale from 1 to 3) on a number of items intended to measure critical thinking/visual literacy. These include observation, meaning making, compare and contrast, and elaboration. In regards to talking about **works of art**, results show that:



- ◆ Students show the greatest growth in three areas: 1) observation when talking about works of art, 2) elaboration when talking about work of art, and 3) meaning making when talking about works of art.
- ◆ Students show the least growth in one area: 1) comparing and contrasting with a work of art.

In regards to talking about **natural objects**, results show that:

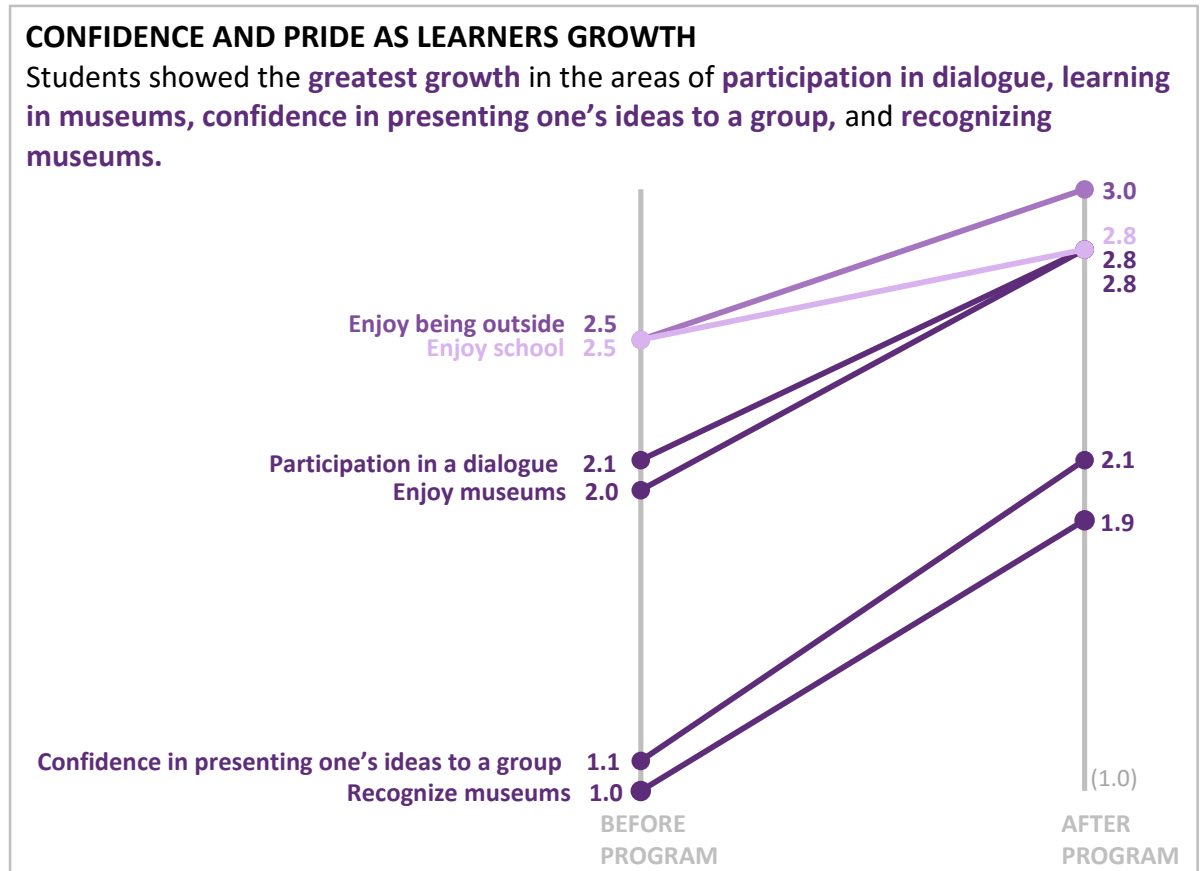


- ◆ Students show the greatest growth in two areas: 1) elaboration when talking about natural objects, and 2) comparing and contrasting natural objects.
- ◆ Students show little growth in one area: 1) observation of natural objects (observations were high before and after the program).



## CONFIDENCE AND PRIDE AS LEARNERS

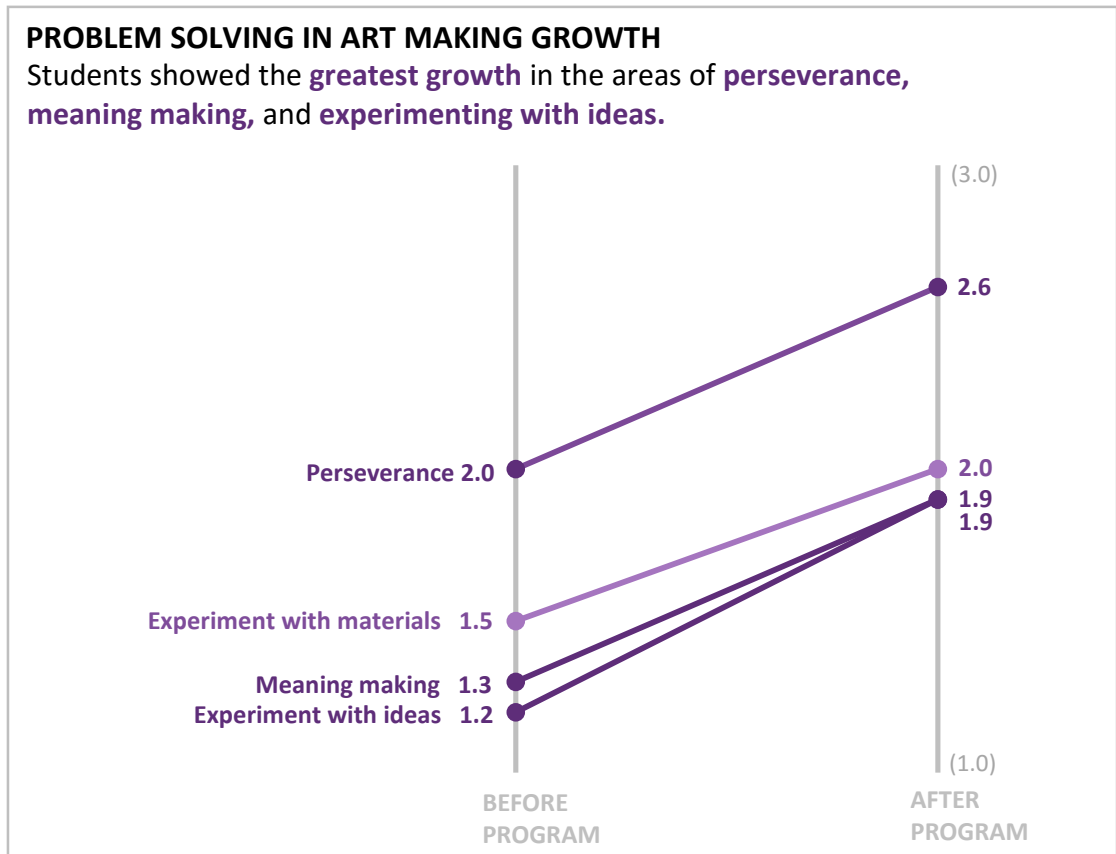
Students' comfort level in different learning environments and their confidence as learners and presenters were scored (on a scale from 1 to 3) on a number of items. These include confidence in presenting one's ideas to a group, participation in dialogue, recognizing museums, enjoying museums, enjoying school, and enjoying being outside. Results show that:



- ◆ Students show the greatest growth in four areas: 1) participation in a dialogue, 2) enjoying museums, 3) confidence in presenting one's ideas to a group, and 4) recognizing museums.
- ◆ Students show the moderate growth in two areas: 1) enjoying being outside and 2) enjoying school, although it should be noted that this is because students scored high in these two areas before the program so there was little room for growth.

## PROBLEM SOLVING IN ART MAKING

Student behaviors and responses during an art-making project were scored (on a scale from 1 to 3) on a number of items, including perseverance, meaning making, experimenting with ideas, elaboration/description, experimenting with materials, and manipulating materials. Results show that:



- ◆ Students show the greatest growth in three areas: 1) perseverance, 2) meaning making, 3) experimenting with ideas.
- ◆ Students show the least growth in one area: 1) experimenting with materials.

## PARENT SURVEY FINDINGS

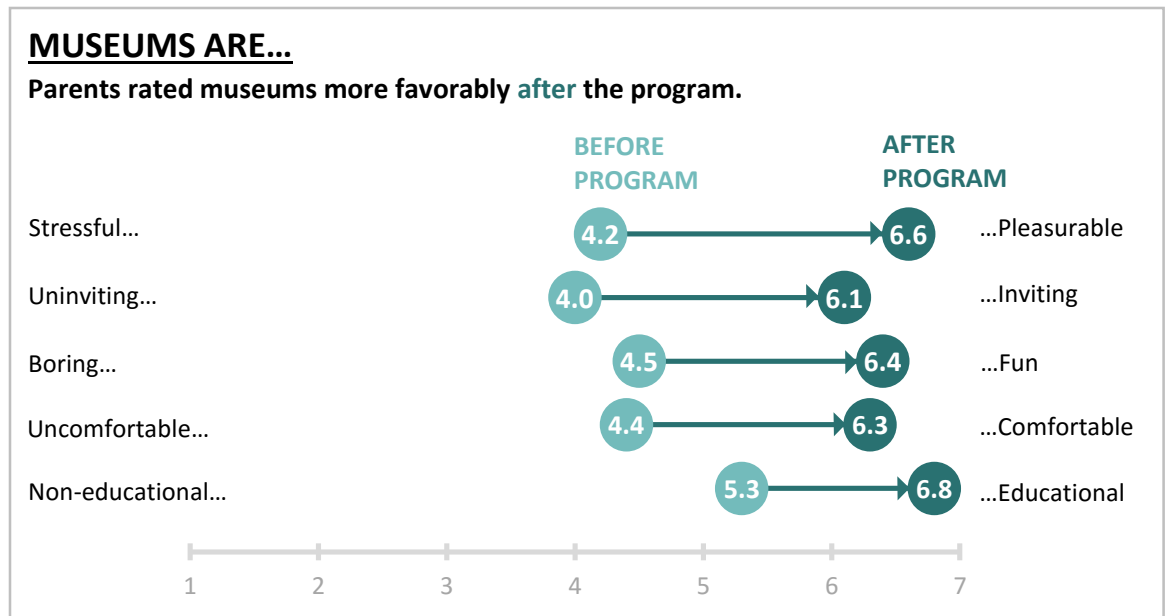
RK&A administered surveys to 52 parents at the beginning of the school year (fall 2014), before they participated in ArteJuntos (the “before” group), and to 47 parents at the end of the school year (spring 2015), after they participated in ArteJuntos (the “after” group).

The median age of respondents was 31 years, most were female, three-quarters indicated they are most comfortable speaking in Spanish, and nearly two-thirds reported their country of origin as Ecuador. Before the program, the majority of parents (65 percent) indicated they had never been to a museum with their child. After the program nearly all reported visiting a museum—most indicated they had been to a museum two to three times (58 percent) or four or more times (26 percent).



## PERCEPTIONS OF MUSEUMS

Parents were asked to rate their perceptions of museums along five continuums: Stressful/Pleasurable, Uninviting/Inviting, Boring/Fun, Uncomfortable/Comfortable, and Non-Educational/Educational. Perceptions were measured according to 7-point rating scales in which a rating of 1 is the least favorable response (e.g., Stressful) and a rating of 7 is the most favorable response (e.g., Pleasurable).

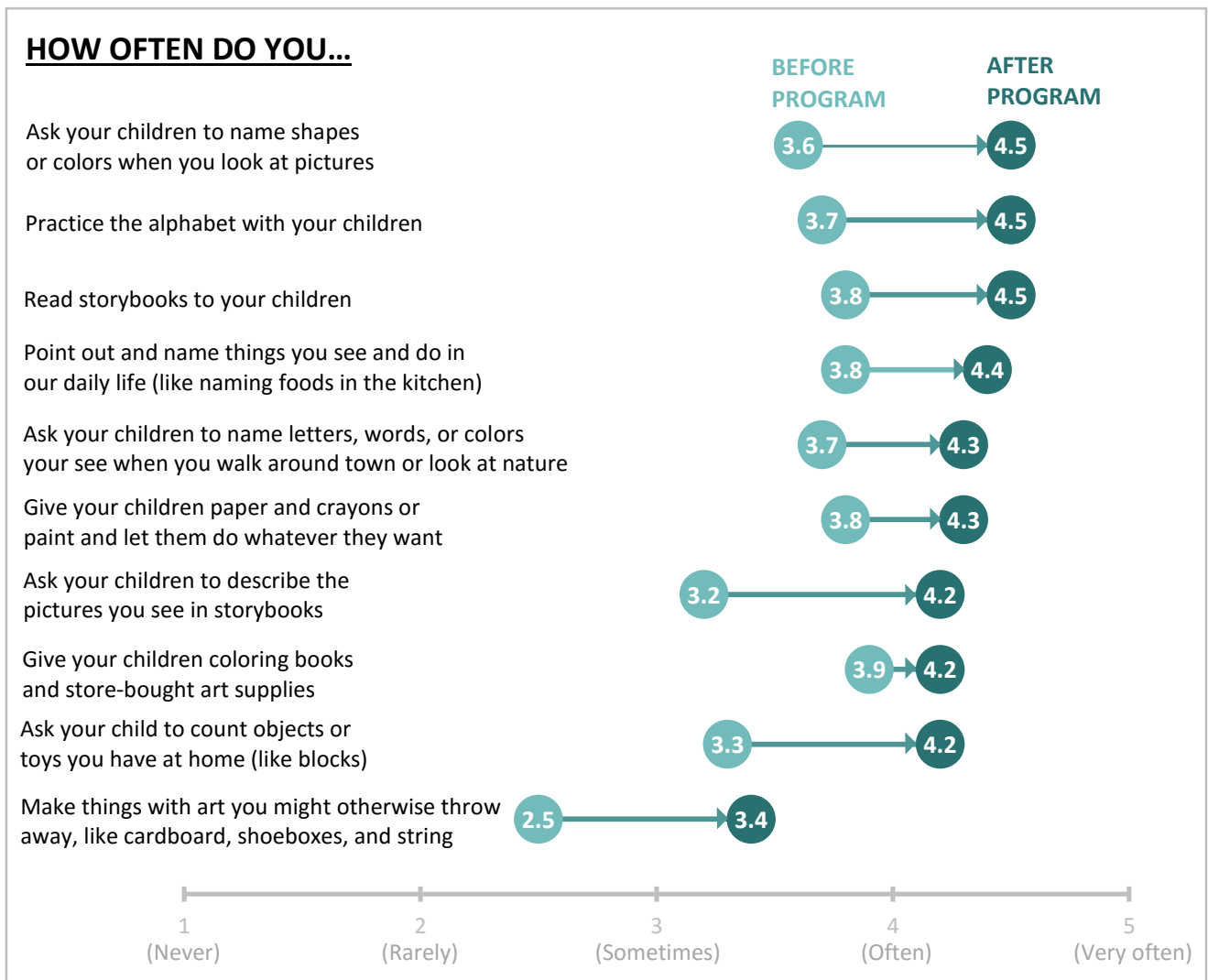


There was a statistically significant difference between parents in the before- and after-groups for all five scales.<sup>2</sup> Before ArteJuntos, parents' mean ratings for most of the scales fell somewhere in the middle (means = 4.0-4.5 on the 7-point scale), meaning they considered museums to be moderately stressful, uninviting, boring, and uncomfortable. After ArteJuntos, however, parents rated museums at the top of the continuum on each scale (giving all a mean rating of at least 6.1). That is, after the program, parents considered museums to be highly pleasurable, inviting, fun, comfortable, and educational. The highest rate of change was along the Stressful/Pleasurable scale, where the mean rating was 4.2 before the program and 6.6 after the program.

<sup>2</sup> For all scales,  $p=.00$

## AT-HOME ACTIVITIES

Parents were asked to rate how often they complete various art, reading, and close-looking activities with their children. They rated how often they do each activity in one of five categories (Never, Rarely, Sometimes, Often, and Very Often). For analysis, the categories were translated into a 5-point scale, where a rating of 1 is the least favorable category (e.g., “Never”) and a rating of 5 is the most favorable category (e.g., “Very Often”).



For all activities, there was a statistically significant difference in parents’ mean ratings before and after the program.<sup>3</sup> Before the program, parents rated how often they did the activities with their

<sup>3</sup> For “Read storybooks to your children,” “Ask your children to name shapes or colors when you look at pictures,” “Make art with things that you might otherwise throw away, like cardboard, shoeboxes, and string,” “Practice the alphabet with your children,” “Ask your child to describe the pictures you see in

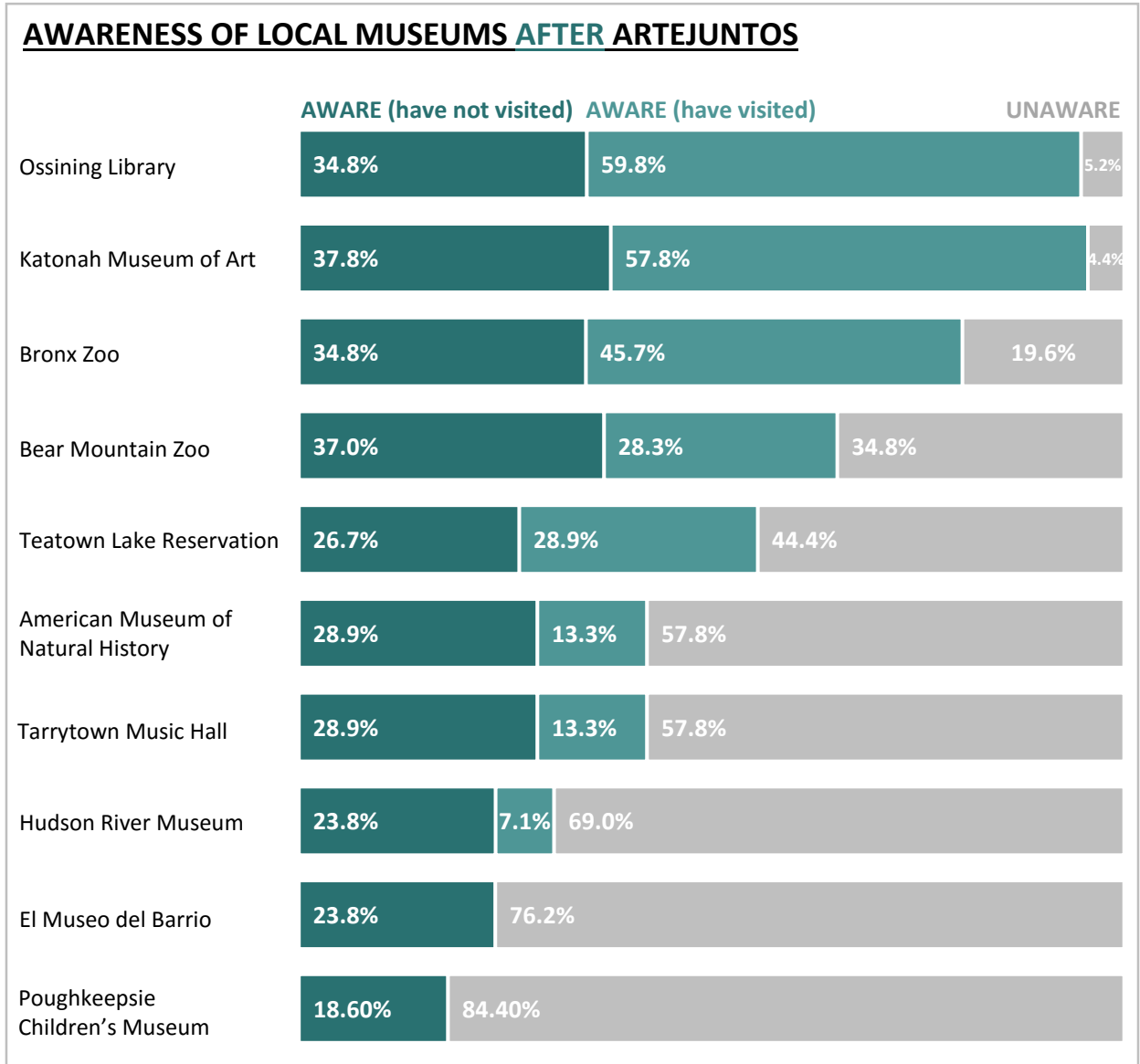
children between “Sometimes” and “Often” (means of 3.0-4.0). Significantly, after the program they rated how frequently they do the majority of activities with their children between “Often” and “Very Often” (means of 4.0-5.0). The one exception to this was “How often do you make things with art you might typically throw away?” which they rated between “Rarely” and “Sometimes” before the program (mean = 2.5) and between “Sometimes” and “Often” after the program (mean = 3.4). The highest rate of change was in how often they reported asking their children to describe pictures they see in storybooks, where the mean rating was 3.2 (just above “Sometimes”) before the program and 4.2 (just above “Often”) after the program; how often they reported asking their children to name shapes or colors when looking at pictures and asking their children to count objects or toys at home saw a similar change.

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storybooks,” and “Ask your child to count objects or toys you have at home (like blocks)”,  $p=.00$ . For “Point out and name things you see and do in your daily life (like naming foods in the kitchen)”,  $p= .002$ . For “Give your children paper and crayons or paint and let them do whatever they want,”  $p=.025$ . For “Ask your children to name letters, words, or colors you see when you walk around town or look at nature”  $p=.005$ . For “Give your children coloring books and store-bought art supplies,”  $p=.048$ .

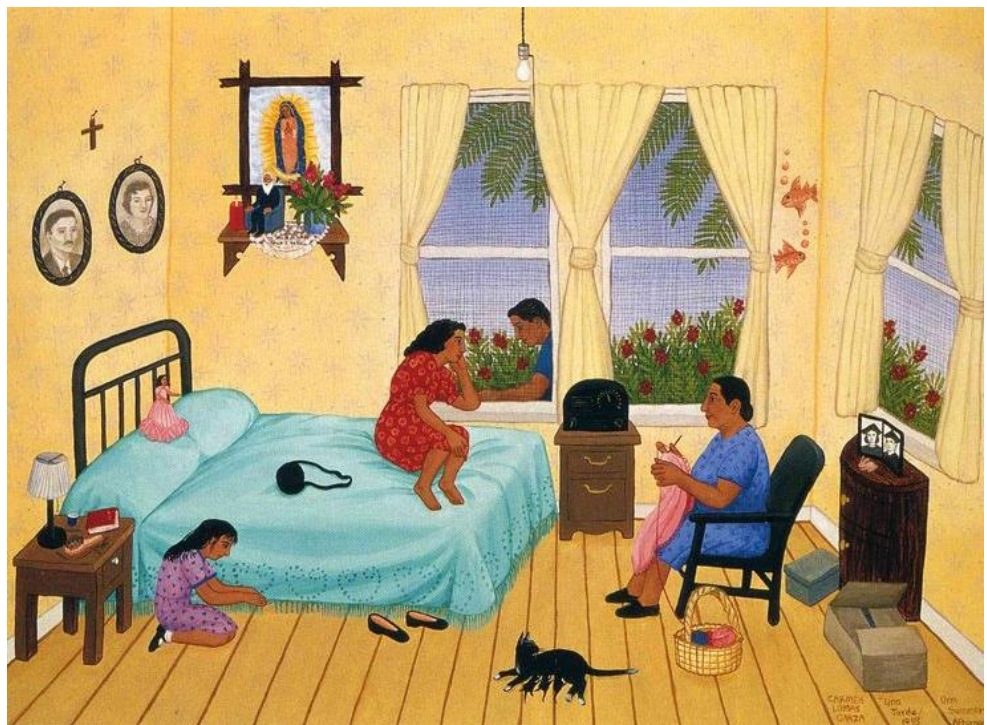
## AWARENESS OF LOCAL MUSEUMS

After the program, parents were asked to rate their awareness of ten local museums—first, whether they are aware or unaware of them, and, if aware, whether they have visited. More than three-quarters are aware and/or have visited the Ossining Library, the Bronx Zoo, and, not surprisingly, the Katonah Museum of Art. However, more than one-half of parents remain unaware of the American Museum of Natural History, Tarrytown Music Hall, Hudson River Museum, El Museo del Barrio, and the Poughkeepsie Children’s Museum.



## VISUAL LITERACY

Parents were asked three open-ended questions to assess their visual literacy abilities. In response to the work of art below, parents were first asked to describe what they saw in the picture. Next, they were asked to name three questions they would ask their child(ren) about the picture if they were looking at it together. Thirdly, they were asked to name three questions they would ask their children if they were visiting the park together. Results for these three questions are on the following pages.



*Carmen Lomas Garza, Una Tarde (One Summer Afternoon), 1993, alkyd on canvas, 24 x 32 inches.*



## DESCRIBING THE ARTWORK

Parents were given the following prompt regarding the work of art on the previous page: “Look closely at the work of art above and describe [in writing] what you see or what is going on.” Their responses, both before and after the program, emerged along a continuum from descriptions that were 1) mostly observation, 2) a combination of observation and interpretation, 3) mostly interpretation, and 4) interpretation supported by evidence. Differences among parents’ responses before and after the program were negligible—for the most part, the majority of parents’ responses fell into the category of a “combination of observation and interpretation” or “mostly observation.” Only one parent (after the program) provided an interpretation with evidence. Examples of each type of response are provided below in the chart.

PARENT RESPONSES: DESCRIBING THE ARTWORK			
RESPONSE TYPE	BEFORE	AFTER	EXAMPLES
No response	3%	1%	N/A
Mostly observation	30%	33%	<i>“In the bedroom, there are two people talking, a cat, the windows, the pictures with photos”</i>
Combination of observation and interpretation	50%	42%	<i>“I see that there are four people, three adults and a girl, and I see that each one of them is doing their own thing and that the woman on the bed is pensive, the little girl is playing on her own.”</i>
Mostly interpretation	17%	23%	<i>“To me it looks like a painting that represents a family that is very close, in peace and harmony, and that each one respects their space, they are very religious, and they like animals, the grandmother is occupied with her embroidery.”</i>
Interpretation with evidence	0%	1%	<i>“It is a family in a bedroom, doing different activities. It could be the grandmother’s room and that the rest of the people are visiting her. It is a Hispanic family based on the different articles in the room. They look preoccupied - not happy.”</i>

## TALKING ABOUT THE ARTWORK WITH CHILDREN

Parents were given the following prompt regarding the work of art: “Imagine that you are in an art museum with your child(ren) looking at this artwork. Write three questions you would ask your child(ren) about it.” Their responses, both before and after the program, emerged along a continuum from questions that were 1) yes/no, 2) open-ended with limited responses, 3) completely open-ended, and 4) interpretative. They also wrote some questions that were outside the continuum (off-target or opinion questions). Examples of each type of question are provided below in the chart.

Responses before and after the program were similar, except for two notable differences. Before the program the greatest portion of parents (21 percent) wrote questions that were off-target and not related to looking at and describing the artwork; very few parents wrote off-target questions after the program. Secondly, after the program, the greatest portion of parents (49 percent) wrote open-ended questions compared to only 34 percent before the program.

PARENT RESPONSES: TALKING ABOUT THE ARTWORK WITH CHILDREN			
QUESTION TYPE	BEFORE	AFTER	EXAMPLES
Question off-target	21%	6%	<i>I [would] ask about the fish</i> <i>What did you learn?</i> <i>Do you want to create something?</i>
Opinion question	7%	3%	<i>Do you like this picture?</i> <i>What do you like most?</i>
Yes/no question	20%	13%	<i>Do you see the table?</i> <i>Is that person a man or a woman?</i> <i>Do you see the people?</i>
Open-ended question with limited responses	18%	29%	<i>What colors do you see in the room?</i> <i>What animals do you see?</i> <i>What shapes do you see?</i>
Open-ended questions	34%	49%	<i>What do you see in this work of art?</i> <i>What do you see?</i> <i>Tell me what you see.</i>  <i>What is happening in this picture?</i> <i>What is this artwork about?</i> <i>Why is the mother crying?</i>

## TALKING ABOUT OBSERVATIONS IN NATURE WITH CHILDREN

Parents were given the following prompt: “Imagine you are walking through the park with your child(ren). All around you see trees, plants, pine cones, and sticks and leaves on the ground. You can hear birds chirping and small animals, like squirrels, running in the trees. Write three questions you would ask your child(ren) about the things around you.” Their responses, both before and after the program, emerged along a similar continuum described on the previous page: questions that were 1) directed, 2) open-ended with limited responses, 3) completely open-ended, and 4) interpretative. They also wrote some questions that were outside the continuum (off-target or opinion questions). Examples of each type of question are provided below in the chart.

Responses before and after the program were similar, except for two notable differences. Before the program a sizeable portion of parents wrote questions that were off-target (not related to looking and describing nature) or were opinion based; a miniscule number of parents wrote those types of questions after the program. Secondly, after the program, twice as many parents wrote directed questions compared to before the program.

PARENT RESPONSES: TALKING ABOUT OBSERVATIONS IN NATURE WITH CHILDREN			
QUESTION TYPE	BEFORE	AFTER	EXAMPLES
Question off-target	10%	1%	<i>With what friends are you going to play?</i> <i>If you (should) throw garbage in the street?</i>
Opinion question	19%	1%	<i>I would ask him if he felt happy.</i> <i>What would you like to do?</i> <i>Do you like nature?</i>
Directed question	17%	<b>36%</b>	<b><i>What is the name of the place where we are?</i></b> <b><i>What colors are the trees during the different seasons?</i></b> <b><i>Are the trees big or small?</i></b>
Open-ended question with limited responses	<b>30%</b>	<b>36%</b>	<b><i>What color trees do you see?</i></b> <b><i>What animals are in the trees?</i></b> <b><i>What animals do you see?</i></b>
Completely open-ended question	24%	26%	<i>What do you see?</i> <i>What do you spy with your eyes?</i> <i>What do you hear?</i> <i>What are the birds doing?</i> <i>What are the animals doing?</i> <i>Are the trees different? Why? How?</i>

## PARENT FOCUS GROUP FINDINGS

In spring 2015, two focus groups were conducted with a total of 20 parents who participated in ArteJuntos with their children. Focus groups were conducted in English with Spanish translation. Among focus group participants, most were female, and about two-thirds were Spanish speakers (others spoke English).



## OBSERVING AND DISCUSSING A WORK OF ART

For both groups, the interviewer facilitated an open-ended discussion about Carmen Lomas Garza's *Oranges* (see right for the image). She began by asking participants for general observations of the work of art, and then asked them to identify details of the work supporting their observations. The facilitator also asked each group about similarities and differences among the people portrayed in the image, and which colors and shapes they observed.

Parents across groups typically offered similar general observations. For example, parents in each group described the work's color palette as warm and consisting of "earth tones." Participants in Focus Group 1 specifically noted the orange colors scattered throughout the composition, primarily due to the "fruit that's all over." One participant in Focus Group 2 described the painting as rendered in "autumn colors," such as those in the tree and in the older woman's dress. Parents in both groups also described a temperate climate. A parent in Focus Group 1 pointed out the cactus in the picture to suggest the scene most likely takes place in the Southwest, with another parent agreeing that the climate looks "dry." One parent in Focus Group 2 suggested it would be a warm, sunny day because the clothes were hung up outside.

On occasion, the focus of parents' observations differed across groups. In Focus Group 1, parents were more attentive to local setting. They described the scene as taking place outside of a busy residential area, such as a "farmland," "village," or the "suburbs." In contrast, participants in Focus Group 2 focused more on the activity and movement of the work of art. For instance, when asked to compare and contrast the people in the picture, one participant identified differences in their posture.

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### INTERPRETING ART THROUGH DIALOGUE



*"It looks like it's taking place in the Southwest. (What makes you think that?) Oh, the cactus. It's dry. The climate looks dry."*

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## OPINIONS OF PROGRAM

Group participants were asked to describe what they liked most about ArteJuntos, or what worked best for their families. They were also asked to describe what they liked least.

### WHAT PARENTS LIKED MOST

Across groups, parents appreciated similar dimensions of the program. For example, they said they enjoyed learning about the samurai and architecture exhibitions, either from their children or through their own visits. They further noted changes in their children over time, such as increased confidence with speaking among quieter children and more focused attention to visual detail, especially in museums. Parents also discussed their children's enthusiasm and pride in sharing the artworks they created and wore, such as the samurai masks.

Some feedback was particular to individual parents. In Focus Group 1, one parent referenced his/her daughter's ability to touch and wear the kimono she had made. S/he felt such experiences helped his/her daughter retain information by engaging multiple senses. Another parent mentioned s/he did not grow up going to museums but now felt comfortable doing so with his/her family after the exposure facilitated by ArteJuntos. In Focus Group 2, one parent said s/he appreciated the children being challenged to learn ideas and vocabulary s/he initially thought were "over their heads."

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### INCREASED OBSERVATION SKILLS IN MUSEUMS

*"Although they had in practice gone to museums before, she [the parent] realizes that now she's seeing a difference in how [her son] reacts in a museum having had this experience [through ArteJuntos.] Not only is he more focused, he knows what to look for. He points things out, shapes and colors. And when they went to the botanical garden ... to see the Frida Kahlo exhibition, when he walked into the gallery space, where there were works of art, he knew what to do. He talked to her and pointing things out to her."*

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### WHAT PARENTS LIKED LEAST

When asked what they liked least about ArteJuntos, parents in Focus Group 1 generally discussed ways to broaden the program. For example, they mentioned wanting more time allotted for ArteJuntos, both in regularity of scheduling and in the duration of scheduled programs. One parent asked if the program could continue into the pre-K years. Parents also discussed a desire to visit more museums through the program so as to widen exposure. However, two parents said they appreciated the focused visit a smaller museum like the Katonah Museum of Art could offer. On the whole, parents in Focus Group 2 provided less feedback on what they "liked least."

In each group, one parent mentioned his/her child being distracted or "restless" during the program, particularly during the museum visits. These parents stressed the importance of including hands-on or "tactile" activities, such as "props for [the children] to touch."

## IMPACT ON CHILDREN'S DEVELOPMENT

Parents across groups were asked how they thought observing, talking about, and making art through ArteJuntos had affected their child's development and growth.

Parents in both groups noted that after participating in the program, their children had more interest in creatively using everyday materials, such as boxes from the grocery store. One parent in Focus Group 1 discussed his/her daughter's interest in making collages with "everything" she found around the house. In Focus Group 2, three parents described in detail how their children's use of Legos had changed over time. They felt their children were now more descriptive about what they were making with Legos, such as identifying their creation as a house versus a building. They said their children were also more intentional or "thoughtful" at the outset about what they create.

Across groups, parents also noted their children's increased attention to detail, specifically in identifying and describing colors and shapes. In Focus Group 2, parents noted how their children spent more time looking at drawings and describing visual details when reading books at home.

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### FOCUSED INTEREST IN THE CREATIVE PROCESS

*"She [participant's daughter] had always played with Legos, but she was just sort of stacking the Legos up and not really doing anything. Now she's playing with the Legos and is really thoughtful about what she's doing and the kind of building she's going to build. She's saying: 'This is a building for me. This is a room for me. This is a room for my mom. This is a room for my brother.' She's really thinking about the process as she's building... she's actually really engaged with playing with [Legos now] because, I think, of the experience of being introduced to the architecture [through the program] and talking about block building."*

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## IMPACT ON PARENTING

The interviewer asked participants how ArteJuntos had affected them as parents and whether they did anything differently, or more often, as a result of their involvement with the program.

In their comments, parents in Focus Group 2 tended to focus on how changes in their child had impacted their parenting. For instance, one parent stated his/her child was now more comfortable expressing himself/herself verbally, which made it easier for them to prepare for and “dialogue” about class projects together. Another parent described how their child’s heightened interest in discussing visual details while reading led them to ask the child more questions about what they observed.

One parent in each group discussed how what they personally learned had influenced their parenting. In Focus Group 1, one parent noted that s/he incorporated open-ended questions when playing with his/her daughter at home. In Focus Group 2, another parent spoke more generally about how the program taught him/her to “reach higher” with his/her son and not necessarily avoid “challenging” subject matter.

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### ENGAGEMENT THROUGH PLAY AND DIALOGUE

*“I think [the program] has changed the way I approach playing and doing stuff with her at home... Before, I would just throw the Legos on the floor and say: ‘Go for it.’ Now I tell her, ‘Let’s be an architect. Let’s build something.’ There’s more construction to it. The Lincoln Logs. I bought those; she loves those. I think that I have more to do now, because now I’m kind of walking by something, something she’s never seen before, and I’m kind of like – ‘What’s that? You know? You see? What color do you see?’ I’m asking the questions you were asking, I guess. She likes that. She likes to be engaged.”*

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## PERCEPTION OF MUSEUMS AND MUSEUM VISITS

Group members were asked to reflect on their visits to the Katonah Museum of Art with their child through the ArteJuntos program, and on any subsequent self-guided visits. They were also asked about their visits to other types of museums, and how the program impacted their perceptions of museums more broadly.

### EXPERIENCES WITH THE KATONAH MUSEUM

When reflecting on what they liked about visiting the Katonah Museum of Art with their child through ArteJuntos, two parents spoke generally. For example, they said they enjoyed what they had learned in the visit, that their children had a lot to say about the works of art, and that they appreciated being exposed to experiences they would otherwise have not sought out. Two parents in Focus Group 2 were more specific. They said they appreciated that the Katonah visits through ArteJuntos were guided and focused, compared to their family's visits to other museums. One noted how hands-on opportunities helped his/her daughter better "grab the subject matter that was in front of her." Parents did not discuss visits to the Katonah Museum of Art unrelated to the ArteJuntos program.

### EXPERIENCES WITH OTHER MUSEUMS

Parents in Focus Group 2 also reflected on their experiences, or potential experiences, visiting other museums. A few parents said they would be more inclined to take their child(ren) to museums moving forward. They said they would do so because their child(ren) was/were now more comfortable observing and discussing museum objects, or because they better understood how to prepare resources and questions that would "engage" their children and "make that visit much better."

One parent specifically described visiting another museum. S/he noted that in a recent trip to the New York Botanical Garden, his/her son "knew what to do" and began to point things out and describe them to him/her shortly after their arrival.

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### APPRECIATING FOCUSED MUSEUM EXPERIENCES

*"You know, I took my daughter and my other kids to the [American Museum of Natural History]. And it was almost like a rushed kind of thing. And also, don't touch. I'm constantly watching them and saying, 'Don't touch this. Don't touch that'... But when we went to the Katonah Museum, you know... she could actually sit in front of the samurai, and she could actually view it and see it. And I think you were bringing in props for them to touch, which [made it] more like a one-on-one kind of thing... I think it's [a] good idea if you guys are focusing on a certain topic instead of going around the whole museum to tour it, because I think that that wouldn't grab [her] as much. And my daughter seemed to grab the subject matter that was in front of her. Because you guys were explaining it so in depth."*

*"I didn't think the kids could absorb so much, but they are like sponges. [They are] really affected by art... Brian is working differently, like touching the art."*

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## TEACHER INTERVIEW FINDINGS

In summer 2015, RK&A conducted telephone interviews with the two lead preschool teachers from the school that partners with ArteJuntos.



## BENEFITS OF ARTEJUNTOS FOR CHILDREN

Both preschool teachers described the benefits of ArteJuntos for children in a similar way. Both said children increase their verbal skills by participating in the program. Both teachers described the fact that many of the children's parents are illiterate and thus can unknowingly hamper their child's verbal development because of a lack of language being used in the home. Both teachers talked about "reading art" as similar to the act of "reading books," which the parents may be unable to do. By introducing children and their parents to the idea of "reading" art and the world around them, children (and parents) practice their verbal skills and gain vocabulary.

Following from increased verbal skills, both teachers said children overcome shyness and gain *confidence to use* their verbal skills, so that by the end of the program most children stand up to share ideas in front of their classmates without hesitation. One teacher described a parents' delight at seeing her usually very quiet daughter contributing verbally in the classroom.

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### INCREASED VERBAL SKILLS

*"We [teachers] have learned that every kid can express them[selves] and they are practically reading. [Talking about art] is another way of reading. To say "this color is blue" . . . so the children can learn vocabulary. This is the most important thing that the museum has brought to our [preschool] program."*

### INCREASED CONFIDENCE

*"They will feel free to talk, they will have more words to use, and they will feel more confident."*

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## BENEFITS OF ARTEJUNTOS FOR PARENTS

Both teachers began talking about the parents in the program by describing their challenging circumstances, saying they “are limited in many ways.” They said the parents are low-income and English is not the first language of at least 90 percent of them. Teachers said many of the parents do not read or write, even in their own language, and most have never been exposed to a museum. Teachers then described a couple benefits of ArteJuntos for parents.

Teachers said parents become empowered and knowledgeable as teachers to their own children as a result of ArteJuntos. They talked about the weekend activities the program shares with parents to do with their children at home, meant to open up parents’ awareness to the many ways they can interact with their child and contribute to their child’s learning. They said parents learn how to engage with their children through close observation and questioning of the world around them, as well as allowing their children to get really messy through open-ended art exploration. They said as parents practice these activities with their children, they gain confidence to do it more often and see the value in doing so.

A second way parents benefit is by an increased sense of comfort in museums, which carries over into other learning environments, like libraries. One teacher gave an example of how the comfort grows over time. She said that as the parents are exposed to artwork through facilitation of a KMA educator, they grow more at ease to talk about art, learn the vocabulary of art, and thus become more comfortable in the museum.

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### BECOME TEACHERS OF THEIR CHILDREN

*“The program has the power to help [parents] become more resourceful. To help their children with their learning. . . . Each [ArteJuntos] lesson is complimented by a weekend activity that they do at home, where they document the process of what they have done. It really makes the parent become more like a teacher and a facilitator.”*

### INCREASED COMFORT IN MUSEUMS

*“The parents don’t get intimidated, being in a museum. They feel that the museum is another resource that they can visit. That they can go. It empowers them because they are able to go to a library and find books and look for books, because we keep talking and discussing what things they should do, and look for.”*

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## SUGGESTIONS

Neither teacher had any criticism of ArteJuntos. In fact, when asked for suggestions for improvement, they both simply said they want “more” of the program. They both agreed that one visit per week is the bare minimum to keep momentum in the program moving. They both suggested more time between KMA staff and the parents (without their children), noting that one week is not enough. Finally, they both suggested the program take families on visits to more and different types of museums or informal learning environments, like apple farms, other than just KMA.

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### VISIT MORE MUSUEMS

*“We need more. The parents are asking for more time and maybe we can visit another museum. If we were to visit another museum, we would have a way to compare the two of them and better prepare the children to look at art in other museums.”*

### MORE TIME FOR PARENTS

*“One session only for parents (per season) is not enough. I wish the program could have two sessions (per season) with parents. But the time doesn’t allow. It could be, in my opinion, more beneficial if we can have more sessions for parents, to empower them more, to talk amongst themselves as a group, and discuss a work of art”*

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# APPENDICES

## APPENDIX A: STUDENT ASSESSMENT PROTOCOL

Removed for proprietary purposes.

## **APPENDIX B: STUDENT ASSESSMENT RUBRICS**

Removed for proprietary purposes.

## APPENDIX C: STUDENT ASSESSEMENT QUOTATIONS

INTERVIEWER	STUDENT (BEFORE)	STUDENT (AFTER)
What do you see in this picture?	Mmm. Mmm. It's...	Dogs.
What more can you find?	Mmm.	Some children and a grandma. Grandma.
(Again) What more can you find?	-	A tree. I find clothes.

INTERVIEWER	STUDENT (BEFORE)	STUDENT (AFTER)
Let's talk about these two leaves. What about them is the same? Can you tell me in words?	A tree.	Different. This other is big, and this other is small. The leaf. That one. That one is the same.
What about them is different? Can you tell me in words?	Leaves. They're different.	No, they are different. One is big, small. Oh, different. Another big and another small. It's soft. It's soft also.

INTERVIEWER	STUDENT (BEFORE)	STUDENT (AFTER)
What do you see in this picture?	Oranges.	There is a dad that is looking for oranges. Because he has to cook.
What more can you find?	Stick.	Many oranges. Above the tree. And a man. The man does not have the belly. You can't see it. He is dying. Something is biting him. Something. The tree.
(Again) What more can you find?	Clothing.	I see a grandma eating something from her little bag.

INTERVIEWER	STUDENT (BEFORE)	STUDENT (AFTER)
Let's talk about these two leaves. What about them is the same? Can you tell me in words?	Blue. Red.	It's big. Small. Soft. Hard. Same. This one is big. They are not the same. This one is big. This one is small.
What about them is different? Can you tell me in words?	It's big. Little.	They have a shape. Soft. This is hard.



**APPENDIX D: PARENT PRE-POST SURVEY (ENGLISH VERSION)**

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**APPENDIX E: PARENT PRE-POST SURVEY (SPANISH VERSION)**

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**APPENDIX G: PARENT FOCUS GROUP INTERVIEW GUIDE**

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## **APPENDIX H: TEACHER INTERVIEW GUIDE**

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