YOUTH, MUSIC & SOCIAL CHANGE

SABA ALI, ALEXI BRAUN, JUSTIN KIM, SAMANTHA STREIT & SARAH YU

Data & Methods

- We conducted phone interviews using semi-structured interview guides:
  - Interview 1: Understanding the organization and program model
  - Interview 2: Program outcomes: specific to parents or families
  - Interview 3: Current or planned evaluation practices and needs

Results/Findings

Although each program is working to fulfill the mission of El Sistema, all of them need their own evaluation model and design based off their unique structure and stage of development.

Next Steps

- Develop future evaluation strategies based on program priorities, interests, and evaluation capacity:
  - BRAVO: provide college readiness measures and tools to prepare students for their futures
  - Soundscapes: determine most successful mode for parent communication and hire parent liaison
  - CKYO MusicWorks: objectives-based evaluation survey to assess program effect on student capacity for 21st century skills
  - Henry for Music: identify strategies to increase parent engagement in Henry network
  - El Sistema Santa Cruz: evaluating social and emotional growth for students in grades K-4

Case Study Research

Each team member was assigned to an El-Sistema inspired program at the start of the project

All programs seek to effect social change through music for children with the fewest resources and the greatest need (See Figure 1)

Research

- Primary Goal: understanding effects on parents
- Secondary Goal: understanding effects on youth participants

Through personalized case studies of and engagement with ESUSA member organizations across the country, we are exploring the feasibility of making student and parent data collection instruments available to select other El Sistema program sites

Figure 1. Geographic Location of El Sistema-Inspired Programs (141 total)

Our partner organizations

Acknowledgements: Katie Wyatt, Josh deVries, Jessica Sperling, and Megan Gray