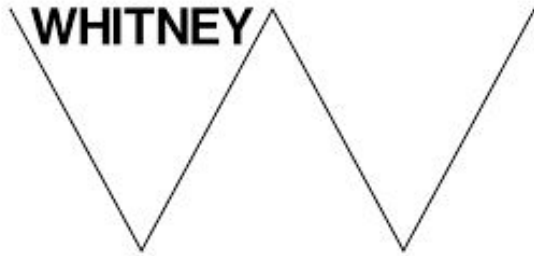


# **ROOM TO RISE: The Lasting Impact of Intensive Teen Programs in Art Museums**

Danielle Linzer

Senior Director of Education, Learning, & Research  
Children's Museum of Pittsburgh and MuseumLab

# A NATIONAL COLLABORATION



**WALKER**



# INTENSIVE TEEN ARTS PROGRAM MODEL

- MOCA Apprenticeship Program (1992)
- Walker Art Center Teen Arts Council (1996)
- Whitney Museum Youth Insights (1997)
- CAMH Teen Council (1999)



# INTENSIVE TEEN ARTS PROGRAM MODEL

- Actively engages a group of diverse teens
- Teens meet regularly with museum staff over the course of one or more years
- Training and mentoring
- Behind-the-scenes access
- Teens work collaboratively to shape and deliver programming, events, and resources
- Serve as ambassadors to engage other youth













# KEY FEATURES OF STUDY DESIGN

- Multi-site, multi-program study
- Practitioner-Researcher approach
- Mixed methods, including arts-based tools





# WHERE ARE THEY NOW?

## TRACKING DOWN PROGRAM ALUMNI



# SAMPLE AND METHODS

Institution	Beginning Year	Age 2011	Total Participants	Approximate Range of Ages
WMAA	1997	14	180	19-32
WAC	1996	15	112	19-31
MOCA	1992	19	155	19-36
CAMH	1998	13	153	19-30
			<b>600</b>	

- Confirmed contact info for 472 alumni (79%)
- 316 responded to survey (67% response rate)
- 264 completed survey (84% completion rate)
- 24 arts-based alumni case studies
- 12 staff interviews
- 2 alumni focus groups
- 4 program case studies



# FINDINGS OVERVIEW: OUTCOMES FOR ALUMNI

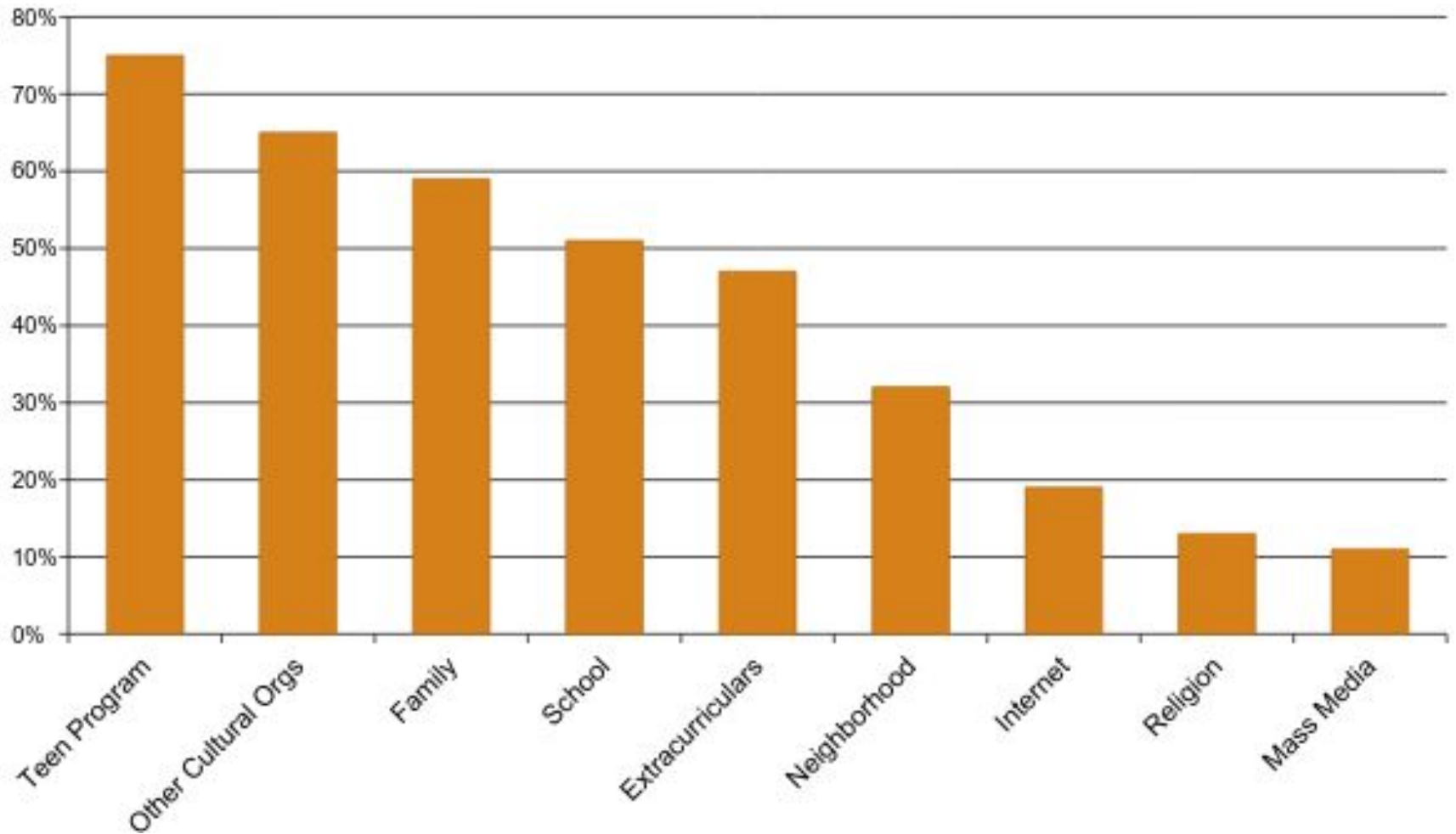


# LASTING IMPORTANCE

These teen programs are consistently rated **one of the most important and most positive experiences of a young person's life**, even as they move into adulthood.

95% of all respondents considered their program experience to be either “a very good experience” or “**one of the most important experiences I've had**” (54.9%).





Overall, respondents rated their teen art program as the **most positive influence** in their youth.



For years my most significant work experience was being part of the Teen Arts Council and I remember being on so many interviews saying, “Oh you see this blip on resume that looks like an internship or a fellowship, **I’ve actually never had as much autonomy in a job as I did in the Teen Arts Council.**”  
-Leila Darabi (WAC Participant)



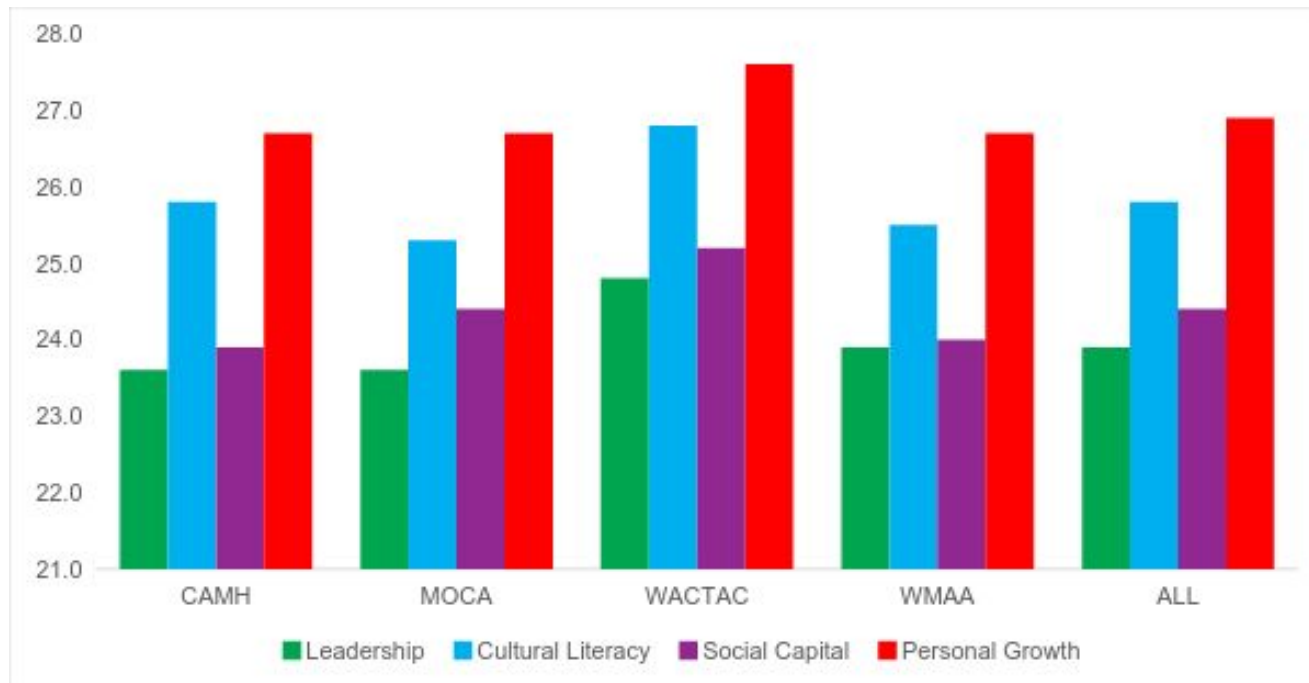
# PERSONAL GROWTH AND SELF-KNOWLEDGE



**Teens gain a lasting sense of identity, confidence, achievement, and empowerment.**



62% of alumni felt that the program had a great or strong impact on their level of **self-awareness**, and 49% felt it had a great or strong impact on the development of their **values and priorities**.





“I think in American society that we don’t really get that ability to question who we are, because society tells us, this is who you’re supposed to be. . .

**This program allows young people to learn who they are, but learn who they are through art, and in that define themselves.”**

- Charles Galberth  
(WMAA Participant)

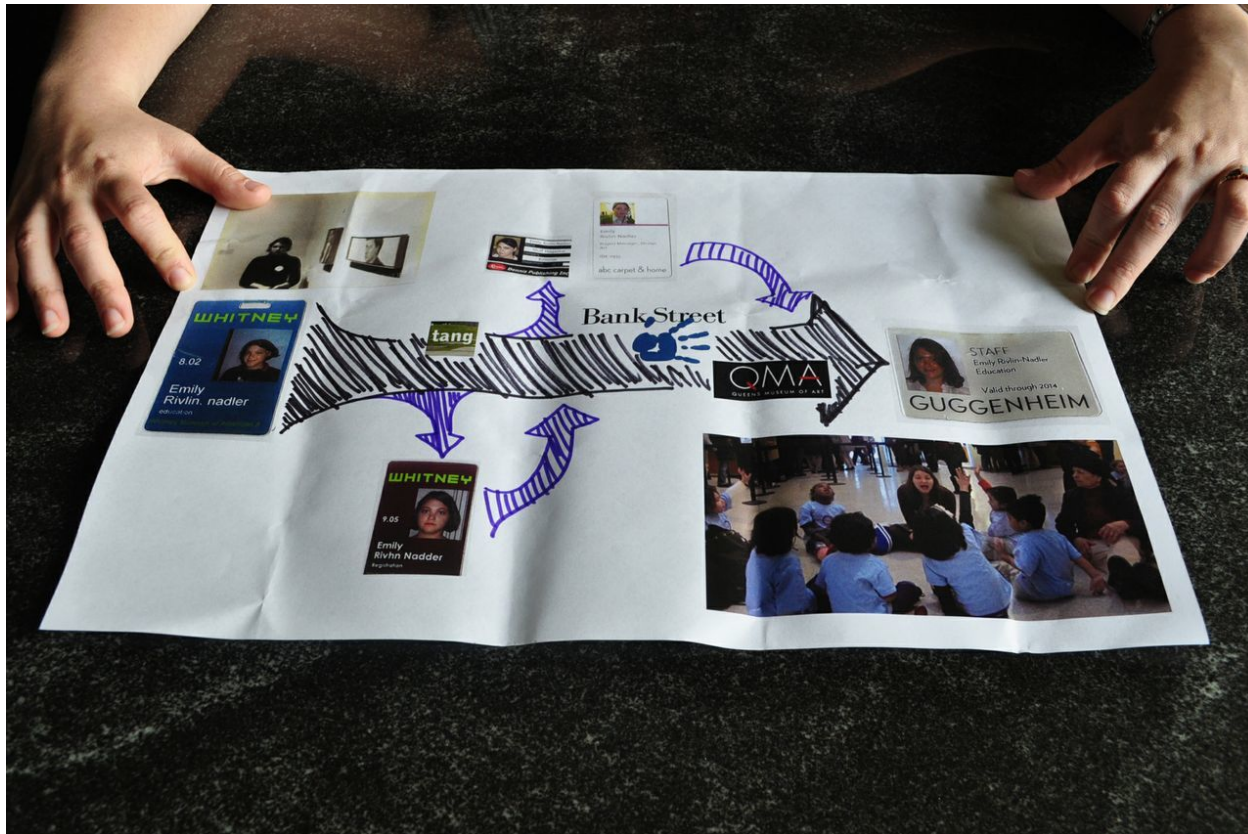
Whitney Museum of American Art



# WIDER CAREER HORIZONS



**These programs open teens' eyes to new career paths and opportunities, help them crystallize professional goals, and promote long-term academic and career development.**





“I knew I loved art and museums, but I didn’t know about the museum as a **possible career path** until I joined WACTAC... WACTAC was the **single most important experience** I had in high school.” (WAC participant)



- **79%** have held a professional position in the arts
- **58%** said the program is extremely relevant or very relevant to their work today
- **57%** said the program had a great or strong influence on their career choice

“The program gave me a **very real, practical sense of how I could orient my life career trajectory around art.** That it wasn’t some kind of fantasy or impossibility, but it made it seem achievable and real to me.” (CAMH participant)





“It has enabled me to make great legal arguments because I can take completely abstract ideas and put them into very concise, critical points of view. . . . **Honestly, I don’t think I would be a lawyer had it not been for the Whitney’s training.**

When I’m in court I’m leading everybody through abstract scenarios to see the points that I’m trying to make.... On tours at the museum I would ask, ‘What do you see here? Do you see this? Can it also be this?’ . . . **Those are the same questions I’m asking to this day.”**

- Shahrina Ankhi-Krol (WMAA Participant)

# TRANSFORMED RELATIONSHIP TO MUSEUMS



**Teens experience a dramatic change in their appreciation for museums' role in society and their sense of belonging in museums. Most are active museum visitors as adults.**



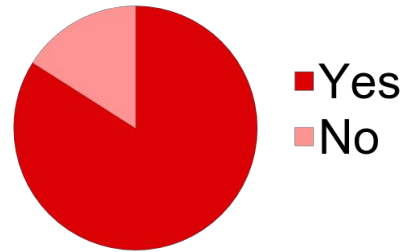


“It’s sort of a **lifelong transformation**. Having gone through the program . . . I’ve felt like **the museum is home** to me. . . . Even if I’ve never been to a particular museum before, I just know how to be in that space. **I value museums more and more.**” (CAMH participant)

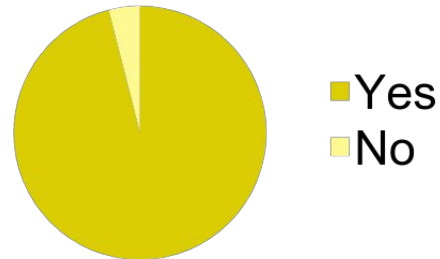


# In the last two years, program alumni...

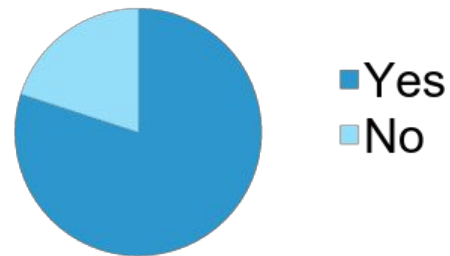
Visited Museum of Program  
(84%)



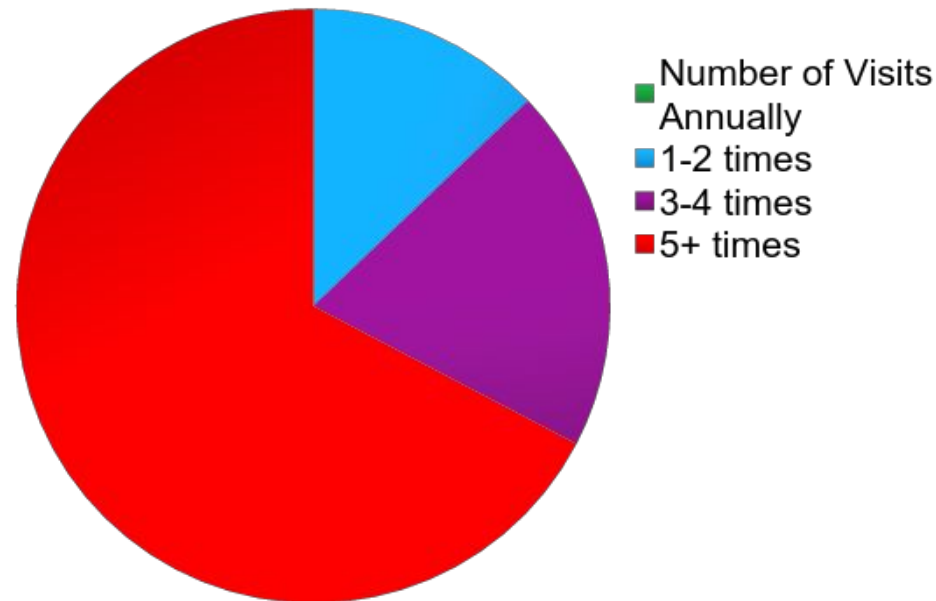
Visited Another Art Museum  
(96%)



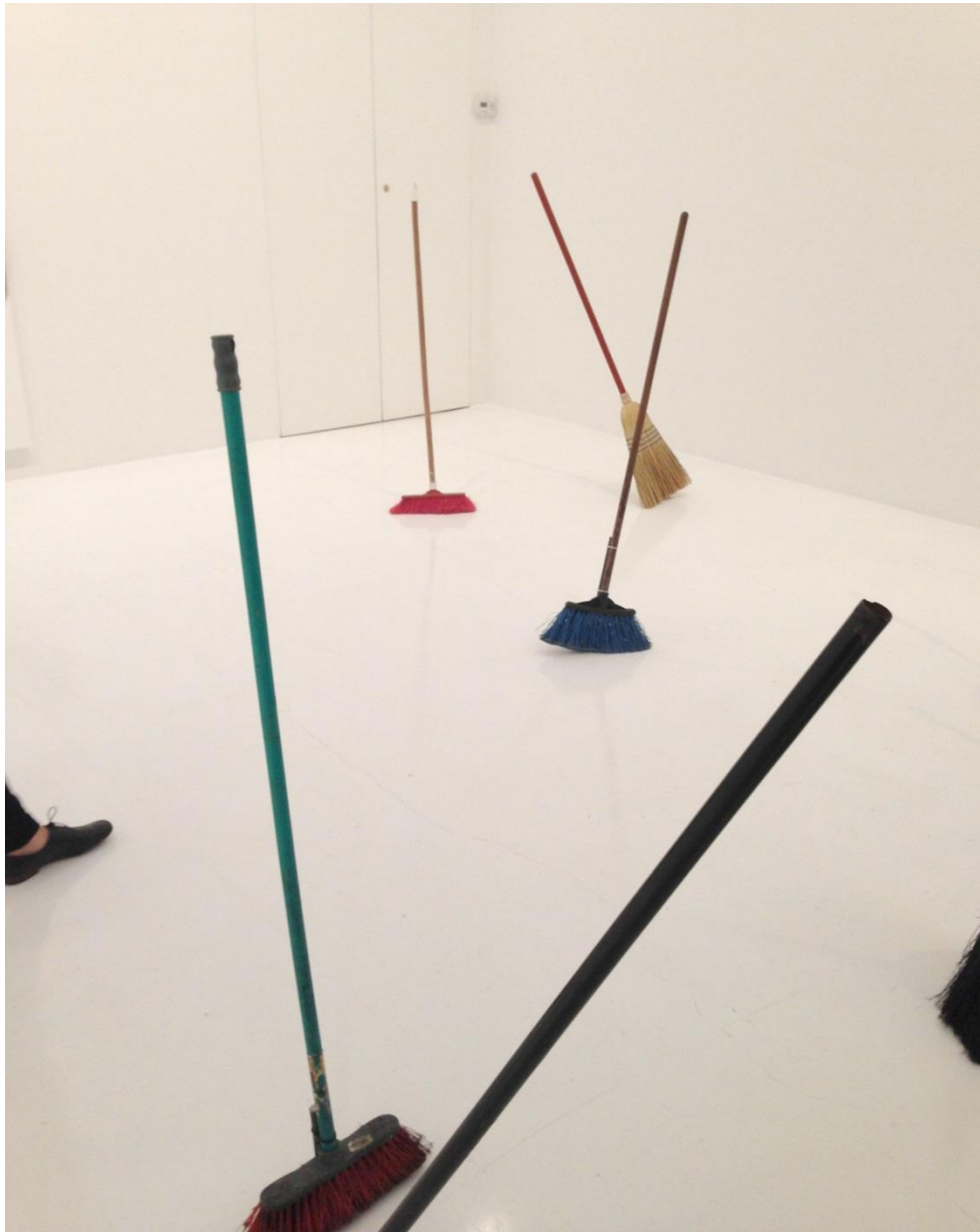
Visited Another Kind of Museum  
(80%)



“The program helped **change the way I feel about museums and their value**. I went from being the kind of kid who would never go on his own volition to visiting the museum on my off days and **bringing friends along with me.**” (CAMH Participant)







## PHOTO JOURNAL:

“Often times when I talk to friends or family about art they express that they feel a boundary of elitism or unease even walking into a gallery. I used to feel the same way- the art world can seem very insular or foreign to a casual observer. I **try and tell them art is like a language- you have to put in effort and work at it to understand it, but that work opens you up to a very rewarding and different world-view.**”

-Emmanuel Mauleon (WAC Participant)

# A WORLDVIEW GROUNDED IN ART



**Teens solidify an active, deep, and lasting engagement with art. Many also describe a personal worldview and sense of identity shaped and changed by art, and they are active participants in arts and culture in a variety of ways.**







### PHOTO JOURNAL:

We ate a lot of Dominoes. A lot. I love Pizza. I blame my above average love for Pizza on Youth Insights. There is no shortcut to a quality product. While **watching art handlers install a Claes Oldenberg sculpture** for inclusion in a permanent collection showcase, I saw them taking extreme care to have the ketchup at the right angle to the bun. **That was one of the most formative moments of my life.**

- Azikiwe Mohammed (WMAA Participant)

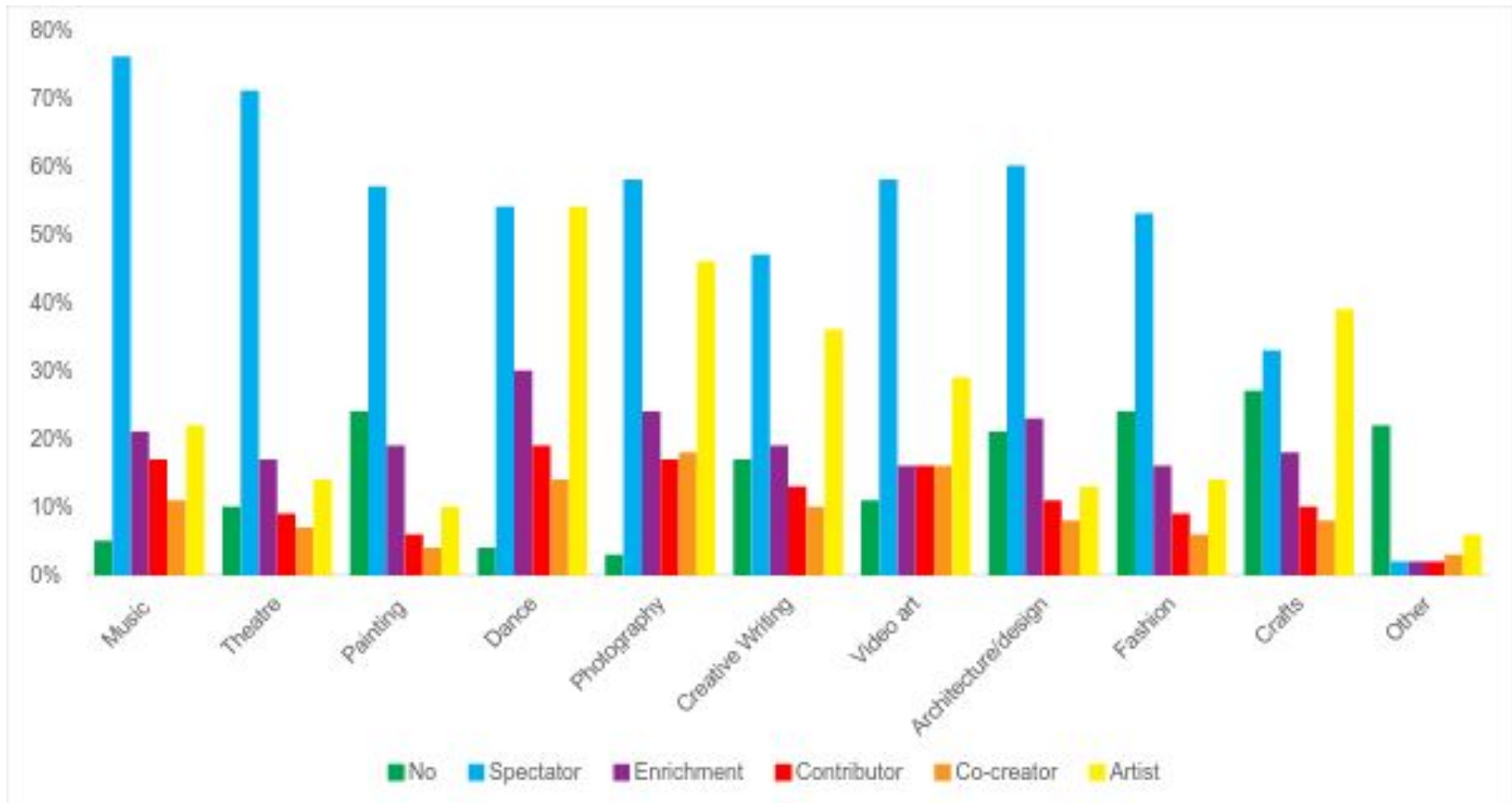


Claes Oldenburg, Giant BLT (Bacon, Lettuce, and Tomato Sandwich), 1963. Vinyl, kapok fibers, painted wood, and wood, 32 × 39 × 29 in. (81.3 × 99.1 × 73.7cm). Whitney Museum of American Art, New York; gift of The American Contemporary Art Foundation Inc., Leonard A. Lauder, President 2002.255a-s

“The Whitney program instilled in me a **great confidence** for talking about artwork. I developed a **vocabulary and set of observational tools** that empowered me to approach any work of art as something available for me to experience.”  
(WMAA participant)



# Alumni continue to be active participants in the arts, as both spectators and creators.



# COMMUNITY ENGAGEMENT AND INFLUENCE



**Teens value community, collaboration, and diversity as a result of these programs. They have a stronger appreciation for the importance of service and a desire to give back, prompting many to take on leadership roles in their communities.**







**“MOCA really instilled in me this community that I’ve never been able to part from.”** - Luis Martin (MOCA Participant)



## PHOTO JOURNAL:

“Think big!” An artist only develops by learning to take risks. At the beginning of the school year, most of my students dare not draw or paint on a sheet of paper larger than 8.5x11”. This is where I come in. with positive encouragement and clear expectations, all students will paint on a 4’x5’ canvas that they build themselves. **During my apprenticeship at MOCA I was encouraged to take risks and learn from the experiences.**

– John Ildefonso (MOCA Participant)

# ENGAGEMENT STRATEGIES

Supportive Staff Mentors

Authentic Work

Sustained Engagement

Interactions with Artists

Peer Diversity

## SHORT-TERM OUTCOMES

Personal Development

Artistic and Cultural Literacy

Arts Participation

Social Capital

Leadership

## LONG-LASTING IMPACTS

Personal Identity and Self-Knowledge

Lifelong Relationship to Museums and Culture

Expanded Career Horizons

A Worldview Grounded in Art

Community Engagement and Influence



# KEY ENGAGEMENT STRATEGIES

- Supportive staff mentors
- Authentic work
- Sustained engagement
- Interactions with artists
- Peer diversity

# WHITNEY.ORG/ROOMTORISE

- Full downloadable report including findings about high impact engagement strategies and institutional impact
- Technical supplement
- Sample instruments
- Video content and more