

## El Sistema Mitchell Music Intervention: Project Aims, Theory of Change, Methodology, and Results

The El Sistema Mitchell Music Intervention Program is a collaborative partnership of the University of Michigan School of Theatre, Music and Dance, School of Social Work, School of Education, and Ann Arbor Public Schools. The collaborative conducted a formative evaluation of the year one music pilot project to document the program's emerging curriculum. Results from the evaluation were used to inform program modifications for replication and expansion purposes. An outcome evaluation was conducted to offer evidence that the pilot program achieved its intended results.

### Background

- El Sistema is a renowned Venezuelan music intervention program that has inspired a global movement due to its social impact on fighting poverty and improving the human condition.
- El Sistema model provides high quality music instruction to children from broad socio-economic backgrounds in over 25 countries, including the United States.
- Thriving in Los Angeles, Boston, Philadelphia, and other major cities and music centers this famed program fills a special need in the corridor between Ann Arbor and Detroit.

### Project Aims

- Serve socially, racially, and linguistically diverse children in the University of Michigan/Ann Arbor community.
- Plan the scale up of the El Sistema music intervention to include schools and other venues in Detroit.
- Develop a social engagement curriculum of greater depth for University of Michigan School of Music, Theatre and Dance.

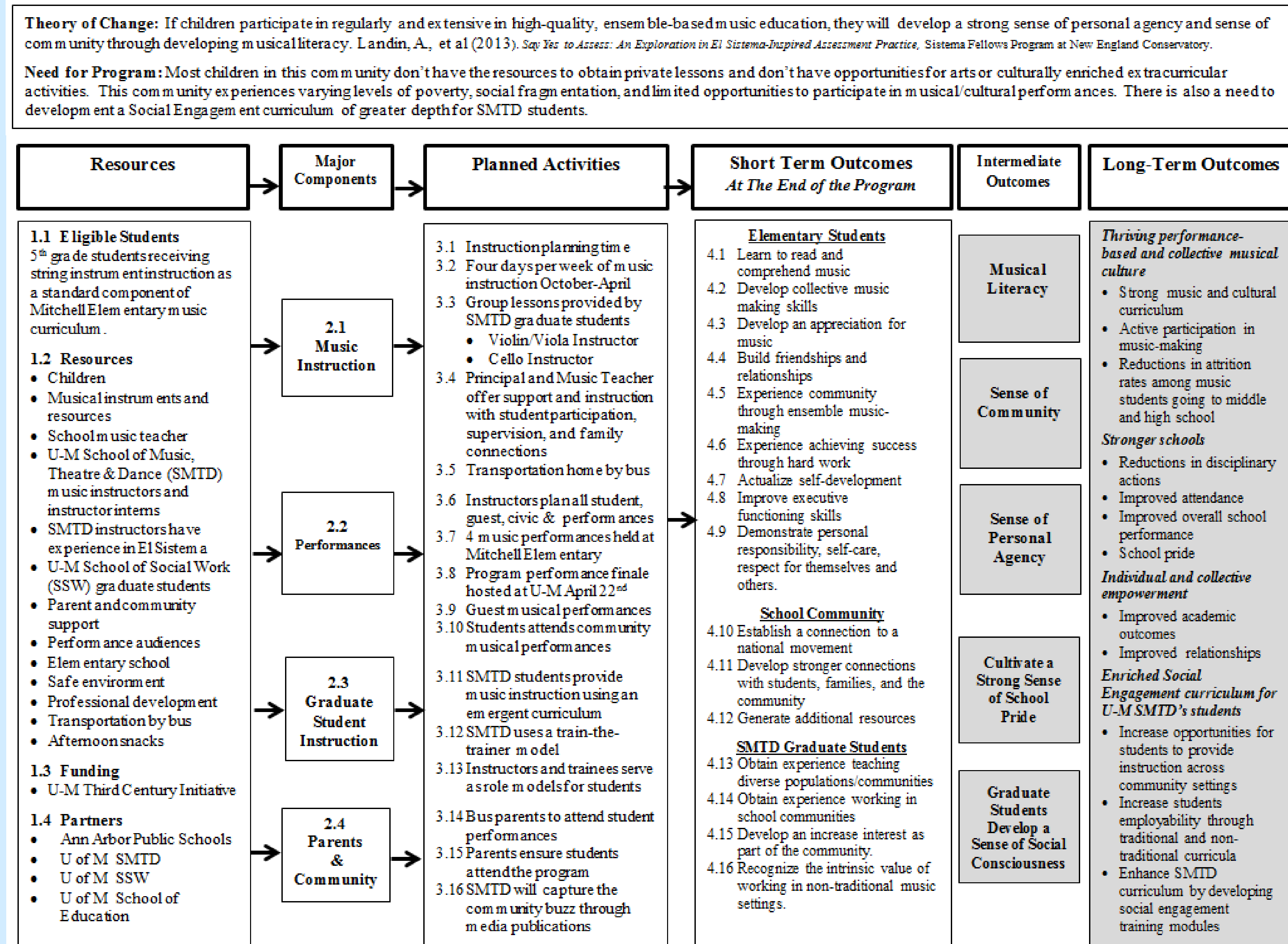
### Methodology

- Single group pretest-posttest design
- Mixed methods approach
- Formative and outcome evaluation
- Recruitment: 22 students receiving string music instruction.

### Acknowledgments

Funding Sources: University of Michigan Third Century Initiative and Private Donors

### Theory of Change and Logic Model



### References Cited

Landin, A., Roldan, C., Sandoval, E., and Zanussi, S. (2013). Say Yes to Assess: An Exploration in El Sistema-Inspired Assessment Practice. *Sistema Fellows Program at New England Conservatory*.

### Limitations and Next Steps

- Small sample size exist in the research design
- Threats of maturation exist with this elementary school program
- Subsequent study will incorporate nonequivalent control group design

### Measurements

- Student pre and post test surveys:
  - Student Attitudes Towards School (Anderson)
  - Student Satisfaction with Life Survey (Gadernann)
  - Student Conflict Behavior (Kammrath & Dweck)
  - Student Parent Involvement Survey (Zdinski)
  - Student Self-Esteem of Musical Ability Survey (Schmitt)
- Pre and post classroom teacher rating of Student School Achievement Motivation (Chiu)
- Pre and post interviews with graduate music instructors, school music teacher, and principal.
- Pre and post questionnaire/focus group with family members
- Video recording of music instruction & concert performances
- Data extraction of official school records

### Results

- Students' feelings of acceptance from family members, teachers, and peers improved significantly ( $p < .05$ ).
- Students' showed significant positive improvement in the way they felt about school ( $p < .05$ ).
- Students' experienced high levels of musical achievement, increased opportunities for learning, an understanding of the benefits of discipline, perseverance, and hard work.
- Post program there was a greater sense of school pride and school community.
- Graduate instructors developed a greater sense of self and social consciousness in relation to their instruction and its impact on improved music and developmental outcomes of students and the increased level of school and community support.
- Graduate instructors experienced personal and professional gains from teaching and engaging the students, their families, and the school community.