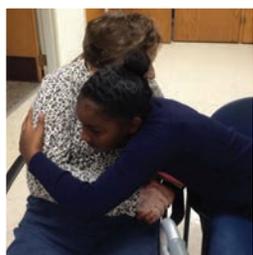




## DANCEWORKS INTERGENERATIONAL MULTI-ARTS PROGRAM (IMAP) 2015-16 PROGRAM REPORT



Danceworks Intergenerational Multi-Arts Program (IMAP) uses creative arts instruction to encourage school aged children to build relationship with older adults in their communities. We partner with senior centers, public and private adult daycares and elementary schools within Milwaukee and surrounding communities to implement IMAP. This program provides out of the ordinary interaction that adds excitement to our seniors' daily routines and helps to fulfill potential arts education shortfalls for our school aged participants.

**During the 2015-2016 school year, Danceworks facilitated five partnerships between 10 schools and senior sites, engaging 127 students and 100 seniors in IMAP curriculum.**

Guided by the theme "Dancing in Someone Else's Shoes," the following projects were integrated to help develop the relationships between the elders and the youth:

- Creating dances in small groups by turning short poems into movement
- Using color to describe emotion—how we feel and who we are
- Taking photos together and smiling
- Salsa partner dancing
- Practicing/sharing bi-lingual story for Dia de Los Muertos

# DANCEWORKS IMAP

## 2015-16 PARTICIPATING SITES

IMAP schools and older adult sites represent a geographic cross-section of the city of Milwaukee, from the northwest side, through the central city, to the south side.

Bruce Guadalupe School paired with United Community Center Day Center

Ralph Waldo Emerson School paired with Luther Manor's Courtyards Assisted Living

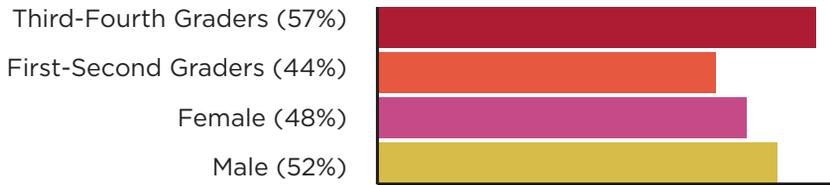
Maryland Avenue Montessori paired with St. John's on the Lake

Neeskara School paired with Jewish Home and Care Center

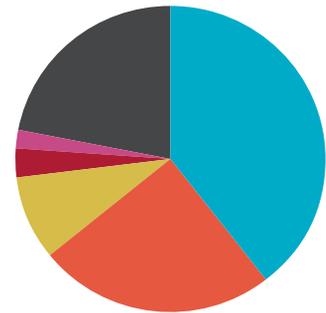
Vieau School paired with United Community Center's Senior Center



### IMAP STUDENT PARTICIPANT DEMOGRAPHICS

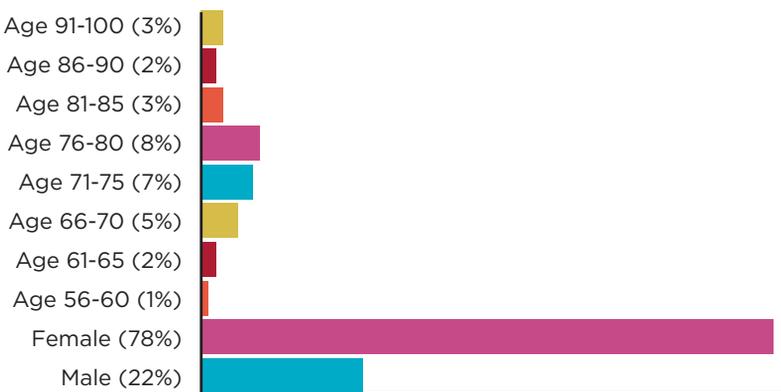


*Fifty-Seven percent of our students participated in their schools' free/reduced lunch program—indicating the population's poverty levels.*



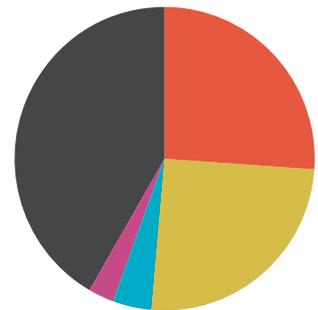
- African American (40%)
- Hispanic (25%)
- Caucasian (9%)
- Asian American (3%)
- Other or Mixed (2%)
- Did not disclose (22%)

### IMAP OLDER ADULT PARTICIPANT DEMOGRAPHICS



*Sixty-nine percent of older adult participants did not disclose their age.*

*A portion of older adult participants were from memory care units and assisted living centers and had varying degrees of Alzheimer's disease and dementia, as well as physical limitations.*



- Hispanic (26%)
- Caucasian (25%)
- African American (4%)
- Other or Mixed (3%)
- Did not disclose (41%)

## MILWAUKEE ART MUSEUM VISITS AND THE IMAP CELEBRATION



**IMAP curriculum included a visit to the Milwaukee Art Museum and a program wide celebration, allowing participants the opportunity to experience Milwaukee's arts community.**



During the month of November participants received a docent-led tour of the Milwaukee Arts Museum which was followed by a brief performance by Danceworks Performance Company. Participants engaged in discussions related to thematic inspiration drawn from artwork within the galleries. In order to make the tour accessible for all participants and to allow for a

more intimate atmosphere, the museum tour was limited to Windhover Hall and the "Larry Sultan: Here & Home" exhibit.



In December participants from the ten sites gathered at that Milwaukee Youth Arts Center for a program wide celebration. Groups participated in collective warm-ups and other thematic activities that reinforced the communal sense of the program. Participants displayed their art projects and performed their final performance pieces. Danceworks' 50+ Tappers also entertained the group with a performance.

*"I love that my students are exposed to a new art form, such as tap dance. My favorite part of IMAP is always the Celebration because there is such a sense of community that warms my heart."*

– Classroom Teachers,  
Bruce Guadalupe Community School

*"The Celebration day was wonderful. The space looked beautiful filled with great art work and the participants raved about it for days after."*

– Site Staff,  
Luther Manor Adult Day Center





## DANCEWORKS IMAP PROGRAM IMPACT ASSESSMENT

Using arts as a vehicle to cultivate relationships and develop understanding between the generations reflects the central goal of IMAP.

**The ten week curriculum is designed to produce the following outcomes:**

### **IMAP's Outcomes:**

- 1) The majority of participants will develop a stronger sense of community through the use of creative art.
- 2) Fifty percent of older adults will improve their attitudes toward their own aging.
- 3) Fifty percent of students will improve their attitudes towards older adults.

We measured these outcomes with pre- and post-program participant surveys and a post-program questionnaire for classroom teachers and site staff. To measure changes in the students' perceptions of older adults, we adapted a questionnaire from the Hawkins Statements about Older People and Palmore's Facts on Aging Quiz. To measure changes in attitudes toward the aging process, we surveyed our seniors with an adaptation of Lawton's PGC Morale Scale Questionnaire. The classroom teacher and site staff questionnaire helped to determine how successful the IMAP curriculum was with building respectful relationship and community between generations.



Facilitated by Danceworks' assessment staff.

**Through IMAP's collective multi-arts activities, youth and older adults better understand each other, share cultural histories and build intergenerational relationships that enrich Milwaukee's community:**

*"Throughout the course of IMAP, I noticed our participants becoming more willing to get involved and fully engage. Some participants who don't normally engage in other programs in our day center were drawn to the energy of the children and the IMAP facilitators."*

– Site staff, Luther Manor Adult Day Center

*"It is beautiful to see students and older adults let go of their pre-conceived ideas about each other and really get to know each other as people. I also love the inter-arts aspect. The program is so well integrated and open to creativity on everyone's part."*

– Site staff, Jewish Home & Care Center

Fifty-five older adults were surveyed from all of the senior daycare and care centers. Pre-program surveys were given to all participants. However, only respondents who returned pre- and post-program feedback were included in analysis. It is a challenge to collect data post-program because regular attendance can be disrupted by conflicts outside of participants' control. Doctors' appointments, other commitments and/or unreliable transportation—particularly at non-residential sites—can all affect an older adult's ability to participate.

Forty-three students were surveyed from Neeskara Elementary and Ralph Waldo Emerson School. Since the majority of student participants were younger than 9 years old, we were only able to survey 34% of our participants (ages 9 and up) due to the reading comprehension level of the survey.

## ASSESSMENT RESULTS

**Assessment results demonstrated that our participants did indeed have a positive experience—surpassing our outcome target of 50% improvement.**

- 52% of students experienced a positive improvement in their attitudes toward older adults from pre- to post-program.
- 60% of older adults experienced a positive improvement in their attitudes toward aging.

**The post-program change in scores for older adult participants was statistically significant; in other words, the change between the pre- to post-program scores was likely a result of IMAP programming.**



*“IMAP positively influenced our participants by bringing new life and vitality into the day center each week. The children were also so great to have with us every other week.”*  
– Site staff, Luther Manor Adult Day Center

*“I thought the dance floor the students created with their senior friends was awesome.”*  
– Classroom teacher,  
Maryland Avenue Montessori School

*“I love when my students are able to interact with the senior citizens. They are able to learn from each other and I love to see how helpful and kind my students can be when interacting with the seniors.”*  
– Classroom teacher,  
Ralph Waldo Emerson School

*“I noticed the students were more comfortable interacting with elderly people. They also seemed more capable of assisting their senior friends in a more appropriate, respectful way.”*  
– Classroom teacher,  
Maryland Avenue Montessori School



The IMAP Faculty came together prior to the start of the program to train and team build. Over half of the IMAP teaching artists were returning instructors. Their familiarity with IMAP created a more cohesive group that was better able to focus on building relationships between participants, while the new Faculty members brought fresh perspective to the program.

## 2015-16 IMAP FACULTY

Rae Buth  
Samantha Goodrich  
Kathleen Grusenski  
Betsy Guerrero  
April Heding

Posy Knight  
Jeanne Kollmeyer  
Julia Richter  
Liz Tesch

## SPECIAL THANKS TO OUR 2015-16 IMAP FUNDERS AND SPONSORS

**Bader Philanthropies**

**CAMPAC**

**Greater Milwaukee Foundation:**

**Mary L. Nohl Family Foundation**

**Janet Carr**

**Jewish Home & Care Center**

**JS2 Builders**

**PPC Foundation**

**United Performing Arts Fund**

*Our apologies to any IMAP funder or sponsor that was inadvertently omitted or incorrectly listed. Please contact Izzetta Voss-Rees, Marketing & Development Manager, at 414.277.8480 x6017 or [ivoss@danceworksmke.org](mailto:ivoss@danceworksmke.org) with any corrections.*

### Questions about IMAP?

Contact Posy Knight, Outreach Director, at 414.277.8480 x6012 or [pknight@danceworksmke.org](mailto:pknight@danceworksmke.org).

For information about IMAP sponsorship, please contact Candice Wegner, Director of Development at 414.277.8480 x6019 or [cwegner@danceworksmke.org](mailto:cwegner@danceworksmke.org).



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### Photography throughout:

April Heding,  
Danceworks Staff.



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*Danceworks is supported in part by the Wisconsin Arts Board with funds from the State of Wisconsin and the National Endowment for the Arts.*