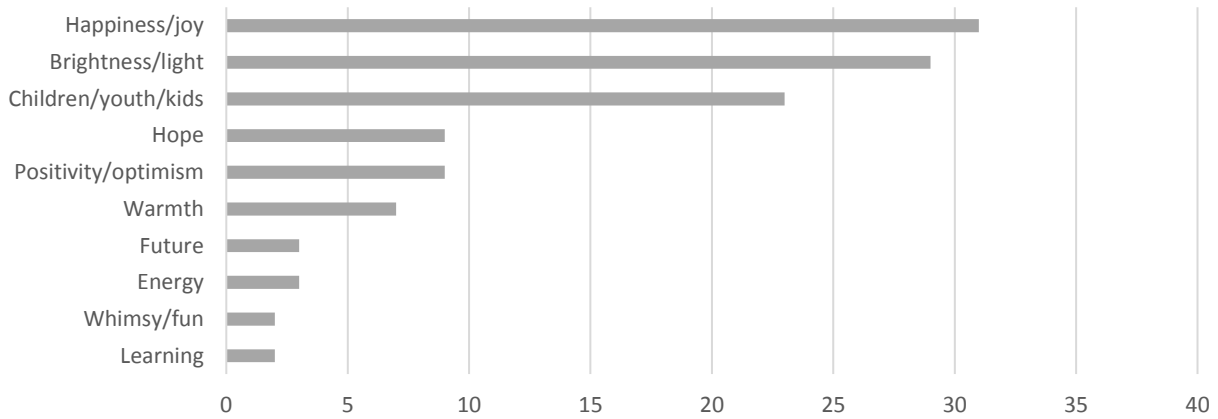


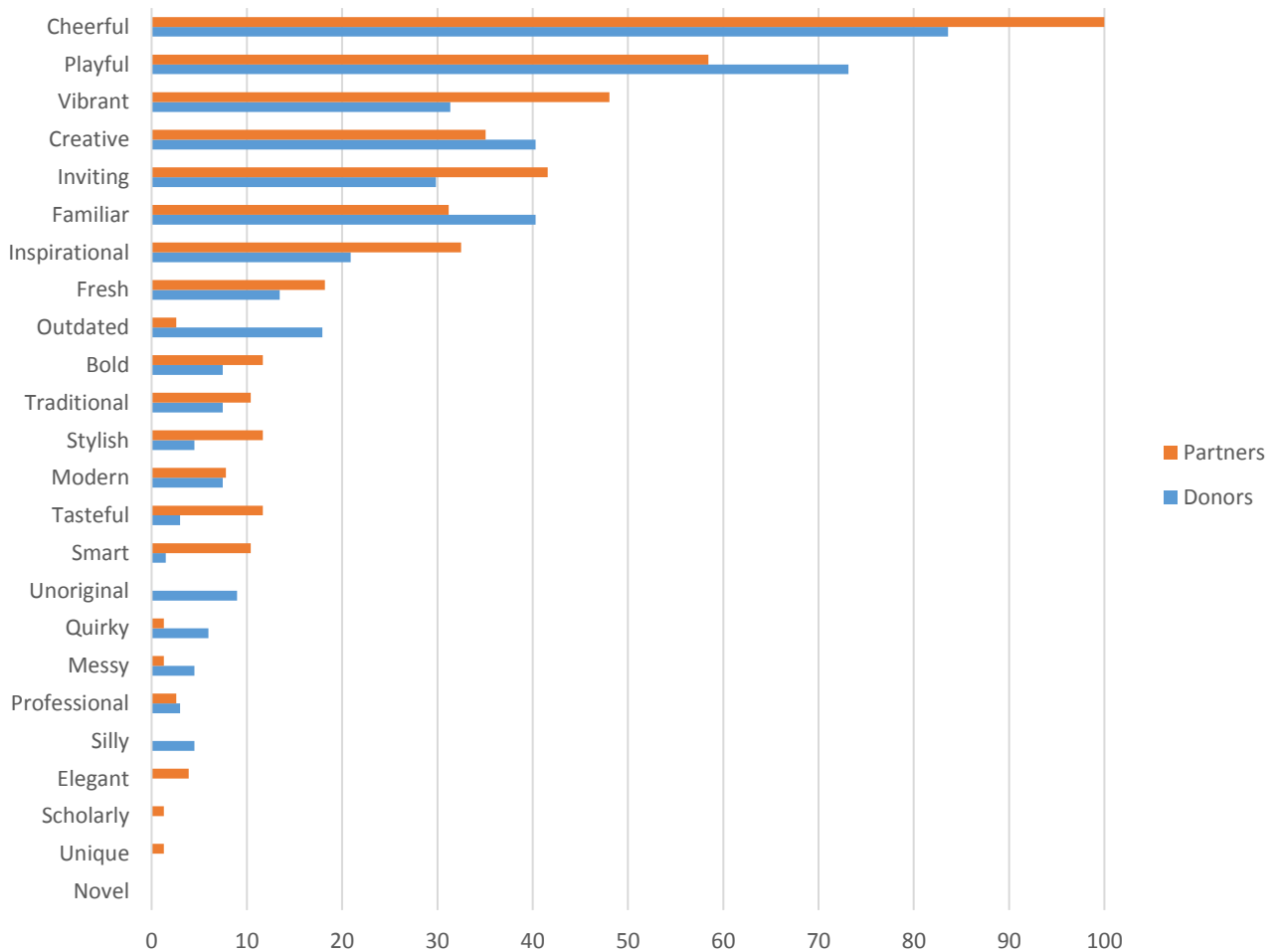
## YA BRANDING

### LOGO

#### What does this logo convey to you?



#### Which words would you use to describe the logo?



Respondents seem to be favorable toward the logo overall. The design certainly conveys positive emotions (**happiness, brightness, hope, optimism**) and even inspired some organization-specific descriptions like “**children,**” “**future,**” and “**learning.**”

It is notable that the open-ended question didn't yield very many responses describing art or creativity. A handful of responses did write a variation of “**child's drawing**” or “**kid's art,**” but our interpretation is that these individuals were describing the logo in literal terms, instead of describing what the styling or subject matter conveyed to them emotionally.

Use of the word **Cheerful** in the multiple-choice question was unanimous for School Partner respondents and it also scored the highest for Donor respondents. While most of the choices were very positive, the words **Professional** and **Scholarly** got very few votes. If these are attitudes that Young Audiences would like to convey at first glance, Oxford would recommend some sort of logo refresh.

Overall, School Partner respondents used more positive words than Donor respondents. Donor respondents were more likely to say that the logo was **Outdated** (18% vs. 3%), **Unoriginal** (9% vs. 0%), **Quirky** (6% vs. 1%), **Messy** (5% vs. 1%), and **Silly** (5% vs. 0%) and they were *less* likely to say that it was **Tasteful** (3% vs. 12%) or **Smart** (2% vs. 10%). It is apparent that these two groups have some differences of perception regarding the logo, possibly due to their different workplace environments. If Young Audiences does choose to move forward with a logo refresh, Oxford would recommend including input from a representative from the Donor group during the creative process.

NAME

**What does the phrase "Young Audiences" convey to you?**

**School Partners**

- Focused content and assemblies for adolescents and children.
- young people who watch shows
- Performance based learning for children
- that the shows that are presented are for children
- A theatre company that provides shows for young children
- Geared to young people that can be inspired.
- School assembly programs or cheap theatre tickets for children
- Giving young people the opportunity to experience a live performance.
- I don't think that I would know that it was an arts organization without having prior knowledge.
- Programming geared toward children

**Donors**

- children watching/witnessing the arts
- Formal performances in theatres
- Children attending a show of some kind. Not necessarily engaged or directly involved.
- Programs for and by school aged kids
- Young people who are paying attention.
- Children listening and watching
- Children watching cultural performances, sitting in seats and clapping when they are supposed to.
- I picture students sitting on the floor in an auditorium experiencing a performance.
- children listening to a concert or seeing a play
- Young people experiencing creativity
- Were it a lower case y and a lower case a it would mean theater filled with children.

**What does the phrase "Arts for Learning" convey to you?**

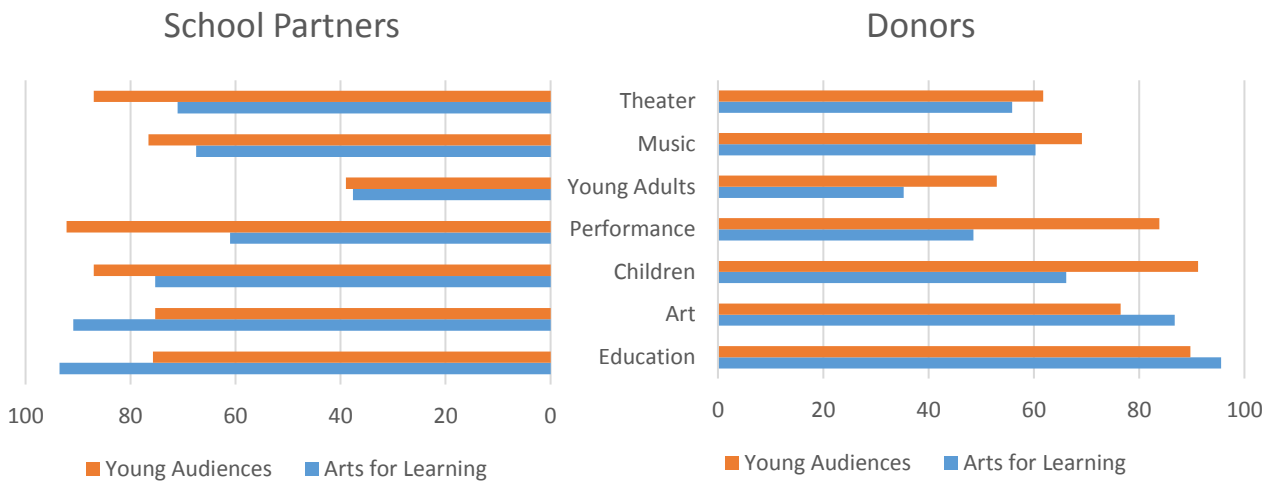
**School Partners**

- Learning while enjoying or doing art
- It says that art enables learning
- That arts can help you learn in other areas of study
- Art as a means of expression and as a way to learn about the world.
- Arts education enhances all learning in all content areas.
- Arts mean creativity, and building a strong foundation for scholars to shine.
- The arts can be utilized to learn, rather as just an extra. It is a way to teach children content.
- Learning through the act of creating
- The Arts make learning more meaningful and engage students in a more effective way.
- Using the arts as a way of teaching across the curriculum

**Donors**

- The arts are vital for wholistic learning.
- Using the arts as a mean to learn: curriculum, life skills, SEL, etc.
- The arts are a bridge to learning about history, math, culture, etc.
- Art as a tool for intellectual development
- It conveys that the arts are a vehicle for learning other content areas and for personal learning/growth.
- A guiding principle for developing a well-rounded life.
- Art education is necessary for a holistic education.
- Using Arts to encourage / facilitate learning
- That bringing arts to children inspires them in all other areas of their educational life.
- A way to use the arts to teach across a broad education curriculum.

**Which of the following do you associate with the name “Young Audiences”/“Arts for Learning”?**



In the open-ended question regarding the phrase “Young Audiences,” both the Donor and School Partner respondents tended to describe performances for children, where children were watching and not directly engaging. Theatrical and cultural performances were mentioned often and the theme was echoed in the multiple-choice question, where 92% of School Partners and 83% of Donors indicated that they associated the phrase with **Performance**, 87% of School Partners and 62% of Donors associated it with **Theater**, and 76% of School Partners and 69% of Donors associated it with **Music**.

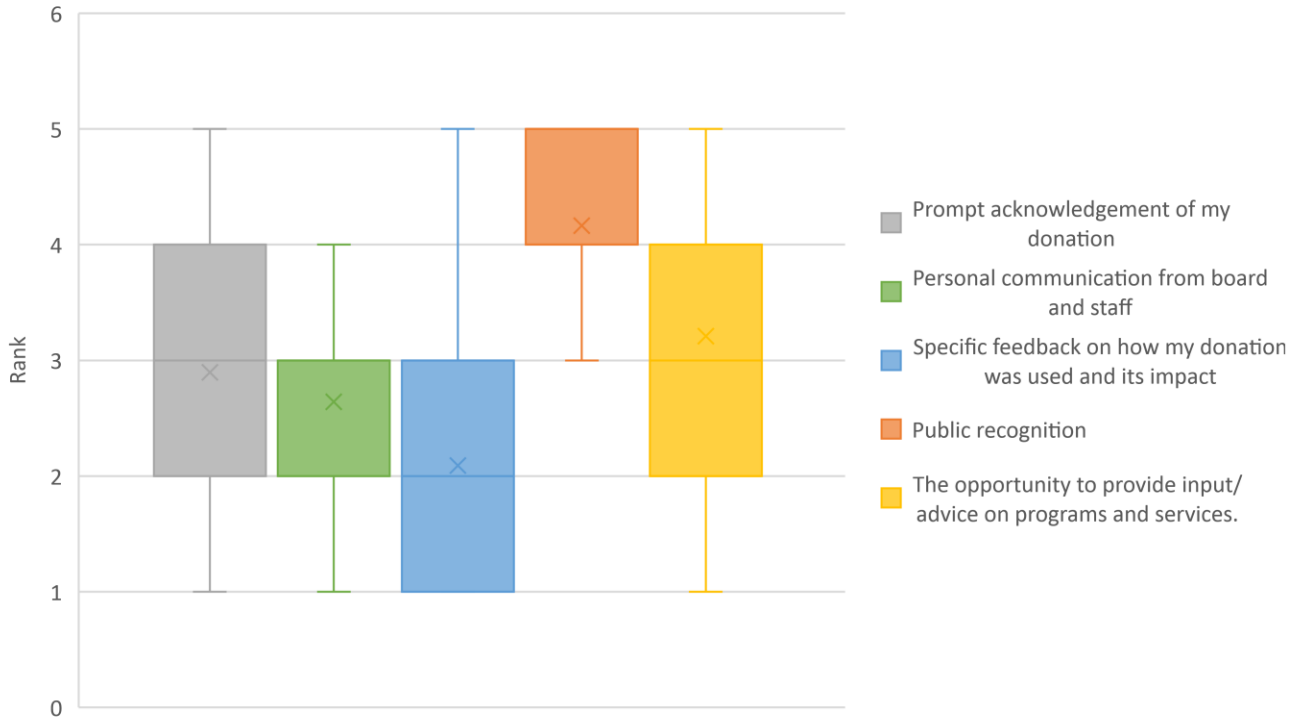
In contrast, open-ended responses for the phrase “Arts for Learning” were very much in line with the Young Audiences purpose, describing the mission of teaching various subjects (including life skills) through art. Unsurprisingly, respondents indicated that this phrase was more closely associated with both **Education** and **Art**. However, there were a large number of individuals who expressed confusion or uncertainty about this phrase (roughly 13% in the School Partner group and 11% in the Donor group). This may be due to their higher familiarity with the phrase “Young Audiences,” but our interpretation is that when responding to the phrase “Young Audiences,” uncertain respondents chose to use a literal translation (children in an audience) when they weren’t sure about the context. Since “Arts for Learning” doesn’t have a literal or visual reading, they didn’t have that option.

Based on this information, we would recommend increased focus on the phrase “Arts for Learning”. The existing share of uncertainty about its meaning is evidence of the opportunity to continue to educate about the importance of arts in students’ social and cognitive development.

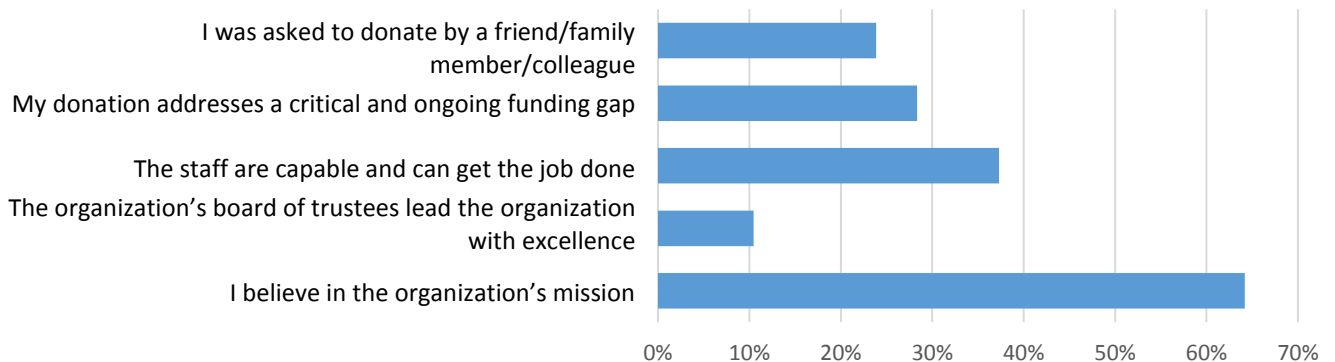
## DONORS

### PURPOSE

Please rank the qualities that you most value in your relationships with the non-profit organizations you support (#1 to be the most important and #5 to be the least important).



In the previous question, you indicated that you had donated to Young Audiences. What would you consider your primary reasons for donating?



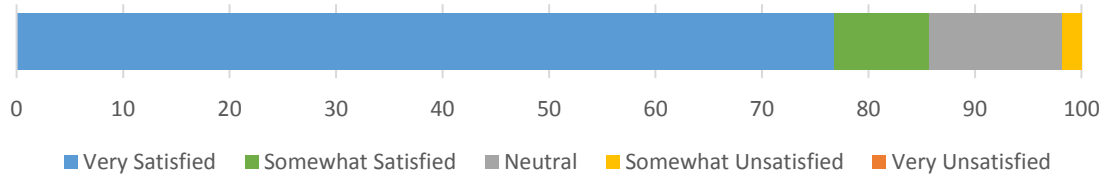
When asked to rank qualities that donors value in organizations they support, there was broad consensus that **Public Recognition** was the least important factor. No respondents ranked it as the most or second most important quality, and this factor earned an average of a 4.2 out of 5 ranking. **The opportunity to provide input/advice on programs or services** ranked as the second least-important quality on average, although there were a fair number of donors who gave it a 1 or 2 ranking. We found it surprising that an opportunity for that level of engagement with the organizations they support wasn't as highly valued as some of qualities that we consider more superficial. For example, **Prompt acknowledgement of my donation** earned a slightly better average score, even though this would be a one-time, immediate action. **Personal communication from board and staff** also earned a modestly better score, ranking 2 out of 5 overall. As expected, **Specific feedback on how my donation was used and its impact** earned the top overall score. This echoes what we see as a primary value for most charitable actions – the desire to understand how they personally helped the mission. This objective and value is driven entirely by emotion; either the emotions of the donor, or by the donor's expectation of how others may be emotionally affected by the donation. Focusing on these emotional drivers in brochures, annual reports, and capital campaign materials may help move more potential donors to get involved with Young Audiences.

When asked about their reasons for donating to Young Audiences in particular, donor respondents selected the more emotional option most often again. 64% of Donor respondents indicated that they donated because they **believe in the organization's mission**. Trust in the **staff** came in second, with 37% of respondents selecting that option. Apparently, **friend/family member/colleague** networks were partially responsible for over a quarter of donations. Oxford recommends capitalizing on that factor by creating systems to encourage current donors, school partners, and parents to share Young Audiences with their friends, families, and colleagues.

Interestingly, although YA **staff** helped motivate donors to engage, the option related to the **board of trustees' leadership/excellence** got significantly fewer votes, with only 10% of donors selecting this option. Our interpretation (based on subsequent responses) is that this may be due to the low level of communication between donors and the board.

## DONORS - SATISFACTION

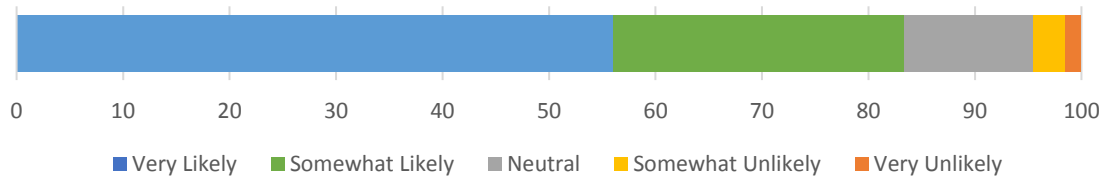
### Overall, how satisfied are you with Young Audiences?



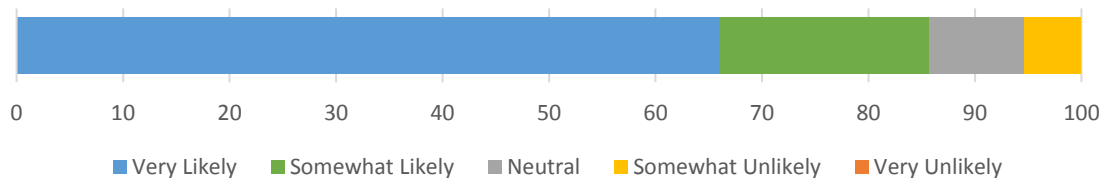
### What could Young Audiences do to improve its relationship with you?

- Make me more aware of its programs
- More specific communication
- Conduct open house sessions or receptions
- Because their programs are all over the map and have such variety, it would be cool to see the work that you are doing in one central location. Maybe social media detailing stories of a classroom or interviews with parents. Of course, that's really hard work too.
- provide greater emphasis on the learning that takes place as a result of its work
- Highlight news, successes in short email updates. Perhaps to provide opportunities for engagement in the arts with students
- Have a stronger advocacy voice reaching the general public/parents.
- Show me the impact of its work

### How likely are you to make a donation to Young Audiences in the future?



### How likely are you to share Young Audiences with a friend/associate?



The donors who responded to this survey were overall very satisfied with Young Audiences. About 85% of respondents indicated that they were **very satisfied** or **somewhat satisfied**. It's difficult to gauge whether this is representative of the full population of YA donors, or if people who were more satisfied were more likely to respond. However, based on general survey patterns, people are more likely to respond to a survey when they are either very satisfied *or* very unsatisfied, so it is a good sign that there are zero **very unsatisfied** responses in this group.

In the open-ended responses, there were few ideas for improvement because most respondents opted to use this section to give praise to the Young Audiences organization. The ideas that were provided, however, were generally focused on communication. Donors are craving more frequent updates, program information, and above all – stories that explain how their efforts are *impacting* students. This ties back in with the earlier question about which qualities donors value in the organizations they support. There, **Specific feedback on how my donation was used and its impact** ranked 1 (most important) out of 5 (least important) and led by a significant margin.

Disappointingly, even though the percentage of respondents who indicated that it was **very likely** or **somewhat likely** that they would donate in the future is about the same as the percentage of **very satisfied** and **somewhat satisfied** responses (83% vs 85%), the proportional breakdown of respondents' likelihood to donate in the future does not exactly match up with their levels of satisfaction. The people who responded **neutral**, **somewhat unlikely**, or **very unlikely** were more likely to have a **neutral** level of satisfaction, but were *not* the same donors who had ideas for improvement. For additional insight:

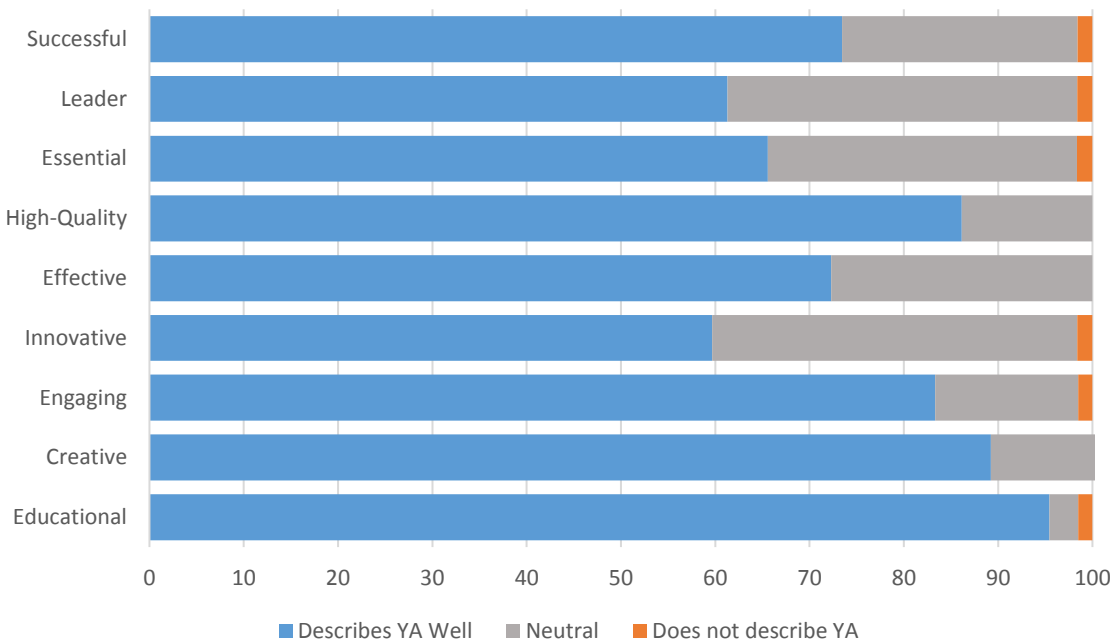
- One of these respondents lives in California.
- One respondent indicated in another question that they saw hunger as a more urgent priority than art.
- Two respondents indicated in another question that they had limited means.
- 41% of this group was encouraged to donate by a **friend/family member/colleague**, compared to just 24% of the whole group, or 19% of the respondents who indicated that they were **somewhat likely** or **very likely** to donate in the future.

A greater proportion indicated that it was **very likely** that they would share Young Audiences with a friend/associate. While this data point is encouraging, it's important to remember during any further networking strategies that it's likely that many of these successful conversions may be one-time engagements. If YA chooses to use this strategy, they should also focus on making sure that any new friend/family member/colleague donors form a connection with YA that compels them to stay engaged year after year.



## DONORS - PERCEPTION

Please indicate whether you think each of the following words or phrases describes Young Audiences.



Donor respondents gave positive scores to Young Audiences for each of the phrases listed.

**Education** received the highest marks, with 96% of respondents saying that it describes YA well.

**Innovative** and **Leader** got the lowest marks, with 60% and 31% respectively. These may be points that YA should consider speaking to in written materials. Information related to new, innovative education techniques could elevate the **Innovative** response. And stories about how YA philosophies are being increasingly used in education may elevate the **Leader** response.

It was generally the same individuals who used **neutral** responses. These individuals were also more likely to indicate that their level of satisfaction was **neutral**. Interestingly, the respondent who gave the most **does not describe Young Audiences** responses indicated that he/she was **very satisfied** with the organization in a previous question and gave the following response when asked how YA could improve their relationship:

“Highlight news, successes in short email updates. Perhaps to provide opportunities for engagement in the arts with students”

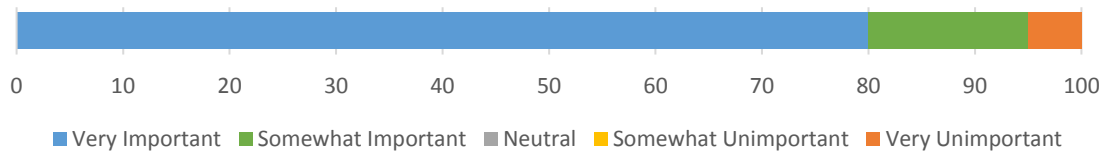
The following responses were provided in the subsequent open-ended “Other” section:

“Supportive,” “outstanding,” “classy,” “risk-adverse,” “In a changing world, we give your child the tools for self-care, confidence, and self-reflection so that they can take on the world.”

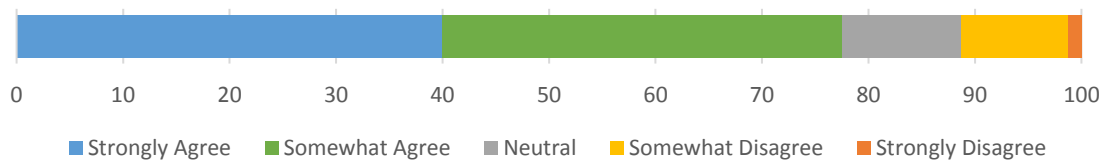
## SCHOOL PARTNERS

### VALUES & BARRIERS

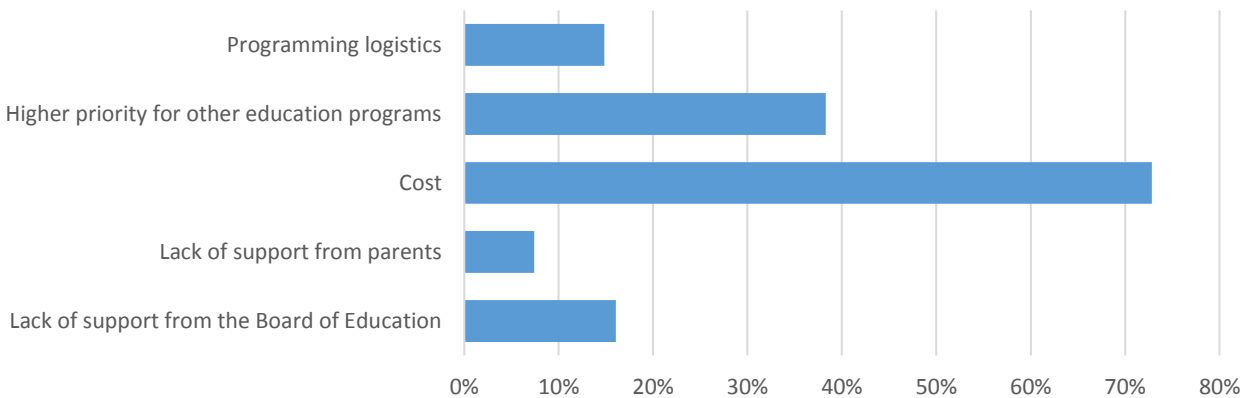
**How important do you consider arts education for student success in school and life?**



**Would you agree that your school prioritizes arts education?**



**What do you consider the main barriers to bring arts programs to your school? (Select all that apply.)**



#### **“Other” Insights:**

“I think time is a factor. There is so much that is stuffed into a kids day that arts electives can get pushed aside. Our school is big on arts integration. But there is some extensive education for teachers in order to practically implement it.”

“Lack of support from higher administration and the school board”

“Arts often cross disciplines and few teachers and administrators step up to advocate and plan the programming. Monies are not budgeted for bringing in artists/performers as a routine practice. When I first started teaching I could go to our administrator and propose a program and there would be funding available. No longer the case. Apart from cost no major barriers.”

“The emphasis for STEM learning prohibits any arts focus from becoming a priority.”

The individuals who responded to this survey generally agree that arts education is important for student success in school and life. 80% say **very important** and 15% say **somewhat important**. The remaining 5% of respondents said that they thought arts education was **very unimportant**, hinting at two competing modes of thinking.

Unfortunately, despite the value of art among the individual respondents, the results indicated that the respondents had less confidence that their schools considered art a priority. Only 40% **strongly agreed** that their school prioritizes arts education, although a sum of 88% either **strongly agreed** or **somewhat agreed**.

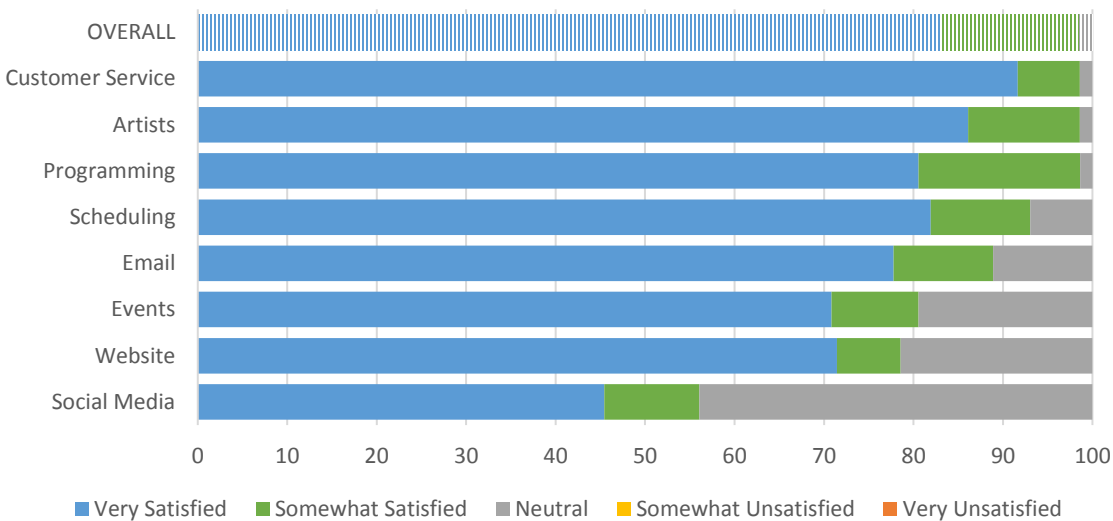
This gap is likely due to one of the following variables:

1. The difference between considering art important in education, and prioritizing it above other also-important areas of need. Even though virtually all respondents consider it important, it's possible that they consider something like technology or STEM education *more* important. When later asked about whether their school prioritizes art, they may have been thinking of a ranked system, where art is toward the bottom of the list. This concept is repeated in the next question, where 38% of respondents said that a main barrier for bringing arts programs to their school was a **higher priority for other education programs**.
2. The differences between respondents of this survey and the general population of school board members or staff. People were contacted by YA and who chose to respond to this survey may be more likely to consider art important. Since the first question asked about their personal feelings and the second asked about their school, they may be indicating that their colleagues feel less strongly than they do. If this is the case, there may be an opportunity for YA to create programs or materials that help school staff members educate their respective school boards and decision-makers about the importance of arts in education to make it a higher priority in the future.

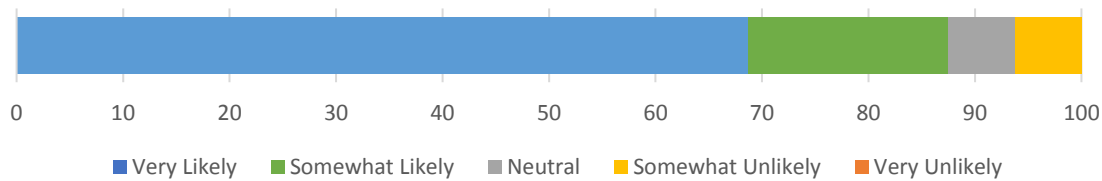
**Cost** is clearly the most widespread or severe barrier for schools to bring in arts programs. 73% of respondents said that this was a main barrier – a 35-point margin from the next-biggest barrier. Partnerships with schools may be improved or increased with more budget-friendly program options.

## SCHOOL PARTNERS - SATISFACTION

Please rate your level of satisfaction with each component of your experience with Young Audiences.



How likely is it that your school will employ Young Audiences in the future?



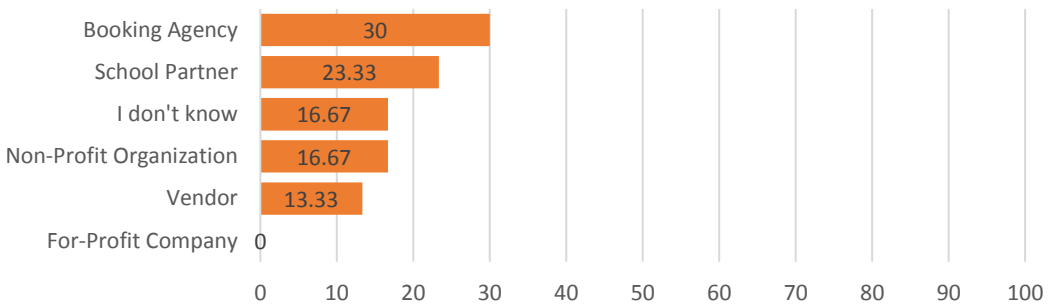
Young Audiences got very high marks for satisfaction across most categories, with **Customer Service, Artists, and Programming** leading the pack for overall satisfaction. **Social Media** got the most neutral results by over a 20-point margin, but the open-ended responses that followed indicated that most were due to the individual not being engaged with social media and thus having no knowledge or opinion of YA's social media presence. Others suggested posting more frequently with updates about programs and impact.

Similarly, neutral responses for the **Website** were mostly a result of individuals not visiting the website, and neutral responses for **Events** were a result of uncertainty about what events the question was referring to.

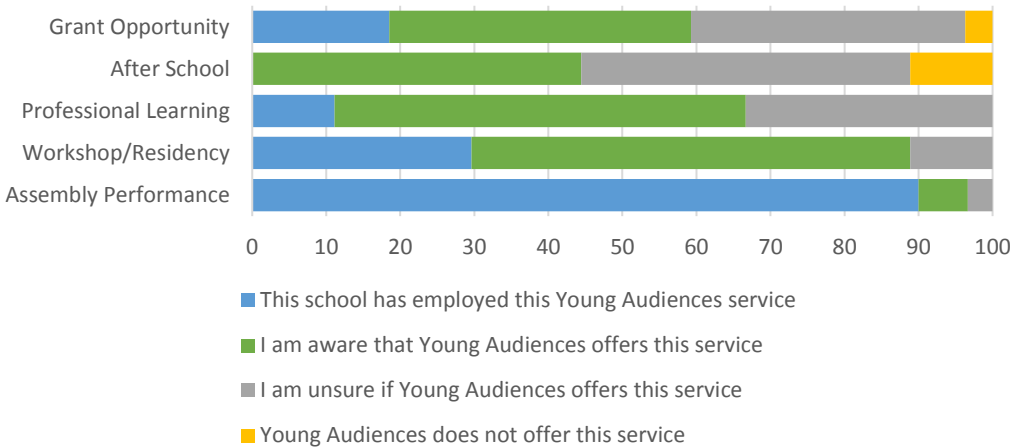
A very high proportion (sum of 88%) of School Partner respondents indicated that it was **very likely** (69%) or **somewhat likely** (19%) that their school would employ Young Audiences in the future.

## SCHOOL PARTNERS - AWARENESS & UNDERSTANDING

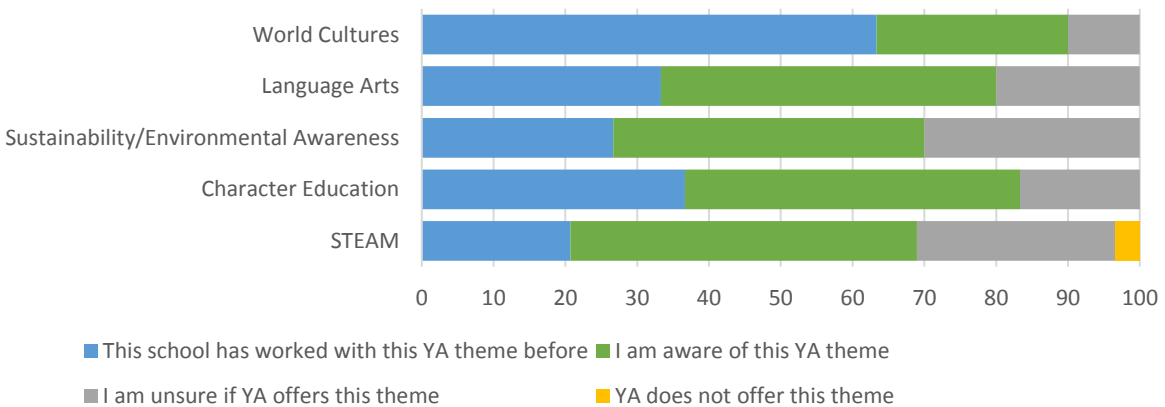
Which of the options below best describes Young Audiences?



Please indicate whether you are aware of each of the Young Audiences services listed below.



Please indicate whether you are aware of each of the Young Audiences themes of learning listed below.



Despite the School Partner respondents' previous relationship with Young Audiences, they seem to have some misconceptions about Young Audiences:

- A relative majority of respondents said that **Booking Agency** describes Young Audiences better than any of the other phrases.
- 11% of respondents said that YA does not offer **After School** services.
- Over a third of respondents said that they were not aware that YA includes **STEAM** as a theme of learning, suggesting that they may have low awareness about the components of STEAM as opposed to STEM.

Overall, most respondents had fairly high levels of awareness concerning the programs and themes. The **Assembly Performance** service and **World Cultures** theme had by far the highest reported levels of previous engagement. It would be a helpful exercise to compare these results with YA internal records to determine if partners have an accurate idea of what services or themes they are employing.

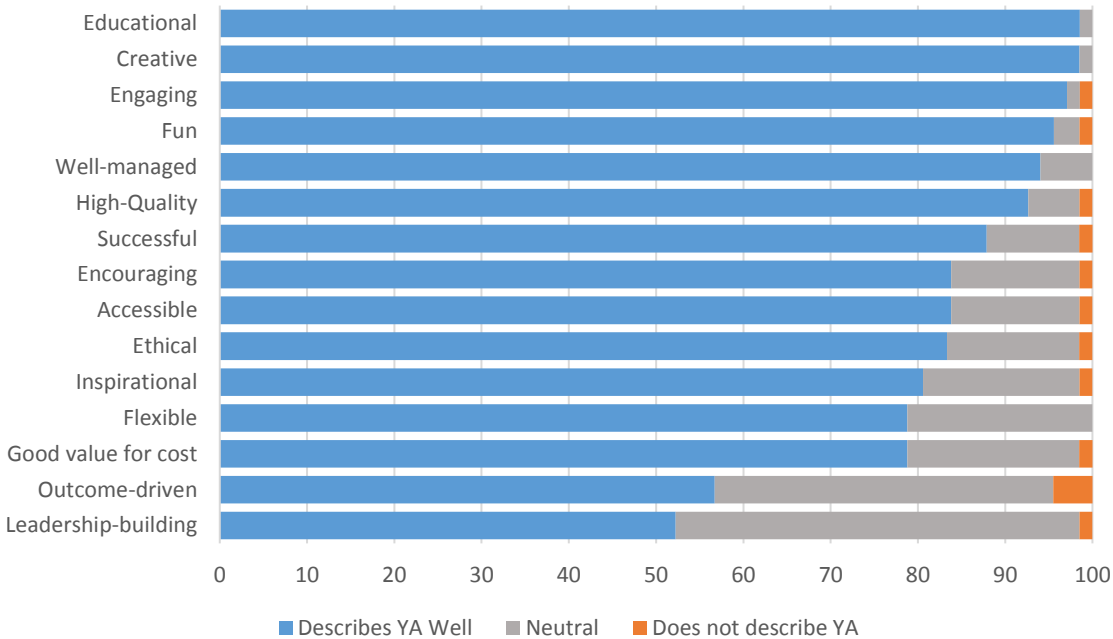
There is opportunity to continue to educate School Partners about the diverse range of offerings that YA provides. Oxford would recommend including a "spotlight feature" as a part of any regular newsletter or update to keep decision-makers informed of their options. As the results indicate, extra attention should be paid to **After School** services and the theme of **Sustainability/Environmental Awareness**.

**SCHOOL PARTNERS - PERCEPTION**

**How would you describe Young Audiences' programs and services?**

- good, helpful, memorable
- Varied, Creative, at times Magical
- Outstanding and a breath of fresh air. Whenever I have ever worked with Young Audiences' I always leave feeling like a new idea is in my head and I can try anything!
- diverse, accommodating and educational
- Performers always communicate well with the students, performance is always an educational experience, students are always engaged with the performer and the performance, faculty is always very enthusiastic about the programs, always get great help in choosing the best performer for our school, Teacher Guides are great
- Outstanding, each performance reminds us why the arts are essential to a healthy life, healthy society.
- High quality, trustworthy programming that is accessible via very helpful, knowledgeable and qualified employees.
- professional and meaningful and impactful

**Please indicate whether you think each of the following words or phrases describe Young Audiences.**



**Are there other words or phrases you would use to describe Young Audiences?**

Lively, Talented, Hands-On, Empowering, Exciting, Innovative, Collaborative, Playful, Caring, Thought-Provoking, Enjoyable, Memorable, Friendly

Throughout each of the open-ended response questions, there were two keywords repeated often: **Excellent** and **Varied**.

School Partner respondents gave positive scores to Young Audiences for each of the phrases listed. As with the Donor survey, **Educational** and **Creative** received the highest marks (although the rest of the list varied).

There were two outliers – while each of the other words had at least 75% of favorable responses, **Outcome-driven** and **Leadership-building** were just over 50%. While each survey has discussed in some form how arts education can positively impact learning in a number of areas (personal, social, academic), this is the first place that leadership-building is discussed specifically. It's not clear whether school partners consider this factor to be very important, but if Young Audiences chooses to make an effort to elevate the score for this category, Oxford would recommend focusing on how art helps kids express themselves and relate to others, and how that in turn helps them become more secure in their personalities and more confident in their abilities.

The idea of emphasizing the outcomes and impacts has been a consistent note throughout each of these surveys, and is our main takeaway from the surveys overall. It's clear that Young Audiences has an opportunity to improve their relationships with donors and school partners alike by highlighting the tangible and intangible impact that arts education has on student morale, motivation, expression, society, and achievement.