

Arts-centered Community Action: How Public Arts Programming Strengthens Civic Infrastructure and Promotes Civic Innovation

Drexel University (22REAPA00)

Ayana Allen-Handy, Rachel Wenrick, Kimberly Sterin, Mariaeloisa Carambo, Carol Richardson McCullough, Victoria Huggins Peurifoy, Pamela Blanding-Godbolt, Norman Cain, Brenda Bailey, Lauren Lowe, Teddy Poneman, Andrea Walls, D.S. Nicholas, Kirsten Kaschock, Karena Escalante, Haley Kowal

Study Focus

Centering the strengths and assets of our intergenerational community-driven participatory action research (CPAR) team, this multi-modal narrative research study uses arts-based methodologies to investigate how Drexel University's Writers Room, a university-community literary arts program and specifically its TRIPOD multimedia storytelling project, may influence civic engagement and community-driven civic innovation.

Research Questions

Research Question 1: How does intergenerational arts programming strengthen civic engagement and civic innovation for long-term and sustainable impact?

Research Question 2: How does intergenerational arts programming catalyze community-driven civic innovation towards transformative solutions?



Arts-centered civic innovation programming led by intergenerational collectives can strengthen civic engagement and encourage transformative solutions to community-identified challenges.



For more information, contact joyedlab@drexel.edu

Methods

Multi-modal qualitative narrative research data collection strategy including the following data sources:

- 1) Photovoice methodologies (Schell et al., 2009)
- 2) Semi-structured interviews and focus groups
- 3) Participant-observation from participation in the TRIPOD program
- 4) Document analysis of Writers Room's archives

Theoretical Framework

Community Cultural Wealth (Yosso, 2005)

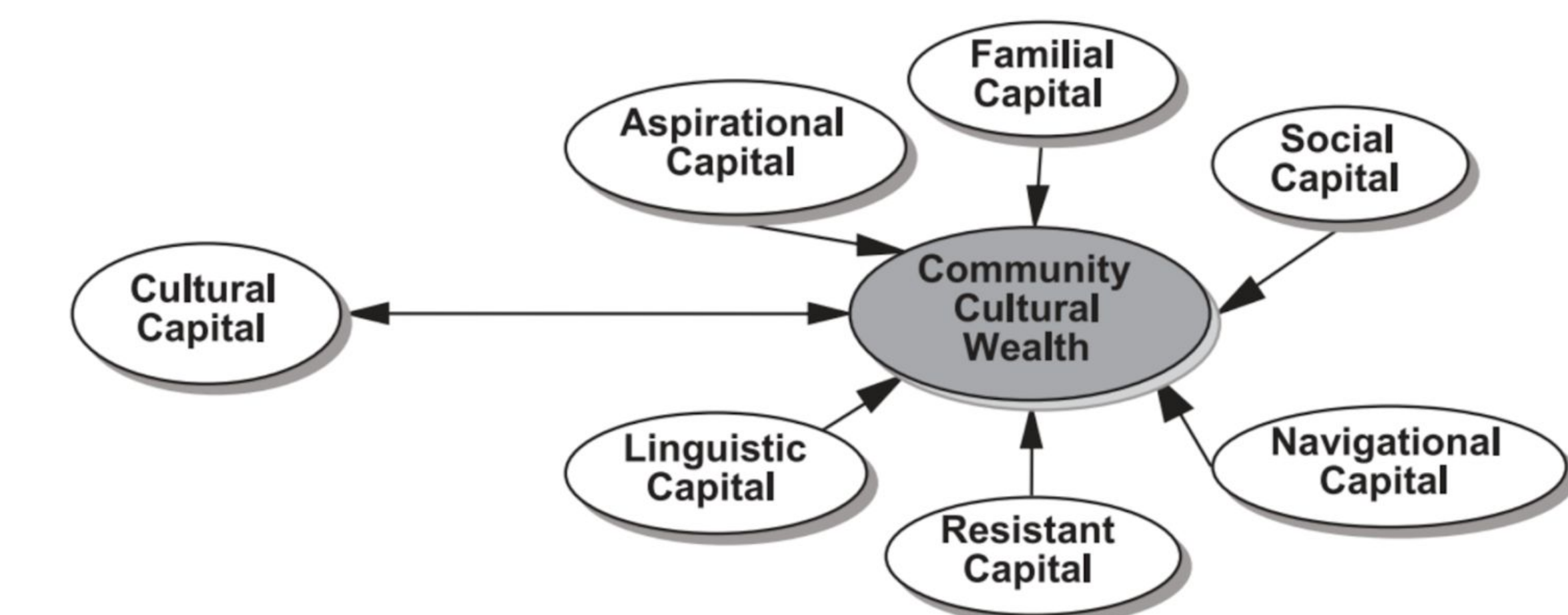


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995



Findings

This research lays the groundwork to advance the field's knowledge of how a place-based multi-modal collaborative arts program:

- Creates intergenerational relationships, binding those of diverse backgrounds, educations, ages, religions, races, and genders together.
- Promotes civic engagement and action

Using research and evidence to inform a federal agency's response to the opioid and substance use epidemic

Samantha Spinney, Rosemarie O'Connor, Lily Zandniapour, Jehyra M. Asencio Yace, Nicole Jones, Ashley Lederman

Introduction

- Peer recovery coaching is a promising strategy to address rising rates of substance use disorders (SUDs) and drug overdose.
- As a type of peer support, a nonclinical professional with lived SUD experience provides guidance to individuals with a SUD by helping them access care, develop a personalized plan to promote long-term recovery, and remove barriers to recovery (for example, housing, employment, or transportation).
- Our research aims to:
 - Describe peer recovery coaching model approaches, including promising practices and implementation challenges.
 - Understand how peer recovery coaching improves outcomes for organizations, peer recovery coaches, and program participants.

Methods

- Mixed methods approach that examined implementation and outcomes of peer recovery coaching models across four different AmeriCorps grantees.
- A subsample of program participants receiving recovery coaching services were compared to program participants not receiving recovery coaching services.
- AmeriCorps contracted with an independent consultant, ICF International, to conduct the evaluation.
- Data sources included:
 - Surveys and interviews/focus groups with grant directors, peer recovery coaches, program participants, and comparison group members that did not receive peer recovery coaching
 - Grantee program documents



Peer-recovery coaching models used by AmeriCorps-funded organizations can help mitigate substance use disorders and enhance organizational capacity



Scan to download the suite of research materials

For more information, contact alederman@americorps.gov

About AmeriCorps

AmeriCorps, the federal agency for national service and volunteerism, provides opportunities for Americans to serve their country domestically, address the nation's most pressing challenges, improve lives and communities, and strengthen civic engagement. Each year, the agency places more than 200,000 AmeriCorps members and AmeriCorps Seniors volunteers in intensive service roles; and empowers millions more to serve as long-term, short-term, or one-time volunteers. [Learn more at Americorps.gov](http://Americorps.gov).

Produced and published at U.S. taxpayer expense.

Results

Implementation Findings:

- Lived experience is crucial to peer recovery coaching because it facilitates relationship-building between coaches and participants.
- Peer recovery coaches support participants in recovery from SUDs and mental health diagnoses.

I said I just want to talk for a minute. And so, they let me talk. They cried with me and they let me get this mess out.
Program participant

I will definitely give them names of facilities that I have experience with or I've heard good things about and then they [the participants] make the phone call.
Peer recovery coach

Outcomes Findings:

- Grantees reported capacity improvements in providing services, leveraging financial support, and collaborating with partners.
- Peer recovery coaches reported increased knowledge, improved attitudes and behaviors, as well as increased opportunities for maintaining their own recovery.
- Program participants reported high levels of recovery capital (internal and external resources that enhance capacity for and commitment to living a sober life), which were greater than their counterparts who did not receive peer recovery coaching.

Proportion of peer recovery coaches self-reporting increases in knowledge, attitudes, and behaviors



Proportion of program participants agreeing about aspects of their recovery capital



Discussion

- Grant organizations implemented peer recovery coach programs that met the needs of the populations served.
- Grant organizations, peer recovery coaches, and program participants reported favorable outcomes.
- National services members successfully supported others in recovery while maintaining their own recovery.

Arts-centered Community Action: How Intergenerational Public Arts Programming Strengthens Civic Infrastructure and Promotes Civic Innovation

Ayana Allen-Handy, Ph.D., Rachel Wenrick, Kimberly Sterin, Ph.D., Maria Carambo, Carol Richardson McCullough, Victoria Huggins Peurifoy, Pamela Blanding-Godbolt, Norman Cain, Brenda Bailey, Teddy Poneman, D.S. Nicholas

Background

As an intergenerational community-driven participatory action research (CPAR) study, the aim of this project is to provide avenues in which researchers and participants can address social justice issues and civic engagement through arts-based methodologies. We will produce an interactive popup exhibition (based on conference space, exhibitor guidelines, and budget) which will invite conference participants to learn about our core work including arts-based projects and community-driven civic innovation in order to prompt input that we may be incorporated into our toolkit.

High Level Brief



Research Design and Data



Acknowledgements

Rachel Wenrick
Dornsife
MCA
Writers Room
Museum of Black Joy
Jessica Green
Teddy Ponemon

References

WPHS paper
A10 Anthology
Intergenerational programs

Business Press.
Spady, W.G. (1970). Dropouts from higher education: An interdisciplinary review and synthesis. *Interchange*, 1(1), 64-85. <https://doi.org/10.1007/BF02214313>
Strayhorn, T. L. (2018). College students' sense of belonging: A key to educational success for all students. (2nd ed.). *Routledge*.
Struloeff, K. & Flowers, A.M. (2021) Leadership without boundaries: Exploring career pathways of women* in higher education senior administration. *Consortium For Educational Development, Evaluation, And Research Yearbook, Empowering Student Researchers*. 345-364. https://www.tamucc.edu/education/research/ceder/files/ceder_2021.pdf
Tinto, V. (1993). Leaving college: Rethinking the causes of student attrition. *University of Chicago Press*.
United States Department of Education. (2016). The state of racial diversity in the educator workforce. <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>.
Vega, B. E. (2022). Delegitimizing Race: The Role of Color-evasive Ideologies and HESA Professionals. *JCS CORE*, 8(2), 40-77.
Wallace, S. L., Mosharafa, E., & Schwartz, J. (2018). BLACK, WHITE, AND BROWN: A Collaborative Autoethnography Analyzing the Race and Friendship of Three Women in Academia. *Counterpoints*, 372, 113-127.
Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69-91. <https://doi.org/10.1080/1361332052000341006>

Research Questions and Objectives

Research Questions

- **Research Question 1:** How does intergenerational arts programming strengthen civic engagement and civic innovation for long-term and sustainable impact?
- **Research Question 2:** How does intergenerational arts programming catalyze community-driven civic innovation towards transformative solutions?
- **Research Question 3:** In what ways does situating elders as leaders of CPAR research projects position them to investigate social justice issues through arts-based methods in their communities leading to civic engagement and civic innovation?

Goal 1) To explore how intergenerational arts programming might strengthen civic engagement and civic innovation for long-term and sustainable impact.

Goal 2) To explore how intergenerational arts programming might catalyze community-driven civic innovation towards transformative solutions.

Goal 3) To examine how situating elders as leaders of CPAR research projects positions them to investigate social justice issues through arts-based methods in their communities and influences the direction of the research.

Opportunities to Apply Data

1. Promote cultural awareness and sensitivity
2. Foster mentorship and sponsorship programs
3. Encourage inclusive leadership practices
4. Provide professional development opportunities
5. Address systemic biases and barriers
6. Celebrate and showcase community and civic leadership

- **Recommendations for Seniors**
- **Recommendations from Allies of Intergenerational Collectives**
- **Opportunities for Policymakers**

Arts-centered Community Action: How Intergenerational Public Arts Programming Strengthens Civic Infrastructure and Promotes Civic Innovation



Ayana Allen-Handy, Ph.D. Rachel Wenrick, Kimberly Sterin, Ph.D., Rana Carter, Ronald Ray, Michelle Allen, Rachel Wenrick, Ayana Allen-Handy, Andrea Walls, Tammy DelleFave, Sherri Manson, Lori Waselchuck, Karena Alane Escalante,

Background

As an intergenerational community-driven participatory action research (CPAR) study, the aim of this project is to provide avenues in which researchers and participants can address social justice issues and civic engagement through arts-based methodologies. We will produce an interactive popup exhibition (based on conference space, exhibitor guidelines, and budget) which will invite conference participants to learn about our core work including arts-based projects and community-driven civic innovation in order to prompt input that we may be incorporated into our toolkit.

Research Questions and Objectives

Research Questions

- **Research Question 1:** How does intergenerational arts programming strengthen civic engagement and civic innovation for long-term and sustainable impact?
- **Research Question 2:** How does intergenerational arts programming catalyze community-driven civic innovation towards transformative solutions?
- **Research Question 3:** In what ways does situating elders as leaders of CPAR research projects position them to investigate social justice issues through arts-based methods in their communities leading to civic engagement and civic innovation?

Goal 1) To explore how intergenerational arts programming might strengthen civic engagement and civic innovation for long-term and sustainable impact.

Goal 2) To explore how intergenerational arts programming might catalyze community-driven civic innovation towards transformative solutions.

Goal 3) To examine how situating elders as leaders of CPAR research projects positions them to investigate social justice issues through arts-based methods in their communities and influences the direction of the research.



Research Design and Data

Opportunities to Apply Data

1. Promote cultural awareness and sensitivity
2. Foster mentorship and sponsorship programs
3. Encourage inclusive leadership practices
4. Provide professional development opportunities
5. Address systemic biases and barriers
6. Celebrate and showcase community and civic leadership

- **Recommendations for Seniors**
- **Recommendations from Allies of Intergenerational Collectives**
- **Opportunities for Policymakers**

Acknowledgments

Rachel Wenrick
Dornsife
MCA
Writers Room
Museum of Black Joy
Jessica Green
Teddy Ponemon

References

WPHS paper
A10 Anthology
Intergenerational programs

Arts-centered civic innovation models used by intergenerational collectives can strengthen infrastructure and transformative solutions against displacement