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# GLASS ROOTS

## 2019-20 PROGRAM EVALUATION REPORT

SEPTEMBER 2020

### OUR MISSION

GlassRoots ignites and builds the creative and economic vitality of greater Newark, with a focus on underserved youth and young adults, through the transformative power of the glass art experience.

### OUR VISION

Through involvement with GlassRoots' arts, New Jersey residents of all ages are empowered to think creatively and realize new visions of their futures through the art of glassmaking. Widely renowned for excellence in



collaborative programming, GlassRoots presents high quality, rigorous, innovative, relevant, and diverse programming that both reflects and expands the community's interests.

# A YEAR, DISRUPTED

## Opportunities Lost

We cannot talk about this program year without acknowledging the profound impact of the global Coronavirus health crisis on our students, staff, and community, which began in mid-March, 2020.

At the time New Jersey State enacted its state-wide stay-at-home order, GlassRoots was in the middle of four mosaic residencies at schools throughout Newark. Our **Youth Entrepreneurial Spirit (YES!)** students were deeply engaged in the studios, working closely with our teaching staff to complete their products in time for the year-end annual business competition. Recruitment for our second session of **The Bead Shop**, our adult workforce program, was underway and there were thirteen school field trips planned for April and May, with more in the works. Sadly, these programs came to an abrupt halt, separating us from our students and our staff from one another.

## Opportunities Found

In a testament to the dedication of GlassRoots' leadership and staff, within two weeks of closing our doors to the public we launched **GlassRoots' Virtual Studios**. Determined to stay connected to each other and to our students, educational partners and the public, our staff created a series of weekly, virtual programs meant to engage viewers with glass-art, using our social media channels as broadcast stations, and which included:

- live and interactive demonstrations of glass-art making;
- a lecture series devoted to the 'continuing education' of craft entrepreneurs and small business owners;
- interviews with notable glass-artists and art collectors; and
- at-home art challenges, designed to educate, inspire and stimulate creativity

Additionally, we created **GlassRoots At Home**, remote learning programs that expand upon and utilize our expertise and experience in glass-art making, and which promote hands-on learning through the use of at-home activity kits. Using a combination of live demonstrations and instructional videos, our teaching artists lead interactive sessions to demonstrate various glass-art techniques, and guide students in creating their own works of art. Do-It-Yourself versions of the kits are also available for purchase directly from our online store.

We shifted the remainder of our **YES** program to emphasize product design and promotion, asking students to describe their products in great detail, as well as their target customers, and pricing and marketing strategies. Students then created promotional fliers to showcase their businesses and products which we shared on our website, enabling friends and family to cast their vote along with our panel of judges in GlassRoots' Annual Business Competition.

Although no substitute for the hands-on, in-studio instruction we expertly provide, **we are grateful to have discovered new ways of engaging people in the transformative power of glass-art**. Our Virtual Studios and at-home programs and workshops are now a permanent part of our programmatic offerings.

## OUR IMPACT: EVALUATION TOOLS AND METHODS

To measure the effectiveness and impact of our programs, GlassRoots uses a number of tools including, beginning in 2015, data collection and analysis using a Program Evaluation and Assessment protocol developed and funded through the generosity of the Victoria and Geraldine R. Dodge Foundations.

Our primary instrument continues to be a comprehensive survey, designed to measure changes in *behavior*, *attitude* and *knowledge*. Additionally we rely on teacher observations, interviews and reflective conversations between teachers and students, and post-program de-briefings in the assessment of our programs.

Students participating in one-day workshops complete a single exposure post-program survey; students in long-term programs complete pre and post program surveys. **As the public health crisis disrupted our programs so too did it disrupt our ability to collect post-program survey data for students in our long-term mosaic residency programs.** For these programs student information is limited to demographic data and teacher observations.

## OUR IMPACT: The Year in Numbers

In 2019-20, GlassRoots delivered a total of **4,609 hours** of glass-art instruction during **2,470 visits**. Together we:

- ✓ delivered **24 hours** of virtual instruction to **over 20,000** participants, once we closed due to the Covid19 health crisis
- ✓ instructed **163 youth & young adults** on location at schools, community centers and art centers
- ✓ hosted **340 youth** in our studios for unique, STEAM-based field trips and workshops
- ✓ taught **179 participants**, ages 10 and up, in public classes
- ✓ trained **158 adults** in private groups, lessons and studio rentals
- ✓ entertained and amazed **over 225 people** at school and community events, streets fairs and festivals, and
- ✓ measured over **60,000 impressions in combined reach** through our social media channels, for our Virtual Studios programs and online events, from March to June

## OUR IMPACT: The Year in Numbers

Program Year	Program satisfaction	Would return for more programs	Would recommend us to family or friends
2019-2020	96%	91%	99%
2018-2019	96%	97%	98%
2017-2018	96%	96%	98%
2016-2017	94%	98%	Not measured
2015-2016	98%	85%	Not measured

## OUR PROGRAMS

At the conclusion of our 19<sup>th</sup> year, GlassRoots has served over **25,000 young people**, maintaining our primary focus on youth and young adults in under-resourced communities within the city of Newark, as well as in the greater Newark area in nearby communities of Orange, East Orange, and Irvington. GlassRoots' programs take place at both at our studios and on location within the community at **schools, municipal recreation centers and community centers**. We serve youth and young adults via:

- school field trips
- high-quality after-school, weekend, and summer workshops, both in-person and via remote learning
- workforce development and entrepreneurship programs that develop skills and create opportunities to generate income
- glass-art education programs for people of all ages in our public weekend and evening classes, and
- glass-art educational programs for adults and young adults with developmental disabilities

GlassRoots' programs offer participants **multiple opportunities to develop social-emotional skills**, as well as **multiple opportunities to practice creativity, cooperation, collaboration and communication**; skills which will serve them throughout their lives, inside and outside of academic settings. GlassRoots' programs encourage and promote students to create and innovate, to reach and exceed their potential, and to guide them towards educational and career opportunities that they may have not had access to otherwise, including in STEM and STEAM based careers and occupations.

## 2019-20 PROGRAMS

Our **2019-20 Evaluation Report** includes an examination and evaluation of the following programs:

<b>LONG-TERM PROGRAMS</b>	
<b>Page 6</b>	<b>Virtual Studios</b> ; delivered via our website and social media channels (YouTube, Instagram and Facebook), GlassRoots’ produces a range of programs dedicated to the promotion of glass-art making including: live and interactive demonstrations; a lecture series devoted to strengthening craft entrepreneurs and small business owners; interviews with notable glass-artists and art collectors; and art and design challenges meant to educate, inspire and stimulate creativity.
<b>Page 7</b>	<b>YES! Youth Entrepreneurial Spirit</b> ; a teen, college and career readiness program which combines hard business skills with glass art making techniques. This year long program for high school students culminates with students creating an original product and competing in a business plan competition, and which encourages students to explore their options after high school. YES is offered as both a weekly after-school program, as well as a daytime program for students who participate in approved internship programs at their high school.
<b>Page 10</b>	<b>Long Term Residencies</b> ; customized glass-art programs that match the needs and interests of students in grades 5-12, and align with New Jersey State Learning Standards, conducted on site at schools and community centers.
<b>Page 14</b>	<b>Summer Youth Leadership Corp (YLC)</b> ; offered in cooperation with the city of Newark, the YLC program provides work experience, leadership training, and opportunities for Newark teens to mentor younger students in our summer programs, gaining important skills and building resumes.
<b>SHORT TERM PROGRAMS</b>	
<b>Page 18</b>	<b>One Day Field Trips</b> ; during a three-hour workshop, students participate in two hands-on, STEAM-based activities in our Flame and Flat studios and witness a glassblowing demonstration in our Hot Shop. Field Trips include our one-day <b>Glass Volcano Experience Workshops</b> , a hands-on STEAM-based workshop that uses molten glass to teach 6-12 <sup>th</sup> grade students about the science and behavior of volcanoes.
<b>CAREER AND COLLEGE READINESS PROGRAMS</b>	
<b>Page 21</b>	<b>The Bead Shop</b> ; a craft entrepreneurship/workforce development program aimed at women.
<b>n/a</b>	<b>Introduction to Scientific-Glassblowing</b> ; prepares young women and men for entry-level jobs in the research and laboratory glassware industry. <i>Program not offered this year.</i>
<b>n/a</b>	<b>The GlassRoots Fellowship</b> ; this fellowship is a thirteen-week art intensive, intended for high school graduates and created in collaboration with various craft schools throughout the country. <i>Program not offered this year.</i>

## VIRTUAL STUDIOS

GlassRoots' **Virtual Studios** were born in March 2020, as a direct response to the Covid19 health crisis. Determined to stay connected while we were psychically apart, our staff created a series of weekly, virtual programs meant to engage viewers in the transformative power of glass-art.

Broadcast over GlassRoots' **Facebook, Instagram** and **YouTube** channels, our programs include live and interactive demonstrations of glass-art making; interviews with notable glass-artists and art collectors; at-home art challenges, designed to educate, inspire and stimulate creativity; and *The WorkerSpace Lecture Series*, devoted to strengthening craft entrepreneurs and small business owners in all aspects of their business.

Although brand new, the programs proved to be immediately popular. The combined total **reach** of Virtual Studios programs, running from March 23 to June 30, (where 'reach' is defined as the cumulative number of views, Likes, Shares and comments on digitally presented content), was **60,196**.

Content-only, informational and promotional posts accounted for roughly 2/3 of our Total Reach. The next highest performing program was **Hot Shots**, our online fundraiser in May. Following that, the programs with the most engagement were livestreamed and previously recorded programs featuring artists (Willie Cole and Deb Czeresko), and art collectors (Roger Tucker III).

Program or Feature	Month	Pgm or Feature Total Reach	Pgm or Feature w/Highest Reach within Category	Reach
Informational Posts & Live Events	Mar-Jun	40,390	Art with Heart	395
			Graduation Promos	420
			Netflix Watch Party "Blown Away" (GlassRoots staff watched & commented live on Season 1 episodes)	2246 (March), 890 (April), 588 (May), 580 (June)
Hot Shots Fundraiser (1x event)	May 15, 2020	19806	--	--
Through the Looking Glass	Mar-Jun	7901	Interview with artist Willie Cole	1608
Made at Home Challenge	Mar-Jun	3359	Interview with artist Deb Czeresko	783
The WorkerSpace Lecture Series	Mar-Jun	2907	Interview with Roger Tucker III, art collector	520
	<b>TOTAL REACH, ALL POSTS &amp; PROGRAMS:</b>	<b>60,196</b>		

## LONG TERM PROGRAMS: YES! YOUTH ENTREPRENEURIAL SPIRIT



**GOALS:** Over the course of an academic year, currently enrolled high school students design a business around glass art or glass products while learning and practicing important life skills.

**SURVEY GROUP:** 24 students enrolled. This year's cohort included students from North Star Academy, through our partnership with the school, four students who applied independently to our Wednesday after-school program, and three students participating through their high school's daytime internship.

**DEMOGRAPHICS:** 23 students are from Newark, one from Union, NJ.



**GENDER IDENTITY:** 5 students identified as male, 19 as female.

### RACIAL / ETHNIC IDENTITY:

77% Black/African-American

23% Hispanic/Latino

4% Asian or Pacific Islander

1% White/Caucasian

*\*Percentage totals >100%, indicating that some students chose more than one racial or ethnic identifier.*



### GRADE:

2 high school seniors

10 juniors

11 sophomores

1 freshman

### PROGRAM HIGHLIGHTS

This spring GlassRoots concluded the 16<sup>th</sup> year of its youth entrepreneurship program. As was customary, classes began in the fall, with plans to conclude in May with our Annual Business Competition. The YES business curriculum includes concepts in the following: *Business Values and Social Justice; Forms of Business Competition; Customer Identification; Product Development; Marketing; Product Costing and Pricing; Photography; Promotional Strategies and Business Ethics.*

As students began the academic curriculum, they also began hands-on work in each of GlassRoots' three studios, the *Flame, Flat and Hot Shops.*

By November, students had selected the primary studio for their design ideas and began to conceptualize a glass product that would form the basis of their businesses. By March students were working diligently with our instructors to complete their products in the studios. **But then came the Covid19 health crisis.**

The ensuing order by the governor for all non-essential businesses to close, and for everyone to remain at home, meant our students were forced to abandon their projects. Unfortunately, the disruption also resulted in 75% of the students dropping out of the program altogether, due in large part to the incredible demands of completing their academic studies at school in a virtual setting, which required their full attention. Six students did complete the program and participated in the year-end competition, which we describe on the next page.



**This year's winner of GlassRoots' Annual Business Competition.**

### **21<sup>st</sup> Century / Transferrable Skills**

Fortunately we had distributed **mid-program surveys** before the program disruption. Participants reported gains in skills that will serve them in all aspects of their life, including college and career, including;

- the ability to calculate cost and profit margins
- how to market and sell a product, including the use of social media as a marketing tool to reach potential customers
- how to communicate effectively, including public speaking and
- the ability to find new ways to solve problems (creative thinking)



Not surprisingly, measurements at the mid-point of the program show that students had lost confidence in their ability **to set and achieve their priorities** and in **making decisions**. This aligns with our teachers' observation that commonly, at the mid-point in the program, a student is aware of all that it will take to succeed in creating his or her product, but is not yet confident in their ability to get it done.

### The Annual Business Competition

To accommodate the change from in-person to virtual teaching, GlassRoots' instructors taught the remainder of the program using the Zoom video platform, and Google Classroom for document sharing. They also shifted the focus of the program to emphasize product design and promotion, versus real-world manufacture of their product. To complete the course and participate in the final competition students were required to:

- Write a detailed description of their product design.
- Know their business name, slogan and general market.
- Calculate price & costs: GlassRoots' instructors provided the labor and material costs, which students used to calculate manufacturing costs and a preliminary price, in order to check whether that price worked for their target market. Students were also asked to calculate a "break even" sales cost.
- Prepare a strong description of their target market and marketing strategy.
- Create promotional materials for their product -- GlassRoots staff assisted students with photo suggestions that approximated their final design, with students making the final choices for their product.
- Write an artist' statement, and/or detail the inspiration for their product.

GlassRoots staff then posted the students' promotional ads on Facebook and Instagram, which allowed students to solicit families and friends to vote for them. A frank and thorough discussion among the instructors and administrative staff (this year's judges), plus the vote tally, helped to determine the first and second place winners, plus third place honorable mention.

From the experience of having to work with students virtually, we have decided to incorporate **a written business plan** and **online voting** into next year's program, as both allowed students a more thorough expression of their business and product, as well as the opportunity to use social media to test the effectiveness of their marketing ideas and materials.



## LONG TERM PROGRAMS: MOSAIC RESIDENCIES



The mosaic mural triptych at 13th Avenue School, in progress.

**GOALS:** To learn glass-art skills, and to practice 21<sup>st</sup> century skills including teamwork, communication, collaboration and problem solving while creating a group or individual project.

**SURVEY GROUP:** GlassRoots served a total of 104 students in grades 5 to 8 through our mosaic residencies. The average length of a residency was 8-10 weeks and involved the creation large-scale mosaics for installation at the school.

**DEMOGRAPHICS:** 100% of the students served live in Newark, and the greater Newark area. 84% of respondents reported that they speak English as their first language.

**GRADE:** 48% of participants are eighth graders, 40% are fifth graders and 12% are in seventh grade.

**GENDER IDENTITY:** 59% of respondents identified as female, while 40% identified as male and 1%, gender neutral.

**RACIAL/ ETHNIC IDENTITY:** Participants in our long-term residencies identified themselves as follows;

- 45% Hispanic/Latino
- 50% Black/African American
- 6% White/Caucasian and
- 3% Asian or Pacific Islander

*(Percentage totals >100%, indicating that some students chose more than one racial or ethnic identifier.)*



Students at 1<sup>st</sup> Avenue School working on one of the four mosaic murals to be installed on site at the school.

We started the 2019-20 program year with four exciting mosaic residencies planned; one with each of our long-term program partners, **Link Community Charter School** and **Philip’s Academy Charter School**, and our partner from last year, **First Avenue School**, where we guided a total of 50 students in creating four mosaic murals representing the school’s values of *respect, resilience, responsibility* and *reflection*.

We also engaged with a new partner this year, **13th Avenue School**, who received funding from Rutgers University-Newark 21st Century Community Learning Center, Promise Youth University. Teaching-Artist Amira Rogers guided three groups of students, working for ten weeks each, in designing a triptych celebrating the school using their mascot, a black panther.

Mosaic residencies allow our Teaching-Artists the opportunity to offer students a deeper knowledge of glass-mosaics. More importantly, **they allow our staff to develop trusting relationships with students, and for students to develop deeper relationships and better communication with their peers.**

Unfortunately, as with our youth entrepreneurship programs these residencies were interrupted due to Covid19. Without the prospect of returning to these schools to complete the work with students, GlassRoots committed to completing the work on their behalf. Amira created a specific **Virtual Studio** feature, called “**Finish It Friday**”, so she could film herself completing each project and share the process. We have planned to share these videos with teachers and students in the new school year.

## LONG TERM PROGRAMS: Mosaic Residency Program Highlight

### The Harriet Tubman Youth Travel Camp

In the summer of 2019, GlassRoots was fortunate to partner with the City of Newark to provide glass-art instruction for 46 youth enrolled in the **Harriet Tubman Youth Travel Summer Camp**, at the Vincent Lombardi Recreation Center, twice a week for seven weeks. This program was significant for a few reasons, as it represented:

- GlassRoots’ return to teaching younger children, ages six to eight
- a multi-project, long-term arts program for youth in the North Ward, and
- a pilot program for future roll-out at all seven of the City’s recreation centers

Teaching-artists Amira Rogers and Ya’zmine Graham led instruction, with the help of participants from GlassRoots’ **Youth Leadership Corp** (“YLCs”, see page 14).

The theme for camp programs was “nature”. Our projects included mosaic birdhouses and flowerpots, mirrors and picture frames. To add to the nature theme, Amira provided potting soil and seeds, which each student planted in their flowerpots. Students were able to take all of their projects home at the end of camp.

Program challenges were common for those teaching young children at summer camp, like waiting for campers to arrive and be settled, or having to help hungry or still sleepy campers to focus. However instructors reported that the overall experience was positive and that the children liked and eagerly participated in each project. It was especially positive, Amira said, as it allowed our Youth Leaders to shine;

*“Kymani is a great leader and each time he came, he was able to get campers excited and keep them on track throughout the project, and act as the lead teacher. Eylazhia and Juliana formed bonds with some of the campers, which made them want to come back with me each week. The YLCs were also very helpful at defusing heated debates between six, seven and eight year olds. It was amazing to watch them work!”*



## LONG TERM PROGRAMS: Mosaic Residency Program Highlight

### The East Orange Public School District Mosaic Mural

The 2019-20 program year was significant also for the completion and installation of GlassRoots' long-term mosaic project with the East Orange Public School district. The project was conceived of and led by Mrs. Iqua Colson, Supervisor of Visual and Performing Arts for K-12 students in the district, and meant to express the district's deep commitment to the arts in education.



Beginning in September 2015, GlassRoots' instructors worked weekly with East Orange teachers and students to design and create mosaic panels depicting the four creative disciplines of *Music, Dance, Theater* and *Visual Arts*. This ambitious project:

- spanned five years in its creation
- contains four panels, 6.5 feet wide by 7 feet high each, and measures 28 feet across in total
- was worked on by over 300 students from throughout the district, including elementary, middle and high school students, plus those attending summer learning programs
- took place at four different East Orange schools; *Whitney E. Houston Academy of Creative and Performing Arts, East Orange STEM Academy, Cicely L. Tyson Community School of the Performing and Fine Arts* and *Campus High School*, and
- used 500 pounds of glass, and over 200 gallons of glue and grout!

The final project is displayed on a wall specially built for the project, located on the grounds of the Cicely L. Tyson School. GlassRoots is proud of each and every student who contributed to the mural, and grateful to the East Orange school district for the opportunity to collaborate and build with students this extraordinary tribute to the arts.

## LONG TERM PROGRAMS: YOUTH LEADERSHIP CORP



**YLCs and GlassRoots staff enjoy a field trip to Grounds for Sculpture.**

**GOALS:** The goal of the Youth Leadership Corp (YLC) program is for participants to grow by mentoring younger kids and to practice 21<sup>st</sup> Century skills such as collaboration, teamwork, problem solving and communication.

**SURVEY GROUP:** This year the cohort was made up of six participants.

**SCHOOLS:**

1 student from Science Park HS  
1 from Arts HS  
1 from University HS  
1 from Central HS  
2 from North Star Academy

**GRADE:**

1 high school senior  
3 juniors  
2 sophomores

**GENDER:** Four of our participants

identified as female, two as male

**RACIAL/ ETHNIC IDENTITY:** Four students identified as Black or African-American, two students identified as Hispanic/Latino.

**DEMOGRAPHICS:** 100% of the students spoke English as their first language.

100% of the students are Newark residents.

## PROGRAM OBJECTIVES

GlassRoots' Youth Leadership Corps provides in-depth training in 21st century skills, such as collaboration, communication and teamwork, preparing participants to serve as leaders and GlassRoots ambassadors in our summer glass-experience program. The Youth Leadership Corps (YLC) is 'staffed' by students who have participated in our other long-term programs, as well as new participants enrolled through the City of Newark's Summer Youth Employment Program.

Participants receive on-the-job and on-site training and experience that helps ready them for college or the workforce, while incorporating the uniqueness of our training in glass-art techniques. The YLCs create, learn, and grow intellectually, socially and emotionally and can apply this experience to their resumes and school applications. With a focus on developing communication, teamwork, personal identity, professionalism, and project management, the YLCs complete the summer having developed the skills they need to succeed.

The **three objectives** of the YLC program are for participants to (1) develop proficiency in glass, (2) develop 21<sup>st</sup> Century skills such as communication, collaboration and teamwork, and (3) give back to their community via their work with youth attending GlassRoots' programs:

- **Develop proficiency in glass:** Participants created paperweights, mosaics, and holiday ornaments.
- **Develop 21st Century Skills:** Participants were led by GlassRoots' staff and volunteers in lessons and exercises centered on *goal setting, leadership, collaboration and communication, career planning and problem solving*. Additionally, they received training in financial literacy from Newark's Summer Youth Employment staff.
- **Give back to the community:** Participants assisted in the teaching of classes for The Newark Museum, Harriet Tubman and Fraser's Mathematical Solutions summer camps, which totaled over 130 participants.

## YLC: LEAD PROJECTS

**Lead Projects** are intended to provide an opportunity for our YLCs to practice their 21st century skills, especially leadership. Students are tasked with the design, marketing and execution of an independent activity, demonstration or lecture, that helps create greater awareness of GlassRoots' programs.

This year, 100% of participants met our three program objectives through the successful execution of their Lead Projects.

By working together in trainings, production, and in assisting classes, the group had multiple opportunities to develop and practice communication and collaboration. Through their shared experiences of teaching young children in our summer programs, they became a close-knit group. By providing an encouraging, welcoming environment we were able to facilitate their success in these skills.

## YLC: LEAD PROJECTS



**Natavia's Project:** Lead a workshop for a group of five year-old participants in creating kaleidoscopes. The intention was to have the workshop at a Washington Park event, however, it was cancelled due to rain and so the workshop was held at GlassRoots' studio.

**Outcomes:** 6 participants attended. Received 50 Likes for the event post on Instagram, and 83 post views.



**Juliana's Project:** Create a signature GlassRoots product, a portrait mosaic, and a signature GlassRoots t-shirt design; produce 5 mosaics and 5 t-shirts.

**Outcomes:** By the end of the summer Juliana created two mosaics and 10 shirts with two different designs.



**Kymani's Project:** Design and create commissioned awards for *Per Scholas'* September event to recognize sponsors. Theme: diversity in technology. Kymani created 3" sphere glass paperweights, with varying colors in each piece to represent diversity.

**Outcomes:** Kymani created 10 paperweights.



## YLC: LEAD PROJECTS



**Eylazhia's Project:** Curate a collection of products for our online store. Goal was to post 10 objects for sale online, including one or two she made herself, along with one of Juliana's pieces.

**Outcomes:** Eylazhia created 9 pieces for sale under the collection called "YLC Picks", and sold two.



**Jazmin's Project:**

**Project:** Created a piece for the GlassRoots auction. The sculptural piece included a hot sculpted work and mosaic.

**Outcomes:** Sold at auction.



**Elijah's Project:** Host a community event at GlassRoots in partnership with Roberts Pizza. Eli, GlassRoots, and Roberts had a pizza party, baking the pizza using hot glass and glass blowing equipment. The event was held on August 14, from 12 to 1pm, and livestreamed on social media.

**Outcomes:** The video/post received 100 Likes on Instagram; it was reposted by Newark Arts, Jersey Arts and Roberts Pizza. Fifteen people attended the event on site. The pizza was delicious!

## SHORT TERM PROGRAMS: ONE DAY FIELD TRIPS



Our one-day field trips are our way of exposing students to the wonders of glassmaking, a unique art-form not readily available to most elementary and secondary students. Typically, teachers bring a class of up to 25 students to create projects in our Flame and Flat Shops, which can be taken home the same, and to witness a glassblowing demonstration in our Hot Shop.

**GOALS:** To learn basic skills in glass art, to understand basic elements of STEAM as related to glass art, to create a piece of glass art that can be taken home, and to have fun.

**SURVEY GROUP:** This year 260 youth participated in our one-time workshops.

**DEMOGRAPHICS:** 80% of our students are from the city of Newark or the greater Newark area; 15% of students are from outlying suburban neighborhoods and 5% from schools more than 15 miles away from Newark.

### **RACIAL/ETHNIC IDENTITY:**

51% Black/African American  
28% identified as Hispanic/Latino  
17% as White/Caucasian  
4% American Indian or Alaskan  
Native  
2% Asian or Pacific Islander

### **GENDER IDENTITY:**

55% female  
39% male  
6% identify as non-binary or  
gender non-conforming

### **GRADE:**

22% high school students  
62% middle school (grades 6-8)  
16% of students in grades 3, 4 or 5  
(elementary school)

GlassRoots' field trip participants continue to represent the diverse constituency of Newark and surrounding communities, as evidenced by participants' self-reporting as to cultural identity, as well as where students live and what schools they attend. The top three cities or towns served by one-time visits or field trips are:

- Newark (118 students, or 45% of total students served). Within Newark, the largest number of students served are from the South Ward.
- Bloomfield (20 students)
- Kearny (15 students)

## PROGRAM IMPACT AND SATISFACTION

Satisfaction for programming in our one-day field trips remains high:

- 94% of respondents reported that they were “Very Satisfied” or “Satisfied” with their GlassRoots experience
- 97% of respondents said they would recommend GlassRoots to friends and family
- 93% of respondents said Yes they would like to come back to GlassRoots

We asked students if their experience at GlassRoots impacted them and how. Here are the top 4 most popular responses from the multiple choice responses:

- “I enjoyed this experience.” **91%**
- “This experience made me feel happy.” **56%**
- “I am going to tell my parents/family/friends about this experience.” **53%**
- “The experience made me more interested in the arts.” **48%**

Q20 Tell us one thing that you liked about this program.



### ***“Glass / Make / Fun / Things”***

We then asked students what they liked about the program as an open-ended question. Their responses are grouped in the word cloud here, and in these statements:

- *“(I liked) the amount of artwork I was able to accomplish with guidance.”*
- *“I enjoyed the freedom to explore what I wanted to create.”*
- *“It made me feel like I could do any art project.”*
- *“I liked how you are shown how to do things before being asked to attempt them.”*
- *“I loved overcoming my fears and I now really want to come back. I also liked that when I was confused, someone helped me.”*
- *“I liked how people were kind and patient.”*

## ONE DAY FIELD TRIPS: THE GLASS VOLCANO EXPERIENCE

This year we were able to offer The Glass Volcano Experience workshop to forty-nine 8<sup>th</sup> grade students from **Peshine Avenue School** in Newark, before the public health crisis. The teacher had scheduled a total of four workshops, with the intent of having her entire 8<sup>th</sup> grade class students attend.

The Glass Volcano Experience is a hands-on STEAM-based workshop that uses molten glass to offer an **interactive, intensive introduction to the science and behavior of volcanoes**. Originally funded by the National Science Foundation as part of its Opportunity for Enhancing Diversity in the Geosciences grant program, the Glass Volcano Experience is a collaboration between Rutgers University-Newark's Department of Earth and Environmental Sciences and GlassRoots, and was piloted at GlassRoots in the spring of 2015. The two-hour workshop includes four components:

- A video presentation describing volcanoes and their behavior;
- A hands-on *Flame Shop* experience in which students work with fire and glass to simulate lava behavior by creating “Pele’s tears” and “hair,” products of Strombolian volcanic eruptions;
- A *Flat Shop* experience in which students learn about obsidian, aka volcanic glass, and are able to smash glass causing a ripple pattern that mimics that of volcanic rocks; and
- A *Hot Shop* experience observing molten glass that is heated to 2000 degrees simulating lava flow and how it reacts to various environmental features.



### STUDENT IMPRESSIONS

Some student responses to the workshop:

- *“I liked how we saw how lava forms in water, and how we were able to make beads, and learn different things about volcanoes.”*
- *“The thing I like about this program is the lava and showing how it cools down.”*
- *“I liked how when I came in, I was scared of fire, but today, I did a lot of things with hot stuff.”*
- *“I like the fact that I learned new things and I faced some fears.”*
- *“We were able to see how far the liquid glass moves. Also, we made amazing beads!”*
- *“I liked the way the lava thing was stretchy, and looked shining and glowing and I also liked how the rocks were.”*

## CAREER & COLLEGE-READINESS PROGRAMS: THE BEAD SHOP



**GOALS:** The Bead Shop is a program designed to teach participants, aged 18 and up, to become proficient in flameworking, and to assist them in launching businesses resulting in supplemental income.

**SURVEY GROUP:** A total of three participants completed the Bead Shop program “Jewelry in a Box.” GlassRoots was able to offer one of two planned workshops before the Covid19 health crisis. Participants received a total of 32 hours of instruction over two consecutive weekends.

**DEMOGRAPHICS:** 100% of participants are residents of Essex County, NJ; one from Newark, one from Bloomfield and one from Maplewood.

**GENDER IDENTITY:** 3 identify as female

**AGE:**

35-44: 1 person

45-54, 1 person

55-64, 1 person

**RACIAL/ETHNIC IDENTITY:**

2 identify as White/Caucasian

1 identify as Hispanic/Latino

The program covered 8 key business concepts and topics, with a ‘build the toolbox’ approach, i.e., providing students with resources and a way of thinking that would help them to create or strengthen their craft businesses. Instructors used a combination of exercises from the **Centro Business Training Program** and the **Etsy Urban Entrepreneur Program**. Short videos were used to spur discussions on target market identification, photography and how to sell online:

Day 1 – *Identifying your Core Values as a Values-based Business*

*How to Identify a Product Idea and How do Describe it to Sell*

Day 2 – *How to Identify Your Target Customer*

*Niche Marketing to Stand Out*

*How to Calculate Product Costs*

Day 3 – *Product Pricing, including appropriate costs; calculating break-even values, comparison pricing*

*Selling Online, Step by Step*

Day 4 - *Selling in-person and Calculating Breakeven for In-person Sales*

*Marketing Without Spending Money*

## PROGRAM IMPACT:

Pre-program, we asked participants why they had enrolled in the Bead Shop program:

- 2 of the 3 respondents expressed an interest in learning how to create their own business
- 1 of 3 expressed a desire to learn how to make glass bead and jewelry and

Post-program, **100% of participants reported that the program had met their expectations**, and **100% said they would tell friends and family about GlassRoots' programs**. Additionally, participants showed an increased understanding of these business concepts;

- Creative Thinking: I find new ways to solve problems)
- Planning & Research: I know how and where to find information and how to use it)
- Marketing and Selling: I know how to sell and can describe what selling involves & how to use social media to reach potential customers)
- Financial Management: I know how to figure out the price at which to sell a product

## Reflections

- The Values Session on Day 1 proved useful to participants in creating their "About Page", Artists Statement, and Informational Brochure, as well as providing a frame for them to be able to talk about themselves. It also served as an effective icebreaker. Students became closer and more trusting of each other after this session. We provided students with a Values Synthesis statement at the end of the class. This turned out to be very affirming for the students and they shared them with one another.
- We discussed the strongest ways to think about product development, in terms of safety, economy, beauty and joy. We used the 'features tell' but 'benefits sell' framework to begin to think about specific products. This framework resonated with all participants.
- We worked on identifying a target market going beyond basic demographics and likes and dislikes, but instead looking at niche marketing as a way to stand out among the millions of online sellers, and emphasized that no decision is final in online sales – price, description and product choices can be changed at any time, without penalty. Participants found this reassuring and it reduced some of their fears about 'getting it wrong'.
- Snacks Work!! At each session we offered coffee, fruit and small pastries. This helped with concentration and created both a more relaxed but more intensive class experience.