

**KID smART** works with the arts to engage children in learning about themselves and the world in which they live. Through Artist in the Classroom, after-school and community-based projects taught by professional arts educators, and our professional development programs, KID smART makes learning come alive for children.

## the results are in!

Dear Friends of KID smART –

We are excited to share with you the results of an independent evaluation of KID smART’s programs conducted by Dr. Pamela Jenkins, University of New Orleans, Department of Sociology. To prepare her report, Dr. Jenkins reviewed surveys collected from 85 classroom teachers and 1250 students over a three-year period, observed our teaching artists in the classroom, reviewed data collected since KID smART’s inception in 1999, and conducted focus groups with classroom teachers, teaching artists, and AXIS participants. Dr. Jenkins concluded:

*“From all the data, it is apparent that the students’ work with KID smART is transformative – that the program offers the students an opportunity to learn on many levels. The students are engaged in new activities with new adults in an atmosphere much different than their regular classroom.”*

Included below are excerpts of Dr. Jenkins’s findings. Her full report is available for review by request.

Comments by teachers, students, and artists further substantiate that KID smART’s programs help not only to develop children’s skills in problem solving, sociability, and individual responsibility, but also to boost interest and performance in all areas of the curriculum. Few nonprofit organizations can provide independent analysis to show that they are effective in meeting their mission. KID smART can.

KID smART is a strong force in the transformation of public education in New Orleans. Thank you for your commitment and support.

Sincerely,

Melanee Gaudin Usdin  
Board Chair



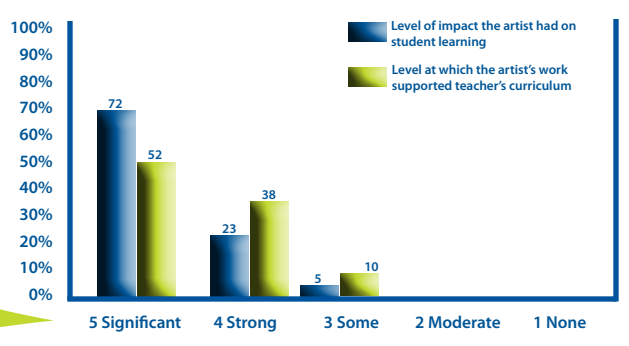
## classroom teachers

85 teachers responded to the surveys. **100% of the teachers said they would like to participate in another Artist in the Classroom residency.**

All of the teachers reported they felt the artist had some level of impact on their students’ learning, with the majority stating that it was a “significant” impact.

What is striking, however, is that the classroom teachers appear to grow with the experience as well. Pre-Storm, the relationship with the classroom teachers and their role within the program was sometimes a source of tension. Because KID smART builds relationships so carefully, many of these teachers now view the program as integral to their teaching and learning experiences.

Responses of Teacher Participants



## KID smART Evaluation Report

The following information is taken from the Fall 2005 – Spring 2007 Evaluation Report, created by Dr. Pamela Jenkins, University of New Orleans, Department of Sociology, along with Dr. Alison Salloum, formerly of Tulane University, Dr. Pamela Nath, Bluffton College, and Carolyn Croom.

## findings

The results of this report cover the spring of 2005, through the catastrophe of Hurricane Katrina, to the end of the school year in the spring of 2007. KID smART not only survived the upheaval of the storm, but continues to thrive. The programs started up, the staff returned, and the children came back. In this period of recovery KID smART was able to negotiate its way through the new schools’ administration and organization.

### Significant findings from this period include:

- Consistent reports from classroom teachers that teaching artists were a positive influence on their students and in student learning. Classroom teachers credited artist residencies with student learning in the arts and in other areas of the curriculum.
- Consistent reports from students that they not only participated in, but enjoyed the program and learned new things. Many of the reports showed that teaching artists found complex ways of reaching students.
- Reports from teaching artists that their experiences were positive, even in the midst of the uncertainty following Hurricane Katrina.
- Reports from classroom teachers that changes in their students included improvement in academic and social dimensions, self-confidence and self-esteem, and expression. After the storm, these teachers reported a greater improvement in academic and social dimensions more often than the other dimensions.
- KID smART staff solved many of the issues encountered when working with schools by developing successful partnerships.
- KID smART staff addressed the sometimes complicated issue of the role of the teacher in the classroom. Classroom teachers’ “buy-in” was much greater than when the first observations were conducted in 2003-2004.
- KID smART staff members were committed to an evaluation. They consistently provided the resources for the student, teacher, and artist surveys. They partnered with a variety of consultants, and adjusted programming based on evaluation responses.

## quotes from classroom teachers

**“I felt that the artist kept my students motivated.”**  
-Singleton

**“My students knowledge of science (the solar system) and social studies (communities) increased, which made them successful in passing tests in these areas.”**  
-Ben Franklin

**“The children got to express their feelings and experiences they had inside from Hurricane Katrina.”**  
-Live Oak

**“Circus Arts makes students happy to come to school.”**  
-ISL

Areas identified by Classroom Teachers as places where students gained knowledge through the Artist in the Classroom residencies:

### ACADEMIC AND SOCIAL IMPROVEMENT

- Behaviors improved.
- Children learned about other cultures.
- Children viewed math differently/positively.
- Children could transfer knowledge from one area to another.
- Children improved in science.
- Children improved and expanded their vocabulary.
- Cooperation, listening skills, and team-work improved.

### SELF-CONFIDENCE AND RESPECT

- Children experienced increases in self-esteem.
- Children experienced increases in confidence.
- Children experienced increased ability to perform in front of their peers.

### EXPRESSION

- Children used their imaginations.
- Children were excited about learning.
- Children increased their ability to communicate.
- Children were better able to express their ideas and emotions.

# You can help change education in New Orleans!

I would like to support the wonderful programs at KID smART at the following level:

\$1000  \$500  \$250  \$100  \$50  Other

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**"KID smART is KIDLICIOUS!"** - KID smART Student

**"It's not a job - I feel whole when I'm doing it. It makes me feel alive and worth while. Teaching makes you a better artist."**  
 - Monique Moss, Teaching Artist

## children

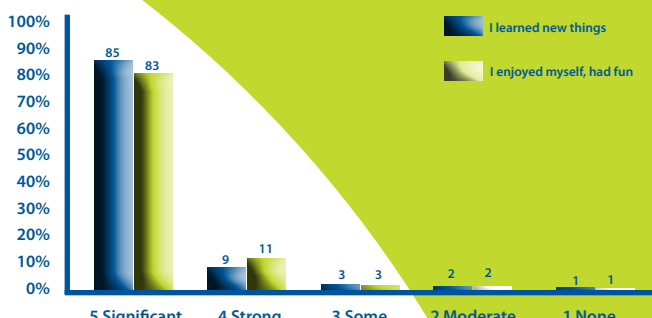
Each year, the children's responses were positive and enthusiastic about their experiences. These are consistent responses that reflect the quality of the program. When asked what they would tell their friends about the program, most of the children said they would tell their friends that they had **fun** and they **learned** new things. One student summed up his experience, "It was the best place to be."

Most of these students' evaluations were done after Katrina and its devastation, and it is clear that the classes after the storm resonated with these children. Students went further than general comments, and were able to list and note specific activities: "I love architecture." "I love to juggle." "I was learning so much about Africa and ancestors."

**"All of my students have shown an increase in their ability to think creatively and use more whole-brain skills."**

- Teacher, Fischer Elementary

Responses of Student Participants



**quotes from children**

Children were asked "If your friend was coming to KID smART, what would you tell him or her?"

**"I would tell him/her that the program is fun and it is like how school would be if it was run by kids but it is in control."**

**"First, [teaching artists] are very confident. They help us control our attitudes which we should do. Second, they help us be brave ourselves, and tell us that we can do something even though we say that we can't."**

**"KID smART is the same as class because you learn a lot of things that you never know. And KID smART is different because you learn how to get through life; like in KID smART you are learning how to have fun."**

## teaching artists

Teaching artists filled out qualitative evaluations of the program and participated in several focus groups. The teaching artists found that the program organized around the concepts, principles, theories, and research related to the arts, and that the program was very committed to meeting the needs of students, which was pertinent to the success the students experience. Classroom observations showed artists respect, care, and understand their students. The artists were capable of adapting instruction to particular sites focused around the host school, classroom teachers, and individual students. Teaching artists were all excited about the program and the opportunity to work with the students.

**quotes from teaching artists**

**"When I went over New Orleans architecture with the 3rd graders, the children got really excited; they were learning about painting their own houses."**  
 -Christina Flot

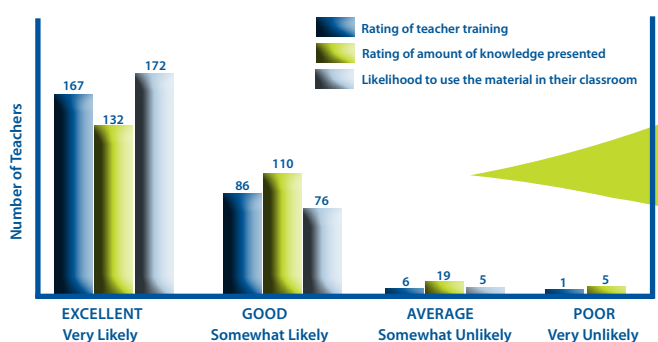
**"The students continue to use the vocabulary we work with, such as vanishing point, horizon; I love to hear them really owning these words."**  
 - Ruth Robbins

**"Watching the students' faces while introducing Chinese characters was amazing because they were obviously impressed with the fact that Chinese writing is considered an art."**  
 - Dixie Moore

## AXIS

The AXIS (Arts Experiences in Schools) Teacher Training Initiative began during the 2006-2007 school year. The monthly teacher professional development sessions for a cadre of 23 teachers received excellent evaluations from those who participated. Similarly, each of the half-day professional development workshops at the 11 participating schools received excellent evaluations. Evaluations showed that the participants engaged in the training, and more importantly, most of the participants stated they would use what they learned in their classroom. Last year's evaluation produced a baseline data that will be supplemented by additional interviews, focus groups, and participant observations.

Responses of AXIS Participants



## quotes from AXIS teachers

**"The AXIS program has been a window to the future for many disadvantaged children throughout the city of New Orleans. Many of my students never experienced working with paint, drawing, visualizing art forms and different media before these sessions started at my school!"**

**"What I liked most about the program was that it gave the children at my school, which is a public school, a chance to learn how to use different art forms and do different types of art. Then I was able to integrate art into the curriculum- especially language arts and math."**

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