



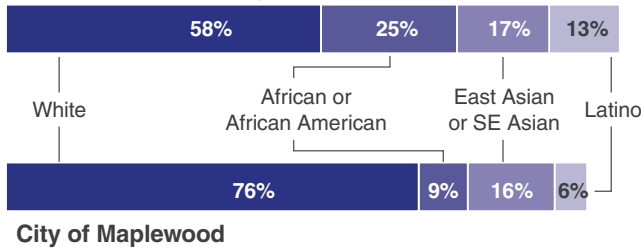
YEAR 1 ACHIEVEMENTS

KID CITY is a partnership between the City of Maplewood and Z Puppets Rosenschnoz with the goal of bringing the people of Maplewood together through interactive community art and youth arts programming.

FACILITATED CROSS-CULTURAL COLLABORATION AND ARTS PARTICIPATION

Participation in KID CITY events was racially diverse.

KID CITY event survey



There was cross-cultural awareness and engagement at KID CITY events. Of the respondents that took the event survey...

- 9 of 10 saw themselves or their culture
- 8 of 10 gained a better understanding of cultures in Maplewood
- 7 of 10 interacted with someone of a different race

TAUGHT SOCIALLY RELEVANT APPLICATION OF ART SKILLS

Youth videographers learned about film-making and their communities.

7 of 8 youth said the most important thing they learned was a documentary film-making skill, such as editing, cinematography, or interviewing.



“With the mayor, we asked, ‘What are some solutions to these problems?’ It was pretty interesting to direct this question at the person in charge of fixing these problems. We talked about race equity.”
– Youth videographer

“I interviewed friends from church. It was pretty cool. We talked about what brings people together and what keeps us apart.”
– Youth videographer

Youth learned to explore and talk about community problems using theater.

Brainstorm theater is a theater form that uses audience interaction and feedback to pose solutions to community problems. In brainstorm theater, audience members brainstorm multiple potential solutions to a community problem.

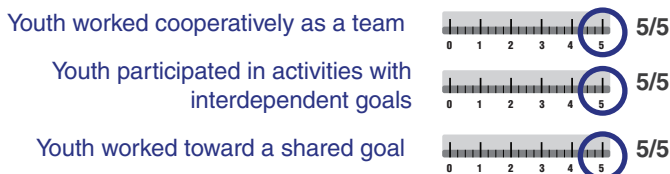
3 of 4 youth said that through brainstorm theater they saw many potential solutions to problems or saw how many people can relate to one problem.



THE YOUTH PROGRAM QUALITY ASSESSMENT

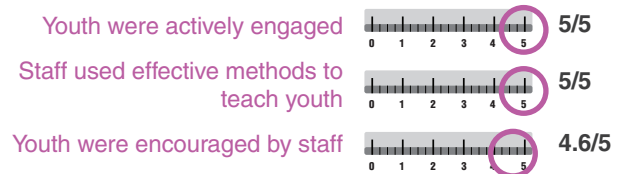
measures the quality of youth programs, rating aspects of programming on a 1-5 scale, with “5” being the highest score.

There was cross-cultural collaboration among youth. KID CITY youth programming collaboration scores:



Youth in these sessions represented multiple racial identities, evidencing KID CITY’s success in facilitating cross-cultural collaboration.

KID CITY was effective at teaching theater skills. KID CITY youth programming teaching scores:





Kid City Evaluation:

Findings Related to Grant Goals

Kid City evaluation overview

Kid City is a partnership between the City of Maplewood Parks and Recreation (Maplewood) and Z Puppets Rosenschnoz (Z Puppets). Z Puppets is a Minneapolis-based theater and puppet company. With funding from the Minnesota State Arts Board (MSAB), Kid City brings the people of Maplewood together through theater, puppetry, and interactive art installations. Kid City's primary goals of the grant are:

- Facilitate cross-cultural collaboration and arts participation through multidisciplinary arts programming
- Teach socially relevant application of art skills using the power of playfulness

This evaluation summary highlights the ways in which Kid City accomplished these goals during its grant period (September 2015 – August 2016). To conduct this evaluation, we observed Kid City's weeklong brainstorm theater program called Kid Council (using the Youth Quality Program Assessment (YPQA) tool¹), administered paper surveys at Kid City events, and conducted two focus groups – one with the Kid City staff and artist team, and another with the Kid City youth videographers. Each of these evaluation activities has its own write-up of findings; this document, on the other hand, synthesizes findings from multiple evaluation activities to provide an overall picture of how Kid City achieved its goals.

Goal 1: Facilitate cross-cultural collaboration and arts participation through multidisciplinary arts programming

Racially diverse participation

Kid City engaged racially diverse participants in its events and programs. Event participants who took the survey identified as: White (58%), African or African American (25%), East Asian or Southeast Asian (17%), and Latino (13%) (compared to Maplewood's overall racial make-up of: 76% White, 9% African American, 16% Asian, and 6% Latino²). In our YPQA observations of Kid Council and in our focus group with the youth videographers, we identified 2-4 perceived racial groups, and this was confirmed by Kid City's estimates of the number of racial groups present for these programs.³

¹ The Youth Program Quality Assessment (YPQA) is a validated instrument designed to measure the quality of youth programs

² From the 2014 American Community Survey

³ This evaluation intended to use the Maplewood Parks & Recreation program data to track racial make-up of Kid City programs, but these data were unavailable for this grant period.

Cross-cultural engagement, awareness, and collaboration

Survey respondents (who took the survey at Kid City events) offered the following insights about Kid City's cross-cultural focus:

- About 9 in 10 survey respondents (88%) said they saw themselves or their culture at the Kid City event they attended
- More than 8 in 10 survey respondents (85%) said they have a better understanding of cultures in Maplewood because they attended the Kid City event
- Almost 7 in 10 survey respondents (67%) said that they interacted with someone of a different race at the Kid City event

We measured the level of collaboration during each Kid Council session through our YPQA observations. Because Kid Council youth were of various racial groups, these observations allowed us to measure cross-cultural collaboration within Kid Council. Each session received the maximum rating (ratings are on a 1-5 scale, with 5 being the highest). These ratings indicate that Kid City was effective at providing collaborative opportunities (as identified by the YPQA) for youth of different racial backgrounds to:

- Work cooperatively on a team
- Participate in activities with interdependent roles
- Work toward a shared goal

Goal 2: Teach socially relevant application of art skills using the power of playfulness

There were various art skills taught to youth through Kid City: Kid Council youth learned to facilitate brainstorm theater, youth videographers learned to make documentaries, and comedy skills were taught to elementary-aged children in Kid City's Laugh Labs program. We learned about Kid City's effectiveness at achieving this second goal through: observations of Kid Council and a focus group with youth videographers. We did not perform evaluation activities of the Laugh Labs program due to scheduling restrictions.

Effective at teaching brainstorm theater

In our YPQA observations of Kid Council sessions, we assessed the effectiveness with which art skills were taught by focusing on the following measures: active engagement of youth participants, effective teaching methods for skill-building, and encouragement given to youth. Each session received the maximum rating for active engagement and skill building (with an overall rating of 5), and received almost the maximum rating for encouragement (with an overall rating of 4.6). This indicates that Kid City was largely effective at teaching brainstorm theater during Kid Council.

Brainstorm theater is a theater form that uses audience interaction and feedback to pose solutions to community problems. Brainstorm theater involves writing short scenes with an injustice, and performing these scenes for audiences. Audience members are asked for their ideas of how characters in the scene can correct the injustice, and are then asked to play that character and act out their idea to achieve justice. Brainstorm theater results in audience members feeling empowered to take part in correcting injustice in their communities while also brainstorming multiple potential solutions to a community problem.

Film skills with a community focus

The Kid City youth videographers were tasked with making a series of short documentaries (1-3 minutes) throughout their time with Kid City, as well as a longer documentary at the end of the program. When asked about the most important skills they learned, youth videographers primarily mentioned technical film skills:

- Editing (3 participants)
- Cinematography (2 participants)
- Interviewing and speaking skills (2 participants)
- Maplewood events and resources, such as parks and trails (1 participant)

When asked about their favorite assignment, most youth videographers mentioned aspects of learning about how to bring people in their communities, including: interviewing city leadership about municipal problems, interviewing friends about barriers to city residents building relationships with each other, and creating a short documentary about the positive aspects of their community. Youth videographers saw much importance in learning technical film-making skills, and identified the community aspects of their work as meaningful for them personally; these findings indicate that Kid City was successful at teaching socially relevant applications of film skills.

Summary and moving forward

The findings from these evaluation activities indicate that Kid City accomplished its two primary goals (as identified in their grant application). Some limitations should be noted, including the small number of survey respondents and the lack of evaluation activities with Laugh Labs participants, and these limitations should be addressed in subsequent evaluation efforts. Despite these limitations, however, Wilder Research is confident in the validity of this evaluation and its findings; Kid City achieved its goals during its first year of implementation.

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September 2016

Kid City Evaluation:

Event Survey Data Tables

Kid City is a partnership between the City of Maplewood Parks and Recreation (Maplewood) and Z Puppets Rosenschnoz (Z Puppets). Z Puppets is a Minneapolis-based theater and puppet company. With funding from the Minnesota State Arts Board, Kid City brings the people of Maplewood together through theater, puppetry, and interactive art installations.

As part of the Kid City evaluation, Wilder Research developed an event survey and Z Puppets staff administered this survey at three events. A total of 27 respondents completed this survey (though not all respondents answered every question). This document presents data tables for each question on this survey. Additionally, we observed Kid City youth programming, conducted a focus group with the Kid City team, and conducted a focus group with Kid City youth videographers; there are separate write-ups of these evaluation activities.

Event at which survey was completed (n=27)

	Frequency	Percent
Laugh-in event	15	56%
Wakefield event	7	26%
July 4 event	5	19%

Please let us know how much you agree or disagree with the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
The Kid City event was fun for me. (n=27)	48%	52%	--	--
I would recommend my friends or family to go to future Kid City events. (n=26)	54%	42%	4%	--
I felt welcome at the Kid City event. (n=25)	68%	32%	--	--
I saw myself or my culture represented in the Kid City event. (n=25)	64%	24%	4%	8%
Because I attended the Kid City event, I have a better understanding of the cultures that are present in Maplewood. (n=27)	56%	30%	11%	4%

At the Kid City event, did you interact with someone who is not of your race or ethnicity? (n=27)

	Frequency	Percent
Yes	18	67%
No	8	30%
I don't know	1	4%

How old are you? (n=25)

	Frequency	Percent
Younger than 18 years old	2	8%
18-24 years old	--	--
25-34 years old	10	52%
35-59 years old	15	40%
60 years old or older	--	--

What is your gender? (n=25)

	Frequency	Percent
Female	23	92%
Male	2	8%
Other	--	--

What is your race or ethnicity? (n=24)

	Frequency	Percent
African or African American	6	25%
East Asian or Southeast Asian	4	17%
Latino	3	13%
White or Caucasian	14	58%
Multi-racial ^a	3	13%

Note: Frequency adds to more than 24 and percent adds to more than 100 because respondents could choose multiple responses.

^a The "Multi-racial" category was not a response option on the survey, but includes respondents who indicated multiple racial categories.

Do you live in Maplewood? (n=27)

	Frequency	Percent
Yes	12	44%
No	15	56%

How long have you lived in Maplewood? (n=13)

	Frequency	Percent
Less than one year	1	8%
1-4 years	5	38%
5-9 years	4	31%
10-24 years	2	15%
25 years or longer	1	8%

Note: This question was only answered by respondents who live in Maplewood.

Has anyone in your family – including you – participated in a Maplewood Parks & Recreation event or program before? (n=26)

	Frequency	Percent
Yes	13	50%
No	11	42%
I don't know	2	8%

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Kid City Evaluation:

Observation Findings from the Youth Program Quality Assessment (YPQA) Tool

Kid City is a partnership between the City of Maplewood Parks and Recreation (Maplewood) and Z Puppets Rosenschnoz (Z Puppets). Z Puppets is a Minneapolis-based theater and puppet company. With funding from the Minnesota State Arts Board, Kid City brings the people of Maplewood together through theater, puppetry, and interactive art installations.

As part of our evaluation of Kid City, we used the Youth Program Quality Assessment (YPQA) tool to observe each session of the August Kid Council, a week-long program for junior high youth focused brainstorm theater. Brainstorm theater uses theater to pose solutions to social problems. The YPQA is a validated assessment used to measure the quality of youth programs, and rates program quality on multiple domains with a scale of 1-5 (with “1” being the lowest rating and “5” being the highest rating). **The Kid Council component of Kid City received an overall average score of 4.8 out of 5 on the YPQA tool.** This score indicates that youth participants received high quality programming. This document provides a summary table of ratings for each domain of the YPQA and some brief commentary about why that rating was assigned. Additionally, we conducted a focus group with Kid City youth videographers, conducted a focus group with the Kid City team, and administered a short survey at Kid City events; there are separate write-ups of these evaluation activities.

Domain	Rating	Commentary/Reasoning
Safe environment		
Emotional safety	5	Received top rating for each session
Healthy environment	5	Received top rating for each session
Emergency preparedness	5	Received top rating for each session, as applicable
Accommodating environment	5	Received top rating for each session
Nourishment	4.3	Pretzels were available during most sessions as a snack; suckers were available some during some sessions.
Supportive environment		
Warm welcome	5	Received top rating for each session
Session flow	4.9	On the last day, one youth waited with staff for 20-30min before getting picked up by her parents at the end of the planned session time.
Active engagement	5	Received top rating for each session
Skill building	5	Received top rating for each session
Encouragement	4.6	Most encouragement from staff consisted of non-specific, evaluative positive remarks, such as “Good job!” rather than specific, non-evaluative assessments of youth performance or progress.
Reframing conflict	N/A	Not applicable in this context; there were no conflicts.

Domain	Rating	Commentary/Reasoning
Interaction		
Belonging	5	Received top rating for each session
Collaboration	5	Received top rating for each session
Leadership	4.8	There were numerous informal, participatory opportunities for youth to guide an activity within a concrete framework, but there were few opportunities for youth fully lead others in activities.
Adult partners	5	Received top rating for each session
Engagement		
Planning	N/A	Not applicable in this context; since the program was only a week long, youth planning was not expected.
Choice	4.8	During the first session, staff did not offer youth a process choice, such as determining roles or order of activities.
Reflection	3.3	Staff periodically engaged youth in reflecting on their activities, though all youth were not ensured an opportunity to participate. When reflecting, staff did not use more than one reflection strategy (such as talking, writing, etc.). Feedback from youth about their participation was typically informal and occurred during activities, and there was little opportunity for formal feedback from youth.

Summary

The Kid Council component of Kid City received an overall average score of 4.8 out of 5 on the Youth Program Quality Assessment (YPQA) tool. This score indicates that youth participants received high quality programming. The six subdomains for which Kid Council programming received lower than the maximum score are: Nourishment, Session Flow, Encouragement, Leadership, Choice, and Reflection. To improve these YPQA subdomain scores, it is recommended that no unhealthy snack options are available on any day of programming, special attention is paid to timing of session endings (or, alternatively, special attention is paid to communicating session end times to parents or guardians of youth participants), encouragement from staff is non-evaluative and specific, youth are provided with structured leadership opportunities, youth have the opportunity to make a process choice on each day of programming (such as determining roles or order of activities), and that there are formal opportunities for youth to reflect on their activities that utilize multiple reflection strategies. While the YPQA scores identify areas for improvement, they also indicate that overall Kid City delivered high quality youth programming in its first year of implementation.

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September 2016

Kid City Evaluation:

Staff and Artists Focus Group

Kid City is a partnership between the City of Maplewood Parks and Recreation (Maplewood) and Z Puppets Rosenschnoz (Z Puppets). Z Puppets is a Minneapolis-based theater and puppet company. With funding from the Minnesota State Arts Board, Kid City brings the people of Maplewood together through theater, puppetry, and interactive art installations.

As part of the Kid City evaluation, we conducted a focus group with Kid City staff and artists. This group primarily focused on impacts of Kid City that staff and artists observed, both individually and for the Maplewood community. A total of nine Kid City staff and artists participated in the group. This document outlines findings from talking with Kid City staff and artists. Additionally, we observed Kid City youth programming, conducted a focus group with Kid City youth videographers, and administered a short survey at Kid City events; there are separate write-ups of these evaluation activities.

Individual impacts

Participants mentioned a number of impacts that they individually had experienced because of their involvement with Kid City. These impacts can be separated into two main categories: government-related and art-related. The government-related individual impacts of Kid City were primarily offered by government employees, and include: new ideas for how to do government work, new or different interactions between government employees and Maplewood residents, and new ways of working internally with government employees.

"I think it made me a better leader. [Kid City] is not just going door to door or on the phone getting complaints or being at a council meeting trying to get through things. It was real things happening in real time in the community, which we don't always get a lot of. I just thought, 'Wow. I can talk all I want, but people aren't necessarily coming together.' I'm a better leader having [Kid City] as part of our city." – Government employee

"It's really made me talk to kids instead of making decisions without seeing them. I can no longer make a decision about a kid without talking to the kid. I changed my idea of what kids are about." – Government employee

"[Kid City artist] came to present [at a city council meeting] and I asked him to do an activity with us. There are people on the council that hate that kind of stuff and they just did it, they kind of had to. It was great to see adults do it! It's changed how we think about the arts." – Government employee

Many of the arts-related impacts were framed by Kid City being a new program and being the first partnership of its kind for Maplewood and Z Puppets. Artists mentioned learning to be flexible and accomplish goals in different ways. Due to small program group sizes (which can be attributed partly to Kid City being a new city effort), participants mentioned developing fairly deep relationships with youth who participated in Kid City programming.

"Administratively, there have been few parts of Kid City that have gone off without a hitch, so it's caused me to be more flexible in my thinking, often in the moment." – Kid City artist

"We realized that it's like a micro-performance, sometimes with 2 or 3 artists performing for 1 or 2 children. It's a very direct and honest communication that goes both ways." Kid City artist

Additionally, because Kid City has a goal of cross-cultural collaboration, Kid City enlisted a team of diverse artists, an outcome of which was engaging residents of diverse racial-cultural backgrounds (this is further evidenced by the racial make-up of survey respondents and of program participants).

“The artist team we put together is one of the most diverse teams of artists I’ve worked on. ... I see kids respond differently. I see kids respond differently when they go into a room of kids and there’s people that look like them. I see them open up more. Trust is easier to build.” – Kid City artist

Observed community impacts

We asked staff and artists about community impacts they observed. Participants mentioned a number of community impacts that were related to community members interacting with government in new ways, including: community citizens realize their civic importance (with a specific focus on youth realizing their civic importance), and new and more immediate connections between residents and government employees.

“For the kids we work with – [I would say they are] empowered. I did see kids say what was on their minds eventually, telling their stories.” – Kid City artist

“You often see a divide between police and community. This project generated those connections.” – Kid City artist

“One woman came [to a Kid City event] because she wanted to meet me. Just to have a place to connect, that she knew she could connect with me – we’re creating a space where it’s safe for kids and for adults to approach the council and say, ‘I want you to do this.’” – Government employee

There were a number of community impacts mentioned that were related to Kid City’s playful and fun-centered approach, including: diverse community participation, and increased community connectedness and social cohesion. In particular, one focus group participant commented that playfulness “is the beginning of building trust” between Maplewood residents.

“It was exciting to see kids connecting. I remember going to an event with the Karen community. Just how [Kid City artists] were playing with balls with the kids, and just seeing how quickly that brings people together.” – Government employee

“I was part of the July 4th event and we were just doing puppet improv with kids and parents. I think part of it is adults not acting like adults, like they’re ‘supposed’ to act. The people that came to the table were diverse as possibly could be. And I’m sure it was culturally and economically diverse; it was a diverse group of people interacting with the puppets.” – Kid City artist

“I remember earlier I brought my nephew and son up here. They have big personalities but they’re very apprehensive about going up to people. [Kid City] gives them a space to be vulnerable and open up. I saw that again at other events. It really gives that safe environment for kids and families to come together. I’m a shy person – seeing a room full of people drop their guard, that’s what I see it bringing to the community.” – Government employee

Summary and moving forward

The focus group with Kid City staff and artists identified a number of outcomes that were not initially identified by the Kid City grant application, particularly in terms of how government works as well as how government interacts with its citizens. For Year 2 of Kid City, Wilder Research recommends developing a theory of change that includes the impacts identified by the initial grant applicant as well as unexpected impacts (such as those identified in this focus group) to describe Kid City and its intended outcomes.

When asked what they would recommend for Kid City's growth and success in the future, participants offered the following suggestions:

- Integrate Kid City – or the Kid City approach – into other city programming and government processes, such as doing Kid City activities during city council meetings or having single session Kid City activities in existing Maplewood Parks and Recreation programming
- Involve youth in Kid City decision-making, such as through the creation of a youth advisory council
- Ensure that Kid City is responsive and driven by Maplewood citizens, by providing ample opportunity for input from Maplewood citizens (via a youth advisory council, for example) or by recruiting adult Maplewood residents for Kid City staff/artist positions

As it moves into its second year, these recommendations for growth as well as learning about the unforeseen impacts of Kid City position the Kid City team to capitalize on and strengthen already-occurring impacts and to direct its growth for maximum impact with the Maplewood community.

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Kid City Evaluation:

Youth Videographers Focus Group

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As part of the Kid City evaluation, we conducted a focus group with the Kid City youth videographers. This group primarily focused on impacts that youth videographers experienced by being a part of Kid City in this capacity. All youth videographers (eight in total) participated in the group. This document outlines findings from talking with youth videographers about their experiences with Kid City. Additionally, we observed Kid City youth programming, conducted a focus group with the Kid City team, and administered a short survey at Kid City events; there are separate write-ups of these evaluation activities.

Getting involved with Kid City

Youth videographers listed the following ways that they heard about the youth videography opportunity through Kid City: hearing about Kid City at their school, at their church, through Facebook, or through a flyer at the Maplewood Mall. Prior to being a Kid City youth videographer, half of the participants had previous film-making experience.

What youth videographers learned

All youth videographers mentioned learning how to operate new cameras and other hardware (such as lights, soundboard, etc.), how to edit film projects, and how to interview people on camera. When asked which of their learnings they thought was most important, youth videographers said:

- Editing skills (3 youth videographers)
- Cinematography techniques (2 youth videographers)
- Interviewing skills (2 youth videographers)
- Information about Maplewood community (1 youth videographer)

When prompted, youth videographers also noted some ways in which they learned about how the arts can bring people together, such as meeting other youth videographers through Kid City (2 youth videographers) and seeing people come together through Kid City events (2 youth videographers).

Connecting with community

Of the eight youth videographers, two lived in Maplewood, with the others living in various cities near Maplewood. As reported above, one youth videographer said that their most important learning was knowing more about the Maplewood community. Additionally, one respondent learned more about events in Maplewood, and another (who does not live in Maplewood) said they learned more about events and municipal parks in their own city.

Positives of being a youth videographer

When asked what they like about being a youth videographer, all participants mentioned that they liked learning something new and that they liked getting paid (though 6 youth videographers agreed that they would participate even if they were not paid). Other positives reported by youth videographers included: learning about others' opinions on how to improve their community (4 youth videographers), learning new technology (4 youth videographers), and collaborating with other youth videographers (2 youth videographers). One participant said they liked that they were now certified to rent cameras and other film-making equipment, and three youth videographers said that they would rent film-making equipment after their time with Kid City concluded to pursue their own projects.

When asked about their favorite assignment, participants noted various assignments, including: interviewing community leadership, interviewing friends, photography-related assignments, and focusing on the positives of their community. This range of responses to this question suggests that Kid City succeeded at engaging youth with varying interests in terms of film content.

Areas for improvement

All youth videographers focused on the hardware and software trainings they received when asked about what could be improved about their time with Kid City. Specifically, they suggested that the training be more spread out during the summer, with three participants worrying they might forget necessary information or skills before the program's end. Two youth videographers said that they wished the editing training had been of higher quality, and one participant said the trainings were long and it was hard to maintain attention during them. Additionally, all participants suggested consistency with their editing program and the space within which they received training as improvements, with one participant suggesting the same for the hardware they worked with. These suggestions were due to the initial community partner that was providing the training experiencing some organizational difficulties during the summer and eventually ceasing operations; Kid City was required to find a different partner to provide services related to film-making software and hardware.

Summary

These evaluation findings indicate that youth videographers learned technical film-making skills in the context of learning about their communities and how art might improve their communities. When asked to describe their experience with Kid City in one word, the following words were chosen: adventurous, awesome, different, enjoyable, insightful, interesting, intriguing, and professional.

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Supplementary Evaluation Materials

Artist Team Reflection

Collected: October 7, 2016

Present: Chris Griffith, Shari Aronson, Rachel Wandrei, Gaosong V Heu, Ricardo Vazquez, Gustavo Boada, Julie Boada, Derek Phillips, Ifrah Mansour, Mike Middlebrooks

What were the highlights of Year 1? Images, Moments, Triumphs?

- Videographers- working with Cherchua on a long tracking shot. She took the challenge of getting it perfect. She is now doing internship at CTV and has continued interest in film.
- At Fairview, finally breaking the ice...importance of time in engaging them. We heard some things and found out about each other.
- Easier to break ice with younger kids. (2-5 grades)
- At Laugh Lab, the moment three kids came very prepared to NOT laugh. They were messing with us! We know they were trying very hard not to laugh, so the moment, the point, is we are doing something. Plan and Plan B.
- Coaching technique- bring a quieter or challenging kid under your wing and make protege.
- Kid Council- the commitment and dedication that the kids performed with. They were amazing.
- Happy Place at Tubman- a mother who brought a kid, and he initially wasn't into it, but stuck with it and made an amazing happy place. He woke up and got engaged.
- Police officers at Laugh In. A positive experience for both sides.
- Spaghetti activity at Fairview. All the teaching artists were noodles (no sauce!).
- Parade- fastest moving parade ever seen. Running to keep up.
- Seeing how the artists jumped in different ways- sometimes in their natural field and sometimes different what you are used to. Multi-talented group.
- At Carver- student on the autism spectrum really opened up on stage. (Offered to give out his autograph).

What do you hope happens again in Year 2 that happened in Year 1?

- The teen video program was really successful. The youth went out into the community to collect footage. That it was a JOB for them was really special. Point of pride.
- That we went to their spaces- not space meant for theater and art- keeping it immediate. You can make art where you are. You can laugh wherever you are.
- Keep Nora Strande- made Ifrah dissect an owl pellet
- Listening and Responding- as advisory committee and greater community provide input.
- *What do you hope changes in the second year?*
- Build deeper connections with the kids we work with. A matter of time. Not just scratching the surface.
- Grow in the level of inclusivity of the students. Who isn't in the room? How, where, why.
- Clarify and communicate why are we doing certain activities with certain kids. Be More explicit about purpose of how these "fun" games become tools that students can take home. Real-life implications (applications).

- Use potential of the kids to make art- naughtiness of something they are not allowed to do. Incorporate more of this freedom component into a contained activities. Balance of open-ended and structure. Painting the van- the van as a practical vehicle- impulse to break the wall in the creation of art.
- Reach more people with pop-up laugh labs.To bring in different kinds of comedy. Song and Story. How to make replicable and flexible.
- How to use artist team meetings to develop core activities that span barriers (language and culture and ...)
- Continue and expand translation services- not just marketing, but in event and activity signage.
- Improvise in context. Incorporate more performance into the activities.

Are there any issues that came up last year that we have not addressed by the plans for Year 2?

- Would like more consistency of artist teaching. Challenging for the teachers and the participants to not have continuity.
- It can be challenging when not the lead teacher, when someone is used to being the lead. Co-teaching. Clarity of roles. Observation of how students relate differently/resonate with different teachers.
- Bring supplies the represent the diversity of the communities. (e.g. Magazines that represent people of color).
- More evaluation after each component. Reflections. Having 15 minutes at end of each activity to communicate with each other about how it went. Coaching metaphor: Pep talk before a game. After the game, the team decompresses and de-escalates together in the locker room.
- Coffee at team meetings!
- Appreciate everyone's playfulness. We come away from these meetings with more energy than we came in with.
- Continue the artist-led teaching activities at meetings. Possibly pull it into work-shopping the activities.



Teacher Feedback: Adam Hughes at Fairview Alternative High School

Sent via email: August, 2016

Any observations, comments, reactions to the impact on the students?

It was obvious that your team had planned and adapted well for our students. So either you all put in a lot of time or have a natural, efficient cohesion in building your pedagogy. I suspect it is both, but whatever the case, your team was engaging, magnetic, and flexible.

This was apparent in all sessions, but the scaffolding of skills and the process of getting to the forum stage drew more out of students who, quite frankly, feel most used to a passive learning environment. Nearly all of the students we worked with this summer are leaning or strongly introverted. Half of these were not native English speakers with limited formal education (mostly attended outside of the US) and the other half are considered at-risk because of social, academic, and emotional backgrounds. Seeing Cordell, Senay, Say Poe, Mee Mi, Henry, and Jeffrey volunteer, speak and act out publicly was an astounding sight. When Rose and Hallee took the forum in the last session, they contributed greatly to the community we had built together in such a short time.

According to the students: What was the best part of Brainstorm Theatre sessions? What was their least favorite part?"

All of the students felt the last four sessions were great. They were commenting on how either they themselves joined in or complimenting each other on doing so. They liked what they had become.

There were only 2 negative comments the whole time. They were regarding the introduction. Consider that it was something new for students who might not react well to new situations, changes in dynamics, and putting themselves "out there" (probably for fear of failure). Consider also, one commentator left the program and was looking for any reason to relieve themselves of any attachment. The students could benefit from file footage of previous teams (feel free to use what I shared on google) to get a better idea about what they were getting into.



Kid Council: Participant Evaluation Questions – Final Session

Collected: August, 12, 2016

What was your favorite thing about Kid Council?

- The chicken! Making the stories.
- We got to do the green screen.
- Meeting new people and playing the games.
- Theater

What was your least favorite thing about Kid Council?

- Elevator
- Elevator
- Elevator thing
- Nothing

What do you wish we did differently for Kid Council?

- Play games when it's time for break.
- Addressing bigger problems!
- Played a game at break time like football or basketball.
- Nothing

What surprised you about Kid Council?

- Kids' laughter
- How many solutions can be said or acted upon a problem.
- How many solutions you can come up with for a problem when you think about it.
- How many people can relate to one problem!

