



Educational Arts Team

Transforming Children's Hearts & Minds through the Arts



2011

Annual Report

WHO WE ARE

MISSION

Through the power of the arts the Educational Arts Team provides young people with opportunities to transform their hearts and minds, realize academic success, increase self-worth, and create a vision of a larger world in which to achieve their goals and discover their individuality.

We believe that the imagination is a positive force which can change a young person's world.

Since 1974, the Educational Arts Team, a private non-profit organization based in Jersey City, New Jersey, has used the teaching power of the arts to address the social and educational needs of young people. The agency's primary goals are to improve academic performance and provide positive social experiences in school and community settings. We focus on helping children, families, and educators take on pressing issues such as cultural intolerance, illiteracy, drug abuse, and youth violence. We provide year-round arts integration workshop programs (drama, art, reading, writing, storytelling, music, and movement) and produce and present plays both with and for predominantly low-income youth and their families. During the summer, we operate Camp Liberty, our popular arts camp in Liberty State Park.

In 2010 the Educational Arts Team was ranked 2nd nationally out of over 200 applying organizations for an Arts in Education Model Development and Dissemination Grant from the United States Department of Education. As a result we were one of 14 organizations to receive a four year grant to research the effects of using theater arts to increase the student test scores of underachieving 2nd and 3rd graders and advance the teaching methods of using integrated arts.

Highlights of our first 2 three-year grant projects, Theater Infusion and Theater Strategies, and evaluation results from other Educational Arts Team programs can be found in this report.



WHO WE ARE

OUR TEACHING STAFF



CARMINE TABONE is the executive director of the Educational Arts Team and an adjunct faculty member at New York University. He has conducted workshops for over 30 years with young people, drama leaders, teachers, librarians, and parents. His article, "Pop-Up Puppet Theater," documented how puppets improved the oral presentation and writing skills of over 2000 elementary students on standardized language arts test scores by 36.6%. Carmine has co-authored the recently published, *Drama Activities for K-6 Students: Creating Classroom Spirit*.



ROXANNA ARROJO has been working for the E.A.T. for over 10 years. She has created and implemented workshops for the Life Lessons, Math Magic, and Theatre Infusion projects as well as appearing in after school puppet shows for Educational Arts Team. She has worked as a drama teacher for the Upward/College Bound program at New Jersey City University and as a vocal teacher at Holy Family Academy & Serrano's Music Academy.



DOM J. BUCCAFUSCO has worked with the E.A.T. since 1980 as a Drama Teaching Artist for elementary and junior high school students. Since 1983 Dom has also served on the faculty and staff for the Music, Dance & Theatre Department at New Jersey City University as an Acting Instructor/Stage Director. His work there has enabled him to direct over 60 theatrical and musical productions.



DINA CIBOROWSKI has been teaching for over 10 years in both New York and New Jersey. Her work with the E.A.T. has focused on developing and implementing Life Lessons workshops for 6 to 12 year olds and using hand puppets for literacy. She has appeared in a number of after-school puppet plays including *Jack and the Beanstalk* and *Puss in Boots*. She also works as an actress in the theatre with an emphasis on improvisational performances. Dina's credits include off-off-Broadway, cabaret theatre, and a number of independent films. She has also toured with theatre companies performing in NYC, Toronto, and Massachusetts.



KELLY B. DARR has been given the privilege to share her talent and knowledge of the fine arts with thousands of children from all walks of life. While working with the E.A.T. since 1994, Kelly has gained experience as a prolific showing artist, a commissioned artist, and a public supporter of the arts. She specializes in painting and printmaking and recently developed her own painting process in response to a visual impairment caused by an accident as a child. Kelly sees beauty in the world and loves to share her vision with the children and adults she works with.



DANI KOPOULOS is an award-winning solo performance artist and writer of creative non-fiction, who has been a teaching artist for over 15 years, leading workshops and residencies in schools, parks and community centers in the neighborhoods of Chicago, teaching drama, poetry, movement and video, and working with organizations such as Chicago Arts Partnerships in Education, and Youth Theater Coalition of Chicago. She came to New York for graduate studies, completing her MFA in Creative Writing from New School University before settling in New Jersey, and finding the Educational Arts Team.



PETER LABRUSCIANO is a Teaching Artist, Actor, Director and Mask Maker. Originally from Vermont, Peter's work with the E.A.T. has primarily focused on the development of the Pop-Up Puppet Theater Program, the Theatre Infusion Program, and after school programs such as 21st Century and the C.A.S.P.E.R. Puppet Performances. During the summer at Camp Liberty, Peter plays an integral part in the camp theatrical productions; choosing the plays to be performed, while designing and building scenery and masks with the campers.

FROM THE DIRECTOR'S DESK



What an amazing year for the Educational Arts Team!

In 2011 we celebrated our 37th year of programs, reaching 19,076 young people through 2,366 workshops and eight weeks of Camp Liberty.

Among our achievements in 2011 was the conclusion of the Theater Strategies project (2008-2011), a United States Department of Education 3-year grant which allowed us to research the effects of our lessons on the literacy skills of over 500 Jersey City Middle School students. Results on NJASK Language Arts tests for students in the program for 2 years were significantly positive. Among the participating students who received 48 lessons during 2 years, a total of 73.3% passed the NJASK Language Arts tests relative to 34.6% of the control group that did not receive any lessons. The percentage of participating students receiving passing math scores was 63.4%, while only 19.2% of control students were proficient. We have published an

updated report on this project: *Theater Strategies: A US Department of Education AEMDD Project to Improve Teaching Methods and Increase Student Learning Through the Infusion of Theater Arts Standard with Language Arts and Literature* which can be found on our newly designed website: www.education-alarsteam.org.

2011 also saw the continuation of a United States Department of Education four-year grant, Theater Integration (2010-2014) which is providing the opportunity to research the effects of our lessons on the literacy skills of over 500 2nd and 3rd grade students in Jersey City Public Schools.

This year's other grants and volunteers have come from many sources. Special thanks goes out to the City of Jersey City's Community Development and Community Service Block Grants, Provident Bank, PSE&G, Citrix, Goldman Sachs, the Turrell Foundation and the Thenen Foundation.

Once again, we wish to especially thank Mayor Jerramiah Healy and the many departments of the City of Jersey City, including the Department of Grants management, Health and Human Services, and Public Works. We also want to recognize the Governor's Council on Alcoholism and Drug Abuse and the Jersey City Alliance to Combat Drug Abuse. Their monetary and in-kind support helps to make so much of the important work we do possible.

Special thanks go to Dr. Charles T. Epps, Superintendent of the Jersey City Public Schools, and Dave Radulich, Performing Arts Supervisor, Kathy Marsella and Valerie Morris of the afterschool C.A.S.P.E.R. program, and the many principals and teachers in the Jersey City Public schools with whom we partner. Thanks also to Drs. Elaine Walker and Martin Finkelstein at Seton Hall University for their evaluation of our school projects.

Our year round and summer programs could not be carried out without the cooperation and support of Liberty State Park Superintendent Josh Osowski and his staff, especially Gary Miller.

It gives me great pleasure to applaud all of their efforts and their extraordinary contributions to ensure that the Educational Arts Team can continue to provide positive social, cultural and educational experiences for the young people in Jersey City.

FROM THE PRESIDENT OF THE BOARD OF TRUSTEES

It was the best of times, it was the worst of times. This seems to reflect the reality of the year we have had here at the Educational Arts Team.

In 2011, Camp Liberty did exceedingly well and had a record number of campers playing and learning together over the summer. Our teaching staff, as always, is second to none in their dedication and enthusiasm. I cannot thank our staff more.

Our Federal grant and classroom workshops continued to inspire and motivate the children of Jersey City and show remarkable and astonishing results, notably as follows:



Theatre Infusion (4th & 5th grades) showed 90% of treatment students passing the NJASK language arts tests vs. 70% in the control group.

The Action Research Teacher Project showed students outperforming their control group peers by 26%. In Action Research classrooms, 76% of students were proficient in language arts versus only 49.6% in control classrooms.

Theatre Strategies (6th & 7th grades) showed similar results on the NJASK language arts test, with 73.3% of treatment students passing versus only 34.6% control group. The difference in MATH scores was significantly higher at 63.4% of treatment students passing versus only 19.2% in the control group.

I cannot stress enough the importance of these results! These programs touch and impact the children of Jersey City in profound ways. They are the building blocks for prosperous, successful adults and there is no limit to how far a child can go when given the right training, coaching and critical thinking skills.

And now, the “worst of times”, In 2011, we found our City funding cut back drastically, as did most other non-profits this past year. This is not due to a lack of support by our City and Mayor. On the contrary, the Mayor and his staff are trumpeters of the Team’s effort and we thank them. It is just a reality in this turbulent economic time. This is why the need for your support is so imperative to continue these valued programs. If you are a past donor to the Educational Arts Team, I thank you. If you have not yet donated, please consider supporting our mission. Our Jersey City children need your kindness and generosity.

Our next goal is to launch our programs to other school districts not only in New Jersey, but nationally and to spread our positive results to children across the country. Please consider helping us to embark on a new chapter of bringing the arts to life for all children.

I would like to end this letter with a final salute to a fallen hero of Camp Liberty and the Educational Arts Team – Mr. Lorenzo Veguilla. His shoes cannot be filled and his heart was as big as the sky. He will always be remembered greatly by campers, students and all our Team. He will be missed.

PROGRAMS BY THE NUMBERS

CAMP LIBERTY



Over the 8 weeks that the camp was in session, 878 children participated in sports, sing-a-longs, gardening, dance, art, drama and swimming at our green urban oasis in Liberty State Park.

The Teen Mentor Program, a component of Camp Liberty, provided enjoyable summer activities along with teaching leadership values for 30 young people.

C.A.S.P.E.R. PUPPET PERFORMANCES

Through over 70 performances 1846 children delighted in 2 puppet plays. This was our fourth year of producing puppet shows for the C.A.S.P.E.R. after-school program. The goal of the project is not only to entertain, but also to create an interest in reading and share with young people the rich literary tradition we have all inherited.



21ST CENTURY AFTER-SCHOOL PROJECT

Journey through the Arts is part of an after-school 21st-century project in which the E.A.T. is a partner. Our workshops, which reached 310 students, involve the young people in interactive cultural activities that are socially enriching and set the stage for improved academic learning.

VIOLENCE AND DRUG PREVENTION

1745 students throughout Jersey City learned through role playing, tableau work, script writing, discussion, and presentation how the choices they make effect not only themselves, but others as well.



LIFE LESSONS

250 young people learned important values about cooperation, whom to trust, and how to handle bullying through art, puppets, songs and storytelling activities.

PROGRAMS BY THE NUMBERS

PROFESSIONAL DEVELOPMENT TRAINING

During 2011 the Educational Arts Team delivered 76 hours of Professional Development training to 250 Jersey City teachers (grades 2 to 8) and 12 hours to 300 Columbus Ohio teachers (grades K to HS).

The goal of these learning programs is to help teachers learn drama strategies that increase language development in students and demonstrate how to integrate arts methods into the school curriculum.



THEATER INTEGRATION

Educational Arts Team conducted 654 workshops in 2011 with 2nd and 3rd grade treatment teachers for our new USDOE AEMDD arts-integration project. The goal of the project, which included over 500 students, and 24 teachers is to improve classroom teaching methods and increase learning for students through the implementation of 30 lessons that incorporate national core curriculum theater standards in to the 2nd and 3rd grade language arts curriculum.



THEATER INFUSION EXTENSION

Over 3900 students participated in these workshops conducted in the 4th and 5th grade language arts classrooms, aimed at developing literacy and higher order thinking skills of students while providing teachers with new strategies in motivational writing techniques and arts-integration activities for use in their classroom.



FAMILY CELEBRATIONS

Over 100 young people and their parents participated in positive and affirming community celebrations consisting of songs, storytelling and art.

THEATER STRATEGIES 2008-2011

PROJECT OVERVIEW

During years one and two of the three-year project, 28 sixth and seventh grade classes from 4 schools (MS#7, PS#11, PS#12, and PS#23) received 24 lessons focused on three core novels used in the language arts program throughout the district. Their 16 teachers received 12 hours of Professional Development training each year which demonstrated ways to integrate theater strategies into the classroom curriculum. 28 sixth and seventh grade classes at four other schools (MS#4, PS#24, PS#28, and PS #34) acted as the control group.

During year three, the project shared the strategies and lesson plans with all 109 sixth and seventh grade teachers in the JCPS through professional development and provided classroom demonstrations.

The theater arts strategies and lesson plans developed and implemented during the project resulted in an applied lessons and integrated theater arts techniques handbook, named Bringing Literature to Life & a demonstration DVD. All 109 teachers who participated in the year three professional development workshops received a copy. The handbook was also disseminated at statewide and national conferences.

In addition to numerous presentations at National conferences, two journal articles have also been published about the research findings and are available at www.educationalartsteam.org.



THEATER STRATEGIES 2008-2011

RESULTS FOR STUDENTS IN THE PROJECT FOR TWO YEARS

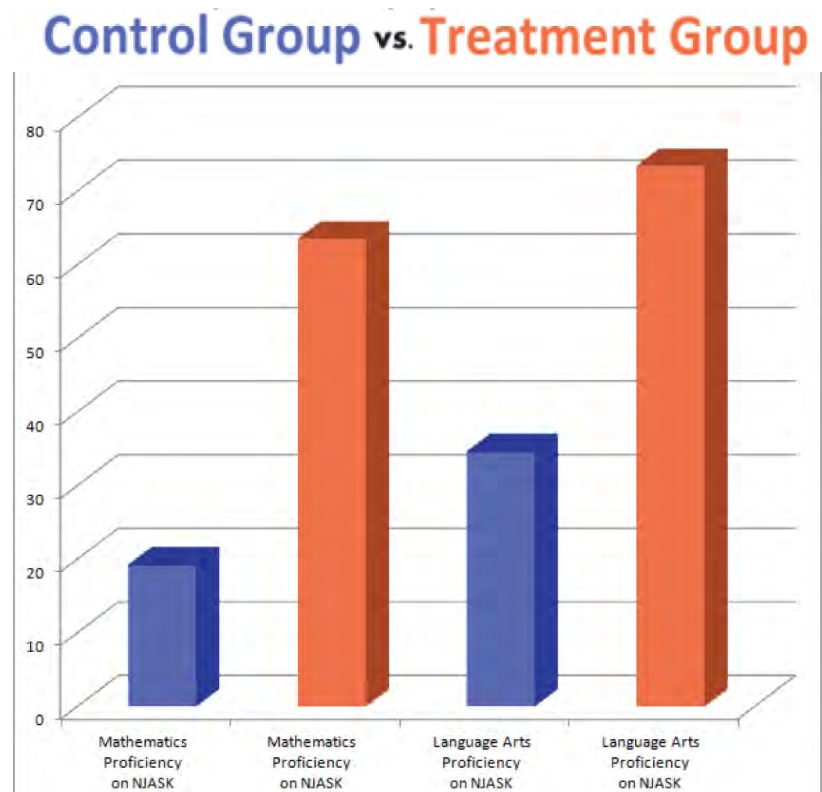
At the end of the second year of the Theater Strategies project, researchers examined the achievement data for students who were in the project as sixth and seventh graders; and the achievement data for students who are currently eighth graders but were in the project as seventh graders.

These analyses allowed the researchers to answer two questions. First, are we likely to see stronger outcomes for students in the program for two years as opposed to one year? The second question that we are able to raise centers on the sustaining effects of the project. In other words, what happens to the learning gains of students once they are no longer in the project? For both the treatment and control groups, we were able to identify a small subgroup of seventh grade students whose status was unchanged for two years - that is they were either in the Theater Strategies Project as sixth and seventh graders (30 students); or in the control group as sixth and seventh graders (26 students). We used the theatre arts students who were in the project as sixth and seventh graders as our reference group, and compared the performances for students who were in the project as seventh graders for the first time, as well as the control students who were in the control group for two years against their performance.

For students who were in the Theatre Strategies program for two consecutive years, 73.3% passed the state's language arts assessment, compared to 34.6% of students in the control group. When we compared the performance of seventh grade students who were in the Theatre Strategies project for the first time in 2010, 47.8% passed the state assessment. In mathematics, 63.4% of students in the project for two years passed the state examinations, compared to 19.2% of students in the control group. While the focus of the workshops was on literacy, many of the strategies required students to use higher order thinking skills, such as analysis and inference which may explain the difference in math scores between treatment and control students.

Students were very involved and enthusiastic about the activities. I was impressed because there was a student who asked, "Do I have to do this?" during the moving picture activity and her tableau ended up being one of the best. I saw high achievers participating even though they were out of their comfort zones and low achievers actively participating and taking on a more powerful role in the class.

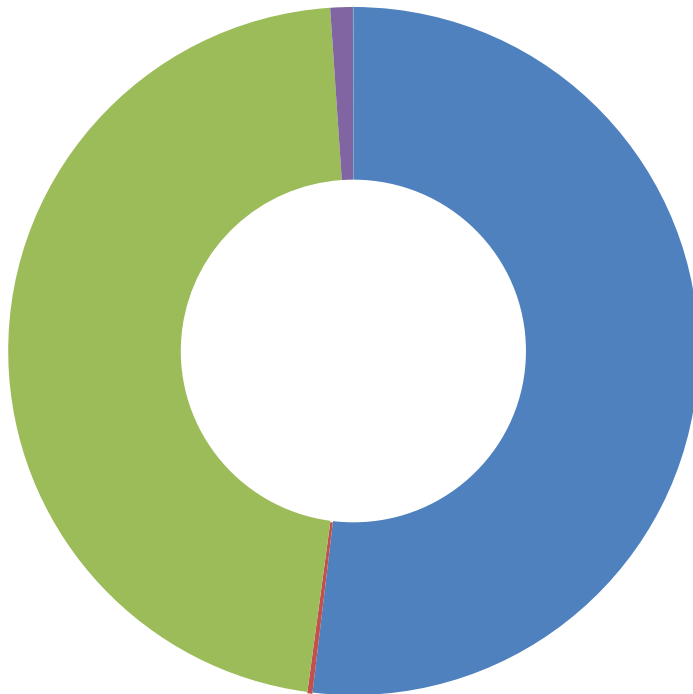
Carrie Piparo, Teacher MS7



FINANCIALS

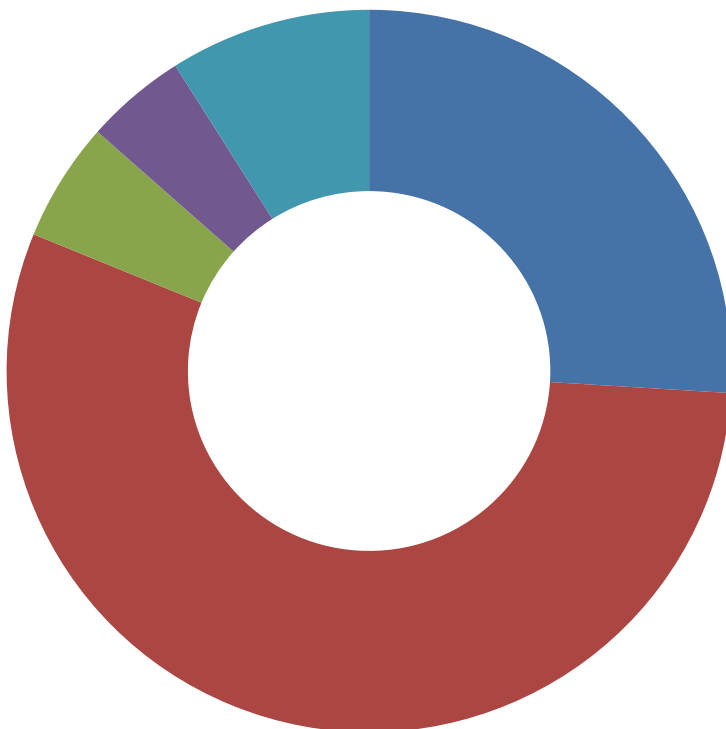
STATEMENT OF ACTIVITIES

REVENUE



- Grants
- Donations
- Fees
- Investment Income
- Other

EXPENSE



- Camp Liberty
- In-School Programs
- After-School Programs
- Drug Prevention
- General Administration
- Contingency Fund

FINANCIALS

STATEMENT OF ACTIVITIES

Support	2011	2010	2009
Grants	516,159	469,729	452,100
Donations	2,382	8,219	2,126
Total Support	518,542	477,948	454,226
Revenues			
Fees	465,347	473,573	492,534
Investment Inc.	10,513	23,652	26,251
Other	200	2,236	3,522
Total Revenue	476,060	499,461	522,307
Total Income	994,601	977,409	976,533
Program Expenses			
Camp Liberty	252,158	288,480	257,031
In-School Programs	514,534	450,901	415,907
After-School Programs	49,750	54,291	53,084
Drug Prevention	42,000	42,000	42,000
Total Program Expense	858,442	835,672	768,022
Support Expenses			
General Administration	83,976	136,854	158,456
Membership Development	0	0	900
Contingency Fund	40,000	0	35,000
Total Support Expense	123,976	136,854	194,356
Total Expense	982,418	972,526	962,378
Excess (Deficit)	12,183	4,883	14,155



Educational Arts Team, Inc.
300 Morris Pesin Drive
Jersey City, NJ 07305

Telephone: (201) 432-1912 or 1911
 Fax: (201) 221-7657
 Website: www.educationalartsteam.org
 E-mail: info@educationalartsteam.org

Funding for the Educational Arts Team is provided by the following:
 Community Service and Development Block Grants
 City of Jersey City; Jerramiah T. Healy, Mayor
 & The Jersey City Council

Department of Health and Human Services: Harry Melendez, Director
 Department of Public Works: Rodney Hadley, Director

Additional support has been provided by:



CHARLES EMIL THENEN FOUNDATION



Turrell Fund

Bank of America



The Paul and Phyllis Fireman Charitable Foundation

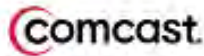


Child-Friendly Initiative of Jersey City

Advantage Personnel

Hudson County Transport, Inc.

JPMorganChase



**Educational Arts Team,
 Inc.**

Board of Trustees

Andrew Wirtz
 Board President

Joanne Van Dorne
 Board Secretary

Michael A. Leon
 Board Treasurer

Kalimah Ahmad
Raymond Benitez
Annie D'Elia
Tiina Ruhlandt-Medel
Steve Nelson
Yvonne Thevenot
Dr. Frances Thompson

Board of Regents

Charles Brown
 Oswin Hadley
 William Macchi
 Suzanne Mack

Suzann McKiernan-Anderson
 Kevin Sluka
 Fr. Greg Studerus

Executive Director

Carmine Tabone

Administrative Staff

Orel Goldberger
 Carlos Ponton
 Katie Prins

Teaching Artists

Mary Graham Aiken
 Roxanna Arrojo
 Daniel Bacher
 Josh Bacher
 Dom Buccafusco
 Dina Ciborowski
 Kelly B. Darr
 Dani Kopoulos
 Peter LaBrusciano

Thank you to all of our individual supporters for their generous donations: Lisa Balboni, Diane Branco, Jaime Browning, James & Donna Bruno, Lisa Cabarcos, Kelly Cullen, Susan D'Antonio, Dan Ferrara, Anthony Giglio, Regina Joskow, Yasmin Meah, Jennifer Meyer, Lara Meyer, Chioma & Steve Nelson, Deirdre O'Connor, Eric Ramirez, Aretha Richardson, Keely Richardson, Tiina Ruhlandt-Medel, Melinda Rynasko, Caroline Sadlowski, Nathan and Nancy Sambul, Jack & Beth Savage, Michael Shull, Robin Tew, Ken Wagner, Beverly Williams, Alyna Williams, Richard & Dorothy Winant