smART Kinston

KT Harcourt-Medina, Ph.D.
Kate Bukoski, Ph.D.
Kinston, North Carolina

- Kinston, North Carolina is a rural community of about 20,000 residents
- 30% poverty rate
- Unemployment rate is 8% (compared to 4.2% for NC and 3.7% for the US)
- Until about 25 years ago, the town was a thriving center of textile mills, tobacco warehouses, and industry
- Visionary anchor partnerships offer avenues for community engagement, creative expression, and economic prosperity for the town
Creative Placemaking

- "Projects in which art plays an intentional and integrated role in place-based community planning and development.” (ArtPlace, 2015)
- Creative placemaking projects should respond to the local contexts and conditions of a place-based community.
Project
Team

Department of Human Development and Family Science
School of Art and Design
College of Fine Arts and Communication
Community and Economic Development

Hope
Restorations

Local Artist

Kinston
Arts Council

Lenoir
Community College
Family Life Education

• FLE is designed to strengthen and enrich the quality of family life (Ballard & Taylor, 2012)

• FLE is preventative in nature; arms families with knowledge and skills necessary for individuals and families to function in a healthy way (NCFR, n.d.)

• Relationship education addresses strengthening couple and coparenting relationships, and individual skills important for maintaining healthy relationships (e.g., Shamblen et al., 2013)
Family Life Education with Formerly Incarcerated

• Over 2.2 million adults are currently housed in U.S. federal and state prisons

• Within three years of release, two-thirds of these prisoners will be rearrested, with nearly 50% returning to prison with new sentences (Langan & Levin, 2002)

• Those who maintain strong, healthy family relationships are more likely to successfully reintegrate into society after release (e.g., Berg & Huebner, 2011)

• FLE is a resource for addressing the unique challenges faced by prisoners and their families, and successful reentry into society after release (e.g., Shamblen et al., 2013)

• Transferable skills
Ceramics Apprenticeships

• Teaching Studio Artists
  • Production ceramics skills — clay making, mold-making, casting, bisque firing, glazing, firing (wood kiln and electric kilns)
  • Business skills — inventory management and tracking, customer service skills, basic book-keeping
  • Apprentices would rotate through different areas of the shop to build skills and learn about their own interests
  • Apprenticeships build work experience and record and develop business and ceramics skills
  • Future employment opportunities in customer-service oriented positions as well as at the porcelain factory in Kinston
Reflections...

- Project challenges
- Arts expertise and costs
- Ceramics studio renovations to old building
- Electrical, ventilation, plumbing
Reflections...

Lessons learned, take-aways
Thank you

KT Harcourt-Medina
harcourtk14@ecu.edu
Kate Bukoski
bukoskik16@ecu.edu

East Carolina University