



Grantmakers in the Arts

# GIA Arts Education

Supporting a Creative America

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## **Arts Education Funders Coalition**

Models of Programming, Advocacy and Public Engagement

Boston

Chicago

Dallas

Los Angeles

Seattle

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Supporting a Creative America

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## **BOSTON**

### **BOSTON PUBLIC SCHOOLS ARTS EXPANSION INITIATIVE**

#### **Boston Public Schools (BPS) Arts Expansion Overview**

##### **Mission**

The Boston Public Schools Arts Expansion Initiative (AEI) is a multi-year effort to expand arts education within Boston Public Schools (BPS) with a focus on providing access, equity, and quality arts learning experiences for all students. In 2009, at the outset of AEI, a three-part strategy was launched focused on the following:

- Expanding direct arts education: A goal was set to reach 100 percent of all students in grades pre-K through grade eight with once weekly, year-long arts instruction and increase the number of high school students with at least some type of arts instruction during the school year.
- Building capacity: The need to build capacity at both central office and school levels to support systematic expansion of arts education throughout the district was identified.
- Strengthening coordination: Recognizing the importance of strong and sustainable partnerships between schools and the arts, cultural, and higher education institutions, coordination among these sectors was prioritized.

##### **Partners & Funding Mechanism**

The broad goals have remained consistent and are carried out by a large and coordinated network of players, including individual schools, school district central offices (both the Superintendent's Office and the expanding BPS Arts Department), nonprofit arts partners, and funders. EdVestors serves as the external facilitator, coordinator of funders, and lead partner to the district for the AEI, working in close collaboration with the Boston Public Schools. A jointly owned vision, goals and tactics have been created and are executed by in-district BPS staff and EdVestors staff. EdVestors houses the BPS Arts Expansion Fund, a grantmaking mechanism composed of local private and individual donors, and manages the national funding that supports building district and school capacity to expand arts in schools and improve partnerships between schools and external arts groups.

##### **Impact**

Since its launch in 2009, BPS Arts Expansion Initiative has enabled arts education to reach 14,000 more students annually in BPS schools. This year, 9 of 10 students in grades preK through 8 are receiving weekly arts instruction (up from two-thirds in 2009). Access to any arts instruction for high school students during the school day has more than doubled, from 26 percent to over 60 percent, during the same period. This expansion of arts has been supported by increased public funding by BPS, which now invests over \$21 million annually in arts education, hiring 120 additional full time arts teachers over the course of the Initiative. Notably, this increased public funding for arts teachers is driven by decisions made at the building level in Boston's school-based



management system. Private philanthropy provides a catalyst and incentive to the increase in public dollars, with investment of over \$10M during the course of the Initiative, with just over half coming from local donors supporting direct arts instruction and the balance from the Wallace Foundation for significant system-building investments.

### **Activities**

In addition to growth in the number of students receiving arts instruction, district capacity-building and partnership coordination have been key accomplishments. An expanded and redesigned district Arts Department, under the leadership of the BPS Executive Director for the Arts (Myran Parker-Brass), is supporting school leaders in developing arts programs; bolstering curriculum and professional development; and acting as a tactical support unit for schools and principals related to arts staffing, budgeting, and teacher evaluation and support. New partnership coordination resources include a full-time BPS Arts Partnership Manager, a Partnership Database and manual to facilitate connections between teaching artists, nonprofit arts organizations and schools. To ensure sustainability, BPS Arts Expansion also engaged in community outreach and case-making with school and civic leaders to give voice to demand from families and students regarding the value of arts opportunities in schools.

The combination of the City's leadership and vision, coordinated private philanthropy with a data-driven agenda, and significant investments in building partnerships and district capacity through increased investments in BPS Arts Teachers and the BPS Arts Department has enabled schools across the district to create time and space for the arts. In June 2014 Mayor Martin J. Walsh announced a Phase III of BPS Arts Expansion (2015-2018), based on the accomplishments and momentum behind of BPS Arts Expansion and the promise of further progress and sustainability. More information and background materials can be found at <http://www.bpsarts.org/bps-arts-expansion-initiative.html>.

### **Contact**

EdVestors, a Boston-based school change nonprofit, serves as the external facilitator, coordinator of funders, and lead partner to the district for Arts Expansion, working in close collaboration with the Boston Public Schools and the BPS Visual & Performing Arts Department.

- Laura Perille, President & CEO, EdVestors – [perille@edvestors.org](mailto:perille@edvestors.org) or 617-585-5740
- Marinell Rousmaniere, Vice President for Strategic Initiatives, EdVestors – [rousmaniere@edvestors.org](mailto:rousmaniere@edvestors.org) or 617-585-5747
- Myran Parker-Brass, Boston Public Schools Executive Director for the Arts – [mparkerbrass@bostonpublicschools.org](mailto:mparkerbrass@bostonpublicschools.org) or 617-635-6769



## CHICAGO INGENUITY

### MISSION

Ingenuity's mission is to leverage the communities, knowledge, and resources of Chicago to ensure the arts are a critical component of every Chicago Public Schools (CPS) student's education. Representing more than 800 community arts agencies from Chicago, Ingenuity is the hub for arts education data, system-wide planning, and tactical partnerships. Ingenuity works as a strategy consulting and advocacy agency to provide the vision, leadership, and coordination needed to expand arts instruction to every K-12 CPS student.

### PARTNERS

Though Ingenuity's primary partner is CPS, Ingenuity works with multiple stakeholder groups to drive arts growth including, the Office of the Mayor, the Chicago Department of Cultural Affairs and Special Events, the Chicago Board of Education, CPS C-level leadership, higher education and philanthropic leaders, hundreds of cultural agencies, principals, teachers, and parent communities. Beyond Chicago, Ingenuity collaborates with statewide nonprofit organizations, and government agencies. Lastly, Ingenuity partners with Chicago's business and civic leaders to drive *Be Creative: The Campaign for Creative Schools*, a \$38MM private fundraising campaign to fuel the CPS Arts Education Plan.

### ACTIVITIES AND PROGRAMS

Ingenuity takes a four-fold approach:

1. **Data:** Ingenuity serves as the leading source of information on the existence of arts education across CPS, with the most extensive data collection for arts education ever available in Chicago. This base of data serves as the foundation for all other Ingenuity program areas.
2. **Advocacy:** Ingenuity assists CPS leadership in developing policies that support access to arts education. Ingenuity focuses on engagement with legislators, CPS personnel, teachers, community arts organizations, and parents.
3. **Strategy:** Ingenuity coordinates the hundreds of schools, community arts organizations, and cultural institutions to vastly enrich Chicago's classrooms. Ingenuity creates efficiencies and infrastructure inside and outside the District that can result in greater access to arts instruction and build the capacity of schools to provide arts programs.
4. **Creative Schools Fund:** The Fund utilizes privately raised funds to make grants directly to the District and schools.

### FUNDING MECHANISM

As an organization, Ingenuity is funded by a Chicago's arts philanthropy, in addition to corporations, state and national government, and individual donors. The primary funding mechanism for the CPS Arts Education Plan is the \$38MM Campaign, which fuels the District toward a long-term strategy for equal and ongoing access to arts education for all CPS students. In tandem with the campaign, Ingenuity will also drive an advocacy effort to secure long-term public funding for arts in Chicago schools.

### GREATEST ACHIEVEMENTS

- Creation of the CPS Arts Education Plan and the resulting Creative Schools Initiative.
- Creation of the Creative Schools Certification, and adoption on the public school score cards.
- Release of two significant reports to track progress and understand gaps in service: *The State of the Arts in Chicago Public Schools Baseline Report 2012-2013* and *The State of the Arts in Chicago Public Schools Progress Report 2013-2014*.
- Launch of the ArtLook Map.
- Launch of the Ingenuity Institutes and Summits.
- Launch of the Creative Schools Campaign.

## DALLAS BIG THOUGHT

### THE POWER OF COLLECTIVE IMPACT

Driven by our mission *to make imagination a part of everyday learning*, Big Thought works in partnership with community agencies to develop and deliver programs and systems that impact academic achievement and address youth development needs.

We collaborate with local partners such as the Dallas Independent School District, the City of Dallas, and more than 100 arts and cultural organizations including larger agencies like the Dallas Zoo, The Perot Museum of Nature and Science, and The Dallas Museum of Art, as well as smaller organizations. Through these partnerships, Big Thought serves more than 100,000 Dallas children, teachers, and family members each year in and out of the classroom. We fund programs through a combination of foundation gifts, corporate sponsorships, individual contributions, and government grants.

Big Thought works as a public-private, collective impact model, taking on several different roles, depending upon the needs of the community. A common effort among each role is building the capacity of our partners to carry out this work and to continuously improve upon it.

- **Managing Systems:** We develop and manage citywide systems that provide equity and access to programs for youth. We also influence policy decisions that affect students, such as successfully advocating for citywide summer learning and more certified fine arts specialists in public schools. *Dallas ArtsPartners* provides arts and cultural programs integrated with in-school core subjects for more than 85,000 students on 157 Dallas ISD elementary school campuses. *Dallas City of Learning*, developed with Dallas Mayor Mike Rawlings, transforms the city into a campus of exploration and learning, opening doors across neighborhoods to experiences that at-risk youth need to leverage the possibilities afforded their more affluent peers.
- **Coordinating Programs:** We coordinate curriculum, professional development, funding and/or direct instruction as needed. *Thriving Minds After-School* provides free, daily after-school programs for 1,500 Dallas public elementary and middle school students. Programming includes academic tutoring, daily project-based activities, artistic exploration, service-learning opportunities, and many other enriching activities that keep kids engaged beyond the classroom walls. *Thriving Minds Summer Camp* is an all day, 5-week project-based “summer school” for 7,000+ Dallas ISD elementary and middle school students designed to reduce summer learning loss.
- **Providing Instruction:** We deliver direct services and programs utilizing Big Thought-developed content and staff. *Creative Solutions* is a 20-year relationship with Dallas County Juvenile Department that uses the performing and visual arts to instill job and college readiness skills in nearly 100 adjudicated youth each year. *DaVerse* is a spoken-word performance and youth development program for middle and high school students that emphasizes self-expression.
- **Building Capacity:** We also provide support to individuals or partner organizations to build their capacity to deliver direct services. These services include professional development, technology, curricula, funding, and access to our staff and roster of teaching artists.

Big Thought’s national recognition includes the President’s Committee on the Arts and the Humanities “Coming Up Taller Award” in 2004, the Americans for the Arts “2009 Arts in Education Award,” the President’s Committee on the Arts and the Humanities “Champion of Change” in 2011 (President/CEO Gigi Antoni chosen as only 1 of 6), and the Texas Medal of Arts Award in 2013. However, our greatest achievement is in raising the collective public consciousness and will to ensure that every Dallas child has access to quality learning experiences that lead to success.



## **LOS ANGELES COUNTY ARTS FOR ALL**

### Mission

The Los Angeles County Arts Commission fosters excellence, diversity, vitality, understanding and accessibility of the arts throughout Los Angeles County. The Arts Commission staffs *Arts for All*, the Countywide collaboration dedicated to making the arts core in K-12 public education. This collective impact initiative strengthens school districts' efforts to implement arts education through policy development, strategic planning, grants to improve teaching and learning, cultivation of learning communities, advocacy, research and partnership building.

### Partners

*Arts for All* supports and connects school districts, nonprofit arts organizations and advocates working to advance quality arts education for the 1.6 million students who attend public schools in 81 independent school districts across Los Angeles County. The *Arts for All* Pooled Fund and Executive Committee operate as roundtables for funders, policy makers, educators and nonprofit leaders to learn, collaborate and inform *Arts for All*'s strategic direction. The initiative's leading implementation partner, the Los Angeles County Office of Education, provides professional development in the arts to educators. As regional convenor of the California Teaching Artist Support Collaborative and a lead partner in the Arts + STEM Collaborative for 21st Century Learning, *Arts for All* brings together stakeholders to promote arts and STEAM education across Southern California. *Arts for All* staff also engage in advocacy efforts in partnership with Arts for LA, the California Alliance for Arts Education, CREATE CA, Americans for the Arts and the Western States Arts Federation.

### Program Overview/ Activities

#### *School District Strategic Planning and Funding*

By facilitating strategic planning and providing resources for implementation, *Arts for All* helps school districts build sustainable infrastructure for arts education. Arts plans aimed at increasing the quantity, quality and access of arts instruction in schools are developed collaboratively by district and community representatives and are adopted by local school boards. On average, five new school districts join *Arts for All* every year and create arts policies and plans. Longstanding *Arts for All* districts also update older plans to address evolving priorities. Dozens of school districts annually receive matching grants of up to \$25,000 to accomplish key action items described in their arts plans.

#### *Learning and Sharing*

Providing opportunities for learning and sharing among stakeholders establishes mutual objectives, promotes promising practices and facilitates collaboration. A variety of small convenings bring together constituent-alike and/or geographically-specific groups, and large convenings offer partners with different missions the opportunity to align strategies and learn from one another. For example, educators collaborate on ways to use the arts to achieve learning outcomes of the Common Core State Standards and assess student learning in the arts. High school guidance counselors come together to build knowledge of college programs and careers in the arts, and school board members gather annually to share strategies for expanding arts education in their schools.

#### *Models and Resources*

Cultivating, documenting and disseminating strong models improves the quality of arts education throughout the region. To provide administrators, educators and teaching artists with easy-to-access tools that support their efforts, *Arts for All* surfaces effective classroom practices and

produces a variety of online resources, including a directory of community arts partners who offer high quality arts programs. New blended learning (face-to-face and online) professional development modules are being created to build teachers' capacity to deliver integrated arts instruction. By 2017, eight K-6 training modules will provide arts resources and professional development to thousands of educators annually.

#### *Data Collection, Research and Reporting*

Conducting research and reporting the findings enables informed decision making and helps build public awareness about the important role of the arts in education. For example, *Arts for All's* recent [Creative Work](#) report examines education requirements, wages and projected growth of creative occupations throughout the region. The [We Are in This Together](#) report and its online companion, the [Cultural Asset Map](#), detail the extent to which community arts partners are serving Los Angeles County schools. These and other data-driven studies provide ongoing analysis of progress and trends and inform coordinated efforts across *Arts for All's* large and varied constituency.

#### *Advocacy*

Advocating for arts education is an essential part of building the public and political will to bring about systemic change. Participating in advocacy efforts at the local, state and national levels allows the initiative to contribute to, and benefit from, the larger arts education movement. Locally, advocacy partner Arts for LA surveys school board candidates on arts education and publicly shares their responses online. Additionally, an advocacy leadership program develops skills and promotes network building among arts education advocates living in communities across Los Angeles County.

#### *Funding Mechanism*

In 2004, the *Arts for All* Pooled Fund formed as a vehicle for grantmakers to share expertise, develop strategy and provide fiscal oversight of collective investments in arts education. Pooled Fund members meet quarterly to track and guide *Arts for All's* progress as well as deepen their understanding of key issues in arts education. In 2013-2014, the 24 member Pooled Fund contributed 65% of *Arts for All's* \$1.6 M budget; the remaining 35% came from Los Angeles County. Janice Pober of Sony Pictures Entertainment and Rachel Levin of the Rosenthal Family Foundation of Santa Monica currently co-chair the Pooled Fund.

#### *Key Decisions That Enhanced Success*

Since the goals of *Arts for All* were first conceived by stakeholders from across the County, the initiative has focused on building capacity at the school district level, rather than in individual schools. These efforts have facilitated policy changes that draw upon each district's unique culture and resources. With over 2,200 public schools in Los Angeles County, focusing on local school district empowerment offers a viable strategy for achieving scale, and allows for attention to equity across schools within a district. To date, 59 of the 81 school districts in Los Angeles County and two charter school networks have joined the initiative and are currently implementing locally developed arts plans.





## **SEATTLE THE CREATIVE ADVANTAGE**

### **Historical Context and Mission**

In 2007, Seattle Public Schools (SPS) re-established a central office department in support of arts education, hiring a Manager of the new Visual and Performing Arts Department. This was the first major development, after years of advocacy by the Seattle Arts Commission and the City's Office of Arts & Culture (ARTS), toward restoring arts education in Seattle.

With support from The Wallace Foundation, SPS partnered with ARTS and leading Seattle arts education and cultural organizations to create a comprehensive Seattle K-12 Arts Plan, now known as The Creative Advantage, focused on increasing access to high-quality arts education for all of the District's 50,000+ students. Informed by 2000+ community stakeholders and extensive arts access data, this Arts Plan calls for an increase in arts staff and enhanced central supports to schools, as well as coordination of school-community arts partnerships in support of SPS's goals.

The Creative Advantage officially launched in 2013, as a unique public/private partnership between SPS, ARTS, the Seattle Foundation and committed non-profit arts partners. The goal of this collective impact approach is to deliver high-quality, 21st Century arts education to all students in all SPS. The partnership is designed specifically to address the current cultural and educational context, and is improving arts education access, equity and quality for all SPS students in grades K-12.

### **Program Overview**

SPS's School Assignment Plan, implemented in 2010, has returned to a "neighborhood school" system in which students are assigned to schools based on their home address. The focus on neighborhood schools allows, for the first time in decades, planned regional K-12 continuums of learning in core subjects, including the arts, at every school and for every student in SPS.

The Creative Advantage is constructed on a regional roll-out plan wherein a cluster of schools, connected by a middle school feeder pattern (a K-12 pathway) engage in a multi-year planning process leading up to implementation, which includes increased certified arts staffing, materials, and school-based arts partnerships. Through collaborative residencies and professional learning, community arts partners offer culturally relevant integrated arts experiences that deepen student learning and inform teacher practice, equipping teachers with the skills to plan, teach and assess through a 21 Century framework.

Arts are a core academic subject by the state of Washington and are included in the current SPS Strategic Plan. The Creative Advantage is addressing systemic barriers to student access to arts and ensuring that every student at every SPS school has the opportunity to learn through the arts every year, K-12 by ensuring:

- Instruction from certified arts teachers (e.g. minimum of 120 minutes/week in music and visual arts, K-5)
- Integrated arts instruction in K-5, 6<sup>th</sup> and 9<sup>th</sup> grade classrooms and infused arts training for teachers
- Arts partnerships with community-based artists at every school, every year
- Opportunities to connect arts to careers at the secondary level through media arts skills centers
- Arts Instruction that teaches sequential artistic skills and techniques and develops students' 21<sup>st</sup> Century skills of creativity, critical thinking, communication, collaboration, growth mind-set and perseverance



## **Funding Mechanisms**

SPS and ARTS have committed resources to implement The Creative Advantage, supplemented by foundation grants and individual donors thru our fiscal sponsor, the Seattle Foundation.

## **Greatest achievement**

The Creative Advantage Year One Evaluation report has been completed by our evaluator, the BERG Group, demonstrating the impact this partnership is already achieving in implementation. These accomplishments position The Creative Advantage to unlock public funding to expand and sustain the work over time. Highlights include:

- Among stakeholders, there is a sense that arts learning has become a priority, not only for the district, but for the city and the community at large.
- Stakeholders also said that there is a conversation occurring around issues of social justice as a benefit of the [arts] initiative.
- During 2013-14, 1,659 elementary students attended music classes that would not have been available without The Creative Advantage roll-out in the Central Arts Pathway. By the 2015-16 school year, every K-5 student in the nine Pathway elementary schools will have music instruction.
- In 2013-14, the minutes of arts instruction in the elementary schools [in the Central Arts Pathway] increased from 2012-13 and is now similar to the minutes of arts instruction across SPS.
- Similarly, students meeting standards in the arts significantly improved in Central Arts Pathway elementary schools.
- Stakeholders identified three promising practices: robust partnerships, structures for support for regional planning, and a shared vision of the arts as a core subject.