



National Endowment for the Arts—Arts Education Collective Impact Grants

as of December 2016

Alabama Alliance for Arts Education

FY 2015 \$50,000

Montgomery, AL

To support a collective impact project to develop a Statewide Comprehensive Arts Education Plan. Alabama Alliance for Arts Education and the Alabama State Council on the Arts will lead a collective impact project through communication, quarterly meetings, coordination of a leadership team, collection of statewide data on the status of arts education, and development of a shared agenda with measureable goals. The leadership team comprising diverse stakeholders was formed in 2013 as a direct result of Alabama's participation in the National Endowment for the Arts' Education Leaders Institute (ELI).

Alameda County Office of Education (aka ACOE)

FY 2017 \$50,000

Hayward, CA

To support Inspiring Creative Communities, a collective impact project. The Alliance for Arts Learning Leadership, a collaborative of arts and education agencies and community partners in seven counties in the San Francisco Bay Area, will develop and share best strategies for arts education, expand data collection and analysis, and propose that Title I funds be allocated for the arts through the California state Local Control Accountability Plan. The Alliance for Arts Learning Leadership also will work with a coach to move a system from incremental change thinking to transformational change thinking.

Alameda County Office of Education

FY 2016 \$50,000

Hayward, CA

To support the Alliance for Arts Learning's collective impact project. Collaborating partners will refine their vision and governance to align with changes in California statewide public policy for shared accountability with county offices of education and local school districts, expand mutual activities including bridging in-school and out-of-school arts programs, and develop shared measurement and data collection. Since 1999, the Alliance for Arts Learning has brought together leaders from diverse organizations for the arts, public education, philanthropy, local governments, institutions of higher education and business to establish integrative arts learning as essential to public education through strategic partnerships and professional development.

Americans for the Arts, Inc.

FY 2017 \$100,000

Washington, DC

To support a collective impact project, the State Policy Pilot Initiative. A report of findings from a three-year study that began in 2014 will be published to inform state and local-level decision making and coalition building along with online videos, sample policy briefs, and guidelines for evaluation. These tools and resources also will be presented at conferences and symposiums across the country. The coalition of partners will include the Arts Education Partnership (AEP), the Education Commission of the

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States (ECS), the Kennedy Center Alliance for Arts Education Network (KCAAEN), and the National Assembly of State Arts Agencies (NASAA). Additional collaborators will include the National Association of State Boards of Education (NASBE), the State Education Agencies Directors of Arts Education (SEADAE), the State Arts Action Network (SAAN), the United States Urban Arts Federation (USUAF), as well as state chapters of each of the discipline-specific national associations and other state-level organizations.

Austin Independent School District

FY 2015 \$80,000

Austin, TX

To support the Creative Learning Initiative. The initiative is a collective impact project in Austin that networks education, government, arts, business, and philanthropy to provide what every child should learn in arts-rich schools. Leaders from education, government, arts, business, and philanthropy collectively have developed a methodical, districtwide ten-year plan, the Creative Learning Initiative (CLI), to transform the community through arts education. During this project period, schools will assume more independent leadership in the implementation of creative learning. Schools will be supported with training to deliver arts-based instruction, design and implement individualized learning plans, map the gaps, and activate solutions in neighborhoods to address equity and access to arts education.

Austin Independent School District

FY 2016 \$100,000

Austin, TX

To support the Creative Learning Initiative (CLI), a collective impact project for Austin Independent School District. Teams from elementary, middle, and high school feeder systems will receive professional development, individual team coaching, and follow-up exchanges for teachers and principals who work to implement and sustain the CLI method and support collective impact data. In its fourth year since implementation, CLI is active in forty-four schools, reaches 800 teachers, and employs 4 trained and specially qualified coaches, all of whom were former teachers. Leaders from AISD, arts organizations, city government, higher education, business and philanthropy have created a ten-year plan to ensure every child benefits from creative learning. The city council included CLI goals in its 30-year comprehensive plan. More than 40 arts organizations agreed to align programming to support the initiative.

Big Thought (aka (formerly Young Audiences of Greater Dallas))

FY 2017 \$100,000

Dallas, TX

To support Dallas City of Learning, a collective impact project. In partnership with the City of Dallas, Dallas Independent School District, and Southern Methodist University Center on Research and Evaluation, Big Thought will provide both in-person and Internet-based creative educational experiences for students across Dallas during summer months, with a special outreach to those who live in underserved neighborhoods. In 2014, Dallas was one of the initial City of Learning projects supported by the MacArthur Foundation to experiment in visionary systems of peers and mentors that provide innovative opportunities for youth to follow their interests including video making, fashion design, poetry, robotics, and computer coding. Each participating city awards digital badges, a shareable digital credential, to students who acquire new skills.

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Big Thought

FY 2015 \$100,000

Dallas, TX

To support Dallas City of Learning. A collective impact project of city agencies and community partners, the project's goal is to make imagination a part of everyday student learning. The Dallas City of Learning project will increase access to quality out of school time arts programs. Through a network of educational experiences provided by city agencies, community partners, museums, and other arts education providers, students will be guided through an arts learning pathway of sequential, skill-building experiences. Student accomplishments will be recognized through digital badges, digital resumes documenting their advancements and interests to use when applying for college, scholarships, and employment. The impact of the program will be measured through a longitudinal study.

Boston Public Schools

FY 2015 \$100,000

Boston, MA

To support a collective impact project to sustain and deepen the work of the Boston Public Schools Arts Expansion Initiative in high schools. The project will increase the number of graduates who meet Massachusetts Common Core Standards in art and build a foundation for further developing the effort in targeted schools. Schools, teaching artists, and partners will engage in professional development and provide new arts classes while partners in the community will secure financial support, track and analyze outcomes, and plan how to reach all Boston Public School students.

Berea College

FY 2016 \$50,000

Berea, KY

To support a collective impact project in the rural Southeastern Kentucky Promise Zone. A core group of partners led by Berea College will develop a plan to ensure all students within the Promise Zone acquire arts knowledge and skills. Building on existing cultural asset mapping in Appalachia, Berea College and its partners will expand this mapping to include more in-depth information about arts and education assets. School and community representatives will develop a comprehensive approach with a shared vision to improving arts education, which will include the voices of students, teachers, administrators, and artists. Together, they will develop a strategic plan that will include procedures for program implementation, operation, and accountability, professional development, curriculum development, and artist residencies.

California Alliance for Arts Education (aka CAAE)

FY 2017 \$100,000

Pasadena, CA

To support Create CA, a coalition for collective impact in arts education. A coalition including the California Department of Education, the California Arts Council, the California County Superintendents Education Service Association, the California State PTA and the California Alliance for Arts Education will collect, evaluate, and report on data about equity and access to arts education. The coalition also will hold statewide convenings, strengthen partnerships, and implement strategies to restore high quality, standards-based arts education to public schools in California.

California Alliance for Arts Education

FY 2015 \$100,000

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Pasadena, CA

To support CREATE CA, a coalition for collective impact in arts education in California schools. The alliance will build organizational capacity, hold a large statewide convening of partners, plan action to address field-wide issues, and promote the importance of arts education for California's schools and the state. CREATE CA is a coalition of five organizations, the California Department of Education, the California Arts Council (CAC), the California PTA, the California County Superintendents Educational Services Association (CCSESA), and the California Alliance for Arts Education (CAAE). The coalition's efforts will build upon foundational work completed by California's team to the 2011 National Endowment for the Arts Education Leaders Institute (ELI) and gather baseline data for the creation of an Arts Education Report Card.

Cathedral Arts Project Inc.

FY 2015 \$100,000

Jacksonville, FL

To support Any Given Child Jacksonville. A two-year collective impact project, the partnership will communicate the importance of arts education to families, educators, policymakers, students, and business leaders through a concerted communications plan. Cathedral Arts Project will mobilize the community to secure financial support for sequential instruction in the visual and performing arts for Duval County Public Schools. It also will provide sequential in-school and after-school programs in dance, theater, music, and visual arts for students, and professional development for school faculty, administrators, and community partner organizations. Cathedral Arts Project will coordinate a cross-sector steering committee that includes the school district, the Cultural Council of Greater Jacksonville, local museums and performing arts organizations, universities, foundations, health service organizations, businesses, the Office of the Mayor of Jacksonville, and representatives from the Kennedy Center.

County of Los Angeles, California (On behalf of Los Angeles County Arts Commission)

FY 2017 \$100,000

Los Angeles, CA

To support Arts for All's Shared Measurement Project. This collective impact project will coordinate efforts by the Los Angeles Unified School District and the California Department of Education to analyze data that measures the quantity, quality, equity, and other indicators of the status of arts education for 1.6 million students in Los Angeles County's school districts. To identify areas of need and ways to better align efforts, data will be analyzed and reports will be generated by California-based research firm Harder+Company working in partnership with the National Opinion Research Center at the University of Chicago.

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DC Arts and Humanities Education Collaborative, Inc. (aka DC Collaborative)

FY 2016 \$100,000

Washington, D.C.

To support an emerging collective impact initiative to advance access to high-quality arts programming for children in the District of Columbia. DC Collaborative formed the Arts and Humanities Education Collective Impact Group (DC CIG) with DC Public Schools, DC Commission on the Arts and Humanities, and the John F. Kennedy Center for the Performing Arts. DC CIG will regularly convene local education administrators, teachers, parents, and students around a common agenda; to develop goals for students to experience and learn arts and other subjects through the arts; and to develop ways to collect data around indicators to measure progress to those goals. DC CIG will maintain an online map of arts resources within DC public and public charter schools and reach out to collaborate with city agencies and schools that are not yet members of the partnership. DC CIG intends to expand and create new collaborative and effective pathways for engaging students, teachers and supporters of arts education community with the local public education system.

Fresno County Office of Education

FY 2016 \$99,500

Fresno, CA

To support Any Given Child, Fresno County, a collective impact project for rural school districts. Local communities receive the strategic planning necessary to build and grow arts education by collaborating with existing resources to ensure equity and access for all students. Based on the John F. Kennedy Center for the Performing Arts' Any Given Child model, the Fresno County Office of Education leads the initiative, facilitates meetings, and coordinates development of materials. Community Arts Teams comprise diverse representatives from local government, colleges, arts organizations, advocacy organizations, and businesses that are selected based on the categories identified by the Kennedy Center for leadership in arts education. School districts that will participate in the Any Given Child initiative will be selected when they commit resources and information to the planning process. Any Given Child, Fresno County, will focus on poor, rural districts that are underserved by arts institutions.

Ingenuity Incorporated Chicago

FY 2016 \$100,000

Chicago, IL

To support a collective impact project for the continued implementation and coordination of the Chicago Public Schools Arts Education Plan. The project will provide professional development for arts and cultural organizations working in public schools to encourage schools to provide high quality arts education to all students. Professional development will be strategically coordinated with initiatives, community engagement, tactical partnerships, data collection and analysis, system-wide planning, and evaluation. Ingenuity will redesign an existing resource map and consolidate data systems that track information on public school and community arts partner programming in order for the project to target schools with greatest needs and opportunity to reach more students. With the school district, Ingenuity will elevate and maintain the role of Arts Liaisons in individual schools. A series of discipline specific summits, including music, theater, dance, visual arts, and media arts, will address implementation of National Core Arts Standards into Chicago Public School curriculum in accordance with the goals of the shared Arts Education Plan.

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Ingenuity Incorporated Chicago

FY 2015 \$100,000

Chicago, IL

To support collective impact through a citywide collaboration to bring excellent arts education to all students in Chicago Public Schools. The project will bring together Chicago Public Schools (CPS) Department of Arts Education, certified teachers, Chicago's arts, cultural, and philanthropy communities, as well as parents and students to increase arts education in area schools. Activities will include tracking and analyzing arts teachers, arts partners, instruction, budget, planning and partnerships in as many as 600 schools through three cloud-based data collection portals. Ingenuity Institutes will help arts organizations use data to partner effectively with schools. Coordinated efforts will continue to foster the re-integration of the arts into Chicago classrooms. Ingenuity Incorporated serves as Chicago's hub for arts education data, analysis, information, system wide planning, strategy, and partnerships. It provides vision, leadership, and coordination of the collective impact efforts to implement the CPS Arts Education Plan.

John F. Kennedy Center for the Performing Arts

FY 2015 \$100,000

Washington, DC

To support expansion of Any Given Child (AGC), a collective impact project that maintains and develops access to arts education opportunities for elementary and middle schools around the country, to six new sites. AGC brings access, balance, and equity in arts education opportunities by combining community, school, and local cultural resources with those of the Kennedy Center. Prior to participation, each community designates a Coordinator to work full-time at a lead organization. The lead organization supports the Coordinator's efforts by providing the space, materials, equipment, and supplies for Community Arts Teams (CAT) meetings. The Coordinator also is responsible for assembling the CAT and gathering necessary materials for the project, and implementing a strategic plan. AGC's multi-year plan for sites has three phases: strategic planning process that includes asset-mapping, goal-setting, and survey development to audit their current resources. Implementation Committee, another smaller cadre of CAT members, is established to put the strategic plan into action, including staffing, funding, and marketing.

Los Angeles County Office of Education

FY 2015 \$90,000

Downey, CA

To support Technology Enhanced Arts Learning, a collective impact project for public school teachers and administrators working across school districts in Los Angeles County. The project will use technology-infused tools, resources, and content with both face-to-face and online support to reach elementary school teachers and principals with strategies to develop and implement curriculum aligned to Visual and Performing Arts and Common Core State Standards. In addition, the project will establish the network of District Arts Coaches through online resources and a forum for sharing and collaboration. Los Angeles County Arts Commission provides backbone support for the initiative. TEAL supports and connects government agencies, school districts, arts organizations, and local stakeholders who work in concert to advance quality arts education for Los Angeles County's 1.6 million public school students. The Center for Distance and Online Learning, a unit within the Division of Curriculum and Instructional Services at LACOE, provides curriculum-driven online educational systems and professional development for equitable access to high quality curriculum and instruction.

Massachusetts College of Liberal Arts

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FY 2015 \$15,000

North Adams, MA

To support a collective impact project to increase access to arts education in rural communities. Working collaboratively, the Massachusetts College of Liberal Arts, the Massachusetts Cultural Council and the Berkshire Readiness Center will add to the emerging body of literature on rural arts education initiatives by examining and compiling best practices in rural areas of the U.S. that have been successful in increasing access to arts education, and will assess these practices through state, regional, and local lenses. The partners will review existing data and research tools that can be employed in making the case for the importance of arts education access and will consult with national and organizational thought leaders who can offer insight into best practices.

Metropolitan Nashville Public Schools

FY 2015 \$100,000

Nashville, TN

To support implementation of Music Makes Us: Next Generation, a collective impact project. The initiative will convene community stakeholders and provide professional development for school teachers. Music Makes Us is an initiative of five primary stakeholder groups - the Metropolitan Nashville Public Schools, the Office of the Mayor, the Nashville music industry, local nonprofit arts sector, and higher education institutions. The Advisory Council will assess, identify, and fill in stakeholder gaps in the current membership, train key stakeholders to take action-oriented roles and cultivate new relationships with the music and business industries. The project also will develop a network of teacher education departments at collaborating institutions, including Middle Tennessee State University, Belmont University, Vanderbilt University, Lipscomb University, Tennessee State University, Trevecca Nazarene University, and Cumberland University, to bridge pre-service and in-service training and support for music educators and boost music teacher recruitment and retention.

National Guild for Community Arts Education, Inc.

FY 2016 \$100,000

New York, NY

To support the collective impact project, National Blueprint for Creative Youth Development. Creative youth development (CYD) bridges school-based and out-of-school-time arts education and ecological systems theory approach to positive youth development. This project will be the first national strategic plan for the CYD field by establishing active partnerships among national organizations spanning arts, humanities, and youth development. Building on a National CYD Summit in 2014, the partners will collect data from needs assessments and gather case studies from best practices to identify opportunities and gaps for cross-sector development. Organizations and their communities will establish common strategic goals to envision improved access to creative learning for greater success in the lives of children and youth. Partners include the President's Committee on the Arts and the Humanities, the Massachusetts Cultural Council, Americans for the Arts, and thousands of organizations and individuals that represent a nationwide network of community of practice. Information will be publicized through the National Guild's networks of national partners at 2016 and 2017 conferences, newsletters, and direct outreach.

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Newark Arts Council

FY 2015 \$50,000

Newark, NJ

To support Arts Up!: Cultivating Creative Newark, a collective impact project of the Newark Arts in Education Roundtable. Local arts organizations, artists, arts funders, Newark Public Schools, and community organizations will collaborate to ensure that young people in the city have access to sustained, quality arts experiences. This project supports a series of meetings, observations, shared data analysis, and review of access to arts education services in Newark. It supports the articulation of a shared vision for arts education and the development of an action plan that outlines programming strategies, as well as a strategy to communicate the action plan to a broader community.

Newark Arts Council

FY 2016 \$100,000

Newark, NJ

To support Cultivating a Creative Newark through collective impact. The Newark Arts in Education Roundtable (NAER) will collaborate to develop a common message on the importance of arts education and a strategic communications plan that addresses the needs of parents, youth, teachers, and education administrators. A citywide summit will be convened to present the communications plan and share tools for assessment. The plan will be aligned with the New Jersey Arts Education Partnership's statewide efforts focused on building stronger arts education communication practices. The NAER is a strategic alliance of arts education stakeholders, including district, charter and private schools, artists, arts and cultural organizations, youth and community development organizations, businesses, funders, and state and local agencies. They convene quarterly to provide peer exchange and professional learning opportunities and serve as an information hub that stimulates sharing and coordination of resources, and promote partnerships among arts and cultural communities and schools and out-of-school-time service providers. The ultimate beneficiaries will be youth attending Newark schools or participating in out-of-school time programs in a historically underserved community.

Pasadena Educational Foundation (aka PEF)

FY 2016 \$79,500

Pasadena, CA

To support a collective impact project, Open Stage: Developing a Comprehensive and Collaborative Performing Arts Education Program for Pasadena Unified School District (PUSD) middle and high school students. The project includes a year-long facilitated planning process involving staff and educators from a diverse group of arts partners including PUSD secondary teachers, PEF staff, and the PUSD Arts Coordinator. The partners will gather and analyze data to inform decision-making about the structure and content of the curriculum, and the implementation and evaluation of a pilot program in middle and high schools. A community asset map will be created to show where middle and high schools have credentialed arts teachers, arts budgets and supplies, performing facilities, and other existing arts education resources. Data on current student levels of participation in the arts will establish a baseline. Partners will come to an agreement on objectives, outcomes, and a system of shared measurement. The ultimate goal of the projects is for students to discover their talents, develop their skills, and find their individual voices.

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Seattle Public Schools (aka Seattle Public Schools)

FY 2017 \$100,000

Seattle, WA

To support implementation of the Creative Advantage, a collective impact project. In partnership with Seattle's Office of Arts & Culture, Seattle Foundation, Seattle Art Museum, Arts Corps, and ArtsEd Washington, the project will include regional and school-based planning, common core arts assessments, professional development for arts and non-arts teachers, and comprehensive longitudinal evaluation. The school district will use a principal peer-coaching model, contracting Arts Leadership Principal Coaches to work with schools through the multi-year process of implementing and refining arts plans, which will be geared towards arts equity and quality.

Seattle Public Schools

FY 2015 \$94,200

Seattle, WA

To support implementation of Creative Advantage, a collective impact partnership. The project will provide arts leadership coaches who will work with schools to refine arts plans with a focus on closing access gaps, alignment with educational standards and K-12 sequential arts learning. In addition, arts partners will be matched with schools based on an analysis of the school arts plans. Data will be gathered for a longitudinal database to track student growth of outcomes across all Creative Advantage schools. The partnership, comprising Seattle Public Schools, Seattle's Office of Arts & Culture, the Seattle Foundation, Arts Corps, ArtsEd Washington, and the Seattle Art Museum, will ensure equitable access to arts education for all students in Seattle Public Schools.

Washtenaw Intermediate School District (aka WISD)

FY 2016 \$100,000

Ann Arbor, MI

To support an emerging collective impact project Arts & Cultural Education Integration for Student Excellence in Washtenaw County, Michigan. Washtenaw Intermediate School District (WISD) and The Arts Alliance (TAA), the local arts agency, will collaborate to conduct a countywide arts and cultural education assessment to develop goals for increased access to arts education programming and a long-range plan for a network that can oversee and sustain the project. A professional development program will be developed after cross-sector community engagement, data gathering, and evaluation. A promotional plan including direct mail, marketing strategies, digital technology, and social networking will inform teachers, parents, administrators, arts and cultural organizations, and artists. The project emerges from a WISD and TAA feasibility study in 2011 that indicated a need for collaboration and to involve a diverse set of stakeholders.

Young Audiences, Inc. of Houston (aka Houston Arts Partners)

FY 2017 \$100,000

Houston, TX

To support expansion of the Arts Access Initiative, a collective impact project. School principals, leadership teams, and designated arts liaisons will work to implement the Creative Schools Plan, which offers arts and arts-integration residencies, experiences in Houston's cultural environment, and extended arts learning in after-school classes. The initiative also includes professional development for teachers. The School Capacity and Engagement Cross-Functional Leadership Team comprising professionals from diverse sectors in Houston will continue to study resource mapping and ongoing data

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collection from randomized control trials, and recognize successful schools with Creative Schools designations.

Young Audiences, Inc. of Houston (aka Houston Arts Partners)

FY 2015 \$50,000

Houston, TX

To support the Arts Access Initiative, a collective impact project. The initiative engages arts administrators, district leaders, city government, higher education, businesses, and philanthropic sectors to ensure that all children have the opportunity to develop academically, creatively, emotionally and cognitively through the arts. Project activities will include the implementation of an arts education plan to improve arts education in the Houston Independent School District (HISD) through completing the "State of the Arts" Mirror Report to map arts-rich and schools that are not arts-rich. In addition, Houston Arts Partners will use "State of the Arts" data to assign schools a rating for the level of student access to the arts, and will move schools up to the next rating level through professional development for principals, teachers, and parents. Project plans also will involve the direct delivery of arts programming for students in schools that are not arts-rich.

Young Audiences of Maryland, Inc. (aka Young Audiences/Arts for Learning Maryland)

FY 2016 \$50,000

Baltimore, MD

To support the Northern Anne Arundel County (NAAC) Equity Initiative. This collective impact project will support improved academic outcomes, increased parent involvement, and improved teacher retention. Through a collaboration of Anne Arundel County Public Schools, Chesapeake Arts Center, Maryland State Arts Council, Arts Education in Maryland Schools, University of Maryland Baltimore County, and community partners, the project will focus on key elements, including sustainable partnerships with teaching artists and arts organizations, increased access to out-of-school-time arts programs, and professional development for teachers in arts integration. A coordinated needs assessment will clarify previously gathered data on areas for improvement in arts learning, in order to plan programs and prepare for the collection of new baseline data regarding academic achievement, school engagement, and student access to arts and arts-integrated learning both in and out of school.

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