

Excellence in the Arts : Entry # 37**Is your organization a 501(c)3 nonprofit?**

Yes

According to your 501(c)3 letter, in what town is your official office located?

Hartford

Where will your project be performed or exhibited?

Hartford

Will this activity occur after February 1, 2023?

Yes

Are you a recent grantee?

Yes

Organization Name

Hartford Performs

Organization's IRS Tax ID #

461484114

Principal Contact Name

Jeanika Browne-Springer

Title

Development & Marketing

Emailjbrowne-springer@hartfordperforms.org**Phone**

(860) 249-8673

Address

75 Charter Oak Ave, Building One, Suite 208
Hartford, Connecticut 06106
United States
[Map It](#)

Website<http://www.hartfordperforms.org>**Amount requested this application**

\$10,000.00

What is the organization's mission/vision statement?

Excellence in the Arts : Entry # 37

Hartford Performs' mission is to connect all Hartford Public School students to quality arts experiences that advance student learning and deepen engagement in community. Our vision is that the arts are integral to student success in Hartford Public Schools.

Provide a brief history of your organization and its activities.

Hartford Performs was created at the request of the Hartford Public Schools (HPS) in conjunction with the region's arts community. Our role is to aggregate and focus Greater Hartford's considerable cultural resources on the needs of Hartford students. We piloted our initial programs in spring 2010, began implementation in the 2010-2011 school year and today serve all students in all 30 of the Hartford Public School system's PreK-Grade 8 schools.

Originally incubated under the fiscal sponsorship of the Greater Hartford Arts Council, Hartford Performs incorporated in 2012, became 501(c)(3) designated in 2013 and a stand-alone fiscal entity in 2014.

In addition to student programs, we also provide professional learning programs to help teachers use arts strategies as a regular component in their lessons, and professional development workshops for the teaching artists who deliver our programs in classrooms.

Describe the demographics of your audience/people served by your activities.

Our programs serve approximately 13,000 students in the Hartford Public School district (HPS). About 54% of HPS students are Hispanic/Latino/a, 30% Black/African American, 10% Caucasian, 4% Asian, 2% two or more races. Approximately 78% qualify for free or reduced-priced meals, 21% are English Language Learners and 19% are students with disabilities.

Describe your organization's governance.

Hartford Performs' Governing Board currently includes 18 representatives from the arts community, Hartford Public Schools, and the broader business and civic community. The Board meets five times each year, with committees working actively in between. Over the last two years, Board meeting attendance has averaged 73%. Each member serves on at least one standing committee: Advancement, Audit, Finance, Governance and Program. Additional task forces and work groups assemble as needed.

Except for the two ex officio elected officials (mayor and superintendent of schools) 100% of our Board members make financial contributions to the organization each year.

Board leadership is stable. We continue to have the same Chair and Vice Chair as last year. The positions of Treasurer and Secretary have rotated, but the individuals who had held those positions previously remain active members of the Board.

What percentage of your board makes personal financial contributions to your organization?

The Hartford Performs Governing Board is 37% male and 63% female. Race/ethnicity information is as follows: 21% Black, 58% Caucasian, 16% Latinx, 5% Asian.

Project Name

Hartford Performs Artists for 2020-21 Hartford Public Schools Programs

Project Description

The grant would underwrite fees for student programs by 4 artists:

Excellence in the Arts : Entry # 37

[Lollipop Opera](#) celebrates the history of opera through stories like *Little Red Riding Hood* and others. Each performance is fully staged, with live music, and includes audience participation.

[Sova Dance & Puppet Theater](#) combines puppet making, dance and theater to introduce students to the natural world. Students create a conversation without any words, exploring CT wetlands, the lifecycle of a monarch butterfly, and habitats through puppetry.

[Tony Vacca](#) helps students explore connections between math, science and sound by having them play percussion instruments from around the world, including the balafon, djembes, dun-dun, mbira and tama drum.

[Meredith Arcari](#) specializes in painting, drawing and installations. Her programs focus on techniques of artists like Wassily Kandinsky and Frida Kahlo, leading students to create their own art, collages, or mandalas.

Project start/opening

07/01/2020

Project end/closing

06/30/2021

Project venue

Up to 30 Hartford Public Schools

Project town

Hartford

Admission fees, attendance, and activity details

These artists' programs are delivered during the school day on school property at no cost to the students, schools or teachers. They serve students in grades PreK-8. Lollipop's programs are one hour and include a performance and talkback. Programs by Sova, Tony and Meredith are generally two, hands-on, 45-60 minute workshops. Sova and Tony also offer one-hour performances. We estimate that, together, these artists will serve 3,000-4,000 students through the 23 program titles they offer.

How do you intend to promote/market this project?

Hartford Performs was created at the request of Hartford Public Schools (HPS) in conjunction with the region's arts community. We are the sanctioned mechanism to bring community artists into Hartford classrooms. Programs are selected by teachers in September from an online roster of more than 300 programs (<https://database.hartfordperforms.org/>) and scheduled to take place throughout the school year, generally when the subject matter of the program connects to curriculum.

How is your organization going to use Roberts funding?

Support from the Roberts Foundation will be recognized on our website, in e-newsletters and on social media feeds, specifically on Facebook, Twitter, Instagram and LinkedIn.

What is your organization's definition of artistic excellence?

Since Hartford Performs operates on school time, our definition of artistic excellence is tied to student learning. Each program on our roster meets grade-level National Core Arts Standards. Therefore, students are expected to engage with at least one of 11 rigorous "Anchor Standards" that span the arts-participation spectrum from "Connecting" (relating personal experiences to

Excellence in the Arts : Entry # 37

works of art) to “Creating” (generating original work). Each program description must include a learning target about the art form that students are expected to achieve by participating in the program. Also, to be included on our roster, programs are reviewed by certified arts teachers to ensure their artistic merit and appropriateness to the grade level.

How does this project align with that definition, and how does it advance your mission?

The teaching artists funded through this project have created 23 different, standards-based lessons to have students learn about and practice their art forms. The programs introduce students in age-appropriate ways to opera, world music, puppetry and masters-inspired visual art. For most students, our programs are the first time they have experienced these art forms. The programs meet rigorous standards for professionalism and quality while being kid-friendly. Teachers appreciate them because they also carry academic content; students love them because they are highly engaging.

Our mission is to ensure that all Hartford students have access to these types of enriching experiences. In a cash-strapped school district such as Hartford, such exceptional arts learning would not be available to children without Hartford Performs.

How will your audience and the community benefit from this project?

Students will benefit by learning about art through actively participating in various art forms, many of which will be new to the students. By exposing students from youth, they are learning how to become the next generation of arts-venue supporters. Through our programs, students also will enhance several other critical skills, such as learning new vocabulary, collaboration, self-expression, problem-solving, listening actively, thinking creatively and critically, and grasping abstract academic concepts.

Teachers benefit by witnessing the arts motivate and engage students, making other subjects more comprehensible to young minds. Teachers often report that seeing techniques used by our teaching artists gives them ideas on how to make their own lessons more interactive or memorable.

The Hartford school system itself benefits by witnessing how powerful the arts can be in helping students to learn and being reminded daily how integral the arts are to developing the whole student.

How will this project be evaluated?

Since our programs take place during school time, we continually evaluate program delivery and outcomes through both qualitative and quantitative data.

After each program, teachers complete a survey to assess the extent to which the program contributed to student learning in several areas. Each year, for instance, more than 90% of responding teacher say that the program helped students express themselves artistically, think creatively, try new things and enhance their problem-solving and critical-evaluation skills. We also ask if the program influenced student attendance. This year, a remarkable 74% of responding teachers said the program affected attendance.

We also ask teachers if the program prompted them to do something different in their classroom. This year, 57% said the program did influence their teaching, and they described specific actions they had taken or planned to take as a result.

Cover letter

- [Hartford-Performs-FY21-Cover-Letter.pdf](#)

Board list

- [Hartford-Performs-Board-List-for-Roberts-Foundation.pdf](#)

IRS 501(c)3 determination letter

Excellence in the Arts : Entry # 37

- [8.-Hartford-Performs-501c3-Designation-Letter.pdf](#)

Financial statement

- [Hartford-Performs-FY19-audited-financial-statements.pdf](#)

Last year operational budget

- [Hartford-Performs-Previous-Year-Operational-Budget-for-Roberts-Foundation.pdf](#)

Current year operational budget

- [Hartford-Performs-Operational-Budget-for-Roberts-Foundation.pdf](#)

Balance sheet

- [Hartford-Performs-FY21-Balance-Sheet.pdf](#)

Project budget

- [Hartford-Performs-Project-Budget-for-Roberts-Foundation.pdf](#)

Does your organization produce an annual report?

Yes

Annual report

- [Hartford-Performs-2018-19-evaluation-report.pdf](#)

Has your organization adopted a strategic plan?

Yes

Strategic plan

- [Hartford-Performs-Strategic-Plan.pdf](#)

Other materials?

- [Hartford-Performd-Marvelous-Transformations-19-20-description.pdf](#)
- [Hartford-Performs-Khalo-description.pdf](#)
- [Hartford-Performs-World-Music-description.pdf](#)

Have you contacted the Executive Director by email or phone to discuss this proposal?

Yes

Is your cover letter signed by your senior executive? on your letterhead? with your official office address?

Excellence in the Arts : Entry # 37

Yes