

**Excellence in the Arts : Entry # 114**

**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 August 1, 2023?**

Yes

**Are you a recent grantee?**

Yes

**Enter your Report Code**

160998-Roberts2020

**Organization Name**

Hartford Performs, Inc.

**Organization's IRS Tax ID #**

461484114

**Principal Contact Name**

Rie Poirier-Campbell

**Title**

Executive Director

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[Map It](#)

**Website**

<http://www.hartfordperforms.org>

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### **Amount requested this application**

\$10,000.00

### **What is the organization's mission/vision statement?**

Working in partnership with school systems and artistic communities, Hartford Performs infuses and integrates arts and cultural experiences into teaching and learning in ways that enrich the student experience and improve outcomes across the curriculum.

### **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 11,000 students in the Hartford Public School district (HPS). About 55% of HPS students are Hispanic/Latino/a, 29% Black/African American, 8% Caucasian, 5% Asian, 2% two or more races. Approximately 80% qualify for free or reduced-priced meals, 21% are English Language Learners and 20% are students with disabilities.

### **Describe your organization's governance.**

Our Governing Board includes 15 voting members and 3 non-voting ex officio members. It meets 5 times each year, with all members serving on either Advancement, Audit, Finance, Governance or Program committees, which meet in between. Over the last two years, attendance has averaged 82%.

Except for the 2 ex officio elected officials, 100% of Board members make annual personal financial contributions.

Board and committee leadership is stable and we continue to add new members as terms expire.

### **Describe the diversity of your board.**

Hartford Performs currently has 18 board members, including ex officios. They are 63% female, 37% male. The demographics for the board are as follows: 5% Asian, 21% Black, 63% White, and 11% Latinx. Keeping in mind the students we serve (90% of whom are children of color) our Board has a strong commitment to diversity and equity, and is currently developing equity indicators by which to evaluate Board and staff operations and programming.

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

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

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### Project Name

Student programs by artists of color in Hartford Public Schools for 2021-2022

### Project Description

The grant would underwrite fees for student programs by 8 artists of color:

Justin Hughes teaches Hip Hop dance techniques in a high-powered class. Students learn foot coordination and to dance on beat. Jedda Williams leads students in dance, movement, and singing activities to build camaraderie and help with long term memory. Masem Enyong teaches high-energy African dance technique classes. Giovanni Ciarlo introduces students to Latin American instruments and what the instruments are made from. Lance Kamau James leads African drum circles, teaching students call-and-response songs while learning proper hand techniques for making drum sounds. DARN Studio helps middle school students examine symbolism around them and to create their own artworks using symbols to express ideas about social justice. Rey Bermudez teaches Latin dance techniques including salsa and merengue. Doll E Daze leads students in creating their own cultural dolls while discussing what makes us unique.

### Total estimated project budget

\$26,400.00

### Project start/opening

07/01/2021

### Project end/closing

06/30/2022

### 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 during more than 100 days of the school year. They serve students in grades PreK-8. All programs are 1 or 2 hands-on sessions about 45-60 minutes long and may include a performance or talk-back for students. We estimate that, together, these artists will serve about 5,000 students through the program titles they offer.

### How do you intend to promote/market this project?

Hartford Performs is the sanctioned mechanism to bring community artists into Hartford classrooms. Teachers in all grade levels at all 30 schools are assigned time in September to select their programs for the year from our online catalogue of more than 300 programs (<https://database.hartfordperforms.org/>). Teachers schedule the programs 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?

Ninety percent of the grant would underwrite fees paid to the teaching artists for delivering programs. The remainder would support program management and evaluation. Teaching artists are paid at a per-student rate, generally \$5 or \$10 per student,

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with a guaranteed minimum of 40 students.

In this way, while providing quality arts programming to Hartford students who otherwise would not have access to these experiences, Roberts funding also directly supports artists of color in our community.

### **How will Roberts support be recognized?**

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 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 standards-based lessons to have students learn about and practice their art forms. The programs introduce students in age-appropriate ways to music and dance from around the world, cultural crafts and visual arts with a social justice theme. 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 and encourage them to express themselves.

Our goal 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 benefit by actively participating in various art forms, many of which will be new to them. By exposing students from a young age, they are learning how to become the next generation of arts supporters. Through our programs, students also 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 benefits by witnessing how powerful the arts are to students learning and being reminded daily how integral the arts are to developing the whole student.

Local artists receive paid contract work.

### **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.

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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. Last 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. Last 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**

- [2021-22-Hartford-Performs-Cover-Letter.pdf](#)

### **Board list**

- [Hartford-Performs-Board-List-5.2021.pdf](#)

### **IRS 501(c)3 determination letter**

- [Hartford-Performs-IRS-501c3-Letter-of-Exemption.pdf](#)

### **Financial statement**

- [Hartford-Performs-FY20-Financial-Statements.pdf](#)

### **Last year operational budget**

- [Hartford-Performs-FY20-budget-vs-actuals.pdf](#)

### **Current year operational budget**

- [Hartford-Performs-FY21-operating-budget.pdf](#)

### **Balance sheet**

- [Hartford-Performs-Balance-sheet-3.31.2021.pdf](#)

### **Project budget**

- [Hartford-Performs-FY22-Roberts-Project-Budget.pdf](#)

### **Does your organization produce an annual report?**

Yes

### **Annual report**

- [Hartford-Performs-2019-20-evaluation-report.pdf](#)

## **Excellence in the Arts : Entry # 114**

**Has your organization adopted a strategic plan?**

Yes

### **Strategic plan**

- [Hartford-Performs-Strategic-Plan-2021-2023.pdf](#)

### **Grant Report**

- [Hartford-Performs-Inc.-Grantee-Reporting-Form.pdf](#)

### **Other materials?**

- [Rey-Bermudez-Sample-Program.pdf](#)
- [Masem-Enyong-Sample-Program.pdf](#)
- [Lance-James-Sample-Program.pdf](#)

Please note that the fees specified in the budget for each teaching artist are an educated guess based on how many times these artists' programs have been selected in prior years. Teachers select programs based on a variety of factors, including curriculum needs, personal interest, peer recommendations and prior experience with artists. We don't know until teachers select program in the fall how many bookings each artist will receive. For this reason – and because this past year has been so disruptive – we have included more artists than usual in this year's request. We also have tried to estimate each artist's bookings on the lower end of what we think will be likely.

**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?**

Yes