

Excellence in the Arts : Entry # 181

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

304773-Roberts2020

Organization Name

Hartford Performs

Organization's IRS Tax ID #

461484114

Principal Contact Name

Deborah Kocsis

Title

Advancement Director

Email

dkocsis@hartfordperforms.org

Phone

(860) 249-8675

Address

75 Charter Oak Ave Suite 1-208
Hartford, Connecticut 06106
United States
[Map It](#)

Website

<https://www.hartfordperforms.org>

Excellence in the Arts : Entry # 181

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 established in 2009-10 by request of Hartford Public Schools (HPS) to involve community teaching artists in the teaching and learning of English, math, science, social studies. We provide arts-based educational programs to 11,000 students across Hartford's 30 public PreK to grade 8 schools and offer student field trips to the region's arts, performance, and cultural venues. We also provide professional-learning programs for teachers to help them use creative art strategies to enhance and enliven their lessons, and for the teaching artists who deliver our programs in classrooms.

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

We serve approximately 11,000 students in 30 of Hartford's public schools. About 55% of the district's students are Latinx, 29% Black, 8% White, 5% Asian, 2% two or more races; and they include 22% English language learners, 21% students with special needs, and 80% who qualify for free/reduced-priced lunch.

Describe your organization's governance.

Our Governing Board includes 15 voting and three non-voting ex officio members. The Board meets five times per year, and all members serve on either Advancement, Audit, Finance, Governance or Program committees, which meet in between. This fiscal year, attendance has averaged 93%.

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

Describe the diversity of your board.

There are 18 Hartford Performs board members, including ex officios. They are 72% female, 28% male, and the demographics are: 17% Black, 67% White, 6% Latinx, 6% Asian, 6% multiple/other. Because 90% of the students we serve are children of color, we are strongly committed to diversity and equity. The Board has committed to having at least 50% of members be people of color within the next 1-2 years. They also are developing equity indicators by which to evaluate 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 financial contributions to the organization each year.

Project Name

Student programs by several artists of color in Hartford Public Schools for 2022-23

Is this project related to the Visual Arts?

Yes

Excellence in the Arts : Entry # 181

Will the artists associated with this project be financially compensated?

Yes

Project Description

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

Jedda Williams leads dance, singing, and movement activities with youngsters to develop camaraderie, self-esteem, healthy habits and long-term memory. Her programs also celebrate African American folktales (18 classes served in the 2021-22 school year).

Masem Enyong and Chefiatou Tokou teach high-energy AfroBeat moves from the Ivory Coast, Congo, Ghana, Nigeria, South Africa and Angola (50 classes in 2021-22).

Students learn about Latin American songs, musical instruments and cultural traditions with Giovanni Ciarlo. They also get to handle and experiment with a huge array of indigenous instruments (18 classes in 2021-22).

Students create their own African dolls with Doll E Daze while discussing what makes us unique (19 classes in 2021-22).

Tere Luna gives bilingual workshops celebrating Mexican folkloric dance (30 classes in 2021-22).

Total estimated project budget

\$23,100.00

Project start/opening

09/01/2022

Project end/closing

06/30/2023

Project venue

Up to 30 Hartford Public Schools

Project town

Hartford

Admission fees, attendance, and activity details

Our arts-based programs are delivered at no cost to HPS students, schools, or teachers. Each program takes place in school during more than 100 days of the school year and includes one or two hands-on sessions—each 45-60 minutes long—and may include a talk-back or performance. This year we expect Roberts funded artists to serve 2,500 students in PreK-grade 8 through their offerings.

How do you intend to promote/market this project?

Hartford Performs is the only organization sanctioned by Hartford Public Schools to bring community artists into all Hartford classrooms. Teachers in all grade levels at all 30 PreK to Grade 8 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 programs throughout the school year, generally when the subject matter of the program connects to the curriculum.

Excellence in the Arts : Entry # 181

How is your organization going to use Roberts funding?

Ninety percent of a Roberts Foundation grant would be paid to the teaching artists who deliver programming, and the remainder would support program management and evaluation. Teaching artists are paid on a per-student basis, generally \$5 or \$10 per student, with a guaranteed minimum of 40 students.

As such, Roberts' funding will directly support artists of color while providing quality arts experiences to Hartford students who otherwise would not have access to these experiences.

How will Roberts support be recognized?

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

What is your organization's definition of artistic excellence?

Because our programs take place during school time, Hartford Performs connects artistic excellence with the student learning experience. Every program we offer meets grade-level National Core Arts Standards, and students are expected to engage with at least one of 11 rigorous "Anchor Standards" across the full arts-participation spectrum, from "Connecting" (relating individual experiences to works of art) to "Creating" (generating original work). To be included in our roster, certified arts teachers review all programs to ensure their artistic merit and grade-level appropriateness; and program descriptions must include a learning target about the art form that students are expected to achieve by participating in the program. Also, given the pandemic-related disruptions students have faced, we also link artistic excellence with students' social and emotional well-being: the arts not only bring joy to the classroom but also provide new ways for students to express themselves.

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

By funding teaching artists of color through this project, students are exposed to new role models and arts practices. These artists create standards-based lessons to be delivered in the classroom, introducing students to cultural crafts and visual arts with a social justice theme, and world music and dance, all in age-appropriate ways. In addition to meeting National Core Arts Standards, these kid-friendly programs also meet our rigorous standards for cultural relevancy, professionalism and quality, which is especially important since they are often students' first exposure to these arts forms. Both teachers and students appreciate our programs, and for similar reasons: they offer enjoyable ways for students to engage with academic content and encourage them to express themselves.

In a school district with limited financial resources, Hartford Performs works to ensure that all Hartford students have access to enriching arts learning experiences.

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

Hartford students benefit by being exposed to and actively participating in various art forms from an early age. While enjoying themselves, and possibly becoming future supporters of the arts, students learn to think and express themselves creatively, work collaboratively, and listen actively. They learn new vocabulary and how to grasp abstract concepts. Our programs also celebrate students' own heritage and give them a view into other cultures.

Teachers often comment that they benefit from seeing how our teaching artists motivate students through their art forms, making lessons more understandable for the children. A number of teachers have reported being inspired by the teaching artist to try creative new techniques to engage students in their lessons.

The school system also benefits because the arts are important to the students' intellectual and social-emotional development —the growth of the whole child.

Additionally, local artists benefit by receiving paid contract work.

Excellence in the Arts : Entry # 181

How will this project be evaluated?

Hartford Performs continually evaluates the delivery and outcomes of our programs through both qualitative and quantitative data. Teachers complete a survey after each program to help us assess the extent to which our programs contribute to student learning in several areas. For example, in past years more than 90% of teachers responded that programs helped students try new things, think creatively, and express themselves artistically, as well build problem-solving and critical-evaluation skills. While programming and evaluation for the 2021-22 school year are ongoing, the surveys we have received to date show similar responses.

Additionally, a majority of teachers state that a program prompted them to plan or try new creative activities with their students in the classroom.

Cover letter

- [Hartford-Performs-Cover-Letter-4.18.2022.pdf](#)

Board list

- [Hartford-Performs-Governing-Board-April-2022.pdf](#)

IRS 501(c)3 determination letter

- [Hartford-Performs-IRS-501c3-Letter-of-Exemption-1.pdf](#)

Financial statement

- [Hartford-Performs-FY21-Financial-Statments.pdf](#)

Last year operational budget

- [Hartford-Performs-FY21-Financial-Statments1.pdf](#)

Current year operational budget

- [Hartford-Performs-current-year-operational-budget.pdf](#)

Balance sheet

- [Balance-Sheet-3.31.2022.pdf](#)

Project budget

- [Hartford-Performs-project-budget.pdf](#)

Does your organization produce an annual report?

No

Excellence in the Arts : Entry # 181

Has your organization adopted a strategic plan?

Yes

Strategic plan

- [Hartford-Performs-Strategic-Plan-2021-2023-1.pdf](#)

Does your organization have a formal policy or organizational commitment to ensure that visual artists are financially compensated?

No

Grant Report

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

Other materials?

- [Hartford-Performs-Teaching-artists-programs-for-Roberts-Foundation.pdf](#)

Please note that the artist fees specified in the budget are an educated guess based on how many times each artists' programs were selected in prior years. Since teachers select programs based on a variety of factors—personal interest, peer recommendations, prior experience with artists, and curricular needs—we do not know until fall, when teachers select programs, how many bookings each artist will receive. Because of this and the continued uncertainty as we emerge from the pandemic, we continue to estimate each artist's bookings on the lower end of what we think likely.

Information about the artists' programs were truncated here to meet character limits so we have included more in the optional materials section of the application.

Additionally, while we do not have a formal written artist compensation policy, we closely follow unwritten rules that reflect the compensation guidelines of the National Guild for Community Arts Education. We do not ask artists to donate their time.

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