



The Arts Advantage Phase II:

BPS Arts Expansion Initiative

Building Sustainable Arts Programming for the Boston Public Schools

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Submitted by:

Dr. Carol R. Johnson, Superintendent, Boston Public Schools

Laura Perille, Executive Director, EdVestors

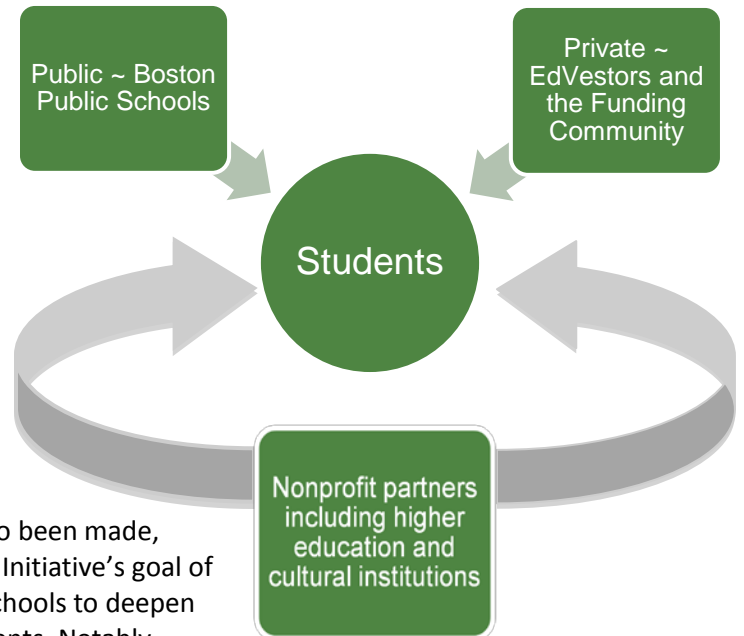
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PHASE II IMPLEMENTATION PLAN SUMMARY

On behalf of the Boston Public Schools and a broad coalition of stakeholders engaged in a coordinated, citywide effort to expand arts education, EdVestors respectfully requests a grant of \$4 million over three and a half years from the Wallace Foundation. Funds will be used to support the Implementation Plan for Phase II of the BPS Arts Expansion Initiative, to deepen and institutionalize efforts underway to expand access, quality and equity of arts learning opportunities for BPS students.

Phase I of this effort was initiated in 2008, when a group of arts and education funders joined with Superintendent Carol R. Johnson to engage in a systematic planning effort to expand arts education in the Boston Public Schools. Since the launch of the BPS Arts Expansion Initiative in February 2009, tremendous progress has been made to address access to arts learning and the equity of its distribution, with 9,000 more students now receiving arts education during the school day. Initial progress has also been made, outlined later in this plan, with respect to the Initiative's goal of building capacity within the district and the schools to deepen and sustain quality arts education for all students. Notably, important steps have been taken toward the goal of strengthening partnerships to better leverage the rich assets of Boston's arts, cultural, and higher education communities in support of the BPS Arts Expansion Initiative.



The Implementation Plan outlined within was developed with deep and expansive input from many sectors, thanks to support provided by the Wallace Foundation through an 18-month planning grant. Students, parents, teachers, school and district leaders, arts and cultural partners, higher education representatives, researchers, funders and policymakers have all contributed to the recommendations outlined in this multi-year plan. The Implementation Plan addresses each key strategic area of Phase 1 of the BPS Arts Expansion Initiative, with specific recommendations designed to deepen and institutionalize the systems and capacity to sustain expanded, high-quality arts learning opportunities for all BPS students. The recommendations cover the areas of: direct arts education expansion for students at all grade levels; curriculum, instruction and professional development; quality assessment; partnership coordination; fundraising; communications, outreach and engagement; and ongoing research and data to assess and measure progress against the stated goals.

Importantly, this Implementation Plan – and the accompanying request for funding support from the Wallace Foundation – rests on a solid foundation of local leadership, ownership and

investment. The BPS Arts Expansion Initiative represents a true public-private partnership, with the majority of funds contributed by the public school system, complemented and leveraged by flexible philanthropic support from the local funding community. The public-private partnership is embodied by the coordinated inside and outside leadership provided by Superintendent Carol R. Johnson, working closely with lead partner EdVestors. As the intermediary, EdVestors represents a collaboration of local funders including the Barr Foundation, Boston Foundation, Hunt Alternatives Fund, Klarman, Shapiro, and Linde Family Foundations, among others. Notably, a new high-level position of Executive Director for the Arts has been created within the Boston Public Schools, which will complement the external leadership provided by EdVestors. This coordinated leadership provides tremendous visibility and credibility for the citywide Initiative, and it provides for a high level of external accountability for continued progress toward the goal of expanded arts learning opportunities for Boston's students. The Boston School Committee has expressed its consistent support for the BPS Arts Expansion Initiative, with Committee Chair Rev. Gregory Groover serving on the BPS Arts Advisory Board convened by the Superintendent to advise the Initiative. Mayor Thomas M. Menino has provided significant leadership, recently convening leaders of cultural and philanthropic institutions to generate additional support for this effort. In addition, the School Committee in Boston recently voted to extend the contract of Superintendent Johnson until 2015, with strong support from Mayor Menino, ensuring continuity of the vision behind the BPS Arts Expansion Initiative.

Despite challenging fiscal times and the focus across the nation on remediation and accountability, the Boston Public Schools has used arts expansion as a catalyst for renewed energy in schools, increased engagement by students, and improved school choices for families. The focus on partnerships, equity and excellence is district-wide, with the arts leading the way. By 2015, through diligent and consistent implementation of the recommendations outlined in this plan, Boston will realize a vastly expanded and improved system of coordinated, sustained and high-quality arts learning opportunities for its students that will be transformational to the district.

VISION

A VISION: THE BPS ARTS ADVANTAGE IN 2015

Across the city, all students through Grade 8 attend schools where they experience a safe and engaging environment that offers a rigorous, standards-based academic curriculum including weekly arts instruction in a range of arts disciplines. Some schools offer additional arts opportunities, working with local artists and nonprofit arts organizations. Other schools weave arts through the entire curriculum, integrating poetry and theater in English Language Arts classes and using design concepts in math classes. Special focus is placed on using the arts to affirm students' cultures while exposing children to an array of culturally diverse artist educators. School leaders recognize the role that the arts play in developing a positive school climate and strengthening student engagement. Arts are ubiquitous in the daily life of students, enabling the expression of self and of authentic voice as well as an understanding of the world around them. In every school community, students, teachers, families and school leaders embrace the arts as a way to celebrate culture, creativity, inclusion, and achievement.

High school students have access to a myriad of in-school arts electives, arts programs during out-of-school time, dual enrollment in college-level arts classes, and internships with museums, theaters, and other arts organizations. Student performance groups regularly compete in local and regional competitions and bring home a growing number of awards. Auditioning for and performing in citywide ensembles is a highlight for students. Students of all ages perform in citywide youth arts festivals, which draw large crowds of parents, donors, and community leaders who celebrate the vibrant arts education scene in Boston. Through all of these strategies – supported primarily by public funds and augmented with private donations – more students access arts learning opportunities through the Boston Public Schools.

While BPS Arts Specialists provide much of the sequential and integrated arts instruction, all teachers have access to training that helps them incorporate the arts into their curricula. Arts Specialists and school leaders convene quarterly with district leaders to design and deliver quality arts instruction in all schools. Rigorous professional development offerings bring together school-based Arts Specialists, external teaching artists, and arts education experts from local cultural and higher education institutions.

With continued leadership from the Superintendent, the BPS Arts Office serves as the busy hub for coordinating new and existing partnership opportunities for schools, providing tactical support and robust communications to keep all stakeholders and participants focused on realizing the goals outlined in the 2009 Arts Advantage report. Boston is viewed as a national leader for its expanded, systemic, and sustained support for equitable, high-quality arts learning across schools.

THE BOSTON PUBLIC SCHOOLS

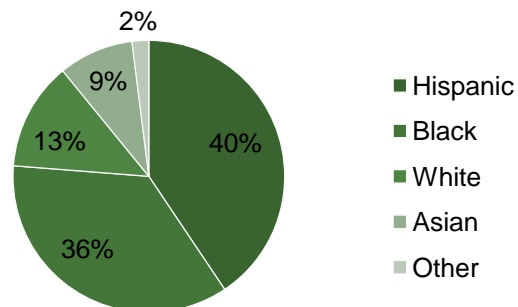
Boston Public Schools Mission: As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We partner with the community, families and students to develop within every learner the knowledge, skill, and character to excel in college, career, and life.

The story of the Boston Public Schools is one of innovation and challenge. The Boston Public Schools (BPS) is the home of many firsts in the nation: the first public school (Boston Latin School, 1635), first public elementary school (Mather Elementary School, 1639), first public school system (1647), and first public high school (English High School, 1821). Nearly three hundred and fifty years later, following decades of local reform efforts to meet the changing needs of urban students, Boston won the distinguished Broad Prize for Urban Education in 2006 as the best city school district in the nation, earning \$1 million in college scholarships for BPS graduates. Most recently, with the strong support of Mayor Thomas M. Menino, Superintendent Carol R. Johnson has moved aggressively to take advantage of new tools created by the federal government through the Race to the Top (RTTT) initiative and new state education reform legislation passed in 2010. This is accelerating change in a cohort of Turnaround Schools and creating innovative new “in-district” charter schools while also proceeding deliberately to advance the goals outlined in the Acceleration Agenda (2009-2014) to improve educational experiences and outcomes for all children in all schools.

At the same time, the challenges are historical and real. The 1970s were a period of turmoil in Boston marked by desegregation busing that resulted in protest, violence, and an exodus of white families from the public school system. To some extent, the segregation persists: today, 13% of the roughly 57,000 BPS students are white, and many Black and Hispanic students attend concentrated high-poverty schools (McArdle, Osypuk, & Acevedo-Garcia, 2010).

Boston is one of the 60 largest and most diverse urban school districts in the United States, consisting of 134 schools. Enrolled students come from 140 different countries and speak more than 73 languages, representing a broad array of racial and ethnic diversity. Consequently, the student population is composed predominantly of minority racial and cultural groups: 41% Hispanic; 36% Black/African-American; 13% Caucasian; 9% Asian; and 1% Other/Multiracial. Many students are at-risk socially, academically, and economically. For example, 74% of students are from low-income families,

BPS Student Demographics



19% receive special education services, and 30% are limited English proficient (LEP) (Boston Public Schools data, 2011).

One of the outgrowths of Boston’s complicated desegregation history is a school assignment process that divides the district into three zones for all students in grades PreK-8 and assigns high school students on a citywide basis. Additionally, the district offers three competitive exam schools (grade 7-12) and one audition-based high school for the visual and performing arts. While 80% of families are assigned to one of their top three choices, the current assignment process is complex and can be difficult to navigate for families. It is also a strain on district resources, with large numbers of students requiring bus transportation across the city. In Spring 2011, the School Committee gave approval for the district to develop a more family friendly, responsive, and accessible system. This design endeavor will focus on equity and excellence for all and it will be strongly informed by recommendations from school staff, parents, and community advocates.

Other recent and current challenges include providing high-quality inclusive education for students with disabilities (19%) and equitable educational opportunities for English Language Learners (30%). The challenges are also quantifiable: Asian and White students consistently outperform their Black and Hispanic peers on multiple assessment measures. Today, the real test for the Boston Public Schools is to move from a landscape marked by “pockets of excellence” to one that provides equitable and consistent access to high quality learning opportunities for all children in all schools.

Acceleration Agenda	<ol style="list-style-type: none"> 1. Reading by grade 1 2. Reading to learn by grade 3 3. Skillful, analytical writing in grades 4-12 4. Algebra I in grade 8 5. Academic language mastery and fluency for English Language Learners 6. Academic growth for students with disabilities 7. On-track to graduate by the end of grade 10 8. High school graduation 9. College-ready and success-bound 	<p>The Boston Public Schools, under the leadership of Dr. Carol R. Johnson and with the full support of the Boston School Committee and Mayor Thomas M. Menino, has created a plan to leverage the strengths of the Boston Public Schools while addressing the deficits. Specifically, Dr. Johnson has created an Acceleration Agenda (see text box, left) with key strategies to reach nine academic targets with identified strategies and measurable outcomes. This will lead to progress in ensuring all students achieve MCAS proficiency, closing access and achievement gaps, and graduating all students from high school prepared for college and career success. The district is in the process of developing a School Performance Index to measure individual schools against the Acceleration Agenda benchmarks in an effort to hold schools and central office responsible for performance. In addition, a School Opportunity Index will quantify the supports in place at a particular school that can help close achievement gaps and provide equitable access to high-quality programs.</p>
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Together with the Acceleration Agenda, the BPS set out a vision (below) for the BPS graduate that is broader than performance on traditional multiple choice tests by capturing what is required of our future citizens and leaders.

<p>Vision: The Boston Public School Graduate..</p>	<ol style="list-style-type: none"> 1. Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it. 2. Succeeds academically in college-level courses across content areas. 3. Masters verbal and written expression in English, with emerging proficiency in a second language. 4. Uses mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and unanticipated problems. 5. Exhibits growth, self-discipline, and reflection through innovative expression and artistry. 6. Acknowledges and respects people with diverse backgrounds, histories, and perspectives. 7. Assumes personal responsibility for physical and emotional well-being by making healthy choices. 8. Contributes confidently and positively in professional and social settings, both independently and as a member of a team. 9. Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals. 10. Participates actively in a democratic society as a responsible, courageous leader who challenges injustice.
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Progress to date is quantifiable. Data from 2010 showed that BPS students outpaced state growth in Math MCAS scores among third and eighth graders, with an eight-point gain in passing scores compared to 2009. The gap in passing rates between Black and Hispanic students compared to White students has narrowed significantly: from 35 points in 1998 to 5 points in 2010 with 90% or more students in every racial group passing the MCAS by 10th grade (Boston Public Schools, 2010). However, hurdles remain in elementary literacy and in closing achievement gaps among students at the proficient and advanced academic levels.

In late April 2011, the Boston School Committee voted unanimously to extend Superintendent Johnson's contract through June 2015, signaling support and ensuring consistency. Dr. Johnson has put BPS on a path towards long-term, sustainable improvement in multiple, critical areas and now has the security and ongoing School Committee and Mayoral support to continue on that path.

THE LOCAL CONTEXT

Economic Environment: City of Boston Budget

The City of Boston has and will continue to face tough choices in this challenging economic environment. Employee reductions are proposed for FY12, as the City faces a fourth year of local aid cuts, the loss of federal stimulus funds, and rising health care costs (The WBUR Newsroom, 2011; Boston Municipal Research Bureau, 2011). Yet, Mayor Thomas M. Menino, who has led the city since 1993, has consistently placed education at the top of his agenda for civic improvement. He has shown a deep and sustained commitment to the Boston Public Schools, a city department, through a history of providing additional City funds to close budget gaps in recent fiscal years.

BPS accounts for 8,047 employees, representing 49.6% of the City of Boston's funded workforce as of January 2011. The number of BPS employees grew between January 2004 and 2009 with programmatic changes such as expanding full-day pre-kindergarten for four-year-olds and the conversion of large high schools into smaller learning communities. Following this period of growth, a net reduction of 525 positions was realized between January 2009 and January 2011. In SY 2012, it is expected that 250 to 300 positions will be eliminated mostly through regular attrition and retirements. Despite these overall reductions, in the fiscal years since the BPS Arts Expansion Initiative was launched the number of Arts Specialists in the Boston Public Schools has actually increased by 23 full time equivalent (FTE) positions (Boston Public Schools, 2011).

Most important, the FY 2012 budget for the BPS includes several innovative structural changes that will result in significant cost savings and reallocation of funds to directly serve the learning needs of all students:

- **Weighted student funding:** BPS recently implemented a financial formula known as weighted student funding. This is a more equitable, transparent, and predictable way of funding that supports academic progress at the school level. Dollars follow students meaning that students who require more resources (low income students, English Language Learners, students with disabilities) will receive them, regardless of the schools they attend.
- **Better utilization of school buildings:** 25% of the 5,600 empty seats that exist in the district will be eliminated through school closing and mergers, resulting in significant cost savings.
- **A focus on operations leading to economies of scale:** Streamlining central support services such as transportation, facilities management, and food ordering processes will yield efficiencies and result in redirected resources to support academic achievement.

With these savings, a slightly increased (1%) allocation from the City of Boston, and revenue from last year's \$10.1M federal education jobs bill, BPS will continue to express its priorities through increases in the following areas:

- A 60% increase in English as a Second Language certified teaching positions;
- A 31% increase in inclusion programs for students with disabilities;
- A 14% increase in arts positions; from 163.1 to 186.3 FTEs; and
- A 10% increase in physical education positions.

BPS has overcome a \$63 million budget gap and has presented the City with a balanced budget by employing best practices and strategically funding initiatives most likely to support the Superintendent's ambitious Acceleration Agenda. This approach of cutting costs while increasing support for classroom activities and student achievement will continue into FY 2013 and FY 2014 as transportation and assignment practices are reexamined over the next two years.

Arts and Higher Education Community

Boston benefits from a landscape rich in arts, cultural and higher education institutions. The Boston Indicators Project reports several key trends in the cultural sector including the development of audiences in diverse communities, increased collaboration among organizations, synergy with Boston's role as a hub of technological innovation, and the increase of social capital in neighborhoods with cultural centers. The same report enumerates challenges including an inadequate level of funding to support the numerous arts organizations (especially grassroots organizations), and stagnant or declining operating revenue among Boston's large institutions (The Boston Foundation). Many arts and cultural groups have a long history of partnering with the Boston Public Schools, with more than 70 listed in the initial inventory of school-based arts partners (The Arts Advantage, 2009). These partnerships are poised to help cultivate the next generation of arts patrons who understand, appreciate, and further promote the value of artistic contributions and arts institutions in a changing society.

Greater Boston is home to 74 institutions of public and private higher education with a combined annual enrollment of more than 260,000 students. Thirty-five are located within Boston's city limits. Trends and challenges of these institutions generally revolve around issues of affordability for students, preparedness of incoming students, and lack of funding for public higher education options (The Boston Foundation). Importantly, Boston has a high number of art and music schools, including the Berklee College of Music, Massachusetts College of Art and Design, New England Conservatory, School of the Museum of the Fine Arts, and The Boston Conservatory, in addition to strong arts programs at schools such as Boston University and Emerson College.

Philanthropy

Massachusetts has a well-established philanthropic community with 2,901 private foundations giving a total of \$1.3B in calendar year 2009. For calendar year 2008, Massachusetts ranked 13th on the Generosity Index (Gainer, Lammau, & Veldhuis). Additionally, 32.9% of individuals itemized charitable contributions on their tax returns for 2008 resulting in \$3.8MM in total contributions (National Center for Charitable Statistics, 2010).

Both arts and education rank high among the top philanthropic interests of many donors and funders. Historically, much of the giving has gone to the larger, more established organizations

in Boston and to multiple large-scale capital campaigns. Nonetheless, the subset of individuals, foundations, and corporations that have shown interest in funding arts education in urban public schools is small but growing. Additionally, in recent years, Boston's philanthropic community has shown increasing interest in collaborative, strategic funding approaches, including the Associated Grant Makers (AGM) Summer Fund, the After School for All Partnership, and the Boston Opportunity Agenda. The rapid growth of philanthropic intermediaries such as EdVestors, which serves as lead partner to the Boston Public Schools for the BPS Arts Expansion Initiative, aligns with this trend.

THE LEAD PARTNER: EDVESTORS

EdVestors Mission: EdVestors serves as a catalyst for change in urban schools by identifying and shaping the most effective improvement initiatives, partnering with donors to invest in these efforts, and supporting education project leaders with hands-on expertise.

EdVestors: Purpose and Programs

Launched in 2002 by philanthropists, educators, and business leaders, EdVestors both stimulates private philanthropic investment in urban schools and serves as the driving force behind multiple reform initiatives in order to level the playing field of opportunity and achievement for Boston's students. In the past 10 years, EdVestors has directed more than \$10 million to strategic school improvement efforts in Boston and Lowell, MA.

EdVestors leverages strategic private philanthropy through a range of targeted investment opportunities for education-minded donors, including the following:

- **Annual Urban Education Investment Showcase:** EdVestors' signature Showcase – a venture forum for urban school improvement – offers a unique opportunity for donors to hear directly from program and education leaders about school improvement initiatives carefully vetted and selected by EdVestors staff and an all-volunteer, expert Education Review Panel (ERP). Many promising initiatives – including Arts and Algebra expansion at the district level – began with funding through the Showcase.
- **Strategic Initiatives:** EdVestors works closely with key district and education leaders to identify, develop, and fund a small number of longer and deeper Strategic Initiatives such as the BPS Arts Expansion Initiative. In addition to funding, EdVestors plays an active implementation role and provides external accountability for these initiatives.
- **Thomas W. Payzant School on the Move Prize:** The \$100,000 citywide prize is awarded annually to one of the most improving Boston Public Schools, following a rigorous quantitative and qualitative selection process. The Prize is coupled with “best practice” case studies to share the strategies of the winning schools.

For school leaders, EdVestors' involvement means that effective programs are vetted, refined, and presented to potential donors in a compelling fashion with greater likelihood of making a successful match with private funding. Over the past few years, EdVestors has expanded its capacity to provide technical assistance to grantees around outcomes measurement, in addition to providing support for effective implementation of initiatives. The FY11 budget of \$3.2M includes both direct grants and program services. EdVestors is governed by a Board of twelve business, philanthropic and education leaders, with a staff of 7.5 FTEs carrying out the work, led by Executive Director Laura Perille and Senior Vice President Janet Anderson, both of whom have been with the organization since its founding.

Arts and EdVestors

Between the first Showcase in 2003 and the launch of the BPS Arts Expansion Initiative in 2009, roughly one-quarter of all EdVestors funding raised through the Showcase was directed to “alternative delivery models” to expand arts instruction in Boston schools. Thus, the organization developed deep knowledge of arts programming in schools and gained credibility with arts and cultural partners as well as the schools themselves. In addition, a small cadre of major local funders with deep interest in arts and education actively funded arts programs through EdVestors. When Superintendent Carol R. Johnson arrived in Boston in August 2007 and declared her vision of arts as a key element of excellent urban schools for all children, EdVestors – with its unique vantage point and approach to educational partnerships – was poised to propose a planning process to address systemic as well as school-based challenges to expand arts learning opportunities for all students.

THE HISTORICAL PERSPECTIVE: THE ARTS IN THE BOSTON PUBLIC SCHOOLS

Like the Boston Public Schools as a whole, the history of arts education in BPS from the 1970's through the early 2000's was one of pockets of excellence, with individual, entrepreneurial school communities developing strong arts programs, alongside of schools offering limited arts learning for their students. A review of Boston School Committee policy actions from 1994 through 2001 documents the creation of a comprehensive "Arts in Education Policy" for the Boston Public Schools. The detailed policy recognized the arts as a core subject and established BPS Citywide Arts Standards and Course Descriptions. In addition, the policy set specific and ambitious "time-on-learning" requirements for arts instruction in all schools, ranging from 2-3 class periods per week for the elementary/middle grades, as well as a high school arts graduation requirement of two semesters (The Arts Advantage, 2009).

While the policy itself was laudable, actual implementation was uneven, with a general consensus among school and district leaders and outside observers that the policy was neither enforced nor supported on a consistent basis. The BPS employs a school-based management model of budgeting, so that principals and school site councils exercise discretion in the allocation of "specialist" positions, including everything from arts and science teachers to literacy coaches. Schools were given autonomy without clarity and accountability for non-negotiable inputs and expected outcomes on behalf of students. As a result, the staffing required to support the arts policy was vulnerable both to budgetary and scheduling pressures at the school level. Moreover, the policy was established prior to full implementation of the federal No Child Left Behind (NCLB) accountability provisions established in 2001 and the state MCAS graduation requirements beginning in 2003. Adding to the pressures of increased testing, significant state and local budget retrenchments in 2003 led to the reduction of some 700 teaching positions in Boston alone. While the district recovered most of these positions, budgetary constraints remain for the foreseeable future (The Arts Advantage, 2009).

Despite this uneven landscape for arts instruction, a number of school leaders – often working in close partnership with families and/or teachers – began to view the arts as a useful tool for attracting families for enrollment, improving school climate, and fostering deeper student engagement. As cogently stated in the recent report for the President's Committee on the Arts and Humanities (Reinvesting in Arts Education, 2011), while there is support in Boston for the intrinsic value of teaching and learning artistic skills and techniques, a number of instrumental outcomes form the basis of the district's current focus on the arts:

- Student **motivation and engagement**, including improved attendance, persistence, focused attention, heightened educational aspirations, and intellectual risk taking;
- Development of **habits of mind** including problem solving, critical and creative thinking, dealing with ambiguity and complexity, integration of multiple skill sets, and working with others; and
- Development of **social competencies**, including collaboration and team work skills, valuing diversity, and voice and self-confidence.

This view of the important role of arts education in urban schools inspired some school leaders to develop robust arts programming – most notably, the launch in 1999 of Boston’s first and only public high school for the visual and performing arts, the Boston Arts Academy. The district also created arts-rich early learning and early education centers and a number of innovative collaborations linking teaching artists to groups of schools were developed. Nonetheless, this entrepreneurial approach contributed to the uneven landscape of arts education in the Boston Public Schools.

BPS ARTS EXPANSION INITIATIVE:

GENESIS AND PROGRESS TO DATE (2008-2011)

In Spring 2008, in collaboration with a group of local funders convened by EdVestors, BPS launched a planning process to develop a coherent framework for district-wide expansion of arts education. The planning process was guided by the BPS Arts Planning Team including school representatives, district leaders, and arts & education funders, co-chaired by Dr. Johnson and EdVestors Executive Director Laura Perille.

Planning Team members began by pooling their collective knowledge to assess arts education in BPS. Their preliminary conclusions were that the frequency, depth, sequence, and quality of arts experiences available to children varied considerably from school to school throughout the district. The Planning Team identified three major factors responsible for this variation:

- 1) **The entrepreneurial nature of the arts landscape in Boston:** A broad array of small and large arts and cultural organizations, many partnering with individual schools, conceived of and implemented a hodgepodge of programs with varying degrees of support and effectiveness.
- 2) **The introduction of high-stakes testing:** The introduction of the high-stakes Massachusetts Comprehensive Assessment System placed new time demands and pressure for performance on schools, leading some of them to prioritize extra instructional time for math and literacy over the arts and other non-tested subject areas.
- 3) **The established system of decentralized, school-based management:** Individual school leaders and their school site councils have considerable autonomy in determining the allocation of flexible funds, the hiring of staff positions, and the establishment of partnerships with community-based organizations. This variation is both an asset and a liability. During the 1990s and early 2000s, even amid statewide cuts to arts funding, arts instruction flourished in school communities that valued the arts; these communities allocated resources and leveraged partnerships for arts education. At the same time, if arts education was not viewed as a priority in a school, it was cut back or eliminated. The result was inequitable distribution across the system. Another outcome of the decentralized approach was a lack of consistent data to document successful models, to accurately describe the inequities, and to quantify the current offerings.

The planning team members concluded that a baseline survey would be necessary to better understand the issues and, at a future date, to measure progress. In Spring 2008, all school leaders were asked to complete an online survey; a remarkable 93% (134 of 143) responded. All nonprofit arts and cultural organizations working in one or more schools were given a companion survey; 57 nonprofits responded. **The result was the first comprehensive inventory of arts instruction provided to students in Boston's schools – by school, by number of students, by frequency, and by art discipline.**

The Arts Advantage: Expanding Arts Education in the Boston Public Schools, a report prepared by EdVestors and its researchers (Mendelsohn, Gittleman & Associates, LLC) and produced by The

Boston Foundation in February 2009, reflects the work of the Planning Team. The report presents key findings, recommendations, and expansion strategies designed to serve as the framework for the BPS Arts Expansion Initiative (2009-2012) related to the goals of increasing **access** to arts education, raising the **quality** of arts instruction, and ensuring **equity** of distribution.



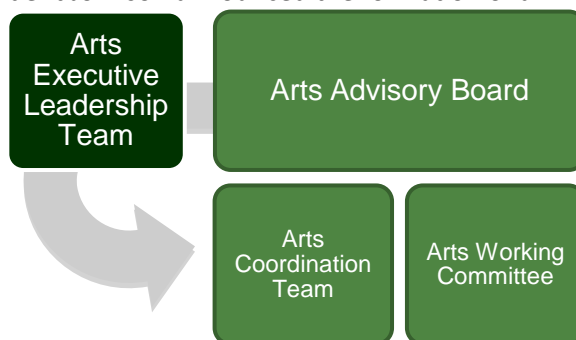
At the outset of the Initiative, a multi-year, three-part strategy was created focused on the following:

1. **Expanding direct arts education:** The Team set goals of reaching 100% of all students in grades pre-K through Grade 8 through once-weekly, year-long arts instruction and developing targeted strategies to meet the needs of high school students.
2. **Building capacity:** The Team identified the need to build capacity at both the central office and school levels to support systematic arts education throughout the district.
3. **Strengthening coordination:** Recognizing the importance of strong and sustainable partnerships between schools and the rich and diverse arts, cultural and higher education institutions, the Team prioritized coordination among these sectors.

In just over two years since the launch of the BPS Arts Expansion Initiative in February of 2009, this collaborative effort has made significant strides in deepening the community-wide coordinated approach to increase access, quality, and equity of arts education for BPS students. Together, BPS and EdVestors have designed and actualized the Initiative's architecture through a high-level leadership structure (the Arts Executive Leadership Team); built a new funding mechanism (the Arts Expansion Fund); expanded direct arts instruction for thousands of students; and engaged dozens of stakeholders in building this long-term arts education plan for the district.

Architecture

At the Initiative's launch in 2009, Superintendent Johnson announced the formation of an **Arts Advisory Board** of 25 civic leaders from arts, philanthropy, business, and the City of Boston. The Advisory Board provides high level, cross-sector leadership and is chaired by Superintendent Johnson. The Board, which meets at least twice a year, has been and continues to be a source of support and direction for the work. The **Arts Working Committee** is the continuation of the original BPS Arts Planning Team and consists of a number of program officers from local foundations and BPS staff. This group meets quarterly and is co-chaired by Klare Shaw, a long-time leader in Boston's arts and education philanthropic community, and EdVestors Executive Director Laura Perille.



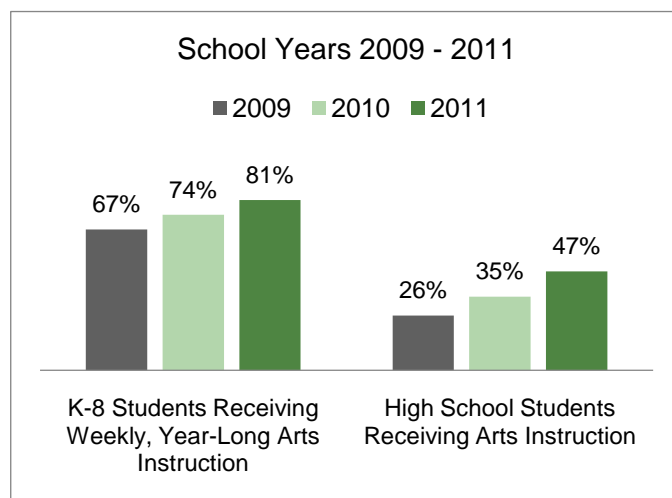
The **Arts Executive Leadership Team** – Superintendent Johnson, Laura Perille, and Klare Shaw – makes the key and time sensitive strategic decisions for the Initiative and is bolstered by the BPS Arts Office staff and the **Arts Coordination Team** (Appendix 1). The Arts Coordination Team meets regularly to ensure progress on the goals of the Initiative by addressing day-to-day challenges and moving items forward with relative speed and efficiency.

What has been clear from the beginning – and underscored by Superintendent Johnson – is that in order for the arts expansion effort to take deep root in the schools, in arts organizations, and in the community, the district must shift from being sole to shared owner of the enterprise.

Arts Instruction Expansion

The initial 2008-2009 arts inventory indicated that 67% of Pre-K-8 students received weekly arts instruction. Only 26% of all high school students were receiving *any* arts instruction; eleven high schools were providing no arts opportunities for students at all. Now, the current 2010-2011 academic year data confirms that **an additional 9,000 elementary, middle, and high school students experience the arts during their school day.** Four out of five Pre-Kindergarten

through Grade 8 students receive arts instruction at least once a week for the whole year. In high schools, the number of students accessing arts instruction during the school day nearly doubled to 46%. Half of all schools now offer weekly arts instruction to 100% of their students and every high school is now providing at least some arts.



This significant progress is the result of the combined public and private investments in arts instruction. One of the primary tools of the Initiative has been the creation of the **BPS Arts Expansion Fund**, which serves as a catalyst and incubator, providing grants to advance key goals and strategies of the Initiative and contributing to the momentum and excitement about the arts across the BPS and the city. The Fund supports direct arts expansion in schools aligned with the Initiative goals. To date, the Initiative has raised \$2.4 million of the initial 3-year goal (2009-2012) of \$2.5 million for the Fund. In school year 2010-2011, \$700,000 in competitive grants from the Fund support arts instruction for an additional 5,000 students. Supporters of the Arts Expansion Fund include the Barr Foundation, Boston Foundation, Hunt Alternatives Fund, Jane's Trust, the Klarman Family Foundation, and the Linde Family Foundation along with other foundations and individual donors. In addition, BPS is making a significant yearly investment in arts: over \$18M is anticipated for FY 2012—an increase over previous years despite the economic challenges— which mainly supports school-based Arts Specialists.

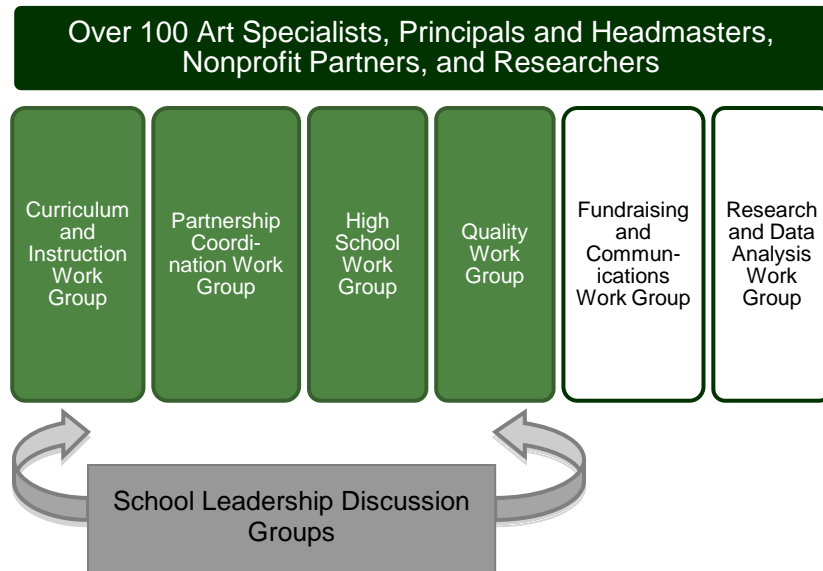
	Students to reach 100% K-8 Benchmark	BPS Arts FTEs	Arts Fund Grant Awards	BPS Investments
SY09	11,368	163.1	\$100,000	\$16M
SY10	8,746	160.1	\$450,000	\$16M
SY11	6,688	175.2	\$700,000	\$17M
SY12 (projected)	3,500	186.3	\$825,000	\$18M

Stakeholder Engagement

With the support of the Wallace Foundation, the BPS Arts Expansion Initiative has engaged in an 18-month planning process to develop a sustainable arts plan for the district. The timing of this investment was critical. Without the resources to support a systematic approach, the ability to maximize the impact of the work underway might have been weakened. With grant support, leadership and ownership has developed at an increased pace. Through this planning effort, the Initiative has engaged nearly one hundred stakeholders in the design of the plan, including school leaders, Arts Specialists, nonprofit partners, teaching artists, students and arts researchers. Most importantly, their continued, thoughtful engagement ensures the sustainability of in-school arts programming and promises quality and fidelity in implementation.

The core content of the recommendations in the resulting plan was provided by four stakeholder working groups that focused on key issues related to long-term strategic planning for arts education: Curriculum, Instruction and Professional Development; Partnership Coordination; High School Strategies; and Quality Arts Education. These four groups were composed of a variety of constituencies. Two additional working groups (Fundraising and Communications, and Research and Data) were smaller and informed recommendations in support of their specified key content areas of the work.

Additionally, six student focus groups were held and over 40 principals and headmasters voluntarily participated in discussion groups to ensure that the unique and critical perspectives of school leaders relevant to a number of content areas were captured.



For all of the planning activities, the approach has been to provide data analysis and information to local experts on each working group who were equipped to inform recommendations in a given area. This tactic was a key ingredient in the successful launch of the Initiative through the research and development of the original *Arts Advantage* report and again served as the blueprint for action for the most recent planning process. Upon completion of the Working Group efforts in February of 2011, the Initiative sought to provide opportunities for understanding and input on the outlines of the plan via a series of meetings and forums with principals and headmasters, Arts Specialists, major cultural institution leaders, nonprofit arts representatives, and City officials. These sessions took place in March and April of 2011.

Planning Process Example

High School Strategies Work Group

Membership:

High school administrators and staff, nonprofit partner staff, funders

Key actions:

- ✓ Reviewed data gathered previously from students, headmasters and BPS staff on the opportunities and challenges of high school age arts programming
- ✓ Incorporated student voice through 5 focus groups of over 30 students
- ✓ Visited model credit-bearing OST program in Rhode Island
- ✓ Reviewed practices including dual enrollment, credit-bearing OST programs and citywide performance groups
- ✓ Developed initial recommendations to increase arts instruction for high school students

Boston: Positioned for Success

Boston is uniquely positioned to connect the dots between arts expansion, school improvement and district transformation. Boston, like many districts, is focused on remediation strategies, structural changes in terms of school size and governance, and union contract reforms as methods of district transformation. Yet Boston does not view these changes as the sole avenues for innovative reform. The Superintendent, School Committee and city leaders see the arts as a tool for school improvement, for student engagement, and for improving families' school choices which drives district renewal. With a focus on partnerships, equity and excellence in all of BPS' work, the arts are at a leading edge in each of these areas and can help pave the way for the district-wide transformation work ahead.

Several key conditions position Boston for success and make the 2011-2012 school year a critical time to accelerate efforts to institutionalize the early progress of the BPS Arts Expansion Initiative:

- The pace of change in just the first two years, especially with regard to access for more students, has been quick and was accomplished on an accelerated timeline due to the momentum of the citywide effort.
- Boston faces challenges applicable to other urban districts, including a strong union environment, a large immigrant population, and a complicated arts and cultural landscape with multiple competing interests – yet at a scale (roughly 130+ schools, 57,000 students) that makes change possible. Boston's efforts to navigate these complexities – and the success to date in doing so – will provide lessons applicable to other urban districts.

- The lead partner organization, EdVestors, is a nimble and robust intermediary organization whose expertise, credibility, and history of engagement with district and school leaders cut across educational issues beyond the arts. This raises the Initiative's profile and promotes relevance and connections to the district's overall Acceleration Agenda.
- Leadership is experienced and steady— most notably, with Superintendent Carol Johnson's contract extension and the School Committee's and Mayor's strong support for her overall agenda and specifically for the BPS Arts Expansion Initiative. Seasoned staff and board leadership are in place at EdVestors. A new position within the BPS of Executive Director for the Arts has just been established and a well-regarded leader hired as the result of the Initiative's efforts. Existing staff in the Arts Office are experienced BPS personnel with direct Arts Specialist experience. Communications and decision-making pathways are in place and effective.

Momentum, visibility, and engagement levels around the early evidence and long-term potential for systemic change and sustainability are at an all-time high in the city and within the school system as a result of the robust planning process to date. Boston is poised to take advantage of the moment to launch Phase II of this effort and implement the planned work with depth and fidelity.

BPS ARTS EXPANSION INITIATIVE PHASE II: BUILDING SUSTAINABLE ARTS PROGRAMMING (2011-2015)

The engagement of stakeholders at multiple levels has resulted in a plan of action to build the infrastructure and pursue supporting strategies that will increase access in the Boston Public Schools to arts education that is high-quality, standards-based, and equitably distributed. The programmatic strategies, sustainability plan, supporting architecture, budget, and workplan follow.

Strategy 1: Expand direct arts education

Expanding access to equitably distributed arts education has been the central feature of this Initiative since its inception. Over the last two years there has been tremendous progress toward the goal, with an additional 9,000 of the district's 57,000 students now receiving arts instruction. The Initiative is firmly on the road to reaching the goal of all students in grades PreK-8 receiving weekly arts instruction within the timeframe of Phase II of the Initiative, and has set a goal for arts education for high school students for this coming phase. While work remains to meet the existing goals, the Initiative will also move the goalpost on the ambitious agenda and work to deepen the impact of arts in schools via a plan to provide resident Arts Specialists in two disciplines.

Objective 1A: Launch Phase 2 of the Arts Expansion Fund.

The local collaborative grantmaking mechanism that has been created through the Fund has been a critical driver and catalyst for the expansion of arts instruction during the first phase of the Initiative. While BPS' investment has increased during this time of constrained resources, private investment has been and will remain a necessary component for continued progress. The Fund provides a vehicle for more strategic and systemic views of the investments by private philanthropy and contributes to a whole that is greater than the sum of its parts. The success in fundraising efforts is evidence of the philanthropic community's commitment to arts education in BPS.

The Fund has been an important asset to the Initiative's work and to the planning effort. It makes the Initiative immediately valuable and relevant to school leaders, Arts Specialists, and nonprofit partners. In the original survey in 2008, school leaders identified "limitations to the school budget" (91%) and "lack of public or private external funding" (60 %) as the top barriers to increasing arts education in schools. The Fund provides a path for the direct engagement of stakeholders who might otherwise be on the sidelines. It allows schools to experiment with new models and disciplines, and it supports culturally relevant arts offerings by partners with competency in that area. Schools with histories of accessing fewer external resources were encouraged and supported in soliciting grants through the Fund, building both school and district capacity. Finally, by requesting and responding to grant applications, the Fund has been able to set criteria and establish benchmarks that provide incentives to schools and partners to design arts programming aligned with the goals of the BPS Arts Expansion Initiative. The Fund thus makes a significant contribution to increasing access and equity in arts learning opportunities, supporting approximately half of the increase in students served realized this school year and complementing the increased district investment of public funds.

The second phase of the Fund will continue to support expanded arts instruction for the school years beginning September 2012 through June 2015, with a new three-year, \$3M goal for the Arts Expansion Phase II Fund. This audacious but achievable goal is supported by the Board of Directors of EdVestors. They have committed to sustaining this effort by leveraging EdVestors' strengths in both fundraising and grantmaking in service to the Arts Expansion Initiative. While continuing to make grants responsive to school/partner applications, the Phase II Fund also will make proactive grants, enabling Initiative leaders to design and pilot expansion strategies that advance key goals of the arts expansion Implementation Plan.

Objective 1B: Provide multiple pathways for high school students to meet the graduation requirement in the arts.

The 2008 baseline survey indicated that the level of arts opportunities provided to high school students was very low. The data showed that only 26% of students received *any* arts instruction including short-term residencies and exposure activities as well as traditional high school course work. Through the efforts of school leaders and staff as well as grants from the Arts Expansion Fund, this percentage has nearly doubled over the last two years.

Initially, given the particular challenges of arts scheduling and programming across the varied high school landscape, out-of-school time (OST) was thought to be the best delivery mechanism to expand access to arts education for high school students. However, school leaders and students alike made clear through the planning process that arts education needed to be available in high schools during the school day. Working Group members (particularly high school headmasters) and over 30 high school students who participated in focus groups underscored their desire for rich, quality in-school arts offerings, in addition to OST opportunities. Their feedback reflected their beliefs that in-school arts education enables participation from a broader group of students and contributes positively to the culture and level of engagement in high school buildings. Arts-rich experiences cannot be dependent on family income, background, language, or neighborhood circumstance, which can be the case with after school, weekend and summer arts experiences. In-school offerings will continue to include traditional forms of visual and performing arts including music, theater, and dance, as well as literary arts and media arts, which is currently offered in a number of high schools.

State reported data from Boston Public high schools in 2010 indicate that approximately 45% of graduating seniors did not meet the arts credit graduation requirement of the new Massachusetts Common Core. To enable all high school students to meet this arts graduation requirement, the Initiative will create an authentic assessment approach that will provide a framework for offering credit both for in-school arts classes and for out-of-school experiences in order to provide maximum flexibility and options for students and schools. School- and community-based arts programs -- including dual enrollment, youth development arts programs, and citywide performance groups, among others -- will have access to clear standards and a set of benchmarks for students, thus allowing a range of quality arts learning experiences to be eligible for in-school credit.

Objective 1C: Develop a strategy to provide resident Arts Specialists in at least two disciplines in all district schools.

The Initiative has pursued an aggressive agenda to increase direct arts instruction from its launch. Currently, 40% of schools in the BPS have Arts Specialists on staff in at least two

disciplines. Like arts offerings in general, the landscape is uneven. Many schools employ one Arts Specialist on staff, and at least 25 schools have no school-based arts staff. Reaching the laudable yet lofty goal of two Arts Specialists in each school will require a planning effort on the order of our early efforts to launch the Initiative. The resulting plan will include specific benchmarks to reach this target in an accelerated but plausible timetable.

Elements of our strategy to reach the two discipline goal in every school will respond to key elements of Boston's context but may offer lessons for other districts as well. Specifically, this includes the challenge of a significant number of small schools – 95% of the 100 largest urban public school districts have a larger average school size than Boston (NCES, 2006). This landscape, coupled with the established system of decentralized management and budgeting, will require a more creative, cost-effective solution than simply mandating two Arts Specialists in every school. The Initiative will engage in a detailed analysis of the landscape including a deeper look at the data on schools with and without two disciplines, interviews with school leaders who have successfully achieved this benchmark and those who experience barriers, and a financial analysis of models to achieve this goal. Like our success in increasing once-weekly, year-long arts instruction for students to date, the resulting plan will be driven by data, information, incentives, and mutual and transparent accountability. While the Initiative will aggressively work towards two disciplines, the approach to arts education expands beyond Arts Specialists. The overall strategy includes a plan to train and support Arts Specialists and classroom teachers so students have artistic expression, movement, and performance opportunities throughout their school week supported by Arts Specialists, external partners and classroom teachers. This will enhance the arts and build on student capacity to see the arts through multiple learning experiences.

<p>Tactics: Strategy 1</p>	<p>Expanding Direct Arts Education</p> <ul style="list-style-type: none"> i. Launch Phase II of the Arts Expansion Fund ii. Raise \$3M to support direct arts instruction over three years iii. Utilize grantmaking strategies to achieve measurable goals iv. Design authentic assessment high school approach to credit-bearing arts experiences relevant to both in- and out-of-school arts learning v. Pilot and implement high school authentic assessment in schools and arts organizations making them widely available for high school students vi. Expand Arts Office content areas to include Media Arts to assure quality implementation of Citywide Media Arts Learning Standards and expand Media Arts offerings in schools vii. Collect data on opportunities, challenges, and models for supporting two Arts Specialists in every school viii. Develop a plan with benchmarks and goals for supporting Arts Specialists in two disciplines in each school
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Strategy 2: Build the district's capacity to support all aspects of an expanded arts education system within the BPS at the school and central office levels.

Building capacity in the district is a multi-faceted and complicated yet critical piece of work for the sustainability of this effort. Capacity building will be supported by increased district staff, including the newly-appointed Executive Director for the Arts, as outlined in this plan. Capacity will also be built through investment in the arts teaching force by prioritizing work in the areas of implementation of curriculum and assessment practices aligned with the new Common Core standards; documentation, dissemination, and implementation of rigorous, standards-based, content specific and arts integrated curricula; and support of high-quality professional development opportunities. These efforts, combined with the institution of a quality review process, ensure a focus on quality teaching and learning. School-based planning in the arts and teacher evaluation efforts further contribute to quality and capacity in the district

Objective 2A: Align and implement district-wide sequential, standard-based arts curriculum and assessment practices aligned with the Massachusetts Common Core Standards through curriculum mapping and materials adoption processes that make available high quality, published as well as teacher developed units of study.

Between March and June 2010, a curriculum review was conducted by former BPS principal and national arts consultant Libby Chiu, offering a snapshot of the content of the arts instruction currently offered to students by BPS Arts Specialists. This review was comprised of a scan of the national, state, and Citywide Learning Standards in the Arts, instructional goals, and curriculum materials; 26 classroom visits across all disciplines in 7 schools; and interviews and discussion groups with Arts Specialists. The most notable findings included that while BPS Arts Specialists visited were very familiar with the Citywide Learning Standards in the Arts, nearly all of the Arts Specialists observed designed and used their own lessons/units while employing the standards as a guide in the development of these units and lesson plans. Concurrently, the Massachusetts Common Core State Standards (Common Core) were developed in the summer of 2009 through a state-led effort in collaboration with teachers, researchers, higher education representatives, and educational leaders. Massachusetts joined 48 other states and territories when it signed on to the Common Core Initiative in July 2010.

To address this local, state and national context, the BPS Arts Expansion Initiative will embark on a set of interrelated efforts to ensure availability and use of high-quality, standards-based curriculum and assessment practices.

The Common Core standards include the skills and knowledge students need to graduate from high school ready for college and careers. Standards are written for English Language Arts (ELA) and Math, as well as literacy in History, Social Studies and Science. Using their expertise in combining ELA and Mathematics literacy with music, dance, theater, media arts and visual art, BPS Arts Specialists will align the new Common Core in English Language Arts and for Mathematics for use in arts classrooms. Mapping will align content and methods vertically across grades and horizontally between subjects in order to improve communication across subjects, delivery, and assessment over time.

To achieve this goal BPS Arts Specialists and external teaching artists will participate in a multi-year process to promote alignment of existing Citywide Arts Learning Standards with the Massachusetts Common Core. Arts Standards will then be translated into Kindergarten through 12th grade unit maps that teachers can use to plan their year, craft their own more detailed curriculum, and create lesson plans. Over three years, the BPS Arts Office together with a cadre of teachers will integrate and vertically align Content Specific Arts Curriculum Maps with MA Common Core Curriculum Maps in ELA and Mathematics and subsequently in Science, History and Social Studies. Arts Specialists are invested in this work and have generated energy among their peers to establish a clear set of sequential learning goals that will make explicit the value and reinforcement of other core academic areas that the arts provides.

A web-based map tool will result from this effort to be used by schools and teachers as planning tool for their detailed units and lesson plans. Additionally, a curriculum resource bank for teachers will be launched to ensure a web-based system for sharing high-quality lessons and materials that are rigorous and tied to the standards. This will be inclusive of information on published materials that have been adopted and purchased by the district as well as instructor-developed lessons and units created by BPS Arts Specialists and external teaching artists. A peer review process will be instituted to ensure rigor and alignment of the teacher-developed materials, much of which will be surfaced through the curriculum mapping efforts.

Assessment of student learning in the arts is a critical frontier for this work, and will be carefully and thoughtfully approached alongside this curriculum alignment and publication effort described previously. Boston's current context includes a strong teacher union environment with tense contract negotiations underway, the conversation about assessment of student learning and its relationship to teacher evaluation is presently a delicate topic. However, the new State requirements around teacher evaluation include an assessment of student learning as part of the calculus for evaluating teacher performance. For teachers in subjects that are evaluated via standardized tests, the measures of student learning are obvious. However, in the arts these standardized test assessments do not exist. This creates an opportunity to engage teachers in the creation of student assessments that can be used not only to evaluate student learning and teacher performance but also to understand the opportunities for student growth and teacher professional development. As the BPS plans to roll out this new assessment process in a subset of schools, the BPS Arts Office will work closely with district staff and work group Arts Specialists to review available student assessments in the arts and pilot an existing or modified version in this subset of schools. This pilot will then inform the wider implementation of student assessment processes throughout the district as a multi-pronged tool in service to teaching and learning.

For all the tactics outlined in Objective 2A will be guided by the BPS Arts Office under the leadership of Myran Parker-Brass. The Office will work closely with BPS Arts Specialists and school leaders and will coordinate with other curricular departments. Support will be provided by external consultants and other Initiative staff.

Objective 2B: Enhance school-based sequential learning opportunities for students through a set of baseline arts learning experiences across the district and opportunities to follow pathways to arts literacy.

Given the school based decision-making and development of educational programs, students receive very different arts instruction across the district. The curriculum mapping, production and assessment efforts described in 2A will contribute s to this objective. Additionally, to further ensure common learning opportunities for students, a set of baseline arts experiences will be designed and adopted that all BPS students would have in the arts such as seeing a live performance, visiting an exhibition, and performing/exhibiting their work. These experiences are embedded in the current Citywide Arts Learning Standards through key questions, learning objectives and arts products. For example, the Theatre standards articulate that students should “appreciate the performing arts as audience members as well as participants”. A sample set of community arts experiences in the performing arts may include:

	PRE/K TO 2	GRADES 3 TO 5	GRADES 6 TO 8	GRADES 9 TO 12
Classroom Key Question	What areas of arts make a play better? Why?	If you had to choose one art form, what would it be and why?	What are three performing arts applications and how are they used?	How do you evaluate performance arts applications?
Classroom Related Community Arts Experiences	<ul style="list-style-type: none"> • Urban Nutcracker Performance • Wheelock Family Theater Performance • Wang Theater Production (i.e. Lion King) 	<ul style="list-style-type: none"> • Boston Ballet at the Strand • Alvin Ailey Performance • Wang Theater Production (i.e. Wicked or Shen Yun) 	<ul style="list-style-type: none"> • Boston Ballet at the Opera House • Anza Contemporan Ea De Cuba at the Strand • Poetry Out Loud Competition 	<ul style="list-style-type: none"> • August Wilson Monologue Competition • Huntington Theater Performance (Fences, A Civil War Christmas) • Actors' Shakespeare Project

While access to arts is becoming more widely available, the ability for students to develop skill and craft sequentially is often challenged by the current BPS school assignment process and the uneven implementation of district curriculum and course guides. To address this challenge, the Initiative will map and outline the existing specific arts learning opportunities located in schools. This documentation will make the opportunities at various schools transparent and allow Arts Specialists, classroom teachers and other school staff to have better information in order to assist students and their families as they make school selections moving from elementary school to middle school or middle/K-8 to high school. This will offer the opportunity for individual students and their families to create pathways for arts learning and the development of skill, craft and potentially mastery. This map will also serve as a gap analysis that, when combined with demand data from students and parents discussed later in this plan, will contribute to future planning around pathways.

Objective 2C: Provide high quality, in-depth professional development opportunities in the form of seminars, courses, and study groups that develop collaboration and professional learning communities among Arts Specialists and external teaching artists.

In Boston, the district has trended towards school-based professional development and away from a content- and discipline-specific focus across schools. Arts Specialists are usually a single

person or very small department in a building. Arts Specialists typically teach hundreds of students across multiple grades each day working to accommodate many learning styles as well as linguistic and cultural differences. These dynamics require specific professional development opportunities to best equip Arts Specialists to work with a wide range of learners. In order to meet these needs, BPS must provide Arts Specialists access to multiple, in-depth opportunities for discipline-specific professional development with regular chances to meaningfully interact with their Arts Specialist peers from other schools.

Recent efforts by the BPS Arts Office have reinvigorated the network of Arts Specialists by reinstating opportunities for them to come together from across the district. During the past two years, a series of 10, three-hour Arts Specialists Forums have helped Arts Specialists develop a professional learning community for looking at student work in the arts as well as targeting their identified professional development needs. Higher education partners, including Lesley University and Massachusetts College of Art, have also been engaged by the Arts Office in supporting these professional development efforts. This year, the Arts Office is also working in tandem with the Initiative to pilot a Collaborating Arts Teacher role with four Arts Specialists to design this convening and provide content-specific teacher leadership across the district.

The next phase will focus on bolstering this good work by strategically aligning the content of the Arts Office efforts with the overall learning foci outlined in this plan. Specifically, the Arts Office will deepen and align the content of the monthly PD sessions as a central node for all professional development for the district. Secondly, the district will make available discipline specific opportunities, building on the Collaborating Arts Teacher leadership role in spearheading this work with local partners. Deepening the expertise of arts instructors is a third key task, chiefly by designing professional development that involves the local teacher- and arts -training institutions including Berklee College of Music, Emerson College, Lesley University, Massachusetts College of Art, and New England Conservatory. These offerings provide for-credit professional learning options for arts instructors working in the BPS.

While our initial work focuses on Arts Specialists together with teaching artists and nonprofit partners, later phases of the work will build on the knowledge that many educators can contribute to arts learning and address the need for professional development in arts integration and other arts related learning opportunities for non-Arts Specialist teachers. Anecdotally, a subset of classroom teachers has arts training and background and could be a vehicle for deepening arts offerings if they are trained and supported.

A central piece of the professional development strategy for this plan in the initial phases revolves around a focus on defining and assessing quality, discussed in Objective 2D below.

Objective 2D: Create a quality review process focused on quality improvement through a peer-driven model built on the strategies embedded in instructional rounds, peer classroom observations and educator study groups.

The conversation regarding the definition and assessment of quality has been an intricate discussion across all stakeholder groups throughout the planning process. Over nine months, the Quality Work Group diligently reviewed research-based definitions of quality arts learning, drafted a framework for defining quality that adapts research-based models to Boston's context (Appendix 2), and developed an initial approach to assessing quality arts learning. This approach focuses on professional development for arts instructors, identification of areas for

improvement, and creation of a shared learning community working toward quality arts instruction. The Working Group tested the school visit components outlined below in three schools focusing on both BPS Arts Specialists and partner teaching artists.

Quality Review Process Overview

School Visit Components	Participant Experience Components	Results
<ul style="list-style-type: none"> Principal interview assessing their view of the role of arts in their school Discussion with instructor to be observed: understand the specific question of practice they wish to have observed Low inference observations in two classes Brief interviews with 2-3 students from each class Observer discussion Discussion between observers and observed instructors about implications and feedback on instructor's question of practice 	<ul style="list-style-type: none"> Training in quality framework and use of tools Classroom observation (multiple) as an observer and an observee where applicable Ongoing study group participation Self-reflection using study group tools focused on quality 	<ul style="list-style-type: none"> A cadre of trained visitors and willing schools and partners A shared, evolving definition of and focus on quality A map of sites that feature effective practices in different art forms A set of instructional and professional development priorities in need of focus from the perspective of principals, Arts Specialists, and cultural partners working in schools

The immediate goal of the planned quality review process is to build a common understanding of quality through an agreed upon set of dimensions, shared observations, and discussions with an ongoing network of arts instructors and cultural partners working in schools. The model for participants will include classroom observational visits, study group participation, and capturing their own learning and development. The system will be designed to be first employed by a “coalition of the willing” supported with incentives and aiming to reach all schools serving K-8 students and a set of high schools over three years.

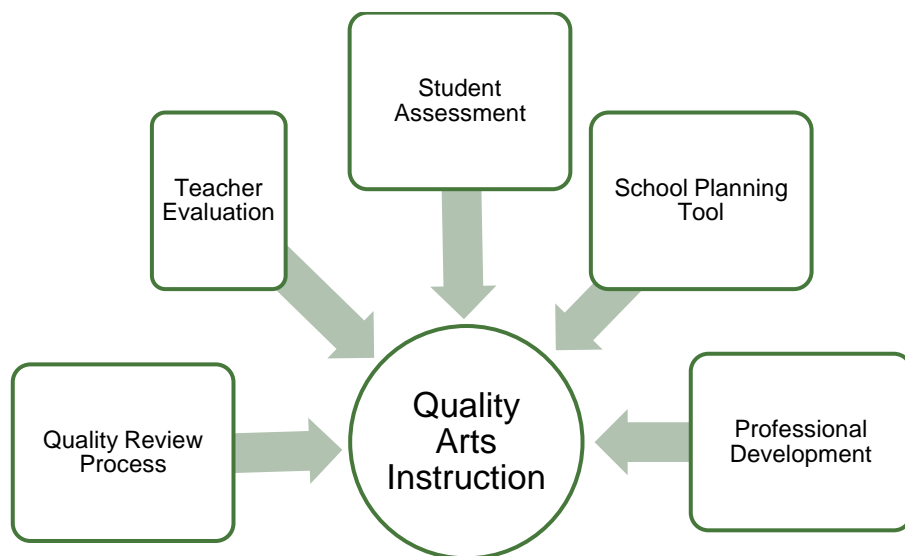
Objective 2E: Support school leaders in developing and sustaining quality arts education in individual schools by positioning the BPS Arts Office as tactical support unit for schools.

Through the planning process, principals, headmasters and key district staff were engaged in conversations about their role in advancing the arts, the challenges they face and supports needed to realize the goal of increasing arts programming. Forty-two principals voluntarily participated in discussion groups and four district leaders were interviewed. As anticipated, school leaders talked about limited resources as a barrier, both money for staff and supplies and the resource of time to manage external partners. They identified skills and knowledge to locate, pay and effectively manage external partners and teaching artists as a gap. Principals and headmasters also talked about the challenge of allocating time during the school day to ensure that students receive art in their schedule. Principals and headmasters identified a number of supports needed from the district to address these challenges including assistance scheduling and creatively allocating time during the school day and identifying, hiring, and paying art partners. School leaders also wanted to learn from their peers who are effectively providing arts education opportunities for their students so they could understand their peers’ strategies and learn from other approaches.

To address these barriers and provide the supports necessary for school leaders, the Arts Office will transition and communicate its role from a curriculum department to a tactical support entity within the district focused on the needs of schools and school leaders. This includes assisting with partnership coordination (see Strategy 3) as well as deploying a planning, coaching, and teacher assessment strategy to support all schools.

Using a School Planning Tool (Appendix 3) that has been piloted with a small cadre of schools over the past two years, coaches deployed by the BPS Arts Office will work with every school over four years to enable schools to gather data, develop a whole picture of arts education in a school, and facilitate a discussion to better align school goals with arts offerings and address gaps. The findings will inform existing school planning processes, including the development of the Whole School Improvement Plan, to provide a frame for schools to integrate this arts planning work. The short-range planning work will be supported by coaching and each participating school will be incented with a mini-grant to bolster their programs through investments in supplies, equipment, and/or field trips. The information culled from the completed School Planning Tools also will inform ongoing planning and design of district services to support arts programming in schools. Finally, the information will be utilized by the district to deepen the public picture of arts offerings in the BPS through the School Performance and School Opportunity Indices being developed by the district. These Indices and the quality review process will provide robust views on access, quality, and equity in the district’s arts learning opportunities.

Principals and headmasters repeatedly and persistently raised the challenge they face with the quality of the existing Arts Specialist “pool” within the BPS. While there are many skilled Arts Specialists whose teaching is of high quality, there are a smaller, but persistent, number of teachers who are not delivering at the standard for Boston students. With the tenure and seniority process in place, school leaders must hire from the existing pool of Arts Specialists and are often concerned about the quality of teachers available in the “excess” pool. Principals and headmasters also communicated that they don’t feel equipped to adequately evaluate these teachers, given the priority they must place on academic areas that are involved in high stakes testing and their own lack of subject and pedagogical knowledge in the arts.



Arts Office staff will expand assistance to school leaders to offer help in this evaluation work. This plan would build on the recent district efforts to deploy a team (many of them former principals) to assist principals with evaluation of general education teachers. The Arts Office will complement this by offering targeted support to school leaders to ensure the quality of the pool of arts teachers within the system. This work will build from the new teacher evaluation framework developed by the State of Massachusetts and it will happen alongside the implementation of this system in a subset of schools in 2011-12. This evaluation support will be clearly distinguished from the quality review process outlined earlier, which is focused on continuous improvement and learning for all arts instructors. The evaluation support function will be a targeted and wholly separate process that is school driven and focused solely on teacher evaluation from a human resource perspective, in direct response to needs identified by school leaders.

<p>Tactics: Strategy 2</p>	<p>Building District Capacity</p> <ul style="list-style-type: none"> i. Map Citywide Standards in the Arts with the Massachusetts Common Core Standards in ELA and Math ii. Develop a set of baseline arts experiences for students across the district iii. Design and launch curriculum resource bank iv. Train Arts Specialists, arts partners and teaching artists to utilize curriculum bank v. Pilot and create a plan to roll out student assessment approach in district vi. Map existing and potential pathways to mastery in arts learning for students vii. Introduce Common Core map to Arts Standards and baseline experiences approach across the district via web-based system viii. Distribute pathway opportunity map throughout district ix. Develop multi-year professional development plan inclusive of curriculum efforts and quality review process x. Bolster district PD offerings for bi-monthly sessions and discipline-specific offerings xi. Establish programs with higher education institutions to offer credit-bearing professional development for arts instructors xii. Roll out quality review process in subsets of schools and partners, increasing scope and size of participant groups over three years xiii. Design and develop messaging and offerings for schools and school leaders to deploy Arts Office as tactical support unit at the school building level
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Strategy 3: Strengthen coordination of partnerships between BPS schools and Boston's rich and diverse arts, cultural, and higher education institutions.

School and partner survey data gathered over the past two years revealed that over 70 partners provide in-school arts instruction and that nearly a quarter of sequential arts instruction during the school day is delivered by external partners and teaching artists. In discussions, principals identified locating, paying, and effectively working with external partners and teaching artists as a challenge; this challenge was often hard to overcome and became a barrier to delivering high quality arts instruction during the school day across grade levels. Given the rich array of partners in Boston, coordination and strategic deployment of the assets they bring are critical.

Objective 3A: Create a district Partnership Coordinator position to support partnerships with arts and cultural organizations and teaching artists in schools.

A district-level Partnership Coordinator will be responsible for strategically building relationships and assisting schools and partners with matching needs and services. As part of the BPS Arts Team, and working in concert with the BPS Office of Innovation and Development, this new staff person will negotiate opportunities for joint professional development and planning to encourage mutual understanding of school and partner goals, culture, and other key ingredients of successful partnerships as identified in the Partnership Framework developed by the Partnership Work Group (Appendix 4). This staff person will also work to proactively leverage resources and look for unique partnership opportunities among schools and partners, including professional development, using the Partnership Matrix (Appendix 5) that will make clear the levels of partnership engagement with the BPS.

Objective 3B: Create a building-level Arts Liaison role to support partnerships with arts and cultural organizations and teaching artists in particular schools.

While a district-level staff role is critical to advancing the effort to equitably and strategically deploy partnerships, the coordination effort needs to be carefully managed at the school level in order to ensure successful implementation of arts programming for the school, partner, and most importantly for the students. Currently, this job often falls to the principal/headmaster and given the breadth of issues on their plate, is difficult for them to manage. School-based Arts Liaisons, a stipended role for an existing staff person, will serve as the contact person for school arts partners and as a conduit between the school and the BPS Arts Office. These school-based Arts Liaisons will also be responsible for mapping all school-specific arts programs to facilitate alignment and share this information within the school and school-based decision-making bodies. During the planning process, this approach was piloted in eleven schools in Spring 2011 with classroom teachers, coaches, and Arts Specialists all playing the role depending on the best fit for each school. Early feedback shows promise for expanding this model in more schools. The school-based Arts Liaisons will serve as an important district-wide network to support the ongoing communications and coordination efforts of the Partnership Coordinator and the BPS Arts Office overall.

Objective 3C: Develop a database to support arts partner coordination.

Principals and headmasters talked extensively about the lack of available information about partners as a barrier to building partnerships, while partners simultaneously identified the

challenge of sharing information about the availability of their school-based arts offerings. To address these issues, the Initiative will build directly on the existing Boston Navigator system (managed by Boston After School and Beyond to catalog OST providers and programs) to make available a database of arts partners and opportunities for schools. Boston Navigator is tested, gaining traction, and at least half of the BPS arts partners are already listed in that database through their out-of-school time offerings, thereby streamlining input efforts. The goal of the database is to make opportunities available to anyone looking for them with a focus on school leaders and school staff as the customers for the database.

<p>Tactics: Strategy 3</p>	<p>Strengthening Partnerships</p> <ul style="list-style-type: none"> i. Create job description, post and hire district-level Partnership Coordinator ii. Establish school-level Arts Liaison positions in an increasing number of schools over Phase II of the Initiative iii. Create and launch arts opportunity database module through Boston Navigator; outreach to arts partners to populate database; enlist funders in reinforcing message
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Supporting Phase II and Sustaining the Work: Fundraising, Communications, Outreach & Engagement, and Measuring Progress

The BPS Arts Expansion Initiative has developed, with broad input, a solid plan for expanding arts instruction, building district capacity, and strengthening partnerships. The successful implementation of this plan and the long-term sustainability of the work is dependent on three competencies: the ability to raise funds and market the Initiative to the philanthropic and policymaking communities; the capacity to engage in meaningful outreach and communication efforts aimed at deepening ownership among BPS educators and staff, partners, students, and families of students; and the astute use of data.

Fundraising: The Initiative has done a remarkable job of raising funds, anticipating closing FY11 with \$2.4 million of the \$2.5 million raised – just shy of our goal. The Initiative has prospected and prioritized funding opportunities and drafted a multi-year fundraising plan to assist in meeting the fund development needs of Phase II. Specifically, with leadership from Superintendent Johnson and Laura Perille, the Initiative will raise \$3M for the Arts Expansion Fund in Phase II. EdVestors will take primary responsibility for raising the \$3M for the Arts Expansion Fund, with support from the BPS Office of Innovation and Development. The prospects for these funds are primarily local including individuals, foundations, and corporations but also include regional and national funders as well as competitive public sources (NEA, USDOE). It is anticipated that 100% of the past donors will renew their commitments to the Fund.

A need that has consistently been raised by multiple stakeholders is investment in capital and equipment to make high quality arts learning possible. In response, EdVestors and BPS will convene a working group with the City of Boston to look at capital planning and improvements related to the arts at individual district schools. Working with BPS, City agencies, arts partners, and business leaders, the Initiative will review the current needs, identify priorities and develop a plan related to facilities and equipment, including instruments, performance spaces, and classroom equipment. Boston has a track record of using public/private partnership models to accelerate capital investments to benefit children including the Boston School Yards Initiative and the Child Care Capital Investment Fund. With this history and a solid plan in place, there is significant potential for business partnerships and public capital investment.

Fundraising efforts will be supported by targeted communications efforts that are persuasive to donors, grantmakers, and policymakers, as outlined in the following section.

<p>Tactics: Fundraising</p>	<p>Fundraising</p> <ul style="list-style-type: none"> i. Create fundraising infrastructure, building on existing Working Committee of committed funders ii. Refine and implement fundraising plan with quarterly benchmarks in the areas of new prospects identified, new prospect meetings, and funding committed iii. Convene a working group to review capital and equipment needs resulting in a plan and funding strategy
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Communications, Outreach, & Family and Student Engagement: The Initiative has done exemplary work with limited resources to bring visibility to the importance of arts education in the Boston Public Schools. This awareness-building is essential to achieve the effects necessary to bring high-quality arts education throughout all grade levels in all BPS schools. The Initiative's communications and outreach efforts have included numerous activities done in concert with the BPS including presentations for BPS staff and Arts Specialists, forums and discussion groups with principals and headmasters, attendance at parent events, focus groups with teens, performances by Initiative-supported projects, and nonprofit and other stakeholder convenings. Dr. Johnson has been a key communicator in this effort, personally carrying the message of the importance of the arts in many of her public speaking engagements.

The next step is for staff at both BPS and EdVestors to tackle the complex communication challenges of conveying a multifaceted identity and relating audience-specific messages to multiple audiences. Communication and outreach efforts will be aimed at five key constituencies: 1. BPS educators and staff; 2. Partners; 3. Students and their families; 4. Policy makers; and 5. Donors and grantmakers. Consistent communications that keep both internal and external stakeholders informed and engaged will be critical to the sustainability of the expansion effort. Through the planning process, a communications audit was conducted and a plan developed to reach these five key audiences through print materials, traditional and online media, and direct outreach activities. The outreach work also will leverage existing opportunities to interface with constituencies and galvanize current staff and volunteers throughout the city to engage in this work.

During the busy launch and planning phases, the Initiative has just scratched the surface of direct student and family engagement and communications. In its communications efforts moving forward, Initiative leadership will be guided by several key principles: 1) the media is not just a medium for information but also a mode of expression to promote the values and benefits of arts education; 2) parents must be reached through trusted sources both internal and external to BPS and are key to building sustainable support and spreading the brand through word of mouth; 3) authentic youth voices will attract both youth and adults to the website and other collateral; and 4) intentional outreach to communities of color and community improvement groups will help carry the message of the arts as a school improvement tool which can transcend language differences and complement individualized education for students with disabilities.

Highlights of the communications work in Phase II include the creation of new and identification of existing content that can be used through multiple channels including print, media, and online. A calendar of outreach activities to multiple audiences will be created along with quality, content-rich collateral materials and a robust website. Specific strategies include traditional media outreach, the implementation of mandatory branding and communications guidelines for projects supported by the Initiative, and participation in peer-networking activities. Message areas will include the benefits of art to student engagement, school climate and school culture; the use of arts to build social capital in communities; and the economic importance of the creative economy and its place in creating a globally competitive urban center. Data and research conducted by the Initiative will serve as a key opportunity to generate press and outreach to constituencies throughout the life of the Initiative.

Many of the building blocks for effective outreach and engagement exist within BPS, the City and EdVestors – including the BPS Arts Office, Communications Office, and the Office of Family

& Student Engagement, but these resources have not yet been leveraged and coordinated with the specific intent of advancing the strategies and objectives of the BPS Arts Expansion Initiative. There are hundreds of BPS volunteers, such as “Team BPS” made up of parents activated to do outreach work, and staff that will be brought together as collaborators in this endeavor. Provided with practical tools, support and coordination, these individuals can carry the message of the importance of the arts across the city. On the donor and policymaker front, the Mayor’s Office, funders such as The Boston Foundation, and major cultural institutions have strong capabilities to reach the media and influential audiences directly. By leveraging the partnerships with these entities and the connections of the Arts Advisory Board, the Initiative can build visibility and buy-in from funders and policymakers. Building on the existing structures will be key to ensuring sustainability for the communication effort and for the importance of arts education in Boston schools.

Tactics: Communication, Outreach and Engagement	<p>Communications, Outreach & Family and Student Engagement</p> <ul style="list-style-type: none"> i. Develop cross-functional communications/outreach team consisting of staff representing BPS Arts Office, Communications Office, Office of Family & Student Engagement (OFSE), the Mayor’s Office, and EdVestors ii. Refine messaging and identify any additional market research needs iii. Create and launch website with developed social network strategy iv. Create multi-lingual collateral material v. Develop calendar of outreach activities to all constituencies vi. Assure content-rich messaging at all levels of BPS communications regarding the Initiative and the arts vii. Capitalize on data and research products as opportunity to communicate with audiences viii. Work with OFSE to develop and convene a BPS Arts Council as a vehicle for information dissemination, advocacy, and outreach ix. Create media plan leveraging stakeholders (BPS, funders, partners) to assist with regular outreach to and placement in print and digital media regarding the Initiative x. Retain the services of a project consultant for Communications, Outreach and Engagement to facilitate tactics
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Data, Evaluation and Ongoing Measurement of Progress

Effective data collection was a critical success factor in the launch of the Initiative and the ongoing data and measurement effort has contributed significantly to the momentum and progress seen to date. Data collected, shared widely, and used to inform decisions has enabled the Initiative to celebrate success, identify areas of challenge, and make strategic funding decisions. With these principles and benefits in mind, the Initiative will continue and grow the data collection and ongoing measurement and evaluation efforts around the arts.

Phase II of the Initiative presents the opportunity for a more robust evaluation of the Initiative's impact, inclusive of the data collected to date and expanding to include outcomes related to the three key strategies (expanding direct arts education, building capacity and strengthening coordination) along with impact on students. The chart below outlines the outcomes and indicators for each of these key areas.

	Outcomes	Indicators and Measurement
Expanding direct arts education	<ul style="list-style-type: none">• All K-8 students receive weekly year-long arts instruction• All HS students meet Common Core HS graduation requirement• Schools have resident Arts Specialists in at least two disciplines	<ul style="list-style-type: none">• Number and percentage of K-8 students receiving weekly arts instruction• Number and percentage of HS students meeting Common Core HS graduation requirement• Number of schools with two resident Arts Specialists
Building capacity	<ul style="list-style-type: none">• Central office and schools have capacity to create and sustain high quality, equitably distributed arts education	<ul style="list-style-type: none">• Student pathway to arts literacy identified and strengthened• School Based Arts Liaisons implemented and evaluated for impact on schools• Quality review process implemented and evaluated for impact on arts instructors• Professional development implemented and evaluated for impact on arts instructors
Strengthening coordination	<ul style="list-style-type: none">• School partnerships with arts, cultural and higher education institutions are effectively managed and well distributed both to support both the expansion of direct arts instruction for students (in collaboration with in-school staff) and to enhance the professional learning opportunities for educators	<ul style="list-style-type: none">• Number and consistency of school arts partnerships• Use of arts module of Boston Navigator database• School Based Arts Liaisons implemented and evaluated for impact• School and arts partner reporting of barriers reduced in partnership activities

	Outcomes	Indicators and Measurement
Student impact	<ul style="list-style-type: none"> • High-quality, equitably distributed arts has positive impact on student experiences and outcomes 	<ul style="list-style-type: none"> • Assessment of student work in the arts • Student school engagement (e.g., attendance as initial proxy; additional measures to be determined) • Student and parent satisfaction and demand (survey data)

The inventory of access and distribution of arts education will continue as a centerpiece of data work for the life of the Initiative. This includes conducting a yearly school-based survey and a biannual partner survey. This data has been and will continue to be analyzed alongside BPS data on the number and distribution of arts FTEs and overall yearly budget investment. Additional student level data will also be collected in concert with the BPS Office of Research, Assessment and Evaluation (RAE). For example, a baseline number of high school students meeting the high school graduation requirement will be confirmed, with requisite goals by year and mechanisms to measure progress each year for this new benchmark. Frontier work with RAE and other research partners includes analyzing data related to student engagement such as attendance as well as data on school enrollment and assignment patterns to identify pathway opportunities. Data will also be gathered through other Initiative tools including the utilization of information on partnership opportunities via the new Navigator database module and information generated through grant applications and reports (e.g. cost per student of arts opportunities, teaching artist salaries, partnership successes and challenges, etc.). Surveys, focus groups, and interviews will also inform evaluation efforts to assess the indicators and outcomes described above.

A new area of data and research that has emerged as a high priority for the Initiative is a demand survey of students and parents. By gathering the authentic voice of young people and their caregivers, the Initiative can further a number of goals including communicating the relative importance of arts to students and families to policymakers, aligning arts offerings with the interest of students and families, evaluating the level of satisfaction with current arts offerings, and generating further interest in the Initiative through the education and outreach that survey work affords.

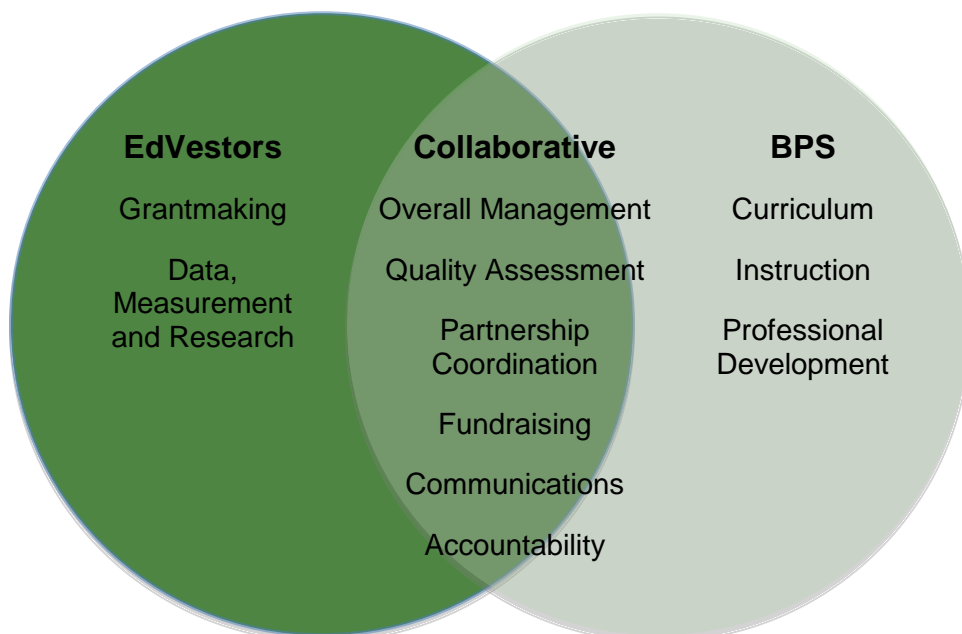
The production of progress reports, case studies and evaluation summaries will be critical throughout to advance knowledge, communications and action. The Initiative's evaluation approach and plan will be guided through the engagement of stakeholders much in the way this overall plan was created. The constellation of researchers engaged in this Initiative in an ongoing way will provide strategic insight and guidance to the work. This group will include Dr. Kamalkant Chavda of the BPS Office of Research, Assessment and Evaluation, Dr. Dennie Palmer Wolf, Dr. Julia Gittleman, Dr. Steve Siedel, and Dr. Lois Hetland. Initiative staff will consult with these advisors to determine the best way to structure and execute the evaluation of the Initiative's strategies and planned outcomes and to determine the most effective short, intermediate and longer term impact measures. Additional input will be gathered from the on-the-ground expertise of Arts Specialists, nonprofit partners, principals, district staff and others who can benefit most from utilizing data and evaluation finding to refine their approach to meeting the needs of students and reaching the Initiative's broad goals.

Tactics: Data	<p>Data and Measuring Progress</p> <ul style="list-style-type: none"> i. Implement yearly inventory of student level arts experiences ii. Collect BPS data related to arts investments by the district yearly iii. Implement biannual survey of school arts partners iv. Collect and analyze student and school data (HS credit and graduation, attendance) in concert with BPS RAE v. Utilize data from other Initiative mechanisms including Navigator database and Arts Fund grantmaking processes vi. Implement student demand survey vii. Implement parent demand survey
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Initiative Management, Budget and Workplan

Management: In addition to the broad funder collaborative and stakeholder engagement, a key ingredient of the Initiative’s success to date has been the true public/private partnership formed between BPS and EdVestors in the management of this effort. The combined effort to date has created greater momentum in a compressed period of time – through incentives, visibility, broad stakeholder engagement, and measurement of results – than the district could have achieved working alone. At the same time, it has set the district on a faster path to build and sustain internal capacity. Through shared leadership and the inside/outside partnership, jointly-owned vision, goals and tactics have been created and are executed by a combination of in-district staff and staff at EdVestors in the intermediary role. Transparency is a hallmark, through reporting to the broader community and working closely with funders through the Arts Expansion Fund and with members of the Arts Advisory Board.

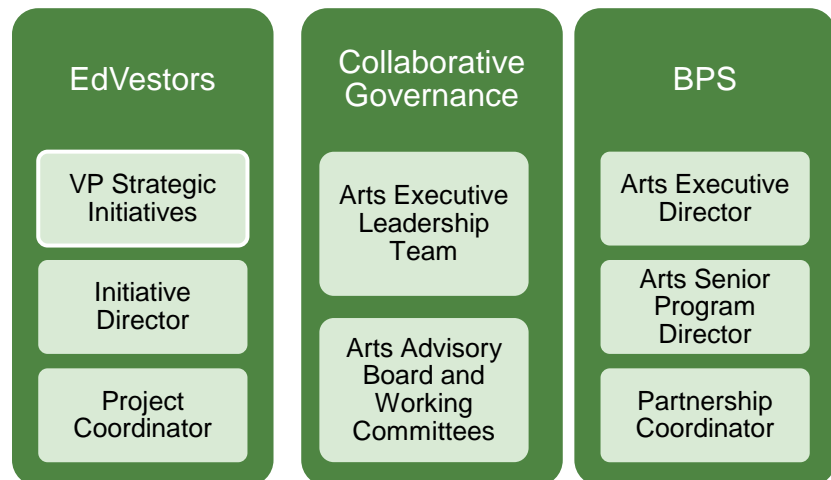
As Phase II of the Initiative is launched, this structure will be maintained and reinforced by additional staff and further clarity of roles. BPS and EdVestors will maintain ownership of their respective key competencies and core functions. For BPS, that means a focus on curriculum, instruction and professional development. For EdVestors, the core work will remain focused on fundraising, grantmaking, data and research. The overall management will continue to be a collaborative effort, with quality, partnership, fundraising, communications and mutual accountability as shared responsibilities with clear delineation of who advises, who executes, and how recommendations and decisions are formulated for action. In some cases, recommendations will be brought to the Arts Advisory Board; where district policy is concerned, the Boston School Committee is the governing body. The coordinated effort of leadership and staff provides decision-making and accountability to assure that all components of the plan are knit together.



Leadership and Staff: The Initiative will continue to be led by Superintendent Johnson and Laura Perille as respective leaders of the district and lead partner in this Initiative. Dr. Johnson and Laura Perille, with Klare Shaw, as co-chair of the Working Committee and Senior Advisor, and BPS Chief Academic Officer Irvin Scott comprise the Arts Executive Leadership Team.

Marinell Rousmaniere has provided staff leadership to the Initiative over the past eighteen months as Initiative Director. As Vice President for Strategic Initiatives, she will continue to oversee all aspects of the implementation plan and management of the local fund. The Initiative Director will manage implementation of this plan and chart the course for tactical and strategic action in close collaboration with the newly appointed BPS Executive Director for the Arts, Myran Parker-Brass (Appendix 6). In addition to Cleopatra Knight-Wilkins in the Senior Program Director role responsible for curriculum and instruction,

the BPS Arts Office will be bolstered by the addition of a Partnership Coordinator housed at the district to execute all partnership-related recommendations in this plan. A Project Coordinator will support the implementation of critical projects such as the quality review process, ongoing data and measurement activities, and technology projects such as the partnership database and website execution.



These core staff will be supported by Phase II time-limited consulting support in the areas of data & research and quality. These areas will continue to be supported by consultants Julia Gittleman of Mendelsohn, Gittleman & Associates and Dennis Palmer Wolf of WolfBrown. Both have contributed greatly to the Initiative's work to date and will accelerate the pace of the work through their ongoing engagement. Contracted support will also be retained in the areas of school coaching, curriculum and professional development planning, communications and outreach facilitation, and fundraising.

Budget and Workplan: The funding mix of the BPS Arts Expansion Initiative reflects the public/private partnership that is at the core of the infrastructure and management of the Initiative. BPS will invest over \$18M in arts instruction in fiscal year 2012, primarily through the support of Arts Specialists in school budgets. Private philanthropy, through the Arts Expansion Fund, will provide nearly \$1M annually in funds to support direct arts expansion. This local mix of public and private financing will continue and increase throughout the next phase of the Initiative.

Phase II of the Initiative will begin July 1, 2011 and the workplan and budget have been designed for the purposes of this plan with the supposition of a January 1, 2012 implementation investment by the Wallace Foundation. The planning grant over the past 18 months has not only enabled Boston to develop this sustainable arts plan for the district, but it has also created the broad stakeholder support and buy-in for this work now and moving forward. Based on the goals, objectives and tactics of this plan, an investment of \$4M from the Wallace Foundation over the next three and a half years will enable Boston to bolster the investments in the people, content, and tactical support required for district level transformation in service of quality arts education for all children in Boston.

	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15
	FY09	FY10	FY11	FY12	FY13	FY14	FY15
BPS	\$16M	\$16M	\$17M	\$18M	\$19M	\$20M	\$21M
Private Funders	\$180K	\$540K	\$775K	\$965K	\$1M	\$1M	\$1M
Wallace		\$365K	\$385K	\$500K	\$1.25M	\$1.25M	\$1M
		<i>Planning Grant</i>		<i>Implementation Request</i>			

** Beginning in FY10, money was raised in the previous year to support programming in the fiscal year in which it is listed. Italicized numbers are anticipated.*

Wallace funding will support the staffing and consulting/contract support outlined above along with investments in professional development for Arts Specialists and teaching artists, data and research efforts, capacity-building support of schools through school-based Arts Liaisons and mini-grants for school planning efforts, technology and communications. As lead partner, EdVestors will manage all aspects of the grant and serve as a key accountability lever to system changes sought through this plan (see separate attachment Implementation Plan Budget).

	July- Dec 2011	Jan- June 2012	July- Dec 2012	Jan- June 2013	July- Dec 2013	Jan- June 2014	July- Dec 2014	Jan- June 2015	Measures	Resources
Strategy 1: Expanding Direct Arts Education										
Launch Phase 2 of Arts Expansion Fund									Launch with \$1M in pledges	EdVestors and BPS leadership and fundraising staff
Raise \$3M to support direct arts instruction over three years									Raise \$3M by June 2014	EdVestors and BPS leadership and fundraising staff
Utilize grantmaking strategies to achieve measurable goals									100% of K-8 students receive weekly arts instruction; high school benchmark set and met	Grantmaking, District leadership and messaging
Design high school authentic assessment approach to credit-bearing arts experiences relevant to both in and out of school arts learning experiences									Model for authentic assessment in-school credit for OST and school based arts offerings created	consultant working with high school work group
Pilot and implement high school authentic assessment in high schools/arts organizations making them widely available for high school students									Students use approach to receive in-school arts credit; % graduates meeting arts Common Core requirement increases	Project Manager
Expand Arts Office content areas to include Media Arts									Media Arts teachers in BPS come under the auspices of Arts office and are supported by the Office	Arts Office, CAO office
Collect data on opportunities, challenges, and models for supporting two Arts Specialists in every school									Data on approaches to two Arts Specialists gathered	Initiative Director, Arts ED
Develop a plan with benchmarks and goals for supporting Arts Specialists in two disciplines in each school									Plan with benchmarks and goals created and implemented	Initiative Director, Arts ED, Executive Leadership Team
Strategy 2: Building District Capacity										
Map Citywide Standards in the Arts with the Massachusetts Common Core Standards in ELA and Math									Creation of map	consulting support, stipended teachers, Arts Office staff
Develop set of baseline arts experiences for students across the the district									creation of baseline experiences	consulting support, stipended teachers, Arts Office staff
Design and launch curriculum resource bank									Curriculum resource bank exists	consultant, technology support

	July- Dec 2011	Jan- June 2012	July- Dec 2012	Jan- June 2013	July- Dec 2013	Jan- June 2014	July- Dec 2014	Jan- June 2015	Measures	Resources
Train arts specialists, arts partners and teaching artists to utilize curriculum bank									Arts instructors utilize curriculum resource bank	Arts Office, consultant
Pilot and create a plan to roll out student assessment approach in district										
Map existing and potential pathways to mastery in arts learning for students									Creation of map of existing and potential pathways	consulting support, stipended teachers, Arts Office staff
Introduce Common Core map to Arts Standards and baseline experiences approach across the district via web-based system									web system created and launched	communications support, technology support, Arts Office staff
Distribute pathway opportunity map throughout district									Map distributed to school leaders, Arts Specialists and partners	communications support, Arts Office Staff
Develop multi-year professional development plan inclusive of curriculum efforts and quality review process									Creation of multi-year PD plan	Arts Office staff, consulting support
Bolster district PD offerings for monthly sessions and discipline-specific offerings									Menu of quality district arts PD offerings	Arts Office staff
Establish programs with higher education institutions to offer credit-bearing professional development for arts instructors									Credit-bearing PD for teachers offered by higher ed exists and is utilized by BPS teachers	Arts Office staff, Initiative staff, higher education partners
Roll out quality review process in subsets of schools and partners, increasing scope and size of participant groups over three years									Quality review process impacts all K-8 schools and a set of high schools	Project Manager, quality consultant, Arts Office staff
Design and develop messaging and offerings for schools and school leaders to deploy Arts Office as tactical support unit to schools and school leaders									Schools and school leaders utilize Arts Office for tactical support	Arts Office staff, Superintendent and CAO office

	July- Dec 2011	Jan- June 2012	July- Dec 2012	Jan- June 2013	July- Dec 2013	Jan- June 2014	July- Dec 2014	Jan- June 2015	Measures	Resources
Create job description, post and hire district level Partnership Coordinator									Partnership Coordinator hired	Arts ED
positions in an increasing number of									increasing number of schools	Arts Office staff
Create and launch arts opportunity database module through Boston Navigator; Outreach to arts partners to populate database; enlist funders in reinforcing message									Database of arts opportunities for schools exists	Initiative Director
Sustainability: Fundraising										
Create fundraising infrastructure building on existing Working Committee of committed funders									Fundraising infrastructure in place and operational	EdVestors and BPS leadership and fundraising staff
Refine and implement fundraising plan									Benchmarks met on fundraising	EdVestors and BPS
Convene task force and conduct feasibility study regarding capital and equipment needs resulting in a plan and funding strategy									Capital plan in place	Initiative Director, BPS ED for the Arts, fundraising staff from EdVestors and BPS
Sustainability: Communications, Outreach & Engagement										
Develop cross-functional communications/outreach team									Communications/outreach team in place	BPS and EdVestors staff, consulting support
Refine messaging and identify any additional market research needs									Messaging and market research plan in place	BPS and EdVestors staff, consulting support
Create and launch website with developed social network strategy									Website and social networking tools launched	consulting and technology support
Create of multi-lingual collateral material									Collateral material exists	consulting support, BPS communications staff
Develop calendar of opportunities for outreach to all constituencies									Calendar of outreach opportunities created and acted upon	Initiative staff, consulting support

	July- Dec 2011	Jan- June 2012	July- Dec 2012	Jan- June 2013	July- Dec 2013	Jan- June 2014	July- Dec 2014	Jan- June 2015	Measures	Resources
Assure content-rich messaging at all levels of BPS communications regarding the Initiative and the arts									BPS materials include messaging about Arts Expansion Initiative	BPS and EdVestors staff, consulting support
BPS Arts Council as a vehicle for information dissemination, advocacy, and outreach									Yearly data and research report released	BPS and EdVestors staff, consulting support
Create media plan leveraging stakeholders									Consultant retained	Initiative staff, EdVestors
Retain the services of a project consultant for Communications, Outreach and Engagement to facilitate tactics									citywide Arts Council created and meets semi-annually	Initiative staff, EdVestors and BPS leadership
Sustainability: Data and Measuring Progress										
Implement yearly inventory of student level arts experiences									Arts inventory completed each fall	Project Manager, consulting support
Collect BPS data related to arts investments by the district yearly									BPS data collected	Project Manager, BPS Budget Office
Implement biannual survey of school arts partners									Biannual survey completed, catalogs impact of Initiative on partners	Project Manager, consulting support
Confirm baseline for HS arts graduation requirements and set benchmarks									Baseline and benchmarks for HS graduation set	BPS RAE, Initiative staff, BPS Arts Office staff
Utilize data from other Initiative mechanisms including Navigator database and Arts Fund grantmaking processes									Data from Initiative mechanisms collected and utilized	Initiative staff
Collect and analyze student and school data (HS credit and graduation, attendance) in concert with BPS RAE									district data collected, analyzed, utilized and publicized where appropriate	BPS RAE, Initiative staff, BPS Arts Office staff
Implement student demand survey									Student demand survey completed	EdVestors and BPS leadership and staff research consultant
Implement parent demand survey									Parent demand survey completed	EdVestors and BPS leadership and staff research consultant

APPENDICES

APPENDICES

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APPENDIX 1: BPS ARTS ADVISORY BOARD, WORKING COMMITTEE, COORDINATION TEAM

The BPS Arts Expansion Initiative is guided by an Advisory Board chaired by Superintendent Johnson, including leaders from business, philanthropy, higher education and cultural institutions. The Initiative is managed by a Working Committee composed of participating funders, school and district leaders, and representatives from the Mayor's Office and Massachusetts Cultural Council.

BPS Arts Advisory Board

Chair, Dr. Carol R. Johnson, Superintendent, Boston Public Schools
Roger Brown, President, Berklee College of Music
Paul Bittenwieser
Louis B. Casagrande, Board Chair, Boston After School & Beyond
Michele Courton Brown, Chief Operating Officer, The Efficacy Institute, Inc.
Reverend Dr. Gregory G. Groover, Sr., Pastor, Charles Street AME Church; Chair, Boston School Committee
Paul Grogan, President & CEO, The Boston Foundation
Barbara Hostetter, Trustee, Barr Foundation
Abigail Housen, Co-Founder, Visual Thinking Strategies
Swanee Hunt, President, Hunt Alternatives Fund
Beth Klarman, President, Klarman Family Foundation
Judith Kurland, Executive Director, Center for Community Democracy and Democratic Literacy, UMASS Boston
Joyce Linde, Trustee, Linde Family Foundation
José Massó, Host & Producer, Con Salsa/WBUR
Martha McKenna, Provost, Lesley University
Sherif Nada
Sue Pucker, Pucker Gallery
Steve Seidel, Director, Project Zero and Arts in Education Program, Harvard University
Kay Sloan, President, Massachusetts College of Art and Design
Gail Snowden, Chief Executive Officer, Freedom House
Marie St. Fleur, Chief of Advocacy and Strategic Investment, Office of Mayor Thomas M. Menino
Michael Tooke, Private Investment Banker
Alicia Verity, Senior Vice President, Bank of America
Dennis Palmer Wolf, Principal, WolfBrown
Tony Woodcock, President, New England Conservatory
Janet Zwanziger

Working Committee, BPS Arts Expansion Initiative

Co-Chair, Working Committee, Laura Perille, Executive Director, EdVestors*
Co-Chair, Working Committee, Klare Shaw, Senior Advisor, BPS Arts Expansion Initiative*
Chris Cook, Acting Director, Mayor's Office of Arts, Tourism & Special Events
Diane Daily, Education Programs Manager, Massachusetts Cultural Council
Julia Gittleman, Principal, Mendelsohn, Gittleman & Associates*
Valerie Gumes, Principal, Haynes Early Education Center
Cuong P. Hoang, Director of Programs, Mott Philanthropic
Meredith Eppel Jylkka, Program Officer, Mott Philanthropic
Cleopatra Knight-Wilkins, Senior Program Director for the Arts, Boston Public Schools*
Linda Nathan, Headmaster, Boston Arts Academy
Marinell Rousmaniere, Director, BPS Arts Expansion Initiative*
Laura Sherman, Program Officer, Klarman Family Foundation
Janna Schwartz, Senior Program Officer, Hunt Alternatives Fund

**members of Arts Coordination Team*

APPENDIX 2: QUALITY FRAMEWORK

Core Values in Arts Education for Boston Students

- Arts are an essential part of a full education for all students of all abilities, not just for a gifted or selected few.
- Children experience and learn arts that reflect and respect the cultures from which they and their peers come and beyond
 - Partnerships across schools, out-of-school opportunities, and cultural providers support the goals of equity and excellence across the city.

Evidence of Systemic Support for Arts Learning

Strong district support of the arts includes:

- Implementation of the BPS Arts Policy
- Citywide Arts Learning Standards with developmental expectations, explicit curriculum, instruction, and assessment practices
- Professional development opportunities for arts teachers, teaching artists, and arts partners to learn to implement the standards in increasingly effective ways for all children
- Accessible citywide pathways of opportunity for sequential arts learning and arts literacy so every child can develop throughout their time in BPS both in and out of school
- Sufficient time for students to engage in meaningful artistic work

Strong school-level support for arts learning includes:

- Highly qualified school leadership and arts teachers
- Authentic materials, dedicated spaces, and ways of sharing student work and performances
- Student choice in courses and activities
- Time for arts specialists, classroom teachers and external teaching artists to plan and collaborate
- Clear procedures that support cultural partners working in schools or after school
- Invited and supported parent engagement
- Clearly articulated vision for the role of the arts in each school and the roles and responsibilities of arts teachers and school leaders

Evidence of High-Quality Teaching and Learning in the Arts

In Boston PreK -12 arts classrooms, teachers, teaching artists, and students exhibit:

- Goals, lessons, assignments and processes that build skills, understanding, and interest and are authentic to the arts discipline
- Expression of personal ideas and experiences through creative choices in using materials, forms, and ideas
- Meaning making that includes exploration, risk taking, challenge, engagement, persistence and time for careful reflection
- Assessment practices that help students develop skills as well as unique visions and voices
- Inclusion and support to help all students produce excellent work through differentiated instruction and universal designs for access
- Culturally proficient arts learning that is reflective of Boston's ethnic and linguistic demographics
- Performances in and out of school
- Connections to the field of practice
- Connections to the community

High Quality Arts Integration

- Clear focus on learning that is of high value in both the arts and one or more other disciplines
- Mutual enrichment of all disciplines leading to high levels of student engagement in each
- Processes, materials, and assignments that are authentic to all disciplines
- Explicit strategies for applying the learning to all disciplines

APPENDIX 3: SCHOOL PLANNING TOOL

(DEVELOPED BY WOLFBROWN)

School: (Fill in discipline)		Arts Learning Opportunities in _____										
Elementary School	Grade ____		Grade ____		Grade ____		Grade ____		Grade ____		Grade ____	
Arts Services	Services Offered	# Served	Services Offered	# Served	Services Offered	# Served	Services Offered	# Served	Services Offered	# Served	Services Offered	# Served
Classes with Arts Specialist												
Arts Integration Projects												
Arts Learning Opportunities with External Teaching Artists/Cult.Org												
Clubs/Electives												
Art-related Field trips												
Performances/Exhibitions of student work												
Opportunities for Family Engagement												
Professional Development For Teachers												
Grant applications to support arts learning:												
Additional individuals helping with arts learning: Parent or community volunteers, student teachers, etc.												
School-wide or Administrative Policies that support arts learning:												

Collection Strategies:

- Whole school process: Poster in principal's office/teachers' room; part of grade-level or faculty meetings, followed by researcher interview with a smaller group to
- "Arts Team" Process: Team members do ground research, collecting information from their colleagues, bring their findings to a meeting with researcher(s). Discuss what they learned, what the data suggests, and draw implications.

Code Book:

Overall:

- One grid per discipline, combining both in-school and out-of-school offerings. The usual four disciplines would include: music, visual arts, theater and dance. It is possible that some schools would want to include literary arts (creative writing) or media arts (computer-based design, drawing, etc.)
- Only as many grids as make sense, given the current arts offerings at a school. But it is important to "dig" a little first to make sure not to overlook "hidden treasures."
- For each grade in the school. Thus, grids will need to be tailored to the site (e.g., if there is pre-K, if the elementary goes to 5th, 6th or 8th).
- At each grade "#" indicates the number of classes at that grade level (e.g., 4 kindergarten classes, 5 first grades, etc.). Again, the grid will need to be tailored to the school (e.g., if there are multi-age/grade substantially separate or ESL classrooms).

Two major strands of data:

- **Services Offered:** This includes information on the class or program and its duration). For example: Art instruction for 1 semester; chorus for full year; fabric artist residency for 4 visits over a two-week period.). All durations should be entered in increments or portions of weeks (e.g. a 1-day residency is .5 weeks)
- **% Being Served:** This indicates the % of children at that grade-level who are enrolled/experiencing that art experience. Thus, if all second graders, in each of the four second grade classrooms are enrolled in general music, then 100 % of children are served. If only two of those 4 classrooms are enrolled, then 50% of children are being served. If a specific teacher, in one of the 4 classrooms, does a unit on book illustration, then 25% of the second graders are served.

IN-SCHOOL DATA

- **Classes:** Regular scheduled periods of instruction with a certified arts teacher, lasting at least 6 weeks;
- **Arts Integration:** Units of study where the arts are integrated as an important component of teaching and learning: a first grade unit on illustrated books, where children look at different styles of illustration, make and discuss their own illustrations; a fourth grade science class where the unit on observation is "driven" or supported by drawing from live.
- **Contracted Services:** These are instructional services that the school purchases to enrich its in-school arts curriculum. For instance, this might include residencies with teaching artists or through organizations like Young Audiences, or the MFA. (Field trips are another, separate category).
- **Clubs and Electives:** This refers to elective groups that children can join if they want to pursue their arts learning. (This is more typical of middle and high schools, but some elementary schools provide lunchtime book clubs or step groups, etc.)
- **Field Trips:** These are trips outside the school campus to arts-related experiences: museums, theaters, concerts, etc.
- **Performances, Exhibitions, Gallery Walks:** This category refers to events in which artistic work is shared with a larger audience. This includes familiar events like the holiday and spring concerts that a number of schools support. It also includes smaller scale events where a small group of students might go off-site to perform at a home for the elderly, or when children's artwork is sent to a school in another country as part of a cultural exchange, or a social studies project.
- **Professional Development Opportunities:** This category refers to occasions when school administrators or teaching staff have the opportunity to develop their understanding of the role of the arts in learning, their own artistic skills or their familiarity with integrating the arts into other forms of instruction.
- **Family Engagement:** Occasions when family members contribute to children's arts learning, accompany children to events, or provide the audience for children's work in the arts (as in coming to an exhibition or performance.)

APPENDIX 4: PARTNERSHIP FRAMEWORK

Aspects of Effective Partnerships – Framework for Action

Ingredients of Effective Partnerships

- Relationships
- Time/longevity of partnership
- Common language
- Planning
- Follow-through
- Flexibility
- Resources
- Consistent communication
- Clearly articulated expectations and roles
- Reciprocal outcomes
- Aligned visions for the goals of the program, curricular connections and student learning
- Central contact person at school and partner
- Active buy-in from leadership at school and partner
- Ongoing relationship building
- Skilled artist/educator with reflective practice

Tools to Support Effective Partnerships

- Scheduling support; what options do schools have before school, afterschool, lunch etc.
- Collecting and sharing data on partners and schools
- Readiness/planning guides and toolkits
- Recommended protocol for initial partnerships
- Background information on school and partner
- Matchmaking and advising on navigation of partners and partnership territory
- Professional development and training
- Contracting and invoicing
- Contractual issues with artists; rules and expectations
- Supervising and providing feedback on partnerships
- Enrollment/rostering students to maximize choice and sequential learning opportunities
- Documentation of partnership and outputs
- Definition and assessment of quality

APPENDIX 5: PARTNERSHIP MATRIX

	<i>Provider level</i>	<i>Collaborator Level</i>	<i>Partner Level</i>
<i>Partner</i>	<ul style="list-style-type: none"> • Program description and lesson plans including standard alignment, scheduling, cost • Developmentally appropriate instruction for students' grade-levels and abilities 	Provider level plus: <ul style="list-style-type: none"> • Clear, specific alignment with BPS City Wide standards in the arts or other subject standards for arts integration programs • Standards-based instructional materials provided • Use of primary arts resources (guests, field trips, etc.) and/or expertise to promote authentic student learning and work • Culturally competent instruction • Best practice pedagogy from research-based frameworks and references for artistic work (e.g. Studio Habits, 21st Century Skills) • Feedback from previous school partners 	Collaborator level plus: <ul style="list-style-type: none"> • BPS Arts Initiative Quality Assessment participation contributing to citywide view of quality arts learning • Documentation of partnership and outputs
<i>BPS</i>	<ul style="list-style-type: none"> • Market through the database system • Invite to professional development, networking opportunities and community events when appropriate 	Provider level plus: <ul style="list-style-type: none"> • Market, distribute program information • Connect program to specific schools, teachers or other district programs, when applicable • Use of the streamlined contracting/payment structure run by the arts office (provided that the artist/partner organization complies with arts office guidelines) • Provide letter of support for grant opportunities 	Collaborator level plus: <ul style="list-style-type: none"> • Facilitate collaborations with other arts organizations • Advise on program development, planning, and/or evaluation • Collaborate on identifying funding sources, grant writing and reporting • Proactively identify, match and provide resources through the Arts Fund to support critical goals of the BPS Arts Initiative, where applicable • Invite to speak to specialists, when appropriate • Engage in district-wide PD, where appropriate • Collaborate on parent/community outreach; integrate with family engagement plans

APPENDIX 6: KEY LEADERS AND STAFF BIOS

Dr. Carol R. Johnson, Superintendent, Boston Public Schools

Arts Executive Leadership Team

Dr. Carol R. Johnson has been Superintendent of the Boston Public Schools since August 2007, having been appointed by a unanimous vote of the Boston School Committee after a national search. As Superintendent of the 57,000-student district in the capital city of Massachusetts, she also serves as a cabinet member for Mayor Thomas M. Menino. Under her leadership, the district has focused on closing achievement and access gaps as well as graduating all students prepared for college and career success. Boston Public Schools currently has its lowest dropout rate in over two decades, the graduation rate has increased for four years in a row, and BPS students outperformed their urban peers in math on National Assessment of Educational Progress (NAEP). In 2010, BPS was recognized as one of the most improved school districts in the world by McKinsey and Company.

The Superintendent's strong commitment to arts in education is evidenced through Boston's multi-year Arts Expansion Initiative, which aims to provide weekly in-school arts experiences for every student in Grades K-8.

Dr. Johnson has a wealth of experience in public education as a teacher, principal, and district administrator. Prior to her appointment in Boston, Dr. Johnson was Superintendent in Memphis, TN and Minneapolis, MN. She also led the St. Louis Park, Minnesota school district located in suburban Minneapolis. She was named Minnesota Superintendent of the Year, recognized by the Tennessee Parent Teachers' Association, received the Communicator of the Year Award from the Memphis Chapter, Public Relations Society of America, and received the National Alliance of Black School Educators Superintendent of the Year Award. In Boston, she has received the Dimock Center's Hearts of Giving Award, Cayl Institute's Early Education Award and was recognized for her efforts to promote and expand arts education.

Nationally, Dr. Johnson serves on the Board of Directors for the Council of the Great City Schools, the Spencer Foundation Board, the United Way of Massachusetts Bay and Merrimack Valley Board, the Harvard University Urban Superintendents' Advisory Board, and she has served on the College Board. She serves as an ex officio board member for the Boston Plan for Excellence.

Dr. Johnson earned a bachelor's degree in Elementary Education from Fisk University in Nashville, Tennessee, and master's and doctorate degrees from the University of Minnesota. She has also been awarded two honorary degrees from Lemoyne Owen College and Rhodes College, both in Memphis, Tennessee. She is married to history teacher Matthew Johnson, and they are parents of three children.

Laura Perille, Executive Director, EdVestors

Arts Executive Leadership Team

Laura Perille was hired by the founding Governing Board to launch EdVestors in 2002. Since then, EdVestors has raised and helped investors to direct over \$9 million in funds for urban school improvement efforts in Boston and Lowell, Massachusetts. Prior to EdVestors, Laura led Perille Consulting Group, whose clients included private and public schools, foundations, and a variety of nonprofit organizations serving children and families. Previously, she served as Director of Education for Crittenton Hastings House, Policy Analyst for Community Catalyst/Families USA, and Director of Programs for the Greater Boston Food Bank. Laura and her family live in Boston, and her children attend the Boston Public Schools. Laura graduated from Brown University with a B.A. in International Relations.

**Klare Shaw, Senior Advisor for the Arts
Arts Executive Leadership Team**

Klare Shaw is the Senior Advisor for the Arts at EdVestors, supporting the Boston Public Schools Arts Expansion Initiative. For ten years, Klare was a Senior Advisor/Program Officer for Education, Arts and Culture at the Barr Foundation, responsible for some of the grantmaking in education and a large portion of the arts portfolio. Prior to the Barr Foundation, Klare served as Executive Director of The Boston Globe Foundation and held positions at Bank of New England, Action for Boston Community Development, the Children's Museum/Boston, and the YWCA-Aswalos House. She has also volunteered with The Diversity Initiative, Boston Parent Organizing Network, English for New Bostonians, and the Boston Capacity Tank.

Marinell Rousmaniere, Project Director, BPS Arts Expansion Initiative, EdVestors

Marinell Rousmaniere brings 15 years of experience working in youth development and education in both the public and nonprofit sectors to the role of Project Director for the BPS Arts Expansion Initiative housed at EdVestors. Most recently, as a consultant, she has helped lead cross-sector partnerships to sustain systems that support out-of-school time programming and to increase college completion rates in Boston. She previously served as Executive Director of mytown, inc., a nonprofit focused on connecting Boston teenagers to local history. She was also a senior staff member in Mayor Thomas M. Menino's first-in-the-nation mayoral initiative aimed at increasing the number and quality of after-school activities. A graduate of Connecticut College, Marinell holds an MBA in public and nonprofit management from Boston University.

Myran Parker-Brass, Executive Director of the Arts, Boston Public Schools

Myran Parker-Brass is a professional musician, music educator, and arts administrator. She holds a double Masters Degree in Music Performance and Music Education and has been working for the past thirty years providing access to quality arts education for students, teachers, families, and the broader community. Myran has many years of experience partnering with the Boston Public Schools and has been an active participant in the BPS Arts Expansion Initiative planning process over the last year and a half. Most recently, she served as Director of Education and Community Programs at the Boston Symphony Orchestra where she developed and grew programs to serve 40,000 children and families annually through direct training in the arts, access to the BSO concerts in Symphony Hall and in the community, customized school-based partnerships, teacher training and curriculum development, and a wide range of online educational resources. In addition, Myran serves on the Board of Overseers for the Museum of Fine Arts and the Board of Directors for the Boston Children's Chorus, Young Audiences of Massachusetts, and Project STEP.

Cleopatra Knight-Wilkins, Senior Program Director for the Arts, Boston Public Schools

Cleopatra Knight-Wilkins has served the children of Boston as a music teacher, occupational therapist, math and science teacher, special education teacher, administrator, and early childhood curriculum specialist in numerous educational settings. As an urban education leader and author of the *Rhythm of the Words: Using Music to Improve Reading* curriculum, Knight-Wilkins brings expertise in arts learning and arts-integration, universal curriculum design, and a rich repertoire of strategies for data-driven improvement cycles. Other accomplishments include management of multiple teacher development and academic achievement grants and state level professional development leadership experiences with the Massachusetts Department of Elementary and Secondary Education. She has also worked as Adjunct Professor in the Lesley University Music in the Classroom, Graduate Program in Arts Integration.

APPENDIX 7: REFERENCES AND RESOURCES

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