



Arts for
Learning
Connecticut

*Affiliated with the national
Young Audiences Arts for Learning network*

ANNUAL REPORT

2022-2023





“I learned that if I pursue my dreams, I can do anything.”

– STUDENT, REGIONAL MULTICULTURAL MAGNET SCHOOL, NEW LONDON



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Dear friends,

"I always tell people, if you really care about how kids learn, if you believe that kids should have fun and yet be informed to the fullest, then this is the only way to do it. The kids here speak about it and they just appreciate the arts. They love seeing connections amongst the various subjects, and kids just think deeper and differently."

These words from the Principal of one of Arts for Learning Connecticut's *Higher Order Thinking Schools* partner schools make the case for why our work matters.

Thinking deeper, thinking differently, seeing connections, and finding joy—this is what AFLCT and our Teaching Artists have offered tens of thousands of students, educators, and community members across Connecticut this past year.

2022-23 has seen exciting developments for our organization, from the launch of Emerge, a training and mentorship program for emerging Teaching Artists from underrepresented communities, to the publication of an extensive Developmental Evaluation for HOT Schools. And with a growing team—across our staff, board, and Teaching Artist community—we're ready to take on our big dreams for the year ahead.

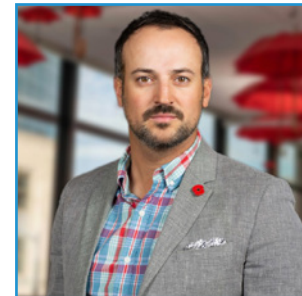
We remain thankful to our contributors, partners, and clients for enabling hundreds of cultural performances, creative workshops, integrated residences, and teacher professional development workshops in classrooms and community institutions throughout Connecticut. And we hope you're as inspired as we are by the impact brought to life in the following pages.

Thank you for being a part of our story, and for continuing to stand up for students across Connecticut.

John-Michael Parker, Executive Director
Tim Glasby, Board Chair



John-Michael Parker
Executive Director



Tim Glasby
Board Chair



MISSION

The **mission** of Arts for Learning Connecticut is to inspire young people and expand their learning through the arts.

VISION

Our **vision** is of a future in which all young people in Connecticut engage in quality arts learning in their schools and communities that nurtures creativity, promotes cultural awareness, and cultivates critical thinking and learning skills.

We envision a future in which Arts for Learning CT and our artists, partners, and supporters work in strategic partnerships to reach shared goals for young people and our state.

VALUES

At Arts for Learning Connecticut, we **value**:

- ▶ The inherent power of **creativity** and authentic **self-expression**
- ▶ The evolving tradition of **teaching and learning**
- ▶ The strength of respectful **partnership** and creative **collaboration**
- ▶ The capacity for all young people to **learn** and **grow**
- ▶ The imperative for **diversity, equity,** and **inclusion** across race, gender, ethnicity, ability, and sexuality
- ▶ The essential need for the **arts, humanities,** and the broad expression of **culture**
- ▶ Wonder, **imagination,** and the magic of childhood
- ▶ Integrity, respect, and **professionalism**
- ▶ **Leadership** and **accountability**



2022-23

IMPACT HIGHLIGHTS

By the Numbers



Programs
2,238



Students served
165,629



Families served
2,002



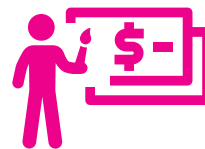
Educators served
5,330



Partner institutions
195



Teaching Artists
89



Collective artist earnings
\$846,110



Dollars raised to underwrite programs for schools and communities
\$702,117

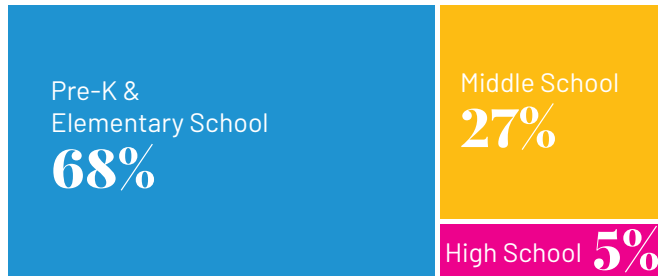


night
go to sleep.
dream of the
sun setting with
stars. dream of
twinkling fireflies
Your name Anyah

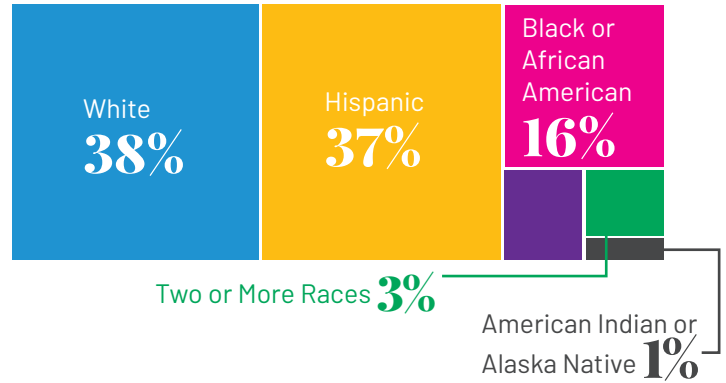


Our Students

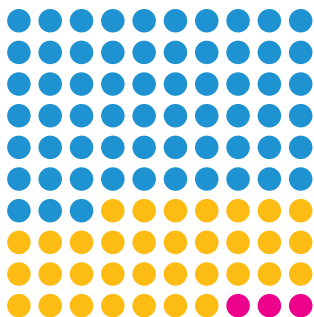
AGE



RACE/ETHNICITY



COMMUNITY



- Urban **53%**
- Suburban **43%**
- Rural **3%**



49% of students served were eligible for Free or Reduced Price Lunch



10% of students served had a Disability

What is arts in education?

Arts in education, sometimes referred to as “arts learning”, is an approach to teaching and learning that utilizes creativity, imagination, and artistic exploration to support student outcomes.

At **Arts for Learning Connecticut**, we do this through talented individuals and ensembles with deep experience and professional training: Teaching Artists.

Our arts learning programs fall into four categories:



1 Professional Development

Trainings for teachers in arts learning strategies

3 Residencies

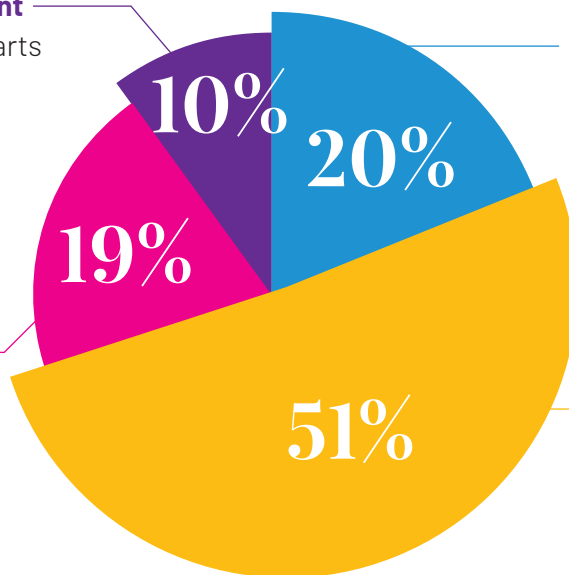
Extended arts learning series in which the same students work with the same Teaching Artist(s) over multiple sessions.

2 Performances

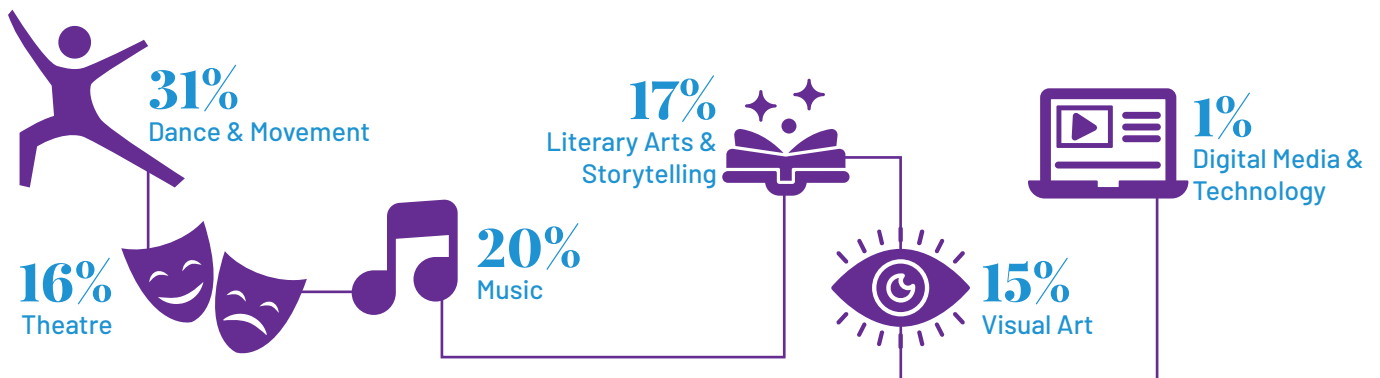
Artistic presentations, often in an assembly or large-group setting.

4 Arts Workshops

Individual creative classes or experiences with significant Teaching Artist – student interaction, often in smaller-group settings.



2022-23 Programming by Art Form



Introducing EMERGE



Having a team of highly-skilled, diverse, and culturally responsive Teaching Artists is critical to our ability to serve Connecticut's students. In furtherance of this goal, AFLCT developed **"Emerge"**, a training and mentorship program to support emerging Teaching Artists from underrepresented communities in developing the skills and experiences to work as professional TAs in educational settings.

In partnership with Conte West Hills Magnet School in New Haven and "The Hub", a program of the nonprofit Oddfellows Playhouse that supports CT's Teaching Artist community, Emerge trained and graduated 5 Teaching Artists this past year who can now use their unique voices and stories to serve young people across the state.

The pilot year of Emerge was made possible with the support of the City of New Haven Mayor's Neighborhood Cultural Vitality Grants Program. Looking ahead, we've already secured funds to reach next year's ambitious goals to graduate 10 new Emerging TAs, provide more than 40 hours of arts learning programming for hundreds of young people throughout New Haven, and strengthen the arts and creative sector in Connecticut.



PHOTOS: LUCY GELLMAN

“Being able to see Emerge blossom from an idea into a cohort of new and confident Teaching Artists was really remarkable. Not only was this process rewarding, but it was a lot of fun learning from one another—I think both the Emerging TAs and the facilitators learned a lot, and are better educators because of Emerge.”

– ALEX NOVAK FOSTER, EDUCATION MANAGER

Higher Order Thinking (HOT) Schools

HOT Schools is a whole-school, deep impact, teaching and learning program grounded in Social and Emotional Learning, Culturally Responsive Teaching, and Multiple Intelligence Theory that utilizes Teaching Artists to provide professional development, arts-integrated residencies, workshops, and performances in K-12 schools across the state.

This past year saw the expansion of our program with three new partner schools: Regional Multicultural Magnet School in New London, Roxbury Elementary School in Stamford, and Concord Magnet School in Norwalk. It also saw the completion of the HOT Schools Developmental Evaluation, a significant undertaking led by our research partner, Dr. Gene Diaz of PERG Learning, which underscores AFLCT's rigorous approach to educational impact through the arts.



The joy and creative collaboration that Higher Order Thinking Schools fosters continues to raise the bar for student engagement and educational practice throughout Connecticut. Every student is our most important teacher. Every teacher is our most important student. Every Teaching Artist offers a way.”

– CHRISTOPHER EAVES, DIRECTOR,
HOT SCHOOLS

According to the report: “This review of extensive data confirms that the three main goals of HOT Schools—to improve student engagement, enrich school culture, and expand teacher practice—have been met in the 2021-22 academic year across the HOT Schools cohort. Moreover, it is clear that the core programmatic elements have been implemented with fidelity and creative vigor, and that HOT Schools effectively supported Social and Emotional Learning and Culturally Responsive Teaching for the students, Teaching Artists, and educators who participated in the program.”

“My resolve is continuously strengthened because this is THE ONLY WAY TO TEACH AND LEARN.”

– PRINCIPAL, CONCORD MAGNET SCHOOL

2022-23 Impact

During the 2022-23 school year we made continued progress toward the three HOTS outcomes, as evidenced by our expansive Research & Evaluation protocol, which includes: formative evaluation research throughout the year; end-of-year surveys of students, teachers and school leaders; and focus group interviews.



OUTCOME 1:

Improve student engagement

84% of students surveyed (n = 867) agreed their participation in school mattered, and 89% agreed they better understand their classmates.

94% of teachers surveyed (n = 177) agreed their student's Social and Emotional Learning (self-awareness, social awareness, and relationship skills) was supported.

100% of school administrators surveyed (n = 15) agreed their students were actively engaged in their learning.



OUTCOME 2:

Enrich school culture

81% of school leaders surveyed agreed there was an increase in a sense of connection and/or belonging among their school community.

78% of students surveyed agreed they had the opportunity to express themselves creatively.

School leaders shared:

“We do awesome things when we collaborate.”; “I learned that taking students out of the classroom to experience new things positively enhances the culture of the classroom.”; “We are becoming a Higher Order Thinking School at a much deeper level, thanks to the many benefits of being a member of the HOTS Schools cohort.”



OUTCOME 3:

Expand teacher practice

88% of teachers surveyed agreed they learned new strategies, skills, and/or ideas that they used in their teaching.

97% of teachers surveyed after Professional Development sessions (n = 691) agreed the PD encouraged creativity in teaching and learning.

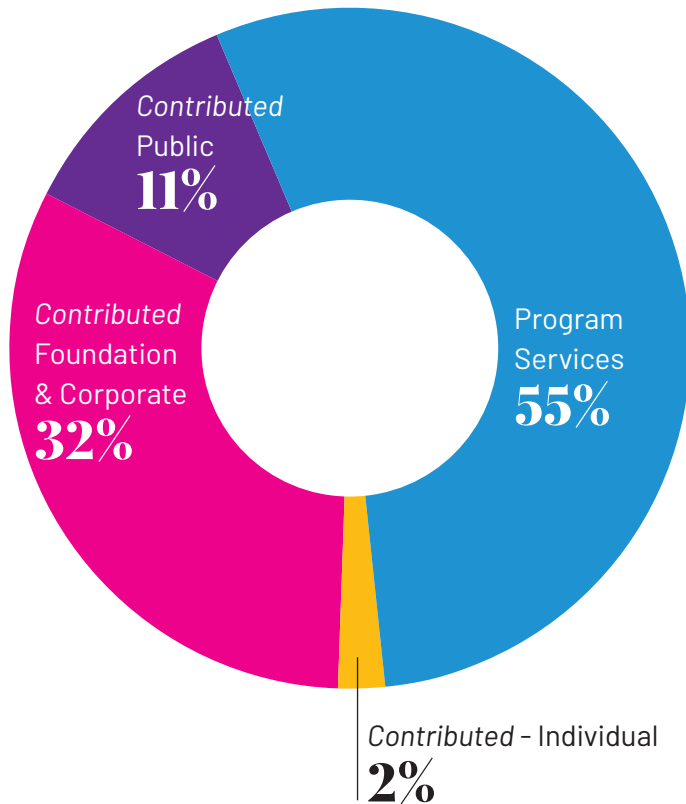
A Teaching Artist shared:

“One of the things I love to see when returning to schools after a program is the way the teachers will take a poetry exercise or classroom sharing strategy or warm-up activity that we've done together and make it their own.”

FINANCIALS

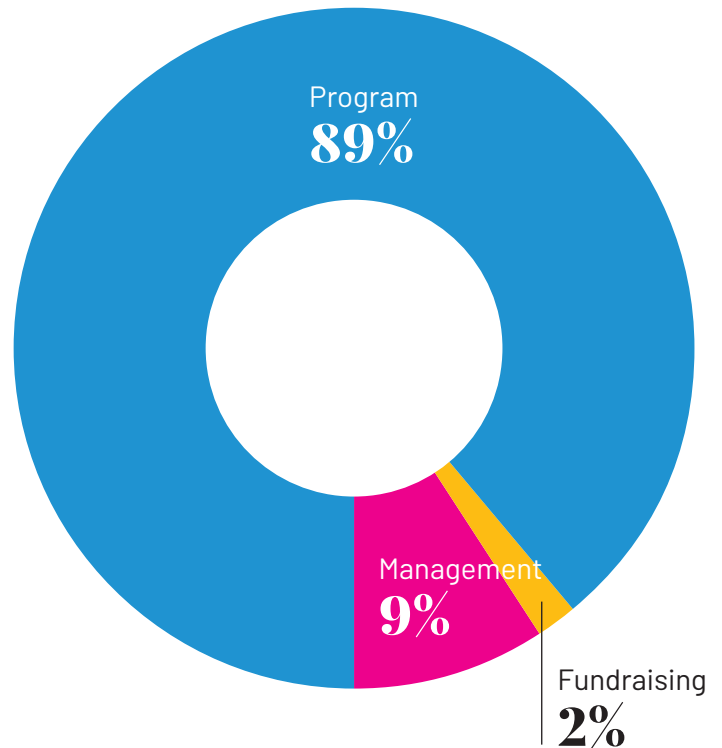
Income

Total Income = \$1,557,055



Expenses

Total Expenses = \$1,352,052



The Teaching Artists helped us to consider more current aspects of migration along with the history that we were trying to teach. The connection was powerful for the students especially when they connected it to their own family and a journey they may have had to America.”

- TEACHER, CONCORD MAGNET SCHOOL, NORWALK



“Pushing students to think creatively and connect ideas from math to self-reflection is a powerful tool in building meta-cognition. Students working through how they feel and expressing it through art allows them to tap into the thinking process in new ways.”

- TEACHER, HARDING HIGH SCHOOL, BRIDGEPORT

FUNDERS

Thank you to our generous funders!

Individuals

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Jill Pankosky
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Tim Glasby

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Young Audiences Arts for Learning, Affiliate Development Fund

Volunteers

We are especially thankful for the many individuals who donated their time and professional expertise this past year in the pursuit of our mission to inspire young people and expand their learning through the arts, including:

- Pro Bono Partnership, Inc. and Priya Morganstern, Esq. and Lisa Maria Abate
- Attorney Howard M. Berkower, Esq., Partner, McCarter & English, LLP
- Attorney Christine Morgan, Esq., Special Counsel, McCarter & English, LLP
- Attorney George Nichols

We would also like to thank the members of our Teaching Artist Council, an advisory group of volunteers who offer support to our organization and to our entire Teaching Artist roster, including: Masem Enyong (Chair), Alicia Cobb, Andrea Aron, Anthony DePoto, Craig Norton, Doe Boyle, Kimberly Van Aelst, L'Ana Burton, Masem Enyong, Nate Barnes, Rachna Agrawal, and Susan Striker.



Board & staff

Arts for Learning Connecticut's staff includes:

- Loraine Brown, *Program Manager*
- Christopher Eaves, *HOT Schools Director*
- Alex Novak Foster, *Education Manager*
- Josephine Kuever, *Director of Operations*
- John-Michael Parker, *Executive Director*
- Kim Renee Thibodeau, *HOT Schools Program Manager*

Our bookkeeper is Antonia Baroga.

Arts for Learning Connecticut's board includes:


- Tim Glasby, *Chair*
- Megan Dawson Topliff, *Vice Chair*
- Eric Yee, *Treasurer*
- Christine Morgan, *Secretary*
- Dr. Jennifer Dauphinais
- Robert Duffus
- Jesse Imse
- Jerry Lambrinatos
- Heather Renwick
- Samantha Taylor

Arts for Learning Connecticut is an affiliate of the National Young Audiences Arts for Learning Network.


Thank you Ms. Rachaa
 Ramya Agrawal for
 showing your beautiful
 dance it was nice and
 good I liked it your
 dressed that your sister
 did it's beautiful and.
 Thank you for teaching
 us some of the things
 that students were
 saying and I hope you
 have a wonderful day.



Dear Ms Racha Ramya Agrawal,
 I loved your performance
 it was so embellished!
 And I learned new stuff
 about your religion! and your
 dress was so beautiful!
 Thank you for coming to
 our school! your moves were
 so bold! I never met someone
 with moves like you!
 I will cherish this
 monumental moment!
 your dress and performance
 was extraordinary!

NEVER
 give up! 

Thank you so much for coming to my school i have so much
 gratitude you are so kind you did not have to do that but you
 did. you are an astounding dancer never give up on your
 dreams. never let any body bring you down. you are an
 outstanding person i hope you know that in a good way,
 and i hope you have an astounding easter. please be kind
 & bring the kindness will flow back to you!!





Arts for Learning Connecticut

Affiliated with the national Young Audiences Arts for Learning network

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"together for good"



INTERNATIONAL ASSOCIATION OF NEW HAVENERS



ION BANK foundation



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NATIONAL ENDOWMENT FOR THE ARTS



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SFFEA The Scripps Family Fund for Education and the Arts



SBM Charitable Foundation