



ANNUAL REPORT

2024-2025



Arts for
Learning
Connecticut

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



"The Teaching Artists were excellent!... They saw the magic of the artistic process while I was often looking for the outcome. They both helped me to step back and watch the kids learn rather than focus only on the final product."



Dear Friends,

This past year has been a powerful reminder of why Arts for Learning Connecticut exists—and why our mission matters more than ever. In the 2024–25 school year, we celebrated record revenue, expanded our reach, and deepened our impact across classrooms and communities. From the continuing growth of HOT Schools to the launch of the Connecticut Arts Learning Collaborative, we witnessed the extraordinary potential of arts integration: students became more engaged, educators felt renewed, and schools flourished as places where creativity and curiosity could thrive.

This success was not inevitable. It was made possible by you—our partners, supporters, and champions—and by the extraordinary commitment of our Teaching Artists, staff, and Board. Their artistry, professionalism, and belief in young people fueled a year of remarkable progress.

And yet, we face a new chapter defined by change. Across the country, federal and state priorities around education and the arts are shifting. Public funding streams—including from the National Endowment for the Arts—that once felt steady are tightening. Districts are navigating difficult budget realities, and the ripple effects inevitably reach nonprofit partners like AFLCT. These headwinds are real, but they do not define us.

What defines us is our resilience and resolve. We have confidence in knowing how to meet this moment: by diversifying and strengthening our funding base, investing in the excellence and capacity of our Teaching Artists, supporting our dedicated staff, and remaining unwaveringly focused on student impact. That is the work ahead—steady, practical, mission-driven.

Because in times of uncertainty, arts learning is not a luxury—it is essential. It is a pathway to belonging, to voice, to achievement. It equips young people to imagine, to problem-solve, and to see themselves as creators with a role to play in shaping the world around them. That is work too important to pause, too urgent to let fade.

With your partnership, we will continue to ensure that every student in Connecticut has the opportunity to experience the transformative power of the arts. Together, we will navigate change with creativity, strength, and purpose. And together, we will keep the arts at the heart of learning—for every child we serve.

With gratitude,



John-Michael Parker
Executive Director



Tim Glasby
Board Chair

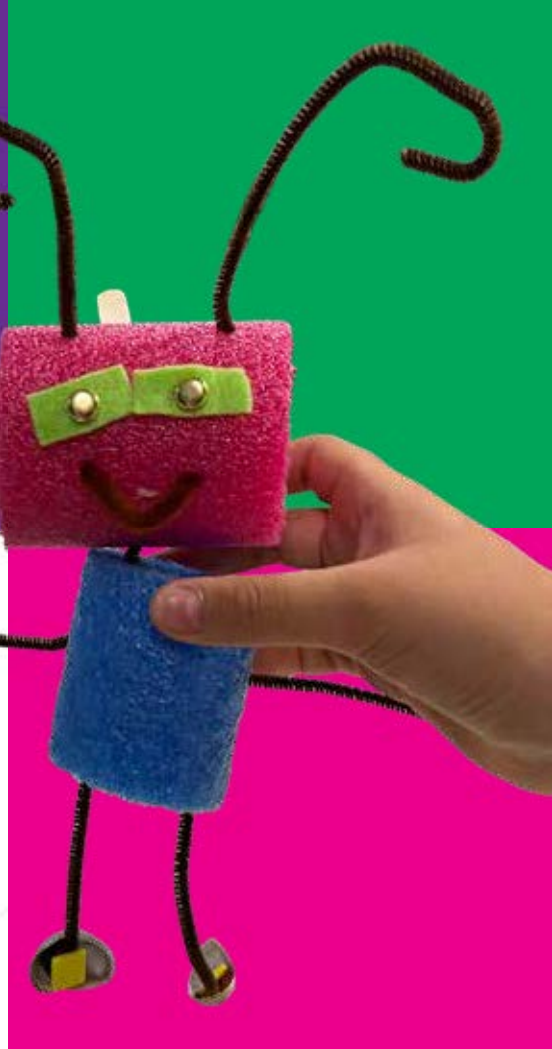
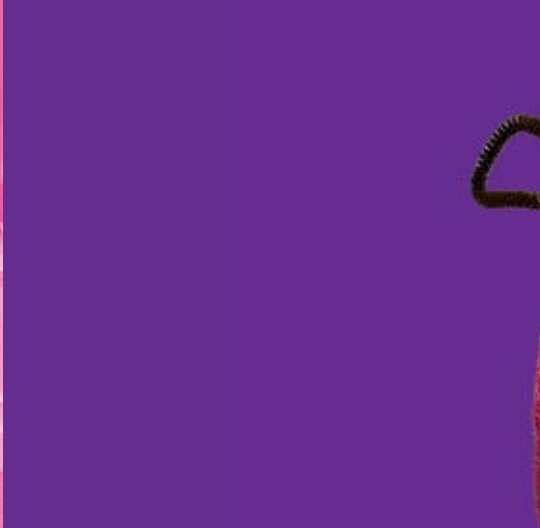
MISSION

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



IMPACT HIGHLIGHTS



Programs
1,777



Educators served
6,427



Families served
3,157



Students served
73,028



Teaching Artists
95



Partner institutions
198



Collective artist
earnings
\$707,158



Dollars raised to
underwrite programs for
schools and communities
\$522,136

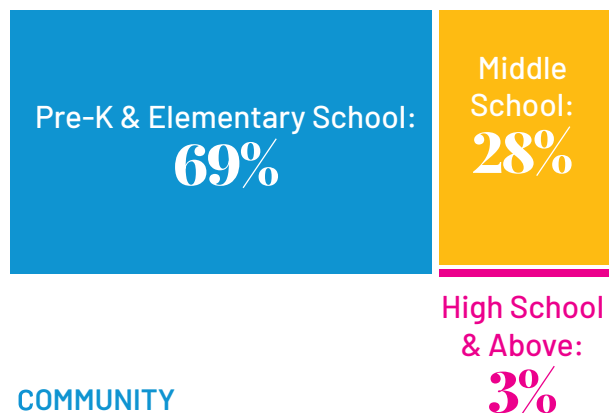


"I absolutely loved that this workshop taught me the importance of play in the upper elementary grades. I'd love to find some plexiglass or other building materials and incorporate this type of 'play' into the classroom in the future."

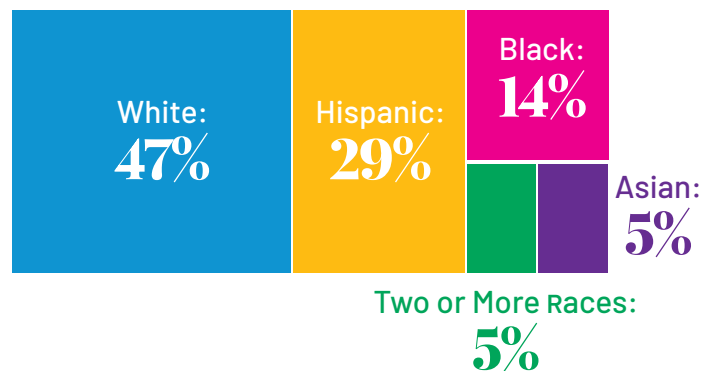


Our Students

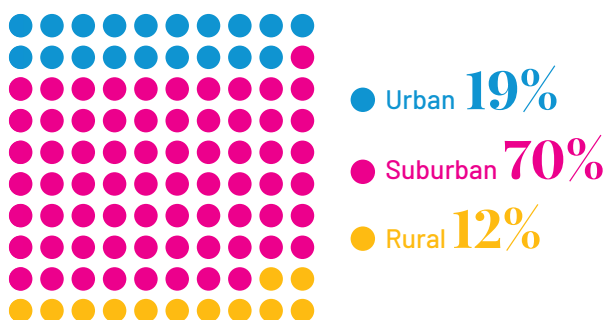
AGE



RACE/ETHNICITY



COMMUNITY



44% of students served were eligible for Free or Reduced Price Lunch



10% of students served had a Disability

2024-25 Programming by Art Form



21%
Dance & Movement



24%
Visual Art



10%
Theatre



16%
Music



26%
Literary Arts &
Storytelling



2%
Digital Media &
Technology

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.

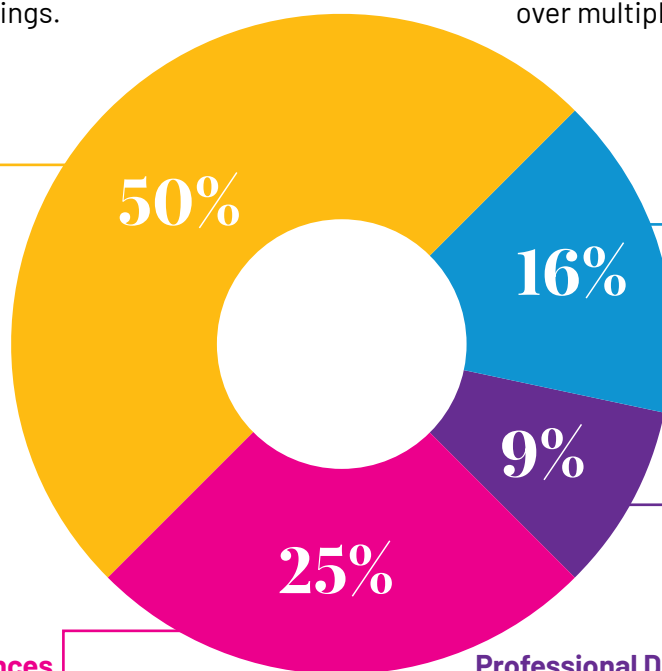
At **Arts for Learning Connecticut**, we do this through talented individuals and ensembles with deep experience and professional training: Teaching Artists.

Arts Workshops

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

Residencies

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



Performances

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

Professional Development

Trainings for teachers in arts learning strategies

"I learned that my classmates are creative and that I am more creative than I thought I was."



Introducing the **CONNECTICUT ARTS LEARNING COLLABORATIVE**

In 2025, Arts for Learning Connecticut helped launch the **Connecticut Arts Learning Collaborative (CALC)**—a first-of-its-kind, statewide collective impact initiative dedicated to closing the opportunity gap in arts education. For too long, access to high-quality arts learning has depended on where students live or what resources their schools and communities could afford. CALC addresses this inequity by bringing together educators, Teaching Artists, school and district leaders, nonprofits, funders, and policymakers to co-create a shared vision for arts learning across our state.

Led by a Steering Committee with AFLCT as fiscal sponsor and co-chair, alongside the Connecticut Arts Administrators Association, the Connecticut Office of the Arts, and the State Department of Education, CALC is already building momentum. This year we confirmed leadership, launched working groups, and began designing a statewide

measurement framework—partnering with national leaders in arts learning data and arts-focused collective impact work. With this foundation, we are poised to benchmark arts access across districts and use that data to inform future strategy, investment, and advocacy.

In early 2026, CALC will host its inaugural statewide convening, welcoming more than 100 stakeholders to share learning, spark collaboration, and draft a shared action plan for advancing equitable arts education. Alongside the convening, CALC is developing a digital resource hub to house teaching tools, curriculum guides, funding resources, and case studies for educators statewide.

With CALC, AFLCT extends its role as both practitioner and convener—lifting up student creativity in classrooms while helping to shape the systems that make such learning possible for every child in Connecticut.

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 residences, workshops, and performances in K-12 schools across the state.

This past year saw the addition yet again of two new partner schools: Reed Elementary in Waterbury and RJ Kinsella Magnet School of Performing Arts in Hartford. It also saw the completion of the third annual HOT Schools Annual Impact Report; led by our research partner, Elizabeth Osche of PERG

Learning, it underscores AFLCT's rigorous approach to educational impact through the arts.

According to the report: "Data collected this year demonstrates that HOT Schools has once again achieved its stated goals during the 2024-2025 school year. It also shows that over the last four years, there has been a steady impact through both individual programmatic components and schoolwide participation. Over time, surveys consistently show that teachers, students, and administrators overwhelmingly feel as if students have been highly engaged, school culture has been enhanced, and teacher practice has expanded."

"This year, HOT Schools elevates Student Voice as the center of Arts Integrated Teaching & Learning. Through voice, choice, participation, and responsibility, students develop their roles as citizens of their classrooms and communities. Democratic Practice and the arts shape spaces where creativity, empathy, and belonging thrive."
—Christopher Eaves,
Director, HOT Schools



2024-25 IMPACT

During the 2024-25 school year we made continued progress toward the three HOT Schools 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

88% of students surveyed (n = 730) agreed their participation in school mattered, and 91% agreed they better understand their classmates.

97% of teachers surveyed (n = 102) agreed their students' creative expression was supported, and 93% agreed their student's Social and Emotional Learning (self-awareness, social awareness, and relationship skills) was supported

100% of school administrators surveyed (n = 14) agreed their students were actively engaged in their learning.



OUTCOME 2: Enrich school culture

94% of school leaders surveyed agreed there was an increase in a sense of connection and/or belonging among their school community.

90% of students surveyed agreed they had the opportunity to express themselves creatively, and 91% agreed they worked collaboratively with their classmates

School leaders shared:

"I notice the impact most in Social and Emotional Learning and bringing connection within the classroom, creating more of a community, and giving opportunities to children, especially those who struggle."



OUTCOME 3: Expand teacher practice

89% of teachers surveyed (n = 465) agreed they learned new strategies, skills, and/or ideas that they used in their teaching.

98% of teachers surveyed after Professional Development sessions agreed the PD encouraged creativity in teaching and learning.

A teacher shared:

"Being part of a HOT Schools partner school taught me that I'm capable of thinking more deeply and creatively than I realized. It made me appreciate that learning isn't just about getting things right, but about exploring different perspectives and growing together."

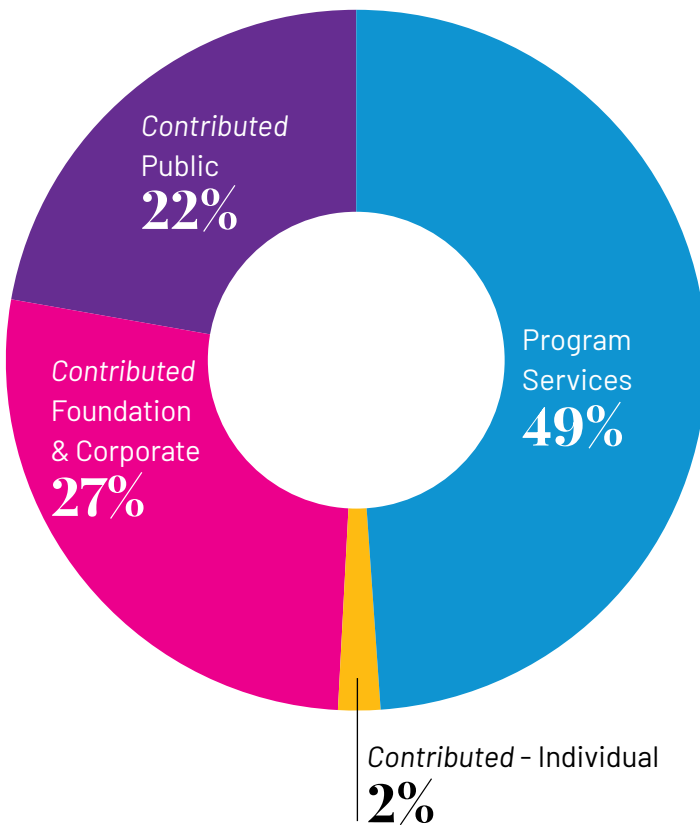
"Was this HOTS program meant to show people how to connect with each other without directly saying it?"

"I learned that even though we look and seem completely different, we have SO much in common!"

"I've learned that it is important to incorporate different movements more frequently throughout the day."

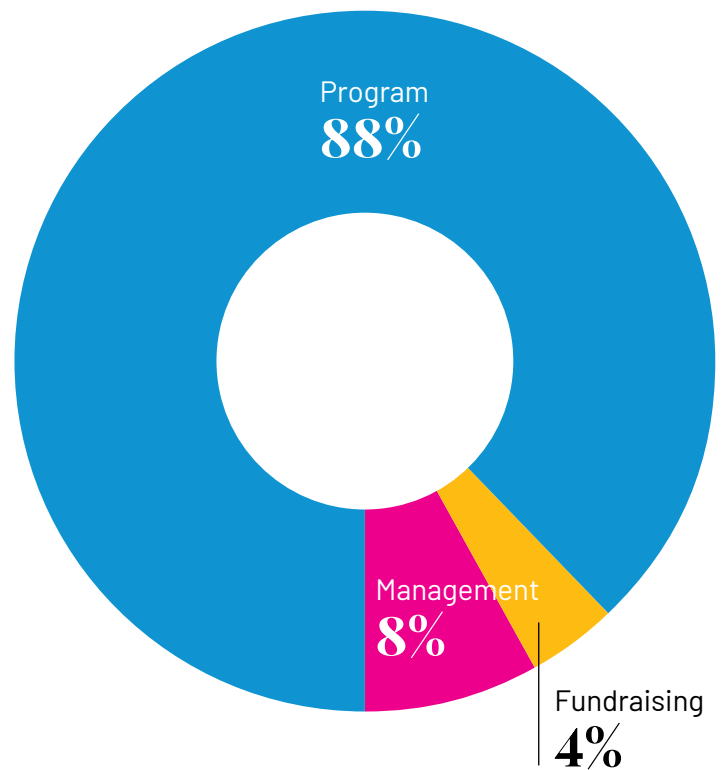
Income

Total Income = \$1,613,527



Expenses

Total Expenses = \$ 1,599,617



FINANCIALS

FUNDERS

Thank you to our generous funders!

Individuals

Alana Ladson
Alicia Cobb
Andrea Aron
Anne LeMieux
Anne Witkavitch
Barbara Kornbluh
Carol Bailey and Laurie Desmet
Christine Owens Morgan
Christine Whitten
Clara Parker
Courtney Eastman
Craig Norton
Cyd Slotoroff
David Hirx
David Lafond
Edie Reichard
Ella Saunders Crivello
Eric Yee
Erin Guerrera
Fred and Kathryn Giampietro
Gloria and Ed Culver
Jackie Downing
Jane Baljevic
Jay Mankita
Jed and Sara Kornbluh
Jeff McQuillen
Jennifer Just
Jerry Lambrinatos
Jesse Imse
Jill and Darren Kramer
Jill Pankosky
Joan Walker
Jonny Dodge
Josephine Kuever
Kasia and Pete Novak
Kay Hill

Kelly Phillips
Keondre Lucas
L'Ana Burton
Lawrence Bumpus
Linda Briggs
Marcia Winter
Marie Ruane
Marie Wilson
Mark and Margaret Dennis
Mark Netter
Matilda Giampietro
Maureen Burke
Maureen Mulvey
Megan Dawson Topliff
Melissa Batt
Michele Torchia
Missy Huber
Monica Peterson
Nicole Gamache
Padma Srimatkandada
Paul Kessinger
Peggy and David Lyons
Robert Caplan
Robert Duffus
Rorie Rueckert
Ruth Johnson
Sal Anastasio
Samantha Taylor
Samantha Taylor
Sarah Colwell
Shari Abelson
Simone and Clay Howe
Simon Sandh
Stephanie Cheney
Stephen Morelli
Steve Koller
Sumit Mondaiyka
Susan Cayer and Robert Stout

Susan Glantz
Théa Watkins
Thomas Lee
Tiffany Caouette
Tim Glasby
Tyler Johnson

Foundations & Corporate

Ahearn Family Foundation
American Honda Foundation
American Savings Foundation
Chelsea Groton Foundation
Community Foundation for Greater New Haven
Community Foundation of Eastern Connecticut
Community Foundation of Greater New Britain
Community Foundation of Middlesex County
Connecticut Community Foundation
Connecticut Health and Educational Facilities Authority
Connecticut Office of the Arts
Cornelia T Bailey Foundation
Dime Bank Foundation
Elizabeth Carse Foundation
Ensworth Charitable Foundation
Erwin C. Bauer Charitable Trust Fund
Eugene G. & Margaret M. Blackford Memorial Fund
Fairfield County's Community Foundation

Farmington Community Chest
Foulds Family Foundation
Grace J. Fippinger Foundation
Hamden Rotary
Hartford Foundation for Public Giving
Jeffrey P Ossen Family Foundation
J Walton Bissell Foundation
Katharine Matthies Foundation
Liberty Bank Foundation
Main Street Community Foundation
Marjorie Moore Charitable Foundation
National Endowment for the Arts
Near & Far Aid
New Alliance Foundation
NJM Insurance Group
Northwest Community Bank Foundation
Peckham Family Foundation
Pincus Family Foundation
RS Gernon Trust
SBM Charitable Foundation
Scripps Family Fund for Education and the Arts
Stocker Foundation
The Albert Wadsworth and Helen Clark Meserve Memorial Fund
Thomaston Savings Bank Foundation
Town Fair Tire Foundation
William Caspar Graustein Memorial Fund

VOLUNTEERS

We are 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.

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, Nate Barnes, Rachna Agrawal, and Susan Striker.

BOARD & STAFF

Arts for Learning Connecticut's **staff** includes:

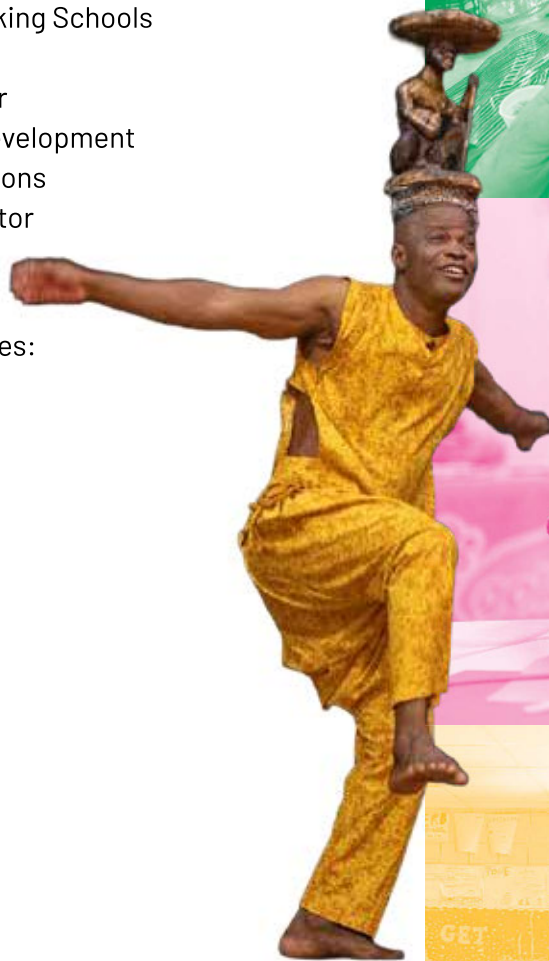
- Loraine Brown, Program Manager
- Christopher Eaves, Higher Order Thinking Schools Director
- Alex Novak Foster, Education Manager
- Jed Kornbluh, Director of Business Development
- Josephine Kuever, Director of Operations
- John-Michael Parker, Executive Director

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
- Tiffany Caouette
- Robert Duffus
- Nicole Gamache
- Jesse Imse
- Jerry Lambrinatos
- Mark Pelliccio
- Sumit Mondaiyka
- Lynn Stechschulte
- Samantha Taylor
- Théa Watkins

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





- New England colonies
- Middle colonies
- Southern colonies

"Something I learned about myself and my community is you can share your creativity in so many different ways like music, art or even dancing. I also learned that if you work well with others you can make more friends and get more done."

