



## **TURNAROUND:ARTS** creating success in schools

**DEADLINE FOR APPLICATION: NOVEMBER 1, 2016**

The President's Committee on the Arts and the Humanities (PCAH) and the John F. Kennedy Center for the Performing Arts invite communities to apply to join Turnaround Arts, a program to assist school reform through high-quality and integrated arts education. Applicants may be school districts, foundations, or nonprofits. Selected organizations will partner with Turnaround Arts: National to build locally-based technical assistance programs, bringing in national and regional resources to use the arts as an intervention strategy in clusters of low-performing schools, and their work will begin in March 2017.

### ***About the President's Committee***

The President's Committee on the Arts and the Humanities, of which First Lady Michelle Obama is Honorary Chair, is an advisory committee to the White House on cultural issues. It works with federal agencies and the private sector to initiate and support key programs in the arts and the humanities. Members of PCAH include public figures and presidentially appointed private citizens. Further details are available at [www.pcah.gov](http://www.pcah.gov).

### ***About the Kennedy Center***

As the nation's performing arts center, the John F. Kennedy Center for the Performing Arts is committed to increasing opportunities for all people to participate in and understand the arts. Since 1971, Kennedy Center Education has strived to fulfill that mission by offering performances and programs of the highest standard of excellence, and of a diversity, accessibility, and inclusivity that reflects the world in which we live. Onstage and online, in the classroom and the community, Kennedy Center Education serves over seven million learners each year. Further details are available at [www.kennedy-center.org](http://www.kennedy-center.org).

**Kennedy Center Education Mission:** We set the national bar for arts learning, creativity and accessibility by providing powerful, culturally relevant experiences for all.

**Kennedy Center Education Vision:** Eradicating barriers to arts learning. Building capacity. Returning arts and creativity to the center of our lives. Activating Citizen Artists.

### ***About Turnaround Arts***

Turnaround Arts, a program of PCAH and the Kennedy Center, is based on the premise that high-quality and integrated arts education can strengthen school reform efforts, boost academic achievement, and increase student engagement in schools facing some of the toughest educational challenges in the country.

The pilot phase of the program launched in 2011 with eight Priority-designated schools from across the country. In May of 2014, Turnaround Arts scaled its impact using a shared leadership model that brings together strategic assets from Turnaround Arts: National with the assets of selected partners, creating an opportunity for longevity and expansion at the local level. Currently, Turnaround Arts works with 12 local program partners in 15 states and the District of Columbia, 36 school districts, and 68 schools.

An evaluation by Booz Allen Hamilton and the University of Chicago shows that Turnaround Arts schools improved academic performance, increased student and parent engagement, and improved culture and climate. Complete program and evaluation details are available at <http://turnaroundarts.pcah.gov>.

### ***Application Process***

In Round 1 of the application process, applicants are asked to submit a proposal to Turnaround Arts: National by November 1, 2016. Between two and five applicants will be advanced to Round 2 and invited to schedule a one-day site visit in their community with Turnaround Arts: National staff, sometime prior to the end of the calendar year. The purpose of this visit will be for Turnaround Arts: National to further understand an applicant's vision and plan for a local Turnaround Arts program and to meet relevant stakeholders. Turnaround Arts: National will contact applicants with the results of its reviews in late January 2017. Selected applicants will become Turnaround Arts local programs, and work begins immediately. Local programs must hire two staff people by March 30, and they should be prepared to come to Washington, DC, for a training in mid-April. Turnaround Arts: National will provide consultation on staff selection and host the April training. Schools must also be selected by March 30, and Turnaround Arts: National will provide guidelines for school selection. Turnaround Arts: National will also provide a coordinated announcement of each site's participation in the program. Local program staff will then join teams of principals and teachers from each school at the Turnaround Arts Summer Leadership Retreat in late June 2017 to begin each school's work.

### ***Program Context***

Turnaround Arts supports and guides high-needs schools as they use the arts to amplify their improvement efforts. Its application depends on a two-pronged approach: (1) building high-value arts assets in the school; and (2) strategically leveraging those assets to better achieve broader school improvement goals. These two efforts go hand in hand. Without a critical mass of high-quality arts education assets, schools will not have the tools to achieve significant impact (i.e., a great after-school band program is not enough). And without dedicated focus on how to best use and deploy those assets, a school may build a robust arts program, but still fail to leverage larger outcomes.

A critical piece of the Turnaround Arts model is the application of the Turnaround Arts pillars. The pillars enumerate the program elements that each school develops, maximizes and mobilizes in pursuit of a high-quality, high-impact arts program. The list below includes descriptors of what those assets look like in an optimized state. These cornerstones were developed with input from staff, partners, peers, principals, teachers, and other experts and stakeholders. They've been revised and refined over the life of Turnaround Arts to ensure that they reflect our most current understanding of our schools' success.

1. *Principal*: An advocate for the arts program, both internally and externally, who drives its integration with larger school-wide problem solving.
2. *Arts Specialists*: Arts staff providing sequential, standards-based instruction during the school day on a frequent and regular basis.
3. *(Non-Arts) Classroom Teachers*: Educators who integrate the arts into other core content instruction and collaborate and cross-plan with arts educators.
4. *Teaching Artists*: Artists from the community and community arts organizations working regularly with students and teaching staff to enrich and enhance learning.
5. *Parents, Community Members, and School District Officials*: An extended community that is supportive of, involved in, and engaged with the arts at the school.
6. *Comprehensive Strategic Approach*: School-wide structures that integrate a Strategic Arts Plan that identifies a growth strategy for each pillar and pairs arts assets with broader school goals, shared leadership, a communications strategy, assessment and evaluation, and a focus on using the schools' arts education resources to address larger school issues.
7. *Professional Development*: Training in the arts and arts integration as a regularly scheduled activity.

8. *School Environment*: A school atmosphere that celebrates creativity and artistic achievement, including performances and exhibitions by students and physical spaces with displays.

Local programs will be working with their schools over the duration of the program to build capacity within each pillar area and help them strategically apply that capacity in service of larger school outcomes, such as school climate and culture, instructional quality, student motivation, student achievement, and parental engagement. These non-arts goals are often articulated in school improvement plans, school improvement grant applications, or other formal documents.

Turnaround Arts: National guides local program partners through the development of the pillars, Turnaround Artist engagement, and strategic planning with their schools. We provide coaching, scaffolded implementation throughout the year, tools, timelines and a host of arts resources to help schools succeed, further outlined in the following list, which describes the contributions from both the national office of Turnaround Arts and those expected from our local program partners.

*Turnaround Arts: National provides:*

- Coaching for local programs and their staffs;
- Input on school and staff selections;
- Parameters for program development, including best practices, requirements and staff responsibilities;
- Training for local program staffs;
- A national summer conference for school teams to plan, receive training, and build a professional learning community;
- Virtual convenings and online resource-sharing tailored to each program participant;
- High-profile artists (“Turnaround Artists”) to work in schools, including coordination of on-site school visits and organization of virtual and other communications;
- Direct resources to schools through national partnerships, including arts supplies, musical instruments and licensing rights to school musicals;
- Collated statistical and trend data on the performance of Turnaround Arts schools;
- Involvement in White House, Kennedy Center and PCAH events, as appropriate;
- Dedicated resources, coaching, and other supports for an early childhood education focus within the Turnaround Arts model;
- On-site, all-staff training in arts integration and other arts strategies in each school, provided by national experts; and
- Co-branding and visibility support.

*Turnaround Arts: <Local> provides:*

- Consultation with Turnaround Arts: National in selection of program staff and participating schools;
- Compliance with uniform program practices;
- Hiring and funding for local staff, including a minimum of one full-time local program director and one full-time implementation coordinator;
- Selection of three to five schools that meet program guidelines for a minimum three-year commitment, including at least one full-time, certified arts teacher for every 300 students, providing weekly instruction to every student;
- Resources and discretionary funding to selected schools through in-kind and other types of grants;
- Funding for principal and teacher teams from each school to travel to the national summer conference (on-site expenses are paid for by National in the first year);
- District leadership commitments;
- Compliance with co-branding limitations and expectations in promotion and fundraising;
- Submission of school performance metrics;
- Partnering with Turnaround Arts: National on media outreach; and
- Uniform branding of “Turnaround Arts: <Local>.”

## ***Proposals***

Applications should respond to the following questions and be limited to six pages, not including the budget or letters of support. We understand that this project is in the planning stages for many of our prospective partners and you may not be able to definitively answer some questions. Please respond with as much specificity and commitment as possible, and indicate items that are still open or to be determined.

### ***PART I: QUESTIONNAIRE***

#### ***A. Contact Information***

Please provide the name, title, organization, email address, and phone number of a primary contact for the application process.

#### ***B. Context***

- i. Briefly describe the landscape of low-performing schools in your community, including the number of schools receiving Title 1 funds and the number of schools that are Priority-designated per the U.S. Department of Education (lowest 5% performing in the state).
- ii. Describe the applying organization's relevant experience in the field of arts education and/or school reform, as well as its support for Turnaround Arts; highlight any support from funders or other community leaders.

#### ***C. Programs & Services***

- i. Please list and describe the specific services and resources you intend to provide to your Turnaround Arts schools to achieve comprehensive, arts-based school transformation, in addition to the basic framework of the eight pillars. How will your work in Turnaround Arts schools benefit from existing teacher training, arts education programs, and other district or private efforts? How will it contribute to existing efforts?
- ii. Public-private partnerships are a key strategy of Turnaround Arts: National and its local programs. What will a robust public-private partnership look like in your community? Who are the participants, and what will each do to implement the program?

#### ***D. Potential Schools***

Please list the Priority-designated schools that are preferred candidates for and interested in becoming Turnaround Arts schools. Provide basic demographic and achievement data about each, note whether school leadership has expressed an interest in this program or use of the arts generally, provide context on the history and culture of each school, and briefly illuminate the schools' strengths and needs.

#### ***E. Additional Information***

Provide any additional information that you feel would help us understand the need or opportunity for Turnaround Arts in your community, the suitability of your organization, or any other relevant factors that would assist us in the selection process.

## **PART II: STAFFING & FINANCIAL COMMITMENT**

### **A. Staffing**

Hiring and maintaining local program staff, whose sole responsibility will be the local Turnaround Arts program, is required by the applying organization once they've been accepted. This includes a minimum of one full-time (1.0 FTE) local program director and one full-time (1.0 FTE) implementation coordinator, as well as providing administrative, instructional and managerial support for those positions.

Please list the staff positions that will work on your local Turnaround Arts initiative and describe each person's role. Include resumes for key staff who are already identified for the local program director and implementation coordinator positions, or resumes of potential candidates. Please specify:

- i. The full-time, dedicated *local program director*, who is the primary individual responsible for the local Turnaround Arts program, including fundraising, communications, program quality, principal coaching and the strategic acquisition and deployment of resources for schools. A sample job description is available upon request.
- ii. The full-time *implementation coordinator* that will provide instructional and arts integration support, versed in arts education and responsible for coaching and instructional quality, designing and orchestrating teacher professional development, coordinating staff collaboration around arts integration, and developing community relationships and related arts experiences for students and teachers, either across the local program or at individual school sites. A sample job description is available upon request.
- iii. The internal or external staff that will provide basic support functions in media/communications, administrative support, and baseline data collection. Please include names and titles in lieu of resumes.

### **B. Budget**

- i. Please provide a budget for the first three years of your proposed Turnaround Arts implementation. At a minimum, please include the following line items: staff salaries and expenses, travel for school teams to the Turnaround Arts Summer Leadership Retreat, and locally-provided services for schools, both paid for and those provided in-kind by partner organizations. Beyond these few required expenses, these budgets are used to convey your vision for Turnaround Arts, as well as committed or potential resources.
- ii. Please list funding sources to support this budget, specifying which amounts are committed, requested, or potential.

### ***PART III: LETTERS OF COMMITMENT***

Please submit letters of commitment per the guidelines below. At a minimum, we ask that all letters include a clear understanding of the purpose and methodologies of Turnaround Arts, as well as the role of the submitting organization in supporting or implementing Turnaround Arts.

- A. *Superintendent (for school districts) or Executive Director (for foundations or nonprofits)*: The chief executive of the organization that will assume primary responsibility for the local Turnaround Arts program, such as the superintendent or executive director, should explain how Turnaround Arts fits within the district's or organization's current turnaround and/or reform efforts and describe how he or she sees this program working with staff from those offices. (One letter required.)
- B. *Principals (and Superintendents, as needed)*: The principal from at least three potential schools should explain how Turnaround Arts fits within the school's current turnaround and/or reform efforts. If the superintendent is not the chief executive that submits the letter mentioned above (Part III, A), please also include superintendent endorsement, whether by additional signature on the principal letter or separate letter altogether. (At least three principal letters required.)
- C. *Community Partners*: An organization in your local community that plans to become a partner should explain how their work intersects with Turnaround Arts and how they pledge to support schools in the program. (At least one letter required, no more than three.)
- D. *Funders*: Funders that have interest or are committed to contributing to the local Turnaround Arts program should submit letters. (At least one letter required, no more than three.)
- E. *Elected Officials*: A local elected official such as the city mayor or member of the school board should explain how they will provide public and moral support to the local Turnaround Arts program. (At least one letter required, no more than three.)

Please direct any and all questions you may have, as well as your final submission, to Anthony Barbir, program manager of Turnaround Arts: National, at [turnaroundarts@pcah.gov](mailto:turnaroundarts@pcah.gov). Applicants are encouraged to be in discussion with Turnaround Arts: National throughout their work on their application, and additional information regarding program requirements, guidance on staffing and guidance on school selection can be provided upon request.

Thank you for your time and interest. We look forward to hearing from you!