



The John F. Kennedy Center for the Performing Arts and the President's Committee on the Arts and the Humanities (PCAH) 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. Their work will begin in January 2018 in preparation for implementation in schools in the fall of 2018.

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.

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 the President's Committee

The President's Committee on the Arts and the Humanities 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.

About Turnaround Arts

Turnaround Arts, a program of the Kennedy Center and PCAH, 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 14 local program partners in 17 states and the District of Columbia, 38 school districts and 73 schools, and has expanded to serve both Priority- and Focus-designated 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

The following application process will help identify an interest, need, ability, and commitment to implementing the Turnaround Arts program in a local community. Potential applicants should review this application and then call the Kennedy Center to discuss the application process at 202.416.8886.

The mission of Turnaround Arts is to transform Priority- and Focus-designated schools through the strategic use of the arts. Turnaround Arts is a minimum three-year commitment. The application should be completed by a member of the applying organization and emailed to turnaroundarts@kennedy-center.org. Support materials can be mailed to: Turnaround Arts, Education Division, The Kennedy Center, P.O. Box 101510, Arlington, VA 22210.

In Round 1 of the application process, applicants are asked to submit a proposal to Turnaround Arts: National by September 1, 2017. The proposal is divided into three parts, as noted on pp. 5-8 of this document.

- Part I requests information identifying the need for the program, the applying organization through which the local Turnaround Arts program will be implemented, the identification and capacity of one to three local collaborative partners to support the work of the program, programs and services that the applying and partner organizations can provide to their schools, and potential schools that are being considered for participation.
- Part II requests information on the staffing and financial commitment of the applying organization and its partners.
- Part III requests letters of commitment from the superintendent of the school district, principals of potential schools, community partners, funders, and elected officials.

In Round 2, select applicants will be invited to host 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.

In Round 3, Turnaround Arts: National staff will conduct a final interview with the involved superintendent(s) and other key administrators of the school district. The interview will focus on conviction and the larger context for Turnaround Arts in their community – how it can complement other approaches for school improvement currently underway, what impact they would expect in the first few years of the program, and how Turnaround Arts can help them move toward their vision for their students.

Turnaround Arts: National will contact applicants with the results of its review in early January 2018. Selected applicants will become Turnaround Arts local programs, and work will begin immediately. Local programs are responsible for prioritizing a six month development process (January through June) with support from Turnaround Arts: National. The development process includes gathering data on schools and the community via a needs assessment, building a local support system, selecting and notifying schools of program participation by March 2018, and hiring two full-time staff positions by April 2018 for implementing the Turnaround Arts program. This development phase will require approximately five hours of work per week from the applying organization and its supporting partners.

The two full-time Turnaround Arts local program staff (local program director and implementation coordinator) are required to attend a three-day training in Washington, DC, in April 2018. Then, these local program staff will join teams of principals and teachers from each school at the Turnaround Arts Summer Leadership Retreat in June 2018 to begin each school's work in the program. Turnaround Arts: National will also coordinate with the local program on an official announcement for their participation in the national program, to take place in the spring of 2018.

Program Context

Turnaround Arts supports and guides communities in reexamining their approach to improving chronically underperforming schools by adding the arts as a core element of intervention. This approach is ideally an extension of a broader community vision and effort to improve equity and access to the arts in schools, and is often due to a conviction that arts learning is a vital step to bridging opportunity gaps in the community.

The Turnaround Arts program works directly in high-needs schools to guide them in using 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;
- 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> (applying organization) provides:

- Consultation with Turnaround Arts: National in selection of program staff and participating schools;
- Compliance with uniform program practices;
- Hiring, funding and operational support 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

Applicants should respond to the following questions and be limited to eight 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. Describe your local community, noting its history and relationship with the arts. Explain the role you see Turnaround Arts taking within a developing or current community vision.
- ii. Describe the landscape of low-performing schools in your community, being sure to note each of the following:
 1. The number of schools, PK-8, receiving Title 1 funds in the proposed school district(s).
 2. The number of schools, PK-8, that are Priority-designated (lowest 5% performing in the state) and Focus-designated (lowest 10% performing in the state) per the U.S. Department of Education in the 2017-2018 school year, or most recent year available. If your state has additional designations for school performance related to school improvement, please provide a brief explanation and breakdown for the school district(s) in question.
 3. The current level of certified arts teacher staffing in the school district(s), such as standard FTE allocation for the arts per school.
 4. Any interventions currently underway related to school improvement.
 5. Any additional information about the school district(s) or schools that is relevant to this application and understanding of the local context.

C. Programs & Services in Support of the Arts

- i. Describe the specific services and resources your organization intends to provide to your Turnaround Arts schools to achieve comprehensive, arts-based school transformation, in addition to the basic framework of the eight pillars. Also describe the services and resources from local collaborative partnerships that will contribute to building robust arts education programs in your schools, as well as community involvement. 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? Be sure to note each of the following:

1. The applying organization's relevant experience in the field of arts education and/or school reform, as well as how Turnaround Arts could enhance or complement that work.
2. One to three organizations that are interested in playing a key partnership role, by providing advisement, in-kind services, training, and/or funding. Please describe each organization's involvement with broader community efforts and vision, and how they might be involved in the work of Turnaround Arts at your local program and/or schools.
3. Other relevant arts based organizations or opportunities for students and/or teachers in the area, noting if they are already involved in work with schools.

D. *Potential Schools*

Please list the Priority- and/or Focus-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. Also share how each school plans to meet the program requirement that all students must receive weekly arts instruction with a certified arts specialist. Documentation of each school's Priority- or Focus-designation is required.

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 attached to this application.
- 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 attached to this application.

- 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 all funding sources to support this budget, specifying which amounts are committed, requested, or potential. Additional information as to the timeline, process, and likelihood of receiving stated funding is welcome.

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 applying organization in supporting and 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. All organizations described in Part I, D should submit a letter.)
- D. *Funders*: Funders that have an interest in or are committed to contributing to the local Turnaround Arts program should submit letters. (At least one letter required.)

- 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.)

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@kennedy-center.org. 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!

APPENDIX A: SAMPLE LOCAL PROGRAM DIRECTOR JOB DESCRIPTION

The **Local Program Director** is the primary responsible party for all aspects of the program. He or she will be responsible for school, partner and funder relationships, including building-level implementation of Turnaround Arts, program strategy and success, budget, staff, systems and compliance with the policies of Turnaround Arts: National. This is a full-time, dedicated position.

JOB RESPONSIBILITIES

Local Program and Team Management

- Govern local team performance, including setting of goals and conducting performance reviews.
- Oversee the local program budget.

District Support

- Facilitate understanding and priority for Turnaround Arts at the district level and with district officials.
- Negotiate synthesis between district mandates and Turnaround Arts approaches.
- Maintain support and long-term vision for this approach within the district, with long-term sustainability as an objective.

Fundraising

- Over time, develop fundraising strategy and partners to support long term sustainability of program.
- Develop the local organization's brand and reputation to support such actions.

Partnership and Community Support

- Create and develop strategic partnerships with arts organizations, funders, and others to ensure schools' success.
- Build productive relationships with school district and municipal authorities to ensure ample school resources and flexibility.
- Oversee all aspects of relationships with partner organizations, including funding, compliance with Turnaround Arts: National and arts partners' work in Turnaround Arts schools.

Principal and School Progress Oversight

- Conduct school site visits sufficient for constant knowledge of school status and progress.
- Build relationships with principals, teachers, and students to facilitate arts-based turnaround.
- Guide strategic planning and deployment of arts resources aligned with school strategic art plans.
- Assist Turnaround Arts: National with arrangements for local participants to attend summer leadership retreat.
- Collect required data in coordination with Turnaround Arts: National.
- Assess and report successes and course-corrections as part of primary responsibility for program progress.
- Oversee development of a principal cohort and develop meaningful ongoing coaching and dialogue with each involved principal.
- Oversee personnel charged with managing implementation of on-site art program development.

VIP Visits and Other Public Event Planning

- Oversee planning and execution of Turnaround Artist visits, as well as visits from other VIPs.
- Develop these experiences to be of maximum benefit to all stakeholders, and to leverage local and national support for Turnaround Arts.

External Communications

- Develop local storyline and media relationships resulting in positive press.
- Maintain regular communications with all stakeholders through traditional and new media.
- Represent Turnaround Arts in all public venues.

RECOMMENDED QUALIFICATIONS

- Bachelor's degree in education or related field from an accredited institution; Master's degree preferred.
- Minimum of six to eight years of experience in nonprofit or arts administration, school district administration, or arts education work at the school or regional level.
- Experience in communications, program development, education, and fundraising.
- Experience with school district approaches and bureaucracy, including school-based experiences.
- Background in arts education and arts integration.

RECOMMENDED SKILL SETS

- Experience in communications, program development, education, and fundraising.
- Ability to handle a complex, fast-paced workload, including sourcing support, delegating work and managing quality.
- Experience engaging and managing educational partnerships.
- Ability to maintain consistent professional composure and exercise excellent interpersonal skills among diverse stakeholders, including principals, teachers, students, funders, internal staff and press.
- Demonstrated passion for civil rights, education and the arts.
- Ability to represent Turnaround Arts in a compelling manner.
- Ability to handle multiple projects simultaneously with attention to both high-level strategy and specific detail.
- Willingness to engage deeply with high-needs schools on the challenges they identify as priorities.
- Excellent written and oral communication skills.
- Knowledge and relationships with local arts and education entities.
- Possess humility, positivity, and a sense of humor to overcome frequent challenges.

APPENDIX B: SAMPLE IMPLEMENTATION COORDINATOR JOB DESCRIPTION

The **Implementation Coordinator** oversees quality and consistent application of professional development, strategic planning, and coaching for local Turnaround Arts schools. This is a full-time, dedicated position.

JOB RESPONSIBILITIES

ALT Development and Support

- Oversee and guide the formation of Arts Leadership Teams (ALT) at each school site.
- Support designated ALT leaders who take on prescribed roles and responsibilities.
- Coach and advise site-based ALTs on best practices related to professional development, arts programming, and arts integration.
- Support development and revisiting of school level strategic arts plans at each stage of development.
- Schedule monthly ALT leader cohort meetings in order to foster a cohort of ALT leaders across Turnaround Arts schools.
- Help to coordinate schedules for teaching artists and residencies and support transfer of teaching artist techniques to school staff.

Professional Development

- Work with ALT members and principals to plan, coordinate and contract with providers to deliver professional development, as well as personally deliver original and tailored professional development workshops on various relevant topics including arts integration strategies, alignment with Common Core and assessment.
- Vet partner arts organizations and teaching artists for quality implementation practices.

School Arts Events and Projects

- Support budget development and collaborations with program partners.
- Develop messaging to media and educational community about particular events and celebrations.
- Help to develop key projects alongside ALTs.

Peer Leadership and Support (including early childhood education)

- Coordinate and structure peer observations and facilitate teacher collaboration.
- Support collaboration between arts specialists and classroom teachers.

Monitor, Coordinate, and Coach Implementation

- Coordinate, track, monitor, and regularly report on program implementation at Turnaround Arts school sites.
- Consult frequently and regularly with school leaders to discern best practices and advise on specifics related to implementation.
- Schedule regular school site visits to check in on progress.
- Develop tools to support instruction in and through the arts.
- Coach arts specialists in program development, arts integration strategies and curricular leadership, and facilitate collaboration between specialists in the local network.
- Model arts integration practices for staff.
- Keep schools up-to-date on best practices and research on arts education, shared leadership models, peer support network structures, and effective meeting facilitation.
- Document strong practices and share within local cohort and with Turnaround Arts: National.
- Compose letters, emails, and presentations with clear writing and proper grammar.
- Maintain highly organized digital and paper filing systems.
- Assume other responsibilities as requested.

RECOMMENDED QUALIFICATIONS

- Bachelor's degree in education or related field from an accredited institution; Master's degree preferred.
- Minimum of four years of experience teaching in a school setting; public school experience preferred.
- Demonstrated effective school leadership or instructional coaching experience.
- Curriculum development experience (Candidates under serious consideration will be asked to provide work samples.).
- Background in arts education and arts integration.

RECOMMENDED SKILL SETS

- Self-motivated team player, excited to play a critical role in a small office and contribute to meaningful, mission driven work.
- Strong oral and written communication skills, demonstrating tact, diplomacy, and accuracy.
- Ability to quickly adapt to changing circumstances and priorities, take appropriate initiative, and work independently.
- Desire and ability to create and coach the development of culturally relevant pedagogy.
- Comfortable with multitasking and coordinating ongoing programs at multiple school sites.
- Ability to professionally format letters, agendas, complex schedules, and other documents.
- Ability to build relationships with diverse partners and stakeholders; strong connections to local arts communities preferred.
- Ability to represent Turnaround Arts in a professional manner.