

YOUTH ART
YOUTH VOICES

10:30-11:15am, March 27, 2012
The Member's Lounge
Massachusetts State House



March 27, 2012

Dear Representatives & Senators,

We are grateful for the opportunity to share our stories, artwork, performances and statements with you today. Thank you for taking the time to listen to these voices and celebrate the artistry of Massachusetts youth.



We ask that you invest in Massachusetts and our young people by lending your support to the Massachusetts Cultural Council 2013 Budget Request of \$11 Million, which includes a \$1.8 Million increase to line item 0640-0300, to preserve jobs in the nonprofit cultural sector, foster creativity in our schools, and reduce youth violence in our neighborhoods. A copy of the Formal MCC Request is attached.

We depend on MCC funding and crucial programs like YouthReach. The proposed increase will directly benefit not only the youth we serve but also all of our communities throughout the Commonwealth.

Thank you for your support.

Sincerely,

Actors' Shakespeare Project

Boston Arts Academy

Raw Art Works

The Theater Offensive

ZUMIX



MCC FY2013 Budget Request: \$11 Million

Preserving Jobs – Improving Education – Reducing Youth Violence

The Massachusetts Cultural Council (MCC) seeks a budget of \$11 million for FY13.

This request includes a \$1.8 million increase to preserve jobs in the nonprofit cultural sector, foster creativity in our schools, and reduce youth violence in our neighborhoods through three MCC grant programs, described below.

Cultural Investment Portfolio

\$1 Million Increase

In FY12 MCC provides unrestricted operating support for nearly 400 nonprofit cultural organizations statewide with just over \$3.4 million. An **additional \$1 million** in FY13 would directly support the jobs that are provided by these organizations. This is direct economic stimulus in Massachusetts' creative economy.

This is the most important funding an organization can receive, and often the hardest to raise. But it has been cut more than 50% in recent years.

The organizations that we support in this program employ large numbers of people. But now, as the economic downturn continues, jobs are at stake. Data collected from the MCC's Cultural Data Project showed the following employment totals in FY08.

Number of Individuals Employed	32,427
<i>Full Time Salaried Employees</i>	6,348
<i>Part-Time Salaried Employees</i>	11,142
<i>Full and Part-Time Independent Contractors</i>	<u>14,937</u>
Total	32,427

But the data also shows that about 70% of nonprofit cultural organizations in our state are financially vulnerable. As a result many are now being forced to cut jobs, reduce salaries, or both.

STARS in Schools

\$500,000 Increase

In FY12 MCC funds 75 in-school artist residencies through the STARS Program, total grants of \$312,300. These grants are providing work for more than 80 teaching artists and serving almost 11,000 school children statewide. The demand for the program was so great however, that our funds were fully committed in just four business days. An **additional \$500,000** in FY13 would allow us to support residencies in approximately 120 more schools, employing 130 more teaching artists, and serving about 17,000 more school children statewide.

STARS Residencies recognize the vital role that creative learning in the arts, sciences, and humanities plays in the successful education of young people. They provide students with much-needed opportunities to uncover hidden talents, discover and express their own ideas, build confidence, explore the natural world, and understand their place in history and the community. For many students, this creative learning inspires them to come to school and stay in school.

YouthReach

\$300,000 Increase

YouthReach is a national model program that invests in arts and cultural programs for young people at risk. This year MCC funds 42 programs with grants totaling \$410,000 serving over 3,500 young people:

- About 75% of those served are young people of color.
- More than 70% live in low-income urban or rural neighborhoods.
- 20% live in public housing.
- Nearly 30% live in homes with limited English proficiency.
- Nearly 75% face violence in their neighborhoods

We seek an **additional \$300,000** to extend funding to at least 20 new communities statewide in FY13. With these funds we can equip more of our young people with the skills necessary to become active, productive citizens of the Commonwealth.

- Learning and innovation skills are at the center of the young people's work in these programs.
- Young people in virtually every program are engaged as active agents of positive change in their neighborhoods and communities.
- A 2005 study of YouthReach alumni showed that nearly 70% of former participants were volunteering in their community, a rate almost three times that for all Massachusetts residents.
- The same study revealed voting at rates 30% above the rate for young adults nationwide.



© Revolving Museum

Making the Policy Case for Public Investment in Youth Arts

Often considered nice but not necessary, arts education—both in school and after school—seldom receives sufficient public funding. Yet, the arts are essential to a **21st century education**, teaching children **vital skills** that nurture intellectual and creative development.¹ Young people learn to think creatively, work on a team, and practice challenging tasks until completion. For hard-to-reach students (who cope with disabilities, violence, or poverty), the arts are frequently the reason they stay in school.² Research shows that arts education correlates with better grades and test scores and facilitates learning in other subjects.³

We need to make art a right for all young people, regardless of their socioeconomic status and life circumstances. In challenging economic times, funding for the arts is the first to be cut, yet nearly 95 percent of Massachusetts voters see the arts as a basic part of a child's education, as fundamental as English and mathematics.⁴ The **Massachusetts Cultural Council** (the state's arts agency) receives one-tenth of one percent of state spending, even as arts organizations from the Institute of Contemporary Art to the Theater Offensive in Cambridge **contribute more to the state's economy than all of Boston's professional sports teams** combined.⁵

Learn more! The rationale and recommendations for **increasing public resources for youth arts** follows.

*“Once music gets inside of
you it makes everything
a shade more beautiful.
Jokes are funnier and
flowers smell sweeter.
I couldn't survive
without it.”*

*—Meghan,
16-year-old
French horn player*

Youth arts matter

To employers.

Arts education can serve as an important **workforce development strategy**. Children limited to an education that focuses on rote and repetitive learning will be prepared only for rote and repetitive jobs, which are rapidly disappearing.⁶ Massachusetts is a leader in re-visioning education to prepare students for **21st century jobs**. The arts develop the kind of thinker and manager that businesses are asking for in the competitive global marketplace.⁷ Finding the courage to sing for an audience builds the courage to speak publicly; playing one's role in a cast of actors leads to performing one's job in a company of workers. **Arts education today develops the successful employees of tomorrow.**

And arts programs are not just preparing young people for their future careers, but giving them jobs today. **Eighty percent** of at-risk youth arts programs funded by the Massachusetts Cultural Council pay their participants and nearly 40 percent of these programs provide opportunities for **entrepreneurial young people** to sell their wares.⁸



© Artists for Humanity

Arts Learning = 21st Century Job Skills

To thrive in the workplace, students must master:

- core academic subjects;
- interdisciplinary themes;
- learning and innovation skills;
- information, media, and technology skills; and
- life and career skills.⁹

The arts foster each of these lifelong benefits. In fact, arts education achieves key competencies in cognitive growth, including:

- perception of relationships;
- skills in finding multiple solutions to problems;
- attention to nuance;
- adaptability;
- decision-making skills; and
- visualization of goals and outcomes.¹⁰

-Dr. Elliot Eisner,
Emeritus Lee Jacks Professor
of Education and Art,
Stanford University

“I was surprised to hear that business leaders seek to hire students who have an interest and background in music, as well as those with formal business skills, but in reality, musically inclined people often have a way of thinking that is appealing and practical to industry.”

*–George A. Russell, Jr., President,
State Street Foundation*

To young people.

Our children and youth are among our greatest resources, yet many young people have trouble staying on track. Arts programs in and out of school are often **the only positive outlets in these young people's lives** and an effective way to form lasting relationships with caring adults.¹¹ The strongest programs provide opportunities for youth to mentor their peers, run programs, and serve as authentic advisors in the administration of their schools or organizations.¹² These youth become examples of success, making their families and communities proud.



© Boston Children's Chorus

Research shows that all **students highly engaged in the arts do better in school and achieve higher scores on the SAT.**¹³ Underserved kids participating in creative programs improve their behavior and academic performance and are less likely to drop out of school.¹⁴ Students consistently involved in music and theater show **higher levels of success in math and reading.**¹⁵

To educators.

Research shows that schools with large populations of students living in poverty—often places of frustration and failure for students and teachers alike—can be transformed into vibrant and successful centers of learning and community life when the arts are infused into their culture and curricula.¹⁶ In a national sample of 25,000 students, those with high levels of arts learning experiences **earned higher grades and scored better on standardized tests** than those with little or no involvement in the arts, **regardless of socioeconomic status.**¹⁷ An **11-year national study** examined youth in low-income neighborhoods and found that those who participated in arts programs were much more likely to **be elected to class office, participate in a math and science fair, and/or win an award for writing an essay or poem.**¹⁸

“As teachers, we support arts education in our schools and our communities. Through arts education, students develop critical skills—such as creativity, planning, and collaboration—that are useful across disciplines. The arts engage students by giving them an expressive voice and the opportunity to grow.”

*—Anne Wass, President,
Massachusetts Teachers
Association*



© Boston Youth Symphony Orchestras

Research Shows

Scientific research suggests arts training affects brain development:

1. In children, there appear to be specific links between the practice of music and skills in geometrical representation.
2. Music training correlates with both reading acquisition and sequence learning.
3. Training in acting appears to lead to memory improvement.
4. Learning to dance by effective observation may transfer to other cognitive skills.¹⁸

To the community.

Like all states, Massachusetts faces **unprecedented economic challenges**. Nevertheless, workers trained in the arts drive the **success of leading Massachusetts industries**, including the software development, telecommunications, and new media industries.²⁰

Many of the cultural organizations that provide arts programs **create jobs and revenue** in struggling communities. Annually, Massachusetts cultural nonprofits provide nearly **37,000 jobs**, collect and pay **\$6.6 million in state sales taxes**, and have a **total economic impact of more than \$4.2 billion**.²¹ The arts support more than **245,000 jobs** throughout New England, or **3.5 percent** of the region's total job base—more than either the software or medical technology industries.²²

Among the most disadvantaged neighborhoods, those with high levels of cultural participation are more likely to have **low rates of juvenile delinquency and truancy**.²³ Students highly engaged in the arts are more involved in their communities. **US Department of Justice** researchers found that, when compared with control groups of young people not involved in an arts program, participants in youth arts programs showed **better attitudes** toward themselves and their roles in the world; **fewer new court referrals**; an increased ability to express anger appropriately and to **communicate effectively with peers and adults**; and an increased ability to **see a complex task through its completion**.²⁴

“Arts are not a luxury. Providing arts for stressed-out students lets out their pent up energy in a healthy way, rather than through violence.”

*—Natasha,
parent of Boston Public
Schools student*

Spotlight!

Actors' Shakespeare Project



Mission

The Actors' Shakespeare Project believes Shakespeare's words are relevant to our times. Working as an ensemble of resident company members, we bring these words into the voices, bodies, and imaginations of our actors, audiences, and neighborhoods. We do this through creative projects, including intimate productions and outreach programs that are informed by the spaces in which they happen. These projects inspire civic dialogue, build relationships, strengthen communities, and reveal something about what it means to be human here and now.



© Actors' Shakespeare Project

What We Do

Actors' Shakespeare Project is a professional theater company that stages four major productions per year. Each play serves as a centerpiece of a larger community project. Shakespeare's themes—justice and revenge, the quest for power, family loyalties and betrayals, love and redemption—are revealed in his deeply human characters. ASP is known for its innovative approach to working with youth and Shakespeare, whether in school, after school, through workshops, or through its award-winning Incarcerated Youth at Play program.

Organizational Budget: \$1,200,000

Youth Served Annually:

Incarcerated Youth at Play:	175
Shakespeare in the Schools:	400
Student matinees & talkbacks:	2,000
Charlestown High School Shakespeare Project:	150
Shakespeare on the Out After-School Program:	30
Summer Youth Intensive:	16

Ages: 12–18

Awards & Recognition

- 2009, 2010, and 2011 Best Theater in Boston Award, Boston Phoenix
- 2010 Margaret Stewart Lindsay Inspiration Award
- 2008, 2009, 2010 NEA Shakespeare for a New Generation Grants
- 2007 Social Innovation Award, Arts Track

"I learned that I can actually express stuff in my heart. It forced me to learn and open up to different kinds of people."

- Participant in Othello, Summer Youth Intensive

Spotlight!

Boston Arts Academy



Mission

Boston Arts Academy, a pilot school within the Boston Public Schools, is charged with being a laboratory for artistic and academic innovation. BAA prepares a diverse community of aspiring artist-scholars to be successful in their college or professional careers and to be engaged members of a democratic society.

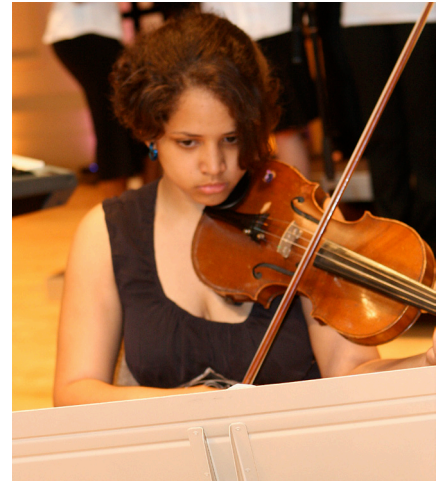
What We Do

Boston Arts Academy is the city's only public high school for the visual and performing arts. It was founded in 1998 on the belief that academics and the arts are equally important in student development and achievement. BAA admits students solely on the basis of artistic potential and a strong desire to study the arts; most students enter BAA having had little or no formal arts training. Teens major in theater, dance, music (vocal or instrumental), or visual art and undertake a full college preparatory curriculum. Though it is a public high school, BAA must raise private funds to pay for arts teachers, adjunct instructors, art supplies, and production costs not covered by Boston Public Schools allocations. BAA's attrition rate is low and its college acceptance rate is high: 94 percent of graduates go on to college and university. BAA alumni have attended a wide variety of schools, including Berklee College of Music, University of Massachusetts Amherst, Massachusetts College of Art and Design, Amherst College, and Spelman College.

Organizational Budget: \$5,598,217
Youth Served Annually: 420 full-time students plus an additional 500+ through outreach programs
Ages: 13–18 (grades 9–12)
7–12 (grades 3–8) through outreach programs

Of Note

- An average of 94 percent of BAA graduates have gone on to college since the school's first graduating class in 2001
- Each year BAA's Center for Arts in Education trains more than 100 educators from around the world in the school's best practices
- In 2010, BAA was recognized as a National Arts School of Distinction by the Kennedy Center for the Performing Arts, the first school in Massachusetts to be awarded



© Boston Arts Academy

“At BAA we are taught that we must continuously strive to redefine our work, to reinvent ourselves, to connect our learning to a broader, more global picture, and to take responsibility for our actions. We are also taught that with a pen and paper in hand—and space to move and create—we are limitless.”

—Gabriela Silva, age 17, 2009 commencement address

Spotlight!

Raw Art Works

Mission

Raw Art Works (RAW) ignites the desire to create and the confidence to succeed in underserved youth.

What We Do

RAW offers 37 free after-school and summer arts programs for underserved, low-income youth, ages 6 to 19. RAW uses the power of the arts to help children and teens tell their stories, envision new possibilities, and transform their lives. We offer groups in visual and expressive arts, an award-winning film school, leadership development, and teen employment opportunities. Young artists in groups led by RAW's experienced art therapists and teaching artists experience growth in Boston Youth Arts Evaluation Project outcome areas of I Create, I Am, and We Connect, while gaining 21st century skills like innovation, problem solving, and collaboration. In Project Launch, mentors from the community guide RAW's high school juniors and seniors through the college admissions and financial aid process. Over 90% of RAW graduates go on to colleges that include RISD, Mass Art, MIT, Brown, and USC.

Organizational Budget:	\$1,282,122
Youth Served Annually:	427 kids attend weekly groups throughout school year; 352 kids attend summer programs; 792 attend our outreach workshops
Ages:	6–19

Awards & Recognition

- 2008-2011: RAW's Program Director, Kathe Swaback, leads the Boston Youth Arts Evaluation Project
- 2010: Clinical Supervisor Jason Cruz is named a Bank of America Local Hero
- 2009: RAW is recognized by the Social Innovation forum for empowering youth through the arts
- 2008: Founder Mary Flannery and Executive Director Kit Jenkins are honored with the Distinguished Educators of the Year Award by Massachusetts College of Art
- 2006: RAW is named a Bank of America Neighborhood Builder
- 2005: RAW receives the Massachusetts Cultural Council Commonwealth Award



© Raw Art Works

“At a glance RAW might seem like just another nonprofit, but in the eyes of the kids there, RAW is a light in this dark town, the devoted and patient teacher, and the understanding family that one has always dreamed of.”

–Thonah, RAW graduate now attending Massachusetts College of Art on a four-year Tsongas scholarship

Spotlight!



The Theater Offensive

Mission

The Theater Offensive's mission is to form and present the diverse realities of lesbian, gay, bisexual, and transgender (LGBT) lives in art so bold it breaks through personal isolation and political orthodoxy to help build a more honest progressive community. True Colors: Out Youth Theater, a community program of The Theater Offensive, leverages the power of theater to eradicate isolation and fear caused by bigotry and discrimination, creating a safe haven where LGBT youth are supported and challenged to engage fully in their own personal, social, and artistic development.

What We Do

True Colors: Out Youth Theater, the largest program of The Theater Offensive, engages LGBT youth and their straight allies, ages 14 – 22, in the creation and performance of original plays that are then toured to schools, government agencies, community centers and events throughout New England. True Colors was first developed in 1994 through a commission by the Massachusetts Department of Education to create a theater component for the new Safe Schools Program for Gay and Lesbian Students. Since then, True Colors has been reformulated to fit the changing needs of LGBT young people, and the troupe has performed for thousands of diverse audience members. True Colors is youth centered and youth driven; troupe members write and produce works that capture the complexities of their lives, their experiences of oppression and liberation, and their hopes for the future.

Organizational Budget:	\$600,000
Youth Served Annually:	50 troupe members; 35+ youth mentors; 3,000+ audience members
Ages:	14–22

Awards & Recognition

- 2010: Outstanding Leadership Award from the Boston Alliance of GLBT Youth (BAGLY, Inc.)
- 2010: Outstanding Youth Group Award from Hyde Square Task Force
- 2008: Social Innovation Forum recipient, Empowering Youth Through the Arts track
- 2008: Selected as core collaborator for the Boston Youth Arts Evaluation Project
- 2004: Massachusetts Cultural Council Gold Star Award



© The Theater Offensive

*"I love these people.
We work so well together.
When I'm here,
I can just forget
about my worries,
because I just have
so much fun."*

*–Dan,
Troupe Member*

Spotlight!

ZUMIX



Mission

ZUMIX’s mission is to empower youth through music to make strong, positive change in their lives, their communities, and the world. Founded in 1991 with \$200 and 24 kids, ZUMIX now operates out of a 9,000-square-foot firehouse.

What We Do

Walk in the door of ZUMIX and you immediately feel the magic of youth deeply engaged in what they love most—music. In rock band, songwriting, chorus, radio journalism, and audio technology classes, young people who struggle in the classroom come alive. They gain 21st century skills that help them to succeed, such as creative thinking, problem solving, communication, and analytical thinking. Laughter emanates from every room, yet serious learning is taking place. Last year, all of our seniors went to college, two on full scholarships; six of our instrumental students received scholarships to Berklee College’s summer program; and two of our alumni graduated from college with highest honors. Simply put, ZUMIX prepares kids for life.



© ZUMIX

Number of employees:	8 full-time, 16 part-time teaching artists, 12+ performing artists, 9 youth staff
Total payroll:	\$687,531
Number of kids served:	857 annually (407 after-school, 450 through in-school partnerships)
Firehouse renovation:	\$4.6 million investment
Related jobs created:	\$2.5 million raiser to employ construction workers

“With drugs, violence, and peer pressure, life seems pretty hopeless for some kids. The community, in my eyes, honestly needs places like ZUMIX.”

- Justin Zullo, ZUMIX alumni

Of Note

- 2011: National Arts & Humanities Youth Program Award given by the President’s Committee on the Arts and Humanities
- 2011: Barr Fellowship for Executive Director Madeleine Steczynski
- 2010: Preservation Achievement Award from the Boston Preservation Alliance
- 2010: Excellence in Community Development Award from Massachusetts Housing Investment Corporation
- 2010: ZUMIX’s firehouse renovation project achieved LEED Gold certification.
- 2008: Founding member of the Boston Youth Arts Evaluation Project
- 2008: Margaret Stewart Lindsay Award
- 2008: Be the Change Grand Prize winner at Massachusetts Women’s Conference
- 2007: Participation Learning Network, sponsored by the Boston Foundation, Wallace Foundation, and Massachusetts Cultural Council

Significant Work Deserves Significant Support

Despite all of the benefits youth arts provide, we have failed to secure sufficient public funding. Among 11 subjects offered in high school, **superintendents surveyed nationwide** rank arts activities as one of the most likely subjects to develop creativity, yet a majority of respondents only offer the arts as electives.²⁵ Since 2002, time devoted to art and music instruction has declined by **35 percent** in a significant number of public schools across the country.²⁶

In **Massachusetts**, many school districts do not invest the resources and time necessary to provide an adequate K–12 education in the arts. Less than one third of all school districts in the state require a course in the arts for graduation. Forty-one districts, about **12 percent**, **have no arts instruction at all**. Massachusetts is **one of only four states without an arts education mandate**, and one of only ten that does not have a high school arts graduation requirement, although the Massachusetts Recommended High School Core Program of Studies includes at least one full-year fine arts course or its equivalent.²⁷

“The arts provide students with positive interactions with their community and expand their horizons. Increasing arts opportunities for young people increases their potential.”

*–Thomas Menino,
Mayor, Boston*



© Boston Arts Academy

In Boston, very few schools achieved what arts educators consider to be the benchmark of arts education—twice-weekly, year-long instruction for all students. In a 2007 survey, only **five percent of all elementary school students** and **six percent of all middle school students** in the Boston Public Schools met this goal. Eleven percent of schools showed no arts education available for their students during the school day. **Limitations to the school budget** were overwhelmingly identified as the primary factor that prevented schools from offering more arts education.²⁸



© Community Art Center

What You Can Do Today

1. Sustain—or, better yet, increase—levels of funding to the **Massachusetts Cultural Council**.
2. Sustain—or, better yet, increase—levels of funding to the **Youth Violence Prevention Program, through the MA Department of Public Health; Shannon Community Safety Initiative, through the MA Executive Office of Public Safety; Community Development Block Grants, through the US Department of Housing and Community Development; and the 21st Century Learning Partnership, through the US Department of Education**. Advocate for the arts to continue to receive funding through these programs.
3. Encourage that **municipal linkage monies**, which require developers to provide public benefit or mitigation for construction projects, be designated for youth arts programs in your community.
4. Support increased arts programming in the **After-School and Out-of-School Time Quality grant** and in the **Expanded Learning Time grant, both through the MA Department of Education**.

“Though we both have a long history in arts education, we were startled to find such systematic emphasis on thinking and perception in the art classes we studied. In contrast to the reputation of the arts as mainly about expressive craft, we found that teachers talked about decisions, choices, and understanding far more than they talked about feelings.”

—Ellen Winner and Lois Hetland, researchers at Harvard University Graduate School of Education’s Project Zero

5. Visit arts programs in your district and community to **see these programs in action** and learn firsthand how critical they are for the children, youth, and families who participate.
6. Invite **young artists to share their talents** and tell their stories to fellow policy shapers.
7. **Stay informed** about current legislation and budget issues affecting the youth arts community. Ensure that your staff and constituents receive regular email alerts on youth arts advocacy opportunities by joining the following list-servs:

- a. **Massachusetts Cultural Council:**

www.patronmail.com/pmailweb/PatronSetup?oid=945

- b. **Massachusetts Afterschool Partnership:**

www.capwiz.com/massafterschool/mlm/signup

- c. **Americans for the Arts:**

www.capwiz.com/artsusa/mlm/signup

- d. **Arts|Learning:**

www.artsllearning.org/programs/advocacy/maecmembership

8. Make specific requests to **district-level school boards**:
 - a. Meet the goal of at least **two hours of weekly high-quality sequential arts instruction** for each K–8 student.
 - b. Adopt the arts as a **core component of the recommended curriculum**.
 - c. Require that **every high school student receive at least one unit of arts education** in order to graduate.
 - d. Advocate for teachers to have **increased access to high-quality professional development** in the arts.
 - e. Support **arts-centered school programs** and encourage their expansion and duplication (e.g., Boston Arts Academy). Most of these schools have extraordinary success in graduating nearly all of their students and sending them to college.
9. Persuade public higher education institutions to **require proficiency in at least one art form for admission**.



© Hunt Alternatives Fund

“The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively. These qualities can be especially important in improving learning among students from economically disadvantaged circumstances.”

*–Arne Duncan,
US Secretary of Education,
in a letter to school
and education
community leaders*

ARTWorks for Kids

ARTWorks for Kids garners **sustained private and public support** of arts organizations that transform the lives of kids in **Eastern Massachusetts**. We promote the arts in classrooms, after-school programs, and the larger community to encourage young people to stay on track. We fund a coalition of approximately 30 youth arts organizations supporting underserved kids in Eastern Massachusetts. We help them to garner sustained private and public funding through advocacy, outreach, convening, and grantmaking.

ARTWorks for Kids is the local initiative of **Hunt Alternatives Fund**, which advances innovative and inclusive approaches to social change at local, national, and global levels. Since its founding in Denver in 1981, the Fund has contributed more than \$90 million to social change through a blend of grant making and operating programs.



© Hyde Square Task Force

Contact Us

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ZUMIX

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Phone: 617.568.9777
www.zumix.org

Current ARTWorks for Kids Grantees

Actors' Shakespeare Project
Artists for Humanity
BalletRox
Books of Hope
Boston Arts Academy
Boston Children's Chorus
Boston Youth Symphony Orchestras
City of Boston, Mayor's Office of Arts, Tourism, and Special Events
City Stage Company
Community Art Center
Community Music Center of Boston
Conservatory Lab Charter School
Dorchester Community Center for the Visual Arts
Express Yourself
From the Top
Hyde Square Task Force
Making Music Matters
The Max Warburg Courage Curriculum
OrigiNation
Raw Art Works
The Revolving Museum
The Theater Offensive
Troubadour: Literacy through Writing and Song
United South End Settlements
University of Massachusetts Lowell String Project
Urban Improv
Young Audiences of Massachusetts
ZUMIX

Boston Landmarks Orchestra
(affiliated non-grantee)



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ARTWorks for Kids' Coalition Impact

1. 81% of organizations serve a majority of **low-income youth**; all organizations have programming directed toward low-income youth.
2. About 40% of organizations work with **targeted underserved populations**, including incarcerated youth, kids with mental illness and special needs, victims of domestic violence, and English language learners.
3. 80% of organizations are **supported by the Massachusetts Cultural Council**, the state's arts agency, attesting to the quality of the programs.
4. 90% of graduating seniors from coalition programs enrolled in college in 2006.

“Despite a shaky economy and dwindling public resources, we in the Boston Public Schools are absolutely committed to expanding the exposure to the arts that our students receive.”

*–Dr. Carol Johnson,
Superintendent,
Boston Public Schools*



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Resources

Americans for the Arts

www.artsusa.org

Arts|Learning

www.artsllearning.org

Arts Education Partnership

www.aep-arts.org

Hunt Alternatives Fund

www.huntalternatives.org

Massachusetts Advocates for the Arts, Sciences and Humanities

www.maash.org

Massachusetts Afterschool Partnership

www.massafterschool.org

Massachusetts Cultural Council

www.massculturalcouncil.org

National Assembly of State Arts Agencies

www.nasaa-arts.org

National Endowment for the Arts

www.nea.gov

“You [Raw Art Works] have become one of the biggest and most influential impacts in my life! You have given me a second home, lifelong friends, a job that I love, and people that care about me and accept me for who I am ... I thank you for creating my future.”

*–Doneeca,
Raw Art Works graduate,
attending Bucknell University
on a full scholarship*

Endnotes

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- 2 Shirley B. Heath and Milbrey W. McLaughlin, *Community Counts: How Youth Organizations Matter for Youth Development* (Washington, DC: Public Education Network, 2000).
- 3 James S. Caterall, *Involvement in the Arts and Success in Secondary Schools*, Americans for the Arts (1998).
- 4 Ibid.
- 5 Editorial, "A self-inflicted wound: Why massive cuts to cultural spending are counterproductive," *The Boston Phoenix*, May 20, 2009.
- 6 Anita Walker et al. to the Chairs of the Governor's Readiness Project, February 21, 2008.
- 7 Julie Peeler and Gary P. Steuer, "The Benefits to Business of Participating in the Arts," *Arts & Business Quarterly*, Spring 2001.
- 8 Anna Madison, *Massachusetts Cultural Council YouthReach Initiative: Impact Evaluation*, College of Public and Community Service, University of Massachusetts, 1997.
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"One of our greatest assets in this country are the talented boys and girls who devote their early lives to music."

—President John F. Kennedy at a Boston Youth Symphony Orchestras concert at the White House, 1962