



Arts and Humanities

FOR EVERY STUDENT

School Handbook

www.dccollaborative.org

The name Arts for Every Student says it all. Through AFES every student regardless of ethnicity, economic status or school is given the opportunity to experience some arts related event/activity that enhances their life.

-Priscilla Barrow, Music Teacher



Introduction

It is our pleasure to welcome you as a school partner in the **Arts and Humanities for Every Student (AHFES)** program. **Arts and Humanities for Every Student** is the cornerstone program of the DC Collaborative, created in 1998, to serve as a vital arts education resource to the students and teachers of the DC public education system (traditional and public charter).

The primary goals of the **AHFES** program are to establish the arts and humanities as an essential component of a high-quality education, and to provide equitable access for all students of the DC public education system to the wealth of arts and humanities experiences available in the metro DC area, regardless of socioeconomic status.

We are pleased to offer this wonderful resource to your schools and classrooms. We are moving into our 17th year of programming, excited to begin another school year. **Over the course of our 20-year history, the AHFES program has served more than half-a-million students in the DC public education system!** This number highlights the importance teachers and schools such as yours place on the arts and humanities in education.

This handbook is designed to make school partnership easier, and to provide all the information a school partner needs for a positive and successful experience. This handbook contains information about the theory and foundation of the DC Collaborative's arts and humanities education programming, as well as the specific nuts and bolts information for the **Arts and Humanities for Every Student** program.

Welcome again as a school partner for the **Arts and Humanities for Every Student** program. We look forward to a successful and enriching year together!



Table of Contents

Introduction.....	1
DC Collaborative Core Values	2
DC Collaborative Arts Education Continuum.....	3
Program Structure and Process.....	4
How to Become a School Partner.....	6
Program Policies.....	9
Roles and Responsibilities.....	12
Professional Development.....	15
DC Collaborative Story Bank.....	16
School FAQ.....	18
Resources for Arts Education.....	19
Forms, Supplemental and Everyday Advocacy..	21

Arts for Every Student: Core Values

As the cornerstone program for the DC Collaborative, **Arts and Humanities for Every Student (AHFES)** is a shining example of the organization's core values. These core values were developed to better align the DC Collaborative with the principles of our two primary constituencies, our members and our school partners, and serve as the foundation of our **AHFES** program. The program's core values are:

- **Collaboration** We have a responsibility to be a collaborative partner in providing arts and humanities educational programming.
- **Equity** We believe that every student and educator is entitled to equitable access to arts and humanities education programming.
- **Service** We are committed to serve our local school community, DC public and public charter school teachers and students.
- **Value** We strive to provide high-quality materials to educators to complement and enhance their students' artistic and educational experience and knowledge.
- **Respect** We welcome each member organization's ideas and feedback so that we may enrich the cultural programming available to our local school community.
- **Excellence** We strive continually to learn and improve so that we may achieve the highest ideals of public service.



DC Collaborative

Arts Education Continuum



We believe that a high-quality arts education involves the following:

- Exposure to high-quality arts experiences
- The integration of arts across the continuum
- Learning in the arts, including the visual arts, music, dance and drama, as well as new media, including digital arts

In 2004, the **Arts Education Continuum** was developed by a task force of DC Collaborative members and DC educators, in an effort to strategically define the elements of a well-rounded arts education, and highlight how the arts contribute to a more meaningful and effective education. The **Arts Education Continuum** demonstrates that a well-rounded arts education is comprised of three components: Arts Experiences, Arts Learning, and Arts Integration. No one component is more important than the other, and each increases the efficacy of the other.

The **Arts and Humanities for Every Student** falls within the Arts Experiences category, and plays a key part in the DC Collaborative’s **Arts Education Continuum**, providing an entry point for the other two components. As students attend AFES events, they may become excited and inspired to learn about that art form, or more willing to explore their own creativity in the classroom. Their **Arts and Humanities for Every Student** experience may be the first time they’ve ever seen or heard about that particular art form, and it may be the first step that begins the journey of a lifetime.

Arts Experiences
Students have an opportunity to observe performing arts, visual arts or humanities by artists.
Example: Attend a performance or visit a museum/art gallery, or a performance/exhibit provided at a school.
Arts Learning
Students receive instruction by artists and arts teachers to increase their skill in or knowledge of an art form.
Example: Student is enrolled in music, theater, visual arts, dance and/or a humanities class as part of their curriculum; or student participates in lessons taught by an arts teacher or by an artist out of school.
Arts Integration
Students participate in instruction with objectives in an art form and another content area taught by artists, arts teachers and/or classroom teachers to enhance learning in both the art form and the other content area.
Example: A teaching artist or teacher develops a five lesson unit of study integrating an art form. During the unit, students will learn about the elements of the art form, and traditional content area. The student will create a project that demonstrates learning and understanding in both areas.

AHFES Program Structure

The **AHFES** program makes it possible for 25,000-35,000 students to attend DC area cultural events each year.

The DC Collaborative matches schools with arts and humanities education experiences through the following process.

- Identifying high quality arts and humanities education experiences
- Marketing those arts and humanities education experiences to schools
- Coordinating the field-trip and in- school reservation process (booking, transportation, educational prep. materials, media releases, event follow-up including evaluation and #StoryBank Blog)

Events are identified through our **AHFES** application process that occurs in late spring of each year wherein active Members who want to participate apply to offer events in the **AHFES** program. The Collaborative staff then markets those arts and humanities education experiences to schools in the DC public education system.

Any school in the DC public education system is eligible to register to participate in the program. Once registered through a School Partnership Agreement and payment of the AHFES Fee, each participating school is eligible to request experiences through the **AHFES** registration lottery system. If awarded an **AHFES** experience, schools will not exceed more than one experience per student enrolled PreK through grade 12.**

****Please note:** In efforts to be more equitable, **AHFES** experiences are now decided by a lottery system and based on **AHFES** Provider availability. **Winning the AHFES registration lottery does not guarantee a spot to every student enrolled in the school, unless the school can cover costs for transportation and tickets.** Please let us know ahead of time if your school can cover any transportation and ticket costs. There are three lotteries per year in September (for events October-December), December (for events January-March) and March (for events April-June).

AHFES at Cultural Institutions

AHFES at Cultural Institutions provides the schools in the DC public education system with access to age-appropriate cultural opportunities throughout the Washington, DC metropolitan area. DC Collaborative school partnerships ensure that all public schools can benefit from the region's rich array of arts and humanities amenities. Excursions include storytelling presentations; music, dance, and theater experiences; plus trips to The Kennedy Center and museums. These events connect to class curriculum and help students develop critical-thinking skills. Participating organizations supply teachers with study materials, adding further incentive to integrate the arts into their daily lessons. In the 2016-2017 school year, about 34,000 students and teachers visited area cultural institutions through **AHFES**.



AFES In-School Placements



This year the DC Collaborative will be offering limited In-School Placement opportunities based on availability from **AHFES** Providers. **AHFES In-School Placement** opportunities bring education opportunities into the schools with our partners. The program presents a variety of artists and educators from all disciplines and enables students to experience performances/workshops directly connected to their curriculum. The program encourages teachers to make stronger connections to arts and humanities in the classroom through experiential learning.

Registration Tip:

When you are requesting **AHFES** experiences through the **AHFES** lottery registration system please request both the field-trip and an in-school placement. **NOTE:** Your school will only receive either the field-trip and the in-school placement if you win the **AHFES** registration lottery (not both).

AHFES Personnel

DC Collaborative Program Staff manages and coordinates all **AHFES** programming, and acts as liaison to **AHFES** Providers, participating transportation vendors and Key Communicators.

AHFES Providers are members of the DC Collaborative that apply yearly to offer age-appropriate arts and humanities education experiences.

Key Communicator is the primary point of contact at each school registered with **AHFES**. They coordinate all **AHFES** programming in their respective schools.

AHFES Transportation

- Bus arranged by the DC Collaborative
- Bus arranged or reimbursed by the school
- Metro Rail is used for grades 3 and up



How to Become an AHFES School Partner

Step 1: Designate a School Key Communicator

The DC Collaborative staff works with one main contact in every partner school. This individual is called our “**Key Communicator**.” This is a voluntary position, held by a school staff member or educator, however, school leadership must be aware of the designated individual, and send confirmation to our office via the **School Partnership Agreement**. **School Partnership Agreements and the new AHFES School Application fee of \$30 are due prior to program participation.***



***Please Note:** The **AHFES** School Application Fee is a one-time fee which will be returned to your school if your school provides its own transportation and tickets to one event OR if your school does not receive a trip after participating in all three lotteries.

Role of Key Communicator

The Key Communicator plays an essential role in your school’s **AHFES** experience. They are the key point of contact at each school registered in the **AHFES** program, helping us bring the resources to you. The Key Communicator coordinates all **AHFES** programming in their respective schools. Their detailed responsibilities are listed in this handbook.

How will I know if my school has a designated Key Communicator?

Many returning **AHFES** partner schools already have a designated Key Communicator. If you are unaware of your school’s status, please contact our office at info@dccollaborative.org. We will review our records and confirm your school’s Key Communicator status.

Step 2: Attend Arts and Humanities for Every Student Orientation

The next step in the process is to attend an **AHFES** orientation training workshop. There will be a number of training workshops held June – August. Attendance at the workshop is mandatory for those wishing to participate in the **AHFES** program. There will also be a Member Showcase/ Teacher Orientation at the end of August during. Stay tuned for more details!

Attendance is required for program participation. Every year, DC Collaborative staff works to improve our program offerings and services, and so each orientation will cover any new program policies or important updates.

Each school's designated Key Communicator should attend the School Orientation. However, any interested school staff member is welcome to attend! If the designated Key Communicator is unable to attend any of the scheduled dates for orientation, a school representative may attend in order to remain eligible for program participation.



Step 3: AHFES Online Lottery and PD

Once a Key Communicator has been designated, he/she should go to www.dccollaborative.org to familiarize his/herself with the website. We are utilizing a lottery registration that will occur three times during the year (September, December and March). Please do not hesitate to call our office at 202.470.6467 if you have any questions! All of the **AHFES** learning experiences will be listed under the 'Arts and Humanities Events' tab in August.

The DC Collaborative Website is a great resource for all teachers! All teachers can view the website to review **AHFES** and **PD** event offerings for students and teachers in their grade level/subject area.

NOTE: Only Key Communicators can register their students for AHFES learning experiences.

Another great reason for teachers to take advantage of the website is that the teachers and schools tab also includes the Professional Development Workshops (PD) available to teachers through our member organizations. These workshops are a great way to bring the arts and humanities into your classroom practice, and learn how to more effectively utilize the arts and cultural organizations as a learning resource. Teachers should self-register for the PD workshops in the online, and do not need to go through the Key Communicator to do so.

NOTE: Professional Development Workshops offered by members may be submitted to the Office of the State Superintendent on Education and your Principal to be considered towards recertification. Teachers should be sure to request a syllabus/agenda and a certificate of participation from the organization presenting the workshop.

My School is a Registered School Partner... Now what?

Once your school is registered and the Key Communicator has attended an **AHFES** School Orientation, the next step in the process is selecting events for your school. As mentioned previously in this handbook, each participating school is eligible to request experiences through the **AHFES** registration lottery system. If awarded an **AHFES** experience, schools will not exceed more than one experience per student enrolled PreK through grade 12.** Key Communicators are encouraged to submit their school's top requests that align with curricular priorities..

****Please note:** In efforts to be more equitable, **AHFES** experiences are now decided by a random lottery system and based on **AHFES** Provider availability. **Winning the AHFES registration lottery does not guarantee a spot to every student enrolled in the school, unless the school can cover costs for transportation and tickets.** Please let us know ahead of time if your school can cover transportation and ticket costs.

AHFES events are offered to schools from October to June of the school year. Event descriptions and information for trips and in-school events are available for schools to review in late August online, www.dccollaborative.org. Schools may only register for trips or request in-school performances once registration has been opened officially by the DC Collaborative office. The first lottery will open in mid-September 2017 and Key Communicators will be able to submit their requests then. Please note that **AHFES at Cultural Institution** requests are honored prior to in-school placement requests.

Step by Step Process of Registering Events for Your School

- The Key Communicator sends a notice to classroom teachers outlining the lottery policies and procedures. Key Communicators should forward classroom teachers the electronic version of our catalogue and our website to exhibit the different **AHFES** learning experiences and PD opportunities.
- Once all **AHFES** learning experiences have been received by the Key Communicator from colleagues, the Key Communicators should check dates against their school's schedule and keep the assessment schedule in mind. Teachers should also build consensus amongst the teachers in the school around one experience, pre student, per grade grouping policy and determine the best trips to match to the school's curricular goals. Teachers should also consult the relevant academic standards associated with each trip, which are found in the catalogue before making selections.
- Key Communicators should use the DC Collaborative website to verify the performance dates and locations prior to registration and familiarize themselves with the **AHFES** listings on the DC Collaborative website. **AHFES** learning opportunities will be listed in the same order as the catalogue (alphabetical order by organization).
- Registration opens mid-September 2016 in celebration of National Arts in Education Week! Tickets are limited and offered through the lottery.



Education Materials

To get the most impact from **AHFES** field-trip experiences, teachers are strongly encouraged to use pre- and post-trip education materials.

Four weeks prior to the event, member providers must send event education materials to registered schools. Classroom teachers should utilize these materials as support for classroom lessons related to the **AHFES** experience.

Transportation Process

DC Collaborative staff will book transportation for school registrations, unless the school is able to provide their own transportation. Bus requests are submitted by the DC Collaborative to bus providers 30 days in advance of the event. Please contact the office if you need the insurance certificate from the bus company. Key Communicators will receive confirmations and pick up times in an excel file after registration and will receive reminders the month of the event and the week prior. These confirmations will detail pickup times and locations.

Program Policies

Chaperone Policies

The DC Collaborative aligns with DCPS policies. All field-trips must have at least one chaperone per every ten students. **NOTE: All AHFES venues are ADA compliant. Please contact info@dccollaborative.org if you have specific requests.**

Transportation Policies

As mentioned in the Program Structure section of this handbook, the following are the transportation methods utilized by the Arts and Humanities for Every Student program:

- Bus arranged by DC Collaborative
- Bus arranged/reimbursed by the school
- Metro Rail for grades 3 and up

Transportation assignments will be chosen based upon the following:

- All PreK-2nd students will arrive to events via contracted bus providers.
- For grades 3-12, metro will be selected based on school and event proximity to metro stations.

Key Communicators should verify event location information with all adult chaperones prior to the trip. Key Communicators are responsible for confirming all details with their school via the information provided by the DC Collaborative staff on the initial confirmation sheet. **NOTE: Teachers should let the program staff know if a wheel chair accessible bus or other special accommodations are needed at least three weeks prior to the AHFES experience.**

Bus Policies

DC Collaborative staff will confirm all event details with bus providers prior to the trip. Please contact our office with any questions or concerns about transportation. **NOTE: Teachers should let the program staff know if a wheel chair accessible bus or any other special accommodations are needed at least four weeks prior to the AHFES experience.**

Bus Pick-up/Arrival at School:

Adult chaperones should be sure that all students are prepared and waiting for the bus at the scheduled arrival time.

Buses will arrive for pick-up at the school 1 hour before the event. If the bus is late, please allow the bus vendor 5-10 minutes after the scheduled pick-up time. If the assigned bus provider does not arrive at the school location 5-10 minutes after the scheduled pick up time, please contact our office. The **AHFES** program staff will contact the bus company to remedy the situation.

Event Drop-off:

At most event locations, buses will not be able to wait on the street for the duration of your event. **Chaperones should note the name of their bus provider, the bus driver, a contact cell phone number if possible, and confirm the time students will be out of the event.**

At some event locations, buses will be assigned a spot to park for the duration of the event. In this case, it is still helpful to note the information referenced above.

Breakfast/Lunch Arrangements:

Schools are expected to make arrangements for students to eat prior to the trip, and/or notify the school cafeteria that students will be eating after the trip. Schools may not ask bus drivers to take them anywhere for lunch. Students are not permitted to eat or drink on contracted buses.

Please note: Schools will be responsible for any cleaning or damage costs incurred on field-trips (including- on the bus or at the venues).



Metro Policies

Grades: Only grades 3-12 will be considered for Metro.

Walking Distance: Metro stations must be within safe walking distance from the school and the event location. Safe walking distance is within .3 miles.

Purchasing and Distribution: The DC Collaborative no longer purchases Metro student fare cards for schools assigned metro as their transportation method. DC One Cards will be used for each trip and it is the Key Communicator's responsibility to ensure that the classes have valid DC One cards prior to AHFES trips.



Metro Transit Police: On high capacity days, DC Collaborative staff notifies Metro Transit Police that large groups will be taking metro from schools to the events. Metro Transit Police are provided the date(s), starting and ending stop(s), time(s) of day, and the number of students.

Trip Cancellation Policies

In the event that a trip needs to be canceled, Key Communicators are designated to cancel trips. Trips must be cancelled 30 days in advance in writing to info@dccollaborative.org. Please notify us as soon as possible if you need to cancel so we can get another school into the performance.

NOTE: If you must cancel within 30 days of a trip, you must do so IN WRITING. Your school will be invoiced for of the tickets and transportation fees incurred. Unpaid invoices will bar your school from other field-trips throughout the year.

Ticket Reduction Policies

Key Communicators should only request the amount of tickets needed. If tickets need to be reduced greater than 10 reservations, email the DC Collaborative office at info@dccollaborative.org more than 30 days in advance of an event.

If you must make changes to number of requested tickets within 30 days of a trip, please contact our office. **Your school will be invoiced for the cost of the unused tickets and any transportation fees due to a reduction of your reservations within 30 days. A \$4 dollar per ticket charge incurred if your group is under attendance by 90% or over by 10%.**

Outstanding Balances:

Any school with an outstanding balance with the DC Arts and Humanities Education Collaborative will be ineligible for program participation for the school year, if the balance remains unpaid.

Balances may be incurred for, but not limited to, the following:

- Transportation reimbursements that schools agreed to pay to the DC Collaborative
- Requested tickets that go unused
- Transportation that is requested but unused

Roles and Responsibilities

It takes team work to make the **Arts and Humanities for Every Student** program a success, and we appreciate the work of all our school partners and member providers! We also firmly believe that setting clear expectations and clear understandings make for a better program experience for everyone. If questions arise at any time during your participation in the **AHFES** program, please feel free to contact our office.

As mentioned in the Program Structure section of this handbook, the following parties are participants in the **Arts and Humanities for Every Student Program**:

- DC Collaborative Staff
- AHFES Providers
- Key Communicator
- Principal
- Teachers



Each plays a unique role in ensuring the success of the **Arts and Humanities for Every Student** program.

DC Collaborative Staff and AHFES Providers

You can count on the DC Collaborative staff and **AHFES providers** to strive to provide a wonderful experience for your students. We know that arts experiences can be a highly effective method of reinforcing classroom content by relating the lesson to the outside world, engaging students with diverse learning styles, and inspiring students to learn more about a subject. To make sure we accomplish our goals, the DC Collaborative and member providers are responsible for the following:

DC Collaborative Staff

The program staff are the main contacts at the DC Collaborative for our school partners and member providers. The DC Collaborative:

- Acts as point person for programming committee and **AHFES** Providers during the application process and to coordinate reservations.
- Provides an online listing of all trips available through our **AHFES** lottery at least one week prior to the lottery.
- Sends a schedule of confirmed trips within one week after the **AHFES** Lottery.
- Maintains an up-to-date schedule that Key Communicators can check anytime online for trip details.
- Sends Field-trip reminders one month and one week prior to trips.
- Participates in timely communications with key communicators and teachers attending
- Provides smooth logistics with bus companies that are vetted based on quality of service, pricing, and certificates of liability insurance (which are already on file based on the necessary insurance requirements that are applicable under DC law).
- Solicits and analyzes teacher and student feedback from attended events via the **AHFES Experience Surveys**.
- Offers arts and humanities education programs that are accessible to all learners.

AHFES Member Providers

- Offers age appropriate, high-quality arts events that enhance students' educational and artistic learning.
- Connects events to National Core Arts, Common Core and DC Learning Standards. Providers are also encouraged to connect the the DCPS Framework for Arts Learning and Social Studeies and ELA curricular priorities.
- Provides preparatory materials (teacher and/or student guides) to school contacts at least four weeks before the performance date to help teachers prepare students for the event.

School Partners

It takes team work to make the **Arts and Humanities for Every Student** program work! Good school partners are essential to our success. Please review the following roles, to ensure your school has a great experience:

Key Communicator

The Key Communicator is the main contact at each school partner site. The Key Communicator:

- Works with fellow teachers to select events by grade grouping for trips to cultural organizations.
- Is responsible for the entire school's field-trip schedule in their folder the Collaborative's Google Drive confirmation system and that events align with the school calendar.
- Confirmation must be received within 48 hours of the DC Collaborative's lottery confirmation by the teacher attending with their contact info and cell phone. (This is a safety concern.) ***All communications regarding field-trips must be returned within 48 hours.***
 - Teacher and student experience surveys are required to be returned within two weeks to the DC Collaborative office.
- Ensures that permission slips are sent home and returned back to the school.
- Ensures that students load on and off of the bus or metro safely and that DC One cards are valid for students attending trips via metro.
- Provides school leadership and front office a written schedule of all selected trips and events for the entire year.
- Sends reminders to fellow teachers of scheduled events.
- Notifies school leadership and the front office of all scheduled trips and events at least one week prior to scheduled trip or event.
- Contacts the DC Collaborative program staff with all comments, questions or concerns.
- Represents the school at **AHFES** related meetings and events; if unable to attend, working with administrators and colleagues to send a school representative.

.Principals

- Confirms the Key Communicator for your school.
- Reviews the schedule of all selected **AHFES** events for the school year.
- Understands the **AHFES** program structure and policies.
- Encourages and supports the **AHFES** work and responsibilities of the Key Communicator in the school.
- Ensures that all staff are aware of the **AHFES** program, lottery registration process and the Key Communicator's contact information.

Teachers

- Considers student learning objectives and needs for the year, and reviews the catalogue of **AHFES** events (available online) to select appropriate events for their grade level.
- Provides the Key Communicator with choice of events appropriate for their grade level prior to each lottery.
- Distributes and collects permission slips and media releases in a timely fashion.
- Chaperones **AHFES** trips and ensures appropriate student behavior.
- Encourages and supports the work of the Key Communicator in the school.
- Integrates arts and cultural experiences into classroom learning.
- Integrates **AHFES** events into classroom learning, before and after the experience.
- Completes both the teacher and student event surveys online or sends results to the DC Collaborative.

Programming Committee

The DC Collaborative takes our role of providing **high-quality arts and humanities education experiences** seriously. To assist us in achieving our mission, we have worked extensively with our Programming Committee, comprised of teachers, principals and individuals from member organizations, to strengthen the **Arts and Humanities for Every Student** program. This year all **AHFES** programs will be peer reviewed and observed by members of the committee. If you would like to participate in this committee work, please email info@dccollaborative.org to sign up. We look forward to hearing your input!



Professional Development

Professional Development Workshops (PD) are offered through the DC Collaborative **AHFES** Providers to DC public and chartered public school teachers. These workshops offer teachers the opportunity to learn innovative ways to invigorate classroom instruction by using arts techniques. Teachers work with experienced arts educators to learn to use dance, music, theater, visual arts, and the humanities to teach academic lessons and address State Learning Standards. The Professional Development Workshops can be submitted to OSSE and your principal for PLU credits towards relicensure. Cost is covered completely by the DC Collaborative. Teachers may receive up to 3 workshops per year!



Professional Development Teacher Partner Responsibilities

Participation in **Professional Development Workshops** is easy! Here's a quick snap-shot of what's expected from partner schools

- Key Communicators should instruct teachers interested in **PDs** to register for events on the DC Collaborative website.
 - Registrations must be made by the teachers attending the **PD**.
- Key Communicators should instruct teachers of the cancellation policies and procedures for **PDs**.
- Select **PD** events during registration week with your colleagues.
- Attend the **PD**.
- Complete event evaluations.



Cancellation Policy:

Workshop Registrations must be cancelled 30 days in advance by emailing info@dccollaborative.org.

Teachers who do not cancel their registrations and are not in attendance for the **PD** will be invoiced for the cost of the reservation.

DC Collaborative #StoryBank

Share Your Story

Participate in the DC Collaborative #StoryBank Blog!

Share why the arts and humanities are important to you personally, your school and the students in the District. Feature your students and your school!

Submission Guidelines:

- Submissions are subject to review and edits by the DC Collaborative team.
- Submit text, photo and/or video to info@dccollaborative.org or to <http://storybank.dccollaborative.org/-submit>
- You may submit a headshot, your name, the subject area you teach and your school
- Try to keep the articles under 800 words
- We cannot post images that do not have photo permissions. If you are submitting photos that depict children, it is your responsibility to have the appropriate photo permission on file and to include photo credits if applicable. See the DC Collaborative Media Release (pg. 17).

Teacher Article Outline Suggestions:

- Title
- Submitted by
- Body
 - Intro- Discuss your personal background and your school's information (ie history, involvement in arts and humanities education, location, grade levels...)
 - Main body- Discuss programs your school has attended, educational materials provided to you from the organizations, how the students were impacted by the fieldtrip, what it means to be active in the DC Collaborative...etc. Include direct student quotes Please see the "Question Bank" (pg. 17) and answer 3-5 questions for inspiration in this section.
 - Conclusion- Wrap it all up!
- **Note about pictures and video- Pictures and video add another dimension to your stories and bring them to life. It is compelling to see the kids in action on field-trips or taking part in arts and humanities programming!**

DC Collaborative #StoryBank

Teacher Question Bank

- Please identify your name, your school, and your role at the school.
- What is your experience working with the DC Collaborative?
- What inspired you to become an educator?
- Reflect upon a moment from your own education that was particularly inspiring to you.
- Feature a field-trip. Reflect on an **AHFES** field-trip that you and your students went on in the past. How did you use the education materials provided? What was the impact on the students? Please share pictures and/or video from the trip. See the note about the photo release (pg. 17).
- Do you find the fieldtrips we coordinate and the in-class materials to be beneficial for your students? In what capacity?
- Do you find the in class materials our members provide to be beneficial for you and your students? In what capacity?
- How have these **AHFES** field-trips or PD experiences influenced your teaching?
- Are there notable differences in the classroom (participation, critical thinking, etc.) after students participate in a field-trip? Share one (or two) student's experiences in particular.
- Are there students who consistently don't participate in the field trips? Do you see a difference between them and the students who do?
- How do you personally advocate for arts and humanities as an integral part of student's education?
- Has participating in the **Arts and Humanities for Every Student** program with the DC Collaborative encourage you to become a bigger advocate for arts and humanities in the classroom and exposure to the cultural resources of Washington, DC? How so?
- Are you a parent/grandparent/aunt or uncle? How do you encourage the arts and humanities in your home? Do you take your children to any arts and humanities organizations? What is your favorite?

School FAQ

How do schools register to participate?

1. Schools should contact our office to check on their registration status (Does your school have a School Partnership Agreement on file).
2. Schools receive a Partnership Agreement that must be signed by the Principal, indicating the Key Communicator.
3. Key Communicators are required to attend an **AHFES** teacher orientation workshop. Only Key Communicators may register their school for events.

If a school only needs 65 tickets, should they request 100?

As the number of tickets per event is limited, we ask that schools only request what they need.

How many students are eligible per grade level?

Student eligibility is based on your school's enrollment and may not exceed one per student enrolled.

What if a school has less registrations than expected?

Schools must notify our office of ticket reductions 30 days in advance, or they will be billed for the cost of the unused tickets and transportation.

What is the process for a school to cancel the trip?

Trips must be cancelled 30 days in advance. All cancellations must be made in writing by contacting the DC Collaborative Program Director via email.

Are students permitted to eat on the bus or after a trip?

Schools are expected to make arrangements for students to eat prior to the trip, and/or notify the school cafeteria that students will be eating after the trip. Schools may not ask bus drivers to take them anywhere for lunch.

How do I stay informed with the latest news from the DC Collaborative?

- **Signup for our email list**- Email info@dccollaborative.org
- **Like us on Facebook**- [Facebook.com/DCCollaborative](https://www.facebook.com/DCCollaborative)
- **Follow us on Twitter**- [Twitter.com/DCCollaborative](https://twitter.com/DCCollaborative)
- **Follow us on Instagram**- [Instagram.com/DCCollaborative](https://www.instagram.com/DCCollaborative)
- **Follow us on Tumblr for the #StoryBank Blog**- Storybank.DCCollaborative.org

Contact

**Mailing: 975 F Street, NW
Washington, DC 20004**

**Location: 923 F Street, NW
Washington, DC 20004**

**202.470.6467 (p)
202.787.9086 (c)
info@dccollaborative.org**

Publications

Arts Education in America: What the Declines Mean for Arts Participation

Rabkin, Nick and Hedberg, E. C. (2011). Arts Education in America: What the Declines Mean for Arts Participation. Washington, DC: National Endowment for the Arts.

Arts Education Navigator Series

Engebretsen, Kristen, VanFleet, Elizabeth (2013, 2015). E-Book Series on Arts Education. Washington, DC. Americans for the Arts. <http://www.americansforthearts.org/by-program/networks-and-councils/arts-education-network/tools-resources/arts-education-navigator-series>

Arts Integration Frameworks, Research, & Practice: A Literature Review

Burnafor, G., et al. (2007). Arts Integration Frameworks, Research, & Practice: A Literature Review. Washington, DC: Arts Education Partnership.

Building Parent Involvement Through the Arts

Sikes, M. (2007). Building Parent Involvement Through the Arts. Thousand Oaks, CA: Corwin Press, 2007.

Educational Value of a Field-trip

Green, Jay P., Kisida, Brian, Bowen, Daniel H. "The Educational Value of Fieldtrips." Education Next. Winter 2014 / Vol. 14, No. 1, (September 16, 2013). <http://educationnext.org/the-educational-value-of-field-trips/>

Effective Field-trip Guide

DC Arts and Humanities Education Collaborative (2011). Effective Field-trip Guide. Washington, DC: DC Arts and Humanities Education Collaborative.

Re-Investing in Arts Education: Winning America's Future.

President's Committee on the Arts and Humanities (2011). Re-Investing in Arts Education: Winning America's Future. Washington, DC: President's Committee on the Arts and Humanities. (<http://www.pcrah.gov/publications>)

Renaissance in the Classroom

Burnafor, G., Aprill, A., and Weiss, C. (2001). Renaissance in the Classroom. Mahwah, NJ: Lawrence Erlbaum.

The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies

Catterall, James S., et al. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies. Washington, DC: National Endowment for the Arts.

Third Space: When Learning Matters

Stevenson, L. M., and Deasy R. J. (2005). Third Space: When Learning Matters. Washington, DC: Arts Education Partnership.

Understanding By Design

Wiggins, G., and McTighe, J. (2005). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.

Additional Resources for Arts Education

There are many resources that can support the integration of the arts and humanities into your teaching practice and classroom. We've listed a few here. For additional resources or referrals, please don't hesitate to contact our office.

Organizations and Web-based Research Portals

ARTSEDGE, <http://artsedge.kennedy-center.org/>, The John F. Kennedy Center

ARTSEDGE — the National Arts and Education Network — supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEDGE empowers educators to teach in, through, and about the arts by providing the tools to develop interdisciplinary curricula that fully integrate the arts with other academic subjects.

ARTSEDGE offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.

Arts Education Partnership, <http://www.aep-arts.org/>

The Arts Education Partnership provides information and communication about current and emerging arts education policies, issues, and activities at the national, state, and local levels. Our major projects and activities include: commissioning and disseminating research about critical arts and education issues; maintaining and linking databases on state-level policies for arts education; and convening national forums around significant themes and issues in the field. Our partners include federal arts and education agencies, state departments of education, state arts agencies, national arts and education organizations, and arts and education collaboratives at the state and local level.

Library of Congress Education Resources, <https://www.loc.gov/education/>

The Library of Congress has a vast number of education resources and a blog for teachers, students and lifelong learners online. The student's section including Read.gov, Poetry 180, America's Library, Science: Everyday Mysteries and Today in History. The educator's section offers classroom materials and professional development to help teachers use primary sources from the Library's vast digital collections.

Appendix

Supplemental and Advocacy Docs

The DC Collaborative would like to empower you to advocate for more resources for arts and humanities education experiences in your school. In addition to the publications and research portals included on pages 19 and 20 the following handouts will assist you in implementing and advocating for **Arts and Humanities for Every Student** in your school.

Appendix Contents

School Partnership Agreement	22
Prior to participating in the AHFES Lottery The School Partnership Agreement needs to be turned into the DC Collaborative. Email to info@dccollaborative.org or mail to our office.	
Media Release	26
As stated in the School Partnership Agreement, all photographs (including photography, filming, and video- taping) taken during DC Arts and Humanities Education Collaborative’s Arts and Humanities for Every Student field-trips and in-school residencies are eligible for use by the DC Collaborative in any print materials, online formats, publications, displays, advertisements or promotions. Key Communicators should include media releases in permission slips for DC Collaborative field-trips and in-school residencies.	
Sample Support Letter	28
A sample support letter that you can use to assist the Collaborative in raising funds for the Arts and Humanities for Every Student program is included. Simply paste the text into your school’s letterhead and personalize the message! Help contribute to our Collaborative Effect!	
AHFES Value Statement Handout	29
Educators may use the included handout to demonstrate to your principal and other school administrators the monetary and educational value of the Arts and Humanities for Every Student experiences that are provided to your school at no cost (or minimal cost). Please email info@dccollaborative.org if you would like more information to supplement this handout.	
Friend Membership Handout	30
Educators and parents can use the “Friends of the DC Collaborative” handout to assist us in recruiting individual members. which assists the DC Collaborative in providing more high-quality arts and and humanities education experiences for your students!	



Arts and Humanities for Every Student School Partnership Agreement 2017-2018

Arts and Humanities for Every Student is the legacy program of the DC Collaborative, created in 1998 to serve as a vital arts and humanities education resource to the DC public and public charter school communities. The primary goals of the **Arts and Humanities for Every Student** program are to establish the arts and humanities as an essential component of a high-quality education, and to provide equitable access for all DC Public and chartered public school students to the wealth of arts and humanities experiences available in the metro DC area. These goals are accomplished through the partnership and collaboration of the members of the DC Arts and Humanities Education Collaborative and our School Partners.

SCHOOL NAME* (please print): _____ is pleased to participate in the 2017-2018 Arts and Humanities for Every Student Program as a School Partner. We have received and read the Arts and Humanities for Every Student Handbook. **By signing this partnership agreement, we agree to abide by the program policies and fulfill the school responsibilities outlined in the school handbook.**

Please complete this agreement and return it to our office prior to the September Lottery. You may scan and email the form to info@dccollaborative.org, or mail to DC Arts and Humanities Education Collaborative, 975 Street, NW, Suite 400 Washington, D.C. 20006.

AHFES FEE: This year there is a **\$30 AHFES School Application fee**. The fee will be returned if your school does not receive a trip by the conclusion of the school year and you applied in each lottery or if your school provides transportation or pays for transportation and tickets to at least one event.

The following individual has agreed to act as Key Communicator (main P.O.C.) for our school for the 2016-2017 school year:

School Key Communicator* (please print clearly)

Title

School Key Communicator signature*

Date

School Principal * (please print clearly)

Title Not Required

School Principal signature*

Date

CONTACT INFORMATION

Key Communicator Email* (please print clearly)

Key Communicator Phone* (please print clearly)

School Phone*

Music Teacher (Not Required)

Music Teacher Email (Not Required)

Visual Arts Teacher (Not Required)

Visual Arts Teacher Email (Not Required)

PTA President (Not Required)

PTA Email (Not Required)

Other teachers, parents or administrators who would like to join our contact list should email info@dccollaborative.org to sign up to receive notifications for Professional Development Opportunities, the latest from our members and other news in arts and humanities education.

*** Required Field**

Arts and Humanities for Every Student (AHFES) Policies

Please have both the Key Communicator (KC) and Principal Initial (in cases of cancellation and reimbursements) next to each item to acknowledging receipt.

KC Initial:

• **Participating schools do the following prior to AHFES program participation:**

- Return the School Partnership Agreement
- Pay the \$30 AHFES School Application Fee
- Review the School Handbook
- Attend AHFES Orientation at The Kennedy Center during PD week.

KC Initial:

• **AHFES Lottery.** AHFES programs are offered on a lottery basis three times a year for students enrolled in DC Public and Public Charter Schools. This Partnership Agreement does not guarantee admission to field-trips.

KC Initial:

• **Key Communicators.** Key Communicators are responsible for the *school's field-trip schedule* and are the only people permitted to register students for trips. KCs should build consensus among educators in their school for selections and provide contact info (including cellphone) of the teacher attending.

- Unless otherwise indicated, schools are eligible for **one field-trip per student enrolled, per year.** Schools will be chosen in an equitable manner across all 8 wards of the city.

KC Initial:

Principal Initial:

• **Reimbursement.** Transportation and tickets are offered at no cost to schools, unless schools indicate that they can provide transportation or ticket reimbursements.

- **NEW! Schools that are not Title I schools are required to reimburse at least one field-trip per school year.**

KC Initial:

• **School Calendar.** KCs should reference the school calendar when making requests through the AHFES Lottery. The DC Collaborative will assign transportation upon sending schools their confirmations.

- **Testing.** Cancellation policies are still in effect during testing.

KC Initial:

• **Communications.** Confirmation must be received within **48 hours** of the DC Collaborative's lottery confirmation by the teacher attending with their contact info and cell phone. (This is a safety concern.) **All communications regarding field-trips must be returned within 48 hours.**

KC Initial:

• **Surveys.** Teacher and student experience surveys **are required** to be returned within two weeks to the DC Collaborative office.

KC Initial:

• **Transportation:** Buses are scheduled to **arrive 1 hour prior** to the performance. If you school has its own transportation or can reimburse the Collaborative, please inform the staff so more students across all eight wards of the city can participate.

- **Metro Rail.** Metro is assigned automatically to grades 3 and up if the school and the venue is within .3 miles of a metro stop. The KC is responsible for ensuring that student's DC One cards are valid.

KC Initial:

• **Accessibility.** AHFES programs are accessible to all learners and students with various needs. Accessibility requests (either on the transportation or at the venue) should be made at least **3 weeks in advance.**

KC Initial:

Principal Initial:

• **Cancellations.** All cancellations must be submitted in writing to info@dccollaborative.org. Schools will be invoiced if a cancellation occurs within 30 days of the trip. **Buses are an average of \$300 per bus and tickets are \$4 per tickets.**

• **Ticket Policies.** A \$4 dollar per ticket charge incurred if your group is under attendance by 90% or over by 10%.

• **Damages.** The school will be responsible for any damages incurred on transportation or at the venue due to the student's behavior.

• **Invoices.** If an invoice remains unpaid for one month without communication, the rest of the school's field-trips will be cancelled.

The DC Collaborative will provide:

- All transportation and tickets are covered at no cost by the DC Collaborative and the generosity of its cultural institution members, unless a school indicates that it can provide reimbursement
- An online listing of all trips available through our AHFES lottery at least one week prior to the lottery
- A schedule of confirmed trips within one week after the AHFES Lottery
- An up-to-date schedule that Key Communicators can check anytime online for trip details
- Field-trip reminders one month and one week prior to trips
- Timely communications with key communicators and teachers attending
- Smooth logistics with bus companies that are vetted based on quality of service, pricing, and certificates of liability insurance (which are already on file based on the necessary insurance requirements that are applicable under DC law)
- AHFES Cultural Institution members will provide field-trip preparatory materials with curricular connections at least 4 weeks prior to the field-trip
 - AHFES experiences connect to the National Core Arts Standards, Common Core and DC State Standards in other content areas
 - Members are working to connect to the new DCPS Framework for Arts Learning
- Arts and humanities education programs that are accessible to all learners

VALUE OF AHFES EXPERIENCES TO SCHOOLS

Collaborative Effect. The DC Collaborative works with their member cultural institutions to provide experiences at no costs or low costs to schools. This is possible because of our internal fundraising and the pool of resources that our members contribute collectively, many of whom donate tickets or provide a steeply discounted rate. In addition, some members provide support to reimburse transportation completely. The Collaborative also receives a discounted rate for transportation because of the volume of business given to bus vendors, supporting transportation for 20,000-30,000 students per year. We are able to get these experiences at such a good value, due to the volume of work that we do and contributions of our members who believe in this work. This is part of our **“Collaborative Effect.”**

Programmatic Value. The Collaborative’s average cost is approximately \$20 per student when factoring transportation and ticket costs. This means you are receiving a direct cost value of \$1,000 every time your school takes a field-trip with 50 students. **For a school with an enrollment of 350 students that is approximately \$7,000 in direct costs.*** The Collaborative, along with its members, work very hard to fundraise and provide these experiences at no cost (or minimal costs) to your school because collectively we believe that every student regardless of socio-economic status and location in the city should have access to high-quality arts and humanities experiences as part of their education.

****Please note that the \$15 per student rate is a minimal cost that the DC Collaborative covers on average, not the full value of the experience. This figure does not factor in all costs that the DC Collaborative or our members incur in making each experience possible. Our value statement, including educational value is available here as a handout.***

HELP US PROVIDE MORE OPPORTUNITIES FOR MORE STUDENTS

Would you be willing to help with fundraising for the Arts and Humanities for Every Student program at your School? If your school can provide transportation reimbursements we can reach other schools that can not reimburse costs and provide more opportunities. We still provide experiences at no cost to the schools a large majority of the time but if your school has the resources, it can help us reach others who do not.

Please check all that apply:

_____ I would like to write a letter of support for the DC Collaborative. (see pg)

_____ I would like to participate in the DC Collaborative StoryBank Blog. (see pg. 16-17)

_____ I would like to get the parents and the PTA involved. Please provide contact info:

_____ I would like to participate on the Development Committee.

PTA Contact: _____

_____ I would like to join and recruit individual members (such as teachers, artists & parents).

PTA Email: _____

PTA Phone: _____

Other: _____

*** Required Field**

Transportation Reimbursements. Each DCPS School receives student satisfaction funds which can cover field-trips, among other activities, or may have other funds set aside. Would your principal consider paying for or providing your own transportation or tickets to offset program costs for some trips?

_____ Yes _____ No

If yes, please indicate budget or other resources available: _____

Note: Bus costs range from \$300-\$400 per bus and tickets with our subsidized rate from members are about \$4 per ticket.

SCHOOL ENROLLMENT*

Please indicate the grade levels and enrollment (or projected enrollment) for your school (indicate 2015-2016 enrollment if unknown).

PreK _____

6th Grade _____

Kindergarten _____

7th Grade _____

1st Grade _____

8th Grade _____

2nd Grade _____

9th Grade _____

3rd Grade _____

10th Grade _____

4th Grade _____

11th Grade _____

5th Grade _____

12th Grade _____

PHOTO PERMISSIONS

All photographs (including photography, filming, and video-taping) taken during DC Arts and Humanities Education Collaborative's Arts and Humanities for Every Student field trips and in-school residencies are eligible for use by the DC Collaborative in any print materials, online formats, publications, displays, advertisements or promotions. By signing this agreement I grant the DC Collaborative an exclusive, perpetual, worldwide license for any publication print materials, online formats, publications, displays, advertisements or promotions. Please include media releases in permission slips for DC Collaborative field-trips and in-school residencies. Please disburse the media release (pg 26) with ALL DC Collaborative Fieldtrips. The Spanish version of the media release is available on pg 27.

Media Release



CONSENT AND RELEASE FOR STUDENTS TO BE FILMED/ PHOTOGRAPHED/ INTERVIEWED AND FOR USE OF IMAGE/VOICE

I, _____ hereby irrevocably grant to the DC Arts and Humanities Education Collaborative (DC
Parent/Guardian (Please Print)
Collaborative), their successors, and their assignees the right to record the image and/or voice and use the artwork and /or written
work of my child, _____, on videotape, on film, in photographs, in digital media and in any other form of
Child's Name (Please Print)
electronic or print medium and to edit such recording at their discretion.

I understand that my child's full name, address and biographical information will not be made public. I further grant the DC Collaborative, their successors and assignees the right to use and allow others to use my child's image and/or voice on the Internet, in brochures and in any other medium and hereby consent to such use.

I hereby release the DC Collaborative, their successors and assignees using my child's image and/or voice, artwork and/or written work pursuant to this release from any and all claims, damages, liabilities, costs and expenses which I or my child now have or may hereafter have by reason of any use thereof.

I understand that the provisions of this release are legally binding.

Parent/Guardian (if student is under 18) [Print Name]

Signature

Date

Student's School: _____ Student's Grade: _____

Media Release



Consentimiento y autorización para que los estudiantes sean filmados/fotografiados/entrevistados y para el uso de su imagen/voz/obras escolares

Yo, _____ por medio del presente otorgo a DC Arts and Humanities Education Collaborative, sus sucesores y asignados el derecho a grabar la imagen y/o la voz y a usar material artístico y/o el material escrito de mi hijo(a), _____, en video, en películas, en fotografías, en medios de comunicación digital y en cualquier otra forma de medios electrónicos o impresión, y a editar dichas grabaciones a su discreción. Entiendo que no se hará público el nombre completo de mi hijo/a, ni su dirección y ni sus datos biográficos sin mi previo consentimiento por escrito.

También otorgo a la DC Arts and Humanities Education Collaborative, sus sucesores y asignados el derecho a usar y a permitir a otros el uso de la imagen y/o la voz de mi hijo(a) en el Internet, en folletos y en cualquier otro medio, y por este medio doy mi consentimiento para dicho uso.

Por este medio libero a la DC Arts and Humanities Education Collaborative, sus sucesores y asignados y a cualquier otra persona que use la imagen y/o la voz de mi hijo(a), material artístico y/o trabajo escrito conforme a este comunicado, de cualquiera y de todos los reclamos, daños y perjuicios, responsabilidades, costos y gastos que yo o mi hijo(a) tenemos actualmente o podamos tener debido a cualquier uso del mismo.

Entiendo que las disposiciones de este comunicado son legalmente vinculantes. (Marque una opción)

☐ Doy mi consentimiento. ☐ No doy mi consentimiento.

Nombre del Padre/Encargado [En letra de imprenta]

Firma del Padre/Encargado o Estudiante (si es adulto)

Fecha

Escuela del estudiante

Grado del estudiante

Sample Support Letter

To Whom It May Concern:

On behalf of *<Insert School Name>* and our students and teachers, I am writing this letter in support of the DC Arts and Humanities Education Collaborative and their Arts and Humanities for Every Student (AHFES) and Professional Development (PD) programs. *<Insert School Name>* educates *<insert number of students>* students from *<insert grade range>* and is *<a Title I school>* located in *<Insert Quadrant>*, Washington, DC, one of the most under-served communities in the region. Our school has benefitted from the DC Arts and Humanities Education Collaborative’s partnership for *<insert number>* years.

We believe that learning also exists outside of the classroom and the city’s vast cultural resources can bring our curriculum to life and assists teachers in reaching every learner. The AHFES and PD programs serve as the bridge which connects our students and teachers to a variety of educational experiences at DC’s performing arts, visual arts and humanities institutions including: The Kennedy Center, Shakespeare Theatre Company, The Washington Ballet, National Museum of American History and many others! These experiences link to what students are learning in the classroom and comes with educational materials and lesson plans so teachers can easily align the field-trip experience to their lessons. The AHFES program not only provides tickets and transportation at no cost or low cost to schools, it serves as a clearinghouse of DC’s arts and humanities education programming.

<Insert a personal field-trip experience here>
<or... Insert if your school participates in PD> From the teacher’s perspective, DC Collaborative’s Professional Development programs offer exciting ways to enhance instruction through the inclusion of the arts and humanities. Educators walk away from the professional development sessions feeling inspired and knowledgeable to put their newly learned practices into motion within the classroom.

Without the financial and logistical support that the DC Collaborative’s Arts and Humanities for Every Student and Professional Development programs provide, we would not be able to send students to these valuable cultural experiences. The experiences provided by the DC Collaborative and their members have a profound impact on our student’s learning and our teacher’s education practice. We are thrilled to be part of the “Collaborative Effect” in providing arts and humanities education of the highest quality to our students. Please contact me if you have any questions in regards to my experiences with the DC Collaborative, *<insert phone number and/or email>*.

Sincerely,

<Name>
<Title>
<School>



DC Collaborative

Arts and Humanities for Every Student: Value Statement

Collaborative Effect

The DC Collaborative works with its member cultural institutions to provide experiences at no costs or low costs to schools. This is possible because of our internal fundraising and the pool of resources that our members contribute collectively, many of whom donate tickets or provide a steeply discounted rate. In addition, some members provide support to reimburse transportation completely. The Collaborative also receives a discounted rate from transportation companies because of the volume of business given to bus vendors, supporting transportation for 25,000-35,000 students per year. In addition, to assist with offsetting costs, we also utilize public transportation whenever possible. We are able to get these experiences at such a good value, due to the volume of work that we do and contributions of our members who believe in this work. This is part of our **"Collaborative Effect."**

Programmatic Costs

The Collaborative's average cost is approximately \$20 per student when factoring transportation and steeply discounted ticket costs. This means you are receiving a direct cost value of \$1,000 every time your school takes a field-trip with 50 students. For a school with an enrollment of 350 students that is approximately \$7,000 in **direct costs**.^{*} The Collaborative, along with its members, work very hard to fundraise and provide these experiences at no cost (or minimal costs) to your school because **collectively we believe that every student regardless of socio-economic status and location in the city should have access to high-quality arts and humanities experiences as part of their education.**

****Please note that the \$20 per student rate is a minimal cost that the DC Collaborative covers on average, not the full value of the experience. This figure does not factor in all costs (including administrative and production costs) that the DC Collaborative or our members incur in making each experience possible.***

Educational Value of a Field-Trip

Groundbreaking Evidence of Impact from the team at Crystal Bridges Art Museum and University of Arkansas regarding the Educational Value of a Field-trip came out in 2013.

The scientific study of a sample size of 10,000 students demonstrated that students who received the school tour were more likely to:

- Recall school visit themes
- Demonstrate stronger critical thinking skills
- Display higher tolerance
- Exhibit greater historical empathy
- Develop a taste for art museums and cultural institutions
- Benefits are generally significantly larger for disadvantaged students (minority, low-income, or rural schools)

Helpful Resources:

- **"Art Makes You Smart,"** The New York Times, Sunday, Nov. 24, 2013.
- **"The Educational Value of Field Trips,"** Education Next, Winter 2014.
- **"Learning to Think Critically: A Visual Art Experiment,"** Educational Researcher, Winter 2014.
- **"What Good are Field Trips?"** American Public Radioworks podcast



Friend Membership

Are you an arts and humanities education champion? Support equitable access to high-quality arts and humanities education experiences for DC Students today!

Sign up to become a **"Friend of the DC Collaborative"** by becoming a friends individual member today on **dccollaborative.org/donate**!



Your individual membership supports the DC Collaborative, a beloved mainstay of the Washington, DC, arts and humanities education scene, a tireless champion of the necessity of bridging the gap between the great institutions of arts and humanities today and the future artists and cultural consumers who will support them tomorrow. **The best way to support the next generation of great artistic minds is to provide them with equitable access to quality arts and humanities education when they are young and equip teachers with the ability to be good stewards of this rich artistic legacy.**

Good stewardship begins with generosity...

By contributing **\$100** to become a **"Friend of the DC Collaborative"** you will be making a real difference in a child's life. When a student is transfixed by the beautiful colors of a painting by Monet, it is because of your support. You helped that first grader along the way to that ballet performance they cannot stop thinking about. The support and generosity of those invested in the future of our nation's youth paves the road to the works of genius that the next generation will produce and support.

With the **"Friend of the DC Collaborative"** individual membership you will join a community of individuals and cultural institutions who collectively believe that every student, regardless of socio-economic status or location should have access to these experiences as an integral part of their education. As a member, you will also receive private tours at local cultural institutions, discounted tickets to DC Collaborative special events, and access to other DC Collaborative member only events.

Your support elevates potential, inspires thousands of students and teachers, and ensures that public students have equitable access to the arts and humanities in DC.

Join today! dccollaborative.org/donate

