

Chicago Arts Partnerships in Education

2006-2007 Annual Report



Leading the Way to More Effective Public Education



Dear Friends:

At a time when the image of public schools is often dominated by stories of intransigence and despair, CAPE is proud to present its 2006 – 2007 annual report, a story of transition and hope in over 100 Chicago public schools. New developments in CAPE's programming and administration increasingly position the arts as much more than a subject to be covered or an experience to be delivered. Through its wide range of programming, CAPE scaffolds arts learning as a powerful pathway for UNcovering student expression, teacher capacity, and community engagement.

Model collaboration with the Chicago Public Schools Fine and Performing Arts Magnet Cluster Program: With funding from the U.S. Department of Education, CAPE worked closely with district leaders to support certified arts teachers from across the city in all disciplines (visual arts, music, dance and theater) in becoming instructional leaders in their schools and communities. This initiative has created a professional network of arts teachers, the likes of which the city has never seen before. This initiative is being held up as a national model, receiving admiring visitors from other school districts across the country.

Web documentation of best practice: CAPE's veteran partnerships have been documenting and critiquing their arts integrated partnership practice for many years, but this past year, CAPE's most experienced teachers and artists began a break-through process of documenting their best work directly onto the web. This new methodology is exciting national and international interest.

Exhibition Practice: 2006-2007 was a year in which CAPE refined and expanded its exhibition practice. *Origins of Now: ReBuilding Community*, the historic, museum-quality exhibit, created in collaboration with the Japanese American Service Committee, chronicled Japanese Americans' experiences of WWII internment camps and resettlement in Chicago. The exhibit prompted a visit from former U.S. Secretary of Transportation Norman Mineta, himself a former internee and Chicago resettler. Jacqueline Terrassa of the Smithsonian Institution was struck by how these students had "made manifest very complex ideas and historic information in a way that seemed effortless. They clearly absorbed the content, but they also were able to draw from a very sophisticated artistic language that they now call their own."

CAPE Convergence: CAPE's annual curriculum fair, showcasing the organization's most accomplished curricular work through installations and video screenings, was installed this year at a professional art space (Peter Jones Gallery), where the exhibits achieved new levels of aesthetic expression. The *Convergence* was featured on Chicago Public School's cable television network.

Innovative Research: CAPE has always worked to stay "ahead of the curve" by incorporating leading edge research practice in its programming. CAPE is now extending that practice by publishing summaries of its studies for distribution to the field and to the public. The first two publications in this series, by Gail Burnaford, Ph.D, and by Larry Scripp, Ed.D., are now available on-line at www.capeweb.org/rcape.html. Hard copies are available through the CAPE office. CAPE is now preparing a study on how quality arts instruction best integrates with rigorous instruction in mathematics, literature, writing and world language. CAPE continues to present its research methodology in publications and at national and international conferences.

Succession: CAPE, approaching its 15th year, worked with the Illinois Arts Alliance to develop a plan for succession and growth. Determined not to succumb to "founder's syndrome", CAPE's board and staff is creating a new structure that will mirror CAPE's organizational commitments to partnerships and collaboration. Former Associate Director Amy Rasmussen will become Executive Director, former Executive Director Arnold Aprill will be recognized as the Founding and Creative Director, and former Program Director Scott Sikkema will be Education Director. This restructuring seeks to retain the vision of the founding director while allowing the organization to grow and change, and may come to serve as a model for other maturing arts organizations.

At the board level, Mel Smith worked for 4 years as Board President to transition CAPE from a foundation-driven initiative to an organization led by its board of directors. To continue this work, he will be stepping down as Board President to serve on the board as Immediate Past President with Nancy Jones Emrich taking on his duties. He will be developing a "Board Ambassadors" program, in which board members become partners to individual CAPE schools, and bring new supporters into CAPE's circle.

The two of us, as soon-to-be Immediate Past President and soon-to-be Founding and Creative Director, invite you to become part of that circle. For more information on how to participate, check out our website www.capeweb.org

Sincerely,

Mel Smith
President, Board of Directors

Arnold Aprill
Executive Director

Audited Financial Statements

Fiscal Year 2007 (July 1, 2006 to June 30, 2007)

Support and Revenue

Program Contracts	\$413,954
Investment Income	\$35,900
Government Grants	\$594,730
Corporate Foundations	\$21,500
Individuals	\$280,000
Individuals	\$46,655
Total	\$1,392,739

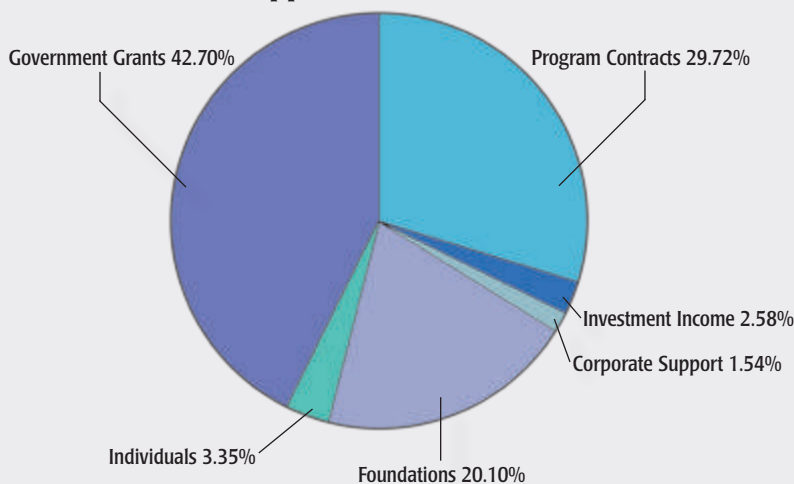
Expenses

Programs	\$990,479
Research	\$139,166
General and Administrative	\$192,338
Total	\$1,321,983

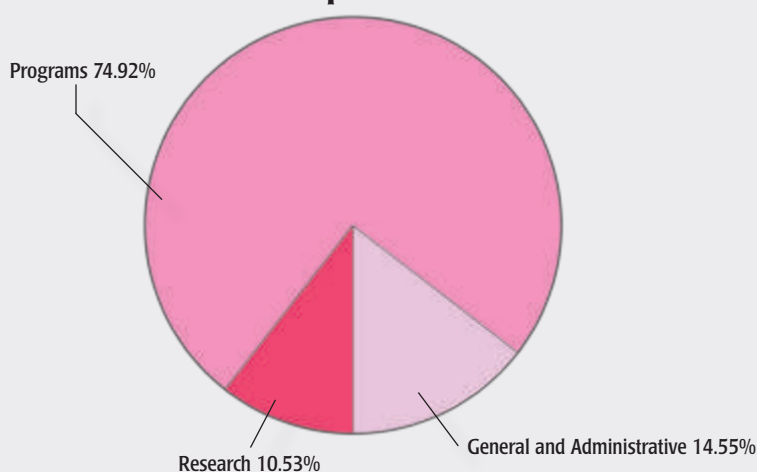
Net Income (Fiscal Year 2007) \$70,756

Total Assets (as of June 30, 2007) \$746,839

Support and Revenue



Expenses



Complete financial audit available at CAPE office.
Audit performed by Virchow, Krause & Company, LLP.

Donors

CAPE is grateful to the following donors who make our work possible:

Gifts from Individuals

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To make a contribution, please contact Amy Rasmussen at 312.870.6140 ext. 144.

CAPE's Mission

CAPE advances the arts as a vital strategy for improving teaching and learning by increasing students' capacity for academic success, critical thinking and creativity.

CAPE's Vision

CAPE works toward a future in which:

- students are valued as creators of culture in our society;
- teachers, artists and students work collaboratively to develop and share innovative approaches to teaching and learning in and through the arts in our public schools;
- teachers, artists, school administrators and parents recognize the arts as a key element in transforming schools into vibrant, creative and successful learning communities;
- professional colleagues and partners regularly communicate and share their practices and research in order to continually improve and evolve the field of arts in education; and
- policy makers, business leaders and all citizens value the arts in education as essential to a just and equal society, a thriving economy and an inclusive democratic culture.

CAPE's Position

Improving Teaching and Learning through the Arts

CAPE convenes and guides a network of schools, artists, and arts organizations in co-developing and implementing innovative and effective approaches to teaching and learning in and through the arts.

Solutions to Educational Challenges

Generating New Knowledge about Effective Schools

CAPE is a learning organization, a living laboratory, in which teacher and artist practitioners partner with each other and with scholars and researchers to develop solutions to educational challenges in their schools, while they simultaneously study and document their practices to contribute new knowledge to the field of educational improvement at the practice, pre-service and policy levels.

Instilling Life-long Values, Attitudes and Skills

CAPE's approach engages the arts as an essential pathway for developing the critical skills needed by learners in the 21st Century.

Leading Innovation

CAPE's methodology (which includes long-term partnerships, arts learning integrated across the curriculum, and practitioner reflection on effective practice in partnership with formal researchers) contributes to the local, national and international discourse on re-visioning the role of the arts in effective public education. CAPE pioneers efforts to document and make visible the impact of arts integrated teaching and learning.

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as of January 1, 2008

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