



chicago arts  
partnerships  
in education

# ANNUAL REPORT 2019





## OUR MISSION

CAPE increases students' academic success, critical thinking, and creativity through research-based, arts-driven education.

## OUR WORK

CAPE engages students, inspires teachers, and demonstrates impact by bringing visual and performing arts into classrooms in low income, high needs public schools across Chicago.

## OUR ORGANIZATION

CAPE's service to the community includes:

- In-school and after-school programs for K-12 students and families
- Professional development for educators and teaching artists
- Long-term research on the impacts of art on students and teachers
- Public art exhibitions to showcase creative learning and artistic research



## 2018-2019

During the 2018-2019 school year, CAPE's program gave more than 4,000 students a chance to explore deep questions, work collaboratively, and artistically unpack difficult emotions and brilliant new ideas.

We supported our students as they worked alongside their families, teachers, and teaching artists to transform school and community spaces in ways both physical and conceptual. We supported our teaching artists in making authentic connections with students working side by side with them to make art and guide their learning. We supported our teachers by inspiring them to see themselves as artistic and creative collaborators in the classroom, leading them to become more engaged in their students' thinking. Together, these partnerships create the positive energy and excitement in schools that is needed to inspire and sustain student achievement.

All of this work would not be possible without the support of our donors!

Thank you for your ongoing support of CAPE. Our students, educators, artists, staff, and researchers have so much to share with you in 2019-2020.





## RESEARCH SPOTLIGHT: REIMAGINING SPACES AND SELVES AFTER SCHOOL

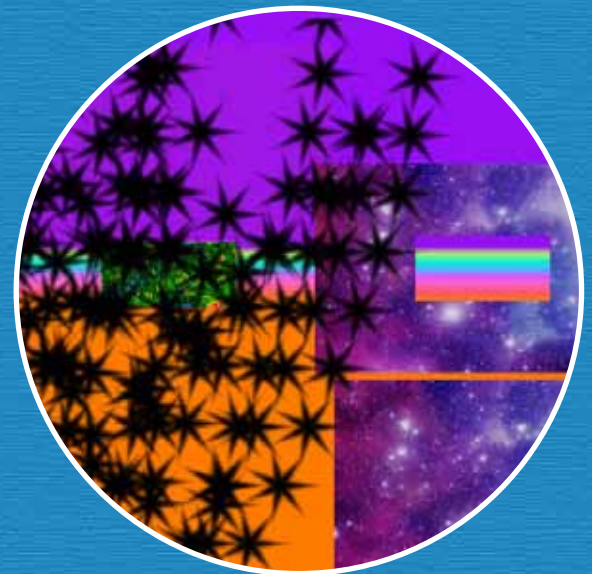
Throughout a series of professional development sessions during the 2018-2019 school year, CAPE After School (CAS) teachers and teaching artists investigated how the school space is redefined by students in the after-school program and how CAPE's after-school spaces create opportunities for students to explore their identities.

As the school year and the professional development series unfolded, Researcher Erin Preston investigated how the deconstruction and re-construction of school spaces in the CAS program impacted students. Her work revealed that altered spaces support creativity and explorations allowing students to grow in terms of self confidence, self awareness, and agency.

Visit [CAPEchicago.org/our-publications](http://CAPEchicago.org/our-publications) to read the full report and discover how students came to see the CAS space as “built from and inclusive of their emotional, social, and cognitive selves—at once both their responsibility to continually recreate and a space to which they belong.”



“CAPE MAKES ME FEEL BETTER  
ABOUT MYSELF. I DON'T FEEL LIKE I'M  
A VERY SPECIAL PERSON, BUT WHEN I'M  
INCLUDED IN SOMETHING LIKE THIS, IT'S A SPECIAL  
THING. IT MAKES ME FEEL LIKE I'M IMPORTANT AND  
I HAVE PURPOSE. I NORMALLY DON'T FEEL LIKE THAT,  
BUT THIS SPACE... IT MAKES ME FEEL LIKE  
I'M ACTUALLY WORTH SOMETHING.”  
- CAPE AFTER SCHOOL STUDENT



## SCHOOL PARTNERS

CAPE's work spans the Chicagoland area to bring arts education programs to school communities that need them.

### Chicago Public Schools (SD299)

Bateman Elementary  
Boone Elementary  
Budlong Elementary  
Camras Children's Engineering School  
Daley Academy  
Durkin Park Elementary  
Dyett High School for the Arts  
Fort Dearborn Elementary  
Galileo Scholastic Academy of Math & Science  
Goudy Technology Academy  
Haley Academy  
Hamilton Elementary  
Henry Elementary  
Hibbard Elementary  
Hoyne Fine Arts Elementary  
Lake View High School  
Melody Elementary  
Murphy Elementary  
New Sullivan Elementary

North-Grand High School  
Peck Elementary  
Pirie Fine Arts & Academic Center  
Ravenswood Elementary  
Ray Graham Training Center High School  
Southside Occupational High School  
Telpochalli Elementary  
Vaughn Occupational High School  
Von Linne Elementary  
Washington High School  
Waters Elementary  
Williams Preparatory School of Medicine

### Park Forest-Chicago Heights (SD163)

21st Century Primary Center  
Barack Obama School of Leadership and STEM  
Blackhawk Primary Center  
Michelle Obama School of Technology and the Arts  
Mohawk Primary Center

## STUDENT STATS

- 54% Hispanic; 28% African American; 11% White; 4% Asian; 3% Other
- 76% Economically Disadvantaged
- 28% English Language Learners





## OUR IMPACT IN 2018-2019

**4,258**

Students explored deep questions, exhibited big ideas, and unpacked difficult emotions and brilliant new ideas through art. That's 500 more students than last year!

**110**

Teachers learned new skills, asked tough questions, and embraced daunting challenges with their students and teaching artist partners.

**60**

Teaching artists traveled Chicagoland to open up new creative avenues for students and classroom teachers.







**100,850**

Students, educators, and guests who experienced CAPE exhibitions across Chicago, including Odes & Tattoos at the Chicago Cultural Center.

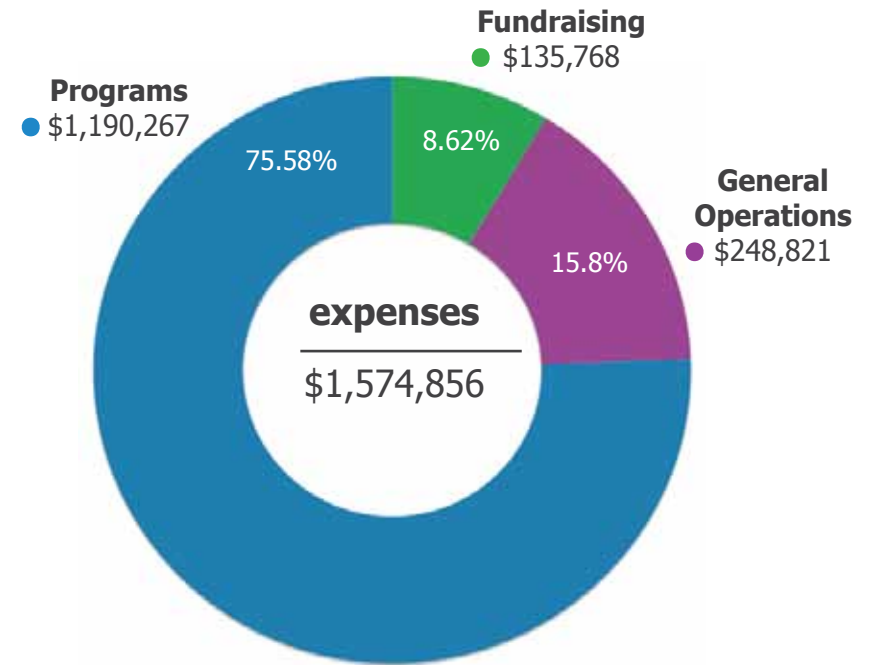
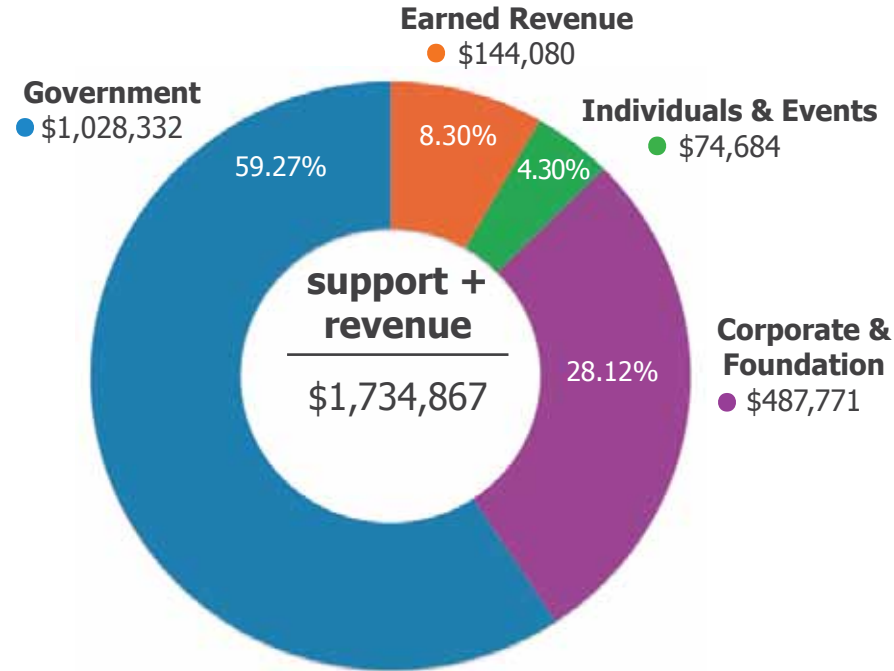
**13,436**

Hours our teachers and teaching artists spent planning, learning, teaching, documenting, and reflecting.

**5,100**

Miles driven by the CAPE staff to provide training, deliver class materials, and conduct research. That's like driving to Buenos Aires!

# FINANCIALS



To view CAPE's full financials and tax returns, please visit  
[CAPEchicago.org/financials](http://CAPEchicago.org/financials)

## PROGRAM SPONSORS





# DONORS

Gifts from July 1, 2018 to June 30, 2019;

\* indicates members of the Creative Learning Society

## \$50,000+

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"I DIDN'T HAVE A LOT OF SELF ESTEEM BEFORE CAPE. I THOUGHT EVERYTHING I MADE WAS GOING TO FAIL. BUT NOW I SEE THINGS I'VE CREATED THAT OTHER PEOPLE LIKE AND IT MAKES ME FEEL LIKE I CAN DO ANYTHING."

-J., CAPE STUDENT



"OUR CLASS WAS A SPACE WHERE STUDENTS WERE FREE TO EXPLORE IDEAS. THEY WERE SUPPORTIVE AND RESPECTFUL OF EACH OTHER, WHICH ALLOWED THEM TO LET GO AND FULLY EXPLORE A MULTITUDE OF ARTISTIC MEDIUMS."

-S., CAPE TEACHING ARTIST



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## CREATIVE LEARNING SOCIETY

Five years ago, a dedicated group of donors launched CAPE's Creative Learning Society by making five-year pledges of financial support to CAPE. The CLS grows each year, and these long-term commitments help CAPE plan for the future of our programs. The CAPE Creative Learning Society has our sincere gratitude.

Steven Amiel

Richard Assmus & Leah Welty Assmus

Dawn Bowen Bolles

Joan & Bill Dutton

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Dawn Feller

Shaun & Tara Goldfarb

David Gurbach

L. Timothy Halleron

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Niema & Imran Qureshi

Amy Rasmussen & Fred Sugimoto

Mel & Janet Carl Smith

Louanne Smolin & David Eaton

Karrie Sullivan

Matthew Swaim

Kate Wheeler & Mike Carver



## ASSOCIATE BOARD

The CAPE Associate Board expands the reach of CAPE's mission by raising funds, producing special events, and volunteering! For more information about getting involved with our Associate Board, please visit: [CAPEchicago.org/associate-board](https://CAPEchicago.org/associate-board)

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Members of the Community Advisory Council are practicing teaching artists, teachers, or researchers and advise the CAPE board and staff on the progress and direction of CAPE programs.

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## PROJECT SPOTLIGHT: OVERCOMING THROUGH IMAGE AND TEXT

At North-Grand High School in Humboldt Park, students worked with teacher Karen Furlong and teaching artist Marc Fischer to investigate ways to overcome adversity with the help of others.

The students studied Steinbeck's Of Mice and Men, Working by Studs Terkel, and visual artists who tell stories through text, image, collage, and graphic design.

Finally, students interviewed family members about struggles they've overcome, and then crafted those stories into powerful 2D artworks. These odes to perseverance were showcased at the 2019 Convergence exhibition at the UIC Great Space Gallery.



## PROJECT SPOTLIGHT: ART AND EXPLORATION FOR HEALTHY COMMUNITIES

During the summer of 2019, CAPE hosted a summer program for K-8 students at Telpochcalli Elementary, in Little Village, and New Sullivan Elementary, in South Chicago. The goal of the program was to create opportunities for students to explore a wide range of different physical and cultural spaces all across Chicago that also connected back to their home neighborhoods. The project was supported by the Illinois State Board of Education, through a Healthy Community Investment grant.


In June and July, the students from each school came together to tour the National Museum of Mexican Art, perform with the Muntu Dance Theatre, roam the Morton Arboretum, and more. Throughout their field trips and during their classes back at school, the students explored personal narratives, danced and drew, wrote plays and wove textiles, and developed deeper senses of self awareness and empathy, all while engaging, collaborating, and sharing with their crosstown peers. By the summer's end, both groups had overcome their initial shyness and hesitation and embraced their shared adventure of exploring new places, new ideas, and new possibilities.




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