

# Young Audiences New Jersey & Eastern Pennsylvania

Strategic Plan FY17-FY19



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**MISSION: Inspire young people and expand their learning through the arts.**

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## Young Audiences New Jersey & Eastern Pennsylvania Leadership Team

### Board Officers

- **Belinda Roll**, Board Chair
- **Tanuja Dehne**, Vice Chair
- **Barbara Moran**, Vice Chair
- **Gil Blitz**, Treasurer
- **Andrea Colby**, Recording Secretary

### Leadership Staff

- **Michele Russo**, President & CEO
- **Maureen Heffernan**, Director of Arts and Education
- **Ann Betterton**, Development Director

*In seventh grade, Kyle hated school. It was common for Kyle to hide in a closet or in the back of the classroom. On the rare occasions he spoke in class, he whispered. Kyle hid himself and when that didn't work he hid inside himself.*

*That same year, Young Audiences collaborated with Kyle's school on a program to empower students to express themselves through the arts. After working with Young Audiences' teaching artists, something amazing happened: Kyle emerged from hiding. He stood among his peers and recited his poem in a deep and powerful voice. His teacher shared that it was the first time she had ever heard Kyle's true voice.*

*The creative process inspired Kyle to transform. Would Kyle still be hiding if he never had the chance to explore his creativity through poetry? This question drives us in our goal to serve every child every year with transformative arts education programs.*

## **Introduction**

Arts education is who we are and what we do. Young Audiences New Jersey & Eastern Pennsylvania's (YA) mission is to inspire young people and expand their learning through the arts. The work of the Board of Trustees and staff is guided by a vision of a future in which all students in our region engage in high quality arts that are a basic part of their education, directly learning about art, art forms, and the processes of creating and expressing art.

Our venue is the school. Our model of delivery brings arts experiences by professional teaching artists directly to students. By doing so, we eliminate barriers to participation and make the arts accessible to students of every socioeconomic background, geographic area, and ability. The quality of our teaching artists and their ability to educate children is our top priority. Our award-winning professional artists are carefully selected to ensure superior quality and teaching ability. Our 226 artists are passionate about their work and inspire young people every day. Our artists represent diverse cultures and backgrounds and provide programming in every art form.

We deliver this programming in formats designed to complement the workings of a school. Formats include workshops, residencies, performances, and teacher professional development. All programming is designed to meet school-defined needs. Our programs are consistent with New Jersey Core Curriculum Content Standards in the Arts, National Core Arts Standards, and 21<sup>st</sup> Century Skills.

We begin our relationship with a school at the place they are willing and able to welcome the arts. We strive to work in partnership with schools to provide long-term in-school programs centered around hands-on sequential arts learning activities for students. We work to surmount barriers like school budget, standardized testing demands, leadership changes, and teacher willingness and preparedness to nurture relationships and change school culture. We have helped many school communities grow and adapt to embrace the arts.

Since our founding in 1973, YA has grown into the region's largest arts education organization. YA serves students in pre-kindergarten through grade 12, their teachers and their families. Over the last 43 years our programs have affected 12 million children.

We are a proud member of the Young Audiences, Inc (YAI) national network, comprised of 30 affiliates across the country. Each autonomous affiliate shares a common mission, vision and goals. Young Audiences New Jersey & Eastern Pennsylvania is the largest affiliate. In FY15, the YA Network and its combined roster of nearly 5,000 artists reached approximately 5 million students and 86,000 teachers at over 8,000 partnering institutions across the country. The YA Network has been delivering arts education experiences for over 50 years. Staff across the YA Network are valued in their communities for their expertise, and many of them serve on local task forces and participate in collaborative efforts. Affiliates have gained national recognition and awards, with many receiving funding from national funders. The New Jersey & Eastern Pennsylvania affiliate has maintained active roles in the national network, wherein staff and board members have been key partners in national initiatives. Young Audiences New Jersey & Eastern Pennsylvania has disseminated its best practices and program models as well. In addition, affiliation with YAI provides our affiliate a collegial learning network that informs and advances our work.

The last 10 years have been a time of collaboration and growth, including the 2007 merger with The Institute for Arts and Humanities Education and the 2012 merger with Young Audiences of Eastern Pennsylvania. YA now serves children throughout all 21 New Jersey counties and the seven easternmost counties in Pennsylvania (Berks, Bucks, Chester, Delaware, Lehigh, Montgomery, and Philadelphia).

YA plays a vital leadership role. YA is a strategic partner of the Geraldine R. Dodge Foundation in the development and implementation of dance and theatre curricula and through participation in Dodge's Collaborative Evaluation and Assessment Effort for Arts Education Grantees. YA is the co-sponsor partner for NJSCA's Artist-in-Education Residency Program. YA is the fiscal agent for the New Jersey Arts Education Collective and several staff members hold officer roles in the organization. In addition, staff of YA sit on the Steering Committee of the NJ Arts Education Partnership.

We are planning for a period of programming growth and expansion. The results of arts education advocacy efforts point to a renewed recognition of the arts and creativity as integral to a child's education.

## **Executive Summary**

In the past five years, YA has achieved significant goals that strengthen its ability to reach children in our region with quality arts education programming. In 2012, Young Audiences New Jersey completed a merge with Young Audiences of Eastern Pennsylvania, which expanded our service area into the 7 easternmost counties of Pennsylvania (Berks, Bucks, Chester, Delaware, Lehigh, Montgomery, and Philadelphia). Concurrently, YA embarked on a \$3.1 million capital campaign, completed in June of 2015, that provides an endowment to support the organization in perpetuity, and a scholarship fund for schools in need. During this period of growth, YA's programming in New Jersey and Eastern Pennsylvania remained exemplary—over 1 million children were served by arts education programming which represented diverse artistic disciplines, cultures and educational goals.

During 2015, YA implemented a succession plan to oversee significant leadership changes. In June of 2015, Board Chair Richard Goldman stepped down after six years leading the organization (and returned to a role as trustee) and Belinda Roll was elected to succeed Richard by a unanimous vote of the Board of Trustees. In addition, in October of 2015, Laurence Capo resigned his position of President and CEO and Michele Russo, who was on the YA staff from 2001-2011, and on the staff of the Geraldine R. Dodge Foundation from 2011-2015, was hired after an extensive nationwide search. This new leadership presents an opportunity to see the organization through new lenses, to examine ingrained assumptions and practices and to re-energize the board and staff around organizational priorities. This is indeed an exciting time for YA.

YA continues to adapt to changes in the educational environment; remain vigilant, nimble and consistent in developing revenue streams; and seek partnerships and adapt business practices to maintain financial health. This Strategic Plan outlines the board and staff's shared vision for advancing our mission. With the goal of reaching every child in our region every year, we are bolstered by several significant opportunities that offer an improving environment for our work, including:

- The recently-passed federal law, Every Student Succeeds Act (ESSA), that makes provisions for increased arts and music education and lessens standardized testing demands, and includes arts education as a critical component to educate a “well-rounded” student.
- YA’s programs are aligned with the National Core Arts Standards (NCAS) and our communication with educators reflects our understanding of New Jersey Core Curriculum Content Standards in the Arts, which are currently under revision in order to align with NCAS. We are already addressing the priorities of NCAS and are poised to address the New Jersey standards upon their completion.
- Increased focus on STEAM (Science, Technology, Engineering, Arts, and Math) education presents an area where YA can expand its knowledge and offer expertise and programming to meet STEAM-related goals.
- The newly launched #ARTSEDNOW campaign, a project of the NJ Arts Education Partnership, arrives at a time when the YA board and staff are prepared to engage more deeply in advocacy efforts.

In contrast to these opportunities, challenges to advancing our work persist:

- ESSA legislation implementation is unclear and will likely be incremental over the next few years.
- The demand on instructional time and competition with other service providers continues to limit schools’ ability to host arts education programs.
- Persistent school budget cuts limit resources to fund teaching artists’ work.
- Continued time constraints in the school day—primarily testing—limit time for arts education programming and devalue its need.

- As the arts and education are influenced by technology and vice versa, programming that was once widely engaging may be losing relevance.

This Strategic Plan presents our work in the ideal—if we could do everything we wanted to do in the next three years without exception, this would be the blueprint. We are aware of this plan’s ambition and broad reach. We understand that we may not reach all of our indicators of success. We are prepared to hone in on priorities and address new challenges as they arise. We are equally prepared to welcome new opportunities that we have yet to discover. With the strength of our board, staff, teaching artists, partner organizations and school collaborators, we are prepared to continue on the path to our success, understanding that all progress toward our goals is a win for the children we serve.

## **Mission & Values**

YA’s mission is to inspire young people and expand their learning through the arts.

Since its founding, YA has undertaken our work guided by these beliefs:

1. Arts are essential to the life and education of every child.
2. Teaching artists are a critical component of a rich arts education experience.
3. All forms of diversity are valued.
4. Barriers to participation can be surmounted.
5. Partnerships strengthen our work and our reach.
6. Advocating for arts education is our responsibility.

YA provides arts learning experiences that lead to young people who:

- Are self-aware and can express themselves effectively,
- Are aware of the world outside their own community,
- Are nimble and rigorous thinkers,
- Value the arts and engage in them as an essential part of their lives, and
- Are able to nurture these qualities in others.

## Vision for the Future

YA envisions a future in which all young people in New Jersey and Eastern Pennsylvania have the opportunity to engage in quality arts learning experiences that nurture creativity, cultural awareness, and the development of critical thinking and learning skills.

To achieve this vision for our area's young people, YA will:

1. Provide quality arts programming in New Jersey and Eastern Pennsylvania, working toward the ultimate goal of reaching every child every year.
2. Advocate for the vital role of the arts in children's experience, growth, and learning.
3. Lead the field of arts-in-education by establishing quality standards in artistry and education.
4. Remove barriers to participation and make arts education accessible to all children in our region.
5. Measure and communicate the impact of arts education on students' lives and learning.
6. Partner to increase our reach across the region and, through collaboration, improve the field of arts education.
7. Deepen relationships with teaching artists and educators to expand reach and maintain quality, relevant programming.

## Goals and Key Strategies

YA will pursue its vision of the future by focusing on four goals.

**GOAL 1: Access**

All young people across New Jersey and Eastern Pennsylvania will have access to quality, integrated arts learning experiences.

**GOAL 2: Revenue Growth and Diversification**

YA will develop new revenue streams and strengthen existing sources of support.

**GOAL 3: Organizational Strength and Capacity**

YA will develop and align internal staffing capacity, board membership and committee structure, and marketing to support the Strategic Plan goals.

**GOAL 4: Advocacy and Partnerships**

Marketing, public relations, advocacy efforts and partnerships will be leveraged to undertake the work of the Strategic Plan.



## **The Field of Arts Education/The Operating Environment: Opportunities & Challenges**

### **OPPORTUNITIES**

#### **The Every Student Succeeds Act (ESSA)**

In December 2015, ESSA was signed into law, replacing the No Child Left Behind law, which enacted federal oversight for achievement and had a deleterious effect on educational environments. We anticipate meaningful positive changes in the national, New Jersey, and Eastern Pennsylvania education landscapes will occur in the coming years. ESSA focuses on educational systems which provide a “well-rounded” education for students and emphasizes local control of assessment processes. ESSA makes several important provisions, including:

- Enumeration of arts and music as “well-rounded subjects” that are part of every child’s education.
- Requirement for “well-rounded” education and schools’ ability to access federal funding to address deficiencies.
- Assistance for arts education. The law includes a distinct authorization to promote arts education under a new program, and a provision to promote arts education for disadvantaged students in a variety of ways.

YA’s efforts to reach every child—through all strategies and efforts—align with ESSA. YA has always maintained that the arts are an essential part of every child’s education. We have partnered with schools and organizations that receive federal funding to address learning deficiencies using the arts. We have worked extensively in disadvantaged districts and communities—our artists, staff and programs are poised to address the challenges faced in these communities.

#### **National Core Arts Standards and the Revision of the New Jersey Core Curriculum Content Standards in the Arts**

The New Jersey Core Curriculum Content Standards in the Arts are currently being revised. The revision was delayed to allow the National Core Arts Standards (NCAS) to launch in the fall of 2014. YAI was a key partner in the research, review and revision process of the National Core Arts Standards. While other organizations may have been waiting to discover the new national standards, YAI and the YA Network have played a role in defining them. It is anticipated that the NJCCCS will reflect the priorities of the NCAS.

The NCAS is organized along four strands or “Artistic Processes.” These processes, Creating, Performing/Presenting/Producing, Responding, and Connecting, align with YA’s four elements: Create, Experience, Understand, and Connect. Since 2012, YA has trained every teaching artist on its roster to incorporate these four elements into every service provided.

For this reason, YA is poised to respond to the needs of the NCAS and, when they are finalized, the NJCCCS. YA's programs can effectively address standards, and our communication with educators can articulate the educational value of arts programs as it relates to standards and curriculum.

### **STEAM** (Science, Technology, Engineering, Arts, Math)

YA recognizes the value of arts integration as a powerful strategy to address curriculum areas such as language arts, math and history and for many years has provided programs through which students understand and experience the arts while connecting their learning to other content areas. STEAM education, which integrates the Arts into Science, Technology, Engineering and Math, is a burgeoning focus in education. To date, several programs and initiatives undertaken by YA are STEAM-focused, including long-term AIE residencies, hands-on workshops, and assembly performances. In the coming years, this educational focus will be advanced through the work of The New Jersey Board Association. Our early knowledge and experience in STEAM initiatives has prepared us to engage more deeply in conversations with our partners and collaborating schools about how to best address STEAM standards in the future.

### **#ARTSEDNOW Campaign and The New Jersey Arts Education Partnership**

The NJ Arts Education Partnership is launching a statewide arts education advocacy campaign, #ARTSEDNOW. YA is a strategic partner in implementing the campaign. With the guidance and support of key YA board members Mary Reece, Barbara Moran and Steve Runk, the board of YA is particularly invested and energized to take on this work as part of their role as advocates for the arts. Our involvement in the campaign is vital to sustaining and growing arts participation in schools, and in ensuring that the value of the teaching artist in schools is emphasized and communicated to stakeholders and decision-makers.

## **CHALLENGES**

### **Continued Barriers to Reaching Young People**

We anticipate changes in response to the recent passage of ESSA, as described above. However, change will come incrementally. In the meantime, school districts face challenges including diminished discretionary funding and the ongoing need to recalibrate school calendars to adjust for standardized testing, which is largely prevalent at this time. The time and funds available for YA to deliver programming continue to be threatened by these existing challenges.

## **Increasing Competition**

At the same time, there are a growing number of organizations competing for instructional time in and outside of school. Where YA once worked within the context of arts in education alone, the organization today finds itself working within the broader youth development marketplace, which includes organizations ranging from local cultural institutions that offer arts in education programs, to Boys and Girls Clubs, after school providers and organizations focusing on non-arts learning goals.

## **Changing Demands for Programming**

The demands of the youth development marketplace continue to shift: what YA is being asked to provide—and where—is changing. While YA's experience is in providing arts education, there is increasing demand for programs that further the core academic curriculum, integrate the arts into other content areas, fit into a broader approach to meet the needs of the whole child, and are suitable for both in-school and out-of-school settings. At the same time, this market demands accountability for results and the ability to demonstrate impact.

## **Technology's Influence on Education and Communication**

Education of any kind happens in context of a relationship between learners and educators. YA uses the strength of relationships to successfully plan and deliver our programming. Teaching artists make a direct and personal connection with students in our live programs. YA's education and programming staff work closely with educators and school officials on a daily basis to assess school needs and capacity, and to plan, implement and assess programming. YA maintains that the value of the live teaching artist cannot be replaced by technology. However, our culture relies more and more on digital and online forms of communication. The uses of technology in the classroom are growing. As these cultural changes occur, our business practices, communication strategies and the support of our core live programs must continually adapt in order to remain relevant and integrated in our technology-infused culture.

## PLAN IMPLEMENTATION

Board Committees, with oversight from the Board of Trustees, shall oversee the implementation of the Strategic Plan. The committees' roles in this process are outlined as follows:

**Planning and Institutional Advancement** – The Committee shall lead the implementation of the strategic plan, identifying key strategic goals and actions and overseeing progress over the next three years.

**Executive Committee** – The Committee shall be a resource for the planning committee to address issues related to the plan that need to be addressed in a timely manner.

**Development Committee** – The Committee shall undertake a fundraising strategy that supports the initiatives of the plan.

**Finance Committee** – The Committee shall oversee the financial health of the organization and review budget allocations that support initiatives of the plan.

**Committee on Trustees** – The Committee oversees the work of the plan that involves trustees and former trustees. The group will prioritize board candidate recruitment that identifies candidates that support the work of the plan.

**Arts Education** – The Committee shall undertake the work of the plan that relates to teaching artists, programming content and education staff responsibilities. The groups will work to align policy, philosophy and procedures to the plan's initiatives.

**Eastern Pennsylvania Committee** – The Committee shall guide the plan's initiatives that relate to work in Eastern Pennsylvania, focusing on expansion of services in all areas, growing program sales and increasing contributed income to support underserved schools and students.

**Additional Task Forces** – Task forces will be formed out of needs addressed in the plan and may include marketing, assessment, and advocacy. Members of task forces will include trustees, staff and individuals with expertise in areas of concern.

**GOAL 1 (ACCESS)**

**All young people across New Jersey and Eastern Pennsylvania will have access to quality, integrated arts learning experiences.**

YA is committed to bringing quality arts learning experiences to all young people in New Jersey and Eastern Pennsylvania, regardless of geographic location or economic and social status.

**OBJECTIVES:**

1. Increase number of schools/students served
2. Understand and reflect the shifting educational environment
3. Strengthen artist roster and monitor and improve program offerings
4. Deliver programs that set the standard for arts and education programming

**A. CLIENTS**

STRATEGY	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Identify and understand changing needs and wants of clients (schools and PTO reps), align YA programming and marketing accordingly	<p>Develop and conduct market research to understand the educational landscape and client decision-making.</p> <p>Process may include: in-depth interviews w/ strategic partners and clients; strengthening connections to NJ’s and EP’s educational networks: NJEA, PTA, PTO, NJSBA</p>	<p>FY17 - Define scope of work, conduct market research</p> <p>FY18 - Implement new sales and marketing approaches; revisit program offerings to align with current priorities</p> <p>FY19 - Assess effectiveness</p>	Marketing and communications expertise, funds for market research, staff time	Education, programming and marketing staff; Marketing Task Force, President & CEO	New approaches to sales, marketing and programming are implemented, which is reflected in an increase in # of children served, # of programs sold

Advocate for arts education as a part of our communication with school contacts	Invite school contacts to become local advocates	FY17 - Use data from NJ Arts Education Census and other sources to contextualize need for arts education; publicize #ARTSEDNOW campaign FY18 - Continue FY19 - Assess	Staff time	Marketing staff, Advocacy Task Force	NJ Census shows increase in arts participation; # of children we reach increases
Create new models to reach clients and market our programming	Assess viability of education staff as regional or program-specific representatives	FY17 - Discuss with YA Network ED council for input; discuss with education staff; implement pilot program FY18 - Assess effectiveness	Staff time, YA Network ED Council	Marketing and education staff, President & CEO, sales team, programming staff	Increase in sales in regional pilot areas
	Explore possibility of hiring former educator as regional sales rep	FY17 - Discuss with YA Network ED council for input; hire sales rep for 16-17 school year FY18 - Assess effectiveness	Staff time, funds to hire part time staff	Marketing and education staff, President & CEO	Increase in programming in areas we have not reached; increase in sales in territory covered by regional sales rep
	Improve ability to reach diverse audiences through marketing efforts	FY17 - Gather feedback from clients and potential clients FY18 - Incorporate findings into approach FY19 - Assess	Staff time, client and potential client input	Marketing staff	Models of marketing and marketing reflect diverse audiences
Identify and explore programming to non-traditional partnerships	Develop business plan/strategies for connecting with these	FY17 - Define characteristics of ideal partnership and	Staff time, Planning Committee time, map of networks	Planning Committee, President & CEO,	Successful partnerships advance mission and are financially sustained;

(libraries, camps, clubs, religious groups) and students in non-traditional settings (health, wellness, hospitals, grief support, disaster relief, children with special needs, court-involved youth, home school)	groups	define network held by organization; build on existing network to connect with potential partner orgs FY18 - Develop unique materials and approach for special groups, as needed FY19 - Implement programs and assess impact of programming Ongoing - Pursue partnerships as the opportunity arises	currently held by staff and board, inventory of current and recent program partners	development staff, education staff	10% growth in programs serving students in non-traditional or special needs environments
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## B. ARTISTS

STRATEGY	ACTION	TIMELINE	RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Increase artist connection and community	Strengthen role of Artists Services Manager and strengthen relationship between YA and artists	FY17 - Each Education staff member acts as artist liaison for several artists; survey artists to learn more about their needs FY18 - Convene artists for training and networking building	Staff time, funds for training and networking events	Education staff, programming staff	Artists report a feeling of loyalty to YA; artist retention over strategic planning period is 80%
Refine and diversify artist roster	Define and standardize procedures for new artist recruitment and	FY 17 - Review current procedures; revise to include web-integrated tools	Staff time, funds for mentorship program expenses (training, observation and artist	Education staff, Technology Coordinator	A streamlined procedure is in place; diversity of artists is increased

	selection; develop mentorship opportunities for emerging teaching artists	and to address diverse art forms and populations; revisit timeline for artists joining the roster FY18 - Utilize new procedures; assess effectiveness.	development)		
Strengthen artist training and evaluation so that artists at various stages of their career benefit	Evaluate content and quality of the work	FY17 - Review current evaluation methods; compare to YA Network practices; refine tools as needed; plan for implementation of new procedures and training modules FY18 - Implement improved procedures and tools	Staff time, YA Network ED Council and YA Network staff connections	Education Committee, YA Assessment Specialist, education staff, President & CEO	Artists and programs are reviewed on a regular basis
	Align or continue refining alignment with Signature Core Services Model	Assess status of core services	Staff time	Education staff	All programs meet requirement of signature core services model
	Provide training for artists to advance their work, such as how to work in non-traditional settings	Offer teaching artists professional development	Staff time, funding	Education staff	Artists participate in professional development training
Engage artists as advocates for arts education	Involve artists in #ARTSEDNOW Campaign; provide leadership for advocacy efforts through NJAEC	FY17 - Use data from NJ Arts Education Census and other sources to contextualize need for arts education; train teaching artists to be advocates	Staff time, leadership at NJAEC	Education staff, Advocacy Task Force	NJ Census shows increase in arts participation; # of children we reach increases



		FY18 - Continue and repeat as necessary FY19 - Assess			
Explore alternative artist contract models (independent contractor vs. employee)	Research affiliates and other organizations that have converted to artist as employee model	FY17 - Meet with YANY ED to learn about budgetary ramifications FY18 - Discuss with board, staff and key master teaching artists FY19 - If desired, pilot this approach	Staff time, legal and financial expertise	President & CEO, Board Chair, Finance Committee, Education Committee, Master Teaching Artists (5-7)	The topic has been explored fully

### C. PROGRAMS

STRATEGY	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Ensure programs reflect current educational initiatives	Increase organizational knowledge of STEAM and increase programming addressing STEAM initiatives	FY17 - Train artists and staff in STEAM; develop programs that address STEAM	Staff time, funding for training and program development	Education staff, programming staff, teaching artists	# of STEAM programs increases by 50%
	Identify key areas of education which arts programming can address, such as health/wellness, bullying; refine or develop programs to address needs.	FY17 - Identify key areas and review current programs for alignment FY18 - Develop or refine programs FY19 - Implement	Staff time, funding for training and program development	Education staff, programming staff, teaching artists	Programs in identified areas included in catalog

	Update and develop teacher resources to better support teacher needs and strengthen educational value of programming; utilize video as tool in teacher training initiatives.	FY17 - Survey teachers and other stakeholders and YA Network to determine what resources are needed; identify best practices, with special attention to online models FY18 - Work with educators to develop content; pilot new resources FY19 - Continue rollout	Education Staff time, dedicated technical writer	Director of Arts & Education, education staff, Technology Coordinator	Teacher resources are available online; teachers report usefulness of resources
Analyze or assess each program (performance and workshop) to ensure alignment with Signature Core Services Model	Review, revise and clarify program criteria and quality indicators with Signature Core Services Model	FY17 - Revise tool used to review programs and use it; develop integrated plan to review programs on rolling basis FY18 - Implement plan; revise tools as necessary FY19 - Continue	Staff time, Education Committee commitment to process, funds for travel to program visits	Education staff, Arts Education Committee	Unified tools are used to review programs; common language is shared amongst staff, artists and board in how programs are reviewed
	Use established criteria to market programs to educators (value-add)	FY18 - Integrate criteria into all materials and web presence; train staff to integrate criteria into conversations and communication FY19 - Revise as needed	Staff time	Marketing staff, web designer and collateral material designer, programming staff	Materials and communications consistently educate clients about value of programs

Develop and implement assessment policy which captures impact and value of all of our work	Participate in Dodge Assessment project to learn best practices and access data	Ongoing	Staff time, expertise	Special Projects & Assessment Coordinator, Technology Coordinator	Assessment of programs is consistent and captures key data for communication with funders, educators and clients
	Assess performance programs for impact and value to schools	FY17 - Develop rubric FY18 - Pilot rubric FY19 - Assess and revise	Staff time	Artist Services Manager, Programming Director, Special Projects & Assessment Coordinator, Arts Education Committee	Performance programs are reflected in our assessment as a critical component of achieving our mission
	Utilize findings of project-specific assessments to feed into organization-wide impact reporting	FY17 - Assess projects and compile findings FY18 - Synthesize findings into a report FY19 - Share with network, board and peer organizations as model	Staff time, expertise	Special Projects & Assessment Coordinator, education staff, Arts Education Committee	YA produces an organization-wide statement of impact which reflects value of all of our programming
Ensure programs reflect diversity in our territory	Review current offerings to assess areas of need	FY17 - Review current offerings to identify areas of need FY18 -Develop/ adjust programming to address need FY19 - Continue as needed	Staff time	Programming Director, Artist Services Manager	YA's programs reflect and include all types of diversity
Analyze funded project programs to ensure alignment with mission and strategic business practices	Conduct census of programs for alignment with strategic plan goals	FY17 - Focused discussion among staff and board	Staff time, board time	All staff, all board	Board and staff report that programs are in alignment with mission and business model

**GOAL 2 (REVENUE GROWTH AND DIVERSIFICATION)**

**YA will develop new revenue streams and strengthen existing sources of support.**

YA will work to increase and diversify earned income and seek to expand and diversify contributed income from its board, individuals, foundations and corporations.

**OBJECTIVES:**

1. Refine the business model to support expansion of our market, our mission and the efficacy of the organization.
2. Maintain current funders and attract new, mission-driven funders and funding opportunities.

**A. EARNED INCOME**

STRATEGY	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Refine sales procedures and strategies to reflect current practices and current buying habits of our clients	Seek expertise to refine sales procedures, including the possibility of incentive strategies, bulk discounts, referrals	FY17 - Define scope of work; conduct research and develop plan; align staff roles accordingly FY18 - Train staff; implement new procedures FY19 - Assess effectiveness	Marketing and sales expertise, staff time	Marketing staff, President & CEO, Marketing Task Force	Increase in sales by 10% (net) in targeted areas
	Assess effectiveness of web and social media presence and refine as needed; amplify presence of artist videos on social media and website	FY17 - Review social media strategy and research other orgs (incl YA Network) with similar challenges; review website and assess priorities in redesign FY18 - Implement revised social media strategy; redesign	Staff time, YA Network web designer, funds for web design	Marketing staff, President & CEO, Marketing Task Force	Social media interaction increases 50%; website reflects current trends in buying/selling modules; click-through rate on eblasts increases 50%

		website (or aspects thereof) defined in FY17			
Define goals for program sales growth	Develop business model and method for projecting and tracking sales	FY17 - Review YA Network practices & define our methods FY18 - Implement FY19 - Assess effectiveness	Staff time	Marketing staff, President & CEO, YA Network, Marketing Task Force	5,000 additional children served each year, FY17-19
Analyze expenses related to program sales	Examine YA expenses, research competitors and networks	FY17 - Review YA Network and competitor practices FY18 - Adjust FY18 budget according to findings FY19 - Assess effectiveness	Staff time, Business/Marketing/Sales Expert	Marketing staff, President & CEO, YA Network, Marketing Task Force, Finance Director	Expenses related to program sales are aligned with sales goals

## B. CONTRIBUTED INCOME

STRATEGY	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Expand Federal Funding	Seek expertise to develop strategies for federal funding, including learning from successful affiliates	FY17	Guidance and expertise	Development staff	Understanding of federal grant opportunities; access to grant systems
	Strategize application to NEA	FY17	Staff time	Development staff	Application submitted
Expand state funding beyond NJSCA	Explore county funding, initiative specific funding (health, special education, bullying, grief, military)	FY17-19	Staff time	Development staff with board support	Connections made with 3-5 new funders

Expand corporate and foundation support	Cultivate relationships with mission-aligned funders	FY17-19	Staff time	Development staff with board support	Connections made with 7-10 new prospects by June 2019
Grow Planned Giving and Encore Society	Re-launch the program	FY17	Funds for mailing, staff time	Development staff with support from marketing staff and board, specifically Planned Giving Committee	20 Founders by December 2017
	Incorporate program into all donor-related materials	FY17	Staff time	Development staff with support from marketing staff and board, specifically Planned Giving Committee	Planned Giving information integrated into all development-related materials
	Grow membership in Encore Society yearly	FY17-19		Development staff with support from marketing staff and board, specifically Planned Giving Committee	5 new members/year
Expand support from individuals and improve donor communication	Re-launch Grounds Circle with additional giving levels	FY17	Funds to redesign, print and mail brochure	Development staff with board support	New brochure; GC page on website and in materials
	Continue house party/cultivation events	FY17-19	Funds, hosts	Development staff with board support	2-3 events/year
	Launch e-newsletter	FY17	Funds for design, staff time for content development	Development, marketing and education staff	2 to 3 newsletters/year, starting July 2016
	Pilot “crowd-rise” fundraising efforts	FY17-19	Staff time	Development staff with marketing staff support	One campaign/year

	Assess and improve relationships with individuals	FY17 - Assess FY18-19 - Implement plan	Staff time	Development staff with marketing staff support and board support	Increase donors to annual fund by 10%/year; reduce donor attrition by 10%/year
Assess annual benefit model	Develop models for growth/expansion that align with geographic territory	FY17-19	Staff time	Development staff, Benefit Committee, marketing staff	Pilot event in North Jersey in 2018 (45 <sup>th</sup> anniversary)
	Explore a five year anniversary schedule with smaller, regional events on non-anniversary years	FY17-19	Staff time	Development staff, Benefit Committee, marketing staff	Topic fully explored, decision made to pilot/implement or not
	Pilot “Run for the Arts” model	FY17 - Pilot with 1-2 schools FY18 - Assess success and repeat if desired	Staff time, resources from YA SW Oregon, funds for t-shirts or other collateral	Development staff, marketing staff	Model piloted, decision made to expand or not

**GOAL 3 (ORGANIZATIONAL STRENGTH AND CAPACITY)**

**YA will develop and align internal staffing capacity, board membership and committee structure, and marketing to support the Strategic Plan goals.**

To achieve the goals contained in the Plan, there will need to be investments in staff capacity and structure, modifications to the existing committee structure, and adjustments to branding conventions.

**OBJECTIVES:**

1. Assess the capacity of the board and staff to undertake the work of the Strategic Plan.
2. Develop a strategy to create strong regional representation with clients, funders and potential board members.

## A. STAFF

STRATEGY	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Review and realign staff responsibilities	Develop up-to-date job descriptions and revise organizational structure to reach plan goals	FY 17 - Revise job descriptions and review and revise organization structure FY 18 - Implement revised organization structure FY19 - Assess and refine	Staff time, consultation w/ HR professional, models from YA Network and peer organizations	President/CEO, board member with HR experience, Board Chair	Job descriptions align with strategic plan goals and needs
	Develop strong and clear responsibilities regarding regional service	FY17 - Develop models for regional service FY18 - Implement regional service in pilot areas FY19 - Assess and replicate	Staff time, consultation w sales/marketing professional	President/CEO, Marketing/sales professional, education and programming staff	Targeted sales approach is implemented and results in 25% increase in programming in targeted areas in FY 18
	Diversify staffing of organization including teaching artists, full time staff and consultants	FY17 - Assess staff needs	Staff time, HR expertise	President/CEO, HR/Personnel Committee	Increased diversity in YA's staff and representatives
	Assess need for expertise in relevant fields (education, sales, marketing, development, finance)	FY17 - Define areas of need, scope of work and identify appropriate experts FY18 - Initiate contracts FY19 - Complete contract work	Staff time, board member connections and expertise	President/CEO, board member with HR experience, Board Chair, all staff (as needed)	More effective sales approach; more relevant educational content



## B. BOARD

STRATEGY	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Improve diversity	Recruit board members that reflect YA's geographic territory, the diversity of NJ and EP, and our work in education and the arts	Ongoing FY17-19	Staff and board time, access to networks and candidates	Development staff with Committee on Trustees with board support	A diverse Board of Trustees that reflects our area of service and our work
	Assess the need for "ad hoc" and "task force" committees to meet the goals of the strategic plan	Begun in FY16, ongoing	Staff and board time, staff time to manage the groups	Development staff with Committee on Trustees with board support	Formation of ad hoc groups by July 2016
Continue strong engagement	Assess board for best methods to engage in mission and programming	Begun in FY15, ongoing	Board and staff time, board member participation	Committee on Trustees with development staff support	Plan(s) for continued engagement in place by June 2017
Improve attendance at meetings	Identify and remove barriers of participation -location changes for meetings -videoconferencing	FY17-19, ongoing	Staff time, possible training in video software, funds for meeting space and travel	Staff with board support	Videoconferencing available in FY17, board meeting alternate locations by FY18
Offer professional development	Expand board training through existing programs like Dodge, ArtPride and YAI to increase effectiveness and success	FY17-19, ongoing	Funds to cover training expense and travel, staff time to identify opportunities	Staff with board support	2-3 opportunities/year shared with trustees
	Engage board as advocates of arts education	FY17 - Train board in advocacy and model board engagement in	Expertise and partnership with NJAEP, board time, staff time	President & CEO, Board Chair, Advocacy Task Force	NJ Census reflects increased participation in arts education

		#ARTSEDNOW campaign. FY18-19 ongoing			
Continue board evaluation process	Continue yearly evaluation by trustees	FY17-19, ongoing	Staff time, board time	Committee on Trustees with development staff support	Board evaluation conducted each May, results shared at Annual Meeting
Develop succession plan	Develop a succession plan for board and President to cover emergencies and natural transitions	Begun in FY16	board time	Committee on Trustees with board and development staff support	Succession plan in place for officers, interim President & CEO candidate identified
Clarify financial support responsibilities	Continue annual fund pledge process, monitor asks/year	Ongoing, FY17-19	Staff time	Development staff with Development Committee and Committee on Trustees	Positive feedback on yearly board evaluation
	Assess communications related to giving from recruitment through orientation and fall pledge process	Ongoing, FY17	Staff time	Development staff with Development Committee and Committee on Trustees	Positive feedback on orientation survey and yearly board evaluation

### C. FORMER BOARD

STRATEGY	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Continue improving relationships with former trustees to maintain a strong connection to YA	Investigate honorary and/or emeritus trustee program	FY17	Staff time, models	Development staff with support from Committee on Trustees	If pursued, program ready to launch by July 2017
	Create communication and engagement plan from resignation and beyond	FY17	Staff time, resources for communications and special events	Development staff with support from Committee on Trustees	Program ready to launch by July 2017

**GOAL 4 (MARKETING, PUBLIC RELATIONS, ADVOCACY, PARTNERSHIPS)**

**Marketing, public relations, advocacy efforts and partnerships will be leveraged to undertake the work of the Strategic Plan.**

To achieve the goals contained in the Plan, there will need to be modifications, improvements, and adjustments in external communication strategies that support the work.

**OBJECTIVES:**

1. Increase our effectiveness in marketing tools and strategies.
2. Position the organization as an arts education leader and resource to educators, parents and the public.
3. Advocate for the value of arts education with educators, parent and the public.
4. Explore and engage in equitable partnerships that align with our vision and help us to reach the goal to reach every child.

**A. MARKETING**

<b>GOAL</b>	<b>ACTION</b>	<b>TIMELINE</b>	<b>NEEDED RESOURCES</b>	<b>RESPONSIBLE GROUP</b>	<b>SUCCESS INDICATORS</b>
Assess the current marketing structure and campaigns	Seek input from a Marketing, PR, or branding firm	FY17-19, ongoing	Funds to cover firm, staff and board time	Marketing staff with support from programming staff, development staff and education staff	Have a clear marketing plan in place based on research and assessment of our target audiences and stakeholders
Form deeper connections with clients across marketing tools	Coordinate efforts with printed catalog, email blasts and social media; connect to clients through additional events, surveys and consider developing a committee that has clients (PTO reps, educators and principals) involved	FY17-19, ongoing	Staff and board time	Marketing staff with support from programming staff, development staff and education staff	Increased attendance at showcases and other YA events, increased open and click through rates on emails blasts and higher engagement (likes, shares and comments) on social media posts
Explore new modes of communication that align with client purchase	Assess effectiveness of paper catalog and 2x/year mailing; create	FY17-19, ongoing	Staff time and budget for additional video	Marketing Staff with support from programming staff and	Create digital content to be used to promote YA programs and advocate

habits	videos to share for workshop artists and create new and engaging videos for assembly artists as well as content for advocacy		editing	education staff	for arts education that is mission-driven and increases sales and donations
Utilize technology and digital trends to improve sales	Investigate a YA app for mobile use	FY17-19	Staff time, funds to cover cost of app development and identify group of engaged stakeholders (PTA reps, educators, etc.) to be part of beta phase	Marketing staff with support from programming staff and education staff	Have a successful launch of sales app, see client participation in app, and generate an increase in sales
Expand radio presence, assess television ad time	Identify radio and TV outlets/programs that reach our target audience	FY17-19, ongoing	Budget to invest in strategic radio and TV promos and or ad agency to help facilitate	Marketing staff with support from programming staff, development staff and education staff	Increased mentions of YA on radio and TV that can be tracked/monitored to an increase in sales, donations, funded project applications, advocacy and event attendance

**B. PUBLIC RELATIONS**

<b>GOAL</b>	<b>ACTION</b>	<b>TIMELINE</b>	<b>NEEDED RESOURCES</b>	<b>RESPONSIBLE GROUP</b>	<b>SUCCESS INDICATORS</b>
Position YA as expert in arts education in the region	Re-examine “Champions of the Arts” program and align with available staff time and resources	FY17-19, ongoing	Staff and board time	Marketing staff with support from programming staff and education staff	Conduct program in line with staff resources
	Hire a writer to co-	FY17-19	Staff and board time	Marketing staff with	Publish/share editorial

	write editorials about arts education		and funds for professional writer/editor	support from education staff, Arts Education Committee and Planning Committee	series to coincide with 45 <sup>th</sup> anniversary in 2017-2018
	Continue and expand press coverage of YA's work	FY17-19, ongoing	Board and staff time, board member participation	Marketing staff	Increase in number of press hits as well as increase in sharing of coverage

### C. ADVOCACY

STRATEGIES	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Advocate for arts education in the school setting and with organizations that serve children	Partner with NJ Arts Education Partnership to develop and implement #ARTSEDNOW campaign	FY17 - Formalize agreement with NJAEP to be pilot organization for campaign FY18 - Implement campaign FY19 - Assess	Staff and board time and support, Board Advocacy working group	Board advocacy working group, all board, all staff	Unified message about value of arts education is reaching policy makers; YA creates model for how to engage board, clients, teachers in advocacy efforts, which is documented and shared with YA National and Americans for the Arts
	Continue and expand connections to YAI, YA Network, and other arts education groups regionally and nationally	FY17-19, ongoing	Staff and board time and support	Marketing staff with support from programming staff, development staff and education staff	#ARTSEDNOW campaign shared with YAI and YA Network
	Re-establish board and staff membership to ArtPride	FY17-19, ongoing	Staff and board time and support	President & CEO, Board Chair	Full board/staff participation

## D. PARTNERSHIPS

STRATEGY	ACTION	TIMELINE	NEEDED RESOURCES	RESPONSIBLE GROUP	SUCCESS INDICATORS
Clarify criteria for future partnerships	Develop criteria and outcomes for partnerships and partners	FY17 - Draft criteria and test current partnerships against it FY18 - Educate all staff and board about criteria FY19 - Reinforce criteria with board and staff on a yearly basis.	Staff time, trustee input and review	President/CEO, development staff, education staff	Staff and board are aligned in understanding of viable partnerships; partnerships reflect YA priorities, financial viability, and mission alignment
Grow strategic partnerships—traditional and non-traditional	Identify influential arts organizations for collaboration	FY17-19	Staff and board time	Staff with assistance from board	Leveraged growth, stronger connections to arts organizations
	Identify education organizations and private sector collaborators	FY17-19	Staff and board time	Staff with assistance from board	Leveraged growth, stronger connections to education and business
Continue dedicated partnership in AIE	Developing regional partnerships with arts education organizations	Ongoing	Staff time	Education staff, President/CEO	YA is perceived as leader and friend to other arts organizations
	Leverage NJSCA funding to expand funding	FY17-19 - Explore and pursue regional funding for AIE schools	Staff time	AIE Administrator, development staff	FY17 - Regional funder supports 1 AIE residency FY18 - Regional funders support 2 AIE residencies FY19 - Regional funders support 4 AIE residencies.

	Clarify path to AIE program by encouraging schools to apply once identified as ready and able	Ongoing - In other funded programs, use “bridge” model to prepare schools to apply to AIE	Staff time	Education staff, AIE Administrator	FY17 - 1 “bridge” school applies to AIE FY18 - 2 “bridge” schools apply to AIE FY19 - 4 “bridge” schools apply to AIE
Maximize National YA partnership	Actively participate in YA Network ED Council	Ongoing	Staff time	President/CEO	YA Network ED Council remains a valuable resource for the organization
	Continue to share and lead by example best practices that maintain the health and communication with the YA Network	Ongoing	Funds to send YA staff to YAI conferences	President/CEO education staff	YA presence at YAI conferences is consistent and valued; YA Network affiliates seek our guidance and expertise