

Ayers' Air

I am concerned that some of our arts organizations are turning inward, worrying so much about themselves that they are pulling out of projects in the community or schools; worrying only about getting people into the seats in their theaters for shows.

In difficult times, organizations sometimes start to stray from the very people and programs for which they were created. We need to look at our missions as educators. Without an education program, will the organization lose its soul? I think about what the Kennedy Center would be like without its education department; what the community would be like without the programs we provide. Financial challenges are very real in the arts community, and staff and boards have to make difficult decisions. However, they must be reminded of the importance of the work we do. We need our partners to testify about the value of what we offer. People in a community have the power to say what they want; make your voice heard.

As arts organizations make difficult decisions, let us help them decide not to throw away the humanity of the organization for the sake of short term goals.

Darrell

Arts In Crisis Initiative Update

We need you! The Kennedy Center Arts in Crisis initiative was launched in February to provide planning assistance and consulting to U.S. not-for-profit performing arts organizations. Presently, more than 90 individuals are volunteering their time serving as peer mentors for this program; these mentors are working with nearly 300 organizations. Most mentors are working in arts organizations themselves, so they are very familiar with the kinds of challenges Arts in Crisis organizations are facing. We need more volunteer mentors to be matched to organizations. If you would be interested in serving the field as an Arts in Crisis mentor, please log on to artsincrisis.org and sign up.

National Symphony Orchestra Summer Music InSTITUTE

In June, approximately 70 students will arrive in Washington D.C. for the National Symphony Orchestra's Summer Music Institute (SMI), which offers four weeks of private lessons, rehearsals, coaching by National Symphony Orchestra members, classes, and lectures to prepare aspiring musicians for their futures in music. The students attend on full scholarship, and perform several free concerts at the Kennedy Center. Below is a list of students who will participate in SMI after being nominated by their State Alliance.

AZ	Matthew Vera, viola	NY	Elyse Lauzon, horn
CA	Karen Hsu, cello	NY	Steven Miller, trumpet
CA	Daniel Smith, bass	NY	Gabrielle Monachino, violin
FL	Danielle Rossbach, cello	OH	Domenic DiFrancesco, viola
FL	Ashleigh Stuart, oboe	OH	Kanako Shimasaki, violin
HI	Colton Hironaka, horn	OK	Wenjia Xu, violin
MI	Sae Kyoung Jang, cello	OR	Momo Kimura, violin
MI	Erin Yahacek, trumpet	OR	S. Patrick Yun, violin
MS	Shellie Brown, violin	PA	Michael Fuller, bass
MS	Andrea Gonzales Paez, violin	PA	Charlotte Nicholas, violin
MS	Christopher Rodgers, trombone	RI	Julia Brandenburg, violin
MS	Vera Zholondz, violin	SC	Carrie Frey, viola
MT	Bronte Nichole Ficek, violin	SC	Jarrod Mabrey, clarinet
MT	Emma Hughey, viola	SD	Benjamin Arbeiter, cello
MT	Zacariah Matteson, violin	TN	Christopher Lowry, viola
NV	Jeremy Rhizor, violin	WA	Justin Almazan, viola
NY	Nicole Kilroy, violin		

Thank you to State Alliances who contributed to the Summer Music Institute by gathering applications from talented young musicians and sending nominations for 2009!

Introducing Kennedy Center Teaching Artist Cynthia Elek

Not all teachers are comfortable incorporating singing into their lessons. Teaching Artist Cynthia Elek understands this, and presents chanting as a more accessible means of bringing musicality to written text. Having worked in opera and choral arts, Cynthia is very familiar with rhythmic text and knows that this allows her to teach the method to others. Once the teachers in her workshops are comfortable with rhythmic text as a learning tool, they can take it into their own classrooms. The combination of language, movement, and music allow for different types of learning. Some younger students are reluctant to volunteer words, but chanting gives teachers the opportunity to recognize movement and musical contributions from less verbal children.



Cynthia's workshop, *"The Power of Chant: Building Oral Fluency and Reading Comprehension"* teaches participants to create rhythmic text by manipulating the authors' words. The process of creating chants reveals the structure of language, as well as a deeper comprehension of the author's meaning. Participants play with language and uncover its musicality by adding beats, rhythm, character voices, and timbre. Cynthia leads teachers through examples of text and urges them to find rich, descriptive language and challenging ideas, asking, "How can this complicated text be performed?" For more information on *"The Power of Chant: Building Oral Fluency and Reading Comprehension,"* or to bring Cynthia Elek to your community, contact her directly at chelek@cox.net.

Save The Date!

2010 Annual Meeting Dates: Feb. 8-13
2011 Annual Meeting Dates: Feb. 15-19



Grant proposals are due May 30!

Please note, this is not a postmark deadline. The National Partnerships office must receive the proposals by the due date. Contact Adriana at (202) 416-8817 with any questions.

Ordway Center for the Performing Arts (MN 1991), and **Xolani Sithole of South Africa at the Kravis Center for the Performing Arts** (FL 2005, West Palm Beach). We'd like to thank these organizations for their willingness to open their doors!

American Recovery and Reinvestment Act Resources

Department of Education

As part of Secretary Arne Duncan's ongoing effort to provide helpful, user-friendly information on the *American Recovery and Reinvestment Act* (ARRA), the U.S. Department of Education has posted several new resources on its Recovery web site. ARRA provides over \$100 billion for education and is a historic opportunity to stimulate the economy and improve education.

Using ARRA Funds to Drive School Reform and Improvement: This document includes framing questions for decision-making and examples of potential uses of funds to improve educational outcomes from early learning through high school, and is available on the Department of Education [Web site](#).

Saving and Creating Jobs and Reforming Education: This [slideshow](#) looks at guiding principles and funding availability for programs funded by ARRA.

National Endowment for the Arts

ARRA recognizes that the non-profit arts industry is an important sector of the economy. The National Endowment for the Arts is uniquely positioned to fund arts projects and activities that preserve jobs in the nonprofit arts sector threatened by declines in philanthropic and other support during the current economic downturn. As part of this important investment, the Arts Endowment is developing a plan to expedite distribution of critical funds at the national, regional, state, and local levels for projects that focus on the preservation of jobs in the arts.

Grants to State Arts Agencies and Regional Arts Organizations: This [list](#) details how funds have been distributed for sub-granting.

National Endowment for the Arts Implementing Plans: This [outlines](#) the NEA's plans for allocation of ARRA funds, much of which has already taken place. Of the agencies who received ARRA funds, the NEA has been one of the fastest-acting in distributing stimulus money.

To see the [list](#) of agencies receiving ARRA funds and their progress in distributing this money, or to learn more about the legislation, visit [Recovery.gov](#).



There's No Excuse!

"They won't come" is no excuse to miss a valuable opportunity to inform key business and community leaders about the arts programming at your school or arts center. Whether you're in charge of the elementary school year-end performance or a high school production, you should make it a priority to invite the people who could make a difference for your programs.

Invite leaders in your community, such as business leaders, local school board members and government officials. Take the time at the beginning of the school year to develop a list of important people who could surprise you, not only by attending the program, but by taking a role in supporting arts education.

Send your invitations, addressed directly to the individuals, with a message conveying your hope that they'll come to see how arts education supports creativity and personal development skills for the students in your school. Remind them that these are foundation skills for 21st century learning initiatives. By letting them know about the arts programs in your school, you remind them that arts education is important, invite them to learn more about arts education, and offer them opportunities to become arts education advocates.

To really make an impression, consider sending a thank you note -- signed by the students -- to those who attend the event. Let them know that you noticed and appreciate their interest!

— from the KCAEN
Advocacy Committee



While larger organizations tend to have established policies for staff turnover, smaller organizations are often set back during these times of transition. One way to help new staff adapt quickly to their new environment and respond to their new responsibilities is to make sure there is an effortless handing over of the organization's documents. This can easily be done by saving all important documents on an external hard drive. Not only are external hard drives much easier to hand over than large filing cabinets, they also serve as an inexpensive way to back-up all of an organization's documents.

Partners in Education News

Partners in Education Guidelines for Team Participation...Did You Know...?

New guidelines for participation for Partners in Education teams were released in the Fall of 2008 in a document titled: **Phases of Teams' Participation**. In an effort to help Partnership Teams become better acquainted with the guidelines (emailed to members last year), each month we will feature one aspect of the guidelines in this newsletter. You can access the complete Phases of Teams' Participation document at www.kennedy-center.org/education/partners.

Adding Organizations to Your Partnership

Teams may expand their existing partnership by adding a new organization—perhaps a local arts agency, an additional school system, or a college/university pre-service program. Partnership Teams may make these additions on a limited basis.

Two letters are required to make the new organization an official partner. First, the team must submit a request in writing, signed by all existing Team Members. The CEO or superintendent of the new organization or school district must also write a letter, stating their understanding of the Partners in Education program and naming a representative to the team. It is helpful if the proposed representative's resume is included. Having received these letters, the Kennedy Center must then approve the addition and its representative.

Questions? Contact Barbara at (202) 416-8806.

Partnership Team Updates

CO 2007 - Jefferson County Public Schools has withdrawn from this team.

IN 1991 - This team welcomes back Clowes Memorial Hall Education Manager, **Cassandra Pixey**, who may be reached at (317) 940-9942 or cpixey@butler.edu.

KY 1999 - **Roxi Witt** is no longer a member of this team. RiverPark Center continues to be represented by Education Director **Lynda Youngman**.

KY 2001 - **Lawrence County Schools** join this team. Their representative, Gifted and Talented Coordinator **Dina Chaffin**, can be reached at dina.chaffin@lawrence.kyschools.us.

NM 1999 - **Debbie Seibel's** new e-mail address is silver4arts@netzero.com.

Michigan 1997 (Battle Creek) is no longer a participant in the Partners in Education program.

Billings Gazette Spotlights Montana 1991 Team

The work of **Laurel Public Schools** and the **Alberta Bair Theater (MT 1991)** have been recognized by the Billings Gazette, which writes, "Other schools around the country are watching Fred Graff Elementary School in Laurel as it pioneers an arts-integrated curriculum to help third- and fourth-graders develop higher-level thinking skills and become better readers and writers." Click [here](#) to read the entire article, and look for quotes from team members **Josh Middleton** and **Bess Fredlund**.

Museum Curator Receives State Award

The Missouri Arts Education Association recognized **Albrecht-Kemper Museum of Art** education curator **Jennifer Zeller (MO 2003—St.J)** for her work in the 2009 school year with children and educators. Working with the St. Joseph School District, Jennifer oversees programs at the Albrecht for over 950 fifth-grade students. Congratulations, Jennifer!

KCAAEN News

Network Leadership Committee in Washington

The Network Leadership Committee (NLC) met on April 8 and 9 at the Kennedy Center with the Strategic Planning Task Force (SPTF), National Partnerships staff and Darrell Ayers, Vice President for Education. The agenda included a review of the first draft of the 2010-2012 KCAAEN Strategic Plan, a review of the 2009 Annual Meeting, planning for the 2010 Annual Meeting and sharing news from State Alliances. The NLC will meet again on July 30 and 31.

Newest Alliance: Arts Kentucky

Please join us in welcoming **Arts Kentucky** as the new home of the Alliance for Arts Education in Kentucky. Founded in 1995 as a coalition of local arts groups that provided networking and services around the state, Arts Kentucky has grown to encompass professional development opportunities for artists and arts organizations, and advocacy efforts and training. Executive Director **David Cupps** will be the primary representative to the KCAAEN and can be reached by mail at 624 West Main Street, Louisville, KY 40202; by phone at 502-561-0701; and by e-mail at cupps@artsky.org. To learn more about Arts Kentucky please visit www.artsky.org.

Alliance Update

The National Arts and Learning Collaborative, home of the Massachusetts Alliance, named **Jonathan Rappaport** as their new Executive Director. Jonathan has served as Acting Executive Director since December 2008. He can be reached by mail at 12 Highland Street, Natick, MA 01760; by phone at 508-650-5044; and by e-mail at executivedirector@artslearning.org.

KCAAEN/National School Boards Association Award

Polk County Public Schools, Bartow, FL, received the 21st annual Kennedy Center Alliance for Arts Education Network (KCAAEN) and National School Boards Association (NSBA) Award. This district was singled out for its outstanding support of high-quality arts education. The School District received a plaque and a check for \$10,000 to support arts education throughout the district.

The School Board of Polk County is committed to providing arts education for every student, even during times of economic stress. There are arts programs in all schools as well as five performing and visual arts focused schools at various grade levels. The Board has consistently proved its support of the arts by committing 4.3% of the instructional budget for arts programs and supports a Senior Director of Fine Arts, Senior Coordinator of Fine Arts, a K-12 Music Resource Specialist, a Fine Arts Academy Coordinator and 363 full-time arts teachers. Along with equitable access to the arts, the School Board of Polk County feels it is important to assess student learning in the arts. One of the ways in which this is achieved is through the County's Essential Criteria, a list developed by teachers, of skills and knowledge that each student should master in their arts courses.

The award was presented by Kennedy Center Vice President for Education, Darrell Ayers, on April 6 at the National School Boards Association's annual conference in San Diego, California. Since 1989, this prestigious award has recognized 40 school boards in 23 states for their support of arts education.



News and Resources

MetLife Foundation Partners in Arts Education Grants

The National Guild of Community Schools of the Arts and MetLife Foundation have announced the renewal of the MetLife Foundation Partners in Arts Education Program. In 2009, the project will award grants of up to \$20,000 to support exemplary arts education partnerships during the 2009-2010 school year. MetLife Foundation Partners in Arts Education Grants are designed to support exemplary partnerships which demonstrate best practices in creating and sustaining effective collaborations; serve large numbers of public school students; provide sound arts education experiences; prioritize student learning and achievement; and address national, state, and/or local arts education standards. Grant applications and guidelines are available [online](#). The application deadline is May 26, 2009.

KeepArtsInSchools.org

All children deserve a great well-rounded education. Learning in and through the arts should be a vital component of all public schools for every student—no matter where they live. KeepArtsInSchools.org is an online community for arts education advocates, focusing on the efforts and successes of local organizations, communities, teachers and leading voices throughout the country who are all working to Keep Arts in Schools. [KeepArtsInSchools.org](#) is a project of the Ford Foundation's Integrating the Arts and Education Reform initiative. Among the website's resources and tools are: advocate toolkits; public opinion research and focus group summaries with parents, teachers, principals and superintendents; examples of successful campaigns of organizations funded by the Ford Foundation; and tips on how to write a letter to engage the business community.

Online Professional Development for Teachers

Technology has made it easy for educators to embrace continual professional [development](#). With resources such as blogs and wikis, the Internet has the potential to revolutionize professional development for teachers.

Denmark Pays for Vietnamese Arts Teachers

An [agreement](#) between universities in Denmark and Vietnam is part of a Danish program to support arts education in Vietnam's schools.

Arne Duncan and Neko Case

Secretary of Education Arne Duncan had a moment [onstage](#) with musician Neko Case, saying, "We have to do more with the arts. We have to do more with music."

Obama's Plan for Education

President Barack Obama outlined his priorities for education during a [speech](#) to the U.S. Hispanic Chamber of Commerce. According to the President it is critical for the U.S. to significantly improve the education system because by 2016, "four out of every ten new jobs will require at least some advanced education or training." The President will structure his education reform plan on the following "five pillars of reform": investing in early childhood initiatives like Head Start; encouraging better standards and assessments by focusing on testing itineraries that better fit our youth and the world they live in; recruiting, preparing, and rewarding outstanding teachers by giving incentives for a new generation of teachers, and for new levels of excellence from all of our teachers; promoting innovation and excellence in America's schools by supporting charter schools, reforming the school calendar and the structure of the school day; and providing every American with a quality higher education—whether it's college or technical training.

Teacher Jobs and Reform Top Duncan's List

Making a stop in [Chicago](#), U.S. Education Secretary Arne Duncan said that \$100 billion in federal stimulus money for schools will save thousands of teaching jobs and promote education reforms. "We must be open to new ideas without regard to ideology or past practice," the former Chicago Public Schools CEO said. "Children have been poorly served for far too long. Our country has been falling behind. Duncan took questions from students, including students who asked questions about the economy and school programming. One asked how funding would continue for music and the arts. "It will take more resources and take more time," Duncan said.

Instrument Repairman Builds Musical Legacy

Musician George Nicoloff, 83, [repairs](#) student instruments for Indianapolis schools, allowing more children to learn the profession he loves. "I'm not sure he even understands what impact he has had on students and teachers," said Steve Young, chief of facilities for Indianapolis schools. "Legacy is the right word to use."

Best Communities for Music Education

The NAMM Foundation announced the results of its tenth annual "Best Communities for Music Education" [survey](#), which acknowledges schools and districts across the U.S. for their commitment and support of music education in schools. As the economy challenges state and local school budgets to adequately support education, the 124 school districts named by the NAMM Foundation demonstrate the unwavering commitment to provide music education for their students. The NAMM Foundation's mission is to ensure that all children have access to quality music education programs that encourage lifelong participation in music making. This year's roster of musical schools represents 21 states with a record amount of communities from New York, New Jersey, Pennsylvania and Texas.

Partners in Performance Program Application

Application forms and eligibility guidelines for the 2010/2011 *Partners in Performance* program are available for [download](#). The deadline for submission has been extended to June 1, 2009. *Partners in Performance* provides two concerts for the benefit of the chosen presenting organization, whose financial obligation consists of a token administrative fee—drastically less than an artist's usual fee. The two concerts will take place within consecutive concert seasons: the first, a recital by a high-profile artist such as Midori; the second concert to be a solo or duo recital by a rising young artist with a local connection. The presenter keeps all proceeds from ticket sales, to be used at its discretion to fund future classical music projects or programs.

Public Survey on What to Cut in Budget

The San Diego superintendent sent out a public survey on what to cut in education. The [results](#) are a fascinating look into community priorities.

Arts Education Degrees

Lesley University offers advanced [degrees](#) in Arts Integration for educators throughout Georgia. Cohort groups meet one weekend a month, participating in lively, hands-on activities designed to build a strong repertoire of arts integration strategies for any classroom. The Ed. Specialist degree is designed to develop research and leadership skills in arts integration. Programs are fully accredited and recognized by the state of Georgia.



News and Resources (cont.)

Robert Wood Johnson Evaluation Fellowship

The Robert Wood Johnson Foundation Evaluation [Fellowship](#) program invites non-profit professionals and their employers to apply for a one-year fellowship. Potential individual fellowship applicants should be from historically disadvantaged and underrepresented communities, which include ethnic or racial minorities, those from low-income communities, first-generation college graduates, or others who have been historically underrepresented in the evaluation field. The program seeks to diversify the evaluation field by providing individuals with the necessary skills and training to become evaluators and better consumers of evaluation. During the one-year fellowship, non-profit professionals will be trained in evaluation methodology while remaining on their job and working on a real-world evaluation project for their employer. Each fellow will receive approximately 40 hours of training in two 3-5 day workshops. Additionally, the fellows will receive technical assistance with completing an internal evaluation project at their organization. The deadline for applying is June 29, 2009.

Future Education Technologies

Collaborative environments, cloud computing, and "smart" objects are among the [technologies](#) that a group of experts believes will have a profound impact on K-12 education within the next five years or sooner. The group, called the New Media Consortium (NMC), has come out with an annual report on emerging technologies in higher education for the last several years. This year, for the first time, NMC has issued a K-12 version of its "Horizon Report" as well. *The Horizon Report: 2009 K-12 Edition*, released earlier this month, identifies and describes six emerging technologies that will have an impact on K-12 education within the next five years.

Coalition for Student Achievement to Monitor Education Stimulus Funding

The Aspen Institute has announced that its Commission on No Child Left Behind and more than 30 education, business, civil rights and philanthropic organizations have joined forces to launch the [Coalition](#) for Student Achievement. This group will work to ensure that the government's \$100 billion investment in education, through the American Recovery and Reinvestment Act, yields needed reforms and results in significant, lasting gains in student achievement.

White House Social Innovation Office to Have Three Goals

While the plans for the White House Office of Social Innovation and Civic Participation are still being worked out by the Obama administration, its newly appointed head, Sonal Shah, gave some details during the Global Philanthropy Forum. Ms. Shah said the office has three [goals](#): to use new communications technology, hold meetings, and start discussions to find out "what are the innovations that are taking place, how are people solving problems, what types of problems are they solving, and where are they" working; to provide money to innovative nonprofit projects working with state and local governments and grant makers (for example, she said the president is interested in improving math and science education and assisting states like Ohio, Michigan, and Indiana where local industries need to be revitalized); and to promote national service and volunteerism.

Teacher Retirement Crisis

The National Commission on Teaching and America's Future projects a third of the nation's public school teaching force will [retire](#) within the next four years.

Compendium of Studies of the No Child Left Behind Act

As part of a project to rethink the federal role in elementary and secondary education, the Center on Education Policy (CEP) has prepared a compendium summarizing the findings of major studies of the implementation and effects of NCLB conducted by various organizations and agencies. Both this compendium and CEP's broader project to rethink the federal role are intended to help policymakers make decisions informed by evidence from research. The compendium is posted on the CEP [Web site](#) under "What's New" and can be downloaded free-of-charge.

World Digital Library Launched

The World Digital [Library](#) has been made available on the Internet, free of charge. The Library includes manuscripts, maps, rare books, musical scores, recordings, films, prints, photographs, architectural drawings, and other significant cultural materials. The objectives of the World Digital Library are to promote international and inter-cultural understanding and awareness, provide resources to educators, expand non-English and non-Western content on the Internet, and to contribute to scholarly research.

White House Signals New Standards for NCLB

According to the New York Times, the Obama administration will use a Congressional [rewriting](#) of the federal law later this year to toughen requirements on topics like teacher quality and academic standards and to intensify its focus on helping failing schools. The law's testing requirements may evolve but will certainly not disappear. The federal role in education policy, once a state and local matter, is likely to grow.



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