

GUILD NOTES

PUBLISHED QUARTERLY BY THE **NATIONAL
GUILD**
OF COMMUNITY
SCHOOLS OF THE ARTS

SPRING 2006

IN THIS ISSUE

Guild News	1
People and Schools	4
Faculty and Resources	9
News From the Field	
Research & Conversation	10
Washington Report	12
State & the Private Sector	13
Grants Available	13
Worth a Look	
Online	14
Other Media	15
Nationalguild.org	15
Calendar of Upcoming Events	15



Photo: Lucy Moses School at Kaufman Center, NYC

GUILD NEWS

2006 Conference for Community Arts Education

Presented by the National Guild of Community Schools of the Arts
October 31–November 4, Phoenix, AZ

Save the dates for a trip to sunny Arizona this fall, and join over 350 peers at the Guild's 69th annual conference. The Conference for Community Arts Education is the most important professional development and networking event for community-based arts education leaders in North America. It will all take place in Phoenix, home to four dynamic but very different community schools of the arts: Arizona State University's Herberger College for Kids & Herberger College at Large, the Mesa Arts Center, the Phoenix Conservatory, and Rosie's House. The Music Academy of Tuscon is also supporting the conference.

This year's conference will be preceded by two in-depth institutes:

- The **Partners in Excellence Institute**, on best practices for successful partnerships between community arts institutions and public schools, will run from **October 31–November 2**.
- The **Assessment & Evaluation Institute**, focused on outcomes-based evaluation in community arts education, is scheduled for **November 1**.

The **Conference for Community Arts Education** begins Thursday, November 2 and concludes Saturday evening, November 4.

Registration begins in June. For up-to-date information on the conference program and schedule, go to www.nationalguild.org

The National Guild is very pleased to announce the receipt of the following grants:

- \$40,000 from the **NEA** for the national conference and development of our online resource center
- \$5,000 from the **Ann and Gordon Getty Foundation** for general support
- \$2,000 from **The Wyss Foundation** for the development of the online resource center

The National Guild of Community Schools of the Arts is a network of organizations and professionals working to advance community arts education. The Guild researches and promotes best practices, provides opportunities for professional development, and advocates for broad access to quality arts education.

GUILD NEWS (cont'd)

Members Share Budget Balancing Techniques

By Kenneth T. Cole, Program Director, National Guild



Kenneth T. Cole

Benjamin Franklin said "...in this world nothing is certain, except death and taxes." Had he been a director of a community school of the arts, he might have added "and increasing payroll expenses."

Arts education is a labor intensive process, and labor costs—salaries and benefits—are always on the rise. With each passing year, schools must take in more revenue to provide a consistent level of service. But how high can tuition rates rise before students begin turning elsewhere? Can fund raising campaigns make up the difference? How do schools maintain a balance between expenses and income?

Last summer, 17 Guild school directors met via conference call to discuss this issue. Here are a few of the solutions they shared:

FLIP YOUR REVENUE MIX

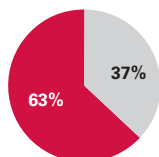
Stephanie Riven, executive director of the **Center of Creative Arts (COCA)** in St. Louis, shared that, after examining university funding models, COCA flipped its revenue mix from 30% contributed/70% earned income a decade ago to 63% contributed/37% earned today. The median ratio for schools like COCA is just the opposite: 37% contributed/63% earned.*

Riven attributed COCA's fund raising success to two factors: the recruitment of top-notch development staff and an increase in the sophistication of COCA's board of directors. To build a highly effective development department, Riven offered prospective employees the opportunity to schedule their work according to their needs. Many of COCA's development personnel work part-time or on flex schedules. "I don't have the dollars to pay these people what they're worth, but I can give them flexibility," she said. "They've been given goals like those at a university and they've met those goals in our annual leadership campaigns, annual giving, two large galas a year, and other campaigns." As it has grown and become more efficient, COCA has been able to attract more sophisticated board members as well—individuals who make significant personal contributions and secure the support of others.

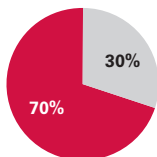
MANY OF COCA'S DEVELOPMENT PERSONNEL WORK PART-TIME OR ON FLEX SCHEDULES.

COCA's strategy has proven successful. The school will raise approximately \$2.7 million of its \$4.3 million budget this year. COCA also has raised \$10 million toward a \$12 million capital and endowment campaign, securing three \$1 million gifts in just the past two years. Last fall, COCA moved into a brand new \$8 million facility.

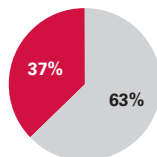
Median Income Ratio for Independent Schools



COCA's Income Ratio In 1995



COCA's Income Ratio In 2006



■ Earned Income
■ Contributed Income

* The median ratio for divisional schools is 94% earned, 6% contributed; however, a divisional school's overhead expenses are underwritten by its parent organization.

CULTIVATE FACULTY COMMITMENT TO ORGANIZATIONAL SUCCESS

Attracting and retaining a roster of committed teaching artists is a key ingredient for success in community schools of the arts. Many community schools are increasing their efficiency and productivity by instituting core faculty positions. School directors participating in the call agreed that one of the greatest challenges a school can face is the loss of a good faculty member, noting that *when schools lose an exceptional teacher, they often lose that teacher's students.*

"In order to stabilize faculty and decrease student attrition," shared **Jim Simpson**, president of **South Shore Conservatory** (Hingham, MA), "we began to invest in core faculty. Fifteen of our 75 teaching artists are now core faculty whom we employ on an annual, rather than hourly, basis. The real benefit is that core faculty members stay with us much longer and become stakeholders in our mission and values. When they stay, their students stay." Said Simpson, "instituting the core faculty program has helped us move from a million dollar operation to an almost \$3 million operation in just six years."

Schools often establish core faculty positions by combining teaching and administrative responsibilities to create a full-time or part-time salaried position. Because core faculty are able to concentrate their work at the community school—rather than dividing their time and energy between multiple organizations—they can devote themselves to the school more fully. The commitment made by the school in the form of a stable, salaried position often is more than matched by the faculty member in terms of energy and devotion. As a result, organizational productivity increases and the bottom line improves.

GUILD NEWS (cont'd)

CHANGE YOUR PROGRAM MIX

This option may apply most directly to schools offering music program instruction. While it is a given that music schools must offer private instruction, group instruction generates more net revenue. Adding more ensemble instruction and group classes to the program mix can help balance the books.

RENT YOUR FACILITIES

It's a given that the quality and potential of facilities vary greatly from one school to the next. Some schools boast new, efficient and expansive facilities, while others are housed in cramped, antiquated buildings. Renting space to outside organizations in most instances accounts for only a small augmentation to a school's budget. But space rental can be a good way to increase exposure. **Peggy Quackenbush**, executive director of the **David Hochstein Memorial School** (Rochester, NY), said that "renting our concert hall has allowed us build visibility with other audiences in the community. Consequently, enrollment has spiked." While associated staffing and maintenance costs cut into profit from space rental, most directors participating in the call reported that their schools saw benefits from name recognition, new partnerships, and heightened regard as an integral part of a region's arts community.

Each of these strategies can improve a community school's bottom line. More importantly, they can help a school gain the financial capacity needed to fulfill its mission. What could be more important?

Getting Serious About Assessment

By Kirsten Morgan, Executive Director,

The Diller-Quaile School of Music, New York, NY

Ms. Morgan is a trustee of the National Guild and chairs the Committee of School Directors



Kirsten Morgan

What is assessment and why is it important? How do assessment, evaluation, and research differ? How can we measure the quality of our work and the overall effectiveness of our organizations? How do we develop and implement evaluations that are comprehensive and consistent? These were just a few of the questions fueling the conversation at an ambitious professional development series funded this year by **New York Community Trust** for the Guild's New York City Chapter.

In January and February, representatives from 18 member schools gathered for three, day-long training sessions at the **Filomen M. D'Agostino Greenberg Music School at Lighthouse International** in Manhattan. Days one and two were devoted to assessing programs, and day three to sizing up the organization as a whole. Presenters were invited from the **Center for Arts Education Research** at Columbia University, the **Support Center for Nonprofit Management**, and **Management Solutions for Nonprofit Organizations, LLC**, all of which are—to our good fortune—locally based.

During our program assessment training, we split into smaller groups and developed a customized program

evaluation plan using a presenter's model. Evaluations, we learned, are not complete without a presentation and written document explaining one's methodology, analysis, findings, and recommendations.

Our work on organizational self-assessment began with an opportunity to fill out an assessment instrument categorized by functional area. Subsequently, we discussed external standards as the basis for organizational assessment and reviewed our second instrument of the day—the Better Business Bureau Standards. This led to board self-assessment, again utilizing a detailed and comprehensive instrument. The second half of the day focused on assessing one's development programs, internal and external communications practices, and emergency succession plans.

At the conclusion of the third day, we left Lighthouse having gained a deep understanding of how to conduct assessments. There remained for each of us only one question: "How immediately can we start implementing all this great stuff back at the office?"

*The New York City chapter organized this professional development session with help from the Guild's national office. To suggest a program or find out how your regional chapter can offer similar opportunities, contact your chapter chair or Program Director **Ken Cole** at (212) 268-3337 ext. 18 or kencole@nationalguild.org*

This year's Conference for Community Arts Education will include a one-day pre-conference institute on best practices for assessment and evaluation. www.nationalguild.org

Access assessment resources online at www.nationalguild.org/resources/education.htm

(GuildNews is continued on page 8)

GUILDNOTES

Editorial

Andy Behrens, Editor

Administration and Contributing Editors

Jonathan Herman, Executive Director

Kenneth T. Cole, Program Director

Andy Behrens, Membership & Marketing Manager

Claire Wilmoth, Administrative Coordinator

Finance

Annie Walker, Bookkeeper

Advertising

Honore Stockley, Bentley-Hall, Ad Sales Manager

Design

Shir Konas, Terminal 108

Correspondence

520 Eighth Avenue | Suite 302 | New York, NY 10018

Email/Website

Editorial, Subscriptions & Guild Membership:

andybehrens@nationalguild.org

Advertising: honore@bentley-hall.com

Website: www.nationalguild.org

(T): (212) 268-3337 | (F): (212) 268-3995

Except as noted, all content © 2006 National Guild of Community Schools of the Arts, Jonathan Herman, Executive Director. No part of the contents may be reproduced, in print or electronically, without prior written permission.

PEOPLE AND SCHOOLS



Dr. Frank Little, 1936 – 2006

It is with deep sadness that we note the death of **Dr. Frank Little**, who served as President of the **Music Institute of Chicago** from 1987 to 2003. After a career as a renowned operatic tenor, “Dr. Frank” engaged those around him in his passion for the Music Institute, leading the then Music Center of the North Shore on an ambitious and highly successful course of growth and expansion. He attracted world-class faculty, tripled the student body, expanded programs and services throughout metropolitan Chicago, and changed the school’s name to reflect its growing regional impact. Dr. Little’s tenure culminated in the opening of a new facility in Evanston in 2003. Following his retirement, Dr. Little continued to serve the Music Institute both as President Emeritus and as a consultant. He was often heard in one of its music studios, practicing for upcoming concerts. He firmly believed in life-long learning and was beloved by faculty, staff, and students alike.

In his memory, Dr. Little’s family has established the **Frank Little Musical Scholarship Fund**, c/o Harris Bank, 520 Green Bay Road, Winnetka, IL 60093. A memorial service was held in Kenilworth, IL, on March 4th.

Children’s Choir of Michigan School Shares Two Grammy® Awards

The 40-member Children’s Choir of the **Community Music School of Michigan State University School of Music** (East Lansing) was among musicians honored in February with Grammy® Awards for Best Classical Album and Best Choral Performance. In 2004, Choir members, fourth- through 10th- graders, and their director, **Mary Alice Stollak**, recorded portions of the song cycle *Songs of Innocence and of Experience*. The piece was composed by Pulitzer Prize-winner William Bolcom, is based on the poetry of William Blake, and was conducted for the honored recording by **Leonard Slatkin**, music director of the National Symphony Orchestra.

“Mary Alice’s passion and brilliance for working with young singers is continuously demonstrated by the sophisticated musicianship of her young choirs,” said **John Martin**, former CMS director. “For the last 13 years she has worked tirelessly, and I could not be more thrilled for her and the kids.” The School held a viewing party at the University Club the night of the Awards; everyone, Martin said, was “mighty excited” when the envelopes were opened and the results read.



Presented by the National Guild of Community Schools of the Arts

- Pre-Conference Institutes October 31 – November 2
- Conference November 2–4, Wyndham Phoenix, Phoenix, AZ. www.wyndham.com

Conference registration will start at \$360 (no increase from 2005 registration fees). Discounts available to Guild members, early registrants, and schools sending more than two delegates.

Schools joining the Guild in 2006 receive 50% off their first registration!

Go to www.nationalguild.org for updates on Conference programming and online registration.

PEOPLE AND SCHOOLS (cont'd)

Toronto School Contributes to U.N. Education Conference

Teachers, artists and politicians from around the world gathered in Lisbon, Portugal, in March to explore the important role the arts can play in the development of young people. The conference was presented by **UNESCO** (United Nations Education, Science and Cultural Organization) and featured a representative from Toronto's **Royal Conservatory of Music**. The Conservatory's Learning Through the Arts (LTA) program targets children who are at risk of failure in the school system.

The program integrates the arts with the mandated core curriculum, demonstrating that for many students, a song or a painting is a more effective teaching method than a chalkboard or textbook. "There's something in the brain called the amygdala, which is, in informal terms, the laughing center of the brain," says **Angela Elster**, executive director of LTA. "If we're enjoying something, we'll remember the content." Several studies show that Learning Through the Arts students score higher on standardized math tests, attend class more often, and create fewer discipline problems.

Community Art Center wins 2005 Coming Up Taller Award

Another National Guild member school has been honored with national recognition and \$10,000 as part of the Coming Up Taller program. **Teen Media Program**, under the auspices of the **Community Art Center** (Cambridge, MA) has, since its inception in 1970, provided over a thousand students technical

training in the media arts. In 2005 the program served over 40 teens living in public housing. The program's hallmark event, the Do It Your Damn Self! National Youth Film Festival, is produced and hosted by TMP participants and garners submissions from across the country. Advanced students also manage a professional video production business that serves local companies and organizations.

The Coming Up Taller Awards, founded in 1998, are an initiative of the President's Committee on the Arts and the Humanities. The **Cultural Alternatives Division** of the **Music and Arts Center for Humanity** (Bridgeport, CT) was also a 2005 honoree, as reported in a previous **GUILDNOTES**. More than 250 nominations for the Award were received in 2005. The 2006 deadline for nominations was January 31st. The program's website, www.cominguptaller.org, will have nominating information for 2007 Awards available this fall.



Actress Debbie Allen, CAC Executive Director Marsha Stewart, TMP alumnus David Saint Germain, and First Lady Laura Bush at the White House awards ceremony, Wednesday, January 25th. Photo: Steven E. Purcell

CMS of Webster U. to Open New Main Branch in November

The **Community Music School of Webster University** (St. Louis, MO) broke ground on its new main branch on the Webster campus in November, 2005. Director **Carol Commerford** says the facility's opening is anticipated for November, 2006. Sixteen teaching studios, two large rehearsal rooms, and a 500-seat concert hall are included. The facility marks a "new era" for the School, Commerford says, "one that will be deficit-free and program-oriented."

MECA to Rehabilitate Houston Elementary School

Dow Elementary School, built in 1912, was leased to **Multicultural Education and Counseling through the Arts** (MECA) by the **Houston Independent School District** in 1993, for \$1 a year. A condition was that the building would be upgraded to meet current life safety, accessibility, and code compliance requirements. MECA has occupied the building ever since and acquired its title in 2004. In April the School's renovation officially got underway. Young people are serving the process through an onsite job training program which includes construction-related skills, architecture, and design training. MECA has a long history of providing job training opportunities for youth in addition to arts education, including the construction of a community park in 1988.

PEOPLE AND SCHOOLS (cont'd)



Glass

Composer Philip Glass Performs with Third Street Students

New York City's **Third Street Music School Settlement** counts among its pre-school enrollees two children of **Philip and Holly Glass**, who live nearby. In March, Glass met with Third Street's teen string ensemble to sit in on a final rehearsal before its performance of Glass's minimalist piece "Company," composed in 1983. In a benefit concert for the school the next day, Glass participated by performing some of his solo pieces for piano. *The New Yorker* magazine captured the experience and included it in its "Talk of the Town" section March 20th.

www.newyorker.com/talk/content/articles/060320ta_talk_seabrook

Bingham Trust awards Sphinx \$1.5 Million

A grant of \$1.5 million over five years has been awarded in support of Detroit, Michigan's **Sphinx Preparatory Music Institute** and the **Sphinx Performance Academy** in Natick, MA. Both programs provide ongoing, tuition-free music education for urban youth with limited resources. A statement from the **Bingham Trust**, a private foundation, applauds Sphinx's "initiative to uncover, inspire and nurture the considerable musical talent and listening appreciation that would quite likely otherwise lie dormant among these young people."

Philadelphia Foundation Makes Grant to CCM

The **Community Conservatory of Music** (Doylestown, PA) has received a \$7,500 grant from **The Philadelphia Foundation**. **Steven Rock**, the Conservatory's executive director, said funds will be used to assist with arts education outreach programs for persons with disabilities, senior citizens, and economically disadvantaged families.

First Members of "Settlement 100" Announced

To commemorate its 100th year in 2008, **Philadelphia's Settlement Music School** has begun naming individuals to the Settlement 100, a roster of 100 people whose lives were uniquely shaped by their experience at the School. Among the first five people named by a selection panel were the School's founders (two women); legendary tenor **Mario Lanza**, a Settlement student in the 1940s; and physicist **Albert Einstein**, who served on a board of advisors in the 1950s and played his violin regularly in chamber music settings at the School. Additional members of the 100 will be announced regularly leading up to the centennial celebration.

Shostakovich School Celebrates 25 Years

The **Shostakovich School of Music and Dance** began in 1981 as the dream of a few Russian immigrants. Now it operates three facilities in Brooklyn, NY, and one in Staten Island, offering an impressive range of courses from sight-singing to international folk dance. The School marked its 25th anniversary in March with a concert and celebration at **Kingsborough Community College** in Brooklyn.

Suzuki-Orff School Marks 25th Anniversary

The **Suzuki-Orff School for Young Musicians** (Chicago) will celebrate 25 years with a gala benefit this May. Performances will feature celebrated violinist and Chicago native **Rachel Barton Pine**, as well as current students of the School. Suzuki-Orff began by serving a handful of families in a housing project. Now the School delivers music education to 1,700 children in its permanent home, a former furniture factory in Chicago's West Town neighborhood.



Photo: Herberger College for Kids,
Arizona State University at Tempe

PEOPLE AND SCHOOLS (cont'd)

Jacobson Leaves Fleisher for Post at Arts Festival

In February, after 33 years at Philadelphia's **Fleisher Art Memorial**, Executive Director **Thora Jacobson**, a National Guild trustee, stepped down to take on a new personal and professional challenge. Jacobson is now chief operating officer of **Philagrafika**, an international arts festival to be inaugurated in 2010 under the auspices of the **Philadelphia Print Collaborative**. "It is difficult to leave an organization into which I have invested heart and soul over the years," commented Jacobson, "but I have made this decision fully confident that Fleisher is a better organization for my service and the shared commitment of our staff and Board." Fleisher's budget increased tenfold under Jacobson's tenure, allowing the vast expansion of its facilities, its programs and audiences.

Field to Retire, Koonce New E.D. at Third Street

New York City's **Third Street Music School Settlement** has announced the appointment of **Lee Koonce** as the School's new executive director, effective upon the retirement of **Barbara Field** in June 2006. Field has been the school's director since her transition from board president in 1985. "Twenty-one years of extraordinary accomplishments" is how Third Street's board chairman, David M. Huggin, characterized Field's tenure in a statement. Currently executive director of **Opus 118 Harlem School of Music**, Koonce has also served in that capacity for the **Sherwood Conservatory of Music** in Chicago. Under his leadership, Opus 118 has nearly doubled enrollment in its after-school music program.

Longy Appoints Kuwabara, Kim Goes West

The **Longy School of Music** (Cambridge, MA) has a new interim president. Executive Vice President **Anna Kuwabara** will take over this June when Longy's current president **Dr. Kwang-Wu Kim** assumes a fine arts deanship at **Arizona**

State University at Tempe. Kuwabara has directed the School's administration, finance and general operations and has overseen its strategic planning processes the past seven years. Dr. Kim served as president for five years. "He revitalized the curriculum, [strengthened the] administrative structure, and nearly tripled our endowment," said Jeannett Taylor, chair of Longy's board of trustees. Dr. Kim becomes dean of the **Herberger College of Fine Arts** at ASU, whose College for Kids and College at Large are also Full members of the Guild.

Guild Awardee Publishes Biography

Elizabeth Carr, former director of the **Cape Cod Conservatory of Music & Arts** (Falmouth, MA) and co-winner of the Guild's President's Award in 2002, has just published a biography of Russian-American pianist Shura Cherkassky. "Eight years of research and two years of writing" went into the book, says Carr, who was Cherkassky's confidante and traveled with him extensively prior to his death in 1995. Titled *Shura Cherkassky: The Piano's Last Czar*, Carr's work is recognized as the definitive scholarly biography of the Jewish, Ukranian-American musician considered the last direct link to Chopin, Liszt and Rubenstein. More at www.scarecrowpress.com

Alaska School Appoints New E.D.

The **Alaska Fine Arts Academy** (Eagle River) has named **Laura Albright** its new executive director, taking the reins previously held by **Suzanne Bach**. Albright is also a choral music instructor for the school.

McLaughlin Steps In to Head CSMA

Phyllis McLaughlin is the new executive director of the **Community School of Music and the Arts** in Reading, PA. McLaughlin is a former student of **Cedric Elmer**, who has served on the school's music faculty and in leadership positions—most recently as interim director—for over four decades. Elmer will remain at the school in an associate director post and as one of the area's most recognized piano and composition teachers.

Photo: Fleisher Art Memorial, Philadelphia



Statewide Summit to Convene in Pennsylvania

With support from the **Pennsylvania Council on the Arts**, the National Guild will present the state's first Community Arts Education Summit Wednesday, June 28th at Philadelphia's **Fleisher Art Memorial**. Pennsylvanians working in our field—Guild members and nonmembers alike—are invited to attend for free, and travel assistance vouchers are available to ensure that all interested parties can be there. Topics for the Summit will include nurturing a school's relationship with teaching artists and making the case for community arts education.

Arts council Executive Director **Philip Horn** will be on hand to meet participants and discuss the value of community arts education and the importance of a network of professionals in the field. Horn, a panel participant for a session at the Guild's 2005 annual conference in Pittsburgh, approached the Guild about developing a program after witnessing first-hand the conference's success and its impact on delegates. The Pennsylvania Council on the Arts is also subsidizing, through July 31, a 33 percent discount in annual dues for all new Full members to the Guild from Pennsylvania.

More on the Summit and limited-time membership offer at www.nationalguild.org

THE GUILD IS PLEASED TO WELCOME THESE NEW MEMBERS

FULL MEMBERS

- **Amadeus Music Academy, Santa Monica, CA.** The Academy opened its doors in September of 2005, offering private and group lessons for all ages, small ensembles, early childhood classes, and a children's choir.
- **Charleston Academy of Music, Charleston, SC.** Founded in January 2003, CAM is a preparatory school whose faculty includes musicians from the College of Charleston and the Charleston Symphony Orchestra. CAM offers individual instruction in piano, strings, and guitar; plus master classes and workshops with national and international artists.
- **Community Music School, Bonita Springs, FL.** The School has operated since 1989 on the campus of the local First Presbyterian Church and currently serves approximately 100 students of all ages. Private lessons in piano, guitar, voice, woodwind and brass instruments; an early childhood program; group voice lessons; and a senior band are offered.
- **Conscious Youth Media Crew, San Francisco, CA.** CYMC is a youth-driven, digital media arts production studio. It provides the technology and trains inner-city kids to create art that represents their experiences, stimulates meaningful dialogue, and promotes social change. CYMC gives young people a forum for sharing rarely heard stories with a wider audience.
- **Dance Institute of Washington (DC).** The Institute began as a summer program in 1987 and now offers year-round studio classes, outreach programs throughout the District, and a full schedule of public performances. Its state-of-the-art studios and offices are in the heart of a chronically poor neighborhood, providing the area's first formal dance education program.
- **Haddonfield School of Performing Arts, Haddonfield, NJ.** Founded in 1981, HSPA's programs include private lessons for all instruments and voice, Suzuki classes, early childhood music, ensembles, drama classes, music theory classes, and an annual student competition. Approximately 250 students are currently enrolled.
- **Marcia P. Hoffman Performing Arts Institute, Clearwater, FL.** The Institute's programs include on- and off-site private and class instruction in theater, music, and dance; plus professional development for teachers and area artists. It is also home to a professional theater company for young audiences.
- **Multicultural Music Group Community Music School, Bronx, NY.** Expected to open in September, 2006, the school will provide private lessons in vocal and instrumental music with an emphasis in diverse ethnic instrumentation. It will offer ensemble instruction in full orchestra, band, stage band, chamber music, and chorus.
- **Out of Site: Center for Arts Education, San Francisco, CA.** Since 2000, Out of Site has offered innovative visual and performing arts programs to underserved public high school students after school, on weekends and during the summer.
- **Suzuki Music School of Westport (CT).** Founded in 1997, the SMSW has grown from humble beginnings in a church hall to become a vital community institution with over 250 students of all ages. The School offers instruction in strings, flute, guitar and piano, as well as music theory, chamber music and instrumental ensemble.
- **The Marsh Youth Theater, San Francisco, CA.** MYT provides high quality theater arts education to all San Francisco youth interested in pursuing creative growth, regardless of individual financial constraints. It partners with local public schools and community organizations to serve area youth with much needed after-school and weekend arts education programming.
- **Villa Musica, San Diego, CA.** Opening its doors this fall at San Diego's new NTC Promenade, Villa Musica will offer individual lessons, ensemble practice, group workshops, and performance opportunities. Initial focus will be on vocal programs, including a community choir and other ensemble opportunities.

EDUCATION AFFILIATE

- **New York Youth Symphony, New York, NY.** Since 1963, the Symphony has amassed an impressive track record and earned wide recognition throughout the country. It was among the first to initiate a youth program in chamber music, is the unquestioned leader in commissioning young American composers, and is at the forefront of developing the next generation of conductors and composers.

FACULTY & STUDENT RESOURCES

CHAMBER MUSIC FOR EARLY LEVEL PLAYERS

Beginning and Intermediate Chamber Music With Piano: A Bibliography by **Nancy O'Neill Breth** is a graded list of pieces for early level players, including descriptive comments by the author. All works are less difficult (or of similar difficulty but shorter) than **Haydn** and **Mozart** piano trios. Some are clearly written with children in mind, but many others are suitable for both children and adults. Only pieces recommended by the author for high musical quality are included. Access it free at

www.acmp.net/articles/biblio_piano.doc

YAMAHA OFFERS SUMMER TECHNOLOGY SEMINARS FOR MUSIC TEACHERS

Master educators lead hands-on sessions in digital and acoustic music, for novice and experienced technology users, on the latest Yamaha instruments and music production equipment. Participants learn about new software, teaching materials and tech applications; explore

options for funding a studio or classroom, and enjoy new performance opportunities the technology makes possible. Find dates and locations and register for upcoming Seminars at www.yamaha.com/sts. Yamaha is a Business Affiliate member of the National Guild.

PUBLICATION CONNECTS WOMEN ECO-ARTISTS

Over 250 contemporary women eco-arts professionals worldwide are represented in the *2006 Women Environmental Artists Directory*, published by a San Francisco-based non-profit group. The *Directory* provides enhanced images of artwork, descriptions of the art, profiles of the artists, and contact information. Editor **Susan Leibovitz Steinman** says, "This year we are excited to be including artists working with conceptual art, land reclamation, recycling, studio art, and public venues, along with bioregionalism [and] environmental education." Order the *Directory* at www.weadartists.org

Hurricane Katrina Relief Update

In March, the Guild's executive director, **Jonathan Herman**, received an open letter of thanks from **Jenny Hamilton** and **Suzanne Hirsch**, the executive and education directors of the **New Orleans Ballet Association** (excerpted).

We extend our deepest appreciation to the National Guild for your generous contribution of \$5,125.18 toward Hurricane Relief efforts.... NOBA will use the (donated funds) as a partial payment toward the costs of hiring local artists currently teaching classes for over 150 inner-city youth, ages 6-18. Classes are free to the children, and we provide dance uniforms for all participants at no charge. All of our students have received dance supplies. ...We appreciate all you are doing to make our city whole again.

Meanwhile, the generosity of Guild members has continued. As of late April, total funds collected by the Guild for Katrina Relief are \$8245.74. **The Indian Hill Music Center** (Littleton, MA) recently contributed over \$2,300 to become the fund's largest single donor. For their mid-year recitals in January, Indian Hill students had the option of soliciting sponsorships for their performance, the proceeds of which went directly to the Guild's Katrina fund. The school also sold red, rubber bracelets, styled after the popular Lance Armstrong design, which read "Indian Hill supports music in the Gulf."

A young student at Chicago's **Merit School of Music** prevailed upon the School to donate proceeds of food sales during its 24th Annual Performathon, held in February, to our Katrina relief program. Merit's \$361.50 check was accompanied by a letter from flute student **Andre Juwaan Washington** (excerpted).

(Katrina) was enough to make me count all of the blessings God has given me. One of them was the Merit School of Music....I suggested to my school that we host a benefit concert [and] was eventually led to the National Guild....There was no better way to show my appreciation for the Merit School than helping other students like myself regain the "Merits" they once had. So please use the enclosed check with the same generous spirit.

Because restoring community arts education will require perseverance in a community as dispossessed as New Orleans was late last summer, our Katrina relief program is ongoing. Find out how you can contribute by contacting the Guild's operations coordinator, **Annie Walker**: (212) 268-3337 ext. 16 or anniewalker@nationalguild.org

Documentary Feature Chronicles Decline of Arts Education in Schools



Actor Andy Garcia with his former drama teacher Jay Jensen, from the film *Class Act*

Studio-On-Hudson, the independent production company responsible for the Academy Award®-nominated film *Super Size Me*, has released its latest work. In *Class Act*, filmmakers **Heather Winters** and **Sara Sackner** set out to tell the story of their favorite high school teacher, **Jay W. Jensen**. When they return to their Miami, FL, school, however, they find that the drama program Jensen created and ran for 30 years no longer exists. Sackner and Winters then set out across the country talking to teachers, school administrators, students, and government officials (on both sides of the issue); a story unfolds of the alarming rate of disappearance of the arts in American public schools. Interwoven is a profile of Jensen, who saved portions of his meager salary over the years and became an unlikely philanthropist, donating millions to the cause of arts education, and who helped inspire the careers of some of Hollywood's most successful professionals. *Class Act* had its world premiere at the Miami International Film Festival in March. It also screened as part of the Palm Beach (FL) International Film Festival in April and will have its West Coast premiere May 15th and 21st in the San Francisco Documentary Film Festival. The film is still in the festival submission stage, and Studio-On-Hudson is unable to say if or when it will see wider distribution. Any Guild members who are lucky enough to catch it are encouraged to write a review for **GUILDNOTES**. www.classactthemovie.com

Research Report Clarifies Benefits of Arts Education

Why is it so important to keep the arts strong in our schools? How does the study of the arts contribute to student achievement and success? These and other important questions are addressed in a new booklet published by the **National Assembly of State Arts Agencies** (NASAA) in collaboration with the **Arts Education Partnership** (AEP) and the **MetLife Foundation**. *Critical Evidence: How the Arts Benefit Student Achievement* responds to the needs of policymakers, educators, parents and advocates for fact-based, non-technical language documenting the most current and compelling research on the value of arts learning experiences. "Critical Evidence will open the eyes of those unfamiliar with the benefits of arts learning and will empower those who know from experience that the arts should play a pivotal role in education reform strategy," states NASAA Executive Director **Jonathan Katz**.

"Cutting school arts programs in an effort to boost student academic achievement is counterproductive," according to **Richard J. Deasy**, AEP Director. "In fact, the research [shows] that eliminating the arts in schools denies students the opportunity to develop crucial cognitive skills and motivations they need to achieve at high levels."

Critical Evidence is available for purchase or free download at www.nasaa-arts.org

Safire's Speech Summons Hope, Provokes Debate

In March right-wing pundit **William Safire** gave the keynote address at the Kennedy Center as part of Arts Advocacy Day activities sponsored by **Americans for the Arts** in Washington, D.C. Safire presented preliminary findings of a long-term study by the **Dana Foundation** (which Safire chairs) that suggest a conclusive link between arts education and child brain development. Many in his audience, mostly nonprofit arts professionals (including the Guild's own **Andy Behrens**), were heartened by the prospect of scientific confirmation of the value of their work, hopeful that it will help make the case for greater public support for the arts and arts education in the near future.



Safire on NBC's "Meet the Press"

Soon after, **William Kennicott**, a writer for the *Washington Post* took issue with an undercurrent of Safire's address; namely, the philosophy that art is most useful not because it "helps people question assumptions and challenge authority," but as a means for improving one's skills at "more important" things, like math and reading. Link to Kennicott's incisive op-ed at www.washingtonpost.com/wp-dyn/content/article/2006/03/14/AR2006031401961.html

ARE YOU GETTING ALL THE MEMBER BENEFITS YOU DESERVE?

Full members of the National Guild are eligible to:

- **Sign up** any of your interested staff, trustees, and volunteers for our **email listserv**. The listserv is where our national office first announces news and opportunities and is a popular forum for the exchange of advice and ideas among members.
- **Log on** to the Members Only area of www.nationalguild.org, where you can utilize an expanded search function for fellow members, view the latest **GUILDNOTES** electronically, and access a growing library of online resources not available to the public.
- **Recruit** outstanding candidates for your school's administrative positions with **unlimited free employment postings** on www.nationalguild.org.

These are only a few of the many benefits of Full membership in your National Guild. Contact our membership manager today and find out how to take Full advantage.

Andy Behrens, Membership & Marketing Manager, andybehrens@nationalguild.org or (212) 268-3337 ext.10.



Early Child Education Pays Off, Says RAND

A new **RAND** study, *Early Childhood Interventions: Proven Results, Future Promise*, reports the findings of rigorous evaluations of 20 early childhood intervention programs. The programs include home visiting, parent education and early childhood education. Benefits to society, they say, can be measured not just in terms of educational attainment but also in earnings and crime reduction: The returns range from \$1.26 to \$17.07 for each dollar spent. "Investing public money to make high-quality preschool available to every four-year-old in California would generate an estimated \$2 to \$4 in benefits to society for every dollar spent," says the study. www.rand.org/research_areas/children/

New Book Examines a Community's "Cultural Ecology"

There's Nothing Informal About It: Participatory Arts Within the Cultural Ecology of Silicon Valley is a new book by **Dr. Maribel Alvarez**, a social scientist and English professor at the **University of Arizona**. Alvarez scans a wide variety of gathering places and nontraditional cultural groups—from low riders to a hip-hop collective—and explores what makes the experiences meaningful to participants, how conventional arts producers are letting them down, and how California software developers are acting as micro-networks of creativity and cultural regeneration. Alvarez proposes that the alternative world of "informal arts" in Silicon Valley shares similarities with the entrepreneurial, high-tech commerce flourishing around it. **Community Arts Network** reviewer **Tom Borrup** explores what Alvarez's findings may mean to the nonprofit arts world. Borrup's review, "Thinking Outside the Cubicle? Does the 501(c)(3) Box Stifle Creativity in the Dot-com Era?" is available at www.communityarts.net

Arts Enrollment Up in Higher Education

There's been a burst of growth in student enrollment in the arts in higher education, says **Rob Capriccioso** on **InsideHigherEd.com**. According to **College Board** data compiled by the **Art & Science Group** enrollment-consulting firm, there was a 44 percent increase from 1996 to 2005 in the number of high-school seniors who say that they plan to major in visual and performing arts. For business and commerce majors, the gain was only 12 percent, while social sciences and history have decreased by 15 percent. There's also an increase in art studies by students majoring in other disciplines. Many colleges and universities are expanding their arts programs; the story details growth at several of them. www.insidehighered.com/news/2006/02/03/arts

Executive Burnout Widespread in Nonprofit Sector

Nearly 2,000 nonprofit executive directors in eight cities completed the survey for **Daring to Lead 2006**, a joint project of the **Meyer Foundation** and **CompassPoint Nonprofit Services**. Major findings are summarized as follows:

- Executives plan to leave their jobs—but not the nonprofit sector—within five years.
- Bench strength, diversity, and competitive compensation are critical factors in finding future leaders.
- Concerned with organizational sustainability, executives seek new skills and strategies.
- Executives believe they make significant financial sacrifices to lead nonprofits.
- Boards of directors and funders contribute to executive burnout.

Details on each of these results, plus recommendations, are available for free download at www.meyerfoundation.org/usr_doc/DaringtoLead2006d.pdf

Study Measures Americans' Attitudes about Poetry

A large majority of Americans feel poetry contributes to their understanding and appreciation of life and helps them to lead more engaged, satisfying lives, a new study commissioned by the Chicago-based **Poetry Foundation**, publisher of *Poetry* magazine, finds. However, the study also suggests that there is significant work to be done in broadening the audience for poetry. "For the first time, organizations with a commitment to poetry can make their plans and seek their funding on the basis of quantitative data, not just anecdotal impressions," said **Stephen Young**, program director of the Poetry Foundation. "The research identifies what helps to make a person a life-long poetry reader." Read the report's overview at www.poetryfoundation.org/foundation/initiative_poetryamerica.html



Photo: Aimee Helen Koch,
Center of Creative Arts, St. Louis

NEWS FROM THE FIELD: WASHINGTON REPORT

Bush's Budget Bad News for the Arts

President Bush's 2007 budget request includes some bad news for the arts and community arts, in particular, **Americans for the Arts** reported in February. It requests level funding for the NEA at \$124.4 million and for the NEH at \$141 million. However, the Administration once again attempts to redistribute \$3.5 million out of the NEA Challenge America program in favor of more general grant support and administrative salary and overhead costs. Challenge America funds small to mid-sized organizations around the country providing performances, public arts projects, civic design or cultural revitalization activities, especially in underserved communities ("curriculum-based instruction in the arts" is not included). For the sixth consecutive year, the budget recommends eliminating funding for the Department of Education's **Arts in Education** programs (\$35 million), and rescinding already-approved FY07 and FY08 funding totaling \$157 million for the **Corporation for Public Broadcasting**.

Decisions on federal spending are being made now by legislators in full committees on appropriations in the House and Senate and in 13 subcommittees. Even if your Senator or Congressperson doesn't sit on any of these committees (find out at www.capwiz.com/artsusa/home/), now is a critical time to voice your support for public arts funding.

Number of Nonprofits Way Up Since Early 1990s

The number of nonprofit organizations in the United States grew by 68 percent between 1993 and 2003, a February report from the Washington, D.C.-based **National Council of Nonprofit Associations** (www.ncna.org) finds. Excluding foundations and religious congregations, there were 837,027 nonprofits in the United States in 2003, with combined assets of \$1.76 trillion. According to the *World Factbook*, that asset base makes the U.S. nonprofit economy the sixth largest in the world. Expenditures of all nonprofits in 2003 totaled \$945 billion; California and New York were home to

the largest number of charitable organizations. "The economic size of the nonprofit sector, when matched with the social impact of its work, is evidence that America relies on nonprofits and cannot successfully tackle the problems it faces without the work and presence of this vital force," said NCNA Executive Director **Audrey R. Alvarado**. "I can only imagine the possibilities if the nonprofit sector united from its position of strength."

If Only All Investments Were This Profitable

Imagine your household budget were \$2.5 trillion. You put 81 percent of it into things you consider essential and permanent and set aside 19 percent for discretionary spending. That's \$475 billion you could spend on things that would make you happy and improve your standard of living. How much of that would *you* devote to the arts and culture?

The federal government currently spends about \$1.4 billion per year on direct cultural funding. That's about \$4.65 for each American citizen, an amount that won't even get you a movie rental in most places. The NEA operates with \$124 million, or 42 cents per person per year.

What's the return on this modest investment? **Americans for the Arts** reports that the nonprofit arts industry generates \$134 billion annually in economic activity, supports 4.85 million full-time equivalent jobs, and—here's the kicker—returns \$10.5 billion to the federal government in income taxes. Do the math, and that's a 750 percent return on our investment. The economic argument on its own is one thing; what about the quality-of-life results you see every day from your work in community arts education?

Excited? Share it with your elected representatives or write your local media electronically. Repeat these figures until they're common knowledge. Tell your own stories; encourage students and parents to tell theirs, also. Americans for the Arts can help you compose your message and direct it to the right people: www.capwiz.com/artsusa/home/



Marimba Magic, The Rivers Music School, Weston, MA. Photo: Joan Barker

NEWS FROM THE FIELD: STATES & THE PRIVATE SECTOR

Foundation Giving Rebounded in 2004, Report Finds

Following a two-year decline, foundation support for most major program areas rebounded in 2004, a new report from the New York City-based **Foundation Center** (<http://foundationcenter.org/>) finds. According to *Foundation Giving Trends: An Update on Funding Priorities*, grant dollars awarded by the largest private and community foundations increased 8 percent between 2003 and 2004, while the number of grants increased 5 percent. Among major program areas, science and health experienced the fastest growth in terms of grant dollars. *Foundation Giving Trends* documents all the grants of \$10,000 or more awarded by 1,172 of the largest U.S. foundations and tracks changes in funding trends since 1995. Grants awarded by these funders in 2004 totaled \$15.5 billion and represented roughly half of overall U.S. foundation giving.

Why People Give

Results of a 2005 survey by the **American Marketing Association Foundation** reveal the top factors influencing charitable contributions to nonprofits, reported by *Associations Now* magazine. Trust in the organization, personal belief in its goals, and the organization's reputation were the top three factors. Also important were knowledge about the organization and the help it provides to the individual's community. Least critical were factors like knowing other people who support an organization and stories about it in the media.

GRANTS AVAILABLE

NEW NEA GRANT GUIDELINES MADE PUBLIC

Application guidelines for the next round of Grants for Arts Projects are now available at www.arts.gov. Within each arts field or discipline, organizations may apply under the following categories:

- **Access to Artistic Excellence:** To encourage and support artistic excellence, preserve our cultural heritage, and provide access to the arts for all Americans. An organization may request a grant amount from \$5,000 to \$150,000. (Two deadlines: March 13 and August 14, 2006)
- **Challenge America: Reaching Every Community Fast-Track Review Grants:** To support projects that extend the reach of the arts to underserved populations. Grants are for \$10,000. (Deadline: June 1, 2006)
- **Learning in the Arts for Children and Youth:** To advance arts education for children and youth in school-based or community-based settings. An organization may request a grant amount from \$5,000 to \$150,000. (Deadline: June 12, 2006)

To view the guidelines and learn more about the application requirements for each category, go to www.arts.gov/grants/apply, select the field or discipline most relevant to your project, and choose Grants for Arts Projects.

From National Guild Executive Director **Jonathan Herman**: *You'll notice that NEA is beginning to transition to an online application process via www.grants.gov. I would encourage you to consider all the categories but especially the *Fast Track Review Grants*. All grantees in this category receive \$10,000, and it may be less competitive than the others.*

ASCAP FOUNDATION ANNOUNCES 2007 MUSIC EDUCATION GRANT

The **ASCAP Foundation** is a publicly supported charitable organization dedicated to supporting American music creators and encouraging their development through music education and talent development programs. As part of this mission, the foundation provides grants to organizations engaged in educational programs for aspiring songwriters and composers. The average grant amount is approximately \$5,000. Visit www.ascapfoundation.org for complete program information, guidelines, and an application form. Deadline: October 1, 2006.

WORTH A LOOK: ONLINE

The Nonprofit FAQ

This concise, question-and-answer-formatted resource is the outgrowth of hundreds of conversations about nonprofit organizations exchanged on the Internet over the past 12 years. It is a project of **Action Without Borders**, the publishers of Idealist.org. Questions are sorted into the categories Organization (governance), Management, Regulation (external), Resources, and Development. www.nonprofits.org

Creative Economy Resource Center Opens Online

The **National Association of State Arts Agencies** has opened this resource to the public, a research tool previously available only to NASAA members. The CERC offers summaries of state arts-agency initiatives, policy rationales and roles; tips from arts agency staff; links to impacts of arts research; scholarship, critical discourse and advocacy materials; key statistics about the arts and the economy; and Quotable Quotes. Of special interest is the listing of creative economy initiatives, showing how the arts are working in partnership with other disciplines to advance community development. Michigan's "Cool Cities" initiative, for example has designated 29 projects as recipients of state resources to help create vibrant, mixed-use neighborhoods—the first time that all state departments have worked on a collaborative program. www.nasaa-arts.org/artworks/creative_economy.shtml

How to Engage Families in After School Programs

Harvard Family Research Project, in partnership with **BOSTnet** and **United Way of Massachusetts Bay**, announces the release of a new online best-practice guide. *Focus on Families! How to Build and Support Family-Centered Practices in After School* is a resource for after school providers looking to create or expand an existing family engagement program. The guide provides a research base for why family engagement matters, concrete program strategies for engagement, case studies of promising engagement efforts, and an evaluation tool for improving engagement practices. Hard copies are available upon request. www.gse.harvard.edu/hfrp/projects/afterschool/resources/families

Arts & Learning Review Inaugurated

The **National Arts & Learning Collaborative at Walnut Hill** has published the first issue of a quarterly magazine, the *Arts & Learning Review*. The issue features "Eight Habits of Mind that the Visual Arts Teach," outcomes of a conference on arts education assessment, funding announcements, and other resources. Download it free at www.artslearning.org

Resources for Arts in Correctional Settings

The **Arts in Corrections Resource List** is a short listing of resources compiled by the **NEA's** Office for Accessibility. It includes networks, guidebooks, residency programs, university-based entities, ministries, classes and research. The site has also posted an interview by **Steven Durland** of the **Community Arts Network** with writer **Grady Hillman** on Hillman's work in the Texas prison system. www.arts.gov/resources/Accessibility/corrections.html

Visual Art News Magazine

Art Knowledge News is an online news magazine free to subscribers worldwide and sponsored by the **Art Appreciation Foundation**. *AKN* brings to its readers unbiased information and news about visual art, the art world, museums, artists, exhibitions, articles reprinted from renowned art publications, art resources, features, photos, commentary, and more. www.artknowledgenews.com

Best Practices for Distance Music Performance Learning

The **Manhattan School of Music** has incorporated videoconferencing into its music performance curricula and finds that, with the right technology, clarity of sound is not compromised. www.campus-technology.com/article.asp?id=17988

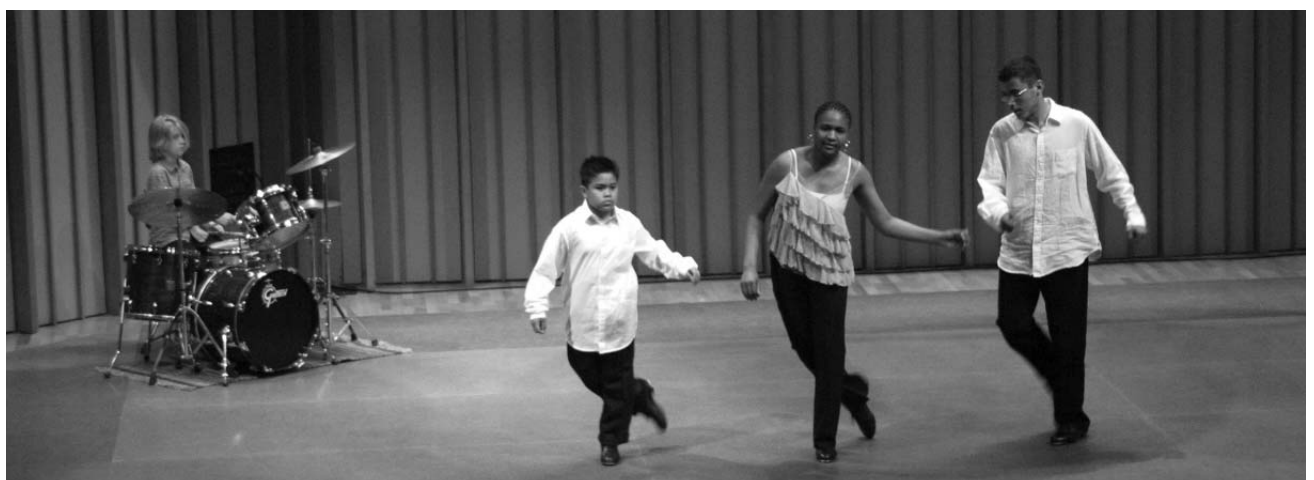


Photo: The Colburn School, Los Angeles

WORTH A LOOK: OTHER MEDIA

Arts Education Advocacy DVD Available

Arts Education Partnership recently finished production on *Visions of the Future: Education in the Arts*, a 12-minute DVD that offers reflections on the past and perspectives on the future of arts education from key leaders of education, arts, and philanthropic organizations. The film is designed for partnership organizations to use in advocacy efforts when trying to reach local and state policy makers and other community leaders.

As a bonus to this DVD, AEP has added *The Arts and Children: A Success Story*, an advocacy video produced by AEP in 1996 featuring actress **Meryl Streep**. Previously available only in VHS format, this video still holds up with a strong message that the arts are vital in the lives of young people, and makes a perfect complement to *Visions of the Future*.

The DVD is priced at \$5 plus shipping and handling. More information at <http://aep-arts.org/VisionsDVDhome.htm>

Publisher Specializes in Community and Culture

New Village Press is a new non-profit publisher specializing in books about community building and cultural development. Its works include *Performing Communities*, a profile of ensemble theater groups across the U.S. and the healing and social change they effect; and the *Beginner's Guide to Community-Based Arts*, a comics-illustrated training manual for youth leaders and teachers demonstrating proven models for programs, techniques, discussion questions, and resources. <http://newvillagepress.net>

Nationalguild.org

We invite our Full members and Education Affiliates to take advantage of new features and resources in our Members Only area of the website.

- Join the discussion on the future of the Guild's certification program
- Download tools for your school's development efforts, including sample gift tables, a sample proposal tracking sheet, and sample expense budgets
- Learn about a special offer from *Making Music* magazine to help engage adult music students at your school

If you don't know your member login and password, our membership manager, **Andy Behrens**, will be happy to assist you: andybehrens@nationalguild.org

CALENDAR OF UPCOMING EVENTS

June 23–24	National Guild Board of Trustees meeting, New York
June 28	Community Arts Education Summit, Philadelphia For Pennsylvania organizations only
Oct. 31–Nov. 2	Partners in Excellence Pre-Conference Institute, Phoenix
Nov. 1	Assessment & Evaluation Pre-Conference Institute, Phoenix
Nov. 2–4	Conference for Community Arts Education, Phoenix
Nov. 5	National Guild Board of Trustees meeting, Phoenix

Unlock the power of your school's job descriptions.

Putting Your House In Order

- Improve your work environment
- Clarify communication
- Forestall feelings of mistreatment
- Awaken dormant potential in your staff and faculty

Member price: \$15 (electronic format), \$20 (printed copy by mail)

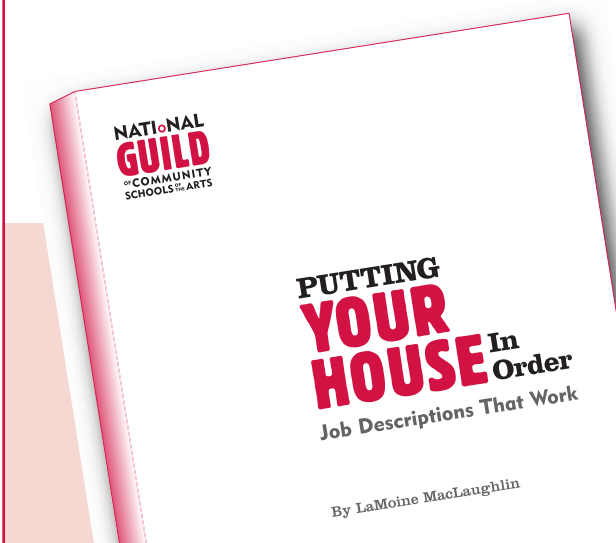




Photo: Phoenix CVB. Phoenix is the site of this year's Conference for Community Arts Education

The **GUILD** encourages members to provide us with news of their activities.

GUILDNOTES submissions should be sent to Andy Behrens, at andybehrens@nationalguild.org

GUILDNOTES is published by the **NATIONAL GUILD OF COMMUNITY SCHOOLS OF THE ARTS** 520 Eighth Avenue, Suite 302,
New York, NY 10018 tel: 212.268.3337 An online version is available for members at www.nationalguild.org

NATIONAL
GUILD
OF COMMUNITY
SCHOOLS OF THE ARTS

520 EIGHTH AVENUE
3RD FLOOR SUITE 302
NEW YORK NY 10018

OPENING DOORS
TO EXCELLENCE IN
ARTS EDUCATION