

GUILD NOTES

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

FALL 2007

IN THIS ISSUE

Guild News	1
People & Schools	5
Faculty & Student Resources	7
Grants & Fundraising Guidance	8
News From the Field	
States & the Private Sector	9
Washington Report	10
Research & Conversation	12
Worth a Look	14
New Members	15

GUILD NEWS

The Arts of Aging

The National Guild will unveil “Creativity Matters: The Arts and Aging Toolkit,” at the 2007 Conference for Community Arts Education, Nov. 7–10, in Los Angeles. Developed in partnership with the National Center for Creative Aging and the New Jersey Performing Arts Center, with support from the MetLife Foundation and NAMM, the toolkit looks in depth at:

- The benefits of arts education for older adults;
- The elder services infrastructure as it relates to the intersection between arts and aging;
- Best practices in designing, funding, implementing, sustaining and evaluating arts education/participation programs for older adults, and
- Case studies of exemplary programs.

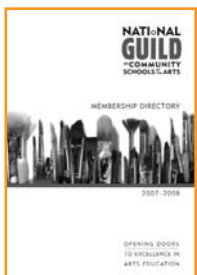
“We are delighted to be able to make this new resource available to our members,” said Kenneth Cole, Guild program director. “With the coming ‘elder-boom’ and new research indicating that arts participation is good for older adults’ general and mental health, now is the time for our network to focus on expanding arts programming for retirees. Given our

members’ dedication to lifelong learning in the arts, their expertise in partnership and the fact that many have facilities and faculty members available during the school day (primetime for older adults), we are faced with a historic opportunity to increase access to arts education for everyone in our communities, regardless of age.”

“Creativity Matters” is the first Guild resource to be published in English and Spanish. An interactive web version will be launched in early 2008, followed by a print and online Spanish version.

Those interested in further training in arts and aging programs are encouraged to attend the conference’s Creative Aging Institute based on the toolkit, presented Nov. 7. For details and registration, visit www.communityartsed.org.

Get Your Guild Directory



The Guild’s 2007-2008 Membership Directory is a valuable information and networking resource that highlights the diversity and scope of organizations committed to community arts education across the country. The print version features a brief history of the Guild, information on membership and benefits, details on Guild leadership and staff, members’ profiles and contact information, and indexes of members by state and by discipline.

Guild members receive one copy of the Directory free; additional copies are available for purchase at nationalguild.org/publications.htm. An online Directory, with the most current information on our full members, can be searched at www.nationalguild.org.

GUILDNOTES

NATIONAL GUILD OF COMMUNITY SCHOOLS OF THE ARTS

520 Eighth Avenue, Suite 302
New York, NY 10018
tel: 212.268.3337

www.nationalguild.org

The National Guild aims to make high-quality arts education available to every interested child and adult in the United States.

The Guild's national network encompasses arts education organizations, professionals, volunteers and philanthropic supporters. In concert with this network, the Guild researches and promotes best practices, provides opportunities for professional development and dialogue, and advocates for broad access.

For information regarding Guild membership and programs visit www.nationalguild.org or email guildinfo@nationalguild.org.

STAFF

Jonathan Herman, Executive Director
Kenneth T. Cole, Program Director
Heather Stickeler, Marketing and
Communications Manager
Kelly McHugh, Program Associate
Tracy Williams, Development Officer
Annie Walker, Bookkeeper/Operations Coordinator
Claire Wilmoth, Administrative Coordinator

GUILDNOTES is published four times a year. An online version is available for members at www.nationalguild.org.

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

The Guild encourages submissions of editorial content. Email submissions to editor@nationalguild.org.

To advertise in GUILDNOTES please contact Honore Stockley, Bentley Hall, honore@bentley-hall.com.

EDITOR

Barbara Rosen

DESIGN

Shir Konas: Terminal108

Conference Update

We hope you'll be joining us to experience the exciting lineup of keynote speakers, workshops and networking events scheduled for the 2007 Conference for Community Arts Education. Highlights include:

- **Curriculum Development in Community Arts Education** (Thursday, Nov. 8, 12:45–1:45 pm), **Jan Kirsch**, director of professional development, Inner-City Arts, Los Angeles
- **Leading with Your Best Self** (Thursday, Nov. 8, 3:45–5:15 pm), **Arlene Goldbard**, consultant, Richmond, CA
- **Strengthening Our Strongest Muscle—The Teaching Artist** (Friday, Nov. 9, 2:30–5:45 pm), **Paul Babcock**, executive vice president, MacPhail Center for Music, Minneapolis, and **Magda Martinez**, director, Community Partnerships in the Arts, Samuel S. Fleisher Art Memorial, Philadelphia.
- **Program Design for Arts Education** (Saturday, Nov. 10, 9:30–11 am), **Jan Norman**, national director of education, research & professional development, Young Audiences, New York, and **Larry Stein**, director, Interactive Media & Arts for Learning, Newhall, CA
- **Research and Evaluation of Arts Education Programs** (Saturday, Nov. 10, 11:30 am–1 pm), **Jan Norman** and **Larry Stein** (see previous event).
- **The Body as a Bridge: Tools for Moving Towards Community Practices** (Saturday, Nov. 10, 4:45–6 pm), **Liz Lerman**, founding artistic director, Liz Lerman Dance Exchange, Tacoma Park, MD



The conference will be held at the Wilshire Grand Hotel in downtown Los Angeles, Nov. 7-10. For details and registration, visit www.communityartsed.org.

Two New Resources for Guild Members

The Guild recently posted collections of sexual harassment policies and organizational charts on the Members Only section of www.nationalguild.org. These resource documents have been provided by directors of Guild members for the benefit of other member institutions.

Hueneke Joins Third Street Settlement Board

Guild Vice Chair **Terry Hueneke** has been elected to the board of the Third Street Music School Settlement (New York), America's oldest community music school and a Guild member since 1937.

Online: Profiles in Excellence



"Profiles in Excellence: Case Studies of Exemplary Arts Education Partnerships" may be downloaded, free of charge, on www.nationalguild.org. This supplement to the handbook "Partners in Excellence" offers inspiring case studies of three exemplary public school/community school partnerships stewarded by Henry Street Settlement/Abrons Art Center in New York (theater), Samuel S. Fleisher Art Memorial in Philadelphia (visual arts) and MacPhail Center for Music in Minneapolis (music). Hard copies may be purchased at nationalguild.org/publications.htm.

"Profiles in Excellence" is part of the MetLife Foundation Partners in Arts Education Project, a national initiative to improve teaching and learning in the arts.

GUILD NEWS (cont'd)

Guild Awards 2007-2008 MetLife Grants

The National Guild has awarded 12 MetLife Foundation Partners in Arts Education grants totaling \$210,550 to support members' exemplary community school/public school arts education partnerships during the 2007-2008 school year.

The Arts Council for Long Beach (CA) and the Luther Burbank Elementary School: 120 third-grade students plan, produce and present public works of art.

Baldwin-Wallace College Conservatory of Music (Berea, OH) teaches 350 K-6 students through a partnership between William Cullen Bryant School and The Cleveland Orchestra.

Brooklyn Conservatory of Music adds four more public schools in the second year of its partnerships to provide long-term, sequential music education to 1,750 K-5 students.

Community Music Center of Boston partners with 19 K-5 Boston public schools to provide general and applied music education and other arts programming that reaches 3,617 students, 19 principals, nine teaching artists, 273 classroom teachers and 7,602 parents/volunteers.

Conscious Youth Media Crew (San Francisco) engages 50 at-risk Downtown High School students in quality learning opportunities in storytelling and visual arts, advanced digital technology and using voice for creative expression.

Lucy Moses School at Kaufman Center (New York) offers in-depth drama and music partnerships to teachers and approximately 400 K-6 students at the Manhattan School for Children.

Henry Street Settlement/Abrons Art Center (New York) provides 40 ninth-, 10th- and 11th-grade Lower Manhattan Arts Academy students intensive training in drama, dance and the visual arts.

MacPhail Center for Music (Minneapolis) offers a Pathways to Performance music-enrichment program to engage 375 K-12 students from Whittier International Elementary and Patrick Henry High schools.

NOBA (New Orleans Ballet Association) brings a sequential dance program to 75 fifth-graders and alternative teaching methods to classroom teachers at the Benjamin Franklin Elementary School.

Samual S. Fleisher Art Memorial (Philadelphia) provides high-quality, in-depth artist residencies and visual-arts instruction to 325 students in grades 1-10 at three South Philadelphia public schools.

Spiral Q Puppet Theater (Philadelphia) works with Feltonville Intermediate School to engage 250 fifth-graders in exploring their cultural traditions through building giant puppets and producing a community parade.

Young Dancers in Repertory (Brooklyn) partners with Public School 149 to help 160 third-graders and 120 second-graders learn new skills and explore movement.

The Guild Joins AARP Expo

Life@50+, AARP's national event and expo, offered the Guild a great opportunity to promote the benefits of professionally led, participatory music programs for older adults by co-exhibiting in the **NAMM** pavilion. The event, Sept. 6-8 at the Boston Convention Center, also gave Guild staff and representatives of four member schools a chance to meet with colleagues in elder services and music manufacturing who share an interest in lifelong learning.

The four New England Chapter schools represented were the **Community Music Center of Boston**, **Concord Community Music School**, **South Shore Conservatory** and **Winchester Community Music School**.

A 20-year collaboration between Winchester and the Jenks Senior Center, the Jenks Recorder Ensemble (whose members range in age from their early 50s to 97), performed on the NAMM presentation stage under the baton of Executive Director Laurie Russell. At the expo's close, **Alfred Publishing Company**, a Guild business affiliate member and fellow co-exhibitor, demonstrated its commitment to community arts education by graciously donating a portion of its booth stock materials to South Shore Conservatory. For more than 10 years, Alfred has been quietly and steadily making donations of this kind to help expand existing community music programs and create new ones.

Executive Director Laurie Russell (center) of the Winchester Community Music School (Guild member since 1986) and members of the Jenks Recorder Ensemble



GUILD NEWS (cont'd)

CHAPTER NEWS: From the desk of Carla Pastore, executive director, Center for the Creative Arts (Yorklyn, DE), a member of the Guild's Mid-Atlantic Chapter

Building a Better Board

During the Guild's 2006 Conference for Community Arts Education, I attended a session by Michael Kumer of the Nonprofit Leadership Institute called "Developing the Peak Performing Board," along with other members of the Guild's Mid-Atlantic Chapter. Impressed, the chapter invited Kumer to lead a group training session in June 2007.

Raye Avery Jones, director of the Christina Cultural Arts Center in Wilmington, hosted the session, "Trends in Nonprofit Governance and Recruiting and Retaining the Peak Performing Board." Five community arts organizations attended and shared the expenses.

One of Kumer's key suggestions was to reduce boards to two committees: governance and finance. In the past, we at CCArts, for example, had a finance committee and a half-dozen others for membership, special events, physical plant, etc., but no governance committee. As a result, the board spent much of its time on the center's day-to-day operations, and little time on the important task of developing and training a strong board. As Kumer explained,

a governance committee can take care of those day-to-day issues, allowing the overall board to focus on actively identifying and recruiting quality new members, providing training and evaluating performance. Many CCArts board members attended the session, and have begun implementing a plan to develop a governance committee.

I highly recommend this kind of training to other Guild chapters. It sometimes takes an outsider to help an organization take visionary steps. For CCArts, the session with Kumer was the first step in developing a peak performing board that will actively identify prospective members with the energy, enthusiasm and skills to help our organization become a more vital part of our community.

[During the 2007 [Conference for Community Arts Education](#), each of the Guild's 11 regional chapters will meet for lunch to network, conduct chapter elections and plan chapter activities for the coming year. To locate your local chapter for information on upcoming events, see the 2007-2008 Membership Directory or contact Kelly McHugh, National Guild program associate, at Kellymchugh@nationalguild.org.]

THE GUILD THANKS THE FOLLOWING NATIONAL SPONSORS FOR THEIR SUPPORT OF THE 2007 CONFERENCE FOR COMMUNITY ARTS EDUCATION

PLATINUM SPONSORS (\$10,000 and above)



NATIONAL
ENDOWMENT
FOR THE ARTS

MetLife Foundation

NAMM

THE Colburn School



PENNSYLVANIA
COUNCIL
ON THE
ARTS

GOLD SPONSORS (\$7,500)



The Wallace Foundation®

SILVER SPONSORS (\$5,000)

the James Irvine foundation



MILKEN
FAMILY
FOUNDATION

The Barthelmes Foundation, Inc.

PATRONS (\$2,500)

Remo, Inc.

J.W. Pepper & Sons Inc.

Yamaha

BENEFACTORS (\$1,500)

Associated Board of the Royal Schools of Music

Kawai America Corporation

Music Together

Musikgarten

StudioSchool Pro by Dedication Technologies Inc.

PEOPLE & SCHOOLS



George

Mark George Is New Hartt Director

The [Hartt School Community Division](#) (Hartford, CT) has named **Mark George** its new director. A highly regarded pianist, George has previously taught at the Cleveland Institute of Music, Case Western Reserve University, Mount Union College and the Baldwin-Wallace College Conservatory of Music.

Lawrence New President/CEO at Cleveland Settlement

Charles Lawrence has joined [The Cleveland Music School Settlement](#) as president and CEO. Previously executive director of The Fine Arts Association in Willoughby for nine years, Lawrence earned a B.A. in sculpture and art history from the State University of New York at Fredonia and a master's in non-profit organization development and administration from the Mandel School at Case Western Reserve University (CWRU), and was an Arts Fellow in Stanford University's program for executive non-profit leaders. He also has taught at Lakeland Community College and CWRU.

Additionally, the Settlement named **Eric Gould** director of the Department of Music. A composer, music instructor and consultant, Gould was the Settlement's associate director of extension from 1986–1991 and served as interim director of public relations during its capital campaign in 1990.



Dove

Levine School of Music Names New Campus Director and Coordinator

The [Levine School of Music](#) appointed **Tina Bowie Dove** director of its Arlington, VA, campus to oversee operations, admissions and recruitment and be instrumental in the school's expansion plan. Dove previously was director of development at the Columbia Lighthouse for the Blind.

Additionally, **Patrick R. Merkel** becomes campus coordinator; he previously worked on the development staff of the John F. Kennedy Center for the Performing Arts and National Symphony Orchestra.

Strachan Named Capitol Hill Arts' Executive Director

Jill P. Strachan is the new executive director of [Capitol Hill Arts Workshop](#) (CHAW) in Washington, DC. Strachan has been involved with CHAW in various capacities since 1999, and brings a broad range of experience with nonprofits and the arts from her more than 20 years as a freelance arts consultant.



Hudson

Hudson Joins CSMA at Finn Center

The [Community School of Music and Arts \(CSMA\) at Finn Center](#) in Mountain View, CA, has named **Kelly Hudson** development director. Hudson will be responsible for all fundraising, donor cultivation, volunteer and recognition activities at CSMA. Hudson previously was director of marketing and development at Opera San Jose.

Stanciauskas Joins Charlotte School

Don Stanciauskas is the new program director of the [Community School of the Arts](#) (Charlotte, NC). Previously assistant director and acting director of the Brooklyn Preparatory Center for the Performing Arts and a graduate in violin performance from the Lithuanian Academy of Music, Stanciauskas also has worked at the Third Street Music School Settlement (NY).

MIC's Dean Barston Retires

Gilda Barston retired in August as dean of the [Music Institute of Chicago](#) (MIC), after more than 30 years on the faculty there. She will continue as director of the Suzuki program and cello faculty. Emily Abraham, flute faculty member and former associate director of academic affairs, has been named interim dean.



Barston

Flint Youth Ballet Tours Austria

Flint Youth Ballet, the advanced dance ensemble of the [Flint School of Performing Arts](#) (Flint, MI), returned to Austria with the Young! Tanzsommer tour this summer to perform at Tanzsommer, a popular summer dance festival. Flint Youth Ballet marks its 20th anniversary this season.

PEOPLE & SCHOOLS (cont'd)

Delaware and Wilmington Music Schools Join Forces

Wilmington Music School (WMS) and Delaware Music School (DMS) agreed in August to merge. They will jointly serve some 2,300 students of all ages and levels of ability.

"This merger will enable the combined organization to expand our community outreach, especially the western areas of Kent and Sussex counties," said David Hudson, former chair of DMS and now a member of the consolidated board. The combined school employs approximately 110 faculty and staff.

Administrative restructuring plans don't entail any job cuts; several new positions are being filled.

Hearst Grant Goes to Concord Community Music School

The Hearst Foundation has awarded a \$100,000 challenge grant to the Concord Community Music School (NH), to be matched by contributions from existing and new donors. The funds, to be granted and raised by Dec. 31, will sustain educational programs for children and youth.

"This cornerstone support for our mission and programs will enable the Music School to concentrate on expanding contributed income for long-term sustainability, so that the artistic quality, community access and welcoming spirit that exist today will continue far into the future," said Peggy Senter, president of the New Hampshire school.

So far this year, The Hearst Foundation and the William Randolph Hearst Foundation have awarded 33 grants totaling \$9.24 million to cultural organizations across the United States. The foundations fund cultural institutions that offer innovative programs in the arts and sciences, the majority of which enable access for young people. The Guild received a \$75,000 Hearst Foundation Operating Grant in 2006.

Harlem School of Arts Partners with National Jazz Museum

The Harlem School of the Arts (HSA) and the National Jazz Museum in Harlem will collaborate on educational programming and public events for children and adults in Harlem and beyond throughout the 2007-2008 school year.

The partnership gives HSA's "students and families direct access to the history, scholarship and masters of jazz music, furthering our mission to ensure that their legendary skills are passed down to the next generation of artists," said Kakuna Kerina, HSA president and CEO.

"As a younger organization, we are proud to collaborate with HSA in the fulfillment of our shared mission and purpose," added Loren Schoenberg, Jazz Museum executive director.

Songcatchers Launches Composers of The Future II

A \$50,000 grant from the Rockefeller Foundation to the Westchester Chamber Orchestra will enable six students to move on to Composers of the Future II at Songcatchers Inc. (New Rochelle, NY). The program pairs students with orchestra members to compose music and culminates in a joint concert.

Westchester Summer Singing

Music Conservatory of Westchester (NY) started a new Summer High School Vocal Academy that covered musical theater, classical, gospel and jazz styles and featured acclaimed soprano Harolyn Blackwell as a guest artist. The conservatory also has added a series of community-based performances to its Hip Hop Academy, which is now in its second year.

NOBA Programs Passing Pre-Katrina Levels

New Orleans Ballet Association (NOBA), which reopened just months after Hurricane Katrina, announced that its education efforts have reached pre-Katrina levels and continue to grow and expand. In the 2007-2008 academic year, more than 250 students a semester will take part in nearly 2,500 tuition-free, after-school dance classes across metropolitan New Orleans. NOBA also is expanding its in-school curriculum, thanks in part to the MetLife Foundation's Partners in Arts Education Project.

Center Gets Grant to Expand Partnership

With a \$12,800 grant from the Pennsylvania Education Improvement Tax Credit program, the Center for Theater Arts (Pittsburgh) has expanded its partnership with Chartiers Valley Middle School, tripling to six the number of weekly after-school classes in musical theater, acting and comedy improvisation.

Peabody Preparatory Awarded Starling Grant



Henry

The Preparatory Division of the Peabody Institute of the Johns Hopkins University (Baltimore, MD) has received a grant from the Dorothy Richard Starling Foundation for a new high-level violin program. Rebecca Henry, who holds the Scott Bendann Chair in Classical Music, will provide highly talented young violin students with intensive training, coaching and performance opportunities.

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

GUILDNOTES submissions should be sent to editor@nationalguild.org.

FACULTY & STUDENT RESOURCES

KENNEDY CENTER'S ASSESSMENT TOOL NOW ONLINE

"A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities" is now available online. [The Kennedy Center Alliance for Arts Education Network](#) developed the audit in 2000 to help local education, community and cultural leaders assess the status of arts education in their schools and school districts, and to encourage community partnerships.

Updated in May, it is a valuable vehicle for encouraging conversation and community planning in support of arts education.

www.kennedy-center.org/education/kcaaen/resources/CAudit6-9.pdf

SPOTLIGHT YOUR ORGANIZATION'S YOUNG STARS

Do Something's BRICK awards celebrate young people working toward positive social change in their communities. Grants of up to \$25,000 each support their projects or organizations. The application deadline is Dec. 1.

www.dosomething.org/brick

STANDARDS FOR DANCE EDUCATION

[National Dance Education Organization](#), America's national service association for dance education, has developed three sets of standards in dance education: Standards for Dance in Early Childhood, Standards for Learning and Teaching Dance in the Arts: Ages 5-18, and Professional Teaching Standards for Dance in Arts Education. Dance educators, administrators and legislators can use these standards to develop dance-education curriculums, understand the breadth and scope of excellence in dance education, and assess and evaluate programs.

www.ndeo.org/standards.asp

LIZ LERMAN DANCE EXCHANGE TOOLBOX

This online toolbox offers concrete art-making techniques for choreography, community-building and constructive human interaction based on a body of knowledge developed by the [Liz Lerman Dance Exchange](#) since its beginning in 1976. It also provides information on community-based arts education principles and practices, and essays that explore the theory, background and applications of many of these ideas.

www.danceexchange.org/toolbox

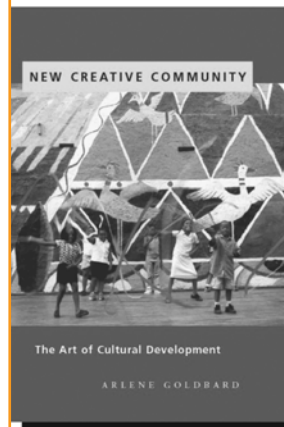
ARTSWORK EDUCATION RESOURCE CENTER

This website offers K-12 arts-education materials for visual arts, dance, music and drama/theater that are based on national and state standards and provided in formats useful for teachers, students and parents. Information on assessment, advocacy and national and international arts organizations also is included.

artswork.asu.edu

community arts bookshelf

Discover the books of New Village Press, the first publisher to serve the field of community building through the arts. Authors include Arlene Goldbard, Bill Cleveland, Mat Schwarzman and Keith Knight, Linda Frye Burnham, Bob Leonard and Ann Kilkelly.



"In *New Creative Community*, Arlene Goldbard offers 260 pages of new hope and possibility about how communities do and can express and develop themselves through the arts."

—Dudley Cocke; trustee, Bush Foundation; director, Roadside Theater; interim director, Appalshop.



newvillagePRESS

newvillagepress.net

REAL MUSIC -- FOR CHRISTMAS -- FROM TRILLENIUM

MUSIC COMPANY

P.O. Box 51059 Sarasota, FL 34232
We publish

**Chamber Music,
Music for Piano, Opera,
Orchestra and Guitar**

including

**FIVE CAROLS for Flute and Piano AND
FIVE MORE CAROLS, BY WATSON AND**

A Suite of Carols, arr. Braz
For Orchestra with Optional Chorus
Phone 941-377-7375, Fax 941-377-9043

Write for new, free catalog &
Visit our Web Site at
www.trillmusic.com



AVAILABLE GRANTS & FUNDRAISING GUIDANCE

LEADERSHIP IN AGING

The [Brookdale Foundation](#)'s Leadership in Aging fellowship helps junior academics focus on a project that will establish them in an area of aging research. The two-year grant (up to \$125,000 each year) is paid to the sponsoring institution in support of the candidate's research project, and is intended to cover 75 percent of the fellow's time, base salary and fringe benefits. Applications are due by Nov. 1.

www.brookdalefoundation.org/leadership/bnflleadership.htm

NEW SCHOLARSHIPS FOR NONPROFIT LEADERS

The [American Management Association](#) and the [Leader to Leader Institute](#) offer scholarships to help social-sector nonprofits develop "strong leaders today who will lead the organizations of the future." AMA Scholarships provide a year of intellectual resources, opportunities and discounts to enhance leadership effectiveness and support excellence in organizational and personal performance. Applications are due by Nov. 15.

www.leadertoleader.org/collaboration/ama/index.html

MID ATLANTIC ARTS FOUNDATION GUIDELINES

[Mid Atlantic Arts Foundation](#) has released its 2008-2009 guidelines for Artists & Communities. The program provides opportunities for professional artists residing in the District of Columbia, New Jersey, New York and Pennsylvania to collaborate with non-profit organizations in projects that result in the creation of new work and involve members of the host community in active participation in the artistic process. Participating organizations must be in the foundation's service area (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, the U.S. Virgin Islands, Virginia and West Virginia.) Applications are due by Dec. 3 for projects taking place between April 1, 2008, and March 31, 2009.

www.midatlanticarts.org/funding/artists_programs/communities/guidelines.html

STAPLES FOUNDATION FOR LEARNING

The foundation helps local groups positively impact their communities. Funding goes to programs that support or provide job skills and/or education for all people, with a special emphasis on disadvantaged youth. Next application deadline is Dec. 7.

www.staplesfoundation.org/foundapplication.html

MAKE THE CASE FOR YOUTH MEDIA

"Investing in Youth Media: A Guide for Grantmakers" (Open Society Institute, 2006) includes advice about developing relationships between funders and youth media organizations, and case studies of successful partnerships.

www.ymreporter.org/docs/YouthMedia%20Guide%20for%20Grantmakers.pdf

NOBA (New Orleans Ballet Association); Guild member since 2001



LA County's Arts for All Initiative Expanding Its Reach

In 2002, the Los Angeles County Board of Supervisors adopted the Arts for All initiative, a 10-year plan to address the decline of arts education in the county's 80 school districts, largely due to budget cuts. This year, the program has expanded to 27 districts serving some 450,000 public school students in grades K-12. Many districts have hired arts administrators and educators to help carry out the program.

Through Arts for All, more schools are providing regular arts instruction, hiring artists-in-residence and staff, acquiring instruments and hosting community arts activities. Five districts signed on during the 2003-2004 school year, with 13 others adopting the program in subsequent years. As of June, nine more districts had joined the initiative for the 2007-2008 school year.

To participate, districts must agree to adopt policies that strengthen arts education, commit 5 percent of their education budget to the program, employ at least one certified arts teacher for every 400 students and create an implementation plan and timeline. These requirements follow a 2000 Arts Education Partnership report that found that districts with strong arts education programs had devised a school board policy providing for strong arts instruction, hired a district-level coordinator and lined up local and private resources to underwrite the program.

[LA County's Arts for All program is one of six case studies in RAND Education's recent report, "How Local Communities Collaborate to Improve Access to High-Quality Arts Education." Susan Bodilly, RAND education director, will discuss the report's findings at the Guild's 2007 [Conference for Community Arts Education](#) Nov. 8-10, in Los Angeles. For details and registration, visit www.communityartsed.org.]

www.edweek.org/ew/articles/2007/06/13/41arts.h26.html

Arts Education Targeted in DC's Creative Economy Initiative

Arts education is a focus of a new "creative economy" initiative launched recently by Washington, DC, Mayor Adrian Fenty. The DC Office of Planning will research 10 neighborhoods to determine projects and corresponding investments, giving rise to seven to 10 projects. Strengthening arts education in the public schools is one of the initiative's stated focuses.

Boston and Minneapolis have implemented similar programs. Boston Redevelopment Authority's Create Boston Program is developing a successful gaming industry and continues to attract a growing talent base. In Minneapolis, the non-profit organization Artspace Projects Inc. is working to transform heavily polluted factories into livable space for artists.

[To learn more about the impact of creative industries on economic and community development, see Richard Florida's books, "The Rise of the Creative Class" and "The Flight of the Creative Class."]

en.epochtimes.com/news/7-9-10/59609.html

Record Giving by Community Foundations

Giving by the nation's 707 community foundations hit a record with an estimated \$3.6 billion in 2006, according to "Key Facts on Community Foundations," a Foundation Center report. The community foundations surveyed gave proportionately more for the arts, human services and religion than did independent and corporate foundations in 2005. Moreover, 60 percent of community foundations in the Center's latest survey expect to increase giving in 2007.

foundationcenter.org/gainknowledge/research/nationaltrends.html

Debate Over Philanthropy, Social Impact and Tax Breaks

The New York Times reports on a growing debate over whether philanthropy benefits society more efficiently or effectively than government. The *Times* profiles two leading voices in this debate: Los Angeles-based arts and education philanthropist **Eli Broad** and bond investor **William H. Gross**. Broad asserts that his gifts provide a greater public benefit than if the money had gone to government in the form of taxes. Gross disagrees, arguing that the public benefit from philanthropy is not commensurate with the tax breaks the givers received. The two views epitomize a heated debate over what philanthropy is achieving at a time when, because of tax cuts, the wealthiest Americans give less of their income, in percentage terms, to government.

[Broad is a keynote speaker at the Guild's 2007 [Conference for Community Arts Education](#). For program details, go to www.communityartsed.org.]

www.nytimes.com/2007/09/06/business/06giving.html



Solon Center for the Arts (Solon, OH); Guild member since 2007

House Education Committee Kicks off NCLB Hearings

Representatives George Miller (D-Calif.) and Howard “Buck” McKeon (R-Calif.), chairman and ranking member of the Committee on Education and Labor, have begun consideration of reauthorization of the No Child Left Behind Act. The committee has circulated a “discussion” draft proposing two new grant programs related to the arts. It does not specify funding levels.

The draft of changes to Part A of the Title I program of the Elementary and Secondary Education Act features potential incentives for states to test students in core subjects other than those now required (mathematics, reading and, beginning this school year, science). The draft includes “music and arts” as core instruction areas that would be strengthened by this grant program.

“It’s a good start ... and encouraging that Congressmen Miller and McKeon are showing sensitivity to the criticism that there has been a narrowing of the curriculum” under No Child Left Behind, said Jack Jennings, president of the Center on Education Policy and a former aide to House Democrats. “If school districts can include testing in other subjects [in gauging how well their schools are doing], it allows them to pay more attention to those other areas.”

The draft was developed through input received at nearly two dozen Congressional hearings and many discussions with education organizations and concerned citizens. The Guild is a national signatory of the Arts Education Working Group’s original Unified Statement of collective, suggested revisions for NCLB reauthorization from the arts education community. You may download the original Unified Statement at: americansforthearts.org/pdf/services/arts_education/arts_nclb.pdf.

The Committee on Education and Labor welcomes and encourages comments on the discussion draft, to be sent to ESEAComments@mail.house.gov.

www.edweek.org/ew/articles/2007/09/12/03nclb_curric.h27.html

Call to Action: Urge Congress to Support Arts Education Funding

On July 26, the House of Representatives provided \$39 million in funding for the Department of Education’s Arts in Education program – the first time in the program’s history that the House appropriations bill has provided funding for arts education. On June 21, the Senate Appropriations Committee approved the Labor-HHS-Education appropriations bill proposing \$36.277 million for arts education.

Arts in Education develops and disseminates school models for achieving academic excellence through the arts. The programs currently receive about \$35 million; arts-education advocates have called for \$53 million. Research shows that students with an education rich in the arts obtain better grade-point averages in core academic subjects, score better on standardized tests and have lower drop-out rates than students without arts education.

To urge members of Congress to support Arts In Education funding for FY 2008, go to www.capwiz.com/artsusa/issues/alert/?alertid=9855086&type=CO.



University of Connecticut, Community School of the Arts (Storrs, CT); Guild member since 1990

The Whole Value of Arts Education

The purpose of arts education is not only to create more artists, but also to create "human beings capable of leading successful and productive lives in a free society," said Dana Gioia, chairman of the National Endowment for the Arts, when he delivered the commencement address at his alma mater, Stanford University, in June.

"When virtually all of a culture's celebrated figures are in sports or entertainment, how few possible role models we offer the young," Gioia said. "Adult life begins in a child's imagination, and we've relinquished that imagination to the marketplace. ... The role of culture, however, must go beyond economics. It is not focused on the price of things, but on their value. And, above all, culture should tell us what is beyond price, including what does not belong in the marketplace. A culture should also provide some cogent view of the good life beyond mass accumulation. ..."

"At 56, I am just old enough to remember a time when every public high school in this country had a music program with choir and band, usually a jazz band, too, sometimes even orchestra. And every high school offered a drama program, sometimes with dance instruction. And there were writing opportunities in the school paper and literary magazine, as well as studio art training. I am sorry to say that these programs are no longer widely available to the new generation of Americans. This once visionary and democratic system has been almost entirely dismantled by well-meaning but myopic school boards, county commissioners, and state officials, with the federal government largely indifferent to the issue. Art became an expendable luxury, and 50 million students have paid the price. Today a child's access to arts education is largely a function of his or her parents' income. ... America needs its artists and intellectuals, and they need to reestablish their rightful place in the general culture. If we could reopen the conversation between our best minds and the broader public, the results would not only transform society but also artistic and intellectual life. There is no better place to start this rapprochement than in arts education. How do we explain to the larger society the benefits of this civic investment when they have been convinced that the purpose of arts education is mostly to produce more artists—hardly a compelling argument to either the average taxpayer or financially strapped school board? We need to create a new national consensus. The purpose of arts education is not to produce more artists, though that is a byproduct. The real purpose of arts education is to create complete human beings capable of leading successful and productive lives in a free society. ... What is the defining difference between passive and active citizens? Curiously, it isn't income, geography, or even education. It depends on whether or not they read for pleasure and participate in the arts. These cultural activities seem to awaken a heightened sense of individual awareness and social responsibility."

www.nea.gov/chairman/stanfordSpeech.html

StudioSchool Pro®

Integrated Database Management System
for Schools of the Arts

Coming to the Guild Conference in LA

StudioSchool Pro 4

with Private Lesson Calendaring
and many other new features

- ◆ Designed specifically for Schools of the Arts
- ◆ Integrated Management of Families, Students, Classes, Lessons, Donors, Campaigns & Members
- ◆ Clean design with intuitive interface
- ◆ Cross-platform: Windows, Mac, mixed
- ◆ Built in FileMaker Pro, the top-rated database
- ◆ Single and Multi-User Versions available
- ◆ Frequent Updates and Revisions
- ◆ 55+ users including 20+ Guild members

Enhance Your Organization's Income and
Effectiveness Through *Integrated Management*



Download a fully functional demo at
<http://studioschoolpro.com>
or call 413-253-7223 for more info

©2007, Dedication Technologies, Inc. StudioSchool Pro and Dedication Technologies are registered trademarks

Record + Listen + Improve Superscope CD Recorders

*The easiest way ever
to record CDs.*

Dual Drives
From **\$699**

Touch a
button and
record direct
to CD without
any other equipment,
computers or software.



New!
Single Drive
Model \$649

◆ **Record.** Make great
sounding CDs; create
custom mix or practice CDs;
duplicate CDs on the spot.

◆ **Listen.** Change the key
on any CD without affecting
tempo, or change tempo
without affecting the key.

◆ **Improve.** Create
practice loops; fine tune an
accompanying CD to match
your instrument or vocal
range.

- ◆ Compact & Portable
- ◆ Key & Tempo Controls
- ◆ Vocal Reduction
- ◆ Record LPs & Tapes to CD
- ◆ Built-in Mic & Speaker
- ◆ Professional Inputs/Outputs
- ◆ Remote Control Included

SUPERSCOPE®

Order a Free Demo DVD Online

www.superscope.net ◆ Toll Free 800-374-4118

NEWS FROM THE FIELD: RESEARCH & CONVERSATION

Nonprofit Boards: Failure to Engage

Many nonprofit boards are cut off from the public they serve by an ethnically homogenous membership and a failure to engage in externally oriented activities, reports the Urban Institute (UI).

A recent UI study finds that “51 percent of nonprofit boards have only white, non-Hispanic members. Eighteen percent of nonprofits whose clientele is more than 50 percent black have no black trustees, while 32 percent of their Hispanic counterparts have no Hispanic board members.”

More than 5,100 non-profit organizations of varied size, type and location participated in “Nonprofit Governance in the United States: Findings on Performance and Accountability from the First National Representative Study,” the largest sample studied to date. The report addresses relationships between public policy and governance, factors that promote or impede boards’ performance of basic stewardship responsibilities, board composition and factors associated with board diversity, and recruitment processes.

www.urban.org/publications/411479.html

Does Greater Diversity Equal Less Community Cohesion?

Virtually all measures of civic health are lower in more diverse settings, a recent study found. Beginning in 2001, the Saguaro Seminar, led by Harvard University political scientist Robert Putnam, conducted nearly 30,000 interviews with people across America in this massive research study on the interrelation of diversity (primarily race and ethnicity), immigration and social capital. It found that immigration and ethnic diversity tend to reduce social solidarity and social capital in the short term, and indicated that, in ethnically diverse neighborhoods, residents of all races tend to “hunker down.” Trust (even of one’s own race) is lower, altruism and community cooperation rarer, and friends fewer, state Putnam and his colleagues.

Robert Putnam is the author of “Bowling Alone: The Collapse and Revival of American Community” (Simon & Schuster, 2000), his best-selling book about the decline of civic engagement in America.

For commentary on Putnam’s study, go to:
www.ksg.harvard.edu/saguaro/saguaroresearch.htm.

Learning How to Best Support Teaching Artists

The Center for Arts Policy at Columbia College Chicago has launched the first in-depth study into how policy can support the practice of teaching artists.

The national Teaching Artist Research Project (TARP) began this summer and is expected to last for two years. It will create six in-depth site studies that examine teaching artists and their organizations, funders, partners, venues and working contexts, starting in Chicago and Boston. While

teaching artists play a critical role in arts organizations, schools, community centers, prisons and beyond, this is the first in-depth examination of how policy can support their practice and make it more effective.


www2.colum.edu/center_for_arts_policy/teaching_art_research.htm

Communities Leaders Define Steps for Success

The United States is in the midst of a leadership revolution driven by community – rather than individual – action, a new report claims.

“Quantum Leadership: The Power of Community in Motion” is based on research by the Research Center for Leadership in Action at the Robert F. Wagner Graduate School of Public Service, New York University, as well as interviews with recipients of Leadership for a Changing World awards. Participants were community leaders who work on multiple community and national issues concerning the arts, immigration, civil rights, welfare reform and the environment. The study is the culmination of a seven-year collaborative project including the Research Center, the Institute for Sustainable Communities and the Ford Foundation.

www.iscvt.org/who_we_are/publications/The%20Quantum%20Leadership.pdf




NATIONAL
GUILD
OF COMMUNITY
SCHOOLS OF THE ARTS

OPENING DOORS
TO EXCELLENCE IN
ARTS EDUCATION

Profiles in Excellence

Case Studies of Exemplary Arts Education Partnerships
A Supplement to Partners in Excellence



Stephanie Golden
Kenneth T. Cole, Editor

Order your copy today!

Member price: \$15; Non-Member: \$20
Or download a copy at www.nationalguild.org

Establishing Standards for Quality After-School Programs

The more that youths say they've been encouraged by staff to participate in after-school programs, the more they report enjoying – and wanting to continue – these activities, finds a new report that offers road maps for program managers and funders.

The report, "Quality Time After School: What Instructors Can Do to Enhance Learning," was conducted by Public/Private Ventures (P/PV) and funded by The William Penn Foundation. It is based on surveys and interviews with more than 400 participants and instructors from five Philadelphia-based Beacon Centers, school-based community centers that emphasize after-school opportunities for youth. The findings highlight the importance of good group management and positive adult support of learning. Quantitative analysis did not find a direct link between peer affiliation or cooperative peer learning and participants' level of engagement or their perceived level of learning. However, the more that youths reported being encouraged by staff to participate, the more they reported enjoying activities and wanting to return. There also was a correlation between the level of input students felt they had in shaping activities and levels of engagement.

www.ppv.org/ppv/youth/youth_publications.asp?section_id=8#pub213

New Theater Education Assessment Initiative

The Theatre Communications Group (TCG), working with The United States Center for the International Association of Theater for Children and Young People (ASSITEJ/USA), has released "Building a National TEAM: Theatre Education Assessment Models." The result of a two-year, field-driven research project, this report offers professional, not-for-profit theater-education staff 15 useful models for assessment and evaluation. The project involved a working group of 10 education directors from TCG and ASSITEJ, guided by Robert Southworth, a national assessment consultant. The models are either transportable performance assessment models or templates that can be modified to fit the needs of an individual theater's range of programming. The TEAM group focused on four types of models: Observations, Performance Tasks, Portfolios and Surveys. Their hope is that this work will improve the quality and skills of education directors and also help focus attention on the assessment process and the creation of an assessment community at the national level.

tcg.org/tools/education/teams/TEAMindex.cfm

Arts Education for People with Disabilities

VSA arts' The Living Research International (LRI) database is an evolving, web-based research tool that offers education-focused information from the arts and disability fields through a submission and review process. LRI includes substantive summaries and complete citations of literature such as relevant dissertations, articles, reports, presentations and books. Complete citations allow users to locate resources in libraries or in comprehensive, full-text databases. Founded in 1974 as an affiliate of the John F. Kennedy Center for the Performing Arts, VSA arts is an international, non-profit organization dedicated to the participation of people with disabilities in the arts and society. VSA arts provides educators, parents and artists with resources and tools to support arts programming in their schools and communities; showcases the accomplishments of visual and performing artists with disabilities, and promotes increased access to the arts for people with disabilities.

livingresearch.vsaarts.org/admin/index.cfm

Settlement Music School (Philadelphia); Guild member since 1937



A Focus on Creative Aging

Two essays on the Community Arts Network (CAN) website highlight the value of engaging older adults in participatory arts experiences:

- “Liz Lerman,” by Chris Westberg, profiles the artist who founded the Liz Lerman Dance Exchange, a community-based company whose members range in age from 55 to 92. [Lerman will receive the 2007 National Guild Leadership Award at the 2007 [Conference for Community Arts Education](#), and also is a featured speaker and workshop facilitator.]

www.communityarts.net/readingroom/archivefiles/1999/12/liz_lerman.php

- “Arts and Creative Aging Across America,” by Susan Perlstein, offers a brief history of the field of creative aging and its varied approaches as a form of healing, lifelong learning and community building. [Perlstein founded, and is director of training at, the National Center for Creative Aging. She will lead the Creative Aging Pre-Conference Institute, Nov. 7, 9 am–5 pm.]

www.communityarts.net/readingroom/archivefiles/2002/10/arts_and_creati.php

Digital Storytelling Guide

The second edition of Joe Lambert’s “Digital Storytelling: Capturing Lives, Creating Community,” is available for purchase through the Center for Digital Storytelling. This text and teacher’s guide contains contextual essays about the history of digital storytelling and discusses how digital media can be used in community, education and business contexts.

www.storycenter.org/book.html

A Teaching Artist At Work

In “A Teaching Artist At Work: Theatre with Young People in Educational Settings” (Heinemann Press, 2006), Barbara McKean presents a framework for thinking about the work of teaching artists, particularly those who teach theater. The book demonstrates application of this framework in three settings: elementary school, professional theater and the community. McKean is an assistant professor in theater education and outreach at the School of Theatre Arts at the University of Arizona. She previously was director of education at the Seattle Children’s Theatre and artistic director of the Seattle Peace Theatre.

<http://books.heinemann.com/products/E00882.aspx>

Herberger College for Kids & Herberger College at Large (Tempe, AZ); Guild member since 1998



WORTH A LOOK (cont'd)

Partnerships in Theater Education

A recent article in *TYA Today*, a semi-annual journal published by the [United States Center for the International Association of Theater for Children and Young People \(TYA/USA\)](#), looks at four theater-for-youth companies that have joined with various community partners to extend their educational programming and build audiences. Partnerships include: Oregon Children's Theatre and Kaiser Permanente; The Coterie Theatre, University of Missouri-Kansas City and Kansas University; Charlotte Children's Theatre and the Charlotte Public Library, and Orlando Repertory Theatre and University of Central Florida.

www.assitej-usa.org/TYA/Spr07/TYA%20spr07%20Feature.pdf

Creating Aging-Friendly Communities

Aging in Place, an initiative of [Partners for Livable Communities](#) and the [National Association of Area Agencies on Aging](#), has produced "A Blueprint for Action: Developing a Livable Community for All Ages." This step-by-step guide is designed to help state, local and community decision-makers better meet the needs of an older population. The guide includes information based on community experiences in building local leadership and solving specific challenges related to aging.

www.aginginplaceinitiative.org/storage/aipi/documents/Blueprint_for_Action_web.pdf

THE GUILD IS PLEASED TO WELCOME THESE NEW MEMBERS

FULL MEMBERS

- **African American Art & Culture Complex**, San Francisco. AAACC strives to nurture and facilitate the empowerment of its community through Afro-centric artistic and cultural expression, mediums, education and programming.
- **Azusa Conservatory of Music**, Azusa, CA. In partnership with Azusa Pacific University's School of Music, the conservatory provides instrumental and choral instruction to Azusa families who might not otherwise have the opportunity to receive formal music training.
- **Cenla Community Music School**, Alexandria, LA. CCMS brings quality music and arts education to the Central Louisiana area.
- **First Coast Community Music School**, Jacksonville, FL. Located on the South Campus of Florida Community College, the school provides high-quality music instruction to young people, adults and families.
- **Detroit Symphony Orchestra Civic Youth Ensembles**, Detroit. This comprehensive pre-professional training program is for orchestra, chamber, wind and jazz musicians of all ages and abilities.
- **Griffin School for the Arts**, Griffin, GA. Operating on the campus of the First Baptist Church, Griffin provides a safe, nurturing environment for people of all ages and skill levels to cultivate interest in the arts.
- **The Harmony Project**, Los Angeles. The project provides private and group orchestral-instrument instruction, music theory, choral singing, recital performances and trips to underprivileged children in LA.
- **Institute of Art, Music and Science**, Bellflower, CA. The institute offers instruction in oboe, piano, cello, flute, clarinet, trumpet, guitar, saxophone and voice, as well as art, math and English.
- **Metro Parks and Recreation, Cultural Arts Division**, Nashville. The division offers classes and performance opportunities in dance, music, theater and visual arts; art galleries and education programs, and festivals, concerts and community outreach projects.
- **Music Preparatory Program at Central State University**, Wilberforce, OH. The Program provides free applied music lessons for the Dayton community.
- **Parlando School for the Arts**, Boulder. Parlando offers music lessons and theory and composition classes, as well as jazz combo, trio sonata and chamber music programs.
- **San Diego Art Institute/San Diego Art Department**, San Diego. SDAI is a center for regional artists and the advancement of visual arts through education, exhibition and outreach. Its San Diego Art Department embraces a shared vision of providing high-quality programs.
- **W.O. Smith/Nashville Community Music School**, Nashville. The school offers quality music instruction to children from low-income families for 50 cents a lesson.

EDUCATION AFFILIATE

- **Middle School Jazz Academy/Jazz at Lincoln Center**, New York. The academy annually awards tuition-free intensive jazz instruction to a class of middle school musicians who also engage in broader youth development activities.
- **Music & Arts Institute Corp.**, Arecibo, PR. The institute's main objective is to make quality music education accessible to all people in the community.



HELP OUR NETWORK GROW

Refer a New Member to the Guild

YOU WILL RECEIVE A \$25 AMAZON.COM GIFT CERTIFICATE

for each new member* you refer by December 31, 2007!

Through the National Guild of Community Schools of the Arts, individuals and organizations are coming together to develop and share strategies for success, make the case for community arts education, and secure resources and support. You can help build the diversity and scope of our dynamic network and make new connections by actively encouraging your peers in community arts education to join us!

HOW IT WORKS:

Talk to your colleagues in community arts education about the benefits of joining the National Guild.

- To encourage membership, the Guild is offering a 10% discount on annual dues, and a free copy of the Guild's "Survey of Member Schools Report," to organizations that join the Guild as full or education affiliate members between October 8 and December 31, 2007.
- To support your efforts, we've created a packet that includes information on Guild membership benefits and talking points. To download your membership referral packet, go to www.nationalguild.org and click on "Member Referral Program."

After you refer an organization, email Heather Stickeler, marketing and communications manager, at heatherstickeler@nationalguild.org, or call (212) 268-3337 x10, to let us know. We'll keep a list of your referrals. At the same time, we will ask new members to indicate who referred them on their membership application.

When one of your referrals joins the Guild as a member by December 31, 2007, the Guild will send you a \$25 Amazon.com gift certificate in appreciation of your support. You will receive a gift certificate for each new member you refer.

*This offer is good for new full and education affiliate member referrals only. Offer expires December 31, 2007

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