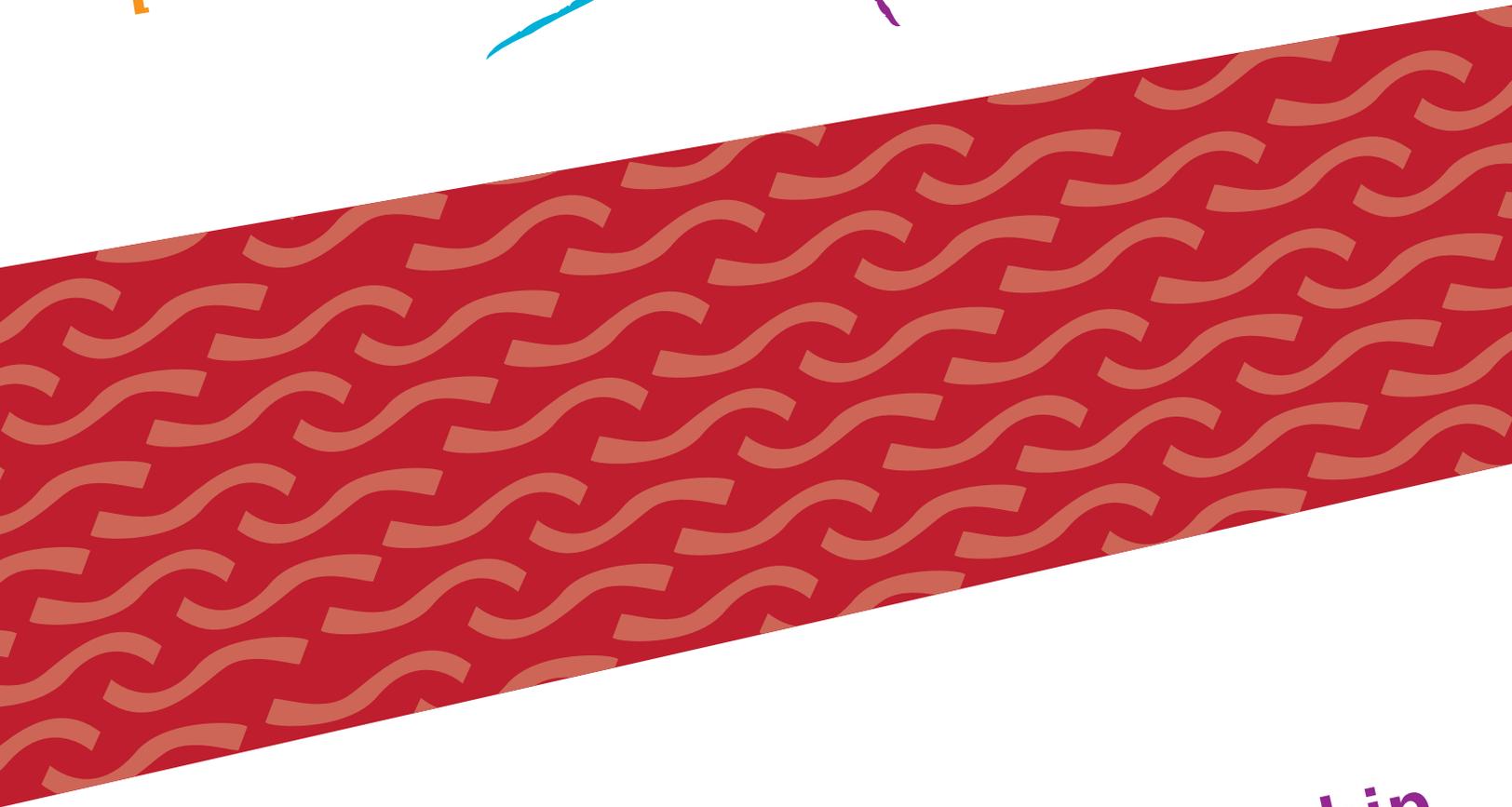
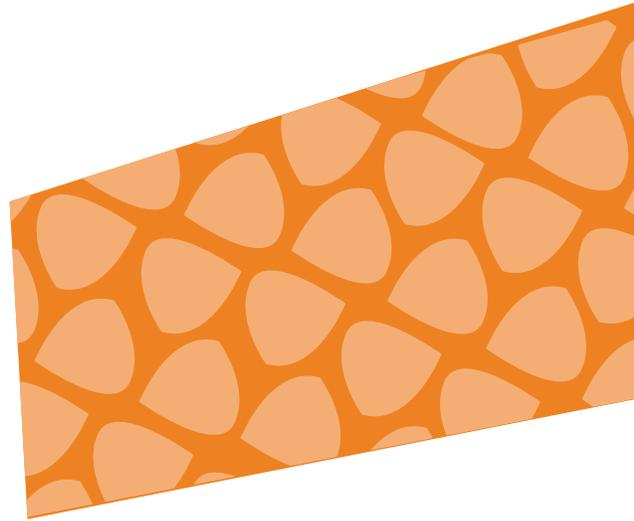
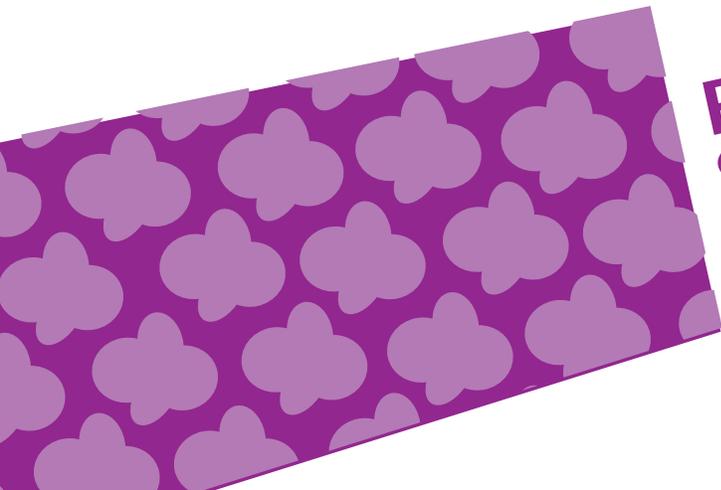
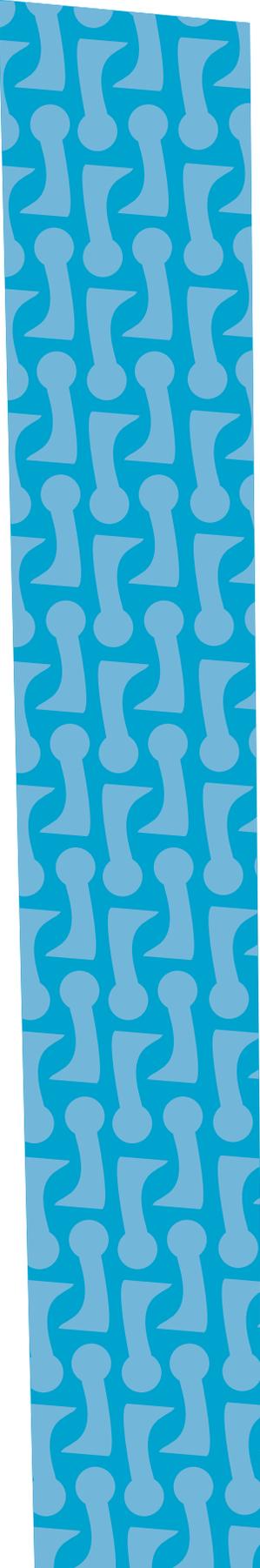


**Florida Alliance
for Arts Education**



**FAAE 2009 Leadership
Summit Proceedings**





Thursday, June 11 Keynote Address

Rick Walsh, "Advocating for the Arts"

In his keynote address, "Advocating for the Arts," Rick Walsh first made the point that the arts are critical to the successful person and to society; the arts help us understand who we are. Active, creative and curious students need our help in making the arts part of their education because the arts give life purpose, help students voice aspirations, and provide inspiration.

Delivering the message about the arts in stressful times requires new strategies. Arts organizations are better than anyone at innovation, but they lag behind in forming partnerships and in using distribution channels for innovation. Advocacy is not about begging; it is about engagement, promotion, and action. The first step to advocacy is developing a platform that defines what the organization represents. In a rapidly changing world, being proactive, rather than reactive, is essential. The past philosophy of "build it and they will come" no longer holds up; people will come to the arts in diminishing numbers unless organizations know what the community wants. More community stakeholders with disparate interests need to be brought into the process of designing compacts. Arts organizations that align with what customers want and establish symbiotic partnerships are successful.

One must reflect on input from the public (Twitter, blogs, and other social media), be open-minded, incorporate and appreciate the importance of relationships, make use of technology, and make personal investments in the goal. Each arts organization must clearly define its mission and develop a brand by using metrics to provide a program that is differentiated, participatory and relevant. Brands that capture the head will gain behavior; brands that capture the heart will gain commitment.

Friday, June 12, Keynote Address

Eric Oddleifson, "Education Reform and the Arts: From 'Begging for Crumbs' to Thinking Systemically"

Eric Oddleifson believes that the role of arts can be redefined in our "dysfunctional" education system. A change of attitude from "begging for crumbs" to "thinking systemically" needs to occur. Thinking how to connect the message about the arts to public policy is critical.

The arts are central to education in integrating empathy, conceptual thinking and design. Learning in and through the arts is the most cost effective way to improve education and can improve national creativity and competitiveness. However, the goal of putting the arts on par with the study of humanities and sciences arts is a long way off, as the arts are still perceived as a "fringe" area. Oddleifson cited three options as ways to activate the potential of the arts across the state:

1. Aim for school districts to devote a certain percentage of funds to the arts (which FAAE has advocated in the past). He feels this is unrealistic, as school systems have little control over the funds they receive and cannot act strategically.
2. Continue private fundraising. He feels even with laudable results, funds raised will cover only a small percentage of students.

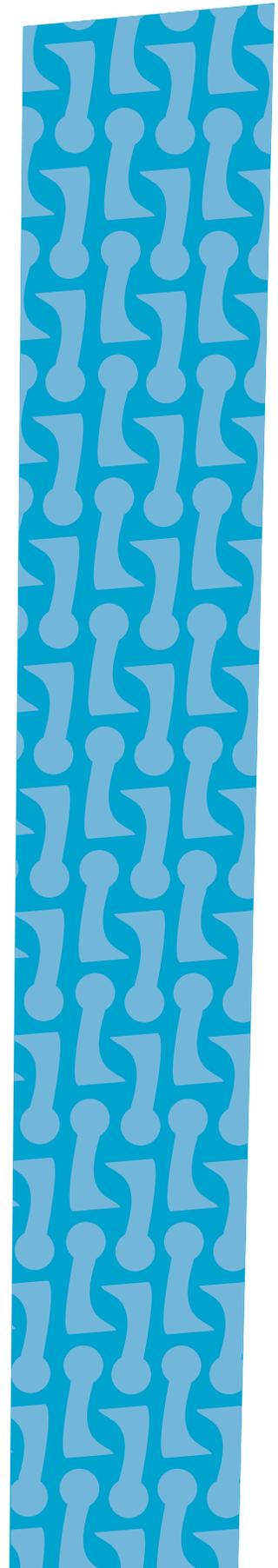
3. Create small, autonomous school sectors within districts so that these schools can foster innovation. He feels this is a viable option that would require a shift of FAAE strategies. Oddleifson gave examples of how Oakland (California) Community Organizers worked on a grass roots level to systematically reshape school policy by creating New Small Autonomous Schools; there are now forty-eight. Massachusetts is creating “Readiness Schools,” which are small, in-district charter schools with performance contracts. Schools are funded “by districts using a weighted student formula” and “staffed by union members who bargain collectively only for wages, benefits and due process procedures.” Minnesota established “New Schools Minnesota” with sectors for “innovative, fundamentally different new schools with the flexible work rules being embraced by progressive unions.” Monies from all sources (federal, state and local) are pooled; 85% goes directly to individual schools, thus enabling them to act strategically.

Oddleifson outlined a potential action plan for FAAE that starts with:

- * Working with the governor, secretary of education and legislators to create programs similar to what is happening in Minnesota and Massachusetts
- * Working at the district level to fund schools with a weighted student formula
- * Working with universities to train pre-service teachers to teach in and through the arts
- * Working with mayors interested in change to build dialogue for support of small autonomous schools
- * Adopt a split-screen focus to allow time for change to occur.

“Talk Back” Session

The “Talk Back” session after the keynote address included these comments from attendees: use a “split screen” approach to work for arts funding and partnerships while pursuing systemic change; provide teacher leadership teams to help faculty learn to teach in and through the arts; transform pre-service teacher education so that it integrates the arts; use volunteers to support teachers so they have time for professional development in the arts; create a system to allow for continuation of arts programs when administration changes; have a creative sector within a school district, or schools within schools, where arts are part of the core curriculum (but make sure all schools have basic arts education); create partnerships with businesses and universities and network with local Chamber etc.; let go of advocacy to work on systemic reform; advocate to prevent cuts in after school, summer enrichment and parent education in the arts, especially when tutoring and athletics do not receive cuts; build a climate to prevent budget cuts in the arts that are happening in varied school districts; help teachers be the frontline in understanding the impact of arts education; emphasize the power of “arts and sciences” and advocate for arts education; benchmark test data prior to adding movement and drama to document power of the arts; read Tony Wagner’s book, *The Global Achievement Gap*, and address his questions.





PANEL DISCUSSION, “EFFECTIVE ADVOCACY”

Moderator: Susan Burke, executive director, FAAE

Panelists: Eric Oddleifson, Jennifer Jones, executive director, Bay Arts Alliance, and Adam Zurbriggen, legislative aide to Representative Dorothy Hukill

The goal of this session was to discuss how advocacy can work effectively and from that, develop an FAAE action plan for the coming year.

Comments by panelists and the public were as follows:

- * Adam Zurbriggen said that statistics on economic and cultural impact were effective, as were constructive ideas. The report on how testing scores rose with the study of the arts was helpful evidence in understanding the importance of arts in education. When school boards come to the legislature they need to understand the economic climate and be realistic in what they suggest. Term limits do not have a major effect on learning educational policy.
- * Jennifer Jones stressed the importance of educating teachers in advocacy efforts to create a pathway for their voices. Bringing in legislators to listen to teachers helped paint the picture of how much regulation there is. The arts community needs to have their “heads-up,” to see what is coming up as issues, and be prepared. Using parent connections and social networking is effective in advocating for the arts.
- * Oddleifson commented that the No Child Left Behind Act requires so much money and time it has decimated the arts. He suggests legislators re-focus on educating for the 21st century, which requires integration of skills needed in business with academic standards. Grass roots organization and non-confrontational dialogue with school districts and politicians is effective. Don’t just ask for money. President Obama and Secretary Duncan are eager for educational reform; negotiate a national relationship, push for charter schools and flexibility in spending now. Bargain with the unions and find “ways in” through different partners. It is impossible to find data that measure the correlation between academic achievement and the arts.
- * Burke suggested a change from asking for money to working with government for solutions. Bring the national picture to state legislators and compare Florida with other states. Work with funders committed to children to get arts on the agenda. Make the PowerPoint on the FAAE Website available to help tell the story.

Public comments included a need to: market the arts as academic subjects in themselves, not arts in academics; publish what the arts do for students; use the Model School program to let people know that these are schools where there is high academic achievement; use arts moments at school board meetings to tell students’ academic achievements; leverage existing partnerships to get arts messages out; ask political donors to help “sell” the arts to legislators; explore funding through anti-bullying campaign and service learning projects that would help underwrite learning through the arts.

LUNCHEON ADDRESS, STEVE DRAGON “EXCELLENCE THROUGH ARTS”

Gocio Elementary School Principal, Steve Dragon, shared insights on what it means to be a Kennedy Center and Arts Achieve! Model School.

MARY PALMER, “ACE – Arts for a Complete Education”

On the 20th anniversary of ACE/FAAE, Dr. Mary Palmer reviewed its achievements.

LINDA LOVINS, “LOOKING AHEAD: NATIONAL EXPECTATIONS FOR LEARNING”

Dr. Linda Lovins reviewed a proposal for National Expectations for Learning in Arts Education, which is intended to address multiple facets of arts education in an effort to rebalance the curriculum and assure a well-rounded education for all students.

SUSAN BURKE, “THE WORK OF FAAE”

Susan Burke reviewed the mission of FAAE, which is increasing public awareness, advocating supportive policies, improved professional practices, and research. The Awards programs help bring public attention to exemplar programs. Coalitions have been renamed Network Partners. Statewide Partners and Kennedy Center Partners help give access to national organizations and have the power of numbers.

DR. LINDA LOVINS: THE DEPARTMENT OF EDUCATION PERSPECTIVE

The DOE expects to involve major organizations in discussion of the National Expectations for Learning and prepare statements of support to gird this multi-year project. The legislature directed further re-shaping of the revised Sunshine State Standards, even though they are listed as adopted. The arts standards have not yet been revised, but there is no funding for this until 2011. Revision of the standards might be part of a marketing campaign.

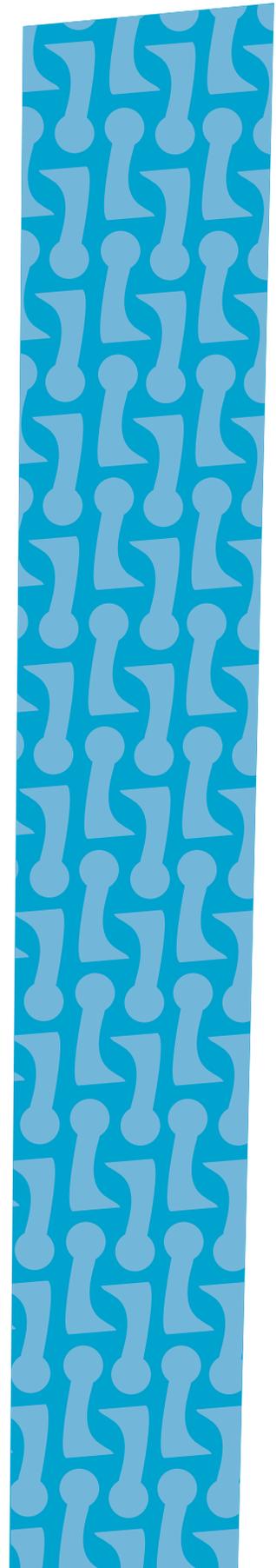
ACTION PLAN FOR 2010

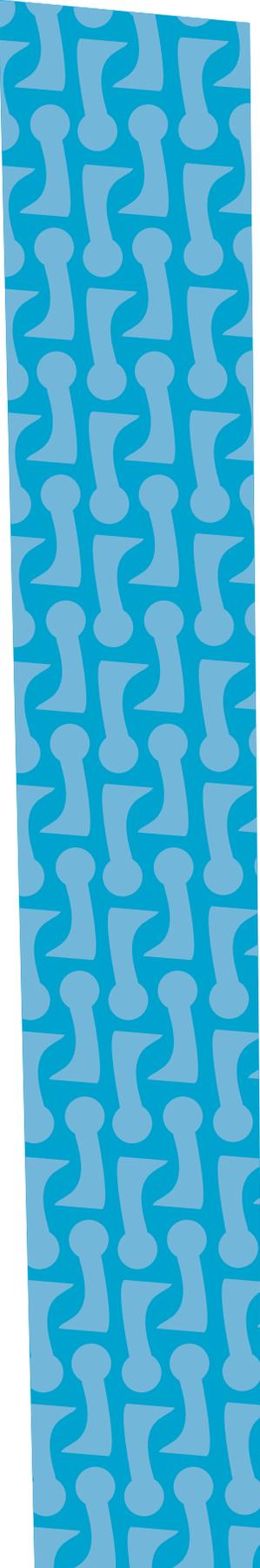
Oddleifson suggested advocating for rewriting arts standards to reflect skills needed in the 21st century. He encouraged members to engage a broader community and attend national conferences.

To create an action plan for 2010, three breakout groups made the following suggestions:

Statewide Partners (led by Jennifer Coolidge)

- * Develop a news template that can tell what is happening around the state.
- * Seek a corporate partner to create 30 second “bullets” for a public relations campaign to change perception that it is all right to cut arts programs.
- * Contact Florida Ad Council and Americans for the Arts, which has a good ad campaign, for help.
- * Start a marketing committee and raise money for arts campaign. Suggestions included \$1 for arts or \$4 for (four) the arts; the media message and campaign would align.
- * Ask help from Florida Association for Public Broadcasters.
- * Link with award winning students to help promote arts message. (Must “sell” the idea to the students so they understand the benefit to them.) Faces of students disappointed by arts cut might communicate the message.
- * Ask Summit attendees and Florida PTA members to send messages of “distress” to counties that are cutting arts programs via Twitter or other means.





FAAE Network Partners (led by Scott Evans)

- * List advocacy efforts underway or planned on Google.doc
- * Invite community and school board members to receptions for K-12 art exhibits at county office
- * At school board meetings, feature student performances and develop FAAE presence
- * Create arts forum with Superintendent, school board and candidates for elected office
- * Have local Network Partners speak to school board members monthly
- * Build community and school partnerships with goal of meeting consistently with superintendent and district personnel regarding arts budget, teacher reduction, and seven period day
- * Create ex-officio positions for superintendents and county commissioners to serve on arts council boards (which may require by-law modification)
- * To highlight arts, present Principals' Appreciation Breakfast; involve arts organizations and businesses
- * Develop speaker's bureau to address civic groups and advocate for the arts
- * Create local arts fact sheet to highlight local achievements
- * Involve university faculty in working with FAAE and arts professionals
- * Involve content area teachers with arts integration
- * Create vertical and cross arts discipline articulation among arts teachers
- * Create a "Parents for Arts Education" group
- * Involve students in advocacy campaigns through social networking sites
- * Create county arts councils (from patrons, artists, arts organizations) as primary voice resource
- * Create a race/walk for the arts with students performing along race route and exhibition and performances at the end, with money generated returned to schools
- * Create "Bridges" concerts bringing together students from elementary and secondary schools
- * Make a commitment to give only original art for awards
- * Suggest school board fund artist residencies

Arts Achieve! Model Schools (led by Steven Dragon)

FAAE can support Arts Achieve! Model Schools by:

- * Including list of award winning schools on FAAE Website with links to the schools
- * Grant writing support and communication about what grants are available
- * Communicating current status of arts programs in emails to share with school community
- * Creating a more formal organization for site visits that would include advocacy
- * Developing a brochure marketing the arts focused programs.
- * Sending press releases to district office announcing the award recipients

Arts Achieve! Model Schools can help FAAE by:

- * Making site visits to model schools known to FAAE so they can be published in a newsletter
- * Sending monthly newsletter to superintendents
- * Using DOE weekly newsletter to notify schools statewide of awards
- * Promoting membership in FAAE among peers and all arts organizations in each district
- * Putting a quick video clip promoting the arts (provided by FAAE) on school website
- * Creating coalitions at the instructional level
- * Communicating what model schools are doing



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