



DC Arts and Humanities Education Collaborative

Members Meeting- NOTES

Tuesday, June 4, 2013; 2:00pm

Sidney Harman Hall- Forum

Shakespeare Theatre Company

610 F Street, NW

Washington, D.C. 20001.

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- I. **Member Networking**
 - II. **Welcome & Call to Order (2:05 p.m.)**, Jeanette McCune, Director of School and Community Initiatives- John F. Kennedy Center for the Performing Arts, DC Collaborative Member of the Board of Directors
 - III. **Agenda Overview**, Louise Kennelly, DC Collaborative Executive Director
 - IV. **D.C. Collaborative Updates**, Tracey Alperstein, DC Collaborative, Program Manager
 - a. Thank you to members who provided such great, high-quality programs to DC public school students for the 2012-2013 school year.
 - b. Program Statistics- 26,000 students served through AFES, 69 teachers served through members' Professional Development workshops. We are trying to offer more of our members' professional development opportunities to teachers. Professional development will have its own brochure next year. The Collaborative will be starting a Teacher Professional Development Advisory Committee to hold meetings regularly throughout the year.
 - c. New Members: George Washington's Mount Vernon, House Studio DC, Kid Pan Alley, CHIME, Meridian Hill Pictures, Madame Tussauds, DC
 - i. A word from new members:
 1. House Studio D.C.'s Yudu Gray- CEO
 2. Kid Pan Alley- Paul Reisler- Co-Founder and Artistic Director
 - d. Member Maps- interactive tool to display our member's reach into DC public and charter schools.
 - i. Began collection at the end of March 2013.
 - ii. Received maps from 15 of you. Please keep them coming in as your programs conclude this year.
 - V. **DCPS Update, Ben Hall**
 - a. Music professional development: Thank you to community partners for hosting the music Professional Development last year.
 - i. Music Professional Development Dates 2013-2014 School Year:
Aug 21, Oct 18, Jan 6, Feb 14, May 9
 - b. Brookland Middle School: Arts and World Language focused school opening in Ward 5 in the fall of 2014
 - i. Mr. Hall is co-chair of the planning for the school.

- ii. **Reminder:** fill out online form by **June 14** to connect to the middle school curricular documents ([Unit Overviews](#) and [Scope and Sequence Documents](#)). Online form can be found [HERE](#). [deadline was extended to June 28]
- iii. DCPS needs submissions from community partners to show DCPS what is available for Brookland MS and put it right in the Curricular planning documents for teachers.
- iv. Arts Education program at Brookland will encompass Arts Learning, Arts Integration and Arts Experiences (eg. fieldtrips and in-school residencies), which the DC Collaborative has been promoting in their work as well.
 - 1. Arts learning will encompass the four disciplines of: Dance, Music, Theater and Visual Arts
 - 2. Fieldtrips will take place after school and on Saturdays during the school year and be linked to the curriculum
- v. Theater design inspiration is Williams College. Flexible space where seating can be adjusted based on the purpose. Theatre in the Round.
- vi. Vision for Community Partners Connecting to DCPS Curricular Content: Connect arts and humanities partners with middle school curriculum, and possibly branch to high schools, elementary schools and have a district-wide impact eventually.

VI. Presentation, 'National Endowment for the Arts Strategic Plan on Arts Education', Ayanna Hudson

- a. Ayanna Hudson: Personal background (Bachelor of Arts in Psychology from Spelman College and a Master's in Education in Risk and Prevention from Harvard University). Passion for social justice, desire to change the world. Sees education, specifically access to arts education for all, as a way to accomplish this.
 - i. NEA Arts Education Strategic Plan. Vision: Every student engaged and empowered through excellent arts education. Arts participation = life engagement. Weave arts education into the fabric of school. Change systems.
 - ii. How to change systems:
 - 1. Leverage investments: Initial analysis, research, common strategies. Develop framework for new grant guidelines, to be posted January 2014.
 - 2. Drive national data and research agenda: Get away from decisions based on assumptions. Generate urgency to act. Consistent data collection embedded in state system. How to analyze data on 'non-tested' subjects. How to advance next generation of arts education research.
 - 3. Collaborate for collective impact: How to achieve large-scale social change, abandon individual agendas and get

people to pool resources. Major tasks ahead: Listen, learn. Introduce agenda to partners outside of arts education to facilitate cross-sector conversation.

4. Lead the field: How to stimulate dialogue on innovative ideas. Webinars as forum to foster national, cross-sector conversations. Centralize access to 'what works': NEA managed clearinghouse? Education Leaders Institute networking events. How to advance arts as core element of national education? All comes down to transformative experiences for individual students.

iii. Q&A: How to tap into longitudinal data systems.

VII. Presentation, 'Integrating the Arts with STEM: Wolf Trap's Early Childhood STEM Learning Through the Arts Program'

a. Jennifer Cooper, Sarah Greenbaum:

- i. Program started in 1981 with a grant from headstart.
- ii. Early childhood education is foundation of all future learning. Arts are able to support multiple learning styles. Integrating the arts has a high success rate with early childhood education.
- iii. The artist residency program developed further with a grant from the US Department of Education
 1. **Goal 1:** Direct services to children- utilizing teaching artists to integrate arts and S.T.E.M. (*Science Technology Engineering and Math*) concepts in early childhood learning to improve literacy.
 2. **Goal 2:** Empower teachers to utilize arts integration in teaching. Wolf Trap's Artist Residency Program accomplished this with personalized professional development built in to the residency with the teaching artist.
- iv. The four-year grant had a year-long planning period which allowed for Wolf Trap to build contacts and plan research tactics with a professional research firm, American Institutes for Research. When designing the program they made sure that the content the artists developed aligned with STEM and County goals.
- v. So far, research on emergent literary skills shows that vs. a control group, the students who went through Wolf Trap's artist residency program improved not only in literacy (which was the goal of the program) but in Math and Science.

b. Laura Schandelmeier: Experiential learning exercise on what a typical Kindergarten exercise on Jack and the Bean Stalk Story Telling would be like with connections to S.T.E.M.

c. Follow-up discussion by **Dawn Ellis** facilitator and "research bridge."

d. Dawn divided audience into program designers, teachers, students.

- i. Observations from the groups: *Designers*-- Importance of cohesion/sequence, ownership/agency; *Teachers* --simplicity, learn through the body, incorporate student feedback; *Students* -- students as creators of their own experience, different modes of engagement.
- e. **Dr. Meredith Ludwig**, American Institutes for Research, on evaluation process. Accountability to the Department of Education, develop a useful report for Wolf Trap.
 - i. Process:
 1. Observation, develop evaluation rubric.
 2. Report on implementation and impact.
 3. How to define practices/outcomes across the field.
 4. Need for standardized instruments to measure arts integration impact. [Literature Review](#) now publicly available on web.

VIII. Q&A, Discussion, Dawn Ellis

- a. Feedback on best research practices, posed to presenters.
 - i. Ms. Hudson: The Member Mapping services the DC Collaborative is facilitating is very important in providing a continuum of research across the whole system. This is a good first step. Theory of collective impact will allow all of the organizations to pool resources to impact systems. Assessing student learning and evaluating programs in a scientifically, research-based approach will advance the field and impact programs and funding from local to state to national level.
 - ii. Ms. Cooper: Planning year essential to establish relationship with school, set up systems of access to student data.
 1. How to navigate control group dynamics? Wolf Trap delayed services for the control group schools (instead of not getting the artist residency program at all, they receive it a year or two later). Out of all of the schools that sign up to participate the schools that receive the program are chosen at random. Wolf Trap also offered monetary incentives for teachers and schools to participate.
 - iii. Dr. Ludwig: Keep framework simple, which is difficult especially in arts integration. Focus on student achievement and building relationships to gain access.
- b. Q: How do small organizations that do not have the means to hire an independent, professional researcher produce valuable data that has practical applications after the program concludes?
 - i. Ms. Hudson: NEA is still developing guidelines to be released in January 2014 for the following year's round of grants. ArtsEd Search (artsedsearch.org) has a research directory available online that has the latest of research available for the field. There will

also be a webinar series throughout this coming year on research that the NEA will be asking for in their upcoming grant cycles. Research will help to advance the field and centralize what works in a standardized directory, “clearing house.” This will impact funding strategies.

- ii. Moving forward the Collaborative can collect all member research and research tools from those who want to share and will make this accessible via the website and has requested members participating in AFES to include available supporting research with their applications.

IX. Member Updates

- a. House Studio D.C. video. “Our Story”- Storytelling for success.

X. Meeting Adjourned (4:07 p.m.)