

# **2008 ACE Leadership Summit**

## **Arts and the Creative Economy: Preparing for Change**

**Monday, June 16-Wednesday June 18, 2008**

Rosen Plaza  
Orlando, Florida

*Presented by*

Arts for a Complete Education/Florida Alliance for Arts Education  
Florida Department of State/Division of Cultural Affairs  
And Florida Department of Education

**Arts for a Complete Education/Florida Alliance for Arts Education  
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# **Executive Summary**

The Annual ACE Leadership Summit provides an opportunity for arts education practitioners and advocates from across the state to network, share resources, exchange ideas, and learn about best practices. Those attending were members of Arts for a Complete Education/Florida Alliance for Arts Education, local ACE coalitions, local arts agencies, and the public, private and independent sectors. Those attending included school board members and staff, school principals, and arts educators, as well as corporate and government executives, foundation heads and philanthropists.

## ***The Format***

The Summit was structured around keynote addresses and a series of workshops covering an array to topics related to the theme of the event. Each element of the program included a question & answer session. In addition to engaging discussions, enlightening breakout sessions, informative guest speakers, it provided an opportunity showcase the work of stellar K-12 arts education programs through an exhibition of works in the visual arts and live performances by some of Florida's most accomplished students.

## ***Focus***

The Summit was developed to examine ways to improve and enhance the delivery of arts education programming to students in the schools and, specifically, to align arts education with the preparation of Florida's student population for careers in our global, creative economy.

The connection between arts education and preparation for the Creative Economy was succinctly stated by neatly expounded by Dr. Linda Lovins, Arts Education Specialist, Florida Department of Education, who said in the Summit program, "Arts students leave school with arts-based knowledge and skills in hand; they also leave prepared to solve problems, manage systems, analyze and revise, communicate and collaborate, initiate

and self-direct, imagine and innovate, and provide public service in our communities. Learning in and through the arts is about ‘doing.’ Through partnerships and on-going improvement in our delivery of arts education and experiences in Florida’s schools and communities, our students will be well-prepared for change. They will be leaders in our global, Creative Economy.”

## ***Topics***

In furtherance of the theme, the 2008 ACE Leadership Summit explored such arts education topics as:

- Aligning arts education with 21<sup>st</sup> Century skills,
- Including all the arts in the elementary education experience, and
- Arts, technology, careers and high school learning communities.

The 2008 Summit also addressed the ways to:

- Structure and strengthen ACE Coalitions in support of grassroots lobbying on behalf of arts programs and funding
- Advocate effectively on behalf of Arts Education

Because the Summit was held at the moment the full impact of the voter approved constitutional amendment cutting property taxes, mortgage crisis, economic slowdown and escalating gas prices had coalesced a “perfect storm” of budget cuts and program and teacher reductions in the Florida public schools, speakers sought to reassure attendees that there were strategies available to protect, preserve and enhance arts education within the schools, despite the economic times, and to show creative ways to achieve those goals. Therefore, workshop topics included:

- The impact of the tax cuts and economy on school revenues and importance of partnerships and innovative, or hybrid, approaches to achieving quality arts education in the face of massive budget cuts,
- The fundamentals of building collaborations and developing partnerships with community arts organizations and business to further arts education goals,
- The KCAAEN (Kennedy Center Alliance for Arts Education Network) Partnerships in Education Program and how it works in two Florida Communities

## ***Findings and Recommendations***

- Education in the four art forms: music, visual arts, theatre and dance, are more relevant than ever before in terms of creating an educated, workforce capable of focusing their energies to achieve goals over sustained periods of time and with the capacity to think creatively and problem-solve effectively.
- Education leaders cannot maximize arts education goals without outside support and resources, whether it is: extra funding through a voter approved referendum; utilization of expertise from arts organizations or business, advocacy by arts; business and community leaders, or involvement of parents.
- Building strategic partnerships between the schools and business and community leaders, and arts education providers is an essential means of strengthening access and quality to and the relevancy of arts education to students entering the 21<sup>st</sup> Century workforce.
- Limitation is the first essential ingredient of creation. Limited resources mandate focus and creativity to solve problems; unlimited resources often diffuse focus and reduce success.
- Advocacy is critical at this time in the state's history to try and preserve the arts education programs in place in the schools, to restore those that have been cut and expand access to them. Effective advocacy requires building supportive relationships and understanding – understanding: how the legislative and budget processes work, the competing pressures on elected officials, the need for and value of good information and solid/compelling data to substantiate arguments. It also requires participating on campaigns, and speaking out on behalf of arts education with a consistent message and single “voice.”

## **Highlights**

The speakers provided an array of practical examples of how to enhance the quality of and access to arts education at a time of shrinking, school revenues and how to make arts education more relevant to future workers in a creative economy. Following are some highlights of the individual presentations.

## **Creativity Commons: Mr. Rodgers' 21st Century Neighborhood**

**Bruce Rodgers**, President-elect of FAAE and noted author on creativity in business  
Creativity is the finding of new paths when logic and experience doesn't give us the logical answer. It is "creating logic in reverse," as the solution makes sense once you have seen it.

In the 20<sup>th</sup> Century business, education and the arts were separated; in the 21<sup>st</sup> they are now connected and each affects the others. Rogers warned that if "we are not changing with (the wired world) it, it will change without us," and said, "Creativity holds it all together."

## **Arts in Action: Winning Strategies in Business, Healthcare, Social Services, Criminal Justice and Local Government**

**Mary Palmer, Ph.D.** – Mary Palmer & Associates, LLC

Dr. Palmer gave numerous examples of businesses, organizations, criminal justice facilities, hospitals, etc. that use the arts to achieve their objectives including many examples of strategic partnerships to make those arts offerings available. A significant data base of information on such exemplary programs developed through extensive research can be found at [www.faae.org](http://www.faae.org).

## **Including all the Arts in Elementary Education**

**Stephen E. Dagon**, Principal, Gocio Elementary School

**Mary Jane Brantley**, Music Teacher

**Dawn Burns**, Drama Teacher

Dragon believes building relationships with parents and teachers and kids makes the difference in whether such the vision of a strong arts program in a school can be accomplished. Community involvement and resources in support of the school and its program includes partnerships with local institutions to integrate the arts into teaching and the children's experiences.

The outcome is shows that when it comes to FCAT scores, enrichment breeds achievement.

## **School Careers Project**

**Andrea Tobin**, Project Coordinator, Putting Arts to Work, FAAE

Andrea Tobin unveiled a new Website that will give middle school students, teachers, parents, and school administrators the opportunity to explore careers in the arts. The site: [www.ExploringArtsCareers.net](http://www.ExploringArtsCareers.net).

## **Arts, Technology, Careers, and High School Learning Communities:**

### **Working Together for Students**

**Cindy Balistreri**, Sarasota County School District and FAAE Vice President-Education  
**Susan Burke**, Community Youth Development

Cindy Balistreri, an educator, and Susan Burke, a business and community leader, presented the strategy and plan developed to implement a comprehensive approach to arts, career and technical education for the Sarasota County Public Schools., which has been adopted by the Sarasota County School Board. Their presentation provided a “Best Practices” textbook example of how to develop a partnership among public, private and independent sector entities to advance quality arts education, research and design the curriculum, and build the case and advocate for the arts education initiative.

Among the steps in the process of developing the curriculum, they correlated the arts to CTE, because their research indicated it was critical to have classroom instruction teach to industry standards. They found Web design and digital design were being taught by IT people with no design input so the team advocated team teaching. They also advocated bringing appropriate CTE programs into arts and communications programming -- programs that were not being taught.

## **Building Collaboration and Developing Partnerships with Community Arts Organizations and Business**

**Jennifer McInnes Coolidge**, Director, Deland Museum of Florida Art  
**Marian Winters**, VSAarts of Florida

Jennifer Coolidge defined partnerships as recursive, enabling entities to broker resources to achieve more than they could separately. “Partnerships are collaborative

like partners dancing,” she said. Roles are defined and each partner puts in specific resources. In a partnership both lose or both win. Coolidge described partnership examples at the Deland Museum to illustrate. Marian Winters talked about programming through VSA and its partners. They then led a small group exercise designed to develop a greater feel among participants for what works in creating a partnership and solving a problem as partners. From it were developed lists of key success factors and processes experienced by the attendees.

# Introduction

Arts for a Complete Education/Florida Alliance for Arts Education (ACE/FAAE) presented the 2008 ACE Leadership Summit, *Arts and the Creative Economy: Preparing for Change*, from June 16-19, 2008 at the Rosen Plaza Hotel in Orlando, Florida. The Summit was supported by the Florida Department of State/Division of Cultural Affairs, Florida Arts Council, Florida Department of Education, and National Endowment for the Arts.

“The Leadership Summit is an excellent time for Florida’s supporters of the arts to come together for the advancement of arts education” said Deputy Secretary of State JuDee L. Pettijohn, Office of Cultural, Historical & Information Programs, of this year’s Summit, whose purpose was to promote and improve arts education by providing arts educators, strategic partners, and advocates with an opportunity to network, share information and resources, exchange ideas, and enhance advocacy skills. The objectives of the Summit are aligned with and advance those propounded in the Department of State/Division of Cultural Affairs and Florida Arts Council’s 10-year strategic plan, *Culture Builds Florida’s Future*.

# **Background**

Since 1989, the Florida Alliance for Arts Education (FAAE) has united arts organizations, arts educators, schools, community and business leaders, and concerned citizens to ensure that arts education is an integral part of a complete education and available to all Florida's school children.

## ***We believe...***

### **The arts:**

- ...are basic to a complete education;
- ...are essential to the vitality and quality of life in schools and communities;
- ...address both cultural inclusiveness and diversity;
- ...are powerful in the education of students with special needs; and
- ...have a positive impact in student achievement.

## ***Our MISSION is:***

To improve, enhance, and promote arts education in Florida.

## ***Our VISION is:***

For every child in every school to have a well-rounded education that includes a comprehensive, sequential, high-quality program of arts instruction; and for all Florida communities to have broad-based cultural programs available to support lifelong learning in and through the arts.

## ***Our GOAL is:***

- To build a strong and unified voice for arts education in Florida.

This goal is aligned, in fact identical, with the overarching objective of *Culture Builds Florida's Future*, the 10-year strategic plan of the Florida Department of State/Division of Cultural Affairs and Florida Arts Council and implements elements of the Plan. The Plan seeks to engage a strong, statewide network of people and organizations with broad interests and a unified set of goals in areas that the arts can impact. These include:

- Strengthening the economy
- Promoting learning and wellness
- Building leadership
- Advancing design and development

Because of this alignment, the 2008 ACE Leadership Summit included a number of presentations that supported the state's cultural plan.

# **Proceedings**

**Monday, June 16, 2008**

## ***Opening Reception***

### **Welcome**

**Sibille Hart Pritchard**, Chairman of the Florida Alliance for Arts Education

**Marian Winters**, VSAarts of Florida

Sibille Hart Pritchard, Chairman of the Florida Alliance for Arts Education, greeted everyone in attendance and spoke about the both the camaraderie and educational aspects of the Leadership Summit, saying learning from each other, in her view, was the most important part of the Summit. She thanked attendees for making effort to come and expressed her hope that everyone present would make the fullest use of the event by accepting ideas and sharing theirs, having fun and learning from each other. She thanked Frank Santos, CFO of Rosen Hotels, for sponsoring the Opening Reception and introduced Marian Winters of VSAarts of Florida, the statewide program addressing arts education for youth with special needs. Winters then introduced Ashley Townsend, incoming senior at Seabreeze High School in Volusia County, who performed for those in attendance.

### **Performance**

**Ashley Townsend**, student

Ashley Townsend is legally blind and an incoming senior at Seabreeze High School in Volusia County. In addition to playing the piano and singing, Townsend has starred in high school plays, competed nationally in the VSA young soloist program and hiked in South America. After singing two songs, she thanked Mrs. Wolfson, her VSA teacher, for all her encouragement and helping disabled kids pursue their dreams. She sang "Love" with changed wording saluting the arts and closed with a fresh arrangement by a fellow student of "Over the Rainbow."

Following Townsend's performance, Pritchard took the podium again to say what a pleasure it was chairing the board for the past year and recognize the members of the Board of Directors.

### **Creativity Commons: Mr. Rodgers' 21st Century Neighborhood**

**Bruce Rodgers**, President-elect of FAAE and co-author of *Unlocking Creativity in the Workplace*

Bruce Rodgers has been a software developer and creative consultant to Fortune 500 companies and a major advertising agency, a playwright and producer of plays, as well as one of the founders of The Hermitage, an invitation-only artists' retreat. He is co-author of *Innovation Inc.*, *Unlocking Creativity in the Workplace*, a well-regarded book on creativity. His talk, *Creativity Commons: Mr. Rodgers' 21st Century Neighborhood*, provided a provocative look at the creative process and its relationship to the arts, education, and commerce and laid the predicate for the Summit. As the focus of the conference is on aligning the outcomes of arts education in the schools with the human resource needs of business, government and nonprofits in the Creative Economy, he spoke of the need for a vibrant, exciting, and mutually supportive society.

Rodgers compared his neighborhood growing up with the world of the 21<sup>st</sup> Century.

- In the 20<sup>th</sup> Century business, education and the arts were separated; in the 21<sup>st</sup> they are now connected and each affects the others.
- He warned if "we are not changing with (the wired world) it, it will change without us," and said,
- "Creativity holds it all together."

He described creativity as:

- Unique ideas implemented profitably (to benefit) -- ideas that come to existence.
- Defining us as human beings because it is uniquely human ability to imagine a future that does not exist and then bring it into reality. (If we can get the image specific enough we can make it happen.)
- Thinking differently – taking a problem and thinking about it differently and where else in nature it might have already been solved. (He showed a slide of thistles and Velcro® indicating that a creative idea can come from another source.)

- Creativity is the finding of new paths when logic and experience doesn't give us the logical answer. It is "creating logic in reverse," as the solution makes sense once you have seen it.
- Both a right brain and left brain activity -- a system of creating and evaluating -- as a painter does when he paints, pausing to look and evaluate his strokes against the look of the object being painted.
- Essential, when we cannot figure out how to get where we want to go.

Rodgers spoke of the need for boundaries or limitations as a support to creativity -- providing meaning and a positive value to the issue confronting so many in the room, the dwindling resources available to support arts education in the schools.

- Limitation is the first essential ingredient of creation; without that paradox creativity does not work. A blank sheet of paper is daunting. Once you create the rules under which you are working (such as subject or character), you must obey them. Boundaries create energy by creating compression.
- Necessity is the mother of Invention. It creates the boundaries. Plays with too many resources lose their imagination.

In discussing art as Information, he said:

- Content in art is all those things that are literally there. What do you see or hear; what is it about? Content is left brain thinking.
- Intent is metaphorical information. How does it make you feel, what does it remind you of; how does it relate to today? This is the province of the right brain. He cited Picasso's *Guernica* as a merger of left and right brained thinking, while Jackson Pollock's works have very little left brained material (or content). Left brained thinkers are lost looking at right-brained works, because they cannot make sense of them.
- When we view works of art, they send out the questions. It is up to us to create the individual pieces of meaning out of the common experience of viewing a work of art. Our ability to resonate with it can change. It is anchored in the moment and where you are in that moment.
- The audience needs to do its own work (to get the full benefit).

Rodgers expressed his concern that currently we do not educate our children to the joy of doing the work necessary to create our own meaning out of the common experience of viewing a work of art. “Thinking is no longer the enjoyable activity it used to be, but you must think to engage art fully,” he said.

Rodgers laid out two challenges for attendees:

- The first – to think about what is the present state of arts education in Florida, and the way to measure and quantify it so that there is a baseline from which to measure forward progress toward a defined goal.
- The second – to share their present knowledge and ideas for the future.

## **Tuesday, June 17, 2008**

### ***General Session***

#### **Greetings**

Sibille Hart Pritchard, outgoing President of the Florida Alliance for Arts Education, gave her official welcome to those attending the Summit and spoke about *50 Faces for the Future*, an array of paintings of faces by students at the Palmetto Elementary school and Plumosa Magnet School of the Arts in Palm Beach County displayed in the meeting room.

She discussed the boundaries between business, the arts and communities, which are becoming blurred, enumerating the artistic statements on buses, ornaments on the hoods of cars, and architecture. Pritchard said that we are developing a close relationship among business, politics and the arts and said we can look to the day when representational and performing arts will stand on their own feet because of education.

#### **Statewide Perspectives**

**Dr. Linda Lovins** – Arts Education Specialist, Florida Department of Education

**Laura Stone** – Arts Consultant, Florida Department of State/Division of Cultural Affairs

Dr. Lovins reported on the difficult balance each and every day between the joy the arts provide and the situation confronting the arts. She:

- Asked everyone in the room to keep her advised about the gains and losses in the classroom because of the class size amendment, budget constraints, etc, so she can track the trend line.;
- Outlined the graduation requirements in the arts and physical education for the various high school classes since they change from year to year because of changes in legislative mandates;
- Discussed waivers that can prevent students from getting their arts education requirement, and
- Described the new requirement that middle school students choose a major area of interest and how it provides as an opportunity for students to focus their electives in the arts.

Laura Stone provided an update on activities in support of the 10-year strategic plan, *Culture builds Florida's Future*.

- A new grants category has been created to address underserved REDI (Rural Economic Development Initiative) counties in the state. The goal of the grants is to plan, test and implement programs over a three-year period. To be considered, projects must strengthen arts education, create a strong link with education reform strategies, align with FCAT and have sustainability after the three-year grant is completed. [www.florida-arts.org](http://www.florida-arts.org).
- After last year's Leadership Summit, the Division convened three different statewide sessions, targeting specific areas of the strategic plan – strengthening the economy, learning and wellness, leadership, and design and development – in order to create action plans. New grants will go to support initiatives in those targeted categories.
- Every two years, the Division puts together a Fellowship exhibition. For the first time it has collaborated with the Florida Museum Association to generate: an audio component to each exhibition available by cell phone, Braille signage, large print gallery guides, and press packets. VSAarts has prepared a new access tool for that programming.

Stone encouraged everyone to build relationships with local and statewide officials prior to requesting their help – recommending attendees: thank their elected officials for what they do, invite them to local arts events, and take other steps to build those relationships prior to making requests.

**Arts in Action: Winning Strategies in Business, Healthcare, Social Services, Criminal Justice and Local Government**

**Mary Palmer, Ph.D.** – Mary Palmer & Associates, LLC

Palmer, former dean of the College of Education at the University of Central Florida and Professor Emerita of Music Education, provided background on the Florida Department of State/Division of Cultural Affairs and Florida Arts Council grant to implement portions of the state's 10-year strategic cultural plan.

Dr. Palmer reported that FAAE held four forums titled, *ARTS IN ACTION: Winning Strategies in Business, Healthcare, Social Services and Criminal Justice*, were held in: Orlando, Sarasota, Delray Beach and Panama City in May and June of this year. The Forums were with grants from the Florida Department of State/Division of Cultural Affairs, Florida Arts Council, National Endowment for the Arts to advance elements of *Culture Builds Florida's Future*, the 10-year strategic arts plan for the state. They were designed to present research and speakers with real-world examples on the use of the arts to achieve organizational objectives in non-school settings. The goals of the Forums were to build awareness of the value of the arts and arts education beyond the classroom, museum and performing arts center; foster and create community partnerships between arts and non-arts organizations, and engage community and business leaders to use the arts in their own organizations and become advocates in support of the arts and arts education.

In conjunction with the Forums, a Learning and Wellness Survey was developed to gain a better understanding of public opinion on the value and use of the arts in non-school settings to further strategic objectives and to identify programs for subsequent inclusion on the FAAE Website. It was made available electronically to members of the Leadership Florida Alumni Association, Florida Recreation and Parks Association,

Florida Hospital Association, and Florida League of Cities. In addition, the survey was made available to the appropriate personnel in the local facilities of the Florida Department of Juvenile Justice; United Way agencies; and Boys & Girls Clubs around the state. It was distributed via email to chambers of commerce in Orange, Osceola, Seminole, Volusia, Polk, Lake and Brevard Counties; Health departments in the Central Florida Region, and contact lists at the Winter Park Health Foundation and Community Foundation of Central Florida. Of the 300 respondents,

- 76% said the arts were important to recruiting and retaining corporations
- \_\_\_% said the arts a good idea for prisons
- 97% said the arts are important to quality of life
- 57% said the arts improve customer satisfaction
- 44% raise employee satisfaction
- 53% use the arts to build brand and reputation.
- 53% of organizations responding do hire artists
- 60% of businesses have art collection.
- 49% of businesses underwrite exhibitions.

Dr. Palmer gave numerous examples of businesses, organizations, criminal justice facilities, hospitals, etc. that use the arts to achieve their objectives including many examples of strategic partnerships to make those arts offerings available. A significant data base of information on such exemplary programs developed through extensive research can be found at [www.faae.org](http://www.faae.org).

Palmer ended her presentation by reiterating the tremendous power of partnerships in this era of financial limits saying that, "Our future will be a triumph of imagination over constraint in resources."

## ***Morning Breakout Sessions***

### **Including all the Arts in Elementary Education**

**Stephen E. Dagon**, Principal, Gocio Elementary School

**Mary Jane Brantley**, Music Teacher

**Dawn Burns**, Drama Teacher

Gocio Elementary School is recognized as a National School of Distinction in Arts Education. Stephen Dragon reported on how that was achieved. His vision was to include all the arts in the curriculum, nurture students' innate abilities and provide time for those abilities to grow, create an experience he would have loved, and share his personal passion for the arts. Dragon believes building relationships with parents and teachers and kids makes the difference in whether such a vision can be accomplished. The culture of the school has changed to one supportive of the arts and that can be seen and tracked in surveys of the parents.

- Background: Gocio is a Title I school, 800 students, 70% of students eligible for free or reduced meals. The majority of students are minority – black or Hispanic. In 2002, the School Board put a referendum on the ballot (which any school district in Florida can do). It was approved by the voters. The referendum produced an influx of \$650,000 dollars back into school in first year for the arts. He added certified teachers in music and drama to the “specials wheel” over the next few years.
- Currently, students spend 57% of their specials time in the arts and attend the same art class for five consecutive days; rotating from art to music to dance to drama through the school year.
- How it works:
  - Collaborative planning: specials teachers have a 55 minute common planning time at the end of each day resulting in true collaborations. Collaborative planning brings the whole team together, and they have lunch every day together, as well.
  - Teachers give up their planning time to rehearse students for performances and “Club time” is also during this time period, on Fridays. Having rehearsal and club time during the school day enables all students

to be able to participate -- after school, 4<sup>th</sup> and 5<sup>th</sup> graders are on the bus or at the Boys & Girls Clubs, etc.

- One art form is taught five straight days in the week, so the specials teacher starts a unit on Monday and has a performance on Friday. This provides consistency and eliminates the need for a lot of review. The schedule may include students from more than one class, and the complexity of scheduling is a challenge, but succeeds. The student will not have the same subject again for seven weeks. To accommodate mandatory PE, dance covers part and the other arts teachers must build 30 minutes of activity to meet the PE requirement into their classes. The mini units are designed so that what is learned in art or music can be used in dance and then drama.
  - There is a roster of favored substitute teachers and there are substantial multi-media resources, in the event a teacher is ill, to maintain quality. The five-class per week, weekly rotation schedule allows
- Community involvement and resources in support of the school and its program includes partnerships with local institutions to integrate the arts into teaching and the children's experiences.
    - Ringling School of Design and Y. E. A. (Ringling students will come into the classroom and work with the teachers.)
    - Van Wezel and the Kennedy Center
    - Florida Studio
    - Creative Drama for Creative Living – a great program that helps teachers in other disciplines use the theatre vocabulary.
  - FCAT Implications. Enrichment breeds achievement. When the scores of 25 “song and dance kids,” grades 3-5 were measured it was found that:
    - Reading – 3.4/5
    - Math – 3.4/5
    - Science – 2.4/5
    - Writing – 4.5/6

## **ACE Coalitions**

**Dr. Tom Pearson**, FAAE Vice President-Coalitions and Facilitator

A roundtable discussion among representatives of four, local ACE coalitions:

- Palm Beach County,
- Sarasota County,
- Orange County, and
- Miami-Dade County

enabled attendees to share and compare:

- How the coalitions were organized,
- The tools and strategies for making connections and building collaborations and partnerships to improve arts education in school and non-school settings, and
- Their successes and challenges.

Among the findings of the workshop were that ACE coalitions to be effective do not all have to look alike or operate in the same manner. Where there is a highly committed individual with a strong and deep network of contacts committed to arts education willing to lead grassroots efforts on behalf of the arts, advocacy can be extremely effective without a more formal organization in place.

Pearson closed his presentation with the need for and plans to organize additional ACE Coalitions in the smaller, disconnected counties.

## **Use Your Power**

**Sherron Long**, President, Florida Cultural Alliance and FAAE Vice President –  
Government Relations

Sherron Long, who advocates for the arts in Tallahassee as head of the Florida Cultural Alliance, provides ongoing feedback to members and local arts coalitions on actions relating to the arts during the legislative session.

Long expressed concern that people think it is someone else's job to deal with candidates and legislators and fail to understand their voices are important. She said

much is because of fear and not knowing what to do. “Until we engage in the process,” she said, “we cannot move arts education forward.” She reported that arts education is dealing with huge budget cuts – the first thing that goes in a tight fiscal environment is the arts -- and said that is because the arts have not done an effective job of making their case. Long said her role is to keep people empowered with information, but unless acted upon, it will have no impact. The collective ask was \$61 million for the arts this year. The appropriation was \$6 million for arts grants.

She put attendees through an exercise to help them understand what they can do individually to strengthen the voice of the arts in Tallahassee assigning each table a letter from the word, “Advocacy,” and asking each to develop as many action words as they could in a few minutes starting with that letter.

- “D” generated: defend, devote, dedicate, dialogue and then she discussed how to design your arguments to dialogue with a legislator who disagrees with you.
- “V” resulted in: create value, visibility, volume, vision, visible, viewpoint, verify facts, be vibrant, volunteer, voice your opinion (which is especially important because of the impact when a legislator hears many unified voices), vote.
- “O” resulted in: ownership, output, outreach, opportunity, organize, ongoing, outcomes. Advocacy is ongoing. Understand where we fit in the overall picture. What are the outcomes? How about optimism?
- “C” brought up: challenges, communicating, caring, convince, concise clarify, conceptualize, contact, choose your battles, chase opportunities, campaigns.

Long advised attendees that they should:

- Before communicating with a candidate or legislator, get to know where you stand on their issues. Do research on candidates and incumbents to know what their positions are. She suggested attending a county delegation meeting to get a better understanding of the competing priorities they must address.
- Engage in the process year round. Make neighbors, colleagues, family members, and friends aware of the importance of arts education, to expand awareness and bring it to the tipping point.
- Celebrate small victories and express appreciation to legislators and other elected officials for what they do to support the arts.

- Be aware of who is running and for what. Make campaign contributions. It is an area the arts that does not do well. Arts supporters do not reward the legislators who support us. The arts will never realize their full potential without cash for campaign contributions to provide access.
- Say “what can I do to turn this around?” Don’t whine. It takes energy and does not solve the problem.
- Develop the information to demonstrate the value to what arts educators do and its importance to the students, economy and state. She commented that almost everyone in Tallahassee “appreciates the arts,” but few “value” it, which means arts funding gets cut during an economic downturn.
- Look for leverage points in building a case for the value of the arts and arts education. Florida Tax Watch says cultural tourism is economically important with every dollar invested generating \$7.00. When designing arguments, build in those types of facts. It is important to economic development, corporate recruitment, and other areas of the economy that can be researched and presented.
- Look for opportunities to collaborate and the solutions to overcome obstacles.
- Attitude is critical when going into a legislator’s office. Winning support requires a solid argument that addresses the legislator’s concerns and interests of his or her district and winning interpersonal skills.
- Have a monthly conference call with your allies at the local and state level once the legislative agenda and advocacy plan are set to report on who has talked with whom, etc. and make mid-course corrections.
- Visit [www.flca.net](http://www.flca.net) and review the Advocacy Section for legal “does and don’ts,” as well as bill status, contact information, etc.
- Look at the Florida Cultural Alliance’s Legislative Agenda for that session before adopting your own legislative agenda. Coordinating with the statewide agenda enables all arts advocates to share a consistent focus and helps support coalesce around important priorities. The site includes quotes to substantiate arguments in support of the arts.

In ending her presentation, Long reported Ballot Issue 5 would only replace education funding for one year and if passed and that the referendum could “do in the arts.” She

said there are nine amendments to the Constitution on the ballot and urged everyone to become aware of the impact of what these amendments would have.

## ***Summit Luncheon***

The Summit Luncheon featured a special performance of the West Port High School Arts Program performing songs, mime and scenes from plays. West Port is a 2007-2010 Arts Achieve! School. Their principal, Jayne Ellsperman, was recognized by FAAE as the 2007 Arts Education Administrator of the Year.

## **Arts Mean Business**

**Becky Morgan**, The Arts Connection, WMFE, FM 90.7, Moderator

Panelists:

**Patty DeYoung**, Executive Administrator, Darden Restaurants Foundation

**Anne Geiger**, Orange County School Board

**Peter Moore**, Assistant Manager, Community redevelopment Agency, City of Winter Park

DeYoung described Darden and its philosophy of arts funding. The company and Foundation:

- Follow philanthropic guidelines set down by founder Bill Darden.
- Support the arts because they bring such great entertainment and powerful educational tools to the community; are another way to get kids excited about learning, and are especially important for those with challenges in school. Darden especially likes the Orlando Repertory Theater because of the back stage tours, which show children all the career opportunities associated with theatre.
- Darden likes to support collaborative efforts among non-profit organizations, because it gives the Foundation “more bang for the buck.” Darden is now working with the Orlando Museum of Art and Zora Neale Hurston Festival on a glass exhibit featuring a black artist and encouraged an exhibition at the Holocaust Museum be timed to the *Diary of Anne Frank* at the Rep.

Anne Geiger said her main areas of focus are school reform and arts education. As a policy-maker she reported that the biggest challenges facing her as a School Board

member are to be intentional and focused and that it is sometimes hard to keep focused on equitable access to arts education because of the acute funding issues facing all school districts and the demands of No Child Left Behind and FCAT. Significant resources she discussed were:

- A Gift For Teaching and a Gift For Music, saying it was a powerful experience seeing the number and diversity of students having the experience of making music. The programs create a “hybrid” means of delivering arts education, “the engine of success in America.”
- United Arts, that provides students with access to local cultural arts opportunities in Central Florida.

Geiger concluded with the comment that “everything is designed – the result of the creative force of people’s minds – the artist in all of us makes it a great and vibrant society.”

Peter Moore said the City of Winter Park has always had partnerships with arts organizations and is a place that is supportive and encourages artists and arts development. He described the arts and cultural project, The Heritage Center, showing the City-owned building that houses it. The Heritage Center is home to an exhibition of informal portrait photographs by Peter Schreyer, executive director of the Crealde School of Art, documenting the black families who comprise the Hannibal Square neighborhood of Winter Park. Hannibal Square is the African-American neighborhood in Winter Park.

- The City rents the facility to the Heritage Center for a dollar a year. It could make more money, Moore said, but “no one comes to Winter Park to see an office building.”
- Winter Park’s 700,000 visitors annually generate \$1.3 million in revenue and some of those visitors are cultural tourists.
- Because it must compete with town centers being planned or built, The City leadership is branding Winter Park as an arts community. He talked about shared marketing through promotions with the Convention Center, etc. to support the branding.

Moore then proceeded to discuss the ways a local government can assist and support the arts in its community. Local governments can provide technical assistance such as:

- Loaning an employee with specific expertise,
- Streamlining event permitting, or
- Providing mailing lists of residents, etc.

He concluded by saying that, “The only take-away is that giving money to nonprofits and arts organizations is not like dropping money in a black hole.” He advised the audience to ask themselves what their arts programs bring to their city. “Does my city help kids stay out of trouble, or provide value added to the local revenue stream?” They can then use that information to build a case for why the local government should consider supporting their program and how it can help.

The presentations were followed by a Question & Answer session.

- In response to questions about available grants, DeYoung said Darden funds in Orange, Seminole, Osceola, Volusia, Lake and Brevard, as well as Miami. Moore reported Winter Park has a competitive grant program for youth programs operated out of the community center.
- Advocacy arose and it was stated that the audience for arts advocacy varies so the message must be different but consistent. For some audiences, arts education’s impact on test scores, attendance, and other positive outcomes is an important message. In talking to colleagues and educators focused on other topics, attendees were advised to focus on the arts as a business and creative force, so both the tangible and intangible value of the arts are addressed. In a related question, DeYoung advised that when trying to secure money from a local government, it is a good strategy to make the staff your friends. Staying in friendly contact will enable you to track the grant process and may help hurry it along.
- When further discussion of resources questions, Geiger talked about Project Imagination, which is very effective, but very small. They are wondering if it should be folded into another compatible arts organization with greater critical mass. “We are going to have to look at more hybrid ways to fund the arts.” In response to a related question about an organization concentrating in an area that makes it hard to get dollars, DeYoung suggested letting the agency become

a program of a larger one better-positioned to secure funding. She also offered to help raise the profile of one attendee's project with a funding source.

## ***Afternoon Sessions***

### **School Careers Project**

**Andrea Tobin**, Project Coordinator, Putting Arts to Work, FAAE

Andrea Tobin unveiled a new Website, whose development has been funded through a grant to FAAE from the Florida Department of Education and VSAarts of Florida, that will give middle school students, teachers, parents, and school administrators the opportunity to explore careers in the arts. The site: [www.ExploringArtsCareers.net](http://www.ExploringArtsCareers.net) will be completed in July, 2008.

The ExploringArtsCareers site provides information on hundreds of careers from architecture to stage design to video gaming. Attention has been given to including careers for students with varied abilities and disabilities. The careers are profiled through written materials, pod casts, and streaming video footage provided by practicing professionals, as well as audio interviews with them. The material aligns with the Careers course required for all middle school students and meets the Sunshine State Standards. The five disciplines represented are:

- Visual Art
- Media Arts
- Music
- Theatre
- Dance

In addition to the bank of careers provided, the site provides links to the Americans for the Arts research on creative industries; Sperling's Best Places site for comparative cost of living information around the country, and Choices.org, which helps keep teens "into" school. Choices.org helps middle school students see the results of their choices now

as having a great impact on their future success through interactive decision-making workshops designed to help them learn key life skills, academic self-discipline and goal-setting. The link to Facts.org, Florida's comprehensive, online student advising system opens a wealth of guidance and information to students 24/7.

### **Building Collaboration and Developing Partnerships with Community Arts Organizations and Business**

**Jennifer McInnes Coolidge**, Director, Deland Museum of Florida Art

**Marian Winters**, VSAarts of Florida

Jennifer Coolidge defined partnerships as recursive, enabling entities to broker resources to achieve more than they could separately. "Partnerships are collaborative like partners dancing," she said. Roles are defined and each partner puts in specific resources. In a partnership both lose or both win. Coolidge described partnership examples at the Deland Museum to illustrate. Marian Winters talked about programming through VSA and its partners. They then led a small group exercise designed to develop a greater feel among participants for what works in creating a partnership and solving a problem as partners. From it were developed lists of key success factors and processes experienced by the attendees. They were:

#### **Communication**

- Open communication with ideas feeding off one another
- Listening attentively and strong eye contact
- Asking a lot of questions to clarify information and the goal
- Brainstorming, throwing ideas out
- Exploring and revisiting ideas
- Sharing and appreciating different points of view
- Learning about each other
- Having adequate time to build respect and for planning (with different pieces of expertise, it sometimes takes a while to build communication)
- Building connection
- Teaching and learning leading to understanding
- Problem-solving
- Evaluation

### **Cooperation**

- Decision-making is democratic based on consensus
- Process is fun, or at least pleasant
- Partnership is planned
- There is flexibility and a positive environment
- Decisions are made and tested using trial and error

### **Contribution**

- Collaborative
- Different, clear roles and contributions
- Shared ideas, resources, power
- Contributions are valued
- Bring varied experience and knowledge
- Leadership shared

### **Pitfalls**

- Different interpretations of the goal
- Lack of clear roles causes blame and strife

### **Learnings**

- More than one right way
- Personalities have an impact
- Keeping the partnership in mind helps keep personal agendas in abeyance and can help keep predetermined outcomes from preventing a more creative solution.
- You must be true to the mission of your organization, even if you want to do a partnership.
- The partnership must be interesting, engaging and fun.

In addition to the hand-outs provided attendees, Coolidge recommended attendees explore the following resources for more information.

- [aep.org](http://aep.org)
- [thoughamirror.org](http://thoughamirror.org)
- The Peter F. Drucker Foundation for Nonprofit Management Leader-to-Leader Institute's Self-assessment Tool Kit.

- Remer, Jane. (1996) *Beyond Enrichment: Building Effective Arts Partnerships with Schools and Your Community*. Washington, D.C.: American Council for the Arts.

A successful partnership = Partners + Purpose + Resources + Plan → Action

### **KCAAEN Partnerships in Education**

**Dr. Tom Pearson**, K-12 Arts Education Administrator, Palm Beach County Public Schools

**Peggy Nolan**, Art Resource Teacher for Brevard County

**Karen Wilson**, Education Director for the Maxwell C. King Center for the Performing Arts

Dr. Tom Pearson, Peggy Nolan, and Karen Wilson presented information on the Kennedy Center for the Performing Arts Partners in Education Program (KCAAEN) and describe how two KCAAEN partnerships in Florida are structured and operate.

KCAAEN's purpose is to assist arts and cultural organizations throughout the nation develop and/or expand educational partnerships with their local school systems in order to establish or expand professional development programs in the arts for all teachers.

The short and longer term goals of the organization are to assist partnerships:

- Build capacity to sustain a partnership between local arts organizations and the schools in their community,
- Build the partnership's programs in professional development for teachers,
- Explore other ways they can grow their partnership,
- Research and evaluate the effectiveness of programs, and
- Document and share information about their programs with the network of partnerships around the country at the annual conference.

The KCAAEN program includes, as communicated on the Website:

- “A four-day Institute that examines program models and planning strategies for establishing or expanding professional development programs in the arts for all teachers;
- “Follow-up consultation and ongoing communication to assist partnership teams in program and partnership development;
- “Annual multi-day meetings and intensive seminars to assist teams in their partnership and program development;
- “Special access to Kennedy Center touring programs and other resources, and
- “Granting opportunities for conducting professional development research and creating state-based collaborative initiatives.”

Pearson reported that:

- Each partnership can look a little different depending on the partners and the funding, and
- The utilization of the professional development personnel from the Kennedy Center can be different based on need.

He then described how the Palm Beach Partners in Education Program, a joint effort of the Palm Beach County Schools, The Raymond F. Kravis Center for the Performing Arts and the Kennedy Center works, ending his part of the program with a discussion of future partnership programming ideas under consideration.

The Brevard County partnership encompasses the School District, the King Center for the Performing Arts, and the Kennedy Center. Its purpose is to train artists to be exemplary teachers, so they can work in the classroom and train and mentor the School’s teachers in how to integrate the arts into the teaching of their subjects. The Partnership and its work are funded through grants from the Kennedy Center and the King Center.

Nolan and Wilson described the evolution of their project with the Kennedy Center, which when first begun, relied exclusively on Kennedy Center artists to work with them and Dr. Mary Palmer, an arts education consultant supporting the project. The Kennedy Center artists provided planning and curriculum development, and modeled how arts integration works by visiting classrooms in the County’s schools and demonstrating arts

integration techniques. Now, there are a sufficient number of qualified local artists trained as exemplary teachers to help support the training process for teachers in the schools enabling the partnership to reduce the number of Kennedy Center artists required to sustain the program.

In assessing the partnership with the Kennedy Center, the presenters reported that the benefits include:

- The annual visits to the Kennedy Center and all the information those provide.
- The experience of site visits to other school district's programs and the learnings they provide,
- The Network of colleagues with whom they can share information and guidance, and
- The Scholarships to help fund the artists that the Kennedy Center provides to help defray the cost of Kennedy Center staff.

The challenges to continuing and expanding the effort are:

- The high cost of the program, which makes it difficult to get sponsorship support, and
- The small size of Melbourne and, therefore, limited resources in the community and limited number of education staff at the King Center.

The limitation on human resources available also makes Melbourne less eligible for Kennedy Center funding than larger areas, as some of its grants are geared toward generating larger numbers of trainings.

### **Arts, Technology, Careers, and High School Learning Communities:**

#### **Working Together for Students**

**Cindy Balistreri**, Sarasota County School District and FAAE Vice President-Education

**Susan Burke**, Community Youth Development

Cindy Balistreri, an educator, and Susan Burke, a business and community leader, presented the strategy and plan developed to implement a comprehensive approach to arts, career and technical education for the Sarasota County Public Schools. A

significant part of the discussion illustrated how to design a program among business, education and arts partners; effectively build a case for it, and present such a program to decision makers. Their presentation provided a “Best Practices” textbook example of how to develop a partnership among public, private and independent sector entities to advance quality arts education.

The speakers outlined the composition of the ACE coalition in Sarasota County and how it operates. The Coalition is really two groups, The Arts Education Task Force and The Community Schools Partnership for the Arts(C/SPA). The Task Force, which is now part of the Sarasota County Arts Council and advocates on behalf of the arts in the County, is made of up community members from the education departments of arts organizations and principals of schools. The Community Schools Partnership for the Arts is an advisory committee to the superintendent. Its members include school representatives, principals, and arts teachers who work with community people on projects inside of the schools. This year, it focused on careers in the arts and skills in the arts that will help advance those careers.

The presenters explained Small Learning Communities (SLCs) for the non-educators present – they are schools within schools organized around Major Areas of Interest. Each high school has arts and communications SLCs. They are the largest, most popular and highest performing. In addition, there is a push in the Sarasota High Schools toward CTE (Career Technical Education) courses.

Susan Burke then outlined the steps taken to develop the integrated approach to Career and Tech Ed and Arts Courses in high Small Learning Communities.

- Research
  - A collaborative team within the Arts Task Force read all the cutting-edge thinkers such as Daniel Pink, Sir Ken Robinson, Karlyn Adams, Arnold Packer, and Thomas Friedman, on what the nation’s industry profile should be (innovative and creative) to maintain a competitive position in the world economy and the attributes of the workforce needed to achieve that profile. Their research included the foundational SCANS (Secretary’s Commission on Achieving Necessary Skills) Report. From the research, they identified the issues that the Sarasota Schools should address in

building curriculum and an integrated approach to educating an innovative work force. It condensed the articles, books, and studies into single page summaries to be used in briefing packets to decision-makers to substantiate aspects of their case and proposal.

- Research was also carried out to identify model career and technical programs of particular interest and information sheets were prepared on three: the Manchester Craftsmen's Guild in the Pittsburgh Public Schools that combines arts and business; the George Washington Carver Center for Arts & Technology in the Baltimore County Public Schools that incorporates business, technical vocational skills, visual and literary arts, a lot of math and science, and High Tech High in San Diego, a network of schools 100% of whose graduates go on to college. High Tech High does not have specific classes, but works on a project basis with class work integrated into the projects. Its Website posts a lot of the curriculum by grade level. In discussing the Carver Center, Burke commented that Magnet Schools of America has a lot of helpful information.
- The research team then looked at arts jobs throughout the U.S. economy, identifying both the types of jobs and magnitude of job openings around the country. For example, there are 2000 jobs in tech theatre currently unfilled in the U.S.
- They also researched the arts-related jobs in their EDC's creative cluster and other local sources. They found through the Americans for the Arts research that the arts have \$123 million in economic activity (expenditures) in Sarasota County. One corporation identified, the Cavanaugh Company wanted to get involved. It has 70 employees, makes super sensitive strings for musical instruments and exports around the globe. The researchers
- The research team saw the local performing arts organizations and their programs as a resource for teachers and began planning in-school and outside of school arts education opportunities, as part of the coordinated curriculum model.
- In developing the academic approach, they correlated the arts to CTE, because their research indicated it was critical to have classroom instruction teach to industry standards. They found Web design and digital design were being taught by IT people with no design input so the team advocated team teaching. They

also advocated bringing appropriate CTE programs into arts and communications programming -- programs that were not being taught.

- The team asked for a pilot professional develop workshop including English, science, and math teachers, as well as guidance counselors, and sought to involve teachers in designing the plan.

The outcome of this work was an integrated approach to arts, technology and career education for high school students whose need and benefits were thoroughly documented. It has been adopted by the Sarasota School Board.

### **Twinking Our Teaching: Aligning Arts Education with the 21st Century Skills**

**Dr. Linda Lovins**, Arts Education Specialist, Florida Department of Education

Dr. Lovins focused her attention on teachers in the classroom when addressing the subject of aligning arts education with 21<sup>st</sup> Century workforce skills – skills for jobs that may not yet exist. Those skills include the ability to synthesize ideas and solutions, to analyze their value, to persevere, to be practical, to step back and let the mind work through a creative problem, to bring together seemingly unrelated ideas to forge new solutions. All, she said, can be and are taught through arts education and required in the creative process and all are required in the Creative Economy. She acknowledged the challenge facing teachers who must comply with state and Federal mandates, often larger than desirable class sizes and students with wildly diverse backgrounds and learning styles and signaled to her audience that the arts are pivotal to inculcating those skills in the 21<sup>st</sup> Century work force.

She advised her listeners that there is already significant alignment of current teaching practices in the arts with the development of “21<sup>st</sup> Century Skills,” providing a number of examples. She then helped attendees look at the language they use to describe how they teach and the language being coined among educational theorists and futurists to describe what they already do. Clarifying context and content and being able to communicate that, is important to substantiating the value of what they do and building support for continued funding of arts education.

**(Quote)**

*It was a privilege to host a reception for attendees of the FAAE Leadership Summit at the Park. Arts and culture are very important to the quality of life we all enjoy in Florida. It was our way of saying 'thank you' for all that those attending do.*

Jan Stratton, Universal's Vice President of  
Community & Diversity Relations  
Universal-Orlando

# Wednesday, June 18, 2008

## *Wednesday Morning Session*

### Awards Breakfast Presentations

**Sibille Hart Pritchard**, President, FAAE

**The Honorable Kurt S. Browning**, Secretary, Florida Department of State

**Ambassador Harriet Elan-Thomas**, Office of the Special Assistant to the President for  
Global Perspectives, University of Central Florida

**Mary Palmer, Ph.D.**, Conference Organizer, Moderator

Secretary Browning introduced the members of his staff present: Assistant Secretary and Chief of Staff Dawn Roberts; Deputy Secretary JuDee L. Pettijohn, Office of Cultural, Historical and Information Programs, and Laura Stone, Program Manager, Division of Cultural Affairs. He reported that with the assistance of those in the room and many others, he was able to prevent the end of the Division of Cultural Affairs and thanked attendees for their involvement in arts education, saying a quality education must include the arts. He said his two sons studied music and he credits their success in large part to the arts. He also cited his elementary school music teacher, who had such an impact on him, saying, "You make an incredible impact on those kids."

Browning spoke about the focus of the Summit and the need to prepare students for the Creative Economy, referencing the statistical indicators of the benefit of arts education in schools and careers, and saying he was a "firm believer in the impact of arts education on achievement." He also discussed the impact of the arts on:

- Economic development and
- Quality of life issues.

He ended by expressing his appreciation for the work of those in attendance.

Ambassador Elan-Thomas, who has established the School of Diplomacy at the University of Central Florida, was, for many years, the Deputy Director of the US Information Agency. She drew on her decades of diplomatic experience to talk about the

importance of arts and culture to the global economy and as a way of influencing thinking and feeling. She described how she told America's story abroad through arts and culture. That technique proved to be especially valuable when the Foreign Service could not communicate through political channels. Elan-Thomas referenced the recent performance of the New York Philharmonic in North Korean performance of the New York Philharmonic, the role she had young performing artists play as Artistic Ambassadors when she was Cultural Attaché, and her use of the Dance Theatre of Harlem on television in Greece to try and calm anti-American sentiment and activities between 1983 and 87.

Ambassador Elan-Brown continued her address with a discussion of the importance of arts and culture in every one of the countries in which she served, saying, "Art is the soul of a people," and that exposure to our arts increased respect for the United States in every country in which she served. She spoke about the Kodak-sponsored exhibition in Istanbul as an important example of building bridges to the people of a nation and described the use of the arts as part of the balance of soft and hard power in diplomacy. She called the arts "a main ingredient of peace."

### **Awards Presentations**

**Sherron Long**, President, Florida Cultural Alliance

Sherron Long took the podium to make presentations to the 2008 ACE/FAAE Award recipients. They were, each, recognized for their unstinting work in support of the arts education.

The **ACE of Hearts** was awarded to JuDee L. Pettijohn, Deputy Secretary of State, Office of Cultural, Historical & Information Programs, State of Florida, for her unflinching commitment to the arts and her generous and unstinting efforts to provide information and assistance to arts organizations and arts educators throughout the state.

*The creative spirit processes stimuli from our surroundings into expression....Training in this sensory perception and the ability to translate it into expression – visual, literary or performance -- is an integral part of arts education.*

*Heightened perception, along with the ability to focus a wide array of sensations into a tangible or visual form, is an important commodity and one that can be utilized in many aspects of life – relationships, business, and education.*

JuDee L. Pettijohn, Deputy Secretary of State

The **Doris Leeper Award**, named for the founder of the Atlantic Center for the Arts, was awarded to Constance Rogers, Visual Art Teacher at Van R. Butler Elementary School in the Walton County School District, in recognition of her outstanding leadership and contributions in arts education in the classroom. Rogers is known for her work as a presenter on inclusion in the visual arts for VSAarts of Florida and has been selected as Teacher of the Year in each school in which she has taught. Through Rogers' efforts, the Van Butler School has been recognized as an Arts Achieve School. She has published a book of short stories, *Powerful Classroom Stories by Accomplished Teachers*.

Egret Lake Elementary School in Palm Beach County and North Fort Myers Academy in the School District of Lake County were each recognized with the **Arts Achieve! Model Schools Award**. Egret Lake Elementary, a Title I school, was named one of three elementary schools in the Palm Beach County District to become an Arts Integration Pilot Program School, funded by a Pew Charitable Trust grant. The Artist-in-Residence and arts teachers provide a well-rounded foundation in arts education and the arts-related school events have increased parent participation to 90%. Principal Rebecca Subin was singled out for her leadership, as well as Linda Tylka, Terrion Nelson, Visual Art and Music Teachers, respectively, in the school.

North Fort Myers Academy for the Arts in the School District of Lee County was also awarded the Arts Achieve! distinction. It is also a Title I school which has developed an arts enriched curriculum with arts integration strategies from K-8<sup>th</sup> grade. All students, even those with physical or mental challenges, participate in the school's arts program and all fourth and fifth graders select an art major in which they participate for a year. Middle school students are allowed two-year art elective. The school itself is designed to

support strong arts programming and arts integration. Dr. Douglas Santini, Principal, and a cadre of arts teachers were recognized for their work.

The **School Board Award** was given to the School Board of Brevard County (PBS). Brevard Public Schools (BPS) ranks as one of the highest-achieving school districts in Florida and has “First in the Nation” aspirations. The School Board holds “Master Board” distinction from the Florida School Boards Association, one of 38 boards in the state to have earned that status. Just last year, Brevard Public Schools won the Florida Governor’s Sterling Award for organizational performance excellence – only the second school district to receive the honor at the district level. This spring, BPS was recognized as a national leader in music education with “Best Communities for Music Education” award from the NAMM (National Association of Music Merchants) Foundation. PBS is one of only 110 school districts across the United States and three in Florida to be so honored. Brevard has a total of 23 of the 31 Music Demonstration Schools statewide and all five honorable mention sites, leading the state in this program. Florida is using the Brevard Excellence in Visual Arts Award to create a Florida Art Demonstration School model.

*Currently, the Brevard Public Schools spend between three and four percent per capita of the education budget on arts education. I hope this award -- which recognizes our district for being highly supportive of the arts and high performing -- will provide protection against the budget cuts arts education is facing.*

The Honorable Janice Kershaw, Chairman, Brevard  
County Public Schools

State Senator Evelyn J. Lynn, Volusia County, was given the **Legislative Leader Award**. She is nationally recognized leader on matters pertaining to children and families and on educational improvement. Dr. Lynn, who was elected to the Florida Legislature in 2002, is the first woman to chair the Senate Committee on Higher Education Appropriations. She has been recognized for her support of business and economic development as keys to improving education and family security. Senator Lynn worked to pass Florida’s A++ Middle School and High School redesign legislation.

She serves on the Education Commission of the States and the Women in Government and Access to Higher Education Task Force, and is one of twelve now serving on the National Council of State Legislators Blue Ribbon Commission on Higher Education. Prior to her career in the Legislature, she spent almost 30 years as a teacher, then as Assistant Superintendent of the Volusia County School District.

The **School Administrator** Award was given to Jayne Ellspermann, Principal of West Port High School in Ocala, Florida. Her leadership has contributed to the continued development and support of a visual and performing arts secondary school in Marion County Public Schools. In addition, West Port High School houses the Marion County Center for the Arts magnet program in visual and performing arts. She has contributed both professional leadership and community commitment in support on visual and performing arts education and cross curriculum project development in Marion County Public Schools. Mrs. Ellspermann represents the Florida Association of School Administrators on the Arts for a Complete Education/Florida Alliance for Arts Education (ACE/FAAE) Board and is a past President. She also serves on the Florida Association for Secondary School Administrators Board of Directors.

Two **Arts Education Professionals Awards** were presented at the Forum: Margot Knight, President & CEO of United Arts of Central Florida, and Peter Stark, Director of the Orlando Ballet School. Knight, who manages the combined fundraising campaign for the arts in Orange, Osceola and Seminole Counties, raises millions of dollars each year for the major cultural institutions in the Central Florida region, as well as for a grant program open to small arts groups. She serves as a spokesperson for the arts in the public policy arena and brings an arts perspective to the deliberations of key in the community including the: Central Florida Partnership, *myregion.org*, and Orlando/Orange County Convention and Visitors Bureau. In 2004, the Citrus Council of the Girls Scouts of America honored her with a Woman of Distinction Award, and she received the Women's Achievement Award in Arts & Culture in 2006. In 2007 she received the prestigious, Michael Newton Award of Americans for the Arts.

Peter Stark, who danced leading roles with the New York City Ballet, was appointed director of Orlando Ballet School (OBS) in 2000 and has grown the organization from one to four school locations in three Florida counties. OBS is widely considered one of

America's best ballet academies garnering two rave reviews in *The New York Times* for New York performances. Students are winning major international ballet competitions and receiving jobs with the world's best dance companies. Mr. Stark established accreditation for OBS with the Southern Association of Colleges and Schools in 2001. He has choreographed works for The Washington Ballet, Central Pennsylvania Ballet and Orlando Ballet, including the audience favorite, Cinderella. In addition to serving on grant panels for the National Endowment for the Arts, Mr. Stark has received honors including Central Florida Arts Educator of the Year and was featured on the cover of Dance Teacher Magazine.

The Business Leaders Awards were presented to Patty DeYoung, Executive Administrator of the Darden Restaurants Foundation, and Deanna Costa, Producer of Education and Outreach at the Adrienne Arsht Center for the Performing Arts of Miami-Dade County. DeYoung has served as the Executive Administrator of the Darden Restaurants Foundation for the past 17 years and is responsible for bringing forth grants to the Board of Trustees for approval. In addition, she is responsible for Darden's corporate contributions and works with and is a member of the Communities Activities Committee at Darden Restaurants, whose main purpose is to provide volunteer opportunities to Darden employees. DeYoung is known and respected throughout the Central Florida Community and is sought-after for insight and guidance on philanthropic and community issues. She serves on a number of non-profit boards and advisory committees and is a member the Central Florida Donor's Forum; a consortium of local donors and funding organizations, and the Florida Philanthropic Network, an organization of the largest foundations in the state.

Deanna Costa is the Producer of Education and Outreach at the Arsht Center. Through her efforts, it has provided funding, technical and staff support for 22 school-based residencies in inclusive classrooms with students of varying disabilities, and three culminating student performances in the Center's Black Box Theatre. The performances constituted, for many of these students, their first visit to a performing arts center and their first opportunity to perform before a live audience. Under Ms. Costa's leadership, the Center provides funds for the teaching artist residencies and funds the space for performances. The Center also provides a full production and technical staff for all performances. Deanna Costa's vision to promote inclusive programming at the Center

and her ability to garner internal support from other Center administrators demonstrates the true commitment to provide a full range of cultural and learning experiences for all Miami-Dade students.

The **Community Volunteer Award** went to Debbie Fahmie, Music Educator Teacher, Cypress Elementary School, Osceola County Public Schools. She is a tireless worker for arts education and a vibrant and talented music educator. Her excellence as a teacher was validated when she was named as one of five finalists for the Florida Teacher of the Year award in 2007. In addition, Cypress Elementary School, under her leadership, was named a National School of Distinction in Arts Education by the Kennedy Center for the Performing Arts in 2007. Fahmie takes her students into the community to use their efforts to support worthy causes and to build a spirit of community involvement and volunteerism in them. They have performed throughout the county and in addition provided special programming at the state's Anti-bullying Conference and at the National Migrant Conference.

### **Community Roundtables and Closing Remarks**

**Bruce Rodgers**, President-elect and Moderator

Without quality and access to arts education for Florida's school children, it will be difficult, if not impossible to teach them the skills of thought and perception required by the Creative Economy. In acknowledgement of that and the current threat to arts education because of No Child Left Behind and state and local budget cuts, Rodgers led community roundtables by asking what attendees could do, beyond their day jobs, to help arts education. Roundtable recommendations included:

- Contributing to and volunteering in the political campaigns of those who support the arts like State Senator Evelyn Lynn;
- Joining and supporting arts organizations such as ACE, the Cultural Alliance, local PTOs, and/or local arts organizations;
- Communicating with friends, associates, local non-arts organizations and opinion leaders on the value of arts education in a Creative Economy, and
- Writing thank-you letters to legislators, members of the business community, etc., for their actions in support of the arts.

Rodgers then spoke about the importance of organizing local ACE coalitions in areas that do not have them, in order to advance arts education and a goal for his term in office. He launched the second and final Roundtable discussion by returning to the challenge he gave Summit attendees during his Keynote Speech at the Opening Reception. During his address he asked them to think about the present state of arts education in Florida in terms of quality and access, and to assess how to quantify o so that forward progress can be measured. He asked those in attendance to brainstorm the criteria at their tables. An array of ideas was developed and shared including:

- Percent of budget directed to arts education;
- The existence of a sequential, standards-based arts education curriculum;
- Qualifications of artist teachers;
- Access to music, visual arts, theatre and dance instruction in the elementary schools;
- Access to exhibitions and live performances, and
- Number of certified arts teachers.

Each table's notes from the Roundtable Discussion were turned in, and the moderator reported that the FAAE Board would refer to that work when developing its measurement and evaluation tools.

He thanked everyone for their participation in the Summit and adjourned the proceedings at 11:00 a.m.

## **Appendix A**

### ***FAAE Board of Directors***

President – Sibille Pritchard  
Brooksville Development Corporation

President-Elect – Bruce Rodgers  
The Hermitage

Past President – Jayne Ellspermann  
Florida Association of School Administrators

Treasurer – Marian Winters  
VSAarts of Florida

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