



MASSACHUSETTS ARTS EDUCATION LEADERSHIP SYMPOSIUM

Summary Report

I. Welcome

Kathy Tosolini, Unified Arts Director, Plymouth Public Schools and Chair of the Massachusetts Arts Education Collaborative (MAEC) welcomed symposium participants. Additionally, Kathy Knowles, Executive Director of the Zeiterion Performing Arts Center welcomed the group to the Zeiterion and the city of New Bedford.

II. Pulse of the Nation: Arts Education Research and Advocacy with Karen Erickson, Teaching Artist, Kennedy Center

We are waiting to receive Karen's presentation and will forward it to you when we do. Much of her research came from Imagine Nation at <http://www.theimagination.net/>.

III. Panel 1: A Massachusetts Viewpoint on the Status of Sequential Arts Education

- Kathy Ennis (KE), Executive Director, Primary Source, and Member, 21st Century Skills Task Force, Mass. Board of Elementary and Secondary Education
- Wyatt Wade (WW), President, Davis Publications
- Dennis Winn (DW), Assistant Superintendent for Curriculum and Instruction, New Bedford Public Schools
- Kathy Tosolini (KT), MODERATOR

Kathy Tosolini introduced the panelists and provided a framework for the discussion – to provide a diverse perspective on the status of sequential arts education in the Commonwealth.

Dennis Winn (DW) began and noted that he “comes as a detached observer on the power of arts education.” He has been involved with the National Institute for School Leadership, a national group that looks at education and issues of the global economy.

He said, “Left brain work is not going to prepare kids for life in a global economy; right brain work will as it is about the big picture and issues related to humanity.” He said that the focus on left brain activities is “shortsighted” and ignores the real needs of kids related to a global sensibility that relates directly to the arts.

Prior to his being superintendent he was principal at the Hathaway School in New Bedford, which incorporated arts into the curriculum, especially classroom instruction and English Language Arts. He said that integrating the arts made a difference in students’ performance in state tests. “Arts for arts sake are invaluable,” DW noted. “New Bedford Public Schools is committed to making sure New Bedford students have access to the arts and arts infusion. We’re excited about where we’re poised to go in next few years.” He noted that these are tough budget times: “We need the support of the arts community to do it.” To be successful, people need a renaissance experience that includes English Language Arts, math, and critical thinking.

DW commented that teachers are the most important people in the school system, not school administrators. He shared a story about how students created a story and illustrated it by starting with art making. The results were better than what we would have received without the arts. He closed by stating his commitment to make arts a central part of our curriculum.

Wyatt Wade (WW) provided some historic information about Davis Publications, which is solely dedicated to visual arts publications and curriculum. He said he is buoyed by the discussion of advocacy and improving arts education in schools, but remains concerned that the visual arts are not well-represented in schools. He expressed concern that core subjects, like the arts, be taught by credentialed teachers. Bringing outside artists into schools can be well meaning, but it should always be considered enrichment. He commented, A fine educational system should focus on arts, sciences and humanities. Reading should be taught through those subjects not as a subject of its own.

He posited that one of the main problems is that so few people have had a good art education that people don't know what a good arts education looks like. In referring to Daniel Pink's, A Whole New Mind, he said that conceptions are changing in the business world and to a slower degree in the education world.

WW commented that we need major funding sources to support and advocate for the arts, to focus on arts education being respected, and to focus on implementing quality curriculum. He believes that the "pendulum is swinging." WW participates on the Partnership for 21st Century Skills board with other business leaders across the country. (For more information, go to: <http://www.21stcenturyskills.org/>.) He described an arts education summit that Americans for the Arts convened at Sundance, UT. He said that he made it clear that we know how to do arts curriculum and assessment. "From my being persistent about this the group agreed that it is vital that there be a full time arts education specialist to deliver arts education programs in schools."

Kathy Ennis (KE) is the director of Primary Sources, which designs professional development programs for K-12 teachers around globalizing school curriculum. In her work she sees "Teachers learning that they need to get political in supporting important subjects like the arts." KE is on Massachusetts' Partnership for 21st Century Skills Task Force, which is charged with thinking about 21st century skills and how they should be applied to education in the state. She is chair of the teacher preparation and professional development task force.

KE shared a power point presentation from the Task Force which can be found at: http://www.artsllearning.org/uploads/P21_presentation.ppt

KT asked panelists: What do you think we should be doing to move our agendas forward?

KE suggested having conversations with other people in your schools like parents to figure out how to integrate the arts into all subject areas. How do you get more kids exposed to the arts? She commented that arts integration is a critical way and directly relates to the 21st Century Skills charge.

WW commented that we need to advocate with big money institutions who are investing in advocacy. Make sure they focus on art being a core subject in the curriculum of schools. Math is not infused into other subjects. Art should be taught as its own subject with certified arts teachers. We should be working on trying to build as large a network as possible to focus on this issue.

DW commented that we're not going to move anywhere until teachers believe that the arts will improve instruction. If we don't affect teachers' belief system, it will be difficult. Primal brain is ego focused – after we've talked about me let's talk about me. We need to demonstrate to teachers how infusion of arts centered curriculum will improve student achievement. Teachers don't see the connection between "arts centered" and "student achievement." He added, We have a narrow

definition of student achievement. There's an assumption that smart kids do well on MCAS, that we can create smart kids. We can't create smart kids but can lead kids to become smart and the arts are central to that.

IV. Panel 2: *Advocacy Tools to Garner Local Support for Arts Education: MAEC Arts Leadership Advocacy Toolkit Project and Kennedy Center Arts Audit*

- Irene Buck (IB), Executive Director, ArtWorks!
- Kathleen Castro (KC), Drop Out Prevention Specialist and Public Relations, New Bedford Public Schools
- Diane Daily (DD), Education Program Manager, Massachusetts Cultural Council
- Hank Mastey (HM), Chair, New Bedford Cultural Council, NBHS Restructuring Committee and School Council, Parent Advocate
- Kerri Quinlan-Zhou (KQZ), Director of Fine Arts, New Bedford Public Schools, MODERATOR

Introductions and Reasons for Involvement in Audit Process

Kerri Quinlan-Zhou (KQZ) introduced panelists and began a PowerPoint presentation, *Advocacy Tools to Garner Local Support for Arts Education*, which includes access to the MAEC Advocacy toolkit. See her presentation at: http://www.artslearning.org/uploads/Audit_Toolkit_Presentation.ppt

Irene Buck (IB) talked about the pace of change in arts education as both slow and fast. "Changes continuously happen. We've been hearing about 21st century issues for last 5 years, but some are hearing it for the first time." She stated, "The passion in my heart is what kept my determination to improve. ... My focus has been about where we live together, about the city, a sense of place, and how important arts are for basic living together. Now we're talking about creative cities. What brought me to the table was wanting us all to live in a creative place in which the youngest and oldest can express themselves."

HQZ commented that IB is one of the "usual suspects" to involve in advocacy efforts and brings institutional and historic knowledge to the table.

Kathy Castro (KC) stated that personally she has an interest and passion in the arts, as an avocation. She noted that the arts have provided a "reason for students to stay in school. They are a very, very necessary turn-on for kids." She added that this is evident in the tapings of holiday concerts that are broadcast live through a local TV station. She reiterated that she sees the arts as a core part of education and as drop out prevention.

Hank Mastey (HM) described himself as one of the "unusual suspects." He has had children in the New Bedford Public School system. His daughter left the public schools to go to private schools and later reentered the public schools. HM commented, "I then realized how decimated that arts were due to the MCAS system." He explained, there was a new mayor who needed a link to the schools. He asked me to connect him with Kerri (NBPS Fine Arts Director) and the audit began that winter.

KQZ commented that she was new to the district and Diane Daily (DD) of the Massachusetts Cultural Council (MCC) called her to see whether she might be interested in leading the district through the audit process.

DD said that MCC is well aware that arts education is best promoted when done at the district level where so many decisions are made. MCC decided to resurrect the Kennedy Center Arts Audit in Massachusetts about five years ago. Richard King, former fine arts director in Beverly, conducted an audit that was profiled in a Kennedy Center report. MCC partnered with him and then reached out

to several other communities to conduct audits. MCC provided the tools and the support to help communities develop support to go forward and advocate for the arts. The audit looks for what is working, and identifies opportunities for growth. Through the process advocates can build community support and develop a three to five year arts plan, which develops a vision for arts education.

General Audit and Toolkit Discussion

KQZ explained that MAEC and its Leadership Team received a grant from the Kennedy Center to create an advocacy toolkit. She added that the toolkit is an ever changing web-based resource available online. The current link to the MAEC Advocacy toolkit is: http://www.newbedford.k12.ma.us/fine_arts/MAEC%20files/MAEC%20Tool%20Kit.htm. (The toolkit will be available on NALC's new web site in December.)

KQZ stressed that as part of the advocacy process it's important to understand what you know and what those at the table know.

IB commented that advocacy is a flat word. She emphasized the importance of always bringing your passion and what you do in your heart to the table. "Your determination makes it happen. What gets me up early in the morning is the willingness to know that change is inevitable. It's important and it will happen. You can't think about this in a passion-less way. It's about the passion that you know in your heart that will make the tools that are available the tools that you will use to communicate."

KQZ commented that it's also important to get people who will play devil's advocate to help you anticipate arguments and to develop the most effective rationale. "We used what would work best in our community." She commented that folks should adapt the tools to their community.

DD said, "The audit tool is a good starting point as a guide but we found that communities wanted to tailor it to their own needs." MCC has a library of questionnaires that were developed from seven different audit communities. She urged folks to get many different points of view as part of the audit process – community members, teachers, students. You need a caravan, a bus or an SUV with lots of seats. Ask different sectors what their perspective is.

New Bedford had 8,000 survey responses and folks at UMASS Dartmouth helped crunch the data. DD commented, Don't be scared off by the data. There are always graduate students who need work. Reach out to universities in your community. Developing a survey takes time. The best audits take at least a year. Through the process you are building support and creating advocates. You need time to get the survey right.

MAEC Advocacy Toolkit

KQZ shared the MAEC Advocacy Toolkit, which is organized by: (1) Analyze and Clarify the Situation; (2) Organize Your People; (3) Organize Your Message; (4) Implement Your Program; (5) Continue the Support.

Comments on Toolkit Section: (1) Organize your people

KQZ commented on the importance of creating a network of support. Look for the unlikely suspects that may move in different spheres of influence than your educators. Look for key players that where many different hats. KQZ commented that "it's easier to start with the zealots but try to get people out of your comfort zone."

HM commented that he is one to represent multiple hat wearers in the community. He is chair of the Local Cultural Council, on the High School Restructuring Committee, and is a board member of Art Works! He knows how to bring people together and can get people to come to meetings.

KC commented that she is part of the local business community and does radio/TV print media work. She has the ear of the superintendent and works closely with teachers, students and school administrators. She said as part of this process, “you need people like us who are not in the field so to speak but are passionate about the arts.”

DD said that some communities have been able to bring in school committee members. “It’s important to keep them informed.”

KQZ said that it’s important to find folks in schools who have the power to make change.

Comments on Toolkit Section: (2) Organize your message

KQZ said that local data can become invaluable, especially student perspectives. She added it’s easy to get a headline in the newspaper. Use data to support your message. As part of the New Bedford audit, forums were held in the community – a parent open mike with speakers and presenters. Supporting data was collected from the event, such as parent quotes. Later, a Leaders Forum was held that used the parent data. One of the forums was televised on a local cable channel.

DD noted that the parent forum was hugely well attended. It gave the community the opportunity to know that they’re not alone. A community of parents showed up and had an opportunity to express their opinions. It was an opportunity for people to comment from the passion of their heart, which can later be a powerful tool with the school committee, newspaper/press. The passion convinces people. Decision makers want to hear from the community. It also gives advocates a chance to articulate their vision.

HM was part of the parent forum. He commented, once you have parents buying in to the notion that they’ve lost something valuable, school administrators will begin to think about how to give it back. It’s important to get leaders together – bring those who are not involved in education together with education and political leaders. Find school committee allies. He noted, “Our current mayor wanted to be converted.”

IB said that a parent forum provides an opportunity to hear what you might not want to hear, but what is important to get out to the public. It allowed everyone to understand parents’ expectations and the *what* and *where* of related problems. KQZ said, “Be prepared to feel the fire.”

The Leaders Forum had a “glossier edge” and looked for 40-50 leaders in among the cultural community, ethnic groups, local neighborhood groups.

KQZ commented, when you’re ready to implement your advocacy campaign you must have elevator speeches and know your talking points. Be ready with data and a ten minute power point. Have position papers and be prepared to do interviews.

KC commented on the importance of utilizing different media streams. Teachers may be reluctant to talk about what they’re doing. Get photos with students, teachers and principals. Create a short story or get spot time on TV or radio. Press releases are very important to create and get out.

KQZ said that the audit was presented to the district administration. The extensive three year arts plan sat on the shelf for a year. Recently a new school superintendent was hired and is interested in implementing the plan. The new superintendent is interested in doubling the arts staff and creating a new magnet school, among other things.

V. Advocacy Strategies and Successes Work Groups with Karen Erickson, Teaching Artist, Kennedy Center

Karen led the group in identifying possible strategies to move your advocacy agenda forward?

- Leave Kennedy Center audit in your community
- Call your legislator; become a best buddy
- Influence hiring of teachers in schools (those that value arts – even classroom teaches)
- Help schools in your area think about professional development and how to train classroom teachers, arts educators in arts. Work within time frame.
- Create marketing plan with newspapers, local TV that highlight kids in the arts
- Place students on advocacy teams/committees
- Put forward research in arts. Help with research programs on the impact of the arts.
- Create a presentation and speak to principals and superintendents.
- Documenting student learning – flip video. Video students, stories. Then open and put in computer put on screen.
- Send thank you letters from students and teachers to anyone who supports and funds arts, to school board
- Have students present on arts to school board
- Form partnerships
- Create local award for business support of arts. Nominate for state award.
- Write letter to editor, and another...(stacking letters)
- Volunteer for boards, panels, think tanks
- Gather personal stories of state high profile people in the arts; people who will tell their story about what arts meant to them and use stories in advocacy efforts.

VI. Job-Alike Groups Addressing Key Questions with MAEC Leadership Team Members & Illuminating Connections and Developing Action Steps with Karen Erickson and MAEC Leadership Team Members

PROFESSIONAL DEVELOPMENT (arts coordinators)

Create and participate in models that support:

How

1. Arts Integration
2. Creative thinking across the district
3. Advocacy/understanding of Arts programs
4. Arts leadership: How to be leaders?

Who

- Arts and classroom teachers
K-12 faculty/administrators
Arts coordinators/principals
Arts coordinators

Contacts:

- Diane Daily
- Piper LaGrelus (Arts Integration PD workshop) pml923@mail.harvard.edu
- Deborah DiFruscia
- Lisa Dube-Scherr (Arts Integration/Creative Thinking), 413-931-2262, Norman Rockwell Museum
- Rosemary Agoglia and Meghan Burch, Eric Carle Museum
- Ruth Weber, Young Audiences (artist and teaching training)
- Victoria Smith (Creative Arts in Reading)
- Hillary Milens, Amherst Community Arts Center
- Meredith Eppel Jylkka, NALC (advocacy/arts leadership)
- Paul Sedgewick, Boston Arts Academy Center for Arts in Education
- Mary N. Hurwitz (interested in learning more), 508-994-3827, mnhurwitz@comcast.net
- Kate Hancock (interested in developing PD for teachers and how to use theater as a teaching tool), The Vineyard Playhouse, 508-693-6450 x19, kate@vineyardplayhouse.org
- Joni Parker-Roach (support artists through my fine art gallery)
- Maria Fontained (PD presenter), Haverhill High School, 978-374-5700, mfontaine@haverhill-ps.org
- Pat Mitchell (help train principals)

KENNEDY CENTER AUDIT (art teachers)

How

Who

Review audit (example)

art teachers here

Look for local audits

local/neighboring communities

Gather like-minded advocates

students, parents, admin., other cty members

Present to community

exp. – faculty meeting

Contacts:

- Kathy Tosolini and Meredith Eppel, MAEC (Mass Arts Education Collaborative)
- Diane Daily, MCC (Mass Cultural Council)
- Caitlin Antrim

PARTNERSHIPS (art non-profits)

Purposes:

- General community well being
- Seek funding
- Marketing

- Expanding audience
- Professional development

How

Start local → expand

- do legwork
- call the “whos”
- surveys

Who

Other nonprofits

- Schools
- Media
- Business/political

Contacts:

- Diane Daily, MCC (working with arts organizations)
- Meredith Eppel Jylkka, NALC
- Arlene Frasca, Schoolsmarts@hotmail.com, www.melroseschoolsmarts.org, 781-662-5575, (arts education advocacy group, doing KC audit)
- Heather Gianfriddo, gianfhea@quaboag.org
- Sarah Morin, chathsar@quaboag.org
- Vicki Hayes, Harvard Grad School of Education (Arts in Education), vch529@mail.harvard.edu (director of non-profit acappella singing program – in/after/outside schools)

DOCUMENT STUDENT LEARNING

How

- Art work in schools
- Piggyback on Community event
- Web site/school
- Cable TV and print
- Award ceremonies
- Presentations to school board
- Document Student work (their own stories)
- Library and banks, shows

Who

- Teachers/Paras/Students
- Teachers, parents, school administrators, students
- School media personnel
- Local media
- Admin and teachers
- Cultural Council, teachers, students
- video and photo
- Teachers

Contacts:

- Denyse Brown
- Joni Parker Roach (would love to hear about your documentation process)
- Brian – document student work (w/simplified and fully-detailed supporting curriculum and text) on a web site – then send the URL to parents, teachers, admin, etc., bcarman02@yahoo.com

DOCUMENT STUDENT LEARNING (non-profits)

How

Film process from beginning to end. Film interviews with parents, students and teachers from previous years as well as current participants

Who

Local filmmaker, local cable tv station, film studies intern (high school or college)

Contacts:

- Karen Hartnagle
- Charles Washburn, VSA arts of Massachusetts (VSA arts has an evaluation protocol to document student learning called the Curriculum Map, cwashburn@vsamass.org)
- Sarah Ward, sgi719@mail.harvard.edu, 801-556-7755

LEADERSHIP AND GENERATIONAL SHIFTS (higher ed/research)

Develop platform for new ideas addressing generational shifts in leadership, helping younger leaders come along

How

Meeting

Who

MCC/MAEC

Students

Young leaders

Contacts:

- Arlene Frasca, Melrose SchoolSmarts
- Karen Frechette, Chicopee High school (arts educator)
- Kerri Quinlan-Zhen, New Bedford (student leaders in school district)
- shayhamel@mac.com, intergenerational is sooo important to me. 0-100 Community Choruses, volunteers (elders), retirement home visitation, music as therapy
- Jon Vecchiarelli, talking to my school if you need student representatives or myself
- Abigail Sulliance, Dance Teacher, Boston Public Schools, Abigail.sullivan@gmail.com
- Hillary Milens, Amherst Community Arts Center
- Victoria Smith, Creative Arts in Reading
- Ruth Weber, Young Audiences
- Bronwyn Cooke and Hannah Stinson, New England Aquarium
- Lisa Dube-Scherr, Norma Rockwell Museum

CREATE A LEARNING COMMUNITY THROUGH TECHNOLOGY

(business/admins/educators)

Linked-In, You Tube, Facebook, Arts Ed Blogs (NAEA newsletter), 2nd life

Contacts:

- Kerri Quinlan-Zhou, New Bedford (would participate in video-conferencing, 2nd life, wikis)
- Lynne LaValley (Be sure to let older generations know what younger ones feel is normal, e.g., Facebook. A new teacher invited students to his/her Facebook page and principal was ready to discipline him/her. This was the way their college professor had communicated.)
- shayhamel@mac.com (I have wanted/dreamed of opening a cultural center locally)
- Kathryn Berry Poulin, kpoulin@freelake.org
- Laura Davila-Lynch, ldavilalynch@boston.k12.ma.us (Currently have a blog for the city of Boston and am organizing a Web 2.0 workshop for arts teachers in Boston. <http://bpsarts.blogspot.com>; <http://webartroom.wikispaces.com>)
- Babette Mariner, music specialist, Boston Public Schools, bmariner@boston.k12.ma.us
- Sarah Morin
- Meredith Eppel Jylkka, NALC

TEACHER TRAINING IN THE ARTS (PD) FOR CLASSROOM TEACHERS

How

Who

Identify who is in charge of PD decisions

Arts teachers

Write proposal for PD in arts integration for classroom teachers

Arts teachers

Write proposal to enroll teachers in PD offerings

Principal → teachers

(decide what could be offered; include value of that offering)

Mandates PD for teachers

Principal or leadership team/administrator

PD offered

Arts teachers and arts partners facilitate

Classroom teachers participate

Next steps...

Arts audit? Creating interest, gather information, give people a voice

...Organize a group

...See what others are doing and consolidate efforts

How

Who

Contacts:

- Kerri Quinlan-Zhou, New Bedford (will help to connect with KC Partners in Education)
- Gail Pepe, gpepe@ipswichschools.org
- Babette Mariner, music specialist, Boston Public Schools, bmariner@boston.k12.ma.us
- Tamar Langer-Donat

- Sara Ward, sgj719@mail.harvard.edu, 801-556-7755
- Caitlin Antrim, MEd Creative Arts in Learning, Lesley
- Deborah DiFruscia
- Sharon Hamel, shayhamel@mac.com
- Boston Arts Academy, Center for Arts Education, cevans@bostonartsacademy.org
- Piper LaGrelus, pm1923@mail.harvard.edu, coaching/long-term mentorship, Harvard Grad student – Arts in Education
- Nicole Smith
- Jane Bregoli
- Charlie Washburn, cjwashburn@vsamass.org, VSA arts has a workshop on Art as a tool for Universal Design for Learning
- Bcarman02@yahoo.com, I have some thoughts
- Rosemary Agoglia, Teacher training, Visual Thinking Strategies (VTS)
- Victoria Smith, Creative Arts in Reading
- Hilary Milens, Amherst Community Arts Center
- Lisa Dube-Scherr, Norman Rockwell Museum, 413-931-2261
- Beth Delforge, love to help people define PD
- Helen Downey, hdowney@mps-edu.org, K-12 arts coordinator in Marlboro

THINK PINK!

We commit to read A Whole New Mind.

We will then advocate for our entire staff and administration to read the book!

Run discussion groups about the book.

We will advocate for the arts using Pink to support our “unequal advantage”

Contacts:

- Diane Daily, MAEC and MCC, how to connect statewide
- Meredith Eppel Jylkka, MAEC and NALC, help connect to statewide event
- Deb Colella, dhcfred@aol.com
- Helen Downey, hdowney@mps-edu.org, K-12 art coordinator in Marlboro
- Tamar Langer-Donat, tamar.langer@verizon.net
- Harvard Grad Students: Piper LeGrelus (pm1923@mail.harvard.edu), Vicki Hayes (vch529@mail.harvard.edu), Sara Ward (sgj719@mail.harvard.edu, 801-556-7755)
- Beth Delforge
- Babette Mariner, music specialist, Boston Public Schools, bmariner@boston.k12.ma.us

- Deborah DiFruscia
- Jane Bregoli
- Denyse Brown and Joni Parker-Roach, would be interested to explore a book group
- Lynne LaValley, want to know more
- Kathryn Berry Poulin, kpoulin@freelake.org
- Paul Sedgewick, p_sedgewick@hotmail.com
- Devon Borges, Taunton, tdborges@comcast.net
- Lori Anderson, sounds like a great idea; would like to be a part of this
- Arlene Frasca, schoolsmarts@hotmail.com or afmedill@aol.com
- Sara Ewing, sara.ewing@art.state.ma.us
- Lauren Johanson, Lauren.Johanson@art.state.ma.us
- Linda Blum, lm_blum@hotmail.com, Ipswich
- Sarah Morin, chathsar@quaboag.org
- Heather Gianfriddo, gianfhea@quaboag.org
- Jessica.dasilva@gmail.com
- jcronin@dartmouthps.org, any information on implementation
- Maria Pauline, mariapauline2001@yahoo.com, Taunton Public Schools
- Ruth Weber, Young Audiences of Mass.
- Victoria Smith, Reading = Creative Arts
- Maghan Burch, meghanb@carlemuseum.org

VIDEO/CABLE ARTS SPOT (K-12 arts educators)

Alums, students, admin., community, civic and business leaders, teachers, parents

Value of the arts in the 21st century

Marketing your programs successes/strengths

How: PR/Media contact (submit prepared info)

Partnerships

Presentations

Who: Teachers, parents, local businesses

Contacts:

- Caitlin Antrim
- Lori Anderson

- Beth Delforge, I produce a professional printed newsletter 3 times a year. 4000 members would share
- Helen Downey, development of permanent collection for loan to business, for sale to public
- Check out my fine arts website and use anything that resonates:
www.marblehead.com/schools/finearts
- Jessica.dasilva@gmail.com
- Brian, bcarman02@yahoo.com, hold/host/put on a community wide Art Day in your city/town; have a scavenger hunt for student artwork displayed in area businesses

VII. Visit with Senator Mark C. Montigny

Senator Montigny thanked the group for his Legislator award, which he received during MAEC 22nd annual awards ceremony last spring.

He explained that New Bedford was the richest city in the world at two different times. He spoke of the role of the arts and culture in New Bedford's history and how the city is pursuing the city's next renaissance through the same means.

He spoke about reinforcing activism. Teachers can't simply work hard in the classroom. In this climate it's not enough. Long term change starts at the public school level. He stated that the arts community should focus more on external advocacy. "I'm hoping you'll redouble your efforts in your own communities. It's not hard to accomplish. People just need to be made more aware. You need to make the case."

He discussed the importance of local advocacy and highly recommended staying connected to statewide networks. He added, "You'll be surprised how responsive elected officials will be. It's that simple. In the end, it's simple grassroots advocacy."

He suggested that folks begin by talking about bettering the minds of young people: "If you don't bring up young people with creative minds, you may lose." Then, look at communities like New Bedford that have turned around as a result of arts and culture. Take that message to your local community – the school committee, principals, etc., and say that this is what we want and what we deserve.

Be in the face of people who are making decisions. Anyone who tells you that there is a rational process that goes on in the state capital isn't telling you the whole truth. There is a lot of money being spent, and what gets supported is a question of priorities. Grassroots advocacy is the only thing that will win over money if politicians understand what they may lose.

VIII. Maintaining the Connection with Meredith Eppel Jylkka (MEJ), Executive Director, National Arts & Learning Collaborative

MEJ thanked the MAEC Leadership Team, especially Kathy Tosolini and Kerri Quinaln-Zhou for their work in planning the day's events; acknowledged the contributions of event partners: Zeiterion Theatre, New Bedford Public School, NALC, MAEC, and the Kennedy Center Alliance for Arts Education Network (KCAAEN); and thanked presenters and panelists for their participation.

She explained that NALC will be working to maintain a connection among the group by sharing a summary report from today's discussions. She encouraged folks to network and utilize the symposium contact list, and to utilize their MAEC membership, which they received by registering for the symposium.

NALC will be launching a new web site in 4-6 weeks that will include opportunities for users to participate through discussion tools, an arts education blog, social networking/Facebook, exhibit opportunities, an event calendar, advocacy resources (toolkit), curriculum sharing and more. NALC and members of the MAEC Leadership Team are available to provide assistance with using advocacy tools. There will be an opportunity to reconvene during a spring Arts Advocacy Day, which is being planned by MAEC.

NALC is planning the annual Massachusetts Arts Education Partnership Institute with partners Lesley University, Massachusetts Cultural Council and VSA arts of Massachusetts in early June 2009, which will focus on the role of leadership in sustaining quality arts programs in schools. MAEC's 23rd annual awards ceremony will be held in conjunction with the Institute. The same week the Arts Education Partnership will hold its quarterly meeting in Cambridge, which will focus on arts education and the role of higher education and certification issues.