

COMMUNITY

Issue No. 83

U P D A T E

January 2001



“Once you engage the kids, the rest will come.”

Michael Greene, president, the Grammy® Foundation

FULL STORY ON PAGE 4

Secretary Champions “Partnership, Not Partisanship”

Speech Points Out a Consensus for Education in Light of Elections

In the final major speech of his tenure as Secretary of Education, Richard Riley offered an optimistic outlook on the future of education.

Following the November elections, Riley said, “We have reached a new consensus around education in this nation for improving it and making it a national priority, even as we respect that it is a state responsibility and a local function.”

He said the votes that passed state measures for greater investments in education are a clear reflection of the country’s support for public schools, which serve 90 percent of America’s

children.

“There is a growing consensus about the effectiveness of higher standards, reasonable assessments, parent involvement, well-trained teachers, and a quality learning environment,” he added. “This consensus is built on partnership, not partisanship.”

The Secretary celebrated improvements made in education in the last eight years, including the creation of the 21st Century Community Learning Center initiative, which funds after-school programs for more than 800,000 children, and has garnered thousands of local and national partnerships.

“Students’ minds don’t close down at 3—and neither should their schools,” he said. “And it’s through these strong local partnerships that we are keeping schools open and giving children better opportunities to succeed.”

The November 16 address also marked American Education Week and International Education Week.

“Sometimes people forget that an emphasis on international education helps strengthen other aspects of domestic education,” he observed.

Riley, an advocate of dual-language schools, expressed hope that “every school in the U.S. will use technology to

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COMMENTS

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Community Update is published by the Office of Intergovernmental and Interagency Affairs, U.S. Department of Education.

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A Bigger Picture of Arts Education

Recent research confirms the importance of studying the arts. While there is some disagreement about the magnitude of its benefit in improving math and reading scores, evidence points to the positive benefits of integrating the arts into the curriculum for a variety of academic and social outcomes. These benefits include:

In one survey, nearly 80 percent of eighth-graders highly involved in the arts earned mostly As and Bs in English compared to their peers who were less involved (64.2 percent). — *Champions of Change*, a compilation of seven major studies on the effects of arts on student achievement in grades K–12.

“The occupants of arts-centered schools see themselves as members of communities...[T]he arts encourage students and faculty members to work together, to create things together, to perform together, to display the results of their efforts together.”

— *Gaining the Arts Advantage*, a summary of high quality programs in 91 school districts across the country.



Students who were asked to play instruments almost every day scored almost twice as high, (on average, 53 percent) in music performance as compared to those students who did not have music all year (27 percent).

— *The NAEP 1997 Arts Report Card*, a national assessment of the arts in grade 8.

These reports are available at www.aep-arts.org, the Web site for the Arts Education Partnership, a coalition of educators, arts organizations, and citizen groups.

For additional resources for teaching and learning the arts, visit www.ed.gov/pubs/StateArt/Arts/resource.html.

(CONTINUED FROM PAGE 1)



share information with a school from another country. This would encourage children to learn a second language and invite teachers to work together to meet the challenges that arise in every classroom.”

Serving from 1993–2000, Richard Riley has had the longest running career as Secretary in the history of the Department of Education, since its creation in 1980.

For a full copy of his speech, visit www.ed.gov/Speeches/11-2000/001116.html.

Satellite Town Meeting

Tuesday, January 16
8:00 p.m.–9:00 p.m. E.T.

A Miami high school where students feel safe; a Navajo reservation where schools use technology to revolutionize learning; and a community-wide effort in Michigan where the housing authority and the police are helping students learn to read are among the programs featured in the January Satellite Town Meeting, “The Good News in Education: Best Practices in School and Community Partnerships.” The pre-recorded program will highlight stories from recent broadcasts.

To join the Satellite Town

Meeting, call 1-800-USA-LEARN (1-800-872-5327), or visit www.ed.gov/satelliteevent. Also, view live or archived Webcasts of the meeting by visiting Apple Computer's Apple Learning Interchange at <http://ali.apple.com/events/aliqtvtv/>.

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance of Business, with support from the Bayer Foundation, the Procter and Gamble Fund, and Target Stores.



Life Lessons in the Arts

By E. Frank Bluestein, *Germantown, Tennessee*



Recently I heard from two former students. Paul came by to tell me that a major national firm had hired him as a division manager in

its accounting department, the youngest person ever to be placed in this position.

I asked him how he got the job. He quickly pointed to his involvement in the theatre arts program at our school. The enhanced self-esteem, the courage to take risks, the ability to clearly articulate one's thoughts, the discipline required to get it right, the rush of emotion experienced through creation—these were the factors that allowed him to be selected from over fifty or so older candidates.

Jim also wrote to tell me of his recent success with a major broadcast network in Los Angeles. He is a writer, producer

and video editor. He reminded me how his parents had tried to convince him that he needed a “real” career to fall back on just in case the “artsy” thing didn't work out. He confided that “through the arts I am able to see the world more clearly and understand myself more deeply.”

Arts teachers are often on the defensive, forced to justify the what, how, and why of what we do. Some of my colleagues' arguments follow the “Mozart effect” rationale: arts training is valuable because it helps student achievement throughout all areas of the curriculum.

Other teachers will tell you that the arts should be considered as significant as any core subject. Harvard researchers Ellen Winner and Lois Hetland recently wrote that “the arts are as important as the sciences, and that a central purpose of education is to teach our children to appreciate great human creations of all sorts.”

My own sense of it is that arts education is inherently valuable because it does both things simultaneously. It helps students learn incredible life lessons that they can apply in any field.

Equally important, the arts in and of themselves are a critical component in the development of every child. The arts in multiple ways permeate every aspect of the human experience. I don't have the statistics of a Harvard researcher, but I do have letters, e-mails and calls from former students like Jim and Paul that would back me up. And I suspect a lot of other arts teachers out there have the same.

E. Frank Bluestein is chairman of the Fine Arts Department at Germantown High School and the founder of the school's theatre, the Poplar Pike Playhouse. He is the 1994 Tennessee Teacher of the Year and the 1996–97 Disney and McDonald's Performing Arts Teacher of the Year. He is also a frequent speaker and writer on arts-related issues.

Arts After School

Around the country, many communities have found a way to put together two good ideas—arts education and after-school programs—in a powerful combination.

Offering activities such as theater, music, dance, creative writing, and visual arts can increase student achievement, decrease students' involvement in delinquent behavior, and improve their attitudes about themselves and their future. Integrating arts activities with after-school programs also gives schools and communities new opportunities to build partnerships.

A new publication called *How the Arts Can Enhance After-School Programs* describes several examples of schools and communities around the country working together in innovative ways.

For example, “Arts Attack!” is a Calhoun County, Florida, program funded by a 21st Century Learning Center grant from the U.S. Department

of Education. The W.T. Neal Civic Center teams with Blountstown Middle School to offer summer day camps, Saturday morning programs, and tutoring, mentoring, and counseling for 170 students and their families. Said the program's Suella McMillan, “These are kids who don't get out to museums, so we bring the world to them.”

For a free copy of *How the Arts Can Enhance After-School Programs*, call 1-877-4ED-PUBS (1-877-433-7827), or visit www.ed.gov/pubs.

For the past three years, the President's Committee on the Arts and Humanities, and the National Endowments for the Arts and the Humanities have recognized ten outstanding after-school arts programs with “Coming Up Taller” awards of \$10,000 each. For more information, visit <http://arts.endow.gov/partner/Taller00/Intro.html>.



Many of the research reports mentioned in this issue are available online at the Arts Education Partnership (AEP) Web site at www.aep-arts.org. Founded in 1994, AEP is composed of over 100 national education and arts organizations that promote the essential role of arts education for all students. For the past several years, AEP has focused on examining successful local partnerships. In 1999, it issued *Learning Partnerships*, a guide for community leaders who seek to combine their talents and resources to address arts education needs, which is also available on their Web site.

The ART of Student Success!



Learning at Harmony Leland Elementary School in Mableton, Georgia, is a form of art. A unit on Mexico, for instance, was a virtual trip to the country in which first graders dressed up in ponchos, ate tacos, danced to Salsa, greeted each other with “¡hola!” and hand-crafted maracas, as they learned about the history of the Aztec Empire.

Every aspect of the arts—music, drama, dance and visual arts—was woven into one lesson.

“It was just phenomenal,” said teacher Denise Walker, who donned a flight attendant uniform for the imaginary airplane to Mexico. “The kids were super-excited about it. And the skills they

mastered in such a short amount of time were totally amazing.”

Walker, a third-year teacher, says this “artful learning” approach that Harmony Leland adopted two years ago has completely changed her teaching style as well as her outlook on how children learn.

The method is the handiwork of the Leonard Bernstein Center (LBC) for Learning, one of the education programs at the Grammy® Foundation. Based on seven years of collaboration and field research with educators and researchers, the center prepares teachers, through an ongoing series of professional workshops, to use the arts to strengthen teaching and learning in all subjects.

“The real idea of this program is to get the students to enjoy learning,” says Michael Greene, president, the Grammy Foundation. “It’s less about specific content than it is about the process of learning. Once you engage the kids, the rest will come.”

The Bernstein project is part of a larger effort to develop every student into a fluent reader. In 1998, amid efforts to revitalize the school, Harmony Leland became the first Leonard Bernstein Center in Georgia. Located in a suburb of Atlanta, the school had been undergoing drastic demographic changes in the last five years, shifting to a majority African-American population, with more than half of the students qualifying for free or

reduced price lunch.

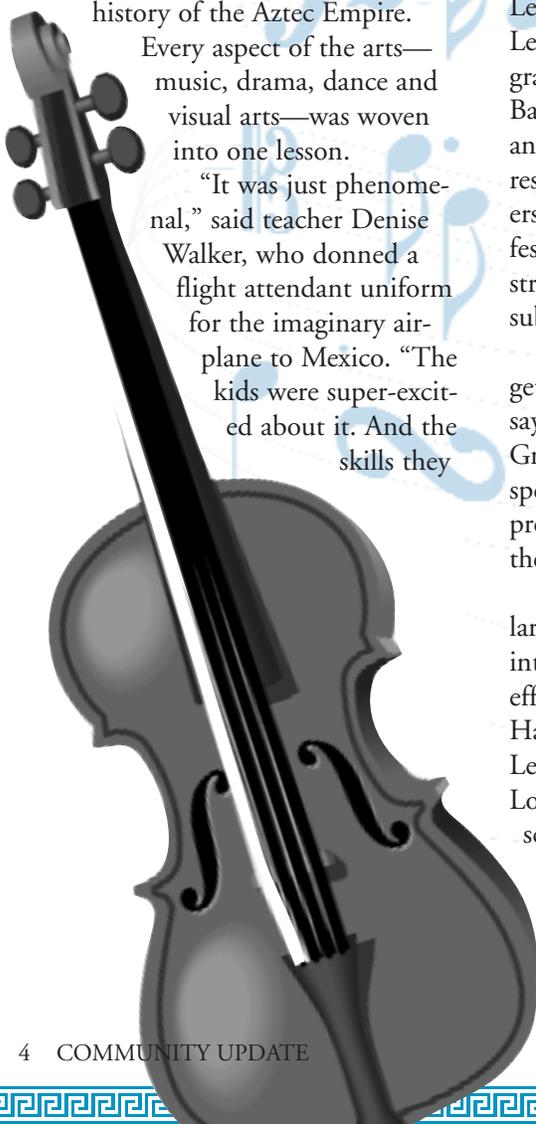
“When I came, Harmony Leland was a school that needed a new vision,” said Principal Sandra McGary, formerly Cobb County schools’ cultural diversity coordinator, who joined Harmony Leland three years ago to turn around the school.

The community was already clam-



Music teacher Crystal Peters and students learn as they play.

oring for an arts curriculum to team up Harmony Leland with the arts magnet high school into which the elementary school would eventually feed its students. The superintendent at that time had started a Bernstein Center back in his Nashville, Tennessee, district and encouraged McGary to take a look. McGary, along with a group of teachers from Harmony Leland and the local middle school, made the visit and then trav-



eled to Portland, Oregon, to see another LBC school.

"We saw kids excited about learning. We saw kids running to get to class. Then we saw kids being able to explain the lesson and retain the information that they were taught even a year earlier. And we looked at those kids, and we looked at each other, and we knew that we could make this work at Harmony Leland," said McGary. The project has full staff participation, including the special needs and physical education teachers.

Although Harmony Leland is in its second year as a Leonard Bernstein school, last year's test scores reveal, at certain grade levels, a 13-18 percent increase in reading for which

McGary credits the Bernstein model

as a tool that engaged the students in learning.

Each grade-level unit is tailored to meet the district's standards, providing a framework of creative ideas for teaching the core curriculum. For example, the Bernstein unit may suggest a masterwork of Picasso as an introduction to a geometry lesson.

"Everything is taught as an integrated curriculum. That's why this model fits so beautifully," says Susan Hanson, facilitator for the Bernstein project and Harmony Leland's learner support strategist.

For a third-grade lesson on Africa, in which the overarching concept was "patterns," the music teacher fused the arts with several disciplines. For example, students created complex rhythms

using mathematics. They also used math formulas to build 15 West African drums, with help from high school students.

"It was fun, because I did a lot of things I've never done before," said Nia Oates, now in the fourth grade. She said what she remembered most about the lesson was the language, in which her class translated English words into Swahili, developed their own symbols based on a study of different symbols from Ghana, and then created their own Web pages as a final project.

Music teacher Crystal Peters learned to expand the lesson from the training workshops that she attended as part of the Bernstein pro-

gram. For a week in the summer, teachers receive training from a team of artists and education consultants that spans over three years. McGary and her staff are hoping Harmony Leland can become a training site to prepare more schools.

In addition to the Bernstein partnership, the school started a unique program that affords every

student a violin to take home. More than 500 violins are on loan, free of charge, a venture McGary says has been funded with "a lot of prayer" and the school board's support.

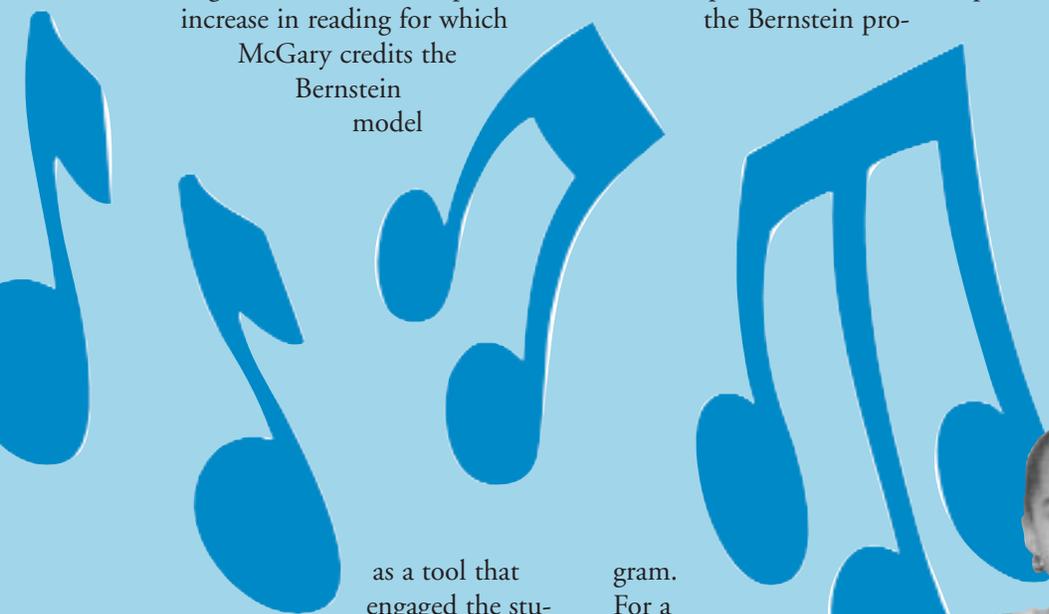
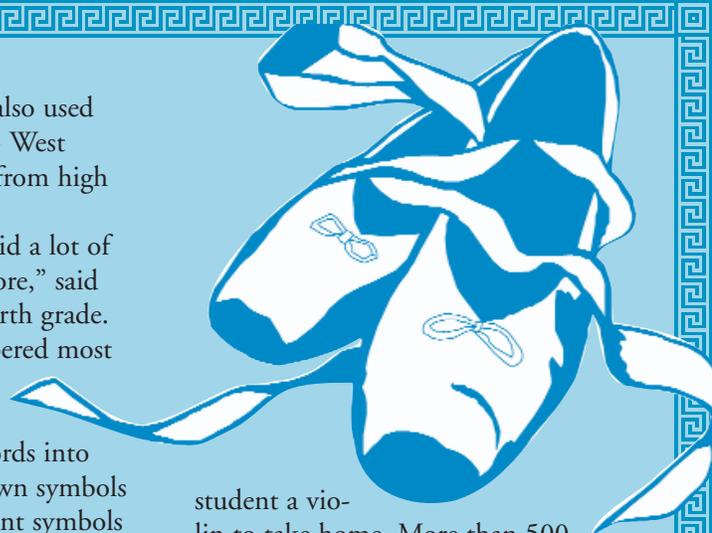
"The violin is one of the most difficult instruments to learn to play," explains Hanson. "Not that they will perfect the instrument, but they will learn the discipline of the instrument, to motivate them to do better in their schoolwork."

In the spring, 25 Harmony Leland students will join the Atlanta Youth Symphony in an event facilitated by the Grammy Foundation.

"We have many different tools that will lead us to our literacy goal," says McGary, about the Bernstein and violin programs. "We work hard on so many things. And these are just the pieces that put the puzzle together."

For more information on the Grammy Foundation's Leonard Bernstein Center for Learning, visit www.grammy.com/foundation/lbc_main.html, or call 310-392-3777. To learn more about Harmony Leland Elementary School, contact Susan Hanson at 770-732-5635 or at larryh@mindspring.com.

Nia Oates and one of the drums she helped build for a lesson on Africa.





PARTNERSHIP

for Family Involvement in Education

A coalition of more than 6,500 business, community, religious and education organizations nationwide. To join the Partnership, call 1-800-USA-LEARN or visit <http://pfie.ed.gov>.

Arts Network Gives Bright Ideas in Education

Since 1952, Young Audiences (YA) has worked to make the arts an essential part of young people's education. This year alone Young Audiences presented nearly 100,000 professional performances, workshops and residencies in the performing, visual and literary arts. A leading network of arts in education services, YA reaches more than 8 million young people nationwide.

Yet, as remarkable as YA's reach has been, the organization believes it has a larger role to play in education. "The proliferation of new technologies, the explosion of languages and diverse cultures in our schools, and the ever-shifting landscape of the workplace have led to a re-examination of how to improve teaching and learning," says Richard Bell, national executive director of YA. "In initiating value-added resources for schools, Young Audiences is committed to being responsive to these realities."

In recent years, in YA communities across the country, artists and teachers



Visual Artist Charlotte Lindsey works with students to create a mosaic.

have uncovered ways in which the arts can help students meet high academic standards. This has led Young Audiences to develop Arts for Learning (A4L), an innovative program that uses the Internet and the media to help teachers access best practices nationwide.

In a three-year national field test, Arts for Learning harnesses the power of the arts in a dynamic application of technology to live artists' programs and teacher professional development services.

A4L gives teachers access to community cultural providers, arts specialists and classroom teachers within their school system and across the country. The A4L Web site allows teachers and artists to collaborate and create ways in which specific arts programs can be used to reach students with varied learning styles, languages and special needs.

Over the next two years, Arts for Learning will expand to include up to 15 community sites in urban, suburban and rural school districts and 10 A4L Nexus sites, partially funded by the National Endowment for the Arts, focusing on specific arts disciplines and special areas of interest. Each site will be connected to every community and Nexus site. A4L community sites currently online or in development include Atlanta, Indianapolis, Miami, New York, Philadelphia, Portland, San Francisco, and San José.

For more information about Young Audiences and Arts for Learning, visit www.youngaudiences.org, or e-mail eva@ya.org.

Free Resources Available from the Partnership

The Partnership is starting off the New Year with a recently published booklet about the benefits of the arts in after-school programs. "We want to make it better known to communities that the arts is

a way of providing high-quality after-school learning," says Director Menahem Herman.

Available also are a number of materials on family involvement in education that include research findings, tips

and examples of effective practices. To request a copy, call 1-877-4ED-PUBS (1-877-433-7827) with the order number below, while supplies last. A few of these publications are also available online at <http://pfie.ed.gov>.

(CONTINUED ON NEXT PAGE)



How the Arts Can Enhance After-School Programs provides an overview of arts programs that support after-school efforts in communities nationwide. It also includes a special section on useful Web sites and publications. (EE0455B)

Programas Despues de las Horas de Clase is the Spanish translation of *After-school Programs: Keeping Children Safe and Smart*, a new publication with a summary of research findings, programs and resources that can be used to strengthen local after-school efforts. (EE0448P)

A Call to Commitment: Fathers' Involvement in Children's Learning features examples of effective practices for strengthening fathers' involvement at school and in the community. (EK0277P)



Partnership for Family Involvement in Education CD-ROM Tool Kit, which includes overheads and key publications, groups materials by four sectors—family/school, community, employers, and faith-based organizations—for easy use. (EE0453C)

Partnership for Family Involvement in Education: Who We Are and What We Do is a snapshot of the activities of more than 6,500 Partner organizations who are encouraging family involvement in education. (EK0259P)

1999 Customer Satisfaction Survey Results reports what attracts organizations to the Partnership, and provides a comparison of 1998 and 1999 survey results. (EE0444W)



ABOUT *our* PARTNERS

Target Stores and the Tiger Woods Foundation are helping children start believing, start exploring, and start building, with "Start Something," a program that encourages children ages 11–14 to realize and fulfill their dreams.

"What we want to teach kids with Start Something is that each one of them has a dream, whether or not they even realize it," said Tiger Woods. "Once they come to this realization, then we encourage them to work toward their dreams in stages—just like I did with golf."

Participants in the program complete five levels of character-building activities that include a promise to read for 20 minutes a day. Those who advance to the last level and demonstrate leadership ability qualify to apply for a \$10,000 scholarship, among a number of incentives.

Launched this past October, Start Something is based on both organizations' shared interest in helping communities and America's youth. Using golf as a platform, the Tiger Woods Foundation for the last five years has been engaging the community in helping young people to pursue their goals. With a long history of supporting community efforts, Target Stores re-invests more than \$1 million a week into its local communities through grants and special programs.

Children can join Start Something, free of charge, by logging on to <http://startsomething.target.com>, or by filling out a registration card at any Target store.



ANNOUNCEMENTS

The current issue of *The Evaluation Exchange*, the newsletter for the Harvard Family Research Project, connects research, policy and promising practices for after-school programs. The publication is available online at <http://gseweb.harvard.edu/~hfrp/eval/issue15/index.html>. For a hardcopy, call 617-496-4304, while supplies last; please specify Vol. VI, No. 1.

The Disney Learning Partnership launched a "Family/School Connections" link as part of its Web site, www.DisneyLearning.org. This new resource provides opportunities for parents and teachers to share ideas for building successful collaborations.

Another new Web feature, the "Classroom Homepage Builder" from Scholastic Inc. will allow parents to log onto www.scholastic.com/parents/index.htm and, through links to teachers' e-mail addresses, receive information about classroom school assignments, test schedules and day-to-day activities.

While these resources are relevant to the mission of the Partnership for Family Involvement in Education, they are available from a variety of sources and their presence here does not constitute an endorsement by the U.S. Department of Education.

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Web Resources for Arts Education

The arts meet technology in a resource that helps enrich the classroom experience through artful learning. Students, parents and teachers can access a host of online arts education resources through the Federal Resources for Educational Excellence at www.ed.gov/free/s-arts.html. The National Gallery of Art, for example, coordinates an arts education program that loans over 150 teaching resources free of charge to educational institutions and organizations and individuals.



Art Nouveau: 1890-1914

Over 350 pieces done in this innovative modern art style are part of this exhibit. The collection contains paintings, sculptures, graphics, glass, ceramics, textiles, furniture, jewelry, and architecture. Visit www.nga.gov/exhibitions/nouveauintfo.htm.

Georgia O'Keefe: A Portrait

Alfred Steiglitz took more than 330 photographs of Georgia O'Keefe for almost twenty years to create the composite portrait, where one model was studied for an extended period of time. Visit www.nga.gov/feature/stieglitz/4intro.htm.

Omaha Indian Music

Traditional Omaha Indian culture can be experienced through music from the 1890s; songs and spoken-word from a 1983 Omaha harvest celebration powwow; and an interview with an Omaha musician in 1999, which can be found on the Library of Congress' Web site <http://memory.loc.gov/ammem/omhtml/omhhome.html>.

ArtsEdNet

The J. Paul Getty Art Museum in Los Angeles, Calif., provides materials and resources for arts education through their site www.artsednet.getty.edu. Teachers and students can find ideas for using art in the curriculum along with a library of related publications.