



**A**rts **E**ducation in **M**aryland **S**chools Alliance



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# SUPPORTING ARTS EDUCATION FOR ALL MARYLAND SCHOOLCHILDREN

Arts Education in Maryland Schools Alliance is a statewide partnership dedicated to advancing the cause of arts as a basic component of public education.

## VISION STATEMENT:

AEMS Alliance actively advocates local and statewide educational policy to ensure that every child in Maryland has high-quality opportunities for learning both in and through the arts.

## MISSION:

To achieve the goal of high-quality, systemic arts education—in dance, music, theatre and visual arts—for all Maryland schoolchildren.

## 2009—ACCOMPLISHMENTS AND ACTIVITIES

Throughout Fiscal Year 2009, AEMS has continued to sustain its support of high-quality arts education; initiate numerous partnerships and task forces; implement an array of interrelated arts education programs; and expand its organizational capacity. Our year-to-date list of our activities, programs, and initiatives is extensive.

Here are some of the highlights:

### HIGH PROFILE EVENTS

- Presentation of the 2009 Deans' Roundtable, co-hosted by Dr. Freeman A. Hrabowski, III, President of the University of Maryland, Baltimore County (UMBC) and Dr. Nancy S. Grasmick, State Superintendent of Schools. Deans of Education, Arts and Sciences, Liberal Arts, and Arts and Humanities of two-year and four-year institutions of higher education convened at UMBC to address arts education in the preparation of teachers for 21st century teaching and learning. Vibrant and highly productive roundtable discussions resulted in the articulation of far reaching recommendations to guide discourse as action plans are devised to ensure a central role for arts education in Maryland's P-20 schools.
- Presentation of the tenth annual Cultural Arts for Education (CAFE X) conference on May 21, 2009 at Towson University's Center for the Arts. The conference hosted presentations and information sessions on state and national issues affecting the field of arts education. The conference also featured forums on arts education research, best practices and the cultivation of partnerships between and among arts organizations, artists,

higher education, and school systems seeking to improve student engagement in learning and achievement in and through the fine arts. Significant event highlights include six concurrent workshop sessions repeated 3 times, presentation of Maryland Post-Baccalaureate Certificates in Arts Integration to five graduates of the multi-institutional arts integration program, presentation of the prestigious and highly-competitive *John F. Kennedy Center for the Performing Arts National School of Distinction* award for Outstanding Achievement in Arts Education to three Maryland schools, (Berlin Intermediate, Charles R. Drew Elementary, and Winters Mill High School), presentation of the Maryland AEMS Alliance/Kennedy Center Alliance for Arts Education Network *John F. Kennedy Center for the Performing Arts Schools of Excellence* award to five Maryland schools, recognition of Maryland *YoungARTS* and Presidential Scholars award winners, extraordinary performances by Maryland elementary, middle school and high school students, and presentations from representatives of the Governor of the State of Maryland and the Maryland State Department of Education.

CAFE is the only conference within the Baltimore City metropolitan area that specifically focuses on those issues affecting the arts and education within the State of Maryland. CAFE offers arts education supporters in Maryland a rare opportunity to network with their peers, to present to their peers in their area of expertise, and to learn directly from specialists about the most pressing issues affecting the field. Attendees bring the knowledge gained from CAFE back to their respective school districts and then use that information to promote and enhance arts education initiatives on the local level. Survey results and feedback gathered from previous CAFE conferences have inspired the creation of a number of AEMS Alliance programs including the Teaching Artist Institute and *The Maryland Fine Arts Online Instructional Tool Kit* professional development workshop sessions. The growth and public visibility that this event continues to enjoy on a yearly basis is noted by AEMS Alliance as one of its greater programmatic achievements when seeking additional sources of funding.

## PROFESSIONAL DEVELOPMENT

- Expansion of the Teaching Artist Institute (TAI), a professional development program for teaching artists. Initiated in FY 2007, TAI is conducted in partnership with Young Audiences/Arts for Learning of Maryland, the Maryland State Arts Council and AEMS Alliance. The TAI program trains teaching artists in the use and understanding of the Fine Arts Voluntary State Curriculum (VSC) as well as arts integration strategies that will enable them to more effectively engage teachers and students during their school residencies and other programs. TAI offered two programs during FY 2009 to accommodate increased demand for training at the advanced level as well as the introductory level. Quarterly follow-up workshops on topics such as classroom management, program marketing, and constructive feedback were made available to program alumni and enthusiasts. The Kennedy Center Education Department National Partnerships Program as well as the Dana Foundation have awarded grants that require matching funds to sustain this program.
- Administration of the Maryland Artist/Teacher Institute (MATI). Working in partnership with the MSDE and the Maryland State Arts Council, AEMS Alliance administers the Maryland Artist/Teacher Institute. MATI is an intensive professional development program for elementary and middle school teachers and administrators, conducted by master teachers, artists, and artist-educators in a residential university setting in the summer, with follow-up through the academic year. Through lectures, seminars, and workshops, teachers are provided with opportunities to enhance their knowledge of the relationships among content areas and of ways that the arts can be used to integrate curriculum, content, processes, and skills. Cross-disciplinary teams examine various models for integrating the arts into the school curriculum. The teams participate in hands-on workshops to become more familiar with creative processes and to develop an understanding of the continuous interaction that occurs among the arts and other content areas. The participants also begin the planning process for integrating the arts into instruction at their sites and sharing their work with colleagues. MATI was established to explore and demystify the arts as a force in a child's development and to enable teachers to become more knowledgeable, creative, and skillful in using the arts to engage children in active learning. Extremely high demand for this program has resulted in full capacity enrollment for the past six years, and an excess beyond capacity of over 115 applicants who could not be accommodated in the summer of 2009 because of State funding limitations.
- Establishment and administration of the Artist/Teacher Institute International (ATI International): a project of AEMS Alliance and MSDE. Modeled after the MATI program, ATI International is open to educators from within and outside the U.S. During the summer of 2008, twenty-two participants from Italy, Mississippi and Maryland attended the first week-long session of this new initiative. Concurrent sessions were conducted by the National Music Learning Leadership Certificate Institute, (MLL Institute), a team professional development certificate program presented by the Music-In-Education National Consortium in partnership with AEMS Alliance. Participants from ATI International and the MLL Institute shared professional development sessions and collaborated on projects and initiatives.
- Establishment of concurrent sessions of ATI International, the Teaching Artist Institute and the newly created 21st Century Learning Institute. During the summer of 2009, K-8 teachers attended a five-day workshop where Dance, Music, Theatre, Visual Arts, and Creative Writing are examined as distinct disciplines and used as a means to

access other content areas through arts integration. Teachers worked in teams consisting of teaching artists, Anne Arundel County teachers, other Maryland school system teachers and international teachers. These teams created lessons and an arts integrated unit (in the case of the Teaching Artist, they developed a residency plan.) The teams worked with Master Teaching Artists in each of the disciplines and were provided with strategies for arts integration.

- Presentations of MSDE sponsored AEMS Alliance professional development workshops for school systems throughout the State of Maryland. To date, Baltimore City Public Schools and the school systems of Allegany, Anne Arundel, Baltimore, Calvert, Charles, Dorchester, Frederick, Garrett, Harford, Kent, Montgomery, Prince George's, Queen Anne's, St. Mary's, Talbot, and Washington counties have received professional development training through this program. This unique initiative provides in-service training for teachers and education practitioners in two areas: 1) The *Maryland Fine Arts Instructional Tool Kit*: an online resource that has been developed to enhance understanding of the relationships among curriculum, instruction, and assessment processes as they affect teaching and learning, and 2) the Maryland State Department of Education's VSC in dance, music, theatre, and the visual arts. Workshop activities include navigation of the online Instructional Tool Kit and a review of the grade-by-grade (PreK through 8) content standards and measurable objectives present in the VSC. AEMS Alliance is the only organization currently providing statewide professional development workshops in the use of the online Instructional Tool Kit.
- Administration of the International Artist Teacher Exchange (IATE) program. IATE provides an opportunity for Maryland educators to obtain George Mason University graduate credit through professional development training in arts integration that focuses on the arts and culture of Italy. Participants join a cohort of teachers, administrators, and educators from Collegio San Carlo in Milan for this cross-cultural and cross-curricular experience. They tour the country, experience its arts and culture, work with Italian artists and then develop lesson plans based on their experience that they then implement in the classroom. Twenty-eight participants attended this year's program, which included visits to Riccione, Assisi, Urbino, Rimini, Verucchio and Cervia.

## COLLABORATIONS & PARTNERSHIPS

- Collaboration with the Johns Hopkins University, School of Education in the Neuro-Education Initiative and Council on K-12 Education. AEMS Alliance representatives were involved with planning, moderating roundtable discussions, and participating in a panel presentation for the Johns Hopkins University *Learning, Arts, and the Brain Summit* on May 6, 2009. Neuroscientists, researchers, education practitioners, teaching artists, parents, advocates, educational publishers, and policy-makers from across the nation convened to discuss what is known about arts and cognition, explore research priorities and opportunities, and develop methods of effective communication of findings to educators and stakeholders. During roundtable discussions, participants examined how learning can be enhanced through experiences in the arts. They explored strategies to discover how the arts enhance learning outcomes and contribute to cognitive and social development in children. Specific research topics were recommended for further study.
- Facilitation of local arts education program development. AEMS worked with the Baltimore City Public School system to create a blueprint for principals designed to facilitate the implementation of fine arts programs in schools. In collaboration with educators within the school system, AEMS staff members provided information detailing facility, budget, faculty, instruction and equipment requirements; resources; logistics; scheduling; and professional development training. AEMS also provided support for planning and implementation of a systemic arts integration program across the middle grades administered by Arts Everyday through funding from a Ford Foundation grant.
- Development and implementation of the AEMS *Maryland Arts Integration Network* (MAIN), a new arts integration initiative created to provide a venue where schools from across the state can meet to discuss the many challenges and benefits associated with administering arts integration schools. Information on curriculum mapping, scheduling, lesson planning, building community partnerships and creating an arts integrated school was provided during two MAIN events during the 2008-2009 school year. Over 250 participants attended and benefited from shared professional development resources in arts integration and strategies for the planning and implementation of an arts integrated school.

- The articulation of *Portfolio Plus* in partnership with MSDE: a comprehensive set of strategies that will ensure accountability for the quality of arts instruction. Strategies include traditional and longer-term assessments aligned with the VSC. Through the development and use of a variety of assessment strategies encompassed in *Portfolio Plus*, MSDE believes that a number of goals for evaluation of arts learning can be met. These assessment tools are intended to be useful to teachers in evaluating student learning and honing instruction; and to school systems and the state in measuring the effectiveness of arts education programs. AEMS has facilitated communication to the education field regarding *Portfolio Plus* in the context of state policy for arts education.

## PRESENTATIONS & OUTREACH

- Continuation of a state-wide Arts Integration Outreach Program to provide on-site workshops throughout the different regions of Maryland. Workshops on the arts-integrated approach to instruction and creating an arts integration school were presented for teachers, arts specialists and school leaders from numerous school systems. The goal was to introduce schools to arts integration as an instructional model and to develop formal networks of arts integration schools supported by online resources and mentoring. Arts Integration Outreach and Network Development events were presented for educators of Baltimore City and Anne Arundel, Baltimore, Cecil, Dorchester, Howard, Prince George's, Washington, Wicomico, and Worcester County school systems; the participants of the Teaching Artist Institute; the Maryland Fine Arts Coordinators; and the Archdiocese of Baltimore.
- Continuation of a multi-institutional program leading to a Post-Baccalaureate Certificate in Arts Integration. This unique in-service credential created by the AEMS Alliance Higher Education in the Arts Task (HEAT) Force is hosted by Towson University in partnership with the University of Maryland, College Park; University of Maryland, Baltimore County, and Johns Hopkins University. Five additional graduates were awarded the certificate during Fiscal Year 2009. Three new cohorts from Anne Arundel, Baltimore City and Montgomery County school systems have been added with a total of 50 students who were enrolled in the 2008-09 program. In addition, the HEAT Force will work on other initiatives such as encouraging institutions' admissions department representatives to allow for inclusion of the arts in a student's grade point average, and the development of programs to encourage the

training of teaching artists to work with fine arts specialists. The AEMS Alliance's Steering Committee members have also requested that the HEAT Force develop a system of follow-up to assist those teachers and principals who have begun arts integration initiatives through training received at the Maryland Artist/Teacher Institute.

- Presentations to constituent groups at conferences and briefings. AEMS Alliance participated in state and national presentations advocating for quality arts education opportunities and detailing research concerning the benefit of arts inclusion in the school curriculum. Arts education presentations for organizations on the national and international level included the Johns Hopkins University *Learning, Arts and the Brain Summit*; the Music Educators National Conference; the International Network of Schools for the Advancement of Arts Education; the Association of School Curriculum Development Conference; and Collegio San Carlo in Milan, Italy.

Presentations for state and local organizations included the Maryland State Teachers Conference, the Individual Differences in Learning Conference, Maryland Music Educators Association; Maryland Art Education Association; the Baltimore County Council of PTAs; the College of Notre Dame; and the Maryland State Department of Education's Administrative Briefings for Fine Arts Supervisors.

- AEMS partnered with MSDE, the Maryland Fine Arts Education Advisory Panel, and Maryland arts organizations to induce the implementation of the VSC into state policy and is involved with the Code of Maryland Regulations (COMAR) initiative for the fine arts.
- The AEMS Alliance Executive Director, Program Director, Director of Development, Board of Trustees Representatives and AEMS Task Force members met with State School Board members, legislators, delegates, senators and members of Congress as well as representatives from arts organizations and school systems throughout the State. They have served as consultants, professional development facilitators, and advisors as well as advocates for arts education in Maryland's K-20 schools. Through collaborative efforts with its many partners, AEMS Alliance continues to build support for high-quality systemic arts education – in dance, music, theatre and visual arts – for all Maryland schoolchildren.

## RECOGNITION

- Management of a state and national recognition program in conjunction with the Kennedy Center Alliance for Arts Education Network (KCAAEN). The AEMS Alliance/Kennedy Center state level *School of Excellence Award for Outstanding Achievement in Arts Education* was awarded to five Maryland schools for the 2008-09 school year. On the national level, of five schools selected each year from schools throughout the United States to receive the prestigious and highly competitive *John F. Kennedy Center for the Performing Arts National School of Distinction Award*, three of the honored schools were from the state of Maryland. The Kennedy Center honored Berlin Intermediate School of Worcester County, Charles R. Drew Elementary of Montgomery County, and Winters Mill High School of Carroll County with this award for *Outstanding Achievement in Arts Education*. Each of the three schools received \$1,000 for school arts programs and performed at the Kennedy Center. Kensington Parkwood Elementary School of Montgomery County received the national award during the 2007-08 school year, which was the first year the collaborative AEMS Alliance/KCAAEN awards program was initiated.

## ORGANIZATIONAL DEVELOPMENT

- Creation of the AEMS Alliance Advocacy Guide to enhance information dissemination to the arts education field and other constituents. Completion of an Annual Report and numerous grant reports. Continued distribution of printed materials and publications such as the *Parents Tool Kit*, *Evaluation Tool Kit*, the

brochure entitled Arts Education Research, the 14 brochure series summarizing the Maryland State Department of Education's *Essential Learner Outcomes for the Fine Arts*, and the MSDE four-volume collection entitled *Better Practice in Arts Education* for Music, Visual Art, Dance and Theatre.

- AEMS participated in the production and distribution of the *Hard Fun: Transforming Education Through the Arts* advocacy DVD. AEMS has presented the video to over 5000 individuals including legislators, principals, supervisors, educators, teaching artists, arts organizations etc. AEMS presentations of Hard Fun were included in state, national and international conferences, summits, workshops, meetings, and professional development sessions throughout Fiscal Year 2009.
- Production of the AEMS e-newsletter quarterly, supplemented by the AEMS e-alerts on a more frequent basis to keep the field apprised of time-sensitive issues.
- Procurement of the Berndt Group Services for redesign of the AEMS website. It is anticipated that the web-redesign will be completed within the first 3 months of Fiscal Year 2010.
- Heightened visibility as the work of AEMS Alliance was featured in press releases, interviews, press advisories, and a variety of publications and media outlets.

# FINANCIAL REVIEW

## STATEMENT OF UNRESTRICTED ACTIVITIES AND CHANGE IN NET ASSETS PAID FOR THE YEAR ENDED JUNE 30, 2009

<b>REVENUE</b>	Amount
Contributions	\$105,372
Grants	43,449
Investment Income	4,588
Conference and workshops	183,121
In-kind contributions	14,225
Net Assets released from restrictions	<u>437,430</u>
Total Revenue	<u>\$788,185</u>

<b>EXPENSES</b>	Amount
Program Services	\$ 672,277
Management and General	85,695
Fundraising	<u>13,215</u>
Total Expenses	<u>\$ 771,187</u>
Change in Net Assets	16,998
Net assets at beginning of year	118,889
NET ASSETS AT END OF YEAR	<u>\$ 135,887</u>

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The AEMS Alliance is a Member of the Kennedy Center Alliance for Arts Education Network.

The Kennedy Center Alliance for Arts Education Network (KCAEN) is a coalition of statewide nonprofit Alliances for Arts Education working in partnership with the John F. Kennedy Center for the Performing Arts to support policies, practices, programs, and partnerships that ensure the arts are an essential part of American K-12 education.

The AEMS Alliance is funded by an operating grant from the Maryland State Arts Council, an agency dedicated to cultivating a vibrant cultural community where the arts thrive.

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