



The ASN Board and staff are excited to welcome you to Washington DC for the ASN annual conference. Washington DC is home to one of ASN Founding Schools- The Duke Ellington School of the Arts. Maurice Eldridge from the Duke Ellington School of the Arts chaired one of the first meetings of arts school leaders in 1982 and became President of the Arts Schools Network from 1986 - 1987. We are excited to return to our nation's capital.

ASN 2024 Conference Schedule

(Tentative Draft Schedule)

Monday, October 21, 2024

3:00 p.m. – 7:30 p.m.- Conference Registration- Crystal Gateway Marriott Hotel, 1700 Richmond Highway, Arlington, Virginia 22202- Arlington- look for ASN Registration located in the Presidential Foyer located by hotel check-in.

Pre-Conference *optional* School Tour Day Tuesday, October 22, 2024

7:00 a.m. – 1:00 p.m.- Conference Registration- Crystal Gateway Marriott Hotel, 1700 Richmond Highway, Arlington, Virginia 22202- look for ASN Registration located in the Presidential Foyer located by hotel check-in.

AM School Tour- *note: School tours require registration and are sold out, tours are not available on-site*

8:00 a.m.- Charter buses depart the Crystal Gateway Marriott Hotel. (note: Bus loading begins at 7:45 a.m.)

Benjamin Foulois CPA Academy, 4601 Beauford Road, Suitland, MD 20746

8:45 am - 9:00 am -Arrival Time at the school via gymnasium entrance

9:00 am - 9:30 am -Breakfast Provided/ Welcome from PGCPs Leaders

9:45 am- 10:00 am -Benjamin D. Foulois CPA Academy Vision: Keshia Hogue

10:00 am - 11:00 am Tours & Panel Discussions:

- 4 Tour Groups: A, B, C, & D
 - Group A & C: 10 am - 10:15 am
 - Group B & D: 10:15 am - 10:30 am

10:00 am - 10:30 am

Discussion Topic #1:

“Equity in the Arts”

Mission/Vision/Cultural Inclusion

Reaching our under-represented students

10:30 am - 11:00 am

Discussion Topic #2:

“Arts Integration” - How do we make it work?

PGCPs Focus

11:00 am - 11:10 am- Break

11:10 - 12:00 pm - Lunch/Arts Performances/Discussion Overview

12:00pm - Load bus for departure to Duke Ellington School of the Arts and for those not attending the afternoon tour, back to the hotel.

PM School Tour-

Duke Ellington School of the Arts, 3500 R Street NW, Washington DC 20007

1:30 p.m. arrival and security check

2:00 p.m.- Solo Piano and String Quartet Performance and Welcome

2:30 p.m.- School Tour

3:15 p.m.- Conversation with Arts Department of Choice

Cinematic Arts & Media Production (CAMP)

Dance

Instrumental Music

Museum Studies
Technical Design and Production (TDP)
Theater
Visual Arts
Vocal Music

4:30 p.m.- Load Bus for departure to Crystal Gateway Marriott Hotel - bus will pick-up on R Street.

4:00 p.m. – 7:00 p.m.- Conference Registration- Crystal Gateway Marriott Hotel, 1700 Richmond Highway, Arlington, Virginia 22202- look for ASN Registration located in the Presidential Foyer located by hotel check-in

Wednesday, October 23, 2024- Conference Day #1 Duke Ellington School of the Arts

7:00 a.m. – 1:00 p.m.- Conference Registration- Crystal Gateway Marriott Hotel, 1700 Richmond Highway, Arlington, Virginia 22202- look for ASN Registration located in the Presidential Foyer located by hotel check-in

7:30 a.m.- Charter buses begin loading at 7:00 a.m. and begin staggered departures from the Crystal Gateway Marriott Hotel beginning at 7:30 a.m. Last departure is at 7:55 a.m. *Light breakfast at Duke Ellington School of the Arts*

Duke Ellington School of the Arts, 3500 R Street NW, Washington DC 20007

8:00 a.m. – 8:45 a.m.- Duke Ellington School of the Arts Security Check-in **see note in the Conference App for Security directions and breakfast hosted by Duke Ellington School of the Arts*

9:00 a.m. – 10:45 a.m.- The Ellington Theater- ASN Opening Session and Keynote Address

Join ASN President Dr. La Shawn Frost, ASN Managing Director Dr. R. Scott Allen, Principal of the School of the Arts, Ms. Sandi Logan, Mr. Issac Daniel, Assistant Principal, Duke Ellington School of the Arts, a special welcome from Washington DC Mayor, the Honorable Muriel Bowser, student performance by students in the Dance and Drum Ensemble from the Duke Ellington School of the Arts, ending with the keynote address delivered by Anna Deavere Smith.

Keynote Address by Anna Deavere Smith- The Art Of Communicating: Storytelling, Listening, And The Pathway To Connection

10:45 a.m.- 11:00 a.m.- Break

11:00 a.m.- 12:15 a.m.- Conference Break-out Sessions Round #1
Room #360- Optimizing Stakeholder Engagement in Event Management for Arts Education, presented by Jenne Hemme, CUR8

This presentation focuses on enhancing stakeholder engagement in educational settings. It will cover strategies for effective communication, interdepartmental coordination, and community involvement. The session includes examples of successful initiatives, as well as practical tools. It aims to provide attendees with insights and resources to build stronger relationships between schools, families, and communities, ultimately leading to improved educational outcomes.

Room #313- Telling our stories: Using site-specific dance composition in the PBL arts classroom, presented by Dr. Beth Brown and Leslie Nolte from the Iowa Conservatory, Iowa City, Iowa

In all areas of arts education, students must engage in authentic artistic activity to develop an embodied understanding of the work. To guide students to more expert practice, we must meet them where they are, both in skill and in conceptual understanding of their craft. When executed with fidelity, project-Based Learning (PBL) is a learner-centered instructional framework that can set the stage for a diverse pool of learners' success. This session explores a dance composition classroom activity set within a PBL framework to tell important stories. Participants learn about the characteristics of PBL and engage in a movement experience with fellow practitioners to illuminate the process. All levels of movers are welcome. This hands-on session includes working in small groups with other practitioners, selecting a story from newspaper articles, and learning simple choreography to tell the story. Be led through activities that prepare your creative brain, and then seek a location (somewhere nearby) to perform your own version of the piece. While all participants will visit these chosen spaces to enjoy the artistic product, we will come together at the end in a culminating, reflective discussion on ways PBL can be utilized in various arts disciplines, placing students at the center of their learning. This will include identifying essential understandings in the arts discipline, optimal challenges to increase student motivation, and curricular design decisions based on constructivist learning theory. Participants will leave with the movement project, basic knowledge of the tenets of project-based learning, and resources for getting started in their own art classroom.

Room #318- Redefining Excellence in the Arts with YoungArts, presented by Luisa Múnera and Kelley Kessell, Young Arts/Presidential Scholars Program

Founded in 1981, YoungArts identifies exceptional young artists, amplifies their potential, and invests in their lifelong creative freedom. Since 1982, YoungArts has been the sole nominating agency for U.S. Presidential Scholars in the Arts, one of the nation's highest honors for high school students in the arts.

Every year, thousands of performing, visual, and literary artists aged 15-18 apply to YoungArts through our national competition. Award winners with distinction attend National YoungArts Week to collaborate with peers and develop their crafts with internationally recognized leaders in their fields. Award winners with distinction in their senior year are eligible for nomination as a U.S. Presidential Scholar in the Arts—one of the nation's highest honors for high school students. Award winners at all levels receive mentorship and financial awards, access a lifetime of creative, professional development, and funding opportunities, and become part of an uplifting, inter-generational community that helps artists connect, create, and collaborate.

For over 40 years, YoungArts has moved its mission forward and continues to sustain a lifetime of support for artists. As YoungArts closes on its 45th anniversary, the organization embraces the multitude of perspectives to identify, amplify, and invest in artistic excellence.

Room #363- Operational Excellence as a Pathway to Advocacy for the Arts, presented by Pamela Jackson, Duke Ellington School of the Arts, Tim Farson, San Diego School of Creative and Performing Arts

Join us for an enlightening session on achieving operational excellence to advocate for the arts. Effective advocacy is more critical than ever in today's evolving landscape, where arts education faces numerous challenges. Our session will explore how operational improvements can be powerful tools for advocating for the arts, drawing inspiration from real-world case studies and examples.

We'll begin with a brief introduction, setting the stage for the importance of advocacy in sustaining and advancing arts education. Following this, we'll dive into three compelling case studies demonstrating how operational enhancements have been leveraged to strengthen advocacy efforts. These case studies will highlight innovative strategies implemented by arts institutions to overcome obstacles and amplify their impact in their communities.

Afterward, we'll engage participants in an interactive group activity focused on crafting their advocacy stories, emphasizing the operational achievements that have contributed to their success. Through guided exercises and discussions, attendees can reflect on their experiences and identify key operational improvements to enhance their advocacy efforts.

In the final segment, we'll facilitate a dynamic discussion where participants can share their advocacy stories, exchange insights, and address any questions or challenges they may have encountered. This interactive session will foster collaboration and empower attendees to effectively harness operational excellence's power in advocating for the arts.

Whether you're a teacher, administrator, artist, or advocate, this session offers valuable insights and practical strategies for advancing arts education through strategic advocacy and operational innovation. Don't miss this opportunity to learn, connect, and inspire change in arts education.

Performance Hall- Students Designing the Way Out of Homelessness presented by Vee Popat and Catherine Smith-Gates, Fine Arts Center, Greenville, South Carolina
Art is meant to be shared. It tells stories, helps people express themselves, and positively impacts our communities. Our initiative encompasses an interactive session featuring an introduction to the Fine Arts Center (FAC) architecture program and a seven-year student endeavor to address homelessness in Greenville County.

Room #331- Gathering of the Arts Schools Network Leadership League, presented by Kesha McKey, Director of Arts, New Orleans Center for Creative Arts, and Sam Robles, Instructional Coordinator, San Diego School of the Creative and Performing Arts.

Leadership League, modeled after the Leadership Circle, is a place for arts education leaders other than principals and heads of schools to gather, share ideas, ask questions, and support one another. The group meets virtually every month and is hosted by ASN members Kesha McKey (Director of Arts, NOCCA) and Sam Robles (Instructional Coordinator, San Diego School of the Creative and Performing Arts). This session allows for a face-to-face meeting and dialogue with current participants and those interested in joining the League.

Room #301- What's the Story, Morning Glory? The story of Edwin S Richards Arts Based Curriculum School – Literally.- presented by Sharon Widows and Jennifer Jordan, Edwin S Richards Arts Based Curriculum School,

Q: What's the difference between a Morning Glory and the Arts?

A: Nothing; you can't kill either one of them.

You can try, but like a tenacious weed, the arts resurface in reflecting the political and societal reflection of the times. Capoeira and the Steel Pan are excellent examples. This is our story: a survival story of a school on the verge of closure that was granted a chance to explore the community's appetite for an arts school. A program was piloted, enrollment exploded, and the rest is history, our story.

"Storytelling reflects a unique narrative that uncovers meaning in such a manner that new insights arise for both the storyteller and beholder of a story." (Carroll, 2023).

This presentation is about re-telling our school's history through story, music, and drama. Co-written by staff and students, it tells of a journey from the beginning of Edwin S Richards Arts-Based Curriculum School to where we are today. It is a stage performance for families and the community. The purpose is to celebrate our history: the good (student success and arts celebrations), the bad (who needs money anyway), and the uncertainty (global learning loss and post-pandemic burnout among parents and staff).

Come and join us for a presentation on the power of storytelling and to celebrate the journey of an arts school—yours and ours.

Room #344- Creating Healthy Communities: Weaving Wellness & Belonging into the Artistic Journey, presented by Madeline Warlan, Kate Westhaver, Evangeline Delgado, Brian Demar Jones, Walnut Hill School for the Arts

Walnut Hill School for the Arts is building a wellness program at a time when schools are reevaluating what wellness means for young artists living through unprecedented global change. We will share how we identified wellness and belonging as a priority and are turning good intentions into action steps to strengthen our community. We believe that wellness is central to all artistic pursuits and recognize that arts training can present unique challenges to maintaining students' health and well-being.

While wellness has always been integral to Walnut Hill's curriculum, our current focus is on elevating and integrating it more effectively. Over the past two years, we've taken significant steps, including expanding our wellness staff and forming a Task Force as part of our Strategic Plan. We've collaborated with Authentic Connections to conduct surveys that will inform our next steps, and we secured funding from Whole School Mindfulness to support mindfulness programming.

Wellness practices are thriving across our campus: arts teachers incorporate techniques to manage emotions and promote self-awareness, academic teachers use mindfulness to help students focus and collaborate, and wellness lessons appear in our J-term, Foundations classes, and evening programming. We value the transferability of wellness tools throughout the curriculum and foster well-being in academic and art settings, DEIB discussions, and dormitory life.

We're laying the groundwork for innovation and growth through partnerships, shared language, and dedicated time and space for collaboration and reflection. We aim to empower our entire community to enhance their own and others' health, resilience, and well-being.

We invite participants to engage with us as we envision ways to integrate wellness into our curricula. Our goal is to reaffirm that art, at its core, is a grounding force that fosters growth, resilience, and meaningful connections within our communities.

Room #373- A Bold and Beautiful Vision: The Untold History and Bright Future of Arts Education in Washington, DC, presented by Mary Lambert and Dr. Samir Meghelli, Smithsonian Anacostia Community Museum.

This session explores the rich but overlooked history of arts education in Washington, DC, through the perspective of a recently opened Smithsonian exhibition and also highlights the work and achievements of today's DC Public Schools arts initiatives. Smithsonian curator Samir Meghelli will share little-known stories of giants of American art who were once students and/or educators in Washington, DC, and the tradition from which they emerged, and DCPS arts director Mary Lambert will share insights into recent efforts to ensure that important legacy continues well into the future.

Room #338- Did you just put Arts in my Core Content or Core Content in my Arts?, presented by Chantay Cardy, Amy Symes, Kristen Donadio, K.O. Knudson Academy of the Arts

This presentation focuses on enhancing stakeholder engagement in educational settings. It will cover strategies for effective communication, interdepartmental coordination, and community involvement. The session includes examples of successful initiatives, as well as practical tools. It aims to provide attendees with insights and resources to build stronger relationships between schools, families, and communities, ultimately leading to improved educational outcomes.

Black Box Theater (L level)- Exemplary Schools Designation: Its purpose and promise: ASN Exemplary Schools Committee Panel moderated by Dr. Kim Wilson. *ASN Member Schools accomplish amazing work, which is why the Exemplary School Award was created. Join this panel discussion with Exemplary School Committee members to unpack the application and, more importantly, the potential for growth within the process. Audience members will be engaged with sample exercises and collaborative conversations with those recognized as Exemplary Schools.*

12:15 p.m. – 1:15 p.m.- Lunch in the cafeteria
New members can grab lunch and head to the Black Box Theater for an ASN New Members session.

1:30 p.m.- 2:45 p.m.- Conference Break-out Sessions Round #2

Room #338- Empowering Change Through Arts Activism: Insights from Duke Ellington School of the Arts, presented by Sandi Logan and Robin Harris, The Duke Ellington School of the Arts

Students and artists have always been at the forefront of change in our society. This workshop will explore the powerful intersection of arts education and activism. How do we prepare students for the incredible responsibility and impact their voices can have on the world? How do we give them the tools to use their artistic voices responsibly in the complex world in which we live? How do we prepare our students to be productive citizens in our global society by focusing on community service?

Join the Duke Ellington School of the Arts team for an in-depth presentation and discussion covering their Arts as Activism curriculum. We will share the five units and seven modules that comprise our program, culminating in a work of artistic expression. This program is a dynamic collaboration between all Art disciplines and our Social Studies department.

Room #344- Diverse Canvases: Crafting Successful Arts-Integration Systems, presented by Dr. Darwert Johnson, Ashleigh Joyce, Crystal Kelso, Lauren Payne-Kizer, Alexa Wright, Mansfield ISD Department of Fine Arts

Implementing rigorous arts integration practices comes with many challenges. To minimize surface-level connections and equally value artistic and core skills, the Fine Arts Academies in Mansfield ISD use planning and systems to ensure our core and fine arts directors have the freedom and support to fail forward and develop their craft.

As we implemented quality arts integration lessons, the community took notice and advocated for two new fine arts academies after only one semester at work. Knowing that our teaching staff was doubling fast, we worked collaboratively to imbed meaningful professional development, coaching strategies, accountability, and structures to ensure all campuses would succeed with embedding the arts into core instruction.

All four campuses have shown incredible student performance and lesson efficacy growth in three years. Arts integration works, and we're here to prove it. From the beginning to now, we will share the impact of our arts-integration model through the story of our data and phased implementation. We will discuss the challenges faced by all levels of the model, from leadership to the classroom.

Our Fine Arts Academies were established with one priority: to provide equity and access to quality arts education for all. Our artists and directors come from diverse backgrounds and learn differently. Arts integration allows artists and directors to create, collaborate, and engage uniquely across all content.

Whether you are beginning the arts integration journey or want to refine your current practices, we have tools and resources to share.

Room #318- Where, OR WHERE!!...Has the Time Gone? Pacing and Planning Strategies to Organize and Energize Your Rehearsal...AND Classroom!, presented by Dr. Ryan Garrison, Denver School of the Arts

It's time for your big concert! Are your singers ready? It's time for the big test! Are your students ready? As educators and directors, our inner alarms are activated as we often find ourselves asking... "Where has the time gone?" As we take a moment to reflect on our teaching practices, it can be easy to say things like, "I wish I would have...", "I could have spent more time on...", and so on!

The goals of this session are to present ideas of pacing and planning strategies to turn these phrases into positive ones. For the rehearsal AND classroom, this session will strive to inspire technical and/or musical instruction through movement, creativity, and expression, further inspiring our ensembles, singers, and students. Come ready to SING (yes, even you... the "non-singer") and move! ALL ARE WELCOME!

Room #313- Visual Clues: The Power of Art in Forensic Investigations, presented by Jessica Heist and Rebecca Brown, Martha Ellen Stilwell School of the Arts,

Join us for an immersive journey into the interconnectedness of art and forensics to enrich your class. This presentation explores a hands-on application of art in forensic science. Attendees will discover how art can serve as a valuable tool in stages of a forensic investigation and how interpreting information from another person's vision is important in various art careers. Step into a forensic sketch artist or eyewitness role and work together to identify a suspect from a photo line-up. This lesson was taught in 2D and 3D art classes to assist Forensic Sciences students with their Crime Scene Investigation and Anthropology units. Art students had background knowledge of portraiture and/or sculpting techniques before the collaboration. Forensic Science students learned about crime scene processing protocol and witness statements to prepare them for the art-making experience.

This partnership between disciplines aims to further develop creativity, foster critical thinking, enhance communication skills, and encourage collaboration throughout our school community. Building these relevant skills will help to cultivate life-long learning. The activities and resources shared in the presentation about our collaborative lesson can be used to showcase careers and real-world applications between art and science and serve as a model for fine arts integration. You will walk away with digital resources to implement this lesson in your own classroom or share with your colleagues.

Room #360- Story Pirates - The Arts School Way!, presented by Amelia Lefevre, Toledo School for the Arts

Adapting and building upon the concept established by the "Story Pirates" organization, "a family media company that produces and creates content inspired by kids to inspire kids and their imaginations," is a no-brainer for art schools!

After encountering the Story Pirates' concept several years ago at a Broadway Teachers Workshop, Toledo School for the Arts theatre instructor Amelia Lefevre has spliced the story-into-a-play concept into the DNA of TSA's acclaimed menu of arts integrations.

Mrs. Lefevre has established an annual collaboration with the 6th-grade language arts instructor, who has her students write original stories to have some stories adapted into plays by high school advanced acting students. Mrs. Lefevre's advanced acting students then select several stories to make into plays. The students adapt the stories into scripts, cast the plays

directly, and then perform the plays for the 6th graders, complete with costumes, props, and some original underscoring written by TSA music students.

Everyone wins by fulfilling state academic standards in both writing and theatre for the appropriate grade levels, nurturing every student's artistic growth, and building community spirit within a school that draws students from about 25 school districts over five counties. This community building can be especially valuable when it involves the school's youngest and oldest students blending their skills to create something original.

Mrs. Lefevre, who has taught high school theatre at TSA for 14 years, will lead the session participants through an introduction to the Story Pirates concept to the nuts-and-bolts of making it happen through an arts integration with the elementary-level language arts teacher. Session participants will then try to script and act out a story written by 6th graders.

Room #331- An Arts Appetite for SEL, presented by Jennifer Brinkley and Megan Krier, Gilbert Academy of Creative Arts

Discover strategies for integrating the arts in the classroom to support Social-Emotional Learning. Participants will engage in an arts-focused lesson that integrates an art form and literacy standards and addresses the social-emotional framework. They will also engage in meaning-making and inferencing strategies that develop CASEL competencies through the arts. By incorporating arts-integrated strategies, participants can improve their student behaviors, reduce emotional stress, and increase academic performance.

Room #373- FOR GOOD: Your Students' Voices Make a Difference, presented by Taylor Mattes, Broadway Cares/Equity Fights AIDS

Bring your students together to make lifesaving differences in your community and empower them to use their voices as artists! Join us to explore how incorporating philanthropy into your theater program is an excellent opportunity to build character and camaraderie among your students. Learn how you can empower them to create change and join a powerful movement within our theater community. Your students can stand alongside fellow artists to provide meals, medication, health care, and hope to those in need, using their voices FOR GOOD.

Room #363- Diversifying Middle School Learning and Student Engagement Through Hands-On Art Integration, presented by Gina Canape, Mary Ortiz-Martinez, The School of Arts and Enterprise, Pomona, California

Designing art integrated inclusive, inspiring, and engaging Sixth and Seventh grade hands-on co-taught English/Civics lessons to improve and enrich student engagement, learning, creativity, connections, achievements, and skills. In this presentation, the presenters will discuss the unique art-integrated hands-on learning they have developed and implemented into their students' everyday learning environment and how the art-centered curriculum has changed their teaching. Students learn, resulting in high levels of understanding, engagement, and scores.

Sixth and Seventh-grade students' interest and engagement are essential to any classroom. Introducing out-of-the-box, art-integrated, unique, hands-on lessons promotes higher levels of thinking and learned skills. Art integration is an essential key to student engagement.

Developing lessons that interest students and include art and CTE workshops that connect to the real world and help foster and master skills students need. One way to do this is to implement hands-on lessons where students interact and work through lessons with their peers.

Black Box Theater- Face to Face ASN Leadership Circle facilitated by Jason Patera, The Chicago Academy for the Arts/ Drew Williams, Utah Arts Academy

Leadership Circle is a place for leaders of arts schools to gather, share ideas, ask questions, and support one another. The conversations became the week's highlight for leaders--they

laugh, cry, yell, and see each other as arts leaders and human beings. This is for you if you are the Head of School, Principal, or Director of an arts school. Come you and us for a face-to-face meeting of the Leadership Circle.

Performance Hall- International Concert Touring 101 presented by Oliver Scofield, KI Concerts Inc.

International performance travel can have an incredible impact on an ensemble. The destination, venues, exchange opportunities, and cultural immersion experiences are all vital components of a tour's success. Learn about planning and fundraising for a performance tour from a music travel expert.

3:00 p.m. – 4:00 p.m.- The Ellington Theater- The Ellington Experience

"The Ellington Experience" is a depiction of the history of Duke Ellington School of the Arts from the perspective of the founders, Mike Malone and Peggy Cooper Cafritz. This performance is under the artistic direction of Charles Augins.

Performances during this hour will feature the follow Duke Ellington Programs and Directors:

Vocal Music: Concert Choir- Taylor Young, Director

Instrumental Music, Radical Elite Director- Kieron Irvine- Director

Dance Performances Charles Augins and co-chair Katherine Smith- Directors

Theatre Department-Ken Johnson- Director

Cinematic Arts and Media Productions- Penny Hollis- Director

Theatre Design & Productions- Trystin Francis- Director

4:05 p.m.- Charter bus loading for return to Crystal Gateway Marriott Hotel with staggered departures, with last bus leaving at 4:30 p.m.

5:00 p.m. – 6:30 p.m.- Arlington Ballroom, Salons 1 and 2 Crystal Gateway Marriott Hotel - Conference Opening Reception hosted by Duke Ellington School of the Arts with performances by Duke Ellington School of the Arts students from Vocal Music and the Jazz Combo

Dinner and evening on your own

Thursday, October 24, 2024- Conference Day #2 The John F. Kennedy Center for the Performing Arts- The Reach Center

7:30 a.m. – 10:00 a.m.- Conference Registration- The Reach Center- Kennedy Center for the Performing Arts~ Lobby

7:30 a.m.- Charter buses begin loading at 7:00 a.m. and begin staggered departures from the Crystal Gateway Marriott Hotel beginning at 7:30 a.m. The last departure is at 7:55 a.m. *Breakfast at John F. Kennedy Center for the Performing Arts*

The REACH at The John F. Kennedy Center for the Performing Arts, 2700 F St. NW, 20037

8:45 am – 10:00 a.m.- Studio K- ASN Opening Session and Keynote Panel titled The Impact of Student Health through Engagement in Arts Education presented by The Kennedy Center for the Arts with performances by Duke Ellington School of the Arts students from the Mello Tones and Theater Monologue Scenes

Join ASN 1st Vice-President Dr. Anthony McWright, and ASN Managing Director, Jeanette S. McCune, Senior Director, School and Community Programs, The Kennedy Center for the Performing Arts, a performance from students at The Duke Ellington School of the Arts, and a special panel presentation from the Kennedy Center for the Arts

Panelists

Susan Magsamen, Founder and Executive Director of the International Arts + Mind Lab (IAM Lab), Center for Applied Neurasthenics, Johns Hopkins University

Dr. Ivonne Chand O'Neal, Founder and Chief Research Officer of MUSE Research

Dr. Erik Holmgren, Program Manager Creative Youth Development, Massachusetts Arts Council

Tracie Jade, Executive Director of Boris L. Henson Foundation and Executive Leader, Equanimity Institute of S.O.M.A.H. (Somatics, Mindful Art and Humanities)

Kate Villa, Director, Comedy & Institutional Programming, The John F. Kennedy Center for The Performing Arts

Kaitlyn Burke Tureaud, Assistant Manager, Dance Education, John F. Kennedy Center for the Performing Arts

Moderator

Jeanette McCune, Senior Director, School and Community Programs, John F. Kennedy Center for the Performing Arts

10:00 a.m. – 10:15 a.m.- Break

10:15 a.m. – 12:00 p.m.- Conference Workshops

Studio J- Why Duke Ellington Works: 50 Years of Excellence presented by Sandi Logan, Duke Ellington School of the Arts, Dennis Whiley, Duke Ellington School of the Arts, and Marjuan Canady is a graduate of Duke Ellington School of the Arts
*From the vision of its founders to a workshop to one of the most prestigious schools in Washington, D.C., Duke Ellington School of the Arts' 50-year journey has been grounded in a unique mission: "to serve those who would otherwise not get such an opportunity." That mission has been at the heart of its success but has also made it the center of controversy in a politically and racially complicated city.
This panel, led by school head Sandi Logan, administrators, alumni, and students, reviews and examines the school's complex history, national impact, and the core values that make it a unique institution.*

Studio F- State of the Arts presented by Kim Tignor, Take Creative Control (TCC) and executive director of the Institute for Intellectual Property & Social

Justice (IIPSJ), Ysaira Jimenez, Co-Designer of The BXC Creator Accelerator Program and Lecturer at MIT Sloan, and Renee King, Founder of FundBlackFounders and Leadership Team Member at the JLH Fund.

Join Kim Tignor, Ysaira Jimenez, and Renee King for a dynamic discussion on how strategic partnerships with cities, academic institutions, and the private sector can fuel the growth of the creator economy, particularly within historically marginalized and underrepresented communities. This panel will explore how collaboration across these sectors can create sustainable economic opportunities for creators.

PT 109- Whoa! The Arts in AR/VR Technology presented by Rory Pullens, Kevin Sellors, Ryan Sellors, Debbie Wells, and special guests Ralph Johnson, Principal member of the iconic group Earth, Wind & Fire, and Broadway Star Alexander Free Garland.

Using the latest emerging technologies, Soapbox has created a catalog of filmed artist performances and interviews in 3D, allowing students to view them as life-size, three-dimensional holograms in the classroom. Soapbox developed an unprecedented curriculum with nationally renowned art educators who desire youth to embrace the power and value of learning about music and arts in a way that speaks to them. With the explosion of AI, the next generation of digital media, and the use of 3D and 4D technology to create the most advanced holograms, Soapbox is sharing a glimpse into how students will access resources and learning tools regularly in the future. This workshop will prepare educators to proficiently use these technologies and be better aware of the technology students use today.

Can you imagine the implications of someone like Mozart being captured in this medium? We could walk around and see his hands move, view his facial expressions, and feel his joy of performing rather than just seeing it in a 2D painting. Soapbox captures today's Mozart in a real and moving way that generations will experience. Fifty years or more from now, youth will see these legendary musicians firsthand as they share their journeys and unique stories of overcoming and triumph, inspiring the next generation to achieve their dreams.

Justice Forum (144)- Best Practices for Schools with an Audition Process: How to Be Inclusive and Equitable When You Are a Public, Audition-Based Arts School presented by Christian Housel, Rachel Swenson, and Cynthia Anderson; Idaho Fine Arts Academy (West Ada School District)

Introduction: As public art magnet schools and schools of choice with audition-based admissions processes become increasingly popular, it is imperative to ensure they adhere to local, state, and federal guidelines while fostering inclusivity and equity of access. This proposal outlines best practices for these institutions to maintain fairness and accessibility in their auditions, admissions processes, and educational practices.

Inclusive Audition Process Philosophy: To promote inclusivity, public audition-based arts schools should adopt and publish transparent and unbiased audition procedures and adhere to the primary federal laws (Title VI and IX) that guide non-discrimination, which prohibits discrimination based on race, color, religion, or national origin. Implementing blind auditions, evaluation rubrics, objective judges, and inclusive communications about the audition process portfolio ensures fairness in the selection process. Additionally, outreach efforts should target underrepresented communities, providing support and resources to encourage diverse student participation, including transportation and audition preparation workshops. Once enrolled, comprehensive support services are vital for addressing the diverse needs of students. Public arts schools should provide academic support, counseling services, and accommodations for students with disabilities. Mentorship programs and community partnerships can offer additional support networks for students facing socioeconomic or cultural challenges.

Conclusion: Public audition-based arts schools must prioritize inclusivity and equity in their admissions processes and educational practices. By implementing transparent audition procedures, ensuring equitable resource distribution, offering a diverse curriculum, and providing comprehensive support services, these institutions can create a welcoming and inclusive environment where all students can thrive and excel in the arts.

Sardar Classroom- Entertainment Psychology: Helping Student-Artists as Storytellers to Thrive, presented by Dr. James M. Ballard III; Duke Ellington School of the Arts
Art's revolutionary and moving power is in its creation and performance, as well as the stories told. In truth, considerable power also rests on the teller of the story. Our student artists tell the stories. Given their importance, we must responsibly protect our student artists. Student-artists who understand themselves and exist within encouraging and protective environments will be more likely to reveal high levels of emotional, psychological, and social well-being and, ideally, experience better mental health.

The intention of this session is to challenge performing arts school and conservatory teachers and administrative staff to consider the mental health and well-being of their student-artists from two primary perspectives: 1) Qualities specific to the student-artists themselves and 2) Qualities making up each student-artists environment. Student artists have their own protective and risk factors; their environments also present with risk and protective factors. Student-artists' mental health and well-being result from the interplay of these various factors.

Performing arts schools and conservatories make the lives of student artists uniquely challenging. This session is about identifying these challenges, along with those student-artists might bring to the interaction themselves, and responsibly identifying strategies to help them perform at their highest levels. These student artists will be best positioned to thrive socially, emotionally, academically, and artistically, find their voices, and be at the forefront of social and political change.

(Participants will be guided through the session and activities, understanding that all of the information applies to their students as well.)

Macaroni Classroom- The Don't Be a Bully Project presented by Connie St. John and Naketa Ren Thigpin; No Weapon Productions

The original concept has evolved into a 30-minute musical production, performed by high school students, for middle schoolers that combines three evidence-based strategies: the transformative power of the arts, the benefits of music on the brain, and the social impact of role model mentors. Further, we've added unforgettable music and "sticky" terminology to help create "a culture of Interveners."

These young performers fully grasp the importance of presenting this in-school intervention that changes behavior surrounding bullying by bringing this pervasive crisis center stage.

Moonshot Studio- The New Pipeline: What Colleges Expect from Young Creatives, panel moderated by Sybil Roberts, Director of African American and African Diaspora Studies, CAS/ Performing Arts, American University; Panel Participants, Jeffrey Fleming, PhD., Dean, College of Arts and Sciences, University of the District of Columbia; Denise Saunders Thompson, Associate Dean, College of Fine Arts, Howard University

By all accounts, the college admissions process has become more confusing and more competitive. For students seeking an arts education, add auditions, new technology, and heightened expectations to the mix, and it gets even more difficult. How do educators prepare students for this new dynamic? What gaps in skills are colleges seeing in freshman classes? Who excels? Who falls off? What does the next generation need to know to maximize college opportunities?

In an engaging and interactive conversation with audiences, this session seeks to build a pipeline of talented and successful creatives.

12:00 p.m. – 1:15 p.m.- Skylight Pavilion- Arts Schools Network Award Celebration Lunch

Come and join the ASN Board of Directors in a special luncheon in honor of the 2024 award recipients in the beautiful Skylight Pavilion, The Reach. With entertainment provided by Duke Ellington School of the Arts students from the piano department.

1:30 p.m. – 2:30 p.m.- Studio K- Arts Schools Network Award Ceremony

Join ASN past president Dr. Kyle Wedberg (Chair of the ASN Awards Committee, ASN Exemplary Schools Committee Chair Dr. Kim Wilson, Members of the ASN Executive Committee, and ASN Managing Director Dr. R. Scott Allen in the presentation of the ASN 2024 Honor Awards.

2:30 p.m. – 3:30 p.m.- Studio K- The Kennedy Center Presents- The Kennedy Center's Arts + Wellbeing, presented by Jeanette McCune, Senior Director, School and Community Programs, John F. Kennedy Center for the Performing Arts; Kate Villa, Director, Comedy & Institutional Programming, The John F. Kennedy Center for The Performing Arts; Kaitlyn Burke Tureaud Assistant Manager, Dance Education, John F. Kennedy Center for the Performing Arts

[Arts & Wellbeing | Kennedy Center \(kennedy-center.org\)](https://www.kennedy-center.org) at the Kennedy Center is an expanded focus on the intersection of art and science. In collaboration with partners at Johns Hopkins, The National Institutes of Health, the Sound Health Network, and beyond, Arts & Wellbeing brings together ideas from across the arts and culture sector to highlight how art inspires and benefits our everyday lives. In this session, participants will learn about the Kennedy Center's development of the program and our current season of returning and new, innovative programming uplifting the intersection of arts and wellness.

3:45 p.m. – 4:30 p.m.- Conference Break-out Conference Synthesis Sessions
Join your ASN Board in a session designed for attendees to share your experiences at the 2024 conference.

Studio J- Attendee Last Names beginning A – E

Studio F- Attendee Last Name beginning F - J

PT 109- Attendee Last Name beginning- K - M

Justice Forum (144)- Attendee Last Name beginning- N- P

Sardar- Attendee Last Name beginning- Q- S

Macaroni- Attendee Last Name beginning - V

Moonshot- Attendee Last Name beginning- W- Z

4:30 p.m.- 6:30 p.m.- Skylight Pavilion - Reception hosted by Duke Ellington School of the Arts with performances by Duke Ellington School of the Arts Jazz Ensemble

6:30 p.m.- Charter bus loading for return to Crystal Gateway Marriott Hotel Charter buses begin loading at 6:30 p.m. and begin staggered departures to the Crystal Gateway Marriott Hotel beginning at 6:35 p.m. The last departure is at 7:00 p.m.

Dinner and evening on your own

Friday, October 25, 2024- Conference Day #3 Crystal Gateway Marriott Hotel- 1st floor conference rooms

7:30 a.m. – 8:15 a.m.- Breakfast- Crystal Gateway Marriott Hotel – Arlington Ballroom, Salons 4,5,6

8:15 a.m. – 9:30 a.m.- - Funding Arts Education: Grant Writing Best Practices presented by the Kennedy Center

Funding robust arts education programming often requires additional support to meet equity objectives. In this session, experts in foundation, corporate, and government giving will share insights on fundraising strategy and grant writing best practices.

Panelists

Michael Bigley, Director, Venable Foundation

Maryvonne Neptune, Director, Foundation & Government Giving, John F. Kennedy Center for the Performing Arts

Mary Sellers, Grants Management Specialist, National Endowment for the Arts

Moderator

Jeanette McCune, Senior Director, School and Community Programs, John F. Kennedy Center for the Performing Arts

9:30 a.m. – 9:45 a.m.- Break

9:45 a.m. – 11:00 a.m.- Arlington Ballroom, Salons 4, 5, 6- Expand, Deepen, and Sustain Your Work: How to Apply for Arts Education Grant Funds from the National Endowment for the Arts, presented by Michelle Hoffman and Denise Brandenburg, National Endowment for the Arts

Join the Arts Education team from the National Endowment for the Arts to learn about using federal funding and resources to increase access to arts education for all students in your schools and communities. Staff will share information and insights about crafting a compelling grant application, including an overview of the Grants for Arts Projects guidelines, application resources, and descriptions of project types: Direct Learning for pre-K-12 students, Professional Development for educators and artists, and Collective Impact in schools and communities. The session will include a robust Q & A component. Bring your questions and ideas!

11:00 a.m. – 12:15 p.m.- Arlington Ballroom, Salons 4, 5, 6- Conference Closing Session- Keynote Address

Join ASN President LaShawn Frost and ASN Managing Director Dr. R. Scott Allen, Managing Director of Arts Schools Network, Jeanette S. McCune, a performance from students at The Duke Ellington School of the Arts, and a keynote address by Jason Patera- Head of School-Chicago Academy for the Arts followed by the introduction of the 2025 in Sarasota, Florida.

Keynote Address by Jason Patera- Three Stories and Seven Lessons about Imagination, Community, and Joy

Introduction of the 2025 Arts Schools Network Conference, Booker Middle School, Sarasota, Florida