

AAC Arts Organizations Meeting
May 25, 2018 1:00-3:00pm
Art League Houston
1953 Montrose Blvd., Houston TX 77006

In Attendance:

Eepi Chaad, Art League
Jennifer Sommers, Houston Ballet
Jennifer Beradino, Museum of Fine Arts
Jonathan Gonzalez, Main Street Theater
Natalie Rodgers, Houston Center for
Photography
Craig Hauschildt, Houston Independent
School District
Wendon Sanders, Houston Independent
School District
Mary Sutton, Alley Theatre
Cathy Bencivenga, Alley Theatre

Daniel Bowen, Houston Education Research
Consortium
Michelle Smith, MET dance
Allison Conlan, Houston Symphony
Shannon Crider, Society for Performing Arts
Sara Brunow, Theatre Under the Stars
Michael Remson, AFA Texas
Brandon Bell, Da Camera
Alice Valdez, MECA
Michelle Walton, Ensemble Theatre
Ken Ogden, Express Theatre

Meeting Goal: Develop a framework of shared values and goals for professional development for teachers

Proceedings:

- *Welcome and State of AAC* at 1:00 p.m. by Director, Deborah Lugo
 - Through the transitional phase, AAC remains committed to arts education and making a difference in the lives of students through collective effort and community partnership. This meeting focuses on the second objective of the AAC, Arts Immersion, and the subsequent implementation of professional development within four selected HISD lab schools.
- *The Importance of Professional Development for HISD* at 1:20 p.m. by Craig Hauschildt
 - In order to maximize district wide impact in the first year, collective efforts will involve four “arts boost campuses” throughout HISD. The school selection process, conducted by HISD, requires that campuses reflect a variety of artistic disciplines and employ at least one fine arts teacher. Campuses must maintain the support of the principal, who will in turn select 5-8 teachers to receive professional development over the course of the year. In order to promote team building and ensure lasting results, selected teachers must be from one grade level.
 - Deborah clarifies that school funding for professional development is provided by HISD and not reliant on the 2:1 matching system as is student experience funding.
 - Craig addresses that turnover in schools is not considered in the selection process
- *Deep Integration Action Group* at 1:30 p.m. by Jennifer Sommers
 - In order to create lasting impact on a campus, change needs to occur steadily to maximize community and school buy in. It is important that one head organization leads professional development at each of the four immersion schools while other organizations continue to participate on campus to aid in other areas.

- Craig reminds the collective that professional development funding must benefit all artistic disciplines and may not be limited to a singular discipline.
 - Deborah clarifies that Arts Access Initiative (AAI) is a project of Young Audiences (YA) as determined by HEI and will continue to operate under their current name. Arts Access Collective (AAC), an autonomous collective effort, will continue to work with the 44 pilot schools under the name Equitable Access with HEI funding. Additionally, AAC will begin Arts Immersion work at the four lab campuses previously mentioned. YA has decided not to join the collective, but the door remains open to any organization working with students and educational outreach.
 - Craig clarifies that YA is still serving all 248 HISD schools but not as a collective effort and advises collective partners to make sure principals and arts liaisons know that your organization is partnered with AAC. An organization may not work with both AAC and AAI.
 - Wendon clarifies that HISD still works with YA but for collective impact is working with AAC to ensure that students get as much immersion and access as possible.
 - Kathy addresses Alice's concerns regarding diversity and an organization's 501(c)3 status by stating that nonprofit status should not impact whether an organization may receive revenue from a school as they are not receiving tax exempt grant funding.
- *Professional Development Values Conversation* at 1:58 by Jennifer Beradino
 - Jennifer conducts an interactive activity in order to determine what is valued collectively and how to frame values in order to select proper organizations to work in PD in the coming school year. Values and themes included partnership, data and measurement, interdisciplinary art integration, equity and diversity. Connecting artworks to issues, emotional intelligence, critical thinking and reflection provide key crucial themes and guiding issues in arts education.

Values	Key Ideas
Partnership and relationship building	Forming real relationships and trust in the learning system
Data and measurement	High quality delivery, artistic excellence, experience work, practical work
Integration	Interdisciplinary relationships
Equity	Acknowledge that every teacher and every student is different, one-on-one relationships, flexibility, saying "yes" to all learners, emotional intelligence, serving the need of the student

- *Q & A* at 2:18 by Mary Sutton
 - Alison asks if professional development can be offered to principals in which Craig clarifies that part of Arts Boost X framework is to help make a principals tool kit. Principal training falls on the Fine Arts department.
 - Alison asks how the participating grade level of the lab schools will be selected in which Craig clarifies that the principals head the decision making process in order to determine which teachers will be the best early adopters on campus of arts education. Mary clarifies that it is better to have teachers all in one grade level comprising a viable support team.

- Tim asks who is offering the request for proposal (RFP) process to which it is determined AAC will head the process with district support in vetting.
- *Determining Future Conversations at 2:37 by Craig Hauschildt*
 - Because it is not a single organization providing professional development to participating schools, a request for proposal (RFP) process is proposed in order to make the process equitable and inclusive. RFPs vetted by a panel of local arts and education leaders will be brought to the principals, who will in turn select an organization to administer their professional development. Participating selected organizations are required to offer a minimum of 16 hours of professional development per teacher.
 - The RFP vetting panel is an external team of eight members, potentially including but not limited to: foundation teachers, artists, higher educators, Wendon Sanders
 - Michael asks if two smaller organizations may form a collaborative proposal to provide professional development in which the collective decided joint RFPs pose a formidable option. Craig encourages the submission of creative, expansive and collaborative RFPs as the four lab schools are fiscally prepared to support such projects.
 - Kathy asks if an RFP budget is required, in which Craig clarifies that professional development should be charged for by the organizations accordingly.
 - Craig extends the invitation to any organization in the collective to serve HISD in a smaller capacity if they cannot serve the 16 hours required for professional development.
- *Adjourn*