Education and Community Engagement
Pre-Conference:
OrchKids

Wednesday June 8, 2016
League of American Orchestras Conference 2016

Education and Community Engagement
Pre-Conference

June 8, 2016

Ayanna N. Hudson
Director of Arts Education
National Endowment for the Arts
I will change the world
TREND #1: COLLECTIVE IMPACT
Five Conditions for Collective Impact

2. Shared Measurement.
3. Reinforcing Activities.
5. Backbone Support.
Vision / Mission / Goals

Vision
In the next 3 years, all Kindergarten through Grade 12 students in MNPS will have equitable access to opportunities for participation in high quality traditional and/or contemporary music instruction that is standards-based and sequential, taught by highly qualified music educators and enhanced by a network of music professionals, music industry and community based organizations from the Nashville community and beyond.

Mission
Music Makes Us® promotes, supports and advances student engagement and achievement through robust, high quality music education with both a traditional music curriculum as well as a contemporary curriculum track that uses new technologies and reflects a diverse musical landscape.

Goals
1. Building and Sustaining Leadership and Support among MNPS, the Mayor’s Office and Nashville Music Community
2. Transforming Teaching and Learning
3. Enhancing Music Classrooms, Storage and Performance Facilities
TREND #2: PARTNERSHIP & COLLABORATION
MIND THE GAP
Collaboration is not about gluing together existing egos. It's about the ideas that never existed until after everyone entered the room.
Engagement

PRINCIPALS
Strong principal leadership supporting sustainable, comprehensive music education

TEACHERS
Qualified and well-trained music teachers with high-quality support and professional development

PARENTS & COMMUNITY
Engaged and supportive parents build strong school communities

Educational Components

MUSIC EDUCATION
Music is a core subject

SUPPORTS LEARNING
Supports learning in other areas, including math, science, social studies and reading

IMPROVING OUTCOMES
Improves academic achievement, motivation for school and self-confidence

ALL CHILDREN DESERVE QUALITY MUSIC EDUCATION
Every child deserves access to high-quality music education, taught by qualified and well-trained music teachers.
TREND #3: PATHWAYS
The Boston Youth Symphony Orchestrass' Intensive Community Program (ICP)

Created in 1998 ICP is a rigorous string instrument training program within the Boston Youth Symphony Orchestras (BYSO) that brings quality classical music instruction to underrepresented communities. Through this training, ICP members audition into the BYSO's progressively advanced orchestral ensembles with the goal of gaining admission into the organization's premier ensemble, Boston Youth Symphony. Each ICP student strives for excellence through the challenge of learning to play the violin, viola, cello or bass. Through discipline and creativity, individuality and teamwork, students accomplish personal and group goals. The results are young people who develop high aspirations and love to work hard towards excellence both musically and personally.

Every two years, BYSO interviews new students, accepting those who show exceptional interest in studying string instruments and provides them with need-based tuition scholarship, weekly lessons and use of an instrument. All students
Pathways to Peabody

All too often, tomorrow’s brightest musical stars are shining in our midst, but barriers to access—perceived or real—prevent our discovery and encouragement of these gifted young musicians. **Pathways to Peabody** breaks down these barriers by providing financial aid to talented and dedicated musicians ages 12-17 to study at the Peabody Preparatory. **Pathways to Peabody** cultivates and deepens students' interest in music, nurtures their growth, and positions them to pursue a long-term music education through high school and beyond.

With generous support of the Jack Kent Cooke Foundation, **Pathways to Peabody** provides financial aid enabling qualified students to participate in one of Peabody’s acclaimed Academy Programs in strings, piano, jazz, classical voice, or woodwinds, brass and percussion.

The Academies

Peabody’s Performance Academies bring together young musicians to develop musically and socially in a mutually supportive and challenging environment. Each academy is structured to meet the needs of specific instrumental and vocal disciplines. Nurtured by Peabody’s outstanding faculty, students participate in weekly lessons, large ensembles, theory, chamber music and unique Academy classes that delve into special topics and often feature guest teachers.

- **Jazz Academy**
- **Piano Academy**
- **Performance Academy for Strings**
- **Woodwind, Brass and Percussion Academy**
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HONORING THE PROMISE
BUILDING THE EVIDENCE

A COLLECTIVE IMPACT STUDY
OF SISTEMA-INSPIRED PROGRAMS

Dennie Wolf/WolfBrown
League of American Orchestras - June 8, 2016
ORCHKIDS - Baltimore Symphony Orchestra
HONOR THE PROMISE

SEIZE THE MOMENT

UNPACK THE PROMISE

BUILD THE EVIDENCE
GENEROUSITY + INSIGHT

BUCK FAMILY FOUNDATION
MELLON FOUNDATION

WOLFBROWN AND LONGY SCHOOL OF MUSIC (BARD)
A VISION WORTH HONORING

OPEN-ENROLLEMENT ORCHESTRA

• ENSEMBLE
• EXCELLENCE
• COMMUNITY

IND. ACHIEVEMENT

• IN SCHOOL,
• IN CAREER,
• IN LIFE

CHANGED WORLD

• ARTS AS LEVER
• WELL-BEING
• SOCIAL JUSTICE
BUILDING THE EVIDENCE

ORCHESTRA ENSEMBLE

ACHIEVEMENT
• IN SCHOOL,
• IN CAREER,
• IN LIFE

DESIGNED HOW? - BUILDING WHAT?
UNPACKING

ORCHESTRA ENSEMBLE
• MUSICAL LEARNING
• ENGAGEMENT
• PERSISTENCE
• ENSEMBLE
• GROWTH MINDSETS
• BELONGING
• FOCUS

ACHIEVEMENT
• IN SCHOOL,
• IN CAREER,
• IN LIFE
UNPACKING

PROGRAM DESIGN AND QUALITY
- MUSICAL LEARNING
- ENGAGEMENT
- BELONGING
- ENSEMBLE/PRO-SOCIAL BEHAVIORS
- GROWTH MINDSETS
- FOCUS

ACHIEVEMENT WELL-BEING SOCIAL GOOD
COLLECTIVE IMPACT

12 CORE SITES
INCREASING COLLABORATING SITES
PATIENCE

- AGREE TO BE A CONSORTIUM
- COLLABORATE ON MEASURES
- PILOT
- REFINE
- YEAR 1: COLLECT FALL AND SPRING
- REVIEW FINDINGS AND LEARN
- YEAR 2: COLLECT FALL AND SPRING
- FINDINGS
- VISION - EVIDENCE
- IMPLICATIONS FOR PRACTICE
MORE PATIENCE

- AGREE TO BE A CONSORTIUM
- COLLABORATE ON MEASURES
- PILOT
- REFINE
- YEAR 1: COLLECT FALL AND SPRING
- REVIEW FINDINGS AND LEARN
- YEAR 2: COLLECT FALL AND SPRING
- FINDINGS
- VISION - EVIDENCE
- IMPLICATIONS FOR PRACTICE
AND STILL MORE PATIENCE

- AGREE
- COLLABORATE ON MEASURES
- PILOT
- REFINE
- YEAR 1: COLLECT FALL AND SPRING
- REVIEW FINDINGS AND LEARN
- REFINE MEASURES
- YEAR 2: COLLECT FALL AND SPRING
- FINDINGS
- VISION - EVIDENCE
- IMPLICATIONS FOR PRACTICE
THREE EARLY INSIGHTS

• Engagement: Students and families
  - What is the role of a varied curriculum?
  - What is the role of roles with clear authorship/agency?
  - What is the role of rising levels of genuine responsibility?

• The critical role of persistence (2 - 3 years)
  - How do we support young people especially in the early years when progress is gradual?
  - How do we make it meaningful and worthwhile for families (especially those with other siblings)
  - How do we engage families even if they are not musicians?

• The turn-key role of focus and concentration
  - Sustained attention to a task
  - Rewards over a period of time
S/L/I/C/E

- Physical space
- Panel of voices
- Rehearsals
YOUR TURN TO UNPACK

PROGRAM DECISIONS AND INVESTMENTS

- MUSICAL LEARNING
- ENGAGEMENT
- BELONGING
- ENSEMBLE/PRO-SOCIAL BEHAVIORS
- GROWTH MINDSETS
- FOCUS
- WHAT ELSE?

WHAT QUESTIONS:
- FIELD?
- YOUR WORK?
- RESEARCH?
As you observe:

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<tr>
<th>OBSERVED (Dimension of interest)</th>
<th>PROGRAM CHOICES</th>
<th>IMPLICATIONS AND QUESTIONS</th>
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