

Morning Breakout Session – Building Value for Our Work

Session Facilitators: **Teniqua Broughton, Act One Foundation**
 Susan Shaffer Nahmias, Phoenix Office of Arts and Culture

- A lot of the times you have to pitch things to people you don't want to be pitching to.
- Worth, merit and importance
- Schools – classroom teacher, teaching artist and students all have to understand the value
- Inspire, Connect and Engage
- Academic and arts standards must be identified – not just arts standards – shows how these connect to the arts curriculum
- Trying to be the link between schools and what is going on in the community beyond the school.
- Professional development (from the Act One Foundation perspective) – not just about creating a guide – something that makes the teachers feel like they are connected – not just about ballet, but rather context for the art form and the work.
- What are the cases you want to make?
- There is a lot of research – find the facts. Whether your dealing with parents or the government, look for data – they're not necessarily looking for the fuzzy stuff. People believe the facts.
- We also know you have many other obligations – but facts are fundamental to the cause.
- Most people have an arts experience they remember. Most people can say that an arts experience caused X.
- So much of what students get out of the arts is not quantifiable – so that's where I get hung up. Assessments are good, but the real quality of becoming a citizen and developing life skills is difficult to articulate.
- Those skills ARE quantifiable. Identify opportunities to show how your product achieves a certain objective.
- There is a challenge in integrating the arts completely into the Common Core.
- The goal is not to create music majors and professional artists – just like sports are not to create professional athletes. The mission is to create a well-rounded person. It's not a choice between the two (either/or).

- The same inner elements that make a good athlete make a good something else. (Commitment, drive, persistence, attitude, collaboration) There are a lot of ways to get to good citizenship.
- You need to have the data, but equally important is the ability to explain yourself. Need to be able to explain higher order thinking skills and how they are developed.
- Being able to build a basic knowledge base and then use the buzz words of the day to make it relevant.
- Visibility outside of the district for sports – are there opportunities like that for the arts? Wider exposure for arts activities, especially for the rural districts.
- Look to Phoenix's Mayor – can you find an ally in your rural community? Can you find examples of continuing success that can be demonstrated to an advocate or an influential constituency?
- You need a group of cheerleaders/advocates so you don't have to talk about yourself all the time.
- Performances at school board meetings can build value with school boards, administrators and community members.