

LEAGUE EDUCATION COMMITTEE NEWS LETTER

The Education Committee supports the Broadway and Touring Broadway industry through granting and creating programs designed to develop, cultivate and enrich audiences of all ages nationally.



**VOLUME 2, ISSUE 2
OCTOBER 2006**

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This is the newsletter of the Education Committee of the League of American Theatres and Producers, Inc.

We are pleased to share with you information about our ongoing programs and new initiatives, as well as the education efforts of some of our members around the country.

For more information about the League's Education Committee and programs, please contact Rachel Reiner at 212-703-0215 or rreiner@broadway.org

THE LEAGUE OF AMERICAN THEATRES AND PRODUCERS, INC.
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Charlotte St. Martin, Executive Director

MEMBERSHIP SERVICES DEPARTMENT
Edward Sandler, Director

EDUCATION COMMITTEE
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BOB SAGAN, YOLANDE SPEARS AND MITCHELL KORN SPOKE ABOUT FUNDING CHALLENGES AND OPPORTUNITIES AT THE FORUM.

In May, The League hosted its first Education Forum for members in five years. Fifty-seven League members gathered in New York City to share ideas about theatre in education and ways to engage the next generation of theatregoers and professionals.

Experienced arts education professionals participated in the morning panel's discussion of diverse approaches to theatre curricula. They spoke about exciting initiatives that various organizations have put forward. Sarah Cunningham, Director of Arts Education at the National Endowment for the Arts, spoke about the NEA grant programs, as well as its Shakespeare for a New Generation program and Teachers and Education Leaders Institutes.

Paul King, Director of Theatre Programs at the NYC Department of Education, presented information about BlueprintArts, a government-funded initiative for the public school system supporting developing theatre literacy, engaging in making theatre and the careers involved, and building partnerships with

EDUCATION FORUM '06

community and cultural institutions. Marianna Houston, Director of Education at Theatre Development Fund, shared her experiences with TDF's Open Doors Program, a 90-minute post-performance discussion connecting theatre professionals and students. Daniel Renner, Director of Education at the Denver Center for the Performing Arts, described a local arts alliance funded by sales tax that creates curriculum for any subject, engaging every student in public and private schools.

Over a working lunch, participants shared case studies of best practices from around the country and discussed education-based League initiatives.

The forum shifted focus in the afternoon to address challenges and opportunities in funding for arts education. Panelists included Robert Sagan, Education Coordinator of Rochester Broadway

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PAUL KING, MARIANNA HOUSTON, DANIEL RENNER, KATI KOERNER (MODERATOR) AND SARAH CUNNINGHAM DISCUSS THEATRE CURRICULA.

BROADWAY SPEAKERS BUREAU

The League's Broadway Speakers Bureau is now in its fourth year. This program provides an opportunity for students to learn about non-performance careers in the performing arts. Panels of three to four industry professionals, moderated by League member Alan Simon on behalf of the League's Education Committee, represent various aspects of the industry, including producing, general management, marketing and press. Participating students receive information about internship opportunities in theatre industry offices and student/rush tickets to Broadway shows.

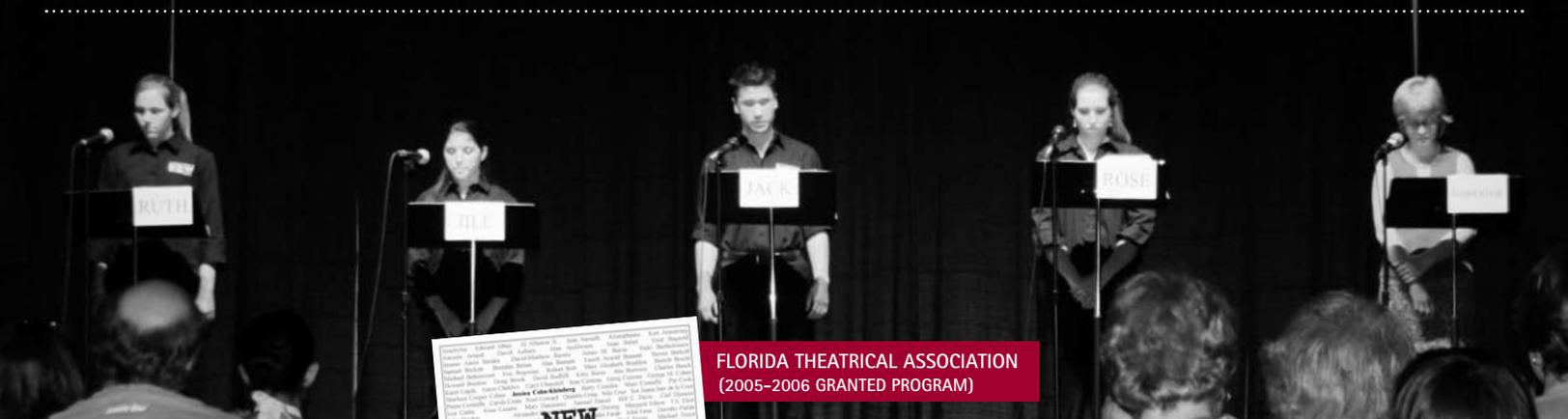


STUDENTS AND PARENTS FROM TRIPLE TREAT THEATRE CAMP PARTICIPATE IN A BROADWAY SPEAKERS BUREAU EVENT.

Since the inception of the program, students from Barnard College, Borough of Manhattan Community College, Brooklyn College, Ithaca College, the Juilliard School, Long Island University, Marymount Manhattan College,

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2006-2007 LEAGUE NATIONAL EDUCATION GRANT RECIPIENTS



FLORIDA THEATRICAL ASSOCIATION
(2005-2006 GRANTED PROGRAM)



1. PEACE CENTER FOUNDATION (GREENVILLE, SC)

"Discovering *Camelot*" is an outreach project designed to provide introductory experiences in theatre and dance for approximately 50 students of Generations Group Homes (GGH), a residential treatment facility for at-risk adolescent males. All students will participate in an immersion program in which they will study the legend of King Arthur in literature and history, as well as the fundamentals of theatre, in four one-hour workshops. As part of the project, select students will attend the touring Broadway production of *Camelot* at the Peace Center for the Performing Arts, participate in a backstage tour and post-performance discussion, and write a review of the production. The project will culminate in a student Summer Showcase performance facilitated by the teaching artist.

2. HERSHEY THEATRE (HERSHEY, PA)

Hershey Theatre will use *The Light in the Piazza* to launch a program for Hershey High School drama and art students that will enhance students' understanding and appreciation of art history, architecture, local history, live theatre and non-performance career paths in theatre. The theatre's Italian-inspired design and the show's Italian-inspired set

serve as the springboard for discussion and learning. A community archivist will speak with the students, and scenic designer Michael Yeargan will visit the

classes to discuss the *Piazza* set and its Italian influences. Students will attend a performance of *The Light in the Piazza* and tour the Hershey Theatre. They will also complete writing projects that will be published in the Hershey Chronicle, or art projects that will be on display at the Hershey Theatre lobby.

3. CLOWES MEMORIAL HALL OF BUTLER UNIVERSITY (INDIANAPOLIS, IN)

"Broadway Behind the Scenes: Exploring Technical Theatre Through *Camelot*" will give high school students an exceptional opportunity to explore the technical aspects of a professional Broadway musical. Twenty theatre students and two teachers will learn about technical theatre prior to, during and after the Broadway Across America-Indianapolis presentation of *Camelot* at Clowes Memorial Hall in late February 2007. This project consists of a series of interactive sessions including an introduction to Clowes stage technicians and their jobs, a behind-the-scenes technical tour of the theatre, an observation day for viewing the load-in process for *Camelot*, a meeting with the Broadway production's technical

staff, and attendance at a performance of *Camelot*. A series of three follow-up experiences will include attending the touring Broadway production of *Monty Python's Spamalot* that will challenge students to utilize their newly acquired technical skills.

4. LIED CENTER FOR PERFORMING ARTS - NEBRASKA (LINCOLN, NE)

One hundred and five eighth-grade students from Crete, Seward, and Park Middle Schools in Nebraska will participate in creating and producing short new musicals inspired by Elvis songs. The students will study creative writing, storytelling, structure, thematics, and music history with the goal of learning how to cultivate their own ideas and opinions based on their chosen subject for the musical. While producing the musical, students will develop skills in business development, marketing, publicity, design, ticket sales, management, programming, teamwork, and leadership. Teachers will participate in a six-hour workshop to prepare them for the program, and students will see the touring Broadway production of *All Shook Up* at the Lied Center. They will perform their musicals in a showcase in April 2007.

5. MEMPHIS DEVELOPMENT FOUNDATION - THE ORPHEUM THEATRE (MEMPHIS, TN)

Thirty-five at-risk students enrolled in



PEACE CENTER FOUNDATION
(2005-2006 GRANTED PROGRAM)



The Memphis Challenge program will learn about Memphis history through the Leadership Academy's Memphis 101 program, participate in writing and music-related workshops, and attend a performance of *All Shook Up* at the Orpheum Theatre. This program will use *All Shook Up* to impress upon students the narrative possibilities of music in storytelling, and will explore dramatic storytelling methods using local Memphis history. Local artists and professional educators will interact with students to help them create a new dramatic piece based on their own experiences and Memphis history.

6. FLORIDA THEATRICAL ASSOCIATION (MIAMI, FL)

Students in grades 9-12 in Miami-Dade County explore the dynamics of serving on a jury and the process of deciding an accused person's fate, as depicted in the national tour of *Twelve Angry Men*. Students will be asked to submit original essays for the project "*Twelve Angry Men: What's the Verdict?*" Project elements include workshops, attendance at the national tour of *Twelve Angry Men*, professional seminars, talk-backs with professionals, and an interactive mock trial and deliberation. This project will mark the first educational outreach event for a Broadway play at the new Miami Performing Arts Center, opening in the fall of 2006.

7. HENNEPIN THEATRE TRUST (MINNEAPOLIS, MN)

Interdistrict Downtown School (IDDS) is formalizing its school curriculum with an "Urban Humanities" focus as part of a more complete and vibrant partnership with Hennepin Theatre Trust. The "Critical View" program includes pre-show visits by a teaching artist, meetings with local artists and theatre professionals, seeing seven Broadway productions, and writing critiques. Students will work in various volunteer capacities at the theatre and also shadow theatre staff to learn about non-performance careers in the arts. As part



of their media curriculum, they will work on an upcoming documentary of the city's historic theatre district. Participating touring Broadway productions include *The 25th Annual Putnam County Spelling Bee*, *Twelve Angry Men*, *Dirty Rotten Scoundrels*, *Doubt*, *The Light in the Piazza*, and *All Shook Up*. All of this will ensure a cohesive and comprehensive theatre arts program with both theoretical and hands-on practical components.

8. CONNECTICUT ASSOCIATION FOR THE PERFORMING ARTS (NEW HAVEN, CT)

This grant will support the "Literary Lessons: *Doubt*" Project, which enables students at High School in the Community to study John Patrick Shanley's Tony Award®-winning play, learn about issues concerning sexual abuse and ethics, study related literature, and attend the touring Broadway presentation of *Doubt* at

curriculum to be presented in conjunction with the September-October engagement of *Movin' Out* at the Sacramento Community Center Theater. Its goal is to educate, encourage, and nurture a new generation of aspiring dancers and to expose them to the pioneering choreography of Twyla Tharp. "Steppin' Out!" will partner with Sacramento High School's School of the Arts, enrolling 55 to 60 dance students selected by the school's dance instructor. Students will learn the early works of Twyla Tharp and discuss the inspirations for her choreography. In addition to seeing a performance of *Movin' Out*, they will attend workshops lead by a Twyla Tharp technique trained dancer, and perform a dance piece at the school's holiday showcase.

10. TAMPA BAY PERFORMING ARTS CENTER (TAMPA, FL)

The 2006 *On Golden Pond* Broadway Education Initiative activities will engage senior citizens and middle school students in exploring family relationships and perspectives on aging and age discrimination. The student-driven project will explore oral and written history and help seniors develop brief spoken word performances based on their memories and experience. Middle school students at a participating school will interview grandparent figures of their choice, from which material will be incorporated into a brief spoken word performance. Seniors and students will meet when the project culminates in a free, cross-generational showcase performance for family and friends at The Center. All participants will attend *On Golden Pond* and take part in a post-performance discussion with a cast member.

the Shubert Theater. Qualified experts, including a psychologist and ethicist, will help students understand complex issues within the play. Guest artists will provide insight into the process of making theatre and writing a play, and how the two come together when dramatizing the written word.

9. CALIFORNIA MUSICAL THEATRE (SACRAMENTO, CA)

"Steppin' Out!" is a multi-phase dance



SPEAKERS BUREAU (cont.)

Muhlenberg College, New York University and Rutgers University have participated.

League members who have met with the students include Dave Auster, Dori Berinstein, Peter Bogyo, Maggie Brohn, Steven Chaikelson, Maria Di Dia, Adam Epstein, David Fishelson, Nancy Gibbs, Michael Hartman, Pamela Koslow, Stewart F. Lane, Harriet Leve, Kevin McCollum, Roy Miller, Susan Myerberg, Mari Nakachi, Nelle Nugent, Ben Sprecher, Abbie Strassler, Tom Viertel, Kenneth Waissman, Donna Walker-Kuhne, Susan Weaving, Brannon Wiles and Randall Wreghitt.

This summer, the League hosted the youngest group of participants yet: students and their parents from Triple Threat Theatre Camp in New Jersey. While the college panels will continue this year, we are also taking steps to expand to include New York City high schools and colleges located outside the New York City metro area.



BOROUGH OF MANHATTAN COMMUNITY COLLEGE STUDENTS LISTEN TO BRANNON WILES, KENNETH WAISSMAN AND ABBIE STRASSLER AT A BROADWAY SPEAKERS BUREAU EVENT.



EDUCATION PROGRAM DATA BANK

The League's Education Committee maintains a user-friendly data bank in the members-only section of the League's website (www.LiveBroadway.com) that facilitates the sharing of education program ideas among different markets. We invite League members to visit the data bank to view the past programs listed and submit your successful education programs, which will be automatically added to the data bank.

EDUCATION FORUM (cont.)

Theatre League; Yolande Spears, Vice President of Education & Community Relations at the Bushnell Center for the Performing Arts and Mitchell Korn, President of Artsvision®. These professionals represented arts organizations on the small, medium, and national levels, and examined the difficulties in—and best practices for—finding funding for arts education at each level.



FAMILY FIRST NIGHTS PROGRAM

The League continued the Family First Nights program in 2006, with one hundred families (400 participants total) from the South Brooklyn Youth Consortium and the Harlem Children's Zone attending performances of Broadway's *The Color Purple* and *Hot Feet*, and upcoming performances of *Hairspray* and *The 25th Annual Putnam County Spelling Bee*. As an added bonus, this year's families were treated to a performance of August Wilson's *Seven Guitars* at Signature Theatre Company, sponsored by Time Warner. Funding for the 2006 program came from the producers of the participating shows, The League of American Theatres and Producers, Inc., Time Warner, and The New York City Department of Cultural Affairs and Department of Youth and Community Development. New York City Council Member Domenic M. Recchia Jr., District 47 in South Brooklyn, was instrumental in obtaining city funding for the program.

Family First Nights provides orchestra tickets for at-risk families who may not otherwise be able to attend live theatre. Families attend the theatre together three times per year and participate in post-performance discussions. In addition, all participating families receive family theatre packets, including study guides about the story of the production, backstage information about what to expect when they get to the theatre, and information about Times Square, to help familiarize them with the production. The partner social service agencies are responsible for identifying appropriate families, coordinating family participation, and organizing transportation and other logistics.



APPLE AWARDS

The League's Education Committee is proud to continue our national "League Educator Apple Award" program. We are committed to supporting our members' efforts to develop new audiences and model education projects across the country. Educators and collaborators who have partnered with League members on education programs relating to League-member Broadway and touring Broadway productions are eligible for this award. We hope you will take advantage of this opportunity to submit candidates for award consideration. Nomination forms are enclosed in this newsletter. Information about past recipients as well as a downloadable version of the form is available in the members section of the League's website. The deadline for nominations is December 1, 2006.

2006-2007

LEAGUE EDUCATOR APPLE AWARD

THE PURPOSE OF THIS AWARD is to reward, acknowledge and support the efforts of educators, administrators and district heads (or education teams) in the field who collaborate with League-member venues and organizations around the country. We invite you to nominate worthy educators with whom you have collaborated. The award will be given to the "team": the educational collaborators — teacher(s) and administrator(s) as applicable — and the education coordinator at the venue/organization. As many as six national awards will be bestowed each year.

ELIGIBILITY

Eligible nominees are:

1. Educators/teams who partner in an ongoing relationship with League-member venues or organizations at least once a year on projects that relate to Broadway or touring Broadway productions; and
 2. Educators/teams who partner with League-member venues or organizations throughout the school year on arts and education program that relate to Broadway or touring Broadway productions.
- Nominees must have worked on projects with League-member venues or organizations that involved League-member Broadway or touring Broadway production(s) (Equity, AGVA or AGMA show, or not otherwise eligible to be Equity). Projects involving non-Equity shows do not qualify.
 - Projects may target kindergarten through college-aged students.
 - The proposed efforts for which the nominated person/team is being recognized must have taken place no later than June 2006.

GUIDELINES

- Each organization or presenting venue may nominate one educator/team per city. The nominated educator/team may not be employed by the organization or venue.
- While the panel will consider the number of individuals served, the panel is more interested in high-quality projects than the number of individuals participating in those projects.
- The award will not be based on the overall cost of the program or the source of funding.
- The program need not have been funded by League grants.
- Consideration will be given to all educators, regardless of whether the school is public, private, or a charter school.
- The evaluation committee will attempt to achieve a fair distribution of grants among geographical areas.
- Organizations/venues that received an Educator Apple Award in 2005-2006 must take a one-year hiatus and may not apply again until next year.
- Nominations must be typed on the form on the reverse side of this page. Additional forms are available for download on the members section of the League's website.
- Completed nomination forms must be received by the League of American Theatres and Producers by December 1, 2006.

YOUR NOMINATION FORM MUST BE RECEIVED BY 12/1/06 AND SENT TO:

Rachel Reiner, Manager of Membership Services
 The League of American Theatres and Producers, Inc.
 226 West 47th Street, 6th Floor
 New York, NY 10036

APPLICATION

I. NOMINATOR INFORMATION (To be filled out by education director/coordinator of League-member organization/venue)

PRESENTING ORGANIZATION

STREET ADDRESS

CITY STATE ZIP

CONTACT PERSON & TITLE

TELEPHONE FAX

E-MAIL

II. PROJECT INFORMATION (You may attach an additional sheet if necessary.)

- A. NAME OF NOMINATED EDUCATOR/TEAM _____
1. List additional educational colleagues associated with this collaboration (e.g. principal, administrator, department head, superintendent, etc.)
 2. Define your organization/venue's role in the collaboration (e.g. liaison, conduit, etc.)
 3. How long have you worked with this educator/team (# of years, ongoing, etc.)?
- B. Describe the program(s) for which this educator/team is being recognized, the grade level(s) involved, and the Broadway or touring Broadway shows(s) involved.
- C. Briefly describe any special qualities that this educator/team brings to the program(s) and what makes them stand out from other educators.
- D. Briefly describe the way(s) in which this educator/team has creatively contributed to the success of this arts and education program(s).
- E. Describe the curriculum connection(s) this educator/team brought to his/her classroom/students in conjunction with this program(s).
- F. Describe outcomes of this program, including benefits to both participants and League-member organization/venue.