



LEAGUE EDUCATION COMMITTEE NEWSLETTER

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.

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JANUARY 2010

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This is the newsletter of the Education Committee of The Broadway League.

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

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

THE BROADWAY LEAGUE
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MARC FALATO and ELISE KUSHIGIAN

MEMBERSHIP SERVICES DEPARTMENT
EDWARD SANDLER, DIRECTOR

EDUCATION COMMITTEE COORDINATOR
RACHEL REINER

**NOW THAT'S
BROADWAY!**



▲ Families from the YMCA in Staten Island enjoyed a performance of Shrek The Musical in September 2009.

MATCHING GRANTS GIVEN TO ROAD MEMBERS FOR FAMILY FIRST NIGHTS®

The Broadway League initiated a new audience development matching grant initiative this year. Family First Nights® on the Road awards \$6,000 grants to Broadway theatre presenters across the country to help fund the official national rollout of this program, designed to encourage at-risk families to attend theatre on a regular basis. Each market is asked to commit to the program for a three-year period, with the first year's matching grant from the League totaling \$4,000 and the second year's matching grant totaling \$2,000. These year's grant recipients are Appleton WI, Charlotte NC, East Lansing MI, Hartford CT, Rochester NY, Tampa FL and Tempe AZ. In New York City, families from all five boroughs are participating this year and have already seen performances of Shrek and The Phantom of the Opera.



▲ After seeing the show, families in Appleton, Wisconsin enjoyed meeting Lacy, one of 15 dogs performing in 101 Dalmatians.



▲ Rochester Broadway Theatre League's Robert Sagan hosted participating families at a performance of Chicago at the Auditorium Theatre in Rochester, New York.



▶ In September 2009, families in New York City from the Harlem Children's Zone attended The Phantom of the Opera.

NATIONAL EDUCATION GRANTS

The Broadway League is very pleased to recognize the recipients of its fourteenth annual National Education Grants. The 2009–2010 National Education Grants program bestows \$5,000 to ten presenters of touring Broadway shows across the U.S. for the development or support of education programs associated with touring productions:

The Fox Cities Performing Arts Center – Appleton, WI

The Fox Cities Performing Arts Center will lead a partnership with the Big Brothers Big Sisters and the Wisconsin-based initiative Project Girl that will explore the effects of media messages and stereotypes on adolescent girls. “Mirror Image” will challenge 20 girls and their mentors to think critically about the messages they encounter in entertainment, becoming better-informed consumers. Taking inspiration from Elle Woods’ struggle against stereotypes in *Legally Blonde the Musical*, “Mirror Image” will encourage these young women to define themselves and identify their potential. “Mirror Image” will incorporate the arts as a tool to build confidence and combat messages that contribute to negative body image.

The Fox Theatre – Atlanta, GA

The musical *In the Heights* is a celebration of community, specifically the Latino community in a New York City neighborhood. The Fox Theatre will provide approximately 100 children, mostly Latinos, from metro Atlanta after-school programs and an in-school drama group with tickets to see the musical. Following the performance, the children will attend a panel discussion with community experts who will discuss giving back to their community. The children will then work with these experts to create a project through which they will learn about the experiences of their parents and grandparents. Teaching artists will then work with the children to express the information gleaned from their elders via creative work, culminating in performances at various sites.

Orange County Performing Arts Center – Costa Mesa, CA

The Orange County Performing Arts Center’s “Takin’ Broadway to the Heights” project is a new initiative modeled after the Center’s nationally acclaimed Summer at the Center program, which provides performance workshops to disadvantaged high school youth. The Center’s goal is to broaden audience interest in musical theatre by introducing underserved populations to culturally relevant Broadway productions. “Takin’ Broadway to the Heights” offers professional artist workshops integrated with the Center’s presentation of *In the Heights* to students at Santa Ana High School, and culminates in an opportunity for students to attend a performance of the show.

Dallas Summer Musicals – Dallas, TX

Dallas Summer Musicals (DSM) will use funds from The Broadway League to expand the educational component of the Stage Right Positive Action summer program for at-risk youth by incorporating musical theatre/arts education, specifically themes presented in DSM’s presentation of *Dreamgirls* at The Music Hall. After learning about the show through a curriculum enhanced by a custom study guide, students from approximately 30 area agencies and community centers will participate in an essay/poster contest. This contest builds on the 12-week Positive Action curriculum (created in partnership with the Dallas Police Department) which teaches that positive actions lead to success.

Civic Center of Greater Des Moines – Des Moines, IA

The themes of love, war and prejudice that run through Rodgers and Hammerstein’s *South Pacific* are as alive today as they were in the 1940s. The Civic Center of Greater Des Moines will invite 100 students from five central Iowa high schools to explore these themes as part of a multi-curricular learning opportunity in the spring of 2010. Both in the classroom and at the Civic Center, the students will explore the era of *South Pacific* and the significance of its themes to musical theatre. After exploring these themes from historical, social and artistic viewpoints, students will apply them in a modern context and discuss their contemporary relevance.

The Peace Center – Greenville, SC

The Peace Center and Gable Middle School, a high-poverty rural school, will develop a character education program using themes from *Wicked*. Drama and choral students will view *Wicked*, meet cast members, and tour backstage. In preparation, students will study the thematic, musical and dramatic elements of one song from the show each month. Through journaling and guided discussions, students will then create a musical based on themes from *Wicked* and other shows, to be performed in the spring. Workshops with a professional singer and actor will enhance students’ skills and offer a valuable opportunity that wouldn’t otherwise be available.

Rochester Broadway Theatre League – Rochester, NY

“*Spring Awakening – An Overture to Life*” provides an opportunity for junior and senior level high school students from the greater Rochester area to examine issues of social change, confusion, and moral ambiguity as they move forward in their developmental journey to adulthood. Through a variety of experiences, including a viewing of *Spring Awakening* at the Auditorium Theatre, they will work with local agencies through class-related activities to meet NYS Standards for Learning. Students will better understand and develop the skills necessary to break down the walls they encounter and come to realize the importance of open lines of communication between their peers, as well as with the adults in their lives.

Proctors (Arts Center and Theatre of Schenectady, Inc.) – Schenectady, NY

Using the musical *Wicked* and the popular novel on which it is based, *Wicked: The Life and Times of the Wicked Witch of the West* by Gregory Maguire, Proctors will facilitate a unique exploration of arts, literature and human behaviors to promote social change for 12th grade students at Schenectady High School. Workshops will take place with specially trained teaching artists, using the novel, the show and improv techniques to focus on the show’s themes. They will address the growing problem of bullying in schools and how our actions have consequences, creating life-changing events for us as well as others throughout life.

2009–2010 LEAGUE EDUCAT

DEADLINE AUGUS



▲ Jason Holland with students from OCPAC's Summer at the Center program.

INTERVIEW... WITH JASON HOLLAND

Each issue of this newsletter will feature an interview with a leading education director from our member venues around the country. Jason Holland is the Director of Education Programs at Orange County Performing Arts Center (OCPAC). He has worked there for six and a half years after student-teaching and spending time in Chicago working as a professional actor. He has served on the League's Education Committee for four years. We asked Jason to reply via email to a few questions about his programs.

How many people are in your department and how are responsibilities divided?

Currently there are 8 people in our department. In very broad terms we structure the department into two halves: on-site programs and community programs. One of our biggest community programs in the schools is called ArtsTeach. It is a huge program which reaches well over a quarter of a million students a year! It maintains two full-time staff members working on only that program. Then we have other staff focused on the on-site programs happening here at OCPAC. Creating the vision for all of this work is our Vice President of Education, Talena Mara. My job is to directly oversee the day-to-day operations of all the programs coming out of this department as well as programming our Family Series and our bus-in series.

OCPAC Campus, photo by Chris Costea ▶

Please describe your program (mission/philosophy/cornerstone programs/etc).

With both a fairly new President here at OCPAC and a new Vice President of Education, our Education programs have become much more focused and balanced this year. We are in the process of assessing which programs are best serving a long-range plan that our Board has approved and which programs might not serve us as well anymore. We are passionate about becoming a Center "without walls" so that more and more of the community find a place for themselves here at OCPAC. In addition to bringing our youth in to our venues to experience the power of live theatre (often for the first time!), we want to make sure our audience base is continuing to grow and to have positive, interesting experiences here that will excite them to return again and again.

In what ways do you work with colleagues around the country?

Working on the League's Education committee as well as with groups such as International Performing Arts for Youth (IPAY) and Education Directors for Performing Arts Center Consortium (EDPACC) for the several years now has absolutely shaped and inspired our programs. We are very proud to have received a National Education Grant from the League this year for our upcoming work around *In the Heights*! And as I write this we are finishing up night number THREE of "Kids' Night on Broadway" with *Xanadu* beginning its national tour here! We have had audiences throughout our lobbies learning about the show, learning dance moves from talented *Xanadu* cast members and even battling head-to-head with Guitar Hero '80s music for some great laughs! Programs like this are such an organic fit with our audience development work and are frequently the best ways for us to work along side our talented marketing team here at OCPAC. We want an ever-expanding base of audiences, of all ages, to be experiencing a live Broadway touring performance and programs like these help make that happen!



NATIONAL EDUCATION GRANTS (CONTINUED)

Tampa Bay Performing Arts Center – Tampa, FL

This two-pronged project will create collaboration with five Tampa Bay area schools to engage up to 100 students in six weeks of activities, culminating in a visit to Tampa Bay Performing Arts Center (TBPAC) to see *In the Heights*. Led by a scenic design teaching artist, students at two secondary schools will do a site survey of their neighborhoods and create set designs that reflect their neighborhood history. Separately, dance teaching artists will engage fifth graders at three elementary schools in learning Latin dances for six weeks, culminating in a "Loco Caliente Ballroom" competition at TBPAC. Students will meet project-related show crew in a post-show talk back.

Theater League – Wichita, KS

Theater League will partner with Wichita West High School to enhance students' understanding of the "Green" movement and how environmental responsibility initiatives are influencing theatre productions, as well as regular day-to-day life. By incorporating field trips, speakers, workshops and seeing a performance of *Wicked* (a theatre community leader in green activities), the students will deepen their knowledge about how to sustain our world in an environmentally friendly way. Representatives from the town of Greensburg, Kansas, which is being rebuilt Green after a devastating tornado, as well as members from the *Wicked* cast and crew, will speak with students to provide history of the movement and encourage ways to live that promotes being Green. Participating students will be encouraged to continue what they have learned by planting a garden at their school and beginning their own Green Club.

OR APPLE AWARD

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NOMINATOR
APPLICATION
ENCLOSED

THEATER JAM TEEN NIGHT

The Civic Center of Greater Des Moines' "Theater Jam Teen Night" is a program designed to encourage high school students to attend the theatre. The night included attending a performance of *Mamma Mia!*, an opportunity to hang out in an exclusive teen lounge, chatting with *Mamma Mia!* cast members (Donell James Foreman, Ian Knauer, Damien DeShaun Smith), and enjoying refreshments. The Civic Center created *Mamma Mia!* themed activities including "Knowing Me Knowing You" (a get-to-know you game), "Dance-Dance Dancing Queen" (DDR video game) and Broadway Karaoke.



Students created their own puppets while participating in a year-long program in conjunction with *The Lion King* at California Musical Theatre in Sacramento



Education Committee co-chairs Elise Kushigian (left) and Marc Falato (center) with League Immediate Past Chair Nina Lannan at the 2009 Education Forum.



Students in Baltimore, Maryland, participated in a *Cirque Dreams: Jungle Fantasy* master class at the Hippodrome Theatre.





2010-2011 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 both educational collaborators — teacher(s) and administrator(s) as applicable — and the education coordinator at the venue/organization. As many as four 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 a school year on arts and education programs 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 shows only, 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 2010.

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 awards among geographical areas.
- Organizations/venues that received an Educator Apple Award in 2009-2010 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 in the members section of the League's website.
- Completed nomination forms are accepted year-round, but must be received by the League by August 31, 2010 to be considered for 2011.

YOUR NOMINATION FORM MUST BE RECEIVED BY 8/31/10 AND SENT TO:

Rachel Reiner, Senior Manager of Membership Services & Education Programs
The Broadway League
226 West 47th Street, 6th Floor
New York, NY 10036



2010-2011 LEAGUE EDUCATOR APPLE AWARD

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 the 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.

III. PROJECT IMPACT

Please attach a one-page letter from the nominated individual acknowledging the impact of the collaboration, how it aligned with his/her teaching goals, etc.

Please note: Excerpts from this nomination and/or the accompanying letter from the nominated individual may be used for publicity purposes.