

PARTNERS IN EDUCATION PROGRAM POLICIES & PARTICIPATION GUIDELINES



PARTNERS IN EDUCATION



THE KENNEDY CENTER



TABLE OF CONTENTS

Introduction to Partners in Education	2
About the Partners in Education Program	2
Partners in Education General Definitions	4
Partners in Education Advisory Committee	5
Guidelines for Participation	6
Phase I	6
Phase II	9
Annual Meeting Attendance Policy	12
Changes In Partnership Team Composition	13
Recommitment to the Partners in Education Program	14
Recommitment Guidelines	14
Use of Kennedy Center Name	15
Use of Partners in Education Name and Logo	15
Approved Language: Workshop Leaders and Workshops	16

INTRODUCTION TO THE PARTNERS IN EDUCATION PROGRAM

About the Partners in Education Program

Partners in Education Description and Mission

Established in 1991, the Partners in Education program of the John F. Kennedy Center for the Performing Arts is designed to assist arts organizations throughout the nation to develop or expand educational partnerships with their local school systems. The primary purpose of these school/community partnerships in the arts is to promote the professional learning of teachers. In 1992, this program was awarded the Association of Performing Arts Presenters' Dawson Award, which recognizes innovative and successful projects.

The Partners in Education program is based on the belief that the professional development of teachers is an essential component of efforts to include the arts in education for young people. The Kennedy Center's extensive experience with its local professional development program, established in 1976, provides the basis for this national program.

Nearly 100 Partnership Teams across the country participate in Partners in Education. Partnership Teams consist of at least two members: a representative of an arts organization and a representative of the upper administration of a neighboring school district.

Statement of Shared Values

Partners in Education partnering institutions and school districts share the belief that providing access and equity in arts education for all students is a priority. To that end, partnering institutions are committed to their local collaborations in order to provide professional development in the arts for their area teachers. These learning experiences provide teachers with resources, strategies, and understanding that will enable them to include the arts in their teaching.

Benefits of Partners in Education Membership

Each partnering institution and school district benefits from its affiliation with the Kennedy Center Partners in Education program in various ways.

- **Affiliation with the Kennedy Center.** Institutions can leverage their affiliation with the Kennedy Center for fundraising, branding, quality assurance, and connections with the media.
- **Visibility.** The Kennedy Center can highlight partnerships' accomplishments through invitations to present at Annual Meetings in Washington, D.C., and through recognition in the National Partnerships e-newsletter.
- **Kennedy Center Education Resources.** Partners in Education members have first access to Kennedy Center Education Division resources, often at a reduced rate.
- **Consulting Services.** The Kennedy Center manages a roster of nearly 50 teaching artists who are available to assist Partners in Education Teams with program and partnership development.
- **National Leadership Opportunities.** Partners in Education Team Members who have been in the network for two or more years are eligible to serve on the national Advisory Committee for Partners in Education.
- **A Network of Peers.** The Partners in Education program includes hundreds of arts and education professionals who share the same goals, concerns, and challenges. The Kennedy Center can connect members to like-minded colleagues.

Responsibilities for Maintaining Partners in Education “In Good Standing” Status*

Teams annually:

- Submit a Partnership Agreement Update (by May 1) (Form provided by the Kennedy Center)
- Submit an Annual Report Form (by July 1) (Form provided by the Kennedy Center)
- Submit annual program dues of \$250 per Partnership Team
- Conduct an assessment of teachers' professional learning needs
- Plan and conduct a minimum of three 3-hour workshops for teachers based on a needs assessment
- Assess program planning and implementation and make revisions to better meet participants' needs
- Implement a three-perspective (workshop leader, participants, and sponsor) evaluation process for all workshops and use results for program improvement

*In addition, Team Members must attend three out of every five Annual Meetings (see Annual Meeting Attendance Policy on page 12).



Partners in Education General Definitions

Annual Meeting:	This annual convening of Partnership Teams allows Team Members to receive additional training related to professional learning and to recast the terms of their written partnership agreement. The Annual Meeting also provides the opportunity for Teams to learn from each other's experiences and renew professional associations with other Partnership Team Members and Kennedy Center staff.
Annual Report:	In this document, due to the Kennedy Center by July 1 of each year, Partnership Teams report the different types of professional learning events they held for teachers in the past school year, as well as attendance numbers.
Artist Seminar:	An in-depth professional learning experience for teaching artists interested in improving their practice and leveraging the Kennedy Center's educational approach.
Coaching:	Teaching artists work one-on-one with a teacher to observe his/her teaching in the classroom and provide feedback. By engaging in a coaching relationship, teachers receive individualized attention as they develop their knowledge and skills for planning and leading instruction, and engage in reflection on their own practice.
Demonstration Teaching:	A professional learning experience for teachers in which a teaching artist leads a lesson with students while teachers observe
Hiatus Status:	A Partnership Team that is not able to meet Partners in Education program requirements may go on hiatus for up to one year. After the period of one year, the Team will be required to reapply to the program during the time period when the program is accepting new applications, and reentry cannot be guaranteed. In fairness to other Teams, most program services can only be provided to Teams that remain active in the network. However, Teams on hiatus may receive the UPDATE newsletter and technical assistance from Kennedy Center staff.
Institute:	This multi-day event is the entry point for new Partnership Teams. The purpose is to foster new Teams in the development of their partnerships and programs of professional learning in the arts for teachers. Participants examine multiple workshops for teachers developed by the Kennedy Center and develop a written plan that specifies how the partners will work together to establish or expand professional learning in the arts for teachers in their communities.
Partnership Agreement:	In this document, due to the Kennedy Center by May 1 of each year, Partnership Teams identify partnership and program objectives, as well as action steps and measures of success, for the coming year revolving around professional learning for teachers.
Partnership Team:	The arts organization and their local school district that were identified in the original Institute application. The Partnership Team may expand if additional Institutions are added later.
Phase I:	The initial training stage for Teams, including attendance at one Institute and two Annual Meetings following the Institute
Phase II:	The next stage of participation by Teams, in which the focus is on extended and high impact professional learning for teachers
Team Institutions:	The officially recognized Institutions comprising the partnership
Team Members:	The officially recognized representatives of the Partnership Team Institutions

Partners in Education Advisory Committee

- Purpose:** To advise the Partners in Education program regarding programs and services for the partnership network; to act as representatives of all Teams
- Number of members:** Eight individual Team Members
- Length of term:** Three years
- Composition:** Advisory Committee will be composed of a diversity of Phase II Partners in Education Team Members, with consideration given to representation by:
- geographic area
 - ethnic/cultural diversity
 - year the member's Team entered the program
 - arts organization/school system members
 - gender
- Election:** Slate adopted at the Partners in Education Annual Meeting by a majority vote of Partnership Teams. Team Members may nominate themselves or be nominated by others, including Kennedy Center staff.
- Meetings:** Will meet no less than twice each year, with one of the meetings occurring immediately after the Annual Meeting
- Funding:** The Kennedy Center will underwrite Advisory Committee member costs for travel, lodging, and some meals for the meetings at the Kennedy Center.

GUIDELINES FOR PARTICIPATION

Guidelines For Participation: Phase I

Enrollment in Phase I

When Teams are accepted into the Partners in Education program, they are automatically enrolled in Phase I.

Duration of Enrollment

This phase consists of two years for a new Partnership Team—from the Institute through two Annual Meetings.

Team Members

OFFICIAL TEAM MEMBERS

Official Partnership Teams include the representatives from the arts organization and school system that were named in the original application submitted to the Kennedy Center.

The representative from the arts organization may be the education director or executive director. The schools' representative should be a district-level administrator, ideally from the divisions of curriculum or teacher professional development.

ADDING INDIVIDUALS

Teams may add members from existing partnership organizations on a limited basis. Any addition of members must be requested in writing by all current Team Members and be approved in writing by the Kennedy Center.

When a Team Member leaves the partnership, the proposed replacement must meet the established selection criteria and be approved by the Kennedy Center.

ADDING ORGANIZATIONS

Teams may add organizations to the Team on a limited basis. Typical additions include a local arts agency, an additional school system, or a college/university pre-service program. Any addition of a new organization must be requested in writing and signed by the executive directors and superintendents of all existing partnering institutions, and be approved in writing by the Kennedy Center. Also, a letter from the executive director of the new organization or superintendent of the school system is required that states their understanding that the Partners in Education program focuses on professional development, a commitment of resources, and includes the name and contact information for their representative to the Team.

LOSS OF MEMBER INSTITUTION

A Partnership Team consists of, at a minimum, one arts organization and one school district. In the event that one partner organization withdraws from the program and the remaining organization(s) wishes to continue as a Partnership Team, a new partner organization must be identified within six months of the date of withdrawal. During the interim, the Partnership Team will be considered to be on hiatus. The new organization must submit a letter of support from the superintendent or executive director expressing the organization's wish to join the Partnership Team within the six month deadline. In addition, all remaining Team institutions must submit a letter from their superintendent or executive director requesting the addition of the new member institution. If after six months, the Kennedy Center does not receive these letters, the Partnership Team will be considered dissolved and will no longer be a member of the Partners in Education program.

Program Responsibilities

THE BASICS OF PROFESSIONAL LEARNING FOR TEACHERS

During Phase I, Teams engage in planning, presenting, and evaluating a minimum of three professional development workshops for teachers annually. Events may include either arts-integrated or arts discipline-specific workshops.

Teams annually:

- Conduct an assessment of teachers' professional learning needs
- Convene an advisory group to assist with needs assessment, program design, and marketing efforts
- Target participation by individual teachers from a variety of schools, as well as teams of teachers from within individual schools
- Plan and conduct a minimum of three 3-hour workshops for teachers based on the needs assessment
- Assess program planning and implementation and make revisions to better meet participants' needs
- Implement a three-perspective (workshop leader, participants, and sponsor) evaluation process for all workshops and use results for program improvement
- Self-assess the Team Members' relationships and roles and responsibilities; adjust for increased effectiveness

Participation Responsibilities

INSTITUTE

All Team Members must attend the Institute.

ANNUAL MEETINGS

Ongoing professional learning for Team Members is delivered primarily through Annual Meetings held each winter in Washington, D.C. The primary school representative and arts organization representative from each Team are required to attend all Annual Meetings during their participation in this Phase.

Administrative Responsibilities

PLANNING AND REPORTING

Annually, Teams submit:

- A Partnership Agreement Update (by May 1)
(Form provided by the Kennedy Center)
- An Annual Report (by July 1)
(Form provided by the Kennedy Center)

FINANCIAL RESPONSIBILITIES

- Teams are responsible for registration fees for the Institute and Annual Meetings.
- The Kennedy Center provides roundtrip travel for Team Members to attend the Institute and the first two Annual Meetings.
- Team Members are responsible for hotel costs for the Institute and Annual Meetings.

Approved Language

Teams are strongly encouraged to identify their relationship with the Kennedy Center in all publications, newspaper articles, etc. Teams should use the following terminology:

"The [Arts Organization Name] and [School District Name] are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington, D.C. Selected because of their demonstrated commitment to improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education."

OR

"The [Arts Organization Name] and [School District Name] have been selected to participate in the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington, D.C."

Resources for Teams

PROFESSIONAL LEARNING

- Professional learning for Team Members is delivered primarily through Annual Meetings held each winter in Washington, D.C. Teams also receive priority invitations to attend additional conferences at the Kennedy Center.
- Teams receive the Kennedy Center monthly electronic newsletter.
- Teams have access to Kennedy Center consultants for program design.
- Teams have access to the Partners in Education social networking site.

ARTIST PROFESSIONAL DEVELOPMENT

- Teams may sponsor Kennedy Center Artist Seminars in their communities at a discount. For more information, visit www.kennedy-center.org/seminars.



Guidelines For Participation: Phase II

Enrollment in Phase II

Teams indicate interest in participating in Phase II when they have completed Phase I.

Duration of Enrollment

This phase has no time limit.

Team Members

OFFICIAL TEAM MEMBERS

Official Partnership Teams include the representatives from the arts organization and school system that were named in the original application submitted to the Kennedy Center.

ADDING INDIVIDUALS

Teams may add members from existing partnership organizations on a limited basis. Any addition of members must be requested in writing by all current Team Members and be approved in writing by the Kennedy Center.

When a Team Member leaves the partnership, the proposed replacement must meet the established selection criteria and be approved by the Kennedy Center.

ADDING ORGANIZATIONS

Teams may add organizations to the Team on a limited basis. Typical additions include a local arts agency, an additional school system, or a college/university pre-service program. Any addition of a new organization must be requested in writing and signed by the executive directors and superintendents of all existing partnering institutions, and be approved in writing by the Kennedy Center. Also, a letter from the executive director of the new organization or superintendent of the school system is required that states their understanding that the Partners in Education program focuses on professional development, a commitment of resources, and includes the name and contact information for their representative to the Team.

LOSS OF MEMBER INSTITUTION

A Partnership Team consists of, at a minimum, one arts organization and one school district. In the event that one partner organization withdraws from the program and the remaining organization(s) wishes to continue as a Partnership Team, a new partner organization must be identified within six months of the date of withdrawal. During the interim, the Partnership Team will be considered to be on hiatus. The new organization must submit a letter of support from the superintendent or executive director expressing the organization's wish to join the Partnership Team within the six month deadline. In addition, all remaining Team institutions must submit a letter from their superintendent or executive director requesting the addition of the new member institution. If after six months, the Kennedy Center does not receive these letters, the Partnership Team will be considered dissolved and will no longer be a member of the Partners in Education program.

Program Responsibilities

In Phase II, Teams build their professional learning programs, and choose either A or B below:

A. EXTENDED PROFESSIONAL LEARNING FOR TEACHERS

Teams annually:

- Conduct an assessment of teachers' professional learning needs
- Convene an advisory group to assist with needs assessment, program design, and advocacy efforts
- Serve greater numbers of individual teachers and teams of teachers
- Conduct a minimum of three 3-hour workshops for teachers, and/or one 3-session course
- Assess program planning and implementation and make revisions to better meet participants' needs
- Continue to conduct a three-perspective (workshop leader, participants, and sponsor) evaluation process for all workshops and use results for program improvement
- Self-assess the Team Members' relationships and roles and responsibilities; adjust for increased effectiveness

Optional Components:

- *Extend workshops and courses with demonstration teaching in select classrooms before or after workshops/course sessions*
- *Establish study groups of teams of teachers who participated in the professional learning courses*
- *Offer professional development for teachers to help them prepare students to learn from attendance at live performances (may include such things as workshops, performance guides, and online resources)*

B. HIGH IMPACT PROFESSIONAL LEARNING FOR TEACHERS

In this option, Phase II Teams develop more ongoing and in-depth professional development with courses on one arts strategy, courses extended with demonstration teaching, and/or courses extended with arts coaching in the classroom.

Teams annually:

- Conduct an assessment of teachers' professional learning needs
- Convene an advisory group to assist with needs assessment, program design, and marketing efforts
- Serve greater numbers of individual teachers and teams of teachers; with emphasis on serving teams of teachers from the same school; build participation across grade levels
- Conduct a minimum of five 3-hour workshops for teachers and one 3-session course
- Offer demonstration teaching in select classrooms preceding or following workshops/course sessions
- Assess program planning and implementation, and make revisions to improve programs
- Continue to conduct a three-perspective (workshop leader, participants, and sponsor) evaluation of workshops and use results for program improvement
- Self-assess the Team Members' relationships and roles and responsibilities; adjust for increased effectiveness

Optional Components

- *Extend workshops/courses with coaching and study groups in selected participating teachers' classrooms*
- *Whole School Initiative—Teams may work with one or more principals to establish arts integrated programs throughout their schools. Teams offer ongoing professional development, including courses, workshops, demonstration teaching, arts coaching, and study groups.*
- *Work at a district level to engage support for favorable arts education policies*
- *Document and share evidence of student learning*

Participation Responsibilities

ANNUAL MEETINGS

Ongoing professional learning for Team Members is delivered primarily through Annual Meetings held each winter in Washington, D.C.

The primary school representative and arts organization representative from each Team are required to attend a minimum of three Annual Meetings in a five-year period. Teams that do not meet this requirement enter into "probation status" and are required to submit a letter of recommitment from all partner institutions' executive directors and superintendents, in addition to fulfilling the Annual Meeting attendance requirement at the next opportunity.

Administrative Responsibilities

PLANNING AND REPORTING

Annually, Teams submit:

- A Partnership Agreement Update (by May 1)
(Form provided by the Kennedy Center)
- An Annual Report (by July 1)
(Form provided by the Kennedy Center)

FINANCIAL RESPONSIBILITIES

- Teams are responsible for annual program dues.
- Teams are responsible for registration fees for Annual Meetings, as well as for hotel and transportation costs.

The Kennedy Center will accept applications, based on need, for partial travel reimbursement for Annual Meeting attendance by official Team Members.

Approved Language

Teams are strongly encouraged to identify their relationship with the Kennedy Center in all publications, newspaper articles, etc. Teams should use the following terminology:

"The [Arts Organization Name] and [School District Name] are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington, D.C. Selected because of their demonstrated commitment to improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education."

OR

"The [Arts Organization Name] and [School District Name] have been selected to participate in the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington, D.C."

Resources For Teams

PROFESSIONAL LEARNING

- Professional learning for Team Members is delivered primarily through Annual Meetings held each winter in Washington, D.C. Teams also receive priority invitations to attend additional conferences at the Kennedy Center.
- Teams receive the Kennedy Center monthly electronic newsletter.
- Teams have access to Kennedy Center consultants for program design.
- Teams have access to the Partners in Education social networking site.

ARTIST PROFESSIONAL DEVELOPMENT

- Teams may sponsor Kennedy Center Artist Seminars in their communities at a discount. For more information, visit www.kennedy-center.org/seminars.



Annual Meeting Attendance Policy

The purpose of the Annual Meeting for Partners in Education Team Members is to provide professional learning to strengthen both Team programs and partnerships. Additionally, Annual Meetings are designed to provide networking opportunities with like-minded colleagues from throughout the nation and access to the most current arts education research and resources.

As the primary means of professional learning for members, the Annual Meeting is a critical component of each Team's success. Regular attendance at Annual Meetings is a primary indicator of the quality of Partnership Teams' programs, as well as the vitality of the Partnership itself.

To maintain a consistent level of knowledge, expertise, and quality programs throughout the membership, the Advisory Committee has recommended a policy for regular attendance at Annual Meetings.

For Partnership Teams in Phase I, Team Members are required to attend the first two Annual Meetings following their admittance to the program. For Partnership Teams in Phase II, Team Members are expected to attend, at a minimum, three out of five consecutive Annual Meetings. At least one official Team Member from the arts organization

and one official Team Member from the partnering school system must meet these requirements, regardless of the number of members of the Partnership Team. The Kennedy Center will assume responsibility for maintaining records of attendance.

If a Team Member is unable to attend, he/she must send the Kennedy Center's National Partnerships office a letter or email of explanation. In that letter, the Team Member will propose an individual to attend in his/her place. The letter will explain why this individual is an appropriate substitute and provide his/her credentials.

If a Partnership is unable to meet these attendance requirements, its membership in the Partners in Education program will end.

As Partners in Education Teams face greater challenges in providing professional learning in the arts for educators, the Kennedy Center and Advisory Committee will continue to provide information and resources to build the capacities of program members. Through Annual Meetings, all Partners in Education Team Members can look forward to strengthening both their programs and partnerships.



Changes in Partnership Team Composition

Recommended Action Steps

In order to serve the greatest number of partnerships, and to provide direction for existing Partnership Teams when partner organizations or Team Members leave the program, the Partners in Education Advisory Committee created the following recommendations. These were developed to provide some action steps for Partners in Education Teams to follow when there is a change in Team composition.

TEAM MEMBER CHANGES

If a **TEAM MEMBER** leaves a partnership organization and, consequently, the Partners in Education program:

- Action Step: Remaining Team Member(s) should inform the National Partnerships office within four weeks of the partner's departure.
- Action Step: Remaining Team Member(s) should seek technical assistance from National Partnerships staff within one month of loss of partner to develop plan to identify a new representative from the partner organization.
- Action Step: Remaining Team Member(s) should give the National Partnerships office quarterly reports on efforts to identify a new partner until the partner is found.

ORGANIZATIONAL CHANGES

If a partner **ORGANIZATION** withdraws from the Partners in Education program:

- Action Step: Withdrawing organization should send a letter of withdrawal to the National Partnerships office.
- Action Step: Remaining Team Member(s) should seek technical assistance from National Partnerships staff within one month of loss of partner to identify a new partner organization.

- Action Step: Remaining Team Member(s) should give the National Partnerships office quarterly reports on efforts to identify a new partner organization.
- Action Step: Remaining Team Member(s) must continue to submit both the Annual Report and Annual Dues by their respective due dates.
- Action Step: If a new partner is not found within six months, remaining partners must withdraw from the program and reapply when/if a new partner is found.

PARTNERSHIP TEAM EXPANSION

Many Partnership Teams find it helpful to expand their partnerships to include additional school system or arts organization partners. The Advisory Committee and the Kennedy Center support expansion efforts. Questions about expansion include the training of new partners, inclusion in Annual Meetings, roles and responsibilities, etc. The Advisory Committee and the Kennedy Center recognize that each partnership is unique; no single statement can or will address the specific circumstances of every partnership.

A Partnership Team is defined as the two (in some cases more) Kennedy Center-designated institutions (at least one arts organization and one school system) that have joined to learn and replicate the Kennedy Center model of professional development for teachers through the Partners in Education program. The training of additional partners will be the responsibility of the Team.

Teams with questions about expansion should call the Kennedy Center at (202) 416-8843.

RECOMMITMENT TO THE PARTNERS IN EDUCATION PROGRAM

Recommitment Guidelines

If they find it helpful, Partnership Teams may solicit the recommitment of the arts organization executive director and school district superintendent whose institutions are members of the Partners in Education program. Letters of Recommitment are required for Teams on probation and optional for Teams in good standing.

Partnership Teams soliciting Letters of Recommitment may find it useful to refer to the Partners in Education description and mission, statement of shared values, benefits of membership, and responsibilities for maintaining “in good standing” status, which can all be found on pages 2–3.

Send the Letter of Recommitment to:

Partners in Education
The Kennedy Center
2700 F Street, NW
Washington, D.C. 20566

The letter should reference the institution’s commitment to fully participate in the Partners in Education program over the next three years by doing the following:

- Submitting with all other local Partners in Education institutions a Partnership Agreement Update (by May 1)
- Submitting with all other local Partners in Education institutions an Annual Report Form (by July 1)
- Submitting annual program dues of \$250 per Partnership Team
- Conducting an assessment of teachers’ professional learning needs annually
- Planning and conducting a minimum of three 3-hour workshops for teachers annually
- Assessing program planning and implementation annually and making revisions to better meet participants’ needs
- Implementing a three-perspective (workshop leader, participants, and sponsor) evaluation process for all workshops and using results for program improvement
- Providing support for the institution’s Partners in Education representative(s) to attend at least three out of every five Partners in Education Annual Meetings in Washington, D.C.

The letter should be dated and signed by the highest official of the institution (i.e., the executive director of the arts organization or superintendent of schools).

USE OF KENNEDY CENTER NAME

Use of Partners in Education Name and Logo

Partners in Education is an initiative of the trustees of the John F. Kennedy Center for the Performing Arts. Other than the Kennedy Center, only officially recognized Teams may use the name and logo. Any use other than the uses specifically permitted hereunder must be approved by the Kennedy Center.

The Partners in Education name must always be used in full with no abbreviation. Any “headline” or promotional use of the name must contain the full name.

No additional text or imagery may be added to any use of the Kennedy Center Partners in Education logo. The only approved logo for Partners in Education will be provided to the Partnership Teams by the Kennedy Center.

Other than materials directly related to the Partners in Education program (i.e., websites, informational brochures, etc.), no products or promotional materials may be created with the Partners in Education logo or any other Kennedy Center trademarks without the Kennedy Center’s express written approval.

Teams may not use the Kennedy Center logo on any materials.

Use of the Partners in Education and Kennedy Center names is a privilege and is intended solely for the life of a Team’s participation in the Partners in Education initiative. Permission to use these names may be withdrawn at any time and consent to additional uses may be granted at the Kennedy Center’s sole discretion.



Approved Language: Workshop Leaders And Workshops

Reference to Workshop Leaders

The Kennedy Center uses the term “**Kennedy Center Workshop Leader or Teaching Artist**” as an official designation only for artists or arts educators who have been selected to be included in the Kennedy Center’s online listing.

To refer to workshop leaders/teaching artists who have led workshops at the Kennedy Center but are not listed on the Kennedy Center’s Touring Resources website, the following may be used, “**<name of Workshop Leader> has presented workshops at the Kennedy Center.**”

Reference to Workshops

Workshop leaders who have been recommended by the Kennedy Center may or may not be leading a workshop that has been presented at the Kennedy Center.

1. If the teaching artist is leading a workshop that was developed and presented at the Kennedy Center, the following should be included in written materials about the workshop and in the introduction of the workshop leader at the beginning of the workshop: **“This workshop was developed in association with the John F. Kennedy Center for the Performing Arts.”**
2. If a workshop has **not** been presented previously at the Kennedy Center, but the workshop leader is included on the Kennedy Center’s Touring Resources website, written materials could state that **<workshop leader>** is a Kennedy Center Workshop Leader or Teaching Artist. If the workshop leader has led workshops at the Kennedy Center but is not included on the Kennedy Center’s Touring Resources website, the following may be used, **“<workshop leader> has presented workshops at the Kennedy Center.”**

3. If a workshop that was originally developed at the Kennedy Center is changed significantly by a workshop leader and a sponsor to accommodate the sponsor’s curriculum or needs, the workshop should be designated as **“developed in association with the <sponsoring Partnership Team>,”** not with the Kennedy Center.

Reference to Season of Events

When developing a brochure of events or workshops, it is not appropriate to state that the season of workshops was developed in association with the Kennedy Center unless each workshop has been presented previously at the Kennedy Center. Workshops listed on the Kennedy Center’s Touring Resources website are those that have been developed by teaching artists in association with the Kennedy Center. However, this is not a complete list of workshops developed in association with the Kennedy Center.

If there is any doubt about the status of a workshop leader or a workshop, it is always best to call Amy Duma (202-416-8812) or Barbara Shepherd (202-416-8806) before brochures or flyers are printed.





National Partnerships
Education Division
THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS

National Partnerships, part of the *Rubenstein Arts Access Program*,
is generously funded by **David and Alice Rubenstein**.

Additional support is provided by the U.S. Department of Education.

Kennedy Center education and related artistic programming is made possible through the generosity of the National Committee for the Performing Arts and the President's Advisory Committee on the Arts.

The Honorable Stuart Bernstein and Wilma E. Bernstein; Carter and Melissa Cafritz Charitable Trust; Centene Charitable Foundation; The Charles Engelhard Foundation; The Clark Charitable Foundation; Mike and Julie Connors; DC Commission on the Arts and Humanities; Dr. Gerald and Paula McNichols Foundation; David Gregory and Beth Wilkinson; Harman Family Foundation; The Harold and Mimi Steinberg Charitable Trust; The Hearst Foundations; Hilton Worldwide; The Isadore and Bertha Gudelsky Family Foundation, Inc.; The J. Willard and Alice S. Marriott Foundation; James A. Johnson and Maxine Isaacs; James V. Kimsey; The King-White Family Foundation and Dr. J. Douglas White; The Kiplinger Foundation; Natalie and Herb Kohler and Kohler Co.; Laird Norton Family Foundation; Legg Mason Charitable Foundation; Macy's; The Markow Totevy Foundation; Linda and Tobia Mercurio; The Meredith Foundation; The Millennium Stage Endowment Fund; The Morningstar Philanthropic Fund; The Morris and Gwendolyn Cafritz Foundation; Myra and Leura Younker Endowment Fund; National Endowment for the Arts; Newman's Own Foundation; the Embassy of the State of Qatar; Park Foundation, Inc.; Paul M. Angell Family Foundation; Mrs. Irene Pollin; Prince Charitable Trusts; Rosemary Kennedy Education Fund; Dr. Deborah Rose and Dr. Jan A. J. Stolwijk; Ryna and Melvin Cohen Family Foundation; Share Fund; Mr. and Mrs. Albert H. Small; Target; The Volgenau Foundation; Volkswagen Group of America; Washington Gas; Wells Fargo; Beatrice and Anthony Welters; William R. Kenan, Jr. Charitable Trust; and generous contributors to the Abe Fortas Memorial Fund and by a major gift to the fund from the late Carolyn E. Agger, widow of Abe Fortas.

The content of this program may have been developed under a grant from the U.S. Department of Education but does not necessarily represent the policy of the U.S. Department of Education. You should not assume endorsement by the federal government.



The Kennedy Center

David M. Rubenstein, Chairman
Deborah F. Rutter, President

Mario R. Rossero, Senior Vice President, Education
Barbara Shepherd, Director, National Partnerships

Partners in Education | Education Division

The Kennedy Center | 2700 F Street, NW | Washington, DC 20566
(202) 416-8843 | TTY: (202) 416-8822 | www.kennedy-center.org/education/partners



The Kennedy Center encourages participation by persons with disabilities in all programs



The Kennedy Center

