

**KENNEDY CENTER
ALLIANCE FOR ARTS EDUCATION NETWORK**



**A Look at KCAAEN and State Alliance Involvement and Impact in
Key National Arts Education Issues, Events, and Partnerships**

A LOOK AT THE KENNEDY CENTER ALLIANCE FOR ARTS EDUCATION NETWORK INVOLVEMENT IN KEY NATIONAL ARTS EDUCATION ISSUES, EVENTS, and PARTNERSHIPS

For many years, the Kennedy Center Alliance for Arts Education Network and the State Alliances for Arts Education have been partners in many key national arts education issues, events, and partnerships. These partnerships have included the U.S. Department of Education, National Endowment for the Arts, National Assembly of State Arts Agencies, Americans for the Arts, Arts Education Partnership, and many others. The table in this document is designed to illustrate this collective work and to reinforce the KCAAEN's mission to make the arts an essential part of American K-12 education.

Much of our work for the past 15 years has been influenced by two national landmark reports on arts education: *Toward Civilization*, the Congressionally mandated report on the status of arts education, issued by the National Endowment for the Arts and *The Power of the Arts to Transform Education: An Agenda for Action, The Arts and Education Reform*, the report of the Arts Education Partnership Working Group convened as a joint effort of the John F. Kennedy Center for the Performing Arts and the J. Paul Getty Trust.

Both of these reports highlighted major areas of recommendations (i.e. "issues") for the arts education community to pursue. Listed below are some of the recommendations contained in these reports to give the reader a frame of reference for the table that follows.

May 1988 *Toward Civilization*

- Those who believe the arts should be a basic part of education should work together to develop consensus on the purpose and content of arts education. They must make the case for arts education being a fundamental educational responsibility. Ensuring comprehensive and sequential arts education calls for a greater political effort than would be necessary for subjects currently assumed to be basic.
- State education agencies and school districts should develop consensus on what all students should know in the arts before graduating from high school. They should provide required and optional courses, curricula and materials to achieve this.
- Two federal agencies (US Department of Education and the National Endowment for the Arts) should work together to include the arts in an expanded National Assessment of Education Progress to provide national assessments and state-level comparisons.
- State certifying agencies should strengthen and broaden teacher certification requirements in the arts for all teachers whose responsibilities include the arts. Testing of arts teacher qualifications should be improved and mandated. Recruitment and professional development efforts should be strengthened, the teaching environment improved and special procedures designed to permit qualified artists and arts professionals to teach the arts.
- More sustained support for arts education research is needed. Research should be focused on improving classroom instruction.
- The U.S. Department of Education and the National Endowment for the Arts should continue and strengthen research to help improve arts education in schools.

January 1993 *The Power of the Arts to Transform Education*

Report of the Arts Education Partnership Working Group convened as a joint effort of the Kennedy Center and the J. Paul Getty Trust:

- Recommended the inclusion of the arts in the National Education Goals
- Supported coordination between the arts curriculum standards-setting process and arts assessment
- Supported implementation of periodic national arts assessment
- Recommended the support for the transformation of teacher education in the arts for both pre-service and in-service.
- Recommended the creation and funding of a program for arts education comparable to the Eisenhower Program for Math and Science Education
- Recommended cooperation with a national arts education research agenda and a coordinated national effort for the dissemination of research, facilitation of its application, and identifying and responding to gaps in these areas.

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<p><i>March 1994 Reauthorization of the Elementary and Secondary Education Act (ESEA)</i></p> <ul style="list-style-type: none"> Included the arts as a core subject for the first time, under what was called Goals 2000 	<ul style="list-style-type: none"> The KCAAEN Advocacy Committee developed a timeline and “call for action” in support of the legislation The KCAAEN created an ad hoc, National Initiatives Committee, to provide input regarding the development of a KCAAEN national initiative to address Goals 2000 and education reform, while providing a case statement for the importance of arts education (<i>see 1995 Kennedy Center’s Creative Ticket for Student Success Campaign</i>) 	<ul style="list-style-type: none"> State Alliances and members contacted their state senators and representatives to support the Reauthorization of the ESEA and provided evidence for the arts to be included as a core academic subject. State Alliances provided feedback and/or hosted focus groups to respond to the KCAAEN National Initiatives Committee’s work. This work informed the content and structure of the <i>Creative Ticket for Student Success Campaign</i>.
<p><i>1994 National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts</i></p> <p>Developed by the Consortium of National Arts Education Associations in 1994</p>	<ul style="list-style-type: none"> The KCAAEN supported this work at the national level and provided updates and guidance to the state alliances. The KCAAEN provided copies of the National Standards for Arts Education to state alliance leaders (executive director, chair) 	<ul style="list-style-type: none"> State Alliances worked in partnership with their state departments of education and/or state arts agency to adopt the National Standards for Arts Education or to develop their own state standards in the arts utilizing the national standards as a resource and guide. State Alliances partnered with the professional arts associations (music educators, art educators, drama/theatre educators, dance educators) in their state to provide communication and awareness of the National Standards for Arts Education to the local level.
<p><i>1994 Arts Education in Public Elementary and Secondary Schools</i> (Fast Response Survey System)</p>	<ul style="list-style-type: none"> The KCAAEN communicated information on the Fast Response Survey System to state alliances and encouraged participation and utilization of the data. 	<ul style="list-style-type: none"> State Alliances conducted state-specific surveys on the status of arts education providing the opportunity for correlation and/or comparison of national and state data.
<p><i>1995 Schools, Communities, and the Arts: A Research Compendium</i></p>	<ul style="list-style-type: none"> The Kennedy Center Alliance for Arts Education national office disseminated the <i>Research Compendium</i> 	<ul style="list-style-type: none"> State Alliances communicated the availability of the <i>Research Compendium</i> to the field and utilized information in specific research studies in their state and local advocacy efforts, articles, newsletters, and meetings with school administrators, arts educators, parents, business and community leaders.

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	<ul style="list-style-type: none"> ▪ <i>Cultural Diversity, Vision and Guiding Principles</i>, The Cultural Diversity Task Force of the KCAAEN created a vision statement and guiding principles concerning cultural diversity for distribution to KCAAEN members 	<ul style="list-style-type: none"> ▪ State Alliances used the <i>Vision and Guiding Principles</i> as a focus for board development. ▪ State Alliances developed cultural diversity committees within their Board, utilized the guiding principles in projects and publications; and nominating committees began to use the guiding principles in the identification and recruitment of potential board members.
<p>1995 Goals 2000 Arts Education Partnership created when the National Endowment for the Arts and the National Assembly of State Arts Agencies joined forces with over 100 national organizations</p>	<ul style="list-style-type: none"> ▪ The 1995 KCAAEN Annual Leadership Meeting included a public day conference on education reform entitled, <i>The Future of Education Reform: Goals 2000 and Beyond</i> ▪ The Kennedy Center provided funding support for Goals 2000 Arts Education Leadership Fund projects where State Alliances had a pivotal role in the development and implementation of project efforts to include the arts in Goals 2000 reform and school improvement efforts in the states. 	<ul style="list-style-type: none"> ▪ State Alliances became an integral part of the Arts Education Partnership with state AAE's identified as key leaders in state level contact teams including the state arts agency, state department of education, and state Alliance for Arts Education.
	<p>1995 Kennedy Center's Creative Ticket for Student Success Campaign</p> <ul style="list-style-type: none"> ▪ Designed to heighten the profile of the KCAAEN and State Alliances; to create a professional development opportunity for state alliance leadership; to build national partnerships of the KCAAEN and the national infrastructure for arts education; to build continuity across the country about what alliances do in the crosscutting area of building public awareness of the importance of arts education; to provide a case statement for the arts as critical and essential to education to be targeted toward decision-makers at the local, state and national levels. 	<ul style="list-style-type: none"> ▪ State Alliances endorsed the Kennedy Center's <i>Creative Ticket for Student Success Campaign</i> and implemented the major components that were applicable to their state and local advocacy efforts.
	<p>1996 Implementation of the Kennedy Center's Creative Ticket for Student Success Campaign</p> <ul style="list-style-type: none"> ▪ 24 State Alliances were awarded \$88,000 to implement two phases of the campaign: the National Conversation for Student Success and the Tour for Student Success; 100 Conversations involving over 35,000 people were held. Radio and TV advertisements, campaign posters and postcards were developed and disseminated 	<ul style="list-style-type: none"> ▪ State Alliances conducted statewide meetings (conversations) across regions and in local communities, disseminated information to the media (radio, TV and newspapers), and distributed <i>Creative Ticket</i> posters widely across the state.

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	<p><i>1997 Continued Implementation of the Kennedy Center's Creative Ticket for Student Success Campaign</i></p> <ul style="list-style-type: none"> ▪ The national media effort was launched featuring Alma Powell, Vice Chairman of the Kennedy Center, addressing the ways in which parents can ensure that their children have the arts and arts education as part of their lives; 20 State Alliances for Arts Education received \$95,000 to support advertising placement in conjunction with the national media launch of the <i>Creative Ticket for Student Success Campaign</i>. 	<ul style="list-style-type: none"> ▪ State Alliances were able to leverage state/local visibility for arts education; the campaign provided State Alliances financial recognitions locally; gained major media support for the schools which were recognized by their communities through local media and the state legislature, placed the recognition and discussion of arts education as an agenda item on local school boards of education meetings. ▪ Selected schools utilized the award in public relations and program materials and portfolios shown to businesses and in presentations.
<p><i>1997 National Assessment of Educational Progress Arts Report Card: Eighth-Grade Findings</i></p>	<ul style="list-style-type: none"> ▪ 36 states received a total of \$36,000 to support planning, convening, and hosting downlink sites for the NAEP teleconference on arts education. The KCAAEN facilitated over 225 downlinks of the NAEP teleconference in 1998. ▪ In 1999, the KCAAEN developed a special <i>NAEP Arts Assessment Action Kit</i> to support grassroots efforts to distribute information and answer questions about the importance of the findings. 	<ul style="list-style-type: none"> ▪ State Alliances hosted downlink sites ▪ State Alliances used information on national arts assessment and data included in the publication, compact disc and available assessment models were key to build on during development and field testing of arts assessments in some states. ▪ The findings were shared with thousands of arts educators in conjunction with the dissemination of the <i>Action Kit</i>.
<p><i>1997 Arts Education Partnership</i></p>	<ul style="list-style-type: none"> ▪ With support from the Kennedy Center, State Alliances for Arts Education continued to develop and implement Goals 2000 Arts Education state projects which would support national, state, and local efforts to have the arts included in education reform initiatives. In maintaining state contact teams, the Arts Education Partnership continued to communicate directly with State Alliances for Arts Education. ▪ Kennedy Center leaders served on the Partnership's Research Task Force. ▪ The Kennedy Center provided funding support for 12 State Alliance leaders to attend the SCASS (State Collaborative on Assessment and Student Standards) Arts Consortium Summer Institute which focused on the use of large-scale and classroom level assessments to measure K-12 student achievement in arts education. 	<ul style="list-style-type: none"> ▪ State Alliances continued to "spread the word" to the local level concerning the implementation of Goals 2000 at the state level. ▪ State Alliance leaders who attended the SCASS Summer Institute returned to their states and provided leadership and training to arts educators at the state and local level concerning arts education assessment.

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<p><i>1998 Young Children and the Arts: Making Creative Connections</i> An early childhood task force report through the Arts Education Partnership</p>	<ul style="list-style-type: none"> ▪ Several State Alliance leaders participated in the Early Childhood Task Force. 	<ul style="list-style-type: none"> ▪ State Alliances disseminated copies of the publication to appropriate state level partners and agencies.
<p><i>1999 Champions of Change: The Impact of the Arts on Learning</i></p>	<ul style="list-style-type: none"> ▪ The KCAAEN Annual Leadership Meeting in 1998 contained a public day on the topic <i>Focus on Assessment: The Impact of the Arts on Student Success</i>. 70 arts education leaders from across the country attended sessions on the release of the NAEP arts assessment and a report on arts education research sponsored by the GE Fund – <i>Champions of Change</i>. 	<ul style="list-style-type: none"> ▪ State Alliances assisted in dissemination of the publication. ▪ State Alliances utilized the research document for benchmarking discussion during strategic planning work sessions. ▪ Information from <i>Champions of Change</i> was the basis for an Arts Education Research Institute and the research findings were instrumental in helping an alliance make the case to a community foundation to launch and fund a comprehensive arts education initiative.
<p><i>1999 – 2000 Arts Education in Public Elementary and Secondary Schools</i> (Fast Response Survey System)</p>	<ul style="list-style-type: none"> ▪ The KCAAEN communicated information on the Fast Response Survey System to State Alliances and encouraged participation and utilization of the data 	<ul style="list-style-type: none"> ▪ State Alliances have conducted state-specific surveys on the status of arts education providing the opportunity for correlation and/or comparison of national and state data. ▪ Some State Alliances have conducted and/or replicated status surveys in their state providing comparative state data on arts education since the late 1980's.
	<p><i>KCAAEN Self Assessment Initiative</i></p> <ul style="list-style-type: none"> ▪ Developed a <i>KCAAEN Self Assessment Kit</i> including a framework for identifying strengths and weaknesses in operations, programming, and impact of State Alliances for Arts Education. 	<ul style="list-style-type: none"> ▪ State Alliances have used the <i>KCAAEN Self-Assessment Kit</i> during staff and leadership transitions, to help alliances reorganize as a non-profit business structure and for more strategic organizational development and growth, to conduct a thorough self-assessment which resulted in the hiring of the state's first Executive Director, and to improve the organization's infrastructure. ▪ State Alliances have used the kit (full and in parts) numerous times at board meetings and retreats and have used portions of the kit with other state-level arts education associations.

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<p><i>1999 Gaining the Arts Advantage: Lessons Learned from School Districts that Value Arts Education</i></p> <p><i>2000 Why Your Child Needs the Arts Advantage and How You Can Gain It</i></p> <p><i>2001 Gaining the Art Advantage: MORE Lessons from School Districts that Value Art Education</i></p>	<ul style="list-style-type: none"> ▪ The Kennedy Center developed <i>A Community Audit for Arts Education: Better Skills, Better Students, Better Communities</i> which incorporates the 13 critical success factors. This tool is researched based and is combined with the KCAAEN national recognition. Publication. ▪ The <i>Community Audit for Arts Education: Findings Reports</i> provided documentation of how the Audit was used in 16 national demonstration sites. Case studies provide information about the process used to conduct the Audit, next-steps and priorities, and impact. 	<ul style="list-style-type: none"> ▪ State Alliances for Arts Education implemented the <i>Community Audit</i> in communities in their state. ▪ The <i>Audit</i> has been a key to state alliances and local communities in accessing grant funding for implementation of audit findings. ▪ State Alliances have used the <i>Audit</i> as a “fee-for-service” income generating project available to local community arts organizations and school districts.
<p><i>U.S. Department of Education 21st Century Community Learning Centers</i></p>	<p><i>The Arts Beyond the School Day: Extending the Power</i></p> <ul style="list-style-type: none"> ▪ The KCAAEN and the Kennedy Center’s Partners in Education Program convened a joint task force on after-school programs in the arts. The task force developed a protocol for identifying quality after-school programs in the arts which supports the arts in the school curriculum. 	<ul style="list-style-type: none"> ▪ State Alliances disseminated the publication to state department of education personnel responsible for the development of state-level guidelines for 21st Century grants in their state. ▪ State Alliances distributed the publication to schools and arts organizations that received 21st Century grants. ▪ State Alliance staff and board members have utilized the publication in presentations to school districts implementing after school arts programs.
	<ul style="list-style-type: none"> ▪ To further strengthen state level partnerships among State Alliances for Arts Education, state departments of education, and state arts agencies, the KCAAEN hosted the Arts Education Partnership meeting at the Kennedy Center in June 2001 prior to the KCAAEN Annual Leadership Meeting. The AEP, NASAA, NEA, and the Kennedy Center convened a half-day session. 	<ul style="list-style-type: none"> ▪ State Alliances leaders were seen as key partners in the implementation of national and state level policy, initiatives and advocacy efforts on behalf of arts education. (heightened profile)
<p><i>2001 Reauthorization of the Elementary and Secondary Act entitled, No Child Left Behind</i></p> <ul style="list-style-type: none"> • Retained the arts among listings of core subjects. 	<ul style="list-style-type: none"> ▪ The KCAAEN Advocacy Committee developed a timeline and “call for action”. ▪ Sessions conducted at the KCAAEN Annual Leadership Meeting titled <i>Arts Education: A Critical Link to Student Success</i> included sessions focused on the release of the <i>Critical Links</i> Research Compendium in Arts Education and implications for arts education in <i>No Child Left Behind</i>. 	<ul style="list-style-type: none"> ▪ State Alliances contacted their Senators and Representatives in support of the legislation, especially the inclusion of the arts as a core academic subject.

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	<ul style="list-style-type: none"> ▪ The KCAAEN <i>Impact Survey</i> was presented for State Alliances for Arts Education to use to improve their efforts to gather data and evaluate the impact of their state and local professional development programs. 	<ul style="list-style-type: none"> ▪ State Alliances utilize the <i>Impact Survey</i> in Alliance sponsored professional development workshops. ▪ State Alliances have used the <i>Impact Survey</i> data to determine the effectiveness of the workshop over time and in the redesign or development of new workshops.
<p><i>2001 Creating Capacity – A Framework for Providing Professional Development Opportunities for Teaching Artists</i></p>	<ul style="list-style-type: none"> ▪ An effort of national performing arts centers concerned/involved with artist training including: The Kennedy Center, Lincoln Center, Urban Gateways, LA Music Center, Wolf Trap, Perpich Center for Arts Education, Arts Connection 	<ul style="list-style-type: none"> ▪ State Alliances for Arts Education provided information about, and/or disseminated copies of, the publication to appropriate community arts centers, arts organizations and arts councils in their state. ▪ State Alliances have used the framework and components in the development of training programs for teaching artists, for technical assistance, and as a resource.
<p><i>June 2002 Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue</i> Developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) Arts Education Committee</p>	<ul style="list-style-type: none"> ▪ The KCAAEN disseminated information and the model standards to state alliances. 	<ul style="list-style-type: none"> ▪ State Alliances members have served on committees for the development and writing of teacher standards, principal standards, and professional development standards in their states. ▪ State Alliances have used the model standards in working with higher education partners.
<p><i>2002 Critical Links: Learning in the Arts and Student Academic and Social Development</i> Arts Education Partnership; also included a “toolkit” to facilitate its use and national media attention surrounding its release</p>	<ul style="list-style-type: none"> ▪ Sessions conducted at the KCAAEN Annual Leadership Meeting titled <i>Arts Education: A Critical Link to Student Success</i> included sessions focused on the release of the <i>Critical Links</i> Research Compendium in Arts Education and implications for arts education in <i>No Child Left Behind</i>. 	<ul style="list-style-type: none"> ▪ State Alliances for Arts Education assisted in getting the word out about the publication and hosted meetings and conversations within their states about the importance of state-level research in arts education.
<p><i>2003 For the Greater Good: A Framework for Advancing State Arts Education Partnerships</i></p>	<ul style="list-style-type: none"> ▪ 2002 KCAAEN collaborated with the Arts Education Partnership, NASAA, and the National Endowment for the Arts on national efforts to strengthen state-level partnerships among State Alliances for Arts Education, state departments of education, and state arts agencies. Five states shared their insights into what practices made their partnerships successful. 	<ul style="list-style-type: none"> ▪ State Alliances have utilized this resource when examining the state-level partnerships in their respective state.

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	<p>2003 KCAAEN Leadership Kit</p> <ul style="list-style-type: none"> ▪ The <i>Leadership Kit</i> helps define the roles of staff, chairs, and board members in managing the work of alliances and what leaders need to know to engage new individuals to be effective supporters of arts education. The Kit provides training on four Systems and Sectors that State leaders are involved with – arts education, education, non-profit arts, and non-profit management. 	<ul style="list-style-type: none"> ▪ State Alliances have used the <i>Leadership Kit</i> to provide focus and clarity for roles and responsibilities of alliance leadership, as a training tool for board members, as a guideline in the hiring of an Executive Director and nomination for Chair, and as a tool in restructuring the board. ▪ State Alliances have used the <i>Leadership Kit</i> in leadership training seminars and retreats for alliance and other arts education organizations.
	<p>2003 – 2004 Restructuring the KCAAEN</p> <ul style="list-style-type: none"> ▪ Revision of the funding program for State Alliances for Arts Education at The Kennedy Center. KC and the KCAAEN National Governance Committee created a KCAAEN Task Force to create a new KCAAEN Structure including a new mission statement and objectives. 	<ul style="list-style-type: none"> ▪ State Alliances shared information on the restructuring with their board and state-level arts partners. ▪ State Alliances revisited their mission and future course of direction based on the shift from operating support to program grants including Alliance calendar, work schedule and budget. ▪ State Alliances refocused on the need to raise unrestricted funds for operations. In some cases this created a hardship for alliances in maintaining staff/office space.
	<ul style="list-style-type: none"> ▪ The KCAAEN partnered with Americans for the Arts and the NASAA to plan and implement a joint arts education conference in July 2004 titled <i>Mobilizing A Commitment to Action</i>. The event focused on six key issues: Advocacy/Policy; Partnership and Collaboration; Standards; Assessment; Professional Development; and Evaluation and Research. 	<ul style="list-style-type: none"> ▪ State Alliance leadership was represented extensively among those invited to present sessions or serve as facilitators and recorders. Three KCAAEN leaders were selected to serve on the Action Strategies Committee ▪ State Alliances used some of the materials for general advocacy efforts. ▪ State Alliances formed new coalitions. Alliances in the New England states assisted in the creation of a list-serve and are now engaged in dialogue across states.
	<ul style="list-style-type: none"> ▪ State Based Collaborative Initiative. The Kennedy Center Partners in Education Program issued an RFP to its school and community arts teams for “State Based Collaboratives” including PIE teams, the state Alliance, and state arts agency in a state designing professional development opportunities for teachers, training for artists, etc. 	<ul style="list-style-type: none"> ▪ State Alliances have been key partners with Kennedy Center Partners in Education teams and the state arts agency in the development and implementation of the program. Many of the projects have focused on teaching artist training.