



NATIONAL ASSEMBLY OF STATE ARTS AGENCIES
2013 LEADERSHIP INSTITUTE
OCTOBER 16-18, 2013 JACKSON, WYOMING

Arts Education Dialogue Session

October 18, 2013

Facilitators: Joy Pennington, Executive Director, Arkansas Arts Council
Camellia El-Antably, Deputy Manager

See the [facilitators' bios](#) under Friday Afternoon Dialogues.

Who has good arts education news to share?

Arkansas: The Arkansas Arts Council provided operating and arts education support to the [Texarkana](#) school district for training classroom teachers. The district has received a federal grant to implement STEAM (science, technology, engineering, arts and mathematics) programs.

Wyoming: A change to the [Hathaway scholarship program](#) includes the arts in criteria for providing money for students who go to college in the state.

Nebraska: State arts standards, partially funded by the Nebraska Arts Council, will go out for approval in December.

Missouri: The Missouri Arts Council developed [workshops](#) on how to incorporate art into the state's implementation of the Common Core Standards.

South Dakota: The 2013 statewide arts education conference brought Common Core into the fold, with some big changes in how administrators thought about the standards. The South Dakota arts education conference is relatively inexpensive: the state university pays for instruction by university professors.

Washington: In partnership with ArtsEd Washington, the [Principals Arts Leadership Program](#) works with school leaders to help them develop an ongoing annual plan for arts education and provides the tools to get there.

Florida: The state legislature considered requirements for art instruction.

Rhode Island: The Rhode Island State Council on the Arts played a role in what proficiency means and provided the tools for what educators need.

What progress has your state made in transforming STEM into STEAM? Are there any effective strategies you can share?

- Tracking the success rate in STEAM learning still needs work and more traction.
- Some STEM programs are well under way. Incorporating or changing to the STEAM vision is challenging.
- Twenty-first century learning skills are inherent in arts education.

What are your most effective arts education advocacy tools or tactics?

- The South Dakota Arts Council's advocacy efforts include letter writing, listservs and e-mails.
- The Nebraska Arts Council works closely with its arts education alliance.
- Inviting legislators to arts education events and functions increases their support and interest in the arts.
- Some state arts agencies invite legislators to governor's arts awards and Poetry Out Loud ceremonies.
- Children's art contests at the state capitol draw young people and legislators.

With what major arts education challenges are you contending?

- Because general classroom teachers are very disconnected from arts instruction, the Oregon Arts Commission struggles with ongoing and committed funding, job development and improved art training for elementary educators.
- We want higher standards. The ideal in Nebraska is to have an arts specialist in every school.
- One of the problems is the focus on high-stakes testing. The arts are getting driven out because they are not being tested and the teachers are not being evaluated on their teaching.
- Everything is driven to the test. A burden for principals is to figure out how to get the teachers on board with the arts.

Where can state arts agencies have the greatest influence on arts education?

- A state arts agency would be helpful in developing arts learning evaluations for schools.
- State arts agency programs can be influential across disciplines.
- State arts agencies hope to be on track with state education agencies. We need to educate ourselves to how we can work with them.
- Working productively with the state education agency representative can bring results. If the state does not have someone playing this role, consider how to work productively with others in the agency and across other agencies and organizations. State education agency representatives may wear many hats, and other areas may be considered higher priorities.

- Arts organizations can benefit from training on how to deliver their arts education work.

What are some promising practices in arts education?

- In Rhode Island, schools that do have arts specialists are doing better than those that do not.
- Grants for school-bus programs to transport students to arts opportunities are becoming more popular among states, as many schools and districts have limited transportation money.
- New Common Core tests incorporate live performances.

What are we measuring and how are we going to use the information we collect?

- In Hawaii's [Art Bento Program](#), schools (grades 2-6) apply to have their students participate in a four-part, multidisciplinary, standards based program at the Hawai'i State Museum. Teachers participate in learning inquiry based strategies to facilitate learning through art. Program results could lead to advocacy efforts.
- Measurable results may come from outside of the arts.
- As part of arts integration, some states are using the arts to teach and retain quality arts experiences.