

National Assembly of State Arts Agencies

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State Arts Agency Arts Education Managers & State Education Agency Directors of Arts Education 2017 Professional Development Institute

September 13 – 15, 2017
Oklahoma City, Oklahoma

Proceedings

For more than 20 years, the National Endowment for the Arts (NEA) and the National Assembly of State Arts Agencies (NASAA) have supported the Professional Development Institute (PDI) for state arts agency (SAA) arts education managers. The PDI provides meaningful leadership development and technical assistance for this diverse field. Arts education managers become knowledgeable leaders in their field thanks to their participation in a peer network that new and seasoned arts education managers alike find invaluable.

Taking place September 13 – 15, 2017, in Oklahoma City, Oklahoma, in partnership with the Oklahoma Arts Council and the Oklahoma State Department of Education, the 2017 Professional Development Institute marked the third joint convening of arts education directors from state arts agencies (SAAs) and state education agencies (SEADAE). Arts education leaders participated in a range of professional development activities at venues that are unique to the Oklahoma City arts and cultural community and that demonstrate innovative arts education programming.

The purpose of this year's joint PDI was to maximize impact in arts education at the state, regional and national levels by examining how data-driven decisions can close equity gaps in arts education. The 2017 PDI was designed to offer shared learning experiences for both state education agency and state arts agency arts education representatives, as well as to provide separate meeting time for both groups to address their unique planning and professional development goals. This document summarizes the PDI and highlights what was learned during our time together.

[2017 PDI Speaker and Artist Biographies](#)

Guiding Question & Outcomes

PDI attendees strengthened targeted management skills and shared adaptable resources and strategies in service of the guiding question:

How can state arts agencies and state education agencies leverage existing or potential data to define and address equity gaps in state level arts education policy and practice?

Building on themes from previous PDIs, such as building knowledge and skills related to collective impact approaches, effectively communicating the value of arts education, and positioning state arts education leaders as drivers of change, the 2017 PDI outcomes were:

- **Outcome 1:** Participants will gain skills to formulate questions and identify data domains relevant to equity in arts education.
- **Outcome 2:** Participants will gain skills to gather arts education data with increased cultural literacy, competence and responsiveness.
- **Outcome 3:** Participants will gain skills to put data into action to address equity gaps in arts education.

Wednesday, September 13, 2017

The 2017 PDI began with an optional, joint preconference panel on arts education issues related to the Every Student Succeeds Act (ESSA). Facilitated by Wisconsin Department of Public Instruction Fine Arts and Creativity Education Consultant Julie Palkowski, the panel began with a presentation by Arts Education Partnership Director Jane Best about recent developments and resources regarding ESSA at the national level. Then, SEADAE colleagues from Kansas, Maryland, Kentucky and Utah (in partnership with Jean Irwin from the Utah Division of Arts & Museums) presented on particular arts education issues in their individual state plans, including initiatives that are under way in those states to ensure arts education is promoted in this new phase of ESSA implementation. The panel was followed by an open Q&A with the audience. This session offered participants an opportunity to hear about national trends and resources related to ESSA implementation, and to compare notes with colleagues as states begin the process of implementing new education plans under ESSA.

Reference Materials:

- ["ESSA 101" PowerPoint presentation](#)

Per tradition, NEA Arts Education Director Ayanna Hudson hosted a New Managers Luncheon for four state arts agency arts education managers and three state department of education arts education directors, all in their first year of service, to meet and share stories of inspirational and transformative arts education experiences in their lives.

Following the New Managers Luncheon, state arts agency arts education managers met for an opening session facilitated by the newly created Inclusion, Diversity, Equity and Access in the Arts (IDEAA) subcommittee of the Arts Education Working Group. The IDEAA subcommittee introduced its purpose statement, recapped the IDEAA focus of previous PDIs, and facilitated two activities around shared IDEAA values within the state arts agency arts education peer group. First, by considering and discussing three different definitions of equity (provided by NASAA, the Connecticut Office of the Arts and PDI 2016 facilitator Carmen Morgan of ArtEquity) participants expanded their understanding of equity as a multifaceted concept, open to interpretation and connected to context. Next, PDI participants engaged each other in an "igniting community" activity to get reacquainted and strengthen collegial bonds, in acknowledgment of the fact that trust and empathy are essential ingredients for engaging in authentic dialogue about IDEAA issues. Both activities laid the groundwork for participants to reflect on and discuss how equity is applied or achieved in their own agencies, in later segments of the PDI agenda.

The final event of the first day was a reception at the American Indian Museum and Cultural Center, where state arts agency and state departments of education colleagues had a chance to connect and celebrate in an informal social setting. During this reception, Ayanna Hudson introduced the theme of the PDI in framing remarks and shared information about the NEA's commitment to a series of upcoming initiatives around arts education data collection at the state level. Chickasaw artist Sue Fish shared her expert Native American basket craft, and American Indian Cultural Center and Museum staff offered an extensive guided tour of the building and grounds, which sparked a rich discussion for participants about cultural equity in Oklahoma and the role of arts education in honoring diverse cultural heritages.

Agenda Recap:

11:00 a.m. – 12:30 p.m. Optional: "ESSA 101" Preconference (Joint SAA/SEADAE)
21C Museum Hotel, Main Gallery
900 W. Main Street

Jane Best, Director, Arts Education Partnership
Robert Duncan, Arts & Humanities Consultant, Kentucky
Department of Education
Joyce Huser, Fine Arts Education Program Consultant, Kansas
State Department of Education
Jean Irwin, Arts Education Manager, Utah Division of Arts &
Museums
Cathy Jensen, Fine Arts Content Specialist, Utah State
Office of Education
Kenneth Skrzysz, Coordinator of Fine Arts, Maryland State
Department of Education

Moderators: Julie Palkowski, Fine Arts and Creativity
Education Consultant, Wisconsin Department of Public
Instruction; and Jane Best, Director, Arts Education
Partnership

1:00 – 2:30 p.m. New Arts Education Managers Luncheon with Ayanna
Hudson, Director of Arts Education, National Endowment for
the Arts (Invitation only; joint SAA/SEADAE)
Mary Eddy's Kitchen x Lounge
21C Museum Hotel

3:00 – 3:15 p.m. Welcome & Introductions
21C Museum Hotel, Gallery 3

3:15 – 5:00 p.m. Setting the Context: From Diversity to Equity
21C Museum Hotel, Gallery 3

Facilitators: Chiquita Mullins Lee, Arts Learning Program
Coordinator, Ohio Arts Council; Bonnie Koba, Arts in Education
Program Manager, Connecticut Office of the Arts; Josy Miller,
Arts Program Specialist, California Arts Council; and Jennifer
Allen-Barron, Arts Education Director, Oklahoma Arts Council

6:00 – 8:00 p.m.

Opening Reception & Remarks (joint SAA/SEADAE)

American Indian Cultural Center and Museum
695 American Indian Boulevard

Ayanna Hudson, Director of Arts Education, National
Endowment for the Arts

Amber Sharples, Executive Director, Oklahoma Arts Council

Sue Fish, Basket Artist

Shoshana Wasserman, Director of Communications and Cultural
Tourism, American Indian Cultural Center and Museum

Emcees: Julie Palkowski, Fine Arts and Creativity Education
Consultant, Wisconsin Department of Public Instruction; and
Laura Forbes, Arts Education Program Director, Alaska Arts
Council

Thursday, September 14, 2017

The second day of the PDI began with joint sessions with colleagues from state arts agencies and state departments of education at the Downtown Library. As PDI participants arrived at the library, they were given an energetic and enthusiastic welcome by the Capitol Hill High School drumline.

Beginning the day's program were brief video remarks from NASAA CEO Pam Breaux, who described NASAA's ongoing efforts to address equity issues in state arts agencies, shared information about NASAA's new initiative to make available demographic data related to equity across state arts agency grant making, and encouraged the PDI participants to continue this line of inquiry as fully as possible, during this PDI and beyond, in their arts education work. Participants next heard remarks from Oklahoma State Department of Education (OSDE) Superintendent Joy Hofmeister, who spoke about the importance of arts education for student academic growth and social-emotional learning, and gave examples of how the OSDE had committed to providing arts education for students across the state, in spite of budget cuts and other roadblocks. Superintendent Hofmeister acknowledged and thanked the Capitol Hill Drumline students and teacher, and participated in a brief Q&A with them so PDI participants could learn more about an exemplary music education program in Oklahoma.

The next part of the morning's joint program took participants through a series of two breakout roundtable discussions bookending a plenary panel conversation. The focus of all three agenda segments was to examine how stakeholder engagement impacts data-informed arts education policy-making at the state level.

In the first session of roundtable discussions, participants were assigned randomly to tables, to ensure that attendees from state arts agencies and state department of education would mix and engage with new colleagues. The Joint Leadership Committee drafted a list of six questions, along with supporting text from suggested PDI pre-readings, as discussion topics (see [Reference Materials](#) below). Each table selected two different questions from this list and engaged in two separate rounds of timed "snowball"-format conversations. After each round of snowball conversations, each table shared out with the full group new insights and/or questions raised in their discussions.

All of the participants then reconvened for a plenary panel discussion, moderated by Arts Education Partnership Director Jane Best. Panelists responded to the same set of six questions that PDI participants examined in both of the roundtable sessions, offering a range of insights bringing to bear district level, national level, government and nonprofit perspectives on the conversation.

- National Assembly of State Arts Agencies Research Director Ryan Stubbs addressed the question, **Why are we gathering data on equity gaps in arts education, and what is it telling us?** He discussed what national arts education data gathering efforts are telling us about equity gaps and why it's important to have this data.
- Wisconsin Department of Public Instruction Fine Arts and Creativity Education Consultant Julie Palkowski addressed the question, **What does data-informed policy-making look like in your agency and/or state?** She discussed the state level data projects that SEADAE has been supporting in the last few years.
- Oklahoma State Department of Education Director of Gifted Education, Advanced Placement and Arts in Education Rebecca McLaughlin addressed the question, **Regardless of where your ESSA state plan process is, how can data be collected and shared in order to influence policymakers so that arts education becomes more equitably accessible in the state?** She discussed how the Oklahoma SP3 project has helped create processes in Oklahoma that seek to influence policymakers on arts education.
- Oklahoma A+ Schools Executive Director Sandy Kent addressed the question **What specific approaches to stakeholder engagement might reduce equity gaps in arts education?** She shared Oklahoma A+ Schools' approach to engaging stakeholders and reducing equity gaps in arts education across the state.
- Norman Public Schools Indian Education Program Coordinator Lucyann Harjo responded to the question, **What does stakeholder engagement look like in your agency and/or state?** She discussed the nuances of stakeholder engagement in arts education related to American Indian students across Oklahoma.
- Oklahoma Arts Council Arts Education Director Jennifer Allen-Barron responded to the question, **How are you/your state using data to make not only informed policy about arts education but policy that is responsive to constituents who may experience inequities arts education?** She discussed how data related to the Oklahoma Arts Council's alternative education program has influenced policy in a way that is responsive to the needs of that particular student population.

After the panel discussion, the second session of roundtable discussions took place. In this session, participants were assigned randomly to tables once again. In their small groups, participants were invited to create mind maps using assorted art supplies to continue to address the six questions devised by the joint planning team exploring how stakeholder engagement impacts data-informed arts education policy-making at the state level. Once participants created individual mind maps, they compared their maps and insights with others at their table, and then participated in a gallery walk to see what other small groups created. The mind map exercise was followed by a brief open dialogue in which participants brought up ideas and questions stimulated by the morning's topic area for all to discuss.

Reference Materials:

- [Joint Roundtable I: Snowball Discussion Questions](#)
- [Joint Roundtable II: Mind Maps](#)

After lunch, state arts agency arts education managers reconvened separately for a deep-dive workshop on culturally responsive evaluation, led by Dr. Katrina Bledsoe, Dr. Wanda Casillas and Georgia Arts Council Arts Education Manager Allen Bell. In this three-hour session, participants learned the basics of culturally responsive evaluation, as well as how it applies to everything from program design to grantee technical assistance, and how it can inform state arts agency arts education strategic goals to close equity gaps.

Reference Materials:

- Culturally Responsive Evaluation workshop
 - [Workshop PowerPoint](#)
 - [List of references](#)
 - Pre-Readings
 - [An Introduction to Scientifically Based Research](#) (Ingram, Sikes)
 - [Getting Started with Program Evaluation](#) (NASAA)
 - [Additional Resources List](#) (NASAA)

Agenda Recap:

8:35 – 8:55 a.m.	Capitol Hill High School Drumline Robert J. Norick Downtown Library, front entrance 300 Park Avenue Tristianne Asbury, Director of Bands, School Activities Director, Capitol Hill High School
9:00 – 9:10 a.m.	Welcome (joint SAA/SEADAE) Robert J. Norick Downtown Library, Auditorium
9:10 – 9:15 a.m.	Video Remarks by Pam Breaux, CEO, National Assembly of State Arts Agencies (joint SAA/SEADAE) Robert J. Norick Downtown Library, Auditorium
9:15 – 9:30 a.m.	Remarks by Joy Hofmeister, Superintendent, Oklahoma State Department of Education (joint SAA/SEADAE) Robert J. Norick Downtown Library, Auditorium
9:40 a.m. – 12:45 p.m.	Closing Equity Gaps in Arts Education: Connecting Data- Informed Policy-Making and Stakeholder Engagement (joint SAA/SEADAE) Robert J. Norick Downtown Library, Auditorium Jennifer Allen-Barron, Arts Education Director, Oklahoma Arts Council Lucyann Harjo, Coordinator, Indian Education Program, Norman Public Schools Sandra Kent, Executive Director, Oklahoma A+ Schools

Rebecca McLaughlin, Director of Gifted Education, Advanced Placement and Arts in Education, Oklahoma State Department of Education

Julie Palkowski, Fine Arts and Creativity Education Consultant, Wisconsin Department of Public Instruction

Ryan Stubbs, Research Director, National Assembly of State Arts Agencies

Moderator: Jane Best, Director, Arts Education Partnership

- 9:40 – 10:25 a.m.** Breakout Sessions – First Round (joint SAA/SEADAE)
Robert J. Norick Downtown Library, Friends' Room
- 10:30 – 11:30 a.m.** Moderated Panel Discussion (joint SAA/SEADAE)
Robert J. Norick Downtown Library, Auditorium
- 11:45 a.m. – 12:45 p.m.** Breakout Sessions – Second Round (joint SAA/SEADAE)
Robert J. Norick Downtown Library, Friends' Room
- 2:30 – 5:30 p.m.** **Workshop on Culturally Responsive Evaluation Practices**
Oklahoma City Museum of Art
415 Couch Drive
- Facilitators:** Katrina Bledsoe, Ph.D., Research Scientist & Program Evaluation Consultant; Wanda Casillas, Ph.D., Specialist Master, Human Capital, Deloitte Consulting; and Allen Bell, Arts Education Manager, Georgia Council for the Arts
- 6:00 – 8:00 p.m.** **Art After 5** (Optional) (joint SAA/SEADAE)
Oklahoma City Museum of Art

Friday, September 15, 2017

The final PDI sessions took place at the Individual Artists of Oklahoma Gallery (IAO Gallery), opening with a working breakfast during which SAA arts education managers met in regional groups to give updates, share resources and further discuss the topic and guiding question of the PDI.

Following the working breakfast, four state arts agency arts education managers presented five-minute Pecha Kucha-style "Flashes of Inspiration" and answered audience questions directly after their presentations. Emphasizing the need for and value of hearing from a cross-section of state arts agencies around the country, this Flashes of Inspiration session featured examples of how arts education managers are using data to address equity gaps in their programs, trainings and statewide collaborations in arts education.

- Ashley Brown described and presented data from a South Carolina Arts Commission-sponsored summer literacy-through-theatre program for students in underserved, rural counties.
- Rebecca Engelman reported on the North Dakota Arts Council's involvement with Turnaround Arts programs in their rural, native communities, and the challenges of

collecting and reporting on program data when relationships based on trust between partners are still developing.

- Phyllis Kennedy's presentation focused on how New Mexico Arts has convened a statewide arts education focus group to analyze findings from a recent statewide survey of middle and high school principals on access to and availability of arts education.
- Josy Miller presented on how data showing the lack of equitable access to arts education prompted a statewide arts education coalition, including the California Arts Council, to involve youth in creating a statement of student rights and equity in arts education for the state of California.

After the Flashes of Inspiration session the group took a short break, during which the Arts Education Working Group members were acknowledged and thanked. Then colleagues from the state departments of education arrived for the closing joint session of the PDI.

In this final, hour-long reflection session, teaching artist (musical arts and storytelling) Albert Gray Eagle shared his unique, personal perspective on storytelling as a culturally specific form of data gathering, analysis and communication of findings. As a rostered artist with the Oklahoma Arts Council, Albert Gray Eagle has had decades of experience working with various communities, especially with fellow veterans and high school and elementary school students. Albert described the construction and acoustic properties of his selection of handmade flutes, as well as vignettes related to his performances of standard American folk songs and original compositions inspired by the traditions of Native American flute music. Oklahoma Arts Council Arts Education Director Jennifer Allen-Barron interviewed Albert after his performance, eliciting his reflections on the role of artists in communities, and the specific strategies he uses to assess and tailor his work to a community's needs. Albert spoke eloquently about his personal history as a wounded veteran, a Native American and a multidisciplinary artist and the necessity of empathy and trust to bring successful arts education experiences to schools and other communities of arts learners.

At the conclusion of this reflection session, members of the Arts Education Working Group and Joint Leadership Committee acknowledged new leadership for each group and expressed thanks to all for participating. The PDI ended promptly at 12:00 p.m.

Reference Materials:

- [Flute Tree Foundation](#)

Agenda Recap:

8:00 – 9:00 a.m.

SAA Working Breakfast: Regional Meetings

Individual Artists of Oklahoma
706 W. Sheridan Avenue

9:15 – 10:45 a.m.

Flashes of Inspiration

Individual Artists of Oklahoma

Ashley Brown, Arts Education Director, South Carolina Arts
Commission

Rebecca Engelman, Arts in Education Director, North Dakota
Council on the Arts

Phyllis Kennedy, Program Coordinator, Arts Education, New Mexico Arts

Josy Miller, Arts Program Specialist, California Arts Council

Moderator: Chiquita Mullins Lee, Arts Learning Program Coordinator, Ohio Arts Council

11:00 a.m. – 12:00 p.m. Closing Reflection (joint SAA/SEADAE)

Individual Artists of Oklahoma

Albert Gray Eagle, Guest Artist

Moderator: Jennifer Allen-Barron

12:00 p.m.

PDI ends