



California Carries the Torch II

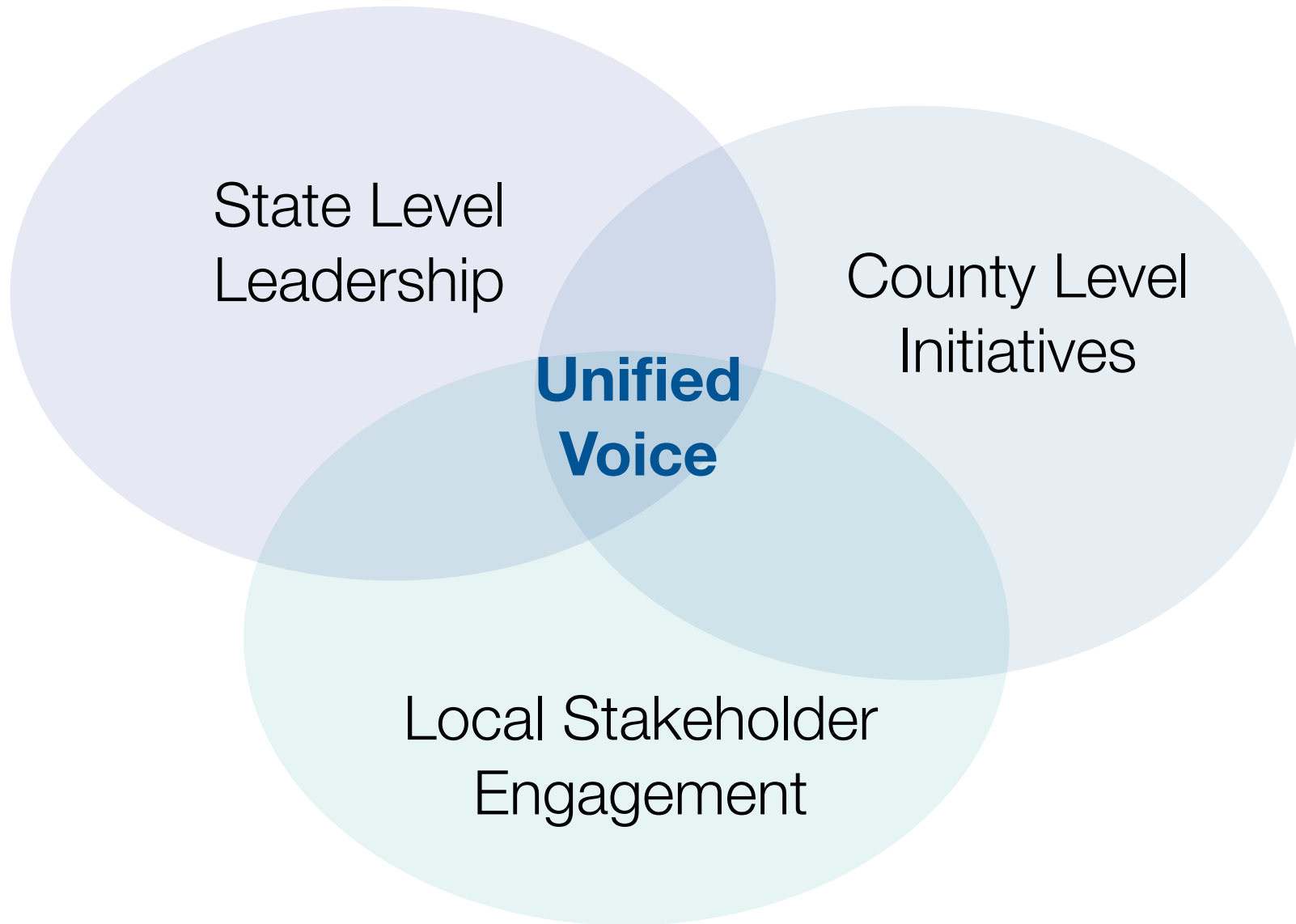
Advancing Arts Education

Through a Network of Mutual Support

Alameda County | Los Angeles County | Orange County | Santa Clara County

California Alliance for Arts Education

California's Network of Mutual Support



State Level
Leadership

County Level
Initiatives

**Unified
Voice**

Local Stakeholder
Engagement



2006 Budget Process

January

Governor's Proposed Budget

\$100M for K-8 arts education

**February -
April**

Budget & Subcommittee Hearings

Testimony, analysis, & public input

May

Governor's May Budget Revision

\$166M ongoing K-12 arts block grant

\$150M one-time K-12 arts block grant

Senate Subcommittee Recommendation

\$150M ongoing arts block grant

\$250M into one-time consolidated block grant

Assembly Subcommittee Recommendation

Roll allocations into one-time \$1B consolidated block grant

2006 Budget Process (continued)

June

Budget Conference Committee

\$75M ongoing arts block grant

No one-time funding allocation

Big 5 (Governor & House Majority/Minority Leaders)

\$105M ongoing arts block grant

\$500M one-time arts/P.E. block grant

Budget Bill

Approved by 2/3 vote in each house & sent to Governor

September

Final Budget

Signed by Governor

California Alliance for Arts Education

Mobilizing Stakeholders Statewide

Preparation & Coordination

- Extended working group
- “Go To” page on CAAE website, CapWiz, ArtsEdMail
- Coordinated message throughout
- Timeline for action

Activities

- Grassroots advocacy campaign
- Coordinated media campaign
- Policy paper and research
- Open communication with Governor and key Legislators
- “Grasstops” influencers

Lessons Learned from the Budget Campaign

- Readiness
- One message, many voices
- Legislative advocate
- Media power
- Outreach to non-traditional audiences
- Communications command central
- Focus on tomorrow as well as today

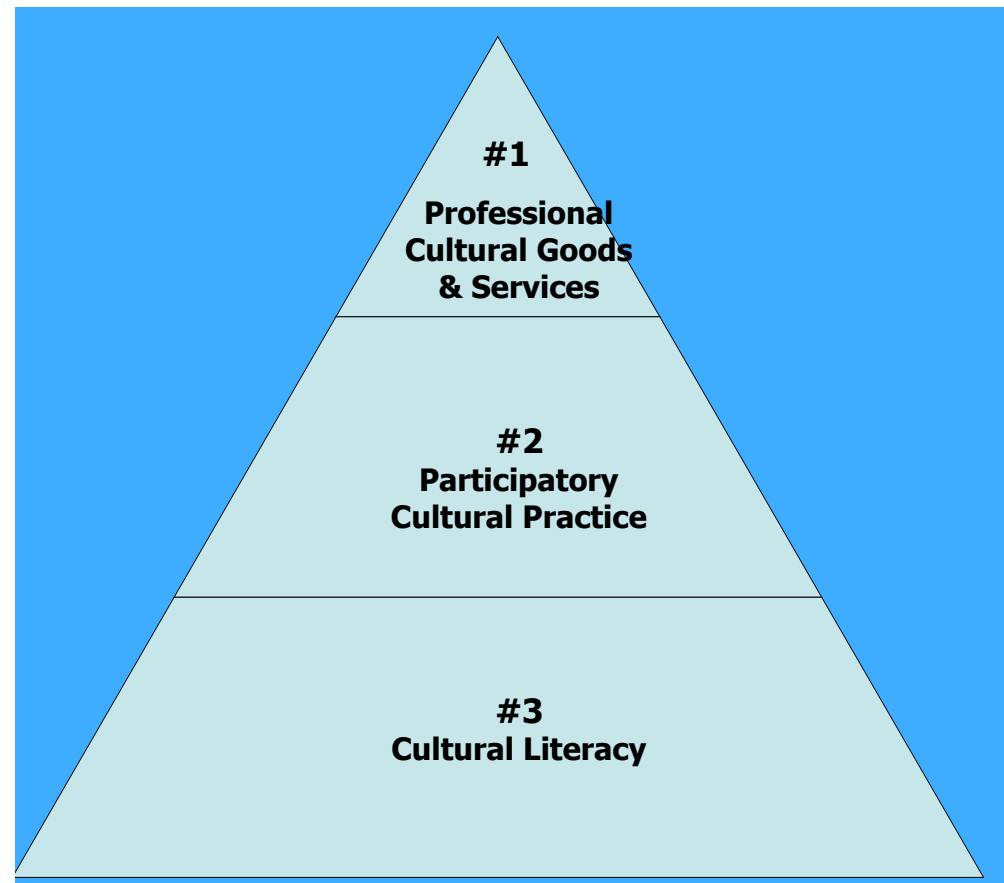
Santa Clara County Catalyzing Local Policy Change

- 1997** “20/21 Regional Cultural Plan” released
- 1998** Cultural Initiatives Silicon Valley founded to implement plan
- 1999** Launched Greenhouse Grants Program (Cohort 1)
 - Focus on systemic change through seed grants and technical assistance
 - Intensive top-down and bottom-up approach
- 2001** Expanded into Creative Education Program (Cohort 2)
 - Expansion of grants, technical assistance, and professional development at school, district, and county levels
 - Added incentive of new federal and state arts education policies and standards
- 2006** Evolved into Visual and Performing Arts Program (Cohort 3)
 - Merger with Santa Clara County Office of Education
 - Expansion from K-6 to preK-12
 - Focus on helping districts strategically invest new state arts funding for staffing, training, and instruction

Orange County Engaging Diverse Stakeholders

There is a causal relationship of factors that create a healthy cultural ecology in a community.

Cultural Ecology



Cultural Ecology Model from
Cultural Initiatives Silicon Valley's
Creative Community Index (2005).

2005 RAND Report



“The arts won’t flourish unless more art lovers are minted through sustained exposure during childhood...this means [a shift] towards the grass-roots cultivation of youngsters and parents through public schools and community arts programs.”

Orange County
Cultural Indicators Report
the James Irvine foundation
Keith and Judy Swayne



*Measuring Progress Toward a
More Creative Community*

Arts Orange County Cultural Indicators Report

What We Learned...

- **From Orange County Residents**
Orange County Business Council
- **About the Nonprofit Arts Sector**
California State University Fullerton
Gianneschi Center for Nonprofit Research
Center for Entertainment & Tourism
- **About Cultural Life in Orange County Cities**
Karin Schnell, Independent Arts Consultant
- **About Arts Education in Orange County**
Orange County Department of Education

Why is Building a Creative Community Important to Orange County's Future?

**Creative
Thinking
is the
Currency
of the
21st
Century**



**“A creative economy is the fuel of magnificence.”
*Ralph Waldo Emerson***

Finding #4

98 % of residents place a high priority on the importance of the arts in the development and education of children.

However, there are large differences in the quality and quantity of arts instruction between the county's 27 school districts.



NEXT STEP



**Make the development of district arts plans
a priority – then develop long-term
sustainable funds
to ensure arts education for all.**

Recommendation #3: High Quality Arts Instruction in Every School District

Create an alliance of districts and planning teams to embark upon a process that leads to district arts plans.

Resources

**Curriculum with
benchmark assessments**

Timeline

**Professional
development plan**

**Role for universities
and arts providers**

Our Mission



www.artsoc.org

***To establish Orange County
as one of the leading
creative communities
in the nation***



www.oc-cf.org

***To encourage, support,
and facilitate philanthropy
in Orange County***



arts for all

**LOS ANGELES COUNTY
REGIONAL BLUEPRINT
FOR ARTS EDUCATION**

DISTRICT INFRASTRUCTURE

The purpose of the technical assistance provided through Arts for All is to support districts in:

Creating an adopted **arts education policy, plan and budget** for implementing a standards-based arts education program district-wide.

COUNTYWIDE INFRASTRUCTURE

ARTIST IN RESIDENCE PROGRAM

supporting district implementation

LAARTSED.ORG online resource centralizing access to tools and information for sequential K-12 education.

ARTIST TRAINING innovative training for professional teaching artists

COUNTYWIDE INFRASTRUCTURE

TEACHER TRAINING ACTION PLAN

strategically advancing professional development for educators

ADVOCACY PLAN mobilize, sustain and support K-12 arts education

POOLED FUND private/public partnership with funders

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07/08 TECHNICAL ASSISTANCE

LEVEL 3

Personalized Coaching for Long-Range
Planning

LEVEL 2

Personalized Coaching for Short Term
Planning

LEVEL 1

Training for Short Term Planning



BURBANK UNIFIED SCHOOL DISTRICT

Arts for All District since **2004-2005**

DISTRICT POLICY

D. The Board of Education also supports the need to provide funding for high quality, standards-based K-12 arts education in an equitable manner, consistent with the principle that arts education in an integral part of the core curriculum.

HURBAN DISTRICT SCHOOL DISTRICT

BOARD POLICY 6142
(Page 1 of 1)

INSTRUCTION Arts Education

- A. The Board of Education recognizes that arts education, including dance, theater, music, and visual arts, is an integral part of the core curriculum for all Kindergarten through grade twelve (K-12) pupils.
- B. The Board of Education encourages development, implementation, and evaluation of quality, standards-based sequential and comprehensive K-12 arts education, with equity and access for all.
- C. The Board of Education supports the following elements, among others, in developing and implementing the District's arts education in district schools:
 1. Standards-based arts curriculum, scheduling and assessment
 2. Qualified teachers in the arts
 3. Professional development for classroom and arts teachers consistent with California's Visual and Performing Arts content standards
 4. Standards-based instructional materials and equipment
 5. Facilities appropriate to achieve educational/instructional standards
 6. Opportunities to enhance pupil learning and pupil work
 7. Integration of and access to professional artists, cultural organizations and other community arts resources
 8. Provision for ongoing review, program evaluation, and development of the District's arts education program.
- D. The Board of Education also supports the need to provide funding for high quality, standards-based K-12 arts education in an equitable manner, consistent with the principle that arts education is an integral part of the core curriculum.

Legal reference:

EDUCATION CODE
5210-5230 Arts Education
51000-51004 Legislative intent for education program
51040-51041 Rules of local agency
51200-51220 Adopted policies of study

Policy Adopted: 3/17/05

BURBANK UNIFIED SCHOOL DISTRICT
Arts for All Plan
 Adopted by the Board of Education
 December 15, 2005

PLAN

Focus Area 1: STANDARDS-BASED CURRICULUM, STUDENT ASSESSMENT, & PROFESSIONAL DEVELOPMENT

Success Indicator: Sequential standards-based arts instruction is offered for all students at all grade levels.

Timeline	Goal No.	Implementation Task	Preliminary Budget Implications	Manager(s) Responsible
Phase 1				
Phase 1: 2006-2008	1. Develop well articulated sequential curriculum K-12 (one discipline per year).	<ul style="list-style-type: none"> a. Assess current District curriculum in accordance with new Visual and Performing Arts (VAPA) Framework and Content Standards. b. Establish timeline for writing District's VAPA curriculum. c. Conduct summer writing (two disciplines in Phase 1 for music and visual arts) to complete and revise curriculum. d. Implement music and visual arts curriculum. 	c. \$5,000/year	Deputy Superintendent Assistant Superintendent APA Committee VAPA TOSA (Teacher on Special Assignment) Teachers Arts specialists
Phase 1: 2006-2008	2. Assess professional development needs of VAPA (Visual and Performing Arts) teachers and elementary classroom teachers.	<ul style="list-style-type: none"> a. Research effective, standards-based professional development models and resources. b. Develop an arts professional development needs assessment for arts specialists and elementary classroom teachers. c. Administer the needs assessment. d. Analyze and prioritize the needs in alignment with the curriculum and assessment implementation plans. 		Deputy Superintendent APA Committee VAPA TOSA Teachers
Phase 1: 2006-2008	3. Create a professional development plan focused on standards-based arts education for arts specialists, secondary VAPA teachers and elementary classroom teachers.	<ul style="list-style-type: none"> a. Develop professional development plan based on results of needs assessment. b. Research funding sources for professional development services. c. Disseminate curriculum implementation timeline and professional development plan to principals and teachers. d. Secure funding to support professional development plans. 	d. TBD	Deputy Superintendent APA Committee VAPA TOSA Teachers
Phase 1: 2006-2008	4. Develop and pilot end of semester student assessments for secondary music programs.	<ul style="list-style-type: none"> a. Identify teacher teams to develop assessments. b. Work with teams to develop pilot of the assessments. c. Review results and make adjustments as needed. d. Pilot assessments. 	TBD (assess supplies/ release time for teachers approx. \$5,000)	Deputy Superintendent APA Committee VAPA TOSA Assist. Supt.- HPS Music teachers



arts for all

**LOS ANGELES COUNTY
REGIONAL BLUEPRINT
FOR ARTS EDUCATION**

Creating Public Value: Communication for Motivating Change

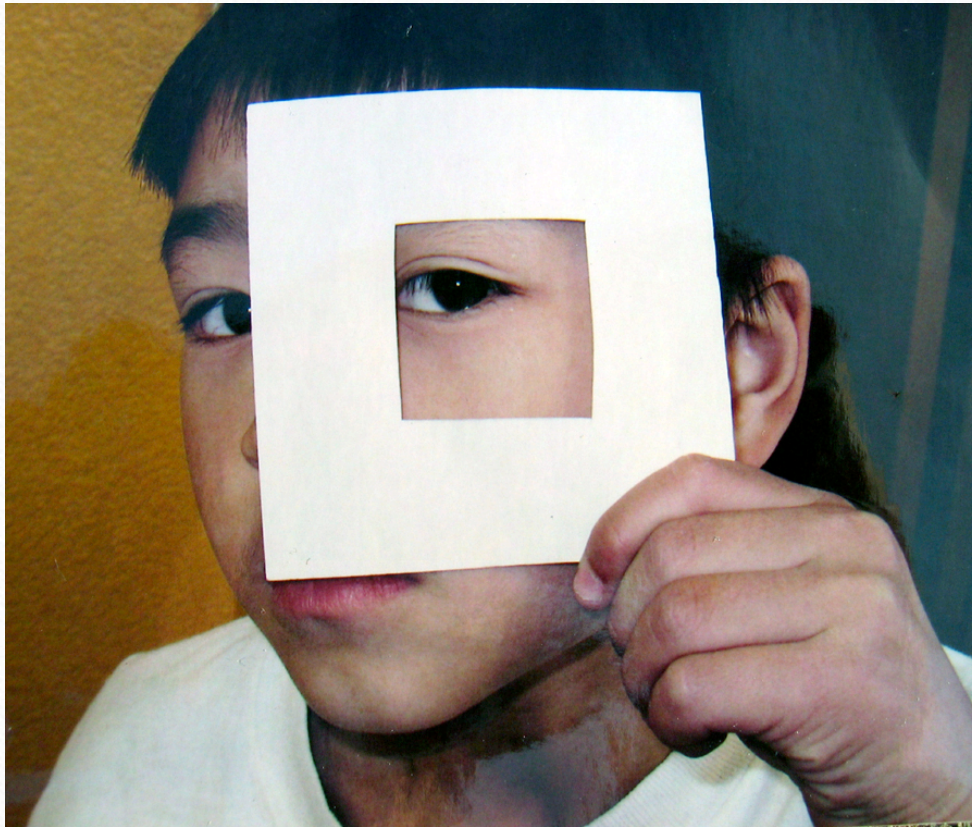




A Common Vision

A Shared Vocabulary





Every Child, Every School, Every Day because. . . .

Art IS Education

ALAMEDA COUNTY OFFICE OF EDUCATION ALLIANCE FOR ARTS LEARNING LEADERSHIP



Focused Conversations

- When you think about [policy, stakeholder engagement, values-based messaging], what one word or phrase jumps to mind?
- What is the primary challenge you've encountered in advancing [policy, stakeholder engagement, values-based messaging]?
- How have you made inroads or achieved success? What seem to be critical levers?
- What action steps have been sparked by this conversation?