Taking the Lead in After School Arts Programs: Expanding Horizons for Arts Learning

Produced by:
Monterey County Office of Education & San Bernardino County Superintendent of Schools
California County Superintendents Educational Services Association represents 58 county offices of education throughout the state of California. Knowing that the visual and performing arts contribute to effective schools, the California County Superintendents Educational Services Association, with generous support of the William and Flora Hewlett Foundation, launched a statewide initiative in early 2006 to advocate for and strengthen arts education in California public schools. CCSESA urges every school to weave dance, music, theatre, and visual arts into the fabric of the curriculum, providing all students with a comprehensive education, kindergarten through high school, aligned to the Visual and Performing Arts Framework for California Public Schools. CCSESA supports schools, districts, and communities in each of the state’s 58 counties through a fully equipped statewide network. CCSESA is working at the state, regional, and local levels to impact change in arts education.

CCSESA Arts Initiative

VISION AND CORE PRINCIPLES

The visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century. All California students from every culture, geographic region and socioeconomic level deserve quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum.

Rich and Affirming Learning Environments

Create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every group of students.

Empowering Pedagogy

Use culturally and linguistically responsive pedagogy that maximizes learning in and through the visual and performing arts, actively accesses and develops student voice, and provides opportunities for leadership for every group of students.

Challenging and Relevant Curriculum

Engage every group of students in comprehensive, well-articulated and age-appropriate visual and performing arts curriculum that also purposefully builds a full range of language, literacy, and other content area skills, including whenever possible, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging.

High-Quality Instructional Resources

Provide and utilize high-quality, standards-aligned visual and performing arts instructional resources that provide each group of students with equitable access to core curriculum and academic language in the classroom, school, and community.

Valid and Comprehensive Assessment

Build and implement valid and comprehensive visual and performing arts assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of students.

High-Quality Professional Preparation and Support

Provide coherent, comprehensive and ongoing visual and performing arts professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent arts instruction for each group of students.

Powerful Family/Community Engagement

Implement strong family and community engagement programs that build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance visual and performing arts teaching and learning for each specific group of students.

Advocacy-Oriented Administrative/Leadership Systems

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse visual and performing arts needs and assets of each specific group of students. These administrative and leadership systems structure, organize, coordinate, and integrate visual and performing arts programs and services to respond systemically to the needs and strengths of each group of students.
FOREWORD

On behalf of the County Superintendents of Schools in the State of California, we are pleased to introduce *Taking the Lead in After-School Programs: Expanding Horizons for Arts Learning* as part of the CCSESA Arts Initiative and the Curriculum and Instruction Steering Committee (CISC) Visual and Performing Arts Subcommittee Toolkit of Arts Education Resources. This project was funded by the David and Lucile Packard Foundation and developed in collaboration with the California Department of Education (CDE) and the After School Regional Network. We are grateful to Gordon Jackson, Director of the Learning Support and Partnerships Division at CDE, and his staff for supporting this work.

The California County Superintendents Educational Services Association (CCSESA) is an organization consisting of the County Superintendents of Schools from the 58 counties in California working in support of students, schools, districts, and communities. The Curriculum and Instruction Steering Committee (CISC), a steering committee of CCSESA, consists of county office assistant superintendents with an expertise in curriculum, instruction, and professional development. The Visual and Performing Arts Subcommittee includes regional arts leads representing all 11 service regions working to strengthen arts education support and service for California school districts. Through the CCSESA Arts Initiative, county offices of education are playing a significant role in increasing visibility and support for arts learning in California public schools across the state. One area of this work is in the development of K-12 arts education curriculum resources aligned to the *Visual and Performing Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

This project was developed by the San Bernardino County Superintendent of Schools (SBCSS) in collaboration with the Monterey County Office of Education (MCOE), and coordinated by SBCSS Visual and Performing Arts Consultant and Region 10 Arts Lead Bonnie Tillotson, in collaboration with MCOE Visual and Performing Arts Consultant and Region 5 Arts Lead Hamish Tyler. We are appreciative of everyone who contributed to this important project, including those that designed and produced the accompanying video for this guide. We are grateful to SBCSS Assistant Superintendent Beth Higbee and MCOE Jeannie Herrick for their support of this project.

We extend special thanks to Patty Taylor, CCSESA Arts Consultant, who contributed greatly to the development and finalization of the document as well as the CCSESA/CISC Visual and Performing Arts Regional Leads who provided input for this project. We want to thank Grace Ko and the San Diego County Office of Education for their ongoing work on the CCSESA Arts Initiative Web site. It is our hope that this will be a tool for leading quality after-school arts education programs.

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TAKING THE LEAD IN AFTER SCHOOL PROGRAMS
Expanding Horizons for Arts Learning

Developed by
San Bernardino County Superintendent of Schools
Monterey County Office of Education

As part of the
California County Superintendents Educational Services Association
(CCSESA)
ARTS INITIATIVE
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TAKING THE LEAD IN AFTER SCHOOLS PROGRAMS
Expanding Horizons for Arts Learning

“We’ve progressed from a society of farmers to a society of factory workers to a society of knowledge workers. And now we are progressing yet again to a society of creators and empathizers, of pattern recognizers and meaning makers.”

Daniel Pink 2006

To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, United States schools must align classroom environments with real world environments by fusing reading, writing, and arithmetic with creativity, critical thinking, communication and collaboration.

Recent studies regarding arts education in and out of the school day demonstrate the relationship between arts engagement and cognitive capacities, motivation to succeed academically, and effective social behavior. After school programs provide a natural niche for extended learning in the arts. Many communities and schools are excited about including opportunities for students to be engaged in high quality arts education activities in after school programs. There are many advantages to exploration and learning in this time frame for students. After school provides time for students to develop and practice skills learned in the school day and provides additional opportunities for exploration and collaboration. New and exciting arts learning experiences can be provided by visiting artists and arts instructors. Students have time for a deeper engagement in an arts discipline or exploration into unfamiliar arts disciplines, thereby giving them the opportunity to broaden and expand their educational horizons.

The after school context also provides a time when community arts organizations, recreation departments, external providers, and private arts organizations in extended day learning for school age children can contribute in a meaningful way by providing additional learning activities in the visual and performing arts.
EXECUTIVE SUMMARY

This guide provides assistance to school and district leaders in the development of K-12 visual and performing arts after school programs. The guide includes information about key steps educational leaders can take to facilitate standards-based arts instruction and learning aligned to the Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve (CDE press 2004).

The guide recognizes that after school arts leadership differs from the structures during the day. Community arts organizations and providers, recreation departments, county offices of education, and school districts all provide arts programs after school. For this reason, the guide provides general informational support to arts leaders wanting to start programs and needing a context for beginning their planning.

This guide will help leaders with:

- Beginning the planning process
- Examining criteria for a quality arts education program
- Reviewing a summary of research on arts education
- Addressing professional development needs
- Establishing partnerships and finding community resources
- Learning from leaders of model programs

Leaders should view this guide as a connection to the statewide network of regional technical assistance and professional development resources the California County Superintendents Educational Services Association CCSESA has built to respond to the needs of county offices of education and school districts in California. CCSESA Arts Initiative Regional Arts Leads can provide assistance and access to:

- A statewide knowledge base
- Regional forums on arts education
- Advocacy toolkit
- Arts assessment resource guide
- K-12 curriculum guides
- Professional development

In addition to this guide, Monterey County Office of Education produced a short video on Leadership in the After School Arts Programs. The video will show you how to start a vibrant State of California standards-based after school arts
EXECUTIVE SUMMARY

program. The video takes you step by step through the various stages you will need to follow to build your excellent arts program with a forward from Gordon Jackson, Director, Learning Support and Partnerships Division of the California State After School Program. This CCSESA and Packard Foundation supported video will open the doors for your students without supplanting school day programs.

Many Internet and print resources are also available to help educational leaders access networks and sources of support, including best and promising practices. At the end of each section is a brief reference list that directs readers to a selection of these resources.

A five-year research study of successful after school programs, A Practitioner’s Guide: Building and Managing Quality Afterschool Programs (2009) conducted by SEDL and the National Partnership for Quality Afterschool Learning, a collaborative of eight organizations, found key practices for sustained student achievement over several years. Many of these program practices are consistent with CCSESA Arts Initiative’s research-based eight core principles for an effective approach for comprehensive arts instruction (see page 10). These principles align with the quality program practices for after school providing the strongest connection of support with research-based curriculum and instructional practices, standards-based learning activities, building and maintaining relationships, family engagement and community connections.

In preparation for this guide, the CCSESA Arts Initiative After School Arts Survey was conducted to obtain a perspective on the current landscape for after school arts programs and to determine how the guide might expand horizons for after school leadership. The survey produced over 100 responses from schools and districts from as far as Siskiyou and Humboldt counties in the north to San Diego in the south, and encompassed urban as well as rural areas, private schools, and arts organizations. Of those responding, close to 70% have after school arts programs. In addition, leaders at schools with model visual and performing arts programs throughout California were interviewed. The results show a promising and ever changing horizon, and affirms that the arts play and important role for students in after school programs.
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“Preparing Monterey County students for success in the 21st Century.”

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“Studies show us that arts education provides a strong foundation for students’ academic achievements. Schools that are able to provide enriching arts curriculum see the payoff in engaged students who flourish across their subject areas. I would encourage all schools and districts to provide opportunities for all students to study the arts, so that they can follow a path toward a well-rounded education.” Gary S. Thomas, Ed.D.
INTRODUCTION - EXPANDING HORIZONS FOR ARTS LEARNING

What is the Current Landscape for California Students?
Today, most school-age children have parents who work away from home. Without an after school program many of them would return to an empty home after school. As a result, communities have created after-school programs in which children and youth become engaged in activities that help them learn. It is important for children to have after school programs that help students develop academic and social skills in a safe and caring environment.

The primary goal of all after school programs is first and foremost, to keep children of all ages safe and out of trouble. Secondly, they are designed to improve the academic performance of participating children. After-school programs allow many children to focus attention on areas in their education that they are having difficulties with as well as providing time and help for them to complete their homework and other classroom assignments. Many programs connect learning to more enriching activities such as, music, theatre and the visual arts, which may improve academic performance as well.

There are three state and federal funding sources available to California schools that have set the direction for after school programs, 21st Century Community Learning Centers, After School Safety and Enrichment for Teens (ASSETs), and the After School Education and Safety (ASES) program. Each of these programs share three basic goals:

• Help students meet state and local student standards in core academic subjects
• Provide academic enrichment opportunities during non-school hours
• Provide safe, constructive alternatives for students in grades K-12

The Arts in the After School Landscape
Educators have taken notice of the current brain research regarding how children learn, beginning with the now familiar work of Howard Gardner on multiple intelligences in the early 90’s. Years of research since then have confirmed the importance of the essential understandings that come only through engagement with the arts. The education community is also beginning to take note of the huge economic edge the arts provide to our state and national economy and the ways in which the arts support the kinds of creative, collaborative and multifaceted thinking required for 21st century job success. It is important that all students, rural, urban and suburban, have quality arts experiences for the good it does for their hearts and minds.
INTRODUCTION - EXPANDING HORIZONS FOR ARTS LEARNING

Funding school arts programs and providing time in the school day for arts instruction are essential and are mandated in existing state laws in California for pupils in grades one through twelve. Even though the visual and performing arts have national and state standards and are required curriculum for all students, many schools have found that in this current climate, including the arts in the school day can be difficult. As a result, some schools have either reduced their arts programs to a minimum or cut them entirely. The good news is that there are schools that include the arts and in many cases they believe that the arts have been key to their success with student achievement.

Each community has their own unique approach to making after school programs exciting and vital in the educational landscape. Elementary and middle schools often have the greatest challenge in providing for an arts program after school. Many districts and schools as a result will often depend exclusively on a single external provider such as the Boys and Girls Clubs of America, Science Theater Art Recreation Education (STAR), LA's BEST (Better Educated Students for Tomorrow), or recreation department programs. While some high schools use their own visual and performing arts teachers others provide additional programs. One such school is A.B. Miller High School in Fontana, where a distinguished faculty of professional dance artists provides rigorous training. This program allows students to build their skills to earn admission to the college or university dance programs of their choice or to enter the dance profession immediately following high school. The greatest challenge for most after school leaders is in finding ways to provide high quality arts learning for students when some of the community support or teacher support during the day is not available for after school. Often cited in the CCSESA Arts Initiative After School Arts Survey was a lack of funding for the arts and the difficulty in finding skilled staff to provide an arts program.

It is important to remember that your program supports and enriches your school day arts classes. Good after school programs address the whole child in their developmental needs, help in their social and emotional development contributes to life skills for the 21st century, promote cultural diversity and connections, and engage them in school and learning.
INTRODUCTION - EXPANDING HORIZONS FOR ARTS LEARNING

Resources


Leading the Way to Arts Education: A Reference Guide for Educational Leaders Developed by The Alameda County Office of Education as part of the California County Superintendents Educational Services Association Arts Initiative, 2009. Funding by the William and Flora Hewlett Foundation.

The Arts in the Elementary Classroom: A Visual and Performing Arts Content and Delivery Guide. Developed by The San Bernardino County Superintendent of Schools as part of the California County Superintendents Educational Services Association Arts Initiative, 2009. Funding by the William and Flora Hewlett Foundation.

Vision and Core Principles - A Transformative Approach for Building the Foundation for Sustainable Student Success in the Arts – An Arts Education Planning Tool. Developed by The San Bernardino County Superintendent of Schools as part of the California County Superintendents Educational Services Association Arts Initiative, 2009. Funding by the William and Flora Hewlett Foundation.
WHY THE ARTS BELONG IN AFTER SCHOOL PROGRAMS

The research is in - visual and performing arts are crucial to a student’s education. Recent studies regarding arts education in and out of the school day demonstrate the relationship between engagement in the visual and performing arts and cognitive capacities, motivation to succeed academically, and effective social behavior. California supports visual and performing arts education by defining dance, music, theatre, and visual arts as core curriculum. Yet, according to a recent SRI International study called *An Unfinished Canvas*, 89 percent of K-12 schools in California fail to offer a standards-based course of study in the four arts disciplines. This environment creates a natural niche for the arts in after school programs for those who currently have an in-school arts program and are looking to extend the learning as well as those that have not yet implemented a comprehensive arts program.

Shared Goals and Program Descriptors
After school programs that include arts education share many of the same goals and outcomes, thus providing the basis for mutual success. The arts in after school programs provide critical tools for developing the whole child, including concrete experiences that address both cognitive and affective development. They utilize collaborative processes that help to broaden students’ social and emotional skills and provide opportunities in which all students may succeed. In an ever-changing global economy, after school programs that include the arts are focusing on developing student skills needed in the 21st century workplace, i.e. problem-solving, critical thinking, transfer, teamwork and cooperative planning. Celebrating the diversity of our student population while connecting students to their personal cultural history is an important facet of both programs. Hands-on learning that actively engages the students in the learning process is a priority in after school programs that include arts education manifesting in high levels of motivation.
WHY THE ARTS BELONG IN AFTER SCHOOL PROGRAMS

The California County Superintendents Educational Services Association (CCSESA) Arts Initiative, defines eight core principles that describe an effective approach for comprehensive arts instruction:

• Enriched and affirming learning environments
• Empowering pedagogy
• Challenging and relevant curriculum
• High quality instructional resources
• Valid and comprehensive assessment
• High quality professional preparation and support
• Powerful family and community engagement
• Advocacy-oriented administrative and leadership systems

These align closely with program assessment descriptors found in the California After School Program Quality Self-Assessment:

• Clearly defined and measurable program goals
• Strong school-community collaborations
• A safe, healthy and nurturing environment
• Research-based youth development strategies
• Ongoing professional development for staff and volunteers
• Opportunities for parents to get involved with the program
• Embracing and valuing diversity
• Culturally responsive strategies for English learners

Regular and Extended Blocks of Time

After school programs are a place in which students can receive guidance and practice in discrete skills specific to various art forms. The extended blocks of time and the presence of a mentor or model allow for deeper engagement in one or all of the arts disciplines: dance, music, theatre and visual arts. It also allows time for students to attend performances and exhibits, learning what good skills in the arts look and sound like.

According to two studies in the late nineties, (NAEP 1998; Catterall, Chapleau, & Iwanaga, 1999) in-depth study of the visual and performing arts disciplines requires self-discipline that transfers to other academic endeavors. Students who participate in an arts program for one year or more had significantly greater academic success than those who did not. A report on a successful after school enrichment program, LA’s Best Performance, finds that the longer students stay with a quality after school program, the more likely they are to
have improved academically. Students like working with the arts and this affinity with a content area can serve as the motivation to continue in an after school program long term.

**Safe, Nurturing Environment**
The arts and after school programs show the most significant results with low-income/at risk youth in expressing feelings, nurturing self-efficacy, and encouraging engagement with the community. After school programs provide safe, fun environments for students to explore and express themselves. When students participate in experiences that build on their own interests and allow them to express who they are, they gain in confidence and self-awareness that translates into personal success.

**Grounded in Local Community Culture and Context**
After school programs that include the arts may be grounded in art work that comes from their local community. Providing dance, music, theatre, and visual arts experiences in which students observe, discuss, and write about work in the arts from many cultures increases their ability to critically examine art work including their own and the work of their peers. Using the vocabulary of different arts disciplines inspires and encourages problem solving, increases enjoyment and can enhance memory skills, presentation skills, reading, and self-confidence. The informal nature and smaller numbers in after school programs better facilitate these kinds of conversations about the arts. Family and community are essential elements of a successful arts after school program. Engaging students, parents, and local organizations to participate and learn about the arts helps build a sense of community, particularly in disadvantaged areas.

**All Students Benefit From the Arts**
In summary, the research is consistent in finding that all students, especially those that are socially and economically disadvantaged, can benefit from participating in quality arts programs. The arts build the capacity for leadership in our youth, help develop 21st century skills, and increase self-confidence and self-awareness. When employed effectively, the arts offer students life-enriching opportunities, a vehicle for expanding their mind, and a road to academic and life success. After school programs and arts education work together in helping our youth lead meaningful and successful lives.
WHY THE ARTS BELONG IN AFTER SCHOOL PROGRAMS

Resources


Burton, Judith; Robert Horowitz; and Hal Abeles. *Learning In and Through the Arts: Curriculum Implications*. In *Champions of Change*, E. B. Fiske, Editor. Arts Education Partnership and the President’s Committee on the Arts and the Humanities, 1999.


Catterall, James S.; Richard Chapleau; and John Iwanaga. *Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts*. In *Champions of Change*, E. B. Fiske, Editor. Arts Education Partnership and the President’s Committee on the Arts and the Humanities, 1999.


WHY THE ARTS BELONG IN AFTER SCHOOL PROGRAMS


WHY THE ARTS BELONG IN AFTER SCHOOL PROGRAMS


WHAT IS A QUALITY ARTS EDUCATION PROGRAM?

California education code requires instruction and course offerings in the visual and performing arts, including dance, music, theatre, and the visual arts, in grades 1-12 aimed at the development of aesthetic appreciation and creative expression. Research shows that the arts offer engaging educational activities that promote students learning. It makes sense then that the arts be included in after school programs whose purpose is to offer academic enrichment that will boost student performance during the school day while making sure activities are engaging enough to keep students coming back. But, what does a quality arts education program look like?

Standards and Framework

Two documents are pivotal in developing an after school arts program. The first is the Visual and Performing Arts Content Standards for California Public Schools (VAPA Standards), which identifies the skills and knowledge that all students should be able to master, grades pre-kindergarten through 12, in dance, music, theatre, and visual arts. The standards were developed by a group of arts educators in response to Senate Bill 1390 (Murray), calling for adoption of arts content standards by the California State Board of Education. This bill states that instruction in the visual and performing arts should be made available to all students and that “The content standards are intended to provide a framework for programs that a school may offer in the instruction of the visual and performing arts.”

Section 51210 of the California Education Code, “the adopted course of study for grades 1 to 6… shall include instruction … in visual and performing arts including dance, music, theatre and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.”

Section 51220 of the California Education Code identifies a similar course of study for grades 7 to 12.

Education Code Section 60605.1, the State Board of Education adopted voluntary content standards in dance, music, theatre and visual arts in 2001. The Code states that content standards are intended to provide a framework for programs that a school may offer. The arts content standards are divided into five strands, which include artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships and applications.
WHAT IS A QUALITY ARTS EDUCATION PROGRAM?

The second document, the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve (VAPA Framework)* 2004, guides classroom teachers and other educators in developing curriculum and instruction in the arts so that all students meet or exceed content standards in dance, music, theatre, and visual arts. Chapters include: program planning, implementation and evaluation; arts assessment; professional development; and criteria for evaluating instructional materials. The VAPA Framework includes the VAPA Content Standards.

Simply stated, the content standards identify “what students should know and be able to do” and when they should achieve mastery while the framework sets a context within which that will happen. The VAPA Standards are grouped under a set of encompassing strands shared by all four of the arts disciplines – dance, music, theatre, and visual arts. They are, artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. These strands must embody very big ideas, “essential understandings,” that are absolutely basic to the arts as a whole. The strands describe the broad landscape and the ways of working in and thinking about the arts. Instruction in the arts does not necessarily require that the strands be taught in any order.

<table>
<thead>
<tr>
<th>Visual and Performing Arts Content Standards Strands</th>
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<tbody>
<tr>
<td><strong>ARTISTIC PERCEPTION</strong>&lt;br&gt;Using the language and skills unique to the arts to respond, analyze and process sensory information</td>
</tr>
<tr>
<td><strong>CREATIVE EXPRESSION</strong>&lt;br&gt;Involves creating, performing and participating in the arts disciplines</td>
</tr>
<tr>
<td><strong>HISTORICAL AND CULTURAL CONTEXT</strong>&lt;br&gt;Understanding the historical contributions and cultural dimensions of an arts discipline</td>
</tr>
<tr>
<td><strong>AESTHETIC VALUING</strong>&lt;br&gt;Critically assess and derive meaning from works of art based on the elements and principles of an arts discipline</td>
</tr>
<tr>
<td><strong>CONNECTIONS, RELATIONSHIPS AND APPLICATIONS</strong>&lt;br&gt;Involves connecting and applying what is learned in one arts and comparing it to learning in other arts, other subject areas, and careers</td>
</tr>
</tbody>
</table>
WHAT IS A QUALITY ARTS EDUCATION PROGRAM?

Curriculum Integration
Depending on the source, curriculum integration can mean many things. For the purpose of this document, we use the definition in which integration is based on shared or related concepts, and instruction in each content area is treated with equal value, having depth and integrity reflected by embedded assessments, standards, and objectives.

This means that instruction is designed and delivered in such a way as to develop discrete knowledge and skills in each of the content areas that are included in the instruction, as well as, to support and reinforce each other. This approach enables students to find the important connections and to synthesize new learning that is much deeper and richer than when content is addressed separately or when one content area is purely in service of the other.

Below is an example of this type of integration. It is a Grade 3 - Dance/Math Lesson: From Fractions to Rhythm. The lesson is designed to include discrete instruction in both dance and math and a performance task that integrates knowledge and skills from both dance and math.

The essential question is:
Why is the concept of fractional equivalency important to both dancers and mathematicians?

1. Standards are chosen from each content area:

<table>
<thead>
<tr>
<th>Dance</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>Standard:</td>
</tr>
<tr>
<td>Artistic Perception 3.1.4 Expand the</td>
<td>Math Reasoning 3.1 Compare fractions</td>
</tr>
<tr>
<td>ability to incorporate spatial and time</td>
<td>represented by drawings or concrete</td>
</tr>
<tr>
<td>concepts in movement problems</td>
<td>materials to show equivalency and to</td>
</tr>
<tr>
<td>Creative Expression 3.2.8 Create,</td>
<td>add and subtract simple fractions in</td>
</tr>
<tr>
<td>memorize, and perform original</td>
<td>context</td>
</tr>
<tr>
<td>movement sequences with a partner or a</td>
<td></td>
</tr>
<tr>
<td>small group</td>
<td></td>
</tr>
</tbody>
</table>

2. An objective common to each content area is written:

Students will demonstrate an understanding of fractional equivalency by creating rhythmic movement phrases and notating those phrases with mathematical equations.
WHAT IS A QUALITY ARTS EDUCATION PROGRAM?

3. Key knowledge, skills, and assessments are identified in each content area:

<table>
<thead>
<tr>
<th>Dance Key Knowledge and Skills</th>
<th>Math Key Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General and self-space</td>
<td>• Fractions as parts of a whole</td>
</tr>
<tr>
<td>• Rhythmic perception</td>
<td>• Fractional equivalency</td>
</tr>
<tr>
<td>• Dance structure: beginning,</td>
<td>• Equivalent fractions, equivalency</td>
</tr>
<tr>
<td>middle, and end</td>
<td></td>
</tr>
<tr>
<td>• Duration, note value, rhythm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dance Assessment</th>
<th>Math Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create, memorize, and perform a</td>
<td>Write two mathematical equations</td>
</tr>
<tr>
<td>short phrase of rhythmic</td>
<td>using equivalent fractions to represent</td>
</tr>
<tr>
<td>movement</td>
<td>their rhythmic pattern</td>
</tr>
</tbody>
</table>

Depending on resources in your after school program, this lesson may be modified. For example, the arts instruction may follow math in school instruction. The dance assessment may be administered in the after school program and the math assessment by the classroom teacher during the school day. The lesson may be broken up over several days when time is an issue.

This and many other examples of integrated arts lessons may be found in the document *K-6 Visual and Performing Arts Curriculum Guide: Examples of Integrated Lessons*, which may be downloaded from the CCSESA Arts Initiative web site at www.ccsesaarts.org.

**Linkages with the School Day**

A quality after school program supports, complements, and extends the school day. It may be difficult to create linkages needed to accomplish this because of school culture, instructional schedules, staff turnover, and communication. In addition, students come to the after school program from different classrooms, grade levels, and even schools. However, after school programs that receive funding from the California Department of Education, for example, are required to collaborate and coordinate with the regular school day program.

The *California After School Program Quality Self-Assessment Tool*, www.afterschoolnetwork.org (that follows), provides a rubric that offers eleven indicators important in fostering those linkages with the school day. Keep in mind that the arts are part of the core curriculum and are, therefore, to be considered as part of the academic program for all students.
WHAT IS A QUALITY ARTS EDUCATION PROGRAM?

Alignment and Linkages with the School Day
California After School Program Quality Self-Assessment Tool

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Staff are aware of the ways in which academically-oriented activities in after school support participants' school success and help to address the achievement gap.</td>
</tr>
<tr>
<td>2.</td>
<td>Staff communicate frequently with administrators and faculty to ensure alignment of program activities to the host school’s learning goals and curricula.</td>
</tr>
<tr>
<td>3.</td>
<td>Staff seek input from school day teachers and from administrators on the impact of after school programming for participants.</td>
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<tr>
<td>4.</td>
<td>Staff participate in school committees (e.g., School Site Council, School Wellness Committee, meetings to develop Individualized Education Plans) and the program is included in the Single School Plan for Student Achievement and School Wellness Policy.</td>
</tr>
<tr>
<td>5.</td>
<td>Staff and participants have access to sufficient indoor and outdoor space, including classrooms, library, computer labs, gym, fields, kitchen, and storage that can be locked when needed.</td>
</tr>
<tr>
<td>6.</td>
<td>Staff use information about participants’ academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates).</td>
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<tr>
<td>7.</td>
<td>Youth who need intensive academic support work with trained staff members individually or in small groups.</td>
</tr>
<tr>
<td>8.</td>
<td>Academic activities build on or complement school day curricula and are clearly linked to state content standards.</td>
</tr>
<tr>
<td>9.</td>
<td>Academic activities are engaging and build on youths’ interests and individual learning styles.</td>
</tr>
<tr>
<td>10.</td>
<td>Academic activities incorporate a variety of age-appropriate instructional strategies to help youth build and master key academic skills and content.</td>
</tr>
<tr>
<td>11.</td>
<td>Participants have enough time to make substantial progress on their homework (where applicable).</td>
</tr>
</tbody>
</table>

Level 1: Just beginning;  
Level 2: Done some work;  
Level 3: High level of proficiency;  
Level 4: Exceptionally proficient;  
DK: Don’t Know
WHAT IS A QUALITY ARTS EDUCATION PROGRAM?

Resources


ESTABLISHING PARTNERSHIPS BY ENGAGING AND ACCESSING COMMUNITY RESOURCES

Successful after school programs depend upon making strong connections between the community and the school. Adding the component of the arts means making connections to community agencies require coalition building skills by the after school leader.

The collaborative nature of the arts leads to strong partnerships between schools, county offices of education, community arts providers, artists, and parent volunteers with arts expertise. Vital community support and partnerships for arts programs in schools help students develop a deeper understanding and appreciation of the local communities. Arts providers often have common educational and community building objectives. Schools with strong arts programs create inclusive, welcoming, and supportive conditions for families and community.

Getting Started
First seek out contacts within your after school network. Are there schools in the district or in your community that already are teaching the arts in their after school programs? These contacts could become extremely valuable to you as they have already built a program near you and may be able to provide some assistance to you. Additionally, they have networked with arts organizations, providers, and people in your vicinity who might be interested in your program. Contacts within your after school network may also guide you as to how your local school system is structured and how to work within that structure.

As you begin to reach out to community organizations, it is essential that the district and site principal, as well as your immediate supervisor, are aware that you will be collaborating with others. Each district and school will have policies and procedures that need to be followed when bringing community organizations and or individuals onto the school campus or for making arrangements for students to leave campus for extended opportunities.

All comprehensive high schools will have arts teachers. Most high schools have music and visual arts teachers. There are generally fewer theatre and dance teachers. Elementary schools often do not have anyone specifically teaching the arts, but there will be several teachers at the site that have strong programs in their classrooms or teach arts on a rotational basis within several grade levels. Some districts will have specialists who may teach at several schools on
ESTABLISHING PARTNERSHIPS BY ENGAGING AND ACCESSING COMMUNITY RESOURCES

a rotational basis. Middle schools generally have arts teachers in music, visual arts, and theatre but dance will often not be included. The programs will often look similar to offerings in elementary schools.

Some districts may have a curriculum coordinator who is in charge of arts education or they may also be in charge of all curriculum areas and projects. In small districts, it could be a site principal who is in charge of the arts curriculum. Often the district visual and performing arts or after school coordinator will know of many contacts in the community that could become valuable resources to your program.

Building Networks with Community Partners
Building networks to support your after school arts program may sound easy, but proper planning and knowledge can avoid problems in the future. Here are some suggested steps to follow in putting together a network.

1. Look for existing networks and or programs.
   - Are there after school arts programs or arts networks available in your community, district, neighboring districts, or communities?
   - Is there an arts council that provides after school networks or programs?
   - Would it be beneficial to collaborate with this network or program?
   - What would be some of the advantages and disadvantages?
   - Do they have similar goals as your program?

2. Draft a letter inviting people to become involved in a brainstorming session for ideas on potential partners or programs. This meeting is designed to solicit names of individuals or programs to contact.
   - Who are the community’s key leaders in the arts?
   - Ask three or four additional individuals who are involved in your district or school, possibly school site council, PTA or PTO, boosters or parents who are well connected in the arts community and school to participate. Are diverse populations of the community represented?

3. Clarify expectations and levels of involvement for partners in an after school programs. Develop this with your school site administrator and after school program director.
ESTABLISHING PARTNERSHIPS BY ENGAGING AND ACCESSING COMMUNITY RESOURCES

4. Do not assume everyone understands what the goals and needs are for an after school arts program. Make your program goals clear.

Here are some suggestions you might find helpful:

- Avoid acronyms or jargon. Every profession has its own language. For instance, explain what VAPA (Visual and Performing Arts) and ASES (After School Education and Safety program) stands for, what it is and its relevancy.
- Be certain to spend time at the meeting getting to know one another.
- Have each member at the meeting talk about their organization.
- Include the following: their organizational goals, services or product(s) they provide, what they can contribute, and what they hope to gain from their participation?
- Request that each member brings materials/brochures about their organization.
- Honor each participant’s views and reasons for participating.

There are many wonderful resources and guides available for additional support for building and maintaining collaborative relationships with schools, arts providers, and community agencies. The California After School Resource Center provides a wonderful guide, How to Build Positive Relationships with School Personnel, on their web site for building relationships with school personnel. N-E-T-W-O-R-K spells out important steps to remember for making connections between the regular school day and the after school staff. Many of these ideas and suggestions apply when it comes to working with any community organization or arts providers. The guide is printed in the appendices (Appendix A) for your convenience and is available on-line at the California After School Resource Center (CASRC).
http://www.californiaafterschool.org/c/@BhcGL984CGDUA/Pages/cbonetwork.html.

Working with Artists
One important way to enhance learning experiences for students in the arts is to reach out to professional artists as partners in this work. A guide for working with professional artists can be found in the publication, Creative Collaborations: Teachers and Artists in the Classroom, Pre-K – Grade 12, by Vicki R. Lind and Elizabeth Lindsey. It was published in 2003 by The California Alliance for Arts Education and the San Bernardino City Unified School District,
and funded by the California Department of Education.

Artists in the schools programs, and artist-in-residence programs are not intended to replace sequential arts instruction over time; but, in the after school setting an opportunity to work with these artists would be extremely valuable to staff and students. If these residencies are at a school site, this is an invaluable way to connect the school day program into the after school setting. *Creative Collaborations* remind us that, artists are important in the school setting as they demonstrate passion for their art and because of their commitment to the skills and crafts of that art discipline. They bring high expectations for student work in the arts and can help to develop artistic skills, risk taking, and problem solving capacities in students. By their presence in the school, artists also teach the staff about the art form and its processes.

The choices available to schools regarding whom they might invite for an artistic collaboration for the benefit of students will, in many ways, depend on where the school is located. The urban areas are rich in high quality, sophisticated arts resources and people. Also, many suburban areas have cultural community resources to offer. Rural areas may or may not have such resources; the more remote the school, the more of a challenge it becomes to find appropriate resources. However, rural areas may have folk, ethnic, historical, or craft-based resources cities do not have. Urban and suburban schools can select educational outreach programs from many cultural institutions. However, rural areas with very specific resources can sometimes get to know them more deeply over time. No matter where schools are located, a resource list of local artists who work in schools can be developed as a first step to planning how they fit into your after school planning for the year.

Over the years, arts organizations and “artists in the schools” program providers have become increasingly sophisticated about working with schools. They have learned about the visual and performing arts content standards in depth and have used the standards to guide their programs and the training they provide the artists who will represent them in the schools. The providers have, in most cases, made sure the artists they work with understand how essential it is that they play their part in implementing standards-based
instruction in the arts. The projects developed by artists who regularly work in
the schools may have become increasingly interdisciplinary.
Providing the opportunity for students to hear and see quality performing arts
live is giving them a valuable gift. Live performances bring entertainment, inspiration, information, and
enrichment to a school community. There are many
organizations and groups from which to select.

There is a continuum of live performances and
assemblies for schools from formal concerts by
orchestras and dance or theatre companies, with
or without background information for the students,
to what might be called “teaching or demo/
performances” where the performance is a kind of
teaching. Some performers involve students in the
show, which is very engaging. Most groups that
specifically offer services to schools have added
demonstration and background information to their
performance. They usually have a spokesperson who tells the students all
about what they will be seeing and hearing. This is especially true for ethnic
groups that perform for schools. Individual artists also explain to the students
the “what, how, and why” of what they are doing. When groups or individual
artists do this, they are addressing the historical and cultural context strand and
probably artistic perception as well.

While the after school budget may not provide funding to pay for performances,
if the school is having one of these performance groups during the day, it may
be possible to make arrangements for the group to extend the experience into
the after school program.

Parents in After School Programs
Many classroom teachers have found that parents with a background in one or
more of the arts volunteer in the day to work in their classrooms. These parents
could be recruited to work in the after school programs to teach activities or
demonstrate skills. Parents may not be familiar with the visual and performing
arts content standards so they may need some professional development on
the standards. If parents are teaching in the after school program, make certain
that they know the correct information, procedures, processes, and ways of
working in the arts. This is where contact with the arts teachers in your district
or school can be helpful.
ESTABLISHING PARTNERSHIPS BY ENGAGING AND ACCESSING COMMUNITY RESOURCES

A Partial List of School and Community Resources

A. Resources within your local school district
   • Contact middle and high school arts teachers. They can be very helpful in identifying curriculum resources and securing materials. They may also know of local artists or arts providers who are available or programs that they sponsor.
   • Enlist the support of high school thespian clubs.
   • Identify and contact the district-level arts coordinator. Typically, this person would be housed in the district office. Note that district organization varies from one community to the next, depending on size and location. It is the arts coordinator’s job to support instruction in the arts with curriculum and training of teachers.
   • Research the curriculum resource center in your district. Many districts have curriculum libraries with materials available on loan.
   • Contact your County Office of Education Arts Coordinator or the Regional Arts Lead for your area as indicated on the chart in this document.

B. Higher Education
   • Research the arts and education departments at local community colleges and universities.
   • Identify faculty in the arts that could provide support.
   • Identify the institution’s service learning coordinator.
   • Reach out to teacher education departments and their students – many aspiring teachers look for practical experience working with children.

C. Community Resources
   • Contact parks and recreation departments in your community.
   • Connect with arts organizations such as theatre companies, local symphonies, choral groups, museums, and local artists’ guilds.
   • Reach out to your local arts councils or commissions as they may have an abundance of resources and connections.
   • Visit art, music, costume, suppliers, and stores and check out their bulletin boards. Also, talk with the owners; they may have connections for materials and organizations that would like to help.
   • Drop into senior centers; as these community members may have valuable connections with additional community resources.
   • Contact city halls, libraries, and community centers.
   • Look for arts events as there may be other community organizations that are sponsoring arts events and could become helpful partners in your after school program.
ESTABLISHING PARTNERSHIPS BY ENGAGING AND ACCESSING COMMUNITY RESOURCES

Resources

California After School Resource Center (CASRC),
http://www.californiaafterschool.org/c/@BHcGL984CGDUA/Pages/cbonetwork.html

http://www.cac.ca.gov/programs/ais201011.php

California State Parent Teachers Association (PTA). SMART Bring Back the Arts,
http://www.capta.org/sections/programs-smarts/index.cfm

Keep Arts In Schools.
http://www.keepartsinschools.org

San Bernardino County Office of Education (2008). The Arts in the Elementary Classroom: A Visual and Performing Arts Content and Delivery Guide. Developed by The San Bernardino County Superintendent of Schools as part of the California County Superintendents Educational Services Association (CCSESA) ARTS. Funding by the William and Flora Hewlett Foundation.

Vicki R. Lind and Elizabeth Lindsey. Creative Collaborations: Teachers and Artists in the Classroom, Pre-K – Grade 12, 2003 The California Alliance for Arts Education and the San Bernardino City Unified School District, and funded by the California Department of Education.
PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

Successful teachers have a deep knowledge of their subject matter, a command of various instructional strategies, understanding of how children learn, and the ability to use assessment to drive their instructional design. High quality professional development supports teachers in deepening their knowledge and skills in all of these areas by providing sustained and intellectually rigorous professional learning.

The following suggestions for high quality professional development for after school arts programs are based on four major documents: the California Visual and Performing Arts Framework, the California After School Program Quality Self-Assessment Tool, CCSESA's A Guidebook for High Quality Professional Development in Arts Education, and the National Staff Development Council's Standards for Staff Development. The suggestions are categorized under several of the CCSESA Arts Initiative core principles developed to promote quality in arts education.

Rich and Affirming Learning Environments
Creating a safe and affirming environment for students is essential to a successful arts program. Students are asked to take risks and create artwork that is original and comes from personal experience, thoughts, and beliefs. Creating an environment where trust and collaboration is the norm, both teacher-to-student and student-to-student, is necessary to allow students to develop their own voice and to express themselves authentically. An important element of arts-centered professional development is presenting best practices and strategies focused on creating a nurturing environment for students to grow in their ability to express themselves, reflect on the process and product, and refine their work.

Providing an enriched environment is also important for visual and performing arts students to thrive. Creativity breeds creativity. Discussing how to expose students to quality dance, music, theatre, and visual arts artifacts representing a variety of artistic styles and genres is part of a comprehensive professional development program.
PROFESSIONAL DEVELOPMENT

Empowering Pedagogy
Teachers must be skilled in using culturally and linguistically responsive teaching methods that support student learning in the arts. Professional development for working with English Learners includes:

- Understanding the cultural backgrounds of the students and their families
- Selecting and using resources that connect arts content to their culture
- Accessing the curriculum through appropriate instructional strategies
- Helping students use the arts to access and develop their own voice
- Providing opportunities for all students to practice leadership skills

Challenging and Relevant Curriculum
Just as it is important to engage students in comprehensive, well-articulated, and age-appropriate visual and performing arts curriculum, so is it important to provide high quality professional development for after school arts instructors. As well as deepening teacher knowledge in visual and performing arts and the VAPA content standards, high quality professional development curriculum builds a full range of language, literacy, and other content area skills. It is designed to meet the individual needs of the teacher by considering participant prior knowledge and experiences, and is classroom focused, providing immediate applications to their teaching.

When teachers participate in professional development designed to build skill and knowledge in an arts discipline, they are more likely to teach the arts. The curriculum should be standards-based and present knowledge and skills in specific arts and recognition of connections between the various arts disciplines. It should include strategies for arts integration, finding the natural connections to learning across the curriculum.

The Arts in the Elementary Classroom: A Visual and Performing Arts Content and Delivery Guide and the K-6 Visual and Performing Arts Curriculum Guide are toolkits that are available on the CSSESA Arts Initiative web site and can provide the basis for K-6 professional development that can assist front-line staff in the development of a standards-based arts curriculum. The Arts in the Elementary Classroom: A Visual and Performing Arts Content and Delivery Guide features examples of how teachers can practically integrate the arts into the curriculum and sequentially plan for inclusion of the arts in dance, music, theatre, and visual arts based on the Visual and Performing Arts Framework for California Public Schools.
PROFESSIONAL DEVELOPMENT

The K-6 Visual and Performing Arts Curriculum Guide includes integrated lessons at each level based on the content standards in the Visual and Performing Arts Framework for California Public Schools demonstrating how learning in the arts is an integral part of learning across the curriculum. The K-6 guide includes dance, music, theatre, and visual arts integrated lessons developed by teams of teachers.

Active learning is critical in an arts program, which may cause some teachers to be concerned about classroom management. In fact, teachers often cite management as a major reason for not teaching the arts. Professional development that provides specific examples of techniques to organize and manage groups of students, equipment, materials, and supplies will help teachers overcome their anxieties about teaching the arts.

High Quality Instructional Resources
It is important that teachers be able to utilize high quality standards-aligned visual and performing arts instructional resources that provide each group of students with equitable access to core curriculum and academic language. Teachers can access a list of adopted K-8 instructional materials for music, theatre, and visual arts as well as a list of art and craft material that should not be purchased for K-6 at the California Department of Education web site.

Other sources that offer assistance with providing and evaluating instructional resources are county offices of education, local arts agencies and arts councils, and local arts organizations (e.g., symphony, art museum, community theatre, dance troupe). Be sure not to overlook a very knowledgeable and easily accessible resource, the visual and performing arts personnel from your own school district.
PROFESSIONAL DEVELOPMENT

Safe Use of Arts Supplies
It is important to note here that visual arts and crafts materials may pose a danger to students if not chosen or used appropriately. Guidelines for the selection and safe use of art materials may be found in Appendix F of the Visual and Performing Arts Framework for California Public Schools. In the Framework recommendations are listed for two age groups: grades K-6 and 7-12. A brief lesson of the guidelines are included here as Appendix B.

Valid and Comprehensive Assessment
Student assessment promotes reflective practice of both teachers and students. Teachers must be able to analyze and use collected data to plan and deliver instruction that insures all students are successful: academically, linguistically, socially, and culturally. They must also be able to guide students to reflect on their own creations and to use those insights to deepen their work.

A key element to success assessing student work involves professional development that provides practice for teachers in creating clear criteria based on the visual and performing arts content standards. Doing so will help discourage the use of subjective evaluation by both teachers and students and provide the students with a clear understanding of what they are to know and be able to do.

Comprehensive assessment relies on a variety of methods to create a complete evaluation of students' progress. Assessments include performances and exhibitions, student portfolios, research assignments, essay, or multiple-choice items. Teachers need professional development to familiarize themselves with these different methods, the accompanying scoring tools, and the appropriate situations that call for their use.

High Quality Professional Preparation & Support
— Process —
High quality professional development employs multiple learning environments. Professional Learning Communities (PLCs) are teams that meet on a regular basis for purpose of learning, joint lesson planning and problem solving. Forming PLCs in your after school program allows teachers to meet in both discipline teams and cross discipline teams. It is a good way to work on common goals of your after school program and to plan integrating the arts with other content areas.
PROFESSIONAL DEVELOPMENT

Giving after school instructors time to observe other teachers provides a real-world experience that allows them to evaluate and improve their instructional strategies. They see how these strategies work in real classroom situations and are able to conference with the teacher being observed to discuss methods and outcomes. In addition, lead teachers or coaches may be available to assist after school instructors in their own settings to deepen their practice.

Although research shows that a majority of professional development should take place during the instructional time in collaboration with colleagues, many other effective strategies may become part of a comprehensive professional development plan. Attending conferences and participating in professional organizations provides a collegial environment where best practices are shared. Providing opportunities for front line staff to communicate with administrators and faculty of the host school ensures alignment of program activities to the host school’s learning goals and curricula.

— Support —
In order to implement an effective arts professional development plan, support from program administrators is crucial. Below are a few suggestions to ensure success.

- Develop policies and organizational structure that support ongoing professional learning and continuous improvement.
- Provide adequate time for learning and collaboration as part of the work day.
- Secure funding for trainers, coaches, external consultants, or facilitators in planning and evaluation.
- Provide opportunities to attend trainings, conferences, or represent the program in the community.
- Provide opportunities for staff members to participate in regular, performance-based, assessments of their work and have opportunities to build needed skills.
- Put into practice frequent and clear communication with colleagues and staff, parents, and community members.
- Encourage ownership, accountability, collaboration, and learning among all staff.
- Foster distributed leadership among teachers and other employees.
- Practice advocacy-oriented leadership.
PROFESSIONAL DEVELOPMENT

— Content —
When designing professional-development content for after school programs, some basic topics to include are:

• Content strands of the visual and performing arts framework
• Arts and learning across the curriculum – how to make connections between the visual and performing arts standards and other content standards
• Arts processes and products
• Student assessment
• Affective and cognitive development of students
• Safety in the visual and performing arts classroom
• Classroom management
• New media and electronic technology

Resources


GUIDEBOOK for High Quality Professional Development in Arts Education. Developed by The Fresno County Office of Education as part of the California County Superintendents Educational Services Association Arts Initiative, 2009. Funding by the William and Flora Hewlett Foundation.


The Arts in the Elementary Classroom: A Visual and Performing Arts Content and Delivery Guide. Developed by The San Bernardino County Office of Education as part of the California County Superintendents Educational Services Association Arts Initiative, 2009. Funding by the William and Flora Hewlett Foundation.

Leaders of model programs in California were interviewed and they identified their successful practices. These practices correlate with a five-year research study of successful after school programs, *A Practitioner’s Guide: Building and Managing Quality Afterschool Programs* conducted by SEDL and the National Partnership for Quality Afterschool Learning, a collaborative of eight organizations. The four key practices for sustained student achievement over several years were: (1) program organization; (2) academic programming practices; (3) supportive relationships in after school; and (4) achieving program outcomes.

These program practices are consistent with the CCSESA Arts Initiative’s research-based core principles for an effective approach to comprehensive arts instruction: (1) enriched and affirming learning environments; (2) empowering pedagogy; (3) challenging and relevant curriculum; (4) high quality instructional resources; (5) valid and comprehensive assessment; (6) high quality professional preparation and support; (7) powerful family and community engagement; and (8) advocacy-oriented administrative and leadership systems.

The video, *Taking the Lead in After School Programs*, produced by the Monterey County Office of Education will show you how to start a vibrant State of California Standards based after school arts program. The video takes you step by step through the various stages you will need to follow to build your excellent arts program with a forward from Gordon Jackson, head of the California State After School Program. This CCSESA and Packard Foundation supported video will open the doors for your students without supplanting school day programs. (see video available on the CCSESA Arts Initiative web site)

The following are extracts from information provided by the leaders in this video. Many of the successful practices cited above are addressed in the video and in the following descriptors.
Learning Environment
Creating enriched and affirming and safe learning environments allows them to grow artistically and cognitively and to experience accomplishment and self-confidence as divergent, creative and innovative learners. Nicole Pope, STAR Administrator and Director of the Watts Learning Center, affirms, “It’s a safe environment here. It keeps them off the streets . . . it boosts their self-esteem. It gives them career opportunities for later.”

Pedagogy and Curriculum
Empowering pedagogy is research-based, engages every group of students in comprehensive, well-articulated and age-appropriate visual and performing arts curriculum. Well developed curriculum purposefully builds a full range of language, literacy, and other content area skills, including, whenever possible, bilingualism, and multiculturalism and is aligned with the state visual and performing arts content standards. A cognitively complex, coherent, relevant, and challenging curriculum enhances student academic achievement.

Family and Community Engagement
The arts become a vehicle for eliciting and listening to student and parent voice. This voice is a source of information and a foundation for building family engagement. Active parent and community engagement is a hallmark of schools in which students thrive. The collaborative nature of the arts leads to strong partnerships between parents, schools, county offices of education, community arts providers, and artists. Vital community support and partnerships for art programs in schools help students develop a deeper understanding and appreciation of their local communities. Furthermore, strong partnerships can be made to vital industries, businesses, and fields of work using new technologies.

What we find is that the school children feel like it’s a community school. They interact with each other during the school day, talk about the things they do in the afternoon. The interest from the afternoon program carries over into the day.

Linda Bowe, Walnut Canyon Elementary School, Principal

There have been studies that have proven that music education, general music and performance raise test scores in mathematics and in reading. A lot of the same areas of the brain are stimulated and developing neural pathways are forming from kindergarten to 5th grade. Music definitely has a direct impact.

Bob Crail, Director of Drumline, Watts Learning Center, Los Angeles, California
Advocacy-oriented Leaders

Arts advocacy-oriented leadership systems focus all stakeholders on the needs and assets of all students. These administrative and leadership systems structure, organize, coordinate, and integrate visual and performing arts programs and services to respond systemically to the needs and strengths of each group of students.

Advocacy-oriented leadership realizes that to achieve the emerging statewide vision of arts learning for every student, every day, in every school, requires the ongoing expansion of our community of arts education supporters. A common unity must be developed. This involves providing arts leadership that models, inspires, and facilitates relationship building, trust, and mutual support. Advocacy-oriented leadership requires celebrating successes and struggles. It is important to engage in public ceremonies that acknowledge who the students are, what they contribute, and what they have the potential to become relative to the arts.

A good way to start with advocacy is to go to the California State Parent Teacher Association website (www.capta.org) and look at the SMARTS resources, which includes *Be A Leader for Arts Education: A Guidebook to Expand Arts Learning in Public Schools.* (CCSESA/CALPTA, 2010).

Establish a Clear Plan

Many districts and schools in California have already developed a vision and plan for how they will implement the visual and performing arts during the school day. The plan could include the after school program so that the same educational goals for arts learning would be expanded upon in a substantial manner.

The planning process will focus your efforts on what is needed for an after school arts program. It will help you establish your goals and evaluate the resources available at the school site and in the community. The planning process will reinforce those values

REFLECTIONS FROM LEADERS OF MODEL AFTER SCHOOL ARTS PROGRAMS

The kids are very receptive to the program… they’ll have a good or a bad day, but we all work through it and we become family. The kids feel safe and open, being vulnerable but being themselves.

Jennifer Anolin, Dance Teacher, Peralta Elementary School, Oakland California

We knew we didn’t have the financial resources so the first thing we had to do was to write a grant so that we can bring this program to this part of Los Angeles.

Los Angeles.
Sandra Fisher, Watts Learning Center, Executive Director
and priorities and serve as a mechanism to build consensus, enthusiasm, and endorsement within the community.

An excellent resource for planning is the *Insider’s Guide to Arts Education Planning*, which can be downloaded from the California Alliance for Arts Education website at [www.artsed411.org](http://www.artsed411.org).

**Many Ways of Providing After School Arts**

What became clear after interviewing many of the leaders of after school arts programs is that there are many different ways of providing arts learning. The fee based organizations, such as The Boys and Girls Clubs, STAR, LA's BEST, can be a great help in setting up your after school arts program, especially if your district or school has already contracted with them for other programs on your campus. There may be other community groups that can be a resource for your program.

For rural areas, a good example is Pacific Valley School, a K-12 school, on the south coast of Big Sur along Highway One near Monterey, with an outstanding arts program. With about 25 students and a staff of about 14 full and part time employees, their students have developed an interdisciplinary science and arts video program that they take to underprivileged schools in the county. Taking advantage of their natural resources the program provides a unit of instruction on the ocean and tides with demonstrations on painting and making sea otter sculptures.

Using your own students to mentor others is a strong approach that many sites use. Teaching others is one of the best ways of reinforcing learning with students. At Victory Valley High School, they have cross tutoring so that students that are not taking the course

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**You certainly want to have a plan, that is doable. You want to start first with all of your participants and that includes your students as well as your parents. Then, finding out what your community is interested in and then making sure that those are some of the same strengths that are in your staff members.**

* Nema Pierce, Program Director, Walnut Canyon Elementary School, Moorpark, California.

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**Every program is tailor made to each school. Every school district sets the goals for us and in turn we provide the programs that include the goals given to us by the principal by the superintendent or by the school district administrators.**

* Katya Boozi, Executive Director STAR Education*
REFLECTIONS FROM LEADERS OF MODEL AFTER SCHOOL ARTS PROGRAMS

during the day can still learn specific art skills. Often those students will develop a genuine interest in that art discipline and enroll in the course in the following semester.

The program at Ramona Elementary School, which uses an external provider, is very targeted and is focused on collaboration between the site coordinator and the STAR program director. They meet and talk the best strategies to implement a program that helps their students achieve. “That way there’s no glitch in any decision making. We’re all on the same page and can run smoothly throughout the year,” commented Jairo Arrellano, Principal of Ramona Elementary School.

Expanding your vision to include other community arts providers will only strengthen your program and your ability to develop exciting options for your students in the arts.

“When we started our program, we had mostly community members teaching the classes, it was mostly after school clubs. Then we discussed it with the teachers and felt that it would expand their relationships to the students, so, a science teacher now teaches guitar. We tap into the hidden artist in the teachers.”

Michelle Johnson, Assets Coordinator, Victor Valley High School, Victor Valley, CA
Clear Leadership Roles

— The Principal —
In after school programs where the arts flourish there is almost always a school principal who has taken an active part in guiding the direction and implementation of the programs offered to students.

The principal:
1. Invites the after school coordinator to attend:
   • Staff meetings
   • PTA and PTO meetings
   • School site council meetings

2. Provides the after school coordinator and field staff with:
   • Appropriate space for activities and storage
   • Regular meeting times with after school coordinator to discuss programs issues and student behavior issues
   • Helps with parent communications and provides space in newsletters for information about the after school arts program
   • Links the regular school day programs and teachers to the after school arts program

3. Visits the after school programs especially celebrations, performances and exhibitions

4. Supports planning and networking meetings to provide arts activities with community providers who may provide arts instruction of events

5. Invites after school arts programs to participate in open house, back to school nights, and other celebrations that the school supports.

The key point is communication, knowing your cities’ resources as well as the programs that they offer for students or just young adults. It’s very doable as long as you keep that communication open with teachers, the principal and even parents.

Sherice Tyler, Site Coordinator, Peralta Elementary School, Oakland, California
TAKING THE LEAD IN AFTER SCHOOL PROGRAMS

— After School Program Director or Site Coordinator —

After school programs are generally managed by the site coordinator who oversees the program at one site and who works directly with the frontline staff who are responsible for implementing the programs with students. A program director will oversee two or more site-based programs and most often work at the district level. Taking the lead in a strong arts program will most often depend upon the after school program director, but a well coordinated effort from the district program director can ensure that a quality program is developed at the site as well as coordinating important efforts on the district level. With both leadership roles, collaborating with school administration is essential for long-term success.

Site leaders with successful arts education programs often do the following:

- Create a school environment that fosters equity and honors diverse cultural arts backgrounds and experiences.
- Make a professional development plan.
- Allocate ongoing professional development time.
- Provide opportunities for teachers to make arts learning visible and share student achievements.
- Establish partnerships with community arts organizations and arts practitioners.
- Provide appropriate facilities, necessary equipment, equipment repair, and materials.
- Advocate the importance of the arts for all students to parents and members of the community.
- Provide opportunities for exhibitions and performances of works in progress and final products in schools and in the community as curricular and co-curricular educational experiences.
- Provide opportunities for community artists and performers to collaborate with teachers in delivering a standards-based visual and performing arts curriculum to students in classrooms and in community museums, galleries, and performance venues.
- Provide time for periodic evaluation of the arts education program.

The above practices are based upon a compilation of responses from site leaders and is based upon the roles and responsibilities for school leaders in the Leading the Way to Arts Education: A Reference Guide for Educational Leaders, developed by the Alameda County Office of Education as part of the California County Superintendents Educational Services Association Arts Initiative, 2009. Funding by the William and Flora Hewlett Foundation.

REFLECTIONS FROM LEADERS OF MODEL AFTER SCHOOL ARTS PROGRAMS
REFLECTIONS FROM LEADERS OF MODEL AFTER SCHOOL ARTS PROGRAMS

Resources


San Bernardino County Office of Education (2008). *Vision and Core Principles - A Transformative Approach for Building the Foundation for Sustainable Student Success in the Arts – An Arts Education Planning Tool*. Developed by The San Bernardino County Superintendent of Schools as part of the California County Superintendents Educational Services Association (CCSESA) ARTS. Funding by the William and Flora Hewlett Foundation.

How to Build Positive Relationships with School Personnel

The relationship built with school personnel influences a program’s success. It is important that this relationship be positive and collaborative. As the newcomer to the campus, in many ways it is up to after school program staff to build the bridge between the regular school day and after school.

To build this bridge, one needs to **N-E-T-W-O-R-K!**

### Needs assessment

- Several times during the school year, meet with the principal and teachers to learn what need they have identified for their students, and ask how the after school program can be a part of the solution.
- Learn about your school. When possible, attend staff meetings and make appointments with teachers to learn about the school’s academic focus. Ask for ideas about how to continue this focus after school.
- Stay current on your school’s Title 1, Adequate Yearly Progress (AYP) and Academic Performance Index (API) status. Knowing the challenges that the school is facing helps to identify the kinds of needs they will have for after school programs.
- Ask for a copy of the school’s School Improvement Plan. This document will provide insight into the particular challenges the school and its students are facing and the solutions the school is implementing to address them.

### Encourage open communication

- Provide opportunities for school personnel to give the after school program staff feedback on how the program is going.
- At the beginning of the year, ask for the school’s handbook and behavior policy to become aware of the expectations for students and staff. Integrate these policies into the after school program where appropriate.
- Share after school program newsletters, calendars, and other media with school day personnel. Let them know about all of the exciting things that are happening after school.
- Build a dialogue with teachers about students. Reach out to the teachers of students in the after school program to create a shared understanding of each child’s challenges and strengths.
- Take an interest in what happens during the school day. When appropriate ask how the after school program can be involved (such as in a book fair, performance, or other special event).

### Teachers are your friends

- Tell teachers positive anecdotes about their students.
- Visit classrooms and ask questions. Doing this will provide insight not only about students and the school’s academic focus, but also builds valuable relationships.
- On occasion, volunteer in a teacher’s classroom, or help him/her to prepare for a special project.
- If using a teacher’s classroom, schedule a meeting to discuss any areas of the room that he/she would like have treated with special care. Continue meetings with him/her throughout the year to discuss any issues or concerns that might come up.
Welcome regular-school day staff to your program
- Invite principals and teachers to special performances or games the after school program is hosting.
- Ask teachers with special expertise to teach a "seminar" lesson.
- If appropriate, ask teachers to work in the after school program.
- Host an after school open house where the principal, teachers, parents, and other school personnel can see the kind of work students are doing after school.

Organize your time and value other’s time
- When meeting with the principal, be prepared. Create an agenda and bring any relevant questions and discussion items.
- When possible, give advanced notice. School day personnel often need to disrupt their work to attend to issues that need immediate attention. For example, provide school personnel as much advanced notice as possible of the kinds of information and specific due dates that must be accumulated for grant reporting. Adding an urgent request to a colleague’s already busy day will build resentment rather than encourage collaboration.
- In general, avoid urgent requests of school personnel. While on occasion last-minute requests will come up, making a habit of it will break down the trust between after school and regular school day staff.

Recognize accomplishments
- Offer to provide a presentation on Back-to-School Night to highlight accomplishments from last year, and explain the goals for the current year. This will establish the after school program as part of the school community and increase participation.
- Share successes with the school at staff meetings, via e-mails to the regular-day staff, or through newsletters or announcements in the staff room. Let them know the positive impact the after school program is having on students and parents.
- Compliment teachers on projects they did with their students, and offer to help with issues the students may be having.
- Praise the kids. Share students’ after school accomplishments in school day awards assemblies and feature student work in public displays.
- Say thank you to school personnel when they do something that supports the after school program.
- Have end-of-term/end-of-school-year celebrations, or join the school-wide Open House to showcase the projects students developed in after school programs. This will add support for the upcoming year, and help to reinforce the after school program’s presence as part of the school community.

Keep Smiling
- A positive attitude and a smile go a long way to building relationships. A smile indicates that one is open and friendly; this will help school personnel to feel comfortable reaching out to after school staff.
- Remember to make friends with the school’s secretary and custodian, as they will also be instrumental in supporting after school program needs.

N-E-T-W-O-R-K is available on line at the California After School Resource Center (CASRC).
http://www.californiaafterschool.org/c@Bh6GL984CGDU/A/Pages/cbonetwork.html
APPENDIX B

Safe Use of Art Supplies

K- Grade 6
In Kindergarten through grade 6, special concerns exist. It cannot be expected that young children will follow directions. Their smaller size and higher metabolic rates make them less tolerant to exposure to hazardous materials. They are more likely to bring those materials in contact with skin, hair, eyes and clothing than older youth or adults.

Some processes involved in arts and crafts should be avoided completely with this age group. Examples include airbrushing, enameling, photo developing, and soldering.

Arts and Craft Materials to Avoid and Recommended Substitutes

1. Avoid: Products that may generate an inhalation hazard (e.g., clay in dry form, powdered paints, glazes, pigments, wheat paste, and aerosols, such as spray paints and fixatives)
   
   Substitute: Wet or liquid non aerosol products (If dry products are used, they should be mixed when young children are not present)

2. Avoid: Hazardous solvent-based products (e.g., rubber cement and its thinner, turpentine and other paint thinners, and solvent-based markers)
   
   Substitute: Water-based glues, paints, markers

   Avoid: Materials that contain lead or other heavy metals (e.g., some paints, glazes, and enamels)
   
   Substitute: Products that do not contain heavy metals

4. Avoid: Cold-water dyes or commercial dyes
   
   Substitute: Vegetable dyes (onion skins and so forth)

5. Avoid: Instant papier-mache, which may contain asbestos fibers or lead or other metals from pigments in colored printing inks
   
   Substitute: Papier-mache made from black and white newspaper and library or white paste (or flour and water paste)
Grades 7-12
Education Code Section 32064 mandates the labeling of any toxic art and craft materials purchased for grades seven through twelve. Although purchasing of these materials for use by older children is not prohibited, be mindful that exposure to toxic materials should be limited as much as possible. When using these materials, strict adherence to label directions and cautions is critical. Substituting non-toxic materials when available is highly recommended.

For a list of materials that may not be used in the classroom and other important information regarding the safe use of art and craft materials, go to: http://www.oehha.ca.gov/education/art/getart.html
California County Superintendents Educational Services Association. Arts Initiative: Arts Education Toolkits, CCSESA, 2009. [Link](http://www.ccsesaarts.org/content/toolbox.asp)

*K-6 Visual and Performing Arts Curriculum Guide: Examples of Integrated Lessons*
Los Angeles County Office of Education
Curriculum guide for elementary classroom teachers includes integrated lessons at each grade level based on the content standards in the Visual and Performing Arts Framework for California Public Schools.

*Leading the Way to Arts Education: A Reference Guide for Educational Leaders*
Alameda County Office of Education
This guide is a tool for school, district, and county administrators to assist in developing K-12 visual and performing arts programs.

*Advocacy Toolkit for K-12 Arts Education in California Schools*
Monterey County Office of Education
This web based toolkit provides a wealth of resources for advocating for arts education. The toolkit includes video testimonials, articles, research studies, and practical advocacy-related information that educators can easily use and adapt.

*A Guidebook for High Quality Professional Development in Arts Education*
Fresno County Office of Education
Professional development in arts education toolkit for designing and implementing professional development in the visual and performing arts.

*Arts Assessment Resource Guide*
San Diego County Office of Education
Literature review on arts assessment, tools and resources, and examples.

*The Arts in the Elementary Classroom: A Visual and Performing Arts Content and Delivery Guide*
San Bernardino County Superintendent of Schools
This Guide features examples of how teachers can integrate the arts into the curriculum and sequentially plan for inclusion of four arts disciplines.
SELECTED RESOURCES

Selected Resources

The following list provides key resources for after school arts leadership. It is not intended to be an extensive list since many of these sites will direct the reader to many other sites resulting in an ever-expanding horizon of resources. All web site references (URL's) are current and correct at the time this document was prepared.

The California County Superintendents Educational Services Association Arts Initiative has developed an extremely valuable web site with an extensive list of references, model programs and schools, arts providers, and toolkits. http://www.ccsesaarts.org/content/home.asp

Located at the back of the Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve, are many essential web resources.

California State Curriculum Frameworks,
http://www.cde.ca.gov/ci
May be downloaded at
http://www.cde.ca.gov/ci/cr/cf/allfwks.asp

After School Curriculum Support

California Academic Content Standards (grades kindergarten through twelve), adopted by the State Board of Education, are the basis for the curriculum frameworks that provide blueprints for implementing the content standards.
http://www.cde.ca.gov/be/st/ss/index.asp

California After School Resource Center (CASRC), provides access to a comprehensive set of reviewed materials, resources, trainings, tools, and supportive services for after school programs.
http://www.californiafterschool.org

California Learning Resource Network (CLRN) provides review of electronic, supplemental learning resources with the review process and criteria approved by the SBE for standards-aligned supplemental resources.
http://www.clrn.org
WEB SITE RESOURCES

**SEDL** (formerly Southwest Educational Development Laboratory)
private, nonprofit education research, development, and dissemination (RD&D), areas of expertise the arts, afterschool and expanded learning
http://www.sedl.org/
http://www.sedl.org/expertise/afterschool.html
http://www.sedl.org/expertise/arts_products.html

*Coming Up Taller*, the President’s Committee for the Arts and Humanities, with Americans for the Arts, produced the report, *Coming Up Taller*, to identify community programs in the arts and the humanities that reach at-risk children and youth and to describe the principles and practices that make these programs effective. The annual reports can be downloaded at this site.
http://www.americansforthearts.org/Public_Awareness/spotlights/afterschool_programs/001.asp

**After School Providers**
Boys & Girls Clubs of America has a lineup of tested and proven nationally recognized programs that address today’s most pressing youth issues, teaching young people the skills they need to succeed in life. National programs are available in the areas of education, the environment, health, the arts, careers, alcohol/drug and pregnancy prevention, gang prevention, leadership development and athletics.
http://www.bgca.org/programs/

**STAR** (Science Theater Art Recreation) Enrichment programs are designed to encourage children to explore, grow, encounter the world, and expand their cultural base includes classes in Academic Achievement and Music and Performing Arts.
http://www.starsacramento.org/history.html

**LA’s BEST** provides enrichment and recreation programs that include arts and crafts for elementary school children ages 5 to 12 in the City of Los Angeles.
http://www.lasbest.org/
WEB SITE RESOURCES

Arts Organizations

**Americans for the Arts**, is the nations leading nonprofit organization for advancing the arts in America. Business Volunteers for the Arts (BVA) is a national program that connects business professionals with nonprofit arts organizations. Includes a section on national networks.

http://www.artsusa.org/
http://www.artsusa.org/information_services/arts_business_partnerships/default.asp
http://www.artsusa.org/networks/

**Arts Education Partnership** includes arts, education, business, philanthropic and government organizations that have a national scope and impact, as well as, state and local partnerships that promote education policies supportive of arts education.

http://www.aep-arts.org/

**California Alliance for Arts Education**, promotes, supports and advocates visual and performing arts education for preschool through post-secondary students in California schools. Available on the site is, *The Insider’s Guide to Arts Education Planning – Developing a Policy for Arts Education in the District*, which provides a hands-on, how-to planning process for schools, districts and counties.

http://www.artsed411.org/index.aspx
http://www.artsed411.org/insidersguide/index.aspx

**California Arts Council** provides support for arts organizations at the local level; assists with the professional development of arts leaders; promotes awareness of the value of the arts; and directly supports arts program for children and communities. This is the site for *Artists in the Schools* programs.

http://www.cac.ca.gov/
http://www.cac.ca.gov/programs/ais201011.php

**The National Endowment for the Arts** is a public agency dedicated to supporting excellence in the arts, the nation’s largest annual funder of the arts, grants, resources and research.

http://www.nea.gov/
WEB SITE RESOURCES

Arts Education Professional Organizations

American Alliance for Theatre and Education, (AATE) a professional organization for theatre teachers, youth theatre directors, playwrights, education directors for a theatre, theatre scholars, teaching artists, theatre advocates, theatre artists and educators with resources available on theatre art education, plays and play lists, research, theatre production resources, and advocacy materials.
http://www.aate.com/index.asp

California Educational Theatre Association, (CETA)
http://www.cetoweb.org/ceta_pages/

National Arts Education Association, NAEA, a professional organization for visual art educators in pre-kindergarten through grade 12, as well as, college and university professors and researchers, administrators, and museum educators with resources available on art education, art lessons, research, grants, and advocacy materials.
http://www.naea-reston.org/

California Arts Education Association (CAEA)
http://www.caea-arteducation.org/

National Dance Education Organization, (NDEO), a professional organization for dance educators in pre-kindergarten through grade 12, as well as, college and university professors with resources available on dance education and advocacy materials.
http://www.ndeo.org/content.aspx?page_id=0&club_id=893257

California Dance Educators Association (CDEA)
http://www.cdeadance.org/

The National Association for Music Education, MENC, a professional organization for music educators in pre-kindergarten through grade 12, as well as, college and university professors and researchers, administrators, with resources available on music education, music lessons, research, and advocacy materials. The also a career center.
http://www.menc.org/

The California Association for Music Education (CMEA)
http://www.calmusiced.com/
WEB SITE RESOURCES

Parent Advocacy Organizations

**Keep Arts In Schools.**
This website has resources and tools for parent advocacy for arts education such as examples of successful advocacy campaigns, tips on engaging the business community and creating online petition drives.
http://www.keepartsinschools.org

**SMART Bring Back the Arts,**
California State Parent Teachers Association (PTA) arts advocacy web site offers tips for parents on how to improve arts education, support the arts at school and at home, and provides documentation of studies that show the benefits of arts education.
http://www.capta.org/sections/programs-smarts/index.cfm