



# Arts Education in Colorado



Guidebook & Resources ■

Colorado Department of Education ■

# Arts Education in Colorado

## Guidebook & Resources

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Scientific and Cultural Collaborative  
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## Dear Supporter of Quality Education,

When the Arts Education for Workforce Development Act (House Bill 10–1273) was passed by the Colorado General Assembly in 2010, the committee who assisted bill-sponsor State Representative Michael Merrifield and his fellow legislators were elated that at last there would be a strong recommendation that school districts consider a visual and performing arts high school graduation credit. The statute is focused on improved workforce development through increased participation in arts education in Colorado public schools. After the statute was signed into law, an HB 10–1273 task force was convened to support efforts to prepare students for a creative and competitive 21st century workforce. The task force was charged with developing recommendations and next steps for the Colorado Department of Education, the State Board of Education, and the Colorado Community College System (which oversees Career and Technical Education) to support effective implementation of this law.

The task force is aware that many resources are needed to achieve the intended results. To that end, the first step has been to identify arts resources available to support students, parents, administrators, teachers and community partners in each school district. This guidebook—as the first highly collaborative project among Colorado educators, business leaders and arts partners—is an effort to connect educational needs with visual and performing arts activities in communities across the state. Beyond describing and/or listing local, state and national arts education resources available to schools, the guidebook offers recommendations for utilizing those resources to bring the most benefit to the most students. As the language in the Act reinforces the importance of documenting a student’s progress in visual and performing arts studies within the Individual Career and Academic Plan (ICAP), it is the hope of the task force that this resource will aid in the development of school arts programs that effectively support that effort.

In the 2011 report, [Re-Investing in Arts Education: Winning America’s Future](http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf),<sup>1</sup> the President’s Committee on the Arts and Humanities justifies the necessity of the arts in the general curriculum, based primarily on economic concerns. In Colorado, offering rich arts learning opportunities and strengthening the vitality of the school curriculum through arts integration can be deterrents to students dropping out of school. Simultaneously, these instructional strategies help prepare them for the many creative career opportunities vital to our state’s economy. As an extension, the state’s K–12 to postsecondary learning continuum provides for increased arts education opportunities through Career Technical Education and a variety of Higher Education programs. Learning in and through the arts will provide today’s students with the tools to become tomorrow’s leaders in creativity and innovation.

Finally, the task force recognizes that all students in Colorado should have access to quality arts instruction during their learning process in school. This guide is intended to help schools, districts, parents, community members and most importantly, the students, gain equal access to the arts. Whether you live in an urban setting or a rural setting, arts education is vital to developing the next generation of American innovators.

Sincerely,  
Michael Bautista, Ph.D.  
Chair, Implementation Task Force  
Arts Education for Workforce Development Act

<sup>1</sup>[http://www.pcah.gov/sites/default/files/photos/PCAH\\_Reinvesting\\_4web.pdf](http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf)

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“Students’ capacity to create and express themselves through the arts is one of the central qualities that make them human, as well as a basis for success in the 21st century.”

Partnership for 21st Century Skills (2010)



# Arts Education in Colorado

## Introduction



This guidebook had its origins in a desire to provide Colorado schools and districts with research-based information and ideas on ways to improve or expand their arts education programs. As the economic needs of the state have evolved, so has the urgency to provide our students with an education that will best prepare them for the workforce of tomorrow, one that will require the learning and innovation skills that are taught most effectively through the arts: creativity and invention, critical thinking and problem solving, communication, and collaboration.

While the majority of public schools offer some instruction in the arts, it is a subject area that has faced significant challenges in an education era dominated by standardized testing.

A 2008 Colorado Council on the Arts [survey of arts education](#)<sup>2</sup> in the state showed that fewer than half of high school students take any art classes, while at the same time it demonstrated the beneficial impact of participation in arts education (Cirillo, DeMuro and Young). The study found students at the secondary level who do well in reading, writing and science attend Colorado schools that offer a rich and varied arts program – regardless of the students’ racial composition or socioeconomic status. Teachers in schools that offer students a strong arts education also tend to be more keenly aware of students’ learning styles and can help them achieve at higher levels. The study also supported the assertion that arts also help keep students in school. Schools that scored high on the arts index had lower dropout rates.

Numerous studies, such as those highlighted in [Champions of Change](#)<sup>3</sup> (Fiske, 1999), [Critical Links](#)<sup>4</sup> (Deasy, 2002) and [Third Space](#)<sup>5</sup> (Stevenson and Deasy, 2005), show that participation in the arts supports student motivation and achievement. With the arrival of the 21st Century learning movement and the work of Daniel Pink, Richard Florida and others, education in the United States embraced a well-rounded education that included not only learning, but also creativity and life skills. The arts were included in Goals 2000 and No Child Left Behind, and a few arts education programs received small but significant Federal subsidies.

In 2007, Colorado established the first P–20 Education Coordinating Council. One major outcome of the council was the 2008 passage of Senate Bill 08–212, the Colorado Achievement Plan for Kids (CAP4K). As a result of the legislation, the Colorado Department of Education developed 21st Century

<sup>2</sup><http://www.coloarts.state.co.us/programs/education/study/>

<sup>3</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=8](http://www.aep-arts.org/publications/info.htm?publication_id=8)

<sup>4</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=10&PHPSESSID=e4fbf4d93f8e6d9eeb046c086ad8df99](http://www.aep-arts.org/publications/info.htm?publication_id=10&PHPSESSID=e4fbf4d93f8e6d9eeb046c086ad8df99)

<sup>5</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=19](http://www.aep-arts.org/publications/info.htm?publication_id=19)

academic standards in the visual and performing arts. The statute also emphasized the inclusion of Postsecondary and Workforce Readiness (PWR) in the new standards and assessments.

At the same time, the reauthorization of the Perkins Vocational and Technical Education Act called for an increased focus on the academic achievement of career and technical education students, strengthening the connections between secondary and postsecondary education. In response, Colorado Career and Technical Education (CTE), administered by the Colorado Community College System, launched 17 Career Clusters and career-oriented Plans of Study and identified a Career Cluster of Arts, STEM and Information Technology.

In 2008, Colorado Council on the Arts published [The State of Colorado's Creative Economy](#)<sup>6</sup> (Siegel and Rosenfeld), documenting that 186,251 jobs in the state are associated with creative enterprises and creative occupations, making the field the fifth largest employment category in the state. Housed in the Office of Economic Development, 2010 legislation renamed Colorado Council on the Arts as Colorado Creative Industries, shifting its focus to the further development of the state's creative economy and future creative workforce.

The same legislative session placed in statute the requirement that all students develop an Individual Career and Academic Plan (ICAP) to include career and college planning, which presented a great opportunity to track interest in and pursuance of creative careers by Colorado students. In addition, the 2010 Graduation Guidelines Development Council's report to the State Board of Education places an emphasis on arts education.

An increasing number of school districts, recognizing the motivational power of career aspirations, have hosted career fairs that showcase creative careers. Likewise, a number of schools statewide are embracing "career academies," or small learning communities that focus on arts education. Career exploration has also been included in arts education conferences.

In 2010, State Representative and Joint Education Committee Chairman Michael Merrifield was determined to place arts education in statute and developed HB 10-1273, Arts Education for Workforce Development Act. The law specifies the inclusion of arts education in a number of key areas such as the ICAPs, Career and Technical Education, and Dropout Prevention, as well as promoting arts education partnerships with higher education and community based arts partners.

Within the above context, strong alliances have been formed among various state agencies charged with education and career and college readiness, as well as with non-profit organizations throughout Colorado. In this guidebook, you will find information about key contacts and the resources they can provide.

This guidebook is structured to provide key research and important information regarding the benefits of arts education in many contexts. It also provides possible strategies to consider in developing an enriching arts program and collaborative community environment to promote student engagement and academic success. In addition to the strategies provided, following are some role-specific recommendations for using this guidebook in the most effective manner:

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<sup>6</sup>[http://www.coloarts.state.co.us/programs/economic/co\\_creativeeconomy/index.htm](http://www.coloarts.state.co.us/programs/economic/co_creativeeconomy/index.htm).

## **School Administrators**

- Become familiar with each section of the guidebook and determine connections to school or district planning efforts.
- Identify community resources in your area as well as resources that can be accessed through the Internet.
- Invite community arts leaders, Career and Technical Education staff, and higher education faculty to join school or district accountability teams.
- Determine where arts programming and community arts partnerships can support school goals.
- Encourage arts educators to develop partnerships with institutions of higher education, local arts organizations and other community members (e.g. service groups, business leaders) to assist education efforts.
- Intentionally use the arts as a strategy for student achievement, engagement, re-engagement and dropout prevention.

## **Teachers, Including Career and Technical Educators**

- Become familiar with each section of the guidebook and determine which areas support your needs.
- Begin using some of the strategies and determine their effectiveness in your setting.
- Enlist community partners and parents in working with students and planning arts education opportunities.
- Encourage collaborative efforts among staff and community members.

## **Counselors**

- Use this guidebook as a resource to assist students indicating interest in creative careers.
- Work with classroom teachers, arts specialists and creative industries professionals to connect students with “real world” experiences in creative careers.

## **Arts Partners (Arts and Cultural Organizations, Colleges and Universities)**

- Use this guidebook as a basis for structuring relevant collaborations with schools, both within the school day/year and for out-of-school programs.
- Use this guidebook to develop fundable collaborations to benefit students’ arts education.

We hope that this guidebook will prove useful to educators and their partners across Colorado, help to inform an expansion in quality arts programs, and result in a vibrant, creative and engaging education for all Colorado students.



## Key Components of Arts Education Programs



In the last decade, arts education has been increasingly recognized as a vital part of a complete education. The Arts Education Workforce Development Act, HB 10–1273 (see Arts Resources section: Synopsis of HB 10–1273) now urges all Colorado public schools to provide education in the visual and performing arts and encourages districts to ensure that all students complete a course in visual or performing arts as a condition for high school graduation. The statute also incorporates arts education into the Colorado Department of Education description of Postsecondary and Workforce Readiness. Schools are encouraged to use innovative ways to deliver arts education, including the use of software and technol-

ogy, and to form learning partnerships with local arts and cultural organizations, institutions of higher education and other schools.

Successful implementation of the statute requires a systematic approach to developing high quality arts education programs for all of Colorado’s PreK–12 students that involve many community stakeholders. A strong arts education program—whether for a district or individual school—includes three focus areas that are described in the following paragraphs: Embracing Rigorous Content and Instruction, Structuring for Effective Implementation, and Ensuring Success and Sustainability. Within these focus areas are key program components of high quality arts education that, when planned effectively, create a concentrated approach to meeting the goals of HB 10–1273.

**I. Embracing Rigorous Content and Instruction:** The first focus area defines the content or the “what” that is needed for successful teaching and learning in the arts and is the basis for the development and “filling” of Colorado’s creative workforce pipeline. Preparing students for the creative economy involves rigorous academic standards in the arts, an engaging curriculum, performance-based assessments, research-based pedagogy and a multi-tiered delivery system. Students must also be intentionally prepared for the 21st century workforce through clear connections to what is learned in school and how it is applied in the workplace. In order to provide this context for learning, school administrators, counselors and teachers will require sustained support through ongoing professional development. Program evaluation is also needed to monitor the impact of training and instructional efforts on student learning outcomes both in and through the arts.

**II. Structuring for Effective Implementation:** The second focus area provides a framework for successful implementation, or facilitation, of the arts education described in Focus Area I. These structural aspects include: (1) the development of arts leadership and district/school arts education plans; (2) creating inviting learning environments and providing adequate resources; (3) motivating student engagement, and thereby, academic success; (4) using the



arts as a method of dropout prevention; (5) identifying strategies for access and equity so all students can be engaged in arts learning; (6) enhancing student, family and community engagement through involvement in the arts; and (7) developing strong community partnerships and collaborations.

**III. Ensuring Success and Sustainability:** Once a framework is in place, the elements found in Focus Area III work in coordination to help ensure continuous capacity building and sustainability within an arts learning program, whether at the district or school level. These elements include:

(1) putting in place state and local education policies that support teaching in and through the arts; (2) staying current with arts education research to inform administrative decision making and teacher practice; (3) creating an advocacy and public awareness plan that communicates the value of arts education; and (4) developing a comprehensive funding plan that will ensure a continuous base of revenue.

Within each focus area there are key program components identified relating to the needs of schools in Colorado. These are discussed in more detail in the next three sections of the guidebook. Considerable research is now available on the importance of each component, and relevant publications from higher education and state and national policy centers are named with hyperlinks to original sources for further exploration. The description of each program component also includes possible directions and strategies for schools to consider in further developing and strengthening their existing arts programs. When thoughtfully planned for and implemented, these key program components can help Colorado's schools play a substantive role in providing every child with a high quality arts education, one that advances 21st Century learning skills, functions as a dropout prevention strategy, and better prepares students for postsecondary or workforce entry.

# I. Embracing Arts Content and Rigorous Instruction

- ✓ **The Creative Workforce Pipeline: Building a Comprehensive Arts Education Plan**
- ✓ **Postsecondary and Workforce Readiness (PWR)**
- ✓ **Professional Preparation and On-going Support**
- ✓ **Program Evaluation**

# The Creative Workforce Pipeline: Building a Comprehensive Arts Education Plan

The Colorado Creative Industries' [2008 report, on Colorado's creative economy](http://www.coloarts.state.co.us/programs/economic/co_creativeeconomy/index.htm)<sup>7</sup> shows that there is a demand for a highly creative workforce (Siegel and Rosenfeld). The first step in filling the pipeline from preschool to higher education, occupations to careers, is building a comprehensive arts education plan to meet these growing demands. The Arts Education for Workforce Development Act affirms this by stating the need for increased participation in education experiences and course work in the visual and performing arts (e.g., dance, music, film and media, theatre, and visual arts) as a way to improve workforce development. A high quality arts education plan incorporates the [Colorado Academic Standards for the Arts](http://www.cde.state.co.us/cdeassess/documents/OSA/k12_standards.html)<sup>8</sup> (combined with recently revised/aligned [CTE Standards](http://COCTEstandards.cccs.edu)<sup>9</sup>) to create a sequential PreK–12 curriculum that utilizes research-based pedagogy, includes rigorous assessments and is delivered by qualified instructors, ensuring access for all students.

Academic standards in the visual and performing arts document the expectations of what students should know and be able to do as they progress through the grade levels. Revised in 2009, the Colorado Academic Standards for the Arts in each of the disciplines (dance, music, drama and theatre arts and visual arts) identify the essential skills and knowledge needed for students' future success. These standards are used to develop a comprehensive curriculum in each art discipline that lays out a plan for what and how students should learn and successfully meet established learning outcomes.

Additionally, CTE standards in the arts provide a framework for developing programs that lead students to occupations within the creative industries. With intentional linkages to the Colorado Academic Standards, these occupational standards provide schools with an opportunity to connect the arts disciplines to career and technical programs. All middle and high schools, including those that currently offer CTE courses, will benefit from a combined strategy of academic and applied learning.

Curriculum does not come in a "one size fits all" package; it is an organized plan of instruction that should reflect the values and philosophy of the district and meet the needs of its students and community. A general framework for designing and evaluating a quality arts curriculum should include the following five criteria (Porter and Glick, 2008):

1. **Alignment:** aligned with academic standards in the visual and performing arts
2. **Quality:** grade-appropriate and sequential; learning activities that address a variety of learning styles, embrace research-based instructional strategies, and include appropriate assessments
3. **Design:** user friendly, clear instructions for implementation
4. **Rigor:** high expectations for students; lessons push students past their comfort level and match rigor set forth in the academic standards
5. **Relevance:** culturally relevant, connected to students' daily life, connected to students' future life/career opportunities

As an instructional guide, the curriculum outlines pedagogies, commonly known as principles, strategies, methods and styles of instruction. As a group, the pedagogies are also referred to as "best practice," proven effective through a research process. Examples of best practice include: setting high, but realistic goals; giving timely and specific feedback to students; providing opportunities for active learning; developing rubrics to define and assess quality work; fostering open-ended problem solving; providing a safe atmosphere; providing opportunities for reflection and critique of student

<sup>7</sup>[http://www.coloarts.state.co.us/programs/economic/co\\_creativeeconomy/index.htm](http://www.coloarts.state.co.us/programs/economic/co_creativeeconomy/index.htm)

<sup>8</sup>[http://www.cde.state.co.us/cdeassess/documents/OSA/k12\\_standards.html](http://www.cde.state.co.us/cdeassess/documents/OSA/k12_standards.html)

<sup>9</sup><http://COCTEstandards.cccs.edu>

work; and relating instruction to student interest. Best practice should be referenced in curriculum guides, integrated into professional development and practiced daily by teachers.

Instruction provided by qualified instructors within a structure that gives access to all students is essential to an effective delivery system. Think of a delivery system as the package in which the discipline-specific concepts and skills are made available to students. The system can vary depending on teacher knowledge and interest, time available, and goals of instruction. Options might include teaching the arts as a discreet discipline, through arts integration or as a learning strategy in another subject area. There is also the question of who is qualified and available to provide arts instruction, such as licensed arts specialists, generalist classroom teachers, higher education faculty, community artists or parent volunteers. No matter which approach is used, the individuals providing instruction should be well trained and have a coherent plan to make instruction accessible to all students.

Student work, both process and product, provides the source for assessing student learning and documenting evidence of meeting the academic standards. A good place to start in planning for effective assessment is the Arts Education Partnership's guidebook, [Envisioning Arts Assessment: A Process Guide for Assessing Arts Education](#).<sup>10</sup> It recognizes that assessing how well students are learning in the arts is an essential and daily part of teaching.

### Strategies and Activities:

- Access and use [CDE Standards Implementation Toolkit](#).<sup>11</sup>
- Clarify and identify what your curriculum (an organized plan of instruction) is for all arts disciplines within your school.
- Foster creative learning through the curriculum and best practice in pedagogy.
- Consider an arts curriculum that encompasses:
  - In-depth arts discipline learning;
  - Multidisciplinary inquiry, integration and connections; and
  - Relevant application in daily life
- Make explicit connections for students between what is taught in classrooms and relevant careers, programs of higher education study, and occupations in demand.
- Recognize the ways in which arts components are found in various degree programs such as architecture, engineering, administration, business, etc.
- Explore and understand [Colorado Career Clusters](#)<sup>12</sup> (see Arts Resource Section), [ICAP, Plans of Study](#)<sup>13</sup> and the [Accelerating Students through Concurrent Enrollment Program \(ASCENT\)](#)<sup>14</sup> to offer students additional options in pursuing a passion in the arts. (In the Arts Resource section, see the Colorado Career Clusters Model, the Arts, A/V Technology and Communication Cluster, and the Performing Arts Plan of Study.)
- Provide applied and/or performance-based assessment opportunities that provide growth model data collection.

<sup>10</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=11](http://www.aep-arts.org/publications/info.htm?publication_id=11)

<sup>11</sup><http://www.cde.state.co.us/sitoolkit/index.htm>

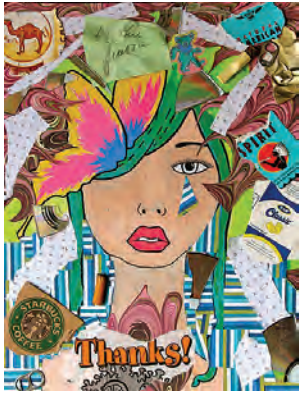
<sup>12</sup>[https://secure.collegeincolorado.org/Career\\_Planning/Explore\\_Careers/Explore\\_Careers.aspx](https://secure.collegeincolorado.org/Career_Planning/Explore_Careers/Explore_Careers.aspx)

<sup>13</sup>[https://secure.collegeincolorado.org/High\\_School\\_Planning/\\_default.aspx](https://secure.collegeincolorado.org/High_School_Planning/_default.aspx)

<sup>14</sup>[http://www.cde.state.co.us/SecondaryInitiatives/CE\\_index.htm](http://www.cde.state.co.us/SecondaryInitiatives/CE_index.htm)



### Postsecondary and Workforce Readiness (PWR)



One of the key roles of education is to prepare students for college and the workforce. The business community has expressed concerns about the capacity of today's young people in meeting the demands of the 21st century workplace.

Colorado has identified essential skills needed by the next generation of workers. The five Colorado 21st Century Skills are critical thinking and reasoning, collaboration, self-direction, information literacy, and invention. These elements are featured in the Learning and Life Skills section of the [Postsecondary and Workforce Readiness](#)<sup>15</sup> description jointly adopted by the State Board of Education and Colorado Commission on Higher Education in June 2009. As HB 10-1273 states, "The innovation and creativity that students exercise and foster in visual arts and performing arts education enables them to innovate, creatively solve problems, and bring greater creativity to

their thinking in the more traditional education areas of reading, mathematics, and science and to develop the twenty-first-century critical thinking, collaboration, communication, and leadership skills that are crucial to success in today's workforce." Careers in which students will use these competencies are shown in the [Colorado Career Clusters Model](#)<sup>16</sup> on the [College in Colorado](#)<sup>17</sup> website (see Arts Resources section also).

These skills and masteries are reflected in Colorado's new assessments system as well, to take the place of the Colorado Student Assessment Program (CSAP) in 2014. Additionally, non-academic skills and abilities will be reflected in a student's [Individual Career and Academic Plan \(ICAP\)](#).<sup>18</sup> As a free resource, the Colorado Department of Higher Education has developed the [College In Colorado Online Portfolio](#)<sup>19</sup> to help students meet the ICAP requirements.

The [Partnership for 21st Century Skills](#),<sup>20</sup> a national policy organization whose membership includes corporations such as Adobe, Apple, and Microsoft, advocates for 21st Century employment readiness for every student and is a good source of information on the topic. Another useful resource is the President's Committee on the Arts and Humanities 2011 report, [Re-investing in Arts Education: Winning America's Future](#) (Dwyer, 2011).<sup>21</sup> The report provides guidance on how arts education can help improve academic success and foster students' competitiveness in the workforce.

According to a 2002 [Issue Brief](#)<sup>22</sup> by the National Governors Association Center for Best Practices (Psilos, May 2002), "The arts are one tool used by states to enhance workforce readiness for students in both the general and at-risk populations. [School] programs incorporating the arts have proven to be educational, developmentally rich, and cost-effective ways to provide students the skills they need to be productive participants in today's economy. Arts programs combine academic and workforce development skills in a manner attractive to participants of all age groups and economic backgrounds."

<sup>15</sup><http://www.cde.state.co.us/cdegen/downloads/PWRdescription.pdf>

<sup>16</sup>[https://secure.collegeincolorado.org/Career\\_Planning/Explore\\_Careers/Explore\\_Careers.aspx](https://secure.collegeincolorado.org/Career_Planning/Explore_Careers/Explore_Careers.aspx)

<sup>17</sup><https://secure.collegeincolorado.org/Default.aspx>

<sup>18</sup>[https://secure.collegeincolorado.org/High\\_School\\_Planning/\\_default.aspx](https://secure.collegeincolorado.org/High_School_Planning/_default.aspx)

<sup>19</sup>[https://secure.collegeincolorado.org/Your\\_Portfolio/\\_default.aspx](https://secure.collegeincolorado.org/Your_Portfolio/_default.aspx)

<sup>20</sup><http://www.p21.org/>

<sup>21</sup>[http://www.pcah.gov/sites/default/files/photos/PCAH\\_Reinvesting\\_4web.pdf](http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf)

<sup>22</sup><http://www.nga.org/files/live/sites/NGA/files/pdf/050102ARTSED.pdf>



[Colorado Creative Industries \(CCI\)](#),<sup>23</sup> a division of the Colorado Office of Economic Development and International Trade, provides support for schools through grant awards to develop a strategic arts education plan and subsequently implement that plan. The [Success Through Art \(StART\)](#)<sup>24</sup> grants support arts learning for K–12 students, including formal training in the arts and arts infusion in other disciplines or subject areas. CCI’s intent is to help establish a cadre of model schools that will define, plan and implement arts education programs that are specifically aligned with Colorado Academic Standards and with their school or district learning goals.

These model programs are becoming a network that will share promising practices and support one another through CCI assistance. Expected outcomes are that students are engaged in learning through access to a rich and balanced education and graduates are prepared to fill Colorado creative occupations or are able to be creative and innovative in any area of the workforce. Strategies to meet these goals include: (1) supporting educator professional development; (2) helping creative businesses connect with education; (3) tracking Colorado graduates who pursue creative careers or occupations; (4) supporting schools that use the arts for student success and workforce readiness; (5) helping schools evaluate arts impact; and (6) expanding the knowledge base of legislators, education leaders and other stakeholders about the role of arts learning.

Education is the responsibility of the entire community. Dynamic partnerships with the business community will support mutual goals in arts education. The business community can provide students examples of “real life” application of the arts and motivate them to pursue creative careers.

### Strategies and Activities:

- Monitor growing versus declining career fields when developing curriculum.
- Engage in outreach and instructional/resource partnerships with local businesses.
- Connect with education partners at all levels (elementary, middle and high schools and higher education).
- Build learning experiences where students develop Postsecondary and Workforce Readiness skills.
- Educate parents and community regarding demands of the next generation workforce.
- Encourage course offerings that include internships, externships, mentoring, and workplace experiences.
- Design or re-design curriculum that promotes multidisciplinary connections.
- Utilize real-world issues/problems within the curriculum.
- Ensure that students’ ICAPs include progress in arts education.
- Ensure that district career fairs include a creative industries section.

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<sup>23</sup><http://www.coloradoarts.state.co.us/index.htm>

<sup>24</sup>[http://www.coloradoarts.state.co.us/programs/education/schools\\_districts/index.htm](http://www.coloradoarts.state.co.us/programs/education/schools_districts/index.htm)

### Professional Preparation and Ongoing Support



Effective arts education begins with attracting effective arts educators. Districts should work with educator preparation programs to ensure that the next generation of arts educators is trained to embrace the whole spectrum of possibilities in arts education for all students. Recruitment and preparation of administrators, principals and counselors should also include awareness of the vital role of arts education in 21st century economic and educational development.

An essential component to implementing successful arts learning programs is a commitment to ongoing professional preparation. Professional development can occur through many opportunities such as district staff development activities, community-based training and higher education programming. To support professional development, diverse training options should be standards-based, focused on best practice in arts education pedagogy, and include awareness of the many occupations within the creative industries. Rich professional development relies on open dialogue among higher education, state arts and education agencies, school districts, and community-based arts partners to ensure a common vision and effort resulting in improved teaching and learning.

The adoption of a comprehensive professional development plan and ongoing training for school principals, arts specialists, generalist teachers, career and technical educators, guidance counselors and community arts providers can help school districts improve teacher practice in arts education. When thoughtfully approached, these programs can be designed to create arts learning communities that support the implementation of a powerful vision of high quality arts instruction for all students. For effective professional development in the arts, educators need to learn the skills, processes and pedagogy of the major arts disciplines (dance, music, theatre, visual arts), observe experts modeling instruction, have opportunities to practice in a safe environment, and be provided with ongoing support to ensure sustained and continuous improvement in practice (Waldorf, 2010). The content of professional development must be sensitive to the broader academic needs and cultural make up of local student populations as well as promote rigor in teaching and learning.

Colorado was part of a study conducted by Learning Forward and the Stanford Center for Opportunity Policy in Education that underscores the importance of continuous professional development to improve teacher quality (Jaquith, Mindich, Wei, and Darling-Hammond, 2010). Entitled, [Teacher Professional Learning in the United States: State Policies and Strategies](#)<sup>25</sup> the report shares how states can create a vision for professional development through their creative use of standards to guide licensing and school planning. It includes key strategies to promote quality professional learn-

<sup>25</sup>[www.learningforward.org/stateproflearning.cfm](http://www.learningforward.org/stateproflearning.cfm)

ing. These strategies include: (1) a common and clearly articulated vision that permeates policy and practice; (2) monitoring of professional development quality; (3) mentoring and induction programs that create a foundation for ongoing professional learning; (4) an infrastructure of organizations that facilitates effective professional development; and (5) stability of resources for professional development. This report provides useful lessons for how states can foster innovative learning opportunities for both students and teachers.

Colorado also has a new landmark educator evaluation law, [SB 10-191](#).<sup>26</sup> The law shifts the focus of career advancement qualifications to demonstrated effectiveness based on student academic growth. With this shift, educators' effectiveness drives hiring, promotion, professional development, earning and retaining probationary status, dismissal, and contract renewal. With this shift, professional development and ongoing support is of paramount importance. The most recent updates regarding SB 10-191 can be found at the Colorado Department of Education's [Educator Effectiveness website](#).<sup>27</sup>

The importance of providing high quality professional development is widely recognized as being crucial to the future of education. It must be made a priority in meeting the challenges that face today's students and tomorrow's workers. In arts education, this means school administrators and teachers must commit to the process of learning about the arts disciplines and commit to translating theory into practice, in order to strengthen existing arts learning opportunities for their students. Improving instructional quality through effective professional development will ultimately lead to student success (Kent, 2004).

### Strategies and Activities:

- Create a Professional Development Plan that includes both discipline-specific training and arts integration support.
- Commit to providing differentiated and multidisciplinary professional development.
- Ensure all professional development opportunities are standards- and research-based.
- Identify opportunities to expand educator knowledge of community resources through exposure, enrichment, partnership and engagement.
- Encourage art teachers to identify meaningful connections between the arts and other core subjects.
- Promote peer coaching and other shared experiences among school-based educators and external partners.
- Review and analyze resources and programs regularly.
- Review the [Educator Effectiveness](#)<sup>28</sup> website regularly for support and guidance.

<sup>26</sup>[http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191\\_enr.pdf](http://www.leg.state.co.us/clics/clics2010a/csl.nsf/fsbillcont3/EF2EBB67D47342CF872576A80027B078?open&file=191_enr.pdf)

<sup>27</sup><http://www.cde.state.co.us/EducatorEffectiveness/EvaluationAndSupport.asp>

<sup>28</sup><http://www.cde.state.co.us/EducatorEffectiveness/EvaluationAndSupport.asp>

### Program Evaluation



To ensure that arts content and instruction are relevant to students, intellectually and creatively challenging, and produce intended learning results, it is important to incorporate program evaluation as a key aspect of a district and/or school arts education plan. When thoughtfully designed and implemented, evaluation studies can help teachers understand when and how their instruction is achieving desired objectives, thereby providing a feedback loop that informs their practice. This is particularly important when new ways of teaching are adapted so that best practice can be determined and training processes revised in a timely manner. Program evaluation is also used to track student access and participation trends. This allows administrators to stay abreast of current and future scheduling needs.

Assessment data that is consistently collected on student art products, processes, and performances will, over time, reveal the strengths of an arts education program and where adjustments in district or school policy, implementation structure, and teacher knowledge and practice are needed. This data also provides the means to keep parents, administrators and other community stakeholders informed of the progress and vitality of the arts education program. For example, the evaluation of arts education programs in 11 districts in California revealed that student participation in dance and theater lagged far behind music and visual arts (Waldorf 2009). While this trend had been perceived by some as a lack of student interest in those areas, the study revealed there was poor sequencing of arts curricula across school levels, making the transition into, and later out of, middle school dance and theater courses too challenging for many students. Based on this finding, teams of art specialists collaborated to strengthen the K-12 curricular links, thereby better preparing students with the skills and knowledge needed to succeed in all the arts disciplines at the secondary level.

Planning a useful evaluation typically requires assistance from district staff with a research background, or hiring an external consultant. Colorado's university education departments, the [Colorado Evaluation Network](#)<sup>29</sup> (see Arts Resource section: Statewide Resources), and independent research groups (private or non-profit) are good places to locate qualified evaluators. The cost of a study can vary widely, depending on the scope of the evaluation, the amount and type of data to be collected, and the degree to which school staff will assist with that effort. Education grants often require a portion of funding to be used for program evaluation; otherwise, the resources will have to be raised or reallocated at the district level.

There are some nationally available resources to help districts plan in-house evaluations as well. [Steps for Developing and Implementing Program Evaluation](#)<sup>30</sup> is a simple outline prepared

<sup>29</sup><http://www.eval.org/aboutus/organization/affiliates.asp>

<sup>30</sup>[http://azarts.yourdesk.biz/wp-content/uploads/2010/01/Program-Evaluation\\_Horowitz.pdf](http://azarts.yourdesk.biz/wp-content/uploads/2010/01/Program-Evaluation_Horowitz.pdf)

for the Arizona Commission on the Arts, and is available online. Also, the Chicago Arts Partnership in Education had developed an [Arts Assessment Toolbox](#)<sup>31</sup> on their website to assist educators in designing relevant ways to track student achievement in and through the arts.

### Strategies and Activities:

- Create a database/inventory of the district or school's current arts education resources.
- Explore how the use of digital media/streaming media can be used as a resource for research/program evaluation and documentation (e.g., online surveys, wiki, world café interactive sites, or webinars).
- Be informed of the type of data being collected by your district and state.
- Develop a process for reviewing, collecting and analyzing data collected.
- Develop a centralized source for arts data collection.
- Use data collected to inform and adjust current practice as needed.
- Communicate findings and involve relevant arts education stakeholders in planning activities.

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<sup>31</sup><http://www.artsassessment.org/>

# II. Structuring for Effective Implementation

- ☑ **Leadership and Planning**
- ☑ **Learning Environments and Instructional Resources**
- ☑ **Student Engagement and Academic Success**
- ☑ **Dropout Prevention and Student Retention**
- ☑ **Access and Equity**
- ☑ **Family and Community Engagement**
- ☑ **Partnerships and Collaborations**



## Leadership and Planning

A hierarchy of arts leadership, coupled with a long-range strategic plan, is essential to maintaining ongoing, systemic support for arts education within a school or district. It is equally imperative to identify and engage potential leaders and advocates from the surrounding community, including parents, school board members, working artists, business owners, community-based organizations, higher education representatives and civic leaders. These education partners provide the context in which school leaders can understand the economic and community impact of arts education. Leadership and systematic planning set the stage for both dynamic change and needed stability in present and future arts programming in the schools.

Resources are now readily available on how to cultivate school leadership in arts education. In 2010, the Los Angeles Arts Commission commissioned a study entitled, [Engaging Senior Leadership to Advance Arts in Schools](#),<sup>32</sup> which contains the following key findings in regard to developing leadership teams to improve and expand arts education programs in schools: (1) the most progress was made by districts with leadership teams that had a shared sense of responsibility and commitment to arts education; (2) the role of the assistant superintendent is essential to implementation because of their decision-making power; (3) ongoing data collection that provides instructional feedback and informs advocacy efforts is needed; and (4) the importance of a district arts education foundation for sustaining arts programming and fundraising efforts (Levin and Waldorf, 2011). The study also suggests that leadership training should include information on standards-based arts instruction, connections to career and technical education, current research on quality instruction and student learning outcomes in and through the arts, and advocacy strategies. This will help ensure the development of a strong arts education vision for a district or school.

Perhaps the most direct and effective way to improve arts education at the district or school-site level is through creating a long-range plan. According to the [Insiders Guide to Arts Education Planning](#) (Burt, Lindsley and Russell, 2009),<sup>33</sup> one of the first steps in beginning a strategic planning process is to form a team of arts leaders, representing both the district and the surrounding community, who are committed to ensuring all students have access to a high quality education in the arts. This group of informed individuals then works together to create and oversee the implementation of a three to five-year plan for building upon and improving existing arts instruction in schools. The arts education plan and recommendations are then incorporated into the district or school's master plan and/or [Unified Improvement Plan](#)<sup>34</sup> for instruction and learning.

Essentially, the purpose of strategic planning in arts education is to improve access to arts education for all students: to identify, cultivate and empower arts education leadership; to assist parents in becoming advocates for strong arts education programs in schools; and to build partnerships and collaborations that utilize community resources, including people, facilities and funding available for arts learning programs.

The strategic planning process is more likely to be successful if it includes broad community representation or is facilitated by an outside party that does not have a stake, either politically or economically, in the final product. The resulting arts education plan should include a practical vision,

<sup>32</sup><http://www.lacountyarts.org/pubannounce/list>

<sup>33</sup><http://www.artsed411.org/insidersguide/index.aspx>

<sup>34</sup><http://www.schoolview.org/UnifiedImprovementPlanning.asp>

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which describes specific aspects that will materialize in the future as a result of the plan being fully implemented. Strengths and challenges of the district/school arts program are then assessed, actions needed to enact the vision are identified, and implementation priorities are set for each calendar year. Periodic evaluation of progress is another necessary element of an arts education plan, to make accommodations for changing conditions and dynamics in the schools and to maintain positive momentum.

Even when schools face stringent budget cuts, many steps can be taken to expand opportunities for students to learn in and through the arts, especially by developing and engaging community partners (Waldorf, 2009). The [Arts Education Partnership](#)<sup>35</sup> has published a guide with support from the President's Committee on the Arts and the Humanities that offers concrete actions school principals can take to increase arts education in their schools. Each action in [What School Leaders Can Do To Increase Arts Education](#)<sup>36</sup> includes several low-cost or no-cost strategies that have been tried in schools and found to be effective (Arts Education Partnership, 2011). However, without a written plan in place, development tends to falter. Ultimately, a strategic arts plan, with committed leadership, can make the difference in improving and sustain student access to high quality learning experiences in and through the arts.

### Strategies and Activities:

- Form an arts task force or steering committee that includes parents, teachers, counselors, students, administrators, artists and community partners.
- Include arts practitioners in steering committees and/or school leadership teams.
- Create a strategic plan for the arts that includes funding.
- Provide professional development opportunities for administrators on topics such as the benefits of arts education, best practice in evaluating effective arts classrooms, leadership strategies for promoting the arts, and career pathway options.
- Appoint a site administrator or teacher leader who will oversee arts programming and/or the integration of the arts with other core subjects.
- Establish a school or district level leader whose role is to link teachers to resources such as professional development, community resources and potential partnerships.

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<sup>35</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=36](http://www.aep-arts.org/publications/info.htm?publication_id=36)

<sup>36</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=36](http://www.aep-arts.org/publications/info.htm?publication_id=36)

## Learning Environments and Instructional Resources

Creating a safe, affirming, culturally inclusive, and enriched environment for participation and learning in and through the visual and performing arts is important to the success of an arts education program. This includes acquiring—and utilizing—high quality visual and performing arts instructional resources that are standards-based and ensure equitable access to learning opportunities. Students thrive in creative learning spaces that support artistic risk-taking and recognize “failure” as an opportunity. They need environments that allow them to take risks and make mistakes without fear of negative feedback or repercussions from peers.

In Colorado, some schools may not have all the facilities needed to provide for an adequate range of arts courses and related events. Fortunately, learning environments need not be limited to a school campus. From local art studios to outdoor performance spaces, the world can literally be your stage! Local shopping malls, street festivals, libraries, local arts and recreational facilities are just a few possible venues to be considered. Through collaborative partnerships, community sites can provide the perfect laboratory for arts learning.

A key element of 21st century learning (particularly in rural and other hard to serve locations) is the use of online instruction. There is increasing access to arts education content via the Internet (check the list of Regional Arts Providers in the Arts Resources section). However, no matter where arts instruction takes place, safety should always be a prime consideration—physical and emotional.

Adequate equipment, supplies and materials are necessary when implementing arts curricula, including considerations for students with physical and/or mental disabilities, a language barrier, or other special needs. A lack of these resources limits the potential for artistic expression in teachers and students. Teachers need instructional materials that both cover and extend beyond the [Colorado Academic Standards for the Arts](#),<sup>37</sup> such as curriculum frameworks, visual and performing arts textbooks and e-books, sample lesson plans, DVDs and other teaching aids. There are a multitude of Internet sites dedicated to fulfilling these needs through offering resources to enrich arts curricula. In addition, you will find a comprehensive list of Colorado organizations that provide arts education programming in the Arts Resources section of this guidebook. Many of these organizations have free resource materials available to teachers.

### Strategies and Activities:

- Take steps to ensure physical, cultural and emotional safety during arts learning experiences.
- Consider the environmental impact of art projects and materials.
- Investigate and take advantage of community arts resources and alternative arts facilities such as colleges, libraries, theaters, festivals, malls, parks and recreational centers, and interactive websites.
- Inventory and safeguard arts supplies and teaching materials, equipment, and instruments.
- Research free or low-cost resources.
- Create and distribute “wish lists” for businesses, service and civic organizations, and community arts providers to fill.
- Maximize use of online resources.

<sup>37</sup><http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>

# Student Engagement and Academic Success

Finding ways to engage students in their education is key to keeping them in school and guiding them on a path to academic success. The arts, through their hands-on nature and as an outlet for personal expression, capture student interest. Combining these traits with the cognitive processes that are supported through arts learning formulates a recipe for student success.

There is a growing body of research demonstrating that the arts make a considerable contribution in helping students achieve success in school, work and life. A good place to begin reading is [Critical Evidence: How the Arts Benefit Student Achievement](#) (Ruppert, 2006),<sup>38</sup> a booklet published by the [National Assembly of State Arts Agencies](#)<sup>39</sup> and collaboration with the [Arts Education Partnership](#)<sup>40</sup> that addresses two critical questions: (1) Why is it so important to keep the arts strong in our schools? (2) How does study of the arts contribute to student achievement and success? As stated in the introduction, the booklet describes in non-technical terms what the research says about how study of the arts contributes to academic achievement and student success. It offers impartial, to-the-point reporting of the multiple benefits associated with students' learning experiences in the arts. In short, it "makes the case for the arts" based on sound educational research.

Another group of vetted research reports on the impact of arts learning can be found in [Critical Links: Learning in the Arts and Student Academic and Social Development](#) (Deasy, 2002).<sup>41</sup> The Arts Education Partnership, with support from the U.S. Department of Education and the National Endowment for the Arts, commissioned and published this volume in 2002 to provide widespread access to 62 of the most rigorous studies available at the time on the academic and social effects of arts learning experiences.

### Some of the research findings noted in the book include:

- Multiple independent studies have shown increased years of enrollment in arts courses are positively correlated with higher SAT verbal and math scores. High school students who take arts classes have higher math and verbal SAT scores than students who take no arts classes (Vaughn & Winner, 2000).
- Students who participate in arts learning experiences often improve their achievement in other realms of learning and life. In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students also watched fewer hours of television, participated in more community service and reported less boredom in school (Catterall, 2002).
- In an experimental research study of high school age students, those who studied dance scored higher than non-dancers on measures of creative thinking, especially in the categories of fluency, originality and abstract thought. Whether dancers can use their original abstract thinking skills in other disciplines is an important area of exploration (Minton, 2002).

<sup>38</sup><http://www.nasaa-arts.org/Publications/Critical-Evidence.php>

<sup>39</sup><http://www.nasaa-arts.org/>

<sup>40</sup><http://www.aep-arts.org/>

<sup>41</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=10](http://www.aep-arts.org/publications/info.htm?publication_id=10)

- A group of 162 children, ages 9 and 10, were trained to look closely at works of art and reason about what they saw. The results showed that children’s ability to draw inferences about artwork transferred to their reasoning about images in science. In both cases, the critical skill was that of looking closely and reasoning about what is seen (Tishman, MacGillivray & Palmer, 2002).
- An analysis conducted of multiple studies confirms the finding that students who take music classes in high school are more likely to score higher on standardized mathematics tests such as the SAT. One explanation is musical training in rhythm emphasizes proportion, patterns and ratios expressed as mathematical relations. (Vaughn, 2002).
- Students consistently involved in orchestra or band during their middle and high school years performed better in math at grade 12. The results were even more pronounced when comparing students from low-income families. Those who were involved in orchestra or band were more than twice as likely to perform at the highest levels in math as their peers who were not involved in music. (Catterall, Chapleau & Iwanaga, 2002).

Meaningful engagement in arts education can have a life-changing effect on secondary students. A guidebook from the National Guild of Community Arts Education presents a holistic approach that integrates arts learning with principles of youth development (Hirzy, 2011). The guidebook, entitled, [Engaging Adolescents: Building Youth Participation in the Arts](#),<sup>42</sup> is intended to help educators design new programs or rethink ones they already offer to increase relevancy and participation.

Another helpful resource on the benefits of learning in and through the arts is, [Third Space: When Learning Matters](#) (Stevenson and Deasy, 2005).<sup>43</sup> Co-written by a former state superintendent and researcher, the book describes the profound changes in the lives of students, teachers and parents in ten economically disadvantaged communities that embraced the arts as a foundation for creating great schools.

The [Colorado Arts Education for Workforce Development Act](#)<sup>44</sup> (see Arts Resource section: Synopsis of HB 10–1273) provides recommendations for school arts programming based on recent research. It recognizes the positive effects that education in the arts has on children’s behavior, attitudes, and academic performance and on career and workforce readiness. More specifically, it affirms that the opportunity to study and build skills in the visual arts and performing arts increases students’ self-confidence, nurtures students’ creativity and curiosity, provides ongoing challenges for students, helps students remain engaged in school, facilitates building posi-



<sup>42</sup><http://www.nationalguild.org/ngCorporate/MediaLibrary/Publications/EngagingAdolescentsGuide.pdf?ext=.pdf>

<sup>43</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=19](http://www.aep-arts.org/publications/info.htm?publication_id=19)

<sup>44</sup>[http://www.state.co.us/gov\\_dir/leg\\_dir/olls/sl2010a/sl\\_233.htm](http://www.state.co.us/gov_dir/leg_dir/olls/sl2010a/sl_233.htm)



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tive relationships between students and teachers, and, as a result of these effects, helps reduce the school dropout rate. It also acknowledges that arts education can provide another method for reaching struggling students, including those who are disadvantaged, those for whom English is a second language, and students with disabilities.

While these outcomes are focused primarily on impacting children’s experience while in the public school system, the Act also identifies ways in which the study of the arts prepares students for life beyond high school. It states, “The innovation and creativity that students exercise and foster in visual arts and performing arts education enables them to innovate, creatively solve problems, and bring greater creativity to their thinking in the more traditional education areas of reading, mathematics, and science and to develop the twenty-first-century critical thinking, collaboration, communication, and leadership skills that are crucial to success in today’s workforce. Because of the level of innovation and creativity demanded for Colorado and the nation to stay competitive in the global economy, it is crucial that each student graduate from a public high school in Colorado with a solid foundation in visual arts and performing arts education that will enable the student to participate fully, creatively, and successfully in the state’s economy and workforce.”

The evidence is clear: the arts are key to a complete and rigorous education. The benefits of learning in and through the arts is supported by research and backed up by student performance, dedication and enthusiasm.

### Strategies and Activities:

- Recognize and support student talents and interests in the arts.
- Find ways to make learning inspiring and connected to students’ interests, self-identity, and cultural background.
- Involve students in active/creative pathways to learning, using hands-on engagement.
- Use the arts to support multiple ways of learning about subjects/topics.
- Understand the role of arts education in improving learning options and leveling the playing field for students with disabilities, language barriers and other learning challenges.
- Provide creative career information; bring career role models into school.
- Employ a community liaison focused on the arts to engage parents.



## Dropout Prevention and Student Retention

The number of high school dropouts across the United States is alarmingly high. In Colorado, 27 percent of high school students failed to graduate with their class in 2010 (CDE, 2011, Februarya). Some of the reasons student give for dropping out are that school is boring, they do not feel a connection to what is taught, they have a lack of motivation and don't receive the necessary support, academically or culturally. The end result of this disturbing trend is an increase in crime, public health and welfare costs, and a decrease in tax revenue (Rumberger, 2001).

Colorado has identified dropout prevention and recovery as an educational priority with the goal to cut Colorado's high school dropout rate in half by 2016. In 2009 the first step was to create the [CDE Office of Dropout Prevention and Student Re-engagement](#)<sup>45</sup> through legislative action. The website states, "Schools are tasked with meeting the needs of an increasingly diverse student population. However, school policies and procedures seem inflexible, unaccommodating, and unchanging to meet the population it serves. There are many areas in which a school can reform in order to better support student success. Reforming policies and procedures concerning discipline and attendance, grading, standards, and assessments, retention, and in areas like school structure and class assignment, course content and instructional practices, school climate and relationships can greatly impact student success." (CDE, 2011, February b).

The arts can be effective as part of an aggressive dropout prevention agenda by:

1. Differentiating instruction;
2. Providing opportunities for active learning;
3. Making school-to-work connections through Career and Technical Education (CTE) courses that address the creative careers;
4. Improving school climate;
5. Building positive teacher-student relationships;
6. Providing arts-rich curriculum that leads to increased student engagement;
7. Increasing motivation by helping students find their passion in the arts; and
8. Decreasing the negative impact of cultural disorientation, language barriers and learning disabilities through collaborative, hands-on learning experiences that engage multiple aspects of intelligence.

Current education research supports these propositions (see Arts Resource section: National Arts Learning Resources: Dropout Prevention and Student Retention). Here are conclusions from studies cited in [Critical Evidence: How the Arts Benefit Student Achievement](#) (Ruppert, 2006)<sup>46</sup> that support the reasoning behind using arts education as a dropout prevention strategy:

- o On a survey of high school dropouts, respondents reported a lack of relevant curriculum as a main reason they drop out. They remain engaged in schooling when they are presented with an enriched curriculum that provides them with experiential, hands-on learning in a wide range of subject areas, including the arts. A majority of the respondents agreed that schools could improve the chances that students would stay in school if they provided opportunities for real-world learning, more engaging coursework, and smaller classes with more individualized attention (Bridgeland, Dilulio and Morrison, March 2006).

<sup>45</sup><http://www.cde.state.co.us/DropoutPrevention/>

<sup>46</sup><http://www.aep-arts.org/publications/index.htm?PHPSESSID=0cfdc3d38f484016060f5f4a388f9951>

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- The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence, and risk taking. Studies show students at risk of not successfully completing their high school education cite their participation in the arts as a reason for staying in school. Factors include a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take risks (Barry, Taylor and Walls, 2002).
- In a special education program integrating visual arts and literature, seventh-grade boys described as learning disabled were encouraged to use visual forms of expression to convey their understanding of reading assignments. After a nine-week intervention, they took a more active role in reading and began to interpret text rather than passively reading it (Wilhelm, 2002).

In a statement on [best practice](#),<sup>47</sup> the CDE Office of Dropout Prevention and Student Re-engagement recommends that districts offer programs that provide real-life opportunities, find ways to positively impact school climate, provide teacher professional development that addresses differentiated instruction and offer rigorous and relevant curriculum and instruction [that] includes high academic expectations, curriculum that connects to students' lives, cultures, and communities, career and technical education, partnerships with higher education, interdisciplinary courses, and project- and community-based learning (CDE, February 2011c). The arts provide the means to address each of these recommendations.

### Strategies and Activities:

- Allow at-risk students to identify and pursue an artistic passion.
- Match students with teacher/mentors who share the same passion.
- Reinforce parent engagement through arts activities and events at the middle and high school levels.
- Explore the option of a non-traditional school day (night school, 24-hour school, online school, year round school) to expand student access to arts learning opportunities.
- Identify what participants find valuable or exciting in and through the arts and connect instructional efforts whenever possible.
- Make the school "their own" by showcasing student art everywhere you can, inside and outside.
- Provide arts instruction as part of Expanded Learning Opportunities (ELO) in non-school hours.
- Increase service-learning options related to the visual and performing arts.
- Connect with social service and judicial agencies and organizations that offer arts programming in your region.

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<sup>47</sup><http://www.cde.state.co.us/dropoutprevention/bestpractices/Curriculum-Summary.htm>

“The young man who picks up a paintbrush or lump of clay is less likely to pick up a needle or a gun. He has better things to do.”

Jane Alexander, actress, author,  
former Chair of the National Endowment for the Arts

### Access and Equity

Providing access and equity to the arts is a three-fold endeavor, including: (1) ensuring that all students have access to arts classes by providing adequate programming in the arts (dance, music, drama and theatre arts, and visual arts); (2) ensuring that arts learning opportunities (i.e., arts electives) are not displaced by language arts or mathematics interventions for low-performing students; and (3) utilizing instructional content and pedagogy that addresses the ethnic and socio-dynamics of the student population. Culturally and linguistically responsive pedagogy maximizes learning in and through the visual and performing arts; develops student voice; and, by raising their self-confidence as learners, encourages leadership to emerge across all student populations.

Meeting the goal of providing access to high quality arts instruction for all students will take thoughtful planning by districts and schools. Due to the rural or remote nature of much of Colorado, and, by contrast, the urban density along the Front Range, there is a significant discrepancy in the availability of arts resources and community arts providers across schools and districts. Districts are encouraged to explore ways to combine and share resources to effectively serve all students, K-12 and beyond. Those with little access to local community arts providers should contact their local government or arts council to find out about existing arts education services or to discuss ways such services could be developed. In addition, teachers may need training in cultural competency to provide relevant arts instruction for diverse student populations.

Students with special needs, including physical and mental disabilities and other learning disorders can benefit greatly from instruction in the arts, but developing a meaningful learning program requires thoughtful consideration. The U.S. Department of Education defines a [Specific Learning Disability \(SLD\)](#)<sup>48</sup> as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations (U.S. Department of Education, n.d.). The [International Organization on Arts and Disability](#)<sup>49</sup> is dedicated to providing arts and education opportunities for people with disabilities, and increasing access to the arts for all. It has a local chapter in Denver, [Access Gallery and VSA Colorado](#),<sup>50</sup> and is an excellent resource for Colorado schools, with both student arts programs and teacher training on arts instructional strategies for working with children with disabilities in the classroom.

Community partnerships can also provide excellent ways to broaden access to arts education. For example, [KGNU Radio](#)<sup>51</sup> has sponsored a summer radio broadcasting training program in partnership with Denver Public Schools (DPS) for the past three years in which students with disabilities develop skills to create a radio show which is later broadcasted. DPS also collaborates with VSA to sponsor a Creative Careers Day every year for students with disabilities. It features a variety of careers in the arts and workshops providing hands-on experiences.

Access to successful arts education is also dependent on language acquisition and an understanding of the academic language and literacy needs within the arts disciplines. The Colorado Department of Education has developed an [Equity Toolkit for Administrators](#)<sup>52</sup> designed to support communities in creating a plan and action steps for intervention and maintenance of a more accepting

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<sup>48</sup>[http://www.osepideastthatwork.org/toolkit/ta\\_responsiveness\\_intervention.asp](http://www.osepideastthatwork.org/toolkit/ta_responsiveness_intervention.asp)

<sup>49</sup><http://www.vsarts.org/x11.xml>

<sup>50</sup><http://accessgallery.org/>

<sup>51</sup><http://www.kgnu.org/>

<sup>52</sup>[http://www.cde.state.co.us/cde\\_english/download/Resources-Links/Equity\\_toolkit\\_Final\\_2010.pdf](http://www.cde.state.co.us/cde_english/download/Resources-Links/Equity_toolkit_Final_2010.pdf)

culture. The newly adopted [Colorado English Language Proficiency Standards \(CELP\)](#)<sup>53</sup> can assist practitioners and arts partners in understanding ways to ensure equal access to the concepts and skills students should know and be able to do in Colorado. Resources to assist schools in implementing the CELP Standards can be found at the [WIDA Consortium](#)<sup>54</sup> website where guidance is provided for language acquisition and academic language differentiation options in all disciplines.

In Robert W. Coles' book, [Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners](#),<sup>55</sup> Marietta Saravia-Shore includes a list of key elements of effective teaching for ethnic- and language-minority students from Zeichner (1992), which are still considered best practice (Saravia-Shore, 2008):

- Teachers have a clear sense of their own ethnic and cultural identities.
- Teachers communicate high expectations for the success of all students and a belief that all students can succeed.
- Teachers are personally committed to achieving equity for all students and believe that they are capable of making a difference in their students' learning.
- Teachers have developed a bond with their students and cease seeing their students as "the other."
- Schools provide an academically challenging curriculum that includes attention to the development of higher-level cognitive skills.
- Instruction focuses on students' creation of meaning about content in an interactive and collaborative learning environment.
- Teachers help students see learning tasks as meaningful.
- Curricula include the contributions and perspectives of the different ethnocultural groups that compose the society.
- Teachers provide "scaffolding" that links the academically challenging curriculum to the cultural resources that students bring to school.
- Teachers explicitly teach students the culture of the school and seek to maintain students' sense of ethnocultural pride and identity.
- Community members and parents or guardians are encouraged to become involved in students' education and are given a significant voice in making important school decisions related to programs (such as resources and staffing).

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<sup>53</sup>[http://www.cde.state.co.us/cdeassess/UAS/Crosswalk/ELP\\_Crosswalk.html](http://www.cde.state.co.us/cdeassess/UAS/Crosswalk/ELP_Crosswalk.html)

<sup>54</sup><http://www.wida.us/index.aspx>

<sup>55</sup><http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx>

## Structuring for Effective Implementation

- Teachers are involved in political struggles outside the classroom that are aimed at achieving a more just and humane society.

The content and processes of the arts are a natural fit for these best practices by engaging, challenging and honoring our students. By integrating these elements into their daily practice, arts specialists and classroom teachers can ensure access and equity in arts education for a diverse student population. Administrators become powerful contributors to this process by regularly reviewing their district or school's master instructional plan and monitoring arts education participation among all students.

### Strategies and Activities:

- Encourage the development of hybrid curriculum that supports integrated learning.
- Maintain the arts as core curricula.
- Improve access to the arts by re-examining when the school day occurs.
- Employ innovative scheduling when possible, to increase access to arts instruction (i.e., concurrent enrollment, independent study).
- Establish a co-curricular program that supports the arts.
- Address the constraints and unique needs of both students and schools at the various levels (i.e., elementary, middle, high school).
- Explore online and multi-lingual arts programming and Colorado English Language Proficiency Standards resources.
- Partner with ethno-centric community arts and cultural organizations.
- Connect with minority-serving pre-collegiate programs and scholarship organizations.



## ✓ Family and Community Engagement

Another component of building quality, sustainable arts programs is implementing family programs and community engagement initiatives that build leadership capacity and draw upon community knowledge to inform, support and enhance visual and performing arts teaching and learning.

While parents are often enthusiastic attendees at student arts programs and performances, they can become a much more important part of efforts to promote and implement arts instruction in local schools. By assisting in strategic planning, volunteering in classrooms, fundraising for art supplies, providing technical resources and marketing school arts events, parents stay invested in their children's future; they will go the extra mile to ensure that their child's needs are met. Parents can be effective arts education advocates for schools, providing information to other families and community members. They can be excellent spokespersons on the value of an education in the arts, sharing their personal stories with the school board, community groups and local businesses. A good resource for ideas on how to increase parent engagement is Michael Sikes's book, *Building Parent Involvement Through the Arts* (Sikes, 2007).

There are a number of programs in development around the country that could provide models for parents as supporters of arts education. Here are a few examples that demonstrate different ways parents can be actively involved:

- The [Colorado Parent Teacher Association \(PTA\)](#)<sup>56</sup> helps sponsor the [PTA Reflections Program](#),<sup>57</sup> which is a state and national multi-arts competition. Each year, students K–12 are invited to create or perform works of art inspired by a specific theme. The program is intended to help parents encourage the creativity and continuous self-discovery process of their children.
- The [Teachers Involving Parents In Schoolwork \(TIPS\)](#)<sup>58</sup> project at the National Network of Partnership Schools at John Hopkins University has created a program in which parents or other interested adults are trained to teach world history lessons that are linked to the work of artists from around the world. During the school year, they introduce middle school students to 24 artists with different styles, media, and topics, and who lived at different times and in various places.
- In Saint Louis, the [Center of Creative Arts \(COCA\)](#)<sup>59</sup> is working to improve minority parent involvement at the schools by encouraging them to assist with (or co-teach) teaching artist residencies and document arts learning outcomes on the Center's website. COCA is also working to develop parent advocates for arts education at individual schools, to provide constructive input and support for administrators and teachers.

<sup>56</sup><http://www.copta.org/>

<sup>57</sup><http://www.pta.org/documents/ReflectionsProgram.pdf>

<sup>58</sup><http://www.csos.jhu.edu/p2000/tips/socialstudiesandart.htm>

<sup>59</sup><http://www.cocastl.org/>

## Structuring for Effective Implementation



o Art teachers, community arts providers, business owners and parents in Sarasota, Florida meet monthly at the local arts council to monitor and track a set list of arts program components they believe K-12 schools need to provide high quality instruction. Representatives of the [Arts Education Task Force](#)<sup>60</sup> report to the superintendent and school board annually, who use the information to inform arts education policy and hiring decisions. The group also celebrates the efforts of school principals who improve student access to arts instruction at a popular annual luncheon.

o The California Parent Teacher Association is creating a statewide network called [SMARTS](#)<sup>61</sup> of parents, family members and other caring adults in the community who engage education decision-makers at the local and state level to promote and support equitable access to quality arts instruction for their students. The association asserts that the arts are a critical link to learning success and essential for a creative, engaged, work-prepared and civic-minded student population.

The [Parent/School Partnership](#)<sup>62</sup> page on the CDE website states, "When parents and schools work together, children do better in school, and schools improve. If parents are an integral part of the entire learning process, children are immersed in a lifelong learning community. Shifting the relationship between parents and schools from adversarial to collaborative is a major step in transforming education in Colorado." CDE's [Prevention Initiative Unit](#)<sup>63</sup> helps districts build and strengthen relationships among educators, parents and community members. It works to promote partnerships that:

1. Develop schools that are welcoming to everyone;
2. Create environments where frequent, clear and reciprocal communication occurs between staff and parents;
3. Convey consistent messages from the principal and other administrators to partner with all families in the school;

<sup>60</sup><http://www.sarasotaarts.org/advocacy-and-education/arts-education/>

<sup>61</sup><http://www.capta.org/sections/programs-smarts/index.cfm>

<sup>62</sup>[http://www.cde.state.co.us/cdeprevention/pi\\_parent\\_school\\_partnerships.htm](http://www.cde.state.co.us/cdeprevention/pi_parent_school_partnerships.htm)

<sup>63</sup><http://www.cde.state.co.us/cdeprevention/pihome.htm>

4. Provide opportunities for parents to support the school and be supported by the school community; and
5. Actively seek parents' expertise and opinions for improving education and maintaining a safe, healthy, disciplined environment.

Gaining community support is also important to successful implementation of strong arts education. Developing relationships in the community can pay off in multiple ways. Local business, civic groups, government agencies, arts organizations and other community members can be helpful in support efforts. Community members many times can see things from a different point of view and can assist in ways that cannot be imagined.

### Strategies and Activities:

- Engage parents/community in a dialogue about arts and their children and how the arts can help their children academically.
- Encourage parent participation in arts programming and production.
- Create tools and materials for parents to participate and understand the arts, possibly through technology, partnering with libraries, and community organizations.
- Provide family discount tickets to school activities in the arts.
- Ensure communications are accessible to multiple cultures (language translations, culturally significant focus)
- Engage parent associations and/or organizations in arts support.
- Start a parent booster club for all four arts disciplines.
- Connect with parents/families through community organizations such as YMCAs, Boys and Girls Clubs, Boy Scouts, Girl Scouts, churches, recreation centers and libraries.



### Partnerships and Collaborations

A comprehensive arts education program should incorporate the unique resources of the whole community. These formalized partnerships and collaborations expand the capacity of the school and bring students into direct contact with resources that will enrich arts learning. Partnerships and collaborations among schools, school districts, higher education, the business community, workforce stakeholders and industry professionals, arts organizations, and teaching artists augment instruction, provide professional development, increase funding opportunities, and provide mentoring and direct work experience (practicum) for students.

- Higher education partnerships can provide opportunities for sharing guest artists and artists-in-residence, professional development, affordable performances, facilities, and opportunities for their students to volunteer their artistic expertise in the schools.
- Business partnerships can provide guest speakers, job shadowing, mentoring, venues for showcasing student artwork, and service-learning opportunities for students.
- Cultural and arts organizations including museums, performing arts centers, divisions of municipalities and other arts venues are always on the lookout for ways to connect with schools and students. Whether amateur or professional, these groups can connect students to authentic arts experiences: field trips to arts venues for performance and exhibits, in-class workshops and master mentors, large group assemblies, or a mix of all these activities. Study guides related to the learning content provided, free supplies and follow-up visits may also be available.
- Arts-related businesses such as galleries, art supply stores, artist studios, music stores, dance studios, costume supply stores, web design companies, architecture firms—to name a few—might be able to donate and/or provide at a low cost equipment, supplies, costumes, or even facilities.

Using professional artists to enhance arts programming can be inspiring for both students and teachers. Practicing artists help students see firsthand how the arts apply to the workforce. Studio space can be set up for an artist in the school so students can observe the creative process in action. Teachers can bring in teaching artists that have a specific expertise that the teacher wants to learn, therefore benefiting greatly from job-embedded professional development. State and local arts agencies can provide information about artists and performers available for guest appearances or as artists-in-residence. In addition, there is a growing field of artists who identify as professional teaching artists. According to an [article](#)<sup>64</sup> from the Arizona Commission on the Arts (n.d.), a teaching artist is defined by Eric Booth as a practicing professional artist with the complementary skills and sensibilities of an educator, who engages people in learning experiences in, through, and about the arts. See the Arts Resource section for a list of state and regional arts resources, many of which employ teaching artists who work with children.

The variety of [education initiatives](#)<sup>65</sup> offered through CDE provides other potential sources for arts education collaborations. Extended learning, dropout prevention and student re-engagement, career

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<sup>64</sup><http://www.teachingartists.com/whatisaTA.htm>

<sup>65</sup>[http://www.cde.state.co.us/index\\_Administrator\\_k12.asp](http://www.cde.state.co.us/index_Administrator_k12.asp)

and technical education, [service learning](#),<sup>66</sup> enhancement of technology, and school improvement are just a few of the initiative areas that could be enhanced by adding an arts component. [Colorado Creative Industries](#),<sup>67</sup> [College in Colorado](#),<sup>68</sup> and [Colorado Career and Technical Education](#)<sup>69</sup> are adjacent state agencies that also offer initiatives that integrate well with the arts. Learning about these various initiatives and forming collaborations with program administrators could uncover innovative ways to expand student access to an education in the arts.

### Strategies and Activities:

- Utilize and/or develop a database of community arts and cultural providers.
- Form partnerships with local colleges and universities.
- Collaborate on funding opportunities with local arts groups, cultural organizations, and businesses.
- Search out nontraditional partnerships that may result in improved resources (e.g., hospitals, businesses, libraries, parks and recreation groups).
- Identify ways to participate in or form a local arts council in support of schools arts and cultural programs.
- Identify a staff or volunteer liaison as a contact point for community partnerships.
- Use professional expertise to select high quality arts learning opportunities.
- Ensure “win-win” situations when initiating new partnerships through clear communication, identifying needs, and matching needs to expertise.
- Develop formal partnership agreements with clearly articulated goals and expectations.
- Value the work of teaching artists as professionals by providing fees whenever possible.
- Include representatives from arts organizations on your arts leadership teams and planning committee; brainstorm ways to collaborate and share resources.
- Allow arts and cultural organizations to use school resources for performance space, joint fundraising, and marketing their offerings to the school community.
- Sponsor showcase events to introduce community arts and cultural offerings to schools.
- Exhibit student work at cultural venues.

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<sup>66</sup><http://www.cde.state.co.us/servicelearning/index.htm>

<sup>67</sup><http://www.colorarts.state.co.us/>

<sup>68</sup><http://www.collegeincolorado.org/>

<sup>69</sup><http://www.coloradostateplan.com/>

# III. Ensuring Success And Sustainability

- ☑ **Policy**
- ☑ **Research**
- ☑ **Advocacy and Public Awareness**
- ☑ **Funding**



## Policy

State and federal law, along with local policy, guide and fund arts education in the nation. Arts education policy consists of the body of rules, regulatory measures, courses of action, and funding priorities that define a district's commitment in providing students with equitable access to high quality arts instruction. Here is the structure for how arts education policy and program decisions are made at the various levels of governance:

**Federal Level:** Arts education policy is part of the purview of the U.S. Department of Education, but is supplemented by other national policy organizations and committees. For example, the [National Standards for Arts Education](#)<sup>70</sup> were developed in 1994 by the Consortium of National Arts Education Associations through a grant administered by the [National Association of Music Educators](#)<sup>71</sup> and have subsequently been adopted (or adapted) by 49 states. These standards are now being revised by the [National Coalition for Core Arts Standards](#),<sup>72</sup> to be completed by fall 2012.

Data also drives policy. Two sources of data that are generated at the federal level and are influential at the state and local levels are the *National Assessment of Educational Progress (NAEP) Arts Assessment*<sup>73</sup> and the *Fast Response Survey System (FRSS)*.<sup>74</sup> Last implemented in a randomized selection of over 7,000 schools in 1997, the NAEP Arts Assessment provides valid and reliable data on what students know and are able to do by grade eight in music, visual arts and theatre, based on the national standards (dance was not assessed because a statistically suitable sample was unavailable due to a lack of dance programs in schools). The [NAEP 1997 Report Card](#)<sup>75</sup> helped to clarify and confirm the need for quality arts education among educators and policymakers.

The FRSS surveys collect and report data on key education issues at the elementary and secondary levels, and provide findings to Department of Education analysts, planners and decision makers. The first FRSS arts report, [A Snapshot of Arts Education in Public Elementary and Secondary Schools: 2009–10](#)<sup>76</sup> was released in May 2011 and reported on the lack of available instruction in dance and theatre versus music and visual arts.

**State Level:** A State Board of Education and a State Commissioner (or Superintendent) monitor compliance with federal education regulations at the state level and enact state education policies, including those concerning the arts. Refer to the [Colorado Department of Education website](#)<sup>77</sup> for more information regarding specific state-level policies, regulations and funding opportunities for arts education. As a local control state, Colorado's department of education and state board rarely suggest or approve policy that mandates or requires specific policies, programs or curriculum. In Colorado, policymaking—for the most part—takes place at the district level.

**District & School Level:** School boards enact regulatory legislation, initiate referendum measures, and determine policies needed to guide all aspects for individual school districts, including curriculum and arts education. Districts may also provide a funding stream for coordination of arts programs within a district, but hiring and allocation of instructional time and resources are generally school level decisions.

<sup>70</sup><http://www.menc.org/resources/view/the-national-standards-for-arts-education-introduction>

<sup>71</sup><http://www.menc.org/>

<sup>72</sup><http://www.arteducators.org/news/national-coalition-for-core-arts-standards-nccas>

<sup>73</sup><http://nces.ed.gov/nationsreportcard/arts/>

<sup>74</sup><http://nces.ed.gov/surveys/frss/>

<sup>75</sup><http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999486>

<sup>76</sup><http://nces.ed.gov/pubs2011/2011078.pdf>

<sup>77</sup><http://www.cde.state.co.us/otl/Art.htm>

## Ensuring Success and Sustainability

Policy in arts education is also heavily influenced by national non-profit organizations like the [Arts Education Partnership \(AEP\)](http://www.aep-arts.org/)<sup>78</sup> in Washington, DC. The Partnership provides information and communications—including a [National Arts Education Policy](http://www.aep-arts.org/database/?PHPSESSID=a077de8eb5becd5e0d9d2fb8f8d68706)<sup>79</sup> database—about current and emerging arts education policies, issues, and activities at the national, state, and local levels. Its major projects and activities include: (1) commissioning and disseminating research about arts education; (2) maintaining and linking databases on state-level policies for arts education; and (3) convening national forums around significant themes and issues in the field. AEP members include federal arts and education agencies, state departments of education, state arts agencies, national arts and education organizations, and local arts and education collaboratives.

It is helpful for every school district to have a written policy concerning arts education for a number of reasons: (1) it establishes the arts as an educational priority; (2) it acknowledges state and federal law and defines how the district will comply; and (3) it is a first step in addressing the balance in funding among all disciplines. A helpful resource for establishing a district arts education policy is the [Insider's Guide to Arts Education Planning](http://www.artsed411.org/insidersguide/chapter3_1.aspx) (Burt, Lindsley and Russell, 2009).<sup>80</sup> It provides examples of effective policies and other advice. Without a written, board-approved arts education policy in place, it is difficult to enact a vision for arts learning in all schools.

### Strategies and Activities:

- Stay aware of available information on national, state and local arts education policy.
- Become familiar with or create and adopt a district arts education policy.
- Ensure that district administrators, principals, art specialists and classroom teachers are familiar with the district arts education policy.
- Include students on arts education planning committees.

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<sup>78</sup><http://www.aep-arts.org/>

<sup>79</sup><http://www.aep-arts.org/database/?PHPSESSID=a077de8eb5becd5e0d9d2fb8f8d68706>

<sup>80</sup>[http://www.artsed411.org/insidersguide/chapter3\\_1.aspx](http://www.artsed411.org/insidersguide/chapter3_1.aspx)

## Research

To help educators make instructional decisions in the arts that are grounded in scientifically based research, it is important that districts and schools are aware of what arts education research exists, where to locate it, and how to apply it.

The following strategies suggested in the National Assembly of State Arts Agencies report, [An Introduction to Scientifically Based Research](#)<sup>81</sup> can be useful in finding existing research that can be used to support programming and applied to practice (Ingrahm, D. & Sikes, 2005).

- Search the Internet or online catalog of books and journals at a local college or university library. Some of the major research journals in arts education include: Arts Education, Dance Education, Research in Music Education, Studies in Art Education, and Theatre Education.
- Search the [Education Resource Information Center \(ERIC\)](#)<sup>82</sup> database, maintained by the U.S. Department of Education.
- Visit the research web pages of well-regarded national, regional and Colorado arts education research hubs such as:
  - [Arts Education Partnership](#)<sup>83</sup>
  - [Americans For the Arts](#)<sup>84</sup>
  - [Colorado Department of Education](#)<sup>85</sup>
  - [Columbia University](#)<sup>86</sup>
  - [Griffin Center for Inspired Instruction](#)<sup>87</sup>
  - [National Endowment for the Arts](#)<sup>88</sup>
  - [National Assembly of State Arts Agencies](#)<sup>89</sup>
  - [Project Zero, Harvard University](#)<sup>90</sup>
  - [Western States Arts Federation \(WESTAF\)](#)<sup>91</sup>
  - [University of Northern Colorado](#)<sup>92</sup>

<sup>81</sup><http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/index.php>

<sup>82</sup><http://eric.ed.gov>

<sup>83</sup><http://www.aep-arts.org/publications/>

<sup>84</sup><http://www.americansforthearts.org/NAPD/modules/resourceManager/publicsearch.aspx>

<sup>85</sup><http://www.cde.state.co.us/otl/ArtResearch.htm>

<sup>86</sup><http://www.tc.columbia.edu/a&h/arted/detail.asp?Id=Department+Projects&Info=THE+CENTER+FOR+ARTS+EDUCATION+RESEARCH+AT+TEACHERS+COLLEGE>

<sup>87</sup><http://www.thegriffincenter.org/publications/index.html>

<sup>88</sup>[http://www.nea.gov/research/researchreports\\_chrono.html](http://www.nea.gov/research/researchreports_chrono.html)

<sup>89</sup><http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/index.php>

<sup>90</sup><http://pzweb.harvard.edu/research/research.htm>

<sup>91</sup>[http://www.westaf.org/publications\\_and\\_research](http://www.westaf.org/publications_and_research)

<sup>92</sup><http://www.arts.unco.edu/ciae/research/research.html>

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- Contact individuals who are operating programs in your area of research interest (e.g., juvenile delinquency prevention centers and community-based arts projects, or schools and arts organization partnerships) and inquire about research they may have available. Often, useful studies conducted on local arts education programs remain unpublished and can easily be overlooked unless you contact the program directly.
- Place a query on arts education related listservs.
- Use an Internet search engine such as Google or Yahoo.

When initiating a search, you may discover that someone has already identified, reviewed and compiled the existing research in an area you have identified as a priority. For example, two publications from the [Arts Education Partnership](#)<sup>93</sup> review existing literature in arts education. [Critical Links: Learning in the Arts and Student Academic and Social Development](#)<sup>94</sup> summarizes and discusses 62 research studies that examine the effects of arts learning on students' social and academic skills. The [Arts and Education: New Opportunities for Research](#)<sup>95</sup> surveys existing research in arts and education and contains suggestions for new studies in four areas: (1) cognition and expression; (2) personal and social development; (3) community, democracy and civil society; and (4) teaching and learning environments. [An Introduction to Scientifically Based Research](#)<sup>96</sup> also provides a planning guide for making research more understandable and user friendly, an important step in presenting it to the layperson.

Research can also be used to provide information to policy makers. Important baseline information on student access to arts education in Colorado can be found in the 2008 study, [Colorado Visual and Performing Arts Education Survey](#),<sup>97</sup> and can be combined with other research findings to make a case for arts education.

## Strategies and Activities:

- Stay current on arts education trends by accessing and reading research articles from the various sources listed above.
- Be aware of the type of arts education data being collected by your district and CDE.
- Encourage and support action research by teachers.
- Develop a university partnership and encourage art or education students to conduct arts education research (or evaluation) studies in the district or school.
- Use research findings as a basis for discussions about arts education with parents.

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<sup>93</sup><http://aep-arts.org/>

<sup>94</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=10](http://www.aep-arts.org/publications/info.htm?publication_id=10)

<sup>95</sup>[http://www.aep-arts.org/publications/info.htm?publication\\_id=6](http://www.aep-arts.org/publications/info.htm?publication_id=6)

<sup>96</sup>[www.nasaa-arts.org/Research/Key.../Arts.../arts\\_ed\\_monograph.pdf](http://www.nasaa-arts.org/Research/Key.../Arts.../arts_ed_monograph.pdf)

<sup>97</sup>[http://www.coloarts.state.co.us/programs/education/study/Colorado%20Arts%20Ed%20Study%20Statistical %20Report%20Final.pdf](http://www.coloarts.state.co.us/programs/education/study/Colorado%20Arts%20Ed%20Study%20Statistical%20Report%20Final.pdf)

## Advocacy and Public Awareness

Advocacy is active support of a cause, idea or policy. The need to get the word out about the value of arts learning is never-ending and is essential to ensuring the sustainability of arts programming. Parents, students, teachers, administrators, community members, and teaching artists are all needed to create public awareness and actively support the arts education goals of a district or school.

Having an awareness of advocacy resources available at a national level builds informed practitioners and community members. The [Kennedy Center Alliance for Arts Education Network \(KCAAEN\)](http://www.kennedy-center.org/education/kcaaen/)<sup>98</sup> has created an [Arts Education Advocacy Tool Kit](http://www.kennedy-center.org/education/kcaaen/resources/home.html)<sup>99</sup> as a resource for those interested in developing the knowledge, skills and habits to be effective advocates, at whatever level and degree of commitment they are willing to make. The Tool Kit focuses on three major topics:

- The habits of effective arts education advocates
- The power of coalitions and networking
- The components of an effective arts education advocacy plan.

The Tool Kit website points out that “Where arts programs thrive, students are learning in the arts with high engagement, expressing ideas in a variety of arts languages, and engaging in creative and reflective work. We also see students learning through the arts—meeting objectives in both an art form and another subject area and constructing and demonstrating understanding in highly creative and personal ways. But quality arts programs don’t thrive on their own; one of the keys to their success has been the active involvement of arts advocates with a powerful and strategic message.”

The Arts Education Partnership is an excellent source of advocacy information through their list of [research-based publications](http://www.aep-arts.org/Research.htm)<sup>100</sup>. Another advocacy organization with extensive resources is [Americans for the Arts](http://www.artsusa.org/).<sup>101</sup> One of their goals is to build individual awareness and appreciation of the value of the arts and arts education. Their website has resources such as public service announcements (PSAs) and national advocacy campaigns; tools to search for media by zip code, access to advocacy “one-pagers” that can be used in local advocacy efforts, and direct links to vetted arts education publications that put current research at your fingertips.

### The following Colorado organizations also advocate for the arts and arts education:

[Arts for Colorado \(AFC\)](http://www.artsforcolorado.org/Arts_for_Colorado/Home.html)<sup>102</sup> is an arts advocacy organization dedicated to improving the climate for culture throughout the state. In 2006, AFC played a key role in restoring \$2 million in funding to the Colorado Council on the Arts.

[Colorado Citizens for Culture \(CCC\)](http://www.artsusa.org/)<sup>103</sup> is an extension of Arts for Colorado. CCC members work to raise public awareness of the role the arts play in educational excellence, economic health and quality of life for all Colorado citizens.

<sup>98</sup><http://www.kennedy-center.org/education/kcaaen/>

<sup>99</sup><http://www.kennedy-center.org/education/kcaaen/resources/home.html>

<sup>100</sup><http://aep-arts.org/Research.htm>

<sup>101</sup><http://www.artsusa.org/>

<sup>102</sup>[http://www.artsforcolorado.org/Arts\\_for\\_Colorado/Home.html](http://www.artsforcolorado.org/Arts_for_Colorado/Home.html)

## Ensuring Success and Sustainability

[Colorado State Thespians](#)<sup>104</sup> is the local chapter of an international society that works to promote and strengthen theatre arts in education in all Colorado secondary schools.

[Colorado Music Educator's Association \(CMEA\)](#)<sup>105</sup> is the local music association that provides growth opportunities to music educators regardless of their experience in the profession.

[Colorado Arts Education Association \(CAEA\)](#)<sup>106</sup> is the local visual arts professional organization that partners with the Colorado Alliance for Arts Education and other arts education organizations like CMEA, ACT, and CAHPERD, to work together with the Colorado Department of Education (CDE) to ensure quality programming in the Arts and Physical Education for Colorado students.

[Alliance for Colorado Theatre \(ACT\)](#)<sup>107</sup> develops a theatre alliance through education, networking, professional development and advocacy.

[Colorado Dance Alliance \(CDA\)](#)<sup>108</sup> supports and promotes the dance arts and arts performances through education, communication and advocacy.

The principal goal of advocacy in arts education is to encourage districts to establish a meaningful arts education policy and then work together in support of the implementation process so that all students have access to a high quality education in the arts.

### Strategies and Activities:

- Become familiar with the information on local, state and national resources for arts education advocacy efforts.
- Network with arts advocacy organizations.
- Stay aware of local arts advocacy events.
- Explore possible public awareness activities around arts education.
- Collaborate with advocates for other efforts, such as for students with disabilities and learning disorders.
- Initiate arts education recognition awards at various levels to engage the business community and others.
- Involve students in advocacy efforts (e.g., student showcases, student testimonials).

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<sup>103</sup>[http://www.artsforcolorado.org/Arts\\_for\\_Colorado/About\\_Us.html](http://www.artsforcolorado.org/Arts_for_Colorado/About_Us.html)

<sup>104</sup><http://www.cothespians.com/board.htm>

<sup>105</sup><http://www.cmeaonline.org/>

<sup>106</sup><http://www.caea-colorado.org/2009/advocacy/>

<sup>107</sup><http://www.allianceforcoloradotheatre.com/>

<sup>108</sup><http://www.codance.org/home.html>



## Funding

In Colorado K–12 public schools are primarily funded through a combination of local property taxes and state revenues. Districts also receive federal funds, usually for specific programs. Since the arts are considered a core subject by the No Child Left Behind law, federal funding can be used for arts education as long the outcomes of the funding path are met. Arts education grant funding is available for vetted programs through the U.S. Department of Education (US DOE). Two US DOE grant programs—the [Arts in Education Model Development and Dissemination Grant](#)<sup>109</sup> and [Professional Development For Arts Educators Grant](#)<sup>110</sup>—have a distinct arts education focus. Data derived from these grant-funded projects in districts around the country are used to inform best practice on teacher training and student instruction in the arts. Other programs within the US DOE, such as federal Title grants, allow for developing and piloting arts integration strategies for the purpose of raising student achievement in other core subjects.

The [National Endowment for the Arts \(NEA\)](#)<sup>111</sup> also provides funding to their partner state arts agencies, as made available through congressional action. In Colorado, the state arts agency is [Colorado Creative Industries](#).<sup>112</sup> CCI provides grants to schools for planning and implementation of arts education and professional development through [Success Through Art \(StART\)](#)<sup>113</sup> grants and professional development support. NEA funding for arts education programs is also directly available to arts organizations and school partners through [ArtWorks](#)<sup>114</sup> grants. A resource for arts funding information that specifically serves students with special needs is the [Disability Funders Network](#).<sup>115</sup> In addition, numerous national and in-state corporations and foundations offer funding that may be used in support of arts education. Districts are encouraged to seek out relationships in the for-profit and non-profit sectors to locate new funding sources.

While writing and winning grants from government entities, corporate giving programs, and private foundations remains a cornerstone of external fundraising for arts education, there are a multitude of other ways that districts, schools, or individual teachers can attract needed resources. Local civic and service groups like Rotary Club, Lions, Elks or the Optimist or Zonta Clubs fundraise for a variety of causes and are always worth approaching. Business partnerships offer other means, such as corporate sponsorships of student performances or exhibitions or asking for funds in return for the naming rights of a building, auditorium or classroom. Pledge drives and alumni campaigns that are implemented through a district arts education foundation, teacher parent organization or booster club are often successful (see the information below about establishing a local education foundation). Some school districts raise additional revenues for arts education through local bonds and mills.

More immediate grassroots fundraising methods such as raffles, holiday craft sales and student performance/dinner events often remain part of the contributed and earned income mix that is needed to build and sustain funding for arts education. Even a student art club can sell chocolates and in three weeks time, raise \$200 for arts supplies. Local businesses are often eager to donate supplies for special arts projects as well.

<sup>109</sup><http://www2.ed.gov/programs/artsedmodel/index.html>

<sup>110</sup><http://www2.ed.gov/programs/artsedprofdev/applicant.html>

<sup>111</sup><http://www.nea.gov/>

<sup>112</sup><http://www.coloarts.state.co.us/index.htm>

<sup>113</sup>[http://www.coloarts.state.co.us/programs/education/schools\\_districts/index.htm](http://www.coloarts.state.co.us/programs/education/schools_districts/index.htm)

<sup>114</sup><http://www.arts.gov/grants/apply/Artsed.html>

<sup>115</sup>[http://www.disabilityfunders.org/grant\\_seekers](http://www.disabilityfunders.org/grant_seekers)

## Ensuring Success and Sustainability

### Some resources available that can help sort out the funding puzzle include:

- [No Subject Left Behind](#),<sup>116</sup> which is a guide to federal funding opportunities aligned with the No Child Left Behind Law.
- The Americans for the Arts has a list of [current funding sources](#)<sup>117</sup> for the arts.
- Another list of resources that can support your funding is available through the [National Assembly of State Arts Agencies \(NASAA\)](#)<sup>118</sup> website.
- The Foundation Center and Grantmakers for the Arts collaborated on a 2005 study, [Foundation Funding for Arts Education: An Overview of Recent Trends](#),<sup>119</sup> which provides an interesting overview of funding priorities.
- Another resource available from the Americans for the Arts is [The BCA Executive Summary: 2010 National Survey of Business Support to the Arts](#).<sup>120</sup>
- *For information on how to set up an education foundation, visit the [National School Foundation Organization website](#).*<sup>121</sup>
- *Teachers who need funding or other material support for an arts education project can register their needs on [Donors Choose](#),*<sup>122</sup> a website where anyone can donate to a specific need at each school.
- [Kickstarter](#)<sup>123</sup> is an organization that describes its website as the largest funding platform in the world for creative projects.

Maintaining adequate funding for arts education programs is a notable challenge. Perhaps the most important key to attracting funding, and for sustaining programs over time, is in developing a long-term strategic plan for arts education. Particularly in times of diminishing resources and competing priorities, a strategic plan can help a school or district establish priorities and use available resources in the most effective ways possible. Additionally, having a strategic plan in place demonstrates to potential donors that you are serious about using resources responsibly.

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<sup>116</sup>[www.artsusa.org/pdf/no\\_subject\\_left\\_behind.pdf](http://www.artsusa.org/pdf/no_subject_left_behind.pdf)

<sup>117</sup>[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default.asp)

<sup>118</sup><http://www.nasaa-arts.org/Advocacy/Advocacy-Tools/Why-Government-Support/Research-Supplement.php>

<sup>119</sup><http://foundationcenter.org/getstarted/topical/artseducation.html>

<sup>120</sup>[http://www.artsusa.org/pdf/information\\_services/arts\\_business\\_partnerships/bca/BCA%202010%20Survey%20Executive%20Summary.pdf](http://www.artsusa.org/pdf/information_services/arts_business_partnerships/bca/BCA%202010%20Survey%20Executive%20Summary.pdf)

<sup>121</sup><http://www.schoolfoundations.org>

<sup>122</sup><http://www.donorschoose.org>

<sup>123</sup><http://www.kickstarter.com>

### Strategies and Activities:

- Consider a variety of support sources including federal and state funding, corporate and foundation grants, small business and community service club donations, and grassroots fundraisers.
- Explore the diversity of grant opportunities available, including funding for other areas of education that could be integrated with arts learning (e.g., technology, Title I or special needs/disabilities).
- Take reputable grant writing training to increase the chance of being funded.
- Partner with other organizations on funding efforts.
- Locate a sponsor and create a grant program for teachers to apply for funding for guest artists, field trips and/or after school programs.
- Investigate alternative sources of funding related to the arts, such as Dropout Prevention, Career and Technical Education, English Language Learners, Student Engagement and other content areas.
- Brainstorm other ways to raise funds locally, such as organizing a donation drive, collecting and recycling items for cash, corporate giving programs, creating an Arts Booster club, and supporting a local tax levy.
- With community partners, investigate the possibility of creating a local or regional arts district, similar to the Metro area's Science and Cultural Facilities District.
- Promote business sponsorship with naming rights for schools or programs.
- Create or engage a local arts resource council to support and advocate for needs.
- Collaborate with pre-collegiate programs by providing arts component for their grant proposals.



# Arts Education Program Self-assessment



A good place to begin the process of starting or updating an existing arts education program is to answer the questions included in the following self-assessment. The questions are based on the 15 arts education program components described in this guidebook. Some answers will require a little digging into school or district records, as well as talking with arts specialists, teachers and/or other staff in charge of arts education programming. The process of documenting the current state of arts education in your district or school will reveal the full spectrum of resources you have on hand and ignite your vision of what is possible to achieve, over time, with the aid of a well-developed action plan and a sustained, collaborative effort.

## Focus Area I

### The Creative Workforce Pipeline

1. How much of the existing K–12 arts curricula reflect the content in the Colorado Academic Standards for the Visual and Performing Arts?
2. How many teachers are highly qualified and available to provide arts instruction, (including licensed arts specialists, generalist classroom teachers, higher education faculty, community artists, and parent volunteers)?
3. How many students in the district/school have access to sequential instruction in each of the major arts disciplines (dance, drama and theatre arts, music, and visual arts)?
4. Do current ways of tracking student learning in the arts disciplines accurately assess what students know and are able to do?

### Post Secondary and Workforce Readiness

5. Do administrators and teachers understand the strong connection between arts education and post secondary/workforce readiness?
6. Does student learning in the arts reflect the outcomes needed to prepare them for post secondary and the 21st Century workforce, including invention, critical thinking and reasoning, self-direction, information literacy, and collaboration?

### **Professional Preparation and On-going Support**

7. Is there a long range plan and schedule for the on-going training of administrators and teachers in current arts education practices?

### **Program Evaluation**

8. Are we consistently collecting data on teacher preparation and student learning in the arts?  
Is it used to inform teacher practice?

## **Focus Area II**

### **Leadership and Planning**

9. Has a clear structure for arts education leadership been established at the district, school and classroom level?
10. Has a district/community task force been organized to create a 3-5 year strategic plan for arts education?

### **Learning Environments and Instructional Resources:**

11. How safe are our creative learning spaces—environmentally, physically, culturally, and emotionally?
12. Has the district/school inventoried what it needs, in terms of instructors, facilities, equipment, and supplies, to provide access to high quality arts instruction for all students?

### **Student Engagement and Academic Success**

13. In what ways does the district/school capitalize on the potential of arts instruction to increase student engagement and thereby improve academic success?

### **Dropout Prevention and Student Retention**

14. How are classes in the visual and performing arts being used as a learning motivator and dropout prevention mechanism for students at risk?

### **Access and Equity**

15. Are all student populations/groups equitably served, including students with disabilities, English language learners?
16. Do students attending Title I schools have the same access to opportunities for arts instruction than in other schools?

### **Family and Community Engagement**

17. Is there a satisfactory level of involvement in arts education programs by parents and other members of the school community? How could this be improved?

### **Partnerships and Collaborations**

18. In what ways does my district/school utilize community partnerships and resources for arts education?

## **Focus Area III**

### **Policy**

19. Has our school board adopted a practical and meaningful arts education policy?

### **Research**

20. Are our administrators and arts educators (including generalist teachers) aware of current research on arts education pedagogy and the impact on student learning in and through the arts?

### **Advocacy and Public Awareness**

21. Is there a parent or community group in place that provides our district with advocacy support for its arts education goals?

### **Funding**

22. Is there a strategic plan in place that includes a realistic 3-5 year funding plan for arts education needs?



# Arts Learning Resources

- ☑ **House Bill 10-1273 Synopsis**
- ☑ **Colorado Career Clusters Model**
- ☑ **Arts, AV Technology and Communication Cluster**
- ☑ **Performing Arts Plan of Study**
- ☑ **National Arts Education Resources**
- ☑ **State Arts Education Resources**
- ☑ **District Arts Education Resources**
- ☑ **References**

# Synopsis of House Bill 10–1273

## Arts Education for Workforce Development Act

In passing HB10–1273 (signed into law on May 18, 2010), the Colorado General Assembly recognized the vital role of creativity in postsecondary and workforce readiness, acknowledged the fact that fewer than 50 percent of high school students are actually taking art and music classes, and found that requiring school districts to fully integrate visual and performing arts education into the elementary and secondary school curriculum is to be encouraged to more fully support workforce development within the state and ensure that Colorado is able to compete economically on both a national and global scale.

### **What the new law does:**

This statute encourages all public schools to provide courses in performing and visual arts. Courses may include traditional arts classes, on-line study, internships, externships, mentor experiences, or independent study. Schools are encouraged to use innovative ways to deliver arts education, such as technology, software, and forming partnerships with other school districts, or community colleges. The statute also provides definitions for visual and performing arts in Colorado.

### **Graduation Guidelines:**

Under the new law, the Colorado State Board of Education must adopt comprehensive guidelines for high school graduation requirements by December 15, 2011: the act requires the State Board to acknowledge the importance of the performing and visual arts in strengthening student learning and ability to succeed in a 21st century economy.

The act also expands the list of Diploma Endorsements under CAP4Kids to include the Visual and Performing Arts.

### **ICAP:**

Additionally, through the required ICAP (Individual Career and Academic Plan) for all high school students, schools must now include a report on students' progress in the performing and visual arts.

### **Dropout Prevention:**

The Office of Dropout Prevention and Student Re-engagement in the Colorado Department of Education is encouraged to collaborate with both for-profit and nonprofit community arts organizations. The office may also assess arts education practices at high need schools. The bill specifies that arts education qualifies as a service for which a public school may seek grant assistance under the Student Re-engagement Grant Program. The bill also clarifies that state support for programs in post secondary career and technical education may include programs in arts education

### **Postsecondary and Workforce Readiness Program:**

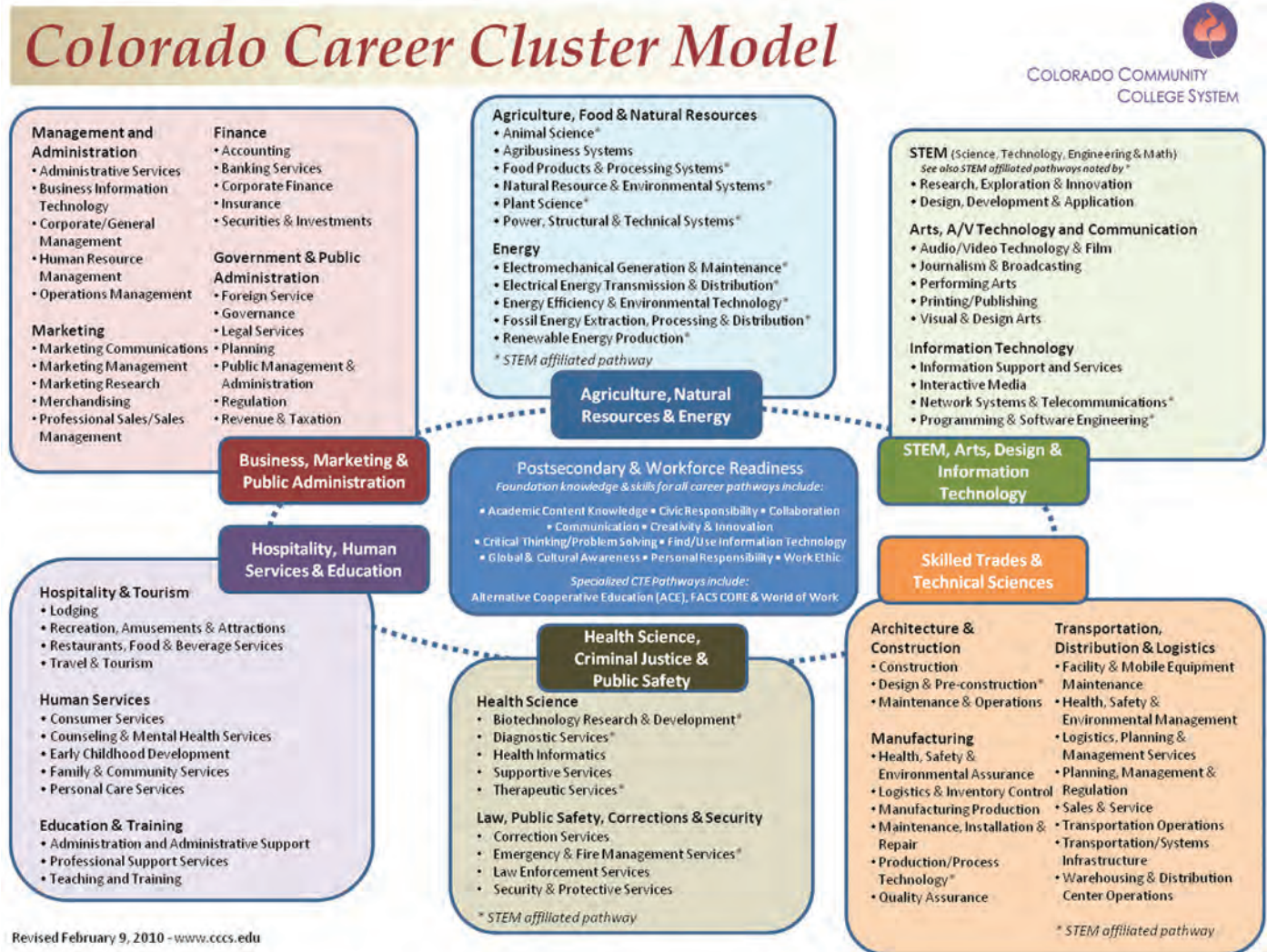
Schools must henceforth include courses in visual and performing arts. To read the full text of the statute, refer to <http://www.cde.state.co.us/cdegen/downloads/PWRdescription.pdf><sup>124</sup>

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<sup>124</sup><http://www.cde.state.co.us/cdegen/downloads/PWRdescription.pdf>

# COLORADO CAREER CLUSTER MODEL


Developed by the Colorado Community College System, the Colorado Career Cluster Model provides a listing of major state economic sectors that will need workers in the next decade. The model, as well as other pertinent information on student career options, is available at the College in Colorado website: [www.collegeincolorado.org](http://www.collegeincolorado.org).





# STUDENT'S PLAN OF STUDY: PERFORMING ARTS

*Including dance, music, drama and theatre arts*

	<b>Pathway: Performing Arts</b>		
	<b>Plan of Study: Performing Arts</b>		
<b>Career Goal (O*Net Code):</b> Examples: Musician (27-2042), Dancer (27-2031), Production Manager (27-2012), Cinematographer (27-4031), Play Writer (27-3043), Director (27-2012), Actor (27-2011), Make-up Artist (39-5091), Set Designer (27-1027), Music Director/Composer (27-2041).			

Suggested High School Courses				
<b>High School</b> * Default includes CDHE Higher Education Admission Requirements	9 <sup>th</sup>	<b>Core Academic Courses*:</b>	English I, Algebra I, Earth or Environmental Science, State History/Civics	<b>Suggested Electives:</b> Insert Recommended Electives Here
		<b>Career Path Courses:</b>	Introduction to the performing Arts and Related Careers	
	10 <sup>th</sup>	<b>Core Academic Courses*:</b>	English II, Geometry, Biology, US History, Foreign Language I	<b>Suggested Electives:</b> Insert Recommended Electives Here
		<b>Career Path Courses:</b>	Theory of Music, Theater and Playwriting Basics	
	11 <sup>th</sup>	<b>Core Academic Courses*:</b>	English III, Algebra II/ or other, Chemistry	<b>Suggested Electives:</b> Insert Recommended Electives Here
		<b>Career Path Courses:</b>	Advanced Study in Field of Choice	
	12 <sup>th</sup>	<b>Core Academic Courses*:</b>	English IV, Trigonometry or other Math, Botany or other lab based science	<b>Suggested Electives:</b> Insert Recommended Electives Here
		<b>Career Path Courses:</b>	Visual Elements of Performance	

### Secondary to Postsecondary Linkages & Certifications

<b>Recognition for Advanced Learning</b>	<b>Postsecondary Credit Options:</b> Insert Options Here: ACP, Dual Credit, PSEO, Fast College-Fast Jobs, Articulated Credit
	<b>Industry Recognized Certificate(s) or License(s):</b> Insert Certification Options

	Postsecondary Programs Available in Colorado		Colorado Institutions	Entrance Exams/ Requirements
	<b>Postsecondary Education Opportunities</b>	Certificate	Audio Production, Radio Production, Digital Video Production, Television & Video Production, Broadcasting Media, Technical Theater, Theater Technology	Aims Community College, Community College of Denver, Red Rocks Community College
	Associate Degree	Audio Production, Radio Production, Digital Video Production, Television & Video Production, Broadcasting Media, Radio Television Telecommunications, Theater Technology	Aims Community College, Pikes Peak Community College, Red Rocks Community College	High School diploma/GED
	Bachelor Degree	Theatre, Acting/Directing; Theatre, Design/Technical; Theatre, Performing Arts; Public Relations; Design & Technical Theatre; Performance & Directing; Theater; Music; Jazz Studies; Writing; Music Business; Music Performance; Musical Theatre; Music; Music Education; Dance	For more information about colleges that have these programs go to <a href="http://www.CollegeinColorado.org">www.CollegeinColorado.org</a>	See each school's Admissions website.
	Graduate Degree	Music, Theatre, and Dance, MA; Theatre, MA & PhD; Dance, MA & PhD; Musicology, MA, PhD; Music Education, MA; Music, MA, DM	For more information about colleges that have these programs go to <a href="http://www.CollegeinColorado.org">www.CollegeinColorado.org</a>	See each school's Admissions website.

*Career & Technical Education is delivered through the Colorado Community College System*

[www.cccs.edu](http://www.cccs.edu)



## COLORADO CAREER CLUSTER SAMPLE: VISUAL ARTS, AV TECHNOLOGY

**Cluster Overview:** The Arts, AV Technology and Communication Career Cluster prepares students for careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Extended Learning Experiences		
<p><b>Curricular Experiences:</b></p> <p>Examples: SkillsUSA Dance Choir/Band/Orchestra Drama/Theater Family, Career and Community Leaders of America</p>	<p><b>Extracurricular Experiences:</b></p> <p>Examples: Private Lessons, Metropolitan Opera National Council Competitions, Recitals, Art Exhibitions, Thespians, Theatre Productions, Student Council, Drama Club</p>	
<p><b>Work-Based Learning Experiences:</b></p> <p>Career Preparation – Paid and Unpaid, Job Shadowing, Internships</p>	<p><b>Program Accreditation and/or Professional Association(s):</b></p> <p>Examples: American Musical Instrument Society Association of Performing Arts Presenters The International Alliance for Women in Music International Association for the Study of Popular Music Mid-America Arts Alliance Musicians' Union National Association of Artists Organizations Society for Music Theory</p>	
<p><b>Service Learning Experiences:</b></p> <p>Examples: Community Service Volunteer, Tutoring/Mentoring Programs, Art Organizations</p>		
Career Options:		Salary Range:
Certificate	<p>Cinematographers Film &amp; Video Technicians Hair Stylists</p>	\$ - \$\$
Associate Degree	<p>Make-up Artists Set Designers Lighting and Sound Technicians Film &amp; Video Editors</p>	\$ - \$\$
Bachelor Degree	<p>Musicians Dancers Play Writers Actors Public Relations Directors Production Managers</p>	\$ - \$\$\$\$
Graduate Degree	<p>Music Director/Composers Directors &amp; Producers</p>	\$\$ - \$\$\$\$

\* \$ = \$15-25,000; \$\$ = \$25-55,000; \$\$\$ = \$55-90,000; \$\$\$\$ = Above \$90,000

*Insert Institution Name Here* does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. Please direct inquiries to: *Insert name, address and telephone number of AA/EEO officer*

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## National Arts Education Resources

The following list of national arts education resources is organized according to the 15 components of a quality arts education program, as described in this guidebook. To download PDF files, either click on the links below or copy (and paste) the URL into the web address location bar of an Internet browser.

### ***The Creative Pipeline***

#### **Arts Integration: Frameworks, Research and Practice: A Literature Review**

Arts Education Partnership. (2007).

[www.aep-arts.org/files/publications/arts\\_integration\\_book\\_final.pdf](http://www.aep-arts.org/files/publications/arts_integration_book_final.pdf)

#### **Defining Quality in Student Achievement: The Role of Rubrics**

Perpich Center for Arts Education. (2006).

[www.mnartseducation.org/docs/04/\\_pdf/04\\_06.pdf](http://www.mnartseducation.org/docs/04/_pdf/04_06.pdf)

#### **Envisioning Arts Assessment: A Process Guide for Assessing Arts Education**

Arts Education Partnership. (2003).

[http://www.aep-arts.org/publications/info.htm?publication\\_id=11](http://www.aep-arts.org/publications/info.htm?publication_id=11)

#### **Mobilizing Support for Integrated Arts Education: National Opinion Research Findings.**

Ford Foundation. (2005).

<http://www.keepartsinschools.org/Research/Materials/NationalOpinionResearchFindings.pdf>

#### **National Assessment of Education Progress**

US Department of Education Institute of Education Sciences. (2008).

<http://nces.ed.gov/nationsreportcard/arts/>

#### **Perspectives on Arts Education and Curriculum Design**

California County Superintendents Educational Services Association. (2010).

[http://www.ccsesaarts.org/CCSESA\\_FILES//Perspectives%20on%20Arts%20Education%20and%20Curriculum%20Design.pdf](http://www.ccsesaarts.org/CCSESA_FILES//Perspectives%20on%20Arts%20Education%20and%20Curriculum%20Design.pdf)

#### **The Qualities of Quality: Understanding Excellence in Arts Education**

Harvard Graduate School of Education. (2009).

<http://www.wallacefoundation.org/knowledge-center/arts-education/arts-classroom-instruction/Documents/Understanding-Excellence-in-Arts-Education.pdf>

### ***Post Secondary and Workforce Preparation***

#### **21st Century Skills Map**

Partnership for 21st Century Skills. (2010).

[http://www.p21.org/documents/P21\\_arts\\_map\\_final.pdf](http://www.p21.org/documents/P21_arts_map_final.pdf)

#### **Connecting Activities: Making the Workplace Learning Place**

Massachusetts Department of Elementary and Secondary Education. (2008). [www.doe.mass.edu/research/reports/0308connectactivities.pdf](http://www.doe.mass.edu/research/reports/0308connectactivities.pdf)



### **Issue Brief: The Impact of Arts Education on Workforce Preparation**

National Governors Association. (2002).

<http://www.nga.org/files/live/sites/NGA/files/pdf/050102ARTSED.pdf>

### **Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce? Key Findings.**

The Conference Board. (2008).

[http://www.artsusa.org/pdf/information\\_services/research/policy\\_roundtable/ready\\_to\\_innovate.pdf](http://www.artsusa.org/pdf/information_services/research/policy_roundtable/ready_to_innovate.pdf)

### **Secretary's Commission on Achieving Necessary Skills (SCANS)**

US Department of Labor. (1990).

<http://wdr.doleta.gov/SCANS/idsrw/scansrep.pdf>

### **Tough Choices Tough Times: A Report of the New Commission on the Skills of the American Workforce. Executive Summary.**

National Center on Education and the Economy. (2007).

[http://www.skillscommission.org/wp-content/uploads/2010/05/ToughChoices\\_EXECSUM.pdf](http://www.skillscommission.org/wp-content/uploads/2010/05/ToughChoices_EXECSUM.pdf)

## **Professional Development**

### **A Guidebook for High Quality Professional Development in Arts Education**

California County Superintendents Educational Services Association. (2008). [www.ccsesaarts.org/CCSESA\\_FILES/ProfDevToolkit.pdf](http://www.ccsesaarts.org/CCSESA_FILES/ProfDevToolkit.pdf)

### **Engaging Students in the Arts: Creating, Performing, and Responding**

*Perpich Center for Arts Education. (2004).*

<http://www.pcae.k12.mn.us/pdr/engaging.html>

### **Teacher Professional Learning in the United States: Case Studies of State Policies and Strategies**

Learning Forward. (2010).

[www.learningforward.org/news/2010Phase3TechnicalReport.pdf](http://www.learningforward.org/news/2010Phase3TechnicalReport.pdf)

### **The Artful Teaching & Learning Handbook**

*Perpich Center for Arts Education. (2005).*

<http://www.pcae.k12.mn.us/pdr/artfulteach.html>

### **Transforming Teaching and Leading: A Vision for a High-Quality Educator**

Council of Chief State School Officers. (2010).

[http://www.ccsso.org/Resources/Publications/Transforming\\_Teaching\\_and\\_Leading.html](http://www.ccsso.org/Resources/Publications/Transforming_Teaching_and_Leading.html)

## **Program Evaluation**

### **A Community Audit for Arts Education: Better schools, Better Skills, Better Communities.**

The Kennedy Center Alliance for Arts Education Network. (2007).

<http://www.kennedy-center.org/education/kcaeaen/resources/CAudit6-9.pdf>

### **Arts Assessment Toolbox**

Chicago Arts Partnership in Education. (2011).  
<http://www.artsassessment.org/>

### **Defining School Level Quality in Arts Education**

Los Angeles County Arts Commission. (2010). [http://www.lacountyarts.org/UserFiles/File/artsed/Resources/School\\_Level\\_Indicators.pdf](http://www.lacountyarts.org/UserFiles/File/artsed/Resources/School_Level_Indicators.pdf)

### **Getting Started With Program Evaluation: A Guide for Arts Organizations**

National Assembly of State Arts Agencies. (2007).  
[www.nasaa-arts.org/Members/Evaluation\\_Guide.pdf](http://www.nasaa-arts.org/Members/Evaluation_Guide.pdf)

### **Steps for Developing and Implementing Program Evaluation**

Horowitz, R. (no date). Arizona Commission on the Arts.  
[http://azarts.yourdesk.biz/wp-content/uploads/2010/01/Program-Evaluation\\_Horowitz.pdf](http://azarts.yourdesk.biz/wp-content/uploads/2010/01/Program-Evaluation_Horowitz.pdf)

## **Leadership and Planning**

### **Anchoring Arts Education: Principals' Arts Leadership**

ArtsEdWashington. (2009).  
<http://www.nammfoundation.org/system/files/downloads/AnchoringArtsEducation.pdf>

### **Arts for All: The Vanguard Districts**

*The Los Angeles County Arts Commission. (2009).*  
[http://www.lacountyartsforall.org/docs/downloads/2011/04/11/artsforall\\_casesstudies\\_firstfive-years.pdf](http://www.lacountyartsforall.org/docs/downloads/2011/04/11/artsforall_casesstudies_firstfive-years.pdf)

### **Be a Leader for Arts Education: A Guidebook To Expand Arts Learning in Public Schools**

California County Superintendents Educational Services Association. (2010). [http://www.ccsesaarts.org/CCSESA\\_FILES/CCSESA\\_Arts\\_Guidebook\\_lo\(1\).pdf](http://www.ccsesaarts.org/CCSESA_FILES/CCSESA_Arts_Guidebook_lo(1).pdf)

### **Engaging Senior Leadership to Advance Arts in Schools**

Los Angeles County Arts Commission (2011).  
<http://www.lacountyarts.org/pubannounce/list>

### **Insiders Guide to Arts Education Planning, 2nd Edition**

California Alliance For Arts Education. (2009).  
[www.artsed411.org/insidersguide/index.aspx](http://www.artsed411.org/insidersguide/index.aspx)

### **Leading the Way to Arts Education: A Reference Guide for Educational Leaders**

California County Superintendents Educational Services Association. (2008).  
[www.ccsesaarts.org/CCSESA\\_FILES/LeadershipToolkit.pdf](http://www.ccsesaarts.org/CCSESA_FILES/LeadershipToolkit.pdf)

### **What School Leaders Can Do To Increase Arts Education**

Arts Education Partnership. (2011).  
[http://www.aep-arts.org/publications/info.htm?publication\\_id=36](http://www.aep-arts.org/publications/info.htm?publication_id=36)

## ***Student Engagement and Academic Success***

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### **The Arts and Academic Achievement: What the Evidence Shows ~ Executive Summary**

The Journal of Aesthetic Education. (2000).

[www.pz.harvard.edu/research/Reap/REAPExecSum.htm](http://www.pz.harvard.edu/research/Reap/REAPExecSum.htm)

### **Champions of Change: The Critical Evidence: How the Arts Benefit Student Achievement**

National Assembly of State Arts Agencies and Art Education Partnership. (2006).

<http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/critical-evidence.pdf>

### **Engaging Adolescents: Building Youth Participation in the Arts**

National Guild for Community Arts. (2011).

<http://www.nationalguild.org/Programs/Information-Resources---Publications.aspx>

### **The Transformative Power of the Arts in Closing the Achievement Gap**

California County Superintendents Educational Services Association. (2010).

[http://www.ccsesaarts.org/CCSESA\\_FILES//Transformative%20Power%20of%20the%20Arts%20in%20Closing%20the%20Achievement%20Gap.pdf](http://www.ccsesaarts.org/CCSESA_FILES//Transformative%20Power%20of%20the%20Arts%20in%20Closing%20the%20Achievement%20Gap.pdf)

### **Third Space: When Learning Matters**

Arts Education Partnership. (2005).

[http://www.aep-arts.org/publications/info.htm?publication\\_id=19](http://www.aep-arts.org/publications/info.htm?publication_id=19)

## ***Dropout Prevention and Student Retention***

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### **15 Effective Strategies for Improving Student Attendance and Truancy Prevention**

National Dropout Center. (2005).

<http://www.ped.state.nm.us/SEB/technical/Dropout%20Prevention%20TA%20Document%20BJ%204-6-10.pdf>

### **Achieving Graduation for All: A Governor's Guide to Dropout Prevention and Recovery**

National Governors Association. (2010). [http://www.nga.org/files/live/sites/NGA/files/](http://www.nga.org/files/live/sites/NGA/files/pdf/0910ACHIEVINGGRADUATION.PDF;jsessionid=7A780F5640DA0FF4DFFDA8E7F8DF82C7)

[pdf/0910ACHIEVINGGRADUATION.PDF;jsessionid=7A780F5640DA0FF4DFFDA8E7F8DF82C7](http://www.nga.org/files/live/sites/NGA/files/pdf/0910ACHIEVINGGRADUATION.PDF;jsessionid=7A780F5640DA0FF4DFFDA8E7F8DF82C7)

### **Career and Technical Education's Role in Dropout Prevention and Recovery**

Association for Career and Technical Education. (2008). [http://www.acteonline.org/uploadedFiles/](http://www.acteonline.org/uploadedFiles/Publications_and_Online_Media/files/Dropouts.pdf)

[Publications\\_and\\_Online\\_Media/files/Dropouts.pdf](http://www.acteonline.org/uploadedFiles/Publications_and_Online_Media/files/Dropouts.pdf)

### **Promising Programs and Practices for Dropout Prevention: Report to the Legislature**

State of Washington. (2005).

<http://www.k12.wa.us/research/pubdocs/PromisingProgramsandPractices.PDF>

### **Reducing Dropout Rates through Expanded Learning Opportunities**

National Governors Association. (2009).

<http://www.nga.org/files/live/sites/NGA/files/pdf/0910ELOREDUCINGDROPOUTS.PDF;jsessionid=AFB6AF04E41FC7D0E008C450D0A01CFB>

### **The Silent Epidemic: Perspectives of High School Dropouts**

Bill and Melinda Gates Foundation. (2006).

<http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf>

## **Access and Equity**

### **2010 International VSA Education Conference Proceedings**

VSA: International Organization on Arts and Disability. (2010).

<http://www.vsarts.org/x6742.xml>

### **Addressing Diversity in Schools: Culturally Responsive Pedagogy**

National Center for Culturally Responsive Educational Systems. (2006).

[www.nccrest.org/Briefs/Diversity\\_Brief.pdf](http://www.nccrest.org/Briefs/Diversity_Brief.pdf)

### **Colorado State Agencies and Organizations for ADA Compliance and Technical Assistance**

National Arts & Disability Center. (2011).

<http://nadc.ucla.edu/state.cfm?state=6>

### **Communities of Practice: Inclusive Arts Teaching and Learning Examples**

VSA: International Organization on Arts and Disability. (2003-2007).

<http://www.vsarts.org/x2252.xml>

### **Educating Teachers for Cultural Diversity**

National Center for Research on Teacher Learning. (1992).

<http://ncrtl.msu.edu/http/sreports/sr293.pdf>

### **Quality, Equity, and Access: A Status Report on Arts Education in California Public Schools Grades Pre-K through 12**

California Alliance for Arts Education. (2006).

[www.artsed411.org/advocate/docs/briefingpaper05.pdf](http://www.artsed411.org/advocate/docs/briefingpaper05.pdf)

### **Summer Counts: Making Summer Programs Part of the Learning Equation**

The Rand Corporation. (2011).

[http://www.rand.org/content/dam/rand/pubs/research\\_briefs/2011/RAND\\_RB9599.pdf](http://www.rand.org/content/dam/rand/pubs/research_briefs/2011/RAND_RB9599.pdf)

### **The Arts Beyond the School Day: Extending the Power**

The Kennedy Center. (2000).

<http://www.kennedy-center.org/education/kcaaen/resources/afterschool.pdf>

## **Family and Community Engagement**

### **Building Parent Involvement Through the Arts**

Sikes, Michael (2007). Thousand Oaks, California: Crown Press.

<http://www.corwin.com/books/Book229010?siteId=corwin-press&subject=C00&q=building+parent+involvement>

### **Reflections Program**

National Parent Teacher Association (2011)

<http://www.pta.org/documents/ReflectionsProgram.pdf>

### **Teachers Involving Parents in School (TIPS) Program**

John Hopkins University (2006)

<http://www.csos.jhu.edu/p2000/tips/index.htm>

### **The Creative Bridge: How the Arts Connect Parents and Schools**

National Parent Teacher Association (2007)

<http://www.pta.org/2145.htm>

## **Partnerships and Collaborations**

### **Gaining The Arts Advantage**

President's Committee on the Arts and the Humanities & Arts Education Partnership. (1999).

[www.aep-arts.org/files/publications/GAARReport.pdf](http://www.aep-arts.org/files/publications/GAARReport.pdf)

### **Revitalizing Arts Education through Community-wide Coordination**

The Wallace Foundation. (2008).

<http://www.wallacefoundation.org/PromoDocs/RevitalizingArtsEducation.pdf>

### **Teaching Partnerships: Report of a National Forum on Partnerships Improving Teaching of the Arts**

Arts Education Partnership. (2003).

<http://www.aep-arts.org/files/publications/TeachingPartnerships.pdf>

## **Policy**

### **Cultivating Demand for the Arts: Arts Learning, Arts Engagement, and State Arts Policy**

The Rand Corporation. (2008).

[www.rand.org/pubs/monographs/2008/RAND\\_MG640.pdf](http://www.rand.org/pubs/monographs/2008/RAND_MG640.pdf)

### **Research Findings To Support Effective Educational Policies: A Guide for Policymakers**

The Wallace Foundation. (2011). <http://www.wallacefoundation.org/Home%20Page%20Feature/Findings-to-Support-Effective-Educational-Policy-Making.pdf>

### **States and the Creative Economy**

National Assembly of State Arts Agencies. (2010).

[http://www.nasaa-arts.org/Research/Key-Topics/Creative-Economic-Development/creative\\_econ\\_brief.pdf](http://www.nasaa-arts.org/Research/Key-Topics/Creative-Economic-Development/creative_econ_brief.pdf)

## **Research**

### **An Introduction to Scientifically Based Research**

National Assembly of State Arts Agencies (2005).

<http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/index.php>

### **Champions of Change: The Impact of the Arts on Learning**

Arts Education Partnership. (1999).

[http://www.aep-arts.org/publications/info.htm?publication\\_id=8](http://www.aep-arts.org/publications/info.htm?publication_id=8)

### **Critical Links: Learning in the Arts and Student Academic and Social Development**

Arts Education Partnership. (2002).

<http://www.aep-arts.org/files/publications/CriticalLinks.pdf>

### **From Anecdote to Evidence: Assessing the Status and Condition of Arts Education at the State Level**

Arts Education Partnership. (2006).

<http://www.aep-arts.org/files/publications/From%20Anecdote%20to%20Evidence.pdf>

### **Impact of the Arts on Learning**

Arts Education Partnership. (1999).

<http://www.aep-arts.org/files/publications/ChampsReport.pdf>

### **Learning, Arts and the Brain**

The Dana Foundation. (2008).

<http://www.dana.org/news/publications/publication.aspx?id=10760>

### **The YouthARTS Development Project**

US Department of Justice. (2001).

[https://www.ncjrs.gov/html/ojjdp/2001\\_5\\_2/contents.html](https://www.ncjrs.gov/html/ojjdp/2001_5_2/contents.html)

## **Advocacy and Public Awareness**

### **Governors' Commission on Arts in Education: Findings and Recommendations**

Education Commission of the States. (2006).

<http://www.menc.org/documents/legislative/ECSFindingsandRecommendations.pdf>

### **KCAAEN Arts Education Advocacy Tool Kit**

The Kennedy Center. (2009).

<http://www.kennedy-center.org/education/kcaaen/resources/ArtsEducationAdvocacyToolkit.pdf>

### **Learning and the Arts: Crossing Boundaries**

Grantmakers in the Arts. (2000).

<http://www.giarts.org/sites/default/files/learning-and-the-arts-crossing-boundaries.pdf>

### **Making a Case for the Arts**

Arts Education Partnership. (2006).

[www.aep-arts.org/files/publications/MakingaCaseforarts.pdf](http://www.aep-arts.org/files/publications/MakingaCaseforarts.pdf)



### **Moving America's Children Beyond Average Imagination and the 21st Century Education**

Arts Education Partnership. (2008).

[http://www.theimagination.net/resources/tinresources\\_casestatement.pdf](http://www.theimagination.net/resources/tinresources_casestatement.pdf)

### **No Subject Left Behind**

Arts Education Partnership. (2005).

[www.aep-arts.org/files/advocacy/NoSubjectLeftBehind2005.pdf](http://www.aep-arts.org/files/advocacy/NoSubjectLeftBehind2005.pdf)

### **Reinvesting in Arts Education: Winning America's Future Through Creative Schools**

Presidents Committee on the Arts and Humanities. (2011).

<http://www.pcah.gov/resources/re-investing-through-arts-educationwinning-americas-future-through-creative-schools>

### **The Creativity Crisis**

Newsweek Magazine. (2010, July 10).

[www.newsweek.com/2010/07/10/the-creativity-crisis.html](http://www.newsweek.com/2010/07/10/the-creativity-crisis.html)

### **What Education Can Learn from the Arts**

The National Arts Education Association. (2008).

[http://www.infed.org/biblio/eisner\\_arts\\_and\\_the\\_practice\\_of\\_education.htm](http://www.infed.org/biblio/eisner_arts_and_the_practice_of_education.htm)

## **Funding**

### **Art Works Grant Program**

National Endowment for the Arts. (2011).

<http://www.arts.gov/grants/apply/Artsed.html>

### **Artist as Entrepreneur: A Guide to Federal Economic Development Grants for Arts Organizations**

Americans for the Arts. (2011).

<http://www.artsusa.org/go/funding/EconDevGuide.pdf>

### **Foundation Funding for Arts Education: An Overview of Recent Trends**

The Foundation Center. (2005).

[foundationcenter.org/gainknowledge/research/pdf/arted05.pdf](http://foundationcenter.org/gainknowledge/research/pdf/arted05.pdf)

### **Guide to the Department of Education Programs**

US Department of Education. (2010).

<http://www2.ed.gov/programs/gtep/gtep.pdf>

### **Vital Signs: Arts Funding in the Current Economy**

The Foundation Center. (2009).

<http://foundationcenter.org/gainknowledge/research/specialtrends.html>

### **Foundation Center – DFN Partnership**

Disability Funders Network. (2009).

[http://www.disabilityfunders.org/foundation\\_center](http://www.disabilityfunders.org/foundation_center)

# State Arts Education Resources

## State Agencies

**Colorado Community College System/Career and Technical Education**  
STEM/Arts/IT Cluster, <http://www.coloradostateplan.com>  
Jennifer Jirous, Program Director STEM/Fine Arts/Information Technology,  
[Jennifer.jirous@cccs.edu](mailto:Jennifer.jirous@cccs.edu)

**Colorado Creative Industries**, <http://www.coloradocreativeindustries.org>  
Sheila Sears, Arts Education Manager, [sheila.sears@state.co.us](mailto:sheila.sears@state.co.us)

**Colorado Department of Education**  
Visual and Performing Arts, <http://www.cde.state.co.us/otl/Art.htm>  
Karol Gates, Content Specialist for the Arts, [gates\\_k@cde.state.co.us](mailto:gates_k@cde.state.co.us)

**Colorado Department of Higher Education**  
College in Colorado, <http://www.collegeincolorado.org>  
College in Colorado Partner Network, <http://www.cicpartnernetwork.org>  
Gully Stanford, Director of Partnerships, [Gully.Stanford@cic.state.co.us](mailto:Gully.Stanford@cic.state.co.us)

## Regional Agencies

**Scientific and Cultural Collaborative**, [SCC Directory of Educational Activities](http://www.sccdirectory.org)  
<http://scfd.org/downloads/eligibility/tierII/SCCDirectoryofEducationalActivities.pdf>  
Charlotte Talbert, Coordinator, [SCCollaborative@comcast.net](mailto:SCCollaborative@comcast.net)

**Scientific and Cultural Facilities District (SCFD)**, <http://www.scfd.org>  
Sheila Mieger, Office Administrator, [sheila@scfd.org](mailto:sheila@scfd.org)

## Statewide Service Organizations

**Alliance for Colorado Theatre (ACT)**, [www.allianceforcoloradotheatre.com](http://www.allianceforcoloradotheatre.com)  
State office contact, [info@allianceforcoloradotheatre.com](mailto:info@allianceforcoloradotheatre.com)

**Arts for Colorado (AFC)**, <http://www.artsforcolorado.org>  
Kim Harrell, Administrator, [kim@artsforcolorado.org](mailto:kim@artsforcolorado.org)

**Center for Integrated Arts Education (CIAE)**  
University of Northern Colorado, <http://www.arts.unco.edu/ciae/>  
Connie Stewart, Executive Director, [connie.stewart@unco.edu](mailto:connie.stewart@unco.edu)

**Colorado Art Education Association (CAEA)**, <http://www.caea-colorado.org/2009/>  
State office contact, <http://www.caea-colorado.org/2009/about-us/contact-us/>

**Colorado Association of Career and Technical Education (CACTE)**, <http://www.cacte.org/>  
State office contact, <https://www.runmyclub.com/CACTE/ContactUs.asp>

**Colorado Association of Health, Physical Education, Recreation and Dance (CAHPERD)**,  
<http://clem.mscd.edu/~quatrocj/welcome.htm>  
State office contact, [dispeer@psd.k12.co.us](mailto:dispeer@psd.k12.co.us)

**Creative Connections**, <http://www.meetup.com/Creative-Connections>  
Steve Stone, Organizer

**Creative Careers Network**  
Gully Stanford, Coordinator [gully.stanford@cic.state.co.us](mailto:gully.stanford@cic.state.co.us)

**Colorado Dance Alliance (CDA)**, <http://www.codance.org/home.html>  
State office contact, <http://www.codance.org/home-contact.html>

**Colorado Music Educators Association (CMEA)**, <http://www.cmeaonline.org/>  
State office contact, [office@cmeaonline.org](mailto:office@cmeaonline.org)

**Colorado Out-of-School Time Network**, <http://costnetwork.org/>  
Fred Franko, Director, <http://costnetwork.org/contact/>

**Colorado Parent Teacher Association**, <http://www.copta.org/>  
Reflections Program, <http://www.pta.org/documents/ReflectionsProgram.pdf>  
State office contact, [office@copta.org](mailto:office@copta.org)

**Colorado State Thespians**, <http://www.cothespians.com/>  
Jay Seller, Director, [sellerj@comcast.net](mailto:sellerj@comcast.net)

**Evaluation Network (COEN)**  
Susan Hewitt, Executive Director, [shewitt@healthdistrict.org](mailto:shewitt@healthdistrict.org)

**Griffin Center for Inspired Instruction**, [www.thegriffincenter.org](http://www.thegriffincenter.org)  
Lynn Waldorf, Executive Director, [lynn@thegriffincenter.org](mailto:lynn@thegriffincenter.org)

**VSA Arts of Colorado/Access Gallery**, <http://accessgallery.org/>  
State office contact, <http://accessgallery.org/contact/>

**Think 360 Arts Complete Education**, <http://www.think360arts.org/>  
Michelle Shedro, Education Director, [Michelle@Think360arts.org](mailto:Michelle@Think360arts.org)

## **Colorado Publications**

Cirillo, P., DeMuro, A. & Young, A. (2008). Colorado visual and performing arts education survey statistical report: A comprehensive survey of arts education in Colorado schools. Denver: Colorado Arts Council. [http://www.coloarts.state.co.us/programs/education/study/Colorado Arts Ed Study Statistical Report Final.pdf](http://www.coloarts.state.co.us/programs/education/study/Colorado%20Arts%20Ed%20Study%20Statistical%20Report%20Final.pdf).

Colorado Arts Council (2008). The arts, creative learning and student achievement: 2008 study of arts education in Colorado schools. Summary report. Denver. [http://www.coloarts.state.co.us/programs/education/study/Colorado Arts Ed Study Summary Final.pdf](http://www.coloarts.state.co.us/programs/education/study/Colorado%20Arts%20Ed%20Study%20Summary%20Final.pdf).

Jaquith, A., Mindich, D., Wei, R.C., Darling-Hammond, L. (2010). Teacher professional learning in the United States: Case studies of state policies and strategies. Oxford, OH: Learning Forward. <http://www.learningforward.org/news/2010Phase3Report.pdf>.

Siegel, B. and Rosenfeld, S. (2008). The state of Colorado's creative economy. Denver: Colorado Arts Council. [http://www.coloarts.state.co.us/programs/economic/co\\_creativeeconomy/index.htm](http://www.coloarts.state.co.us/programs/economic/co_creativeeconomy/index.htm).

## **Other Helpful Websites**

College in Colorado (2011). Colorado Career Clusters Model [http://www2.collegeincolorado.org/Plan/Career/Colorado Career Clusters/ default.aspx](http://www2.collegeincolorado.org/Plan/Career/Colorado_Career_Clusters/default.aspx)

College in Colorado (2011). ICAP Plans of Study [https://secure.collegeincolorado.org/High\\_School\\_Planning/ default.aspx](https://secure.collegeincolorado.org/High_School_Planning/default.aspx)

Colorado Department of Education (2010). Colorado Academic Standards for the Arts. [http://www.cde.state.co.us/cdeassess/documents/OSA/k12\\_standards.html](http://www.cde.state.co.us/cdeassess/documents/OSA/k12_standards.html).

Colorado Department of Education (2011). Colorado Career and Technical Secondary Education Standards. <http://COCTEStandards.cccs.edu>.

Colorado Department of Education (2011). Standards Implementation Toolkit. <http://www.cde.state.co.us/sitoolkit/index.htm>.

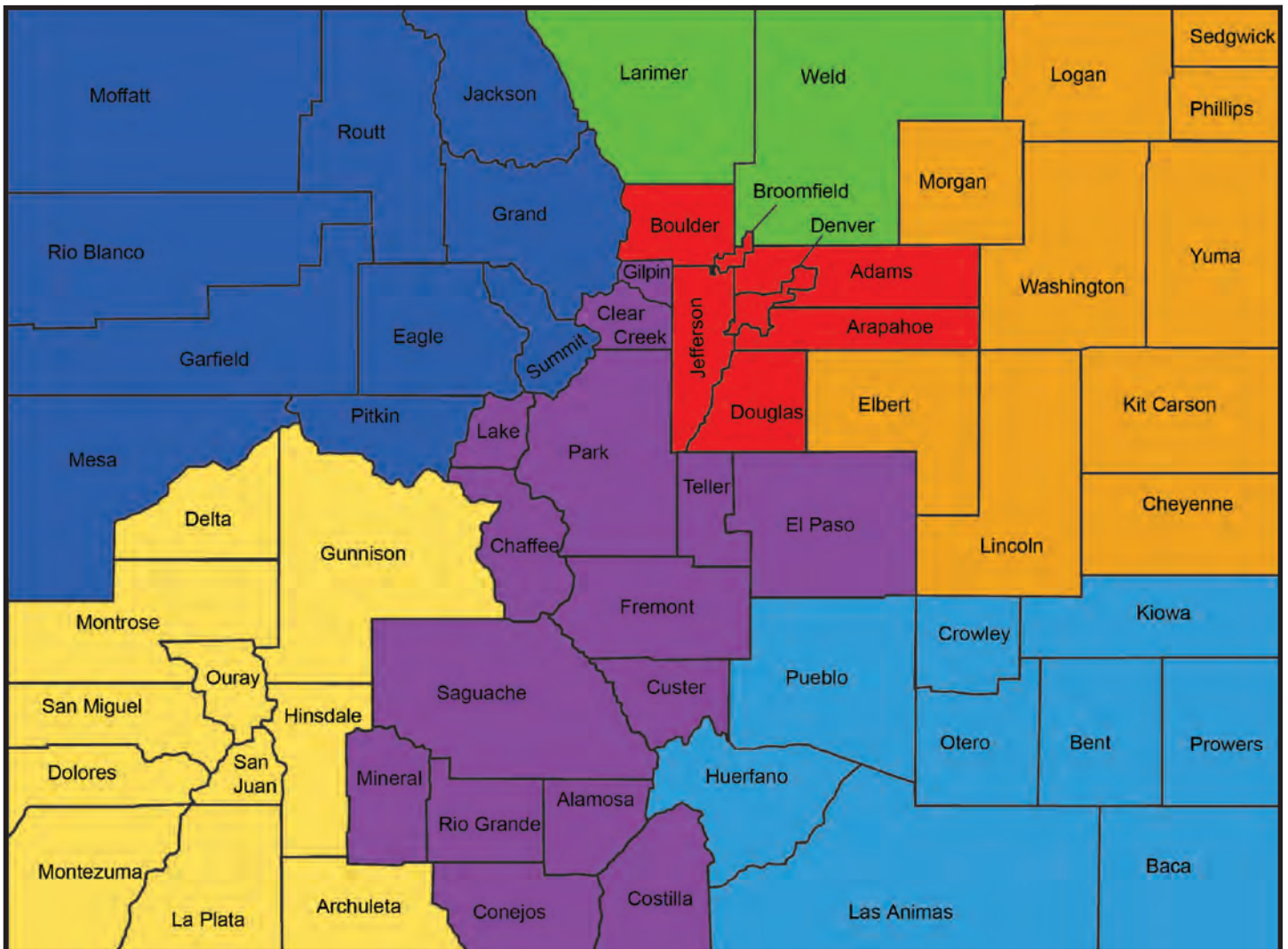
Colorado Creative Industries (2011). Success Through Art (StART) Grant Program. [http://www.coloarts.state.co.us/programs/education/schools\\_districts/index.htm](http://www.coloarts.state.co.us/programs/education/schools_districts/index.htm)

Colorado General Assembly (2010). Colorado Arts Education for Workforce Development Act. [http://www.state.co.us/gov\\_dir/leg\\_dir/olls/sl2010a/sl\\_233.htm](http://www.state.co.us/gov_dir/leg_dir/olls/sl2010a/sl_233.htm)

# Regional Arts Education Resources



Local arts and cultural education resources are listed under their respective educational district and county in the tables that follow. The resource legend provides an explanation of the symbols in the tables that, when marked by an X, indicate the type of programs and services offered. This is not a comprehensive listing of the arts resources that exist in each county, but only a place to start in developing community partnerships.











ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CUL- TURAL		DANCE		DIGITAL/ FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>NORTHEAST DISTRICT</b>		K-5	6-8	9-12							
<b>Cheyenne County</b>											
Cheyenne CountyMuseum	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
Kit Carson Museum	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
Mountain States Telephone & Telegraph Museum	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
<b>Elbert County</b>											
Bailey Saddleland Museum	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
Elbert County Museum	<a href="http://www.elbertcountymuseum.org">www.elbertcountymuseum.org</a>	X	X	X	X						
Plains Art Guild	<a href="http://www.plainsartguild.org">www.plainsartguild.org</a>	X	X	X						X	
<b>Kit Carson County</b>											
City of Burlington - Old Town Museum	<a href="http://www.burlingtoncolo.com/old-town-museum.htm">www.burlingtoncolo.com/old-town-museum.htm</a>	X	X	X	X						X
Flagler Hospital Museum & Hal Borland Room	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
Kit Carson County Carousel	<a href="http://www.kitcarsoncountycarousel.com">www.kitcarsoncountycarousel.com</a>	X	X	X	X						
Our Journey	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
Second Central School Museum	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
<b>Lincoln County</b>											
Arriba Museum	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
Karval Community Alliance	<a href="http://www.karval.org">www.karval.org</a>	X	X	X	X						X
Limon Heritage Museum	<a href="http://www.townoflimon.com">www.townoflimon.com</a>	X	X	X	X						
Lincoln County Hedlund House Museum	<a href="http://www.ourjourney.info">www.ourjourney.info</a>	X	X	X	X						
<b>Logan County</b>											
City of Sterling - Overland Trail Museum	<a href="http://www.sterlingcolo.com">www.sterlingcolo.com</a>	X	X	X	X						
<b>Morgan County</b>											
Brush Area Museum and Cultural Center	<a href="http://www.brushcolo.com">www.brushcolo.com</a>	X	X	X	X						X
Fort Morgan Museum	<a href="http://www.ftmorganmus.org">www.ftmorganmus.org</a>	X	X	X	X						
Morgan Community College – Center for Arts and Community Enrichment	<a href="http://www.morgancc.edu">www.morgancc.edu</a>	X	X	X	X	X	X	X	X	X	



ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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Phillips County																				
Golden Plains Area Extension Colorado State University Extension		<a href="http://www.goldenplains.colostate.edu">www.goldenplains.colostate.edu</a>				X	X	X	X									X		
Sedgwick County																				
Hippodrome Arts Centre		<a href="http://rivertrailonline.org/users/hippodrome">rivertrailonline.org/users/hippodrome</a>				X	X	X	X							X				
Washington County																				
Historic and Pioneer Photos Project		<a href="http://www.cogenweb.com">www.cogenweb.com</a>				X	X	X	X											
Yuma County																				
M12		<a href="http://www.m12studio.org/">www.m12studio.org/</a>							X										X	

<b>NORTH CENTRAL DISTRICT</b>					K-5	6-8	9-12								
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Larimer County																				
Arcinda		<a href="http://www.arcinda.org">www.arcinda.org</a>				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Artists Association of Northern Colorado		<a href="http://www.artistsassoc.com">www.artistsassoc.com</a>																	X	
Beet Street		<a href="http://www.beetstreet.org/">www.beetstreet.org/</a>				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Canyon Concert Ballet and Dance Center		<a href="http://www.ccballet.org">www.ccballet.org</a>									X									
Colorado State University Art Museum		<a href="http://www.artmuseum.colostate.edu">www.artmuseum.colostate.edu</a>				X	X	X	X	X				X	X	X				
Dance Express		<a href="http://www.danceexpressfc.org">www.danceexpressfc.org</a>				X	X	X	X	X										
Fort Collins Symphony Association		<a href="http://www.fcsymphony.org">www.fcsymphony.org</a>												X						
HalfMoon Arts		<a href="http://www.Halfmoonarts.org">www.Halfmoonarts.org</a>					X	X	X				X	X					X	
IMPACT Dance Company		<a href="http://www.impactdancecompany.com/">http://www.impactdancecompany.com/</a>									X									
Loveland Museum/Gallery		<a href="http://www.cityofloveland.org/museum">www.cityofloveland.org/museum</a>				X	X	X	X				X	X					X	
Northern Colorado Intertribal Powwow		<a href="http://www.fortnet.org/PowWow/">www.fortnet.org/PowWow/</a>				X	X	X	X	X				X	X	X				
Youth Orchestra of th Rockies Association		<a href="http://www.fortnet.org/YOR/">www.fortnet.org/YOR/</a>				X	X	X						X						
Weld County																				
City of Greeley Museums		<a href="http://www.greeleygov.com/museums/">www.greeleygov.com/museums/</a>				X	X	X	X											
Greeley Philharmonic Orchestra Association		<a href="http://www.GreeleyPhilharmonic.com">www.GreeleyPhilharmonic.com</a>				X								X						
Union Colony Civic Center		<a href="http://www.greeleygov.com/UCCC">www.greeleygov.com/UCCC</a>																		

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>NORTHWEST DISTRICT</b>		K-5	6-8	9-12							
<b>Eagle County</b>											
Bravo! Colorado at Vail-Beaver Creek	<a href="http://www.vailmusicfestival.org">www.vailmusicfestival.org</a>	X	X							X	
Vail Performing Arts Academy	<a href="http://www.VailPerformingArts.com">www.VailPerformingArts.com</a>		X	X						X	
Wyly Community Art Center	<a href="http://www.wylyarts.org">www.wylyarts.org</a>	X	X	X							X
<b>Garfield County</b>											
Carbondale Council on the Arts & Humanities	<a href="http://www.carbondalearts.com">www.carbondalearts.com</a>	X	X	X	X						X
Glenwood Springs Arts Council	<a href="http://www.glenwoodarts.org">www.glenwoodarts.org</a>	X	X	X		X			X	X	X
Mpower	<a href="http://www.mpowerpeople.org">www.mpowerpeople.org</a>			X				X			
<b>Grand County</b>											
Rocky Mountain Repertory Theatre	<a href="http://www.rockymountainrep.com">www.rockymountainrep.com</a>	X	X	X	X	X			X	X	X
<b>Jackson County</b>											
North Park Pioneer Museum	<a href="http://www.northparkpioneermuseum.com">www.northparkpioneermuseum.com</a>										
<b>Mesa County</b>											
The Art Center-Western Colorado Center for the Arts	<a href="http://www.gjartcenter.org">www.gjartcenter.org</a>	X	X	X	X						X
Grand Junction Commission on Arts & Culture	<a href="http://www.gjarts.org/">www.gjarts.org/</a>	X	X	X	X	X	X	X	X	X	X
Museum of Western Colorado	<a href="http://www.wcmuseum.org/">www.wcmuseum.org/</a>	X	X	X	X						
<b>Moffat County</b>											
Dinosaur National Monument	<a href="http://www.nps.gov/dino/forteachers">www.nps.gov/dino/forteachers</a>										
Museum of Northwest Colorado	<a href="http://www.colorado.gov">www.colorado.gov</a>										
<b>Pitkin County</b>											
Anderson Ranch Arts Center	<a href="http://www.andersonranch.org">www.andersonranch.org</a>	X	X	X							X
Aspen Art Museum	<a href="http://www.aspenartmuseum.org">www.aspenartmuseum.org</a>	X	X	X	X						X
Aspen Film	<a href="http://www.aspenfilm.org">www.aspenfilm.org</a>		X	X				X			
Aspen Santa Fe Ballet	<a href="http://www.aspensantafeballet.com">www.aspensantafeballet.com</a>	X	X	X		X					
Spellbinders	<a href="http://www.spellbinders.org">www.spellbinders.org</a>	X	X		X					X	

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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### Rio Blanco County

Rio Blanco County Historical Society	<a href="http://www.meekercolorado.com/HSociety.htm">www.meekercolorado.com/HSociety.htm</a>	X	X	X														X	
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### Routt County

Friends of Perry-Mansfield	<a href="http://www.perry-mansfield.org">www.perry-mansfield.org</a>	X	X	X									X						
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### Summit County

Breckenridge Music Institute	<a href="http://www.breckenridgemusicfestival.com">www.breckenridgemusicfestival.com</a>	X	X	X	X	X										X			
National Repertory Orchestra	<a href="http://www.nromusic.com">www.nromusic.com</a>	X														X			
Summit County Arts Council	<a href="http://www.summitarts.org">www.summitarts.org</a>	X	X	X	X														X

## METRO DISTRICT

	K-5	6-8	9-12							
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### Adams County

A Child's Song	<a href="http://www.achildssong.com">www.achildssong.com</a>	X	X	X												X	X		
Adams County Historical Society	<a href="http://www.adamscountymuseum.com">www.adamscountymuseum.com</a>	X	X	X	X														
Commerce City Youth Orchestra	<a href="http://www.ccyouthorchestra.blogspot.com">www.ccyouthorchestra.blogspot.com</a>	X	X	X												X			
Edelweiss Preservation Foundation	<a href="http://www.edelweisspreservationfoundation.com">www.edelweisspreservationfoundation.com</a>							X											
North Metro Arts Alliance	<a href="http://www.nmarts.net">www.nmarts.net</a>							X	X							X	X	X	
Northglenn Arts and Humanities Foundation	<a href="http://www.northglennarts.org">www.northglennarts.org</a>							X	X							X	X	X	
Rocky Mountain Bird Observatory	<a href="http://www.rmbo.org">www.rmbo.org</a>							X											
Thornton Arts, Sciences and Humanities Council (TASHCO)	<a href="http://www.cityofthornton.net">www.cityofthornton.net</a>				X			X								X	X	X	
Westminster Area Historical Society and Museum	<a href="http://www.ci.westminster.co.us">www.ci.westminster.co.us</a>							X											

### Arapahoe County

Arapahoe Philharmonic/South Suburban Community Arts Symphony Society	<a href="http://www.arapahoe-phil.org">www.arapahoe-phil.org</a>	X	X	X				X								X	X	X	
Aurora Symphony Orchestra	<a href="http://www.aurorasymphony.org">www.aurorasymphony.org</a>	X	X	X												X			
Cultural Services Division, City of Aurora	<a href="http://www.auroragov.org">www.auroragov.org</a>	X	X	X				X								X	X	X	
Downtown Aurora Visual Arts	<a href="http://www.davarts.org">www.davarts.org</a>	X	X	X	X										X				X

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CUL- TURAL		DANCE		DIGITAL/ FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>METRO DISTRICT (CON'T)</b>		K-5	6-8	9-12								
Englewood Cultural Arts Center Association	<a href="http://www.engagewoodarts.org">www.engagewoodarts.org</a>	X	X	X	X							
Englewood Parks and Recreation	<a href="http://www.engagewoodrec.org">www.engagewoodrec.org</a>	X	X	X	X	X	X	X	X			X
Grand Design	<a href="http://www.grandbydesign.com">www.grandbydesign.com</a>	X	X	X						X	X	
Hudson Gardens and Event Center	<a href="http://www.hudsongardens.org">www.hudsongardens.org</a>	X	X	X	X							
Kantorei	<a href="http://www.kantorei.org">www.kantorei.org</a>								X			
Littleton Community Music Association	<a href="http://www.littletonmusic.org">www.littletonmusic.org</a>								X			
Littleton Town Hall Arts Center	<a href="http://www.townhallartscenter.com">www.townhallartscenter.com</a>	X	X	X	X					X		
Magic Moments	<a href="http://www.magicmomentsinc.org">www.magicmomentsinc.org</a>					X		X	X			
Metropolitan Jazz Orchestra	<a href="http://www.metropolitanjazzorchestra.org">www.metropolitanjazzorchestra.org</a>								X			
Mudra Dance Studio	<a href="http://www.mudradancestudio.us">www.mudradancestudio.us</a>				X	X						
Museum of Outdoor Arts	<a href="http://www.moaonline.org">www.moaonline.org</a>				X							
Plains Conservation Center	<a href="http://www.plainscenter.org">www.plainscenter.org</a>				X							
Polynesia-Pacific Foundation of Colorado	<a href="http://www.geocities.com/polynesia_pacifica">www.geocities.com/polynesia_pacifica</a>				X							
Shadow Theatre Company	<a href="http://www.shadowtheatre.com">www.shadowtheatre.com</a>		X	X	X					X		
South Suburban Park and Recreation District - Nature and Environment Program	<a href="http://www.sspr.org/nature">www.sspr.org/nature</a>				X							
Town Hall Children's Theatre	<a href="http://www.townhallartscenter.com">www.townhallartscenter.com</a>	X	X	X	X	X			X	X		
Up Close and Musical	<a href="http://www.dmamusic.org/musicians/up_close_musical/">www.dmamusic.org/musicians/up_close_musical/</a>								X			
Young Voices of Colorado	<a href="http://www.youngvoices.org">www.youngvoices.org</a>	X	X	X					X			
Younger Generation Players	<a href="http://www.ygplayers.org">www.ygplayers.org</a>									X		
<b>Boulder County</b>												
Ars Nova Chamber Singers	<a href="http://www.arsnovasingers.org">www.arsnovasingers.org</a>	X	X	X					X			
Blue Moon Dance Company	<a href="http://www.bluemoondancecompany.com">www.bluemoondancecompany.com</a>	X	X	X		X						
Boulder Dinner Theatre Academy	<a href="http://www.bdtacademy.org/">www.bdtacademy.org/</a>									X		

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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Boulder Bach Festival	<a href="http://www.boulderbachfest.org">www.boulderbachfest.org</a>	X	X	X												X			
Boulder Ballet Company & School	<a href="http://www.boulderballet.org">www.boulderballet.org</a>	X	X	X										X					
Boulder Community Broadcast Association	<a href="http://www.kgnu.org">www.kgnu.org</a>											X	X			X			
Boulder Concert Band	<a href="http://www.boulderband.org">www.boulderband.org</a>															X			
Boulder County Arts Alliance	<a href="http://www.bouldercountyarts.org">www.bouldercountyarts.org</a>												X	X	X	X	X	X	X
Boulder County Audubon Society	<a href="http://www.boulderaudubon.org">www.boulderaudubon.org</a>	X	X	X	X														
Boulder History Museum	<a href="http://www.boulderhistory.org">www.boulderhistory.org</a>	X	X	X	X														
Boulder Philharmonic Orchestra	<a href="http://www.boulderphil.org">www.boulderphil.org</a>	X			X											X			
Boulder International Fringe Festival	<a href="http://www.boulderfringe.com">www.boulderfringe.com</a>	X	X	X										X		X	X		
Boulder Potters' Guild	<a href="http://www.boulderpottersguild.com">www.boulderpottersguild.com</a>																		X
Boulder Museum of Contemporary Art	<a href="http://www.bmoca.org">www.bmoca.org</a>	X	X	X	X											X			X
Colorado Chautauqua Association	<a href="http://www.chautauqua.com">www.chautauqua.com</a>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Colorado Music Festival & Rocky Mountain Center for Musical Arts	<a href="http://www.comusic.org">www.comusic.org</a>	X	X	X												X			
Dairy Center for the Arts	<a href="http://www.thedairy.org">www.thedairy.org</a>																		X
East Boulder County Artists	<a href="http://www.ebcacolorado.org">www.ebcacolorado.org</a>																		X
Frequent Flyers Productions	<a href="http://www.frequentflyers.org">www.frequentflyers.org</a>	X	X	X										X					
Historic Boulder	<a href="http://www.historicboulder.org">www.historicboulder.org</a>												X						
Imagination Makers Unlimited	<a href="http://www.imaginationmakers.org">www.imaginationmakers.org</a>	X	X	X														X	
Lafayette Cultural Arts Commission	<a href="http://www.cityoflafayette.com/culturalarts">www.cityoflafayette.com/culturalarts</a>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lafayette Miners Museum	<a href="http://www.cityoflafayette.com">www.cityoflafayette.com</a>												X						
Longmont Chorale	<a href="http://www.longmontchorale.org">www.longmontchorale.org</a>															X			
Longmont Council for the Arts	<a href="http://www.artslongmont.org">www.artslongmont.org</a>													X		X	X	X	
Longmont Museum	<a href="http://www.ci.longmont.co.us/museum">www.ci.longmont.co.us/museum</a>												X						
Longmont Symphony Orchestra	<a href="http://www.longmontsymphony.org">www.longmontsymphony.org</a>															X			

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CUL-TURAL		DANCE		DIGITAL/ FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>METRO DISTRICT (CON'T)</b>		K-5	6-8	9-12							
Louisville Art Association	<a href="http://www.louisvilleart.org">www.louisvilleart.org</a>										X
Louisville Cultural Council	<a href="http://www.louisvilleco.gov">www.louisvilleco.gov</a>				X			X	X	X	
Lyons Redstone Museum	<a href="http://www.lyonsredstonemuseum.com">www.lyonsredstonemuseum.com</a>	X	X	X	X						
Parlando School for the Arts	<a href="http://www.parlando.org">www.parlando.org</a>	X	X	X				X	X		
Peanut Butter Players	<a href="http://www.peanutbutterplayers.com">www.peanutbutterplayers.com</a>	X	X	X		X		X	X		
Shaolin Hung Mei Kung Fu Association	<a href="http://www.shaolinhungmei.org">www.shaolinhungmei.org</a>				X						
St. Vrain Historical Society	<a href="http://www.stvrainhistoricalsociety.org">www.stvrainhistoricalsociety.org</a>				X						
Sound Circle Eurythmy	<a href="http://www.soundcircleeurythmy.org">www.soundcircleeurythmy.org</a>	X	X	X		X					
The Art Underground	<a href="http://www.theartunderground.org">www.theartunderground.org</a>	X	X	X	X	X	X	X	X	X	
The Old Firehouse Art Center	<a href="http://www.firehouseart.org">www.firehouseart.org</a>				X						X
Thorne Ecological Institute	<a href="http://www.thorne-eco.org">www.thorne-eco.org</a>				X						
Turning the Wheel Productions	<a href="http://www.turningthewheel.com">www.turningthewheel.com</a>	X	X	X					X		
Wild Bear Center for Nature Discovery	<a href="http://www.wildbear.org">www.wildbear.org</a>				X						
WOW! Children's Museum World of Wonder	<a href="http://www.wowchildrensmuseum.org">www.wowchildrensmuseum.org</a>	X		X	X			X	X	X	
YMCA of Boulder Valley	<a href="http://www.ymcabv.org">www.ymcabv.org</a>	X	X	X		X			X	X	
<b>Broomfield County</b>											
Ballet Nouveau Colorado	<a href="http://www.bncdance.com">www.bncdance.com</a>	X	X	X		X					
Broomfield Council on the Arts and Humanities	<a href="http://www.artsinbroomfield.org">www.artsinbroomfield.org</a>	X	X	X	X						
Cultural Affairs Division Of The City And County Of Broomfield	<a href="http://www.broomfield.org/culturalaffairs">www.broomfield.org/culturalaffairs</a>	X	X	X	X						
Dance Arts Studio	<a href="http://www.danceartsstudio.org">www.danceartsstudio.org</a>	X	X	X		X					
Danse Etoile Ballet	<a href="http://www.danseetoile.org">www.danseetoile.org</a>	X	X	X	X	X					
Rocky Mountain Brassworks	<a href="http://www.rockymountainbrassworks.com">www.rockymountainbrassworks.com</a>							X			
<b>Denver County</b>											
Alliance Francaise De Denver	<a href="http://www.afdenver.com">www.afdenver.com</a>	X	X	X	X						



ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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America SCORES Denver	<a href="http://www.americascoresdenver.org">www.americascoresdenver.org</a>	X											X						X
Art from Ashes	<a href="http://www.artfromashes.org">www.artfromashes.org</a>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ArtReach	<a href="http://www.artreachdenver.org">www.artreachdenver.org</a>	X	X	X															X
Arts & Venues Denver formally Denver Office Of Cultural Affairs (DOCA)	<a href="http://www.denvergov.org/DOCA/">www.denvergov.org/DOCA/</a>												X	X	X	X	X	X	X
Arts Street	<a href="http://www.arts-street.org">www.arts-street.org</a>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Art Students League of Denver	<a href="http://www.asld.org">www.asld.org</a>	X	X	X	X														X
Augustana Arts	<a href="http://www.augustanaarts.org">www.augustanaarts.org</a>															X			
Ballet Ariel	<a href="http://www.balletariel.org">www.balletariel.org</a>													X					
Baroque Chamber Orchestra of Colorado	<a href="http://www.bcocolorado.org">www.bcocolorado.org</a>															X			
Black American West Museum & Heritage Center	<a href="http://www.blackamericanwestmuseum.com">www.blackamericanwestmuseum.com</a>	X	X	X	X														X
Bluff Lake Nature Center	<a href="http://www.blufflakenaturecenter.org">www.blufflakenaturecenter.org</a>	X	X	X									X						
Buffalo Bill Memorial Museum and Grave	<a href="http://www.buffalobill.org">www.buffalobill.org</a>	X	X	X	X														
Buntport Theater Company	<a href="http://www.buntport.com">www.buntport.com</a>	X	X	X														X	
Butterfly Hope	<a href="http://www.butterflyhope.org">www.butterflyhope.org</a>	X	X	X	X														X
Center for Visual Art, Metropolitan State College of Denver	<a href="http://www.metrostatecva.org/">www.metrostatecva.org/</a>	X	X	X	X											X			X
Central City Opera House Association	<a href="http://www.centralcityopera.org">www.centralcityopera.org</a>	X	X	X												X	X		
Cherry Creek Arts Festival	<a href="http://www.cherryarts.org">www.cherryarts.org</a>	X	X	X															X
Chicano Humanities and Arts Council	<a href="http://www.chacweb.org">www.chacweb.org</a>	X	X	X	X											X			X
Children's Museum of Denver	<a href="http://www.cmdenver.org">www.cmdenver.org</a>	X	X	X															X
City Park Jazz	<a href="http://www.cityparkjazz.org">www.cityparkjazz.org</a>	X	X	X												X			
Clyfford Still Museum	<a href="http://www.clyffordstillmuseum.org">www.clyffordstillmuseum.org</a>																		X
CMDance	<a href="http://www.cmdance.org">www.cmdance.org</a>													X					
Colorado Ballet	<a href="http://www.coloradoballet.org">www.coloradoballet.org</a>	X	X	X										X					
Colorado Children's Chorale	<a href="http://www.childrenschorale.org">www.childrenschorale.org</a>		X	X												X			

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>METRO DISTRICT (CON'T)</b>		K-5	6-8	9-12							
Colorado Choir	<a href="http://www.coloradochoir.com">www.coloradochoir.com</a>									X	
Colorado Folk Arts Council	<a href="http://www.colofolkarts.org">www.colofolkarts.org</a>	X	X	X	X	X				X	
Colorado Hebrew Chorale	<a href="http://www.coloradohebrewchorale.org">www.coloradohebrewchorale.org</a>									X	
Colorado Honor Band Association	<a href="http://www.cohonorband.org">www.cohonorband.org</a>									X	
Colorado Humanities	<a href="http://www.coloradohumanities.org">www.coloradohumanities.org</a>	X	X	X	X	X				X	X
Colorado Symphony Association	<a href="http://www.coloradosymphony.org">www.coloradosymphony.org</a>	X	X	X						X	
Colorado Youth Pipe Band	<a href="http://www.cypb.org/">www.cypb.org/</a>	X	X	X						X	
Colorado Youth Symphony Orchestras	<a href="http://www.coloradoyouthsymphonyorchestra.org">www.coloradoyouthsymphonyorchestra.org</a>	X	X	X						X	
Colorado Wind Ensemble	<a href="http://www.coloradowindensemble.org">www.coloradowindensemble.org</a>		X	X						X	
Columbine Chorale and Chamber Singers	<a href="http://www.columbinechorale.org">www.columbinechorale.org</a>									X	
Curious Theatre Company	<a href="http://www.curioustheatre.org">www.curioustheatre.org</a>										X
Denver Art Museum	<a href="http://www.denverartmuseum.org">www.denverartmuseum.org</a>	X	X	X	X						X
Denver Botanic Gardens	<a href="http://www.botanicgardens.org">www.botanicgardens.org</a>	X	X	X	X						X
Denver Brass, Inc.	<a href="http://www.denverbrass.org">www.denverbrass.org</a>	X	X	X						X	
Denver Center for the Performing Arts	<a href="http://www.denvercenter.org/education">www.denvercenter.org/education</a>	X	X	X			X	X	X	X	X
Denver Concert Band, Inc.	<a href="http://www.denverconcertband.org">www.denverconcertband.org</a>									X	
Denver Film Society	<a href="http://www.denverfilm.org">www.denverfilm.org</a>			X					X		
Denver Firefighters Museum	<a href="http://www.denverfirefightersmuseum.org">www.denverfirefightersmuseum.org</a>				X						
Denver March Pow Wow	<a href="http://www.denvermarchpowwow.org">www.denvermarchpowwow.org</a>	X	X	X	X	X					
Denver Municipal Band	<a href="http://www.dmamusic.org/dmb">www.dmamusic.org/dmb</a>									X	
Denver Museum of Miniatures, Dolls and Toys	<a href="http://www.DMMDT.org">www.DMMDT.org</a>	X			X						X
Denver Museum of Nature and Science	<a href="http://www.dmns.org">www.dmns.org</a>	X	X	X	X						
Denver Musicians Association	<a href="http://www.dmamusic.org/">www.dmamusic.org/</a>										

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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Denver Urban Gardens	<a href="http://www.dug.org">www.dug.org</a>									X	X	X	X						
Denver Young Artists Orchestra	<a href="http://www.dyao.org">www.dyao.org</a>									X	X	X				X			
Denver Zoo	<a href="http://www.denverzoo.org">www.denverzoo.org</a>									X	X	X	X						X
Edge Gallery	<a href="http://www.edgeart.org">www.edgeart.org</a>																		X
El Centro Su Teatro	<a href="http://www.suteatro.org">www.suteatro.org</a>												X					X	
Environmental Learning For Kids	<a href="http://www.elkkids.org">www.elkkids.org</a>									X	X	X	X						
Flamenco Fantasy Theatre	<a href="http://www.reneheredia.com">www.reneheredia.com</a>													X					
Four Mile Historic Park	<a href="http://www.fourmilepark.org">www.fourmilepark.org</a>												X						
Friends of Chamber Music	<a href="http://www.friendsofchambermusic.com">www.friendsofchambermusic.com</a>															X			
Governors Residence Preservation Fund	<a href="http://www.coloradoshome.org">www.coloradoshome.org</a>									X	X	X	X						
Greenway Foundation	<a href="http://www.spreeweb.org">www.spreeweb.org</a>									X	X	X	X						
Harmony Project	<a href="http://www.coloradoharmonyproject.org">www.coloradoharmonyproject.org</a>									X	X		X			X			
Hannah Kahn Dance Company	<a href="http://www.hannahkahndance.org">www.hannahkahndance.org</a>													X					
International Institute for Indigenous Resource Management	<a href="http://www.iiirm.org">www.iiirm.org</a>											X	X			X			
James P. Beckwourth Mountain Club	<a href="http://www.beckwourthmountainclub.org">www.beckwourthmountainclub.org</a>												X						
Kim Robards Dance	<a href="http://www.kimrobardsdance.org">www.kimrobardsdance.org</a>									X	X	X		X					
Lighthouse Writers Workshop	<a href="http://www.lighthousewriters.org">www.lighthousewriters.org</a>											X	X	X					
Larimer Arts Association	<a href="http://www.larimerarts.org">www.larimerarts.org</a>									X	X	X	X						X
Mizel Arts and Culture Center	<a href="http://www.maccjcc.org">www.maccjcc.org</a>									X	X	X				X		X	X
Mizel Museum	<a href="http://www.mizelmuseum.org">www.mizelmuseum.org</a>									X	X	X	X	X	X	X	X	X	X
Molly Brown House	<a href="http://www.mollybrown.org/">www.mollybrown.org/</a>												X						
Museo de las Americas	<a href="http://www.museo.org">www.museo.org</a>									X	X	X	X	X		X	X	X	
Museum Of Contemporary Art Denver - MCA	<a href="http://www.mcadenver.org">www.mcadenver.org</a>											X							X
New Dance Theatre/Cleo Parker Robinson Dance	<a href="http://www.cleoparkerdance.org">www.cleoparkerdance.org</a>													X					

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>METRO DISTRICT (CON'T)</b>		K-5	6-8	9-12							
One World Singers	<a href="http://www.oneworldsingers.org">www.oneworldsingers.org</a>							X			
Opera Colorado	<a href="http://www.operacolorado.org">www.operacolorado.org</a>	X	X	X				X	X		
Paragon Theatre	<a href="http://www.paragontheatre.com">www.paragontheatre.com</a>								X		
Park Hill Brass	<a href="http://www.parkhillbrass.org">www.parkhillbrass.org</a>							X			
Physically Handicapped Actors And Musical Artists League - Phamaly	<a href="http://www.phamaly.org">www.phamaly.org</a>								X		
Pirate, A Contemporary Art Oasis	<a href="http://www.pirateartonline.org">www.pirateartonline.org</a>									X	
PlatteForum	<a href="http://www.platteforum.org">www.platteforum.org</a>	X	X	X	X	X	X	X	X	X	
Rocky Mountain Arts Association	<a href="http://www.rmarts.org">www.rmarts.org</a>			X				X			
Rocky Mountain Children's Choir	<a href="http://www.rmchildrenschoir.org">www.rmchildrenschoir.org</a>	X	X	X				X			
Scientific and Cultural Collaborative	<a href="http://www.sccollaborative.org">www.sccollaborative.org</a>	X	X	X	X	X	X	X	X	X	
St. Martin's Chamber Choir	<a href="http://www.stmartinschamberchoir.org">www.stmartinschamberchoir.org</a>							X			
Swallow Hill Music Association	<a href="http://www.swallowhillmusic.org">www.swallowhillmusic.org</a>	X	X	X	X			X			
TACtile Textile Arts Center	<a href="http://www.tactilearts.org">www.tactilearts.org</a>	X	X	X	X						X
The Other Side Arts	<a href="http://www.theothersidearts.com">www.theothersidearts.com</a>										X
The Playground Ensemble	<a href="http://www.playgroundensemble.org">www.playgroundensemble.org</a>							X			
The Urban Farm At Stapleton	<a href="http://www.theurbanfarm.org">www.theurbanfarm.org</a>				X						
Think 360 Arts Complete Education	<a href="http://www.think360arts.org">www.think360arts.org</a>	X	X	X	X	X	X	X	X	X	X
VSA Arts of Colorado	<a href="http://www.accessgallery.org">www.accessgallery.org</a>	X	X	X							X
Vintage Theatre Productions	<a href="http://www.vintagetheatre.com">www.vintagetheatre.com</a>								X		
Wings Over The Rockies	<a href="http://www.wingsmuseum.org">www.wingsmuseum.org</a>				X						
<b>Douglas County</b>											
Apex Contemporary Dance Theatre	<a href="http://www.apexdance.org">www.apexdance.org</a>	X	X	X	X	X					X
Cherokee Ranch & Castle Foundation	<a href="http://www.cherokeeranch.org">www.cherokeeranch.org</a>				X						

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CUL-TURAL		DANCE		DIGITAL/ FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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Christian Youth Theater Denver	<a href="http://www.cytdenver.org">www.cytdenver.org</a>									X	X	X						X	
Front Range Theatre Company	<a href="http://www.frontrangetheatre.org">www.frontrangetheatre.org</a>									X	X	X		X				X	
HawkQuest	<a href="http://www.hawkquest.org">www.hawkquest.org</a>												X						
Highlands Ranch Concert Band	<a href="http://www.hrconcertband.org">www.hrconcertband.org</a>															X			
Highlands Ranch Cultural Affairs Association	<a href="http://www.hraonline.org">www.hraonline.org</a>												X						
Lamb Spring Archaeological Preserve	<a href="http://www.douglas.co.us/lambspring/">www.douglas.co.us/lambspring/</a>												X						
Roxborough Arts Council - Take Part In Art	<a href="http://www.roxartscouncil.org">www.roxartscouncil.org</a>									X									X
The Wildlife Experience	<a href="http://www.thewildlifeexperience.org">www.thewildlifeexperience.org</a>												X						

### Jefferson County

Art for the Mountain Community	<a href="http://www.mountainart.org">www.mountainart.org</a>									X	X	X	X						X
Arvada Center for the Arts and Humanities	<a href="http://www.arvadacenter.org">www.arvadacenter.org</a>									X	X	X	X	X	X	X	X	X	X
ASIFA-Colorado	<a href="http://www.asifa-colorado.org">www.asifa-colorado.org</a>										X	X			X				
Audubon Society of Greater Denver	<a href="http://www.denveraudubon.org">www.denveraudubon.org</a>												X						
Butterfly Pavilion and Insect Center	<a href="http://www.butterflies.org">www.butterflies.org</a>												X						
Center for the Arts Evergreen	<a href="http://www.evergreenarts.org">www.evergreenarts.org</a>																		X
City of Lakewood	<a href="http://www.lakewood.org">www.lakewood.org</a>																	X	X
Colorado Railroad Historical Foundation	<a href="http://www.coloradorailroadmuseum.org">www.coloradorailroadmuseum.org</a>												X						
David Taylor Dance Theatre	<a href="http://www.dtdt.org">www.dtdt.org</a>													X				X	
Evergreen Children's Chorale	<a href="http://www.evergreenchildrenschorale.com">www.evergreenchildrenschorale.com</a>																	X	
Evergreen Chorale	<a href="http://www.evergreenchorale.org">www.evergreenchorale.org</a>																	X	
Evergreen Jazz Festival	<a href="http://www.evergreenjazz.org">www.evergreenjazz.org</a>																	X	
Fiesta Colorado	<a href="http://www.fiestacolorado.org">www.fiestacolorado.org</a>													X					
Filipino-American Community of Colorado	<a href="http://www.filam-colo.org">www.filam-colo.org</a>												X						
Foothills Art Center	<a href="http://www.foothillsartcenter.org">www.foothillsartcenter.org</a>															X			X
Foothills Park & Recreation District, Cultural Arts Agency	<a href="http://www.ifoohills.org">www.ifoohills.org</a>												X						

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>METRO DISTRICT (CON'T)</b>		K-5	6-8	9-12							
Friends of Dinosaur Ridge	<a href="http://www.dinoridge.org">www.dinoridge.org</a>	X	X	X	X						
Golden History Museums	<a href="http://www.goldenhistorymuseums.org">www.goldenhistorymuseums.org</a>				X						
Golden Landmarks Association	<a href="http://www.goldenlandmarks.com">www.goldenlandmarks.com</a>				X						
Lakewood Symphony	<a href="http://www.lakewoodsymphony.org">www.lakewoodsymphony.org</a>	X	X	X				X			
Majestic View Nature Center	<a href="http://www.arvada.org/nature">www.arvada.org/nature</a>				X						
Miners Alley Playhouse	<a href="http://www.minersalley.com">www.minersalley.com</a>		X	X	X			X	X		
Morrison Natural History Museum	<a href="http://www.mnhm.org">www.mnhm.org</a>				X						
Mountain Chamber Music Society	<a href="http://www.mcmsarts.org">www.mcmsarts.org</a>	X	X					X			
Rocky Mountain Quilt Museum	<a href="http://www.rmqm.org">www.rmqm.org</a>				X						X
StageDoor Theatre	<a href="http://www.stagedoortheatre.org">www.stagedoortheatre.org</a>			X					X		
Tesoro Foundation	<a href="http://www.tesoroculturalcenter.org">www.tesoroculturalcenter.org</a>					X		X	X	X	
Working with Artists	<a href="http://www.workingwithartists.org">www.workingwithartists.org</a>				X						X















<b>SOUTHEAST DISTRICT</b>		K-5	6-8	9-12							
<b>Crowley County</b>											
Crowley Heritage Center	<a href="http://www.crowleyheritagecenter.com">www.crowleyheritagecenter.com</a>	X	X	X	X						
<b>Huerfano County</b>											
Museum of Friends	<a href="http://www.museumoffriends.org/">www.museumoffriends.org/</a>	X	X	X	X						X
Spanish Peaks Alliance for Arts and Education	<a href="http://www.spanishpeaksalliance.org">www.spanishpeaksalliance.org</a>	X	X	X							X
<b>Kiowa County</b>											
Sand Creek Massacre National Historic Site	<a href="http://www.nps.gov">www.nps.gov</a>	X	X	X	X						
<b>Las Animas County</b>											
A. R. Mitchell Memorial Museum of Western Art	<a href="http://www.armitchell.org">www.armitchell.org</a>	X	X	X	X						X
<b>Otero County</b>											
Koshare Indian Museum	<a href="http://www.kosharehistory.org/">www.kosharehistory.org/</a>	X	X	X	X	X					X



ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
Otero Arts Festival												X							
Picketwire Players										X	X	X						X	
<b>Prowers County</b>																			
Big Timbers Museum										X	X	X	X						
<b>Pueblo County</b>																			
El Pueblo History Museum										X	X	X	X						
Grupo Folklorico del Pueblo Inc										X	X	X	X	X		X			
Juneteenth Organization of Pueblo										X	X	X	X						
Pueblo Children's Chorale										X	X					X			
Pueblo Performing Arts Guild										X	X	X	X	X		X	X	X	
Sangre de Cristo Arts & Conference Center										X	X	X	X	X		X	X	X	
<b>SOUTH CENTRAL DISTRICT</b>										K-5	6-8	9-12							
<b>Alamosa County</b>																			
Adams State College - Community Partnerships												X	X	X		X			X
Alamosa Live Music Association										X	X	X	X			X			
SLV Immigrant Resource Center										X	X	X	X			X			
<b>Chaffee County</b>																			
Articipate										X	X	X	X			X			
Calliope, Inc.										X	X	X						X	
Salida ArtWorks										X	X	X		X		X	X	X	
Salida Circus Outreach Foundation										X	X	X						X	
<b>Clear Creek County</b>																			
Clear Creek Library District										X	X	X	X						X X
<b>Costilla County</b>																			
Mariachi San Luis, Inc										X	X	X	X			X			
San Luis Museum and Cultural Center																			

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>SOUTH CENTRAL DISTRICT (CON'T)</b>		K-5	6-8	9-12							
Ventero Fine Art Open Press	<a href="http://www.ventero.org">www.ventero.org</a>		X	X							X
<b>Custer County</b>											
Westcliffe Center for the Performing Arts	<a href="http://www.jonestheater.com/">www.jonestheater.com/</a>	X	X	X						X	
<b>El Paso County</b>											
Chamber Orchestra of the Springs	<a href="http://www.chamberorchestraofthesprings.org">www.chamberorchestraofthesprings.org</a>	X	X	X						X	
Colorado Springs Choral Society	<a href="http://www.cschorale.org">www.cschorale.org</a>									X	
Colorado Springs Children's Chorale	<a href="http://www.kidssing.org">www.kidssing.org</a>	X	X	X	X				X		
Colorado Springs Dance Theatre	<a href="http://www.csdance.org">www.csdance.org</a>	X	X	X		X					
Colorado Springs Fine Arts Center	<a href="http://www.csfineartscenter.org">www.csfineartscenter.org</a>	X	X	X	X					X	X
Colorado Springs Philharmonic Orchestra	<a href="http://www.csphilharmonic.org">www.csphilharmonic.org</a>	X	X							X	
Colorado Springs Youth Symphony Association	<a href="http://www.csysa.com">www.csysa.com</a>	X	X	X						X	
Colorado Vocal Arts Ensemble	<a href="http://www.cvae.org">www.cvae.org</a>			X	X				X		
Concrete Couch	<a href="http://www.concretecouch.org/">www.concretecouch.org/</a>		X	X							X
FutureSelf, Inc.	<a href="http://www.futureself.org">www.futureself.org</a>		X	X	X				X	X	X
Manitou Art Theatre	<a href="http://www.themat.org">www.themat.org</a>	X	X	X						X	
Opera Theatre of the Rockies	<a href="http://www.operarockies.org">www.operarockies.org</a>	X	X	X	X					X	X
Ormao Dance Company	<a href="http://www.ormaodance.org/">www.ormaodance.org/</a>	X	X	X		X					
Pikes Peak Blues Community	<a href="http://www.pikespeakblues.org/">www.pikespeakblues.org/</a>	X	X	X	X					X	
Poetry West, Inc.	<a href="http://www.poetrywest.org/">www.poetrywest.org/</a>	X	X	X	X						
Theatreworks	<a href="http://www.theatreworkscs.org">www.theatreworkscs.org</a>		X	X	X	X	X				X
Imagination Celebration	<a href="http://www.imaginationcelebration.org">www.imaginationcelebration.org</a>	X	X	X	X	X				X	X
The Club of Arts	<a href="http://www.cstcoa.org">www.cstcoa.org</a>	X	X	X							X
Tri-Lakes Center for the Arts	<a href="http://www.trilakesarts.org">www.trilakesarts.org</a>	X	X	X	X				X	X	X
UCCS - Gallery of Contemporary Art	<a href="http://www.galleryuccs.org/">www.galleryuccs.org/</a>	X	X	X	X						X

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CULTURAL		DANCE		DIGITAL/FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION		
Ute Pass Symphony Guild	<a href="http://www.mtnarts.org/UPSG.html">www.mtnarts.org/UPSG.html</a>	X	X	X												X				
Western Museum of Mining & Industry	<a href="http://www.wmmi.org">www.wmmi.org</a>	X	X	X	X													X	X	
<b>Mineral County</b>																				
Creede Arts Council	<a href="http://www.creedeartsCouncil.com">www.creedeartsCouncil.com</a>	X	X	X												X	X	X		
Creede Repertory Theatre	<a href="http://www.creederep.org">www.creederep.org</a>	X	X	X													X	X		
<b>Park County</b>																				
Park County Artisans Trail	<a href="http://www.artisanstrail.org">www.artisanstrail.org</a>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Saguache County</b>																				
Crestone Performances, Inc.	<a href="http://www.crest-fest.org">www.crest-fest.org</a>	X	X	X	X	X										X				
ScSeed - SLV Theater Company	<a href="http://www.scseed.org">www.scseed.org</a>																			
<b>Teller County</b>																				
Cresson Dance	<a href="http://www.cressondance.org/">www.cressondance.org/</a>	X	X	X									X							
Woodland Park Arts Alliance	<a href="http://www.woodlandparkarts.com">http://www.woodlandparkarts.com</a>	X	X	X	X											X		X		
<b>SOUTHWEST DISTRICT</b>											K-5	6-8	9-12							
<b>Archuleta County</b>																				
FolkWest	<a href="http://www.folkwest.com">www.folkwest.com</a>	X	X	X	X											X				
Pagosa Springs Center for the Arts	<a href="http://www.pagosaCenter.org/">http://www.pagosaCenter.org/</a>	X	X	X									X			X	X	X		
Thingamajig Theatre Company	<a href="http://www.thingtheatre.org">www.thingtheatre.org</a>	X															X			
<b>Delta County</b>																				
Celebrate the Beat	<a href="http://www.ctbeat.org">www.ctbeat.org</a>	X	X													X				
Council Tree Pow Wow, City of Delta	<a href="http://www.counciltreepowwow.org">www.counciltreepowwow.org</a>	X	X	X	X	X										X		X		
Creamery Arts Center	<a href="http://www.creameryartscenter.org/">www.creameryartscenter.org/</a>	X	X	X														X		
<b>Dolores County</b>																				
Anasazi Heritage Center	<a href="http://www.mesaverdecountry.com">www.mesaverdecountry.com</a>	X	X	X	X															
Cortez Cultural Center	<a href="http://www.mesaverdecountry.com">www.mesaverdecountry.com</a>	X	X	X	X															
Mesa Verde National Park	<a href="http://www.mesaverdecountry.com">www.mesaverdecountry.com</a>	X	X	X	X															

ELEMENTARY (K-5)	K-5	MIDDLE SCHOOL	6-8	HIGH SCHOOL	9-12	CUL-TURAL		DANCE		DIGITAL/ FILM		MUSIC		DRAMA & THEATRE		VISUAL ARTS		ON-LINE INSTRUCTION	
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<b>SOUTHWEST DISTRICT (CON'T)</b>						K-5	6-8	9-12											
<b>Gunnison County</b>																			
Crested Butte Music Festival	<a href="http://www.crestedbuttemusicfestival.com">www.crestedbuttemusicfestival.com</a>		X	X										X					
Center for the Arts	<a href="http://www.crestedbuttearts.org">www.crestedbuttearts.org</a>	X	X	X					X					X					
Gunnison Arts Center	<a href="http://www.gunnisonartscenter.org">www.gunnisonartscenter.org</a>	X	X	X					X					X	X	X			
<b>Hinsdale County</b>																			
Hinsdale County Museum	<a href="http://www.lakecitymuseum.com">www.lakecitymuseum.com</a>	X	X	X	X														
Lake City Arts	<a href="http://www.lakecityarts.org">www.lakecityarts.org</a>	X	X	X					X					X	X	X			
<b>La Plata County</b>																			
Animas Museum, La Plata County Historical Society	<a href="http://www.animasmuseum.org">www.animasmuseum.org</a>	X	X	X	X														
Durango Adult Education Center	<a href="http://www.durangoaec.org">www.durangoaec.org</a>			X	X										X				
Durango Arts Center	<a href="http://www.durangoarts.org">www.durangoarts.org</a>	X	X	X											X	X			
Durango Choral Society	<a href="http://www.durangochoralsociety.org">www.durangochoralsociety.org</a>	X	X	X										X					
Durango Latino Education Coalition	<a href="http://www.delalma.net/">www.delalma.net/</a>	X						X	X					X				X	
Music in the Mountains	<a href="http://www.musicinthemountains.com">www.musicinthemountains.com</a>	X	X	X	X									X					
San Juan Symphony	<a href="http://www.sanjuansymphony.org">www.sanjuansymphony.org</a>	X	X	X										X					
Southern Ute Cultural Center and Museum	<a href="http://www.succm.org">www.succm.org</a>	X	X	X	X														
<b>Montrose County</b>																			
Delta Montrose Youth Services	<a href="http://www.partners-west.org">www.partners-west.org</a>		X	X															X
<b>Ouray County</b>																			
Weehawken Creative Arts	<a href="http://www.weehawkenarts.org">www.weehawkenarts.org</a>	X	X	X	X	X												X	X
<b>San Juan County</b>																			
Mountain Studies Institute	<a href="http://www.mountainstudies.org">www.mountainstudies.org</a>	X	X	X	X														
Silverton Family Learning Center	<a href="http://www.silvertonfamilies.org">www.silvertonfamilies.org</a>	X	X	X	X														
<b>San Miguel County</b>																			
Ah Haa School for the Arts	<a href="http://www.ahhaa.org">www.ahhaa.org</a>	X	X	X															X
Mountainfilm in Telluride	<a href="http://www.mountainfilm.org">www.mountainfilm.org</a>		X	X										X					

## About the Authors

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**Stella Yu** has been an art educator, small business owner/manager, and community organizer. She is the Founding Director of Arts Street in Denver, Colorado. With a mission to cultivate underserved youth toward cultural, personal, academic and professional success, Arts Street has been delivering creative job training to youth and young adults since 1995 by infusing art into science, technology, engineering, math and literacy.

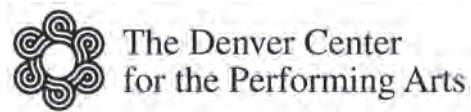
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