

# AEP STRATEGIC PLANNING 2010

WHY THIS, WHY NOW?



# A ROAD MAP FOR THE WAY FORWARD

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## New Opportunities & Challenges

- ➊ Research on arts learning
- ➋ Technological advances
- ➌ Educational accountability
- ➍ Fiscal constraints



# 3

## KEY QUESTIONS



1

What should be the **role** of AEP in the future? What **mission** and **vision** should guide AEP?

2

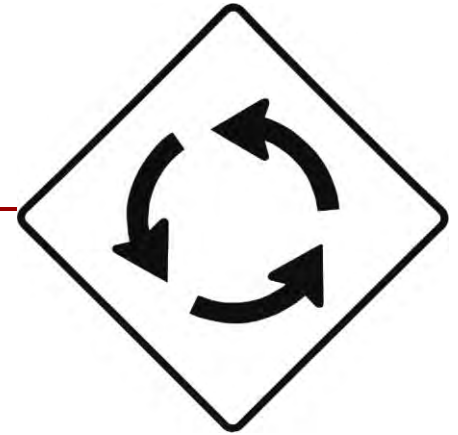
What organizational and governance **structure** will best support the envisioned, role, mission and vision?

3

What are the **financial** implications of these choices?



# AN INCLUSIVE PROCESS



Analyze

Interview

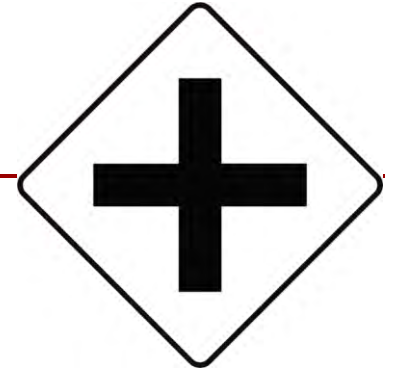
Focus

Consult



# KEY FINDINGS

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1

A widely endorsed belief

2

A fractured field

3

A unique organization

4

A need to share research



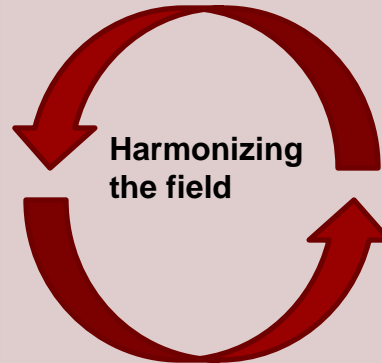
# AEP's Theory of Change

**Vision:** Every child in the U.S. will have education in and through the arts as part of life and learning.

**Mission:** To achieve ongoing, high quality arts learning for children and youth from Pre-Kindergarten through grade 12 in school and out of school.

## Research

- Create a research framework that draws on practice and focuses on learning outcomes
- Analyze and interpret existing research
- Identify gaps in knowledge to support, commission and/or conduct research
- Disseminate key research in user-friendly format to target audiences



## Policy

- Create a policy framework that builds on research and focuses on learning outcomes
- Synthesize and communicate compelling, credible, and accessible information to policymakers and stakeholders
- Disseminate policy framework through strategic partnerships

## Convene

- Assemble stakeholders around research, practice, and policy for arts learning

## Collaborate

- Help partners improve practice, build effective partnerships and impact policy

## Connect

- Serve as a clearinghouse for tools, strategies and information

## Communicate

- Strategically disseminate key research and policy frameworks

Vision & Mission

Driving Focus

Supporting Strategies



# Analyze and Interpret Research and Policy

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*Arts* EDSEARCH



# Arts EDSEARCH

	Engaged, Successful Students	Committed, Effective Educators	Reflective, High-Performing Schools	Healthy, Supportive Communities
Early Childhood	✓	✓	✓	✓
Elementary School	✓	✓	✓	✓
Middle School	✓	✓	✓	✓
High School	✓	✓	✓	✓
Postsecondary	✓	✓	✓	✓
Adult and Lifelong	✓	✓	✓	✓



# Communicate and Disseminate the Latest Information

**THE AEP WIRE**  
Transmitting Research to the Arts and Education Field  
September 2010

## No Child Left Behind: A Study of Its Impact on Art Education

Sabol, F. Robert (2010). No Child Left Behind: A Study of Its Impact on Art Education. Purdue University, West Lafayette, Indiana.

**Background**

The Elementary and Secondary Education Act of 1965 (ESEA) was created to ensure a good education for all American students regardless of differences in religion, race, ethnicity or class. Similarly, the intent of the No Child Left Behind Act (NCLB)—ESEA's 2001 reauthorization—was to ensure children fair and equal access to a high-quality education. It aimed to close achievement gaps between high- and low-performing students, minority and non-minority students, and disadvantaged and more advantaged students. The strong emphasis on assessment and performance accountability born from these intentions has affected educators in all core subject areas, including the arts. In both positive and negative ways. In this study, F. Robert Sabol, Ph.D., Professor of Visual and Performing Arts at Purdue University and Chair of Purdue's Division of Art and Design, explores NCLB's effects on visual art educators and their classrooms. Sabol is the incoming president of the National Art Education Association (NAEA), a professional membership organization for visual art educators. This study was supported by a grant from the National Art Education Foundation.

**Significance of the Study**

The forthcoming reauthorization of the ESEA has sparked many conversations about the skills students need for college- and career-readiness, including skills identified by the Partnership for 21st Century Skills (e.g. learning and innovation, information, media and technology life and career skills). These conversations raise the question of how the education system will foster college- and career-readiness, and for purposes of this study, how the next iteration of ESEA will affect visual-art and other

**HIGHLIGHTS**

- Quantitative and qualitative study of visual art educators' opinions on the impact of NCLB on art education. A total of 3,412 responses were received.
- Respondents reported that NCLB has had negative effects on scheduling, workloads and funding for their visual art education programs.
- NCLB has had limited negative consequences on the areas of staffing, teaching loads and enrollments.
- Respondents reported that NCLB's focus on assessment has had unintended secondary consequences on student learning, including a narrowing of students' interests in learning and exploring a broad range of content.

core subject educators' ability to teach these skills, and consequently, students' opportunities to learn them. (Note: This study refers only to visual art education and educators.)

**Research Questions**

1. What impact has NCLB had on art education programs' curriculum, teaching and instructional practices, assessment, staffing, scheduling, teaching loads, funding, faculty workloads and enrollments?
2. How has NCLB affected art teachers' practices relative

**ArtsEd Digest**  
A Twice Monthly Publication of the Arts Education Partnership

**Volume 2, Issue 19 - October 12, 2010**

Welcome to ArtsEd Digest, AEP's twice-monthly online publication. ArtsEd Digest allows for easy access to our partners and from the field. It is published on the 2nd and 4th Tuesday of each month. Items for inclusion in the upcoming newsletter must be submitted by close of business on the 1st and 3rd Fridays of each month. For example, items for the Digest to be published on **Tuesday, October 26** should be submitted by close of business **Friday, October 22**.

**New From Arts Education Partnership**

**CREATIVITY WORKS!**  
ARTS • 2011 IN AND THE PARTNERSHIP FOR 21ST CENTURY SKILLS

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**Submission Guidelines**

Send an e-mail to [aep@ccsso.org](mailto:aep@ccsso.org) with the subject "Submission to ArtsEd Digest." Announcements should be 150-200 words only. We cannot accept attachments but we welcome HTML links to further information.



# Foster Dialogue About What Works

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# An Organization of Organizations

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- ⊕ Shared Principles
- ⊕ Benefits of Partnership
- ⊕ Casting a Wide Net
- ⊕ Responsibilities of Partnership

**[http://www.aep-arts.org/  
aboutus/partnershipapplication.htm](http://www.aep-arts.org/aboutus/partnershipapplication.htm)**



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**Get the facts** about policy



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**Improve** access and quality



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# Set standards and measure progress





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**Give** teachers effective  
**support**



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**Be engaged** and engaging



# Move to Action

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**Get the facts** about policy

**Improve** access and quality

**Set standards** and measure progress

**Give** teachers effective **support**

**Be engaged** and engaging

