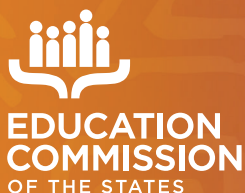
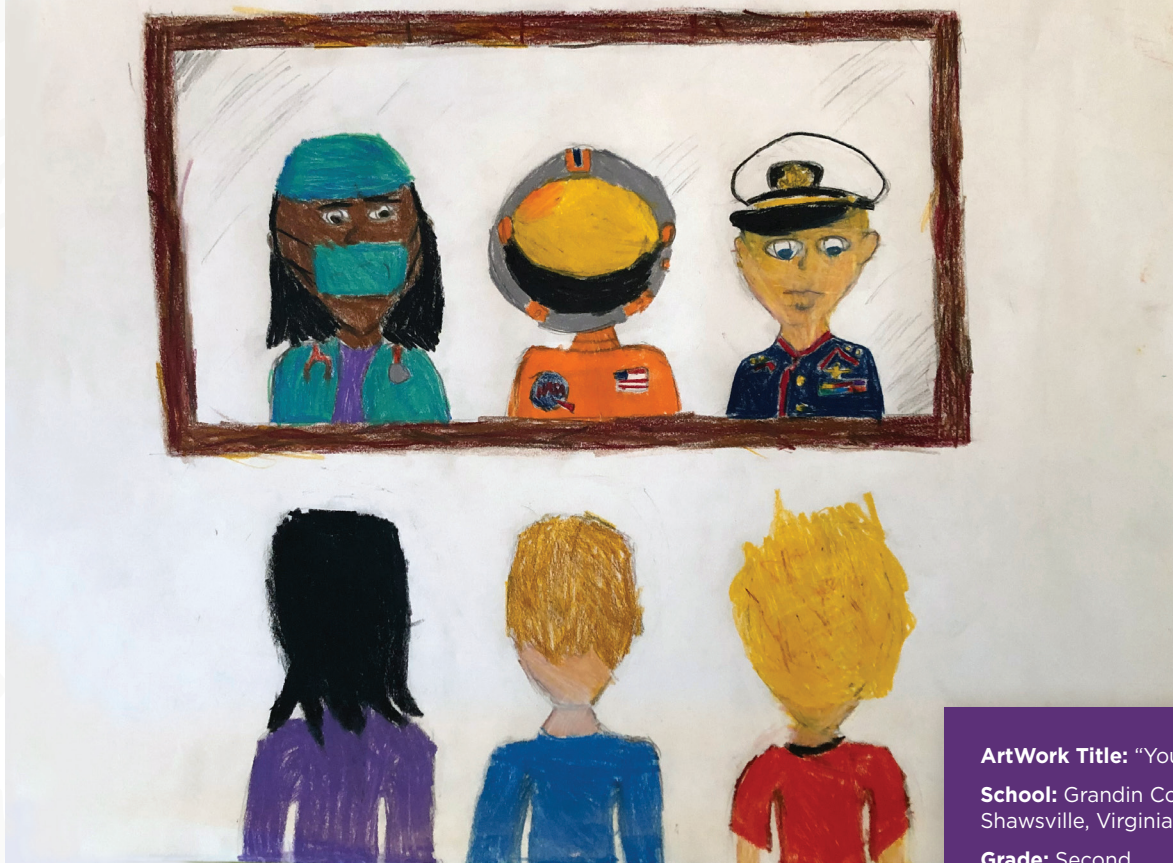


2019 Arts Education Partnership Annual Convening



SEPTEMBER 11-12, 2019 | ALEXANDRIA, VA





ArtWork Title: "You Can Be A Hero Too"

School: Grandin Court Elementary,
Shawsville, Virginia

Grade: Second

Age: 7

National PTA Reflections®

An Interview With 2019 Young Artist Award Winner Alasdair Hackworth

What does this piece of art mean to you, and what do you want it to say?

This is an art piece that shows that everyone is a hero regardless of your age. It does not matter if you are big or small, we are all heroes. A hero is not necessarily someone you see in comic books or superhero movies. A hero is someone who does something good. Heroes can be doctors, marines or astronauts, like in my artwork. All of these people are heroes because they make the world a better place. If everyone looks inside themselves, they can find that they are heroes too.

What is your favorite kind of art to do?

My favorite kind of art to do is realistic art. I like to look at real pictures and then paint and draw them. I like to bring the art to life through my choice of colors. I like to focus on nice strokes, shading and mixing my colors.

Why do you like art?

I like art because I can be creative and draw anything that I want. While being creative, I can bring my art to life and make it pop out by using colors. Art can tell people stories through pictures because a story does not necessarily have to have words. I like to draw and paint my stories.

Is there anything else you want people to know about your artwork?

I want people to know I chose my heroes for specific reasons. I chose a doctor for my best friend because she wants to be a doctor like her mom when she grows up. I chose a Marine for my brother because my dad was in the Marines, and my brother likes the Marines. I chose an astronaut for myself because I love space and science. I want to be an aerospace engineer and astronaut when I grow up. I had a science kit when I was two years old and started experimenting and have loved science ever since. I want to be an engineer because I like building things. I want to create a space probe that can send people into the sun without being harmed. The space probe will prevent the solar wind and radiation from hitting the people. I want to do this, so that we can understand what is inside the sun and so that we can learn how to use the sun's energy as an eco-friendly energy source.

WELCOME

to the 2019 Arts Education Partnership Annual Convening.

We are happy to be with all of you in Alexandria, Va., this week for two days full of opportunities to connect and converse with your friends and colleagues and hear from leaders and stakeholders from across the arts and education fields who will share their work, successes and lessons learned. This year's event explores the latest research, innovative practices and emerging policy approaches related to the arts in education and the shifting education policy landscape.

In 2015, Education Commission of the States excitedly welcomed AEP to its new home in Denver, and it is with equal enthusiasm that we continue to support AEP and its role in elevating the contributions of its partner organizations and the field to advance equitable access to arts learning for all students. In the past year, AEP has embarked on new work, expanded core resources, welcomed new partner organizations and met with many of you working across the country to build new relationships and grow existing ones. It has been a year of collaboration, and we look forward to continuing this engagement and supporting the field and all of you here today in your work to prepare every student for success in school, work and life.

If there is anything that we can do to make your experience more valuable, please reach out to any member of the AEP or Education Commission of the States team. Thank you for joining us, and we hope you enjoy the 2019 AEP Annual Convening.



Jeremy Anderson

President, Education Commission of the States
Interim Director, Arts Education Partnership

AEP STAFF



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ARTS EDUCATION PARTNERSHIP



The Arts Education Partnership at Education Commission of the States is a national network of organizations dedicated to advancing the arts in education through research, policy and practice. Established in 1995 through a unique interagency agreement between the National Endowment for the Arts and the U.S. Department of Education, AEP aspires to ensure that every student in America succeeds in school, work and life as a result of a high-quality education in and through the arts. AEP serves as the nation's hub for individuals and organizations committed to making high-quality arts education accessible to all U.S. students, improving arts education practice and researching how art influences and strengthens American education.



ArtsEdSearch is an online clearinghouse of more than 260 research studies focused on the outcomes of arts education for students and educators, both during and outside the school day. It is designed to be an interactive, living resource that will grow and evolve along with arts and education research and practice. artsedsearch.org



ArtScan, a project of the Arts Education Partnership, is an easy-to-use and searchable database that provides the most current information on 14 combined policy areas related to K-12 arts education. ArtScan allows users to explore the data in multiple ways, including a state-level profile for all policy areas, a comparison of selected states and policy areas, and several types of 50-state reports. aep-arts.org

THANK YOU FOR YOUR GENEROUS SUPPORT



AEP is committed to recognizing the diversity of experiences, cultures and opinions that its members bring to the AEP community. We want every AEP event to be a safe, inclusive and productive environment for all participants. AEP convening attendees agree to:

- Participate in an authentic, respectful and professional way.
- Refrain from demeaning, discriminatory or harassing behavior and language.
- Promote collaboration, cooperation and partnership.

Thank you to every AEP partner and stakeholder for helping to make the 2019 Annual Convening informative, inclusive and respectful. AEP acknowledges partner organizations for laying the groundwork for the development of this statement, specifically the League of American Orchestras and the International Society for the Performing Arts.

ACKNOWLEDGEMENTS

About the National PTA Reflections® Arts Program



For over 120 years, National PTA has worked to improve the overall well-being of children everywhere. Today's National PTA is a network of millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of family engagement in schools. The PTA Reflections® student recognition program celebrates over 50 years of helping students explore their own thoughts, feelings and ideas; develop artistic literacy; increase confidence through art; and find a love for learning that will help them become more successful in school and in life. Enjoy a sampling of 2019 National PTA award-winning works throughout this program. pta.org/reflections

Poetry Out Loud



A partnership of the National Endowment for the Arts, the Poetry Foundation and the state arts agencies, Poetry Out Loud is a national arts education program that encourages the study of great poetry by offering free educational materials and a dynamic recitation competition to high schools across the country. Since 2005, Poetry Out Loud has grown to reach more than 3.8 million students and 60,000 teachers from 16,000 schools in every state, the District of Columbia, the U.S. Virgin Islands and Puerto Rico. Find out how to get involved at poetryoutloud.org.

The 2019 AEP Annual Convening features a performance from Virginia State Poetry Out Loud Champion Katherine Nguyen from Colonial Forge High School in Stafford, Virginia.

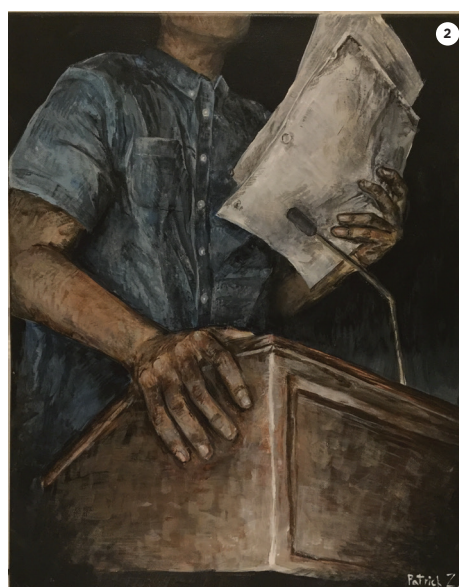
RECEPTION SPONSOR

This year's reception is made possible with generous support from the **National Art Education Association**.

National Art Education Association



NAEA advances visual arts education to fulfill human potential and promote global understanding. Founded in 1947, NAEA is the leading professional membership organization exclusively for visual arts educators. arteducators.org



1. "Everyday Heroes in My Life" by Mythrie Rahulan | James R Geisler Middle School PTSA, Michigan, National PTA Reflections®
2. "A Figure of Speech" by Patrick Zhu | Cupertino High PTSA, California, National PTA Reflections®

SCHEDULE

WEDNESDAY

AT A GLANCE

THURSDAY

8 - 9 a.m.

Networking Breakfast

EDISON BALLROOM

9 - 11 a.m.

Opening Plenary

EDISON BALLROOM

11 - 11:15 a.m. BREAK

11:15 a.m. - 12:15 p.m.

Concurrent Sessions A

12:15 - 12:30 p.m. BREAK

12:30 - 1:45 p.m.

Lunch and Keynote Remarks

EDISON BALLROOM

1:45 - 2 p.m. BREAK

2 - 3 p.m.

Concurrent Sessions B

3 - 3:15 p.m. BREAK

3:15 - 4:15 p.m.

Concurrent Sessions C

5:30 - 7 p.m.

Off-Site Reception

NATIONAL ART EDUCATION ASSOCIATION

901 PRINCE ST.

Shuttle Service: 5:15 - 8:15 p.m.

Reception Transportation

8 - 9 a.m.

Networking Breakfast

EDISON BALLROOM

9 - 9:30 a.m.

Welcome Remarks and 2019 Young Artist Award Presentation

EDISON BALLROOM

9:30 - 9:45 a.m. BREAK

9:45 - 10:45 a.m.

Concurrent Sessions D

10:45 - 11 a.m. BREAK

11 a.m. - 12 p.m.

Concurrent Sessions E

12 - 2 p.m.

Lunch and Closing Plenary

EDISON BALLROOM

SEE HOTEL MAP ON PAGE 25.

All Concurrent Sessions are located in the Banneker, Bell and Wright meeting rooms.

WEDNESDAY AGENDA

7:30 a.m. - 5:30 p.m.

Registration Open

SECOND FLOOR FOYER

8 - 9 a.m.

Networking Breakfast

ROOM: EDISON BALLROOM

9 - 11 a.m.

Opening Plenary

ROOM: EDISON BALLROOM

Welcome Remarks

Jeremy Anderson, President, Education Commission of the States

Mary Anne Carter, Chairman, National Endowment for the Arts

AEP DIRECTOR UPDATE

STUDENT PERFORMANCE:

Katherine Nguyen, Virginia State Champion, Poetry Out Loud

STEAM Education as a Strategy for Engaging Communities

Technology and the need for new skills are shifting our workforce — requiring workers to be more creative than ever before and demanding culturally relevant and innovative education strategies to prepare students to solve new problems. STEAM education provides students with additional access points to engage in both arts and STEM careers. This plenary session shares insights from practice to policy and explores lessons learned through panelists' efforts to engage cultural institutions and diverse communities through STEAM education. Participants will gain new strategies related to culturally responsive teaching, inclusion of arts and cultural organizations within the education space and the role of policy in creating programming that reflects the community it serves.

SPEAKERS:

Nile Blunt, Head, School Programs, Crystal Bridges Museum of American Art

Marvin D. Carr, Senior Advisor, STEM and Community Relations, Institute of Museum and Library Services

Nettrice R. Gaskins, Content Manager, Fab Foundation

MODERATOR:

Brian A. Sponsler, Vice President, Policy, Education Commission of the States

11 - 11:15 a.m. Break

11:15 a.m. - 12:15 p.m.

CONCURRENT SESSIONS A

A Youth Development Framework for High Impact: High School Internships in the Arts



Priority Area: Raise Student Achievement and Success

ROOM: BANNEKER

Leaders from Exploring the Arts will share how they reimagined a Positive Youth Development Framework for their out-of-school, high school Arts Internship Program, in response to cultural policy priorities articulated in both New York City and Los Angeles. Workshop participants will consider how their states' arts education programs align with their localities' priorities and learn how to build effective connections, including a conceptual framework, activities and assessment.

PRESENTERS:

Hannah Berson, Director, Programs and Assessment, Exploring the Arts

Faith Childs-Davis, Director, Los Angeles Office, Exploring the Arts

Alia Tejada, Arts Internship Coordinator, Exploring the Arts

Data for Change: Helping States Report Actionable Information on Arts Education



Priority Area: Build Leadership Capacity and Knowledge

ROOM: BELL

Robust new state data systems are creating opportunities to identify and address gaps in access to, and participation in, arts education. Yet most states do not report on arts education data they collect. Session participants will discuss lessons from the State Data Infrastructure Project, a collaboration between the National Endowment for the Arts and Education Commission of the States, to build states' capacity for reporting on arts education. Participants will test drive tools to help states plan arts data efforts, request and analyze data, and share results. They will also explore strategies for tackling challenges to reporting on arts education data.

PRESENTER:

Claus von Zastrow, Principal, Education Commission of the States

Transforming Equity: Student Engagement and Hope in Arts-Rich Schools

 **Priority Area:** Transform the Teaching and Learning Environment

ROOM: WRIGHT

For the first time in its history, the 2018 Gallup Student Poll was used to look at engagement and hope at South Carolina arts-rich schools, with results showing that these students outperformed the overall mean. A deeper dive revealed that students in arts-rich schools with more than 75% participation in free and reduced-price lunch programs scored higher than the overall mean. The data suggests the more students in high-poverty environments have access to quality arts programs, the chances of future success increase. In this session, presenters will analyze the results of the poll and the role that arts play in reducing equity gaps. Participants will examine how the arts transform learning environments and strategize tactics to use this research to support access to the arts in education.

PRESENTERS:

Ashley Brown, Arts Education Director, South Carolina Arts Commission

Kim Wilson, Director, Arts in Basic Curriculum Project

12:15 - 12:30 p.m. Break

12:30 - 1:45 p.m.

Lunch and Keynote Remarks

ROOM: EDISON BALLROOM

James F. Lane, Superintendent, Public Instruction, Virginia Department of Education

1:45 - 2 p.m. Break



"Blind: Notice, Remember, Appreciate" by Katelyn Chen | Oak Valley Middle School PTSA, California, National PTA Reflections®

2 - 3 p.m.

CONCURRENT SESSIONS B

PBS KIDS Arts Learning Framework and the Arts in PBS LearningMedia

 **Priority Area:** Transform the Teaching and Learning Environment

ROOM: BANNEKER

The arts have been a major staple of PBS for nearly 50 years. PBS KIDS developed an arts learning framework — aligned with national standards — to support the creation of new content that will provide youths with foundational opportunities to explore and express their creativity and imagination. PBS LearningMedia offers educators free access to thousands of classroom-ready resources, including digital learning objects in all arts disciplines. PBS provides educational arts experiences for children to express themselves, interpret their world and make connections between disparate ideas — while also connecting with others.


PRESENTERS:

Eileen Cannon, Senior Director, Content and Curriculum Strategy, PBS Education

Tia Graham, Senior Director, Philanthropy, PBS Foundation

Anne Lund, Director, Curriculum and Content, Ready to Learn, PBS KIDS

Opportunities for the Arts in the Federal Funding Landscape: Arizona Highlights

 **Priority Area:** Build Leadership Capacity and Knowledge

ROOM: BELL

Using a case-study example and custom reframing tools, the Arizona Department of Education will share how it is leveraging federal policy to create a rich arts education landscape. Participants will learn how to activate arts learning through multiple federal funding sources and hear how one Arizona school district used this knowledge to gain the opportunity to meaningfully engage in the decision-making process. Join ADE and Scottsdale Unified School District to learn how you can identify existing federal resources for your arts education programming.

PRESENTERS:

Haley Honeman, Title IV-A Arts Education Specialist, Arizona Department of Education

Nathan Johnston, Former Coordinator, Fine Arts and Physical Education, Scottsdale Unified School District

Dustin Loehr, Director, Arts Education and Title IV-A, Arizona Department of Education

Working Across the Arts Education Ecosystem: Research and Evaluation at the School, Teacher and Student Levels

 **Priority Area:** Support Effective Educators and School Leaders

ROOM: WRIGHT

The John F. Kennedy Center for the Performing Arts' research and evaluation department serves the Kennedy Center's education programs, which span the arts education ecosystem. The department has been working to develop increasingly rigorous data instruments, analysis routines and reporting formats to move the quality of the evaluation to meet higher levels of evidence standards. The featured snapshots will focus on outcomes from an evaluation of a music education expansion initiative in a school-based program, a study on professional learning for teachers through the arts and a study on student outcomes from educational theatre participation.

PRESENTERS:

Donald Glass, Research Manager, John F. Kennedy Center for the Performing Arts

Stephanie McKeel, Assistant Research Manager, John F. Kennedy Center for the Performing Arts

Muna J. Shami, Director, Research and Evaluation, John F. Kennedy Center for the Performing Arts

3 – 3:15 p.m. Break

3:15 – 4:15 p.m.

CONCURRENT SESSIONS C

Equity Through Access, Quality and Cultural Responsiveness in Boston Public Schools

 **Priority Area:** Transform the Teaching and Learning Environment

ROOM: BANNEKER


In this session, presenters will describe their experiences with the Boston Public Schools Arts Expansion, a collective multiyear effort to increase equitable access to quality arts education for all BPS students. Panelists will discuss why culturally responsive arts education is important to BPS and highlight specific strategies and tactics that BPS uses to incorporate culturally and linguistically sustaining practices into arts education citywide.

PRESENTERS:

Anthony B. Beatrice, Executive Director for the Arts, Boston Public Schools

Marinell Rousmaniere, President and CEO, EdVestors

Building the Essentials of Creative Leadership

 **Priority Area:** Build Leadership Capacity and Knowledge


ROOM: BELL

Do you think of yourself as a creative leader? Do you consider how creative leadership impacts your organization? Creative leadership can play a key role in developing effective educators and administrators, transforming the learning environment and moving arts in education policy forward. This session will explore the essential qualities of creative leaders and the impact of creative leadership, drawing from the presenter's experiences as a creative leader. Through hands-on activities, discussion, sharing and reflection, participants will consider their own and their organization's creative capacity, while building a plan for strengthening the creative qualities of the leaders around them.

PRESENTER:

Michelle Mazan Burrows, Director, A+ Schools of North Carolina

Critical Considerations for the Implementation, Investigation and Support of School-Community Arts Partnership Initiatives

 **Priority Area:** Build Leadership Capacity and Knowledge

ROOM: WRIGHT

School-community partnerships have become an increasingly popular strategy for addressing chronic arts education inequities from pre-K through 12th grade. While early investigations of these efforts have shown their effectiveness, at least in the shorter term, ensuring their longer-term sustainability remains a concern for many stakeholders. In this session, the presenters — who have been actively engaged in Houston's efforts to implement, investigate and support the development and sustainability of school-community partnerships — will share their experiences and insights, including their motivations, goals and the difficulties and challenges of these multisector efforts.

PRESENTERS:

Daniel H. Bowen, Assistant Professor, Education Administration, Texas A&M University

Caroline F. Goeser, Chair, Department of Learning and Interpretation, Museum of Fine Arts, Houston

Wenden Sanders, Director, Fine Arts, Houston Independent School District

5:30 – 7 p.m. Off-Site Reception

NATIONAL ART EDUCATION ASSOCIATION, 901 Prince St.
Shuttle Service: 5:15 - 8:15 p.m. | Reception Transportation

THURSDAY AGENDA

7:30 a.m. - 12 p.m.

Registration Open

SECOND FLOOR FOYER

8 - 9 a.m.

Networking Breakfast

ROOM: EDISON BALLROOM

9 - 9:30 a.m.

Welcome Remarks and Young Artist Award Presentation

ROOM: EDISON BALLROOM

Jeremy Anderson, President, Education Commission of the States

Annie Hsiao, Deputy Assistant Secretary, Office of Discretionary Grants, U.S. Department of Education

Nathan R. Monell, Executive Director, National Parent Teacher Association

Alasdair Hackworth, 2019 Young Artist Award Winner

9:30 - 9:45 a.m. **Break**

9:45 - 10:45 a.m.

CONCURRENT SESSIONS D

Learning From Arts Education Research



Priority Area: Build Leadership Capacity and Knowledge

ROOM: BANNEKER

Does arts integration produce learning outcomes as good as or better than those from traditional instruction? What academic outcomes are associated with taking arts electives in middle school? This session will explore these questions and build attendees' knowledge of recent, cutting-edge research on arts education.

PRESENTERS:

Mariale Hardiman, Professor, Johns Hopkins University School of Education

Patricia Moore Shaffer, Deputy Director, Research and Analysis, National Endowment for the Arts

Adam Winsler, Professor, Applied Developmental Psychology, George Mason University

Student-Centered Professional Development: Where Standards, Assessments and Technology Meet to Support Arts Learning



Priority Area: Transform the Teaching and Learning Environment

ROOM: BELL

Effective professional development can occur when practitioners examine artifacts of student learning. How can you do this if your community of practitioners is not localized or can't meet at the same time? Using the technological tools and expertise crafted through a decade of virtual work, the partners of the National Coalition for Core Arts Standards will model how you can embed student-centered practice in virtual and in-person learning opportunities. Participants will practice and refine procedures for engaging with student work to help clarify standards-setting, curriculum development and program design that they can put into practice. In addition, participants will leave with a better understanding of the pros and cons of various tools to support professional learning, including a systematic way to vet tools for future use.

PRESENTERS:

David A. Dik, National Executive Director, Young Audiences Arts for Learning

Dennis Inhulsen, Chief Learning Officer, National Art Education Association

Cory Wilkerson, Education Manager, Educational Theatre Association

Systemically STEAM: Tips for Building a STEAM Ecosystem



Priority Area: Transform the Teaching and Learning Environment

ROOM: WRIGHT

STEAM ecosystems coordinate an array of expanded learning opportunities — bringing together schools, museums, science centers and makerspaces, in addition to professionals in art and design, higher education and more. Discover the lessons and triumphs of developing STEAM systems through case studies modeling an Ecosystem Analysis Tool to (1) identify challenges to accessing or providing STEAM education, (2) find commonalities among collaborators, (3) describe assets within the ecosystem and (4) establish shared goals. Participants will workshop their own ecosystems through the tool and guided, small-group discussion.

PRESENTERS:

Stacie Powers, Senior Research Associate, Philliber Research & Evaluation

Andrew D. Watson, Board Member, Innovation Collaborative

Christi Wilkins, Executive Director, Dramatic Results

10:45 – 11 a.m. Break

11 a.m. – 12 p.m.

CONCURRENT SESSIONS E

Parallel Structures: Transforming the Teaching and Learning Environments

 **Priority Area:** Transform the Teaching and Learning Environment

ROOM: BANNEKER

The session will include an introduction to parallel structures of professional development that mirror a process of student-centered learning in the arts. Participants will engage in exercises that promote ideas for using digital technologies as tools for collaborative art-making, peer assessment, reflection and portfolio presentations.

PRESENTERS:

Joanna Hefferen, Director, Professional Development, ArtsConnection

Rob Horowitz, Director, ArtsResearch

Carol Morgan, Director, Education, ArtsConnection

artlook® and the Any Given Child Program

 **Priority Area:** Support Effective Educators and School Leaders

ROOM: BELL

In this session, presenters will describe a groundbreaking national data partnership that advances student access to the arts, strengthens the John F. Kennedy Center for Performing Arts' Any Given Child program and deepens understanding of student access to the arts nationally. Ingenuity's artlook® platform underpins gains in student access in Chicago schools over the past six years, and the Kennedy Center will now replicate this model in five new cities. In doing so, the Kennedy Center will advance a data-driven model for analyzing program impact, provide these cities with a tool to drive equity and promote a new understanding of arts education issues nationally.

PRESENTERS:

Allison Galloway-Gonzalez, Executive Director, Any Given Child Jacksonville

Jeanette McCune, Director, School and Community Programs, John F. Kennedy Center for the Performing Arts

Steve Shewfelt, Director, Data and Research, Ingenuity

The Highline Creative Schools Initiative: Enhancing Educational Outcomes Among Special Education Students

 **Priority Area:** Raise Student Achievement and Success

ROOM: WRIGHT

This session will present the results of a recent evaluation study that found that arts-integrated instruction improved educational outcomes among middle school students classified as eligible for special education services. The session will focus equally on the results themselves and a thorough description of the program that yielded them. Participants will leave with new knowledge and program materials to use in their own practice to help to promote students' educational success.

PRESENTERS:

Carina A. Del Rosario, Visual Teaching Artist, Arts Corps

Steven J. Holochwost, Principal and Director, Research for Youth and Families, WolfBrown

12 – 2 p.m.

Lunch and A Long Conversation: Advancing Equity in the Arts and Education

ROOM: EDISON BALLROOM

What do arts; education; and diversity, equity, inclusion and access leaders and change-makers have to say about advancing DEIA in the arts and education? Hear from experts working across these fields in this dialogue-based session that features individual perspectives on the way forward.

PRESENTERS:

Bill Buckner, Director, Learning and Capacity Building, The Annie E. Casey Foundation

Chiho Okuizumi Feindler, Senior Director, Programs and Policy, VH1 Save The Music Foundation

Brandon Gryde, Director, Government Affairs; Officer, Equity Diversity and Inclusion, Dance/USA and OPERA America

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

Alysia Lee, Coordinator, Fine Arts, Maryland State Department of Education

Andrew Plumley, Associate Director, Equity in the Center

Betty Siegel, Director, VSA and Accessibility, John F. Kennedy Center for the Performing Arts

Beth Ziebarth, Director, Access Smithsonian, Smithsonian Institution

BIOGRAPHIES



JEREMY ANDERSON

President, Education Commission of the States
[@ECS_Anderson](#) | [@EdCommission](#)

As the eighth president of Education Commission of the States, Anderson leads a team of more than 55 education policy experts that serve policymakers in all 50 states through research, reports, convenings and counsel. Prior, Anderson served many elected officials in Congress, governors' offices and state legislatures across the country. He truly believes that the best education policy happens when policymakers are able to learn from each other.



ANTHONY B. BEATRICE

Executive Director for the Arts, Boston Public Schools
[@Drummeranthony](#) | [@BPSiCreate](#)

Beatrice's focus has been on developing culturally and linguistically sustaining practices weaved within the P-12 arts curriculum. Beatrice received both undergraduate and graduate degrees in music education from the University of Massachusetts Lowell where he served as the Student Trustee and the Drum Major of the Riverhawk Marching Band. He served over a decade on the executive board of the Massachusetts Music Educators Association and is now on the state's Music Innovation Council.



HANNAH BERSON

Director, Programs and Assessment,
Exploring the Arts
[@ETA_ArtsEd](#)

Berson guides and executes the strategic vision for the organization's partnerships and programming in 46 partner schools. Prior to ETA, Berson managed after-school teen arts programs at Gallery 37 in Chicago (now After School Matters). She has worked with the education programs at New York City Opera and New York's Children's Museum of the Arts, as well as in music and visual arts classrooms in New York and Chicago public schools. Berson holds a bachelor's degree from the University of Chicago and a master's degree from Columbia University. She is an alumna of Coro Leadership New York.



NILE BLUNT

Head, School Programs, Crystal Bridges Museum of American Art
[@DrNileBlunt](#) | [@crystalbridges](#)

In this role, Blunt is responsible for the design, development and implementation of all K-12 school and teacher programs. He manages school visit, school partnership and teacher professional development programs, as well as online learning initiatives. He also oversees the Windgate Educational Excellence through the Arts Endowed Fund. Blunt holds a master's degree and doctorate in history from the University of Illinois at Urbana-Champaign.



DANIEL H. BOWEN

Assistant Professor, Education Administration, Texas A&M University
[@BowenDanH](#) | [@cehd tamu](#)

Bowen is also a research affiliate of the Houston Education Research Consortium, a partnership between the Houston Independent School District and Rice University. His research employs experimental methods that investigate the broader impacts of culturally enriching, school-sponsored programs and policies. His research has been supported by the Spencer Foundation and National Endowment for the Arts, and featured in The New York Times, Washington Post, NBC Nightly News, CNN and The Wall Street Journal.



ASHLEY BROWN

Arts Education Director, South Carolina Arts Commission
[@scartscomm](#)

Brown manages arts education direct programs, partnerships and grant portfolios. She previously served as the education and engagement manager for Opening Nights Performing Arts at Florida State University. An accomplished teacher, she taught in both public school and nonprofits throughout North Carolina and South Carolina. Brown also worked as a professional theatre artist throughout the southeast. She received a bachelor's degree in theatre from Winthrop University and a master's degree in theatre management from Florida State University.

**BILL BUCKNER**

Director, Learning and Capacity Building,
The Annie E. Casey Foundation

@AECFNews

In his current role, Buckner partners with teams to solve tough problems, so that they may create a better and more equitable world for children, youths and families. Buckner's values align with the Annie E. Casey Foundation's work to create opportunities for all children to be able to reach their full potential in life regardless of their race, ethnicity or community of residence. He has a passion for the arts and education. Buckner serves on the board of Young Audiences Arts for Learning, Maryland and leads their Race Equity Committee.

**MICHELLE MAZAN BURROWS**

Director, A+ Schools of North Carolina

@AplusSchoolsNC | @NationalAplus

Burrows directs A+ Schools of North Carolina, which for over 20 years has been using the arts as a catalyst for creating engaging and effective schools. Burrows, an educator for over 30 years, is a dedicated leader and advocate in the field of education in and through the arts. She oversees daily operations, mentoring and strategic support for over 60 A+ Schools, pilot schools and partner organizations. Although Burrows joined the North Carolina Arts Council as A+ Schools Director in 2010, she has been with A+ Schools since 1995, when she taught at one of the 25 original A+ Schools in Raleigh.

**EILEEN CANNON**

Senior Director, Content and Curriculum Strategy, PBS Education

@eileenc223 | @PBSTeachers

Cannon brings the best of public media to educators and caregivers of P-12 students. Prior to joining PBS, Cannon spent over a decade teaching students and coaching teachers. She brings a passion for excellent instruction into her current work in media, the digital space, classrooms and communities. Cannon has a bachelor's degree in anthropology and school library media, and a master's degree in teaching from the University of Virginia.

**MARVIN D. CARR**

Senior Advisor, STEM and Community Relations, Institute of Museum and Library Services

@DrMarvinCarr | @US_IMLS

Carr was appointed in 2016. He is a national leader in STEM education and community focused grant-making fields and previously served as policy advisor for STEM education and diversity in the White House Office of Science and Technology Policy. Carr works with federal agencies, local leaders, the business community and academia to support access to STEM and Asset Based Community Development that enhances the lived experience for all Americans, especially those on the margins.

**MARY ANNE CARTER**

Chairman, National Endowment for the Arts

@MACartsDC | @NEAarts

Since arriving at the agency in June 2018, Carter has pushed to make NEA more accessible to the American people, directing an expansion of the Creative Forces program and bolstering many of its national initiatives. Prior to her appointment, she served 18 months as NEA's senior deputy chairman and was engaged in public policy analysis, issue tracking, and corporate and campaign communications through her work as a public affairs consultant.

**FAITH CHILDS-DAVIS**

Director, Los Angeles Office, Exploring the Arts

@ETA_ArtsEd

Childs-Davis, director since 2013, began her career as a classroom arts teacher for Seattle Public Schools. A relocation to New York City presented an opportunity for her to pursue passions for photography and fashion as a producer and sittings editor for Essence Magazine between 2001-06. Upon leaving publishing, she returned to education as the producer of the BRAVO Awards for the Music Center of Los Angeles County.



CARINA A. DEL ROSARIO
 Visual Teaching Artist, Arts Corps
 @Artscorps

Born in the Philippines, del Rosario immigrated to the United States as a young girl. She earned a bachelor's degree in communication from Santa Clara University and studied photography and a variety of visual arts media. In addition to her own creative and documentary projects, she is a teaching artist and helps youth use visual arts and digital media to explore their communities and advocate for what matters to them. She works with schools and cultural institutions to integrate arts with other content areas, and to develop students' social and emotional learning and 21st-century skills.



DAVID A. DIK
 National Executive Director, Young Audiences Arts for Learning
 @YoungAudiences_

Prior to being appointed in 2010, Dik served as the managing director of the Metropolitan Opera Guild. He serves on the National Coalition for Core Arts Standards, Music-in-Education National Consortium, Arts Education Partnership Advisory Council and Harvard Graduate School of Education Arts in Education Advisory Council. Dik's career began as a teaching artist and a certified school music teacher.



CHIHO OKUIZUMI FEINDLER
 Senior Director, Programs and Policy,
 VH1 Save The Music Foundation
 @VH1SaveTheMusic

Feindler is responsible for the implementation of the award-winning national initiative committed to restoring music education in America's public schools and to raising public awareness about the benefits of music education. Feindler presented at numerous state and national educator conferences, including National Council on the Arts, National Endowment for the Arts and SXSW EDU. Feindler is recipient of the 2017 Casio Leadership in Music Education Award.



ALLISON GALLOWAY-GONZALEZ
 Executive Director, Any Given Child
 Jacksonville
 @agcjax

Galloway-Gonzalez simultaneously serves as the chief program officer at Cathedral Arts Project. Prior, Galloway-Gonzalez served as the director of education for the Museum of Contemporary Art Jacksonville, adjunct faculty at University of North Florida and director for The Art School Austin. In 2018, Galloway-Gonzalez was honored as one of Jacksonville Business Journal's Top 40 Under 40.



NETTRICE R. GASKINS
 Content Manager, Fab Foundation
 @nettieb | @FabFndn

Gaskins is also an adjunct professor at the Massachusetts College of Art and Design and produces work through art and algorithms. Her model for techno-vernacular creativity is an area of practice that investigates the characteristics of this production and its application in STEAM education. She believes that STEM has always existed within groups that are not traditionally part of the mainstream discourse; and through the arts, people may realize that these groups were always part of the conversation.



"Pro Memoria" by Yaelyn Ha | BTW Magnet HS PTSA, Alabama, National PTA Reflections®



DON GLASS

Research Manager, John F. Kennedy
Center for the Performing Arts
[@donglasstweet](#) | [@kencen](#)

Glass is a visual artist, learning designer and developmental evaluator based in the District of Columbia. His work focuses on the integration of inclusive arts curriculum design and developmental evaluation strategies into the ongoing professional development of educators in and outside of schools. Central to this work are clear, meaningful learning goals; systems of assessment and feedback; and supports and options to address learning variability and foster expert learning.



CAROLINE F. GOESER

Chair, Learning and Interpretation, Museum
of Fine Arts, Houston
[@MFAH](#)

Goeser oversees educational, interpretive, public and outreach programs at the museum, as well as youth art classes at the Junior School of the Glassell School of Art. She serves as chair of the Leadership Committee of the Arts Connect collective in Houston, ensuring equitable access to arts education for Houston’s public school students. Goeser makes object-based learning central to the work of her department, integrating the museum’s collections of art into school and university curricula.



TIA GRAHAM

Senior Director, Philanthropy,
PBS Foundation
[@PBS](#)

Graham provides capacity-building support to PBS member station development teams that are committed to strengthening fundraising performance. She has participated in fundraising leadership for 13 years in a variety of fields, including higher education, community philanthropy and medical research. Prior to entering the nonprofit arena, Graham worked as an estate planning attorney and financial reporting accountant. She uses her experience in these areas to help PBS and its member stations expand the ways that donors can support the mission of public television.



BRANDON GRYDE

Director, Government Affairs and Equity,
Diversity and Inclusion Officer, Dance/USA
and OPERA America
[@bgryde](#) | [@operaamerica](#)

Gryde has served since 2011, representing Dance/USA and OPERA America in front of Congress, the White House and federal agencies. He advocates on a range of issues that include support for the National Endowment for the Arts, support for arts education, nonprofit tax policy issues and cultural exchange at the U.S. Department of State. As OPERA America’s equity, diversity and inclusion officer, he founded the ALAANA Opera Network and supports work around racial equity within the organization and the opera field.



MARIALE HARDIMAN

Professor, Johns Hopkins University School
of Education
[@MarialeHardiman](#) | [@JHUeducation](#)

In addition to her role, Hardiman directs the Neuro-Education Initiative, a cross-disciplinary program that brings research from the learning sciences to educators. Hardiman’s research includes randomized control trials investigating the effects of arts integration on long-term retention of academic content. A former school principal, she developed a teaching model, the Brain-Targeted Teaching® Model that promotes arts integration and creative problem-solving. Her research has been covered by news outlets such as The New York Times and Forbes.



JOANNA HEFFEREN

Director, Professional Development,
ArtsConnection
[@ArtsConnection_](#)

In her role, Hefferen has worked on nine U.S. Department of Education arts education initiatives. On Digital DELLTA (Developing English Language Literacy through the Arts) she develops digital educator portfolios and student collaborative portfolios focused on middle school English language learners. In partnership with the New York City Department of Education’s Connected Learning Communities initiative, Hefferen engages over 400 arts teachers in an action research portfolio process. Most recently, Hefferen contributed to the “Handbook of Formative Assessment in the Disciplines.”



"There is always someone who needs you!" by Cleopha Desdemona Costa | Julius West PTSA, Maryland, National PTA Reflections*



STEVEN J. HOLOCHWOST
Principal and Director, Research for Youth and Families, WolfBrown

Holochwost works with programs designed to improve the lives of vulnerable children and youth. He also holds appointments at Johns Hopkins University's Science of Learning Institute and the Curtis Institute of Music. He earned his doctorate in developmental psychology from the University of North Carolina at Chapel Hill as a National Science Foundation Fellow and a master's degree in public affairs from Fels Institute of Government at University of Pennsylvania.



HALEY HONEMAN
Title IV-A Arts Education Specialist, Arizona Department of Education
@HonemanHaley | @azedschools

Honeman is a theatre maker, educator and teaching artist. She received a master's degree in theatre for youth from Arizona State University in 2016 and a bachelor's degree in theatre arts with a minor in Spanish from the University of Minnesota in 2007. Before working at the Arizona Department of Education, she was the master teacher for Childsplay theatre's dual language Early Years Educators at Play program and a teaching artist and ensemble member with Rising Youth Theatre.



ROB HOROWITZ
Director, ArtsResearch

Horowitz is a consultant to arts organizations, school districts and foundations. Horowitz helped develop numerous educational partnerships throughout the country. He has conducted over 100 program evaluations for organizations such as John F. Kennedy Center for the Performing Arts, National Endowment for the Arts, Jazz at Lincoln Center and the Arts Education Partnership; and he has served as researcher for numerous federal, state and private grants. He has written, lectured and conducted workshops on program evaluation, musical creativity, jazz improvisation, student assessment and arts education policy issues.



ANNIE HSIAO
Deputy Assistant Secretary, Office of Discretionary Grants, U.S. Department of Education
@usedgov

In prior roles, Hsiao was the senior advisor to the acting assistant attorney general of the Office of Justice Programs at the U.S. Department of Justice, director of strategic partnerships at the Leadership for Educational Equity, program manager at the Charles Koch Foundation and program officer at the Walton Family Foundation. She received her master's degree in education policy from Harvard University and was a Publius Fellow at the Claremont Institute.



AYANNA HUDSON

Arts Education Director, National Endowment for the Arts
[@NEAarts](#)

In her role, Hudson presides over the grant portfolio devoted to arts education, works with national service organizations on policy initiatives and serves as the spokesperson for arts education at the federal level. She has a bachelor's degree in psychology from Spelman College and a specialized master's degree in education in risk and prevention from Harvard University.



DENNIS INHULSEN

Chief Learning Officer, National Art Education Association
[@dinhulsen](#) | [@NAEA](#)

Inhulsen was an elementary principal and art teacher for 35 years. He taught art in pre-K through university and is past president and vice president for NAEA. Inhulsen was president of the Michigan Art Education Association in addition to holding volunteer positions nationally and locally. He is a frequent presenter supporting art standards, leadership, assessment and effective teaching strategies. Inhulsen served as visual arts writing chair with the National Coalition for Core Arts Standards.



NATHAN JOHNSTON

Former Coordinator, Fine Arts and Physical Education, Scottsdale Unified School District
[@johnstonmusic](#) | [@ScottsdaleUSD](#)

Viewed as a creative leader and thinker, Johnston demonstrates the ability to bring forth invested artistic expressions from both novice and accomplished members alike. He focuses on the opportunities for creative education, blending traditional and progressive approaches in the same classroom or community space. Johnston is now the director of performing arts at Eastmark High School in Queen Creek, Arizona.



JAMES F. LANE

Superintendent, Public Instruction, Virginia Department of Education
[@DrJamesLane](#) | [@VDOE_News](#)

Lane serves as the executive officer of the Virginia Department of Education, which is the administrative agency for the commonwealth's public schools. He also serves as secretary of the state board of education. Prior to his appointment as the commonwealth's chief school officer, Lane served as a division superintendent in Chesterfield County, Goochland County and Middlesex County. He was recognized as the 2017 Virginia Superintendent of the Year for his leadership in Goochland County.



ALYSIA LEE

Coordinator, Fine Arts, Maryland State Department of Education
[@alysiasings](#) | [@msdefinearts](#)

Lee is a 2019 Kennedy Center Citizen Artist. Her role as an artist, arts educator, teaching artist and arts advocate gives her a broad perspective of the arts ecosystem. Her work has received national recognition for advancing access, equity, visibility, representation and power-sharing between artists, organizations and communities. Key to her method are intersectional approaches to engagement while centering artistic excellence, social justice and multiculturalism. Lee is the founder of Sister Cities Girlchoir, the El Sistema-inspired girl empowerment choral academy.



DUSTIN LOEHR

Director, Arts Education and Title IV-A, Arizona Department of Education
[@loehr_dustin](#) | [@azedschools](#)

Loehr is an Arizona native dedicated to advancing arts education across every community. Loehr was recently appointed to his position, having previously served as the department's arts education specialist. As the steward of enrichment activities, Loehr oversees all aspects of well-rounded education, safe and healthy students and digital literacy. Leveraging an interdisciplinary team of content specialists, Loehr collaborates with educators, schools, community members and policymakers.



ANNE LUND

Director, Curriculum and Content,
Ready to Learn, PBS KIDS

@PBSKIDS

In her role, Lund reviews content on multiple media platforms, including television, web, mobile, tablet and local outreach programs. Her expertise is in children’s media specializing in educational curriculum development and research. Before PBS, Lund worked at Nick Jr., Sesame Workshop and Playhouse Disney; was director of research and curriculum for the Disney Channel’s “Little Einsteins”; and was a teacher. Lund has a bachelor’s degree in psychobiology from Swarthmore College and a master’s degree in developmental psychology from University of Massachusetts Amherst.



JEANETTE MCCUNE

Director, School and Community Programs,
John F. Kennedy Center for the Performing Arts

@JeanetteMcCune | @kencen

McCune is the strategic lead for the Kennedy Center’s local and national arts education partnerships with schools and community based organizations. Programs in McCune’s portfolio include DC School and Community Initiatives, Changing Education Through the Arts, Turnaround Arts, Ensuring the Arts for Any Given Child and Partners in Education. McCune has been with the Kennedy Center since 2001.



STEPHANIE McKEEL

Assistant Research Manager, John F.
Kennedy Center for the Performing Arts

@kencen

McKeel is a part of the research and evaluation department at the Kennedy Center, where she provides program management and logistical support for arts research and evaluation projects. She seeks to improve experiences in the arts by gathering evidence and communicating that work through effective visual representations. Prior to her current position, McKeel was an intern at the Kennedy Center. She holds a bachelor’s degree in horn performance from Middle Tennessee State University.



NATHAN R. MONELL

Executive Director, National Parent Teacher
Association

@NathanMonell | @NationalPTA

Monell provides leadership to the National PTA, America’s oldest and largest volunteer child advocacy association with 22,000 local units and nearly 3.5 million members. Monell advances family engagement and public policy addressing the educational success and well-being of our nation’s children. He is a Certified Association Executive through the American Society of Association Executives, and earned a certificate in nonprofit management through Georgetown University and a master’s degree in communication studies from the University of Michigan.



CAROL MORGAN

Director, Education, ArtsConnection

@ArtsConnection_

In her role since 1998, Morgan has overseen eight multiyear research projects funded by the U.S. Department of Education since 2001, including two current projects. These inquiries into the nature of teaching and learning in dance, theater and puppetry, and their influence on language development and literacy reflect her lifelong interest in multidisciplinary learning and communication across disciplines. Morgan has published a number of articles about her work and presented at local, national and international forums on arts education.



“Heroes in the Community” by Tanya Rastogi | Riverdale Heights Elementary PTA, Iowa, National PTA Reflections®



ANDREW PLUMLEY

Associate Director, Equity in the Center
@Aplums22 | @equityinthetr

Plumley started his career in education, where he advised higher education institutions on diversity, equity and inclusion strategy. He focuses on creating true and lasting systems change for the communities he partners with and supports. Plumley currently serves as the Young Black and Giving Back Institute board chair and is an American Express N-Gen Fellow. He holds a B.A. from Middlebury College and an M.B.A from the University of Vermont.



STACIE POWERS

Senior Research Associate, Philliber Research & Evaluation

Powers conducts evaluations for programs that address social emotional development at a variety of stages, from cradle to career. She is the external evaluator for Dramatic Results, an award-winning STEAM education nonprofit. This work was funded by a grant from the U.S. Department of Education Arts Education Model Development and Dissemination program.



MARINELL ROUSMANIERE

President and CEO, EdVestors
@Edvestors

Rousmaniere brings over 20 years of experience in youth development, education and cross-sector partnerships to her role. Over a decade with EdVestors, Rousmaniere has been a key leader, most recently serving as senior vice president for strategic initiatives, where she oversaw the Boston Public Schools Arts Expansion initiative — a nationally recognized model of increasing access to quality, equitably distributed arts education opportunities for students in Boston Public Schools. Rousmaniere earned a bachelor’s degree from Connecticut College and a master’s degree from Boston University.



WENDEN SANDERS

Director, Fine Arts, Houston Independent School District
@HISDFineArt | @HoustonISD

Sanders has served the students, families, community and HISD the last eight years. He served as principal of Meyerland Performing and Visual Arts Middle School for six years and led the campus to achieve six Texas Education Agency distinctions in the areas of math, English language arts/reading, science, closing the achievement gap, postsecondary readiness and student progress. Sanders has been a public school educator for 26 years with 13 as a choral music teacher/fine arts department chair and 13 as a campus administrator.



PATRICIA MOORE SHAFFER

Deputy Director, Research and Analysis, National Endowment for the Arts
@EDevaluator | @NEAarts

Shaffer has led over 40 educational program evaluations ranging from national evaluation studies conducted for federal agencies, including the Library of Congress and NASA, to smaller-scale research and evaluation studies for state education agencies and school districts. Shaffer earned a doctorate in educational policy, planning and leadership at the College of William & Mary and holds a bachelor’s degree in the visual arts.



MUNA J. SHAMI

Director, Research and Evaluation, John F. Kennedy Center for the Performing Arts
@kencen

With 20 years of experience in applied education research, Shami has supported and implemented national and local education initiatives that seek to improve the lives of children and youth by bridging research, policy and practice to improve outcomes. Shami holds master’s degrees in counseling and developmental psychology and earned her doctorate in education studies from American University.



STEVE SHEWFELT

Director, Data and Research, Ingenuity
[@IngenuityChgo](#)

In his role, Shewfelt leads the organization’s work collecting, managing, analyzing and reporting on arts education data from schools and arts organizations. He leads the development and evolution of Ingenuity’s groundbreaking innovation in arts education data and produces reports such as Ingenuity’s annual State of the Arts in Chicago Public Schools and Arts Education and Social-Emotional Learning Outcomes Among K-12 Students, recently published in partnership with University of Chicago. Shewfelt has a bachelor’s degree from Northwestern University and a doctorate from Yale University, both in political science.



BETTY SIEGEL

Director, VSA and Accessibility, John F. Kennedy Center for the Performing Arts
[@kencen](#)

In her role, Siegel creates cultural experiences inclusive of people with disabilities of all ages, addressing national and international disability, arts, education and cultural practices. She is a respected speaker on disability rights, compliance and accommodations. Her Juris Doctor is from the Columbus School of Law in 2009.



BRIAN A. SPONSLER

Vice President, Policy, Education
Commission of the States
[@BrianSponsler](#) | [@EdCommission](#)

Sponsler provides strategic leadership to Education Commission of the States’ portfolio of policy products. He brings nearly two decades of experience in education policy research and practice, helping an array of policy decision-makers craft sound policy to support student outcomes. Sponsler is dedicated to helping people develop and refine their ideas, and believes wholeheartedly in the promise of good government and strong civic society to improve people’s lives.



ALIA TEJEDA

Arts Internship Coordinator, Exploring the Arts
[@ETA_ArtsEd](#)

Tejeda began her arts education career in ETA’s Arts Internship Program (then called the Apprenticeship Program), placed in the education department at Roundabout Theatre Company. She later worked with Lincoln Center Education as an arts educator with Union Settlement, and as a mentor for the Bloomberg Arts and Culture Internship Program. She is a graduate and president awardee of the State University of New York Purchase College’s Conservatory of Theatre Arts, having earned her bachelor’s degree in theatre and performance and arts management. At ETA, Tejeda manages a roster of 80 public high school interns at 60 New York City arts institutions.



CLAUS VON ZASTROW

Principal, Education Commission of the States
[@clausvz](#) | [@EdCommission](#)

Von Zastrow oversees efforts to improve statewide longitudinal data systems and provide state-by-state data on STEM education. He has held senior positions in education policy and research for more than 17 years and has spent much of that time helping diverse stakeholders find consensus on important education issues. Von Zastrow is dedicated to ensuring that state leaders have the information and guidance they need to make the best possible decisions affecting young people.



ANDREW D. WATSON

Board Member, The Innovation Collaborative
[@InnovationColla](#)

Watson is a founding board member of the Innovation Collaborative, a national interdisciplinary forum to foster creativity and innovation in teaching and learning. In addition, he coordinates the fine arts programs for Alexandria City Public Schools in Virginia and formerly designed the STEAM program for Fairfax County Public Schools in Virginia. In this role, he developed STEAM programs in over 100 schools in the country’s 10th largest school district. Watson has also advised the Congressional STEAM Caucus and various arts and STEAM education organizations.



"Compassion" by Anna Claire Graham | JCaddo Parish Magnet High PTSA, Louisiana, National PTA Reflections®



CORY WILKERSON
Education Manager, Educational Theatre Association
[@schooltheatre](#)

Wilkerson is the past project manager for the State Education Agency Directors of Arts Education and the National Coalition for Core Arts Standards. Wilkerson has over 20 years of experience in arts curriculum and assessment development and has been a trainer for teachers in the arts for the past 15 years. In her current position, Wilkerson oversees the development of professional development resources and coursework for members.



CHRISTI WILKINS
Executive Director, Dramatic Results
[@dramaticresults](#)

Wilkins has led Dramatic Results, as founder and executive director, since its inception in 1992. She has successfully written and administered five U.S. Department of Education grants resulting in national recognition by the program as a model among models both for the rigor of their evaluation design and the strength of the dissemination to other districts. She has received numerous awards for her vision and dedication to arts and education for high-need students. Wilkins has presented at numerous conferences statewide and nationally in the fields of education, STEM and arts.



KIM WILSON
Director, Arts in Basic Curriculum Project
[@KimABCProject](#) | [@abcprojectsc](#)

Wilson holds a master's degree from Kent State University and master's degree in teaching from the University of Arkansas at Monticello. Her unconventional path as an arts educator includes experiences that span across generations and educational institutions. Recognized as the 2012 Arkansas Teacher of the Year, she began teaching other educational professionals on the power of arts education. Wilson received Walden University's 2019 Leadership Excellence Award upon completion of her doctorate in teacher leadership.



ADAM WINSLER
Professor, Applied Developmental Psychology, George Mason University
[@GeorgeMasonU](#)

Winsler's research examines the academic trajectories of low-income children of color, English language learners and immigrant students from pre-K through 12th grade. He also studies the development of bilingualism, executive functioning, the role of private speech (self-talk) in children's behavioral self-regulation, long-term effects of pre-K programs and the positive effects of arts education — music, dance, drama, visual art — on students. Winsler earned his doctorate from Stanford University in 1994.



BETH ZIEBARTH
Director, Access Smithsonian, Smithsonian Institution
[@smithsonian](#)

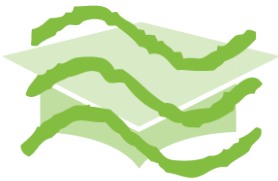
Ziebarth has a personal interest and professional responsibility in advocacy for people with disabilities. In her current position, Ziebarth develops and implements accessibility policy and guidelines for the Smithsonian Institution's 19 museums, Smithsonian's National Zoo and nine research centers — ensuring the Smithsonian's 29 million annual visitors experience a welcoming environment that accommodates individuals of all ages and abilities.

ArtsEdSearch is the nation's hub for research on the impact of the arts in education.

Browse research focused on the outcomes of arts education for students and educators or enter key words in the search box below.



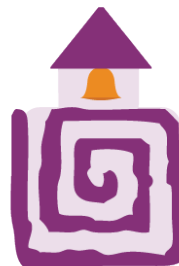
See research aligned to AEP's 2020 Action Agenda priority areas:



Raise Student Achievement and Success



Support Effective Educators and School Leaders



Transform the Teaching and Learning Environment



Build Leadership Capacity and Knowledge

ArtsEdSearch is an online clearinghouse of research focused on the outcomes of arts education for students and educators, both during and outside the school day. Searching in ArtsEdSearch is very easy. Simply click the menu item for Browse Research, and once on the Browse Research page, you can search studies using key terms or refine results by selecting criteria within a variety of categories.

artsedsearch.org



2019 ARTSCAN AT A GLANCE

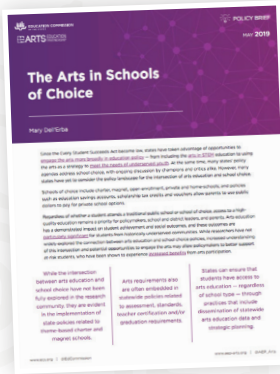
Connecting the States and Arts Education Policy

	Early Childhood Arts Ed Standards		Arts Ed Instructional Requirement Elementary School		Arts Ed Instructional Requirement High School		Arts Alternatives for High School Graduation		Arts Ed Requirements for State Accreditation		Licensure Requirements for Arts Teachers	
	Arts as Core Academic Subject	Elementary & Secondary Arts Ed Standards	Arts Ed Instructional Requirement Middle School	Arts Ed Instructional Requirement High School	Arts Ed Instructional Requirement Middle School	Arts Ed Instructional Requirement High School	Arts Ed Assessment Requirements	Arts Ed Assessment Requirements	Licensure Requirements for Non-Arts Teachers	Licensure Requirements for Non-Arts Teachers	State Arts Ed Grant Program or School for Arts	State Arts Ed Grant Program or School for Arts
Alabama	•	•	•	•	•	•	•	•	•	•	•	•
Alaska		•	•	•								•
Arizona	•	•	•	•	•	•		•	•		•	•
Arkansas		•	•	•	•	•			•		•	•
California	•	•	•	•	•	•		•			•	•
Colorado	•	•	•	•	•	•		•			•	•
Connecticut	•	•	•	•	•	•	•	•			•	•
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Delaware		•	•	•	•	•					•	
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Georgia	•	•	•	•	•	•		•			•	•
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Idaho		•	•	•	•	•		•	•		•	
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Indiana		•	•	•	•	•		•		•	•	•
Iowa		•	•	•	•	•			•	•	•	•
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Kentucky	•	•	•	•	•	•		•			•	•
Louisiana	•	•	•	•	•	•				•	•	•
Maine	•	•	•	•	•	•			•	•	•	•
Maryland	•	•	•	•	•	•			•		•	
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Missouri		•	•	•	•	•			•		•	•
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New York		•	•	•	•	•	•			•	•	•
North Carolina	•	•	•	•	•	•				•	•	•
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Oregon	•	•	•	•	•	•		•		•	•	
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South Dakota		•	•				•				•	
Tennessee		•	•	•	•	•				•	•	
Texas	•	•	•	•	•	•			•		•	
Utah		•	•	•	•	•					•	

ArtScan at a Glance summarizes state policies for arts education identified in statute or administrative code for all 50 states and the District of Columbia. Information is based on a comprehensive search of state education statute and codes on each state's relevant websites. Complete results from this review are available in an online searchable database.

aep-arts.org

RECENT RESOURCES

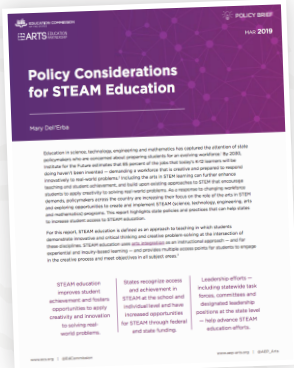


The Arts in Schools of Choice

This Policy Brief highlights how states currently address schools of choice within policy, including those that intersect with arts education, and explores further opportunities to engage the arts in statewide policies and practices.

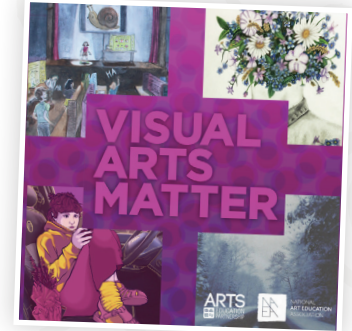
Visual Arts Matter

This resource explores how visual arts support students' academic success both within and outside of school settings by cultivating learning skills, boosting academic achievement and enhancing the educational experience of traditionally underserved students.



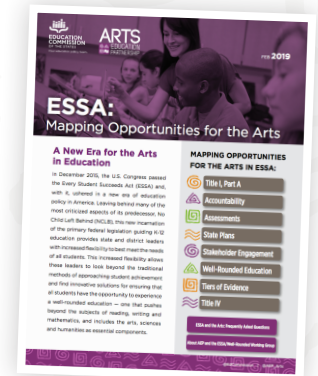
Policy Considerations for STEAM Education

This Policy Brief highlights state policies and practices — including access efforts, federal and state funding and statewide coordination — that can help states to advance STEAM education and increase student participation.



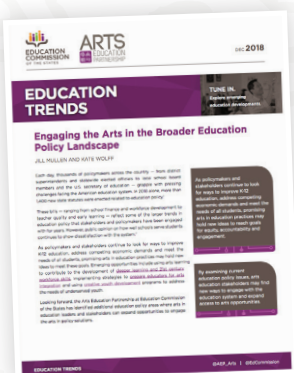
ESSA: Mapping Opportunities for the Arts

This Special Report highlights the ways that states and districts can engage the arts in the ongoing work of the Every Student Succeeds Act. Designed to continue growing as ESSA implementation proceeds, this report currently contains chapters exploring the opportunities for arts education within the following topics: Accountability, Assessments, Stakeholder Engagement, State Plans, Tiers of Evidence, Title I, Well-Rounded Education and Title IV.



Engaging the Arts in the Broader Education Policy Landscape

This Education Trends report explores education policy areas where arts in education leaders and stakeholders can expand opportunities to engage the arts in policy solutions and includes examples of how states are currently using the arts in education to support their policy efforts.



ACCESS THESE RESOURCES AND MORE AT AEP-ARTS.ORG.

HOTEL MAP



All Concurrent Sessions are located in the Banneker, Bell and Wright meeting rooms.

All Plenary Sessions and meals are in the Edison Ballroom.

SUCCESS STORIES

Stories Revealing the Impact of Research, Policy and Practice

The Success Stories project highlights successful arts in education programs. These stories demonstrate the benefits of arts integration across the education spectrum and promote continued collaboration and learning for individuals and organizations working toward student achievement and success. Check out published Success Stories — aligned with the *2020 Action Agenda's* four priority areas — at aep-arts.org.



PRIORITY AREA 1: Raise Student Achievement and Success



PRIORITY AREA 3: Transform the Teaching and Learning Environment



PRIORITY AREA 2: Support Effective Educators and School Leaders



PRIORITY AREA 4: Build Leadership Capacity and Knowledge

AEP PARTNERSHIP SERVICES

AEP helps build leadership capacity and knowledge through a set of services and projects that provide partner organizations and the broader arts in education field with unbiased research, relevant policy information and opportunities for collaboration, so that arts and education organizations can share best practices.



AEP gathers and compiles information that helps individuals and organizations improve practice, build effective partnerships and inform policy.

EXAMPLES: ArtScan, ArtsEdSearch.



AEP produces relevant and timely reports providing arts in education leaders with concise, factual overviews and analysis on priority arts and education issues.

EXAMPLES: Success Stories, Blog Posts, Policy Briefs, Publications, ArtsEd Digest.



AEP brings arts and education leaders together locally, within their states and nationally to interact, collaborate and learn from each other.

EXAMPLES: Working Groups, AEP Annual Convening, Thinkers Meetings, AEP Advisory Committee.



AEP provides unbiased advice and consultation to AEP partners on arts and education research, policy and practice.

EXAMPLES: Information Requests, Technical Assistance.



1. "Discovering Heroes in Me" by Chandhana Lingam Muhilan | Northvail School PTA, New Jersey, National PTA Reflections®
2. "The Healer" by Ben Sephen | West Middle School PTA, Missouri, National PTA Reflections®
3. "Lola Redempta" by Patricia Dedgracias | Wiregrass Ranch High PTSA, Florida, National PTA Reflections®
4. "A Hero's Sounds of Mind and Soul" by Taylor Justice | Mill Creek High PTSA, Georgia, National PTA Reflections®

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