



THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS

KENNEDY CENTER ALLIANCE
FOR ARTS EDUCATION NETWORK



A Community Audit for Arts Education

BETTER SCHOOLS

BETTER SKILLS

BETTER COMMUNITIES



The Kennedy Center

The John F. Kennedy Center for the Performing Arts

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Preface

Two major research reports released in 2000, *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education* and *Champions of Change: The Impact of the Arts on Learning*, have provided evidence of what supporters of the arts in education have known for some time:

- The arts help all students to succeed in school and in life;
- Quality arts education programs have a greater likelihood of being a part of the school curriculum when school and community leaders have come together to make that goal a reality; and,
- The arts can provide a way to engage youth who are not being reached through traditional schooling.

The Kennedy Center, through the Kennedy Center Alliance for Arts Education Network (KCAAEN), has developed this *Community Audit for Arts Education: Better Schools, Better Skills, Better Communities*, to assist local education, community, and cultural leaders in assessing the status of arts education in their schools and school districts and to encourage community partnerships to strengthen and expand arts education for all students.

Every community has strengths as well as areas for continued growth and improvement. By making use of this community audit, leaders can come together to reflect on their current programs, evaluate current resources, and make solid plans for realizing a collective vision for the future of arts education in their schools and in after-school programs. This Community Audit for Arts Education can be used quickly and easily by busy community leaders. It also encourages the involvement of cross-sections of the community who may not have a history of working together.

The language regarding “Indicators of Commitment,” “Indicators of Accomplishment,” and “Standards” draws upon the work of the National Assembly of State Arts Agencies’ Task Force on Cultural Pluralism. In addition, the audit draws from a very successful format used by the KCAAEN to develop a self-assessment kit for use by its state Alliances for Arts Education.

We extend our appreciation to the following partners for their assistance with the *Community Audit for Arts Education: Better Schools, Better Skills, Better Communities*: Richard J. Deasy, Director, Arts Education Partnership; Jonathan Katz, CEO, National Assembly of State Arts Agencies; Robert Lynch, President and CEO, Americans for the Arts; Valsin A. Marmillion, President and Founder, Marmillion + Company; Jane L. Polin, Philanthropic Advisor, and Scott Shanklin-Peterson, Director of Arts Management Program, College of Charleston.

National Endorsements

The KCAAEN’s Community Audit for Arts Education is endorsed by the following national organizations:



Forward

By Jane L. Polin, Philanthropic Advisor

Since the release of the landmark report *Coming to Our Senses: The Significance of the Arts for American Education* thirty years ago, much has changed in how Americans view their schools and the role of the arts. Across all sectors, leaders now recognize that students must develop broad abilities beyond technical skills. Employers have a tremendous need for workers who are creative, analytical, disciplined and self-confident. They need employees who can solve problems, communicate ideas, and be sensitive to the world around them. And a growing number of our nation's leaders understand that hands-on participation in the arts is one of the best ways to develop these abilities in all young people.

As a result, the mandate for our nation's schools is clear: provide high-quality arts learning experiences for all young people. Yet our schools usually lack an effective and efficient way to determine both the strengths and weaknesses of their current offerings, and how they might be improved and expanded.

The Kennedy Center's Community Audit responds in practical terms: how do we measure our performance in providing high-quality arts learning experiences for all our students? The Community Audit is a powerful tool for use by school leaders, teachers, parents, artists, students, and other concerned citizens.

- First, the Community Audit provides a report card to the community on the status of arts education within its schools. Just as the box scores in the sports pages provoke debate regarding athletic performance, the findings of the Community Audit can be a public document to promote dialogue around arts education.
- Second, the findings of a Community Audit can give an initial assessment of quality: how good are we in providing high-quality arts learning experiences for all our students? Where do we excel? Where do we fall short?
- Third, the Community Audit also provides a planning tool to improve quality by examining the known critical factors for success. By displaying the gaps in a school district's efforts, this dynamic process can reveal the necessary next steps toward improvement.
- Fourth, the Community Audit provides a useful vehicle for community goal-setting and implementation: what will we do in what time frame for whom? Establishing clear goals and measurable objectives are essential in the improvement process.
- Fifth, the Community Audit provides a valuable tool for resource allocation. The truly difficult decision-making process about resource use can now be better informed, and better decisions can now be made.

The Kennedy Center is to be congratulated for its leadership in bringing this extraordinary arts education resource to our nation's communities.

The Community Audit Process

The Audit is designed to help leaders facilitate discussions regarding the status of arts education in a district or districts in a local community. The content items are organized around the factors identified by *Gaining the Arts Advantage*. The questions and criteria provide greater detail, reflecting lessons learned through *Champions of Change*, KCAAEN awards criteria, and other indicators that help provide context for discussion of each factor.

It is recommended that this Community Audit be used collectively by teams of school and community leaders as part of planning processes. A “first review” might encourage individuals to complete the Audit themselves, and then, to share their reflections with the

larger group. In almost every instance where this kind of audit is used, leaders learn more about “what is being done right” than they knew before the process began. By using the Audit as a tool to come to consensus about the status of arts education, leaders can then work together to identify priorities and “next steps” which are appropriate for their community.

The Audit is designed with flexibility in mind, so that local leaders can adapt the Audit to serve local planning needs. Some communities may plan to use the Audit within a short-term period, with findings and recommendations reported after three to four months of use by an appointed committee. Others may find it useful to develop a more in-depth process over a longer timeframe.

Findings and Recommendations

Teams of school and community leaders undertaking the Audit may wish to answer each of the questions with a narrative statement which summarizes their thinking about where their schools stand in regard to each of the factors and criteria. These statements may include a summary of the indicators of commitment, accomplishments, and areas of best practice identified in discussing the Audit questions.

The outcome of this process should include a written summary of findings, including both areas of strength and weakness. In addition, a summary of recommendations, based on future priorities and specific “next steps” for developing the arts education program, should be included in this written report. The report may form the foundation for a more extensive plan for arts education for the district, or it may be a companion piece to update or reflect upon an existing plan.

Ongoing Use of The Community Audit

Teams of school and community leaders undertaking the Audit may wish to consider ways in which the Audit can be used to monitor progress in the development of the arts education program and implementation of recommendations identified through its use on an ongoing basis.

Instructions

Please complete **All sections**, responding to as many of the items as possible. You are not expected to respond to all the audit items and it is acceptable to mark items with “don’t know.”

The Audit contains these options for responses:

- I. **Indicators of Commitment:** Answer **Yes (Y)**, **No (N)** or **Don’t Know (DK)** to the questions about whether there are Policies, Procedures, or Practices in place to support the statement. You may want to look at the audit layout on pages 6–7 now.
- II. **Indicators of Accomplishment:** Record as many examples as you wish which support Indicators of Accomplishment.
- III. **Next Steps and Future Priorities:** List actions that are needed to bring this criterion to “Best Practice” levels. Best Practice means that conditions are in place to completely accomplish the item described. This may be the most important column in the audit because it identifies actions needed.

Optional Information

Your Name: _____

Check the one category that best describes your position:

- | | | | |
|--|---|---|---------------------------------|
| <input type="checkbox"/> Community Supporter | <input type="checkbox"/> School Administrator | <input type="checkbox"/> Teacher | <input type="checkbox"/> Parent |
| <input type="checkbox"/> Student | <input type="checkbox"/> School Board Member | <input type="checkbox"/> Higher Education | |
| <input type="checkbox"/> Government | <input type="checkbox"/> Business/Industry | <input type="checkbox"/> Other_____ | |

Part A COMMUNITY CONNECTIONS

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

THE COMMUNITY

To what extent is the community (broadly defined as parents and families, artists, arts organizations, businesses, local civic and cultural leaders and institutions) actively engaged in community arts and instructional programs of the district, as evidenced by:

A. PUBLIC AWARENESS AND IMPACT ON POLICY

1) Are recognized community advocates in place to communicate with the school board and school officials on the quality and availability of education in the arts?	Y	N	DK
2) Have community advocates identified priority areas of informed leadership and educational content for their advocacy and assistance?	Y	N	DK
3) Is there a mechanism in place for mobilizing and supporting these priorities for arts education?	Y	N	DK
4) Are the quality and availability of education in the arts on the agenda of such groups as the PTA and other civic groups interested in a good education?	Y	N	DK
5) Is there a forum for determining school board candidates' positions regarding arts education during the election process?	Y	N	DK
6) Do community advocates monitor state and national trends in school improvement so that this information is integrated into local efforts?	Y	N	DK

B. PUBLIC PARTICIPATION AND MEDIA SUPPORT

1) Are community audiences encouraged to attend student performances and exhibitions?	Y	N	DK
2) Are school audiences, parents and teachers encouraged to attend public performances and exhibitions?	Y	N	DK
3) Is the local media supportive of covering student achievement in the arts?	Y	N	DK

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

C. CULTURAL RESOURCES

1) Are school and community facilities used for learning in the arts both during and outside of school hours?	Y	N	DK
2) Are venues provided for faculty and student works and performances?	Y	N	DK
3) Are arts faculties involved in community arts events?	Y	N	DK
4) Have partnerships between the schools and local cultural organizations been established which provide on-going, sustained artist residency programs in the schools and enable students to have direct access to artists?	Y	N	DK
5) Is there a mutually supportive working relationship between educators in the school system and artists and arts organizations in the community?	Y	N	DK
6) Do educators in the school system have access to a roster of artists and arts organizations that offer resources for learning in the arts?	Y	N	DK
7) Are resources available to educators in the school system to take advantage of the community's artists and arts organizations as educational resources?	Y	N	DK
8) Have partnerships among the schools, local cultural organizations and the child care community been established which provide high-quality after-school and summer programs in the arts, particularly those which enhance and do not replace the arts in the curriculum by providing extended engagement with the arts in ways that are not available in the school curriculum?	Y	N	DK
9) Is a process in place to evaluate quality and effectiveness of school and community partnerships, which include community representatives and encourage continuous improvement?	Y	N	DK

Part B INFORMED LEADERSHIP

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

THE SCHOOL BOARD

The school board's support for arts education can be measured in the following areas:

A. PLANNING

1) Are the arts included in your district's school improvement plan?	Y	N	DK
2) Are after-school programs that focus on or include the arts viewed as an integral part of an extended school day?	Y	N	DK

B. CURRICULUM

Are the arts considered part of the core, academic curriculum in your schools, including approved courses in all four major artistic disciplines (music, visual arts, theatre, dance) and available at all grade levels?	Y	N	DK
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C. STANDARDS

1) Is there a district-wide understanding of the State Standards for what students should know and be able to do in the arts?	Y	N	DK
2) Are after-school/summer programs encouraged to incorporate the State Standards for what students should know and be able to do in the arts?	Y	N	DK

D. ASSESSMENTS

1) Are testing and grades of the arts on student report cards comparable to those for other core subjects?	Y	N	DK
2) Are after-school arts programs and summer programs assessed for student achievement and program quality?	Y	N	DK
3) Is a process in place to evaluate the comprehensive arts program in the district on a regular basis?	Y	N	DK

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

E. GRADUATION REQUIREMENTS			
1) Does the district have a separate arts requirement for graduation for all students, which is included in the GPA?	Y	N	DK
2) Are guidance counselors making students aware of how participation in the arts enhances their college opportunities?	Y	N	DK
F. ARTS SUPERVISORS			
Are there full-time arts education supervisors in all four artistic disciplines at the district level?	Y	N	DK
G. ARTS FACULTY			
Are there sufficient numbers of full-time arts education specialists in all four artistic disciplines for all grade levels?	Y	N	DK
H. PROFESSIONAL DEVELOPMENT			
1) Are high quality professional development opportunities in the arts available for arts specialists, classroom teachers, non-arts specialists, school administrative personnel at all grade levels (which include technology and the arts) that count toward college credit?	Y	N	DK
2) Is participation in professional associations by arts educators supported and encouraged?	Y	N	DK
3) Are high quality professional development opportunities in the arts available for after-school program coordinators, teachers and other personnel?	Y	N	DK

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

I. PER CAPITA STUDENT EXPENDITURES			
1) Are dollars allocated to arts programs by the school board? If so, are they documented from year to year?	Y	N	DK
2) Are opportunities for in-school and after-school arts education programs to receive additional support pursued through funding applications submitted at the state and federal levels?	Y	N	DK
3) Are there district guidelines in place that promote equity in funding the arts?	Y	N	DK
J. FACILITIES			
Is the need for specialized arts facilities for all four artistic disciplines formally recognized in district plans for future building and renovation?	Y	N	DK
K. COMMUNITY PARTNERSHIPS			
Does the school board support and encourage collaborations with arts and cultural organizations in the community?	Y	N	DK

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

THE SUPERINTENDENT

Is the Superintendent perceived to have a commitment to arts education in the district, evidenced by:

1) regularly articulating the importance of the arts in achieving district goals?	Y	N	DK
2) advocating for the arts in the budget?	Y	N	DK
3) supporting principals who believe in arts education and encouraging their professional development in the arts?	Y	N	DK
4) supporting district arts coordinators and arts specialists, including their professional development, in the arts?	Y	N	DK
5) encouraging educators to integrate the arts into the curriculum and supporting staff collaborations among disciplines to ensure its success?	Y	N	DK
6) actively supporting community partnerships with arts and cultural organizations?	Y	N	DK
7) actively seeking and promoting the arts in school-based, after-school programming?	Y	N	DK

II. Indicators of Accomplishment

Give Examples

III. Next Steps & Future Priorities

What do we need to do?

II. Indicators of Accomplishment		III. Next Steps & Future Priorities	

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

A CADRE OF PRINCIPALS

Are there sufficient numbers of these school building-level leaders present in the district who:

1) understand and value arts as integral to child development and the curriculum for all students?	Y	N	DK
2) support arts education as a way to enhance learning for “hard-to-reach” students?	Y	N	DK
3) support the arts as a way to encourage parental involvement?	Y	N	DK
4) provide professional development for their teachers in the arts?	Y	N	DK
5) participate in and support professional development in the arts for themselves and other administrators?	Y	N	DK
6) are committed to local partnerships with community arts and cultural organizations?	Y	N	DK
7) support high quality after-school programming for all children?	Y	N	DK

II. Indicators of Accomplishment

Give Examples

III. Next Steps & Future Priorities

What do we need to do?

II. Indicators of Accomplishment Give Examples	III. Next Steps & Future Priorities What do we need to do?

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

DISTRICT ARTS COORDINATORS

Are there effective district arts coordinators in all four artistic disciplines, able to be strong advocates for strengthening and building arts education programs by:

1) encouraging community awareness and engaging community support for arts programs and student achievements?	Y	N	DK
2) keeping the arts “on the table” during budget sessions, for both in-school and after school programs?	Y	N	DK
3) negotiating between the school and district office?	Y	N	DK
4) assisting with hiring of teachers?	Y	N	DK
5) facilitating communication among individual schools throughout the district and community?	Y	N	DK
6) facilitating forums for arts supervisors to meet together to encourage interdisciplinary teaching in the arts?	Y	N	DK
7) encouraging “team teaching” and meetings among educators and supervisors across the curriculum to assist with integrating the arts?	Y	N	DK
8) supporting local partnerships with cultural organizations?	Y	N	DK

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

PARENT/PUBLIC RELATIONS

Do school leaders strengthen school-community ties in support of arts education by:

1) encouraging parents to attend events surrounding student performances and exhibitions?	Y	N	DK
2) seizing opportunities to make arts education programs known throughout the community in order to secure support and funding for them?	Y	N	DK
3) promoting public awareness of local student achievement and excellence in the arts through local media and other means of communication with parents and the broader community?	Y	N	DK
4) encouraging active involvement in school restructuring teams among parents who are supporters of arts education?	Y	N	DK
5) supporting an active PTA/PTO and other forums through which parents assist in raising support for arts education programs?	Y	N	DK

CONTINUITY IN LEADERSHIP

Is there enough continuity in the school and community leadership to build consensus for implementing comprehensive arts education?	Y	N	DK
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TECHNOLOGY AND THE ARTS

Does the district leadership support and encourage appropriate use of technology for arts education by:

1) adopting a district vision for how technology integrates with the arts?	Y	N	DK
2) supporting the connections between technology and the arts financially?	Y	N	DK
3) writing curricula that develops the arts/technology relationship?	Y	N	DK
4) aggressively pursuing partnerships with private industry that promote the arts/technology relationship?	Y	N	DK

Part C EDUCATIONAL CONTENT

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

PLANNING

Is there a comprehensive plan for arts education in the district, including input from the arts and cultural organizations in your community?	Y	N	DK
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AN ELEMENTARY FOUNDATION

Is there a strong arts program in the elementary school which:

1) builds support for student learning in four major art forms (dance, music, theatre, visual arts) over time?	Y	N	DK
2) supports inter-disciplinary learning?	Y	N	DK
3) helps build parental and community support for K-12 arts programs?	Y	N	DK

OPPORTUNITIES FOR HIGH LEVELS OF ACHIEVEMENT

Does your district have specialized programs for students in elementary, middle, and high schools including:

1) advanced placement programs in the arts?	Y	N	DK
2) arts magnet schools?	Y	N	DK
3) participation in local, state and national competitions that recognize student achievement in the arts?	Y	N	DK
4) summer enrichment programs in the arts?	Y	N	DK
5) district performance groups?	Y	N	DK

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

TEACHER AS ARTIST AND LEARNER

Are arts specialists encouraged to continue to learn and grow in mastery of their art forms as well as in their teaching competence through participation in professional development programs that include the arts?	Y	N	DK
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NATIONAL, STATE AND OTHER OUTSIDE FORCES

Are state or national policies and programs which advance arts education employed by the district, including state school improvement efforts, standards, foundation, state and federal funding opportunities?	Y	N	DK
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ARTS LITERACY

Does the district recognize and use the arts as a way to build comprehensive literacy skills in all students, by preparing them to communicate successfully verbally, visually, as well as in writing, in order to compete in a global economy?	Y	N	DK
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IMAGINATIVE LEARNING ENVIRONMENTS

Does the district encourage educators to use the arts to improve teaching and learning by:

1) including hands-on learning opportunities?	Y	N	DK
2) exploring a range of learning modalities to reach at risk and “hard to reach” students?	Y	N	DK
3) challenging students who excel in the arts to expand their experiences by encouraging self-directed learning?	Y	N	DK
4) encouraging teamwork, problem solving, and artistic creativity?	Y	N	DK

II. Indicators of Accomplishment

Give Examples

III. Next Steps & Future Priorities

What do we need to do?

I. Indicators of Commitment

Are Policies, Procedures, or Practices in place to support the statement? Check Y, N, or DK

CAREERS

Does the district recognize and use the arts to connect learning experiences to career development?	Y	N	DK
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CULTURAL DIVERSITY AND UNDERSTANDING

Does the district recognize and use the arts as the foundation for learning about other cultures, to promote understanding of a wide variety of cultures and to help students understand their own cultural backgrounds and those of others?	Y	N	DK
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CONTINUOUS IMPROVEMENT

Does the district use reflective practices at all levels of the schools to improve quality, including assessments and techniques to encourage faculty and administrators to evaluate their own progress in improving arts education practices?	Y	N	DK
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II. Indicators of Accomplishment

Give Examples

III. Next Steps & Future Priorities

What do we need to do?

Summary of Next Steps & Future Priorities

As a result of completing the *Community Audit for Arts Education*, it may be helpful to use a chart to summarize those recommendations identified as critical needs for future program development. You may want to use your comments from “Next Steps and Future Priorities,” which have been identified throughout the process of working with this *Community Audit for Arts Education*.

A. COMMUNITY CONNECTIONS

Future Priorities	Next Steps (implementation)	Timeline
1.		
2.		
3.		

B. INFORMED LEADERSHIP

Future Priorities	Next Steps (implementation)	Timeline
1.		
2.		
3.		

C. EDUCATIONAL CONTENT

Future Priorities	Next Steps (implementation)	Timeline
1.		
2.		
3.		

PLEASE USE THIS SPACE TO RECORD OTHER COMMENTS

Next Steps

How can the community—parents, teachers, arts administrators, and other civic leaders—help local schools achieve a vision for improving arts education programs?

As an advocate, one who believes that the arts should be a critical and essential part of the education of every student, what can I do to help improve arts education opportunities in my local schools?

There is a role for each of us to play in making the arts an integral part of education in school and after-school programs. Partnerships among artists, arts organizations, schools, and school districts are key to providing a comprehensive education for all students that includes the arts. Only by using the collective power of all of these resources can we achieve the full educational impact of the arts.

The issues and questions in the Audit provide opportunities for building a clear community understanding about curriculum, after-school programs, and what needs are not being met. From there, schools, parents, and other community leaders can work together to prioritize areas for expansion and growth. Changes can be implemented over time. Completing this audit on a regular basis can help to measure progress.

New priorities might include:

- *bringing dance and theatre into the curriculum,*
- *including arts facilities in new building plans,*
- *supporting class schedules which encourage student participation in the arts,*
- *recruiting arts specialists,*
- *providing high quality arts experiences in after-school programs,*
- *seeking arts funding in new proposals for district-wide initiatives, and*
- *providing district-wide professional development opportunities in the arts through new community-based partnerships.*

Advocates can use this audit as a tool for discussion among individuals pursuing positions on local school boards and other offices by identifying topics for discussion. Encourage candidates to formulate a platform, or position statement, on the importance of arts education in the schools.

As a nation, we have created a rich and meaningful cultural legacy in the arts, and in education. We must accept the challenges of continuing the legacy, and passing our cultural heritage on to the next generations.

“Art and the encouragement of art is political in the most profound sense, not as a weapon in the struggle, but as an instrument of understanding...I am certain that after the dust of centuries has passed over our cities, we too will be remembered not for victories or defeats in battle or politics, but for our contribution to the human spirit....”

~President John F. Kennedy

Resources

Champions of Change: The Impact of the Arts on Learning, edited by Edward B. Fiske, was published by the Arts Education Partnership and the President's Committee on the Arts and the Humanities in 1999. The report documents seven research studies examining learning in the arts, the relationship to other learning and the impact on student learning and development, funded by The GE Fund and The John D. and Catherine T. MacArthur Foundation. The report is accessible on-line at ArtsEdge at www.artsedge.kennedy-center.org/champions. Print copies of the full report and an Executive Summary are available through the Arts Education Partnership.

Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education, was published by The President's Committee on the Arts and the Humanities and the Arts Education Partnership in 1999. The report documents case studies and profiles of 91 school districts throughout the United States that are recognized for offering arts education throughout their schools. Critical factors that must be in place to implement and sustain comprehensive arts education are defined. The report also stresses

the essential role of community involvement and partnerships. It was funded by The GE Fund, The John D. and Catherine T. MacArthur Foundation, and Binney & Smith with additional support provided by the National Endowment for the Arts, the U.S. Department of Education, and the White House Millennium Council. The report is available on-line from the Arts Education Partnership at www.aep-arts.org/publications.

Why Your Child Needs the Arts Advantage and How You Can Gain It, was published by the Arts Education Partnership with The President's Committee on the Arts and the Humanities in 2000. This brochure highlights the findings of the two-year study, *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*, which identifies interrelating factors that contribute to the creation of strong, district-wide arts education. Available on-line at www.aep-arts.org.

Kennedy Center Alliance for Arts Education Network

The Kennedy Center Alliance for Arts Education Network (KCAAEN), a program of the Kennedy Center Education Department, is a coalition of statewide non-profit Alliances for Arts Education working in partnership with the John F. Kennedy Center for the Performing Arts to support policies, practices, programs and partnerships that ensure that the arts are an essential part of American K-12 education.

Formed in 1973, the KCAAEN brings together educators, school administrators, parents, cultural leaders and citizens from across the nation. Throughout the United States, KCAAEN seeks to advance the quality of education through the inclusion of the arts in the curriculum. The Kennedy Center supports the growth and development of the Network and the efforts of participating State Alliances through staff consultation, professional development, grant support, and other resources.

MISSION STATEMENT AND OBJECTIVES

The mission of the KCAAEN is to promote learning in and through the arts for all students.

To meet the following program objectives, members of the KCAAEN in partnership with the Kennedy Center will:

1. **Build Collaborations:** Develop and support innovative collaborations between schools, community partners, and cultural institutions that sustain arts education.
2. **Position the Arts:** Speak out on behalf of arts education to citizens, policy makers, state agencies, and others about the value and benefits of arts education.
3. **Generate Resources:** Develop, publish, and/or disseminate resources for arts education leaders and practitioners.
4. **Provide Professional Development:** Implement professional development through educational programs, training, and resources.
5. **Recognize Innovation and Achievement:** Provide awards and recognitions to individuals, organizations, and schools that demonstrate outstanding support for arts education.



The Kennedy Center