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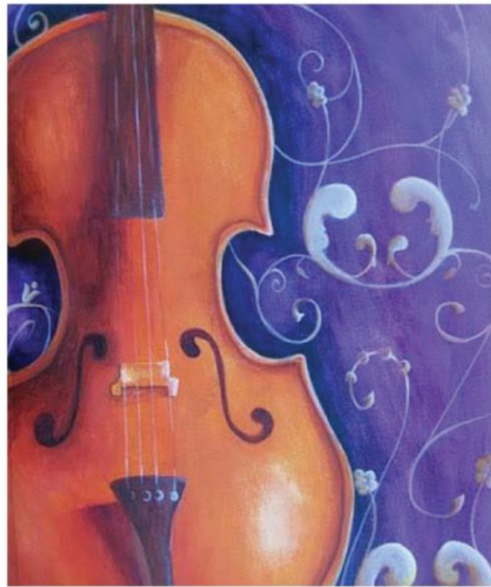Department of Education

Arts Education in Colorado

GUIDEBOOK & RESOURCES

Arts Education in Colorado
Guidebook & Resources
2nd Edition

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Dear Supporter of a Well-Rounded Education for All Students,

When the Arts Education for Workforce Development Act (C.R.S. 22-7-1013) was passed by the Colorado General Assembly in 2010, a committee was formed to develop an arts education guidebook which was the first highly collaborative project among Colorado educators, business leaders, and arts partners. The goal of the original guidebook was to connect educational needs with visual and performing arts activities in communities across the state, but went beyond that charge to also include recommendations for strong arts education programming across many elements.

This newly updated 2018 version of that guidebook has been refined to include some of the most recent advances in arts education resources and opportunities that have been developed, in large part, because of the vision that was set in 2010 by the original task force for the workforce act. Since 2010, there have been countless arts supporters that have dedicated their time and expertise to provide instruction and assessment resources for the arts content areas, gifted education processes in the arts, and an ever growing arts education think tank and coalition among arts membership organizations. The beginning of the 2019 legislative session will also include a first-ever arts caucus of state legislators in all parties to come together to advance arts education needs across the state.

Colorado's arts education efforts have also been included in the 2015 Arts Education Policy Review, "Teacher Evaluation in the Arts Disciplines: Three State Perspectives" and the Handbook on Assessment Policy and Practice in Music Education "Assessment in Music Education: A Colorado Partnership." In addition, Colorado was featured in the 2015 Arts Education Partnership National Forum, the 5th International Symposium on Assessment in Music Education, and the 2012 National Endowment for the Arts Forum, Improving Arts Learning through Standards & Assessment.

Reflecting upon the advancements and accolades for Colorado's efforts that have occurred in the last 8 years since the publication of the original guidebook, it is exciting to consider what may occur in the next 8-10 years! The sponsors and contributors listed on the next page are just a fraction of the key people behind this collective work and the recognition given to this beautiful state. This updated guidebook is dedicated to the hundreds of Coloradans that made it possible with a sincere gratitude to each and every one!

In the words of Stephen Sondheim, "Careful the wish you make, wishes are children."

Here's to ensuring a future for Colorado that dares to wish for each and every child to experience the incredible, lifelong learning gift of the arts!

Karol Gates
Director of the Office of Standards and Instructional Support

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

~ Partnership for 21st Century Skills (2010)
21st Century Skills Map: The Arts. www.p21.org.

Arts Education in Colorado

Introduction

This guidebook was written to provide Colorado schools and districts with research-based information and best practices to support the ongoing development of their visual and performing arts programs. Since the first edition was published in 2011, the arts have been increasingly recognized as an important strategy in keeping students in school and in best preparing them for the workforce of tomorrow.

Employers across the state's economic sectors continue to call for workers with the knowledge and innovation skills that are taught most effectively through the arts: creativity and invention, critical thinking and problem-solving, communication, and collaboration. To ensure all Colorado's students have access to high-quality education in the arts, the state's lawmakers have passed some crucial pieces of legislation in recent years.

In 2008, Senate Bill 212/ CAP 4K acknowledged the arts as core curricula. This statute led to the development of instruction standards in the four major disciplines: dance, music, theatre and drama, and visual arts. The 2010 Arts Education for Workforce Development Act (House Bill 10-1273) specified the inclusion of arts learning in key education policy areas including Individual Career and Academic Plan (ICAP), Career and Technical Education (CTE), and Dropout Prevention. CTE responded by creating a career cluster titled STEM, Arts, Design & Information Technology, to help students who have developed an interest in the arts to develop an informed career plan and gain relevant hands-on experience during high school.

As part of student graduation and improvement plans, Statute 22-14-107 was revised in 2010 to encourage schools to increase the availability of visual and performing arts courses and opportunities through the curriculum, extracurricular activities, and in coordination with community arts organizations. Statute 22-7-1013 was revised in 2011 to state that schools are required to adopt assessment for their arts education curriculum that aligned with their curricula and the state standards.

In response to these regulations, the Colorado Department of Education (CDE) has worked to develop instructional resources for arts education that reflect the cultural diversity and interests of both urban and rural communities. Based on input from community members and educators around the state the Colorado Arts Standards were revised and adopted by the

Board of Education in 2018. The new set of standards align with [Colorado's ESSA (Every Student Succeeds Act) State Plan](#)[1] as well as guidelines from other high-performing states and nations.

To help schools implement the standards, teams of teachers from 116 districts authored sequential instructional units that are aligned with the state standards in the four arts disciplines. The [Instructional Unit Samples](#)[2] are available on the CDE website. Each unit includes sample performance assessments and links to arts-integrated assessment resources developed through the [Colorado Assessment Literacy Program.](#)[3] These assessments help students track their skill development over time. CDE has also worked with educators to create a set of guides to assist instructional leaders in evaluating teacher effectiveness in the arts. These state-of-the-art resources, along with this guidebook, create a multi-use toolkit to support schools and districts in meeting the expectations of the law and setting students up for success, whether they pursue postsecondary education, start a creative career or use their creative skills for other professions and interests.

While schools have the encouragement and research-based tools to provide students with high-quality arts instruction, ensuring equitable access continues to be a challenge – especially in rural regions. Responses on a 2014 arts education survey sponsored by Colorado Creative Industries indicated that just 16 percent of rural elementary schools offered dance instruction as part of the curriculum due, in part, to a lack of funding and qualified dance instructors.[4] In the same year, the Board of Education unanimously approved Dance Endorsement rules, and college courses were created in teacher licensure programs to fill the dance instructor gap. Federal ESSA revisions have enabled qualifying schools to use Title I and Title IV, Part A, grants to support arts-integrated instruction that engages and inspires students to improve academic achievement across the curriculum.

Schools have also realized new possibilities for creating arts education alliances that benefit students while including families, local businesses and service organizations in their community. Some examples are shared in the Partnerships and Collaborations section. The possibilities are limited only by imagination and commitment.

With a supportive legislative framework in place, new online instructional tools, increased funding streams and the high potential for community partnerships, schools and districts have more opportunities than ever before to develop and sustain high-quality arts programs. By developing and implementing a flexible arts education plan that addresses the components in this guidebook, schools will be doing their part to ensure that the visual and performing arts will continue to flourish in Colorado, and the increasing demand for creative competencies across all employment sectors will be met.

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[1] http://www.cde.state.co.us/fedprograms/essa
[2] https://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples
[3] https://www.cde.state.co.us/assessment/coassessmentlitprog
[4] https://www.cde.state.co.us/coarts/ccisummaryartsedstudy2014

Throughout this guidebook, you will find references to research studies, arts organization websites and other useful resources for strengthening a school or district arts program. Each section contains hyperlinks that when double-clicked, will take readers directly to the source material. If a link is non-operational, its full web address can usually be found in the footnotes on that page. If a link is no longer available, type the name of the organization or document that you seek into your web browser's search field, click the Enter key, and attempt to locate the desired information through an alternate web page.

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

Following are some role-specific recommendations for using this guidebook most effectively:

District and School and District Administrators

- o Become familiar with each section of the guidebook and determine connections to school or district planning efforts.

- o Identify community resources in your area as well as resources that can be accessed through the internet.

- o Invite community arts leaders, Career and Technical Education staff, and higher education faculty to join school or district accountability teams.

- o Determine where arts programming and community arts partnerships can support school goals.

- o Encourage arts educators and lead teachers to develop partnerships with institutions of higher education, local arts organizations and other community members (e.g., service groups, business leaders) to assist education efforts.

- o Intentionally include arts education as a strategy for student achievement, engagement, re-engagement and dropout prevention.

Teachers, Including Career and Technical Educators

- o Become familiar with each section of the guidebook and determine which areas support your needs.

- o Try out some of the strategies listed and determine their effectiveness in your setting.

- o Enlist community partners and parents in working with students and planning arts education opportunities.

Counselors

- o Use this guidebook as a resource to assist students who are developing an interest in creative careers.

- o Work with classroom teachers, arts specialists and creative industries leaders to connect students with "real world" experiences in creative careers.

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

- o Use this guidebook as a basis for arts education collaboration with schools, both within the school day/year and for out-of-school programs.

- o Use this guidebook to develop fundable collaborations to benefit students' arts education.

Key Components of Arts Education Programs

Successful implementation of the House Bill 10–1273 statute requires a systematic approach to developing quality arts education programs for all of Colorado's students and one that involves many community stakeholders. A strong arts education program — whether for a district or individual school — includes three focus areas that are described in the ensuing paragraphs: Embracing Rigorous Content and Instruction, Structuring for Effective Implementation, and Ensuring Success and Sustainability. Within these focus areas are 15 key components of a high-quality arts education program that, when planned for effectively, will create a comprehensive approach to meeting the objectives of HB 10–1273.

I. Embracing Rigorous Content and Instruction: The first focus area defines the content or the "what" that is needed for successful teaching and learning in the arts and is the basis for the continual development and filling of Colorado's creative workforce pipeline. Adequately preparing students for the creative economy requires rigorous and sequential academic standards in the arts, an engaging curriculum, performance-based assessments, research-based pedagogy and a multi-tiered delivery system. They also need clear connections between school learning and workplace application. To provide this context, school administrators, counselors and teachers require sustained support through ongoing professional development. Program evaluation is also needed to monitor the impact of training and instructional efforts on student learning outcomes in and through the arts.

II. Structuring for Effective Implementation: The second focus area provides a framework for successful implementation of a high-quality arts education curriculum, as described in Focus Area I. These structural aspects include: (1) nurturing arts leadership at all hierarchical levels within districts and school communities, and developing viable strategic plans for arts education, (2) creating inviting learning environments and providing adequate resources, (3) stimulating student engagement, and thereby, academic success, (4) including the arts as a strategy in dropout prevention, (5) identifying ways to ensure equity in access so *all* students can benefit from arts learning, (6) increasing opportunities for families and community members to strengthen an arts education program through active participation, and (7) developing strong partnerships that utilize community resources as well as initiating instructional collaborations with arts and cultural organizations.

III. Ensuring Success and Sustainability: The program components in the third focus area work in coordination to ensure continuous capacity building and sustainability of a quality arts education program. They include: (1) adopting local education policies that support teaching in

and through the arts, (2) staying current with arts education research to inform administrator decision-making and teacher practice, (3) creating advocacy and public awareness campaigns that communicate the value of arts education, and (4) locating and securing the funding needed to pay for program costs, year after year.

The key program components identified within the focus areas pertain to the specific needs of schools in Colorado. They are discussed in more detail in the next three sections of the guidebook. Considerable research is now available on the importance of each component, and relevant publications from higher education, state and national policy centers are named with hyperlinks to sources for further exploration. The description of each program component also includes possible directions and strategies for schools to consider in further developing and strengthening their existing arts programs. The development of an arts education program that provides for each of these components can help Colorado's schools play a substantive role in giving every child a high-quality arts education: one that strengthens Essential Skills, engages students and helps reduce the dropout rate, and better prepares them for postsecondary schooling or workforce entry.

I. Embracing Arts Content and Rigorous Instruction

☑ Standards-Based Instruction and Assessment in the Arts

☑ Postsecondary and Workforce Readiness (PWR)

☑ Professional Preparation and Ongoing Support

☑ Program Evaluation

☑ Standards-Based Instruction and Assessment in the Arts

Foundational to the development of a high-quality arts education program is a relevant and engaging curriculum that can be delivered by knowledgeable, enthusiastic teachers. To ensure that instruction in the visual and performing arts is offered consistently and sequentially throughout a child's K-12 schooling, teachers are encouraged to base their instruction on the revised Colorado Academic Standards for the Visual and Performing Arts.[5] They are listed on the CDE website for dance, music, drama and theatre, and visual arts. The visual arts cover media arts as well.

Adopted in 2018, the revised standards focus on the development of creative and critical thinking skills that are necessary for producing works of art or engaging in group or solo performances in dance, music or theatre. The standards are designed to expand teachers and students' perceptions about the integral role of the arts in community life and to challenge students to stretch their minds and fully engage in the creative process inherent to each of the major arts disciplines. The standards were written to reflect key aspects of those creative processes.

The CDE website not only lists the grade level specific standards for each art discipline but contains links to other information designed to help teachers and parents understand each set of standards. For each discipline, these include an overview of the 2018 revisions, graduation competencies, organizational topics, associated Essential Skills and grade level expectations.

Click on the links below to view a PDF document containing the standards for each art discipline:
- Colorado Academic Standards – Dance[6]
- Colorado Academic Standards – Music[7]
- Colorado Academic Standards – Drama and Theatre[8]
- Colorado Academic Standards – Visual Arts[9]

In addition to the academic standards for the arts, the Office of Career and Technical Education (CTE) has developed the Arts, A/V Technology, and Communications Standards. They provide a framework for developing programs that lead students to a variety of career tracks in and beyond the state's creative industries. With intentional linkages to the Colorado Academic Standards, these occupational standards provide schools with an opportunity to connect the

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[5] https://www.cde.state.co.us/coarts

[6] https://www.cde.state.co.us/coarts/dance

[7] https://www.cde.state.co.us/coarts/music

[8] https://www.cde.state.co.us/coarts/dramatheatre

[9] https://www.cde.state.co.us/coarts/visualarts

arts disciplines to career and technical programs. The CTE standards that are written specifically for the arts focus in the following areas: Audio/Visual Technology and Film; Technical Theatre Design and Production; Dance, Music, Theatre & Playwriting; and Visual and Design Arts (Fashion and Interior Design). All middle and high schools, including those that don't currently offer CTE courses, can benefit from a combined strategy of academic and applied instructional content in the arts.

Curriculum does not come in a "one size fits all" package; it is an organized plan of instruction that should reflect the values and philosophy of the district and meet the needs of students and the community. As an instructional guide, the curriculum outlines *pedagogies*, commonly known as principles, strategies, methods and styles of instruction. As a group, the pedagogies are also referred to as "best practice," proved effective through a research process. Examples of best practice include setting high, but realistic goals; giving timely and specific feedback to students, providing opportunities for active learning, developing rubrics to define and assess quality work; fostering open-ended problem-solving; providing a safe atmosphere; providing opportunities for reflection and critique of student work; and relating instruction to student interest. Best practice should be integrated into professional development and implemented daily by teachers.

The CDE website contains a wealth of curriculum design tools for each art discipline along with the academic standards. The tools include vertical progressions, content connections at the elementary level, standards graphic information organizers, as well as curriculum overview samples and instructional units from Colorado's District Sample Curriculum Project. The Vertical Progression Tools[10] show what students should know from preschool through high school graduation in each content area. The Content Connection Samples[11] were created to facilitate integrated instruction, where instruction in the arts supports content learning in other subject areas. The Graphic Organizers[12] show how the academic standards in the arts support the obtainment of graduation competencies at each grade level. The Curriculum Overview Samples[13]
are a product of a statewide collaborative effort between educators to create curriculum resources to support effective utilization of the Colorado Academic Standards.

For classroom teachers looking for lesson plans in the arts, the Colorado Instructional Unit Samples[14] were written to help them understand and translate the academic standards – including the visual and performing arts – into instructional units. The samples were created by teams of general education, special education, ELL, and gifted and talented educators/specialists to plan for the instruction of all students. The offer locally created examples of instructional units that reflect the diversity of Colorado schools and communities.

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[10] https://www.cde.state.co.us/ContentAreas/VerticalProgressions/index

[11] https://www.cde.state.co.us/ContentAreas/ContentConnections/index

[12] https://www.cde.state.co.us/standardsandinstruction/casgraphicorganizers

[13] https://www.cde.state.co.us/standardsandinstruction/curriculumoverviews-bycontent

[14] https://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples

Direct links to the Instructional Units for each art discipline are listed here:
- Instruction Unit Samples – Dance[15]
- Instruction Unit Samples – Drama and Theatre Arts[16]
- Instruction Unit Samples – Music[17]
- Instruction Unit Samples – Visual Arts[18]

Preschool programs are encouraged to use The Colorado Early Learning and Developmental Guidelines[19] to support the development of curriculum in the arts. The document includes helpful connections to the K-3 Academic Standards to support the development of differential and sequential instruction.

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

Student work, including process and product, provides the source for assessing student learning and documenting evidence of meeting the academic standards. An excellent place to start in planning for effective assessment is the Evidence Outcome sections in the academic standards for each art discipline, which offer suggestions on how to evaluate student work. The CDE has also spearheaded the development of cutting edge assessment tools for educators through the Colorado Assessment Literacy Program.[20] Resources include learning modules, a yearlong assessment training program, an assessment resource bank and an assessment design toolkit.

Another resource is the Arts Education Partnership guidebook, *Envisioning Arts Assessment: A Process Guide for Assessing Arts Education* (Pistone, 2002).[21] It recognizes that assessing student learning in the arts is an essential and daily part of teaching and reflecting on the effectiveness of the curriculum.

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[15] https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance

[16] https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dramatheatre

[17] https://www.cde.state.co.us/standardsandinstruction/instructionalunits-music

[18] https://www.cde.state.co.us/standardsandinstruction/instructionalunits-visualarts

[19] https://www.cde.state.co.us/standardsandinstruction/samplecurriculum-preschool

[20] https://www.cde.state.co.us/assessment/coassessmentlitprog

[21] http://www.aep-arts.org/wp-content/uploads/Envisioning-Arts-Assessments.pdf

Strategies and Activities:

- o Become familiar with the Colorado Academic Standards for Visual and Performing Arts.

- o Clarify and identify your curriculum, or plan of instruction, for all arts disciplines.

- o Foster creative learning throughout the curriculum and best teaching practices.

- o Consider an arts curriculum that encompasses:
    - In-depth arts discipline learning
    - Multidisciplinary inquiry, integration and connections
    - Relevant applications in daily life

- o Make explicit connections for students between what is taught in classrooms and related careers, programs of higher education study, and occupations in demand in the creative economic sector.

- o Recognize where and how arts components fit into various degree programs such as architecture, engineering, administration, business, etc.

- o Explore and understand Colorado Career Clusters[22] as they relate to the arts and work with CTE and the Accelerating Students through Concurrent Enrollment Program (ASCENT)[23] to offer students additional options in pursuing a creative career.

- o Encourage high school students who intend to pursue postsecondary education in the arts to include samples of their artwork in their online portfolio[24] at CollegeinColorado.org.

- o Provide performance-based assessment opportunities that allow for tracking student growth over time.

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[22]https://www.collegeincolorado.org/Career_Planning/Career_Cluster_Profile/Career_Cluster_Profile.aspx?cid=LE 03RzXh9PqOJpWgwtSSSgXAP3DPAXXAP3DPAX&RecPlanID=22016&screen=4

[23] http://www.cde.state.co.us/postsecondary/ce_ascent

[24] https://www.collegeincolorado.org/Your_Portfolio/_default.aspx

☑ Postsecondary and Workforce Readiness (PWR)

One of the critical roles of education is to prepare students for college and the workforce. Across the nation, the business community has expressed concerns about the capacity of today's young people to meet the demands of the 21st century workplace. According to Americans for the Arts researchers, creativity — along with intelligence and personality—are the top personality traits considered most important to career success, according to U.S. employers (Lichtenberg, Woock & Wright, 2007).[25] Yet 85 percent of those surveyed reported they can't find the creative applicants they seek. Here in Colorado, an economic study sponsored by Colorado Creative Industries revealed that the arts were the fifth largest sector of Colorado's economy in 2008, reflecting the need for workers with creative capacities.[26]

In 2009, Colorado's state education leaders identified five essential skills needed by the next generation of workers. The Colorado Essential Skills[27] are critical thinking and reasoning, collaboration, self-direction, information literacy and invention. Each of these skills can be strengthened through an education in the arts. As HB 10–1273 states, "The innovation and creativity that students exercise and foster in visual arts and performing arts education enables them to innovate, creatively solve problems, and bring greater creativity to their thinking in the more traditional education areas of reading, mathematics and science and to develop the twenty-first-century critical thinking, collaboration, communication and leadership skills that are crucial to success in today's workforce." Careers in which students will use these competencies are shown in the Colorado Career Clusters Model on the Career and Technical Education (CTE) website[28] (see the Arts Resources section also). In the Arts, A/V, Technology & Communication Cluster, career pathways include audio/video/film technology, journalism & broadcasting, performing arts, and visual and design arts.

In Colorado, CTE programs help ensure that graduating high school students are able to demonstrate the knowledge and skills needs to succeed in college and career pathways.

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[25]https://www.americansforthearts.org/sites/default/files/pdf/2015/by_program/reports_and_data/research_studies_and_publications/Creativity_Workplace2015.pdf

[26] https://www.mtauburnassociates.com/pubs/The_State_of_Colorado's_Creative_Economy.pdf

[27] https://www.cde.state.co.us/standardsandinstruction/essentialskills

[28] http://coloradostateplan.com/educator/career-clusters/

Also, the department has published a handbook to assist students in creating their own school-based leadership organization for those interested in pursuing careers and leadership roles in the visual and performing arts. Titled Colorado Creative Careers: Student Organization CTSO Handbook 2016-2017,[29] it includes student involvement strategies, management tips and documentation strategies. The career fields that can be an area of focus include audio/sound production, digital design, visual arts, film/video production, and technical theater and design. Students can also create a free account on the CollegeinColorado.org website[30] to search for postsecondary schools that have career preparation programs they are interested in pursuing, On the site, they can also create and store a portfolio of their student work that can be added to and maintained throughout their professional life.

 The Partnership for 21st Century Skills, a national policy organization whose membership includes corporations such as Adobe, Apple and Microsoft, advocates for 21st Century employment readiness for every student and is a good source of information on the topic. Their report, *21st Century Skills, Education & Competitiveness: A Resource and Policy Guide* (Vockley, 2008),[31] speaks to the importance of developing critical and creative thinking capacities, as well as strong communication and collaboration skills — all aspects of high-quality arts education learning experiences. Another useful resource is the President's Committee on the Arts and Humanities report, *Reinvesting in Arts Education: Winning America's Future* (Dwyer, 2011).[32] The report provides guidance on how arts education can help improve academic success and foster students' competitiveness in the workforce.

Education is the responsibility of the entire community. Dynamic partnerships with the business community will support mutual goals in arts education. The business community can provide students examples of "real life" application of the arts and motivate them to pursue creative careers. In the white paper States continue advancing strategies to scale work-based learning (Hauge, 2008),[33] the National Governors Association called for an increase in work-based learning opportunities for students and includes references to funding sources and initiatives that schools could pursue. The benefits of such a program for students include: (1) opportunities to apply content learned in the classroom, (2) explore career options and make informed decisions about education and work, (3) build soft (personality) skills, gain work experience that can launch a career, and (4) interact with and learn from adult mentors. Arts educators can work with local graphic design firms, art galleries, theatre stages and many other creative businesses to develop internships for students.

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[29] http://coloradostateplan.com/wp-content/uploads/2017/01/CCCSO-CTSO-Advisor-Handbook.pdf

[30] https://secure.collegeincolorado.org/Career_Planning/_default.aspx

[31] http://www.p21.org/storage/documents/21st_century_skills_education_and_competitiveness_guide.pdf

[32] https://www.giarts.org/sites/default/files/Reinvesting-in-Arts-Education-Winning-Americas-Future-Through-Creative-Schools.pdf

[33] https://www.nga.org/files/live/sites/NGA/files/pdf/2018/EO/Products/0118_States%20Continue%20Advancing%20Strategies%20to%20Scale%20Work-Based%20Learning.pdf

Strategies and Activities:

- o Monitor growing career fields and de-emphasize declining ones when developing curriculum in the visual and performing arts.

- o Educate parents and community regarding demands of the next generation workforce.

- o Encourage course offerings that include internships, externships, mentoring and work-based learning experiences.

- o Engage in outreach and instructional/resource partnerships with local businesses.

- o Ensure that district career fairs include a creative industries focus.

- o Work with CTE staff to create learning experiences where students develop postsecondary and workforce readiness skills.

- o Utilize real-world issues/problems within the curriculum.

- o Ensure that students' ICAPs include progress in arts education.

☑ Professional Preparation and Ongoing Support

A high-quality arts education program is reliant on knowledgeable, passionate and committed arts educators. Colorado's colleges and universities are an excellent resource for districts desiring to hire credentialed specialists in the visual and performing arts disciplines. Currently, teachers can receive a teaching credential in dance, music, theatre and visual arts as part of an undergraduate or master's degree program. The largest teacher training programs for the arts are at Adams State University, Colorado State University (CSU) in Fort Collins, Metropolitan State University of Denver (MSU Denver), and the University of Northern Colorado (UNC). Their certification programs for pre-service teachers cover the latest approaches to pedagogy, orientate them to standards-based instruction, and expose them to ideas for integrating arts instruction with the teaching of other subjects. This involves developing instructional strategies to meet the needs of all learners, including those with special needs and those who are culturally and linguistically diverse. Arts teachers also learn how to develop relevant, engaging curricula and practice their skills in live classrooms before receiving their credentials.

An essential component in implementing successful arts education programs and in retaining qualified art instructors is a commitment to continuous professional development. In 2013, Colorado's landmark educator evaluation law, Senate Bill 10–191,[34] shifted the focus of career advancement qualifications to demonstrated effectiveness based on student academic growth. With this shift, educators' effectiveness drives hiring, promotion, professional development, earning and retaining probationary status, dismissal and contract renewal. The enactment of this bill underscores the importance of providing ongoing support for teachers in all subject areas. Arts instructors need opportunities to update skills, processes and pedagogy in the major arts disciplines, observe experts modeling instruction, have opportunities to practice in a safe environment, and be given collegial support to ensure sustained improvement in practice (Waldorf, 2010). To best serve a school district, the content of professional development must be sensitive to the broader academic needs and cultural makeup of local student populations as well as promote rigor in teaching and learning.

Continuing education for arts specialists and generalist classroom teachers is available through district staff development activities, college and university courses, and programs offered by community arts organizations. Also, Colorado arts education associations provide professional development opportunities in the arts and include:

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[34] https://www.cde.state.co.us/educatoreffectiveness/overviewofsb191

- [Colorado Music Educators Association](#) (CMEA)[35] hosts an annual conference packed with sessions that benefit new teachers and provide top-level strategies, techniques and inspiration for those veteran teachers looking for that next step.

- [Colorado State Music Teachers Association](#) (CSMTA)[36] exists to encourage and advance the standards of teaching and performance, to enhance the professional status of its members, to provide a collegial and fraternal relationship among its members, and to foster the advancement of music education in Colorado through relationships with schools and community organizations.

- [Colorado Arts Education Association](#) (CAEA)[37] provides leadership and guidance for teachers by offering professional development programming, publications and conference that model exemplary visual art education practices.

- [Colorado State Thespians](#)[38] holds an annual educational conference for middle school and high school students and educators. In 2014, the organization published a self-assessment rubric for drama teachers titled [Quality Standards for Teacher Evaluation: Theatre](#).[39]

Due to an explosion of new training opportunities available online, teachers can now receive training and continuing education credits on a wealth of topics without leaving their homes. Examples of places that were quickly located using Google are professional educators' associations such as the [National Dance Education Organization](#)[40] and the [National Association for Music Education](#),[41] and private companies such as [Art of Education](#)[42] and [Drama Education Network](#).[43] If teachers are interested in receiving credits toward a salary increase, it's essential to verify that any professional development courses qualify for credits in Colorado before paying for them. This is true whether attending in person or online.

Refer to the Regional Arts Education Resources section in the back of this guidebook for arts organizations that provide professional development for teachers on-site or in a nearby facility. CDE also includes training for arts educators upon request or can suggest appropriate alternatives.

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[35] http://www.cmeaonline.org/

[36] http://www.comusicteachers.net/

[37] http://www.caeaco.org/

[38] https://cothespians.com/

[39] http://cothespians.com/pvk/wp-content/uploads/2014/09/001-Teacher-Standards-Crosswalks-Theatre-K12-revised-4-6-14.pdf

[40] http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=196444&actr=4

[41] https://nafme.org/my-classroom/professional-development/

[42] https://www.theartofed.com/courses/

[43] National Theatre Education Association

Strategies and Activities:

- o Create a district or school professional development plan that includes both discipline-specific training and arts integration support that are standards-based and research-based.

- o Encourage art teachers to identify meaningful connections between the arts and other core subjects.

- o Identify opportunities to expand educator knowledge of community resources through exposure, enrichment, partnership and engagement.

- o Promote peer coaching and other shared experiences among school-based educators and external partners.

☑ Program Evaluation

It is advantageous to incorporate program evaluation in a school or district arts plan, to ensure that program content and instruction are relevant to students, intellectually and creatively challenging and produce expected learning results. At the program level, an evaluation process helps administrators and school arts leaders stay on track with implementing a long-term development plan for arts education. It can also be used to track student access to the various arts disciplines and monitor participation trends. Evaluation results also allow administrators to stay abreast of current and future scheduling and hiring needs. A thoughtful evaluation effort will also illuminate where blocks to full implementation exist, so steps can be taken to overcome those issues sooner than later.

At the classroom level, an evaluation of arts activities in the classroom can help teachers understand when their instruction is achieving desired objectives, thereby providing a feedback loop that informs their practice. Consistently collecting assessment data on student work, creative processes and showcase performances will, over time, reveal the strengths of an arts education program. It will also reveal where adjustments to school policy, implementation structure and instructional practice are needed.

The Colorado Academic Standards for the Visual and Performing Arts[44] contain relevant suggestions for evaluating student work at each grade level under the heading, Evidence Outcomes. Student outcomes can be shared with parents, administrators and other community stakeholders to make them aware of the effectiveness and vitality of the district/school's arts education programs. The Colorado State Model Educator Evaluation System[45] provides practical ideas for evaluating teachers of the arts. This is particularly important when new ways of teaching are adapted so that best practices can be determined and training processes promptly revised.

Planning a useful evaluation typically requires assistance from district staff with a research background or hiring an external evaluation consultant. Colorado's university education departments, independent research organizations (private or nonprofit), and the Colorado

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[44] https://www.cde.state.co.us/standardsandinstruction/casreview

[45] https://www.cde.state.co.us/educatoreffectiveness/practicalideasthearts

Evaluation Network[46] are places to locate qualified evaluators. The cost of a study can vary widely, depending on the scope of the evaluation, the amount and type of data to be collected, and the degree to which school staff will assist with that effort. Federal education grants generally require a portion of funding to be used for program evaluation; otherwise, the resources must be raised or reallocated at the district level.

There are some nationally available resources to help districts plan in-house evaluations as well. Americans for the Arts' Youth Arts website[47] has a relatively simple, clear outline for thinking through a relevant and meaningful evaluation of an arts education program, whether conducted in a school or other setting. The Arts Assessment for Learning website[48] is a product of a partnership between the New York City Department of Education and Arts Connection, a local arts education nonprofit. The site contains useful information on formative assessment practice in the arts that has proved to be a powerful catalyst for student learning.

An example of an evaluation report that contains examples of several ways to present program level results is *Turnaround Arts Initiative: Summary of Key Findings* (Stoeling, Silk, Reddy & Rahman, 2014)[49] published by the President's Council on the Arts and the Humanities.

Strategies and Activities:

o   Create a database/inventory of the district or school's current arts education resources.

o   Explore the use of photography, smartphone videography, online surveys and peer teacher interviews as means of capturing anecdotal evidence of learning in the arts.

o   Be aware of the type of data collected by your district and state.

o   Establish a central location to store all data collected from arts programs and arts instruction, preferably online.

o   Develop a process for collecting, reviewing and analyzing evaluation data collected.

o   Use data collected to inform and shift current practices as needed.

o   Share the results of program evaluations and use the process as an advocacy tool in transforming teaching practices and engage with family and the school community.

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[46] https://coloradoevaluationnetwork49.wildapricot.org/

[47] http://youtharts.artsusa.org/evaluation/approach.html

[48] http://artsassessmentforlearning.org/who-we-are/

[49] http://turnaroundarts.kennedy-center.org/wp-content/uploads/2018/02/BAH-Summary-Evaluation-Report.pdf

II. Structuring for

Effective Implementation

☑ **Leadership and Planning**

☑ **Learning Environments and Extracurricular Resources**

☑ **Student Engagement and Academic Success**

☑ **Dropout Prevention and Student Retention**

☑ **Access and Equity**

☑ **Family and Community Engagement**

☑ **Partnerships and Collaborations**

☑ Leadership and Planning

A hierarchy of arts leadership, coupled with a relevant, multiyear strategic plan, are essential to maintaining systemic support for arts education within a district or school. District superintendents and staff, principals, arts specialists and lead teachers all play roles in ensuring a collective vision for arts education is realized. Other potential leaders and advocates to engage from the surrounding community include parents, school board members, teaching artists, business owners, community-based organizations, higher education representatives and civic leaders. These education partners provide the context in which school leaders can understand the economic and community impact of arts education.

Districts are encouraged to provide annual orientations in arts education for school principals, arts specialists, generalist teachers, career and technical educators, guidance counselors and community arts providers. These sessions can be used to introduce education leaders at every level within the district to the rationale behind the state standards in the visual and performing arts, explain the transdisciplinary qualities of the arts that are realized through integrated instruction, and build awareness of the many occupational choices for students within the creative industries. Arts education orientations ensure that leaders at every level understand the value of the arts for their students and the local community and can facilitate collaborations and instructional improvements throughout the school system.

Resources on how to cultivate school leadership and planning in arts education are readily available on the internet. A toolkit that contains useful ideas that could be applied in Colorado schools is titled *Leading the Way to Arts Education: A Reference Guide for Educational Leaders* (Alameda County Office of Education, 2015).[50] Of note, Appendices I and J (pp. 32-33) identify the key components and stages of developing an effective arts plan that is applicable at either the school or district level.

Strategic planning in arts education has four primary objectives: (1) improve access to arts education for all students, (2) identify, cultivate and empower arts education leadership, (3) assist parents in becoming advocates for strong arts education programs in schools, and (4) build partnerships and collaborations that utilize community resources, including people, facilities and funding available for arts learning programs. The process is more likely to be successful if it includes broad community representation or is facilitated by an outside party that does not have a stake, either politically or economically, in the final product. The resulting arts education plan should include a practical vision that describes specific aspects that will materialize in the future as the plan is implemented. Strengths and challenges of the district/school arts program are then assessed, actions needed to enact the vision are identified, and implementation priorities are set for each calendar year. Periodic evaluation of progress is another necessary element of an arts education plan, to make accommodations for

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[50] http://ccsesaarts.org/wp-content/uploads/2015/01/LeadershipToolkit.pdf

changing conditions and dynamics in the schools and in maintaining positive momentum.

A highly regarded planning resource is the *Insider's Guide to Arts Education Planning, 3rd Edition* (Burt & Aarn, 2016),[51] which provides a hands-on process for leading, assessing, envisioning and implementing quality arts programs for students. The guide has been field-tested for more than a decade and offers sage advice, best practices, strategies and templates to assist in the planning process. According to the guide, one of the first steps in beginning a strategic planning process is to form a team of arts leaders — representing both the district and the surrounding community—who are committed to ensuring that all students have access to high-quality education in the arts. This group of informed individuals then works together to create and oversee the implementation of a three to five-year plan for building upon and improving existing arts instruction in schools. The arts education plan and recommendations are then incorporated into the district or school's master plan for teaching and learning, to ensure the arts are a vital part of the core curriculum.

Another free planning publication is the *Arts Education Strategic Planning Manual*, (Tyler, & Burns, 2014),[52] which was created for a successful strategic arts partnership in South Carolina schools. It contains a series of worksheets that guide users through the planning process. Finished plans address priority activities, schedules and timelines, leadership responsibilities, associated costs, and an evaluation plan to track progress.

Even when schools face severe budget cuts, many steps can be taken to expand opportunities for students to learn in and through the arts, especially through developing and engaging community partners. The Arts Education Partnership has published a guide with support from the President's Committee on the Arts and the Humanities that offers concrete actions that school principals can take to increase arts education in their schools. Each action step in *What School Leaders Can Do To Increase Arts Education* (Arts Education Partnership, 2011)[53] includes several low-cost or no-cost strategies that have been tried in schools and found to be effective.

Strategies and Activities:

- o Form an arts task force or steering committee for arts education that includes parents, art teachers, counselors, students, school and district administrators, artists and other community partners.

- o Create a realistic, actionable strategic plan for the arts that includes funding provisions.

- o Provide professional development opportunities for administrators on topics such as the benefits of arts education, best practice in evaluating arts instructors, leadership strategies for promoting the arts, and creative career pathways for students.

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[51] http://www.artsed411.org/resources/the_insiders_guide

[52] https://www.abcprojectsc.com/wp-content/uploads/2016/10/4.1_Documents_ABC-Strategic-Planning-Manual.pdf

[53] http://www.aep-arts.org/wp-content/uploads/What-School-Leaders-Can-Do-To-Increase-Arts-Education.pdf

o   Appoint an assistant principal or teacher leader who will oversee arts programming that includes the integration of the arts with other core subjects.

o   Document an arts program by collecting evidence that demonstrates its importance to the school and community. Establish a parent-accessible blog or webpage for this purpose.

☑ Learning Environments and Extracurricular Resources

Creating a safe, affirming, culturally inclusive and enriched environment for participation and learning in and through the visual and performing arts is essential to the success of an arts education program. Students thrive in creative learning spaces that support innovation and artistic risk-taking while recognizing "failure" as an opportunity for growth. They need environments that allow them to stretch and learn through trial and error and regular practice without fear of facing harmful criticism or other repercussions from peers.

In Colorado, some schools may not have all the facilities needed to provide for an adequate range of arts courses and related events. Fortunately, learning environments need not be limited to a school campus. From local art studios to outdoor performance spaces, the world can literally be your stage! Local shopping malls, street festivals, libraries, local arts and recreational facilities are just a few possible venues to be considered. Through collaborative partnerships, community sites can provide the perfect laboratory for arts learning. No matter where art instruction takes place, the physical and emotional safety of students should always be a prime consideration.

Creating a high-quality learning environment includes acquiring and utilizing visual and performing arts instructional resources that are standards-aligned and that ensure equitable access to learning opportunities. Adequate equipment and supplies are necessary when implementing an arts curriculum, including considerations for students with physical or mental disabilities, a language barrier or other special needs. A lack of these resources limits the potential for creative expression, both in instruction and student learning. Educators need instructional materials that both cover and extend beyond the Colorado Academic Standards for the Arts,[54] such as teaching units, art images and appropriate access to technology. The teacher-authored Instructional Unit Samples[55] provided through the CDE website is the best place to start.

In addition, you will find a comprehensive list of Colorado organizations that provide arts education programming in the Arts Resources section of this guidebook. Many of these organizations have free resource materials available to teachers. A unique resource for schools within the jurisdiction of the Scientific and Cultural Facilities District (SCFD) is the Alliance Project.[56] Each year schools in the seven SCFD counties may apply to receive a tailor-made, curriculum-based program that includes resources such as workshops, lectures, demonstrations and field trips that could focus on the arts. The Alliance Project also provides buses, substitute teachers, evaluation tools and study guides for students.

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[54] http://www.cde.state.co.us/coarts

[55] https://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples

[56] https://www.sccollaborative.org/alliance_project.html

A key advancement of 21st Century learning — particularly for rural schools — is the use of online instruction. Outside the school system, there is free access to quality arts education content online. An excellent place to start is The Kennedy Center's ArtsEdge website.[57] Teachers can find lesson plans for elementary, middle and high school students available in multiple artistic disciplines. Another growing resource is major museums, such as the Metropolitan Museum of Art in New York City MetMedia webpage,[58] which provides visual and audio guidebooks of current and past exhibitions, videos tours, and explanatory videos of art techniques and archival practices. The Denver Art Museum also offers a host of ideas and opportunities for teachers and students through an educator's blog.[59] With a bit of research, teachers or students can locate supplemental resources for almost any artistic topic.

Strategies and Activities:

- o Take steps to ensure physical and emotional safety as well as cultural sensitivity during all arts learning experiences.

- o Consider the environmental impact of art projects and materials.

- o Inventory and safeguard arts supplies and teaching materials, equipment and instruments.

- o Become familiar with the discipline-based instructional unit samples provided through the CDE.

- o Research free or low-cost resources available online or through local arts providers.

- o Create and distribute "wish lists" for businesses, service clubs and civic organizations to fill.

- o Investigate and take advantage of community arts resources and alternative arts facilities such as colleges, libraries, art museums, theatres, festivals, malls, parks and recreational centers and interactive websites.

Structuring for Effective Implementation

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[57] https://artsedge.kennedy-center.org/educators/lessons

[58] https://www.metmuseum.org/metmedia

[59] https://denverartmuseum.org/tags/school-teacher-resources

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☑ Student Engagement and Academic Success

Finding ways to engage students in their education is a key to keeping them in school and guiding them on a path to academic success. The arts, through their hands-on nature and as an outlet for personal expression, capture student interest. In their research monograph, Cultivating student engagement through interactive art strategies (2014),[60] Christine Cho and John Vitale noted that the arts foster creative risk-taking and the growth of imagination. They provide examples of ways to cultivate student engagement through interactive arts strategies. In a dissertation published by Walden University titled *Examining the Role of Active Student Engagement in High School Arts Courses* (Nichols, 2015),[61] high school students reported being more engaged, self-confident and motivated about schooling during arts educational experiences. Combining these traits with the cognitive processes associated with arts learning creates a recipe for student success.

There is a growing body of research demonstrating that the arts make a considerable contribution to helping students achieve success in school, work and life. A good place to begin reading is *Critical Evidence: How the Arts Benefit Student Achievement* (Ruppert, 2006),[62] a booklet published by the National Assembly of State Arts Agencies in collaboration with the Arts Education Partnership[63] that addresses two critical questions: (1) Why is it so important to keep the arts strong in our schools? (2) How does study of the arts contribute to student achievement and success? As stated in the introduction, the booklet describes in non-technical terms what the research says about how the study of the arts contributes to academic achievement and student success. It offers impartial, to-the-point reporting of the multiple benefits associated with students' learning experiences in the arts. In short, it makes a case for arts education based on sound research.

A compilation of research reports on the impact of arts learning that is still relevant today is *Critical Links: Learning in the Arts and Student Academic and Social Development* (Deasy, 2002).[64] The Arts Education Partnership, with support from the U.S. Department of Education and the National Endowment for the Arts, commissioned and published this volume to provide widespread access to 62 studies on the academic and social effects of arts learning experiences.

   Some of the research findings noted in the book include:

   o   Multiple independent studies have shown that increased years of enrollment in arts

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[60] http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_CultivateStudentEngage.pdf

[61] https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1186&context=dissertations

[62] https://files.eric.ed.gov/fulltext/ED529766.pdf

[63] http://www.aep-arts.org/

[64] https://www.amazon.com/Critical-Links-Learning-Academic-Development/dp/188403778X/ref=sr_1_2?s=books&ie=UTF8&qid=1527289271&sr=1-2&keywords=critical+links&dpID=31i948yvZtL&preST=_SX218_BO1,204,203,200_QL40_&dpSrc=srch

courses are positively correlated with higher SAT verbal and math scores. High school students who attend art classes have higher math and verbal SAT scores than students who attend no art classes (Vaughn & Winner).

o Students who participate in arts learning experiences often increase achievements in other realms of learning and life. In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found that students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students also watched fewer hours of television, participated in more community service and reported less boredom in school (Catterall).

o In an experimental research study of high school age students, those who studied dance scored higher than non-dancers on measures of creative thinking, especially in the categories of fluency, originality and abstract thought. Whether dancers can transfer the use of these abstract thinking skills to other disciplines is an important area of exploration (Minton).

o A group of 162 children, ages 9 and 10, were trained to look closely at works of art and reason about what they saw. The results showed that children's ability to draw inferences about artwork transferred to their reasoning about images in science. In both cases, the critical skill was that of looking closely and reasoning about what is seen (Tishman, MacGillivray & Palmer).

o An analysis of multiple studies confirms the finding that students who take music classes in high school are more likely to score higher on standardized mathematics tests such as the SAT. One explanation is that musical training in rhythm emphasizes proportions, patterns and ratios expressed as mathematical relations (Vaughn).

The U.S. Department of Education published the second edition of *Critical Links* in 2011, containing rigorous empirical findings from government grant-funded arts education programs around the country. Both editions are available on Amazon.com or in university research libraries. The Arts Education Partnership has since launched ArtsEdSearch.org,[65] the nation's first online research and policy clearinghouse of studies on students and teacher outcomes associated with arts learning during and beyond the school day.

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[65] http://www.aep-arts.org/research-policy/artsedsearch/

Meaningful engagement in arts education can have a life-changing effect on secondary students. A guidebook from the National Guild of Community Arts Education presents a holistic approach that integrates arts learning with principles of youth development (Hirzy, 2011). *Engaging Adolescents: Building Youth Participation in the Arts*[66] helps educators design new programs or rethink ones they already offer to increase relevancy and student participation. Another resource on the benefits of learning in and through the arts is *Third Space: When Learning Matters* (Stevenson and Deasy, 2005).[67] Co-written by an educational researcher and a former state superintendent, the book describes the profound changes in the lives of students, teachers and parents in 10 economically disadvantaged communities that embraced the arts as a foundation for creating great schools.

The Colorado Arts Education for Workforce Development Act[68] (see Arts Resource section: Synopsis of House Bill 10–1273) provides recommendations for school arts programming based on recent research. It recognizes the positive effects that education in the arts has on children's behavior, attitudes, academic performance, and career and workforce readiness. More specifically, it affirms that the opportunity to study and build skills in the visual arts and performing arts increases students' self-confidence, nurtures students' creativity and curiosity, and provides ongoing challenges for students. It also helps students remain engaged in school, and facilitates building positive relationships between students and teachers. As a result of these effects, it helps reduce the school dropout rate. It also acknowledges that arts education can provide another method for reaching struggling students, including those who are disadvantaged, those for whom English is a second language and students with disabilities. HB 10-1273 also identifies ways in which the study of the arts prepares students for life beyond high school. It states, "The innovation and creativity that students exercise and foster in visual arts and performing arts education enables them to innovate, creatively solve problems, and bring greater creativity to their thinking in the more traditional education areas of reading, mathematics and science and to develop the twenty-first-century critical thinking, collaboration, communication and leadership skills that are crucial to success in today's workforce. Because of the level of innovation and creativity demanded for Colorado and the nation to stay competitive in the global economy, it is crucial that each student graduate from a public high school in Colorado with a solid foundation in visual arts and performing arts education that will enable the student to participate fully, creatively and successfully in the state's economy and workforce."

The evidence is clear: The arts are a vital part of a well-rounded education. The benefits of learning in and through the arts are verified by research and evident every day in students' enthusiasm, engagement, dedication and performance.

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[66] http://www.nationalguild.org/Programs/Information-Resources---Publications/Publications/Engaging-Adolescents-Initiative.aspx

[67] http://www.artsedsearch.org/study/third-space-when-learning-matters/

[68] http://www.state.co.us/gov_dir/leg_dir/olls/sl2010a/sl_233.htm

Strategies and Activities:

- o Work with CDE arts coordinators to learn how to identify and develop Gifted and Talented students in the arts.

- o Find ways to make learning inspiring and connected to students' interests, self-identity and cultural background.

- o Involve students in active/creative pathways to learning, using hands-on engagement.

- o Use the arts to support multiple ways of learning about subjects/topics.

- o Understand the role of arts education in improving learning options and leveling the playing field for students with disabilities, language barriers and other learning challenges.

- o Provide creative career information; bring career role models into school.

- o Employ a community liaison focused on the arts to engage parents.

- o Assess student learning in the arts to track the academic and artistic progress achieved in and through your district or school's arts education program.

☑ Dropout Prevention and Student Retention

Dropout prevention is an ongoing educational priority in Colorado and across the country. Some of the reasons students give for dropping out are that school is boring, they do not feel a connection to what is taught, they experience a lack of motivation and don't receive necessary support, academically or culturally. Students who drop out are likely to face negative outcomes in earning power throughout their adult life. The result of this disturbing trend is an increase in crime, public health and welfare costs, and a decrease in tax revenue (Rumberger, 2001).[69]

In 2009, the Colorado state legislature created the Office of Dropout Prevention and Student Re-Engagement[70] at the CDE. The goal of the office is to decrease the number of student dropouts, increase the graduation rate and re-engage students who had left the school system. The office developed a research-based Dropout Prevention Framework[71] focused on the identification, intervention and support of students who are on a path to dropping out, while also fostering an ecosystem for institutional change. Schools can align with the framework by placing more emphasis on school climate and cultural proficiency, developing and enhancing instructional practices to be more engaging for students, and increasing students' awareness of multiple pathways to graduation.

The arts offer numerous opportunities to engage students in culturally sensitive learning experiences and through integrated lesson plans that help students connect more deeply with other areas of the school curriculum. Arts education has been linked to improving academic outcomes and lowering dropout rates for at-risk students. The National Dropout Prevention Center/Network published a white paper titled *The Arts and Dropout Prevention: the Power of Art to Engage* (Brown, 2017),[72] which contains references to empirical studies showing the value of considering the arts as a strategy to keep students on track for graduation. Several of the studies are listed in the National Resources Section of this guidebook. Among them, was a longitudinal study that showed arts education is correlated with better graduation rates, regardless of socioeconomic status. Researchers tracked 22,000 students for 12 years and found that students with high levels of involvement in the arts were more likely to graduate from high school than those with low involvement in the arts (Catterall, Dumais & Hampden-Thompson, 2012).[73] Outcomes from other studies showed other ways that an arts education can uniquely support students:

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[69] https://www.civilrightsproject.ucla.edu/research/k-12-education/school-dropouts/why-students-drop-out-of-school-and-what-can-be-done/rumberger-why-students-dropout-2001.pdf

[70] https://www.cde.state.co.us/dropoutprevention

[71] https://www.cde.state.co.us/dropoutprevention/dropoutpreventionframework

[72] http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf

[73] https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf

- Arts education can raise students' ability to manage behavior, make decisions and maintain a positive self-concept (Fisher, Holochwost, O'Grady, & Palmer Wolf, 2017).[74]
- Arts education increases academic self-efficacy and school engagement (Fisher, et. al, 2017).[75]
- Art students were 20 percent less likely to have an out-of-school suspension for each year of arts studied (Elpus, 2013).[76]
- Former students of the arts were 29 percent more likely than former non-arts students to have earned a four-year college degree by age 24 to 32 (Elpus, 2013).[77]
- Elementary students who participated in a music program increased their tolerance for the perspectives of others, increased their growth mind-set, and boosted their academic goal orientation more than other groups (Fisher, et. al, 2017).[78]

These findings demonstrate a powerful relationship between arts education and dropout prevention. It is a tool that can be used more intentionally in planning for a culturally inclusive curriculum and enriching, relevant learning experiences. These efforts will help a student who may feel marginalized in other aspects of schooling connect through arts learning, through participating in group projects, and by being afforded opportunities to make meaning through exhibiting and performing with their peers.

Some ways to include the arts in an aggressive dropout prevention agenda are:

1. Provide rigorous arts instruction
2. Provide opportunities for active learning
3. Improve school climate by supporting constructive, creative expression
4. Build positive teacher-student relationships through collaborative projects
5. Provide an arts-rich curriculum that leads to increased engagement
6. Increase intrinsic motivation by helping students find a passion for the arts
7. Decrease the negative impact of cultural disorientation, language barriers and learning disabilities through collaborative, hands-on learning experiences that engage multiple aspects of intelligence

Another important aspect of dropout prevention and student re-engagement is to assist students in understanding the diverse career and postsecondary education pathways that are available to those who develop a passion or keen interest in the arts. One way is to develop Career and Technical Education (CTE) courses that provide students opportunities to explore

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[74] https://williampennfoundation.org/what-we-are-learning/socioemotional-benefits-arts-new-mandate-arts-education

[75] https://williampennfoundation.org/what-we-are-learning/socioemotional-benefits-arts-new-mandate-arts-education

[76] https://www.arts.gov/sites/default/files/Research-Art-Works-Maryland.pdf

[77] https://www.arts.gov/sites/default/files/Research-Art-Works-Maryland.pdf

[78] https://williampennfoundation.org/what-we-are-learning/socioemotional-benefits-arts-new-mandate-arts-education

various careers in the arts. The Colorado Career Clusters[79] are a good place to start. These school-to-work connections can help students see the relevance of staying on an academic track through graduation and beyond. However, using the arts as a dropout prevention strategy requires that schools work to ensure that students are headed toward real jobs in Colorado's creative industries following graduation, or that they obtain the competitive credentials to be accepted to postsecondary education programs in the arts.

Strategies and Activities:

- o   Allow at-risk students to identify and pursue an artistic passion.

- o   Match students with teacher/mentors who share the same passion.

- o   Reinforce parent engagement through art activities and events at the middle and high school levels.

- o   Explore the option of a nontraditional school day (night school, 24-hour school, online school, year-round school) to expand student access to arts learning opportunities.

- o   Identify what participants find valuable or exciting in and through the arts and connect instructional efforts whenever possible.

- o   Make the school "their own" by showcasing student art everywhere you can, inside and outside.

- o   Provide arts instruction as part of Expanded Learning Opportunities (ELO) in non-school hours.

- o   Increase service-learning options related to the visual and performing arts.

- o   Connect with social service and judicial agencies and organizations that offer arts programming in your region.

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[79] http://coloradostateplan.com/educator/career-clusters/

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

~Jane Alexander, actress, author, former chairwoman of the National Endowment of the Arts

☑ Access and Equity

Providing equitable access to the arts is a three-fold endeavor, including: (1) ensuring that all students have access to arts classes by offering adequate programming in the arts (dance, music, drama and theatre arts, and visual arts), (2) ensuring that arts learning opportunities (i.e., arts electives) are not displaced by language arts or mathematics interventions for low-performing students, and (3) utilizing instructional content and pedagogy that addresses the cultural and linguistic dynamics of the student population. A district or school arts program should consider all three points in a high-quality plan for arts education.

In 2012, the U.S. Department of Education's report on the state of arts education around the country indicated that only 3 percent of elementary schools were offering dance education and only 4 percent were offering theatre.[80] In addition, schools with a higher concentration of students in poverty were less likely to offer arts education. These figures had not changed appreciably in over 10 years. To provide all students with access to a well-rounded education in all of the arts disciplines, education leaders will need innovative solutions.

Due to the rural or remote nature of much of Colorado and, by contrast, the urban density along the Front Range, there is a significant discrepancy in the availability of arts resources and community arts providers across schools and districts. Rural districts are encouraged to explore ways to combine and share resources to serve all students, K-12 and beyond. The Arts Resources section of this guidebook provides a listing of organizations that offer arts education programming for each county. Those with limited options in their area should contact their city government or arts council to discuss ways in which more arts learning experiences could be created in the community.

Educators at all levels may also need training in cultural competency to provide relevant arts instruction for diverse student populations. Teachers that use culturally and linguistically responsive pedagogy maximize learning in and through the arts. They help each student develop their artistic voice and self-confidence as learners and creators. The CDE Office of Culturally and Linguistically Diverse Education is one source of support. It was created to assist districts, schools and educational leaders in navigating the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students. The OCLDE's primary purpose is to ensure these children have equitable access to grade-appropriate, standards-based instruction – including in the arts. Some resources for helping students assimilate and succeed academically include the CDE's ELD Guidebook,[81] the U.S. Department of Education's Newcomers Toolkit[82] and English Learners Took Kit.[83] These

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[80] https://nces.ed.gov/pubs2012/2012014rev.pdf

[81] http://www.cde.state.co.us/cde_english

[82] https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html

[83] https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

materials may provide prompts for developing integrated arts lessons that honor cultural differences.

Students with special needs, including physical and mental disabilities and other learning disorders, can benefit significantly from instruction in the arts, but developing a meaningful learning program requires thoughtful consideration. The Kennedy Center for Performing Art Department of VSA (Very Special Arts) and Accessibility is dedicated to providing arts and education opportunities for people with disabilities and increasing access to the arts for all. It is a resource for training and informational webinars for teachers and teaching artists. The VSA website[84] also posts research papers and a biography of relevant journal articles on special education issues.

In *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners* (Cole, 2008),[85] contributing author Marietta Saravia-Shore lists Ken Ziechner's 12 key elements of effective teaching with culturally and linguistically diverse students, which are still considered best practice (Zeichner, 1992):[86]

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

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[84] http://education.kennedy-center.org/education/vsa/
[85] http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx
[86] https://eric.ed.gov/?id=ED359167

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

Strategies and Activities:

- o Become aware of and address inequities in access to arts education in your district or school.

- o Employ innovative scheduling when possible, to increase access to arts instruction (i.e., concurrent enrollment, independent study, extending the school day).

- o Address the constraints and unique needs of both students and schools at the various levels (i.e., elementary, middle, high school).

- o Explore online and multilingual arts programming.

- o Partner with community arts and cultural organizations that honor diversity in the community.

- o Connect with minority-serving pre-collegiate programs and scholarship organizations to ensure that all high school students have ready access to further training and career opportunities in the states' college system and the creative economy.

☑ Family and Community Engagement

Engaging families and the broader community are essential aspects of building a highly relevant arts education program that will sustain long-term support. While parents are often enthusiastic attendees at student arts programs and performances, they can also join efforts to promote and implement arts instruction in local schools. By assisting in strategic planning, volunteering in classrooms, fundraising for art supplies, providing technical resources and marketing school arts events, parents stay invested in their children's future; they will go the extra mile to ensure that their child's needs are met.

Parents can also be arts education advocates for schools, passing on information to other families and community members that will help support every child's success. They can be excellent representatives on the value of an education in the arts, sharing their personal stories with the school board, community groups and local businesses. A good resource for ideas on how to increase parent engagement is Michael Sikes's book, *Building Parent Involvement Through the Arts* (2007).[87]

Another useful resource for parents is The Kennedy Center's ArtsEdge website. The Families webpage[88] has links to articles directed at helping parents support arts education in their local schools and community. In an ArtsEdge article titled How parents can support arts education,[89] author Corwin Georges lists eight ways that parents can become advocates:

1. Talk to teachers, principals and district leaders about their arts programs and offer to help.
2. Suggest the arts education data be included on the annual district report card that is distributed to taxpayers.
3. Help the schools set specific goals for arts education. The Kennedy Center can provide a *Community Audit for Arts Education*[90] template to help facilitate that process.
4. Assemble a team of individuals interested in collaborating in support of arts education programming in the schools.
5. At election time, find out which school board candidates and state legislators support arts education.
6. Support groups that advocate for arts education in the schools, such as the Colorado Citizens for Culture (CCC) and the Colorado Parent Teacher Association (PTA).
7. Sharpen your advocacy skills, which is often best achieved by joining an advocacy group.
8. Be persistent, with the understanding that the job of advocating for arts education is never done, and success can be measured by what is sustained over time.

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[87] https://www.amazon.com/Building-Parent-Involvement-Through-Arts/dp/1412936837
[88] http://artsedge.kennedy-center.org/families/at-school
[89] http://artsedge.kennedy-center.org/families/at-school/parent-power/how-parents-can-support-ae
[90] http://www.kennedy-center.org/education/kcaaen/resources/CAudit6-9.pdf

The Colorado PTA partnered with CDE to create Guides to the Colorado Academic Standards – Kindergarten Through 5th Grade[91] to help parents better understand the goals and outcomes of the Colorado Academic Standards, including those for the visual and performing arts. Written in English and Spanish, the guides describe the standards as roadmaps to help ensure that all Colorado students graduate ready for life, college and careers. In the arts, they provide an overview of the learning expectations for Dance, Drama/Theatre, Music and Visual Arts and offer examples of educational experiences that families could support during the school year.

The Colorado PTA also coordinates the PTA Reflections Program,[92] which is a state and national multi-arts competition. Each year, students K-12 are invited to create or perform works of art inspired by a specific theme. The program is intended to help parents encourage the creativity and continuous self-discovery process of their children.

Gaining community support is also essential to successful implementation of a strong arts education program. Developing relationships in the community can pay off in multiple ways. Local business, civic groups, government agencies, arts organizations and other community members can be helpful in a variety of support efforts. Community members many times can see things from a different point of view and can assist in ways that cannot be imagined. In another ArtsEdge article titled Arts education and the business community,[93] author Donna Collins lists several things to consider when creating an arts alliance between schools and the business community:

- Business leaders can be influential advocates for the value of art education because they know firsthand the importance of creative and innovative thinking.

- Often, business leaders will locate their companies in cities and towns where the arts and culture are components of quality of life.

- Engaged business leaders share a concern with parents and community members — they are interested in dynamic schools, communities and economies.

- When hiring people, business leaders tend to hire people who are creative and add dimension to the possibilities of a company.

- Businesses need the competitive edge that creative people bring to the table.

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[91] https://www.cde.state.co.us/standardsandinstruction/guidestostandards-kthru5
[92] https://www.pta.org/home/programs/reflections
[93] http://artsedge.kennedy-center.org/families/at-school/parent-power/business-community

Business leaders, parents and educators can collaborate to keep arts education accessible to all students, helping to ensure their future economic and personal success.

Effectively engaging family and community requires a concerted and sustained effort to reach out to the school community at large and continually provide ways for others to be involved in the educational process. This works best if the process is included in a district or school arts plan from the beginning.

Strategies and Activities:

o Engage parents/community in a dialogue about arts and their children and how the arts can help their children academically.

o Encourage parent participation in arts programming and production.

o Create tools and materials for parents to participate and understand the arts, possibly through technology, partnering with libraries, and community organizations.

o Provide family discount tickets to school activities in the arts.

o Ensure that communications are accessible to multiple cultures (language translations, culturally significant focus).

o Engage parent associations and/or organizations in arts support.

o Start a parent booster club for all four arts disciplines.

o Connect with parents/families through community organizations such as the YMCA/YWCA, Boys and Girls Club, Boy Scouts, Girl Scouts, churches, recreation centers and libraries.

☑ Partnerships and Collaborations

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

- o **Higher education partnerships** can provide opportunities for leveraging visiting artists and artists-in-residence, professional development, affordable performances, exhibition spaces, and opportunities for graduate students to bring their artistic or arts integration expertise into the schools. Contact the art departments at state universities, community colleges or private art schools in your region to explore options.

- o **Cultural and arts organizations** such as local museums, visual and performing arts centers, dance troupes, acting companies, artist collectives and guilds, and music groups are always on the lookout for ways to connect with schools and students. Whether amateur or professional, these groups can connect students to authentic arts experiences: field trips to arts venues for performance and exhibits, in-class workshops, mentorships, assemblies or a mix of these activities. Study guides related to the learning content are often available, as well as free supplies and follow-up visits. See the Arts Resource section for a list of local and regional arts resources, with contact information.

- o The **Scientific and Cultural Facilities District** (SCFD) publishes an annual *Directory of Educational Activities for Teachers and Schools*,[94] which lists 200-plus education programs available from organizations that provide assemblies, field trips, professional development and more. SCFD funding supports programming in the following counties: Adams, Arapahoe, Boulder, Broomfield, Denver, Douglas and Jefferson. The SCFD has also partnered with an online platform called Explorable Places,[95] to make information on arts and cultural programs in the Denver area readily available for teachers and parents.

- o **Arts-related businesses** such as galleries, art supply stores, artist studios, music stores, dance studios, costume supply stores, web design companies and architecture firms — to name a few — might be able to donate or provide at low-cost equipment, supplies, costumes or even facilities. Present them with a wish list and see what they

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[94] http://scfd.org/p/education-outreach.html

[95] https://www.explorableplaces.com/

can offer. These businesses may be able to provide guest speakers for classrooms, job shadowing, mentoring, venues for showcasing student artwork, and service-learning opportunities for students. All you have to do is ask!

- o **Colorado's Creative Districts** are increasingly supporting school arts programs during and after the school day. If your school is located in or near a designated Creative District, consider inviting a representative to participate in your arts planning process. They may be able to facilitate the creation of school-community partnerships and provide greater access to project funding, teaching artists, special equipment and other creative resources. For example, the Carbondale Creative District provides free mobile arts instruction in a repurposed school bus named *Rosybelle*, and helps teachers in the Roaring Fork watershed connect with teaching artists in the community. Breckenridge Arts District provides instruction during and beyond the school day and offers a range of field trip options for all ages. 40 Arts West Arts District has a summer arts program for elementary students, and Westwood Creative District, or BuCu West, provides instruction after school. Greeley Creative District and the Pueblo Creative Corridor both offer exhibition space for student artwork. Other districts are looking for opportunities to connect with the schools and would welcome an invitation to discuss a collaboration.

Another way to enhance arts programming that inspires both students and teachers is to employ teaching artists from the local community. Teaching artists are working artists, musicians, dancers, actors and filmmakers who have complementary teaching skills and sensibilities. They are often excellent collaborators in integrated instruction because they know their art disciplines well and can visualize ways to combine them with instruction in other subject areas. Teachers can seek out teaching artists that have specific expertise that the teacher wants to learn, thereby benefiting from job-embedded professional development.

For an artist-in-residency experience, studio space can be set up for a teaching artist in the school so students can observe the creative process in action. These artists help students see firsthand how the arts translate to the workforce.

The variety of education initiatives offered through CDE provides other potential sources for arts education collaborations. The Innovation and Pathways Division[96] oversees the Dropout Prevention and Student Re-engagement, STEM (Science, Technology, Engineering, and Mathematics), Innovation Learning, Postsecondary Readiness, and Health and Wellness initiatives, among others. These are just a few areas that could be enhanced by adding an arts component. Learning about these various initiatives and forming collaborations with program administrators could uncover innovative ways to expand student access to a well-rounded education that includes the arts.

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[96] https://www.cde.state.co.us/offices/innovationchoiceengagementdivision

Strategies and Activities:

- o Identify a staff or volunteer liaison as a contact point for community partnerships.

- o Utilize the database of community arts and cultural providers in the reference section.

- o Sponsor showcase events to introduce community arts and cultural offerings to schools.

- o Include representatives from arts organizations on your arts leadership teams and planning committee; brainstorm ways to collaborate and share resources.

- o Allow arts and cultural organizations to use school resources for performance space, joint fundraising, and marketing their offerings to the school community.

- o If your school is inside or near a designated Colorado Creative District, work with arts leaders to form educational collaborations that bring working artists into the schools or provide field trip opportunities for students.

- o Search out nontraditional partnerships that may result in improved resources (e.g., hospitals, businesses, libraries, parks and recreation groups).

- o Identify ways to participate in or form a local arts council in support of schools arts and cultural programs.

- o Ensure "win-win" situations when initiating new partnerships through clear communication, identifying needs and matching needs to expertise.

- o Develop formal partnership agreements with clearly articulated goals and expectations.

- o Exhibit student work at arts and cultural venues in the community.

III. Ensuring Success And Sustainability

☑ Policy

☑ Research

☑ Advocacy and Public Awareness

☑ Funding

☑ Policy

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

Federal Level: With the passing of the federal Every Student Succeeds Act (ESSA)[97] in 2015, all states were obligated to support arts education programs in the public schools alongside math and language arts, as part of a well-rounded education. At the federal level, this translated into increased availability of resources for the arts. Local school leaders and teachers can now request of their school board that a portion of Title I, Title II and Title IV funding be earmarked for arts education programs. The U.S. Department of Education (USDOE) oversees arts education policy and recognizes the transdisciplinary quality of the arts to engage students in learning across the school curriculum. It offers competitive grants for the development and dissemination of arts-integrated curricula that incorporate instruction in science, technology, engineering and math (STEM), plus language arts.

Other national policy organizations and committees supplement the policy work of the USDOE. For example, the National Core Arts Standards[98] were developed in 1994 by the Consortium of National Arts Education Associations through a grant administered by the National Association of Music Educators and have subsequently been adopted or used to guide the development of state arts standards across the country. These standards were revised by the National Coalition for Core Arts Standards in 2014 and recognized dance, media arts, music, theatre and visual arts as the major disciplines to be taught in public schools.

Data also drives policy. Two sources of data that are generated at the federal level and are influential at the state and local levels are the Fast Response Survey System (FRSS)[99] and the National Assessment of Educational Progress Arts Assessment (NAEP).[100] The FRSS surveys collect and report data on key education issues at the elementary and secondary levels, and provide findings to Department of Education analysts, planners and decision-makers. The NAEP Arts Assessment provides valid and reliable data on what students know and can do by eight grade in music and visual arts, based on the national standards.

A 2012 FRSS publication, *Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009–10* (Parsad & Spiegelman)[101] reported on the lack of available instruction in dance and theatre in schools across the country in comparison to music and visual arts. Four years

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[97] https://www.ed.gov/essa?src=rn
[98] http://www.nationalartsstandards.org/
[99] http://nces.ed.gov/surveys/frss/
[100] http://nces.ed.gov/nationsreportcard/arts/
[101] http://nces.ed.gov/pubs2011/2011078.pdf

later, the online Nation's Report Card (NAEP, 2016)[102] confirmed that the situation had not improved. In fact, dance, media arts and theatre were not even assessed because of the small percentage of schools that offered instruction in these disciplines. These reports demonstrate the need for locally created arts education policies that will ensure that all students have equitable access to an education in each of the major disciplines.

State Level: A State Board of Education and a State Commissioner (or Superintendent) monitor compliance with federal education regulations in Colorado and enact state education policies, including those concerning the arts. In 2010, state legislators approved the Arts Education in Workforce Development Act (HB 10-1273; see synopsis in Resource section of this guidebook), which encouraged all schools to provide instruction in the visual and performance arts. With the passage of CRS 22-7-1013 in 2016, districts were required to adopt standards that met or exceeded the state visual and performing standards. To support educators in this process, the CDE referenced art standards from other high-performing states and nations to guide revisions to the Colorado Academic Standards for the Visual and Performing Arts.[103] The State Board of Education approved the updated standards in April 2018. Refer to the CDE Arts webpage[104] for more information regarding specific state-level policies, regulations and funding opportunities for arts education.

District & School Level: Because Colorado is a local-control state, most policy decisions that impact the day-to-day development and maintenance of high-quality arts programs take place at the district level. School boards enact regulatory legislation, initiate referendum measures, and determine policies needed to guide all aspects of school districts including curriculum and arts education. Districts may also provide resources for the coordination of arts programs, but the hiring and allocation of instructional time and resources are generally school-level decisions.

Policy in arts education is also heavily influenced by national nonprofit organizations like the Arts Education Partnership (AEP), a division of the Education Commission of the States, located in Denver. Originally established through an interagency agreement between the National Endowment for the Arts and the U.S. Department of Education, AEP oversees the ArtScan website,[105] a searchable clearinghouse of the latest state policies on providing instruction in and through the arts from all 50 states and the District of Columbia. Its principal projects and activities include: (1) commissioning and disseminating research about arts education, (2) maintaining and linking databases on state-level policies for arts education, and (3) convening national forums around significant themes and issues in the field.

AEP members include federal arts and education agencies, state departments of education, state arts agencies, national arts and education organizations, and local arts and education

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[102] https://www.nationsreportcard.gov/arts_2016/

[103] https://www.cde.state.co.us/coarts/statestandards

[104] http://www.cde.state.co.us/coarts

[105] http://www.aep-arts.org/research-policy/artscan/

collaboratives. The AEP's policy document titled *The Arts Leading the Way to Student Success: A 2020 Action Agenda for Advancing the Arts in Education* (2017),[106] provides arts and education leaders and other like-minded stakeholders with a blueprint for collective action and systemic change. It contains goals and strategies that articulate the role and contribution of the arts in the continual evolution and improvement of public education.

Another important voice in arts education policy and advocacy is Americans for the Arts,[107] a national nonprofit organization that provides up-to-the minute information on policies and legislative action concerning the arts and arts education.

It is helpful for every school district to have a written policy concerning arts education for a number of reasons: (1) it establishes the arts as an educational priority, (2) it acknowledges state and federal law and defines how the district will comply, and (3) it is a first step in addressing the balance in funding among all disciplines. A helpful resource for establishing a district arts education policy is *Insider's Guide to Arts Education Planning, 3rd Edition*.[108] Examples of effective policies and other advice can be found on pages 28-32 (Burt & Aarn, 2016). Without a written, board-approved arts education policy in place, it is difficult to enact a vision for arts learning in the schools.

Strategies and Activities:

o   Stay aware of available information on national, state and local arts education policy.

o   Read the one-page summary on ESSA and Arts Education: 7 Basics to Know,[109] published by Americans for the Arts.

o   Become familiar with or create and adopt a district arts education policy.

o   Ensure that district administrators, principals, art specialists and classroom teachers are familiar with the district arts education policy.

o   Include students on arts education planning committees.

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[106] http://www.aep-arts.org/wp-content/uploads/2017_AEP_2020_Action_Agenda.pdf

[107] https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/legislative-issue-center/arts-education-policy-and-funding

[108] http://www.artsed411.org/resources/the_insiders_guide

[109] https://www.americansforthearts.org/sites/default/files/pdf/2016/by_program/reports_and_data/legislation_and_policy/ArtsEd/ESSA_7_Basics.pdf

☑ Research

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

The following resource websites may be useful in locating recent studies and white papers about arts education practice, program outcomes, policy and advocacy:

- National Assembly of State Arts Agencies.[110] The NASAA's Arts Education website lists excellent sources of research, provides links to studies on statewide arts education assessments, and offers useful information about various state arts agencies and their national partners.

- ArtsEdSearch[111] is the research portal on the Arts Education Partnership's website. AEP is the nation's leading forum for arts education research and policy. ArtsEdSearch contains listings of vetted impact studies that can be used to build the case for strengthening local arts education programs.

- Reinvesting in Arts Education.[112] This report funded by the President's Committee on the Arts and Humanities represents an in-depth review of the current condition of arts education, including a research base about arts education outcomes (Dwyer, C. 2001). Turn to the Arts Education Outcomes section on page 15 to find mention of arts education studies on longitudinal outcomes, arts integration, and brain research associated with arts engagement.

- Americans for the Arts.[113] On the organization's Research Reports webpage, the Arts & Education section contains a listing of current research studies on topics in arts education, including inequity in access, workforce preparation and state policy reports, among others.

- ArtsEdge[114] is the John F. Kennedy Center for the Performing Arts website that contains numerous digital resources for educators and parents. It includes many articles that are research-based and useful for arts education advocacy.

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[110] https://nasaa-arts.org/research/arts-education/

[111] http://www.artsedsearch.org/

[112] https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-_Arts_Education.pdf

[113] https://www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/americans-for-the-arts-publications/research-reports#education

[114] http://artsedge.kennedy-center.org/educators

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- Search the [Education Resource Information Center (ERIC)](#)[115] database, which is maintained by the Institute of Education Sciences (IES). In the past five years, over 1,000 articles and reports related to arts education have been added. Type "Arts Education" in the Search field to start exploring, then refine your search from there.

- Search the online catalog of books and journals at a local college or university library. Some of the major research journals in art education include *Arts Education Journal, Journal of Dance Education, Journal of Research in Music Education, Studies in Art Education, Youth Theatre Journal,* and *International Journal of Education & the Arts.*

- Visit the research web pages or contact arts education researchers at well-regarded university and national arts education research hubs such as:

  - Adams State University, Art @ Adams State Department
  - Colorado State University, Fort Collins, Department of Art and Art History
  - Metropolitan State University of Denver, Department of Art
  - University of Northern Colorado, School of Art and Design
  - Arizona State University, Tempe, Herberger Institute for Design and the Arts
  - Columbia University, Center for Arts Education Research
  - Harvard University, Project Zero
  - American Education Research Association
  - Kennedy Center, ArtsEdge
  - National Endowment for the Arts, Office of Research & Analysis
  - American Alliance for Theatre and Education
  - National Arts Education Association
  - National Association for Music Education
  - National Dance Education Organization

- Use an internet search engine such as Google or Chrome.

- Place a query on arts education related listservs.

Research can also be used to provide information to policymakers. In 2014, Colorado Creative Industries commissioned a statewide survey to assess the level of arts instruction in Colorado public schools. The resulting report, *[Colorado Visual and Performing Arts Education Statistical Report: A Comprehensive Survey of Arts Education in Colorado Schools](#)* (Hansberry, 2014),[116] identified progress, trends and areas of need. The study revealed that high schools offering arts education have higher scores on state tests in reading, writing and science – regardless of student ethnicity or socioeconomic status. Conclusions from a [summary brief](#)[117] of the full report can be combined with other research findings to make a strong case for strengthening a district or school's arts education programs.

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[115] https://eric.ed.gov/?q=arts+education&ff1=subArt+Education&ff2=dtySince_2014

[116] https://www.cde.state.co.us/coarts/ccifullartsedstudy2014

[117] https://www.cde.state.co.us/coarts/ccisummaryartsedstudy2014

Strategies and Activities:

- Stay current on arts education trends by accessing and reading research papers and articles from the various sources listed above.

- Be aware of the type of arts education data collected by your district and CDE.

- Encourage and support action research by teachers.

- Develop a university partnership and welcome graduate students who would like to conduct arts education research (or evaluation) studies in the district or school.

- Use research findings as a basis for discussions about arts education with administrators and parents.

☑ Advocacy and Public Awareness

Advocacy is active support of a cause, idea or policy. The need to get the word out about the value of arts learning is never-ending and essential to ensuring the sustainability of arts programming in Colorado's schools.

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

A second goal is to maintain public awareness of the value of learning in and through the arts. Parents, students, teachers, administrators, community members and teaching artists are all needed to ensure community-wide support for the arts education goals of a school or district.

A third goal is to monitor the legislation and budget developments that affect Colorado's art instructors and students. This work requires a clear understanding of what schools need in the way of facilities, materials and qualified teachers as they work to implement the state standards for the art CORE subjects that were adopted in April 2018.

There are numerous organizations in Colorado that advocate for the arts and arts education, among other activities. They are excellent resources for teachers who are looking for collaborative partners to support their advocacy efforts.

Arts for Colorado (AFC)[118] is a nonpartisan statewide nonprofit 501(c)(4) organization dedicated to improving the climate for creative industries throughout the state, facilitating advocacy for Colorado's arts and culture, and preserving and expanding state-level public- and private-sector support for the arts. AFC cultivates, advocates and influences public policy on the arts through the legislative process.

Colorado Citizens for Culture (CCC)[119] is an extension of Arts for Colorado and a leading voice for the arts and arts education in the state. CCC members work to raise public awareness of the role the arts play in educational excellence, economic health and quality of life for all Colorado citizens. CCC teaches advocacy workshops and provides public speakers for advancing an understanding of arts policy in both the public and the private sector.

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[118] https://www.artsforcolorado.org/
[119] https://www.artsforcolorado.org/colorado-citizens-for-culture/

Colorado Art Education Association (CAEA)[120] is a statewide visual arts professional organization with a mission to strengthen, advance and promote the vital role of visual arts education. CAEA advocates for every Colorado student having access to highly qualified visual art education at every grade level.

Colorado Dance Education Organization (CoDEO)[121]
Formerly known as the Colorado Dance Alliance, CoDEO is dedicated to promoting and advocating for dance education in the state of Colorado. CoDEO offers professional dancers and dance educators a large network of resources and support through its affiliation with the National Dance Education Organization (NDEO). It also provides members with access to programs and projects that demonstrate the value of dance in education.

Colorado Music Educators Association (CMEA)[122] is a statewide music association that provides growth opportunities to music educators of all levels of experience.

Colorado State Thespians[123] is the state chapter of the International Thespian Society and the Educational Theatre Association that works to promote and strengthen theatre arts in education in all Colorado secondary schools.

Having an awareness of advocacy resources available at the national level builds informed practitioners and community members. In 2009, the Kennedy Center Alliance for Arts Education Network (KCAAEN)[124] published the *KCAAEN Arts Education Advocacy Tool Kit*.[125] It is a resource for use in planning, organizing and implementing arts education advocacy efforts. The Tool Kit includes information on topics such as messaging, developing an advocacy plan, and the nine habits of effective arts education advocates. A companion video[126] is available upon request to help prepare advocates to make visits to their state and national legislators.

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

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[120] http://www.caeaco.org/

[121] http://www.co-deo.org/about

[122] http://www.cmeaonline.org/

[123] https://cothespians.com/

[124] https://www.kennedy-center.org/education/kcaaen/resources/home.html

[125] https://www.kennedy-center.org/education/kcaaen/resources/ArtsEducationAdvocacyToolkit.pdf

[126] Send requests to kcaaen@kennedy-center.org

Other national associations have published arts advocacy toolkits focused on the benefits of individual arts disciplines, such as Educational Theatre Association,[127] National Dance Education Organization,[128] and National Music Educators Association,[129] to name a few. Among their goals is to build individual awareness and appreciation of the value of the arts and arts education. Their websites also have resources that can be used at the local level in support of advocacy efforts, such as public service announcements, request for support letters, short persuasive videos, and colorful infographics that can be downloaded and reprinted or redirected to target audiences. The Arts Education Partnership is another excellent source of advocacy support material through its school case study database, ArtsEdSearch.[130]

Among the best tools in an ongoing advocacy campaign are school and community online newsletters. Keeping administrators, school board members, parents and interested community members informed of opportunities to participate in and support arts education programs is a cost-effective way to help ensure that the arts maintain a vital role in schools.

Strategies and Activities:

o   Become familiar with the readily available advocacy tools and information at the state and national level.

o   Take advantage of opportunities to advocate for the arts at school and community events.

o   Collaborate with other advocacy groups, such as for students with special needs.

o   Network with arts advocacy organizations. Attend statewide arts advocacy panels, lectures and arts advocacy day at the Capitol.

o   Bring your students to arts advocacy events, letting them experience and learn from the legislative process. Empower student voices.

o   Include students in advocacy efforts (e.g., student showcases, student testimonials).

o   Create arts education recognition awards to engage parents, teachers, school administrators and the business community.

o   Develop business partnerships and student internships within the community to demonstrate the practical aspects of arts learning in workforce readiness.

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[127] https://www.schooltheatre.org/viewdocument/local-resources

[128] http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=155966

[129] https://nafme.org/advocacy/

[130] http://www.aep-arts.org/research-policy/artsedsearch/

☑ Funding

In Colorado, K-12 public schools are primarily funded through a combination of local property taxes and state revenues. Districts also receive federal funds, usually for specific programs. Since the arts are considered part of a well-rounded education by the Every Child Succeeds Act (ESSA), federal funding can be used for arts education as long as the outcomes of the funding path are met. Within the U.S. Department of Education, Federal Title I, II and IV Part A grants provide flexibility for arts and allow for the development and piloting arts integration strategies to raise student achievement in other subject areas. National Endowment for the Arts (NEA) funding for arts education programs is also directly available to arts organizations and school partners through ArtWorks grants.[131] Projects are for pre-K-12 students, the educators and artists who support them, and the schools and communities that serve them. Three types of projects are supported – Direct Learning, Professional Development and Collective Impact.

The NEA also provides funding to their partner state arts agencies, as made available through congressional action. In Colorado, the state arts agency is Colorado Creative Industries (CCI), a division of the Office of Economic Development and International Trade.[132] CCI partners with experts in the arts education field to offer grants, commission research, and sponsor programs that expand access to quality arts education for young people.

A resource for arts funding information that serves students with special needs is the Disability Funders Network.[133] Also, numerous national and in-state corporations and foundations offer funding that may be used in support of arts education. Several are listed here, but schools are encouraged to seek out relationships in the for-profit and nonprofit sectors to locate other sources for arts funding.

Urban Arts Fund (UAF)[134]

The UAF is a graffiti prevention and youth development program which facilitates the creation of new murals in areas which are perpetually vandalized throughout the city and county of Denver. The purpose of UAF is to provide access to positive, creative experiences for youth and to transform dilapidated areas into well-tended and active community gathering spaces. Funding amounts range from $500 to $5,000 for artists or organizations who can serve as mentors to youth through the creation of a new mural, facilitation of educational programming or both.

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[131] https://www.arts.gov/grants-organizations/art-works/arts-education

[132] http://www.coloarts.state.co.us/index.htm

[133] https://www.facebook.com/DisabilityFundersNetwork

[134] http://www.artsandvenuesdenver.com/public-art/urban-arts-fund/

McCarthy Dressman Education Foundation Academic Enrichment Grants[135]

The McCarthy Dressman Education Foundation offers Academic Enrichment Grants designed to develop in-class and extra-curricular programs that improve student learning. The foundation considers proposals that foster understanding, deepen students' knowledge, and provide opportunities to expand awareness of the world around them.

Target Field Trip Grants[136]

It's become increasingly difficult for schools to fund learning opportunities outside the classroom. To help them out, Target launched Field Trip Grants in 2007. Since then, they've made it possible for millions of students to go on a field trip.

Edutopia Grant Resources[137]

Get a roundup of educational grants, contests, awards, free toolkits and classroom guides aimed at helping students, classrooms, schools and communities. Check this page weekly to get the latest updates from the George Lucas Educational Foundation.

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

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

Some additional possibilities for securing funding:

- TheGrantHelpers.com[138] is a for-profit grant writing service that provides a free listing of possible funding sources for arts education. Educators can sign up for the Watch List and receive notifications of new grants programs as they come online.

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[135] https://mccartheydressman.org/academic-enrichment-grants/

[136] https://corporate.target.com/corporate-responsibility/community/philanthropy/field-trip-grants

[137] https://www.edutopia.org/grants-and-resources

[138] http://www.thegranthelpers.com/education/arts-education-grants

o For information on how to set up an education foundation, visit the National School Foundation Organization website.[139]

o Teachers who need funding or other material support for an arts education project can register their needs on Donors Choose,[140] a website where anyone can donate to a specific need at each school.

o Kickstarter[141] is a crowdsource that describes its website as the largest funding platform in the world for creative projects. A similar site with a funding category for education-based projects is Indigogo.[142] GoFundMe[143] is another popular site with a funding category for school, education and learning.

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

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[139] https://www.schoolfoundations.org/

[140] https://www.donorschoose.org/teachers

[141] https://www.kickstarter.com

[142] https://www.indiegogo.com/explore/education?project_type=all&project_timing=all&sort=trending

[143] https://www.gofundme.com/school-fundraising

Strategies and Activities:

o Explore possibilities for funding with the person in charge of federal education allocations at the state and district level.

o Explore grant opportunities available for other areas of education that could be integrated with arts learning such as Dropout Prevention, Career and Technical Education, English Language Learners and Student Engagement.

o Consider a variety of support sources including corporate and foundation grants, small business and community service club donations, and grassroots fundraisers.

o Take reputable grant writing training to increase the chance of being funded.

o Partner with other organizations on funding efforts.

o Locate a community or individual sponsor and create a grant program for teachers to apply for funding for guest artists, field trips or after-school programs.

o Brainstorm other ways to raise funds locally, such as organizing a donation drive, collecting and recycling items for cash, corporate giving programs, creating an Arts Booster club and supporting a local tax levy.

o Promote business sponsorships by offering naming rights for annual student performances and exhibitions.

o Establish or engage a community arts council or board in supporting and advocating for needs.

o Collaborate with pre-collegiate programs by providing an art component for their grant proposals.

Arts Education Program Self-Assessment

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

Focus Area I

Standards-Based Instruction and Assessment in the Arts

1. How well does the existing K-12 arts curricula reflect the content in the Colorado Academic Standards for the Visual and Performing Arts?

2. What is the ratio of teacher per students who are highly qualified and available to provide arts instruction (including licensed arts specialists, generalist classroom teachers, higher education faculty, community artists and parent volunteers)?

3. What percentage of students in the district/school have access to sequential instruction in each of the major arts disciplines (dance, drama and theatre arts, music, and visual arts)?

4. How well do current ways of assessing student learning in the arts effectively measure what students know and are able to do?

Postsecondary Education and Workforce Readiness

5. How informed are school administrators and teachers about connections between arts education and postsecondary education/workforce readiness?

6. How well does arts instruction in your district/school prepare students for post-secondary and the 21st Century workforce, including creativity and invention, critical thinking and problem solving, communication and collaboration?

Professional Preparation and Ongoing Support

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

Program Evaluation

8. Is there a record system in place to track teacher preparation and student learning in the arts? Are the results used to inform teacher preparedness and practice?

Focus Area II

Leadership and Planning

9. Has a clear structure for arts education leadership been established at the district, school and classroom level? Are all points of the structure currently active?

10. Has a district/community task force been organized to create or update a three to five year strategic plan for arts education?

Learning Environments and Instructional Resources:

11. Does the district/school have an up-to-date inventory of instructors, facilities, equipment and supplies? Is there a list of needs and a plan to procure additional resources?

12. Are there designated, fully equipped classroom and performance spaces that facilitate rigorous instruction in each art discipline?

13. How safe are creative learning spaces — environmentally, physically, culturally and emotionally?

Student Engagement and Academic Success

14. In what ways does the district/school capitalize on the potential for arts instruction to help improve student engagement and increase academic success?

Dropout Prevention and Student Retention

15. How are classes in the visual and performing arts used as a learning motivator and dropout prevention strategy for students at risk? To what result?

Access and Equity

16. Are all student subpopulations equitably served, including students with disabilities and English language learners?

17. How equitable is the availability of quality arts instruction for students attending Title I schools compared to students attending other public schools in the community or region?

Family and Community Engagement

18. How satisfactory is the level of involvement in arts education programs by parents and other members of the school community? How could this be improved?

Partnerships and Collaborations

19. In what ways does the district/school work with local arts organizations, develop community partnerships and access alternative resources for arts education?

Focus Area III

Policy

20. Has the school board adopted a meaningful and practical arts education policy? If not, why not?

Research

21. How aware are district/school administrators, arts educators and classroom teachers of current research on arts education pedagogy and potential learning outcomes in and through the arts?

Advocacy and Public Awareness

22. How does the district or school advocate for arts education both internally and externally?

23. Is there a parent or community group in place that provides the district/school with advocacy support for its arts education goals?

Funding

24. Does the strategic plan include a realistic three to five year funding plan for arts education needs?

25. Aside from the annual state education allotment, what additional sources of arts education funding are being pursued this year?

Arts Education Resources

☑ House Bill 10-1273 Synopsis

☑ Colorado Career Clusters Model

☑ National Arts Education Resources

☑ State Arts Education Resources

☑ Regional Arts Education Resources

☑ References

Synopsis of House Bill 10–1273
Arts Education for Workforce Development Act

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

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

Graduation Guidelines:
Under HB10-1273, the Colorado State Board of Education must adopt comprehensive guidelines for high school graduation requirements by December 15, 2011. The law requires the State Board to acknowledge the importance of the performing and visual arts in strengthening student learning and ability to succeed in a 21st-century economy. It also expands the list of Diploma Endorsements under CAP4Kids to include the Visual and Performing Arts.

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

Dropout Prevention:
The Office of Dropout Prevention and Student Re-engagement in the Colorado Department of Education is encouraged to collaborate with both for-profit and nonprofit community arts organizations. The office may also assess arts education practices at high-need schools. HB10-1273 specifies that arts education qualifies as a service for which a public school may seek grant assistance under the Student Re-engagement Grant Program. The law also clarifies that state support for programs in postsecondary career and technical education may include programs in arts education.

Postsecondary and Workforce Readiness Program:
Schools must henceforth include courses in visual and performing arts. To read the full text of the law, refer to https://www.cde.state.co.us/coarts/artlegislation-1273.

Colorado Career Cluster Model

Developed by the Colorado Community College System, the Colorado Career Cluster Model provides a listing of major state economic sectors that will need workers in the next decade, including Arts, A/V, Technology and Communication. A Spanish translation of the model, as well as other pertinent information on student career options, can be found at the Career and Technical Education for Colorado (CTE) website: www.http://coloradostateplan.com/.
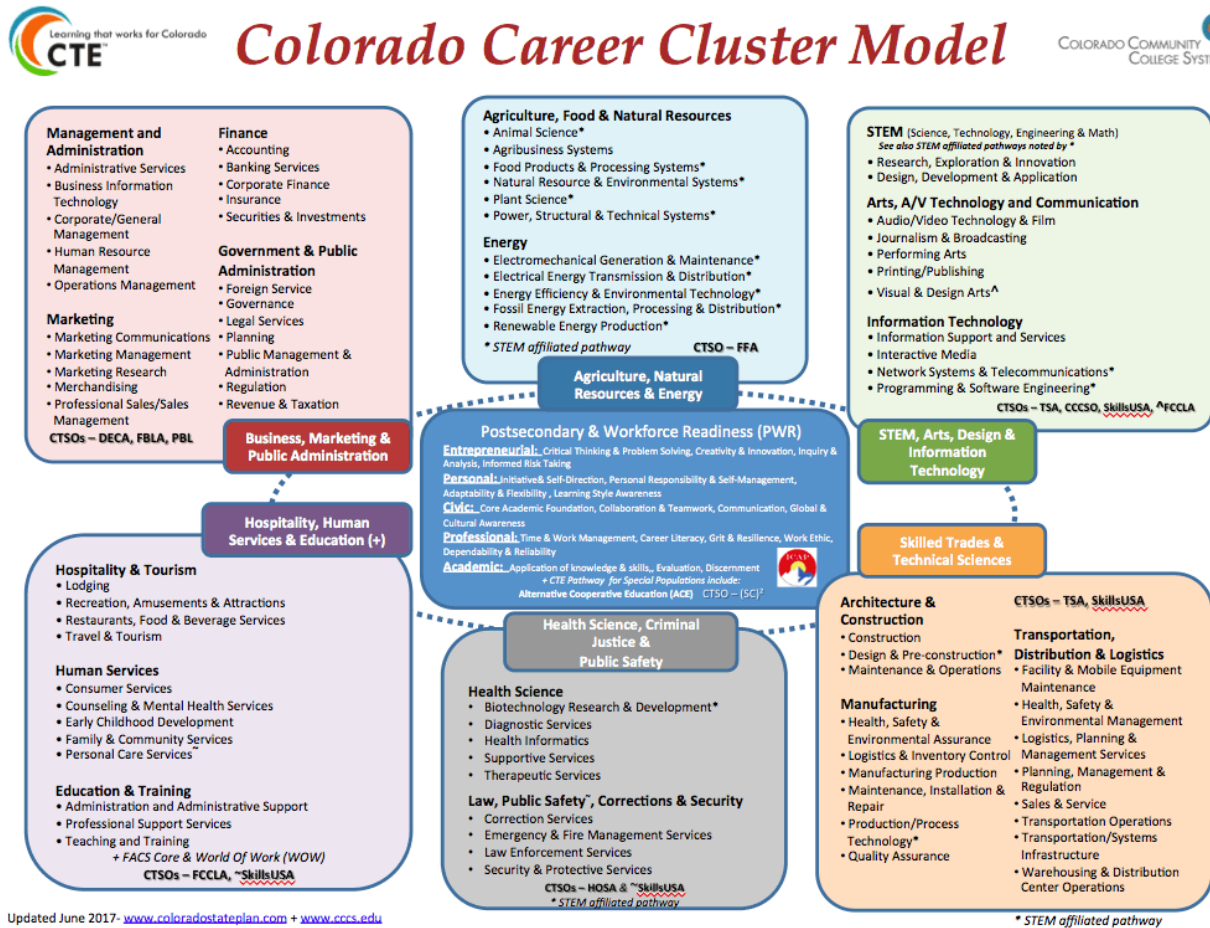
Student's Plan of Study: Performing Arts
Including dance, music, drama and theatre arts

Pathway: Performing Arts

Plan of Study: Performing Arts

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

Suggested High School Courses

High School — *Default includes CDHE Higher Education Admission Requirements*

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

Secondary to Postsecondary Linkages & Certifications

Recognition for Advanced Learning

Postsecondary Credit Options:
Insert Options Here: ACP, Dual Credit, PSEO, Fast College-Fast Jobs, Articulated Credit

Industry Recognized Certificate(s) or License(s):
Insert Certification Options

Postsecondary Education Opportunities

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

Career & Technical Education is delivered through the Colorado Community College System
www.cccs.edu

COLORADO COMMUNITY COLLEGE SYSTEM

Colorado Career Cluster Sample: Visual Arts, AV Technology

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

Extended Learning Experiences

Curricular Experiences:	Extracurricular Experiences:
Examples: SkillsUSA Dance Choir/Band/Orchestra Drama/Theater Family, Career and Community Leaders of America	Examples: Private Lessons, Metropolitan Opera National Council Competitions, Recitals, Art Exhibitions, Thespians, Theatre Productions, Student Council, Drama Club

Work-Based Learning Experiences:	Program Accreditation and/or Professional Association(s):
Career Preparation – Paid and Unpaid, Job Shadowing, Internships	Examples: American Musical Instrument Society Association of Performing Arts Presenters The International Alliance for Women in Music International Association for the Study of Popular Music Mid-America Arts Alliance Musicians' Union National Association of Artists Organizations Society for Music Theory
Service Learning Experiences: Examples: Community Service Volunteer, Tutoring/Mentoring Programs, Art Organizations	

	Career Options:	Salary Range:
Certificate	Cinematographers Film & Video Technicians Hair Stylists	$ - $$
Associate Degree	Make-up Artists Set Designers Lighting and Sound Technicians Film & Video Editors	$ - $$
Bachelor Degree	Musicians Dancers Play Writers Actors Public Relations Directors Production Managers	$ - $$$$
Graduate Degree	Music Director/Composers Directors & Producers	$$ - $$$$

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

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

Career & Technical Education *is delivered through the Colorado Community College System*
www.cccs.edu

COLORADO COMMUNITY COLLEGE SYSTEM

National Arts Education Resources

National resources are organized according to the arts education program components described in this guidebook. While there are many excellent publications and support materials listed here, keep in mind that new resources are posted on the internet daily. To download PDF files, either click on the links below or copy (and paste) the URL address into the search field of your web browser.

Standards-Based Instruction and Assessment in the Arts

Arts Assessment for Learning
Arts Connection. (2016).
http://artsassessmentforlearning.org/who-we-are/

Arts Integration: Frameworks, Research and Practice: A Literature Review
Arts Education Partnership. (2007).
http://www.aep-arts.org/wp-content/uploads/Arts-Integration-Frameworks.pdf

Envisioning Arts Assessment: A Process Guide for Assessing Arts Education
Arts Education Partnership. (2003).
http://www.aep-arts.org/wp-content/uploads/Envisioning-Arts-Assessments.pdf

National Assessment of Education Progress
National Center for Education Statistics. (2017). https://nces.ed.gov/nationsreportcard/

National Core Arts Standards
National Coalition for Core Arts Standards. (2014). http://nationalartsstandards.org/

Portfolios: Assessment Across the Arts
ArtsEdge, The Kennedy Center. (n.d.).
https://artsedge.kennedy-center.org/educators/how-to/supporting-individual-needs/portfolios-assessment-through-the-arts

Perspectives on Arts Education and Curriculum Design
California County Superintendents Educational Services Association. (2010).
http://ccsesaarts.org/wp-content/uploads/2015/01/Perspectives-on-Arts-Education-and-Curriculum-Design.pdf
The Qualities of Quality: Understanding Excellence in Arts Education
Harvard Graduate School of Education. (2009).
http://www.wallacefoundation.org/knowledge-center/Documents/Understanding-Excellence-in-Arts-Education.pdf

Postsecondary and Workforce Preparation

Arts and the Workforce
Excerpted from *Arts & America: Arts, Culture, and the Future of America's Communities*
Americans for the Arts (2015).
https://www.americansforthearts.org/sites/default/files/Arts%26America_Workforce.pdf

Framework for 21st Century Learning
Partnership for 21st Century Skills. (2007).
http://www.p21.org/our-work/p21-framework

Issue Brief: The Impact of Arts Education on Workforce Preparation
National Governors Association. (2002).
https://www.nga.org/files/live/sites/NGA/files/pdf/050102ARTSED.pdf

Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce? Key Findings.
The Conference Board. (2008).
https://www.americansforthearts.org/sites/default/files/ReadytoInnovateFull.pdf

Reinvesting in Arts Education: Winning America's Future Through Creative Schools
The President's Committee on the Arts and the Humanities. (2011).
https://www.giarts.org/sites/default/files/Reinvesting-in-Arts-Education-Winning-Americas-Future-Through-Creative-Schools.pdf

The Importance of Arts Education in Workforce Preparation
Education Commission of the States. (2017).
https://www.ecs.org/the-importance-of-arts-education-in-workforce-preparation/

Professional Development

A Guidebook for High Quality Professional Development in Arts Education
California County Superintendents Educational Services Association. (2008).
http://ccsesaarts.org/wp-content/uploads/2015/07/ProfDevToolkit.pdf

Development and Evaluation Guidelines: What to Look for in the Arts
Perpich Center for Arts Education. (2017).
http://perpich.mn.gov/index.php?section=outreach_TDE_2017

NGCAE Professional Development Program
National Guild for Community Arts Education. (2018).
http://www.nationalguild.org/Programs/Professional-Development.aspx

Professional Development in Art Education: A Study of Needs, Issues and Concerns of Art Educators
Purdue University. (2006).
https://arteducators-prod.s3.amazonaws.com/documents/396/5a2f66f8-dd36-4605-9e6a-2b50de93a9bf.pdf?1452656279

The Artful Teaching & Learning Handbook
Perpich Center for Arts Education. (2005).
http://perpich.mn.gov/files/artful_HANDBOOK6_7.pdf

Program Evaluation

A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities.
The Kennedy Center Alliance for Arts Education Network. (2007).
http://education.kennedy-center.org/pdf/education/partners/CAudit6-9.pdf

Getting Started With Program Evaluation: A Guide for Arts Organizations
National Assembly of State Arts Agencies. (2007).
https://nasaa-arts.org/nasaa_research/getting-started-program-evaluation/

NAEP 2008 Arts Education Assessment Framework
National Assessment Governing Board. (2008).
https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/arts/2008-arts-framework.pdf

Resources for Program Evaluation and Performance
National Endowment for the Arts. (2018).
https://www.arts.gov/artistic-fields/research-analysis/program-evaluation-resources-and-performance-measurement

A Step by Step Approach to Evaluation Your Arts Program Outcomes
Americans for the Arts Youth Arts. (2003).
http://youtharts.artsusa.org/evaluation/approach.html

Turnaround Arts Initiative: Summary of Key Findings
President's Committee on the Arts and Humanities. (2014).
http://turnaroundarts.kennedy-center.org/wp-content/uploads/2018/02/BAH-Summary-Evaluation-Report.pdf

Leadership and Planning

A Blueprint for Creative Schools
CREATE CA Coalition. (2015).
https://www.cde.ca.gov/eo/in/documents/bfcsreport.pdf

Anchoring Arts Education: Principals' Arts Leadership
ArtsEd Washington. (2009).
https://www.giarts.org/sites/default/files/anchoring-arts-education.pdf

Arts Education Strategic Planning Manual
Arts Education Leadership Institute. (2014).
https://www.abcprojectsc.com/wp-content/uploads/2016/10/4.1_Documents_ABC-Strategic-Planning-Manual.pdf

Engaging Senior Leadership to Advance Arts in Schools
Los Angeles County Arts Commission. (2011).
https://www.lacountyartsedcollective.org/research-evaluation/reports/engaging-senior-leadership-advance-arts-schools

Insider's Guide to Arts Education Planning
California Alliance For Arts Education. (2017).
http://www.artsed411.org/insidersguide

Leading the Way to Arts Education: A Reference Guide for Educational Leaders
California County Superintendents Educational Services Association. (2008).
http://ccsesaarts.org/wp-content/uploads/2015/01/LeadershipToolkit.pdf

Leadership in Arts Education: Taking Action in Schools and Communities
National Arts Education Association. (2011).
http://www3.kutztown.edu/arteducation/PDF/Leadership.pdf

What School Leaders Can Do To Increase Arts Education
Arts Education Partnership. (2011).
http://www.aep-arts.org/wp-content/uploads/What-School-Leaders-Can-Do-To-Increase-Arts-Education.pdf

Learning Environments and Extracurricular Resources

A Vision for Art Education Part I: Space and Media
The Art of Education Magazine (2015).
https://www.theartofed.com/2015/06/23/a-vision-for-art-education-part-one-space-and-media/

ArtsEdge
The John F. Kennedy Center for the Performing Arts (2018).
https://artsedge.kennedy-center.org/educators/lessons

Building Campus Tool for Art Education
New York City Department of Education (2018).
http://schools.nyc.gov/offices/teachlearn/arts/files/Leaders/CAMPUS-TOOLKIT.pdf

Creative Spaces to Learn
Tufts University (2018).
http://now.tufts.edu/articles/creative-spaces-learn

Design for Learning – Transforming Schools through Design
American Architecture Foundation (2018).
http://www.archfoundation.org/category/design-for-learning/

Designing Drama Spaces in Schools
Drama by Design (2018).
http://www.dramabydesign.com/designing-drama-spaces-in-schools/

Educator Programs
Metropolitan Museum of Art (2018). https://www.metmuseum.org/learn/educators

Four Learning Environments for the Contemporary Art Education Classroom: Studio, Information, Planning, and Electronic
National Arts Education Association (2004).
https://www.jstor.org/stable/3194092?seq=1#page_scan_tab_contents

Student Engagement and Academic Success

Art Students Outperform Non-Arts Students on SATs (chart)
Americans for the Arts. (2016).
https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/arts-facts-sat-scores-and-the-arts-1999-2015

Critical Evidence: How the Arts Benefit Student Achievement
National Assembly of State Arts Agencies and Art Education Partnership. (2006).
http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/critical-evidence.pdf

Decline in Arts Education in Underserved Populations (chart)
Americans for the Arts. (2008).
https://www.americansforthearts.org/sites/default/files/pdf/2015/by_program/reports_and_data/research_studies_and_publications/ArtsEd_UnderservedPops_2015.pdf

Engaging Adolescents: Building Youth Participation in the Arts
National Guild for Community Arts. (2011).
http://www.nationalguild.org/Programs/Information-Resources---Publications.aspx

The Role of Youth Arts: Providing Opportunity and Intervention for At-Risk Populations
East Tennessee State University. (2014).
https://dc.etsu.edu/cgi/viewcontent.cgi?article=1224&context=honors

The Transformative Power of the Arts in Closing the Achievement Gap
California County Superintendents Educational Services Association. (2010).
http://ccsesaarts.org/wp-content/uploads/2015/03/Transformative-Power-of-the-Arts-in-Closing-the-Achievement-Gap.pdf

Third Space: When Learning Matters
Arts Education Partnership. (2005).
http://www.artsedsearch.org/study/third-space-when-learning-matters/

What Works? Research into Practice
Ontario Student Achievement Division. (2014).
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Expanding Arts Education in Your Child's School: Arts Education Parent Advocacy Toolkit
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National Dance Education Organization. (2018).
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2) http://ndeo.clubexpress.com/content.aspx?page_id=22&club_id=893257&module_id=155966

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American Theatre Wing. (2018).
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State Arts Education Resources

State Agencies

Career and Technical Education for Colorado (CTE)
STEM, Arts, Design, & Information Technology Career Cluster.
http://coloradostateplan.com/educator/stem-arts-design-and-information-technology/

College in Colorado
http://www.collegeincolorado.org
Colorado Career Clusters Model.
https://secure.collegeincolorado.org/images/cic/pdfs/cluster_diagram.pdf
ICAP Plans of Study. https://secure.collegeincolorado.org/High_School_Planning/_default.aspx

Colorado Creative Industries
https://coloradocreativeindustries.org/

Colorado Department of Education
Colorado Academic Standards for the Arts. https://www.cde.state.co.us/coarts

Colorado Department of Higher Education
https://highered.colorado.gov/

Regional Agencies

Scientific and Cultural Collaborative
https://www.sccollaborative.org/
Explorable Places: https://www.explorableplaces.com/

Scientific and Cultural Facilities District (SCFD)
http://www.scfd.org

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Colorado Arts Partnership Grants
Think 360 Arts For Learning. (2018).
https://think360arts.org/for-educators/colorado-arts-partnership-grants/

Colorado Department of Education Competitive Grants and Awards
Colorado Department of Education. (2018).
https://www.cde.state.co.us/cdeawards

Music Match Program
Take Note Colorado. (2018).
https://takenotecolorado.org/music-match/

Teacher Preparation Programs in the Arts

Adams State University
Music. https://www.adams.edu/academics/music/
Secondary Theatre. https://www.adams.edu/academics/theatre/degree-maps.php
Visual Arts. https://www.adams.edu/academics/art/art_edu.php
Metropolitan State University
Dance. https://msudenver.edu/hps/newdancemajor-startingfall2018/
Music. https://msudenver.edu/music/musicdegrees/
Visual Arts. https://msudenver.edu/art/programs/bfainart/arteducation/

Colorado State University, Fort Collins
Music. https://music.colostate.edu/music-education/
Visual Arts. https://art.colostate.edu/academics/undergraduate/concentrations/art-education/

University of Colorado at Boulder
Music. https://www.colorado.edu/education/academics/teacher-licensure/secondary/music-education-k-12

University of Northern Colorado
Dance. http://extended.unco.edu/programs/education-arts/dance-education-masters/index.asp
Music. http://arts.unco.edu/music/music-education/
Theatre. http://arts.unco.edu/theatre/theatre-education/
Visual Arts. http://arts.unco.edu/art/art-education/

Statewide Service Organizations

Arts for Colorado (AFC)
https://www.artsforcolorado.org/

Colorado Afterschool Partnership (CAP)
http://coloradoafterschoolpartnership.org/

Colorado Art Education Association (CAEA)
http://www.caeaco.org/

Colorado Association of Career and Technical Education (CACTE)
http://www.cacte.org/

Colorado Citizens for Culture (CCC)
https://www.artsforcolorado.org/colorado-citizens-for-culture/

Colorado Dance Education Organization (CoDEO)
http://www.codance.org/home.html

Colorado Music Educators Association (CMEA)
http://www.cmeaonline.org/

Colorado State Music Teachers Association (CSMTA)
http://www.comusicteachers.net/

Colorado Parent Teacher Association (CPTA)
http://www.copta.org/
Reflections Program, https://copta.org/parent-engagement/reflections/

Colorado Thespians
https://cothespians.com/

Evaluation Network (COEN)
https://coloradoevaluationnetwork49.wildapricot.org/

Take Note Colorado
https://takenotecolorado.org/inside-take-note/about-us/

Think 360 Arts For Learning
Educator webpage: https://think360arts.org/for-educators/
Art Partnership Grants: https://think360arts.org/for-educators/colorado-arts-partnership-grants/

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Regional Arts Education Resources

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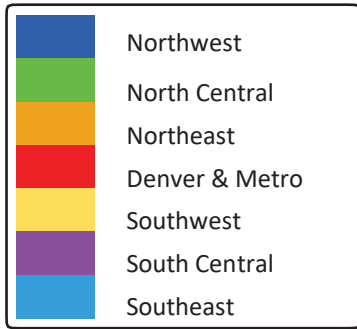
Local arts and cultural education resources are listed under their respective educational district and county in the tables that follow. The resource legend provides an explanation of the symbols in the tables that, when marked by an X, indicate the type of programs and services offered. This is not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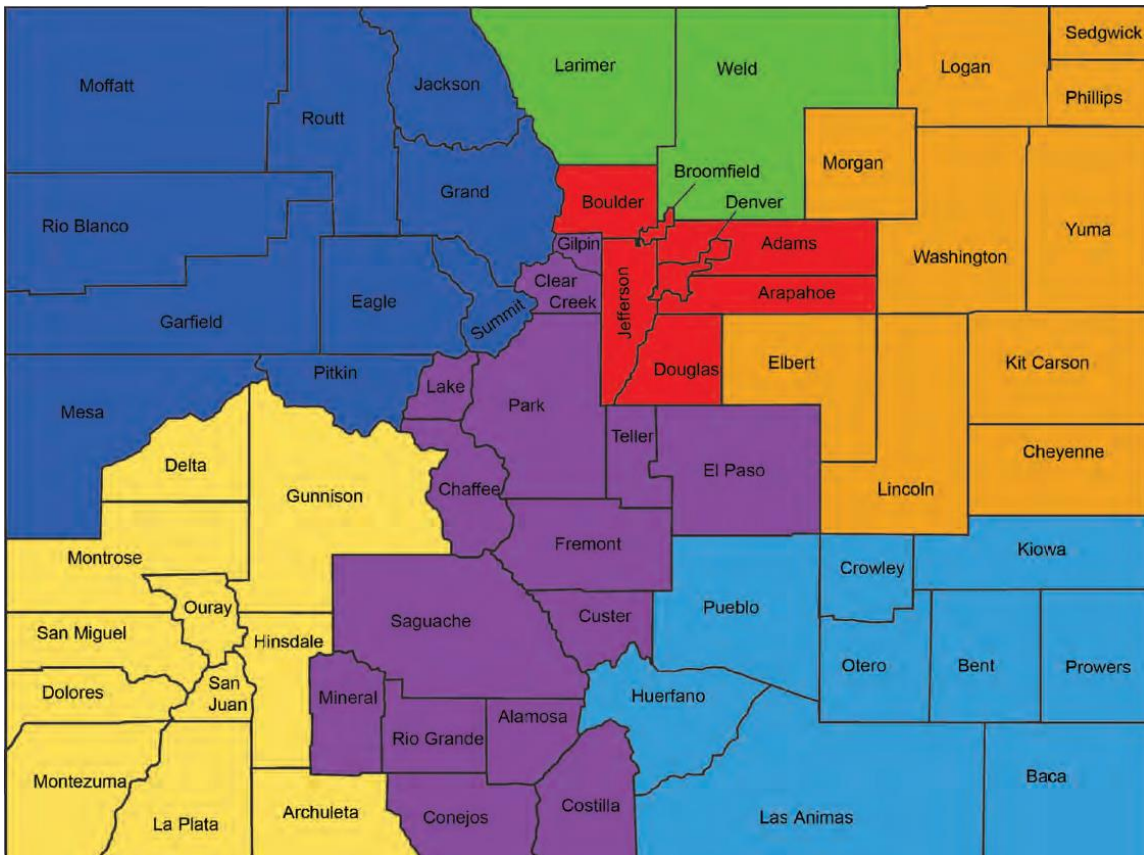
Resource Legend

ELEMENTARY (K-5)		MEDIA	🖥
MIDDLE SCHOOL (6-8)	EM	MUSIC	𝄞
HIGH SCHOOL (9-12)	MS	DRAMA & THEATRE	🎭
CULTURAL	MS	VISUAL ARTS	👁
DANCE	🏵	EXHIBITS	🌐

NORTHEAST DISTRICT		ES	MS	HS	🎭	💃	🖥	🎼	🎭	👁	🌐
Cheyenne County											
Cheyenne County Museum	www.ourjourney.info	X	X	X	X						X
Kit Carson Museum	www.ourjourney.info	X	X	X	X						X
Mountain States Telephone and Telegraph Museum	www.ourjourney.info	X	X	X	X						X
Elbert County											
Bailey Saddleland Museum	www.ourjourney.info	X	X	X	X						X
Elbert County Museum	https://elbertcountymuseum.org/	X	X	X	X						X
Kit Carson County											
City of Burlington – Old Town Museum	http://www.burlingtoncolo.com/old-town-museum.htm	X	X	X	X					X	X
Flagler Hospital Museum & Hal Borland Room	www.ourjourney.info	X	X	X	X						X
Kit Carson County Carousel	https://www.kitcarsoncountycarousel.com/	X	X	X							X
Second Central School Museum	www.ourjourney.info	X	X	X	X						X
Lincoln County											
Arriba Museum	www.ourjourney.info	X	X	X	X					X	X
Limon Heritage Museum	http://limonmuseum.com/	X	X	X	X						X
Lincoln County Hedlund House	www.ourjourney.info	X	X	X	X						X
Logan County											
City of Sterling – Overland Trail Museum	www.sterlingcolo.com	X	X	X							X
Morgan County											
Brush Area Museum and Cultural Center	www.brushcolo.com	X	X	X	X						X
Fort Morgan Museum	http://www.cityoffortmorgan.com/238/Museum	X	X	X							X
Morgan Community College – Center for Arts and Community Enrichment	www.morgancc.edu	X	X	X	X	X	X	X	X	X	X
Sedgwick County											
Hippodrome Arts Centre	http://hippodromeartscentre.com/	X	X	X			X		X	X	
Yuma County											
Grassroots Community Center	https://www.grassrootscenter.org	X	X	X	X			X		X	
M12	www.m12studio.org			X						X	X

NORTH CENTRAL DISTRICT		ES	MS	HS	🏵	💃	🖥	🎼	🎭	👁	🌐
Larimer County											
Arcinda	www.arcinda.org	X	X	X	X	X		X			
Artworks Loveland	http://artworksloveland.org/	X	X	X						X	X
Beet Street	www.beetstreet.org	X	X	X		X	X	X	X	X	
Canyon Concert Ballet and Dane Center	https://ccballet.org/	X	X	X		X					
Dance Express	http://www.danceexpressfc.com/	X	X	X	X	X					
deTour	www.detourmusic.org	X	X	X				X			
Fort Collins Symphony Association	www.fcsymphony.org	X	X	X	X			X			
Gregory Allicar Museum of Art - CSU	https://artmuseum.colostate.edu/	X	X	X	X					X	X
IMPACT Dance Company	www.impactdancecompany.com	X	X	X		X					
Loveland Museum/ Gallery	https://www.lovelandmuseumgallery.org/	X	X	X	X		X	X		X	X
Northern Colorado Intertribal Powwow	www.fortnet.org/powwow/	X	X	X	X	X		X	X	X	
Rialto Theater Center	http://www.rialtotheatercenter.org	X	X	X					X		
Weld County											
City of Greeley Museums	https://greeleymuseums.com/	X	X	X	X						X
Colorado Model Railroad History Museum	http://cmrm.org/pcindex.html	X	X	X	X						X
Greeley Creative District	https://greeleycreativedistrict.org/	X	X	X	X	X	X	X	X	X	
Greeley Philharmonic Orchestra Association	http://greeleyphil.org/	X	X	X				X			

NORTHWEST DISTRICT		ES	MS	HS	🏵	💃	🖥	🎼	🎭	👁	🌐
Eagle County											
The Art Base	https://theartbase.org/	X	X	X						X	X
Bravo! Colorado at Vail- Beaver Creek	https://www.bravovail.org/	X	X					X			
Vail Performing Arts Academy	www.vailperformingarts.com	X	X	X					X		
Garfield County											
Carbondale Clay Center	www.carbondaleclay.org/	X	X	X						X	
Carbondale Creative District	http://www.carbondalecreativedistrict.com	X	X	X	X	X	X	X	X	X	X

Organization	Website										
Carbondale Council on the Arts and Humanities	www.carbondalearts.org	X	X	X	X					X	
Carbondale Rhythm Collective	http://carbondalerhythmcollective.org	X	X	X				X			
Glenwood Springs Arts Council	www.glenwoodarts.org	X	X	X				X		X	
SoL Theater Company	https://soltheatrecompany.org/	X	X	X					X		
Grand County											
Rocky Mountain Repertory Theatre	www.rockymountainrep.com	X	X	X	X	X		X	X		
Mesa County											
The Art Center – Western Colorado Center for the Arts	www.gjartcenter.org	X	X	X						X	X
Grand Junction Commission on Arts and Culture	www.gjarts.org	X	X	X	X	X	X	X	X	X	X
Grand Junction Symphony Orchestra	http://www.gjso.org/	X	X	X				X			
Museum of Western Colorado	https://museumofwesternco.com/	X	X	X	X						X
Moffat County											
Museum of Northwest Colorado	http://www.museumnwco.org/	X	X	X	X						X
Pitkin County											
Anderson Ranch Arts Center	https://www.andersonranch.org/	X	X	X						X	X
Aspen Art Museum	https://www.aspenartmuseum.org/	X	X	X						X	X
Aspen Film	www.aspenfilm.org		X	X			X				
Aspen Music Festival and School	http://www.aspenmusicfestival.com/	X	X	X				X			
Aspen Santa Fe Ballet	www.aspensantafeballet.com	X	X	X		X					
Rio Blanco County											
Rio Blanco County Historical Society	http://rbchistory.org/	X	X	X	X					X	X
Routt County											
Friends of Perry-Mansfield	www.perry-mansfield.org	X	X	X		X			X		
Piknik Theater Festival	www.steamboatchamber.com	X	X	X					X		
Steamboat Art Museum	https://www.steamboatartmuseum.org/	X	X	X						X	X
Summit County											
Breckenridge Creative Arts District	http://www.breckcreate.org	X	X	X	X	X	X	X	X	X	X
Breckenridge Film Festival	http://breckfilmfest.org/	X	X	X			X				
Breckenridge Music Festival	http://www.breckenridgemusicfestival.com/	X	X	X				X			
Breckenridge Music Institute	www.breckenridgemusicfestival.com	X	X	X	X	X		X			

National Repertory Orchestra	www.nromusic.com	X						X			
Summit County Arts Council	www.summitarts.org	X	X	X	X					X	

METRO DISTRICT		ES	MS	HS	🏛	💃	🖥	🎼	🎭	👁	🌐
Adams County											
A Child's Song	www.achildssong.com	X	X	X				X			
Adams County Museum	http://www.adamscountymuseum.com/	X	X	X	X						X
North Metro Arts Alliance	https://www.nmarts.net/	X	X	X	X	X	X	X	X	X	
Northglenn Arts and Humanities Foundation	http://northglennarts.org/	X	X	X	X	X	X	X	X	X	
Thornton Arts, Sciences and Humanities Council	www.cityofthornton.net	X	X	X	X	X		X	X	X	
Westminster Area Historical Society and Museum	https://www.westminstercohistory.com/	X	X	X	X						X
Arapahoe County											
Arapahoe Philharmonic	https://www.arapahoe-phil.org/	X	X	X				X			
Aurora Fox Arts Center	http://aurorafoxartscenter.org/afac	X	X	X					X		
Aurora Symphony Orchestra	www.aurorasymphony.org	X	X	X				X			
Aurora Cultural Arts District	https://www.auroraculture.org/	X	X	X	X	X	X	X	X	X	
Downtown Aurora Visual Arts	https://www.davarts.org/	X	X	X			X			X	X
Englewood Cultural Arts Center Association	www.englewoodarts.org	X	X	X				X			
Grand Design	www.grandbydesign.com	X	X	X	X	X		X	X	X	
Kalama Polynesian Dancers	http://www.halaukalama.com/	X	X	X	X	X					
Littleton Town Hall Arts Center	www.townhallartscenter.com	X	X	X		X		X	X		
Magic Moments	https://magicmomentsinc.org/	X	X	X					X		
Metropolitan Jazz Orchestra	www.metropolitanjazzorchestra.org			X				X			
Mudra Dance Studio	www.mudradancestudio.us	X	X	X	X	X					
Museum of Outdoor Arts	www.moaonline.org	X	X	X						X	X
Up Close and Musical	http://upcloseandmusical.org/	X	X	X				X			
Young Voices of Colorado	http://www.youngvoices.org	X	X	X				X			
Boulder County											
Arts Longmont	http://artslongmont.org/	X	X	X						X	
3rd Law Dance Company	http://3rdlaw.org/	X	X	X		X					

Bao Bao Foundation	http://www.baobaofoundation.org/	X	X	X	X			X			
Barrio E	https://www.barrioe.org/			X	X	X		X			
Block 1750	https://block1750.com/			X	X	X	X	X	X	X	
Blue Moon Dance Company	www.bluemoondancecompany.com	X	X	X		X					
Boulder Asian Pacific Alliance	http://www.bapaweb.org/	X	X	X	X	X		X			
Boulder Dinner Theatre Academy	www.bdtacademy.org	X	X	X					X		
Boulder Bach Festival	https://www.boulderbachfestival.org/	X	X	X				X			
Boulder Ballet Company and School	www.boulderballet.org	X	X	X		X					
Boulder Concert Band	www.boulderband.org		X	X				X			
Boulder County Arts Alliance	www.bouldercountyarts.org	X	X	X	X	X	X	X	X	X	
Boulder Opera	http://www.boulderoperacompany.com/	X	X	X				X			
Boulder Philharmonic Orchestra	www.boulderphil.org	X	X	X				X			
Boulder Museum of Contemporary Art	www.bmoca.org	X	X	X			X			X	X
The Catamounts	http://www.thecatamounts.org/	X	X	X					X		
Colorado Center for Musical Arts	https://centerformusicalarts.org/	X	X	X				X			
Community Minded Dance	https://cmdance.org/	X	X	X		X					
Dairy Center for the Arts	www.thedairy.org	X	X	X		X	X	X	X		
Frequent Flyers Productions	https://frequentflyers.org/	X	X	X		X					
Imagination Makers	http://www.greaterboulderyo.org/	X	X	X					X		
Imagine Makers Unlimited	http://imaginationmakers.org/	X	X	X					X		
Lafayette Cultural Arts Commission	www.cityoflafayette.com/culturalarts	X	X	X	X	X	X	X	X	X	X
Longmont Symphony Orchestra	www.longmontsymphony.org	X	X	X				X			
Louisville Art Association	www.louisvilleart.org	X	X	X						X	
Lyons Redstone Museum	www.lyonsredstonemuseum.com	X	X	X	X						X
Parlando School for the Arts	www.parlando.org	X	X	X				X	X		
The Art Underground	http://artunder.org/	X	X	X	X	X	X	X	X	X	X
The Museum of Boulder	https://www.museumofboulder.org/	X	X	X	X						X
The Old Firehouse Art Center	www.firehouseart.org	X	X	X						X	X
WOW! Children's Museum World of Wonder	www.wowchildrensmuseum.org	X	X	X				X		X	X
Broomfield County											

Broomfield Council on the Arts and Humanities	www.artsinbroomfield.org	X	X	X	X	X		X		X	
Dance Arts Studio	www.danceartsstudio.org	X	X	X		X					
Danse Etoile Ballet	https://www.danseetoile.org/	X	X	X		X					
Rocky Mountain Brassworks	www.rockymountainbrassworks.com		X	X				X			
Denver County											
Art from Ashes	www.artfromashes.org	X	X	X		X	X	X	X	X	
Art Garage	https://artgaragedenver.com		X	X						X	
ArtReach	www.artreachdenver.org	X	X	X						X	
Arts Street	www.arts-street.org	X	X	X	X	X	X	X	X	X	
Arts Students League of Denver	www.asld.org	X	X	X	X					X	X
Augustana Arts	www.augustanaarts.org	X	X					X			
Ballet Ariel	www.balletariel.org	X	X	X		X					
Baroque Chamber Orchestra of Colorado	www.bcocolarado.org	X	X	X				X			
Black American West Museum and Heritage Center	https://bawmhc.org	X	X	X	X					X	X
Buffalo Bill Memorial Museum and Grave	www.buffalobill.org	X	X	X	X						X
Buntport Theater Company	www.buntport.com	X	X	X					X		
Center for Visual Art, Metropolitan State College of Denver	www.metrostatecva.org	X	X	X			X			X	X
Central City Opera House Association	www.centralcityopera.org	X	X	X				X	X		
Cherry Creek Arts Festival	www.cherryarts.org	X	X	X						X	
Children's Museum of Denver	www.mychildsmuseum.org	X	X	X						X	X
City Park Jazz	www.cityparkjazz.org	X	X	X				X			
Clyfford Still Museum	www.clyffordstillmuseum.org	X	X	X						X	
CMDance	www.cmdance.org	X	X	X		X					
Colorado Ballet	www.coloradoballet.org	X	X	X		X					
Colorado Children's Chorale	www.childrenschorale.org	X						X			
Colorado Folk Arts Council	www.colofolkarts.org	X	X	X	X	X		X			
Colorado Honor Band Association	www.cohonorband.org	X	X	X				X			
Colorado Humanities	www.coloradohumanities.org	X	X	X	X	X		X	X	X	
Colorado Symphony Association	www.coloradosymphony.org	X	X	X				X			
Colorado Wind Ensemble	www.coloradowindensemble.org		X	X				X			

Colorado Youth Pipe Band	www.cypb.net	X	X	X	X				X			
Colorado Youth Symphony	www.coloradoyouthsymphony.org	X	X	X					X			
Creative Strategies for Change	www.creativestrategiesforchange.com	X	X	X	X	X				X		
Curious Theatre Company	www.curioustheatre.org			X						X		
Denver Art Museum	www.denverartmuseum.org	X	X	X	X						X	X
Denver Arts & Venues	http://www.artsandvenuesdenver.com				X	X	X	X	X	X		
Denver Botanic Gardens	www.botanicgardens.org	X	X	X	X						X	X
Denver Brass, Inc.	www.denverbrass.org	X	X	X					X			
Denver Center for the Performing Arts	www.denvercenter.org/education	X	X	X		X	X	X	X			
Denver Film Society	www.denverfilm.org			X			X					
Denver Firefighters Museum	www.denverfirefightersmuseum.org	X	X	X	X							X
Denver March Pow Wow	www.denvermarchpowwow.org	X	X	X	X	X			X			
Denver Municipal Band	www.denvermunicipalband.org	X	X	X					X			
Denver Museum of Miniatures, Dolls and Toys	www.dmmdt.org	X			X						X	X
Denver Museum of Nature and Science	www.dmns.org	X	X	X	X							X
Denver Musicians Association	www.denvermusicians.org								X			
Denver Young Artists Orchestra	www.dyao.org	X	X	X					X			
Denver Zoo	www.denverzoo.org	X	X	X	X							X
Su Teatro Cultural and Performing Arts Center	www.suteatro.org			X	X					X		
El Sistema Colorado	http://www.elsistemacolorado.org	X	X	X					X			
Flamenco Fantasy Theatre	www.reneheredia.com	X	X	X	X	X				X		
Four Mile Historic Park	www.fourmilepark.org	X	X	X	X							X
Friends of Chamber Music	www.friendsofchambermusic.com	X	X	X					X			
Governor's Residence Preservation Fund	www.coloradoshome.org	X			X							X
International Institute for Indigenous Resource Management	www.iiirm.org			X	X		X				X	X
Larimer Arts Association	www.larimerarts.org	X	X	X	X						X	
Lighthouse Writers Workshop	www.lighthousewriters.org	X	X	X								
Mirror Image Arts	http://www.mirrorimagearts.org	X	X	X						X		
Mizel Museum	www.mizelmuseum.org	X	X	X	X	X	X	X	X	X	X	X
Molly Brown House	www.mollybrown.org	X	X	X	X							X

Organization	Website										
Museo de las Americas	www.museo.org	X	X	X	X					X	X
Museum of Contemporary Art Denver – MCA	www.mcadenver.org			X			X			X	X
Cleo Parker Robinson Dance	www.cleoparkerdance.org	X	X	X	X	X					
Opera Colorado	www.operacolorado.org	X	X	X				X	X		
Park Hill Brass	www.parkhillbrass.org		X	X				X			
Phamaly Theatre Company	www.phamaly.org	X	X	X					X		
Pirate, A Contem-porary Art Oasis	www.pirateartonline.org									X	
PlatteForum	www.platteforum.org			X			X			X	X
Pop Culture Classroom	www.popcultureclassroom.org	X	X	X			X			X	
RedLine	http://www.redlineart.org/epicarts/		X	X			X			X	X
Rocky Mountain Arts Association	www.rmarts.org			X				X			
Rocky Mountain Children's Choir	www.rmchildrenschoir.org	X	X	X				X			
St. Martin's Chamber Choir	www.stmartinschamberchoir.org	X	X	X				X			
Swallow Hill Music Association	www.swallowhillmusic.org	X	X	X	X			X			
The Playground Ensemble	www.playgroundensemble.org	X	X	X				X			
Think 360 Arts for Learning	www.think360arts.org	X	X	X	X	X	X	X	X	X	
Vintage Theatre Productions	www.vintagetheatre.com	X	X	X					X		
Access Gallery	www.accessgallery.org	X	X	X						X	X
Wings Over the Rockies	www.wingsmuseum.org	X	X	X	X						X
Wonder-bound Dance Company	www.wonderbound.com	X	X	X		X					
Youth on Record	https://www.youthonrecord.org			X				X			
Douglas County											
Apex Contem-porary Dance Theatre	www.apexdance.org	X	X	X		X					
Christian Youth Theater Denver	www.cytdenver.org	X	X	X					X		
Front Range Theatre Company	www.frontrangetheatre.org	X	X	X					X		
Highlands Ranch Concert Band	www.hrconcertband.org	X	X	X				X			
Highlands Ranch Cultural Affairs Association	www.hrcaonline.org	X	X	X		X	X	X	X	X	
Lone Tree Arts Center	http://www.lonetreeartscenter.org	X	X	X	X	X	X	X	X	X	X
Parker Arts Center	http://parkerarts.org	X	X	X	X	X	X	X	X	X	X
Roxborough Arts Council – Take Part in Art	www.roxartscouncil.org	X	X	X						X	
Jefferson County											

Organization	URL	ES	MS	HS	♬	💃	🖥	𝄞	🎭	👁	🌐
40 West Arts District	http://www.40westarts.org	X	X	X	X	X	X	X	X	X	X
Art for the Mountain Community	http://www.themountainartists.org	X	X	X	X					X	
Arvada Center for the Arts and Humanities	http://arvadacenter.org	X	X	X	X	X	X	X	X	X	X
ASIFA – Colorado	www.asifa-colorado.org		X	X			X				
Athena Project	http://www.athenaprojectarts.org/	X	X	X		X	X	X	X	X	
Butterfly Pavilion	www.butterflies.org	X	X	X	X						X
Center for the Arts Evergreen	www.evergreenarts.org	X	X	X						X	X
Colorado Railroad Historical Foundation	www.coloradorailroadmuseum.org	X	X	X	X						X
Denver Ballet Theatre Academy	http://www.denverballettheatreacademy.com	X	X	X			X				
Evergreen Children's Chorale	www.evergreenchildrenschorale.com	X	X	X				X	X		
Evergreen Chorale	www.evergreenchorale.org	X	X	X				X			
Evergreen Jazz Festival	www.evergreenjazz.org	X	X	X				X			
Fiesta Colorado	www.fiestacolorado.org	X	X	X	X	X					
Foothills Art Center	www.foothillsartcenter.org	X	X	X			X			X	X
Friends of Dinosaur Ridge	www.dinoridge.org	X	X	X							X
Golden History Museum	https://www.goldenhistory.org	X	X	X	X						X
Golden Music	https://goldenmusic.co/	X	X	X				X			
Lakewood Arts Council	https://www.lakewoodarts.org/	X	X	X						X	X
Lakewood Cultural Center	www.lakewood.org	X	X	X	X	X	X	X	X	X	X
Lakewood Symphony	www.lakewoodsymphony.org	X	X	X				X			
Miners Alley Playhouse	https://www.minersalley.com/home	X	X	X					X		
Morrison Natural History Museum	http://www.mnhm.org/246/Morrison-Natural-History-Museum	X	X	X	X						X
Rockley Music	http://rockleymusic.com/	X	X	X				X			
Rocky Mountain Quilt Museum	www.rmqm.org	X	X	X	X					X	X
StageDoor Theatre	www.stagedoortheatre.org	X	X	X					X		
Tesoro Foundation	http://www.tesoroculturalcenter.org	X	X	X	X	X		X	X	X	X

SOUTHEAST DISTRICT		**ES**	**MS**	**HS**	♬	💃	🖥	𝄞	🎭	👁	🌐
Crowley County											
Crowley Heritage Center	www.crowleyheritagecenter.com	X	X	X	X					X	X
Huerfano County											

Museum of Friends	www.museumoffriends.org	X	X	X						X	X
Spanish Peaks Arts Council	https://spanishpeaksarts.org	X	X	X						X	X
Kiowa County											
Plains Theater	www.plainstheater.org	X	X	X			X		X		
Las Animas County											
A.R. Mitchell Memorial Museum of Western Art	https://www.armitchellmuseum.com	X	X	X	X					X	X
Corazon de Trinidad Arts District	https://www.corazondetrinidad.org	X	X	X	X	X	X	X	X	X	X
Southern Colorado Repertory Theatre	https://www.scrtheatre.com	X	X	X					X		
Otero County											
Koshare Indian Museum	www.kosharehistory.org	X	X	X	X	X				X	X
Otero Arts Festival	www.ojc.edu/OteroArtsFestival.aspx		X	X						X	
Picketwire Players	www.picketwireplayers.org	X	X	X					X		
Prowers County											
Big Timbers Museum	www.bigtimbersmuseum.org	X	X	X	X						X
Pueblo County											
El Pueblo History Museum	www.coloradohistory.org	X	X	X	X						X
Grupo Folklorico del Pueblo	http://www.gfdelpueblo.org	X	X	X	X	X		X			X
Juneteenth Organization of Pueblo	www.pueblojuneteenth.org	X	X	X	X	X					
Pueblo Children's Chorale	http://www.freewebs.com/pueblochildrenschorale/	X	X					X			
Pueblo Arts Alliance	https://www.puebloarts.org	X	X	X	X	X		X	X	X	X
Pueblo Symphony	www.pueblosymphony.com	X	X	X				X			
Sage Art Academy	http://www.sageartacademy.com/	X	X	X						X	
Sangre de Cristo Arts and Conference Center	www.sangredecristoarts.org	X	X	X	X	X		X	X	X	X

SOUTH CENTRAL DISTRICT		ES	MS	HS	🏅	💃	🖥	🎼	🎭	👁	🌐
Alamosa County											
Adams State College – Community Partnerships	https://www.adams.edu		X	X	X		X	X	X	X	
Alamosa Live Music Association	www.almaonline.org	X	X	X	X			X			
Chaffee County											
Articipate	www.articipate.net	X	X	X	X			X			
Calliope!	http://www.calliope-salida.com	X	X	X					X		

Saliida Council for the Arts	http://www.salidacouncilforthearts.org	X	X	X	X	X	X	X	X	X	
Salida Circus Outreach Foundation	www.salidacircus.com	X	X	X					X		
Salida Creative District	http://salidacreates.com	X	X	X	X	X	X	X	X	X	X
Clear Creek County											
Clear Creek Library District	www.youseemore.com/clearcreeklibrary	X	X	X	X					X	X
Costilla County											
Mariachi San Luis, Inc.,	https://www.museumtrail.org/mariachi-san-luis.html	X	X	X	X			X			
San Luis Museum and Cultural Center	www.museumtrail.org/sanluismuseum.asp	X	X	X	X						X
Custer County											
Westcliffe Center for the Performing Arts	www.jonestheater.com	X	X	X					X		
El Paso County											
ARTs14	http://www.arts14.org/	X	X	X		X		X	X	X	
Chamber Orchestra of the Springs	www.chamberorchestraofthesprings.org	X	X	X				X			
Colorado Springs Children's Chorale	www.kidssing.org	X	X	X	X		X				
Colorado Springs Dance Theatre	www.csdance.org	X	X	X		X					
Colorado Springs Fine Arts Center	www.csfineartscenter.org	X	X	X	X				X	X	
Colorado Springs Philharmonic Orchestra	https://csphilharmonic.org	X	X	X				X			
Colorado Springs Youth Symphony Association	www.csysa.com	X	X	X				X			
Colorado Vocal Arts Ensemble	www.cyae.org			X	X			X			
Concrete Couch	www.concretecouch.org		X	X						X	
Cottonwood Center for the Arts	http://cottonwoodcenterforthearts.com	X	X	X			X			X	X
e11 Creative Workshop	https://www.e11cw.com/	X	X	X						X	
Imagination Celebration	www.imaginationcelebration.org	X	X	X		X		X	X	X	
Manitou Art Theatre	www.themat.org	X	X	X					X		
Manitou Springs Arts Academy	http://manitouspringsartsacademy.com/	X	X	X		X			X		
Manitou Springs Creative District	https://manitouspringscd.org	X	X	X	X	X	X	X	X	X	X
Opera Theatre of the Rockies	www.operarockies.org		X	X	X			X	X		
Ormao Dance Company	www.ormaodance.org	X	X	X		X					
Pikes Peak Arts Council	http://pikespeakartscouncil.org	X	X	X	X	X	X	X	X	X	X
Pikes Peak Blues Community	www.pikespeakblues.org	X	X	X				X			

		ES	MS	HS							
The Club of Arts – Connecting with Community Inc.	http://www.cscoa.com/index.html	X	X	X						X	
Theatreworks	www.theatreworkscs.org		X	X					X		
UCCS – Gallery of Contem-porary Art	www.galleryuccs.org	X	X	X						X	X
Western Museum of Mining and Industry	www.wmmi.org	X	X	X	X					X	X
Mineral County											
Creede Arts Council	www.creedeartscouncil.com	X	X	X				X	X	X	
Creede Repertory Theatre	www.creederep.org	X	X	X					X	X	
Park County											
Park County Artisans Trail	http://www.southparkheritage.org/artisans-trail	X	X	X	X					X	
Saguache County											
Crestone Creative District	https://www.crestonecreativedistrict.xyz	X	X	X	X	X	X	X	X	X	X
Crestone Performances, Inc.	http://www.crestfest.org	X	X	X	X	X			X		
ScSeed – SLV Theater Company	https://slvtheatrecompany.weebly.com	X	X	X					X		
Teller County											
Woodland Park Arts Alliance	http://wpartsalliance.com	X	X	X	X			X		X	

SOUTHWEST DISTRICT		ES	MS	HS	🏛	💃	🖥	🎼	🎭	👁	🌐
Archuleta County											
Folk West	www.folkwest.com	X	X	X	X			X			
Pagosa Springs Center for the Arts	www.pagosacenter.org	X	X	X		X		X	X	X	
Pagosa Springs History Museum	http://www.pagosahistory.org	X	X	X	X						X
Delta County											
Celebrate the Beat	www.ctbeat.org	X	X			X		X			
Creamery Arts Center	www.creameryartscenter.org	X	X	X						X	
Blue Sage Arts Center	https://bluesage.org	X	X	X	X	X	X	X	X	X	X
North Fork Valley Creative District	http://northforkcreative.org	X	X	X	X	X	X	X	X	X	X
Dolores County											
Anasazi Heritage Center	www.mesaverdecountry.com	X	X	X	X						X
Cortez Cultural Center	https://cortezculturalcenter.org	X	X	X	X	X					X
Gunnison County											
Crested Butte Music Festival	https://crestedbuttemusicfestival.org		X	X				X			
Center for the Arts	www.crestedbuttearts.org	X	X	X		X		X		X	X

Organization	Website										
Gunnison Arts Center	www.gunnisonartscenter.org	X	X	X		X		X	X	X	
Hinsdale County											
Hinsdale County Museum	www.lakecitymuseum.com	X	X	X	X						X
Lake City Arts	www.lakecityarts.org	X	X	X		X		X	X	X	
La Plata County											
Animas Museum	www.animasmuseum.org	X	X	X	X						X
Durango Arts Center	http://durangoarts.org	X	X	X					X	X	
Durango Choral Society	www.durangochoralsociety.org	X	X	X				X			
Music in the Mountains	www.musicinthemountains.com	X	X	X	X			X			
San Juan Symphony	www.sanjuansymphony.org	X	X	X				X			
Southern Ute Cultural Center and Museum	https://www.southernute-nsn.gov/southern-ute-museum/	X	X	X	X						X
Stillwater Music	http://www.stillwatermusic.org	X	X	X				X			
Montezuma County											
Mancos Creative Arts District	http://mancoscreativedistrict.com	X	X	X				X		X	
Painted Turtle Studio	http://www.paintedturtlestudio.org		X	X						X	
Sunflower Theatre	www.sunflowertheatre.org		X	X					X		
Montrose County											
Delta Montrose Youth Services	www.partners-west.org		X	X						X	
Ouray County											
Ridgeway Creative District	http://www.ridgwaycreativedistrict.com	X	X	X	X	X	X	X	X	X	X
Voyager Youth Program	http://www.voyageryouthprogram.org/	X	X			X		X	X	X	
Weehawken Creative Arts	https://www.weehawkenarts.org	X	X	X	X	X			X	X	
San Juan County											
Mountain Studies Institute	www.mountainstudies.org	X	X	X	X						
San Miguel County											
Ah Haa School for the Arts	www.ahhaa.org	X	X	X						X	
Mountain Film in Telluride	www.mountainfilm.org		X	X			X				
Michael D. Palm Theatre	http://telluridepalm.com	X	X	X		X		X	X		
Sheridan Opera House	http://www.sheridanoperahouse.com	X	X	X				X	X		
Telluride Arts District	http://www.telluridearts.org	X	X	X	X	X	X	X	X	X	X

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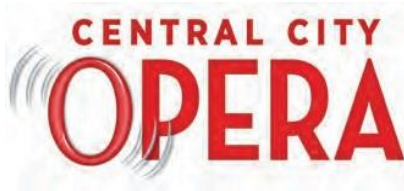
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