

Goal 4: Learn

Goal 4. Learn – ASSURE THAT ALL RHODE ISLAND CHILDREN AND YOUTH HAVE EQUAL ACCESS TO RICH AND CHALLENGING ARTS LEARNING IN AND OUT OF SCHOOL.

Strategies

Policy partnerships / Partner with the RI Department of Education and other Arts Learning Network members to implement arts supportive policies

Youth Involvement / Involve youth in implementing arts learning policies and practices.

Networking / Expand the Arts Learning Network by further engaging community leaders and advocates (including youth).

Values-based accountability / Build statewide accountability around a shared set of values, in order to ensure that all RI children and youth will have curricular experiences in school, supported by the community, which will allow them to demonstrate proficiency in one or more art forms by graduation.

Objectives and Key Tasks

01 – Achieve arts proficiency: Maintain arts proficiency as a core state policy, and further engage youth as co-creators in the policy work.

Accomplished over past two years

- GSE: Create grade span expectations approved by the Board of Regents. Status: Completed when Arts GSE's formally adopted April 1, 2010. Now posted on the RIDE website as official grade span expectations.
- Professional development offered November, 2010 to educators statewide-- creative ways to meet the GSE's in difficult economy and with other challenges. Arts GSE's have remained in place as policy.
- Supported SMART Schools to return to state in August, 2011. Engage educators across the curriculum in arts-integrated professional development based on the new Arts GSE's.
- *BEP: Include arts as basic in new Basic Education Program.* Status: Completed. Arts are included in the BEP mandates approved by the Regents. Arts status in BEP remains.

Proposed for FY2012

- Based on evaluation of November event, work with arts educator state associations to create "roundtables" — places where educators solve problems and share best practices. (October 2011-August 2012)

02 – Involve communities: Build systems and programs that support all childrens' access to community-based arts learning to enrich and extend the knowledge and

- Continue to develop Arts Passport with offerings from folk and traditional arts. Status: Arts Passport has continued, and folk and

- Engage parent and librarian groups in how to use the Community Toolkit to become informed advocates.

Objectives and Key Tasks

skills learned at home and in school.

traditional arts offerings are now included as regular offerings.

- Community Toolkit created to help support arts education advocates locally, and help maintain the arts-positive policies in place. Community organizers used to outreach to four pilot communities in using the Toolkit. Youth portion of the toolkit begins with digital storytelling, and ends with a teen television program supporting the arts.
- Support student representatives statewide....civic engagement projects. Status: Student rep projects continued through June of 2011, with the production of an arts advocacy piece by students from across the state. Program was discontinued in July, 2011 due to lack of funding for adult regional reps to recruit and supervise the student reps.
- Continue to map arts learning opportunities in the community. Status: Arts Map was maintained by the regional reps. Regional reps were discontinued due to budget constraints in July, 2011.

- Continue to engage youth by combining youth work with the film and media initiatives underway. Continue the teen television show by linking further with teen work in GiveMe5, and film/digital media classes with the state library system.
- Arts Map responsibilities will be moved to RISCA’s Education program.

03 – Promote professional arts experiences: Support ongoing opportunities for children, families and educators to experience professional and traditional arts events and exhibitions that are school-linked and community-based.

- Continue to develop Arts Passport with offerings at professional arts venues. Status: Arts Passport professional offerings have continued, at cultural institutions and colleges and university programs.
- Develop more parent and teacher support for using Arts Passport. Status: Teacher advisory body was created to get input on developing Arts Passport. Input is being used to further develop the website as an e-school site with increased resources.

- Develop on-line architecture for expanded site, and develop enhanced curriculum options for site. Put recommendations of teacher advisory body into effect.

Objectives and Key Tasks

04 - Award grants: Continue RISCA grants funding for arts education.

- Project Grants in Education continue to grow in popularity during 2011. Demand for grants now exceeds the funding supply by about 3:1. The range and scope of applicants keeps expanding, encompassing both K-12 schools and community-based learning sites.

- Expand opportunities for diverse, community-based artists and sites through professional development and special roster review in collaboration with RISCA's Community/Traditional Arts Program. Use Arts Map research to identify new community sites and potential applicants. Improve documentation and outcome sharing from successful projects.

For further discussion:

