



Arts

FOR EVERY STUDENT

School Handbook

www.dccollaborative.org



The name Arts for Every Student says it all. Through AFES every student regardless of ethnicity, economic status or school is given the opportunity to experience some arts-related event/activity that enhances their life.

—Priscilla Barrow, Music Teacher, Emery Elementary



Introduction

It is our pleasure to welcome you as a school partner in the **Arts for Every Student (AFES)** program. **Arts for Every Student** is the cornerstone program of the DC Collaborative, created in 1998 to serve as a vital arts education resource to the DC Public and Chartered Public school communities.

The primary goals of the **AFES** program are to establish the arts and humanities as an essential component of a high-quality education, and to provide equitable access for all DC Public and chartered public school students to the wealth of arts and humanities experiences available in the metro DC area, regardless of socioeconomic status.

We are pleased to offer this wonderful resource to your schools and classrooms. We are moving into our 16th year of programming, excited to begin another school year. Over the course of our 16-year history, the **AFES** program has served nearly half-a-million students in the DC Public and Chartered Public schools! This number highlights the importance teachers and schools such as yours place on the arts and humanities in education.

This handbook is designed to make school partnership easier, and to provide all the information a school partner needs for a positive and successful experience. This handbook contains information about the theory and foundation of the DC Collaborative’s arts and humanities education programming, as well as the specific nuts and bolts information for the **Arts for Every Student** program.

Welcome again as a school partner for the **Arts for Every Student** program. We look forward to a successful and enriching year together!

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Contact Us

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Arts For Every Student Core Values

As the cornerstone program for the DC Collaborative, **Arts for Every Student** is a shining example of the organization's core values. These core values were developed to better align the DC Collaborative with the principles of our two primary constituencies, our members and our school partners, and serve as the foundation of our work. **AFES** core values are:

- **Collaboration** We have a responsibility to be a collaborative partner in providing arts and humanities programming.
- **Equity** We believe that every student and educator is entitled to equitable access to arts and humanities education programming.
- **Service** We are committed to serve our local school community, DC Public and Chartered Public Schools.
- **Value** We strive to provide high-quality materials to educators to complement and enhance their students' artistic and educational experience and knowledge.
- **Respect** We welcome each member organization's ideas and feedback so that we may enrich the cultural programming available to our local school community.
- **Excellence** We strive continually to learn and improve so that we may achieve the highest ideals of public service.



DC Collaborative Arts Education Continuum



We believe that a high quality arts education involves the following:

- Exposure to high quality arts experienced
- The integration of arts across the curriculum
- Learning in the arts, including the visual arts, music, dance and drama, as well as new media, including digital arts.

In 2004, the **Arts Education Continuum** was developed by a task force of DC Collaborative members and DC educators, in an effort to strategically define the elements of a well-rounded arts education, and highlight how the arts contribute to a more meaningful and effective education. The **Arts Education Continuum** demonstrates that a well-rounded arts education is comprised of three components: *Arts Experiences*, *Arts Learning*, and *Arts Integration*. No one component is more important than the other, and each increases the efficacy of the other.

The **Arts for Every Student** falls within the *Arts Experiences* category, and plays a key part in the DC Collaborative's **Arts Education Continuum**, providing an entry point for the other two components. As students attend **AFES** events, they may become excited and inspired to learn about that art form, or more willing to explore their own creativity in the classroom. Their **Arts for Every Student experience** may be the first time they've ever seen or heard about that particular art form, and it may be the first step that begins the journey of a lifetime.

Arts Experiences

Students have an opportunity to observe performing arts, visual arts or humanities by artists.

Example: Attend a performance or visit a museum/art gallery, or a performance/exhibit provided at a school.

Arts Learning

Students receive instruction by artists and arts teachers to increase their skill in or knowledge of an art form.

Examples: Student is enrolled in music, theater, visual arts, dance and/ or a humanities class as part of their curriculum; or the student participates in lessons taught by an art teacher or by an artist out of school.

Arts Integration

Students participate in instruction with objectives in an art form and another content area taught by artists, arts teachers and/or classroom teachers to enhance learning in both the art form and the other content area.

Example: A teaching artist or teacher develops a five lesson unit of study integrating an art form. During the unit, students will learn about the elements of the art form, and traditional content area. The student will create a project that demonstrates learning and understanding in both areas.

Program Structure

The AFES program makes it possible for nearly 30,000 students to attend area cultural events each year for free.

The DC Collaborative matches schools with arts events through a four-part process

- 1) Identifying arts events
- 2) Marketing those arts experiences via the website and catalogue to schools
- 3) Coordinating the field trip process
- 4) Providing a reimbursement of the ticket price to ticketing members.

Events are identified through our AFES application process that occurs in late spring of each year wherein active members (cultural and arts organizations or individuals) who want to participate submit their event descriptions. A catalogue of arts and culture events is then developed by DC Collaborative staff and marketed to all DC Public and Chartered Public schools.

Any DC Public or Chartered Public School is eligible to register to participate in the program. Once registered, each participating school is eligible to request a maximum of 100 tickets to one event per school year in each of the following grade groupings:

- PreK and K
- 1st and 2nd Grades
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th and 7th Grades
- 8th Grade
- 9th – 12th Grades

For the 2014-2015 school year, all grade groupings will receive the option of selecting either 100 tickets for one trip to a cultural venue, or one in-school performance.

AFES Personnel

- **DCAHEC Program Manager** manages and coordinates all AFES programming, and acts as liaison to member organizations regarding AFES, participating vendors and Key Communicators.
- **Member Providers** are members of the DC Collaborative that apply yearly to offer age-appropriate arts experiences.
- **Key Communicator** is the key point of contact at each school registered with AFES. They coordinate all AFES programming in their respective schools.
- **Principal** supports the Key Communicator and the **Arts for Every Student** program in their school.
- **Teachers** work with the Key Communicator to select events for their students, and integrate events into classroom lessons or units to maximize educational value of experience and engage multiple learning styles. (Teach 4 of the TLF).

AFES Transportation

The DC Collaborative coordinates the following methods of transportation for **AFES** trips:

- Bus arranged by DC Collaborative; or,
- Bus arranged by school; or,
- Metro Rail is used.



How to become an AFES School Partner

Step 1: Designate a School Key Communicator

The DC Collaborative staff works with one main contact in every partner school. This individual is called our “Key Communicator.” This is a voluntary position, held by a school staff member, however, school leadership must be aware of the designated individual, and send confirmation to our office via the **School Partnership Agreement**.



Role of the Key Communicator

The Key Communicator plays an essential role in your school’s **AFES** experience. They are the key point of contact at each school registered in the **AFES** program, helping us bring the resources to you. The Key Communicator coordinates all **AFES** programming in their respective schools. Their detailed responsibilities are listed in this handbook.

How will I know if my school has a designated Key Communicator?

Many returning **AFES** partner schools already have a designated Key Communicator. If you are unaware of your school’s status, please contact our office at info@dccollaborative.org. We will review our records and confirm your school’s Key Communicator status.

Step 2: Attend the Arts for Every Student School Orientation

The next step in the process is to attend an **AFES** orientation training workshop. There will be ten training workshops held June – August. Attendance at the workshop is mandatory for those wishing to participate in the **AFES** program. There will also be a Member Fair/ Teacher Orientation at the end of August during Professional Development week. Stay tuned for more details!

At the School Orientation, the program structure and policies are reviewed, with a special focus on the online registration process and any new program policies for the coming school year. The roles and responsibilities of school partners and the DC Collaborative staff are also reviewed. The School Orientation is a wonderful opportunity to become familiar with all that our members have to offer, the DC Collaborative staff and how we can support your participation in this program, and to stay connected from year to year.

Attendance is required for program participation. Every year, DC Collaborative staff works to improve our program offerings and services, and so each orientation will cover any new program policies or important updates.

Each school's designated Key Communicator should attend the School Orientation. However, any interested school staff member is welcome to attend! If the designated Key Communicator is unable to attend any of the scheduled dates for orientation, a qualified school representative may attend in order to remain eligible for program participation.

Step 3: Using AFES Online

Once a Key Communicator has been designated, he/she should go to www.dccollaborative.org to familiarize his/her self with the website. We are getting a new website in time for registration this year so it is important to check back regularly. Please do not hesitate to call our office at 202.879.9327 if you have any questions! All of the AFES learning experiences will be listed under the 'Teachers and Schools Tab' in early September.

The DC Collaborative Website is a great resource for all teachers! All teachers can view the website to review **AFES** event offerings for students in their grade level/ subject area.

NOTE: Only Key Communicators can register their students for **AFES** learning experiences.

Another great reason for teachers to take advantage of the website is that the teachers and schools tab also includes the **Professional Development Workshops (PD)** available to teachers through our member organizations. These workshops are a great way to bring the arts and humanities into your classroom practice, and learn how to more effectively utilize the arts and cultural organizations as a learning resource. Teachers self-register for the PD workshops in the online, and do not need to go through the Key Communicator to do so.

Note: Professional Development workshops offered by members may be submitted to the DC Office of the State Superintendent for Education (OSSE) for consideration towards recertification. Teachers should be sure to request and receive an authenticating document from the providing organization of the workshop, for submission to OSSE as proof of participation.

My School Is a Registered School Partner...Now What?

Once your school is registered and the Key Communicator has attended an AFES School Orientation, the next step in the process is selecting events for your school. As mentioned previously in this handbook, every registered school is eligible to request a maximum of 100 tickets per designated grade groupings (see section “Program Structure”), to one event per school year. Tickets to events are limited, and are based upon the providing member organization’s total ticket offer to the DC Collaborative. Tickets are also based on a first-come, first-served basis.

AFES events are offered to schools from October to June of the school year. Event descriptions and information for trips and in-school events are available for schools to review in late August in print, and by early September online, www.dccollaborative.org. Schools may only register for trips or request in-school performances once registration has been opened officially by the DC Collaborative office. The opening date for registration for the 2014-2015 school year is **Monday, September 8, 2014 at 9 a.m.** Events will open automatically at that time. To request an in-school workshops and residencies, please email info@dccollaborative.org at or after 9 a.m. In-school residencies are filled on a first-come, first-served basis. Please note that **AFES** out-of-school requests are honored first.

The step-by-step process for selecting and registering for AFES events for your school:

1. The Key Communicator sends a notice to classroom teachers outlining the 100 tickets per grade grouping policy. Key Communicators may include the PDF version of the catalogue, the website or utilize the printed catalogue to show all of the different **AFES** learning experiences and **PD** opportunities.
2. Once all **AFES** learning experiences have been received by the Key Communicator from colleagues, the Key Communicators should check dates against their school’s schedule and keep the district-wide assessment schedule in mind. Teachers should also build consensus amongst the teachers in the school around the 100 tickets per grade grouping and determine the best trips for the curricular goals. Teachers should also consult the relevant academic standards associated with each trip, which are found in the catalogue before making selections.
3. Key Communicators should also use the DC Collaborative website to verify the performance dates and locations prior to registration and familiarize themselves with the **AFES** listings on the DC Collaborative website. **AFES** learning opportunities will be listed in the same order as the catalogue (alphabetical order by organization).
4. Registration opens Monday, September 8, 2014! Tickets are limited and offered on a first come first serve basis.
5. To register click on the date of the event that you wish to register for.
6. Select the **full amount** of tickets needed (**including chaperons**) from the dropdown menu on the first page. This screen also contains event location, description, date, time ...etc. Please print this for your records.
7. On the order form, fill in your name, email, phone number and which grade groupings will be attending the performance, and the number of reservation per grade grouping.
8. Please print or save the confirmation for your records. You will also receive a confirmation from the Program Manager detailing your reservations and the transportation information.

Please Note:

- The 100 ticket maximum includes adult chaperones.
- For events with space limitations, such as museum events, multiple event dates may be requested to reach the 100 ticket maximum request.

Education Materials

To get the most impact from **AFES** field trip experiences, teachers are strongly encouraged to use pre- and post-trip education materials.

Three weeks prior to the event, member providers must send event education materials to registered schools. Classroom teachers should utilize these materials as support for classroom lessons related to the **AFES** experience.



Transportation Process

DC Collaborative staff will book transportation for school registrations, unless the school is able to provide their own transportation. Bus requests are submitted by the DC Collaborative to bus providers 30 days in advance of the event. Please contact the office if you need the insurance certificate from the bus company. Key Communicators will receive confirmations and pickup times in an excel file after registration and will receive reminders the month of the event and the week prior. These confirmations will detail pickup times and locations.

Program Policies

Transportation Policies

As mentioned in the Program Structure section of this handbook, the following are the transportation methods utilized by the Arts for Every Student program:

- Bus arranged by DC Collaborative
- Bus arranged by school
- Metro Rail

Transportation assignments will be chosen based upon the following:

- All PreK-2nd students will arrive to events via contracted bus providers.
- For grades 3-12, metro will be selected based on school and event proximity to metro stations.

Key Communicators should verify event location information with all adult chaperones prior to the trip. Key Communicators are responsible for confirming all details with their school via the information provided by the DC Collaborative staff on the initial confirmation sheet.

Bus Policies:

DC Collaborative staff will confirm all event details with bus providers prior to the trip. Please contact our office with any questions or concerns about transportation.

Bus Pick-up/Arrival at School:

Adult chaperones should be sure that all students are prepared and waiting for the bus at the scheduled arrival time.

Buses will arrive for pick-up at the school 1 hour before the event. If the bus is late, please allow the bus provider 10 minutes after the scheduled pick-up time. If the assigned bus provider does not arrive at the school location 10 minutes after the scheduled pick up time, please contact our office. The AFES Program Manager will contact the bus company to remedy the situation.

Event Drop Off:

At most event locations, buses will not be able to wait on the street for the duration of your event. Chaperones should note the name of their bus provider, the bus driver, a contact cell phone number if possible, and confirm the time students will be out of the event.

At some event locations, buses will be assigned a spot to park for the duration of the event. In this case, it is still helpful to note the above referenced information.

Breakfast/Lunch Arrangements:

Schools are expected to make arrangements for students to eat prior to the trip, and/or notify the school cafeteria that students will be eating after the trip. Schools may not ask bus drivers to take them anywhere for lunch. Students are not permitted to eat or drink on contracted buses.



Metro Policies:

Grades: Only grades 3-12 will be considered for Metro.

Walking Distance: Metro stations must be within safe walking distance from the school and the event location. Safe walking distance is calculated at .3 mile.

Purchasing and Distribution: The DC Collaborative will purchase Metro student fare cards for schools assigned metro as their transportation method. The DC Collaborative will mail or deliver metro passes and confirm with the Key Communicator that the passes were received via email. Schools should return any unused metro passes after the trip to our offices.

Metro Transit Police: On high capacity days, DC Collaborative staff notifies Metro Transit Police that large groups will be taking metro from schools to the events. Metro Transit Police are provided the date(s), starting and ending stop(s), time(s) of day, and the number of students.



Trip Cancellation Policy

In the event that a trip needs to be canceled, Key Communicators are designated to cancel trips. Trips must be cancelled 30 days in advance in writing to info@dccollaborative.org. Please notify us as soon as possible if you need to cancel so we can get another school into the performance.

NOTE: If you must cancel within 30 days of a trip, you must do so IN WRITING. Your school will be invoiced for the cost of the tickets and any transportation fees.

Ticket Reduction Policy

Key Communicators should only request the amount of tickets needed. If tickets need to be reduced greater than 10 reservations, email the DC Collaborative office at info@dccollaborative.org more than 30 days in advance of an event.

If you must make changes to number of requested tickets within 30 days of a trip, please contact our office. **Your school will be invoiced for the cost of the unused tickets and any transportation fees due to a reduction of 10 or more reservations within 30 days.**

Outstanding Balances

Any school with an outstanding balance with the DC Arts & Humanities Education Collaborative will be ineligible for program participation for the school year, if the balance remains unpaid.

Balances may be incurred for, but not limited to, the following:

- Requested tickets that go unused
- Transportation that is requested but unused.

Professional Development Workshops

Professional Development Workshops (PD) are offered through the DC Collaborative member providers to DC public and chartered public school teachers. These workshops offer teachers the opportunity to learn innovative ways to invigorate classroom instruction by using arts techniques. Teachers work with experienced arts educators to learn to use dance, music, theater, visual arts, and the humanities to teach academic lessons and address State Learning Standards. The Professional Development Workshops can be submitted to OSSE for PLU credits towards relicensure. Cost is covered completely by the DC Collaborative. Teachers may receive up to 3 workshops per year!



Professional Development Teacher Partner Responsibilities

Participation in **Professional Development Workshops** is easy! Here's a quick snap-shot of what's expected from partner schools:

- Key Communicators should instruct teachers interested in **PDs** to register for events on the DC Collaborative website.
 - Registrations must be made by the teachers attending the **PD**.
- Key Communicators should instruct teachers of the cancellation policies and procedures for **PDs**.
- Select **PD** events during registration week (week of September 8th) with your colleagues.
- Attend the **PD**.
- Complete event evaluations.

Cancellation Policy

Workshop Registrations must be cancelled 30 days in advance by emailing info@dccollaborative.org.

If teachers must cancel less than 30 days in advance, it must be done **IN WRITING** to info@dccollaborative.org.

Teachers who do not cancel their registrations and are not in attendance for the **PD** will be invoiced for the cost of the reservation.

Media Releases

As stated in the Partnership Agreement, all photographs (including photography, filming, and video- taping) taken during DC Arts and Humanities Education Collaborative's Arts for Every Student field trips and in-school residencies are eligible for use by the DC Collaborative in any print materials, online formats, publications, displays, advertisements or promotions. Key Communicators should include media releases in permission slips for DC Collaborative fieldtrips and in-school residencies.



CONSENT AND RELEASE FOR STUDENTS TO BE FILMED/ PHOTOGRAPHED/ INTERVIEWED AND FOR USE OF IMAGE/VOICE

I, _____ hereby irrevocably grant to the DC Arts and
Parent or Guardian (*please print*)
Humanities Education Collaborative (DC Collaborative), their successors, and their assignees the
right to record the image and/or voice and use the artwork and /or written work of my child,
_____, on videotape, on film, in photographs, in digital media and in any
Child's Name (*please print*)
other form of electronic or print medium and to edit such recording at their discretion.

I understand that my child's full name, address and biographical information will not be made public. I further grant the DC Collaborative, their successors and assignees the right to use and allow others to use my child's image and/or voice on the Internet, in brochures and in any other medium and hereby consent to such use.

I hereby release the DC Collaborative, their successors and assignees using my child's image and/or voice, artwork and/or written work pursuant to this release from any and all claims, damages, liabilities, costs and expenses which I or my child now have or may hereafter have by reason of any use thereof.

I understand that the provisions of this release are legally binding.

Parent/Guardian (*if student is under 18*) [Print Name]

Signature

Date

Student's School: _____ Student's Grade: _____

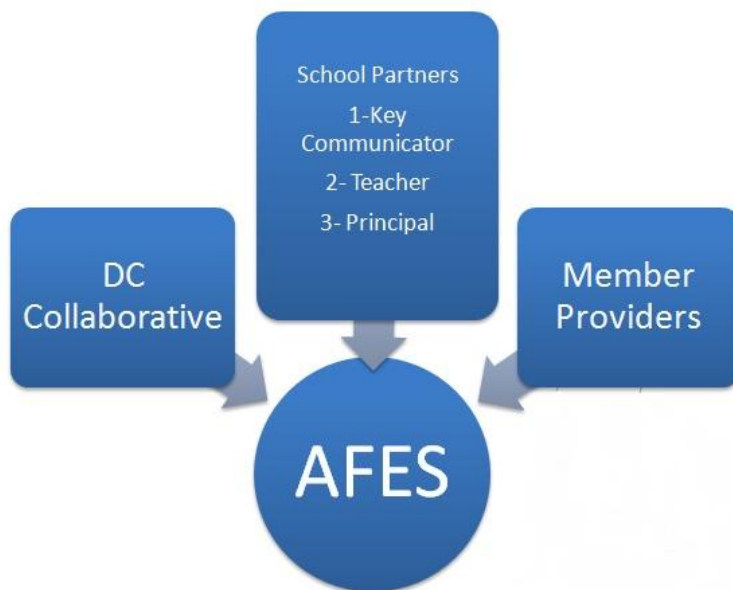
Roles and Responsibilities

It takes team work to make the Arts for Every Student program a success, and we appreciate the work of all our school partners and member providers! We also firmly believe that setting clear expectations and clear understandings make for a better program experience for everyone. If questions arise at any time during your participation in the Arts for Every Student Program, please feel free to contact our office.

As mentioned in the Program Structure section of this handbook, the following parties are participants in the Arts for Every Student Program:

- DC Collaborative Program Manager
- Member Providers
- Key Communicator
- Principal
- Teachers

Each plays a unique role in ensuring the success of the Arts for Every Student program.



DC Collaborative Staff and Membership

You can count on the DC Collaborative staff and membership to strive to provide a wonderful experience for your students. We know that arts experiences can be a highly effective method of reinforcing classroom content by relating the lesson to the outside world, engaging students with diverse learning styles, and inspiring students to learn more about a subject. To make sure we accomplish our goals, the DC Collaborative and member providers are responsible for the following:

DC Collaborative Program Manager

The Program Manager is the main contact at the DC Collaborative for our school partners and member providers. The Program Manager's duties include:

- Manages the process to solicit and select member events to be offered through AFES.
- Conducts outreach to schools and is the primary liaison for the Key Communicators during the school year.
- Coordinates transportation for out-of-school events.
- Solicits and analyzes teacher feedback from attended events via teacher evaluation forms at the end of the year.

Member Providers

- Offer age appropriate, high-quality arts events that enhance students' educational and artistic learning.
- Connect events to DC State Learning Standards.
- Provide preparatory materials (teacher and/or student guides) to school contacts at least three weeks before the performance date to help teachers prepare students for the event.

School Partners

As mentioned before, it takes team work to make the Arts for Every Student program work! Good school partners are essential to our success. Please review the following roles, to ensure your school has a great experience:



Key Communicators:

- Works with fellow teachers to select events by grade grouping for trips to cultural organizations.
- Ensures that permission slips are sent home and returned back to the school.
- Ensures that students load on and off of the bus or metro safely.
- Provides school leadership and front office a written schedule of all selected trips and events for the entire year.
- Sends reminders to fellow teachers of scheduled events.
- Notifies school leadership and the front office of all scheduled trips and events at least one week prior to scheduled trip or event.
- Contacts the DC Collaborative Program Coordinator with all comments, questions or concerns.
- Represents the school at **AFES** related meetings and events; if unable to attend, working with administrators and colleagues to send a qualified school representative.

Principals

- Confirms the Key Communicator for your school.
- Reviews the schedule of all selected AFES events for the school year.
- Understands the AFES program structure and policies.
- Encourages and supports the AFES work and responsibilities of the Key Communicator in the school.
- Ensures that all staff is aware of the AFES program.
- Ensures that teachers are connecting AFES events to classroom lessons and units.

Teachers

- Considers student learning objectives and needs for the year, and reviews the catalogue of AFES events (available in print and online) to select appropriate events for their grade level.
- Provides the Key Communicator with choice of events appropriate for their grade level.
- Distributes and collects permission slips in a timely fashion.
- Chaperones AFES trips and ensures appropriate student behavior.
- Encourages and supports the work of the Key Communicator in the school.
- Integrates arts and cultural experiences into classroom learning.
- Integrates AFES events into classroom learning, before and after the experience.
- Completes post event evaluation form to be sent to the DC Collaborative.



School FAQ

We've developed this quick FAQ sheet to share with your colleagues. Please feel free to copy this page and distribute in your school.

How do schools register to participate?

Schools register by contacting our office for more regarding the School Partnership Agreements and AFES information on. Prior to registration a School Partnership Agreement must be turned in, indicating a Key Communicator. Only Key Communicators may register their school for events. Please contact info@dccollaborative.org to check your school's registration status.

Contact

1001 G Street, NW
Suite 1000W
Washington, D.C. 20001
202.879.9327 (p)
202.393.5705 (f)
info@dccollaborative.org
www.dccollaborative.org

If a school only needs 65 tickets, can they request 100?

As the number of tickets per event is limited, we ask that schools only request what they need.

Does the 100 ticket maximum request include the number of chaperones?

Yes.

What if a school has less students attend the event than requested?

Schools must notify our office of ticket reductions 30 days in advance, or they will be billed for the cost of the unused tickets and transportation.

What is the process for a school to cancel a trip?

Trips must be cancelled 30 days in advance. All cancellations must be made in writing by contacting the DC Collaborative Program Manager via email.

Are students permitted to eat on the bus, or after a trip?

Schools are expected to make arrangements for students to eat prior to the trip, and/or notify the school cafeteria that students will be eating after the trip. Schools may not ask bus drivers to take them anywhere for lunch.

Additional Resources For Arts Education

There are many resources that can support the integration of the arts and humanities into your teaching practice and classroom. We've listed a few here. For additional resources or referrals, please don't hesitate to contact our office.

Web

ARTSEDGE, <http://artsedge.kennedy-center.org/>, the John F. Kennedy Center.

ARTSEDGE — the National Arts and Education Network — supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEDGE empowers educators to teach in, through, and about the arts by providing the tools to develop interdisciplinary curricula that fully integrate the arts with other academic subjects.

ARTSEDGE offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.

Arts Education Partnership, <http://www.aep-arts.org/>

The Arts Education Partnership provides information and communication about current and emerging arts education policies, issues, and activities at the national, state, and local levels. Our major projects and activities include: commissioning and disseminating research about critical arts and education issues; maintaining and linking databases on state-level policies for arts education; and convening national forums around significant themes and issues in the field. Our partners include federal arts and education agencies, state departments of education, state arts agencies, national arts and education organizations, and arts and education collaboratives at the state and local level.

Publications

Arts Education in America: What the Declines Mean for Arts Participation

Rabkin, Nick and Hedberg, E. C. (2011). Arts Education in America: What the Declines Mean for Arts Participation. Washington, DC: National Endowment for the Arts.

Arts Integration Frameworks, Research, & Practice: A Literature Review

Burnafor, G., et al. (2007). Arts Integration Frameworks, Research, & Practice: A Literature Review. Washington, DC: Arts Education Partnership.

Building Parent Involvement Through the Arts

Sikes, M. (2007). Building Parent Involvement Through the Arts. Thousand Oaks, CA: Corwin Press, 2007.

Effective Fieldtrip Guide

DC Arts and Humanities Education Collaborative (2011). Effective Fieldtrip Guide. Washington, DC: DC arts and Humanities Education Collaborative.

Re-Investing in Arts Education: Winning America's Future.

President's Committee on the Arts and Humanities (2011). Re-Investing in Arts Education: Winning America's Future. Washington, DC: President's Committee on the Arts and Humanities.

Renaissance in the Classroom

Burnafor, G., Aprill, A., and Weiss, C. (2001). Renaissance in the Classroom. Mahwah, NJ: Lawrence Erlbaum.

The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies

Catterall, James S., et al. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies. Washington, DC: National Endowment for the Arts.

Third Space: When Learning Matters

Stevenson, L. M., and Deasy R. J. (2005). Third Space: When Learning Matters. Washington, DC: Arts Education Partnership.

Understanding By Design

Wiggins, G., and McTighe, J. (2005). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.