



ARIZONA DEPARTMENT OF EDUCATION OFFICE OF ARTS EDUCATION

School year 2107-2018 A3C – One Sheet



What:

- The A3C initiative is open to ALL Arts Education Stakeholders
- Facilitated by the Arizona Department of Education in collaboration with the Arizona Commission on the Arts
- Overseen by the “Round Table Advisory Committee on Arts Education” consisting of Arts Leaders representing each discipline and several Arizona school districts

Why:

- To Listen and engage with Arts Education stakeholders within their community
- To better serve stakeholders by responding to regionally specific needs

Discoveries: Biggest Need and Related Themes

- **Develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)**
 - Increase access to arts programming geographically, across socio-economic levels, and for all abilities and communities
 - Increase Funding for Arts Education at the State and Local level
 - Decrease the gap between Policy and Practice



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ARIZONA DEPARTMENT OF EDUCATION OFFICE OF ARTS EDUCATION

FY18 A3C – Summative Report

DETAILED OVERVIEW OF INITIATIVE

1. Project Description and Background

The Arts Advisory & Action Committee (A3C) is an Arts Education advocacy initiative created by the Arizona Department of Education (ADE). Having numerous iterations over the years, the current A3C project is centered on gathering Arts Education stakeholders together in a shared space allowing ADE to better engage with and provide support for this specialized group of educators. To facilitate this process, ADE has designated its Arts Education Specialist to logistically schedule, facilitate and convene gatherings, and organize and disseminate resulting data. To receive the most comprehensive feedback possible, ADE's Arts Education Specialist, along with Arts Learning representatives from the Arizona Commission on the Arts (ACA), will tour the state and engage stakeholders within their communities. This process dubbed "Creative Conversations" is intentionally designed to be inclusive. By engaging with stakeholders from and within their communities, we can minimize geographic and economic barriers.

This work is important for the field of Arts Education. Gathering diverse perspectives of needs from across the state allows for an informed and equitable response that is reflective of each individual region.

Supporting this initiative by providing additional leadership, guidance, and analysis of gathered A3C data, is a new group: "Round Table Advisory Committee on Arts Education" or RTAC. Consisting of Arts Education Leaders from the various Professional Arts Education Service Agencies (representing each artistic discipline), as well as district Fine Arts Directors and Coordinators from across the state, RTAC members will meet quarterly to process and respond to the needs gathered through the A3C program. RTAC members are committed to assisting with the communication of findings to teachers, parents, administrators, and boards, streamlining the dissemination process of data and action steps.

2. Historical Perspective

Arizona has always had a rich Arts Education advocacy spirit, and as such, our state is fortunate to have developed, over the years, robust policy and educational standards. In 1974, the "Arizona Alliance for Arts Education" (AAAE) was formed consisting of three universities, four arts education associations, the Arizona Commission on the Arts, and the Arizona Department of Education. This group was instrumental in developing the original Arizona Arts Education Standards, inclusion of the arts in Arizona State statute, and championing several policy and advocacy initiatives that help shape the Arts Education landscape we enjoy today. With leadership roles continuously shifting, AAAE officially dismantled in 2013, leaving a gap in our advocacy and policy representation. In 2016, ADE loosely launched the A3C project with the goal to reorganize and reconvene members of AAAE. The A3C project initially fell short on making any lasting impact due to internal shifts within ADE and the department's Arts Education Specialist remaining unfilled for 9 months.



With the hiring of a new Arts Education Specialist who was tasked to “champion” Arts Education throughout the state, the A3C project was revived with a renewed partnership with ACA and the oversight of the newly created RTAC. The regional design approach was adopted, and a year-long commitment was initiated in the Fall of 2017.

The following data was collected from the one and only A3C meeting, which occurred during the 16-17 school year. Responses were self-reported by individuals attending the meeting. This convening was facilitated by Robert Waller, then Arts Education Specialist for ADE, and was held in the Central Phoenix Region:

Number of responses reported: **18**

- Respondents were **most interested** in having ADE provide:
 - Centralized Communication for Arts Education
 - Professional Development that better communicates how schools can take advantage of Title I Funds to support Arts Education
 - Professional Development that outlines best practices for Arts Education
 - Including intentional support for District Fine Arts Coordinators/Coaches/Leaders
- Subsequent levels of interest include:
 - The creation and regular maintenance of a virtual Arts Education resource list
 - Guidance on new ESSA Law and New Arts Standards
 - Professional Development on Arts Integration
 - A consistent and intentional ADE presence within the field

The captured data helped us determine the scope and nature of the A3C process and influenced our state agencies’ “action steps” which are shared in detail in subsequent sections.

3. Current Project Scope

A3C will meet four times this year: August (Central Region), Winter Regional Tour, Spring Regional Tour, and the final meeting of FY18 will occur in May through a digital meeting space so that communications and findings can be catalogued and sent to each region.

The following table illustrates the nature of each series of meetings: (it is important to note that the content of these meetings will shift and develop in response to the needs of individualized communities.)



Date	Region Location	Anticipated Content
August 30, 2017	Central Valley, Phoenix	School Year Kick Off Basic Advocacy and Policy development
November / December 2017	Winter Regional Tour: Flagstaff Prescott Yuma Tucson Globe Coolidge/Casa Grande Central Valley, Scottsdale	Basic Advocacy Development & Listening Tour Operating Question/theme: "What Arts Education Challenges are present in your community?"
Late February / March 2018	Spring Regional Tour: Flagstaff Prescott Yuma South Tucson North Tucson West Valley, Peoria Globe East Valley, Gilbert Coolidge / Casa Grande Central Valley, Phoenix	Community Building, Sharing strategies for Success! Content/Theme determined by Winter Regional Tour Response and feedback from RTAC Members
May 2018	Summative Gathering: Central Valley, Phoenix State-wide Call	A3C Year End Report Sharing of Response to Arts and Education Leaders-Digital



4. RTAC Letter of Support

Arizona Education Policymakers
Attn: Arts Education in Arizona Schools
17, May 2018

A message from the Round Table Advisory Committee for Arts Education (RTAC):

As we anticipate the future, it is clear our students will require engagement in creative enterprises to be prepared for their future careers. For this reason, we believe the Arts are increasingly important in the lives of our students and in their education. Further, we believe it is important the Arts Education community be among the policymakers and stakeholders devoted to creating the educational environment that will engage our students and prepare them for their future.

With this goal in mind, RTAC supports ADE's recently concluded "community conversations" with local art education stakeholders throughout the state. These convenings, resulting from the "Arts Advisory & Action Committee" or A3C, create an opportunity for attendees to sit together and pragmatically identify and discuss the issues that inhibit effectively incorporating and leveraging Arts Education to its greatest value in the education of Arizona students. We feel that the education department's partnering with RTAC and the Arizona Commission on the Arts made this initiative a success.

These convenings also lead RTAC to conclude that the Arts Education community should be explicitly represented and be a full partner in the policymaking dialog and among general education stakeholders devoted to ensuring that all students can realize their full potential.

The attached report summarizes the common items of discussions, findings and recommendations that emerged from the 17 statewide sessions.

In summary, the culminating issues revolve around the following:

Communication:

There is a need for partnerships between school sites, school districts, outside arts organizations, and advocacy groups. These stakeholder groups need a platform to communicate with each other about opportunities and partnerships.

Leadership:

Leadership that values Arts Education is inconsistent across districts. Without someone in authority at the district level to help maintain the implementation and evaluation of Arts Education Standards and manage policy, schools are less accountable and state Arts Education policies are not enforced or celebrated.

Accessibility:

There is a high disparity in funding between districts resulting in many schools offering little to students and professionals in terms of quality Arts Education resources, courses, and opportunities. Lack of funding also restricts accessibility to community arts programs due to inadequate transportation.



We believe attention to these general findings from the convenings held by the Department of Education will make a vital contribution to Arts Education, elevating the role and value the Arts hold in preparing our young people for college, career, and active citizenship throughout our state and nation. In support of these findings, RTAC recommends the development of continued partnerships and collaborations, and the creation of an “Arizona Fine Arts Seal” to be included on graduating Seniors diplomas. RTAC will continue to support further convenings and will assist in providing guidance, strategy, and information to educators and community members.

We appreciate the opportunity to submit these findings and look forward to your partnership and response to the needs discovered in this report.

Sincerely,

Members and organizations of the Round Table Advisory Committee on Arts Education, and

Arizona Art Education Association (AAEA)
Arizona Choral Educators (ACE)
Arizona Dance Education Organization (AzDEO)
Catherine “Rusty” Foley, Executive Director, Arizona Citizens for the Arts (AzCA)
Conservatory of Art and Design at Desert Edge High School
Mr. Nathan Johnston, Fine Arts & PE Coordinator, Scottsdale Unified School District
Washington Elementary School District





REPORTS ACROSS REGIONS

5. August 2017 “snapshot” of Needs

The following ‘snapshot’ is taken from the August 30, 2017 meeting. Participants were asked to rotate between three general spheres of operation, identifying Arts Education needs within each sphere: School Sector, Community Sector, Governmental Sector. Then, participants were asked to identify the top needs within each sector. These are reported here:

- **School Sector Needs**

1. Emphasizing/acknowledging the value of the arts in the role of producing well-rounded students
2. Unequal allocation of resources
3. Meaningful Professional Development created for Arts Educators and those responsible for evaluating Arts Educators

- **Community Sector Needs**

1. Unifying and gathering data between schools and community arts organizations- identify the common language that will turn Arts Data into impactful solutions
2. Lack of understanding from parents about the value of arts integration
3. Build collaborations with local business - help Arts Educators identify 21st Century skills to teach students, better preparing them for future employment

- **Governmental Sector Needs**

1. Policymakers lack a background or understanding of Arts and Arts Education
2. Evidence-based data used to inform decisions

The purpose of identifying needs across *multiple* spheres of influence (School, Community, Governmental) is three-fold: provide opportunity for interdisciplinary discussion on needs within specific areas, derive commonalities amongst needs across sectors, and empower participants to self-advocate for themselves, their students, and their programs. Increasing the capacity of our Arts Leaders/Teacher Leaders/Community Leaders allows for a more intentional impact on the field of Arts Education, contributing to increased access and a deepened rigor of instruction, and contributing to a Well-Rounded education, as outlined by ESSA.

6. A3C Winter 2017 Regional Tour Data Summary

The following information was collected by participant response from each Regional area. It is important to note that community participation in the A3C Initiative varied by region. Participants were asked to rotate between three general spheres of operation, identifying Arts Education needs within each sphere: School Sector, Community Sector, Governmental Sector. Then, participants were asked to identify the top needs within each sector. The data listed below is a verbatim report from each community, as recorded by a participant “scribe” and turned in to ADE and ACA staff after the convening:



Yuma- 22 Participants

- School Sector Needs
 1. Decision-makers such as principals and school board members are not educated in the value of Art Education as an academic subject
 2. Arts Education should be a requirement in our schools
 3. Teacher retention
- Community Sector Needs
 1. The valuing of the teaching profession
 2. The creation of a unified digital communication system
- Governmental Sector Needs
 1. The lack of involvement of artists and arts educators in important decision-making conversations
 2. YUMA is often left out of State-level policy conversation

Globe- 28 Participants

- School Sector Needs
 1. The School districts of Globe and Miami need to combine in order to better pool resources and provide equitable services
 2. Teaching to the test leads no time for the arts
 3. More opportunities to increase Arts Instigation programing
- Community Sector Needs
 1. The creation of a communications platform to provide efficient, reliable access to programs, events, and opportunities
 2. Transportation and accessibility to programs – the disparity between people with less resources and opportunity to participate in events or classes
- Governmental Sector Needs
 1. Regional school collaboration to bring higher level Arts programing with multiple schools participating
 2. City Governments developing the ability to participate in school arts programing with funding matches

Tucson- 21 Participants

- School Sector Needs
 1. Fair distribution of funds internally
 2. Consistent leadership/staff who value the arts
 3. Recourses/guides to assist in better navigating the educational policy process



- Community Sector Needs
 1. Lack of collaboration due to perceived or real lack of resources
 2. Access an availability to arts programing- geographical, financial, disability, diversity barriers
 3. Arts organizations working in silos and selectively choosing not to participate
- Governmental Sector Needs
 1. Work to better educate and partner with policymakers and legislatures
 2. Work to provide evidence-based practices to decision-makers

Coolidge- 8 Participants

- School Sector Needs
 - 1 Funding challenges
 2. Increased transparency for funding decisions
 3. No accountability for schools- differing access to arts programming by school and district
- Community Sector Needs
 1. Lack of advocates
 2. Better platform for digital communication
- Governmental Sector Needs
 1. Educate the politicians
 2. Lack of city funding for Arts initiatives
 3. School letter grades- lack of transparency

Scottsdale- 11 Participants

- School Sector Needs
 1. The need to create a unified message on why arts education is important
 2. We need to identify the “how”, “why”, and to “whom” we communicate messaging to by better identifying stakeholder groups
 3. Better advocacy for teachers in general. If the academic teachers are better valued- the arts will begin taking root in schools
 4. Better engage local school boards
- Community Sector Needs
 1. Needs of organizations and schools better understood between community arts and education sectors – create better partnerships
 2. What does success in arts education look like and how can teaching artists help contribute to this success?
 3. Create a better channel between schools and community arts organizations



- Governmental Sector Needs

1. A-F Labels and how this impacts the arts - “we treasure what we measure”
2. Accountability in education is constantly shifting and arts education is suffering as a by-product
3. Policy/practice gap

Special Notes

There were **5** participants present at the **Prescott** convening, and there were **0** participants for the **Flagstaff** convening. In total, we had **94** participants in the Winter Tour across all regions, bring the total number of participants in the A3C initiative to **124** between August and December, 2017.

7. RTAC Evaluation of A3C August and Winter Convenings



RTAC Leaders gathered in January 2018 to help further analyze participant responses. Members present represented leadership positions from the following Arizona Arts Education Professional Service Associations: Arizona Arts Education Association (AAEA), Arizona Dance Education Organization (AzDEO), and Arizona Music Education Association (AMEA). Additionally, representatives from the Arizona Commission on the Arts (ACA), Arizona Citizens for the Arts (AzCA) and numerous district Fine Arts Directors and Coordinators also participated in the analysis of gathered A3C Data from the Winter Tour and August meeting. There was no representation from Arizona Thespians after the August 2017 meetings.

Leaders were asked to examine all the available A3C responses and, while working in teams, determine the major themes that were present in the self-reported data. The result of this analysis is made available below. Please note that the perspectives shared from the RTAC Leaders assisted in the creation of the **Spring A3C Tour**:



Yuma RTAC Analysis:

- Lack of Funding
 - Transportation challenges
 - Access to Art (regional, supplies, etc.)
 - Socio-economic challenges
- Lack of clear definition as to where art “sits” within the school-system
- Lack of Understanding about Arts Education from decision-makers (Governing Board, site administrators)

Globe RTAC Analysis:

- Lack of Funding
- Lack of value of the arts
 - Involvement in the arts
 - Community
 - Public
 - Political
 - Parent involvement

Tucson RTAC Analysis:

- Need to raise awareness of Arts Education
 - Use data-driven information to connect with decision-makers
- Lack of funding

Coolidge RTAC Analysis:

- Funding disparity between schools within the same district.
- Need to create an Arts Education Communication platform
 - Educate stakeholders
 - Standardization of programs and resources
 - Challenges faced in the field

Scottsdale RTAC Analysis:

- Increase communication and partnerships
 - Professional Development related to the arts
- Lack of understanding/value of Arts Education from policymakers and stakeholders
 - A-F School Report card labels
- Lack of funding
 - Ability to hire enough qualified arts educators



August 2017 Phoenix/Central RTAC Analysis:

- Lack of funding
- Lack of value of Arts Education within the development of the whole child
- Need for a communication platform
 - State and Education Policy shifts

8. A3C Spring 2018 Regional Tour

The experiences and interactions gained from the Winter A3C Tour coupled with the feedback and guidance from the RTAC Leaders, informed representatives from the Arizona Department of Education and Arizona Commission on the Arts on the creation of a revitalized trajectory for the Spring gatherings. Rather than focusing on regional *challenges* and providing additional responses from the State, (a “top-down” approach) facilitators intentionally designed the Spring Tour to focus on community *solutions* and community *successes*. Energy was also placed in building the connectedness between A3C participants in each region to streamline communication and potential partnerships amongst participants and the State agencies. To better celebrate community success, we invited Keynote speakers active within each community to open our sessions by sharing a short 15-minute presentation on a successful program they have led and the tools and strategies they employ in their work.

Recognizing that the larger metropolitan areas hold numerous Arts Education stakeholders representing differing organizations and education districts, we elected to offer multiple meetings throughout the Central Phoenix and Tucson regions. Utilizing the RTAC analysis, the facilitators brought the following questions to each region allowing participants to choose by anonymous vote which question would be explored. We feel that it is important to note which question was chosen in each community, and the types of questions available for discussion. The community-selected question is highlighted in **bold**.

Yuma – Wednesday, February 28th: 22 Participants

1. **How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?**
2. How do we hire and retain qualified arts educators?
3. How do we get artists and arts educators at the table for important decision-making conversations?

Flagstaff – Monday, March 5th: 12 Participants

1. How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?
2. **How can we work to increase access to arts programming geographically, across socio-economic levels, for all abilities and communities?**
3. How do A-F Labels impact arts education? “We treasure what we measure”



Prescott – Tuesday, March 6th: 11 Participants

- 1. How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?**
2. How can we work to increase access to arts programming geographically, across socio-economic levels, for all abilities and communities?
3. How do we get artists and arts educators at the table for important decision-making conversations?

Tucson (South) – Monday, March 12th: 8 Participants

1. How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?
- 2. How can we work to increase access to arts programming geographically, across socio-economic levels, for all abilities and communities?**
3. How can we use data to build recognition and funding for the arts education?

Tucson (North) – Tuesday, March 13th: 11 Participants

1. How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?
- 2. How can we work to increase access to arts programming geographically, across socio-economic levels, for all abilities and communities?**
3. How can we use data to build recognition and funding for the arts education?

Peoria – Wednesday, March 14th: 21 Participants

- 1. How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?**
2. How can we close the gap between policy and practice in arts education?
3. How do A-F Labels impact arts education? “We treasure what we measure”

Gilbert – Wednesday, March 21st: 11 Participants

- 1. How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?**
2. How can we close the gap between policy and practice in arts education?
3. How do A-F Labels impact arts education? “We treasure what we measure”



Globe – Thursday, March 22nd: 14 Participants

1. How can the school districts of Globe and Miami work together to provide equitable arts services?
2. **How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?**
3. How can we create a communication platform to provide reliable access to events and opportunities in arts education?

Casa Grande – Wednesday, March 28th: 9 Participants

1. **How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?**
2. **How can we create a communication platform to provide reliable access to events and opportunities in arts education?**
3. How do we get artists and arts educators at the table for important decision-making conversations?

Phoenix – Thursday, March 29th: 22 Participants

1. How can we develop an understanding and value of arts education from decision-makers (Policymakers, Governing Board, District Administrators, Site Administrator, etc.)?
2. **How can we close the gap between policy and practice in arts education?**
3. How does A-F Labels impact arts education? “We treasure what we measure”

FINAL SUMMARY & CONCLUSIONS

9. Quantitative Measures

Number of Reporting A3C Participants in 2016: **18**

Number of A3C Participants in attendance for August 2017 Central Phoenix Meeting: **41**

Number of A3C Participants in attendance for Winter Tour: **94**

Number of A3C Participants in attendance for Spring Tour: **141**

Total number of A3C Participants in FY18: **294**

Number of Regions who identified “valuing arts education from leadership” as a central concern: **6 or 60%**

Number of Regions who identified “access to arts education” as a central concern: **3 or 30%**



10. A3C Findings and Next Steps

From these informative conversations, we have drawn the following conclusions:

- ADE and ACA need to continue their efforts to engage with and foster meaningful relationships with our school-based K-12 Educators. Of the participants present, **K-12 Educators and K-12 Arts Educators were those most often NOT present in the space.**
- ADE and ACA Arts Education and Arts Learning departments need to **continue fostering relationship building within Coconino and Yavapai Counties.**
- ADE and ACA recognize that we can **improve upon our communication strategies** and have already begun implementing changes to: follow-up services, digital meeting platforms, and pre-meeting invites. Responses from participant surveys have helped drive this early response, and our May A3C meeting was recorded digitally and shared with participants and stakeholders.
- A3C work has yet to be brought to our most remote areas. **Future work should include the Mohave, Apache/Navajo, and Cochise regions.**
- Both ADE and ACA are **committed to the continuation of this joint work and we recognize the value of this sustained effort.**

Our reflections inspire us in our continued dedication, while also prompting the provision and development of the following State Agency “Action Steps”:

1. The creation and maintenance of a **digital communication platform** for all things Arts Education and Arts Learning
 - a. Early platforms will be managed by the Arizona Commission on the Arts
 - b. Continued research and development will occur throughout FY19
2. The curation of an **Arts Education Vlog**
 - a. The Arizona Department of Education will host, at minimum, monthly vlogs that will explore multiple topics of interest, policy updates, and professional development
3. Tailor-made “Change Agent” **info graphics** will be created for ease of use and conversation catalyst
 - a. The Arizona Commission will create a series of info graphics designed for specific stakeholders. These can support your conversation and advocacy efforts
4. Dissemination of **A3C Report** and methodology
 - a. The Arizona Department of Education will assist in the dissemination of this report to high-level education and policy decision-makers
 - b. The Arizona Department of Education will share the A3C and RTAC model with national partners
5. Continuation of **A3C Initiative**
 - a. ADE and ACA will continue the A3C regional work with a regional tour to be scheduled for the Fall of 2018
 - b. Additional engagements will occur through digital platforms as well as the 2018 “Joint Arts Education Conference”



In summary, this year-long engagement initiative has provided meaningful insight to both ADE, ACA and the members of the RTAC Leadership committee. The topics of most interest requiring additional exploration and attention include:

1. Exploration of additional **Funding** resources for Arts Education programs, Instructors, and community activities
2. The majority of visited communities were interested in **learning how to engage with decision-makers to understand the value of Arts Education- 60% of Spring Regions visited selected this topic**
3. Several communities also expressed an interest in understanding how to **increase access** to Arts Education regardless of **geography, socio-economic level, ability and community- 30% of Spring Regions visited selected this topic**

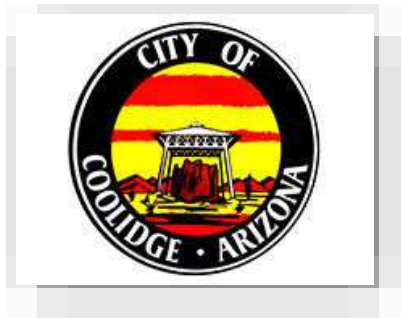
These findings result in a gap between policy and practice and much work is left to be done in building collective impact in this area.

It is important to celebrate the efforts taking place across Arizona. The regions we visited all had a vested interest in arts education with community arts organizations and parents stepping up to fill barriers to Arts Education access. Our Arts Education stakeholders have persevered despite growing constraints and intermittent support from the state. The continuation of this, and similar community-embedded engagement from state departments is imperative to the sustainability and elevation of this work. We celebrate the dedication of our Arts Education stakeholders and look forward to stepping into a role of intentional partnership.



A3C SPONSORS, PARTNERS, AND KEYNOTES

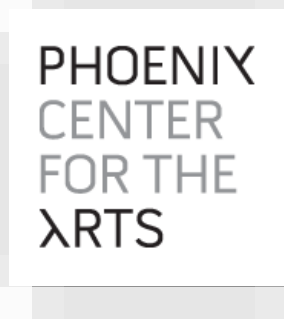
The Arizona Department of Education would like to thank the following A3C Sponsors, Community Partners, and featured Keynote Speakers, whom without their support, this work would not be possible:





A R I Z O N A D E P A R T M E N T O F E D U C A T I O N

The logo for the Arizona Department of Education Arts is a horizontal banner divided into five colored squares. From left to right: a dark blue square with a white star and abstract shapes; a teal square with a white hand holding a pencil; an orange square with a white moon and a violin; a purple square with a white face; and a green square with a white saxophone. The word 'ARTS' is written in large white letters across the squares.





11. Keynote Speakers for Spring Tour

- Cari Jean Nelson, Visual Arts Educator, Yuma: Kofa High School
- Kelly Smith, Executive Director, Flagstaff: Pine Forest Academy
- Robyn Allen, Executive Director, Prescott: Prescott Center for the Arts
- Ellen Greenblum, Art Department Head, Prescott: Prescott College
- Councilmember Hunt, Peoria: City of Peoria
- Karen Rolston, Founding Artistic Director, Mesa: East Valley Children's Theatre
- Paul Tunis, Artistic Director, Globe: Cobre Center for the Arts
- Brunella Provvidente, Student Engagement Specialist, Phoenix: Create Academy
- Xanthia Walker, Artistic Director, Phoenix: Rising Youth Theatre



ADDENDUM

Guidelines for Respectful Discussions

One mic, one voice

Only one person should speak at a time.

Step up, step back

Participants should be aware of how much they are speaking. If they feel they are speaking a lot, they should let others speak, and if they find themselves not talking, they should try to contribute some comments, ideas or suggestions.

Use “I” statements

Everyone should speak from his/her/their own experiences.

Avoid making generalizations

Don't make blanket statements about any groups of people. If you're not sure that something you want to say is factually correct, phrase it as a question.

No assumptions — except for best intentions

People should not assume other people's experiences or anything else. The only assumption people should make is that when other participants speak, they are speaking with the best intentions and do not mean to offend anyone.

Correct gently, but do correct

If participants say something that is incorrect or offensive, politely call them on that. Letting comments slip by only makes the space less safe and increases the difficulty of building successful partnerships.

Respect confidentiality

Assume that stories and comments shared at meetings should remain private. If you would like to share someone's story or comment, please ask them first.