



## MEETING REPORT

- Focus group on fine arts education in public schools, grades 6-12
- November 2017 - Albuquerque, NM

### CONVENER

New Mexico Arts, a division of the NM Department of Cultural Affairs

### FACILITATOR

New Mexico First



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# CONTENTS

<b>Executive Summary</b> .....	<b>4</b>
<b>Foreword</b> .....	<b>5</b>
Purpose of the Focus Group.....	5
Convener .....	5
This Report .....	6
Facilitator.....	6
Report Authors.....	6
<b>Introduction</b> .....	<b>6</b>
<b>Round Table Discussion</b> .....	<b>8</b>
<b>Vision Statement: NM Arts Education in 2026</b> .....	<b>10</b>
<b>Realizing a Flourishing Arts Education Environment</b> .....	<b>10</b>
Theme 1: Assets and Resources .....	11
Theme 2: Buy-in and Support.....	11
Theme 3: Funding.....	12
Theme 4: Meaningful Implementation .....	13
<b>BBER Creative Economy Report</b> .....	<b>15</b>
<b>Suggested Task Force Members</b> .....	<b>15</b>
<b>Conclusion</b> .....	<b>16</b>
<b>Appendix A: Vision of Arts Education in 2026, Paths to its Realizations</b> .....	<b>17</b>
<b>Appendix B: BBER Report Arts-Related Recommendations</b> .....	<b>19</b>
<b>Appendix C: Focus Group Registrants</b> .....	<b>21</b>
<b>Bibliography</b> .....	<b>22</b>

# EXECUTIVE SUMMARY

Arts education stakeholders want a robust fine arts education environment, with new arts standards and instructional material for arts in grades 6-12 that reflect New Mexico's diversity and artistic talent. They want to see fine arts lead the way in terms of assessments of student learning, and they would like to be able visit any classroom and see arts deeply integrated into the instruction of any topic. Arts education stakeholders would like middle and high school fine arts teachers to be valued members of the educational community, and for the arts to be defined as a core subject and a career pathway along with other subjects. They want community and business leaders, parents and other stakeholders to understand the connection between arts education and brain development in children and success as adults. Finally, arts education stakeholders want ample funding and a say in how the money is spent.

In 2017, New Mexico Arts, a division of the New Mexico Department of Cultural Affairs, began a three-phase project to improve and expand arts education for public middle and high school students in New Mexico. The initial phase involved disseminating a survey to public middle and high schools administrators to ascertain the status of fine arts education in New Mexico. A half-day focus group undertook the work of the second phase, in which members worked with other arts in education stakeholders to identify current gaps in arts education in public middle and high schools, identify opportunities for enhancing arts education, and provide guidance for a year-long arts in education implementation task force.

Focus group members prioritized four themes they felt would realize their vision of an expanded and flourishing arts education environment. The themes included the following:

**Assets and Resources** - Improving assets and resources in arts education requires the coordination, alignment and connection of creative communities in New Mexico, such as arts organizations, arts councils, communities and tribal entities.

**Buy-in** - Garnering support for improved and expanded arts education necessitates advocating for and creating awareness of the benefits of arts education on student success and achievement among students and their families, educators and school administrators, the public, business leaders, and local, state and federal policymakers.

**Funding** - Increasing and effectively utilizing funding for arts education calls for the identification of best practices in garnering funding, diversifying funding streams including government and non-government-derived funding support.

**Meaningful Integration** - Meaningful support and integration of arts education requires deepening partnerships among community collaborators in workforce development, structured counseling in schools and implementation of fine arts standards and graduation requirements. Rigorous teacher training emphasizing the arts in every content area, and examining schedule

options to promote art and arts integration opportunities were additional ways to meaningfully integrate arts in education in order to enhance and better ensure all students' success.

# FOREWORD

## Purpose of the Focus Group

In 2017, New Mexico Arts, a division of the New Mexico Department of Cultural Affairs, began a three-phase project to improve and expand arts education for public middle and high school students in New Mexico.

The initial project phase involved disseminating a survey to all public middle and high schools in the state to ascertain the status of fine arts curriculum in New Mexico. A total of 129 public middle and high schools from 28 of New Mexico's 33 counties took the survey.

A half-day focus group represented the second phase. Participants began the second phase by reviewing the survey results report and other reports that informed focus group discussions. At the event, participants worked with other arts in education stakeholders to identify current gaps in arts education in public middle and high schools, identified opportunities for enhancing arts education through New Mexico's Every Student Succeeds Act (ESSA) plan, and provided guidance for a year-long arts in education implementation task force.

This and other reports can be found at [www.nmfirst.org](http://www.nmfirst.org).

## Convener

Created in 1978, the **New Mexico Department of Cultural Affairs** represents New Mexico's dedication to preserving and celebrating the cultural integrity and diversity of our state. The department oversees a broad range of New Mexico's arts and cultural heritage agencies that support the unique cultural, historic and artistic heritage of the state as well as operations of the department.

Among its primary functions is the management of the largest state sponsored museum system in the country. New Mexico's historic sites and state-run museums are located across the state and include:

- New Mexico Historic Sites, Statewide
- New Mexico History Museum/Palace of the Governors, Santa Fe
- New Mexico Museum of Art, Santa Fe
- Museum of International Folk Art, Santa Fe
- Museum of Indian Arts and Culture, Santa Fe
- New Mexico Museum of Space History, Alamogordo
- New Mexico Museum of Natural History and Science, Albuquerque
- New Mexico Farm & Ranch Heritage Museum, Las Cruces
- National Hispanic Cultural Center, Albuquerque

The department's museums welcome nearly a million visitors each year. More than three million New Mexico residents and their out-of-state guests are served yearly by the department's programs and services.

**New Mexico Arts, a division of the New Mexico Department of Cultural Affairs** administers the Arts in Public Places program and provides financial support for arts services and programs to non-profit organizations statewide and administers the public art program for the state. Arts Education funding is provided in the Arts Learning in Schools and Arts Learning in Community programs, and the New Mexico Poetry Out Loud Recitation Contest.

## This Report

This report details focus group participants' recommended themes and strategies to expand and improve art education in public middle and high schools for grades 6-12. The focus group met to identify current gaps in arts education and identify opportunities for enhancing arts education through New Mexico's Every Student Succeeds Act (ESSA) plan. Participants also provided guidance for a year-long implementation of an arts in education task force. The final phase will be to convene the task force.

## Facilitator

**New Mexico First** engages people in important issues facing their state or community. Established in 1986, the public policy organization offers unique town halls and forums that bring together people to develop their best ideas for policymakers and the public. New Mexico First also produces nonpartisan public policy reports on education, economy, healthcare, natural resources and effective government. These resources are available at [nmfirst.org](http://nmfirst.org).

Our state's two U.S. Senators – Tom Udall and Martin Heinrich – serve as New Mexico First's honorary co-chairs. The organization was co-founded in 1986 by former U.S. Senators Jeff Bingaman and Pete Domenici.

## Report Authors

This New Mexico First report was prepared by Sharon Berman and edited by Pamela Blackwell. Special thanks to Phyllis Kennedy, report reviewer, for sharing her time and expertise.

# INTRODUCTION

In 2017, New Mexico Arts, a division of the New Mexico Department of Cultural Affairs, began a three-phase project to improve and expand arts education for public middle and high school students in New Mexico. New Mexico Arts contracted with New Mexico First in spring 2017 to gather key information on arts education in the state. This initial project phase involved disseminating a survey to all public middle and high schools in the state to ascertain the status of fine arts curriculum in New Mexico.

School principals, or designated representatives, familiar with fine arts education in their schools were asked to complete the survey. A total of 129 public middle and high schools from 28 of New Mexico's 33 counties took the survey. Of the five fine arts categories (dance, media arts, music, theater and visual arts), visual arts and music were taught most widely, and dance the least. The survey results indicated that although many schools are providing high quality fine arts education to their students, many others cannot. This reality, along with opportunities under ESSA, leaves arts education stakeholders with ample space to implement innovative solutions, as well as create new solutions for all New Mexico public middle and high schools. The survey report can be downloaded at [www.nmfirst.org](http://www.nmfirst.org).

The second phase of the project was to convene a focus group of arts education stakeholders from a range of sectors, including state government, arts advocacy associations, business, museums, public schools and parent/teacher organizations. A list of participants is included in the appendices of this report. Participants met on November 14, 2017, to identify current gaps in arts education in public middle and high schools and opportunities for enhancing arts education through New Mexico's Every Student Succeeds Act (ESSA) plan, and to provide guidance for a year-long arts in education implementation task force.

The half-day meeting took place at the New Mexico Museum of Natural History and Science. After a panel discussion on the status of arts education in public middle and high schools, participants identified themes and strategies to improve arts education for students for the task force to implement. They also made recommendations regarding potential members for the task force during the third and final phase of the project.

The meeting began with a round table discussion. Next, participants identified four themes related to arts education. Finally, focus group members divided in two groups, each of which worked on two themes and proposed relevant strategies and action items for each theme.

## ROUND TABLE DISCUSSION

Four round table discussion panelists were invited to share their expertise and set the stage for a robust discussion on the status of fine arts education in New Mexico public middle and high schools. Pamela Blackwell of New Mexico First moderated the discussion. The panelists were as follows:

- **Vicki Breen, Arts Education Director, NM Public Education Department** - Having worked in arts education in New Mexico for several decades, Ms. Breen noted the highly successful impact of the 2003 *Fine Arts Education Act*<sup>1</sup> on fine arts elementary education, and the resulting 20-fold increase in fine arts teachers in Albuquerque Public Schools alone. Ms. Breen stated that New Mexico embodies the Kennedy Center definition of fine arts integration.<sup>2</sup> She added that the new arts education standards soon to be rolled out for public comment by the Public Education Department (PED) —ten years in the making—will offer new opportunities for enhancing arts education in grades 6-12 as outlined in the National Core Arts Standards.<sup>3</sup>
- **Ashley Eden, Director of Strategic Initiatives, NM Public Education Department** - Ms. Eden worked on the development and enactment of the federal Every Student Succeeds Act (ESSA) that replaced the No Child Left Behind Act. She agreed that the timing of the focus group was ideal for garnering input on how to develop and implement arts education standards for the state. She noted that arts education is purposefully woven into ESSA specifically through a block grant funding program. Ms. Eden’s work with PED includes implementation of the state ESSA plan.
- **Phyllis Kennedy, Program Coordinator, New Mexico Arts** - As Program Coordinator at New Mexico Arts, Ms. Kennedy oversees four categories of grants management, and managed 40 grantees in 2017 in the funding categories of Arts Learning in Community and Arts Learning in Schools.

The panelists felt that the June 2017 survey of middle and high schools, in which 28 of 33 counties were represented, demonstrated a positive statewide interest among school administrators in providing arts education in their schools. Panelists have found that administrators have shown a commitment to improving arts education, as well as offering additional opportunities through New Mexico Arts’ programs.

Regarding funding through ESSA, Ms. Eden recommended that schools should apply for funding for arts education through the Title IV, Part A block grant. Under the block grant, funds can be used to support well-rounded education (fine arts is included in this category); improved access to foreign language instruction and arts education; well-rounded students, safe and healthy students (bullying, intervention, facility), and effective use of technology. Ms. Eden added that in fiscal year

<sup>1</sup> Chapter 22, Article 15D NMSA 1978. Laws 2003, Ch. 152, § 1; 2006, Ch. 94, § 50.

<sup>2</sup> (Silverstein & Layne, 2010). Note that the Kennedy Center does not include media arts as a fine arts subject.

<sup>3</sup> (State Education Agency Directors of Arts Education, 2013)



2017-18, the U.S. Congress did not fully fund the block grant at the amount requested by the states. As a result, states had to make funds available through a competitive process rather than funding being made broadly available. Ideally, she said, Congress will give the states enough in the future years so that PED will be able to disseminate funds via formula.

Ms. Eden commented that the PED received fewer applications for arts education funding than expected in the 2017-18 school year. Grant applications are due well before the school year begins in which the funds will be used. PED has offered to provide applicants with customized guidance so they are best positioned to be awarded the grant funds. Ms. Eden encouraged focus group members to suggest ways in which awareness of the program could be improved, stating there was still much work to be done to make sure people knew about the funds.

Panelists explained that the national arts standards are guidelines rather than rules, specifying what students should learn at each grade level. Standards guide the delivery and assessment of arts education, and by extending outreach into rural and tribal communities that may not have resources, help to create equitable opportunities for all students. Standards are the cornerstone of arts education and curriculum development, helping to support educators and school districts.

Panelists also agreed that the timing for the focus group meeting was opportune, PED planned to roll out new standards in early 2018, using the new national arts standards as a jumping off point and incorporating feedback from educators around the state. New Mexico's new arts education standards will be updated to be consistent with national standards, reflecting the use of technology in the arts and most importantly will be customized to reflect New Mexico's unique arts and cultural diversity.

## Vision Statement

# NM ARTS EDUCATION IN 2026

Next, focus group members engaged in creating a vision statement for arts education in New Mexico, responding to the following questions: *New Mexico is recognized as a leader in arts education. By 2026, what do arts in grades 6-12 public education look like in NM? How did we get there?* Arts education stakeholders created the following vision statement.

### **FOCUS GROUP VISION STATEMENT**

*By 2026, the fine arts education environment will be robust, with new arts standards and instructional materials for arts in grades 6-12 that reflect New Mexico's diversity and remarkable artistic talent.*

*We will be able to go into any classroom and see arts deeply integrated into the instruction, on any topic. The arts will be leading the way in terms of assessments of student learning.*

*Middle and high school fine arts teachers will be valued members of the educational community, for a solid preK-20 educational reality in which the arts are equitably available to all.*

*Fine arts will be defined as a core subject and a career pathway along with other subjects. Community and business leaders, parents and other stakeholders will understand the relationship between arts education and brain development in children.*

*There will be ample funding and stakeholders will have a say in how the money is spent.*

## Themes, Strategies, Recommendations

# REALIZING A FLOURISHING ARTS EDUCATION ENVIRONMENT

Focus group members next prioritized recommendations and action items into four themes they felt would best realize their vision of an expanded and flourishing arts education environment. To do this, participants were first asked to list barriers and opportunities to arts in education for grades 6-12. Next, the group identified four themes within which the barriers and opportunities fell. The group then divided in two subgroups, each assigned two themes. In the breakout groups participants considered possible strategies to attain the goals for each theme for consideration by a year-long arts in education implementation task force to take place during the third phase of the project.

## Theme 1: Assets and Resources

Focus group members called for coordination, alignment and connection of creative communities in New Mexico, such as arts organizations, arts councils, communities and tribal entities.

Strategies to connect creative communities across the state included:

- Create a compendium of all creative communities in a task force background report (e.g., Katherine McDermott and Creative New Mexico’s work in this area).
- Hold a statewide event that allows the opportunity to share out data on arts education benefits (e.g., effects of the arts on academic performance, brain development).
- Use technologies and social media for connecting arts stakeholders and enhancing equity across the state. (This may require specific and separate regional arts development efforts.)
- Include cultural diversity in all work and messaging
- Highlight personalized learning<sup>4</sup> as tool for student instruction.

## Theme 2: Buy-in

To achieve support for improved and expanded arts education, focus group members felt it essential to advocate for and create awareness of the benefits of arts education among students and their families, educators and school administrators, the public, business leaders, and local, state and federal policymakers. Participants noted that this outcome would require dismantling the culture of negative opinion relating to art careers, rethinking the definition of academic achievement, customizing data, and demonstrating the value of arts education depending on the audience, and prioritizing diversity and inclusion. Strategies to obtain buy-in to improve arts education include the following:

**COLLECT AND DISTRIBUTE POSITIVE DATA DESCRIBING THE RESULTS OF ARTS EDUCATION AND CREATIVE CAREERS.** This is an advocacy process. Employ data-based research on benefits of arts education, (e.g., universities, museums, national art education association, the Kennedy Center, Americans for the Arts, National Endowment for the Arts, Arts Education Partnership, BBER, etc.)

### **SHARE INFORMATION ABOUT CREATIVE CAREERS.**

- Cluster the data outreach to connect to audiences, keeping in mind the importance of customizing the type of communication and information provided according to the audience. Some people respond to data and numbers, other respond to experiences, tactile and emotional information. For families, arts stakeholders want to help them answer the question, “Is there a career in the arts or creative industries for my child?”
- Market creative careers using measurable impact practices and principles, such as information needs to touch someone a certain number of times for absorption.

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<sup>4</sup> Personalized learning - Instruction that offers pedagogy, curriculum and learning environments to meet the individual student's needs. The experience is tailored to learning preferences and the specific interests of different learners.  
<http://www.dreambox.com/personalized-learning>

- Lobby to policy makers using videos, infographics, experiential data, etc.
- Establish middle and high school guidance offices in each school that provide the following:
  - Resources demonstrating inclusion, and the breadth and depth of unknown or untapped opportunities that reflect the diversity of the local landscape.
  - Information demonstrating to students the excellence and accessibility of local higher education institutions and training opportunities.
  - Apprenticeship and training opportunities in the fields of fine arts that are locally available.

**PRIORITIZE DIVERSITY AND INCLUSION.**

Dig deep to find places that are truly diversity-inclusive arts spaces and that allow parents and students to relate to the art space. In creating these spaces, ask such questions as:

- What does diversity mean?
- Who is at the table and who is leading?

**ADVANCE PUBLIC POLICY AND OUTREACH.**

Conduct advocacy geared toward the voting public for their buy-in and support, making sure to:

- Market arts education using best practices for measuring marketing impact. Seek assistance from skilled marketing organizations.
- Rally voters to support arts education.
- Reach out to non-arts sector partners.
- Look at best practices and funding for similar initiatives (e.g. Denver performing arts tax)
- Identify legislators to champion arts education related legislation.
- Inform the statewide arts advocacy organizations about the focus group’s recommendations and coordinate with them, or suggest they take the lead in coordinating efforts.

**Theme 3: Funding**

Focus group members called for the identification of best practices in garnering and diversifying funding, including non-government derived funding support (e.g., foundation grants, business partnerships, and government funding such as Title IV and ESSA funding (as well as other government funding, such as from municipal government agencies). They also felt it would be essential to coordinate and align fundraising efforts among multiple organizations.

Participants highlighted the following strategies regarding funding:

- Present to the New Mexico Legislative Finance Committee (LFC) and Legislative Education Study Committee (LESC) at 2018 interim committee meetings on the benefits of arts in education, using data (e.g. academic performance, brain development, career pathways and

workforce) and best practices to demonstrate the value of arts in education so that current funding levels increase and levels remain constant from year to year. (i.e. Consistent funding allows for consistent access to quality arts education programming.)

- Develop a verification process by which funds for arts education are used solely for arts education.<sup>5</sup>
- Develop guidance for developing arts in education councils for grades 6-12 based on a Fine Arts Education Act (FAEA) model.
- Consider expanding the FAEA to grades 6-12.
- Assure that educator professional development arts training is funded and aligns with educators' schedules.
- Advocate for funding more challenging and rigorous arts curriculum standards (e.g., beyond popsicle stick art), both during and outside school hours.



**Arts Education Focus Group participants and New Mexico First facilitators. Back, L to R: Pamela Blackwell, Phyllis Kennedy, Gabrielle Uballez, Aurelia Gomez, Debbie Woodward, Sharon Berman. Front: Vicki Breen. (See Appendix C for the full list of participants.)**

#### Theme 4: Meaningful Implementation

Arts education focus group members wanted to create pathways for profound, productive and positive change for arts education. Participants wanted to deepen partnerships with community collaborators in workforce development for a structured career pathway beginning in middle school and continuing through post-secondary educations. They called for structured counseling in schools,<sup>6</sup> including peer counseling among students. In addition, focus group members called for administrators to require a fine arts graduation requirement, to deepen teacher training using the arts as a tool to teach excellence and quality in all academic subjects, and to look at schedule options to promote art and arts integration opportunities and focus.

<sup>5</sup> Focus group members noted that often, funds designed for arts in education are instead funneled into a general fund that gets dispersed locally, but the funding is not always used for arts education. Funding might be funneled to other projects, resulting in unstable funding for arts teacher positions thereby a lack of continuity for arts teachers, programming and student growth in the arts from one grade to the next.

<sup>6</sup> Structured counselling – Counselling model that may help students experiencing depression, anxiety, loss or difficulty adjusting to transition and change. The goal is to enhance the individual's ability to manage one's feelings and behaviors, make sound decisions, achieve personal goals, realize potential, and feel more in charge of his or her life.

<http://rhscaps.rutgers.edu/services/counseling/brief-individual-therapy/>

Several of the goals within this theme echo those of the prior themes with a natural crossover between strategies. However, the below strategies take a different tack at times, calling for a profound reimagining of longstanding behavior. The following illustrates the group’s ideas to forge a solid foundation for success.

- Build the capacity within the PED and the NM Higher Education Department (HED) to implement our next steps by:
  - Create an arts bureau within the PED.
  - Request that PED staff set up a meeting(s) that includes a formal presentation to the PED and HED secretaries and key legislators. The presentation demonstrates examples of how arts in education supports student success. Presenters include community collaborators and students.
- Present to the Legislative Education Study Committee (LESC).
- Create a coalition with the Albuquerque Public School’s (APS’s) “Any Given Child Task Force”.
- Prioritize a fine arts requirement.
- Partner with nonprofit organizations to bring professional artists to schools as arts educators using evidence-based models, and provide resources to help cover expenses for those artists who are in the process of getting certification.
- Review evidence-based education and workforce development model programs like Studio in the School (New York City) and Blues in the Schools (New Orleans). Adapt models for New Mexico communities.
- Prioritize teacher preparation.
  - Support rigorous teacher preparation by allocating appropriate funding and scheduling, and scheduling training to support it (both pre-and in-service).
  - Establish rigorous teacher preparation and professional development that emphasizes the arts in every content area. Set up dedicated, funded time for teacher prep and professional development throughout the year.
  - Develop and utilize distance learning systems to offer arts learning opportunities for teachers, especially in rural and underserved communities.
  - Better utilized the state library system as a resource.
  - Make adequate and consistent funding a priority.
  - Support regional education cooperatives and local arts councils.
- Arts education convenings should take place throughout the state.

# BBER CREATIVE ECONOMY REPORT

At the event, focus group members also considered the recommendations relevant to arts education contained in the UNM Bureau of Business and Economic Research (BBER) report *Building on the Past, Facing the Future: Renewing the Creative Economy*.<sup>7</sup> The New Mexico Department of Cultural Affairs-commissioned report quantifies the current economic impact of arts and cultural industries in New Mexico and identifies challenges and key opportunities.

The study reveals a \$5.6 billion impact on the state's economy and challenges business, government and non-profit sectors to harness strengths and address key shortfalls to fully realize economic potential. According to the report, New Mexico's genuinely unique history, its creatively engaged population and strong national and global reputation means that "New Mexico is well positioned to succeed in the development of its own creative economy."

Overall, the focus group felt that the report recommendations are still relevant today. See Appendix B for the BBER recommendations pertaining to fine arts education.

## SUGGESTED TASK FORCE MEMBERS

Focus group participants were asked to recommend potential members for a year-long task force to advance public fine arts education. During the discussion, focus group members asked that funding be provided for diverse and underserved cultural representatives to participate in the task force. Members proposed that individuals be chosen from the following sectors throughout the state:

- Arts Councils
- Fine arts trade associations, including music industry representatives
- Museums
- Tribal cultural centers (e.g. Indian Pueblo Cultural Center, Apache and Navajo)
- Indian Education - PED staff
- United Way
- Chambers of commerce
- Local business and industry leaders
- Natural resources industry
- Meow Wolf
- The NM film industry
- Teachers and administrators
- Legislators

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<sup>7</sup> (Mitchell, 2014)

## CONCLUSION

Unquestionably, the focus group participants are fully committed to further enhancing and increasing access to meaningful arts education for all students in all New Mexico communities. Their ideas and recommendations come from experience and first-hand knowledge of the benefits of integrated arts programming in our public schools that have meant increased student engagement in school and career pathways beyond the classroom. The work of this focus group and the future task force is timely. Namely, (1) the federal ESSA law provides funds to support arts programming in public schools, (2) with public input the state is close to finalizing arts standards to guide New Mexico schools and educators, and (3) economists have challenged business, government and nonprofit sectors to harness the strengths of our state's unique arts and cultural traditions and realize our creative economy's economic potential.

There is much more to be done to expand arts education for middle and high school students. However, the thoughtful ideas presented in this report will prove helpful in guiding arts education leaders, educators and policymakers.

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*Learning to see and create visual images must also be recognized as essential to the learning process. – Bette Fetter, Author*

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# APPENDIX A

## Vision of Arts Education in 2026 and Paths to its Realization

*New Mexico is recognized as a leader in arts education. By 2026, what do arts in grades 6-12 public education look like in NM? How did we get there?*

In answer to the above questions, focus group members created the following vision statement:

*By 2026, the fine arts education environment will be robust, with new arts standards and instructional material for arts in grades 6-12 that reflects New Mexico's diversity and remarkable artistic talent. We will be able to go into any classroom and see arts deeply integrated into the instruction, on any topic. The arts will be leading the way in terms of assessments of student learning. Middle and high school fine arts teachers will be valued members of the educational community, for a solid preK-20 educational reality in which the arts are equitably available to all. Fine arts will be defined as a core subject and a career pathway along with other subjects. Community and business leaders, parents and other stakeholders will understand the relationship between arts education and brain development in children. There will be ample funding and stakeholders will have a say in how the money is spent.*

Focus group members identified several means with which to realize the vision statement. They were as follows:

### TEACHERS AND TRAINING

- Art teachers becoming co-teachers, integrating arts in classroom settings
- Teachers working alongside local artists
- Requiring fine arts training in teacher training programs in all content areas

### AWARENESS CAMPAIGN

- Gather data on:
  - The ways in which arts education affects the brains and development of children.
  - Career opportunities and importance of the arts.
- Conduct effective, tailored outreach to families, congress and legislature to advocate for arts integration and funding.
- Make sure the NM Department of Higher Education (HED) is at the table.

### EQUAL ACCESS TO THE ARTS

- Prioritize low-income schools first.
- Ask the hard questions regarding equity and resources.

### ASSESSMENT AND GRADUATION REQUIREMENTS

- Create an arts graduation requirement.

- Conduct real assessments, emphasizing quality vs. quantity

#### **STANDARDS AND CURRICULUM**

- Integrate arts into all subjects.
- Adopt national standards with funded professional development rollout.
- Prioritize culturally relevant standards.
- Insert nuance in standards based on grade level.
- Encourage fluid and comprehensive discussions on the use of art standards.
- Create a paradigm shift from the current method of learning to a creativity-based learning model that states that art is valuable to all children.
- Allow options regarding teaching standards (e.g., ability to include fine arts in every content area).
- Train administrators in flexibility and options regarding standards.

#### **STATE BUREAU FOR FINE ARTS**

- Establish a PED fine arts bureau, for all five subjects (dance, media arts, music, theater and visual arts).

#### **COMMUNITY PARTNERS FOR CREATIVE ECONOMIES**

- Form a focused network of community partners with creative economies in mind.
- Working with the partners, figure out how to talk about them, so people can understand why we're doing what we're doing.
- Prioritize art-based community development, in which art is both process and product. This model allows kids to benefit from the learning to learn leadership and self-esteem. Demonstrate the outcome (improvement in all content areas).
- Use the arts to promote identities (local, national, international), and as a platform for problem solving for current and social issues.
- Share information.
- Arts education leads to productive, professional art careers.
- Support strong leaders.

#### **FUNDING**

- Expand FAEA to K-12+.
- Fund continued fine arts training and integration of fine arts techniques into all content classes.
- Invest funds in technology in 21<sup>st</sup> century creativity, which leads to careers and that addresses the personalized, technological, historical and cultural future of our state's development.

# APPENDIX B

## BBER Report: Arts-Related Recommendations

The New Mexico Department of Cultural Affairs-commissioned report, *Building on the Past, Facing the Future: Renewing the Creative Economy*,<sup>8</sup> quantifies the current economic impact of arts and cultural industries in New Mexico and identifies challenges and key opportunities.

The study, conducted by the UNM's Bureau of Business and Economic Research (BBER), reveals a \$5.6 billion impact on the state's economy and challenges business, government and non-profit sectors to harness strengths and address key shortfalls to fully realize economic potential.

### Report Recommendations:

#### **Recommendation 7. Support the implementation of the Fine Arts Education Act (5.4 Arts and Cultural Education Engagement, p. 182-183)**

State officials should implement strategies to ensure the application of the 2003 Fine Arts Education Act (FAEA) in elementary schools. Specifically, the Public Education Department should create a professional staff with specific responsibility for the administration of the fine arts program. This staff should:

- Ensure that school districts and charter schools that receive FAEA funding demonstrate compliance with the program budgetary guidelines.
- Offer more opportunities, easier access and incentives for engaging in fine arts education training and networking for fine arts educators and administrators, and those involved in the assessment of arts programs.
- Expand FAEA to middle and high school students.

#### **Recommendation 8. Develop culturally relevant curriculum and inter-cultural teaching strategies (p. 184)**

We recommend that the Department of Cultural Affairs work with the Public Education Department (PED) and Higher Education Department (HED) to better prepare educators to teach in New Mexico's culturally diverse classrooms. It must be acknowledged that this issue is beyond the scope of the present study and the bounds of DCA's administrative responsibilities. However, this was a reoccurring theme in interviewing artists and cultural workers in New Mexico and should be addressed. Initiatives may include:

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<sup>8</sup> (Mitchell, 2014)

- Teacher training programs, including workshops, to develop a better understanding of cultural norms among New Mexico's populations. These workshops may assist teachers in understanding the cultural perceptions that effect student learning.
- Support of teachers in guiding inter-cultural dialog, including the use of cultural narratives that arise in the classroom to facilitate discussion and understanding.
- Promotion of community-engagement programs linked to educational curriculum to demonstrate the relevance of academic work and to encourage cultural dialog.
- Development of curriculum based upon local history and culture that are aligned to the Common Core State Standards

# APPENDIX C

## **Focus Group Registrants**

Vicki Breen, Public Education Department

Ashley Eden, Public Education Department

Aurelia Gomez, Museum of International Folk Art

Veronica Gonzales, Department of Cultural Affairs

Ned Jacobs, Allstate Insurance Agency

Danielle Johnston, Public Education Commission

Phyllis Kennedy, New Mexico Arts

Michelle Lemons, New Mexico Advisory Council on Arts Education

Katherine McDermott, Creative New Mexico

Cathryn McGill, New Mexico Black History Organizing Committee (NMBHOC)

Michelle Sanchez-St. André, New Mexico Art Education Association

Gabrielle Marie Uballez, Working Classroom

Renata Witte, New Mexico PTA

Debbie Woodward, Cubero Elementary

## **New Mexico First Leadership Team**

Sharon Berman

Pamela Blackwell

Kathleen Oweegon

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