



FINAL REPORT

- Summary of Arts Education Implementation Team activities
- January 1 – June 30, 2019

CONVENER

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

FACILITATOR

New Mexico First



Copyright 2019

New Mexico First

P. O. Box 56549

Albuquerque, New Mexico 87187

Phone: 505-225-2140

Website: www.nmfirst.org

New Mexico First typically grants permission to reproduce
all or part of this document for educational or public policy purposes.

Contact us for reproduction authorization.

CONTENTS

Contents	3
Executive Summary	4
Lessons Learned	5
Convener	5
Facilitator	6
Report	6
Project background	7
Arts Education Implementation Team	7
Organization	7
Membership	8
Process	8
Winter Conference Subcommittee	8
Awareness Subcommittee	11
Conclusion	13
Appendices	15
Appendix A: Implementation Team Members	15
Appendix B: Subcommittee Missions and Goals	16
Appendix C: Winter Conference Schedule	17
Appendix D: Surveys	19
Appendix E: Benefits of Arts Education Infographic	22
Appendix F: A Sampling of NM Professional Development Providers	22
Bibliography	26

EXECUTIVE SUMMARY

New Mexico’s education stakeholders want a robust fine arts education environment that supports the new arts standards and instructional materials for arts in grades 6-12 reflecting New Mexico’s diversity and artistic talent.¹ They want to see fine arts lead the way in terms of assessment of student learning, and they would like to be able to visit any school 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 project began in June 2017 and ended in June 2019.

- The project launched with the dissemination of a survey to public middle and high school administrators. School leaders were asked to answer questions addressing the status of fine arts education in New Mexico.
- The survey results informed a half-day focus group as the project’s second phase. The focus group was comprised of arts education stakeholders who collaborated to identify current gaps in arts education and opportunities for enhancing arts education. Focus group members prioritized four themes they felt would realize their vision of an expanded and flourishing arts education environment: assets and resources, buy-in, funding, and meaningful Integration. Their recommendations provided key guidance to an eight-month arts education implementation team, whose work began in October 2018.
- Convening the Arts Education Implementation Team was the third and final phase of the project. Over a period of eight months, team members addressed focus group recommendations and applied them to real situations in New Mexico arts education.

This report should be thought of as a roadmap, always remembering that the map is not the territory it represents.² We hope it will be useful to others going forward.

¹ For the purpose of this report, art includes dance, media arts, music, visual art, and theater.

² (Korzybski, 1931)

Lessons Learned

Throughout the project and especially in the final implementation phase, statewide stakeholders uncovered information revealing the following realities of arts education in general, and in our state:

- The arts benefit the whole child in a variety of critical areas, such as improved cognitive, social and emotional development, access to self-expression and better absorption of core subjects, among others. However, not everyone is aware of the copious evidence proving this thesis.
- The arts and cultural industries contribute significantly to New Mexico's economy. Figuring out pathways from school to careers in the arts and cultural industry is a vital part of sustaining New Mexico arts and culture. Both students and educators need support so the school-to-career pipeline remains watertight.
- Funding is lacking for curriculum and materials, proper professional development for teachers, and the hiring of full-time qualified arts educators. New Mexico decision-makers in the area of funding may not understand why supporting arts education is critical for the development of the whole child.
- Poor funding for arts education in New Mexico is mainly due to advocacy that is too sporadic to provide necessary awareness, focus and support. Advocacy for equitable fine arts education curriculum, professional development, and arts educator FTEs must be ongoing for arts education to thrive. New Mexico does not possess a statewide advocacy group that would serve this function. The result is a gap in awareness that has left arts education unfunded or underfunded and continually vulnerable.

Arts education for New Mexico's children needs the support of multiple sectors in our state such as the thriving arts industry, the public, educators and arts associations, nonprofits, lawmakers and more. Willing partners are ready for the collaboration. However, putting a deadline on advocacy work is unrealistic as advocacy is constantly in a state of evolution. Arts advocates and arts education allies need to coordinate their efforts in a continuous and permanent way to improve the children, and the future of New Mexico.

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 17 historic sites and state-run museums are located across the state.

New Mexico Arts, a division of the New Mexico Department of Cultural Affairs provides public support for the arts to non-profit organizations statewide and manages New Mexico's Art in Public Places Program. Support for arts education is provided in the Arts Learning in Schools and Arts Learning in Community grant categories and the New Mexico Poetry Out Loud Recitation Contest.

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.

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 the late Pete Domenici.

Report

This report is a summary of activities conducted by implementation team members for the period January through June, 2019, and details implementation team activities based upon the focus group's recommended themes and strategies to expand and improve arts education in public middle and high schools for grades 6-12. The implementation team divided into two subcommittees:

- the Winter Conference Subcommittee, whose mission was to present dynamic, informative and engaging presentations and workshops at the 2019 Public Education Department's Fine Arts Education Act Winter Conference
- the Awareness Subcommittee, whose mission was twofold: boosting public awareness of the benefits of arts education, and familiarizing the public with the implementation team's work to expand and restore high quality arts education programs to New Mexico's public middle and high schools

Report Authors

This New Mexico First report was prepared by Sharon Berman and Phyllis Kennedy and edited by Lilly Irvin-Vitela. Photos by Sharon Berman unless otherwise noted.

PROJECT BACKGROUND

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.

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. 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. The survey results indicated that although many schools were providing high quality fine arts education to their students, many others could not. This reality, along with funding opportunities under the state's Every Student Succeeds Act (ESSA) plan, provides ample space for arts education stakeholders to create and implement innovative solutions for all New Mexico public middle and high schools, for more well-rounded schools statewide.

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. 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 ESSA plan, and to provide guidance for a year-long arts in education implementation team.

Convening the Arts Education Implementation Team was the third and final phase of the project. Over a period of eight months, team members addressed focus group recommendations and applied them to real situations in New Mexico arts education.

ARTS EDUCATION IMPLEMENTATION TEAM

Organization

In order to choose the focus group recommendations to prioritize during the implementation phase, the program coordinators ultimately selected two themes possessing cross-cutting qualities throughout the four major recommendation areas, which also seemed most likely to fall within the constraints of the project's timeline and resources.

- Statewide gatherings of educators. The focus group had asked for statewide convenings to share information for and by educators about arts education. The Public Education Department convenes an annual arts education conference each spring, and focus group member Vicki Breen, the PED's director of arts education, was charged with making the conference happen. She invited the team's collaboration to create programming to implement focus group recommendations.
- Creating awareness about the importance of high quality arts curriculum to healthy, well-rounded school communities. Many of the focus group's recommendations and strategies emphasized the need to get the word out about the importance of arts education, from higher test scores in schools where the arts are

present to more subtle benefits in brain development. The idea of creating awareness ran throughout the recommendations, whether the ultimate goal was to create funding for arts education, to deepen partnerships with community collaborators for workforce development, or to create buy-in among students, their families, education administrators and beyond.

The program coordinators divided the implementation team into two subcommittees, each covering one of the above themes. The Winter Conference Subcommittee would work on a tighter timeline, culminating in early March 2019, and the Awareness Subcommittee's work would culminate in the summer of 2019.

Membership

All focus group members were invited to participate in the project's third and final phase; they ultimately made up approximately half of the implementation team. The organizers consulted with focus group members and other stakeholders to recruit additional members so the team would reflect New Mexico's diverse pool of education stakeholders. Team members lived and worked across the state and included educators, business owners, state government personnel. The member roster is contained in Appendix A.

Process

The implementation team convened in October 2018 in Albuquerque and continued its work through June 2019. The team was tasked with realizing several of the focus group recommendations to improve and expand arts education for students in grades 6-12.

Implementation team members self-selected or were assigned to one of two subcommittees. At the launch meeting in October 2018, the two subcommittees reviewed their missions and goals, identified how they wanted to proceed throughout their time together, and devised a set of action items. The two subcommittees' mission and goals statements appear in Appendix B.

Winter Conference Subcommittee

Winter Conference Subcommittee members engaged in thoughtful discussion about ways in which focus group recommendations could be realized at the conference. By helping program and support the annual statewide arts education convening, the third phase of the project honored the overall project goals to improve and expand arts education to middle and high school students in New Mexico. Subcommittee members brainstormed at the October 2018 launch meeting and identified presentations and tasks related to the conference that they were prepared to take on. They formed three working groups, each taking a third of the tasks.

The working groups met regularly between November 2018 and March 2019 to assure conference presentations had ample support in terms of content and presenter/leaders. Some presentations were combined, and some were dropped from the final cut. The subcommittee also committed to exposing teachers to professional development opportunities across the state, hopefully beginning a trend to share information about those opportunities. The working groups provided critical logistical and programming support to the conference organizer. The final Winter Conference schedule appears in Appendix C.

Winter Conference Subcommittee Working Groups

- **Working Group 1** was comprised of Anthony Conforti of the New Mexico Media Arts Collaborative Charter School in Albuquerque and Pancho Romero of New Mexico State University in Las Cruces. They focused on programming conference presentations and moderating the opening plenary session of the conference, as detailed below:
 - Keynotes by Public Education Secretary Karen Trujillo and Economic Development Secretary Alicia Keyes
 - *The Language of Jazz* workshop, presented by Implementation Team member Frank “Pancho” Romero of NMSU
 - Seminar addressing advocacy strategies for arts educators with Luis Delgado, adjunct professor in Music Education at the UNM Department of Music
 - Panel discussion with education leaders entitled *Art and Arts Education, Teaching and Learning and the Creative Economy in New Mexico*. Speakers included Gwen Warniment, PED Deputy Secretary of Teaching & Learning; Jonathan Dooley, Principal, Media Arts Collaborative Charter School; Jeffrey Mitchell, UNM Bureau of Business and Economic Research; Ronnie Rohr, educator, and moderator Anthony Conforti of the Media Arts Collaborative Charter School
- **Working Group 2** members Vicki Breen of the New Mexico Public Education Department, Danielle Johnston, former public education commissioner and Phyllis Kennedy of New Mexico Arts focused on overall scheduling and logistics, including:
 - Booking the conference facility and arranging for discounted lodging for the statewide participants and presenters
 - Selecting presenters and workshop instructors, and coordinating the conference schedule
 - Arranging the meeting space for the New Mexico Advisory Council on Arts Education (Advisory Council) to hold its quarterly meeting the morning of the second day of the conference at the Museum of Contemporary Native Art



Frank “Pancho” Romero shares his insights during the *Language of Jazz* workshop

Evaluation Summary Report Region IX Education Cooperative				
Event: First Arts Education Winter Conference				
Date: 07/2019				
1. How relevant was this training to your needs?				
Response	Count	Percentage	Count	Percentage
1. Not at all	2	0.5%	2	0.5%
2. Somewhat	2	0.5%	2	0.5%
3. Average	13	30.2%	13	30.2%
4. Above Average	17	37.8%	17	37.8%
5. Excellent	20	45.5%	20	45.5%
Total	40	100%	40	100%
2. How effective was the presenter for Day 1?				
Response	Count	Percentage	Count	Percentage
1. Not at all	2	0.5%	2	0.5%
2. Somewhat	4	9.5%	4	9.5%
3. Average	7	15.8%	7	15.8%
4. Above Average	13	29.7%	13	29.7%
5. Excellent	20	45.5%	20	45.5%
Total	40	100%	40	100%

Participant evaluations were collected by the PED and were positive overall as well as furnishing valuable feedback.

- Creating the ambitious goal of exposing teachers to professional development opportunities across the state (a sampling of professional development providers is in Appendix F of this report)
- **Working Group 3** was comprised of Andrea Fellows Walters of the Santa Fe Opera, Aurelia Gomez of the Museum of International Folk Art and Danika Padilla of Meow Wolf. Group 3 accomplished the following tasks:
 - Identified presenters for the *Speed Dating* workshop
 - Coordinated presenters for the *Beads and Seeds* STEAM design project and workshop
 - Created an application form to send to organizations wishing to present at the conference



Beads and Seeds workshop conducted by the Museum of International Folk Art and coordinated by Working Group 3 of the Winter Conference Committee. Photo: Lilli Tichinin, Program Coordinator, New Mexico Arts

Creative crossover

Both subcommittees worked hard within their groups and there was also creative crossover. Awareness Subcommittee members lent support to the Winter Conference by attending the conference, introducing presenters and taking part as panelists and presenters.

Presenter/panelists from the Awareness Subcommittee included:

- Laurel Wyckoff, of New Mexico PBS introduced the film *the Majesty of Music and Math*, presented related classroom resources for the film and took part in *Speed Dating with Professional Development Providers*.
- Catherine DeMaria, of Warehouse I-10, presented her work with rural and Native American schools and took part in *Speed Dating with Professional Development Providers*.



Speed Dating workshop at the 2019 FAEA Winter Conference, in which many Awareness Subcommittee members participated

Awareness Subcommittee

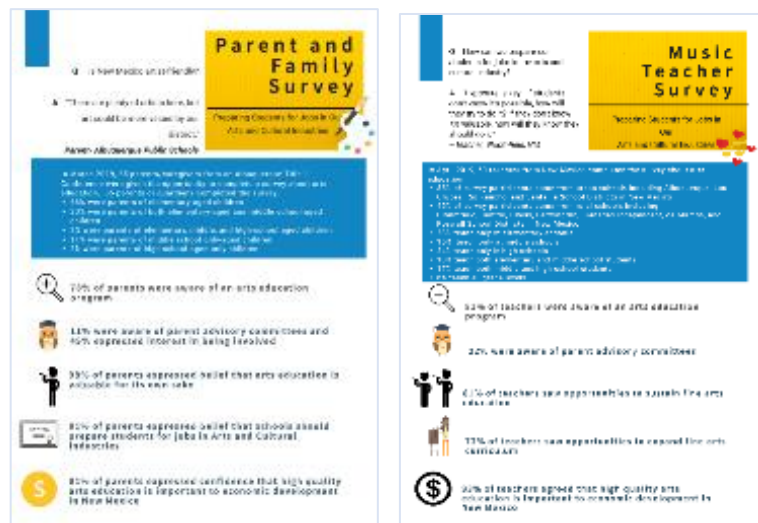
The Awareness subcommittee was tasked with the two-fold goal of making the public aware of the benefits of arts education and familiarizing the public about the implementation team's work to expand and restore high quality arts education programs to New Mexico's public middle and high schools. At the launch meeting, subcommittee members were asked to prioritize the areas on which they wanted to focus and then self-select and join the subcommittee of their choice. The members divided up into three working groups, each of which would work with a target population. The initial intended audience of the subcommittee's presentations were the Legislative Education Study Committee (LESC) and the Legislative Finance Committee (LFC). One of the working groups committed to putting together a presentation to legislators, knowing that much legislative energy would be focused on addressing the newly judged *Yazzie v. the State of New Mexico* lawsuit during the 2019 legislative session.³

The work of the Awareness Subcommittee's three working groups is detailed below.

The **Industry Partners Working Group** members included Matt Byrnes of Doña Ana Community College, Agnes Chavez of Sube.com, Ned Jacobs of Allstate Insurance Company, and Michelle Lemons of Albuquerque Public Schools. Based on intuitive and hard evidence that the arts and cultural industries contribute significantly to New Mexico's economy,⁴ the group's main objective was to begin to establish a network of partners in order to identify common needs and 21st century skills in the areas of aesthetics, new media, social change and apprenticeship. After interacting with industry stakeholders, working group members planned to report out on what they had learned, including identifying promising cross-pollination across groups.

While working group members were able to meet several times, the imposition by the program coordinators of an artificial timeline may have given the impression that subcommittee goals were not met. Industry Partners Working Group members compiled an impressive list of industry stakeholders and developed new relationships among the network and with each other that one day may bring the community a little closer.

The original **Cadre of Teachers & Families Working Group** members included Elsa Mendendez of the National Hispanic Cultural Center; Neil Swapp of the New Mexico Music Educators Association; Gabrielle Ubaldez of the United States Department of Arts and Culture;



Full-sized versions of the above infographics containing data gleaned from parent and teacher surveys are included in the appendices of this report, plus a third survey of attendees at the PTA's annual conference.

³ Plaintiffs won in the consolidated lawsuit *Yazzie/Martinez v. State of New Mexico*, which received its final judgment in December 2018. The Legislative Education Study Committee was reputedly focusing most of its time during the 2019 session on ways to address the ruling. (*Yazzie/Martinez v. the State of New Mexico*, 2019)

⁴ (Mitchell, Joyce, Hill, & Hooper, 2014)

Renata Witte of the New Mexico PTA, and Debra Woodward of Grants Cibola County Schools. The working group committed to creating a strategy to reach out to parents and families to determine the level of awareness and buy-in regarding arts education at their schools and statewide. The working group surveyed parents and teachers in person and by email. The above infographics share some of what the group gleaned (full-size versions of the three surveys they conducted are included in the appendix).

The **Benefits of Arts Education Working Group** was comprised of members Catherine DeMaria of Warehouse I-10; Cathryn McGill of the New Mexico Black History Organizing Committee; Naomi Montoya of the Public Academy for the Performing Arts, and Laurel Wyckoff of New Mexico PBS.

Members determined three main goals they wanted to accomplish: Creating a report on the benefits of fine arts education, coordinating a short video by high school students about what arts education meant to them, and requesting time to make a presentation to legislators on the benefits of fine arts education and to share the implementation team's work.

The group divided organically into three sections, one concentrating on the student video, and another concentrating on the research and the third on legislator presentations. Members took the following action steps:

- Conducted extensive research on the benefits of arts integration in public education. They identified ways in which arts and arts education improves cognitive, social and emotional development⁵, access to self-expression and absorption of core subjects,⁶ as well as other key benefits. These materials were made available via the research library stored on the implementation team's "secure zone" on New Mexico First's website
- Produced a one-page infographic containing data that supports benefits of arts integration (see figure below and full-sized version in appendix). The document was intended for use as a handout to lawmakers, education administrators and other target audiences for strategic presentations in the future
- Composed a letter/case statement identifying the state of arts education in public schools, containing an argument addressing "Why arts education?" together with an "ask" for a line item in state budget specifically for arts education professional development
- Submitted requests to make presentations to two legislative committees: Legislative Education Study and Legislative Finance



Infographic created by Laurel Wyckoff and Cathryn McGill of the Benefits of Arts Education Working Group. A full-sized version is included in the

⁵ (Sousa, 2006)

⁶ (Americans for the Arts, 2015)

Awareness Subcommittee members also committed to supporting the Winter Conference Subcommittee by participating in the conference as attendees, presenters, and emcees. Many members traveled to Santa Fe from far distances to support their fellow implementation team members.

Members reached out to understand what parents, families, cultural and arts industry professionals and educators statewide thought about arts education. They conducted research on arts education benefits to the whole child and identified action steps to bring the **information they gleaned to decision-makers**.

Conversations among the working groups were fruitful during the planning stages and led the subcommittee to re-examine priorities and activities. Due to time constraints and unforeseen circumstances, the team did not realize every item on its ambitious list of goals. Steps were taken to create a network of industry partners yet there was not sufficient time to engage them; the student video was scripted but not realized; as of the publication of this report, neither legislative committee had extended an invitation to present at their interim meetings. Yet lasting relationships were established across disciplines and throughout the state.

CONCLUSION

Arts education stakeholders came together to formulate recommendations to improve arts education for middle and high school students in New Mexico. About half of those stakeholders joined with new colleagues to implement those ideas, often collaborating for the first time and establishing relationships across sectors and geographies while working together toward a common goal.

The implementation team addressed and realized focus group recommendations over the 8-month period from October 2018 – June 2019. Outcomes included:

- Reaching out to educators regarding annual arts education conference programming
- Supporting an increase of hands-on workshops and networking opportunities for educators at the 2019 NM PED's FAEA Winter Conference, the state's annual arts education conference
- Attending, presenting and assisting at the Winter Conference
- Outreach to parents, families, educators and school staff via surveys, and resulting analysis of the surveys families to gauge awareness and support of arts education efforts in New Mexico schools
- Overseeing outreach to legislative committees
- Research and data analysis and production of two communication tools on the benefits of arts education:
 - Video script from high schoolers' perspectives on how arts education benefited them
 - Infographic on the benefits of arts education
- Creation of case statement supporting a line item for funding arts education in New Mexico

New Mexicans are passionate about arts education because it promotes and protects our cultural assets, positively impacts brain development and provides children much-needed outlets for their creativity and exploration of themselves and the world around them. However, arts education in our state has not kept pace with that passion. Funding for the arts in schools is inconsistent (and/or inequitably distributed) statewide and in near-constant jeopardy.⁷ Greater capacity is needed around advocacy skills among arts education stakeholders, so they can share the solid benefits of arts education to children, as well as connecting the dots regarding the arts industry as a significant economic driver in New Mexico. With stronger advocacy comes greater influence over policy decisions affecting the whole child, allocating resources to support the cultural assets that matter to us.

Convening the Arts Education Implementation Team was an intentional effort to begin capacity-building among arts education advocates. Stakeholders collaborated to realize focus group recommendations with effective and helpful results, from support of statewide arts educators at the annual conference to outreach to families, teachers and legislators. However, more time was needed. For instance, the process of identifying those available to serve as industry and family leader/advocates around arts education needed more time to evolve. Similarly, more time was needed to recruit busy high school students to produce the scripted video about the importance of the arts in their lives. Some of the key decision-making bodies identified by stakeholders as important influencers around art education had their bandwidths filled with other urgent matters.⁸

Perhaps with more time there will be a way to communicate to citizens and decision-makers the urgency and relevancy of stable and equitable arts education for our children and for our state, and connecting that effort with a line-item request for arts education funding for middle and high school students. The Arts Education Implementation Team set an effort in motion. New Mexico does not have a statewide arts advocacy organization. It could be time to bring together arts education stakeholders and existing groups to form one body that will be able to communicate the connection between the urgency and the vision of thriving arts education for all children in New Mexico.

⁷ A bill passed in the 2018 legislative session (HB 188), which superseded the 2003 Fine Arts Education Act) by removing the Training and Experience multiplier from the funding formula for elementary fine arts programs. (All 89 districts and 30+ charter schools receive funding for elementary fine arts programs based on student membership.) This resulted in reduced allocations across the state. The full extent of this act was not known or felt until spring 2019. The change to the formula resulted in losses to elementary fine arts program allocations. Also losing in this adjustment were elementary physical education, bilingual multicultural education, and special education. At this time, the net loss to districts and charter schools is unknown. In 2019, there was a record budget surplus in NM - \$1.6 billion. During the legislative session, education was the focus of most of the discussion and spending, but the arts were not considered when the Yazzie lawsuit obliged the legislature to address education inequities across the state. On the bright side, the Public Education Department adopted the National Arts Standards in January 2018. The State Poet Laureate program was allocated 107k/year, recurring, beginning with FY20 (July 2019 – June 2020). This program will be jointly administered by the State Librarian and New Mexico Arts, both divisions of the Department of Cultural Affairs.

⁸ (Yazzie/Martinez v. the State of New Mexico, 2019)

APPENDICES

Appendix A: Implementation Team Members

Implementation Team Roster

Name	Affiliation	City
Vicki Breen	Arts Education Director, Public Education Department	Santa Fe
Matthew Byrnes	Arts Department Chair, Dona Ana Community College	Las Cruces
Agnes Chavez	Creator, Sube.Com, Co-Founder of the Paseo Project	Taos
Michelle Clark-Platis	President-Elect, NM Art Education Association	Albuquerque
Anthony Conforti	Media Coordinator/TV Production, NM Media Arts Collaborative Charter School	Albuquerque
Catherine DeMaria	Director, Warehouse I-10	Magdalena
Danika Padilla	Director of Community Development, Meow Wolf	Santa Fe
Maria Gallegos	Executive Director, Working Classroom	Albuquerque
Aurelia Gomez	Deputy Director, Museum of International Folk Art	Santa Fe
Ned Jacobs	Owner, Quezada Jacobs Family Agency, LLC: Allstate Insurance	Santa Fe
Danielle Johnston	Retired, Former Public Education Commissioner	Edgewood/Moriarty
Michelle Lemons	Albuquerque Public Schools	Albuquerque
Cathryn McGill	Founder/Director, New Mexico Black History Organizing Committee	Albuquerque
Elsa Menendez	Performing Arts Director, National Hispanic Cultural Center	Albuquerque
Cindy Montoya	President, New Mexico School for the Arts – Art Institute	Santa Fe
Naomi Montoya	Dance Teacher, Public Academy for the Performing Arts	Albuquerque
Frank (Pancho) Romero	Professor of Music, New Mexico State University	Las Cruces
Neil Swapp	Executive Director, NM Music Educators Association	Silver City
Gabrielle Uballez	Minister of Collaboration and Activation, US Department of Arts and Culture	Albuquerque
Andrea Walters	Director of Education and Community Programs, Santa Fe Opera	Placitas
Renata Witte	President-Elect, New Mexico PTA	Albuquerque
Debra Woodward	Arts Specialist/Teacher, Grants Cibola County Schools	Bosque Farms
Laurel Wyckoff	Education & Outreach Manager, New Mexico PBS	Albuquerque

Appendix B: Subcommittee Missions and Goals

Mission & Goals for FAEA Winter Conference Subcommittee

(as presented to the Implementation Team in October 2018)

Mission: Present dynamic, informative and engaging presentations and workshops at the March 7th & 8th, PED 2019 “Fine Arts Education Act Winter Conference.”

Goals of the Oct. 15, 2018 Implementation Team Winter Conference Subcommittee Breakout:

1. Get clear on the timeframes we have to work with in the conference.
2. Determine what information most needs to be presented and how.
3. Determine whether to elicit information from the participants, e.g., generating recommendations for future actions
4. Determine what kind of outcomes, if any, are desired goals of our contribution to the conference.
5. Draft schedule for our presentations, workshops, etc.
6. Brainstorm presenters
7. Design action plan with timeline and assignments to manifest our components of the conference
8. Schedule subcommittee meetings to give updates on progress of action plan

Mission & Goals for Awareness Campaign Subcommittee

(as presented to the Implementation Team in October 2018)

Mission: Present to target audiences to make them aware of the work of statewide stakeholders to expand and restore high quality arts education programs to our public middle and high schools using 1) existing (ESSA) and general funding plus new funding, 2) existing virtual networks and 3) existing professional development opportunities that are able to be scaled up.

Goals of the Oct. 15, 2018 Implementation Team Awareness Campaign Subcommittee:

1. Determine scope of awareness presentations
2. Determine who should be on the presentation teams
3. Define what research and/or data needs to be gathered to support presentations
4. Design action plan with timeline and assignments to prepare for presentations
5. Schedule subcommittee meetings to give updates on progress of action plans

Appendix C: Winter Conference Schedule

Day 1 – Thursday, March 7, 2019

Thursday, March 7, 2019 2019 PED Fine Arts Education Winter Conference Drury Hotel, Santa Fe Schedule at a Glance								
Rooms & Times	O'Keeffe	Palace A	Palace B	Lamy	Meem	Rivera	Offsite (various locations)	Lobby tables. Second Floor by Palace ballrooms.
Thursday 3/7	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday
7:30 - 8:30	Registration. Available all day. Registration Palace Hallway, Second Floor.							
8:30 - 8:45	Welcome: Vicki Breen							
8:45 - 9:00	8th - 12th grade students from Tierra Adentro of New Mexico Dance Ensemble							
9:15 - 10:15	Art and Arts Education Panel: Teaching & Learning and the Creative Economy in New Mexico.							
10:20 - 12:00	Writing the FAEA Application	Kemely Gomez and Patricia Sigala. Beads and Seeds. Hands on. Grades 3 - 6.	Luis Delgado. Advocacy Tips and Strategies for your Arts Education Program. (10:20 - 11:05)	Sara Hennessy, Dave Rossen, Ruthie Bridgewater, Angela O'Daniel, and Sharon Cath. Just for the "Quill" of it!	Shafiq Chaudhary and Patricia Carden. The Beauty of Art in the Math. Interactive Math & Art.	Debbie Baber-Bonzon and TJ Bonzon. Animation & Media Arts: Connecting Science, Music, & Art from middle school to college.		Instructional Materials Adoption
12:00 - 1:25	Lunch, on your own	Lunch, on your own	Lunch, on your own	Lunch, on your own	Lunch, on your own	Lunch, on your own	Jamie Brytowski, Wonders on Wheels Mobile Museum ("WoW"). Parked outside.	FAEA Application Help Station
1:30 - 3:00	Frank "Pancho" Romero. The Language of Jazz. (1:30 - 2:15)	Alissa Upton. Enchanted Starry Night.	Rosy Poling. Homage to the Square.	Michael Washer. Building Sculpture from Brown Paper Bags.	Cindy Wagner. The Language of movement, rhythm, and song.	[Vacant]	WoW Van	
3:15 - 4:50	Plenary Closed. Set up for reception.	Anthony Burns. Accessing Instructional Materials: Finding that Fits Your Program	[Vacant]	Debbie and Jim DeFrain. Arts Learning As Part of STEAM.	Amanda Nicholson. Overview of STEAM-based activities.	[Vacant]	WoW Van	
5:00 - 7:00	Reception at Drury Hotel, O'Keeffe Room							
Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	Thursday	

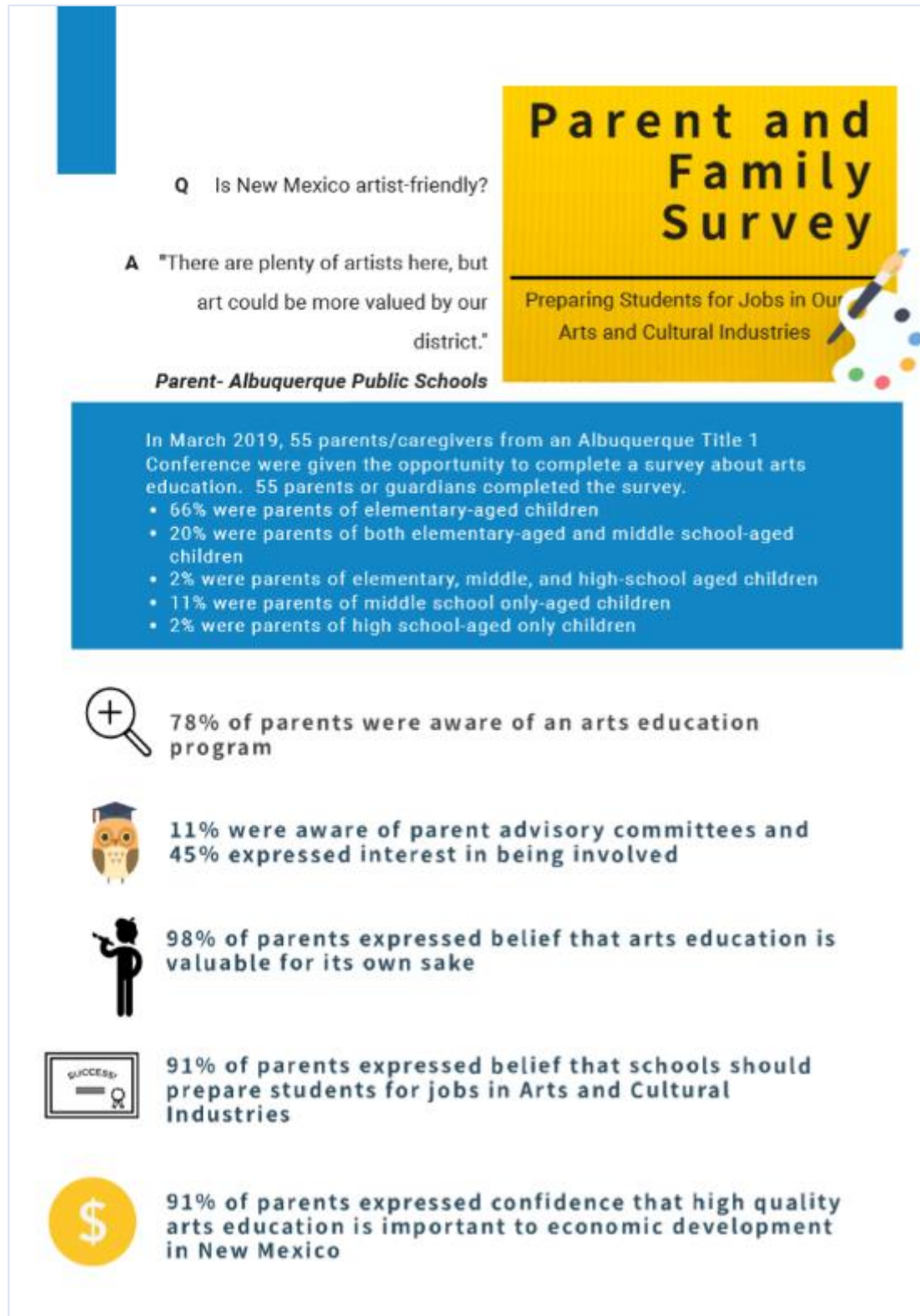
Present throughout the conference, and sponsor of the reception: Davis

Day 2 – Friday, March 8, 2019

Friday, March 8, 2019 2019 PED Fine Arts Education Winter Conference Drury Hotel, Santa Fe Schedule at a Glance								
Rooms & Times	O'Keeffe	Palace A	Palace B	Lamy	Meem	Rivera	Offsite (various locations)	Lobby Tables, Second Floor
Friday 3/8/19	Friday	Friday	Friday	Friday	Friday	Friday	Friday	Friday
7:30 - 8:30 Registration							Jamie Brytowski. <i>Wonders on Wheels Mobile Museum (WOW)</i> . Parked outside.	Instructional Materials Adoption
8:45 - 9:00	La Emi Arte Flamenco. Students from northern New Mexico ages 6 - 16 perform.							
9:15 - 10:15 Plenary	Lynn Vasquez and Michele Clark-Platis. <i>Innovation Through Assessment and Creative Learning</i> .						New Mexico Advisory Council on Arts Education (NMACAE) meeting: Museum of Contemporary Native Art (MOcNA), 10:00 - 2:00	
10:20 - 12:00	Screening of <i>NM PBS</i> documentary, <i>The Majesty of Music and Math</i> . Followed by Laurel Wyckoff and Ferdi Serim. <i>Related Pre-K - 12 classroom resources.</i>	Anne Taylor and John Quale. <i>Design education programs that help them better understand the built, natural, and cultural environment, fostering their own creativity.</i>	Charles Gamble, Catherine DeMaria, Kim Letellier and Justin Black. <i>Collaborations with schools and rural districts (10:20 - 11:05)</i>	Israel Haros. <i>Supporting artistic visions that are counter narratives to dominant culture and the belief that diversity is key to creating community.</i>	Acushla Bastible. <i>The Power In Story Exploration, for teachers, teaching artists, artists, leaders. El Otro Lado In the Schools.</i>	Laurie Edcal Boyce and David Lang. <i>Explore the deep connection between numbers and visual patterns.</i>	NMACAE mtg. Members.	
12:00 - 1:25	Lunch, on your own	Lunch, on your own	Lunch, on your own	Lunch, on your own	Lunch, on your own	Lunch, on your own	NMACAE members meeting at MOcNA	
1:30 - 3:00	Jamie Brytowski, Laurel Wyckoff, Anne Taylor, Maria Gallegos, Israel Haros, Leslie Fagre, and Catherine DeMaria. <i>Speed-dating with professional development providers.</i>	10:20 - 11:05 Kim Le Tellier and Justin Black. <i>Rhythms in Motion</i> . 11:15 - 12:00 Le Tellier and Black. <i>Drums Alive</i> .	Nancy Pauly. <i>Bringing Books to Life.</i>	Julie Kerbleski and Nancy Leffler. <i>Pete the Cat Rocks All Around the School</i> .	Steve Heil. <i>Teaching the Gifted and Talented in Art.</i>	Jessica Krichels. <i>Risk-Taking.</i>		
Adjourn	Friday	Friday	Friday	Friday	Friday	Friday	Friday	Friday

Appendix D: Surveys

Distributed by Renata Witte



Distributed by Neil Swapp

Q How can we prepare our students for jobs in the arts and cultural industry?

A "Exposure is key. If students don't know it's possible, how will they try to do it? If they don't know it's valuable, how will they know they should do it?"

~ teacher, Bloomfield, NM

Music Teacher Survey

Preparing Students for Jobs in
Our
Arts and Cultural Industries

In April 2019, 58 teachers from New Mexico completed the survey about arts education.

- 55% of survey participants came from urban schools including Albuquerque, Las Cruces, Rio Rancho, and Santa Fe School Districts in New Mexico
- 45% of survey participants came from rural schools including Bloomfield, Central, Clovis, Farmington, Gadsden Independent, os Alamos, and Roswell School Distircts in New Mexico
- 28% teach only at elementary schools
- 15% teach only at middle schools
- 24% teach only in high schools
- 10% teach both elementary and middle school students
- 17% teach both middle and high school students
- 6% teach all grade levels



81% of teachers were aware of an arts education program



22% were aware of parent advisory committees



81% of teachers saw opportunities to sustain fine arts education



73% of teachers saw opportunities to expand fine arts curriculum



93% of teachers agreed that high quality arts education is important to economic development in New Mexico

Distributed by Renata Witte

"I am very happy to see that the district is looking at putting art and music back into the schools. Some children learn through art and others learn through music."

~ Redirector, ABQ, NM



New Mexico Parent Teacher Association Survey

Preparing Students for Jobs in
Our
Arts and Cultural Industries



In March 2019, Renatta Witte, NM PTA President-elect, surveyed 51 attendees at the 2019 Annual Parent Teacher Association Convention. Participants came from across New Mexico and included PTA members, educators, and administrators.

- 39 participants were from Albuquerque Public Schools
- 5 were from Albuquerque Charter Schools
- 2 were independent
- 2 were from the Archdiocese of Santa Fe
- 2 were from Maxwell
- 1 was a Zone 2 Family Liaison



91% of PTA Convention attendees were aware of an arts education program at their school



19% of PTA Convention attendees were aware of parent advisory committees that are different from a booster club or parent group



68% of PTA Convention attendees saw opportunities to sustain and expand the fine arts curriculum



71% of PTA Convention attendees would like help expanding their fine arts curriculum

Appendix E: Benefits of Arts Education Infographic

Prepared by Laurel Wyckoff and Cathryn McGill



Appendix F: A Sampling of NM Professional Development Providers⁹

New Mexico is blessed with high quality arts education professional development programs for classroom teachers and arts specialists. Many of these providers presented at the 2019 Arts Education Winter Conference. We would like to help get the word out to smaller rural districts so that they may include them in their plans for professional development. Below is the list provided to Deputy Secretary Warniment that includes name, description, and contact information.

Albuquerque Public Schools Fine Arts Program <https://www.aps.edu/fine-arts>

The APS Fine Arts team provides professional development for certified art and music teachers as well as classroom teachers. Among her other duties, each year **Director of Fine Arts Gina Rasinski** presents a different week-long “workshop on arts integration strategies”. The June 2019 workshop titled “Making Connections: Collaboration using 21st Century Skills – Learning Literacy & Life” was open to elementary classroom teachers, ESL and bilingual teachers, librarians, special education staff, PE teachers, Instructional Coaches and any other certified staff. The 2020 Making Connections workshop will take place June 1 – 5. Please contact Gina for more information on possible expansion to additional week(s) in rural districts. **(2019 FAEA Winter Conference presenter)**

rasinski@aps.edu | 505-880-8249 ext. 88041

Architecture & Children, School Zone Institute (SZI), <http://architectureandchildren.com/>

Anne Taylor, Founder/Director of SZI, along with a cadre of architects and teachers has been inspiring students in New Mexico, nationally, and internationally for more than three decades. SZI’s pre-K – 12+ design education programs help students better understand the built, natural and cultural environment by explicitly making connections to standards in the core areas of math, physics, and biology. This year, Dr. Taylor will lead the first interdisciplinary design education class at UNM (College of Education & School of Architecture and Planning).

Anne Taylor, Ph.D. Hon. AIA **(2019 FAEA Winter Conference presenter)**

ACSA Distinguished and UNM Regents Professor Emerita

UNM School of Architecture & Planning

aetaylor@unm.edu

Cell: 505.350.8035 aetaylor@unm.edu

KNME/NM PBS, Learning Media

Laurel Wyckoff is the Education and Outreach Manager at New Mexico PBS responsible for PBS Kids Ready to Learn Service, teacher professional development support using PBS Learning Media, Science Cafés and Indie lens PopUp screening events. Last summer, Education and Outreach members led three workshops for Rio Rancho science and math teachers as part of Science and Math with Infinite Technology (SciMIT). Using a [Design Squad](#) hands-on project, teachers were inspired to try out an engineering challenge. **To arrange for a professional development workshop at your school email** TeacherHelp@nmpbs.org

⁹ (New Mexico Arts, 2019)

At the 2019 FAEA Winter Conference, Wyckoff led a discussion following a screening of *The Majesty of Music and Math*, a NMPBS multimedia documentary exploring the interconnectedness of music and mathematics featuring Santa Fe Institute and the Santa Fe Symphony Orchestra. LWyckoff@nmpbs.org

Museum of International Folk Art (MOIFA) <http://www.internationalfolkart.org/learn/>

Leslie Fagre, Director of Education, believes in the power of Folk Art to teach people about the beauty, complexity, and resourcefulness of other cultures and in the process learn about ourselves. **Community Outreach Coordinator Patricia Segala** reaches out, in, and across generations, abilities, and communities throughout Northern New Mexico. She is passionate about engaging youth using the museum's collection to facilitate experiential learning, global understanding, cultural self-exploration, and social activism. Their *Beads and Seeds*, hands-on presentation at the **2019 FAEA Winter Conference** demonstrated one example of how MOIFA educators create collaborative STEM, art, and design projects using educational materials from the museum's extensive collection. In this lesson they partnered with the **Santa Fe Botanical Gardens**. LeslieP.Fagre@state.nm.us

Roswell Museum and Art Center (RMAC) <http://roswell-nm.gov/308/Roswell-Museum-Art-Center>

Curator of Education Amanda Nicholson enjoys exploring science and engineering fields and how the arts both integrate with and enhance STEM education. At the **2019 FAEA Winter Conference** she shared a hands-on and grade adaptable STEAM lesson that she presents in an informal museum setting as well as in classrooms in the Roswell community. A.Nicholson@roswell-nm.gov

Santa Fe Opera, Active Learning Through Opera (ALTO)

<https://www.santafeopera.org/discover/learning/active-learning-through-opera>

Charles Gamble is the manager of the Santa Fe Opera's Active Learning Through Opera (ALTO) Program. Elementary and middle school students make meaningful connections between an academic topic and an element of opera, and demonstrate their understanding of both through performance. In multi-week residencies, teaching artists from the Opera collaborate with classroom teachers to engage students in the experience of being composers, librettists, singers, dancers, actors or visual artists. Students create original work based on the form they focus on and their unit of study, so classes may create dances that demonstrate the systems of the human body, or an entire through-composed opera based on the Hero's Journey or Tall Tales.

ALTO draws extensively from the Kennedy Center definition of arts integration to support students and teachers as they make meaningful connections between an element of opera and an academic topic.

At the **2019 FAEA Winter Conference** Gamble collected a snapshot of his workshop attendee's experiences with teacher training by surveying them on professional development in their districts.

cgamble@santafeopera.org

STEMArts, Agnes Chavez <http://www.stemartslab.com/>

Through their custom workshops, presentations, and demos STEMArts provides opportunities for creative expression and innovation, collaboration and art for social practice. Students learn about experiential and participatory art that has an innovative application of STEM (science, technology, engineering, math) and the arts. STEMArts features new media artists and interdisciplinary teams whose

innovative practices and ‘ways of knowing’ offer a deeper and more meaningful understanding of STEM concepts and the arts. The STEMarts Lab brings 21st century communication and creation tools into the classroom and the community, with a special focus on underserved populations and culturally responsive curricula. learn@sube.com

Wonders on Wheels, New Mexico Department of Cultural Affairs

<http://www.newmexicoculture.org/museum-resources/wonders-on-wheels>

Wonders on Wheels Mobile Museum is a specially retrofitted 38-foot RV featuring 300 square feet of arts, culture, history, and science exhibits and curriculum-based programming. The WoW mobile museum brings exhibits curated from one of DCA’s eight state-run museums to public schools and libraries in communities throughout New Mexico. The curriculum is targeted toward fourth and fifth grade students. “We do write the lesson plans for our programs, but we try to remain as flexible as possible when working with the schools that we go to. If a school would like us to focus the lessons in a particular area, then we work with them to find a program that fits. As well, we have done teacher-only tours at conferences. The tours are focused on Wonders on Wheels as curriculum support, rather than “teaching teachers” as an educational approach/style.” – Heidi Heidgerken, WoW Museum Educator (2019 FAEA Winter Conference presenter)

To schedule Wonders on Wheels for your community, contact **Jamie Brytowski** at: 505.476.1171 or jamie.brytowski@state.nm.us

BIBLIOGRAPHY

These resources were compiled by the Implementation Team and made available to all Implementation Team members via a secure webpage for team members hosted by New Mexico First.

- Americans for the Arts. (2012, May). *The Arts Education Field Guide*. Retrieved 2019, from Americans for the Arts: <https://www.americansforthearts.org/by-program/networks-and-councils/arts-education-network/tools-resources/arts-education-field-guide>
- Americans for the arts. (2013, November 6). *10 arts education fast facts*. Retrieved 2019, from <https://www.americansforthearts.org/by-topic/arts-education/10-arts-education-fast-facts>
- Americans for the Arts. (2015). *Arts Facts Sat Scores and the Arts 1999-2015*. Retrieved 2019, from Americans for the Arts: <https://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/arts-facts-sat-scores-and-the-arts-1999-2015>
- Arts Education Partnership and National Arts Education Association. (2019, March). *Visual Arts Matter*. Retrieved 2019, from ecs.org: https://www.ecs.org/wp-content/uploads/Visual_Arts_Matter.pdf
- Barack, L. (2019, February 6). *Amid push for STEM education, arts instructors stress value of theater*. (E. Dive, Ed.) Retrieved 2019, from Educationdive.com: <https://www.educationdive.com/news/amid-push-for-stem-education-arts-instructors-stress-value-of-theater/547511/>
- Barnum, M. (2019, February 2). *Arts Education Boosted Compassion and Writing Scores*. Retrieved 2019, from Chalkbeat.org: <https://www.chalkbeat.org/posts/us/2019/02/12/study-arts-education-boosted-compassion-and-writing-scores/>
- Bowen, D. H., & Kisida, B. (2019, February). *Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative*. Retrieved 2019, from kinder.rice.edu: https://kinder.rice.edu/sites/g/files/bxs1676/f/documents/Investigating%20Causal%20Effects%20of%20Arts%20Education%20Experiences%201_0.pdf
- Bowen, D., & Kisida, B. (2019, February 19). *Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative*. Retrieved 2019, from Rice University's Kinder Institute for Urban Research: <https://kinder.rice.edu/research/investigating-causal-effects-arts-education-experiences-experimental-evidence-houstons-arts>
- Burgess, K. (2017, May 22). School districts, families sue state over education funding. *Albuquerque Journal*. Retrieved 2019, from <https://www.abqjournal.com/1006720/school-districts-families-sue-state-over-funding.html>
- Center for Online Education. (n.d.). *10 Salient Studies on the Arts in Education*. Retrieved 2019, from <https://www.onlinecolleges.net/10-salient-studies-on-the-arts-in-education>

- Claus von Zastrow, Z. P. (2019, April 8). *50-State Comparison: Arts Education Data Collection and Reporting*. Retrieved 2019, from Education Commission of the States: <https://www.ecs.org/50-state-comparison-arts-education-data-collection-and-reporting/>
- Crawford, L. (2004). *Accessible and Alive: Six Good Reason for Using the Arts to Teach Curriculum*. Retrieved 2019, from Responsiveclassroom.org: <https://www.responsiveclassroom.org/sites/default/files/8911ch01.pdf>
- Dell'Erba, M., & Wolff, K. (2019, February 19). The Arts and CTE: Building Tomorrow's Creative Workforce Today. Retrieved 2019, from ednote.ecs.org: <https://ednote.ecs.org/the-arts-and-cte-building-tomorrows-creative-workforce-today/>
- Education Commission of the States. (2019, February). *Accountability in ESSA: Mapping Opportunities in the Arts*. Retrieved from <https://www.ecs.org/essa-mapping-opportunities-for-the-arts/>
- Eisner, E. (2002). *10 Lessons the Arts Teach*. (N. Publications, Ed.) Retrieved from Arteducators.org: <https://www.arteducators.org/advocacy/articles/116-10-lessons-the-arts-teach>
- Gudgel, R. (2018, August 17). *Yazzie and Martinez v. State of New Mexico: July 20,*. Retrieved 2019, from NMlegis.gov: <https://www.nmlegis.gov/handouts/ALESC%20081518%20Item%2012%20.1%20-%20Brief%20-%20Decision%20and%20Order-Yazzie%20and%20Martinez%20v%20State%20of%20NM.pdf>
- Hospital, M. M., Morris, S. L., Eric, W. F., & Wales, E. (2018). *Music Education as a Path to Positive Youth Development: An El Sistema-Inspired Program*. (J. o. Development, Ed.) Retrieved 2019, from jyd.pitt.edu: <http://jyd.pitt.edu/ojs/jyd/article/view/18-13-04-PA-04>
- Korzybski, A. (1931, December 28). *Map–territory relation*. Retrieved 2019, from Wikipedia.org: https://en.wikipedia.org/wiki/Map%E2%80%93territory_relation
- Mitchell, J., Gillian, J., Hill, S., & Hooper, A. M. (2014). *Building on the Past, Facing the Future:Renewing the Creative Economy of New Mexico*. University of New Mexico, Bureau of Business and Economic Research. Santa Fe: New Mexico Departmetn of Cultural Affairs. Retrieved 2017, from NewMexicoCulture.org: <http://www.newmexicoculture.org/about/cultures-impact>
- Mitchell, J., Joyce, G., Hill, S., & Hooper, A. M. (2014). *bber.unm.edu*. Retrieved 2019, from https://bber.unm.edu/media/publications/NM_CreativeEconomy_report_0814.pdf
- Mullen, J., & Wolff, K. (2018). *Engaging the Arts in the Broader Education Policy Landscape*. (E. C. States, Ed.) Retrieved 2019, from Ecs.org: <https://www.ecs.org/wp-content/uploads/Engaging-the-Arts-in-the-Broader-Education-Policy-Landscape.pdf>
- National Association of Media Literacy Education. (2019, April 19). *Media Literacy Definitions*. Retrieved from National Association of Media Literacy Education: <https://namle.net/publications/media-literacy-definitions/>

- National Conference of State Legislatures. (2017, November 28). No Time to Lose: How to Build a World-Class Education System State by State. (N. C. Legislatures, Ed.) Retrieved 2019, from NCSL.org: <http://www.ncsl.org/research/education/no-time-to-lose-how-to-build-a-world-class-education-system-state-by-state.aspx>
- New Mexico Arts. (2019). *A Sampling of NM Professional Development Providers*. Retrieved 2019, from New Mexico Arts: <http://nmart.org/education/>
- New Mexico First. (2017, November). *Fine Arts Education in Public Middle and High Schools Survey Report*. Retrieved from NMFirst.org: <http://nmfirst.org/library.htm>
- New Mexico First. (2018, August 28). *Arts Integration K-12 Educator Pre-Service Training and Professional Development Background Brief*. (N. M. First, Ed.) Retrieved from NMFirst.org: <http://nmfirst.org/library.htm>
- New Mexico First. (2018, February 6). *Fine Arts Education in Public Middle and High Schools Focus Group Report*. Retrieved from NMFirst.org: <http://nmfirst.org/library.htm>
- Poikonen, H. (2017, August 30). *A dancer's brain develops in a unique way*. (U. o. Helsinki, Editor, & Uutistamo, Producer) Retrieved 2019, from A dancer's brain develops in a unique way: <https://www.helsinki.fi/en/news/health/a-dancers-brain-develops-in-a-unique-way>
- Robinson, S. K., & Aronica, L. (2018, April 2). Why Dance is Just as Important as Math in School. Retrieved 2019, from Ted.com: <http://blog.ed.ted.com/2018/04/02/why-dance-is-just-as-important-as-math-in-school/?fbclid=IwAR0KSJGWYSgDvaqaXdSdGAbOCWTN8Je2pPbykeCYs8LP-eSoCKzHgIAqxeo>
- Seneca Academy. (n.d.). *10 Reasons Why Integrating Art is Important in School*. Retrieved April 2019, from Senecaacademy.org: https://www.cloudhq-mkt2.net/mail_track/link/83b12d4b455eb343c5a58149c02ba05f?uid=236698&url=https%3A%2F%2Fwww.senecaacademy.org%2F10-reasons-why-integrating-art-is-important-in-school%2F
- Silverstein, L., & Layne, S. (2010). *Defining Arts Integration*. Retrieved from The John F. Kennedy Center for the Performing Arts: http://www.kennedy-center.org/education/partners/defining_arts_integration.pdf
- Sousa, D. (2006, December). *How the Arts Develop the Young Brain*. Retrieved 2019, from The School Superintendents Association: <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=7378>
- State Education Agency Directors of Arts Education. (2013). *National Core Arts Standards: A Conceptual Framework for Arts Learning*. Retrieved from National Coalition for Core Arts Standards: https://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_0.pdf
- Sterman, C. (2018, January/February). *Arts Integration Improves School Culture and Student Success*. (Principal, Editor) Retrieved 2019, from naesp.com: <https://www.naesp.org/principal-januaryfebruary-2018-comprehensive-learning/arts-integration-improves-school-culture-and-s>

Wan, Y., Ludwig, J. M., & Boyle, A. (2018, November 29). *Review of Evidence: Arts Education: Through the Lens of ESSA*. (A. I. Research, Ed.) Retrieved 2019, from Wallace Foundation:
<https://www.wallacefoundation.org/knowledge-center/Documents/Arts-Education-Evidence-Report.pdf>

Yazzie/Martinez v. the State of New Mexico, et al., consolidated cases No. D-101-CV-2014-00793 and No. D-101-CV-2014-02224 (February 14, 2019). Retrieved 2019, from <http://nmpovertylaw.org/wp-content/uploads/2019/02/D-101-CV-2014-00793-Final-Judgment-and-Order-NCJ-1.pdf>