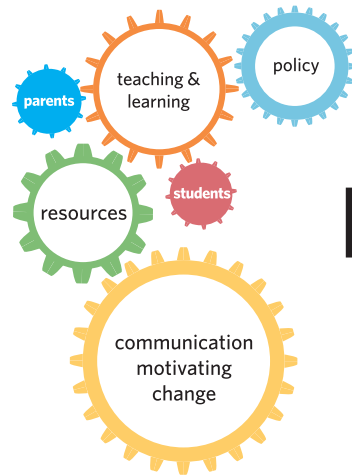




Alameda County Office of Education
Sheila Jordan, Superintendent of Schools

Implementation Plan 2005-2008



REVITALIZING CLASSROOMS THROUGH ARTS LEARNING:

Impacting the Culture of Teaching

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Companion Document to the Strategic Plan 2005-2008

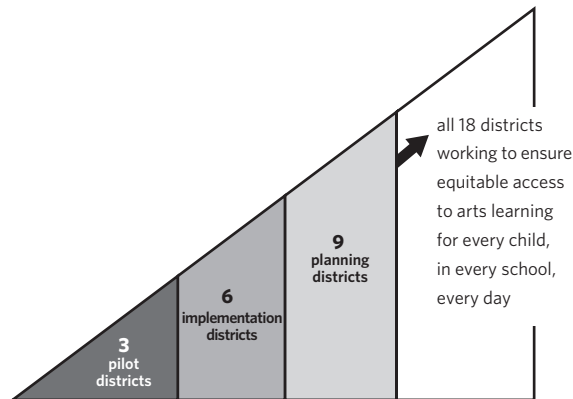
I. Overview

This Strategic Plan builds upon and institutionalizes the past six years of work by the Alameda County Office of Education’s Alliance for Arts Learning Leadership. The purpose of this Strategic Plan is to continue moving Alameda County school districts along the continuum of assuring that every student has access to learning in and through the arts as a central and essential component of a complete and meaningful education.

Through Pilot Projects over the last four years we have identified tools and frameworks in curriculum development, planning and assessment, developed through educational research. These tools and frameworks support rigorous teaching in the arts and in other content areas, and offer a common lens for educators and arts providers that will be disseminated through professional development networks.

Professional development in the arts (music, dance, drama and visual arts) as stand alone professional development days, will be necessary. In addition, we will provide training on how the arts can be integrated into other subject areas within current teacher professional development days and through ongoing, on site modeling and coaching.

The plan supports the arts learning needs of each of Alameda’s 18 school districts based on the individual district’s current phase of planning or implementation. Nine districts have participated for 3-5 years in the Alameda County Model Arts Program (MAP) Network. These districts have completed internal needs assessments, established district arts teams and written and adopted district-wide arts plans. Three of these urban districts with five year arts learning plans have been identified to pilot a professional development model that will be refined, revised and disseminated to the other districts. Six districts will receive implementation support for their plans, while the other nine districts will receive support to begin the planning process. This Plan builds upon the work to date in each district, and implementation of the goals, objectives and strategies of this plan will be structured around three groupings of the 18 school districts:



- 3 PILOT DISTRICTS Berkeley, Emery and Oakland
- 6 IMPLEMENTATION DISTRICTS Albany, Castro Valley, Fremont, Hayward, Piedmont and San Leandro
- 9 PLANNING DISTRICTS Dublin, Livermore, Pleasanton, New Haven, Newark, Sunol, Mountain House, San Lorenzo and Alameda

This Plan also organizes the community arts providers, universities and in-district professional development resources into a strategic, collaborative effort that will roll out to serve our 18 school districts over the next three years. This Plan shifts the Alliance networking and information focus about demonstration projects, to a collaborative effort to build a professional development model, with a shared vision, coordinated resources and aligned policies.

II. **Workplan:** Goals, Objectives, Strategies, Time frame and Accountability

A. **Professional Teaching and Learning Community**

Goal: Cultivate systemic and accountable leadership at the district, school and classroom levels to ensure access to arts learning for every child

Context: Currently, teachers are under increased pressure to focus primarily on literacy and mathematics, due to the testing-based climate in the classroom. This has resulted in a dangerous narrowing of the curriculum, and a technician role for teachers who are expected to deliver scripted and commercially produced curriculum to a diverse population of learners.

Within this restricted environment, high quality arts learning does occur, but it occurs sporadically and in pockets throughout the county, based on enlightened leadership and adequate resources. Frequently, successful arts learning initiatives are viewed individually as promising projects, but not as a sustained strategy for how to deliver high quality education.

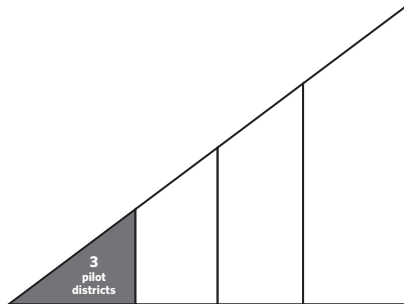
What is needed is a systemic culture of teaching and learning that can respond effectively and coherently to school and district needs and support a learning environment that promotes professional, engaged and artful teaching. We need to create common planning, learning and assessment tools for professional action and accountability for student success through arts learning.

These tools will evolve through sharing of site-based professional development models based on teacher input, consideration of school reform strategies, and group learning about local and national models including teaching and learning frameworks developed through educational research at Harvard's Project Zero.

The importance of achieving and encouraging passionate, resilient leadership on all levels—district, school, classroom and community levels—is recognized as essential. This leadership makes possible a new level of real collaboration, between educators and arts providers, with shared understanding, shared goals and shared accountability.

A. Professional Teaching & Learning Community

Three Pilot Districts: Berkeley, Emery, Oakland



OBJECTIVE 1: Develop a systemic professional development network/community that honors teachers and addresses their arts learning needs, so they can teach and integrate the arts to improve student success

Strategy 1: Arts Anchor Schools

Situate the creation of a professional teaching and learning community squarely in the center of school and district reform efforts at 11 Arts Learning Anchor Schools in Oakland, one Arts Learning High School in Berkeley and one Arts Learning Anchor District in Emeryville.

(ACOE Arts Learning Coordinator, Professional Development Consultant, and Alliance Leadership Oversight Team. Develop Model in **Year 1**; Expand and disseminate **Year 2 & 3**)

Strategy 2: Alliance Professional Development Oversight Team

Form a Professional Development oversight, planning and coordination team from Alliance steering committee to oversee, coordinate and refine the model. Include outreach to district curriculum and instruction administrators to serve on oversight team.

(ACOE Arts Learning Coordinator, Alliance Steering Committee **Year 1**)

Strategy 3: Frameworks

Use frameworks for teaching, thinking and learning developed through educational research to create a common language for arts providers and teachers to improve student learning and develop deep understanding so that acquired knowledge can be applied in new and novel circumstances.

(Alliance Leadership Oversight Team, Professional Development Consultant, Coaching Artist Trainer **Year 1**; Expand and disseminate **Year 2 & 3**)

Strategy 4: Arts Learning Teaching and Coaching Exchange

Create an Arts Learning Teaching and Coaching Exchange that meets monthly to share local coaching and instruction models, look at national models, consider school site and curriculum planning to make learning visible, and ensure a shared accountability system for attending to improved student learning and development. Convene a cohort of Alliance artists, arts providers, Arts Education Initiative (AEI) representatives, and Bay Area Coalition for Equitable Schools (BAYCES) representatives. This cohort of teaching artists and coaches will take an on-line course in the Teaching for Understanding framework developed by researchers at Harvard University's Project Zero. The Teaching for Understanding course

A. Professional Teaching & Learning Community

Three Pilot Districts: Berkeley, Emery, Oakland Objective 1 cont'd.

will provide a framework for the sharing of local models and initiatives, and a lens for shared accountability for student, teacher and school outcomes.

(Professional Development Consultant, Coaching Artist Trainer Convene **Year 1**)

Strategy 5: School Site Professional Development Coordination

Plan and implement professional development for principals, school site leadership team, and Arts Learning Partner. Using the Teaching for Understanding framework and Studio Habits of Mind, school leaders will create professional development plans that include preparing for effective school/teacher partnerships, curriculum development, assessment and shared accountability plans with Arts Learning Partners. Progress on plans will be reviewed in partnerships every other month for necessary revision. Leadership Accountability Seminars for all Arts Learning Anchor Sites will occur in October, February and June.

(Professional Development Consultant, Coaching Artist Trainer, ACOE Arts Learning Coordinator, **Year 1**)

Strategy 6: Teacher Arts Learning Needs

Develop and deliver Intensive Workshops in the Arts with a menu of workshops and classes for classroom teachers and arts specialists to choose from in order to meet teacher arts leaning needs in alignment with district and school site arts plans.

(Alliance Leadership Oversight Team, **Year 1, 2 & 3**)

Strategy 7: Evaluation & Assessment

Provide regular venues for student and teacher evaluation of the professional development model through on-going assessments, applications of the Studio Thinking Frameworks and Studio Habits of Mind, and a formative evaluation process facilitated by an independent evaluator.

(Independent Evaluator **Year 1, 2 & 3**)

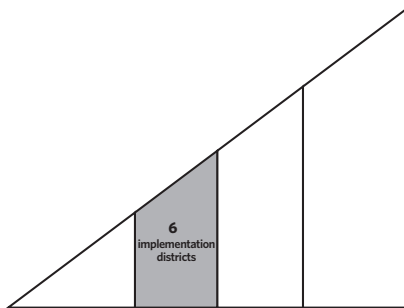
Strategy 8: Juvenile Justice & Community Schools

Work with ACOE's Student Program and Services staff to explore how to appropriately support arts learning and arts integration in juvenile justice and community schools.

(ACOE Arts Learning Coordinator and SPAS staff)

A. Professional Teaching & Learning Community

Six Implementation Districts: Albany, Castro Valley, Fremont, Hayward, Piedmont and San Leandro



OBJECTIVE 2: Review and refine the Model Arts Program Network process and tools in collaboration with six districts that currently have district arts plans, to better meet individual district needs and create a flexible MAP Network program for dissemination to all districts

Strategy 1: Technical Assistance

Provide technical assistance and support to six districts to implement their existing district arts plans

(ACOE Arts Learning Coordinator, Professional Development Consultant, in coordination with California Alliance for Arts Education and the California Department of Education **Year 1**)

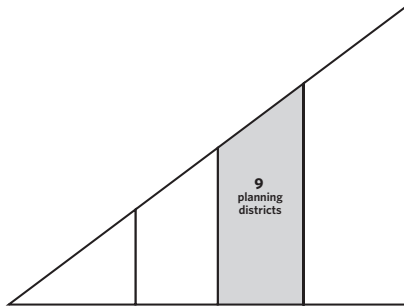
Strategy 2: Professional Development Model

Refine and disseminate a professional development model to all school districts in flexible and responsive ways over three years to support district plans and teacher learning needs. We will accomplish this by developing support and training opportunities and information exchanges such as newsletters, website, district and Alliance meetings

(ACOE Arts Learning Coordinator, Professional Development Consultant, in coordination with California Alliance for Arts Education and the California Department of Education **Year 2 & 3**)

A. Professional Teaching & Learning Community

**Nine Planning Districts:
Dublin, Livermore, Pleasanton,
New Haven, Newark, Sunol,
Mountain House, San Lorenzo,
and Alameda**



OBJECTIVE 3: Provide support for assessing and planning for professional development, resources, communication and policy to nine new districts so they can provide excellent and equitable arts learning to every child in every school

Strategy 1: Develop District Teams

Provide mentoring, facilitation and technical assistance to nine new districts (three per year) to develop district arts teams, conduct an arts needs assessment and develop district arts plans

(ACOE Arts Learning Coordinator, Professional Development Consultant, in coordination with California Alliance for Arts Education and the California Department of Education **Year 1** in Dublin, Pleasanton and Livermore Unified School Districts; **Year 2 & 3** disseminated to New Haven, Newark, Sunol, Mountain House, San Lorenzo and Alameda Unified School Districts)

Strategy 2: Present Student Successes

Provide technical assistance and professional development in using Art IS Education as an engine for presenting student success through arts learning in accountability events. These events will engage wider audiences of teachers, school and district administrators, parents and community members

(Art IS Education Coordinator, Professional Development Consultant, in coordination with California Alliance for Arts Education and the California Department of Education **Year 1** in Dublin, Pleasanton and Livermore Unified School Districts; **Year 2 & 3** disseminated to New Haven, Newark, Sunol, Mountain House, San Lorenzo and Alameda Unified School Districts)

Strategy 3: Information Availability

Make professional development and arts resources information available through website and the development of a newsletter

(Art IS Education Coordinator, Professional Development Consultant, in coordination with California Alliance for Arts Education and the California Department of Education **Year 1** in Dublin, Pleasanton and Livermore Unified School Districts; **Year 2 & 3** disseminated to New Haven, Newark, Sunol, Mountain House, San Lorenzo and Alameda Unified School Districts)

A. Professional Teaching & Learning Community

OBJECTIVE 4: Develop a professional development network that can flexibly and appropriately respond to identified pre-service arts learning needs

Strategy 1: Collaboration with Higher Education

Build on collaborations with California College of the Arts and the AEI at UC Berkeley through flexible involvement in the Teaching and Coaching Exchange and the Arts Intensive Workshops

(ACOE Arts Learning Coordinator and AEI Director at UC Berkeley, in coordination with Center for Art and Public Life at the California College of the Arts **Year 1**)

Strategy 2: Pre-professional Programs Expansion

Address incorporation of arts learning and study of artistic disciplines in pre-professional programs by working with new institutions of higher education such as Peralta Community Colleges (a network of community colleges serving all 18 Alameda County School districts)

(ACOE Arts Learning Coordinator and AEI Director at UC Berkeley, in coordination with Center for Art and Public Life at the California College of the Arts **Years 2 & 3**)

Strategy 3: Align Resources

Align resources and needs of higher education partners with K-12 districts, including coordinated placements of teacher credential candidates and service learning opportunities in K-12 schools for art students.

(ACOE Arts Learning Coordinator and AEI Director at UC Berkeley, in coordination with Center for Art and Public Life at the California College of the Arts **Years 2 & 3**)

B. Communication for Motivating Change

Goal: Inspire and enable teachers, parents, artists, students, administrators, parents, universities, policy makers and the philanthropic community to make change in local schools to meet the needs of every child in Alameda County through quality arts learning.

Context: Creating public value for arts learning is its own focus area and it is also infused into the other three focus areas. Since 2001, guided community-based conversations have been taking place across the county to surface personal values that inspire authentic advocacy. National research and public opinion surveys tell us the majority of the public indeed values education as a means to produce well rounded children, and believe that arts education is essential to such an education. These findings reflect our local conversations. The whole child approach to learning receives significantly greater public support than achieving high test scores or attaining employment.

Articulating our deeply held common aspirations about the kind of world we want to live in and the kind of adults we want children to grow up to be, form the basis for our actions and strategies. Through public dialogue and documents we help motivate and sustain change in others, both individuals and systems, who share these values.

B. Communication for Motivating Change

OBJECTIVE 1: Define arts learning and continue to develop shared vocabulary about the arts so that it connects directly to successful student outcomes and equitable classrooms.

Strategy 1: Align with National Research

Align with national research (through partnership with Doug Gould Communications national messaging for arts education project commissioned by the Ford Foundation), and the common arts learning language developed by our professional teaching and learning community, to develop clear, direct and powerful ways to express the value of the arts in education

(Art IS Education Coordinator, Creating Public Value Director **Year 1**)

Strategy 2: Further Define Arts Learning

Conduct facilitated conversations with Arts Learning Anchor Sites and school district arts teams to further define arts learning qualities, guiding values and principles. Engage district superintendents and funders in this process

(Art IS Education Coordinator, Creating Public Value Director **Year 2**)

Strategy 3: Using Shared Vocabulary

Train district leaders in using the shared vocabulary to represent the values of their constituents and to provide visionary leadership to meet district and community goals

(Art IS Education Coordinator, Creating Public Value Director **Years 1, 2 & 3**)

B. Communication for Motivating Change

OBJECTIVE 2: Demonstrate the arts learning process and outcome through exhibitions, performances, and workshops

Strategy 1: Implementing Shared Vocabulary

Build on existing Art IS Education networks and strategies to include the shared vocabulary developed in Objective 1.

(Art IS Education Coordinator, Creating Public Value Director, Arts Learning Anchor Sites, School District Arts Teams **Years 1, 2, & 3**)

Strategy 2: Outreach

Continue outreach to schools and districts not currently involved in Art IS Education

(Art IS Education Coordinator, Creating Public Value Director, Arts Learning Anchor Sites, School District Arts Teams **Years 1, 2, & 3**)

Strategy 3: Ensure Consistent Messaging

Write contractual agreements with participating districts Arts Learning Anchor Schools that ensure consistent messaging to communities (use of logo, artists statements, shared vocabulary).

(Art IS Education Coordinator, Arts Learning Anchor Sites, School District Arts Teams **Year 1**)

Strategy 4: Anchor Schools Accountability

Work with Arts Learning Anchor Schools as demonstration sites using Art IS Education accountability and demonstration strategies, deepening annual Exhibitions of Learning to serve as learning opportunities for students and teachers, as accountability events and as demonstration sites for new audiences.

(Art IS Education Coordinator, Creating Public Value Director, Arts Learning Anchor Sites, School District Arts Teams **Years 1, 2, & 3**)

Strategy 5: Report to Stakeholders

Define accountability needs and design assessment strategies for reporting back to stakeholders

(Art IS Education Coordinator, Creating Public Value Director, School District Arts Teams **Years 1, 2, & 3**)

B. Communication for Motivating Change

OBJECTIVE 3: Disseminate multiple communication strategies, in multiple languages, with a focus on face to face communication

Strategy 1: Using the Web

Integrate shared vocabulary into website and develop plan for expanding Web network tools.

(Art IS Education Coordinator, Creating Public Value Director, Alliance Parent Involvement Coordinator **Year 1**)

Strategy 2: Institutional Dissemination

Present to school boards, City Councils, Chambers of Commerce, etc.

(Art IS Education Coordinator, Creating Public Value Director, Alliance Parent Involvement Coordinator **Years 2 & 3**)

Strategy 3: Media

Develop and implement public relations plan through traditional and nontraditional media venues.

(Art IS Education Coordinator, Creating Public Value Director, ACOE Public Information Officer **Year 1**)

B. Communication for Motivating Change

OBJECTIVE 4: Engage parent communities deeply with school reform efforts through arts learning

Strategy 1: Arts Classes for Parents

Use arts classes for parents as a means to amplify parent voice and to create a commons across parent communities and between home and school

(Arts Providers, Alliance Parent Involvement Coordinator, **Year 1**)

Strategy 2: Authentic Parent Involvement

Provide technical assistance and facilitation for parent and parent/teacher summer institutes to share local strategies and engage in planning for authentic parent involvement in their children's education

(Arts Providers, Alliance Parent Involvement Coordinator, Teachers, **Year 1**)

Strategy 3: Deepen Parent Engagement

Directly involve parents as docents/school site ambassadors for Art IS Education events to deepen parent engagement and understanding, and to inspire advocacy

(Creating Public Value Director, Alliance Parent Involvement Coordinator, **Year 3**)

Strategy 4: Access to Information & Tools

Disseminate language and Art IS Education tools and protocols through the school site meetings of parents, website and monthly Alliance meetings

(Art IS Education Coordinator, Alliance Parent Involvement Coordinator, Creating Public Value, **Year 2**)

B. Communication for Motivating Change

OBJECTIVE 5: Amplify youth voice and use the arts to re-engage youth in school

Strategy 1: Youth Leadership Project and Belief Statement

Identify opportunities to build on Youth Leadership Institute activities and existing youth engagement programs at school and community sites to culminate in a public belief statement that supports youth voice in education reform

(ACOE Instructional Services, Creating Public Value Director, **Year 1**)

Strategy 2: Youth Development

Identify partners in youth development programs to design and test arts activities to inspire leadership, disseminate messages, engage youth action, and coach adults working with youth to engage in genuine partnership with them

(ACOE Instructional Services, Creating Public Value Director, **Year 2**)

Strategy 3: Expanded Outreach

Develop recommendations for expanded outreach and supports for youth

(ACOE Instructional Services, Creating Public Value Director, **Years 2 & 3**)

C. Resources

Goal: Increase, coordinate and allocate resources to provide equitable access to arts learning, based on true costs, across schools and districts

Context: A relentless loss of resources for arts learning has taken place since 1978, when California voters passed Proposition 13, up until 2003 and 2004, when all designated funds for arts learning were eliminated from both the California Department of Education and the California Arts Council budgets. This, along with a national focus on testing in reading and math, presents challenges to the development and coordination of resources to support the recommendations in this plan.

The Strategic Planning Leadership Council detailed resource development as the need for more dollars, spreading existing fundraising skills and “know-how” equitably to all districts, and ‘breaking the habit’ of funding arts learning in isolation from school reform by widening the circle of educational and private foundations, businesses, and policy makers in support of arts learning.

C. Resources

OBJECTIVE 1: Ensure that the resource development plan of the Educational Partnerships Foundation, a new nonprofit countywide education foundation, includes new resources for arts learning

Strategy 1: Recruit Arts Leadership Board Members

Recruit two new Educational Partnerships Foundation board members with interest, knowledge and resources in arts learning

(ACOE Educational Partnership Foundation Director & Board, ACOE Arts Learning Coordinator, **Year 1**)

Strategy 2: Values Belief Statement

Create a belief statement through a values based conversation about how the arts initiative fits into overall goals of the Educational Partnerships Foundation

(ACOE Educational Partnership Foundation Director & Board, ACOE Arts Learning Coordinator, Creating Public Value Director, **Year 1**)

Strategy 3: Challenge Grants

Support Educational Partnerships Foundation to secure challenge grants for arts learning for Local Education Foundations

(ACOE Educational Partnership Foundation Director & Board, ACOE Arts Learning Coordinator, **Year 1**)

Strategy 4: Support for Alliance

Alliance for Arts Learning Leadership develops vivid examples and model projects for Educational Partnerships Foundation solicitations to support Arts Learning Anchor Sites and School District Arts Plans

(ACOE Educational Partnership Foundation Director, ACOE Arts Learning Coordinator, Alliance Fund Development Consultant **Year 1**)

Strategy 5: Annual Campaign

Bring in new resources for arts learning through an Educational Partnerships Foundation annual campaign

(ACOE Educational Partnership Foundation Director & Board, ACOE Arts Learning Coordinator, **Year 1**)

C. Resources

OBJECTIVE 2: Increase investment by local education foundations in arts learning activities by 10% over three years

Strategy 1: Technical Assistance for Local Education Foundations

Provide technical assistance in identifying and screening arts resources to local education foundations

(Alliance Fund Development Consultant, Creating Public Value Director, Educational Partnerships Foundation Director, **Year 1**)

Strategy 2: Support Grassroots Fundraising

Develop tools and training for local education foundations in using Art IS Education to support grassroots fundraising

(Alliance Fund Development Consultant, Creating Public Value Director, Educational Partnerships Foundation Director, **Year 1**)

Strategy 3: Training for Local Education Foundations

Provide training for local education foundations in communications and marketing

(Alliance Fund Development Consultant, Creating Public Value Director, Educational Partnerships Foundation Director, **Year 1**)

Strategy 4: Online Donations

Enable donations to local education foundations to be submitted on Art IS Education website

(Educational Partnerships Foundation Director, **Year 2**)

Strategy 5: Matching Grants

Educational Partnerships Foundation provides \$500,000-\$1M in matching grants to local education foundations for arts learning programs

(ACOE Education Partnership Foundation Director & Board, Alliance Fund Development Consultant, **Year 3**)

C. Resources

OBJECTIVE 3: Address equitable access by helping school districts pursue resources for arts learning (including funding opportunities, adaptation of models, knowledge of community arts providers, etc.), as evidenced by completion of arts assessments in all districts, increased participation in Art IS by 9 'new' districts and 5% increased spending on arts learning activities countywide

Strategy 1: Clearing House

Determine current level of resources for arts learning by school district. ACOE acts as clearing house of resource information including successful model projects

(ACOE Arts Learning Coordinator, Alliance Oversight Team, ACOE Educational Partnership Foundation Director **Year 1**)

Strategy 2: Budgeting for District Arts Teams

Provide technical assistance and templates to assist district arts teams in developing multi-year budget projections in coordination with district arts plans

(Fund Development Consultant, Art IS Education Coordinator, selected District Arts Team Leaders, **Year 1**)

Strategy 3: Training in Fund Development

Provide technical assistance in fund development to arts providers, schools and school districts including an ACOE Arts Learning Resources newsletter

(Fund Development Consultant, ACOE Educational Partnership Foundation Director, **Year 1**)

Strategy 4: Information Dissemination

Further develop newsletter and website resources

(Alliance Fund Development Consultant, Art IS Education Coordinator, selected District Arts Team Leaders **Year 2**)

Strategy 5: Long Term Sustainable Funding

Investigate countywide sustainable funding sources such as a county hotel tax or an "arts learning" surcharge on Coliseum tickets

(ACOE Arts Learning Coordinator, Educational Partnerships Foundation Director and Board, ACOE School Board, Alliance Fund Development Consultant, **Year 3**)

Strategy 6: Incentives

Provide incentives to arts providers, districts and schools with, for example, a new Educational Partnerships Foundation challenge grant program

(ACOE Educational Partnership Foundation Director & Board, ACOE Arts Learning Coordinator, **Year 2**)

C. Resources

OBJECTIVE 4: Secure adequate government and private funds through a well-communicated and coordinated network organized around this strategic plan to support development and dissemination of resources with needs identified through school district planning processes

Strategy 1: Facilitate Dialogue Between Arts and Education Supporters

Convene arts and education funders hosted by the Ford Foundation, Walter & Elise Haas Fund and San Francisco Foundation

(ACOE Arts Learning Coordinator, ACOE Educational Partnership Foundation Director & Board, local regional foundations, begin dialogue **Year 1**; convene **Year 2**)

Strategy 2: In-house Coordination

Secure ACOE support and technical assistance in foundation and government grants solicitation by working in coordination with ACOE Grants Department and in Curriculum and Instruction grant writing teams

(ACOE Arts Learning Coordinator, ACOE Curriculum and Instruction Director, ACOE Educational Partnership Foundation Director, Alliance Fund Development Consultant, **Year 1**)

Strategy 3: Arts Learning & Categorical Funding

Partner with ACOE categorical funding programs to integrate arts learning with programs such as truancy, gang prevention, English language learners and math/social studies/history/science language arts integration

(ACOE Arts Learning Coordinator, ACOE Curriculum and Instruction Director, ACOE Educational Partnership Foundation Director, appropriate ACOE C & I staff, fund development consultants, **Year 1**)

Strategy 4: Collaborate with the Alameda County Art Commission

Engage in conversations and collaboration with the Alameda County Art Commission to coordinate and align philanthropic giving around shared values and vision for the role of the arts in education

(ACOE Arts Learning Coordinator, Alameda County Art Commission Executive Director, **Year 1 or 2**)

D. Policy

Goal: Support the creation and communication of coherent district and school policies that support the individual needs and goals of implementers (teachers, education administrators, students). These policies will be built on a shared vision and values identified and articulated with stakeholders (parents, civic and business leaders, community members) for high quality education that assures equitable access to arts learning for every child in every school

Context: From studying current district policies, and hearing from leaders of school reform movements, district superintendents, and classroom teachers, we learned that successful policies must be developed inclusively with students, parents, teachers and administrators. Arts Learning Policies must be living documents based on community conversations of what matters, what is needed, and what is valued. Although we learned that mandates by themselves don't work, we also learned that accountability was critical.

ACOE's Alliance for Arts Learning Leadership will involve school communities in creating arts learning policies that support internal needs, are publicly shared, visibly posted at sites, referred to regularly and revisited to assure that they continue to serve the needs of the individuals and the local community to inspire institutional activism.

County wide arts learning policy is built upon conversations and belief statements developed in local communities with administrators, teachers, parents, community members and youth. Specific strategies are identified and implemented to include community members, teachers and young people that are traditionally left out of the decision-making process and yet are impacted (mostly in a negative way) through policies and mandates that otherwise are imposed according to external and political pressures.

School, district and county boards can set policy that imbeds arts learning appropriately in classroom practice in order to express student, teacher, administrator and community values and needs. Adoption of arts learning policies shifts the arts from the margins of core subjects and situates arts squarely in the center of school and district reform efforts and educational excellence.

Arts Learning Policy assures that every student has equitable access to learning in and through the arts as a central and essential component of a complete and meaningful education. Arts Learning Policy honors the professional in every teacher and recognizes her/his need to have access to a menu of professional development opportunities in the arts that addresses her/his arts learning needs to better support student academic achievement and development as well rounded human beings prepared to flexibly navigate into adult lives and participate fully in society.

D. Policy

OBJECTIVE 1: Continue to develop the Alameda County Office of Education’s role in creating and communicating arts learning policies

Strategy 1: ACOE Board Resolution

Draft, approve and disseminate a board resolution that defines the Alameda County Board’s leadership in encouraging the development of regional and district policies and actions to implement the strategic plan

(ACOE Arts Learning Coordinator, Alameda County Superintendent of Schools, Alameda County Board of Education President, **Year 1**)

Strategy 2: Disseminate Strategic Plan to All 18 Districts

County superintendent takes the strategic plan to the 18 district superintendents and supports local next steps

(Alameda County Superintendent of Schools, Alameda County Board of Education President, **Year 1**)

Strategy 3: Assist Districts to Plan

Provide technical assistance to district planning through a District Arts Learning Leadership Network

(ACOE Arts Learning Coordinator, Alameda County Superintendent of Schools, Alameda County Board of Education President, **Year 3**)

Strategy 4: Creating Public Value for Arts Learning

Continue to facilitate conversations and communication through Creating Public Value and Art IS Education demonstration projects

(Art IS Education Coordinator, Creating Public Value Director, **Year 2**)

Strategy 5: Develop Inclusive Decision-making

Identify and implement strategies to include voices of teachers, young people, arts providers and other community members, who are traditionally left out of the decision-making process, in a two-way exchange with policy makers about institutional activism and policy

(ACOE Arts Learning Coordinator, Creating Public Value Director, Alliance Oversight Team, Art IS Education Coordinator, District Arts Leaders, **Years 1, 2, & 3**)

D. Policy

OBJECTIVE 2: Provide districts with resources to maintain arts learning plans as living documents

Strategy 1: District Arts Learning Planning

Provide technical assistance to districts to ensure arts learning plans are developed inclusively with students, parents, teachers, arts providers and administrators, and are integrated with overall district plans and are publicly shared

(ACOE Arts Learning Coordinator, Professional Development Consultant, selected District Arts Leads, **Year 2**)

Strategy 2: Ongoing Assessment & Revision of District Plans

Encourage and provide regular forums for districts to revisit their arts learning policies and plans to assure that they continue to serve the needs of the individuals and the local community and are optimally utilizing arts learning to assure a complete and meaningful education for every child in every school

(ACOE Arts Learning Coordinator, Professional Development Consultant, District Arts Leads, **Year 2 & 3**)

Strategy 3: District Action Steps

Assist districts to develop action steps to implement policy and to communicate with local constituencies and stakeholders

(ACOE Arts Learning Coordinator, Professional Development Consultant, District Arts Leads, **Year 2 & 3**)

Strategy 4: Tools for Districts

Assist districts to identify tools districts can use to illustrate, through the lives of students, teachers, principals and parents, how policy is resulting in access to arts learning and improving student achievement

(ACOE Arts Learning Coordinator, Professional Development Consultant, District Arts Leads, Alliance Parent Involvement Coordinator, Art IS Education Coordinator, **Year 1**)

III. Budget

**Alameda County Office of Education
Alliance for Arts Learning Leadership**

Projected Budget
July 2005-June 2006

(in \$000's)	04/05 Actual	05/06 Projected	06/07 Projected	07/08 Projected
INCOME				
ACOE	75	85	94	103
Government	490	565	454	454
Corporations	12	50	83	90
Foundations	177	300	370	380
Other	0	0	0	0
TOTAL INCOME	754	1,000	1,001	1,027
EXPENSES				
Personnel	145	165	166	179
Programs	455	655	655	661
Operating Expenses	79	90	90	95
Indirect	75	90	90	95
TOTAL EXPENSES	754	1,000	1,001	1,027