



Links & Threads

A Newsletter for Arts Partners Published by the Ohio Arts Council and the Ohio Department of Education **Volume V Issue 1**

Links and Threads is an electronic newsletter for district and school leaders, educators and their arts partners. Its purpose is to assist in making arts learning a more integral part of the core curriculum and achieving the greatest advantage possible from the arts for students. The publication builds upon knowledge gained through the 2004 NEA Summer Institute for School Leaders, promotes dialogue about the role of arts learning in school improvement, shares success stories and provides news about arts-related developments and opportunities.

A New Canvas for Education

Governor Seeking Renaissance in Ohio Schools; Arts Advocates Seize Opportunity

Governor Ted Strickland asked educators and citizens to “think boldly about transforming our schools” as he conducted a series of late summer conversations on education. “We’re not looking at an almost finished painting,” he said. “We are artists looking at a blank canvas and asking ‘What is the best thing we can create here?’”

Although the canvas was blank, the Governor did provide a palette for

educational transformation—six guiding principles that included the importance of developing creativity and the need to make learning opportunities both more “hands on” and more diverse.

Among the participants were a number of arts advocates who were quick to point out the connections between those principles and arts learning. At each of the gatherings, held in locations all around the state, arts educators described powerful

arts learning experiences in their schools.

The Governor’s support for arts learning was evident: “If we’re going to have an appropriate curriculum, it must include the arts and the humanities,” he told participants in Youngstown. “No two students are alike, so we must have a curriculum that is robust enough to meet the needs and the interests of all of our students.”

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A Woman of Vision *Ohio's First Lady Sees Vital Role for Arts Learning*

Ohio's First Lady, Frances Strickland, often voices her belief that the arts and arts education are a vital part of Ohio's economic success: "I see the arts as the great pollinator for creativity and innovation," she told *Links & Threads*. "They provide a direct route to the imagining part of our intellects. Have conversations with innovative or creative physicians, business leaders or scientists and you will be more likely than not to uncover in their resumes examples of gratifying, competent engagement in the arts."

Mrs. Strickland believes arts education has an important place in our nation's long-term innovation agenda: "As our country comes to terms with the reality of a shifting economy and as we reconnect with our heritage and leadership as the most creative and innovative nation in the world, the arts could actually become a higher priority in the curriculum of our public schools," she said.

Recharging the innovative spirit may take



some time and nurturing, but Mrs. Strickland also sees a role for the arts in that process. "As our people struggle with financial difficulties and other stresses from these challenging economic times, the arts are even more important," she said. "Because they come from within, they can never be stopped and can be called upon even in the darkest of times for understanding, beauty and respite."

New Canvas *continued from Page 1*

At one site, he listened to a description of an arts integrated project and pronounced it to be a good example of the changes that need to occur in Ohio's classrooms.

The Governor's *Roadmap for Education Reform*, a summary of the ideas offered in the first round of meetings, refers to "educating the whole child, including wellness, physical education, emotional development, behavioral development, academic development, **art and music**."

The Governor's *Education Reform and Funding Plan* was released in late January 2009 after additional public forums on school funding and meetings with associations, organizations and businesses that have an interest in education reform. Those meetings included staff from the Ohio Arts Council.

The Governor's plan lists creativity and innovation among the skills that will "prepare Ohio students to thrive in the 21st century." It calls for an extended school calendar, an Academic Olympics to celebrate achievement in subject areas (including the arts) and the use of "interdisciplinary methods, project-based learning, real world lessons and service learning."

Learning Links

Click on each link below to access more information on the Web.

[Governor's Conversation on Education](#)

[Governor's Education Reform and Funding Plan](#)

[Committee on Arts and Innovative Thinking \(Search for CAIT\)](#)

For additional sites related to arts education, go to the [Links & Threads hot list](#).

Building Nests, Creating Meaning . . .

OAC Residency Helps Students Express Past, Present and Future

A three-week Ohio Arts Council Arts Learning Residency, conducted in April 2008 by visual artist Kate Kern and teacher Patrice Trauth, gave students at Ursuline Academy in Cincinnati an opportunity to make visible the school's history across generations and to weave their own unfolding stories into that history.

As the residency began, students and staff at the all-girls Catholic preparatory school examined old yearbooks, interviewed retired Ursuline sisters and examined Kern's art, which often incorporates images and elements of the natural world. As students immersed themselves in exploring an artist's work and process, as well as in stories of the past and their own questions of meaning, a new artistic vision began to take shape.

"Nesting" was the metaphor that emerged. Students built nests in each other's hands containing objects that reflected their lives and the academic content learned in classes. Students in a chemistry class, for example, incorporated materials from the lab in one nest. They also added eggs from a nearby farm and other symbolic objects of their own making. They wrote poems about their nests with the opening line: "Once I built my nest of . . ."

As a culminating activity, students created a large nest that became part of an installation in one of the school's open spaces. Surrounding that nest were paper oak leaves—the school's symbol—adorned with faces from old yearbooks. Intricate paper flowers, suggesting Cincinnati's German heritage, added beauty. A slideshow projected in the center of the larger nest showed images of students' hands holding their creations and text from their poems.

Heightening the impact of their installation, students also performed a choral reading of the poems.

Certainly, this three weeks of "nest building" will have a lasting impression on students at Ursuline Academy. In addition to refining their artmaking skills, they thought deeply, experienced beauty, bonded across generations, strengthened their ties with their school and deepened their self-knowledge.





Time to Lead

By Nancy Pistone, Arts Consultant, Ohio Department of Education

This is not another academic article defending the arts in education. You won't find any data here to show how the arts improve student achievement in other subjects or arguments why the arts should be core and central to the education of our children. You've read the convincing cognitive research and advocacy articles many times.

And look around. While we were busy justifying the arts in last generation terms, a new generation of education priorities took hold—creativity, innovation, interdisciplinary inquiry, global understanding, and yes, performance assessment. Now all educators must navigate this course to improve their educational practices. And it's the arts, in familiar territory, that have the compass and imagination to lead our schools and young people toward inspiring learning environments.

Will the arts finally take a place at the helm as an insightful source for new educational possibilities? Our advocacy of the past is giving way to a fresh communications approach. Quiet paper reports are integrating with the sound of our collective voices.

When the Carnegie Design Team recently held an arts outreach session to discuss its plan for credit flexibility to increase student-learning options, representatives from eight cultural arts organizations and several school districts filled the room to raise issues and ideas. Our voices were heard.

When ODE announced three new visual and performing arts opportunities to improve practice, more than 50 requests came in within

days, creating additional demand for arts experiences for more teachers and students. Again, our voices were heard.



Courtesy of BalletMet Columbus —Photo by Kevin Fitzsimmons

Local arts educators across the state are becoming change agents instead of looking to others to make a difference. Armed with knowledge of state requirements that impact our disciplines, we are connecting with one another to articulate relevant issues and explore practical solutions to sustain arts programs.

We are becoming a remarkable collection of Ohioans with tireless commitment to the arts. A small group of advocates has grown to an inclusive network of schools, universities, non-profits, statewide organizations, government agencies and responsive communities ready to leverage resources in these tough times. We are shifting our efforts from parsing policy words—core vs. non-core—to connecting the arts to the common public values of economic competitiveness, civic engagement, quality of life and educational advancement.¹

This emerging communications approach is both strategic—drawing on research—and honest—sharing human

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2. Ohio Department of Education (ODE);
3. Canton Museum of Art, GeoArt Program;
4. ODE, photo by Sterling Roberts;
5. ODE

Superintendent Shares the Values of Arts Educators

I'm a huge supporter of the arts," stated Ohio's new Superintendent, Deborah S. Delisle. "Americans are known for their creativity in the world of work. That creativity is due in large part to our inclusion of the arts in education. What we offer to our students tells them what we value. The arts need to be recognized as essential to enhancing the culture of our communities."

Teachers who know Delisle

hailed her encouragement of arts learning within school programs. She champions personalized and engaging learning environments that educate the whole child. Delisle also is looking to broaden Ohio's accountability and assessment system to include performance-based approaches, similar to those already used in arts education.

"The arts and creative communities should be pleased by Delisle's appointment. She



Superintendent Deborah Delisle at Noble Elementary School in Cleveland Heights after the unveiling of a mural at the school

holds to all the values embodied in our programs," said Nancy Pistone, ODE arts consultant. "I am especially impressed with her interest in strengthening staff effort to assist and serve school districts. We can all look forward to working with her to develop our students' fullest creative potential."

The State Board of Education appointed Delisle in a unanimous vote on October 14, 2008. She began the position on December 1, 2008.

CAIT—continued from page 4

expression and compelling stories about the potential and productivity of the arts. Ultimately, we will change attitudes and behaviors to promote a learning environment where students find their voices and exercise their creative imaginations to express meaning in many forms.

We have a challenge and a new opportunity. It is no longer a matter of protecting the future of arts education, but rather determining the role the arts will play in the future of education.

ODE is engaging a broad network of arts organizations, schools and educational service centers to combine efforts, develop resources,

integrate services and design art-centered programs that address the Governor's new education priorities. Our statewide Committee for the Arts and Innovative Thinking² will leverage our voices and actions to demonstrate how the arts can make education environments meaningful and build Ohio's creative capital.

National and state leaders are counting on aggressive innovators with fresh concepts to take us forward. Join us as we lead the arts into the future of learning.

1. <http://www.theimagination.net/>
2. Visit www.education.ohio.gov, keyword search: CAIT for a list of CAIT members

Newsbreaks

Upper Arlington Student Wins Ohio's Poetry Out Loud

Ohio's fourth annual *Poetry Out Loud* state competition was held Saturday, March 14 at the Matesich Theatre at Ohio Dominican University. Judges selected Upper Arlington High School student Mido Aly to represent Ohio in the 2009 Poetry Out Loud National Recitation Contest to be held April 26-28, in Washington, D.C. Aly received \$300 plus expenses for his trip to the finals. His school received a \$500 stipend for the purchase of poetry books.

Leah Walkowski from Columbus Alternative High School placed second. Lynsay Strahorn from Chaminade-Julienne High School in Dayton placed third. In all, 27 students from around Ohio participated in the event.

Poetry Out Loud was established by the National Endowment for the Arts and the Poetry Foundation.

Ohio Governor's Youth Art Exhibit Celebrates Excellence

This spring, 25 students will receive the Governor's Award for Excellence to honor their entries in the 39th annual [Ohio Governor's Youth Art Exhibition](#). Their works will be among the 300 chosen from over 12,000 entries by high school students across the state. From April 19 to May 14, 2009, the selected artworks will be displayed at the James A. Rhodes State Office Tower with satellite exhibits in the Governor's office and the Ohio Department of Education.

The exhibition is a cooperative effort between the Governor and the Ohio Department of Education, universities, colleges and corporate sponsors.

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Focusing the Light for Arts Education *New OAC Resource Aids Program Improvement*

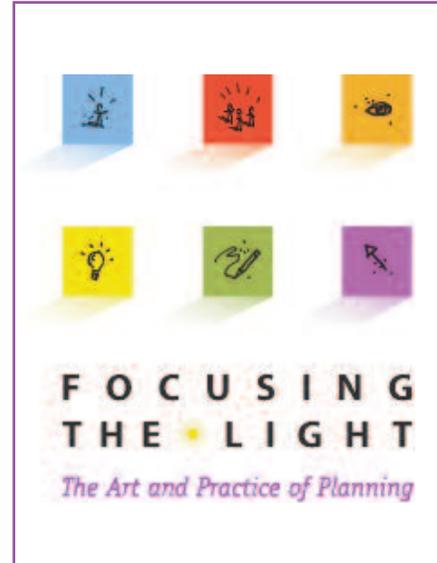
It starts with a bright idea. Maybe the spark ignited during a magical day in the classroom or an inspiring encounter with a community's cultural resources. Or maybe struggling to overcome obstacles was what illuminated new possibilities. Most arts educators, artists and arts organizations who work with Ohio's children and young people have experienced the promise of such radiant moments.

Clarifying, achieving, expanding, and sustaining the benefits of those brilliant ideas is the purpose of *Focusing the Light: The Art and Practice of Planning*. This new seven-volume series from the Ohio Arts Council, designed with the arts education community in mind, can help teams turn their creative ideas into effective programs and projects with wider appeal and public value.

Each volume addresses a strategic challenge arts education teams face as they develop and improve their programs:

- 1) Communicating public value through advocacy and understanding the essential role of strategic planning.
- 2) Identifying stakeholders, building successful partnerships and project teams and strengthening teamwork.
- 3) Assessing the context of the planning process.
- 4) Creating a workable plan, including outcomes, strategic activities, action plans and budgets.
- 5) Communicating the plan and adapting components of the plan to funding opportunities.
- 6) Monitoring plan implementation and documenting project activities and results.
- 7) Using evaluation as a tool for measuring outcomes, improving programs and promoting organizational learning.

See the [OAC Web site](#) for information on ordering the series and follow-up activities. Select *Search Databases*, then *Cultural Planning Resources* to access annotated bibliography entries for the resources cited in *Focusing the Light* and more. This database will be updated as new publications and resources emerge.



Arts Learning and *21st Century Skills*

Three Arts Education Perspectives on the Work of the Future

When you examine students' works of art or watch their performances, what do you see?

Certainly, you see evolving talent, as well as the expression of emotion and artistic imagination. You see the magic of a creative experience—reflections of a period in the school day during which the urgency of finding the “right” answer fades and self-expression becomes paramount. You see echoes of the human spirit.

But what about more immediate, tangible challenges? Can students' learning in the arts stand as evidence that they are developing what have come to be called 21st century skills? Will making, studying and responding to

art help prepare *all* students for work in a global economy driven by innovation?

Consider this: Responding to visual images or artistic performances requires intense observation and deep inquiry, as well as articulate communication. Creating works of art involves not only creativity, but also thoughtful preparation, sophisticated planning and extensive problem-solving.

May the next three stories inspire you to imagine and further explore what arts learning might mean to our next generation of scientists, inventors, visionaries and entrepreneurs.

Arts Learning and *Critical Thinking*

Terry Barrett judged the 2008 Ohio Art Criticism Open, held in association with the Ohio Governor's Youth Art Exhibition, and also will be judging the 2009 competition. Details can be found [online](#).

Jerry Tollifson founded and still judges a similar competition for grades 1-12 sponsored by the Ohio Art Education Association. In his honor, the OAEA now calls the annual event the [Jerry Tollifson Art Criticism Open](#).

Art criticism may seem far removed from the world of scientific research, technical innovation and business decisions. But examining and responding to works of visual art does more than we imagine to prepare students for the critical thinking challenges of a 21st century economy.

“The processes used in art criticism are sophisticated intellectual strategies that we use in all aspects of life,” says Terry Barrett, a professor of art education at Ohio State University, an artist and the author of several books on art criticism. “In a society that wants to look quickly at everything,” he says, “art criticism teaches students to look carefully and construct meaning from what they see. They learn to respectfully listen to one another in group conversations.” He thinks such experiences are important in the development of critical thinking, especially in a democratic society.

Barrett's goal in visiting classrooms, as well as in working with adults, is helping people find their own personal meaning in works of art.

Jerry Tollifson, an artist and former art education consultant for the Ohio Department of Education, says taking time to talk about art with students encourages scientific thinking.

“Describing a visual artwork and analyzing its line, color and subject matter, is very similar to the methodical work of a scientist,” says Tollifson. “But critical response to art also encourages qualitative thinking. Like many innovators in science and other fields, art critics have to look at alternatives, sometimes go out on a limb and always justify their ideas about what is going on in the work.”

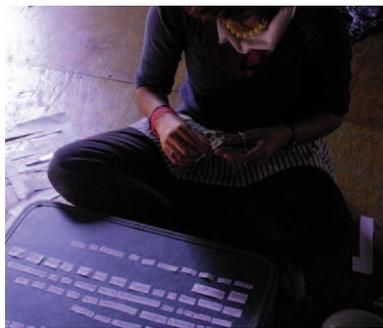
Both Barrett and Tollifson think talking about art improves art making, but they also see benefit in talking and writing about art throughout the curriculum.

Arts Learning and *Imaginative Response*

The innovative challenges ahead of our students will require them to respond imaginatively to change and adversity.

In Yellow Springs, Ohio, college students, college faculty and community members did just that by demonstrating how to meet change and challenge with artistry.

In June 2007, trustees of Antioch University announced that declining enrollment at their flagship institution, historic Antioch College in Yellow Springs, had led to a dramatic decision: they would close the school effective Fall 2008.



Students and citizens issued an outcry. Alumni scrambled to raise funds in an attempt to derail the closing of this historic liberal arts college, known for the co-op approach to higher education. But visual artist Migiwa Orimo did what creative people do.

"I was working with Louise Smith, a professor in Antioch's theater department, to design an artist residency for Fall 2007," she remembers. "When the announcement came, we felt a responsibility as artists to do something. We decided to explore the interface between the community and the college."



The Listening Project was theater students' response to the closing of Antioch College. They explored the interface between the college and Yellow Springs.

She called the resulting work of performance art "The Listening Project."

"Students went to the downtown area carrying suitcases they had designed," she says. "Each student approached a citizen, opened the suitcase and began a conversation."



"Art is not a product but a catalyst," says Orimo, reflecting on the project. "We have to be brave to think that there might not be a whole lot of product at the end."

Could "The Listening Project" be called a "solution" to the loss of Antioch college?

Of course, results of artworks can never be measured wholly, but consider this: When Antioch closed its doors in Fall 2008, the community responded in an unexpected

way. Faculty members, citizens of Yellow Springs and alumni from around the country launched the Nonstop Liberal Arts Institute—a school without a campus that recreates the Antioch educational experience across the community.

Classes meet at churches, homes and other community locations. Some are taught by faculty, others by alumni or experts outside academia. In the Fall, Nonstop had 22 full-time students and more than 50 part-time students.

In the early days of Nonstop Institute, Chris Hill, a media arts professor and organizer described it as "a bridge to an independent Antioch College in the future."

That goal is now in sight. As Nonstop was beginning its second semester, Antioch University trustees signed a letter of intent paving the way for a new independent liberal arts college in Yellow Springs.

How often are artistic acts—like the opening of those suitcases—the first opening of minds that help communities see new possibilities?

Arts Learning and *Global Awareness*

Competing as technical problem-solvers with workers in India, China and Singapore is only one part of thriving in a global economy. Today's students also will need to transcend language and cultural differences in the workplace. Some will travel the world on a regular basis or even live abroad. And they will need to find collaborative solutions for global problems.

Seeing global awareness dawning on young faces is one thing Melissa Obenauf of Živili Dance Ensemble loves about being a teaching artist. Her company's artist residencies in Ohio schools introduce students to dances, music and folklore of Croatia and other southern Slavic nations.

But creating a residency with Živili adds more than singing and dancing to the school day.

Ohio students and their peers in Slavic nations learn about one another's countries and exchange emails. "They find where the other country is located," says Obenauf. "They learn about one another's traditions and celebrations. They see a different way of life."

Students also gain appreciation for their own cultural experiences as they construct vests to wear during performance. The vests are decorated with symbols reflecting life as they know it.

"The activities open the door to new ways of thinking," says Obenauf. "Students begin to



Members of Živili Dance Ensemble help students gain global awareness.

connect their own lives with the lives of others. Something that they may have thought of initially as strange becomes just another way to do something—a way that is as beautiful as their way."

How will those future workers and citizens respond to global challenges? Perhaps cross-cultural arts experiences can open students' eyes, minds and hearts to the beauty of diversity and equip them to find common ground in times of global conflict and crisis.

The Art of Improvement *"Help Them Imagine!"*

Arnold Aprill, founding and creative director of the [Chicago Arts Partnership in Education \(CAPE\)](#), spoke at the Ohio Arts Council's yearly gathering of its artists in residence this October.

He encouraged artists to produce more documentation of their residencies in Ohio's schools. "Too much important work just disappears," he said. "People sometimes oppose our work because they can't imagine what we are talking about."

He suggested using digital cameras to capture images and video throughout the process. Most digital cameras allow capture of short video clips.

"Just switch to video mode and ask students to talk about what they have learned," he said. After sharing examples from a school in Chicago, he then led the artists in a hands on demonstration with their own cameras.

Aprill also urged the group to make their work more

interdisciplinary and public. To illustrate, he shared documentation of a project that united a community—a solar-powered model of students' Chicago neighborhood. With help from teachers and parents, the students used artistry and engineering to design each little house. The work became a community sensation when they installed it outside the school.

"One resident of the neighborhood called and said that she had never before seen art on display," reported Aprill.

Alliance Director Demonstrates the Power of One—and Many

What can I do? I'm only one person.

Fortunately, Donna Collins approached that dilemma creatively. When she was a young mother, she read articles suggesting that arts experiences are important to children's development and learning. So she did what she could—bought some paints and took her children to concerts and dance lessons. She also became an arts advocate in her role as a local PTA member.

Then one day her son TJ showed her a petition he was circulating. It proposed adoption of a theater class.

Seeing her son's passion and realizing how the arts had benefited him strengthened her commitment. "If he cares so much about making this class happen, it's important to make sure every student has the opportunity," she remembers thinking.

That realization led to a decision that changed the course of her life.

When she served as president of her school's PTA and later as a member of the Ohio PTA Board of Directors, she continued to advocate for the arts. That sustained commitment led to her current role as executive director of both the Ohio Alliance for Arts Education (OAAE) and Ohio Citizens for the Arts (OCA).

The OAAE is a statewide network of parents, educators, community leaders, arts and education organizations and concerned citizens. The organization also is a member of the Kennedy Center Alliance for Arts Education Network. The OCA is a statewide, grass-roots organization that works to increase public support for the arts in Ohio.



Donna Collins, Executive Director, Ohio Alliance for Arts Education and Ohio Citizens for the Arts

The Power of Communication

Collins and her small staff have an electronic grapevine that is continually humming.

Each week they email *Arts On Line*, a news update that keeps arts education advocates informed about developments that affect arts education—and about how they can help.

(continued next page)

Online Advocacy Tools Make Taking Action Easy

If you would like to become a more active advocate for high-quality arts learning in Ohio, help is available through the Ohio Alliance for Arts Education and Ohio Citizens for the Arts. Thanks to emails and online resources from these two organizations, you will need only modest time and effort to make your voice heard on behalf of arts education.

- No time to research the issues? Receive alerts about upcoming actions by federal and state government. Quickly access all the information needed to understand the decisions being made.
- Not sure how to get your message across? The OAAE and OCA Web sites have links to talking points and tools for more effective advocacy.
- Don't know whom to contact? The OCA's E-Advocacy Center will direct your letter to the right people in state and local government, as well as to Ohio's media organizations.

You can start by visiting www.oaae.net and www.ohiocitizensforthearts.org.

OAAE Mission

The Ohio Alliance for Arts Education exists to ensure that the arts are an integral part of the education of every Ohioan. The OAAE pursues three goals:

- 1: The arts are included in Ohio's "core" curriculum.**
- 2: All students have access to quality arts education programs.**
- 3: The arts are included in statewide efforts to improve student achievement.**

State Arts Leaders Present Tool Kit for Arts Advocates

Whether you are writing a proposal to fund a new arts program, convincing your local school board that strong arts education is essential or advising students about course selections, you now have access to a well-organized collection of information that will help you make a case for the arts.

It's the *Research-Based Communication Tool Kit*, available online through the National Assembly of State Arts Agencies (NASAA). Agency heads from four states, including Ohio's Mary Campbell-Zopf, authored the document to help you strengthen your message. Each section of the document focuses on an important benefit of arts learning:

[The Arts and the Creative Workforce](#)

[The Arts and Literacy Development](#)

[The Arts, Cognition and Social Development](#)

In each section, you will find a concise information sheet that states benefits of arts learning and cites the research findings supporting those statements. You can delve deeper by reading sources cited in the annotated bibliographies that follow. Finally you can spring into action by using or adapting the sample arts advocacy materials provided in each section.



ArtFacts to go

The materials include brief newsletter articles and longer features that can be reprinted in your publications, as well as letters that can serve as examples for your own communications.

Finally, you can be better prepared to seize advocacy opportunities on the fly with Art Facts To Go—wallet-sized cards you can download to print and share with colleagues.

- Critical Links states that students who study the arts are more likely to score higher on measures of creative thinking.¹
- According to a 1993 National Household Educational Survey, participation in culture-related activities was associated with higher levels of cognitive development in at-risk preschoolers.²

1 Deasy, R., Ed. (2002). *Critical Links: Learning in the Arts and Student Academic and Social Development*.

2 Beasley, T.M. (2002). Influence of culture-related experiences and socio-demographic risk factors on cognitive readiness among preschoolers. *Journal of Education for Students Placed at Risk*.

Advocacy—continued from page 10

Emails include information about recent and pending legislation that may affect arts education, as well as other important state and national news.

“Joan Platz is our person on the ground,” says Collins.

“She attends public meetings and determines how the arts fit into what is happening.”

The Power of Relationships

Although her visibility and eloquence at public events and policy meetings help advance the cause of arts education, Collins also

approaches advocacy as an ongoing process of relationship-building. She works closely with the state's other arts organizations and maintains ongoing dialogue with state leaders.

“Policy makers believe in the power of arts education, but they are pulled in a million directions,” she says. “Our job is to make sure they have the latest, best information about arts education as they make those tough decisions.”

The Power of Many

The commitment of OAAE and OCA members around the state make the greatest difference in promoting strong arts education, says Collins.

“Our members are becoming comfortable with advocacy. They're calling and meeting with their legislators. They engaged in the Governor's forums on education reform.

We can provide data, but when our members engage with policymakers about people in their districts, that is so valuable,” she says.

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SPECTRA+ Shares Knowledge

SPECTRA+ is a multi-disciplinary, comprehensive, school-wide arts education approach created by the Fitton Center for Creative Arts. After demonstrating the program's effectiveness in the Hamilton City Schools, the Fitton Center is now offering a document to assist school districts interested in arts-integrated education. [Information is online.](#)

AEP Creating 21st Century Research and Policy Agenda

The [Arts Education Partnership \(AEP\)](#) is developing an *Arts Education and 21st Century Learning Research and Policy Agenda*. The purpose of the effort is to "help build and refine the body of knowledge of the role of arts and creativity in the learning that all people need to succeed in a highly complex, technological, and multi-cultural world." The agenda will be published in 2010.

Ohio STEM Learning Network Advocates Arts Learning

The arts continue to be part of Ohio's conversation about inspiring advanced study in science, technology, engineering and math and developing future innovators. The [Ohio STEM Learning Network's](#) Web site includes a page called "Inquiring Minds," which asserts that "it is important to recognize the important connection of STEM to arts and social sciences." This page pays tribute to Leonardo da Vinci—artist and scientist—and features ideas from Daniel Levitin, author of the recent book *This is Your Brain on Music*.

NGA Report Links Arts to Economic Development

"A competitive edge and a creative edge go hand-in-hand to support economic prosperity," says a recent report from the National Governors Association (NGA). [Arts and Economy: Using Arts and Culture to Stimulate State Economic Development](#) describes the role of the arts in creating jobs, attracting educated workers, aiding community development and promoting tourism. The report outlines strategies for assessing a state's cultural assets and incorporating the arts into statewide planning.

OAC Web Site Lists Potential Funders for Your Arts Program

Looking for a small grant to help fund the activities of an arts or arts education program? The Ohio Arts Council's [Web site](#) is a good starting point. You can search over 100 opportunities by organization, funding priorities and key words, as well as see the levels of funding available through each organization.

President Is Strong Advocate for Arts Education

President Barack Obama's [position paper](#) on arts and culture encourages partnerships between schools and arts organizations, proposes an artist corps to work in low-income schools and promises to publically champion arts education.

Interested in exploring additional information about arts education research and practice? [Go to the Links & Threads hot list.](#)

ODE Mission

The Ohio Department of Education supports high achievement for all students every year by setting clear and high expectations for all students; by making sure that educators have the skills, knowledge and resources to help students improve; by fostering the ability of families and communities to help students succeed; and by measuring, publicizing and rewarding achievement results.



Department of Education

Ted Strickland, Governor

Deborah S. Delisle,
Superintendent of Public Instruction

25 South Front Street
Columbus, Ohio 43215

www.education.ohio.gov

OAC Mission

The Ohio Arts Council is a state agency that funds and supports quality arts experiences to strengthen Ohio communities culturally, educationally and economically.



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Ohio Arts Council

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NATIONAL
ENDOWMENT
FOR THE ARTS

The Ohio Arts Council and the Ohio Department of Education Are Equal Opportunity Employers