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ABSTRACT

This action guide reflects the discussions and recommendations of the Goals 2000 Education Action Planning Process. The booklet includes a summary checklist of critical actions that must be taken by those working at the national, state, and local levels to advance the arts in the Goals 2000 education improvement process. The sections of the booklet offer a brief statement of the national education goals, four reasons for the inclusion of the arts in education reform, a summary checklist of what must be done and how each individual has a responsibility to ensure that actions occur, a description of four critical factors necessary to achieve the voluntary implementation of the national goals, and a partial listing of national organizations participating in the Goals 2000 Arts Education Planning Process. (EH)

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**The Arts and
Education:
Partners
in Achieving
Our National
Education
Goals**

THE NATIONAL EDUCATION GOALS IN BRIEF



By the year 2000 ...

All children ready to learn



90% graduation rate



All children competent in
core academic subjects
(including the arts)



First in the world in math
and science



Every adult literate and
able to compete in the
workforce



Safe, disciplined, and
drug-free schools



Professional development
for educators



Increased parental
involvement in learning



The enactment of the bi-partisan *Goals 2000: Educate America Act of 1994* recognizes the arts as a core area of study in which American children are expected to achieve competency. As a people, we have taken a stand: The arts should be part of a quality education for every child.

The *Goals 2000: Educate America Act* provides, for the first time, resources to states and local school districts to develop and implement plans to improve student learning. The National Education Goals, and the voluntary standards accompanying them, reach to the very heart of American education. In this new environment, the task is not merely to look to the future but to create it – neighborhood by neighborhood, school by school, state by state – to take new risks for our children’s sake.

In response to this challenge, representatives of some 100 national arts, arts education, museum, education, higher education, business, foundation, parent organizations and government agencies came together:

- to affirm the arts as fundamental to quality education and education reform efforts;
- to articulate specifically how the arts can contribute to achieving the National Education Goals; and
- to identify how the individuals and organizations present could work together to assure that the arts become a central component of state and local level education reform plans.





THE ARTS IN GOALS 2000

To achieve their full potential as human beings, children need an education in the arts.

As part of the heritage of our culture, the arts are forms of understanding that are fundamental to what it means to be an educated person. They are the richest and most far-reaching expressions of human creativity, achievement and communication – from people to people, culture to culture, and age to age. To lack an education in the arts is to be profoundly disconnected, from our history, from beauty, from other cultures, and from multiple forms of expression. The arts are basic, as well, to securing a humane future for our children.

The arts are also indispensable to education reform, for four important reasons:

First, the arts engage students in learning in a variety of ways that enable them to develop many areas of intelligence and different “habits of mind.”

Second, research shows clearly that the arts help children build both basic and advanced thinking skills, develop problem-posing and problem-solving skills, and instruct children in diverse modes of thinking and learning. These are essential for life-long learning and responsible citizenship.

Third, the arts reach students who are otherwise disempowered and disenfranchised by providing diverse routes to academic and personal achievement. They enhance self-discipline, perseverance, and hard work, and provide gateways to other learning. **6**

Fourth, as well as being valuable in their own right, the arts help students build solid connections with other academic areas and to integrate their learning. The arts promote cross-cultural and interdisciplinary learning. They also offer students the opportunity to acquire skills not readily available via other disciplines.

The Arts and the 21st Century Economy.

The arts teach and enhance such skills as the ability to manage resources, the interpersonal skills of cooperation and teamwork, the ability to acquire and use information and to master different types of symbol systems, and the skills required to use a variety of technologies. As part of their preparation for productive work, the arts help students build the specific workplace skills needed to ensure their own employability and their ability to make a solid economic contribution to our communities and to a nation in which the arts are a \$316 billion business.



WHAT MUST BE DONE NOW: A SUMMARY CHECKLIST

The arts are a proven – but under-utilized – resource for education reform. Specific actions must be taken now to ensure inclusion of the arts. State and local level planning teams are now making decisions about how the education reform agenda is going to be carried out. To realize the benefits of the arts, all of us – educators, state and local education planning teams, parents, artists and arts organizations, museums, businesses and foundations – must take an active role in each of our states and communities to:

- ✓ **Include the arts as a core content area in state and local curricula.** The National Education Goals are not mandates; states and communities still decide what subject areas are essential.
- ✓ **Strengthen the case for the arts as integral to the Goals 2000 Act planning** and include arts and cultural organizations and arts educators in every step.
- ✓ **Reflect the strong positive relationship that exists between the arts and arts education and workplace skills and preparation for college.**
- ✓ **Know and use the voluntary National Standards for Arts Education as a guide for setting instructional goals** and for raising academic content levels and student achievement.
- ✓ **Form partnerships** among schools, teachers, federal administrators, higher education, arts educators, state and local arts agencies, parents, businesses, art alliances, individual artists, organizations of performing and presenting artists, and arts institutions to improve education.
- ✓ **Include sufficient instructional resources and personnel** to assure quality instruction in the arts.

- ✓ Include provisions for **making full use of communities' arts partners and resources during and after the typical school day and year.**
 - ✓ Use the **arts as models for assessing student learning**, e.g., through the use of portfolios, essays, exhibitions, and student performances.
 - ✓ Develop an understanding of the **arts as a medium for integrating learning across the curriculum.**
 - ✓ Use the arts to **engage parents** in the effort to improve schools and their children's education.
 - ✓ Build **leadership teams** to develop action mechanisms that help people actually do what needs to be done.
-

**EVERY CHILD SHOULD BE
EDUCATED IN THE ARTS.
YOU ARE THE KEY TO
MAKING THIS HAPPEN.**

The arts are a valuable asset for those who care about the educational future of our nation. **Now is the time to work together to implement what is perhaps the widest and deepest school reform effort in our nation's history.**

The 100+ national organizations participating in the Goals 2000 Arts Education Partnership are working together to help you include the arts in the improvement of our children's education. For information and assistance, write:

**Goals 2000 Arts Education Partnership
One Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
Phone: (202) 326-8683**



CRITICAL SUCCESS FACTORS FOR IMPROVING TEACHING AND LEARNING

Four factors are critical if we are to create the kind of quality educational environment we want, and if our children are to achieve the high standards and goals called for by the Goals 2000 Act and in the voluntary national standards:

First, we must hold out high expectations for all students – in the arts as in all core subjects. We need to put an end to what U.S. Secretary of Education Richard Riley has called the “tyranny of low expectations.” *The arts create a climate of high expectations, respect for quality, and a sense of how work leads to experienced achievement.*

Second, we must develop programs that positively engage our students and the resources of communities. All young people, and particularly those who are at-risk, need support. We cannot make education better in a world that is unpredictable and unsafe for children; at the very least, they need an educational environment that is safe, disciplined, drug-free, and violence-free. *The arts are a resource that every community can use to provide learning options to destructive alternatives.*

Third, we know that when we involve parents in schools, children achieve more, and at higher levels. The Goals 2000: Educate America Act encourages much greater parent involvement in learning at home and at school. *Arts programs, especially in partnership with arts and cultural organizations, create many opportunities for parental involvement.*

Fourth, the roles of teacher and school administrator in achieving the National Education Goals are paramount. We cannot create the conditions that will enable our children to do better unless we provide teachers, principals, artist-educators, and administrators with sustained, quality, professional development to carry the reform agenda forward. *The arts are a vital resource for professional development; they renew creative energy and transform practices and programs.*



NATIONAL ORGANIZATIONS PARTICIPATING IN THE GOALS 2000 ARTS EDUCATION ACTION PLANNING PROCESS*

- Aesthetic Education Institute
Rochester, NY
- Alliance for Arts Education Network
c/o John F. Kennedy Center for the
Performing Arts
Washington, DC
- Alliance for Curriculum Reform
Arlington, VA
- American Alliance for Theater
& Education
Tempe, AZ
- American Arts Alliance
Washington, DC
- American Association of Colleges for
Teacher Education
Washington, DC
- American Association of Community Colleges
Washington, DC
- American Association of Museums
Washington, DC
- American Association of School
Administrators
Arlington, VA
- American Association of State Colleges
and Universities
Washington, DC
- American College Dance
Festival Association
Pittsburgh, PA
- American Council for the Arts
New York, NY
- American Crafts Council
New York, NY
- American Dance Guild
New York, NY
- The American Federation of Arts
New York, NY
- American Institute of Architects
Washington, DC
- American Library Association
Chicago, IL
- American Symphony Orchestra League
Washington, DC
- ArtsEdge
c/o John F. Kennedy Center for the
Performing Arts
Washington, DC
- Arts Education Public Awareness Group
c/o Chicago Academy for the Arts
Chicago, IL
- Association of Art Museum Directors
Washington, DC
- Association of Arts
Administration Educators
c/o Columbia College,
Management Program
Chicago, IL
- Association of Hispanic Arts
New York, NY
- Association of Institutes for
Aesthetic Education
c/o Bowling Green State University
Office of Continuing Education
Bowling Green, OH
- Association of Performing Arts Presenters
Washington, DC
- Association for Supervision and
Curriculum Development
Alexandria, VA
- Association for Theater
In Higher Education
c/o THEatre Service
Evansville, IN
- Binney and Smith, Inc.
Easton, PA
- Business & Industry for the Arts
In Education, Inc.
Glen Rock, NJ
- Center for Arts in the Basic Curriculum
Washington, DC
- Chamber Music America
New York, NY
- Children's Defense Fund
Washington, DC
- Coca-Cola Foundation, The
Atlanta, GA
- College Art Association of America
New York, NY
- College Board, The
New York, NY
- Congress on Research in Dance
University Park, MD
- Council for Basic Education
Washington, DC
- Council of Chief State School Officers
Washington, DC
- Educational Theatre Association
Cincinnati, OH
- Galef Institute, The
Los Angeles, CA
- GE Fund, The
Fairfield, CT
- Getty Center for Education in the Arts. The
Santa Monica, CA
- Grantmakers in the Arts
c/o Pew Fellowships in the Arts
Philadelphia, PA
- Graphic Design Educator's Association
c/o North Carolina State University
Raleigh, NC
- Industrial Designer's Society of America
Great Falls, VA
- Institute of Museum Services
Washington, DC
- International Association
of City Managers
Washington, DC
- International Council of Fine Arts Deans
San Marcos, TX
- International Network of Performing and
Visual Arts Schools
Washington, DC
- John F. Kennedy Center for the
Performing Arts
Washington, DC
- Kenan Institute for the Arts
Winston-Salem, NC
- Leonard Bernstein Center for Education
Through the Arts
Nashville, TN
- Library of Congress
Washington, DC



- Lincoln Center Institute
New York, NY
- Marshall Field's Company
Chicago, IL
- Math Association of America
Washington, DC
- Music Educators National Conference
Reston, VA
- National Alliance of Business
Washington, DC
- National Alliance of Media Educators
Los Angeles, CA
- National Art Education Association
Reston, VA
- National Art Materials Trade Association
Brookline, MA
- National Assembly of Local Arts Agencies
Washington, DC
- National Assembly of State Art Agencies
Washington, DC
- National Assessment Governing Board
Washington, DC
- National Association of
Artist Organizations
Washington, DC
- National Association of Elementary and
Middle School Principals
Alexandria, VA
- National Association of Music Merchants
Reston, VA
- National Association of Partners
in Education
Alexandria, VA
- National Association of Performing
Arts Centers
c/o Calgary Center for Performing Arts
Calgary, Alberta
- National Association of Secondary
School Principals
Reston, VA
- National Association of State Boards
of Education
Alexandria, VA
- National Board of Professional
Teaching Standards
Detroit, MI
- National Coalition for Education
in the Arts
c/o Music Educators National
Conference
Reston, VA
- National Conference of State Legislatures
Denver, CO
- National Council of State Arts
Education Consultants
c/o Office of the Superintendent of
Public Instruction
Olympia, WA
- National Cultural Alliance. The
Washington, DC
- National Dance Association
Reston, VA
- National Dance Institute
New York, NY
- National Education Association
Washington, DC
- National Endowment for the Arts
Washington, DC
- National Endowment for the Humanities
Washington, DC
- National Foundation for Advancement
in the Arts
Miami, FL
- National Foundation for the Improvement
of Education
Washington, DC
- National Gallery of Art
Washington, DC
- National Geographic Society
Washington, DC
- National Guild of Community Schools
in the Arts
Englewood, NJ
- National Parent-Teacher Association
Chicago, IL
- National Public Radio
Washington, DC
- National School Boards Association
Alexandria, VA
- National Science Foundation
Arlington, VA
- National Task Force on Folk Arts
in Education
Alexandria, VA
- OPERA America
Washington, DC
- Polaroid Corporation
Cambridge, MA
- President's Committee on the Arts
and Humanities
Washington, DC
- Public Broadcasting System
Alexandria, VA
- Quality Education for Minorities
Washington, DC
- Smithsonian Institution
Washington, DC
- Southern Arts Federation
Atlanta, GA
- Teachers and Writers Collaborative
New York, NY
- Theatre Communications Group
New York, NY
- U. S. Chamber of Commerce
Washington, DC
- U.S. Department of Education
Washington, DC
- U.S. Department of Health and
Human Services
(Head Start Bureau)
Washington, DC
- U.S. Department of Housing and
Urban Development
Washington, DC
- U.S. Department of Justice
(Juvenile Justice System)
Washington, DC
- U.S. Department of Transportation
Washington, DC
- United States Urban Arts Federation
c/o NYC Department of Cultural Affairs
New York, NY
- Very Special Arts
Washington, DC
- Wolf Trap Education Foundation for
the Performing Arts
Vienna, VA
- WORLDDESIGN Foundation
New York, NY
- Young Audiences
New York, NY

** In addition to these organizations,
selected individual artists and
educators were invited to participate.*



The National Endowment for the Arts, in partnership with the U.S. Department of Education, convened a series of three meetings during the Summer and Fall of 1994 for representatives of over 100 national arts, arts education, museum, education, higher education, parent organizations, businesses, foundations and government agencies.

Their goal was to develop an action plan to maximize the role of the arts in improving education and helping schools and students achieve the National Education Goals.

This action guide is one of several publications reflecting the discussions and recommendations of that Goals 2000 Arts Education Action Planning Process.

It includes a summary checklist of critical actions which must be taken by those working at the national, state and local levels to advance the arts in the Goals 2000 education improvement process.

Feel free to reproduce this guide and make it available to any who would benefit from it.

We encourage its broad dissemination.



NATIONAL
ENDOWMENT
FOR THE
ARTS


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