Learning opportunities and operations:

- Arts learning included in measures of student growth
- High stakes testing is phased out
- Assessment practices focus on student learning and progress, not grades
- There are sufficient numbers of full-time arts education specialists for all grade levels

Building procedures and operations:

- Principals allocate sufficient funds to a dedicated arts budget
- Building schedules support equitable access to sequential arts learning
- Collaborative planning practices are in place
- Hiring practices identify educators with knowledge, skills, and competencies to facilitate meaningful arts learning

Schools

- Data regarding arts learning and opportunities is publicly available
- Central office arts education staff have decision-making authority to plan and allocate resources
- School board and administration develop budgets that support and sustain strong arts programs
- Learning opportunities meet or exceed federal and state arts education mandates for all students
- Feeder patterns support neighborhood cohesion and arts programs
- Curricula are aligned to learning standards and a culturally responsive framework following youth-driven paths of inquiry
- A strong arts education policy is in place that shapes school-level programs

- Funding invests in historically underfunded organizations
- Private/public partnerships leverage more funding for arts education
- Grants regularly support multi-year arts partnerships
- Foundation leaders use their influence to advocate for arts education in schools
- Funders offer more operating support to arts organizations

- Programs for certified arts teachers focus on inquiry-based instruction and culturally responsive practices
- Teacher preparation programs incorporate arts learning for all teachers
- Professional development credits for recertification include the arts as an area of expertise
- Funds offer more operating support to arts organizations
- Funding supports collaborative planning

- Family, non-arts teachers, neighbors, peers, school counselors, faith leaders, and mentors value the arts as a conduit for upliftin and better understanding youth
- Arts education advocacy resources are accessible and powerful
- Young people are encouraged to explore arts professions as viable career pathways
- Supportive peers share a passion for the arts
- Young people are encouraged to engage in arts learning as personally meaningful activity
- Community members advocate for arts learning as a human right

- Academic, arts, and community partnerships offer learning opportunities for different skill and commitment levels
- Partnerships vary by type and duration and include long-term collaborations
- Arts partnerships with community organizations enable youth to explore beyond their communities
- Young people are encouraged to engage in arts learning as personally meaningful activity
- Community members advocate for arts learning as a human right
- Program offerings are equitably accessible

Knowledge, skills, and competencies:

- Designing for love, justice, equity, and compassion
- Presenting examples of cultures and identities that differ from their own
- Exploring identity with youth’s honoring “who am I” as an essential question
- Positioning youth as the subjects vs. objects in their learning
- Building personal connections with students, understanding who they are and their lived experiences
- Building personal relationships with the adults in students’ lives

Values and culture:

- Administrators and teachers view the arts as an essential element of integrated learning
- School culture values joy, creativity, and humanized learning
- Arts learning is integrated within broader school planning
- Authentic mechanisms are in place for students to co-create their learning environments and opportunities

School Districts

- Choosing on young people’s assets and strengths
- Choice and creative expression
- Access to authentic artistic resources and tools
- Cultural relevance
- Treating young people with care and respect
- Collaboration and sharing
- Real-world connections
- Open-ended inquiry
- Experimentation and risk-taking
- Emphasizing process over product
- Self-assessment and reflection

- Empowerment and authentic artistic resources
- Authentic artistic resources and tools
- Cultural relevance
- Treating young people with care and respect
- Collaboration and sharing
- Real-world connections
- Open-ended inquiry
- Experimentation and risk-taking
- Emphasizing process over product
- Self-assessment and reflection

Foundations

- Teaching artists are respected and compensated in a manner that fairly values their worth
- Diverse network of arts organizations operates across the region
- Arts partnerships offer learning opportunities for different skill and commitment levels
- Partnerships vary by type and duration and include long-term collaborations
- Arts partnerships with community organizations enable youth to explore beyond their communities
- Young people are encouraged to engage in arts learning as personally meaningful activity
- Community members advocate for arts learning as a human right
- Program offerings are equitably accessible

Community Members

- Teaching artists are respected and compensated in a manner that fairly values their worth
- Diverse network of arts organizations operates across the region
- Arts partnerships offer learning opportunities for different skill and commitment levels
- Partnerships vary by type and duration and include long-term collaborations
- Arts partnerships with community organizations enable youth to explore beyond their communities
- Young people are encouraged to engage in arts learning as personally meaningful activity
- Community members advocate for arts learning as a human right
- Program offerings are equitably accessible

Arts Organizations

- Teaching artists are respected and compensated in a manner that fairly values their worth
- Diverse network of arts organizations operates across the region
- Arts partnerships offer learning opportunities for different skill and commitment levels
- Partnerships vary by type and duration and include long-term collaborations
- Arts partnerships with community organizations enable youth to explore beyond their communities
- Young people are encouraged to engage in arts learning as personally meaningful activity
- Community members advocate for arts learning as a human right
- Program offerings are equitably accessible

Arts Educators

- Teaching artists are respected and compensated in a manner that fairly values their worth
- Diverse network of arts organizations operates across the region
- Arts partnerships offer learning opportunities for different skill and commitment levels
- Partnerships vary by type and duration and include long-term collaborations
- Arts partnerships with community organizations enable youth to explore beyond their communities
- Young people are encouraged to engage in arts learning as personally meaningful activity
- Community members advocate for arts learning as a human right
- Program offerings are equitably accessible

Youth Outcomes

- Self-awareness and feelings of self-efficacy
- Understanding of culture and heritage
- Motivation to learn