



# When C<sub>s</sub> = A<sub>s</sub>

**Ask** to Ensure the **Arts Are Advanced** Through the Integration into Florida's **Accountability** Plan for Every Student Succeeds **Act** (ESSA)

**Care** Connect Community Collect Compile Chorus Calculate  
 Calendar Call Can Campaign Candidates Capable Career  
 College Careful Case Carry-on **Cast** Cause Careful  
 Categories Celebrate Certain Curious Chain Chairs  
**Collaborate** Challenges Champions Chance Change Channel  
 Chapters Charge Clarity Chat Calendar Check **Commit**  
 Children Choices Choose Circumstances Citizens Cities  
 Counties Civility Circles **COMMUNICATE** Clear Clever Click  
 Curriculum Climate Climb Clock Coaching Collecting Colleges  
 Combinations Committees Commissions **Coalitions** Comments  
 Convene Command Compare Compassion Competitive  
**Coordinate** Comply Compose Complex Concentrate  
 Compute Concerns Concepts Conclusions Credits Conditions  
 Confirm **Capacity** Congress Conscience Commit Complete  
 Conversations Consistent Constant Consult Contact  
 Convene Consumers Content Context Continue Control  
**Cooperate** Copy Corporations Correct Cost Count  
 Courage Country Courses Create **Creativity**

# When C<sub>s</sub> = A<sub>s</sub>

**Ask** to Ensure the **Arts Are Advanced** Through the Integration into Florida's **Accountability** Plan for Every Student Succeeds **Act**



Some information to share, discuss, and build upon to ensure the arts are integrated into Florida's Strategies and Accountability Plan for ESSA

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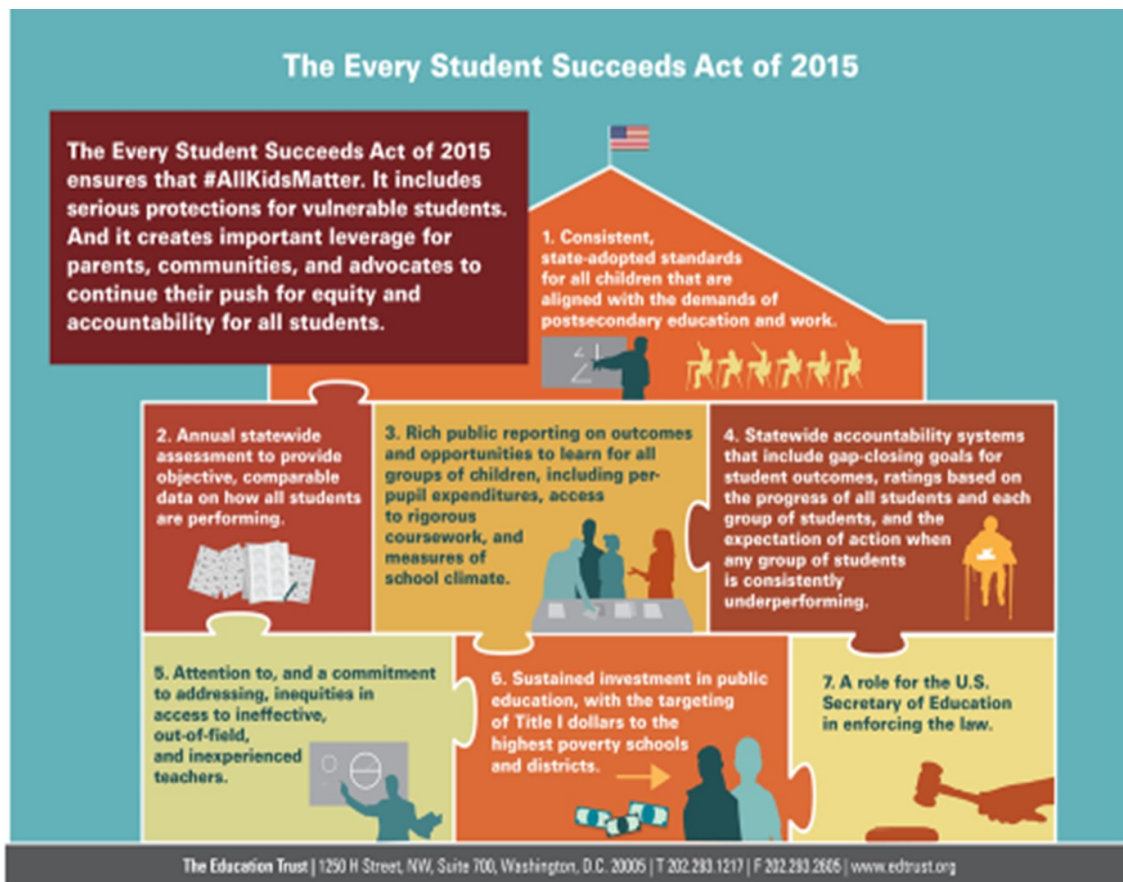
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# is ESSA?

[Link to Detailed information on ESSA](#)

The Every Student Succeeds Act (ESSA) replaces the previous No Child Left Behind Act (NCLB), which reauthorizes the 50-year-old 1965 Elementary and Secondary Education Act (ESEA). ESSA was signed by President Obama on December 10, 2015. ESSA also limits the federal government's role in education and allows states more flexibility to set their own standards and accountability systems.



1. Consistent, state-adopted standards for all children
2. Annual statewide assessment
3. Reporting on outcomes and opportunities to learn for all children
4. Accountability systems that include gap-closing goals for student outcomes
5. A commitment to address inequities in access to ineffective teachers
6. Sustained investment in public education
7. A role for the U.S. Secretary of Education to enforce the law



# WHERE

## are the arts integrated into ESSA?

In definition of a well-rounded education, which replaces the No Child Left Behind (NCLB) core-subject-area definition of academic areas.



### “(52) WELL-ROUNDED EDUCATION

The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, **arts**, history, geography, computer science, **music**, career and technical education, health, physical education, **and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.**”



and the arts are included in 12 other ESSA provisions —





# WHERE

are the arts integrated into ESSA continued:



## “SEC. 4107. ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES.

“(B) programs and activities that use **music and the arts** as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution;

“(vi) integrating other academic subjects, **including the arts**, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;



“(I) programs and activities that support educational programs that integrate multiple disciplines, such as programs that **combine arts and mathematics**; or

“(J) other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.



**and there are even other sections that include the arts —**





# WHERE

are the arts integrated into ESSA continued:

## “PART B—21ST CENTURY COMMUNITY LEARNING CENTERS “SEC. 4201. PURPOSE; DEFINITIONS.



“(a) PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—

“(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;



“(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, **arts, music**, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and



“(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. **AND more. . . .**



# WHERE

are the arts integrated into ESSA continued:

## “SEC. 4641. AWARDS FOR ACADEMIC ENRICHMENT.



“(a) PROGRAM AUTHORIZED. From funds reserved under section 4601(b)(2)(C), the Secretary shall award grants, contracts, or cooperative agreements, on a competitive basis, to eligible entities for the purposes of enriching the academic experience of students by promoting—

“(1) **arts education** for disadvantaged students and students who are children with disabilities, as described in section 4642;



## “SEC. 4642. ASSISTANCE FOR ARTS EDUCATION.

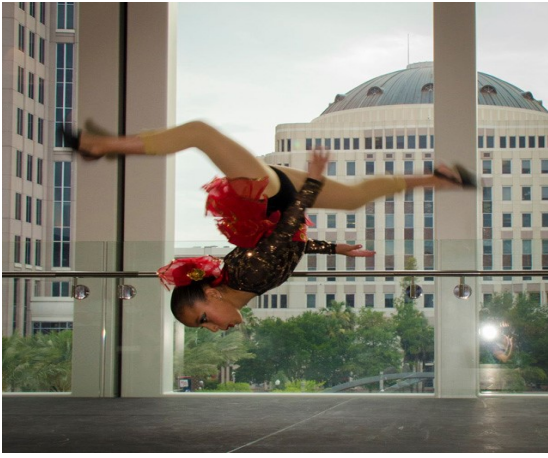
### “(a) AWARDS TO PROVIDE ASSISTANCE FOR ARTS EDUCATION.

“(1) IN GENERAL.—Awards made to eligible entities to fulfill the purpose described in section 4641(a)(1), shall be used for a program (to be known as the ‘**Assistance for Arts Education program**’) to promote arts education for students, including disadvantaged students and students who are children with disabilities, through activities such as—



“(A) **professional development for arts educators, teachers, and principals;**

“(B) **development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines;** and



# WHERE

are the arts integrated into ESSA continued:

“(C) **community and national outreach activities that strengthen and expand partnerships among schools, local educational agencies, communities, or centers for the arts, including national centers for the arts.**



“(b) **CONDITIONS.**—As conditions of receiving assistance made available under this section, the Secretary shall require each eligible entity receiving such assistance—

“(1) to coordinate, to the extent practicable, each project or program carried out with such assistance with appropriate activities of **public or private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters;** and “(2) to **use such assistance only to supplement, and not to supplant,** any other assistance or funds made available from non-Federal sources for the activities assisted under this subpart.



“(c) **CONSULTATION.**—In carrying out this section, the Secretary shall consult with Federal agencies or institutions, **arts educators (including professional arts education associations), and organizations representing the arts (including State and local arts agencies involved in arts education).**



“(d) **PRIORITY.**—In awarding grants under this section, the Secretary shall give priority to eligible entities that are eligible national nonprofit organizations.





# WHERE

**are the arts integrated into ESSA continued:**



“(e) DEFINITIONS.—In this section:

“(1) ELIGIBLE ENTITY.—The term ‘eligible entity’ means—

“(A) a local educational agency in which 20 percent or more of the students served by the local educational agency are from families with an income below the poverty line;

“(B) a consortium of such local educational agencies;

“(C) a State educational agency;

“(D) an institution of higher education;

“(E) **a museum or cultural institution;**

“(F) the Bureau of Indian Education;

“(G) an eligible national nonprofit organization; or

“(H) another private agency, institution, or organization.



“(2) ELIGIBLE NATIONAL NONPROFIT ORGANIZATION.—The term ‘eligible national nonprofit organization’ means an organization of national scope that—

“(A) is supported by staff, which may include volunteers, or affiliates at the State and local levels; and

“(B) **demonstrates effectiveness or high-quality plans for addressing arts education activities for disadvantaged students or students who are children with disabilities.**





## What does the inclusion of the arts in ESSA mean for the advancement of arts education in Florida schools and communities?

### Greater opportunities and access to

- ▶ **funding** that supports courses, activities, and programming in subjects that include the arts that support a well-rounded education. For example,
  - \$20 million for the Assistance for Arts Education Grant Program ;
  - Title I programs that provide supplemental funds for a well-rounded education that can include the arts for disadvantaged students to achieve higher education standards in low performing schools;
  - Titles I, II and IV to support professional development for arts educators;
  - Title IV for after-school programs and community learning centers;
- ▶ integrate the **arts into STEM** (science, technology, engineering, math);
- ▶ engage with local and state policy makers in the development of ESSA **policies that support arts education** in all 67 Florida school districts;
- ▶ participate in the development of **flexible accountability systems** that require multiple progress measures to assess school performance, such as student and parental engagement and school culture and environment. States must include an additional indicator of school quality or student success that could be non-academic in nature, for example, “what percent of students are taking fine arts courses” was suggested by [Foundation for Excellence in Education](#), an organization that has substantial influence in education policy in Florida. Florida education policy makers are considering such statewide indicators now during the development of Florida’s ESSA accountability plan and how they would incorporate that indicator into its accountability system;
- ▶ participate in development of **standards and testing**; and
- ▶ **Pull-Out Policies** in ESSA that discourage removing students from the classroom, including arts’ classes, for remedial instruction, allowing more classroom time for arts courses, with fewer interruptions that also includes preparation for standardized tests.

ESSA allows advocates to educate and work with policy makers to ensure that policies and funding investments in local and state ESSA strategies and accountability plans provide for expanded and equal access to quality arts education learning opportunities in all of the arts for all Florida students.

# WHY

**is it critical that advocates for arts education be informed, engaged, and participate at the local and state ESSA policy-making tables?**



**National and state data continue to demonstrate that education in and through the arts matter to**

- ▶ an essential and comprehensive well-rounded education for all students;
- ▶ the engagement of all students in learning;
- ▶ higher grades in other subjects and on standardized tests;
- ▶ preparing them for success in higher education and the workforce;
- ▶ the development of their critical-thinking skills;
- ▶ keeping students in school and learning;
- ▶ reducing drop out rates and help close achievement gaps;
- ▶ igniting students' creativity and innovative curiosity, a primary concern for employers who are having challenges finding creative workers;
- ▶ strengthening students' focus and self-discipline;
- ▶ building their self-confidence and communication skills;
- ▶ learning how to work effectively as a member of a team;
- ▶ help students analyze challenges and develop solutions;
- ▶ acquiring 21st Century skills for personal and professional successes;
- ▶ providing students with intellectual, emotional, and social skills to better adapt to an ever-changing world;
- ▶ opening their minds to listen to different viewpoints and cultures;
- ▶ the development of their analytical and evaluative skills; and
- ▶ expanding their career opportunities.



## is the latest update regarding ESSA from Florida Department of Education?

[Link](#) to the official memo below.

### MEMORANDUM FROM FLORIDA DEPARTMENT OF EDUCATION

**TO:** School District Superintendents

**FROM:** Hershel Lyons

**DATE:** June 3, 2016

**SUBJECT:** Every Student Succeeds Act Update and Public Input Plan

Please find below the talking points used recently by Florida Department of Education (FDOE) personnel regarding the implementation of the Every Student Succeeds Act (ESSA) in Florida. You may use these with your local constituency groups. For district planning purposes, you may also find helpful the information regarding public input and the timeline based on the information we have received from the U.S Department of Education (USED).

#### General ESSA Talking Points

It is vital for us to spend time discussing recent state and federal legislation in order to keep our stakeholders informed and our districts prepared for any policy changes.

- At FDOE, one of the first things we ask ourselves when it comes to decision-making is “**will this help ensure that all students are learning?**”
- As we look to the future and plan for implementation of ESSA, that question will remain in the forefront of conversations.
- We are still **waiting on additional guidance from USED**, but we do know that **ESSA emphasizes accountability**, particularly for low-performing schools with consistently low graduation rates and slow progression.
- Here in Florida, these are familiar concepts. We established K-12 accountability before No Child Left Behind, and we have continued to raise standards and academic achievement in recent years to **ensure success in college, career and life for all students**.
- As a result, Florida’s students are leading the way in critical education metrics, and we now serve as a national education model. This is particularly impressive considering the fact that we consistently raised the bar to ensure **students are prepared to succeed in higher education and compete in the global job market**.
  - Florida’s graduation rate is at a 12-year high, and all demographic subgroups have increased, contributing greatly to the statewide improvement.
  - Florida ranks 2<sup>nd</sup> in the nation for participation in AP courses, and 3<sup>rd</sup> in the nation in the percentage of 2015 graduates who succeeded on AP exams, with 30 percent of these graduates eligible for college credit.
  - Recent NAEP results show that Florida’s fourth grade Hispanic students continue to have the nation’s highest percentage of students performing at or above *Basic* and at or above *Proficient* in reading. **continued on next page**



## is the latest update regarding ESSA from Florida Department of Education?

[Link to the official memo below.](#)

### June 3, 2016, Memo from Hershel Lyons to School District Superintendents

- Florida has the 2<sup>nd</sup> lowest grade 4 reading poverty gap and ranks 4<sup>th</sup> for improvement in reading in K-12 achievement.
- Florida's high school graduation rates for students with disabilities has improved 18 percentage points in the past eight years, from 39 percent in 2006-07 to 57 percent in 2014-15.
- In Florida, the vast majority of students with disabilities are meeting the same general education standards as their peers without disabilities.
- And we have made great strides in closing the achievement gap:
  - At 68 percent, the high school graduation rate for Florida's African American students has increased 22.3 percentage points since 2003-04 and 3.3 percent over last year.
  - Florida has the greatest number of AP scores of 3 or higher received by African American students in the nation.
  - Florida's ranks 1<sup>st</sup> in the nation for **narrowing the achievement gap** between White and African American students from 2003 to 2015 on grade 8 NAEP Reading, closing the achievement gap by 8.69 scale score points during that time.
- **ESSA provides more flexibility than ESEA**, but the degree of flexibility is not yet completely outlined.
- Additionally, with flexibility also comes additional responsibility. Rather than rely on federal requirements, **we will need to be fully invested in any flexibility options we choose**, because we take responsibility as a state for every child's education.
- When considering flexibility options, **we must consider the evidence** that leads us to believe we can still know whether every child is being educated to their highest potential.
- **We are learning together and caution districts in moving too fast** on items that will need to be finalized at the federal level before we know the parameters of ESSA flexibility and can pursue decisions at the state level, with your input.

### Public Input

There is **a lot of guidance we await as a state**, and subsequently, many decisions that need to be made. We hope that you will communicate with us throughout this process and encourage other interested individuals to share their opinions and ideas as well. Your expertise and input are a valued and necessary part of this ongoing conversation.

- This month, FDOE will begin taking **online public comment** on what should be included in Florida's state plan, based on ESSA requirements.
- Once the comment period has ended, we **will review the feedback** we received and develop a draft state plan, which will be posted online.
- FDOE will **again request input** from education stakeholders after Florida's ESSA draft state plan is posted online. This public comment period will last at least 30 days, and it will take place prior to its due date to USED.
- Depending on the **feedback** we receive and the content of the state plan, we **will determine whether changes are necessary** to State Board of Education rule or **will require legislative action. continued on next page**





## is the latest update regarding ESSA from Florida Department of Education?

[Link](#) to the official memo below.

**June 3, 2016, Memo from Hershel Lyons to School District Superintendents**

### Timeline

We await guidance from USED on the following question which affects our timeline for preparing a state plan and making decisions on accountability changes, and has ripple effects to school improvement policy and possible state statutory changes: Does accountability implementation in 2017-2018 mean that decisions are based on 2016-2017 results or 2017-2018 results?

This is an important time in our state's education system, and we appreciate your patience and input as we move through the various steps and processes to fully implement ESSA. Below, we have provided a timeline based on the information we have currently. Given the evolving nature of this process, we expect to revise this timeline based on changes that take place at the federal level. We will continue to update you as more information becomes available.

- **April 2016:** The negotiated rulemaking meetings finished in April, but there was not necessarily agreement on a clear path forward.
- **May 31, 2016:** USED published draft regulations on accountability, state plans and data reporting to the Federal Register.
- **June 20, 2016:** FDOE will begin taking public comment online to receive input on what Florida's state plan should include, based on ESSA.
- **September 2016:** The State Board of Education will adopt the legislative platform, which will include any statutory changes needed to comply with ESSA.
- **By the end of 2016:** FDOE expects to receive final regulations from USED.
- At a date yet to be determined, Florida's ESSA state plan will be posted for public comment for at least 30 days, prior to its due date to USED.
- **Early 2017:** ESSA offers an opportunity for FDOE to consolidate federal programs funding applications. We anticipate providing training on a new application.
- **Spring 2017:** During the 2017 Legislative Session, any necessary legislative changes will be pursued.
- **Summer or Fall of 2017:** If necessary based on any legislative changes, the State Board of Education rulemaking process will commence.

As a reminder, FDOE will post information on ESSA as it becomes available at [www.fldoe.org/academics/essa.stml](http://www.fldoe.org/academics/essa.stml). There is a place to sign up to get email updates when new information is available. Questions about ESSA can be sent to [ESSA@fldoe.org](mailto:ESSA@fldoe.org).

We look forward to learning together with our partners at the local and federal levels as we make decisions about and plan implementation of the opportunities afforded by ESSA.



## Florida Department of State Requests Public Input Into the Development of Florida's Plan to Implement ESSA

Survey for public input

open from June 21 through July 22, 2016

### June 21, 2016, Memo From Florida Commissioner of Education Pam Stewart to Florida School District Superintendents

**Subject:** Florida Public Comment Window Open for Every Student Succeeds Act

Superintendents,

I am writing to let you know that the Florida Department of Education (FDOE) is now accepting public input on the Every Student Succeeds Act (ESSA) and that I would greatly appreciate your engagement in this very important dialogue. Through July 22, 2016, all members of the public will be able to submit comments on each component of the law, and we will consider this feedback as we develop Florida's draft state plan. To access the public input form, please visit <http://www.fldoe.org/academics/essa.stml>.

For ease, we have divided the feedback form into specific sections named in the law (#1-7), each title named in the law (#8) and U.S. Department of Education draft regulations (#9). You are welcome to provide input on as many of these as you would like, but you are not required to respond to all. Likewise, it is not mandatory to answer every question on a specific topic.

- Challenging State Academic Standards
- Academic Assessments
- State Assessment Grants
- Statewide Accountability System
- School Improvement
- School Support and Improvement Activities
- Direct Student Services
- General Comments by Title of the Act (Titles I-VIII)
- U.S. DOE Draft Regulations on Accountability, State Plans and Data Reporting

It is important to note that, as we continue through this process, there will be additional opportunities for stakeholders to offer suggestions. Once FDOE develops Florida's draft state plan, we will again ask you and all of our state's education stakeholders to provide feedback before the state plan is submitted to the U.S. Department of Education.

**The Florida Department of Education is sharing this news with all of our stakeholder groups, and we encourage you to do the same.** Attached is a flyer that can be printed for or emailed to your local constituents and a badge for use on social media.

If you have any questions, please feel free to email [ESSA@fldoe.org](mailto:ESSA@fldoe.org) and a member of the FDOE team will get back with you. We thank you for your time and thoughtful input.

Sincerely, Pam Stewart





# CALLING ALL STAKEHOLDERS WE NEED YOUR INPUT!

## EVERY STUDENT SUCCEEDS ACT

THE FLORIDA DEPARTMENT OF EDUCATION  
IS SEEKING PUBLIC INPUT ON THE EVERY  
STUDENT SUCCEEDS ACT (ESSA) IN ORDER  
TO DEVELOP A DRAFT STATE PLAN.



THIS ROUND OF PUBLIC  
INPUT WILL BE OPEN  
JUNE 21-JULY 22, 2016



WE THANK YOU  
FOR YOUR TIME AND  
THOUGHTFUL INPUT.

TO ACCESS THE INPUT FORMS, PLEASE VISIT:

[HTTP://WWW.FLDOE.ORG/ACADEMICS/ESSA.STML](http://www.fldoe.org/academics/essa.stml)



FOR QUESTIONS REGARDING ESSA OR THE  
PUBLIC INPUT SURVEY, PLEASE EMAIL  
[ESSA@FLDOE.ORG](mailto:ESSA@FLDOE.ORG)



FLORIDA DEPARTMENT OF  
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**are the local and state policy makers responsible for the development of ESSA policy strategies and accountability plans and others who should be engaged in this process?**

- ▶ Key Administrators Within the Florida Department of Education, referred to as the State Education Agency Authority (SEA)
- ▶ Committee of Practitioners (COP) in partnership with SEA (the information [linked](#) is from the Florida Department of Education from 2011; updated information has been requested; however, it has not been received as of 6-21-16)
- ▶ Local Education Authorities, referred to as LEA, such as
  - School District Superintendents
  - School District Deputy Superintendents
  - School District Assistant Superintendents
  - School District Accountability Directors
  - School District Assessment Directors
  - School District Curriculum Directors
  - School District Federal Programs Directors
  - Florida School District Board Members
  - School Principals, Administrators, and Teachers
- ▶ City and county policy makers and their staff;
- ▶ Florida Legislators and members of U.S. Congress and their staff;
- ▶ Florida stakeholders such as students; parents and parent organizations; teaching artists; state arts agency; arts and cultural organizations; arts education and other arts and culture statewide service organizations; local arts agencies; institutions of higher education; local and state advocacy organizations; teachers' unions and professional education associations (such as Florida Association District School [Superintendents](#) and Florida Association of [School Administrators](#), Florida [Education Association](#), etc.); corporate and business leaders committed to a strong, creative, and innovative workforce; private foundations and other funders; and others committed to providing a complete, comprehensive, and well-rounded education for all of Florida students that includes the arts.



## is the overall timeline for implementation of ESSA?

### Timeline

#### 2015-16 School Year: Bill Passage and Initial Rulemaking

August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	
				<b>USED Rulemaking</b>								
				ESSA passes.	Negotiated rulemaking panel (NPRM) meets.			NPRM sent to Congress for review.		NPRM is open for public comment.		
				USED develops drafts regulations.								

#### 2016-17 School Year: Transition

August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	
<b>USED Rulemaking</b>				<b>States Develop and Submit Plans</b>								
ESEA Waivers null and void.			Final regulations released.			States must continue interventions in identified schools (i.e., focus and priority schools).						
				<i>Competitive grant programs take effect in new fiscal year based on new program structure.</i>				<b>New President &amp; Secretary</b>		<i>Formula grant programs take effect.</i>		

#### 2017-18 School Year: New Systems in Place

August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>New Accountability Systems Take Effect*</b>											

\* It is not clear from the legislation when states will first be required to identify a new set of schools based on their accountability systems under ESSA (i.e., will the identification be based on 2016-17 data or 2017-18 data). We hope to have more clarity on the timeline from the U.S. Department of Education in the coming months.

Credit and Source: Foundation for Excellence in Education



**There are numerous studies related to arts education. Below and attached in an Excel file are some numbers we can all use as we work to ensure that arts education is integrated into Florida’s ESSA plans.**

**Americans for the Arts’ Recent Public Opinion Poll Indicates Strong Support from the Public for Arts Education**

**ARTS EDUCATION**



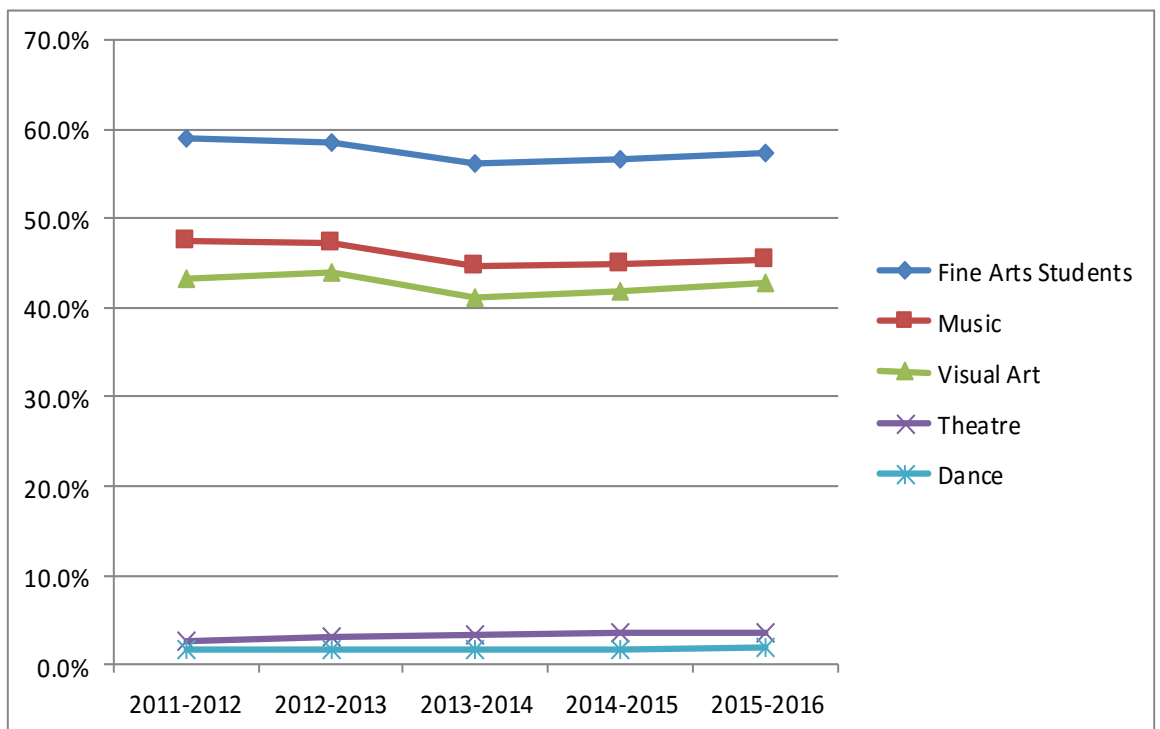
**89 percent believe the arts are part of a well-rounded education for K-12 students;** 55 percent strongly agree (versus just 7 percent who disagree).



**90 percent agree that it is important for K-12 students, in elementary, middle and high school, to receive an education in the arts—including dance, media arts, music, theater, and visual arts**

**Fine Arts Enrollment in Florida Schools based on data from the Florida Department of Education**

**Also, refer to Excel file attached for detailed data.**





**What are some questions advocates who want to work to ensure arts education is integrated into Florida's ESSA Plans must ask and seek answers to now?**

1. Do we need to organize ourselves to better coordinate, share, collaborate and decide on specific action steps?
2. Is there already an entity in Florida that is taking an organized and consistent leadership role to advance arts education opportunities within ESSA? If so, how can we engage and assist this organization in this mission?
3. What information can we all share that would be useful in our statewide efforts?
4. Do we know of local and state plans that are already underway to address ESSA?
5. Has anyone identified any local or state task forces, committees, teams, etc., that are currently working on making recommendations to the Florida Department of Education regarding ESSA?
6. Are any arts education professionals or arts-friendly superintendents, school board members or principals currently serving on any task forces, planning committees, etc., that are working on ESSA implementation?
7. Can we collaborate on the development of key points we want to make regarding components of ESSA where arts education can be integrated? Can we communicate and share these key talking points with all stakeholders to ask them to consider using one or more of the points in the FLDOE [public input survey](#).
8. Can we identify and cast/recruit arts advocates that have authority, access, and influence to speak up at specific committees, agencies, task forces, etc., that are working on local and state ESSA policies?
9. What are other questions we need to address to increase our effectiveness?
10. Can we agree to schedule follow up calls to better coordinate our statewide advocacy efforts to ensure the arts are part of Florida's ESSA plans?



**Are there some additional resources and tools available regarding ESSA and the arts?**

**Below are just some resources. There are hundreds of resources and tools available on the Internet — this is just a starting point:**

- ▶ [Arts Education Partnership](#)
- ▶ [State Education Agency Directors of Arts Education \(SEADAE\)](#)
- ▶ [Americans for the Arts Education Resources and Tools](#)
- ▶ [ESSA AFTA Blog](#)
- ▶ Dance: [National Dance Education Organization](#)
- ▶ Media Arts: [National Media Arts Association](#) and [MediaArtsEducation.org](#)
- ▶ Music: [National Association for Music Education](#)
- ▶ Theatre: [Educational Theatre Association](#)
- ▶ Visual Art: [National Art Education Association](#)
- ▶ [Florida Department of Education ESSA Information and Public Input Survey](#)
  - [Sign up](#) for ESSA updates from FLDOE
  - Questions? Email FDOE at [ESSA@fldoe.org](mailto:ESSA@fldoe.org)
  - [FLDOE Fine Arts Portal](#)
  - [Florida Education Standards](#)
- ▶ [National updates on ESSA](#) hosted by ASCD
- ▶ Access to the complete [Every Student Succeeds Act \(ESSA\)](#)
- ▶ [National Coalition for Core Arts Standards \(NCCAS\)](#)
- ▶ List of Florida arts education leaders and service organizations — see pages 21 - 23.
- ▶ Others?

**Arts Education Leaders — some listed below and on the next two pages are participating in Florida Alliance for Arts Education 2016 Leadership Summit and Meetings**

<b>Organization Represented:</b>	<b>Names and Emails:</b>
<u>American for the Arts</u>	Jeff Poulin, Arts Education Program Coordinator jpoulin@artsusa.org
<u>Arts Council of Hillsborough County</u>	Caroll Vick, Director of Education vickc@tampaarts.org
<u>Association of Florida Teaching Artists</u>	Mary Kelly, Chair & President storytelling2u@gmail.com
<u>Broward County Cultural Division</u>	Grace Kewl, FAAE board member, and Broward Cultural Affairs Arts Administrator gkewl@broward.org
<u>Florida Alliance for Arts Education</u>	Debbie Fahmie, Vice President of FAAE and Fine and Performing Arts Resource Teacher for the Osceola District Schools fahmied@gmail.com
<u>Florida Alliance for Arts Education</u>	Jennifer Coolidge, Secretary of FAAE and Director of Development, College of Fine Arts, University of Florida jcoolidge@arts.ufl.edu
<u>Florida Alliance for Arts Education</u>	Daryl Ward, President of FAAE and Principal at Harrison School for the Arts daryl.ward@polk-fl.net
<u>Florida Alliance for Arts Education</u>	Julie Hebert, Executive Director director@faae.org
<u>Florida Alliance for Arts Education</u>	Mary Palmer, Founder of ACE and Advisory FAAE Board Member and Director of Mary Palmer and Associates mpalmerassoc@aol.com
<u>Florida Art Education Association</u>	Lark Keeler, Past-President lark.keeler@saintandrews.net
<u>Florida Art Educators Association</u>	Nicole Crane, President and FAAE board liaison nicole.faea@gmail.com
<u>Florida Art Educators Association</u>	Dr. Kathy Sanz, Executive Director and FAAE board liaison kdsanz@flmusiced.org
<u>Florida Association of Theater Education</u>	Murray Mintz, President and FAAE board liaison murray_mintz@msn.com
<u>Florida Cultural Alliance</u>	Sherron Long, FAAE advisory board member and President of Florida Cultural Alliance info@FLCA.net
<u>Florida Dance Educators Organization</u>	Tenaj Davis, President fdeotenajdavis@gmail.com

**Arts Education Leaders — some listed below and on previous and next pages are participating in Florida Alliance for Arts Education 2016 Leadership Summit and Meetings**

<b>Organization Represented:</b>	<b>Names and Emails:</b>
<u>Florida Department of Education</u>	Jennifer Infinger, Fine Arts Education Specialist jennifer.infinger@fldoe.org
<u>Florida Division of Cultural Affairs</u>	Michelle R. Smith Grindberg michelle.smithgrindberg@dos.myflorida.com
<u>Florida Music Educators Association</u>	Angela Hartvigsen, President Angela.Hartvigsen@sarasotacountyschools.net
<u>Florida Music Educators Association</u>	Dr. John Southall, President Elect johnsouthall@me.com
<u>Florida Music Educators Association</u>	Beth Cummings, President beth.cummings@polk-fl.net
<u>VSA of Florida</u>	Wendy Finklea, Director of Programs wfinklea@usf.edu
Florida Alliance for Arts Education	Allison Ball, FAAE board member and Director of Education for National YoungArts Foundation, Miami aball@youngarts.org
Florida Alliance for Arts Education	Avery Greene, FAAE board member and expert in special education programs averyb114@gmail.com
Florida Alliance for Arts Education	Donna Wissinger, FAAE board member and professional flutist topformdrw@aol.com
Florida Alliance for Arts Education	Doug Santini, Executive Committee of FAAE and Principal of North Fort Myers Academy for the Arts in North Fort Myers DouglasOS@LeeSchools.Net
Florida Alliance for Arts Education	Enrique Puig, Past FAAE President and Director of the UCF Morgridge International Reading Center at the College of Education Enrique.Puig@ucf.edu
Florida Alliance for Arts Education	Holly Tharp, FAAE board member and Fine Arts Department Chair at Full Sail University thehollyblossom@icloud.com
Florida Alliance for Arts Education	Jayne Ellspermann, FAAE and Principal of West Port High School in Ocala JayneEllspermann@gmail.com
Florida Alliance for Arts Education	John Gebhardt, FAAE board member and money manager and financial consultant



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<b>Organization Represented:</b>	<b>Names and Emails:</b>
Florida Alliance for Arts Education	Judy Levine judylevine77241@gmail.com
Florida Alliance for Arts Education	Kristen Neander me.director@gmail.com
Florida Alliance for Arts Education	Lori M. Sessions lori.sessions@browardschools.com
Florida Alliance for Arts Education	Michael Caldwell, FAAE board member and board member for Business for the Arts, Fort Lauderdale and Professor of Music in the College of Humanities, Arts and Social Sciences at NSU mc1649@nova.edu
Florida Alliance for Arts Education	Mike Reinmund, Treasurer of FAAE and Wealth Management Advisor Michael.reinmund@gmail.com
Florida Alliance for Arts Education	Monty Musgrave, FAAE board member and Curriculum Specialist for the Performing Arts for Volusia County Schools mrmusgra@volusia.k12.fl.us
Florida Alliance for Arts Education	Pablo Remonsellez, FAAE board member and Education and Community Arts Manager with the Brevard Cultural Alliance Pablo.Remonsellez@artsbrevard.org
Florida Alliance for Arts Education	Robert Radock, FAAE board member and retired executive with Walt Disney Entertainment robertradock@gmail.com
Florida Alliance for Arts Education	Sibille Pritchard, FAAE board member and Senior Vice President of the Brooksville Development Corporation sibillepritchard@gmail.com
Florida Alliance for Arts Education	Valerie Barreiro valeriebarreiro@gmail.com

**Other arts education leaders:**

