

Strategic Plan for Arts Education

2020 - 2025



A Report by the
Nevada County
Superintendent of Schools



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Scott W. Lay, Superintendent

Board of Education

Wendy Baker, President

Ashley Neumann, Member

Katharine Wanamaker, Member

Susan Clarabut, Member

Heino L. Nicolai, Member

EXECUTIVE SUMMARY

Mission

The **Mission** of the Nevada County Superintendent of Schools (NCSoS) is to “create, sustain and encourage high quality educational programs for all students. High academic standards, safe and engaging learning environments and the development of community partnerships will help in our mission to prepare students for the future.”

The NCSoS Arts Education Plan invites districts, schools, and the community to provide each student access to the highest quality education. The 2020 Otis Report on the California Creative Economy states, “At a time when industry **leaders rate creativity** as one of the top three job skills they are looking for, it is imperative that parents and administrators re-prioritize the arts in their curriculum and guide students informed by the careers available to them. It is important to underscore that **one out of five jobs in California** are in the creative industry.”

We envision arts education programs that begin in pre-kindergarten and mature through grade 12. Achieving excellence with the inclusion of exemplary arts education programs enhances learning across curricula and develops pro-social and emotional behaviors.

Vision Statements

- Provide all students in Nevada County the experience of a consistent, comprehensive, integrated and standards-based arts education in grade TK-12.
- Provide professional development to teachers on the new Arts Education Standards and Framework with an emphasis on integrating the arts across content areas.
- Improve the social-emotional climate across Nevada County in order to promote attendance, increase pro-social behavior and enrich academics through access to visual and performing arts education.

- Build advocacy and communications towards a community of support for arts education in our schools.
- Increase the numbers of full-time, credentialed arts teachers in grade 7-12 to teach across all arts disciplines.
- Secure increased funding for comprehensive arts education and enrichment programs throughout western Nevada County.

In 2019, the Nevada County Arts Council collected district data on student access to arts education. These findings are:

1. While enrollment in arts courses at Nevada Union and Bear River exceed state averages (51% vs 40%), total 7-12 arts enrollment in grades 7-12 – which includes middle schools and charter schools – lags behind state averages (33% vs 39%).
2. At the elementary school level, almost all students get some exposure to art. Many wonderful efforts exist in schools and classrooms to provide students some arts exposure. These are randomly scattered throughout the county, however, often run by volunteers, and with rare exceptions, not part of any comprehensive plan to provide standards-based arts education to all students.
3. Virtually no student has access to regular, standards-based arts instruction in the five designated disciplines: visual arts, media, music, dance, and theatre.
4. The large comprehensive high schools and middle schools have a wide array of arts course offerings. The smaller schools and charter schools may or may not have some art courses available, but virtually none has a breadth of art offerings.

This data served as our springboard in writing this plan to address the gaps. Implementation of the plan spans five years. We believe the stated strategic actions committed to by the Nevada County Superintendent of Schools and district recommendations will serve as a roadmap to guide our collaborative work.

GOALS & RECOMMENDATIONS

Goal 1: Support Schools to Understand and Use the Arts Standards and Framework	
COUNTY OFFICE ACTIONS	DISTRICT RECOMMENDATIONS
<ul style="list-style-type: none"> • Provide professional development for elementary and secondary teachers • Develop a Community of Practice • Provide additional instructional coaching and support for coordination of program services to districts • Host Summer Institute “Arts Camp” TK-12 	<ul style="list-style-type: none"> • Utilize the on-site instructional coaching • Assign an “Arts Lead” that works with County Arts Coordinator • Support teacher learning with time for training • Encourage teachers to participate in CA Arts Standards Webinars • Support teachers to go to arts conferences • Promote participation in the Summer Institute
Goals 2: Coordinate Resources to Support Arts Education	
COUNTY OFFICE ACTIONS	DISTRICT RECOMMENDATIONS
<ul style="list-style-type: none"> • Share opportunities for career pathways in the arts • Showcase student learning • Effectively communicate with districts, principals, and teachers about showcase opportunities 	<ul style="list-style-type: none"> • Expand the scope of CTE classes offered to include the arts • Assist building the Career Pathways • Encourage participation in student showcases • Assign a contact person at each site to communicate student art showcase opportunities • Encourage alumni to return and speak to students highlighting their pathway to an arts career • Evaluate current arts offerings and bridge the gaps to ensure articulation of the arts from TK-12
Goal 3: Ensure the Sustainability of Arts Education in Nevada County	
COUNTY OFFICE ACTIONS	DISTRICT RECOMMENDATIONS
<ul style="list-style-type: none"> • Host an annual gathering of the Arts Committee to evaluate plan implementation • Conduct a Needs Assessment Survey • Disseminate information regarding grants in the arts • Utilize the Arts Leadership Team as a resource for grant writing 	<ul style="list-style-type: none"> • Write a strategic plan for arts education • Encourage participation in the Arts Committee • Encourage participation in surveys • Assess dollars spent per pupil with respect to arts education • Use CREATE CA Data Project to assess programming in the arts • http://www.createca.dreamhosters.com/artsed-dataproject/ • Explore the arts as a means of engaging students in an effort to change school culture, decrease suspension and/or chronic absenteeism. Thus, potentially impacting indicators on the CA Dashboard

Strategic Direction: Support Schools to Understand and Use the Arts Standards and Framework

Element #1: Build the capacity of teachers to understand and use the Arts Standards and Framework

Phase	Actions	Tasks	Person/Group Responsible	Budget Implication	Outcome	How We Measure It
1	<ul style="list-style-type: none"> Provide professional development for elementary and secondary teachers 	<ul style="list-style-type: none"> Obtain and distribute CDE webinars on the CA Arts Standards Attend regional roll-outs of Arts Framework Offer workshops on Arts Standards & Framework Develop a set of strategies to incorporate one arts-based experience in PD where appropriate Invite professional artists to present Offer training to teachers to integrate arts in all subjects Include vetted resources and links in Professional Development Include data and supporting documentation on arts research in education in Professional Development 	<ul style="list-style-type: none"> NCSoS NC Arts Council Arts Coordinator Arts Partners 	<ul style="list-style-type: none"> Materials Stipends Travel Training 	<ul style="list-style-type: none"> County-wide understanding of Arts Standards and Framework 	<ul style="list-style-type: none"> Numbers of participants Evaluations
2	<ul style="list-style-type: none"> Develop a Community of Practice 	<ul style="list-style-type: none"> Form an Arts Leadership Team to coordinate and facilitate (i.e artists, educators, local art organizations, parents, students) Schedule meetings fall, winter, and spring Topics to include but are not limited to: best practices, current research, new initiatives, pedagogy, etc. 	<ul style="list-style-type: none"> NCSoS Arts Leadership Team Community arts partners/ organizations 	<ul style="list-style-type: none"> Staff Time Training for presenters Coordination Planning Delivering Facility Costs 	<ul style="list-style-type: none"> Greater implementation of standards-based instruction Enhanced collaboration and diminished isolation of teachers 	<ul style="list-style-type: none"> Numbers of participants Evaluations

Strategic Direction: Support Schools to Understand and Use the Arts Standards and Framework

Element #2: Increase instructional support for districts and teachers

Phase	Actions	Tasks	Person/Group Responsible	Budget Implication	Outcome	How We Measure It
2	<ul style="list-style-type: none"> Provide additional instructional coaching and support for coordination of program services to districts 	<ul style="list-style-type: none"> Increase the time of the Arts Coordinator Create a job description for Arts Coordinator Apply for grants to support this position 	<ul style="list-style-type: none"> NCSoS Arts Leadership Team NC Arts Council Arts partners 	<ul style="list-style-type: none"> Salary 	<ul style="list-style-type: none"> Increased services for districts Funding 	<ul style="list-style-type: none"> Increased coordinator hours

Strategic Direction: Support Schools to Understand and Use the Arts Standards and Framework

Element #3: Emphasize artistic process across the curriculum

Phase	Actions	Tasks	Person/Group Responsible	Budget Implication	Outcome	How We Measure It
4 - 5	<ul style="list-style-type: none"> Host Summer Institute "Arts Camp" TK-12 	<ul style="list-style-type: none"> Refer to the Otis Institute Report on the Creative Economy Create lessons, tools, resources Hire arts teaching experts 	<ul style="list-style-type: none"> NCSoS Arts Leadership Team 	<ul style="list-style-type: none"> Presenter stipends Materials Venue 	<ul style="list-style-type: none"> Teachers have greater capacity to teach and integrate the arts 	<ul style="list-style-type: none"> Number of participants Evaluation

Strategic Direction: Coordinating Resources to Support Arts Education

Element #4: Compile Resources for Arts Education

Phase	Actions	Tasks	Person/Group Responsible	Budget Implication	Outcome	How We Measure It
2	<ul style="list-style-type: none"> Share opportunities for career pathways in the arts 	<ul style="list-style-type: none"> Refer to the Otis Institute Report on the Creative Economy Collect data on existing CTE programs Build a Career Pathways database Partner with local high school CTE teachers Share CTE credentialing information with teachers 	<ul style="list-style-type: none"> NCSoS Career Pathways Coordinator NCSoS Human Resources Staff Local High School Human Resources Staff 	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> Students are prepared and informed of arts-related college and careers Students are interning or using mentor resources from Career Pathways database 	<ul style="list-style-type: none"> Numbers of arts-related CTE pathways offered

Strategic Direction: Coordinating Resources to Support Arts Education

Element #5: Raise public awareness

Phase	Actions	Tasks	Person/Group Responsible	Budget Implication	Outcome	How We Measure It
1	<ul style="list-style-type: none"> Showcase student learning 	<ul style="list-style-type: none"> Solicit schools participation in events, e.g. Young at Art, STEAM Expo Art, Student Voices, Poetry Out Loud, Music in the Mountains, Wild & Scenic Film Festival Publish arts events in NCSoS newsletter "The Nugget" Promote on social media Promote Artists in Schools 	<ul style="list-style-type: none"> NCSoS 	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> Increased community awareness, knowledge and support of the arts 	<ul style="list-style-type: none"> Numbers of students participating
1-5	<ul style="list-style-type: none"> Communicate with districts, principals, teachers and community 	<ul style="list-style-type: none"> Promote events at principal and administrator meetings NCSoS Arts Coordinator regularly communicates with site-contacts 	<ul style="list-style-type: none"> NCSoS Staff NCSoS Arts Coordinator 	<ul style="list-style-type: none"> no cost 	<ul style="list-style-type: none"> Improved communication network 	<ul style="list-style-type: none"> Number of students participating in showcase opportunities Evaluation

Strategic Direction: Ensuring the Sustainability of Arts Education in Nevada County

Element #6: Engage the community to improve and sustain the arts plan

Phase	Actions	Tasks	Person/Group Responsible	Budget Implication	Outcome	How We Measure It
2	<ul style="list-style-type: none"> Host annual gathering of the Arts committee to evaluate the plan 	<ul style="list-style-type: none"> Assemble and present data from our metrics to review Evaluate data in terms of successes and gaps Determine revisions and priorities for the coming year 	<ul style="list-style-type: none"> NCSoS 	<ul style="list-style-type: none"> Staff time with collection and compilation of data for presentation. 	<ul style="list-style-type: none"> Reveals the amount of support the community has to give the schools 	<ul style="list-style-type: none"> Professional Learning Evaluations Numbers of participants attending professional learning opportunities. Numbers of participants in the Arts Community of Practice.

Strategic Direction: Ensuring the Sustainability of Arts Education in Nevada County

Element #7: Secure sustainable funding

Phase	Actions	Tasks	Person/Group Responsible	Budget Implication	Outcome	How We Measure It
1-5	<ul style="list-style-type: none"> Disseminate information regarding grants in the arts 	<ul style="list-style-type: none"> Research organizations that publicize arts grants Review grant requirements for suitability for districts, schools. or teachers 	<ul style="list-style-type: none"> NCSoS 	<ul style="list-style-type: none"> Staff time 	<ul style="list-style-type: none"> All stakeholders have current, accurate information on grant opportunities 	<ul style="list-style-type: none"> Evidence of information shared with stakeholders
As appropriate	<ul style="list-style-type: none"> Utilize the Arts Leadership Team as a resource for grant writing 	<ul style="list-style-type: none"> Present grant opportunities at regular Team meetings for review Convene appropriate participants 	<ul style="list-style-type: none"> Arts Leadership Team 	<ul style="list-style-type: none"> Staff time and meet after school (no sub costs) 	<ul style="list-style-type: none"> Funding 	<ul style="list-style-type: none"> Number of grants funded



Luis Valdez, the famous playwright, once said:

“To whom does the future belong? It belongs to those who can imagine it.”

There is no doubt that through the visual and performing arts, our students can give their imaginations life, and in doing this, they create something that never was before. They are fully capable, with our guidance and support, of designing a future that is richer because of their contributions.



Don't forget the "A" that's missing in STEM, which is the real STEAM, and I'm talking about the STEAM that is the engine of our economic growth, and that's the quality of imagination and creativity – the arts.

Gavin Newsom, Governor, California

Arts Education Planning Committee

The Arts Education Planning Committee convened through a grant from the Stuart Foundation, California County Superintendents Educational Services Association, and the California Alliance for Arts Education. The process was guided by Jim Thomas, Arts Education Consultant. The committee reviewed data from the Nevada County Arts Council (see below for a link to their study*), Nevada County Superintendent of Schools and Community Arts Providers. Resource documents included the California State Arts Education Standards as well as Education Codes covering Arts Education. We greatly appreciate the efforts and commitment of the following committee members:

Nevada County Superintendent of Schools

Scott W. Lay, County Superintendent

Teena Corker, Associate Superintendent of Educational Services

Kim Ewing, Middle School Teacher and Arts Coordinator

Andrea Marks, Curriculum, Instruction and Accountability Director

Morgan Best, Early Childhood Program Director

Christina Giffin, Career Pathways Partner Coordinator

District Superintendents

Torie England, Penn Valley Union Elementary School District

Brett McFadden, Nevada Joint Union High School District (NJUHSD)

School Board Members

Wendy Baker, NCSoS Board Member

District Art Teachers

Kristanne Heaton, NJUHSD Art Teacher

Andrea Conte, Nevada City School of the Arts teacher

Rob Metcalfe, NJUHSD Theater Arts teacher

Kim Culbertson, Forest Charter School teacher

Heather Graham, Bell Hill School Principal

Sara White, Margaret G. Scotten Elementary School teacher

District Leadership

Mark Heine, Grass Valley Elementary School Counselor

Aurora Thompson, NJUHSD Career Technical Education Director

Arts Organizations

Brian Buckley, Vice-President, Nevada County Arts Council

Eliza Tudor, Executive Director, Nevada County Arts Council

Donn Harris, Chair, Education Committee, Nevada County Arts Council

Derek Fenner, member, Education Committee, Nevada County Arts Council

Amber Manuel, Executive Director, Center for the Arts

Aimee Medeiros, Executive Director, Neighborhood Center of the Arts

Mark Vance, Education Director, InConcert Sierra

Jenny Darlington-Person, Executive Director, Music in the Mountains

Julie Baker, Executive Director, Californians for the Arts

Artists

Eileen Blodgett, local artist

Student Representatives

3 High School student representatives from the NJUHSD

Parent Representatives

Susanne Yoho, Parent: Pleasant Ridge School District

Shannon Martinez, Parent: Nevada Joint Union High School District

Jennifer Browne, Parent: Nevada City Elementary School District

*Nevada County Arts Council "State of the Arts" Study:

<https://static1.squarespace.com/static/58ff9007579fb392e08b22fe/t/5c7db939ee6eb03f8031ef7c/1551743291159/2019+STATE+OF+THE+ARTS+optimized.pdf>

**Resolution No. 20-02 of the
NEVADA COUNTY BOARD OF EDUCATION
Declaration of the Rights of All Students to
Equity in Arts Learning**

WHEREAS, Nevada County Superintendent of Schools and the Nevada County Board of Education acknowledges that arts learning - which includes dance, music, theatre, and visual and media arts - is an essential part of a comprehensive education for all students, pre-K-12, to prepare them for college, career and life.

WHEREAS, arts learning promotes critical thinking and problem-solving skills, supports overall academic achievement and nurtures skills that help all students in Nevada County succeed in school and in life.

WHEREAS, Nevada County Superintendent of Schools and the Nevada County Board of Education recognizes that particular groups of students experience significant barriers to access, participation and success in arts learning and that these barriers are directly linked to historical, persistent and pervasive inequities in our educational system.

WHEREAS, we do adopt this declaration as follows:

Declaration of the Rights of All Students to Equity in Arts Learning

1. The right to equitable access to pre-K-12 free, coherent and sequential standards-based arts learning that is part of the core curriculum and that provides both integrated and discrete visual and performing arts learning opportunities; and the right to equitable outcomes as a result of this access, without distinction on account of race, culture, language, religion, national origin, geographical location or legal status.

Every student has the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education, regardless of their background, culture, language or place of residence.

2. The right to special protection for every student's artistic and aesthetic development. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to and success in powerful and coherent arts learning pre-K- 12.

All students have the same right to fully develop their creative potential at every grade level and to not be excluded for any reason.

3. The right to arts learning that is culturally and linguistically responsive and relevant, with particular attention to those populations that have traditionally been excluded or precluded, such as English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students and special needs students.

All students have the right to engage in arts education that reflects, respects and builds on their culture, language and background.

4. The right to arts learning programs in every school, district and community that are funded and supported with the necessary resources - including qualified administrators, teachers, teaching artists and other staff; adequate materials; and appropriate facilities -to support powerful culturally and linguistically responsive arts learning.

All students have the right to receive the resources they need to be successful in their arts studies in dance, music, theatre, and media and visual arts, including the right supplies and facilities and especially qualified teachers and curriculum that honors all cultures and languages.

5. The right to educators, leaders and parents/community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/communities, the nation and global society.

All students have the right to be supported by leaders in their community and school who understand the benefits of an arts education to prepare them for college, career and life.

6. The right to be brought up in school and community environments that value and protect the arts and equity as essential to the full development of every student and that demonstrate those values/beliefs in their public policies and practices .

All students have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that they are engaging in valuable and important work.


THEREFORE, BE IT RESOLVED, that the Nevada County Superintendent of Schools and the Nevada County Board of Education recognizes the powerful impact that an arts curriculum has in the cognitive and social development of students and its role as an essential component of a comprehensive education;

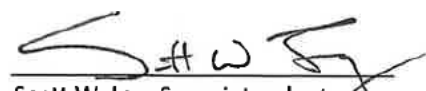
THEREFORE, BE IT FURTHER RESOLVED, that the Nevada County Superintendent of Schools and the Nevada County Board of Education adopts this Declaration and commits to taking the following actions:

- Post the Arts Equity Champion badge on the organization's website and social media channels.
- Review our organization's arts education programs to analyze how those programs support and encourage equity and access to arts education for every student.
- Establish a strategic arts plan that will help our organization effectively partner with school districts to achieve and fulfill the Declaration of the Rights of All Students to Equity in Arts Learning.
- Dedicate appropriate resources - such as utilizing academic materials that align with state standards, and partnering with school districts to implement their strategic arts plans that allow ALL students to participate in visual and performing arts learning.
- Promote arts learning that honors all cultures and languages by developing staff capacities, identifying community resources and creating opportunities for students to contribute to the design of their learning

PASSED AND ADOPTED, this 8th day of April 2020, by the Governing Board of the Nevada County Board of Education, by the following roll call vote:

Ayes: -5-
Absent: -0-
Noes: -0-
Abstain: -0-


Wendy Baker, President
Nevada County Board of Education


Scott W. Lay, Superintendent
Nevada County Superintendent of Schools

DESCRIPTION OF STRATEGIC PLANNING PROCESS

- In 2019, the Nevada County Arts Council collected school district data on student access to arts education. Results of their survey showed that enrollment in arts courses varies across districts from little access to far exceeding state averages of student access to arts courses. The data showed virtually no student has access to regular, standards-based arts instruction in the five designated disciplines: visual arts, media, music, dance and theater. This data served as our springboard in writing our Arts Strategic Plan to address these gaps.
- The Arts Strategic Planning Committee included 33 members from across the County representing varied organizations. School Administrators (from school districts and the County Office of Education), Directors of local Arts Organizations, Nevada County Arts Council members, teaching artists, local artists, a school counselor, career pathways coordinators, three parents (representatives from an elementary, middle and high school level), six teachers (representatives from an elementary, middle and high school) and three students from the high school.
- The committee met three times, each a full day: December 4, 2019, January 15, 2020 and February 13, 2020.
- Led by Jim Thomas, our consultant from California Alliance for Arts Education, each meeting was focused on different components of our plan:

Meeting 1 (December 4, 2019)

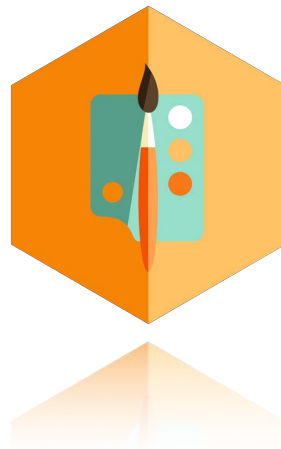
- Reviewed the “State of the Arts” needs assessment conducted by the Nevada County Arts Council
- Discussed the elements of a Quality Arts Education
- Created our 5-year vision for arts in the county
- Acknowledged our current strengths and challenges in arts education in the county

Meeting 2 (January 15, 2020)

- Developed our goals for a county wide arts education plan
- Determined our strategic direction by developing a hierarchy chart where we began to think about partnerships, relationships, creating buy-in from community and schools and discussing how the model of Improvement Science can be aligned with the implementation of this plan (starting small, building momentum and success, creating sustainability and spreading access)

Meeting 3 (February 13, 2020)

- Developed our actions and recommendations
- Reviewed and reflected on overall progress of process
- Discuss next steps



THOUGHTS FROM THE PLAN'S ARTS EDUCATION PLANNING COMMITTEE:

Art was always one of my favorite subjects in school from sculpting with clay to painting on canvas. It was not so much the medium of the art we were doing, but I remember the feeling I got when doing art. Freedom of expression, trying new techniques, taking risks and changing things up when it didn't go as planned; because I was taught there are no mistakes, only happy accidents.

Arts keep people motivated and engaged in what they are doing and throughout the process of the development of this plan I witnessed everyone motivated and engaged. I guess we all remember how the arts make us feel and how we want that for all our students. It was a privilege to be a part of this amazing group of people and collaborative effort to write a plan and work towards implementation; despite ongoing funding challenges for rural county schools.

Teena Corker, Associate Superintendent, Educational Services, Nevada County Superintendent of Schools

The arts in our schools are part of the glue that keeps students engaged and focused. Often, academic lessons (math, science, reading and writing) can all be brought to life through art. The strategic arts plan is critical for our County as it serves as a catalyst for all leaders to use when examining their needs versus what is readily available. It is also important to note that this plan was not just created by the arts professional in the community, or just by educators, but is a document with input from stakeholders. We each learned about the challenges and successes throughout the County/District programs and have a better understanding of overall needs. We can now use this information as a springboard for future years of planning and implementation.

Torie Gibson, Penn Valley Union Elementary School District Superintendent

It's tremendously satisfying to see a strategic plan such as this come to life, having seen it grow from the seeds of an idea we had to survey the entirety of Western Nevada County's public schools, to helping Nevada County Superintendent of Schools with its application for funding from CCSESA, to working with California Alliance for Arts Education. All in deep collaboration with representatives from Nevada County's myriad arts organizations, our district administrators and school teachers, and our artists. Now – still at the beginning of our journey together – comes the work.

Eliza Tudor, Executive Director, Nevada County Arts Council

As Arts Coordinator for Nevada County Superintendent of Schools, I feel especially empowered with the knowledge and data that proves, undoubtedly, that through the arts, children learn what they need to succeed. The arts nurture and build 21st Century skills like creativity, communication, collaboration, cultural sensitivity and critical thinking. The arts build confidence, scaffolding for perseverance and stamina, improves students' engagement and can improve attendance and even state test scores. Our County has the artistic strength and community partnerships to bridge the gaps we currently have in our school system regarding the arts. Teaching artists, arts organizations, arts-related businesses and school districts can provide more arts exposure and equity to all students, along with introducing arts integration lesson planning into all subjects across the curriculum. With all of these elements, one action at a time, we will benefit our students with the gifts of the arts that help create the whole child.

Kim Ewing, Arts Coordinator, Nevada County Superintendent of Schools

We know that learning is richer, deeper and more enduring when it includes movement and action, and when the learner has an emotional connection to the subject. The arts are uniquely positioned to provide all of these essential features.

Donn Harris, Nevada County Resident, and Council member, California Arts Council

The arts prepare our students to be creative problem solvers. The world doesn't need as many people who can solve problems that we already know the answers to; and can easily confirm that answer with a calculator. The world needs people to solve complex problems. Creative, critical thinkers are essential for success in resolving some of our world's most pressing issues.

Eileen Blodgett, local artist

We use art to connect with each other and build communities. Students exposed to the arts engage with the world around them and with other people. The arts help develop key behaviors that support us throughout our life journey. Perseverance, exploration, learning from mistakes, observation, empathy, patience, curiosity, imagination, physical and mental strength are just a few character traits learned by doing and experiencing art. However, exposure to the arts must be consistent and deliberate. The Strategic Arts plan that the County Office has embarked upon is crucial to delivering quality, equitable access to the arts in Nevada County.

Andrea Conte, Artist in Residence, Nevada City School of the Arts

I can remember when California's elementary students all had arts specialists and / or classroom teachers trained in arts education. Such hasn't been the case for at least two generations of children, and overall academic achievement certainly hasn't prospered during that time. I'm hopeful that this plan, the result of multiple stakeholders coming together to seek potential solutions to the challenge of best educating our citizens of the future, can help change what in my opinion have been the well-intentioned but wrong-headed policies and practices that have hindered the success of teachers and students in the recent past. This plan presents both our hopes and a road map for a better future!

Brian Buckley, Vice-President, Nevada County Arts Council



Strategic Plan for Arts Education



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For more information about Nevada County Arts Council's Education Committee contact director@nevadacountyarts.org or find us at nevadacountyarts.org.

