STATE POLICY PILOT PROGRAM

A CASE STUDY FROM

California
About Americans for the Arts

The mission of Americans for the Arts is to serve, advance, and lead the network of organizations and individuals who cultivate, promote, sustain, and support the arts in America.

Founded in 1960, Americans for the Arts is the nation’s leading nonprofit organization for advancing the arts and arts education. From offices in Washington, DC and New York City, we provide a rich array of programs that meet the needs of more than 150,000 members and stakeholders. We are dedicated to representing and serving local communities and to creating opportunities for every American to participate in and appreciate all forms of the arts.

About the State Policy Pilot Program

The State Policy Pilot Program (SP3) was a three-year initiative of Americans for the Arts focused on a three-pronged approach of data collection, technical assistance, and knowledge exchange to work toward influencing implementation of federal mandates or programs at the state level; expanding state support of arts education in policy and appropriations; and impacting local access to arts programs and instruction for students. Through annual grants and technical assistance, Americans for the Arts empowered leaders and stakeholders from 10 state teams seeking to strengthen arts education by advancing state policy in Arizona, Arkansas, California, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina, Oklahoma, and Wyoming.

Visit [www.AmericansForTheArts.org/SP3](http://www.AmericansForTheArts.org/SP3) for more info!

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CHARMAINE AND DAN WARMENHOVEN

ART WORKS.

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About the State Policy Pilot Program

The State Policy Pilot Program—“SP3”—was a 3-YEAR initiative of Americans for the Arts focused on a 3-PRONGED approach of data collection, technical assistance, and knowledge exchange to work toward achieving the broad goals of:

- influencing implementation of federal mandates or programs at the state level;
- expanding state support of arts education in policy and appropriations; and
- impacting local access to arts programs and instruction for students.

Through annual grants and technical assistance, Americans for the Arts empowered leaders and stakeholders from 10 state teams seeking to strengthen arts education by advancing state policy in Arizona, Arkansas, California, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina, Oklahoma, and Wyoming.

The results of this program include numerous reports, case studies, and a network of state leaders ready to enact policy change and advocacy initiatives to advance arts education across the nation.

NATIONAL THEMES

Throughout the 3-year State Policy Pilot Program, several themes were observed across all case studies, which support the trends in policy development and advocacy infrastructure.

1. Employing the Federal-State-Local Policy Pipeline: establishing a pathway to link federal policy frameworks and federal guidance to state-level education policy development to impact local implementation of educational resources.

2. Utilizing Data to Support Policy Development and Advocacy Efforts: research and analysis will both inform and influence the path toward devising an effective policy or advocacy strategy.

3. Embracing the Power of Convening: coming together as diverse stakeholders, whether at the national, state, or local levels is an essential part of relationship building, plan crafting, and policy development.

4. Sharing Knowledge Among State Leaders: documenting and disseminating the good, the bad, and the innovative concepts from your work is key to have ownership and a stake in the shared advancement of the field of arts education.
Look for these icons throughout the SP3 series!

Policy Development Trends

- Sustaining Appropriations for Statewide Initiatives
- Revising K-12 Arts Education Standards
- Implementing Arts Provisions in ESSA
- Enabling Title I Policy Pathway
- Building Infrastructure for Stakeholder Engagement

Advocacy Infrastructure Trends

- Sustaining Core Leadership
- Forming Relationships with Coalitions
- Fostering Allies Among Elected Officials
- Building an Information Base
- Crafting Consistent and Effective Messages
- Creating Communication Infrastructure for Grassroots Advocacy

Read more about the State Policy Pilot Program and its findings at AmericansForTheArts.org/SP3
In a dedicated effort to work with educational leaders to lay the foundation for the arts as a tool to meet the goals of Title I, the California Alliance for Arts Education (the Alliance) began its Title I Initiative six years ago. The intention was to support schools and districts in embracing the arts among their strategies for achieving Title I goals and realizing the benefits of arts education for students, as evidenced in arts education research.
As an arts education advocacy organization, the Alliance’s ultimate goal is to achieve access to high-quality arts education for all students in California. Founded in the wake of Prop 13 and working through the intensified blow of No Child Left Behind, the Alliance works with partners at the state, county, and district levels toward a streamlined policy pipeline that supports that access for all. For most of its existence, the Alliance had only been tangentially concerned with federal policy as it affected arts education in the state. However, funding is a perennial issue for arts education, and the publication of the Hewlett Foundation’s “An Unfinished Canvas”—the first comprehensive study of the state of arts education in California—in 2007 revealed a persistent gap in access to arts education for students in low socioeconomic-status schools. The Alliance began looking for ways to expand its advocacy reach, and eyes fell on Title I.
The Alliance advocates for high quality arts education for all students by providing policy expertise and mobilizing a statewide network of advocates and allied partners.

The Alliance is in its fifth decade of working to build a brighter future for the state by making the arts a core aspect of every child’s education. A statewide leader and convener, the Alliance galvanizes California’s educators and other experts in arts and culture to increase access to quality arts education and improve the quality of arts education.
The Alliance’s efforts focus on three key areas:

- **Public advocacy**: Through media coverage, public presentations, and an array of online tools, the Alliance engages the public in state and local arts education advocacy.

- **State policy**: The Alliance champions essential funding and supportive policies to advance quality, accessible arts education. The Alliance authors briefing papers on critical topics, which advance sound policy development.

- **Partnerships**: The Alliance extends its reach to millions of California citizens through partnerships with leading state education, parent, and arts organizations as well as business leaders and members of its Policy Council. The Alliance’s statewide network of local advocacy initiatives, called Arts Now Communities, builds the capacity to communicate a unified message in local communities by providing advocacy expertise, communications tools, and leadership development.
The Policy Council, composed of members from allied partner organizations, develops the Vision Framework, which describes the desired outcomes and the broad areas of policy and practice for the Alliance’s work.

While the Alliance is a small organization, its robust network of partners and the structure of the Policy Council allowed quick mobilization on the Title I work, which clearly fit into the Alliance’s Vision Framework and organizational goals. Close relationships with the California Department of Education (CDE), the California State Parent Teacher Association (PTA), and the California County Superintendents Educational Services Association (CCSESA) helped the Alliance move both wide and deep in understanding Title I policy and its scope around the state. Once the Alliance developed a plan of action, its networks helped with both development and distribution.

Policy Environment at Start of Title I Initiative in 2011–12

STATE OF ARTS EDUCATION

Hewlett Foundation Report, “An Unfinished Canvas,” published in 2008, found that:

- **89 percent** of California schools did not provide a standards-based arts education in all four disciplines.

- **61 percent** of schools did not have even one full-time arts specialist.

- Students attending high-poverty schools had less access to arts instruction than their more affluent peers.

- Inadequate state funding was a top barrier to provision of arts education, and outside funding created inequities between lower- and higher-income communities.

- The report called for a number of policy changes and coordinated initiatives, including long-term strategic planning for arts infrastructure and state and local advocacy for comprehensive arts education.
FEDERAL POLICY GUIDELINES AND RESEARCH

The U.S. Department of Education had stated that states can use Title I funds to fund arts education to support the achievement of low-income students.

In 2012, The Arts Education Partnership released ArtsEdSearch, an online research portal composed of over 200 studies supporting the role of arts education in student success.

The Race to the Top grant program had prompted the adoption of Common Core standards in multiple states, shifting benchmarks for assessment.

Congress begins working toward reauthorization of the Elementary and Secondary Education Act, predicted to devolve more control to states for accountability.

STATE POLICY GUIDELINES

The CDE had not yet released clear guidelines about whether Title I funds could be used appropriately to support arts education.

California has adopted Common Core standards and associated assessments.

Federal Title I policy clearly allows schools and districts to include arts education in their strategies to achieve Title I goals. In fact, U.S. Secretaries of Education including Arne Duncan and Rod Paige are on record stating that states can use Title I to fund arts education to support the achievement of low-income students.

Downstream of the federal level, however, the Alliance found that there was a lack of clarity about whether, and how, the arts could play a role in Title I. Coupled with the culture of “fear of reprisal” that seemed to permeate the Title I world—where compliance officers could retract funding if a program didn’t meet expectations—this lack of clarity was preventing schools and districts from including arts education in their Title I strategies, or was at least deterring them from doing so publicly. District and school decision makers were wary of choices that might lead state officials to revoke funds for improper use.
Similarly, state officials expressed concern that, despite the Secretary of Education’s guidance, federal administrators might regard programs including arts education as outside Title I guidelines and revoke state funding. Schools and districts, it seemed, were either electing to ignore the opportunity to include arts education in their strategies for achieving Title I goals, or were moving forward in a way that would draw no attention to those practices.

The intent of the Alliance’s Title I Initiative, therefore, was to develop and clarify a policy pathway—a shared understanding aligned across school, district, state, and federal levels of leadership regarding what is allowable when it comes to expending Title I funds on arts education. This pathway, when fully activated, could break barriers to entry across the state for proven, effective programming serving some of its most under-resourced students.

**WHY INVEST IN TITLE I? RATIONALE FOR THE INITIATIVE**

Title I is the largest block of federal funding for education, with the goal of closing the education achievement gap for high-poverty students. Research shows that arts strategies are highly successful in addressing all Title I goals for school success.

**HOW THE NUMBERS BREAK DOWN**

Title I spending in 2014 was $14 billion. California’s share of that funding was almost $1.7 billion.

Within that funding:

- **96 percent** of Title I funding to states passes directly to districts.

  **What that means for the Alliance:** The Alliance’s Title I Initiative focuses on the district as the unit of change. It is important to have policy clarity at the state level for Title I funds supporting arts education, but most compliance monitoring, and therefore decisions about spending, happen at the district level.

- **74 percent** of those funds goes directly to individual schools.

  **What that means for the Alliance:** District level efforts must involve recruiting strong principals. Many of the state’s strongest principals are already choosing arts strategies as part of their Title I spending. When the district encourages such spending, as in San Diego, principals bring their programs into the light and inspire others to get on board.
• **76 percent** of funds to schools goes to elementary schools.

**What that means for the Alliance:** Elementary schools already have the strongest arts education and arts integration programs on the ground. The Alliance can build on these successes by encouraging elementary schools to utilize their Title I funding to support such programs. And the students and parents who have benefitted from elementary level arts programs will demand them at the secondary level.

• **90 percent** of school-based funding goes to salaries and benefits for instructional staff.

**What that means for the Alliance:** With a precedent for using Title I funds to hire instructional staff, the Alliance can build a case for including qualified arts teachers in that funding allocation, when it can show that the hiring of those teachers meets other school-wide goals for school improvement.

• **56 percent** of Title I funding is concentrated in schools with school-wide programs—which classify over 40 percent of the student population as living in poverty.

**What that means for the Alliance:** School-wide Title I programs have the most flexibility in spending. Programs can serve all students in the school, regardless of their Title I status, and can consolidate funds from other federal and state funding sources to support those programs. So, for example, a school-wide music program could include not only funding for a full-time music teacher, but also funds for professional development in arts integration and collaboration with outside, community arts providers.
So, the Alliance undertook a set of strategies and activities, still unfolding as of the date of this publication, targeting the areas of greatest challenge or resistance, and eventually the greatest levers for change. Some of the activities or strategies necessarily preceded others, while others took place, and continue to take place, in parallel.
Clarifying State Policy and its Relationship to Federal Policy

First, the Alliance did its homework. At the state and federal levels, the Alliance secured letters and citations underlining that embracing arts strategies in support of Title I goals was both permissible and desirable. The Alliance was fortunate to have a good relationship and a clear line of communication with the federal Office of State Support at the U.S. Department of Education, which oversees Title I programs. Their embrace of flexibility in Title I guidelines and clear support of arts education as a viable strategy to achieve student success was invaluable.

Aligning School and District Practice With State and Federal Guidance

Schools must design and document Title I programs according to a rigorous year-long planning cycle. Working with the CDE, the Alliance developed a diagram based on both federal and state guidelines to direct school leaders through the planning process. The diagram was the first step in scaffolding information and resources to help interested schools and districts adopt Title I arts programs.

Connecting Programs to Research

Schools must develop Title I programs per proven research-based strategies. Heretofore, officials had often rejected funding arts programs because of a lack of existing research. The Alliance could show, using ArtsEdSearch the Arts Education Partnership’s research clearinghouse—that there is a large and existing body of research supporting the effectiveness of arts-based strategies. Being able to point to this documented research was a key turning point in the Alliance’s conversations with state education officials.
Building Resources and Communication

After the initial steps, the Alliance organized six regional meetings with county and district leaders to share the work and dig deep into unanswered questions and specific needs in the context of Title I and the arts. Because the law prevents the CDE from endorsing or promoting any one Title I strategy, it was up to the Alliance to spread the work, and, in effect, bring the mountain to Muhammed.

As a small organization, the Alliance relied on a network of arts and education advocates built through other advocacy initiatives, and through strong partnerships with other statewide organizations like the PTA, CCSESA, and California’s statewide arts education coalition (CREATE CA). Because California is such a large state, the Alliance felt it essential to hold regional meetings that were easier to access, rather than just one meeting at a central location. At these meetings, the Alliance was able to clarify information about Title I and the arts, answer questions, and begin to compile a list of interested schools and districts that became a starting point for the next level of outreach.

Much of the substance of those conversations became the foundation of title1arts.org, launched in January 2015 as an online resource detailing the Title I planning cycle, with links to research, materials, examples, and further resources. The Alliance also created short films about the nuts and bolts of the Title I planning process and an animated short about the connection between Title I federal policy and the arts.

Creating a Distribution and Training Network for Policy Pathway

Since 2015, the Alliance, in partnership with CCSESA, has worked with a cohort of arts leaders in county and district offices of education, to pilot the implementation of the policy pathway and to track schools and districts that adopt the work. This has included developing training materials and resources linked to title1arts.org and the planning process, including sample school site plans. Additionally, the Alliance committed to documenting and supporting the work of early-adopter districts like San Diego Unified, whose groundbreaking $3 million Title I Initiative has proven a powerful learning laboratory.
Expansion to Other States

In Fall 2015, the Alliance partnered with the Arizona Department of Education and Arizona Citizens for the Arts to develop a “sister” website, arizonatitle1arts.org, demonstrating that it is easy to adapt the home site to the needs of other states. The Alliance is now working with two other State Policy Pilot Program states—New Jersey and Minnesota—to create partner sites that will launch in 2017, and it has worked with Massachusetts to organize and deliver regional meetings around the Commonwealth.

Arizona’s work with Title I and the arts precedes California’s by several years, and the Alliance learned a great deal from the work in that state as it launched the California initiative. Timing and circumstances allowed the Alliance to streamline its work into title1arts.org, which from the beginning the Alliance envisioned as a resource that others could adapt for use around the country. Arizona saw the potential for the site as an additional resource in their state for schools who were already doing—or considering doing—the work, and commissioned the first sister site.

In New Jersey, the timing of the development of the sister site will coincide with the launch of a statewide Title I and the Arts pilot program from the New Jersey Department of Education that will fund many schools across the state. The expectation is that schools can use the site as a guide to develop their programs and later share information about the programs on the site itself. The Alliance is working closely with the state arts partnership to develop a site adapted to New Jersey’s state systems and policies as well as to think through how it can best support the new program.

Similarly, Minnesota is developing the site specifically with an eye to how clearer information about Title I can support the growth and success of Minnesota’s Turnaround Arts schools network—as all schools in the network are whole-school Title I schools.

In Massachusetts, the Alliance’s collaboration focused on information and advocacy, as the arts advocacy network MASSCreative explores the possibility of a statewide Title I Initiative. Some schools in Boston are already using Title I funds to enhance the arts opportunities that the Boston Public Schools Arts Expansion Initiative offers, and the hope is to strengthen and expand that work. The Alliance held five meetings around the Commonwealth—for arts and education advocates, funders,
and community members—with partner MASSCreative, sharing the Alliance’s website, tools, and critical lessons as the initiative unfolds in California.

With all the state expansion efforts, it is important to recognize that all state sites of the Title I Initiative continue to learn from each other and from the unique circumstances of each initiative. No one holds the key to all knowledge, and everyone learns much more from continued sharing of information.

**Overall Results of 3-Year Efforts**

The Alliance summarizes the overall results for the Title I Initiative as:

- **CHANGE IN PERCEPTION**
- **CHANGE IN POLICY**
- **CHANGE IN PRACTICE**
CHANGE IN PERCEPTION

Over the years of presentations, the Alliance saw a gradual change in the theme of questions, from “Can we do it?” (seeking permission) to “How do we do it?” (seeking a strategy). While it is hard to measure that change in perception, around the time the questions started changing, the Alliance also started to get a lot more information about real schools doing the work. As the Alliance’s cohort of county arts leads move into the second year of their interventions, the greatest barrier to entry is no longer fear of reprisal but dueling priorities or scarcity of resources. It is a different set of challenges, for sure, but they are more specific and easier to take on one by one.

CHANGE IN POLICY

At the beginning of the initiative, there was no clear guidance from the CDE about the appropriate use of Title I funding to support arts education strategies that advanced student achievement. Since then, the Alliance has seen the publication of two letters, in June 2012 and an updated version in March 2017, clarifying the use of federal funds for arts education. Additionally, the Alliance developed, with the help of the CDE, five examples of school plans that included specific information about the kinds of programs and evidence base required for appropriate use.

CHANGE IN PRACTICE

Since the Alliance started the Title I Initiative, between 40 and 50 schools, including at least one district-wide initiative, have openly adopted the work and are including Title I arts strategies in their school plans. The Alliance hesitates to claim victory until it sees sustained practice over time, but in combination with other efforts—like strategic arts plans linked to the local control action plan (LCAP), an upcoming revision of the state arts standards, and potential new legislation to strengthen the arts education requirement in schools—the Alliance sees some real possibilities for convergence and sustainability.

KEY IMPLEMENTATION STRATEGIES
1 Know Your Allies

Cultivate the important relationship in government and administration at all levels, as well as the educational and art support agencies (interest groups, PTA, arts advocacy) that can reinforce and promote the message.

At the state level, the Alliance worked closely with the CDE—both on the arts education side and with federal programs administrators—to craft the Title I Initiative website, outreach materials, and sample school plans. In this way, the Alliance could say with confidence to districts and schools that they were not receiving rogue information or wishful thinking, but a strategy sanctioned by decision-makers. This paid off in late 2016 when it was time for the CDE to update the state guidance letter on the
use of federal funds for arts education, because the Alliance—seen as a trusted partner—was asked to help craft some of the language in the new letter. Ultimately this resulted in more specific language and expanded opportunities for the use of Title I funds to support the arts.

For outreach to the county level, the Alliance worked with partners at CCSESA to build a cohort of county arts education administrators. They would help create a distribution network of the Alliance’s tools and give firsthand feedback on how schools and districts adopted those tools.

Finally, friends, and partners in advocacy and outreach, from CREATE CA to the California State PTA, helped share the Title I Initiative message broadly.
2 Keep Working on All Fronts

Educate yourself on the decision-making process at every level. Communicate and take soundings widely, from the school building to the district to the state level. Understand barriers and access points so you can take advantage of serendipity.

A key watershed moment for the Alliance in the second year of the SP3 project was the realization that the ultimate goal of the Title I Initiative is school flexibility—that each school leader feels the freedom to make the funding allocations that best meet the needs of that school. Focusing on the school building allowed the Alliance to see all the levels of decision-making that were either barriers to or supportive of that flexibility. The Alliance needed to be prepared to present materials to and have conversations with principals, in district- and county-level meetings, and with the CDE that led to increased (rather than limited) flexibility, and to understand the concerns and priorities at each level. Schools want to retain staff and create new programming without losing funds to other programs. Districts and counties want to be able to highlight successes and keep pace with state requirements. At the state level, officials want to implement federal policy with efficacy while keeping an eye on the state’s specific overall goals.

The Alliance found it could easily maintain its communications at the state level, through regular emails, phone calls, and meetings. At the county and district level, though, the Alliance developed a two-page flyer, “4 Things You Can Do to Start the Conversation About Title I and the Arts,” as both a road map for conversations and a leave-behind. It connects the research that supports Title I–funded, effective arts strategies with specific actions that advocates or administrators can take in their communities, and includes links to the tools in title1arts.org that can move the process along.
3 Invest the Time

Recognize that Title I is not just a policy issue but a culture issue, especially at the point of decision-making. Change takes time, and advocates and practitioners must measure it incrementally.

It’s important to understand that after six years of work in advocacy, research, and outreach strategies, the Alliance is only now beginning to see concrete fruits of its labor, in the form of schools acknowledging and sharing their Title I–funded arts education strategies. Even now, there are still many schools and programs that exist in the “arts twilight,” where Title I funds support vital components of their arts programs in total compliance with federal law, but schools are unwilling to share their plans or programs publicly, out of fear that there may yet be some consequence or change in policy that prevents them from using funds in any but the most traditional way.

For the Alliance, it was a big moment a few years into the Title I Initiative when (as discussed above) questions in presentations changed from “Can we do it?” to “How do we do it?” However, changing the conversation merely opened the door; it didn’t force anybody to walk through it. Scarcity of resources and fear of reprisal still figure into many schools’ and districts’ approaches to the arts, and it is still risky to step out and be the early adopter. When supportive superintendents and school leaders move on, advocates must make the case again.

When the Alliance started the initiative, it envisioned developing a set of resources but not the need for intensive consultation just to begin to move the needle. The Alliance was fortunate to have the time and resources necessary to expand what it initially thought would be a two-year effort into something much more extensive. The Alliance knows that it will come to a point where it is time to move on from active, focused intervention into folding the Title I work more organically into the other services.

However, the shift in thinking that Title I provided, to truly face the question of education equity where the arts are concerned, will be a vital engine to the Alliance’s advocacy work going forward. The Alliance encourages any state considering this work to give this shift the time to take root.
**TIMELINE FOR CAAE TITLE I INITIATIVE**

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<th>Year</th>
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<td>2008</td>
<td>Publication of Hewlett Foundation Report “An Unfinished Canvas,” revealing large deficit overall in access to arts education, and significantly higher gaps in access for low income students.</td>
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<td>2010</td>
<td>Race to the Top funding grants inaugurated in January as part of the American Reinvestment and Recovery Act, also signaling the beginning of a shift in education priorities leading up to the reauthorization of the ESEA. A significant factor in grant consideration was adoption of “college and career-ready standards,” paving the way for widespread adoption of Common Core standards.</td>
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<td>2011</td>
<td>Arts for All survey finds that students attending Title I schools in Los Angeles have disproportionately low access to arts education compared to more economically advantaged peers. This echoes a national survey by the U.S. Department of Education and suggests that advocacy and policy have not moved the needle much since publication of the “Unfinished Canvas” report. Spurred by the survey findings, the Alliance embarks on a mission to explore the role of arts education in Title I. In July 2011, in partnership with Arts for LA, the Alliance authors a letter to the state’s newly elected Superintendent of Public Instruction, Tom Torlakson, requesting guidance from the state about the use of federal funds to support arts education. The California State PTA, the California Arts Council, the Los Angeles Music Center, and Arts for All cosign the letter.</td>
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<td>2012</td>
<td>In June, the CDE releases a letter clarifying the uses of federal funds to support the arts—in response to the Alliance’s 2011 letter and over 400 individual letters the Superintendent’s office received in response to an action alert. Alliance staff work closely with the state’s Improvement &amp; Accountability Division to develop a diagram distilling the key steps of the process required to develop and implement a Title I arts program in compliance with federal and state law.</td>
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<td>2012-2013</td>
<td>The Alliance hosts a series of six regional meetings to present the information from the CDE, help clarify questions and concerns, and determine what communities most need to enact Title I arts programs.</td>
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<td>2013</td>
<td>The Alliance commits to developing a “policy pathway” to enable schools and districts to embrace arts programs among their Title I strategies for achieving student success.</td>
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<td>2014</td>
<td>The Alliance participates in a plenary session of the National Title I conference. The Alliance builds the online resource <a href="http://example.org">title1arts.org</a> around the planning diagram, the research evidence from ArtsEdSearch, and specific questions and concerns that regional meetings elicited.</td>
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<td>2015</td>
<td>The Alliance presents for the second time at the National Title I conference, with the public launch of <a href="http://example.org">title1arts.org</a>. The Alliance develops and launches the first sister site of title1arts.org: <a href="http://example.org">arizonatitle1arts.org</a>. In October, the Alliance presents the completed title1arts.org site at the State Policy Pilot Program meeting in Wilmington, DE. The Alliance begins conversations with other SP3 states about possible collaborations.</td>
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<td>2015-2016</td>
<td>The Alliance begins a partnership with CCSESA and planning for the Title I leadership cohort, a group of county arts administrators committed to specific strategies for outreach, technical assistance, and implementation of the Title I arts work.</td>
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<td>2016</td>
<td>In January, the Alliance presents at the National Title I conference, showcasing the San Diego Learning Through the Arts Title I Initiative. In March, the Alliance presents its SP3 work at the State Policy Symposium hosted by Americans for the Arts, the Arts Education Partnership, and the Kennedy Center. In the fall, the Alliance begins partnership with MASSCreative, conducting information sessions across the Commonwealth about Title I and the arts.</td>
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<td>2016-2017</td>
<td>The Alliance and CCSESA launch the first year of the Title I Leadership Cohort, with 8 county arts leads representing wide geographic and demographic diversity across the state.</td>
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<td>2017</td>
<td>The Alliance begins work on sister sites of title1arts.org for New Jersey and Minnesota. The Alliance and CCSESA recruit and plan for the second year of the Title I Leadership Cohort.</td>
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