

### Summary of Recommendations

Arts education in K–12 schools, colleges and universities is facing an escalating crisis, which, if not dealt with soon, will deepen in both intensity and gravity. It will continue to directly, and adversely, affect the quality of education available to our students and, most important, the well-being of the nation. In order to reverse this trend, and because the arts are a powerful way to both understand and shape the world, the National Task Force on the Arts in Education recommends a set of short- and long-term actions that will enable the College Board to take a leadership role in making the arts accessible to all students. The NTFAE has identified these overarching recommendations, to be followed by specific actions that will begin to resolve the issues identified by this task force. Therefore, the College Board will:

Promote Arts for Underserved Students	Place Arts at the Core of Education	Encourage Student Creativity	Integrate Arts Across the Curriculum
<p><b>1. Utilize arts programming as an effective tool to improve education in general and as a solution to achieve access and equity for all students.</b></p> <p>a. Develop curriculum modules with the arts at the core to promote equity, access and excellence in all schools, and implement these modules in College Board Schools.</p> <p>b. Create professional development opportunities in the arts, especially for teachers in low-income and rural areas with populations of underserved students.</p> <p>c. Research inequities in arts programming among underserved populations, including a study on why participation in AP arts programs is chronically low among underrepresented minorities.</p>	<p><b>2. Exercise its broad influence to encourage College Board members to implement and sustain quality programs for all K–16 students in dance, music, theater and the visual arts.</b></p> <p>a. Publish a College Board statement that endorses the importance of the arts for all students in pre-K–16.</p> <p>b. Advocate for the arts as core disciplines in the curriculum. The foundation established for student appreciation and understanding of the arts in K–16 education not only leads to their future participation as audiences and consumers of the arts, it also sets the course for those who excel and become the standard-bearers in dance, music, theater and the visual arts.</p> <p>c. Support arts at the core of the curriculum through the College Board’s national and regional council structures, including forums, regional activities and other conferences; and create a Web page that provides information to member institutions on arts education programs and activities.</p>	<p><b>3. Expand student potential by promoting creativity, innovation and critical thinking skills; recognizing achievement in the arts; and raising the visibility of the arts throughout its programs and within its member K–16 institutions.</b></p> <p>a. Establish a national award that demonstrates the critically important role of the arts in K–12 education and that celebrates achievement in the arts.</p> <p>b. Integrate arts programming as well as the use of the arts across the curriculum into regional and national forums and conferences. Suggestions include exhibiting student artworks, inviting award recipients to present their work, soliciting teachers from their region to come together for sessions that display and promote best practices, adding professional (or student and teacher) performances to forum and conference programming, and coordinating with other arts organizations to honor their award winners.</p> <p>c. Solicit a series of instructional modules in dance, music, theater and the visual arts from membership institutions and teachers. These modules will be designed to stimulate students’ cognitive development and advance their intellectual and cultural understanding of the arts. (The Arts Academic Advisory Committee would review the submissions and determine those that would be published or featured on the Web page.)</p>	<p><b>4. Integrate the arts into its programs and services, recognizing that infusing arts across the curriculum is an invaluable learning tool.</b></p> <p>a. Update AP Vertical Teams® guides, beginning with those under development and then proceeding to those in the arts and other subjects, and make them available to all schools. Using the Arts Academic Advisory Committee as a resource, update the guides to be more inclusive of nontraditional modes of learning and to show the interrelationship between the arts and other disciplines.</p> <p>b. Infuse the arts into existing College Board curriculum development and professional development programs, including College Board Schools, CollegeEd®/MyRoad™, SpringBoard® and AP non-arts subjects, and in national and regional forum activities. Using the Arts Academic Advisory Committee as a resource, develop an arts curriculum for the College Board Schools that uses standards as a foundation and would serve as a model for a sound arts curriculum.</p> <p>c. Encourage AP, SAT®, PSAT/NMSQT®, ReadStep™, SpringBoard and CLEP® test developers to create questions and prompts that reference the arts. Establish a multidisciplinary College Board committee, composed of the Arts Academic Advisory Committee chairs, to examine the policies and the practices of these programs in order to explore and encourage ways in which non-arts subjects and exams might develop items that reference or include the arts.</p>

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Establish a Global Arts Perspective	Support Professional Artists	Affect Policy	Build Partnerships
<p><b>5. Ensure that the global arts, which include folk, traditional and indigenous classical arts, are integrated into its programs and services.</b></p> <p>a. Launch a pilot program in College Board Schools to integrate global arts into both arts and non-arts courses.</p> <p>b. Advocate for the infusion of global arts into all arts course offerings using existing College Board professional development workshops and seminars for teachers.</p> <p>c. Establish a Web-based network for student-to-student and artist-to-teacher “virtual” exchanges to promote cross-cultural education and artistic inspiration in dance, music, theater and the visual arts of diverse cultures around the globe.</p>	<p><b>6. Promote the engagement of professional artists and scholars in the fields of dance, music, theater and the visual arts in K–16 education.</b></p> <p>a. Encourage states to adopt alternative certification processes that enable arts professionals to teach in K–12 classrooms.</p> <p>b. Endorse instructional models that employ practicing artists in collaboration with certified teachers.</p> <p>c. Develop a set of best practices for professional artists regarding instructional approaches and strategies for teaching and learning in today’s classrooms.</p>	<p><b>7. Collaborate with member institutions, policymakers, education and arts communities, and funders to promote policies that lead to effective practices and quality programs in the arts.</b></p> <p>a. Use the College Board’s advocacy resources to help shape reauthorization of ESEA as it pertains to learning outcomes in the arts, such as curriculum, assessment, teacher professional development and funding for the arts in education.</p> <p>b. Provide leadership on arts requirements for high school core curricula, high school graduation requirements, and college and university admission requirements in the arts (including arts courses in GPA calculations), working with regional accrediting agencies. Wherever possible, the arts should include the four major disciplines: dance, music, theater and the visual arts.</p> <p>c. Advocate for the inclusion of the arts in major external and internal policy-making initiatives affecting K–16 education.</p>	<p><b>8. Initiate and sustain alliances with arts and education organizations to develop collaborations that support the arts in K–16 education.</b></p> <p>a. Provide information to its member institutions in order to promote partnerships with community organizations that provide arts experiences and education to underserved populations.</p> <p>b. Initiate and sustain alliances with arts and education organizations in order to share resources, research results and policy goals on arts education.</p> <p>c. Promote opportunities for global artists who reside in our communities to participate in arts education programs and activities.</p>