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The 2017 fall conference was attended by an array of new and veteran grantees and was a great success! The Department of Education's Arts in Education (AIE) team and its technical assistance (TA) providers enjoyed meeting and conversing with all the diverse grantee teams, including evaluators, school administrators and other key stakeholders. We received valuable feedback that will guide our next

steps for the New Year!

This newsletter represents our first edition in 2018. It provides several resources and examples of how technology can enhance the integration of arts into other education disciplines. The benefits of arts integration and technology can be experienced by many in the learning community, including teachers, students and parents. In the Feature Article, the contributors provide examples of the integration of arts and technology in the classroom from school, teacher and student leaders. The newsletter also spotlights two grantees who employed technology to promote fun and interactive learning environments. The Fresno Unified School District in Fresno, California, a 2014 Professional Development for Arts Educations (PDAE) grantee, utilized computer software to build teachers'

confidence in artwork assessment for its Integrating Arts through Common Core to Ensure Student Success (iACCESS) program. Mind Meets Music, based in Grand Rapids, Michigan, and a recipient of a 2014 Arts in Education Model Development and Dissemination (AEMDD) grant, created its own mobile application as a supplementary learning tool for students. Both grantees offer excellent examples of using technology to provide personalized development while attaining educational goals. See the PDAE Spotlight and AEMDD Spotlight sections below for more details on these successful grantees.

Finally, be sure to browse the Arts in the News section to read about recent developments in the arts education field and to see the Upcoming Events in 2018.



## Expanding the Palette: Ubiquitous Use of Technology in Arts Education

As technology-infused innovation continues to be adapted and adopted daily, students are becoming international exhibitors, publishers, videographers, producers and entrepreneurs at virtually any age. Teachers and parents realize the value of engaging students through multiple genres. Not only are they interested in learning what students know, they are also rethinking education by putting students at the center of learning to become creators and curators of knowledge.

Innovation is spurred by imagination. As future leaders and inventors, students need space to imagine and create – not just on playgrounds, in computer labs or art exploration classes, but in every learning opportunity throughout the day, inside and outside of the classroom. Schools that integrate the arts throughout all aspects of the day, and offer technology resources to expand thought and enable action, are providing multiple opportunities to accelerate learning.

[A 1999 report](#) edited by Edward Fiske, former Education Editor of the New York Times, points out that in both general education and special education populations, the arts have been found to:

- Reach students in ways that they are not otherwise being reached.
- Connect students to themselves and each other.
- Transform the environment for learning.
- Provide learning opportunities for the adults in the lives of young people.
- Provide new challenges for those students already excelling.
- Connect learning experiences to the world of real work.
- Enable young people to have direct involvement with the arts and artists (through "artists-in-residence" programs).

- Support extended engagement in the artistic process.

The use of technology in education has been described as the ultimate enabler, the leveler of the playing field; yet, without students at the helm, school leaders run the risk of generating “plug and play” performance in which students are deprived of the powerful journey of creating and telling the story of what they know and the problems they have been able to solve.

This feature shines a light on resources, schools, teachers and students who are leveraging the promise of the arts as an essential partner with technology to support learning. In speaking with artists, musicians, dancers and actors, they often describe their palettes, instruments or bodies as vehicles for making a difference in the world; for stating the obvious or for allowing the unspoken word to be heard.

Below, we explore the following three drivers for integration, and gain insight from school, teacher and student leaders engaging in this work:

1. Personalized Learning - Adding Color to the Core.
2. Transforming Science, Technology, Engineering, and Mathematics (STEM) – Arts and Design + STEM Creates STEAM.
3. Flexible Pathways - Connections to Career and College Readiness.

## ***Drivers for Integration***

### **1. Personalized Learning – Adding Color to the Core**

*Engaged, Invested, Empowered, Informed.* Regardless of the demographics, in reviewing multiple interviews, quotes and articles written about the implementation of personalized learning, these four key words describing student behavior are consistently present. Also present is the use of technology as a research, learning and assessment resource, as well as a tool for creativity. The [National Education Technology Plan](#) reinforces how technology is increasingly being used to personalize learning and give students more choice over what, how and at what pace they learn. Empowering students with personalized learning prepares them to organize and direct their own learning for the rest of their lives.

Integration of the arts into all subject areas, with the assistance of technology, strengthens the personalized learning experience and sparks excitement into core subject areas that may have been lackluster before incorporating the arts. There are thousands of individual technology- and art-enhanced lessons on the web and many are amazing, yet the sheer volume can be overwhelming. There are multiple art forms to integrate: drawing, painting, sculpting, music, drama and media, to name a few. To jumpstart your effort, we narrow the focus to two national teacher leaders leading professional development for the integration of arts and technology. Their web resources point to many lessons, but most importantly, they offer frameworks to help traditional-content classroom teachers connect, adapt or adopt along a personalized learning continuum.

- Susan Riley is the founder of [Education Closet](#). Her site offers ideas, thoughts and conversations to help all teachers leverage the power of arts integration. She offers a monthly, interactive, online magazine, the Arts Ed Lab, which provides examples, strategies and a call to action. Many of the resources are free, and provide tech-

integration ideas across the spectrum from simple to complex: incorporating blogs, exhibiting work, incorporating art into digital storytelling and more. Her work has been featured in Edutopia, ED Week, Association for Supervision and Curriculum Development (ASCD), International Society for Technology and Innovation (ISTE) and U.S. News and World Report. The mission of Education Closet is to serve classroom teachers, arts educators and leaders by providing a space to work together and learn about arts integration and STEAM. Ms. Riley invites visitors to the site to become active participants to learn and discuss how, where and why integration works.

- [Artrageous with Nate](#) offers teachers the opportunity to connect art to key subject areas. His 8-minute videos connect art to many science concepts. These free resources can be used to introduce, and gather interest and engagement in, key concept areas. The Mission of Artrageous with Nate is to encourage creative habits of mind through exposure to the arts, art history, science and travel to inspire a generation of innovators.

## 2. Transforming STEM – Arts and Design + STEM Creates STEAM

In their [article](#), Cassie Quigley, Dani Hero and Faiza Jamil show that STEAM-based curricula (the integration of arts and design into traditional STEM curricula) increase motivation, engagement and effective disciplinary learning in STEM areas. A STEAM-based approach also engages a higher percentage and wider diversity of students interested in pursuing STEM-related careers.

Inclusion of the arts helps students better understand/relate to STEM disciplines and connects them to the real world. They embrace instructional context that focuses on solving real-world problems and is inclusive of multiple disciplines. This teaching model provides a student-led learning environment, offering students an opportunity to build their cognitive, interactional and creative skills. The learning context for STEAM is often teamed with personalized learning through a blended or project-based approach. It ensures equitable participation with tasks relevant to student interest, student choice, diversity appreciation and responsiveness.

The learning context is technology-rich and inquiry-based, and incorporates student choice into tasks/assignments. It incorporates data-driven decision-making and provides regular feedback, allowing for student reflection.

The Arts Department at the University of Florida summarized a strong body of research by creating an [infographic](#) reflecting key statistics regarding students who study the arts. They are:

- 4 times more likely to be recognized for academic achievement.
- 3 times more likely to be awarded for school attendance.

In addition, students who take four years of arts and music classes in high school:

- Score 98 points higher on SATs than students who took a half-year or less.

Finally, music appreciation students:

- Scored 61 points higher on verbal.
- 42 points higher on math.

The infographic also captures community reaction to incorporating the arts into STEM:

- 93 percent of Americans believe arts are vital to providing well-rounded education to children.
- 86 percent of Americans agree that arts education improves a child's attitude toward school.

Teachers who have embraced the integration of STEAM content have similar reflections, regardless of the grade level they are teaching. They remark that many of their students claim to have discovered a new interest in STEM-related fields as a result of their integrated learning experiences. Many STEM careers are not widely modeled in traditional classroom content, so it can be hard for teachers and students, for example, to make the link from page 364 in a chemistry textbook to an exciting career involving chemistry.

A simple Google search will bring up hundreds of schools that are jumping on board with the STEAM effort. A preliminary review of 20 sites shows integration of the arts into current STEM content on a variety of levels, from the cosmetic to the complex. The web resources mentioned in the section above offer networks to tap into and are very inclusive of STEAM at all grade levels.

In 2015, the [Ovation Foundation](#) recognized eight schools throughout the country for STEAM excellence. Each year, the Foundation continues to offer [innovation grants](#) in STEAM-related areas. One of the high schools recognized was High Tech High School in San Diego, California. They have expanded their vision and work to multiple schools at the elementary, middle school and high school levels, and they continue to be awarded for the ubiquitous integration of the arts and technology within their student-empowered learning environment. To gain more insight, you may want to explore the [student projects](#) posted on the Foundation's website.

[Dryden Elementary School](#) in Arlington Heights, Illinois has a dynamic arts teacher who is committed to helping bring STEAM integration not only to students and teachers within her school, but nationally and internationally as well. Tricia Fugelstad has received multiple awards for her efforts and her collaborative nature, and her open website offers free resources and presentations for others to adapt and adopt.

### **3. Flexible Pathways - Connections to Career and College Readiness**

State and local education and business leaders continue to place strong emphasis on the importance of preparing students to become successful and productive members of the economy. Business leaders maintain that creativity and clear communication continue to be some of the most coveted and needed skill sets for students entering the workforce. As communication continues to skyrocket through social media environments, the electronic arts are an essential partner in successful communication strategies. Affording students the opportunity to grow their ability to effectively develop creative solutions to problems, and to effectively communicate, is key.



Odalis Ramirez had never been exposed to media arts until she signed up for a broadcast journalism class at Rancho Vista Middle School in Vista, California. The course focuses on writing and digital storytelling through the use of media arts, specifically video production. As a result of this experience, Odalis led a team in developing many award-winning videos. The team won the first annual Student Digital Equity Video Challenge hosted by CoSN with their entry, [Digital Equity: Bridging the Digital Divide](#), and [Dear America](#), a story created by Odalis which portrays a letter to America written by a 92-year-old U.S. Navy veteran and a 14-year-old middle school student that shares the importance of family, and the love and respect they hold for their country. This award earned the team a trip to New York City, and after winning the overall competition sponsored by Panasonic, they represented the United States in Tokyo, Japan! While presenting to the Personalized Learning Summit in Seattle, Washington in June 2017, Odalis mentioned that she had never used a video camera other than her phone before entering the class, and now, as a result of her exposure to video production, she plans to study video production and media development in college.

Twelve-year-old Emma Yang used her inspiration, creativity and developing skill set to develop an app for her grandmother, who is suffering from Alzheimer's disease. This ["Ten Under Twenty" innovation award](#) winner named her app Timeless. It helps Alzheimer's patients recognize their loved ones, remember events, and stay connected and engaged with the people around them. She has a fully functional prototype right now and next steps involve finishing development and then testing it in the hands of real Alzheimer's patients. This solution would not have been possible without the integration of creativity through the arts and the integration of technology and technical skills needed to make an idea become an active and impactful innovation.

In August 2017, Katelyn Wojniak was chosen to speak at the St. Vrain Unified School District groundbreaking ceremony for a new [Innovation Center](#) in Longmont, Colorado. She had creative interests, yet had not been exposed to creative and flexible pathways for college. There was an assumption that she would study hard to go to college, yet she had no real idea what career to pursue. At the groundbreaking, she stated, "It wasn't until I decided to apply for a job at the Innovation Center and take an elective class over the summer to get my Apple Certification that I realized an education in computer science doesn't only look impressive on a transcript, but it is valuable in real life." Katelyn, now a freshman at the University of Colorado Boulder and an active advocate for the programs at the Innovation Center, went on to say, "If we can learn to continue to develop technology, then the learning opportunities are unlimited." The end goal in mind should always be to further education for everyone."

Certification Websites such as Apple, Adobe and Cisco offer student certification for media, as well as technical certifications requiring creativity and problem-solving skills. For most school leaders, it is not a question of whether or not to include the arts in learning, but how to successfully get started. This feature helps to get your journey underway. Be sure to catch the PDAE and AEMDD spotlight articles provided within this newsletter which shine a light on two AIE grantees whose technology innovations are allowing their teachers and students to assess and enhance the learning of core concepts through the arts.

### ***Resources:***

Fiske, E. B. (Ed.). (1999). *Champions of change: The impact of the arts on learning*. The Arts Education Partnership, The President's Committee on the Arts and Humanities. Retrieved from <http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf>

Gura, M. (2008). *Visual arts units for all levels*. Excerpt from the National Education Technology Standards for Students Curriculum Series. Retrieved from <http://www.iste.org/docs/excerpts/NETART-excerpt.pdf>

U.S. Department of Education, Office of Educational Technology. (2017). *Reimagining the role of technology in education: 2017 national education technology plan update*. Washington, D.C: U.S. Department of Education. Retrieved from <https://tech.ed.gov/files/2017/01/NETP17.pdf>

Eger, J. M. (2015). *Recognizing model STEAM programs in K-12 education: innovation STEAM grant awards*. The Ovation Foundation. Retrieved from [http://www.theovationfoundation.org/innovation-grant-awards-program/innovation-steam/docs/Ovation\\_Innovation\\_Publication.pdf](http://www.theovationfoundation.org/innovation-grant-awards-program/innovation-steam/docs/Ovation_Innovation_Publication.pdf)

Quigley, C. F., Herro, D., & Jamil, F. M. (2017). Developing a conceptual model of STEAM teaching practices. *School Science and Mathematics*, 117(1–2), 1–12. DOI: <http://onlinelibrary.wiley.com/doi/10.1111/ssm.12201/abstract>

eLearning Infographics. (n.d.). *STEM vs. STEAM infographic*. Retrieved from <https://elearninginfographics.com/steam-not-just-stem-education-infographic/>

McDermid, K. (2017). (2017) *A strong competitive advantage*. Excerpt from the St. Vrainnovation Online Magazine. Retrieved from <http://magazine.svvsd.org/advantage.html>

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## **PDAE Spotlight: Fresno Unified School District Uses Online Tool to Rate Artwork**

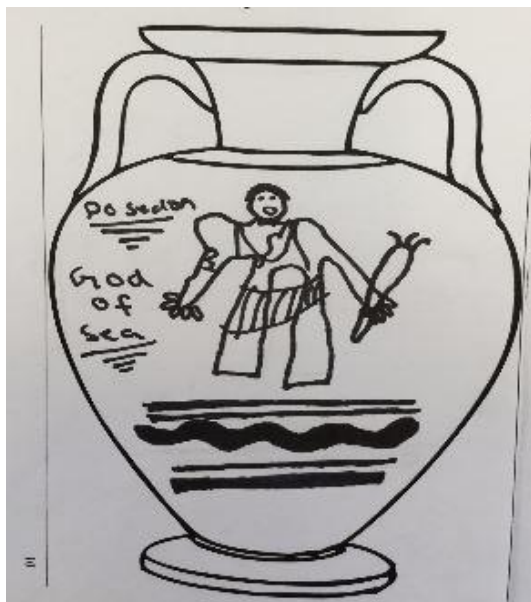
It is important to be pushed out of your comfort zone, but it is also nice to have support during the process. Non-art teachers in Fresno Unified School District (Fresno) experienced this when they explored strategies to confidently teach and grade student art projects. One benefit of integrating arts and new technology in core courses is the ability to create a fun, interactive and hands-on learning environment. Teachers, however, often find themselves strained to assess and grade student work that incorporates both arts and

other education disciplines. Without additional training or defined guidelines, this experience can make arts integration efforts even more intimidating.

When the Fresno County Office of Education received a PDAE grant in fiscal year (FY) 2014, the iACCESS program began. The program enables teachers to integrate rigorous arts instruction, based on the California Visual and Performing Arts standards, in core English classes. During the development of iACCESS, Fresno understood that classroom teachers need a quick and efficient way to evaluate student artwork. Brainstorming about rubrics, a photo library and using an Excel spreadsheet transformed into a greater undertaking, the Mobile Arts Online Assessment Tool (MOBART) system. MOBART provides teachers rubrics and step-by-step grading assistance for iACCESS-specific art projects.

MOBART allows teachers to upload students' artwork and grade specific art dimensions of each project. To assist grading, MOBART provides examples and detailed descriptions of proficiency levels for each dimension of a project. Since MOBART provides the same curricula and projects to users, participating district schools can compare performance data of graded artworks.

Together, MOBART and the iACCESS program have proven to be a quantifiable success for both students and teachers. Teachers have exhibited significant gains in grading accuracy, while students have demonstrated exceptional arts growth. 100 percent of teachers using MOBART improved grading skills.



***Control school art project***



***Treatment school art project***

*Compare the results of the two sixth grade classes assigned the task of creating Greek vases with proportional human figures.*



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The MOBART tool also facilitated comparison of students in iACCESS schools (treatment) to similar students in schools that did not participate in the program (control). In the mentioned report, MOBART data collected from fifth- and sixth-grade treatment classrooms were compared to five control schools. The treatment cohort outperformed the control schools on every grading dimension. This most recent data reflected previous results from third- and fourth-grade classrooms, implying that iACCESS's positive effects are not limited to specific academic grades or project years. Additionally, when tasked with an arts-related writing assignment, iACCESS schools outperformed their control counterparts on all qualitative rubric measures: conventions, organization and focus, and development and elaboration. A theater-integrating teacher attests to this, stating, "I know I'm seeing more descriptive words and new vocabulary like ... stage, tableau, projection ... they're using words [that] I use in my instruction." iACCESS students using MOBART curricula appeared to write more lengthy responses, further supporting a positive association with rubric measures and MOBART. One classroom teacher observed, "They're just writing more than before, and more writing is better writing." Ultimately, these results suggest a positive relationship between arts integration and literacy.

MOBART also encourages teachers to observe non-measurable gains in the classroom, such as students being more engaged in their work. One teacher states about a MOBART lesson plan, "I really think they felt how the Native Americans felt, they took on the feelings and emotions of the characters. They didn't do that when we just read the stories." According to teachers, students have begun actively searching for opportunities to use their newfound arts skills — "Whenever they were struggling to understand something we were reading they would ask, 'Can we act it out in a tableau?'"

According to David Reider, the principal investigator (PI) for the project, the MOBART system can be easily and successfully modified for other programs and users. Reider plans on expanding the tool's capabilities by implementing the program for secondary education and a multitude of school subjects. MOBART is available as a free download, but requires technical support and assistance to set up the platform to a school's specifications. Fresno's existing MOBART platform has proven to be a great success and will continue to be used and expanded in the school district.



## SPOTLIGHT

### **AEMDD Spotlight: Mind Meets Music Grantee Uses Music and Technology to Foster Learning**

Mind Meets Music (M3), an organization in Grand Rapids, Michigan, is dedicated to arts-integrated learning for underserved preschool to second-grade students. The organization recently developed a new platform using a mobile application that includes a word recognition feature and promotes face-to-face learning. The mobile application is designed to engage students in literacy activities using M3's signature component, musical elements.

M3 received an AEMDD grant in FY 2014, with the goal to use the latest technology combined with rigorous curricula and instruction to address students' needs and improve schools. The M3 mobile application fulfills this goal. The mobile application comprises four levels, led by Dello the Dino, that gradually increase in difficulty. The four levels lead the students through rhyme schemes, syllable identification and speed reading practice. The introduction of musical elements in the second level, specifically the use of quarter and eighth notes as rhythm tools, aid in the development of reading fluency.



*Look closely, and you might find something  
"noteworthy" about Dello the Dino!*

M3's Project Director, Jerry Wayne Newson, assembled a team of experts in literacy and technology to develop M3's mobile application, with a focus on accessibility and effectiveness. David Prindle from Snow Monsters Studios, an avid musician, introduced M3 to the process of developing mobile applications, and also provided coding. Professors Linda Pickett, Ph.D., and Brian Johnson, Ph.D., J.D., recommended Newson consider the zone of proximal development (i.e., the difference between the abilities of students with and without instructional guidance). The concept of proximal development guided the word selection for the mobile application's exercises. Speech pathologist, Candyce Peterson, M.A., C.C.C.-S.L.P., acted as a grammar and linguistic advisor to ensure that the mobile application used words with a manageable level of difficulty.

Resulting from the team's collaboration and expertise, the mobile application is user-friendly and has unique accessibility features. It includes activities and vocabulary that are challenging without being intimidating, which facilitates learning development without alienation. Structurally, the mobile application is designed for large scale use and is free, unlike most learning mobile applications that require a fee after a certain "level" or playing period. The mobile application is compatible with the iPhone 4S and more current iPhone versions, as well as all Android devices. Furthermore, the mobile application was designed to minimize data usage and storage requirements, and only requires internet access during download periods.

Such design and content considerations have resulted in a very successful mobile application. Since its launch in April 2017, the mobile application has been downloaded over 3,000 times, on every continent except Antarctica, with 87 percent of downloads remaining in use. These statistics indicate that the mobile application is engaging enough for long-term interaction.

M3 has also made a concerted effort to introduce the mobile application to the program's original priority population. The organization has partnered with local groups in greater Grand Rapids, including the Michigan Department of Student Services, community centers and libraries, to increase awareness of and access to the mobile application. M3 provides

iPads for planned events with local groups, ensuring that all participants have access to the mobile application.

According to Newson, M3's major outcome from community outreach events has been the benefits for adult English-learners. During local events, parents are being introduced to the mobile application and find it helpful for their own English-language practice. This is especially evident at Cook Library Center, located in a majority Hispanic neighborhood in Grand Rapids, Michigan. Monica Zavala, the Cook Library Scholars Program Manager, provides testament to M3's benefits. Zavala has observed a grandmother and grandchild play the app for half an hour, stating, "I had to step in a few times to let other families play! They [grandmother and grandchild] were highly engaged and competing to see who could get the most points ... It was such a unique dichotomy as the traditional role of an elder teaching the youths was reversed. The grandchild was learning from the app and using this free resource to aid his grandmother in learning as well." Says Newson, "it was really cool to see [this]result [that] we couldn't anticipate when we developed and disseminated the app."



*Families testing out the Mind Meets Music application at a community event*

M3 currently plans to expand access to the mobile application. The next generation of the mobile application will be available to use on even more phone models. No matter the updates, whether for compatibility or content, Newson asserts that the mobile application will always be free to download. M3 believes in building success for the future and that cost will never be an impediment.

## ARTS IN THE NEWS

- *Integrating the Arts with Technology: Inspiring Creativity* is an information brief that summarizes the benefits of AIE for students with learning disabilities and provides technology resources for teachers, students and parents. The brief further

emphasizes the need for teacher professional development focused on technology and provides available tools to be used in the classroom. [Read More](#)

- Seventh-grade students at Ann Richard’s School for Young Women Leaders in Austin, Texas, write short plays using programmed robots as characters. Observe how this Austin school has completed its first semester of STEAM-based classes. [Read More](#)
- As STEM programs begin to incorporate arts in order to develop STEAM curricula, Renaissance Arts Academy in Los Angeles is incorporating more STEM in its already established arts education program. Renaissance Art Academy’s unique approach to education, which won a national STEAM award from the White House, is further detailed in *Songs about computer coding? It’s what happens when an arts school adds STEM focus.* [Read More](#)
- *Techno-Tools for The Classroom Let’s Recap Augments Discussions with Video Technology* introduces the “Let’s Recap” application that uses video technology to facilitate in-depth moderated classroom discussion. Let’s Recap aims to provide deeper levels of conversation than regular applications and allows participants to contribute via text, video or audio. The application can be easily [downloaded](#) and used by K–12 students. [Read More](#)
- Chicago Public Schools have made exceptional strides over the past five years, supported by the Board of Education and the Creative School’s Initiative, to achieve goals set forth in its 2012 Arts Education Plan. Ingenuity, a Chicago-based arts advocacy organization, prepared a five-year analysis, [2016-17 State of the Arts in Chicago Public Schools](#), describing how Chicago has increased participation, ratings and stakeholder engagement in arts education. Chicago’s education initiative and the evaluation are further described in *Making arts a core component in Chicago schools: A 5-year report card.* [Read More](#)
- Read about Zachary Jeppson, a dance student of the Chicago Academy of the Arts, and his dedication to pursue his love of dance. *Teen would endure anything – even a 6-hour commute to school – to dance ballet* details Zachary’s journey and courage to pursue his passion. [Read More](#)
- As professions and market needs evolve, education curricula should also adapt so students remain competitive. *Where teachers, students meet technology* argues that the education framework has changed from “reading, writing and arithmetic” to “creativity, collaboration, communication, critical thinking and cultural-based learning.” To remain attuned to future professional and market needs, teachers must “keep the ball moving forward” and immerse themselves in technology to share with students. [Read More](#)
- California Institute of the Arts’ (CalArts) Community Arts Partnership (CAP) initiative offers high-need Los Angeles students an arts and technology education in an effort to provide secondary education and workforce opportunities. CAP is the first program of its kind and was established to connect CalArts to community-based organizations and schools. *CalArts’s CAP Trains the Next Generation of Filmmakers*



and Animators in Underserved LA Communities details students' experiences and impressions and how the initiative continues to grow. [Read More](#)

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## UPCOMING EVENTS

The arts education community has several events, conferences and other professional development opportunities coming up in this next quarter that may be of interest.

### **Creativity Connects – Arts in Early Learning (2018 in National Locations)**

The Creativity Connects: Arts in Early Learning Conference will be held in four cities in Spring 2018 to engage community leaders and dialogue about early learning through the arts. [Read More](#)

### **Arts Integration and STEAM Online Conference**

Connect virtually to the Arts Integration and STEAM Online Conference this Summer 2018, to access all sessions and resources focused on STEAM classroom strategies. [Read More](#)

### **2018 NAEA National Convention**

Find upcoming opportunities for conferences and professional development through the National Art Education Association. [Read More](#)

If you would like to showcase an upcoming event, please contact [mmiller@2mresearch.com](mailto:mmiller@2mresearch.com)

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