



NATIONAL ASSEMBLY OF STATE ARTS AGENCIES

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Five-Year Leadership Development Plan for State Arts Agency Arts Education Managers

Partnership between the National Endowment for the Arts and the National Assembly of State Arts Agencies

State arts agency arts education managers effect arts learning through leadership development, influencing the environment and sharing information.

1. State arts agency arts education (SAA AE) managers identify and strengthen their knowledge and skills.

1.A. What Assess the environment.

Why To understand current policy issues and future trends, so that the SAA AE managers' leadership development is relevant to the broader arts learning environment.

How Learn overall state arts agency trends and trends specific to each state

Identify NASAA and NEA policy priorities.

Understand the trends in the arts education field, both nationally and at the state level.

Use the print- and Web-based reports and publications, convenings and other services offered by the Arts Education Partnership, NASAA and other national groups.

Attend the NEA's Partnership Agreement panel and arts education pre-panel meetings.

When 2003-2006

1.B.	What	Identify SAA AE managers' needs using the self-assessment tool.
	Why	To ascertain what skills and knowledge the SAA AE managers currently have and what they need to gain.
	How	Determine process and timeline for improving the self-assessment tool. Review domains for continued relevancy through dialogue on the AE listserv and by the governance group. Solicit feedback on the self-assessment tool from inside and outside state arts agencies through one-on-one conversations with relevant staff of national arts organizations with an interest in education. Re-administer the self-assessment tool on the NASAA Web site using a professional database/Web contractor.
	When	2003-2004

1.C.	What	SAA AE managers create individual leadership development plans.
	Why	To ensure that the learning opportunities are aligned with the skills and knowledge needed. To ensure that SAA AE managers will take advantage of learning opportunities by matching the training and other services with the managers' available time, interests and needs.
	How	Provide guidelines, models and technical assistance. Guidelines should include the importance of an individual plan that reflects the agency's overall plan and the "culture" of the agency, and be flexible to respond to environmental changes in the field. Provide expert advice "on call" to advise SAA AE managers on their individual leadership development plans.
	When	Plan: 2003-2004 Implement: 2004-2006

1.D.	What	Develop learning opportunities for SAA AE managers that are relevant to all skill levels.
	Why	To increase the knowledge and skills of SAA AE Managers in specific areas of arts education.
	How	<p>Develop and execute topic-based institutes that are focused on prioritized skill/knowledge areas in the self-assessment tool, ideally those areas in which SAA AE Managers need improvement.</p> <p>Plan and execute a three-four day arts learning institute with national faculty, also based on specific skill/knowledge areas in the self-assessment tool.</p> <p>Implement a mentoring system between experienced and new SAA AE managers to bring them “up to speed” more quickly and provide them with advice and solace.</p> <p>Identify partners in providing leadership development who can enhance the value of the training; complement the skills, knowledge and expertise of SAA AE managers; and provide a larger pool of learners to attract more prominent experts and teachers, and to make the application of more advanced mechanisms, such as on-line classes, more cost-effective.</p> <p>Explore leadership development services with partners who are already identified, such as the national arts discipline organizations and their “Crossing Paths” conference, and the Arts Education Partnership (AEP) and their quarterly meetings.</p> <p>Implement a network, ideally through NASAA’s Web site, of national faculty “on-call” to advise SAA AE managers on challenges that range from policy issues to meeting facilitation, for example.</p>
	When	<p>“Crossing Paths” conference and AEP meetings: 2003</p> <p>Topic-based institutes and mentoring: 2003-2004</p> <p>Arts learning institute and national faculty on-call: 2004-2006</p> <p>Identifying partners: 2003-2006</p>

1.E.	What	Provide learning opportunities through multiple technologies.
	Why	To ensure that all SAA AE managers can participate in learning opportunities.

How Explore the cost/benefit of in-person meetings, conference calls, videoconferences and on-line training to match the method with the content.

Identify service providers.

Develop technology-based learning services.

When 2003-2006

1.F. What Encourage and Codify Skill Development for SAA AE Managers

Why To encourage all SAA AE managers to take advantage of learning opportunities.

How Explore implementing professional standards and a certification process for SAA AE Managers. This would help ensure a common base level of expertise among the managers and would elevate the professionalism of the field.

Explore creating incentives that might include registration discounts for leadership development convenings or discounts to purchase other services. The incentives would be linked to completing and/or participating in specific leadership development activities, for example, conference calls with experts, being a mentor to a new SAA AE manager or serving in a leadership role.

When Standards and incentives: 2005-2006
Remaining activities: 2003-2006

Assessment Strategies

1. Administer the self-assessment tool every year and compare the results from year to year. We will take into account tenure, and we will examine changes in the proficiency level within each skill area.
2. Through the AE listserv and/or a Web-based form, track the number of SAA AE managers who speak at national conferences, institutes or "trainings." Gather this information yearly for trend analysis.
3. Through the AE listserv and/or a Web-based form, track the number of SAA AE managers who have participated in on-line learning. Gather this information yearly for trend analysis.
4. Ask the individual leadership development plan expert to review and critique a small number of plans from the beginning to the end of the process, and share advice with the other SAA AE managers.

5. Collect information on state arts agencies' policies on staff professional development; the funds that the state arts agency allocates to each staff for professional development and/or makes available for the agency's staff, in general; and compare the SAAs that are most committed to staff professional development with SAAs who have the longest tenured staff to see if they correlate.
6. Evaluate—through a written/on-line form or focus group/interview format—convenings (conference call, teleconference, in-person, etc.), with questions that are consistent with the outcomes articulated for the convening and explore the relationship between the convening and the skill areas in the self-assessment tool.
7. Review the questions asked and methodology used for the “Princeton Evaluation” of the Americans for the Arts-NASAA Joint Convention in July 2001 to determine if they could be adapted as a means to evaluate these convenings. The goal of the Princeton Evaluation was to measure the long-term effects of conference participation, pinpointing specific ideas and action strategies that participants gleaned from their convention experience. The evaluators measured attendees' attitudes about the pARTicipate2001 convention (as well as about conferences in general), and tracked how the programs, management practices, policy development and collaborations of participants changed over time.
8. After a year of being mentored, ask the new SAA AE managers—at the arts education preconference to the NASAA meeting or at another national meeting—if they think that it helps. Ask them to be specific. Ask the mentors to write down advice about how to be a good mentor and share, in print or on the Web, with all of the SAA AE managers.

2. State arts agency AE managers work in collaboration to influence the arts learning environment.

2.A. What Develop new and strengthen existing partnerships between at the state and national levels.

Why To increase impact and share resources.

How Refine and formalize the existing criteria for good partnerships between NASAA and other national organizations and between SAAs and other state-level organizations developed in Chicago in June 2002 by a group of SAA AE Managers and Executive Directors. In addition, use the Arts Education Partnership as a model.

Assess current national and state-level partnerships to see if they fit within the criteria.

Examine the No Child Left Behind federal legislation for ideas for new partners at the national and state levels.

Explore the intersections between the Arts Education Partnership's initiatives and the SAA AE managers' leadership development priorities.

Partner with the national arts discipline organizations around the *Crossing Paths* conference. Develop some joint programming at their 2003 meeting.

Plan and execute an arts education summit in July 2004 (as a preconference to pARTiciapte2004) with Kennedy Center Alliance for Arts Education Network and others.

Explore the legalities of sharing methods, such as the self-assessment tool with partners, to ensure that NASAA retains the legal rights to the methods or tools and to increase NASAA's earned revenue.

When 2003-2004

2.B. What Inculcate an agency-wide culture of leadership development.

Why To ensure that taking advantage of leadership development opportunities is integral and integrated with work life.

To build support among state arts agency and NEA leaders, so that leadership development of state arts agency staff becomes a funding priority.

How Model a learning community for the field.

Identify cross-program opportunities, for example, between SAA AE managers and community development coordinators. Such opportunities might include training in specific skill areas, like meeting facilitation or community cultural planning.

Invite state arts agency and NEA colleagues to participate in learning opportunities, such as topic-based meetings.

Share the NEA/NASAA arts education leadership development process with state arts agency and NEA colleagues through NASAA's monthly publication and Web site, and NEA's internal communication network.

Apply arts education leadership development work to other state arts agency staff by talking and meeting with peer group leaders and by being mentors or "experts on call" to peer group leaders.

When 2003-2006

Assessment Strategies

1. See numbers five, six and seven above.
2. Convene a meeting of states that do not have a strong working relationship among the state arts agency, state alliance for arts education and state department of education, and work on strengthening the partnership using the *Greater Good* publication.
3. Using the listserv or Web-based form, evaluate the impact of the *Greater Good* publication. Ask for specific examples of how the respondents' used the information.

Indicator of Success: The Arts Education Partnership has a quarterly meeting devoted to leadership development of those who work in the field of arts education, but are not teachers, and the meeting has high attendance and is evaluated as a success.

3. State arts agency AE managers enhance their effectiveness through sharing information.

3.A. What Provide national facilitation and coordination of the network of state arts agency AE managers.

Why To ensure completion of this plan.

How Develop job description for a part-time contractor to assist NASAA with arts education services to SAA AE Managers.

Review existing resources and identify funding sources.

Hire contractor.

Implement SAA AE managers' governance structure outlined in June 2002. This replaces the Leadership and Management Task Force and AE Coordinating Committee.

When 2003-2004

3.B. What Maintain NASAA's Arts and Learning Web site

Why To continue to be the mechanism for sharing resources, research, models and news to benefit SAA AE managers, primarily, and the field, in general.

How Identify staff and funding support to maintain the Web site.

Explore enhancing the technology, such as searchable databases, message boards and interactive discussions.

Create and post profiles of state arts agency arts education programs.

Create and post reports of professional development activities undertaken by SAA AE managers.

When 2003-2006

Assessment Strategies

1. Hire part-time contract employee at NASAA to assist with arts education activities. Evaluate job performance using NASAA's staff evaluation methods. Sustain position through the life of this plan.
2. Through observation and participation, monitor the work of the new governance structure—the arts education advisory group.
3. Track the number of page hits to the Arts and Learning section of NASAA's Web site, and compare the number of hits over time. Use the information on page hits to help determine if content needs to be "retired" or "refreshed."
4. Track the types of questions and number of responses on the arts education listserv. Use the content of the questions to help inform new content areas for the Web site.
5. Through participation and observation at convenings, identify new content for the Web site.
6. Conduct periodic evaluations of the content to maintain its utility to the SAA AE managers, primarily, and the broader arts learning field.