

SEADAE Strategic Plan: 2005-2010

State Education Agency Directors of Arts Education (SEADAE)

Strategic Planning Retreat

February 11-13, 2005

Arizona Community Foundation

Phoenix, Arizona

AGENCY DIRECTORS

STATE EDUCATION



OF ARTS EDUCATION

SEADAE

MISSION: To support the professional effectiveness of individual members and provide a collective voice for leadership on issues affecting arts education.

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PLANNING RETREAT OVERVIEW

PARTICIPANTS	FOCUS QUESTION	AGENDA
<p>NATIONAL STEERING COMMITTEE Ana Luisa Cardona Beth Cornell Nancy Carr Deb Hansen AnnRené Joseph Scott Shuler Tom Waggoner</p> <p>REGIONAL REPRESENTATIVES Lurline Munoz-Bennett Dale Schmid June Hinckley Sarah L. Fronczek Joyce Huser Lynn Tuttle Carol Ann Goodson</p> <p>Facilitator James Wiegel</p> <p>Host Jackie Alling</p>	<p align="center">How do we create an ongoing sustainable professional development learning community for State Department of Education Arts Directors that models the kind of learning community we need as we develop it?</p>	<p>Friday Introductions Overview Conference call Environmental Scan Practical Vision Workshop Lunch Practical Vision Workshop (cont'd) Underlying Contradictions Workshop Strategic Directions Workshop</p> <p>Saturday Review Conference Call Aligning our Strategies Implementation Timeline Workshop Lunch <Complete Implementation Timeline> Launch Priorities Next Steps, Feedback Close</p>

3. Actuation:

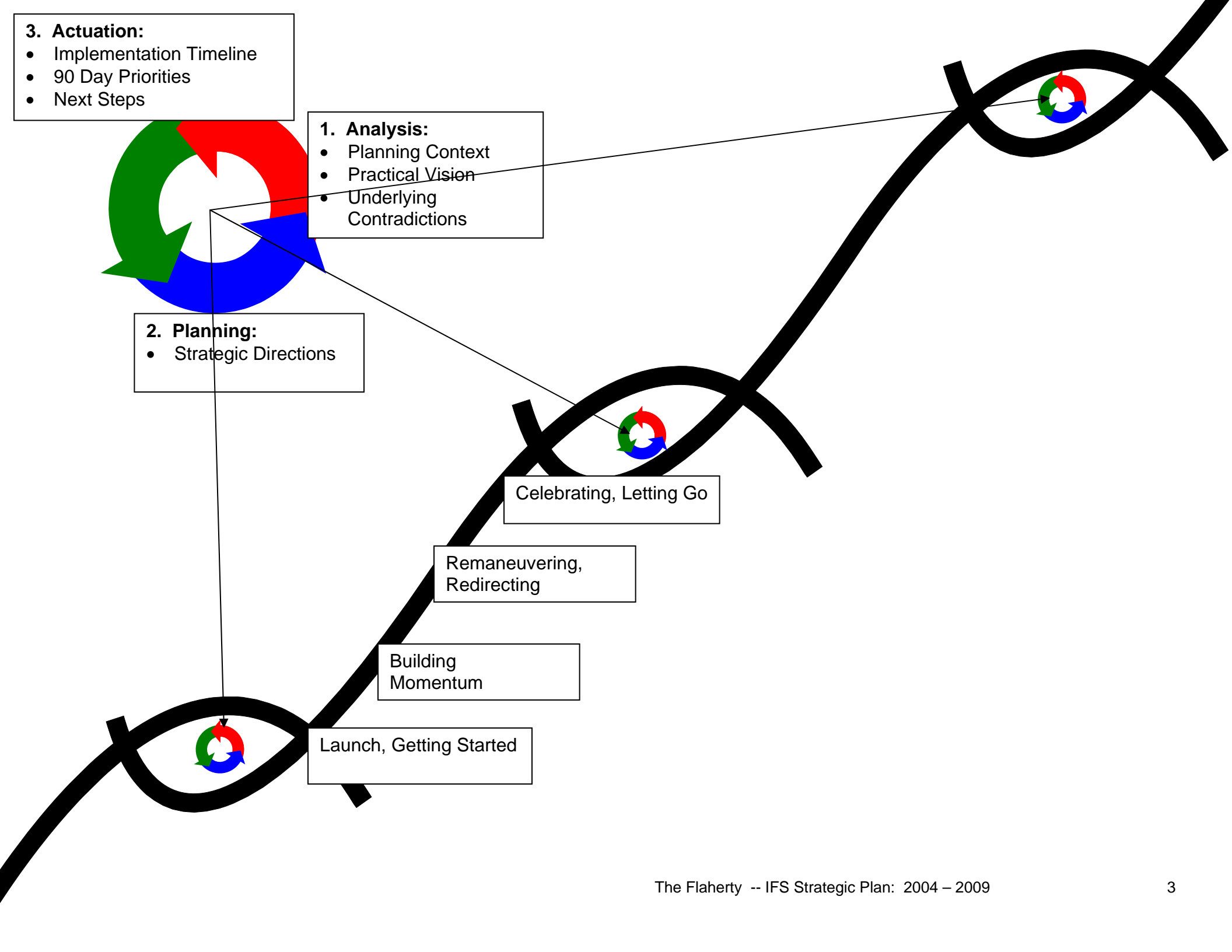
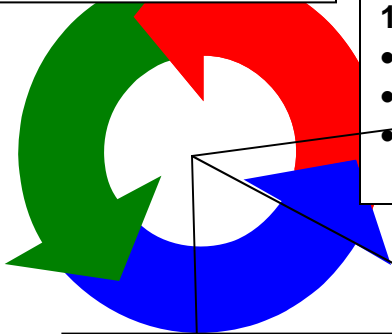
- Implementation Timeline
- 90 Day Priorities
- Next Steps

1. Analysis:

- Planning Context
- Practical Vision
- Underlying Contradictions

2. Planning:

- Strategic Directions



Celebrating, Letting Go

Remaneuvering,
Redirecting

Building
Momentum

Launch, Getting Started

EXECUTIVE SUMMARY

The focus question of this Strategic Planning retreat as identified by retreat organizers was:

How do we create an ongoing sustainable professional development learning community for State Department of Education Arts Directors that models the kind of learning community we need as we develop it?

This Executive summary reports the central decisions made by participants in the Strategic Planning Retreat in answer to this question. Participants created a Strategic Framework for focusing the organization over the next several years in relation to that question, and an Implementation Timeline of practical milestone accomplishments for the coming year that will launch full implementation.

The **Strategic Framework** identifies 3 important consensus decisions reached by retreat participants in answer to the focus question: the statement of their **Practical Vision** for the next 3-5 years, their **Chief Challenges**, the main obstacles and opportunities in the current reality of the organization which need to be addressed, and the statement of **Strategic Directions**, the focused directions for action that will address the Challenges and move the organization to the full realization of its Practical Vision.

The **Implementation Timeline** identifies what will actually be done over the next 12 months to move things forward and who will do it. There is also a page of immediate follow-up and launch activities which will ensure a quick start.


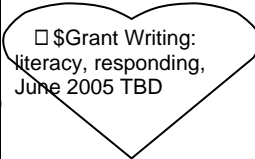


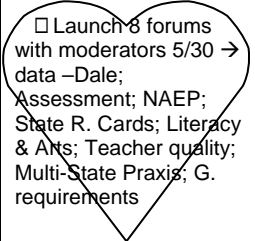
STRATEGIC FRAMEWORK:

Many conversations were held during the retreat. The 3 decisions below represent the core of the SEADAE strategic plan, along with the implementation timeline which follows. Together, these answer the focus question of the retreat.

focusing our creative, practical actions in.. STRATEGIC DIRECTIONS	to deal effectively with . . . CHIEF CHALLENGES	and realize our . . . PRACTICAL VISION
<p>STRENGTHENING PARTNERSHIPS AND CREDIBLE VOICE Communicate SEADAE to Others Developing Partnerships</p> <p>SUPPORTING EFFECTIVENESS OF STATE DIRECTORS Identify, Collect & Present Key Data Provide Innovative Professional Development Promote Internal Communication</p> <p>CREATING SEADAE'S SKELETON Share Funding Strategies Continue Infrastructure Development</p>	<p style="text-align: center;"><u>NEA \$50,000 grant</u></p> <p style="text-align: center;">Commitment around the table and <u>intrigue of others</u></p> <p style="text-align: center;"><u>Individuals and a team, how function?</u></p> <p style="text-align: center;"><u>Jealousy, suspicion -- \$, power, recognition and voice (with partners)</u></p> <p style="text-align: center;"><u>Increased workload / expansion of duties of state consultants -- less time to do more</u></p> <p style="text-align: center;"><u>Lost access to NCLB & other dollars -- narrowing</u></p> <p style="text-align: center;"><u>Lack understanding = arts do for human being, political agenda, commitment</u></p>	<ul style="list-style-type: none"> ➤ INCREASED SUPPLY OF QUALITY TEACHERS ➤ SUSTAINABLE INFRASTRUCTURE ➤ INCREASED ACCESS AND USE OF MULTIPLE DATA FOR RESEARCH AND POLICY ➤ MULTIPLE MODES OF PROFESSIONAL DEVELOPMENT (STATE DIRECTORS) ➤ INCREASED ACCESS TO QUALITY ARTS EDUCATION ➤ CONTINUED DEVELOPMENT OF DYNAMIC, INTERACT, INTERACTIVE WEBSITE FOR STATE DIRECTORS ➤ NATIONAL VOICE FOR STATE DIRECTORS ➤ TECHNICAL ASSISTANCE NETWORK FOR STATE DIRECTORS ➤ ACKNOWLEDGED KEY PARTNER IN NATIONAL ARTS EDUCATION

IMPLEMENTATION TIMELINE

What will we actually do in the next 12 months, 90 days and who will do it? Heart = priority = red circle; circle = tomorrow, = green circle; ** = pink asterisk; GRANT = pink arrow

Strategic Direction	Team Names, Nickname	Launch Actions	February, March	April, May, June	July, August, September	October, November, December	BEYOND	Signs of Success
 <p>STRENGTHENING PARTNERSHIPS AND CREDIBLE VOICE</p>	<p><u>Bonders</u> <u>Joyce, Scott, June, AnnRene</u></p> <p>Essential pieces: "Isn't it a wonderful thing that we are all different? Each of us has strengths and skills to share. And, when we link our individual strengths together, we're invincible!"</p>	<input type="checkbox"/> Identify <input type="checkbox"/> 1. data points, <input type="checkbox"/> 2. position statements, <input type="checkbox"/> 3. Grant focus & writers	<input type="checkbox"/> ** Data collection Feb 11-13, SEADAE team here in Phoenix, Scott, Dale, June <input type="checkbox"/> Who, when, what Rep by SEADAE w/ partner / key org Joyce <input type="checkbox"/> Letters written (M, D, D) position statements 2/13 SEADAE team members	 <p><input type="checkbox"/> \$Grant Writing: literacy, responding, June 2005 TBD</p>	<input type="checkbox"/> Matrix of available data by states June, Beth		<input type="checkbox"/> Data collection (in-depth) Scott, June, Dale	<p style="text-align: center;"><i>Data Collection identify the cells</i></p> <p style="text-align: center;"><i>Letter writing identify representation</i></p> <p style="text-align: center;"><i>Grant: Grant written</i></p>
 <p>SUPPORTING EFFECTIVENESS OF STATE DIRECTORS</p>	<p><u>The "Effectors"</u> <u>Carol, Nancy, Sarah, Lurline, AnnRene</u></p>	<input type="checkbox"/> Regional leads call each state SD, bring up to date, confirm art site, go to web while on call, about SEADAE Reg Rep Sunday ROLLOUT <i>calls made to SD, state art links on web as needed</i>	<input type="checkbox"/> USDOE grant summary of finding Literacy connections Nancy, <i>posted</i>	<input type="checkbox"/> PD & Web needs input on web Nancy <input type="checkbox"/> Region conference call Reg Rep Lurline <input type="checkbox"/> Topic: HS Grad college req. conf call, reg. data <i>data on web, minutes</i> <input type="checkbox"/> Region conference call Reg Rep Lurline: Topic Standards conf call, reg data <i>data posted, minutes</i>	<input type="checkbox"/> Topic surveys: July 04, state, assessment future topic, conf call, reg. <input type="checkbox"/> <i>Data posted, minutes</i> <input type="checkbox"/> Region conference call Reg Rep Lurline, Aug	<input type="checkbox"/> Region conference call Reg'l rep Lurline Oct <input type="checkbox"/> Region conference call Reg'l rep Lurline Dec <input type="checkbox"/> Mentoring new S. D. individual call to mentor, reg conf call, (organized plan by regional rep's posted on web Carol	<input type="checkbox"/> Region conference call Reg Rep Lurline <input type="checkbox"/> P. D. What? Live -- Powerpoints	
 <p>CREATING SEADAE'S SKELETON</p>	<p><u>Skeletors</u> <u>Dale, Ana, Deb, Beth, AnnRene, Lynn</u></p> <p>Organizational skeleton, Epidermis, Nutrition</p>	<input type="checkbox"/> Notice to the field of SEADAE strategic plan & the regional conf call, mtg. Deb 3/1 ROLLOUT	<input type="checkbox"/> ** Identify 30 SEADAE Info Points for login, All to Beth, 2/14-3/15 <input type="checkbox"/> Evaluation rubric for current NEA grant GRANT Anne Rene <input type="checkbox"/> By-laws Deb <input type="checkbox"/> Written job descriptions, who signs letters 2/28, Deb <input type="checkbox"/> \$Grant Management evaluation rubric Anne Rene 3/15 Ticket to Admission for regional rollout 3/15-6/15, Lynn & Dale ROLLOUT <input type="checkbox"/> Final report 6/1. Beth, Deb, Ana – write, Dale editor <input type="checkbox"/> NEA 06 Ap hire consultant 4/15, grant due 6/1 Lynn / Beth \$	 <p><input type="checkbox"/> 501 (c) (3) June 30th, Ana, consultant <input type="checkbox"/> Launch 8 forums with moderators 5/30 → data –Dale; Assessment; NAEP; State R. Cards; Literacy & Arts; Teacher quality; Multi-State Praxis; G. requirements</p>	<input type="checkbox"/> NASAA session on SEADAE + website Ana, Beth <input type="checkbox"/> Invite key partners to web unveiling Beth/ Tom July <input type="checkbox"/> Research funding July 1 Lynn / Beth		<p style="text-align: center;"><i>Roles clarified</i></p> <p style="text-align: center;"><i>SEADAE calendar posted to website (Oct 06 nat'l mtg in CA)</i></p> <p style="text-align: center;"><i>Threaded use of website</i></p> <p style="text-align: center;"><i>Web unveiling (NEA citation)</i></p>	

IMMEDIATE PRIORITIES AND NEXT STEPS

REMAINING ITEMS

1. Teams - names on each item, budget implications, details on complex accomplishments
2. Agenda Items for Business meeting - Ana
Steiner letter, Herbert letter Dale
Position statement bullet points Scott, Dale, June
3. Timeline, finish documentation - Jim
4. Coordinate Roll out actions - Nancy, Joyce, Dale, Lynn
5. Data Matrix - June, Beth
Available, Flawed formula Lynn, Nancy
6. Dinner - All

7. Coordination How will coordination of our plan take place?
Tasks assigned by names
Check back by June 30, will know by March 30 on funding (Ana, Laurie Schell)
Trifold brochure, PDF AnnRene
Post Strategic Plan on web site - Beth

STRATEGIC PLAN DETAIL

(The remainder of this document presents greater background and detail to the Practical Vision, Underlying Contradictions, Strategic Directions and Implementation Timeline which were mapped out during the retreat)

The Planning Context

The Planning Context provided time for participants to introduce themselves, review the agenda of the retreat, and generate an informal summary around the question:

"What is going on around us that we need to take into account as we plan?"

An organization is never independent but swims in a constantly changing world of trends, paradigms, approaches, needs and conditions. In this session participants look out at the larger world to create a context for their planning efforts.

Retreat participants reflected on the environment surrounding the organization, identified some major achievements, described somewhat SEADAE's unique contribution and identified trends and changes that are established, emerging, dying and boundary ideas which will affect future work.

The following pages document the flip chart notes from this opening activity.

ENVIRONMENTAL SCAN

What trends, shifts, changes and paradigms do we need to pay attention to as we move forward with our mission? external: world, community, field; or internal

ESTABLISHED

BOUNDARY

EMERGING

DYING

Boundary Ideas <i>Which new ideas are pushing/need to become accepted trends and practices?</i>	Emerging <i>Which trends and practices are picking up momentum and acceptance?</i>	Established <i>Which trends and practices are mainstream or standard operating procedures?</i>	Dying <i>Which trends and practices are concepts whose viability is overtly questioned?</i>
<ul style="list-style-type: none"> ➢ ELL / ESL low achieving students ➢ Seat time is learning orange ➢ Arts in the content areas, integrated curriculum ➢ <u>Integrated arts visual art, music, theatre, dance</u> ➢ Arts integration teaching artists cultural institutions in K-12 ➢ <u>Arts must be regarded / treated / acted upon as core subject, not a fringe</u> ➢ <u>Dance & theatre in k-12 sector</u> ➢ District and State-based arts assessment ➢ Look at ways to evaluate so "EL, SED, Spec. Ed, Migrant" kids don't drag down scores ➢ Changing demographics shifting what is important to school communities -- brings disparate desired directions 	<ul style="list-style-type: none"> ➢ <u>Recognition of need for arts data</u> ➢ <u>Arts defined as "core curriculum"</u> ➢ <u>Arts assessment</u> ➢ (SEOP) Student Education / Occupation Plan for meeting graduation requirements ➢ <u>Ways of knowing</u> ➢ State "curriculum" de facto ➢ C + I + A = Learning and for learning ➢ <u>Standards based instruction in the arts</u> ➢ Arts educators more vocal about need for arts & more motivated to receive additional professional development ➢ <u>Arts & technology, workforce & economic development</u> ➢ Tech -- tool for learning PK --> Seniors ➢ Distance / interactive learning ➢ <u>Looking at student work</u> ➢ <u>Data - driven decision making</u> 	<ul style="list-style-type: none"> ➢ Understanding based curriculum approaches ➢ An established misconception is the M & LA inclusion of art, is art! ➢ State testing in ELA, Math, Science (driving curriculum) ➢ Standards based education ➢ Higher education licensing ➢ <u>Standards-based curriculum & assessment</u> ➢ State policies ➢ <u>We have marching band, therefore we have art</u> ➢ <u>Need to deal with arts assessment</u> ➢ NCLB 	<ul style="list-style-type: none"> ➢ Public schools ➢ <u>Respect for, and trust in public schools</u> ➢ <u>Face to face professional development</u> ➢ Artist in residence focus paradigm of art councils ➢ Specialist can only do arts instruction ➢ Emphasis on "performance only" in arts ed ➢ <u>Need for more time on daily / weekly schedule</u> ➢ Comfortable public educators <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>P = Pleasing, welcoming R = Resisting, distressing</p> </div>

Pay Attention: What are these trends telling us we need to pay attention to?

<ul style="list-style-type: none"> ➢ Licensure, certification are behind the trends ➢ We could end up more polarized \$ / population); upper echelon, lower echelon switch ➢ Increasing micromanagement of education by political arm of society -- accountability, players, relations --> capriciousness ➢ Can bring balance re social capital: why come to school?? 	<ul style="list-style-type: none"> ➢ Benchmark with actual work ➢ Individual sports / making of art is new trend -- virtual acting aided by technology; individual performance is an opportunity and also lack of social capital ➢ Federal --> local education systems -- states less a player, may not be additional money
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PLANNING CONTEXT

What background do we need to keep in mind as we plan?

<p align="center">HISTORY What is the relevant history of this effort</p>	<p align="center">UNIQUENESS, CONTRIBUTION What is the unique focus or contribution we intend?</p>
<ul style="list-style-type: none"> ➤ Latest iteration ➤ 2 years ➤ NEA grant to move ➤ July meeting, planning year ➤ Restaurant in Texas . . . 	<ul style="list-style-type: none"> ➤ Includes all 4 arts disciplines ➤ Arts education ➤ Powerful website ➤ Capacity to engage state people in learning exchange
<p align="center">KEY FACTS What key facts currently describe us?</p>	<p align="center">PARTICIPANTS, STAKEHOLDERS Who are the key players we need to keep in mind?</p>
<ul style="list-style-type: none"> ➤ Become vocal, tried to connect ➤ 56 voices ➤ Concern to calibrate ➤ High turnover, also come and go ➤ Arts plural ➤ Is no infrastructure ➤ Dangerfield: "no respect" 	<ul style="list-style-type: none"> ➤ National arts education organizations ➤ NEA endowment ➤ USDOE ➤ NASAA ➤ AEA ➤ ECS ➤ CCSO ➤ NGA ➤ NASBE ➤ ASCE ➤ PTA ➤ PTO ➤ State by state alliances, arts councils

The Practical Vision Workshop

The practical vision workshop asks the question:

**“What do we want to see in place in 3-5 years time
as a result of our efforts?”**

The vision of an organization is held in part by all of its members. This workshop seeks to bring these together to create their shared picture of the future. The practical vision is the responsive statement of hope and intention in response to the given environment. It provides a sense of the destination of the effort. It tells us where we are going, what the accomplishments, outcomes, changes and results are that we are seeking by our efforts.

The participants in the Strategic Planning retreat articulated a practical vision for the next three to five years by a process of individual thinking, sharing of ideas in small groups, writing them on cards then posting them on the wall and organizing them to identify the 5-9 major achievements they intend for the organization. These are shown as column headers on the following page with the brainstorm data from participants listed in the column below the header. Together, these anticipated achievements make up the Practical Vision for the organization.

PRACTICAL VISION

What do we want to see in place in 5 years time as a result of our efforts?

INCREASED SUPPLY OF QUALITY TEACHERS	SUSTAINABLE INFRA-STRUCTURE	INCREASED ACCESS AND USE OF MULTIPLE DATA FOR RESEARCH AND POLICY	MULTIPLE MODES OF PROFESSIONAL DEVELOPMENT (STATE DIRECTORS)	I NCREASED ACCESS TO QUALITY ARTS EDUCATION	CONTINUED DEVELOPMENT OF DYNAMIC, INTERACT, INTERACTIVE WEBSITE FOR STATE DIRECTORS	NATIONAL VOICE FOR STATE DIRECTORS	TECHNICAL ASSISTANCE NETWORK FOR STATE DIRECTORS	ACKNOWLEDGED KEY PARTNER IN NATIONAL ARTS EDUCATION
<ul style="list-style-type: none"> ➤ Advocate of multi-state praxis initiatives & reciprocity ➤ Promising practices for teacher prep AE 	<ul style="list-style-type: none"> ➤ SEADAE has a full-time Executive Director w/ staff ➤ Economic stability - SEADAE Executive Director serves at pleasure of Board ➤ SEADAE has consistent and renewed leadership acknowledged as part of state work ➤ SEADAE has sustained funding; e.g., line item in USDOE budget 	<ul style="list-style-type: none"> ➤ Increased research for arts education data ➤ SEADAE - chief advocate & conduit for collection & dissemination of state based data ➤ Website: links to all states, national / state database, student work in all 4 art forms -- revised national standards, revised NAEP framework ➤ Arts assessment all 4 arts; 2008 NAEP --> 2013, district 	<ul style="list-style-type: none"> ➤ Professional development live, virtual, "web ethreads", (updated strategic plan) ➤ SEADAE has funded, biannual, face-to-face meetings ➤ Models professional development live / online with AE researchers ➤ Biannual face to face meetings ➤ Support regional collaboration & travel to develop regional arts experts 	<ul style="list-style-type: none"> ➤ Increased arts education in all 4 forms -- majority / increased % have all 4; majority/ increased % HS students have 2+ arts credits for graduation ➤ Arts education an integral part of a school / district education package through SEADAE's work ➤ Chief advocate for parody of learning opportunities among arts disciplines ➤ Access to quality arts education by students ➤ More students finding meaning through arts - creating, performing, understanding ➤ Recognition arts ed "is" ➤ SEADAE's leadership results in national, state & local leaders acting on "arts as core" 	<ul style="list-style-type: none"> ➤ Website recognized source for arts education state consultants ➤ Models shared ➤ Statewide links ➤ State consultants not alone ➤ Data of state practices ➤ Shared student artwork ➤ Expansion of website including streaming and interactive capabilities 	<ul style="list-style-type: none"> ➤ SEADAE Acknowledged as the voice of arts education ➤ Through SEADAE there is an arts education voice ➤ Individual state & national leaders include arts in major policy decisions ➤ SEADAE as leader arts ed organization: consultant in all DOE's (disc.), represented (w/ \$) on national councils, etc.; go to organization for input, spokesperson, influential on policy ➤ Reliable art education voice- 	<ul style="list-style-type: none"> ➤ Becoming more effective within our states ➤ Provides stable communication & leadership nationally ➤ First point of contact for new State Directors ➤ \$ sources identified for AE 	<ul style="list-style-type: none"> ➤ A coordinated, collaborative partnership of all listed entities ➤ Strong links with influential sources for AE

The Current Challenges

The Current Challenges workshop asks the question:

"What underlying Obstacles and Opportunities are currently challenging the full realization of our vision?"

The current realities facing an organization become manifest when placed under the light of a practical vision. Without a vision, problems and anxieties are relegated to "lists of things to do" or are explained away as personal conflicts. As a group considers the range of its issues together, root causes can be uncovered and objectified for sober consideration and proposed actions.

Participants talked in table groups and then listed challenges and opportunities currently facing the organization, then highlighted chief challenges to be addressed.

The data from the Current Challenges session is on the following page. **Bolded, underlined items were identified by participants as Chief Challenges.**

CURRENT CHALLENGES:

What underlying Obstacles and Opportunities are currently challenging the full realization of our vision?

Bold, underlined = Chief challenges

SUPPORTING FORCES, OPPORTUNITIES	RESISTING FORCES, BLOCKS
----->	<-----
<ul style="list-style-type: none"> ➤ ECS prioritizing the arts ➤ HQT / NCLB Core ➤ <u>NEA \$50,000 grant</u> ➤ AEP steering committee membership ➤ Doug Herbert special assistant ➤ Great partnership Cinemagic ➤ New Secretary of Education ➤ Commitment around the table and <u>intrigue of others</u> ➤ Testing, testing, testing requirements ➤ Record as recognized authority ➤ NAEP IV ➤ David Steiner's interest in data 	<ul style="list-style-type: none"> ➤ <u>Individuals and a team, how function?</u> ➤ <u>Jealousy, suspicion -- \$, power, recognition and voice (with partners)</u> ➤ We're peripheral, low priority ➤ NCLB -- obsession with tested subjects = posture differently to make work, how is arts in education reform, assessment? Not seen as key player? profession ➤ <u>Increased workload / expansion of duties of state consultants -- less time to do more</u> ➤ Shortage of helpers in the field to help do work -- teachers -- district coordinators, higher ed ➤ <u>Lost access to NCLB & other dollars -- narrowing</u> ➤ Teacher burnout, no longer trained all areas, roles ➤ <u>Lack understanding = arts do for human being, political agenda, commitment</u>

The Strategic Directions Workshop

The Strategic Directions workshop asks the question:

What creative, practical actions can we take to deal with the contradictions, and move us towards our vision??

In the Strategic Directions workshop participants are asked to focus on creative, practical actions that will deal with the blocks and opportunities identified in the previous session as well as move the organization towards its practical vision. By planning strategically, that is, in relation to its real situation and the underlying challenges, and its practical vision, then it has a chance to realize its vision.

Participants in the Planning Retreat identified several strategic directions for the next year or two, each with specific action arenas. These Strategic Directions serve as the organizing pattern for implementation.

See chart on following page and backup data on the next page.

STRATEGIC DIRECTIONS

What creative, practical actions can we take in the next year or 2 to deal with the challenges and move us towards our vision?

Action arenas

Strategic Directions

Communicate SEADAE to Others			Developing Partnerships	STRENGTHENING PARTNERSHIPS AND CREDIBLE VOICE
Identify, Collect & Present Key Data	Provide Innovative Professional Development	Promote Internal Communication	SUPPORTING EFFECTIVENESS OF STATE DIRECTORS	
Share Funding Strategies	Continue Infrastructure Development		CREATING SEADAE'S SKELETON	

STRATEGIC DIRECTIONS

What creative, practical actions can we take in the next year or 2 to deal with the challenges and move us towards our vision?

Action arenas

Strategic Directions

Action arenas		Strategic Directions	
Communicate SEADAE to Others	Developing Partnerships	STRENGTHENING PARTNERSHIPS AND CREDIBLE VOICE	
<ul style="list-style-type: none"> ➤ Practice inclusion of SEADAE into our conversations ➤ Clearly communicate our mission to the field ➤ Create unified strategy for implementation in home states ➤ Share our work w/ state supt's & boards (collectively), e.g., letter of thanks for SEADAE Phoenix op, refer them to the web ➤ Strategies for why hire / retain state arts consultant? ➤ communicate with local ,state, national organizations about SEADAE ➤ Publish short articles in other organizations' papers, magazines 	<ul style="list-style-type: none"> ➤ Assign specific liaison responsibilities to SEADAE sheeting committee / regional reps w/ national, regional partners to help guide their efforts ➤ Model inclusivity, include partners ➤ Letter to Cinemagic to support work, nominate for award? ➤ Promote the position of ITQ - Arts Education Special Assistant at USDOE ➤ Give thoughtful consideration to persona contacts made by SEADAE members 		
Identify, Collect & Present Key Data	Provide Innovative Professional Development	Promote Internal Communication	SUPPORTING EFFECTIVENESS OF STATE DIRECTORS
<ul style="list-style-type: none"> ➤ Sort command on forums, query responses from SQ to build data bases ➤ Get all states listed and linked on website with contact person ➤ Develop list of critical questions for polling site ➤ Post data collected from SD's on website ➤ Sharing models ➤ Develop a common formula for expenditure of Art education money (flawed but powerful) 	<ul style="list-style-type: none"> ➤ Focus on responding in the arts as linked to literacy as a SCASS project "Literacy & The Arts SCASS Project" ➤ Identify a free national speaker to pilot online PD ➤ Propose (grant) highly publicize-able PD project to impact field which also brings state consultants together (i.e. 2nd National Institute on Assessments) ➤ Mentor new SD within 6 weeks 	<ul style="list-style-type: none"> ➤ Monthly conference calls ➤ Continue bi-monthly teleconferences ➤ Build team spirit ➤ Continue global conversations on list serve ➤ Establish common technological protocols ➤ Share SEADAE survivor stories & strategies ➤ Attach SEADAE meeting to AEP meetings ➤ Build SEADAE gatherings of 2 + at national meetings ➤ Regional roll out to fellow SD 	
Share Funding Strategies	Continue Infrastructure Development		CREATING SEADAE'S SKELETON
<ul style="list-style-type: none"> ➤ Distribute successful mechanisms/ strategies for leveraging funding & research ➤ Share examples of arts accessing federal \$ (Title I, II, Eisenhower, etc.) ➤ Encourage USDOE, AEP, ECS to gather state data on use of federal / state funds for the arts 	<ul style="list-style-type: none"> ➤ Contract w. consultant to write NEA final report ➤ Seek \$ for infrastructure ➤ Develop clear role descriptions for SEADAE officers, steering committee members, regional rep's ➤ Contract w/ consultant to evaluate yr 1 grant process (down & dirty evaluation) ➤ Protocols & job descriptions steering & regional rep's ➤ Volunteer to search for funding through the Foundation Directory ➤ Hire consultant to prepare 501 (c)(3) app. ➤ Create a rubric to assess effective use of grant money ➤ Contract for 1 day / month to do SEADAE work steering / regions ➤ Endowed chair for staff -- Ex, secretary, web, PR, PD, data collection, regional gatherings ➤ Secure commitment from those in Phoenix to write June 2005 NEA application ➤ Locate multiple funding sources to support us & our work 		

The Implementation Timeline Workshop

The Implementation Timeline workshop asks the questions:

**"What will we actually do in the first year? Who will do it? When?
What are priority steps to get started?"**

Action removes the doubt that theory and analysis cannot solve. In signing up to work on a direction and scheduling actions and accomplishments, commitment and realism are brought into the planning effort. The journey of implementation is mapped out and steps are decided which will begin the realization of our vision.

As a whole group, participants listed out expectations of each strategic direction in terms of which areas of the vision and which contradictions that direction was intended to focus on; current advantages and opportunities to build on, possible short and long term signs and indicators of success and suggested first year accomplishments. After this, participants signed up to work on each of the strategic directions, and in groups, they reviewed the previous work on their direction, identified practical signs of success by the end of 2005 and decided 6-8 key accomplishments phased over 2005 and into 2006. The teams reported to one another with special attention given to the appropriateness and realism of the planned activities at the beginning of the timeline. Additional time was spent in teams outlining detailed action plans for each accomplishment underlined in the timeline.

The following page outlines the Implementation Timeline as it has been developed. Behind it are the worksheets from the group giving more backup information on each strategy. This implementation timeline is a primary working tool for implementation as milestones are accomplished and marked off, schedules change, and new accomplishments are added.

IMPLEMENTATION TIMELINE

What will we actually do in the next 12 months, 90 days and who will do it?

*Heart = priority. Circle = tomorrow (business meeting during retreat), ** = Data related; \$ = Grant related*

Strategic Direction	Team Names, Nickname	Launch Actions	February, March	April, May, June	July, August, September	October, November, December	BEYOND	Signs of Success
STRENGTHENING PARTNERSHIPS AND CREDIBLE VOICE	<p><u>Bonders</u> <u>Joyce, Scott, June, AnnRene</u></p> <p>Essential pieces: "Isn't it a wonderful thing that we are all different? Each of us has strengths and skills to share. And, when we link our individual strengths together, we're invincible!"</p>	<input type="checkbox"/> Identify <input type="checkbox"/> 1. data points, <input type="checkbox"/> 2. position statements, <input type="checkbox"/> 3. Grant focus & writers	<input type="checkbox"/> ** Data collection Feb 11-13, SEADAE team here in Phoenix, Scott, Dale, June <input type="checkbox"/> Who, when, what Rep by SEADAE w/ partner / key org Joyce <input type="checkbox"/> Letters written (M, D, D) position statements 2/13 SEADAE team members	<input type="checkbox"/> \$Grant Writing: literacy, responding, June 2005 TBD	<input type="checkbox"/> Matrix of available data by states June, Beth		<input type="checkbox"/> Data collection (in-depth) Scott, June, Dale	<p><i>Data Collection identify the cells</i></p> <p><i>Letter writing identify representation</i></p> <p><i>Grant: Grant written</i></p>
SUPPORTING EFFECTIVENESS OF STATE DIRECTORS	<p><u>The "Effectors"</u> <u>Carol, Nancy, Sarah, Lurline, AnnRene</u></p>	<input type="checkbox"/> Regional leads call each state SD, bring up to date, confirm art site, go to web while on call, about SEADAE/Reg Rep Sunday ROLLOUT <i>calls made to SD, state art links on web as needed</i>	<input type="checkbox"/> USDOE grant summary of finding Literacy connections Nancy, <i>posted</i>	<input type="checkbox"/> PD & Web needs input on web Nancy <input type="checkbox"/> Region conference call Reg Rep Lurline <input type="checkbox"/> Topic: HS Grad college req. conf call, reg. data <i>data on web, minutes</i> <input type="checkbox"/> Region conference call Reg Rep Lurline: Topic Standards conf call, reg data <i>data posted, minutes</i>	<input type="checkbox"/> Topic surveys: July 04, state, assessment future topic, conf call, reg. <input type="checkbox"/> <i>Data posted, minutes</i> <input type="checkbox"/> Region conference call Reg Rep Lurline, Aug	<input type="checkbox"/> Region conference call Reg'l rep Lurline Oct <input type="checkbox"/> Region conference call Reg'l rep Lurline Dec <input type="checkbox"/> Mentoring new S. D. individual call to mentor, reg conf call, (organized plan by regional rep's posted on web Carol	<input type="checkbox"/> Region conference call Reg Rep Lurline <input type="checkbox"/> P. D. What? Live -- Powerpoints	
CREATING SEADAE'S SKELETON	<p><u>Skeletors</u> <u>Dale, Ana, Deb, Beth, AnnRene, Lynn</u></p> <p>Organizational skeleton, Epidermis, Nutrition</p>	<input type="checkbox"/> Notice to the field of SEADAE strategic plan & the regional conf call, mtg. Deb 3/1 ROLLOUT	<input type="checkbox"/> ** Identify 30 SEADAE Info Points for login, All to Beth, 2/14-3/15 <input type="checkbox"/> Evaluation rubric for current NEA grant GRANT Anne Rene <input type="checkbox"/> By-laws Deb <input type="checkbox"/> Written job descriptions, who signs letters 2/28, Deb <input type="checkbox"/> \$Grant Management evaluation rubric Anne Rene 3/15 Ticket to Admission for regional rollout 3/15-6/15, Lynn & Dale ROLLOUT <input type="checkbox"/> Final report 6/1. Beth, Deb, Ana – write, Dale editor <input type="checkbox"/> NEA 06 Ap hire consultant 4/15, grant due 6/1 Lynn / Beth \$	<input type="checkbox"/> 501 (c) (3) June 30 th , Ana, consultant <input type="checkbox"/> Launch 8 forums with moderators 5/30 → data –Dale; Assessment; NAEP; State R. Cards; Literacy & Arts; Teacher quality; Multi-State Praxis; G. requirements	<input type="checkbox"/> NASAA session on SEADAE + website Ana, Beth <input type="checkbox"/> Invite key partners to web unveiling Beth/ Tom July <input type="checkbox"/> Reseach funding July 1 Lynn / Beth		<p><i>Roles clarified</i></p> <p><i>SEADAE calendar posted to website (Oct 06 nat'l mtg in CA)</i></p> <p><i>Threaded use of website</i></p> <p><i>Web unveiling (NEA citation)</i></p>	

Strategic Direction: STRENGTHENING PARTNERSHIPS AND CREDIBLE VOICE		
Current Reality	6-8 Key Accomplishments	Success Indicators
<ul style="list-style-type: none"> ➤ Care in vetting ➤ Intermittent presence, inconsistent funding ➤ Been inwardly focused ➤ NAEP ➤ ASCD Arts Net on agenda ➤ AEP steering committee ➤ Interest in data crossover - SCASS, SEADAE ➤ Similar NEA, NMC, NDO, NSAA 	<ol style="list-style-type: none"> 1. Letters sent to support NAEP 2. Letter to David, to Margaret Spelling 3. Trifold flyer and brochure to disseminate 4. Presence established in ASCD through professional development session 5. Core article of introduction to be published - an announcement? 6. Regular collection of data talked about in common ways 7. Activate relations with organizations to which we belong through web links 8. ID few key areas for positions: NAEP, 3 focus areas? 9. Assigned present cy one of us at conference 10. Establish relation with CCSSO for data 	<ul style="list-style-type: none"> ➤ Communication and feedback from various organizations, we all know more ➤ Internal conversation ➤ Collective information being taken to others as SEADAE ➤ E-network being used ➤ Partners and bosses know the term "SEADAE" ➤ Use of list serve has gone up ➤ Published articles ➤ Signatures - SEADAE (we know who signs for the organization) ➤ Unsolicited requests ➤ "This is the group to go to get this"

Strategic Direction: SUPPORTING EFFECTIVENESS OF STATE DIRECTORS		
Current Reality	6-8 Key Accomplishments	Success Indicators
<ul style="list-style-type: none"> ➤ Commitment to face to face without infrastructure to do it ➤ 3/1 call is set up ➤ Lots of meetings ➤ Website is functioning, people don't know how to use all of it ➤ Not much awareness of the website ➤ Have SCAZZ project going on ➤ Have logo, mission, and all here - 7 months with initial grant ➤ All here! ➤ Nancy called everyone 	<ol style="list-style-type: none"> 1. Clarify the literacy project 2. Clarify project priorities 3. Continue monthly conference calls 4. Nancy finish 7/04 calls and put results on line 5. Another meeting scheduled 6. Regional roll out including history and roots 7. Development of some common data elements - Dale's project as option 	<ul style="list-style-type: none"> ➤ Increase number in conference calls, beyond rep's ➤ Increase number using forums and chat room ➤ Hosted regional meetings ➤ Data base created that is searchable ➤ Professional development piloted on line ➤ Proposal written to move forward Arts Responding ➤ 3 clear priorities on projects ➤ Newest directors are mentored

Strategic Direction: CREATING SEADAE'S SKELETON		
Current Reality	6-8 Key Accomplishments	Success Indicators
<ul style="list-style-type: none"> ➤ Picture on Website ➤ Chat room and Forum ➤ State contacts: 56 ➤ Functional steering committee ➤ Functional regional rep's ➤ Polling capacity ➤ Incorporated in Delaware ➤ Due date, final report on grant ➤ Proposal in, pending ➤ Report to write 6/15/05 	<ol style="list-style-type: none"> 1. Calendar created with stuff 2. Develop rubric to evaluate grant, grant management 3. Gaps filled on website 4. 2006 proposal written and submitted 5. Written job descriptions 6. Prioritized 3 strands 7. Identify SEADAE information cells (3) to be collected, what to get from it, "meaningful to me" 8. Every state director logged on to website 9. 1-2 projects identified as excuse to get together 	<ul style="list-style-type: none"> ➤ Secured money source ➤ Steering committee pictures on site ➤ Incorporated as 501 ©(3) ➤ Offices, roles clarified ➤ Larger development plan for prospects beyond federal money ➤ Regular calendar that happens ➤ Mechanism for revisiting plan, going forward ➤ Rubric for effective use of Grant money ➤ Threaded use of website, archived

IMMEDIATE PRIORITIES AND NEXT STEPS

REMAINING ITEMS

1. Teams - names on each item, budget implications, details on complex accomplishments
2. Agenda Items for Business meeting - Ana
Steiner letter, Herbert letter Dale
Position statement bullet points Scott, Dale, June
3. Timeline, finish documentation - Jim
4. Coordinate Roll out actions - Nancy, Joyce, Dale, Lynn
5. Data Matrix - June, Beth
Available, Flawed formula Lynn, Nancy
6. Dinner - All

7. Coordination How will coordination of our plan take place?
Tasks assigned by names
Check back by June 30, will know by March 30 on funding
(Ana, Laurie Schell)
Trifold brochure, PDF AnnRene
Post Strategic Plan on web site - Beth

About The Institute of Cultural Affairs (ICA)

Jim Wiegel, Senior Associate, used ToP® methods developed by The Institute of Cultural Affairs to facilitate this strategic planning session.

ICA is a unique facilitation, training and research organization providing effective participatory skills to thousands of people across the United States and in thirty other nations. With its thirty years of international experience, ICA continues to be on the leading edge of change in designing, delivering and training people to use simple, yet highly productive group leadership processes. In the United States, ICA's Technology of Participation (ToP®) programs and methods are used by hundreds of for-profit and not-for-profit organizations, government agencies, professional associations and local communities.

We wish you good success as you implement this strategic plan and we look forward to hearing of your successes. If we can be of any help, please call.

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