

An Introduction to IAAE

The Iowa Alliance for Arts Education (IAAE) is Iowa's only statewide, non-governmental, non-profit organization dedicated to preserving and promoting an education in the arts for all Iowans. IAAE is a member of the Kennedy Center Network for Arts Education.

A historical perspective of IAAE:

The Iowa Alliance for Arts Education was formed in the late 1980's when inflation in a difficult economy restricted state funds for school districts and resulted in massive layoffs of art and music teachers especially at the elementary level. At that time, the Kennedy Center for the Performing Arts was just initiating their state alliance program offering \$5,000 to new state-wide alliances of arts groups. Jodi Butler, a music teacher in West Branch, learned about this opportunity and contacted the presidents of all Iowa arts education organizations with an invitation to meet to discuss the collective state of arts education. This would be the first ever meeting of its kind in Iowa. Joe Christenson, Director of Bands at Iowa State University and President of IBA responded, "Either the various arts disciplines work together as one to advocate for and protect K-12 curriculum based arts education for all the children in Iowa, or we will stay divided and be conquered."

As a result of this meeting, a partnership with the Kennedy Center was forged and the Iowa Alliance for Arts Education was formed with five areas of focus: (1) to provide help to parents and teachers battling to keep an arts program or programs off the chopping block. (In the first year, IAAE received 69 calls for help.) (2) to develop proactive arts education advocacy information to be shared freely with any individuals or groups interested in promoting arts education. (3) to be at the table where the future direction of education in Iowa is being discussed; (4) to work closely with the Iowa Arts Council and the Iowa Department of Education arts education program directors; and (5) to monitor and advocate for issues and bills that affect arts education for all children. With the advent of standards and benchmarks, professional development was added as a focus area.

Soon after the formation of IAAE, it became clear that an executive director would be needed in order for the fledgling organization to be successful in carrying out its mission and goals. All founding members of IAAE were classroom teachers or college professors with little time available for additional work away from the classroom. Jodi Butler was hired as the first IAAE director in 1988 and, using offices donated by the University of Iowa, began working closely with many school districts, teachers, parents, state government agencies and state arts education organizations to achieve our mission of a quality, curriculum based arts education for ALL students.

Building on its foundation of two decades of experience, the collaborative work of IAAE continues to grow and to benefit Iowan despite new political, fiscal, and organizational challenges. The IAAE Board embraces these challenges and is determined to use them as springboard opportunities for renewal, creative and strategic planning, and stronger relationships with member organizations and other stakeholders.

Significant accomplishments of IAAE include:

Today, IAAE continues to build on its foundation of success to increase awareness, recognition and support of policies, practices and partnerships that ensure life-long quality arts education. Principal functions of IAAE include:

- ▶ Building a body of knowledge for arts education through our publications, educational programming, and website.
 - Informative website at iowaalliance4artsed.org
 - Use of a lobbyist to monitor developments in the legislature regarding arts education
 - Newsletter
 - Advocacy documents listed on the web site

- Orff Schulwerk course
- Mentorship Project
- Professional development workshops on standards and benchmarks, assessment, arts integration and multi-disciplinary education
- ▶ Recognizing excellence for students, teachers, and professionals in the arts education field with awards and scholarships, and by offering opportunities to showcase outstanding work:
 - Iowa Association of School Board Arts Award
 - School Administrators Award
 - National Youth Symphony Scholarships
- ▶ Cultivating a favorable environment for arts education by gaining recognition as an accredited curricular content area, and by supporting national, state, and local funding and public policy to support arts education.
 - Maintains membership organization
 - Maintains working partnerships with other Iowa arts organizations
 - Offers assistance with possible program cuts
- ▶ Creating a powerful voice for arts education within the broader communities at the local, state, and national levels.
 - Continues partnership with the Kennedy Center Alliance for Arts Education Network (KCAAEN)
 - Develops partnerships with national arts advocacy initiatives i.e. supportmusic.com and NAE advocacy initiative.
 - Maintains relationships with legislative offices, Iowa Department of Education, the Iowa Arts Council as well as member organizations.
 - Participate in Iowa education change initiative discussions at statewide level, i.e. K-14 music summit.

IAAE Mission Statement

The Iowa Alliance for Arts Education increases awareness, recognition and support of policies, practices, and partnerships that ensure quality sequential arts education for all Iowans.

IAAE Statement of Beliefs

The mission of IAAE is grounded in these beliefs about arts education:

1. The Arts are a necessary and integral element of human existence, adding value to and enriching our lives in ways that define us as individuals and societies. Therefore:
 - a. Arts education is a core (not “special”) educational experience for ALL students.
 - b. All students should receive a quality arts education.
 - c. Quality sequential arts education adds value to the teaching of all other subjects.
 - d. Arts education enriches personal experience, supports a creative economy, and develops social consciousness.

2. The workforce of tomorrow will require creative workers and leaders. Quality arts education develops entrepreneurial skills and creative problem solving.
3. The arts have a unique potential to engage diverse learners including those who may be considered “high risk”.
4. Quality arts education results when qualified arts educators have adequate class time, resources, professional development, and strong administrative support. To that end:
 - a. Concern for students and their holistic development is central to quality arts education.
 - b. Teaching in the arts should be curriculum driven so there is a sequential plan with rigorous and clearly defined expectations for student performance.
 - c. Advocacy training is an essential element of pre-service and in-service professional development for all arts educators.
 - d. Appropriate and effective advocacy is data-driven, grounded in research that informs us about best practice in education, the real needs of learners of all ages, and the concerns of our society.

Vision Statement

IAAE External Vision Statement:

Every Iowan has access to quality sequential arts education.

IAAE Internal Vision Statement:

The IAAE Board of Directors works with and taps the energy and expertise of its volunteers to develop and manage resources that allow it to sustain a vital network of members and member organizations. A rich exchange of ideas thrives in the activities and initiatives of IAAE and from which emerges a united and effective voice for improving the quality of arts education in Iowa.

Proposed Goals and Strategies 2011 -2012

<i>External Organizational Objectives</i>
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Transparency This discussion included the need to have as much information available on the website as possible to avoid questions about structure and the information offered through the Alliance. Items requested to be on the web (iowaalliance4artsed.org) included:

- By-laws
- Treasurers report, board member and member information
- Minutes on various meetings to clarify what decisions and why these decisions are being made
- Add a category of “Frequently asked questions” as a hot button on the website
- Doing this will assist the Alliance in being more proactive
- Clarify the roles of the Alliance, the Department of Education and each member organization and have this on the website
- The Alliance must speak for the entire membership meaning all organizations/associations
- Each organization/association affiliated with the Alliance should have their structure and function on the Alliance website as a reference
- List work for the alliance in volunteer and other roles

Advocacy

- Be a visible advocate for all art education in Iowa
- Provide and advocacy tool kit for members
- Instill advocacy on the college level art education as well
- Work with the Department of Education and the Regents to keep dialogue open

Membership The single most important thing the Alliance could do to increase membership would be to clearly define the value that membership in this organization brings.

- Membership should come with tangible benefits i.e. --tool kits, names, resources, lobbyist, etc.
- Consider an option to add Alliance membership when paying for specific local or association membership. The total fee would have to increase to do this but it certainly would increase the Alliance membership
- Now that we have a dance/theatre member in the Alliance we must make sure we are communicating with those educators

Re-establish the Leadership Program and be sure that there is follow up to contacts and educational sessions.

- This program should be used to develop new emerging leaders in arts education
- It could also serve as a pool for the Alliance and organization board positions.

Continue efforts in making certain that the arts education is added to the Iowa CORE as a content area.

Continue to host more meetings involving the members of the Advisory Board to add value to the partnership with the Alliance.

Keep the primary focus of the Alliance on advocacy within the state of Iowa first and at the national level second, including working with the Department of Education and the Regents.

The group asked if the following could be added, "IAAE strives to.....quality sequential arts education for all students."

Program Goal # 1 Provide service to Iowa Arts educators annually through professional development workshops in partnership with AEAs, colleges and universities, or school districts by 2010.

Strategy PG 1.1 Assess needs of arts educators and develop research-based professional development programs.

Strategy PG 1.2 Revise/update current in-service offerings of IAAE.

Strategy PG 1.3 Implementation of IAAE mentorship program in all arts areas.

Strategy PG 1.4 Develop and distribute "Tips for Success" for each discipline.

Program Goal # 2 Compile resource database of research supporting best practice in and benefits of arts education and make available to membership online by May 2007.

Strategy PG 2.1 Establish Board subcommittee to develop and, by March 2007, recommend a plan for creating a research database, for maintaining and updating the database, and for making it available to the membership.

Strategy PG 2.2 Establish plan to foster research in arts education in Iowa by July 2007.

Strategy PG 2.3 Provide continued support for research and in-service program development in the area of improving reading through arts education

Program Goal # 3 Establish ongoing dialogue among elementary, secondary, and postsecondary educators to improve articulation and coordination of arts curricula.

Strategy PG 3.1 By October 2007, initiate dialogue between postsecondary arts educators and elementary and secondary arts educators to determine status of K-16 articulation in Iowa arts curriculum.

Strategy PG 3.2 Develop programs for pre-service educators.

Program Goal # 4 Increase the time available for arts instruction in Iowa school districts.

Strategy PG 4.1 Assess current status of arts instruction in Iowa schools by May 2007.

Strategy PG 4.2 Determine target goals for arts instruction in Iowa by December 2007.

Strategy PG 4.3 Develop and implement advocacy plan by April 2008 to include actions steps targeting all educators, administrators, and school board members with information designed to help them recognize arts programming as a core educational experience for all students.

Program Goal # 5 Increase the number of students enrolled as arts teacher trainees in Iowa's colleges and universities

Strategy PG 5.1 Establish subcommittee to review trends and develop recommendations in partnership with each arts discipline member organization (timeline to be established).

Strategy PG 5.2 Develop and market the concept of teachers as artists in their own right.

Strategy PG 5.3 Develop or create alliances to support sabbaticals for arts educators/artists to develop their own work.

Internal Organizational Objectives

Partnerships with Iowa Department of Education, AEA, Kennedy Center, national organizations and other state and local organizations. It was clarified that this point included having a “point” person or face at IAAE that everyone knew. It may even include personal connections that affiliate members have within their schools or organizations that others could benefit from knowing. IAAE was a Think Tank for all arts groups to voice ideas and formulating approaches with organizations.

Advocacy both state and local. The group went on to clarify that this included political action letters/communication, lobbyist and work with the State of Iowa Regents. The Alliance should be an organization that can mobilize state and local efforts in regard to a specific issue.

Provided a common platform for communication of arts education issues and goals. It was a place to find information or get research for specific topics.

Professional Development

- IAAE provided speakers/presenters from their organization to state conferences/AEA's.
- Leadership program was a way to identify potential new leaders for the Alliance
- Leadership Symposium was presented.
- Training for all arts educators in the assessment, standards and benchmarks and curriculum areas.
- Mentorship Program was a good thing to have especially with someone from outside your geographical area for the sharing of ideas.
- The Alliance needs to work with the state to find candidates for mentoring in the arts education field. They could help you find someone in your “track”.

Grant writing-the Alliance has always been a good resource for the application and writing of grants used to support arts education in Iowa.

Organization Goal #1 Implement a human resource plan for IAAE sufficient to support expected progress on each of the goals of the organization.

- Strategy OG 1.1 Develop organizational chart that includes the Board of Directors, committees and needed volunteers.
- Strategy OG 1.2 Review, revise, and write job descriptions or charges for each position outlined in the organizational chart on a yearly basis.
- Strategy OG 1.3 Develop accountability plan for staff.
- Strategy OG 1.4 Develop plan for annual review of organizational performance including performance of the Board, progress toward strategic plan.

Organization Goal # 2 Develop relationships with member organizations that are mutually beneficial without duplication of services.

- Strategy OG 2.1 Develop plan for expanding the visibility of IAAE in the activities of member organizations and of other educational or decision maker organizations whose support for IAAE interests would be helpful in realizing the IAAE vision. Use the Advisory Council as a starting point.
- Strategy OG 2.2 Update and/or prepare public relations information for dissemination to member organizations.

Organization Goal # 3 Expand membership base.

- Strategy OG 3.1 Offer free memberships to first-year teachers and those who are new to Iowa.
- Strategy OG 3.2 Plan and implement educational campaign to inform potential members of the benefits of membership.

Organization Goal # 4 Develop leadership capacity among the membership.

- Strategy OG 4.1 Continue summer leadership conference.
- Strategy OG 4.2 Expand opportunities for leadership through service on committees.

Organization Goal # 5 Develop 5 year financial plan for IAAE

- Strategy OG 5.1 Identify operational needs for each year.
- Strategy OG 5.2 Identify program costs for each year.
- Strategy OG 5.3 Identify and allocate existing resources.
- Strategy OG 5.4 Identify additional fiscal needs for operational and programmatic functions.

Organization Goal # 6 Implement a development plan for IAAE

- Strategy OG 6.1 Establish planning and development committee.
- Strategy OG 6.2 Provide training for IAAE Board and development committee in resource development.
- Strategy OG 6.3 Secure financial commitments necessary to support operational expenses.

Appendix A: Monitoring and Evaluation of Strategic Plan

It is the Chair's responsibility to ensure timely review of progress toward the goals of the strategic plan and to guide the Board and the membership through the annual review and revision process. The cycle for the IAAE Strategic Planning Process will be as follows:

1. The IAAE Board will finalize and approve revisions to the Strategic Plan annually during the Fall meeting of the Board.
2. Officers and Committee Chairs will outline a plan and action steps related to their committee charge and aligned to the Strategic Plan and to the Chair at least 14 days prior to the Winter meeting of the Board.
3. The Chair at the annual Leadership Conference will submit a progress report on implementation of the Strategic Plan each summer. The progress report will be made available to the membership via the IAAE website.
4. The Board will consider revisions to the strategic plan based upon a review of:
 - a. Progress toward outlined goals
 - b. New internal and external opportunities and challenges
 - c. Feedback and recommendations from Leadership Conference participants, member organizations, and individual members.

Key Questions While Monitoring Implementation of the Plan

(The following questions should be modified to suit the nature and needs of the organization.)

Monitoring and evaluation activities will consider the following questions:

1. Are goals and objectives being achieved or not? If they are, then acknowledge, reward and communicate the progress. If not, then consider the following questions.
 - a. Will the goals be achieved according to the timelines specified in the plan? If not, then why?
 - b. Should the deadlines for completion be changed (be careful about making these changes -- know why efforts are behind schedule before times are changed)?
 - c. Do personnel have adequate resources (money, equipment, facilities, training, etc.) to achieve the goals?
 - d. Are the goals and objectives still realistic?
 - e. Should priorities be changed to put more focus on achieving the goals?
 - f. Should the goals be changed (be careful about making these changes -- know why efforts are not achieving the goals before changing the goals)?
 - g. What can be learned from our monitoring and evaluation in order to improve future planning activities and also to improve future monitoring and evaluation efforts?

Additional questions:

Reporting Status of Implementation

Results of monitoring and evaluation will be in writing, and will include:

1. Answers to the "Key Questions While Monitoring Implementation of the Plan"
2. Trends regarding the progress (or lack thereof) toward goals, including which goals and objectives
3. Recommendations about the status
4. Any actions needed by management

Procedure for Changing the Plan

Regarding any changes to the plan, write down answers to the questions:

1. What is causing changes to be made?
2. Why the changes should be made (the "why" is often different than "what is causing" the changes).
3. What specific changes should be made, including to goals, objectives, responsibilities and timelines?

Reminders:

Manage the various versions of the plan (including by putting a new date on each new version of the plan).

Always keep old copies of the plan.

Appendix B: Strategic Analysis Data: 2005 Leadership Retreat

NOTES: IAAE LEADERSHIP RETREAT: July 7, 2005

ASSESSING THE STATUS OF ARTS EDUCATION IN IOWA

Group 1: What are the most important arts education outcomes for Iowa students?

- The ability to communicate!
- Students able to express artistic ideas
- Students able to think creatively and flexibly
- Develops teamwork, sense of community
- Develops self-worth
- Understanding how the arts connect to the whole of their education
- Arts for pure joy-aesthetic value-quality of life
- We need to articulate and communicate the skills the arts provide in everyday life
- We need to create a composite list which will show how the arts affect life/employability skills
- The arts help develop artistic skills and values
- Creative thinking will provide the life skills needed

> Most critical to advocacy efforts

How well do parents, administrators, and decision makers understand these outcomes, the teaching that takes place to achieve them, and how the outcomes relate to the development of the whole child?

- We don't think that parents, administrators, peer/colleagues, etc do understand
- Other teachers view the "specials" as prep/break time
- Advocacy is a must part of every fine arts program-create a Fine Arts Council
- Must have intrinsic values within the arts curriculum and communicate those values to others

Additional Discussion:

- There are individuals who understand the importance of the arts, but as a whole, the larger group needs more advocacy.
- Start a performing arts council, meet once a month...get a school board member involved
- Developing artistic skills and values, give students the will and the power to be advocates
- Proactive vs. reactive: being able to articulate our message in a way that the average person will understand, communicate to a specific audience (vocabulary)
- Harness talented advocates who have a passion for advocacy
- Come to an agreement of outcomes in the fine arts; tie fine arts outcomes to district learning goals and standards
- We are making assumptions about what people understand and why; we need to find the "real" answers/test our assumptions to find out what is and is not valid.
- 96% of people taking a Gallop poll feel that music is important
- Interpretation is different for everyone and we need to be careful of that

Group 2: What is the general attitude toward arts education in the schools-among decision makers, parents, other educators, administrators, and school board members?

- Very much varied depending on environment, situation, degree of understanding, tradition, parental and colleague involvement
- General attitude-arts are "nice"

What forces shape those attitudes?

- Depends on whether we are reactive or proactive 365 days/year
- Traditions, money, policy, media
- Attitudes are shaped by:

- Communication or lack of communication
- Personal experience
- Priorities
- Resources
- Politics
- Economics
- World Climate (wars, space exploration, global economics)
- Visible, tangible outcomes (awards)

Strategies:

- Be at the table:
 - CSIP
 - Advocate more actively
 - Establish a culture of support
- Political lobby in Des Moines
- IAAE must be at state-wide tables showing our facts/figures and passion for making connections with other agendas
- Work on AEA arts network

Additional Discussion:

- Hard to answer because it is more situational
- Cultural, global, gender issues, etc.
- What value does society place on arts education
- Economics plays a huge part in the arts-we are taught that we need to get a job and that is often the primary focus
- Survey the administrators-forum or questionnaire
- Perception can always be improved
- We need a plan that shows that we understand the other changes in education and important issues such as reading and math
- We need to be flexible in how we serve and we need to maintain that flexibility based on our students' learning needs
- Approach the administrators with "this is what I can do to help the reading and math areas, this is what I will do," etc.

Group 3: What are the most critical issues (political, practical, social, philosophical, cultural) related to/impacting arts education in our schools, colleges, and universities?

- We need to communicate that we teach higher level thinking skills and make sure we are teaching a rigorous curriculum
- Carefully integrate and communicate scope and sequence of curriculum
- The vocabulary of your audience
- Lack of communication and coordination within the arts and within education as a whole
- Increase data collection/correlation
- Money/Funding
- The arts are viewed as a frill
- The arts are a schedule break for "core" teachers
- Need to look outward and communicate with whole population
- We need to be proactive advocates
- Assessment/accountability
- Foster the value of arts within the community
- Communicate the value of arts education to total being of people
- Graduation rate-keep at-risk kids in school (tough sell)
- Educate High School counselors

- Value of self-discipline
- Recruit for the profession
- District support of the art educator
- Lack of communication between multiple levels-from primary, secondary, colleges, symphonies
- Educating teachers-all teachers need to educate toward outcomes
- Tie national standards to other school areas

Additional Discussion:

- these issues aren't necessary if we have people in these positions who understand

Group 4: What is and should be the relationship between the K-12 arts education and art education in postsecondary institutions?

- Communication between K-12 arts and Post Secondary and other arts education institutions must be more vertical and open
- The current relationship between K-12 and Post Secondary is limited communication and separate visions
- More forums to bring K-16 together
- Seamless integration and transition between grade levels (less compartmentalization across the board)

What is and should be the relationship between arts education and business/industry;

- Cross-pollinate with math and reading (K-16) teachers and industry people
- AEI needs a corporate sponsor to help with shows and student programs
- Have more business/industry members participate in arts education
- Advertising/Promotion of professionals to K-12

What is and should be the relationship between arts education and other arts organizations?

- Add element of teaching artists
- The arts must be at the table where the direction of Iowa Education is discussed

Keep kids at the center!

Additional Discussion:

- express passion vs. emotion
- show them how but do it authentically
- speak to people in ways that they can hear

Group 5: What is the status of arts education as a profession with respect to:

- **Professional preparation**
 - Music education is good, art varies by post secondary institution, theatre is poor or non-existent
- **Certification and licensing**
 - On-line, improving, BOEE out of touch with the real needs of teachers
- **Working conditions**
 - Support arts education
 - Lack of a common Varied
 - Atmosphere is disintegrating-people disheartened;
 - NCLB does not curriculum keeps programs from being protected
- **Professional development opportunities**
 - Time is a problem; has to be self-directed vs. district-wide; better use of technology; more
 - Flexibility

- **Networking**
 - Better than non-arts; need to improve networking (arts and other areas); values are out of sync
- **Retention of new teachers**
 - Mentoring=strong, helps retention, best with IBA
 - Problem=finding mentors of quality
 - Focus more on association membership
 - Mentors need to be trained; not just a buddy system
 - E-mail is a valuable tool
 - Professional organizations need a list of new teachers.
- **Employment opportunities?**
 - Good because of retention

Additional Discussion:

- Need to value being educators
- Performance and education need to be equally valued
- Being a teacher is more rigorous than it is perceived to be
- Teacher quality enhancement grant \$6.3 million-researches how well teacher prep programs are
- Working in all content areas and will be reported back to college prep. programs
- Heartland AEA surveys new teachers about teacher prep quality; up to 80th percentile positive
- Responses
- Problem: our administrators don't have a clue about what we do; they evaluate process/standards
- Not content so much

PART II: MISSION AND VISION

What is the “Why” of IAAE?

- To help provide a quality arts education for all Iowan students
- Encourage and enhance arts education for all students
- Combining resources and message allows greater access/impact on decision makers
- Strength in numbers and unification
- Communicate the importance of arts education to students, teachers, parents, and administrators
- We are an unfulfilled need

What is the “What” of IAAE?

1. Clearinghouse

Communicate educational data

We are a clearinghouse for the status of arts education in the state

Professional Development

Provide resource materials to our constituents

We challenge constituents to develop awareness of their role in the education of the whole child

Mentor new teachers

Provide advocacy training

We identify arts education problems/ concerns, and provide training and education to overcome

Advocacy

Educate powers influencing the arts

Act as only collective forum/voice of arts education

Advocate for arts education to ALL

Preserve our artistic excellence/our arts programs

Collaboration

Network and bring together the different disciplines in the arts
We collaborate at the state level to unify our efforts at the local level

Organizational Culture

Provides opportunities for members to participate in the process
Problem solve
We challenge and inspire our constituents to become better

We need to figure out the specifics of how we are going to do these things

For whom do we do it?

- Students

Other Stakeholders:

- Teachers/Colleagues
- Parents
- Community
- Arts Organizations
- Businesses
- Arts Education Teachers
- Decision-makers
- Taxpayers
- Society

What are IAAE's core values, beliefs, and assumptions?

- Arts education as core (not special) value for ALL students
- Arts education needs advocacy to succeed
- Students First
- All students should have a quality art education experience
- Arts education is valuable and enriching experience for individuals and societies
- Arts as a necessary element of human existence
- Art adds value to the teaching of all other subjects
- teaching should be curriculum driven so there is a sequential plan

2. ADDITIONAL CATEGORIES

Aha! Moments

- ~We need to educate other teachers on how arts education supports their subject area turning them into supportive advocates.
- ~Present student awards in front of target audiences.
- ~The workforce of tomorrow will demand creative leaders. We need to use that knowledge in our advocacy efforts. Who better to foster creativity than the arts!
- ~Really didn't see the support and expected to see about "re-inventing" ourselves as per Troyce's suggestions last evening.

Themes

- ~Communication
- ~Advocacy
- ~Accountability

~Outcomes

SWOT analysis

From our SWOT analysis, we identified the following factors:

(Numbers preceding each factor indicate the number of participants who voted to indicate a priority factor)

Strengths:

- 19 (12B, 7Y) Board Expertise
- 10 (6R, 3Y, 1R) Ability to see the big picture
- 9 (9B) Flexible thinkers
- 7 (7R) Respected comprehensive representation
- 7 (6B, 1Y) Availability of Human Resources
- 5 (5R) Passion of the members is collaborative—allows us to speak with a stronger voice (generates new ideas and connections)
- 5 (4Y, 1R) Only umbrella organization—all arts, K-12 and beyond, business/private, administration

Weaknesses:

- 60 (37G, 16B, 6Y, 1R) Unfulfilled executive leadership role; loss of funding forced to seek new diversified sources
- 19 (14G, 3B, 1Y, 1R) Memberships low—lack of communication: IAAE to non-members
- 15 (12Y, 3B) Lack of higher education representative—need to blend old with new
- 12 (5Y, 4R, 3B) No long-range view for bringing groups together to share the experiences, networking, mentoring, organizational functioning, etc.
- 11 (9G) Lack of advertising + 2 (1B, 1Y) Marketing efforts—limited awareness of educational initiatives that inform the arts
- ? Lack of awareness of powerbrokers in legislature (added later)

Opportunities:

- 17 (15B, 2Y) Mentor program (including building on state mentorship programs)
- 16 (6Y, 5G, 5B) Influence state policy makers to focus on arts as an industry for economic growth
- 16 (13B, 3G) Email, list serves, website
- 12 (12R) The changing workforce will demand creative thinkers
- 8 (8R) Collaboration with other curriculum areas
- 8 (4R, 3G, 1B) Presence at relevant gatherings of decision-makers

Threats (External):

- 27 (26G, 1Y) Operational support funding
 - 16 (14Y, 2G) Being excluded from policy and decision making
 - 10 (9Y, 1R) Lack of awareness and understanding
 - 10 (7R, 1G, 2Y) Public perception; awareness of IAAE function
 - 7 (5B, 2Y) Potential for divisiveness
 - 6 (6R) Diversion of resources
 - 3 (3Y) Time issues and constraints
-