

# Components of an Arts Education and Student Wellness Ecosystem

Collaboration across agencies and levels of the ecosystem is key to providing students with the best available resources to support their overall wellness. While the gears and statements in this Policy Outline demonstrate the student experience of a healthy ecosystem, it will not look the same for each individual community.

## Education

Students engage with ideas and materials that are relevant and authentic to their experiences, cultures and communities. They also learn about others in respectful environments.

Staffing levels are adequate to integrate arts, prevention/intervention and social and emotional supports into a school day and may include integrated and collaborative strategies.

## Arts

Arts instruction and experiences are restorative and healing; and take place both in and after school, in communities, and in alternate placements.

Certified classroom educators and teaching artists collaborate to provide meaningful and relevant arts instruction and experiences.

Students make decisions about the arts disciplines they pursue and what kinds of art they create.

## Health and Human Services

Students' physiological and psychological needs are met. Educators and staff participate in professional development on healing-centered and trauma-informed care and teaching.

Students are connected to art therapists within schools and/or communities. They express emotions and life through their artwork.

## Juvenile Justice

Safety measures are balanced to avoid policies that undermine school climate goals or remove students from arts courses. Trust and safety are built to support creative risk taking and exploration.

Discipline measures are restorative, implemented equitably and reinforce positive behaviors; they do not contribute to the school-to-prison pipeline and do not exclude students from arts and education experiences.



# Policies and Actions at Every Level

Read “10 Questions for [Reflection and Action](#)” to explore this vision for your community.

	FEDERAL	STATE	LOCAL
Policies	<ul style="list-style-type: none"> <li>• Every Student Succeeds Act (ESSA).</li> <li>• Individuals with Disabilities Education Act.</li> <li>• Annual appropriations to federal agencies.</li> <li>• Legislation and guidance to inform distribution of funds, determine priorities, set requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• State level <a href="#">arts education policies</a>.</li> <li>• <a href="#">State budgets</a> for departments of education, commerce or arts, HHS and justice.</li> <li>• State plans to distribute federal funds for arts and wellness.</li> <li>• <a href="#">School discipline</a> policies.</li> </ul>	<ul style="list-style-type: none"> <li>• District and school budgets to determine staffing levels, school level resources and program offerings.</li> <li>• Adoption and implementation of standards, including the <a href="#">National Core Arts Standards</a> and the opportunity to learn standards.</li> <li>• <a href="#">Evidence-based</a> policies related to <a href="#">attendance</a> and <a href="#">school discipline</a>.</li> </ul>
Agencies & Actors	<ul style="list-style-type: none"> <li>• U.S. Department of Education.</li> <li>• National Endowment for the Arts.</li> <li>• Office of Juvenile Justice and Delinquency Prevention.</li> <li>• U.S. Department of Health and Human Services (DHHS).</li> <li>• Congress.</li> <li>• National nonprofit and philanthropic organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Governors and education staff.</li> <li>• State legislatures.</li> <li>• Chiefs/superintendents and boards of education.</li> <li>• State education agencies and <a href="#">directors of arts education</a>.</li> <li>• <a href="#">State arts agencies</a> and associated departments.</li> <li>• Judiciary committees/<a href="#">juvenile justice agencies</a>.</li> <li>• <a href="#">Mental health services ecosystem</a>.</li> <li>• State nonprofit and philanthropic organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Mayors and commissioners.</li> <li>• Local superintendents, school boards and education agencies.</li> <li>• Local arts agencies.</li> <li>• Charter school boards.</li> <li>• Community schools and coordinators.</li> <li>• Nonprofit, philanthropic and community-based organizations.</li> <li>• School leaders, educators (including special education) and health staff.</li> <li>• Art therapists.</li> <li>• Families and caregivers.</li> </ul>
Actions	<ul style="list-style-type: none"> <li>• Determine priorities at the intersection of education, healing and wellness.</li> <li>• Fund and conduct <a href="#">research</a>.</li> <li>• Fund programs through grants and <a href="#">ESSA funds</a>, including Title IV-A, Title I-D Title II.</li> <li>• Fund programs through <a href="#">Medicaid and grant programs</a>.</li> <li>• Support grantees in application, implementation and reporting through coordinated services</li> </ul>	<ul style="list-style-type: none"> <li>• Set standards, instructional requirements, waivers and other related policies, and communicate about how these requirements promote integration of arts and wellness.</li> <li>• Distribute grants to support professional development for arts educators and teaching artists, and provide access to in-school and out-of-school arts programs.</li> <li>• Provide workforce training to increase awareness and detect mental health issues, and to connect young people to services.</li> <li>• Coordinate funding streams among youth-serving agencies, and determine opportunities to <a href="#">blend and braid</a> funds.</li> <li>• Coordinate <a href="#">data collection</a> and create MOUs to allow for sharing of health-, education-, arts- and justice-related information to determine the best methods to support youth across sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine adequate funding and <a href="#">staffing</a> levels, including funding from federal and state sources, including <a href="#">21st Century Community Learning Centers</a> and afterschool programming.</li> <li>• Provide input to state-level standards writing and revision.</li> <li>• Offer classroom- and community-based arts experiences.</li> <li>• Recruit, train and <a href="#">support</a> educators.</li> <li>• Refer young people to school- and community- based mental health services.</li> <li>• Use seat time and accountability waivers to create flexible learning options for students.</li> <li>• Coordinate services across education, arts and human service agencies — sometimes acting as an intermediary.</li> <li>• Incorporate <a href="#">Whole School, Whole Community, Whole Child</a> components.</li> <li>• Establish dialogue between schools and caregivers to support students.</li> </ul>