

# Who's Who in STEAM Education State Governance

Adding the arts (or the “A”) to STEM provides students with a means to creatively solve problems and apply their knowledge. This glossary provides a high-level overview of the state-level actors who can play a central role in developing STEAM education in preschool and elementary, an often-overlooked age group. Local-level decision making and support are also commonplace. For more information, please see this comprehensive [arts education ecosystem resource](#).

## Other Important Actors

- National professional associations and organizations.
- State arts advocacy organizations and alliances.
- Private funders.
- Business and industry.
- Higher education institutions.
- Local communities.

## ● State Education Agencies

Administer state and federal arts and STEM education law and regulations. Allocate funding and support curriculum design, professional development credentialing, and school certification, among other duties.

## ● Governors and Lieutenant Governors

Propose budgets, set reform agendas, build political consensus and will and make appointments to lead agencies.

## ● State Arts Agencies

Provide funding for programs, including artists-in-schools and partnerships with external organizations. Provide supports to connect and train teaching artists and report on status and impact of arts education. Connect state and local efforts.

## ● Chiefs and State Boards of Education

Adopt policies that impact state academic content standards, accountability, assessment and graduation requirements, as well as teacher certification and licensure.

## ● State Legislators

Enact legislation and reforms, provide funding and direct state education agency activities — such as improving accessibility, equity and quality — and dictate delivery of instruction, time and resources.



# States Leading the Way



## Including K-5

**Georgia** created [school-level certifications](#) for elementary, middle and high schools, providing more nuanced and age-appropriate STEAM education. In **Ohio**, the state assigned the STEM Learning Network (a nonprofit partner) to manage the school designation process, working with the state's STEM Committee and education agency.

## Including Diverse Stakeholders

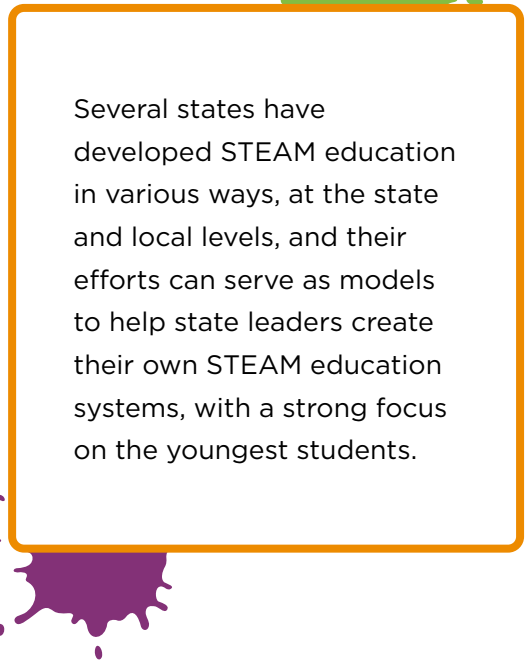

**Nevada** established the [STEAM Subcommittee](#), comprising a robust set of members who enable an inclusive and comprehensive approach. They include representatives from higher education, state education and arts agencies, museum and science organizations, private funders, and state and district leaders. In **Georgia**, STEAM education efforts were cemented through an executive order establishing an [arts learning task force](#) in 2014.

## Creating Pathways

Setting standards in fine arts education and using [diploma seals of proficiency](#) are methods for elevating and recognizing achievement in the STEAM disciplines and setting targets and goals for students long before graduation. **Oklahoma** [revised its fine arts standards](#) in 2020 and now include the elementary grades and a requirement for high school students to complete one unit of competencies of fine arts to graduate. **Arizona** allows districts and charter schools to participate in the [State Seal of Arts Proficiency Program](#).

## Funding

In 2020, **Illinois** became the only state in the country to have [a lottery fund](#) specifically supporting STEAM education. The "[Booming Bucks](#)" instant ticket provides funds for the state's School STEAM Grant Program, created and implemented by the Illinois State Board of Education and supporting programming for K-12 STEAM education.



Several states have developed STEAM education in various ways, at the state and local levels, and their efforts can serve as models to help state leaders create their own STEAM education systems, with a strong focus on the youngest students.