



Reference Links

- RL1** *ESEA Blueprint for Reform* – “The Reauthorization of the Elementary and Secondary Education Act.”
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- RL2** **The Well-Rounded Curriculum** – Secretary of Education Arne Duncan remarks of April 9, 2010 – includes *ESEA Blueprint* at the Arts Education Partnership National Forum.
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- RL2.1** **ESEA Plan Would Add ‘Well-Rounded Education’ Fund** – from Education Week, by Erik W. Robelen, March 26, 2010.
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- RL3** **NAACP – Equity Matters** – minorities achievement gap.
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- RL4** **What gets tested gets taught** – Center on Education Policy by Jack Jennings, CEO, July 25, 2007.
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- RL4.1** **What is Measured Is Treasured:** “The Impact of the No Child Left Behind Act (NCLB) on non-assessed subjects.” 2007, Patricia Velde Pederson, Ph.D.
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- RL4.2** **Ten (10) Big Effects of the NCLB Act on Public Schools** – with special attention to item #2, all 10 effects demonstrate the endorsement of English and Math. Jack Jennings and Diane Stack Rentner, Center on Education Policy
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- RL4.4** **Still Segregated, Still Unequal** – “Analyzing the Impact of NCLB on African American Students.” Christopher Knaus, Ph.D., National Urban League, March 2007
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- RL4.6** **The Dangerous Consequence of High-Stakes Standardized Testing** – Monte Neil, Executive Director, Fair Test, December 2007
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- RL4.7** **Racial Bias Built Into Tests** – Monte Neil, Executive Director, Fair Test, January 2000
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- RL4.8** **Dancing on the Blacktop**
http://blogs.edweek.org/edweek/LeaderTalk/2010/08/it_has_been_a.html
- RL5** **ESEA Core Academic Arts** – refer to RL1, pg 32, paragraph 3 – “All programs will focus on improving student academic achievement in core academic subjects.”
Also: <http://schools.utah.gov/curr/FineArt/DAC/admresource/FederalLaws.pdf>
- RL6** **NAACP – A Call for Action** – excerpts from “Increasing Resource Equity” and “High-Stakes Testing.”
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- RL7** **Academic Profiling, Segregation and Discrimination Discussed** – band director, curricula writer and speaker, Anne Fennell, MA, Music Department Chair, Mission Vista High School, Vista, CA.
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- RL8** **Lexis Nexus Law Review** – “Facing the Unhappy Day” 2001 – excerpts on “High Stakes” testing, from Kansas Journal of Law and Public Policy.
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- RL9** **UCLA Civil Rights Project** – “Testing: The Needs and Dangers.”
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- RL10** **National Standards for Arts Education** of 1994 – from the Consortium of National Arts Education Associations; available from ARTSEdge.
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- RL11** **“VAPA” Content Standards for CA**
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- RL12** **Williams Settlement** – “Every student must have a well-trained teacher according to standards set by California and Federal laws. There should be no teacher vacancies...State’s constitutional duty to ensure that all public school children have equal access to the basic



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http://www.allartsallkids.org/attachments/rl_13.pdf

RL14 **California Education Statistics** http://www.allartsallkids.org/attachments/rl_14.pdf

RL15 **Parents for Music and Arts (PMA) Petition** – A local coalition of parents, students and community leaders for “equal access, balanced *whole-child* education.”

http://www.allartsallkids.org/attachments/rl_15.pdf

RL15.1 **Students for Music and Arts (SMA) Petition**

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RL19 **AUSD arts elementary-position reductions**, an accurate account of “Full-Time Equivalents (FTE).”

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RL19.1 **No Time for the Arts** – “Time Allotments” from local elementary curriculum.

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- RL20.2 America’s Old K-12 Model Keeps Us A Nation at Risk** – by Dan Proft (dan@danproft.com)
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- RL20.3 In the Need of a Renaissance** – “Real Reform Will Renew, Not Abandon Our Neighborhood Schools” by Diane Ravitch, Ph.D., American Educator, Summer 2010
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- RL21 Fine-Arts Techniques Linked with Academics** – from Education Week
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- RL22 Music Making and Music Education Improve Academic Performance** – 2007 research study from *Journal for Research in Music Education*, Johnson and Memmott, University of Kansas School of Arts.
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- RL23 Learning Arts, and the Brain** – The Dana Consortium Report on Arts and Cognition, organized by Michael Gazzaniga, Ph.D.
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- RL25 New poll reveals stifling imagination in schools** underlies innovation and skills deficit – from *Imagine Nation*: 30% of 1,000 likely voters are dissatisfied with current education’s narrow focus on the so-called basics, and will strongly influence who they vote for.
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