

NATIONAL SERVICE AND THE ARTS

STRENGTHENING PARTNERSHIPS BETWEEN NATIONAL SERVICE INITIATIVES AND THE ARTS TO ADDRESS UN-MET COMMUNITY NEEDS IN AMERICA

ACTION NEEDED

We urge Congress to:

- **Support the Serve America Act (S. 277), the reauthorization of the National & Community Service Trust Act, that will strengthen opportunities for national service through increased volunteers and competitive grant programs for nonprofit organizations to conduct community service programs.**
- **Amend the National & Community Service Trust Act to specifically include community arts projects and nonprofit cultural organizations as eligible national service programs.**
- **Support the creation of a national Artists Corps consisting of young artists trained to work in low-income schools and communities. Promote partnerships with private nonprofit initiatives in the arts, such as the Music National Service Initiative, www.musicnationalservice.org, which trains and deploys skilled musicians to work in public schools and low income communities, healthcare and therapeutic settings, and in the public domain with citizens of all ages.**

TALKING POINTS

- The Serve-America Act (S. 277), introduced by Sens. Edward Kennedy (D-MA) and Orrin Hatch (R-UT) on January 16, 2009 to reauthorize the National & Community Service Trust Act, will increase the number of volunteers to 250,000, establish competitive grants for nonprofit organizations for community service programs, help place individuals age 50 or older with nonprofit organizations to carry out projects in specified areas of national need, and create a Volunteer Generation Fund program awarding competitive matching grants to nonprofit organizations to increase the availability and capacity of volunteers.
- Arts organizations and art-related projects have a proven record of filling un-met community needs through the Corporation for National and Community Service programs:
 - AmeriCorps members have helped to build and administer summer arts camps in rural communities, designed and painted murals in low-income city districts, and strengthened programming at local arts councils.
 - Learn and Serve America has partnered with arts organizations to strengthen arts education and community service education in the public schools in Florida.
 - RSVP (Retired Senior Volunteer Program) members, under the SeniorCorps Program, have toured Delaware teaching art and music to children in after-school activities.
- Nonprofit arts organizations have received volunteers to assist with operational support and programming in addition to grants to help plan and develop community art initiatives.
- The Corporation for National and Community Service (CNS) works to fill various unmet needs in such areas as education, housing, healthcare, and community development. The arts bring individuals of all ages together, increase communication across cultural and ethnic boundaries, strengthen public education, and bring joy and entertainment to millions of Americans. Together, National Service and the arts create a powerful force, demonstrating the ability for Americans to take initiative, tap into their creative forces, and work together to address a broad array of unmet needs in our country.

BACKGROUND

The Corporation for National and Community Service (CNS) is an independent federal agency created to engage Americans of all ages and backgrounds in volunteer service through three umbrella organizations: AmeriCorps, Learn and Serve America, and Senior Corps. AmeriCorps consists of AmeriCorps*VISTA, AmeriCorps*State and National, and AmeriCorps*NCCC, while Senior Corps consists of the RSVP, Foster Grandparent, and Senior Companion programs. These service initiatives are administered by an extensive web of national and state offices,

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BACKGROUND (CONT'D)

governor-appointed state service commissions, and regional offices. Nonprofit art organizations, schools, colleges, and local agencies are all eligible to receive volunteers and/or financial assistance from the Corporation for National and Community Service.

In 2008, CNS volunteers created murals, poetry, and dance with children from low-income housing; increased fundraising, public relations, and programming for a community art center; and brought the visual arts, dance, and theater to the mentally and physically disabled and the elderly. To date, AmeriCorps programs have benefited over 2,000 nonprofit organizations, Learn and Serve America has connected with over 1,000 schools and higher education institutions, and Senior Corps programs have supported over 12,000 nonprofit organizations.

FY 2008 Appropriations for the Corporation for National & Community Services = \$856,331,000.

AmeriCorps*State and National	\$256,805,000
National Senior Service Corps	\$213,785,000
AmeriCorps*Vista	\$93,800,000
Learn and Serve America	\$37,459,000
AmeriCorps*NCCC	\$23,782,000

EXAMPLES OF ARTS-RELATED RECIPIENTS OF NATIONAL SERVICE SUPPORT

DELAWARE - Art Goes To School, Inc., Delaware Valley Region

Retired Senior Volunteer Program (RSVP) 2007

Multiple RSVP volunteers traveled around the Delaware Valley Region to teach art appreciation classes to elementary school children.

FLORIDA - ArtSouth and the Miami-Dade County Public Schools

Florida Learn & Serve Program 2006–2007

\$48,669 Florida Learn & Serve Grant to support the partnership between the nonprofit organization ArtSouth and the Public School system, affecting 4,000 students.

FLORIDA - Playwriting Class at Southside Fundamental Middle School, St. Petersburg

Florida Learn & Serve Program 2006–2007

\$5,350 Renewal Project Grant to support 95 students in grades 6-8 to conduct a community arts education project.

MARYLAND - Community Art Corps, Maryland Institute College of Art, Baltimore

AmeriCorps*State Grant Recipient 2003–2007

\$50,000 grant in 2003 increasing each year to a \$238,811 grant in 2007 to partner graduate students from the Maryland Institute College of Art with nonprofit arts organizations throughout the Baltimore area to create art-oriented programs for youth and residents of disadvantaged neighborhoods.

NEW MEXICO - VSA North Fourth Arts Center of New Mexico, Albuquerque

AmeriCorps*State Grant Recipient 2007

\$220,610 Competitive Grant to help more than 20 AmeriCorps*VISTA volunteers serve as Artist-Teachers and Assistance Artist-Teachers that use creative expression to enhance the lives of the mentally and physically disabled and elderly.

NEW YORK - Arts and Education Project, Westcott Community Center, Syracuse

AmeriCorps*VISTA Program Support 2005, 2007

Four AmeriCorps*VISTA volunteers to assist with community arts and education projects.

PENNSYLVANIA - KIC Program, Landis Community Outreach Center, Lafayette College

AmeriCorps*VISTA Program Support 2007

One AmeriCorps*VISTA volunteer to design and implement arts programming that connects Lafayette College students with children of a nearby low-income housing project.

VERMONT - Rockingham Arts and Museum Project, Bellows Falls

AmeriCorps*State Program Support 2007

One AmeriCorps volunteer to coordinate artists in community service projects and develop community art programs.

STRENGTHENING ARTS EDUCATION IN *NO CHILD LEFT BEHIND*

HELPING CHILDREN ACHIEVE IN SCHOOL, WORK, AND LIFE

ACTION NEEDED

We urge Congress to:

- **Include the following provisions when reauthorizing the No Child Left Behind Act (NCLB):**
 - Retain the arts in the definition of core academic subjects of learning.
 - Reauthorize the Arts in Education Programs of the U.S. Department of Education.
 - Model Development & Dissemination Program in the Arts
 - Professional Development in the Arts
 - Support for VSA arts and Educations Programs at the John F. Kennedy Center
 - Improve national data collection and research in arts education.
 - Require states to annually report on student access to all core academic subjects.
- **Conduct dedicated hearings on arts education related to reauthorization of NCLB.**

TALKING POINTS

- ***The arts are designated as a "core academic subject," but implementation of NCLB has led to the erosion of arts education in the schools.*** A 2007 study from the Center for Education Policy concludes that, since the enactment of NCLB, *30 percent* of districts with at least one identified school—those with the students most responsive to the benefits of the arts—have decreased instruction time for art and music. As Congress begins discussions on reauthorization of NCLB, it must address the law’s unintended consequences, which have diminished the presence of arts education in our schools.
- ***Parents, policymakers, and arts educators need more information at the state level.*** Collecting and publicly reporting the status and condition of arts education and other core academic subjects at the state level is critical to ensuring equitable access to a comprehensive education for all students. A 2009 Government Accountability Office report demonstrates the ability of arts education to help students from various demographic groups excel. States should be required to collect and report annually comprehensive information about the status and condition of all core academic subjects for which challenging academic standards apply. Such information should include student enrollment, pupil/teacher ratios, amount of instructional time, budget allocation, teacher subject certification, full-time equivalent teacher load, or other such measures chosen by the state to be significant in the subject area.
- ***The arts prepare students for success in school, work, and life.*** The 2006 report from the New Commission on the Skills of the American Workforce, a bipartisan assembly of Secretaries of Education, state officials, and business leaders, said in its executive summary, “The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth and will be willing to pay them top dollar for their services.” The report includes the arts as an essential skill for the future workforce.

BACKGROUND

The *No Child Left Behind Act of 2001*, the update of the 1965 *Elementary & Secondary Education Act (ESEA)*, expired in September 2007 (an automatic one-year extension remains in place). Congress has begun the process of reauthorizing this law which recognizes the arts as a core academic subject, making them eligible for inclusion in broad categories such as teacher training, school reform, technology, and after-school programs. Legislation introduced in the 110th Congress by Senate Education Committee Chairman Kennedy and House Education Committee Member Rep. Lynn Woolsey begin to address the policy issues surrounding access to arts education; however, in implementing NCLB, school systems are focusing largely on reading, math, and science at the expense of arts education and other core subjects of learning.

Attached to this issue brief is a paper titled *Arts Education: Creating Student Success in School, Work, and Life* which is a statement supported by more than 60 national arts education and education organizations. This unified statement and the specific legislative recommendation one-pager that follows serve as a tool for communicating the benefits of arts education to policymakers at all levels as federal lawmakers begin the process of reauthorizing the No Child Left Behind Act.

ARTS EDUCATION

Creating Student Success In School, Work, and Life

National Signatories

Alliance for Young Artists & Writers, Inc.
American Alliance for Theatre and Education
American Art Therapy Association
American Arts Alliance
American Association of Family and Consumer Sciences
American Association of Museums
American Federation of Musicians
American Institute for Conservation of
Historic & Artistic Works
American Library Association
American Music Therapy Association
American String Teachers Association
Americans for the Arts
ASCAP Foundation
Association for Supervision & Curriculum Development
Association of Art Museum Directors
Association of Independent Colleges of Art and Design
Association of Performing Arts Presenters
Association of Public Television Stations
Binney & Smith, Inc.
Chorus America
Country Music Foundation
Dance/USA
Educational Theatre Association
Educators for Social Responsibility
International Alliance for Invitational Education
International Council of Fine Arts Deans
League of American Orchestras
Lesley University
Lincoln Center Institute for the Arts in Education
Literary Network
MENC-The National Association for Music Education

Music for All Foundation
MusicFriends
Music Teachers National Association
NAMM International Music Products Association
National A+ Schools Consortium
National Academy of Recording Arts & Sciences
National Art Education Association
National Assembly of State Arts Agencies
National Association for Sport & Physical Education
National Association of Elementary School Principals
National Association of Secondary School Principals
National Association of State Boards of Education
National Dance Association
National Dance Education Organization
National Education Association
National Guild of Community Schools of the Arts
National Network for Folk Arts in Education
National Parent Teacher Association
OPERA America
Operation Respect
School Social Work Association of America
Service Employees International Union
State Education Agency Directors of Arts Education
The American Architectural Foundation
The Grammy Foundation
The John F. Kennedy Center for the Performing Arts
Theatre Communications Group
VH1 Save The Music Foundation
VSA arts
Wolf Trap Foundation for the Performing Arts
Young Audiences, Inc.

ARTS EDUCATION

Creating Student Success In School, Work, and Life

A child's education is not complete unless it includes the arts. In fact, the No Child Left Behind Act (NCLB) lists the arts among the core academic subjects, requiring schools to enable all students to achieve in the arts and to reap the full benefits of a comprehensive arts education.

In spite of this federal direction, access to arts education in our schools is eroding. A report from the Center for Education Policy concludes that, since the enactment of NCLB, 22% of school districts surveyed have reduced instructional time for art and music. This is happening at a time when parents, employers, and civic leaders are demanding improvements to the learning environment that will make our schools places where all learners will access a complete education and opportunities to succeed. These demands cannot be met without comprehensive arts education in our nation's schools.

The Arts Prepare Students for School, Work, and Life

As this country works to strengthen our foothold in the global economy, the arts equip students with a creative, competitive edge. To succeed in today's economy of ideas, students must masterfully use words, images, sounds, and motion to communicate. The arts provide the skills and knowledge students need to develop the creativity and determination necessary for success in today's global information age.

The Arts Strengthen the Learning Environment

Where schools and communities are delivering high-quality learning opportunities in, through, and about the arts for children, extraordinary results occur. A recent study by the Arts Education Partnership, *Third Space: When Learning Matters*, finds that schools with large populations of students in economic poverty - too often places of frustration and failure for both students and teachers - can be transformed into vibrant hubs of learning when the arts are infused into their culture and curriculum.

The Arts Can Retain Teachers Who Love to Teach

The retention of our best teachers is a daunting challenge. It can be met, however, by ensuring schools embrace the arts. Schools, especially those struggling, can retain their best teachers by becoming havens for creativity and innovation; places where students want to learn and teachers want to teach. As we aim to improve the teaching environment, the arts can help us retain our best future and current educators in our nation's schools.

A comprehensive strategy for a complete education includes rigorous, sequential arts instruction in the classroom, as well as participation and learning in available community-based arts programs. Public schools have the responsibility for providing a complete education for all children, meeting the commitment put forth in NCLB. The federal commitment to arts education must be strengthened so that the arts are implemented as a part of the core curriculum of our nation's schools and are an integral part of every child's development.

Achievement in and through the Arts

Position: The Arts Help Close the Achievement Gap.

Argument: The arts make a tremendous impact on the developmental growth of every child, leveling the "learning field" across socio-economic boundaries. The arts reach students not otherwise engaged, uniquely bridging the broad spectrum of learning styles. Low achieving students often become high achievers in arts learning settings. Their success in the arts classroom often transfers to achievement in other subject areas. Students who participate in the arts outperform those who do not on virtually every measure. Researchers found that sustained learning in music and theater correlate to greater success in math and reading, with students from lower socio-economic backgrounds reaping the greatest benefits.¹ It is now accepted that the arts are uniquely able to boost learning and achievement for young children, students with disabilities, students from economically disadvantaged circumstances, and students needing remedial instruction.²

Students in high-poverty schools benefit dramatically from arts education. The arts teach children the skills necessary to succeed in life, including learning to solve problems and make decisions; learning to think creatively; building self-esteem and self-discipline; articulating a vision; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish.

Ask: Academic achievement for disadvantaged students should be strengthened by integrating successful arts education models into the schools. Urge high-poverty schools to use federal funds to ensure that a comprehensive arts education is available for all students and to integrate the arts into school curriculum to improve student achievement. Provide support for local, state, and national partnerships that promote standards and strategies in support of arts education.

Educational Equity in and through the Arts

Position: The Arts Are a Core Academic Subject and Must Reach All Children.

Argument: The federal government requires that a complete education for every child must include rigorous instruction in all "core academic subjects"- a designation given to the arts in the No Child Left Behind Act (NCLB). Unfortunately, national studies have shown that the implementation of NCLB has led to the erosion of art education in the schools, with 22% of surveyed school districts reporting a decrease in instructional time for art and music.¹ U.S. Secretary of Education Margaret Spellings has said, "Many educators across the country have shown that a focus in NCLB on reading and math is not mutually exclusive of the arts and music. In fact, we all know that a well-rounded curriculum that includes the arts and music contributes to higher academic achievement." A comprehensive arts education – fully integrated as a core subject of learning – fosters the creativity and innovation needed for a more competitive workforce.

Department of Education Arts in Education (AIE) programs identify and disseminate successful models of arts instruction, integration, and professional development, and support the leadership initiatives of VSAarts and the John F. Kennedy Center for the Performing Arts. In addition, in-school and after-school learning partnerships with arts organizations which, when teamed with rigorous instruction in the arts during the school day, provide students with opportunities to achieve arts literacy. These programs decrease the frequency of delinquent behavior and school truancy, and improve overall academic performance, communication skills, and the ability to complete work on tasks from start to finish.

Ask: Congress must address the unintended consequences of NCLB that have diminished the presence of arts education in our schools; as one of NCLB's core academic subjects, preserve and strengthen the arts and improve the implementation of the arts as a core academic subject at the state and local levels. Congress should also continue and strengthen support for programs and partnerships that maximize the capacity of the arts to reach all students, including the Department's AIE program, the primary Federal initiative for developing national models in arts education and professional development.

¹ Center on Education Policy. (2006). *From the Capitol to the Classroom: Year 4 of the No Child Left Behind Act*, March 2006. (p. xi).

² Horowitz, R. & Webb-Dempsey, J. (2003). Promising signs of positive effects: Lessons from the multi-arts studies. In R. J. Deasy (Ed). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Washington, DC: Arts Education Partnership. (p. 98-100). Mason, C.Y., Thormann, M. S., & Steedley, K. M. (2004). *How Students with Disabilities Learn in and through the Arts*. Washington, DC: VSAarts. (p. 19-25).

³ Center on Education Policy. (2006). *From the Capitol to the Classroom: Year 4 of the No Child Left Behind Act*, March 2006. (p. xi).

Teachers and the Arts

Position: The Retention of Arts Teachers Is Crucial to Creating Powerful Learning Communities and Maximizing Student Achievement.

Argument: One-third of new teachers leave the profession within three years; half within five years.⁴ Most affected are urban, rural, and minority communities with large populations of students in economic poverty. But schools have the ability to retain their best teachers by transforming schools - especially those drowning in frustration and failure for students and teachers alike - with the infusion of the arts into their curriculum. When schools embrace the arts, they can become vibrant and successful centers of learning and community life - places where students want to learn and teachers want to teach.⁵ For schools to develop this sense of community and collaboration through the arts, arts instruction for every child must be delivered by teachers with specific and expert arts and education knowledge. To do otherwise dilutes both the benefits in student achievement and opportunities for schools to retain their best teachers.

Ask: To provide students with a complete education, the arts must be both comprehensively learned *and* rigorously taught as a core academic subject. In addition to providing students with essential skills to succeed in school, work, and life, rigorous arts education offers a methodology for learning that generates creative teaching solutions from which all teachers can benefit. Student learning will benefit by ensuring arts education specialists are the providers of rigorous arts instruction, continuing support for professional development of new and experienced teachers, and increasing federal support for the transformation of struggling schools into successful learning communities through the arts.

Improve National Measurements of the Arts

Position: The U.S. Department of Education Must Include the Arts in All Research and Data Collection Regarding the "Core Academic Subjects."

Argument: NCLB and current U.S. Department of Education policy make it clear that decisions regarding education should be made on the basis of research. Furthermore, as this nation crafts major policies regarding the future of public education, it is imperative that sound research is available on the status of learning and teaching in our schools. The U.S. Department of Education is the only entity in a position to collect essential national demographic information and to guide policy research of this kind. In the past, influential data-gathering has taken place in a manner that excludes the collection of information on the arts. For example, the Department's January 1999 study on "Teacher Quality" specifically excluded arts teachers from the study sample. Meaningful research is needed to determine the status of dance, music, theater, and visual arts education. Since the arts are designated as a core academic subject, they should be included in all research and data collection efforts by the U.S. Department of Education.

For example, the Fast Response Survey System (FRSS) report, *Arts in Education in Public Elementary and Secondary Schools*, is the only Department of Education-produced research report on the status of how arts education is delivered in America's public schools. The last FRSS report on arts education featured data collected in the 1999-2000 school year. An updated report with the next round of data collection is long overdue. The National Assessment of Educational Progress in the Arts (NAEP) - the national arts "report card" - provides critical information about the arts skills and knowledge of our nation's students. The next NAEP is scheduled to be administered in 2008, and must stay on track. The FRSS and NAEP are essential to studying and improving access to the arts as a core academic subject.

Ask: The U.S. Department of Education's research efforts must be strengthened by systematically including the arts in studies conducted on the condition of education, practices that improve academic achievement, and the effectiveness of Federal and other education programs.

⁴ Ingersoll, R. M. (2002). Teacher shortage: A case of wrong diagnosis and wrong prescription. *NASSP Bulletin*. 86. pp. 16-31.

⁵ Stevenson, L. M. & Deasy, R. J. (2005). *Third Space: When Learning Matters*. Washington, DC: Arts Education Partnership. (pp. 10-11).

Strengthen Arts Education in the Elementary and Secondary Education Act

Legislative Recommendations

Retain the Arts in the Definition of Core Academic Subjects of Learning

The federal government requires that a complete education for every child include rigorous instruction in all “core academic subjects”— a designation given to the arts in the No Child Left Behind Act.

Retain the arts in the definition of core academic subjects.

No Child Left Behind Act of 2002, Title IX General Provisions, Part A Definitions, Sec. 9101 Definitions (11)
CORE ACADEMIC SUBJECTS – The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography.

Require Annual State Reports on Student Access to Core Academic Subjects

Collecting and reporting the status and condition of arts education and other core academic subjects at the state level is critical to ensuring equitable access to a comprehensive education for all students.

Amend Title I., Part A , Subpart 1 Basic Program Requirements, Sec. 1111(h) State Plans to require states to collect and report annually comprehensive information about the status and condition of all core academic subjects for which challenging academic standards apply. Such information should include student enrollment, pupil/teacher ratios, amount of instructional time, budget allocation, teacher subject certification, full time equivalent teacher load, or other such measures chosen by the state to be significant in the subject area.

Improve National Data Collection and Research in Arts Education

The U.S. Department of Education’s research efforts must be strengthened by systematically including the arts in studies conducted on the condition of education, practices that improve academic achievement, and the effectiveness of Federal and other education programs.

Amend the Education Sciences Reform Act of 2002, Public Law 107-279, Title III, Section 303 to require a National Assessment of Educational Progress in the Arts once every five years, in grades 4, 8, and 12.

Amend the Education Sciences Reform Act of 2002, to require the National Center for Education Statistics to collect and disseminate full and complete statistics on the condition and progress of education at the pre-school, elementary, secondary, postsecondary, and adult levels in the United States in all core academic subject areas.

Reauthorize the Arts in Education Programs of the U.S. Department of Education

The Arts in Education programs of the U.S. Department of Education identify and support successful models of arts instruction, integration, and professional development, and support the leadership initiatives of VSAarts and the John F. Kennedy Center for the Performing Arts.

Reauthorize Title V, Part D, Subpart 15 Arts in Education, Sec. 551 Assistance for Arts Education, including findings recognizing the benefits of arts education and improving the dissemination of timely information about the impact and best practices resulting from projects funded through the Arts in Education programs.

HOUSE COMMITTEE ON EDUCATION AND LABOR

United States House of Representatives
2181 Rayburn House Office Building, Washington, DC 20515
Tel: (202) 225-3725
<http://edworkforce.house.gov>

The House Committee on Education and Labor has jurisdiction over reauthorization of No Child Left Behind, which includes funding authorization for arts education programs within elementary and secondary education. The committee also has jurisdiction over the Corporation for National Service.

Democrats (29):

George Miller, Chairman (California-7)

Dale E. Kildee (Michigan-5)
Donald M. Payne (New Jersey-10)
Robert E. Andrews (New Jersey-1)
Robert C. Scott (Virginia-3)
Lynn C. Woolsey (California-6)
Rubén Hinojosa (Texas-15)
Carolyn McCarthy (New York-4)
John F. Tierney (Massachusetts-6)
Dennis J. Kucinich (Ohio-10)
David Wu (Oregon-1)
Rush D. Holt (New Jersey-12)
Susan A. Davis (California-53)
Raúl M. Grijalva (Arizona-7)
Timothy H. Bishop (New York-1)
Joe Sestak (Pennsylvania-7)
Dave Loebsack (Iowa-2)
Mazie Hirono (Hawaii-2)
Jason Altmire (Pennsylvania-4)
Phil Hare (Illinois-17)
Yvette Clarke (New York-11)
Joe Courtney (Connecticut-2)
Carol Shea-Porter (New Hampshire-1)
Pedro Pierluisi (Puerto Rico-AL)
Marcia Fudge (Ohio-11)
Paul Tonko (New York-21)
Jared Polis (Colorado-2)
Gregorio Sablan (Northern Marianas-AL)
Dina Titus (Nevada-3)

Republicans (19):

Howard P. McKeon, Ranking Member (California-25)

Thomas E. Petri (Wisconsin-6)
Peter Hoekstra (Michigan-2)
Michael N. Castle (Delaware-AL)
Mark E. Souder (Indiana-3)
Vernon J. Ehlers (Michigan-3)
Judy Biggert (Illinois-13)
Todd Russell Platts (Pennsylvania-19)
Joe Wilson (South Carolina-2)
John Kline (Minnesota-2)
Cathy McMorris Rodgers (Washington-5)
Tom Price (Georgia-6)
Robert W. Bishop (Utah-1)
Brett Guthrie (Kentucky-2)
Bill Cassidy (Louisiana-6)
Tom McClintock (California-4)
Duncan Hunter (California-52)
David Roe (Tennessee-1)
Glenn Thompson (Pennsylvania-5)

SENATE COMMITTEE ON HEALTH, EDUCATION, LABOR & PENSIONS

United States Senate
428 Dirksen Senate Office Building, Washington, DC 20510
Tel: (202) 224-0767, Fax: (202) 224-5128
<http://help.senate.gov>

The Senate Committee on Health, Education, Labor & Pensions has jurisdiction over the Arts in Education program at the U.S. Department of Education and the Corporation for National Service..

Democrats (13)

**Edward M. Kennedy (Massachusetts),
Chairman**

Christopher J. Dodd (Connecticut)
Tom Harkin (Iowa)
Barbara A. Mikulski (Maryland)
Jeff Bingaman (New Mexico)
Patty Murray (Washington)
Jack Reed (Rhode Island)
Bernard Sanders (Vermont)
Sherrod Brown (Ohio)
Robert P. Casey (Pennsylvania)
Kay R. Hagan (North Carolina)
Jeffrey Merkley (Oregon)

Republicans (10):

**Michael B. Enzi (Wyoming),
Ranking Member**

Judd Gregg (New Hampshire)
Lamar Alexander (Tennessee)
Richard Burr (North Carolina)
Johnny Isakson (Georgia)
John McCain (Arizona)
Orrin G. Hatch (Utah)
Lisa A. Murkowski (Alaska)
Thomas A. Coburn (Oklahoma)
Pat Roberts (Kansas)