To Explore, Create, Learn and Grow

Arts Education and the Future of South Carolina

Recommendations of the 2014 Arts Education Task Force

South Carolina Arts Commission
April 2015

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About This Report

In order to succeed in work and life in the 21st century, young people will need to graduate from high school with world-class knowledge across a wide range of disciplines, from science and math to languages and the arts. They will also need world-class skills, including creativity, critical thinking, teamwork, communication, and knowing how to learn. Life and career characteristics such as integrity, self-direction, perseverance, and strong interpersonal skills will also be critical for success.

In South Carolina, there is broad agreement among business leaders, educators, and elected officials that we must create a system of education that will equip our graduates with this knowledge and skill set. The challenge that faces all of us is figuring out how to provide this quality education to all children and young adults in our state.

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South Carolina's arts education system is part of that challenge. Yes, we've made great strides over the last 27 years, but it's time to push toward the next level. The 2014 Arts Education Task Force was created to respond to new research and the new climate for education and arts education reform in South Carolina. This report outlines the steps required to reach the next level and expands on three task force recommendations:

Recommendation 1.0 Prepare and support a stable, qualified and motivated supply of arts educators, administrators, artists and community arts leaders to provide a quality arts education to all children.

Recommendation 2.0 Ensure that every student experiences a quality arts education, regardless of the student's location or financial circumstances.

Recommendation 3.0 Build capacity and provide relevant guidance and resources so that schools in all parts of the state are able to meet state standards for arts education and are empowered to develop innovative local approaches.

A New Climate for Reform

Today, South Carolina stands at an educational crossroads. In 2014, with leadership from the governor, the General Assembly passed significant new legislation focused on improving education for all students, and these reforms related to school funding, literacy, and 4K kindergarten are just beginning to have an impact in our schools. The S.C. Supreme Court's recent decision in the 21-year-old "Abbeville" lawsuit will drive more debate and deliberation about education in the new legislative session. January 2015 brought new leadership at the S.C. Department of Education, the S.C. Board of Education, and on key education committees in the S.C. Statehouse. There is new urgency and new energy for education reform in S.C. and both a need and a willingness to explore new educational approaches and creative solutions.

Amid this new climate of reform, the 2014 Arts Education Task Force was created to answer this question:

> **"What must South Carolina do to ensure that all of its young people explore, create, learn and grow in and through the arts?"**

The Research

In South Carolina we recognize that arts education — learning the skills and content of art forms, including creative writing, dance, drama, media arts, music, and visual arts and design — is part of a student's complete education. Research has shown that arts education can help address many of the challenges facing our schools — improving graduation rates, attendance, academic achievement, and test scores. Research also demonstrates other important benefits, such as increased student engagement, creativity, workforce readiness, and 21st-century skills. These benefits are especially pronounced among students at the low end of the socio-economic spectrum (a large part of our school population: 58 percent of S.C. school students receive federally subsidized free or reduced lunches, and according to Kids Count 2014, 27 percent of S.C. children live below the poverty line). [1]

The 2014 Arts Education Task Force builds on the landmark work of South Carolina's Arts in Basic Curriculum (ABC) Partnership (S.C. Arts Commission, S.C. Department of Education, ABC Project Office at Winthrop University, and a coalition of other arts and education organizations), which, for 27 years, has driven and guided statewide efforts to improve arts education for all children in our state. For more information, see **Appendix 1: "ABC Highlights and Milestones."**

Status of arts education in the Southeast

The work of the Task Force is informed by recent research on the status of arts education in the Southeast, undertaken by South Arts, a regional arts organization serving the nine Southeastern states. In addition to its summary report, South Arts shared raw data that were collected from South Carolina schools for further analysis by researchers working for the ABC Project. For more information, see **Appendix 2: "Deliberate Decisions."**

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[1] See Dwyer, Reinvesting in Arts Education: Winning America's Future Through Creative Schools, 2011; Deasy, Critical Links: Learning in the Arts And Student Academic And Social Development, 2002; Ruppert, Critical Evidence: How the Arts Benefit Student Achievement, 2006; Arts Education Partnership, Preparing Students for the Next America: The Benefits of an Arts Education, 2013; Hardiman, et al, Neuroeducation: Learning, Arts, and the Brain, 2009; Catterall, Doing Well and Doing Good by Doing Art, 2009; Catterall, et al, The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, 2012; Seaman, The Arts in Basic Curriculum Project: A Ten Year Evaluation, 1999.

The South Arts study surveyed school principals from nine Southeastern states. There were 4,400 responses; in S.C., 394 schools responded. Those responses came from a representative mix of S.C. public schools (urban/suburban/rural, free and reduced lunch percentages, diverse populations, achievement ranges, and all school levels).

South Arts published a companion study that profiles nine schools that are models of high quality arts education. Three of those schools are in South Carolina:

- Pine Street Elementary in Spartanburg
- Wando High School in Mt. Pleasant
- Windsor Hill Arts Infused Elementary in North Charleston

The good news

There is good news for South Carolina in these studies—evidence that 27 years of work by the ABC Partnership has paid off:

- S.C. schools generally meet or exceed the regional and national averages for access to arts classes.
- Schools in S.C. also meet or exceed the regional average for percentage of students enrolled in arts classes.
- Students in these schools on average spend more time in arts classes each week than their counterparts throughout the region.
- Arts instruction in S.C. schools generally meets or exceeds the regional average for measures of quality, and S.C. also has arts instructors with higher qualifications than the regional average.
- The arts infusion curriculum model, in which arts specialists collaborate with classroom teachers to integrate instruction in the arts with other subjects, is producing "excellent" school report card ratings, even in high-poverty schools such as Windsor Hill (82 percent free and reduced lunch in 2013).

The challenges

But deeper analysis of the survey data gives us additional insights and reveals some significant challenges:

- Schools with robust arts programs draw upon significant supplemental resources from state agency grants (Arts Commission and Department of Education), local investments and school or parent fundraisers.
- Current public school arts allocations are not sufficient either to provide access to all arts disciplines or to reinforce instruction with co-curricular experiences.
- Students in high poverty schools are far less likely to have access to comprehensive, quality arts education.

There is an opportunity gap for children in high poverty areas. While it is important for all education advocates to work hard to improve the schools that serve these children, we cannot just stand by and wait for these efforts to bear fruit. If we do, we are allowing the children who currently attend these schools to fall behind. We must do what we can now to provide more opportunities for these children. In the arts, we must continue to push for high quality, comprehensive arts instruction as part of the basic education of all students, but, for students whose schools cannot currently deliver this kind of curriculum, we must pursue new approaches with new partners.

Task Force Recommendations

After consideration of the progress made by the ABC Partnership to date, the findings of the South Arts study, and the analysis of its raw data, the Task Force developed three general recommendations related to people, access, and curriculum, with actions to accomplish them. The time frame for these actions is three to five years. For each recommendation we have also identified specific, near-term opportunities that can be pursued as soon as resources are available.

Recommendation 1.0 Prepare and support a stable, qualified and motivated supply of arts educators, administrators, artists and community arts leaders to provide a quality arts education to all children.

1.1 Expand the efforts of the Arts in Basic Curriculum (ABC) Partnership to build statewide capacity for arts education through professional development for ABC Site personnel, Peer Network for Principals, Summer Institutes, etc.

1.2 Increase capacity at the S.C. Arts Commission to develop and manage programs, expanded partnerships, and services.

1.3 Develop and manage an arts education resource portal to include the following:

- Data on arts education programs in public and private K-12 schools, afterschool and summer program providers and participation by discipline, age, gender, geography, etc.;
- Standards-based curricula and resources (e.g., videos, contacts) for school-day and after-school/summer programs;
- Professional development for teachers and workers in afterschool/summer programs;
- A portfolio of services, grants, and other resources suitable to a range of school and community education environments—from ready-to-use introductory programs for under-served schools and after-school providers to highly flexible grant support for comprehensive, self-directed school and district arts programs.

1.4 Expand leadership opportunities and support for lead arts teachers at the district level and for district arts coordinators. Use grant incentives for the creation of positions and professional development and networking opportunities.

1.5 Work with the Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University to develop workshops and networking opportunities for arts teachers in high-poverty schools to support them in their work and increase teacher retention.

Near-Term Opportunities:

- Develop a "pick-list" of ready-to-use programs — teaching artists, curriculum units with all necessary resources, etc. — and pilot in targeted high-poverty school districts.
- Identify district arts leaders (district arts coordinators, lead teachers, principals) currently in place and where gaps are. Engage those in place, and offer help to fill gaps.
- Develop a STEAM (Science, Technology, Engineering, Arts, and Mathematics) institute for educational leaders to deepen understanding of arts and STEM disciplines as complimentary modes of problem solving and learning. Engage working artists, designers, engineers, and scientists as mentor/models. Use the institute as a vehicle to develop a broadly accepted definition of STEAM.

Recommendation 2.0 Ensure that every student experiences a quality arts education, regardless of the student's location or financial circumstances.

2.1 In as many communities as possible, work with school leaders to develop high-quality, comprehensive, and standards-based arts education programs for all students that meet or exceed current state requirements. The ABC Partnership will provide key grant support, professional development, and leadership for this work.

2.2 Develop new programs to serve students whose schools are not currently providing comprehensive arts education.

- Link to programs targeting high-poverty, underperforming schools, such as summer reading camps and workforce development initiatives, and to afterschool and summer educational programs in school and community settings.
- Offer options of ready-to-use programs that deliver quality content with minimal preparation or financial support required from the host site.
- Develop a cadre of artists and arts organizations prepared to provide these programs.
- Where needed, provide financial support for materials, transportation, teacher training, and other operational costs.
- Join with local school partners and community host organizations to bring these programs to children in their areas.
- Map cultural assets in communities with underperforming schools and develop links between these assets and in-school, afterschool and summer educational programs. Such assets may include traditional artists, artisans, faith-based programs, self-taught artists, etc.

Near -Term Opportunities:

- Grow the number of ABC (Arts Commission) and Distinguished Arts Program (Department of Education) schools and districts in all parts of the state. Identify or develop model STEAM sites among these.
- Offer new arts education funding opportunities for community organizations and after-school/summer providers to support arts programming. Target Boys & Girls Clubs, 21st Century Community Learning Centers and others serving low-income populations.
- Work with the S.C. Department of Education to promote arts and STEAM in the 21st Century Community Learning Centers.
- Identify high-poverty communities/schools/districts where new programs can be piloted, e.g., arts-based literacy camps, summer STEAM camps adapted from the Engaging Creative Minds model, 21st Century Skills programs with an arts focus, etc.
- Work with existing programs like Engaging Creative Minds to train artists and educators to lead these new programs.
- Partner with the S.C. Afterschool Alliance to provide arts programming for their Palmetto Priority Schools initiative.
- Engage local community artists identified through the statewide Survey of S.C.'s Tradition Bearers, a joint project of the S.C. Arts Commission and USC's McKissick Museum. Develop locally relevant educational content around their practices and stories.

Recommendation 3.0 Build capacity and provide relevant guidance and resources so that schools in all parts of the state are able to meet state standards for arts education and are empowered to develop innovative local approaches.

3.1 Develop curriculum standards for art forms not currently addressed by the S.C. Department of Education/Board of Education, including creative writing/literature and design. New and updated standards should include increased focus on creativity and other 21st-century skills.

3.2 Design and implement a system of evaluation for arts education programs that will enable evidence-based improvement. This evaluation should address both effectiveness in meeting established curriculum standards and impact on broader 21st-century skills development (creativity, persistence, teamwork, etc.).

3.3 Partner and align efforts with other statewide education initiatives such as S.C.'s Coalition for Mathematics and Science, TransformSC, the S.C. Afterschool Alliance, Palmetto Priority Schools, and Read to Succeed. Work with local organizations such as Engaging Creative Minds, Boys & Girls Clubs, churches, technical colleges, and libraries. Support promising alternative models of learning and skill development in and through the arts, such as afterschool programs, summer camps, apprenticeships, internships, community mentors, team projects, cross-disciplinary challenges, etc. Evaluate the applicability and effectiveness of these approaches under different conditions and replicate the most effective ones.

Near-Term Opportunities:

- Engage new partners in the process of revising arts standards scheduled for review in 2015-2016. Also draw on the recent multi-state effort to develop shared arts standards.
- Adapt/replicate Engaging Creative Minds summer STEAM program in multiple sites.
- Identify, adapt, and test evaluation approaches used by successful programs in S.C. and other states, such as Engaging Creative Minds/Big Thought, Boys & Girls Clubs, S²TEM Centers S.C., TransformSC, Boston After School & Beyond, Pittsburgh's Summer Dreamers Academy, The Wallace Foundation, etc.

2014 Arts Education Task Force Members

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Appendix 1

1985-86   In the Wake of the Big Wave
- In the late 1970s and early 1980s a huge wave of education reform sweeps across S.C., beginning with passage of the Education Finance Act in 1977, continuing with the approval of the Defined Minimum Program (DMP) in 1978, and culminating with passage of the Education Improvement Act (EIA) in 1984. Much of what happens next is driven by this wave.
- At the S.C. Arts Commission, there are research and pilot projects in response to the EIA, aimed at making more connection between arts and the basic curriculum in public schools.
- At the S.C. Department of Education, arts staff promote and develop curriculum frameworks for visual arts and music, art forms specifically mandated by the state's DMP.

1987-1988   Planning and Partnership Building
- In 1987 the Arts Commission receives a $20,000 Arts in Schools Basic Education planning grant from the National Endowment for the Arts (NEA).
- The S.C. Joint Legislative Committee on Cultural Affairs publishes findings on the status of arts education in S.C. schools.
- With NEA grant support, the Arts in Basic Curriculum (ABC) Steering Committee is organized and develops the ABC Plan (published 1988).
- The plan calls for comprehensive, substantive, and sequential arts education for all students and outlines steps toward that goal. The ABC Steering Committee continues to guide the ABC Project as it develops.
- The Arts Commission applies for and receives the first in a series of implementation grants from the NEA.

1989-1995   Putting the Pieces Together: Catching the Next Wave
- In 1989 the Arts Commission awards its first round of ABC Model Site planning grants. More than 30 schools and districts apply; 11 grants are awarded. From this group, nine implementation grantees are selected in 1990 for multi-year funding.
- The S.C. Arts Alliance is awarded a grant by the Arts Commission to develop an arts education advocacy network.
- As a result of work by members of the ABC Steering Committee and the new arts education advocacy network, S.C.'s Target 2000 education reform bill of 1989 includes key provisions based on the ABC Plan. The bill includes funding for arts education grants through the Dept. of Education, growing to $1.2 million in this period. The first round of grants is awarded in fall 1989.
- The S.C. Arts Commission contracts with Winthrop University's School of Visual and Performing Arts to host the ABC Project office, staffed by a project director and administrative assistant, to coordinate the work of the ABC initiative.
- In 1990 Curriculum Frameworks for dance and drama are adopted by the S.C. Board of Education (frameworks for visual arts and music had already been adopted).
- In 1991 the first ABC Arts (Education) Leadership Institute is presented at Furman University. The Institute focuses on strategic planning for arts education by teams from schools and districts.
- In 1993 the Board of Education adopts the comprehensive S.C. Visual and Performing Arts Framework (addressing visual arts, music, dance and drama) and approves teacher certification in dance.
- In 1993 a public awareness campaign, "In S.C. Arts Education Means Business" (aka "Tomato Boy"), is launched.
- The first Curriculum Leadership Institute in the Arts (CLIA) is presented at Lander University in 1994. It is designed to cultivate teacher/leaders among arts teachers, and it really works. Virtually all future ABC leaders are CLIA graduates.
- After five years of closely monitored planning and piloting, ABC Model Site grants are added to the S.C. Arts Commission's general arts education grant options and opened to new applicants, setting the stage for new growth.

1996-2008   Evaluating Impact, Surfing New Waves of Reform, and Growing the Network
- In 1997 Dr. Michael Seaman, USC College of Education, is commissioned to do a 10-year evaluation of the ABC Project. The study is published in 1999. Over the next decade, ABC works with the College of Education's Office of Program Evaluation on a number of research studies.
- In 1998 the S.C. Legislature passes the Education Accountability Act (EAA), which includes arts education language, thanks to ABC coalition advocacy. The EAA-mandated school report card, first published in 2000, includes an arts rating.
- In 1998 the Board of Education adopts the S.C. Visual and Performing Arts Academic Achievement Standards and approves teacher certification for theatre.
- In 1999 the S.C. Legislature appropriates new arts education funding to the Arts Commission and the Dept. of Education. This supports growth in the number of ABC Advancement sites and expansion of the Dept. of Education's Arts Curricular grants program.
- ABC develops its Outreach Initiative in response to findings of the Ten Year Evaluation. In 2000 the first of three NEA grants is awarded to support this effort.
- The number of ABC teacher institutes expands dramatically during this period. Between 400 and 500 teachers participate in multiple institutes each summer. Annual institutes continue to the present.
- Each year the ABC Project provides fall and spring convenings of ABC sites and additional professional development workshops for site teachers and administrators.
- A number of ABC-led task forces work to address specific issues and needs of the field. Important products of this period include the Arts Infusion Continuum and the Essential Elements for successful arts integration programs.
- Thanks to ABC advocacy, the so-called "P.E. Bill" of 2005, which mandates more time in the school day for physical activity, includes arts-protective language and a provision that allows some of the time requirement to be satisfied by dance.
- By 2008 ABC Advancement Sites increase to 57 schools and school districts. The majority of sites are now in rural communities.

2009-2013   Riding Out the Storm
- In spite of the severe stresses of the Great Recession, new ABC Sites continue to develop and most old sites remain in the fold. Pro-arts language is included in the School Districts Flexibility Act passed in 2009.
- ABC continues to administer summer teacher institutes, site meetings and workshops and extensive on-site consulting and planning facilitation. As the recovery progresses, demand increases.
- In 2010 the Board of Education approves curriculum standards for media arts.
- ABC Task Forces produce important results, including the Peer to Peer Arts School Principals Network and an ongoing Local Arts Education Advocacy initiative.
- During the 2012-13 school year ABC Sites statewide hold local celebrations of the 25th Anniversary of the ABC Project, inviting local education leaders, school partners, and legislators.
- Throughout this period, arts education advocates play important roles in efforts to preserve public funding for the arts in S.C. With the help of advocates throughout the state, the S.C. Arts Commission secures a $1 million increase for grants during the 2013 legislative session.

2014   Surf's Up
- The S.C. Arts Commission provides a substantial increase in funding to the ABC Project to support the addition of a new field services specialist position. Funding for ABC Advancement sites also increases.
- South Arts, the regional arts organization, produces its study of the status of arts education in the Southeast and the Southeast Center for Education in the Arts profiles three ABC Sites in its Profiles in Quality publication.
- The Arts Education Leadership Institute is held for the first time since 2009.
- In the 2014 legislative session, ABC advocates secure an increase in funding for the Dept. of Education's Arts Curricular Innovation grants program, bringing this resource to its highest level since the 1990s.
- In conjunction with the ABC Project, the Arts Commission convenes the 2014 S.C. Arts Education Task Force to review current status and guide the development of new initiatives.

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Deliberate Decisions

Arts Education in Public Schools
in the South Arts Region and in South Carolina

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South Arts Multi-State Study

- Why examine arts education in public schools?
- How should we gain understanding of arts education in public schools?
- What are the issues across states?
- Is it reasonable to compare programs in the nine states?
- What is "best practice," what are our goals?
- Why study arts?
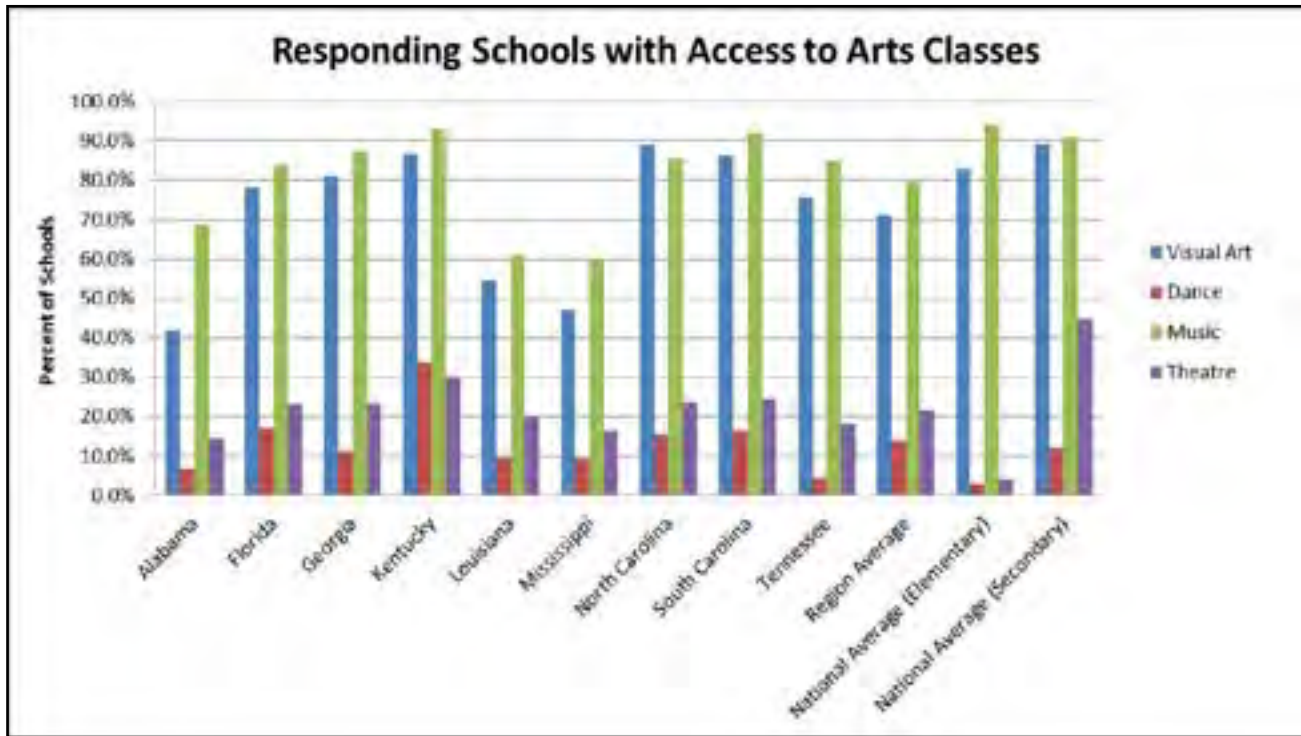- What are the issues within each state?

Principals' responses in five areas

1. **Access**: classes by discipline, enrollment
2. **Quality**: teacher credentials, alignment with standards, sequential curriculum
3. **Spending**: revenue sources, expenditure types
4. **Obstacles and Barriers**: time, curriculum priority, leadership, access to co-curricular activities
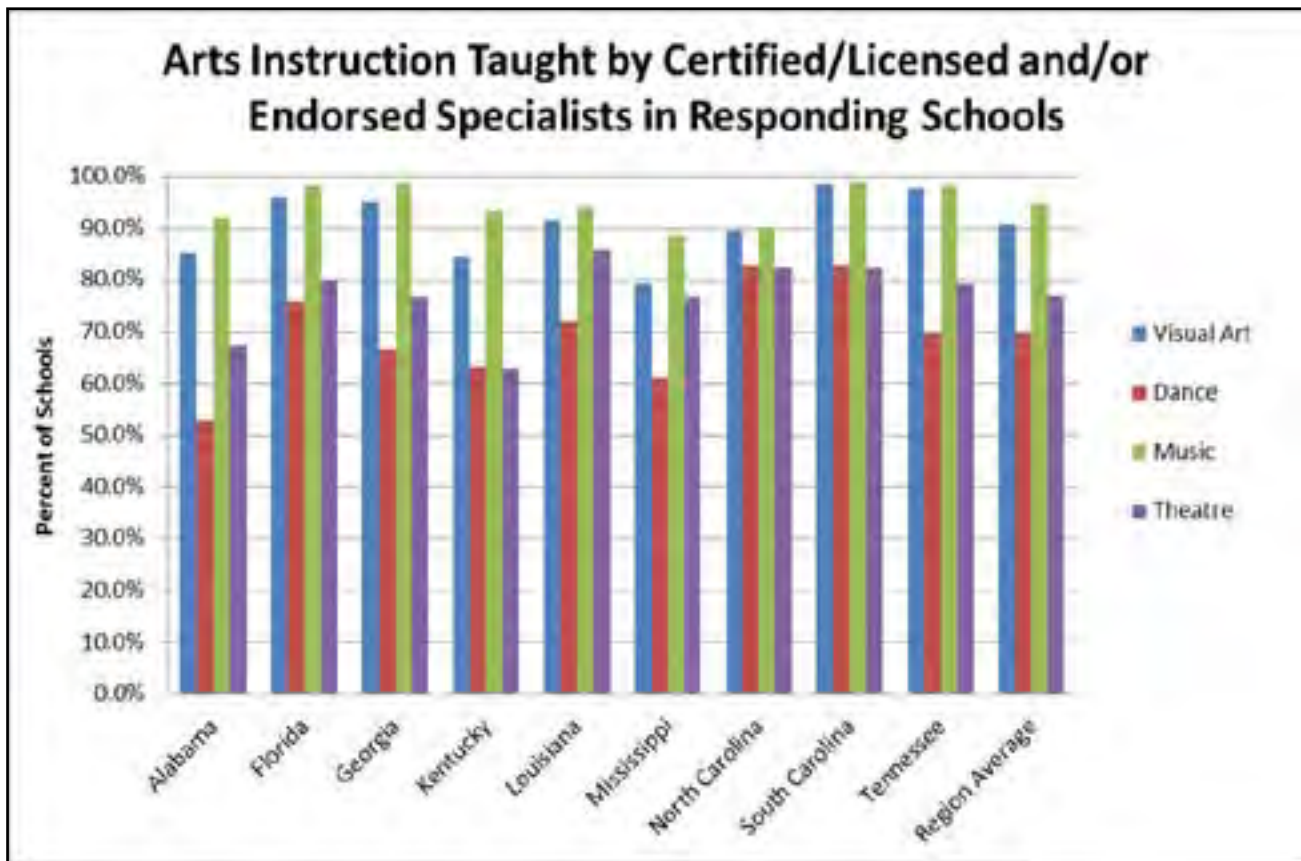5. **Helpful Factors**: money, leadership, facilities, community support

The complete reports and state data are available online:
www.southarts.org/resources/research-and-publications/research/arts-education

1. Access

Responding Schools with Access to Arts Classes

2. Quality

Arts Instruction Taught by Certified/Licensed and/or Endorsed Specialists in Responding Schools

3. Spending

- Sources vary in priority and degree from state to state
- Principals indicate mostly district revenues (did not tease out revenue sources; therefore, state education allocations could be seen as "district")
- PTA/PTO is the second most reported source
- Community and state arts agency grants have impact and are present in most exemplary programs
- Most discretionary revenues spent on supplies, equipment and field trips

4. Obstacles & Barriers

- Budget
- Other priorities
- Time
- Insufficient personnel
    - In classrooms
    - As leaders
    - As advocates

5. Helpful Factors

- Support from communities and state arts agencies
- Arts-specific supplies and equipment
- Certified specialists
- Flexible schedules
- Facilities and classroom space

Nine School Profiles

The companion study profiled nine schools as models of high-quality arts education.

Neighboring States

- Northwest School of the Arts
- Bradley Academy
- Owensboro High School
- Casey Elementary
- Drew Charter School
- Bob Jones High School

Three Schools in S.C.

- Pine Street Academy
- Wando High School
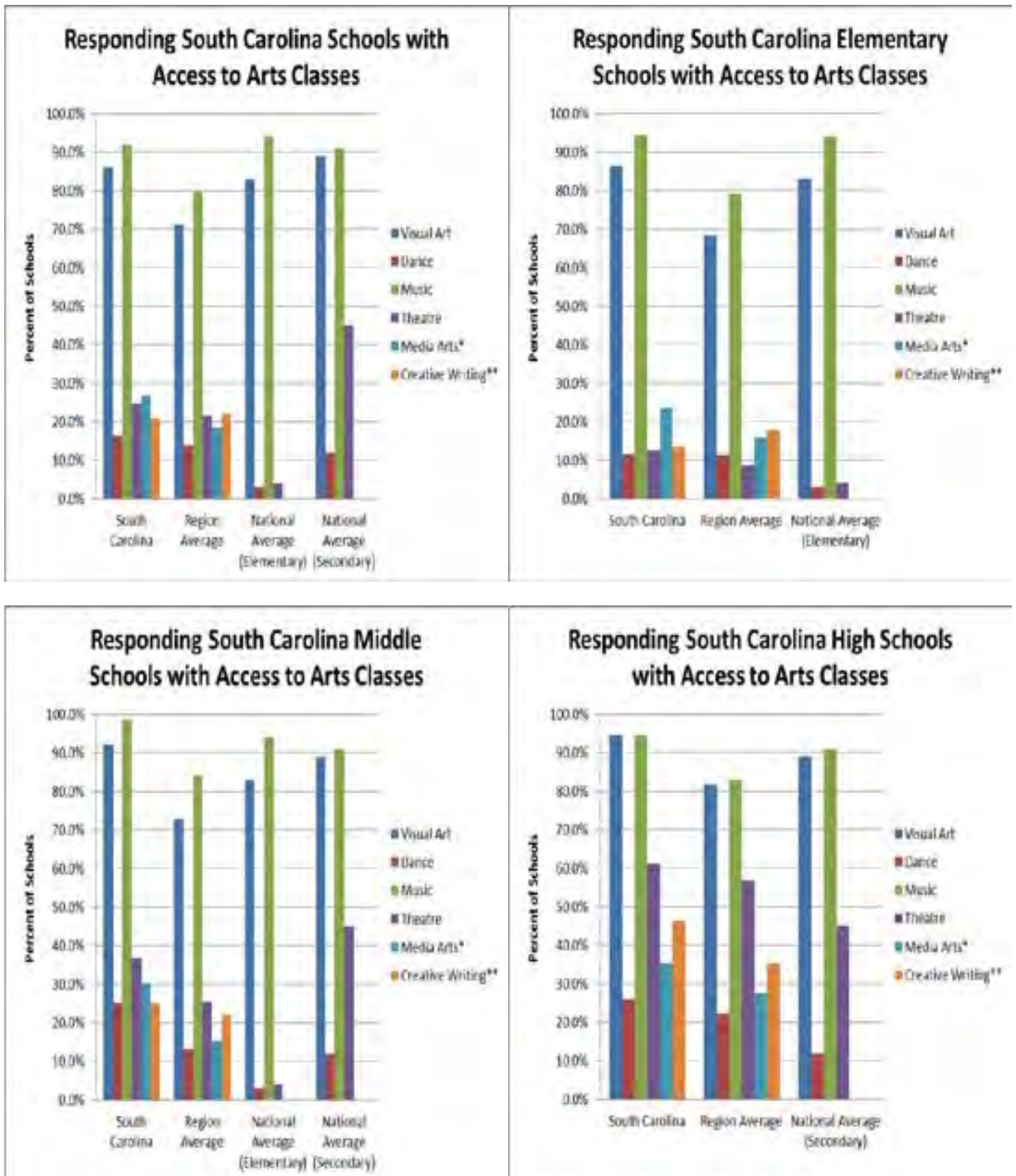- Windsor Hill Arts Infused Elementary

Characteristics Common Across Schools

- Relationships matter: leadership at the school, district and state; internal and external funding
- The vision is shared: community, school, parents — arts as critical to identity
- Arts are at the core of the curriculum: complimentary and reinforcing, not competitive
- Students experience the arts world: teaching artists, visiting artists, community experiences, field trips, assemblies

South Carolina Respondents

SCHOOL LEVEL	Elementary	Middle	High
Total # Schools	639	255	251
Responding Schools			
# Schools	239 (38% of total	84 (33% of total)	71 (28% of total)
School community type			
% Urban	12	19	17.5
% Suburban	36	32	32.5
% Rural	52	49	50
Mean # Students	572	676	981
Range	59 to 1247	48 to 1190	75 to 2200
% Free Lunch	62.5	60.9	56.5
Range	10 to 99	18 to 97	13 to 100
% White Students	54.4	55.7	54.4
Range	1 to 98	0 to 98	1 to 94
% Achievement	77	71.4	19.7
Range	30 to 100	31 to 100	16 to 31

A Closer Look at South Carolina

Responding South Carolina Schools with Access to Arts Classes

Responding South Carolina Elementary Schools with Access to Arts Classes

Responding South Carolina Middle Schools with Access to Arts Classes

Responding South Carolina High Schools with Access to Arts Classes

Successes and Challenges

Successes
- Communities matter
- Leadership at teacher, principal and district level impacts
- Visual arts and music are taught in most schools, although not all
- External funds — grants from state agencies, community groups, etc., enable and enhance programs
- Schools with higher enrollments are able to offer more choices
- Standards-based curricular and teacher certification requirements are near-universal
- High school curricula encompasses more arts disciplines although the number of students enrolled may be small

Challenges
- There are limited opportunities in dance, theatre, creative writing and media arts at elementary and middle school levels
- Instruction may fall well below what is desired
- High poverty schools have drastically limited capacity to employ teachers, fund co-curricular programs, offer student experiences or even apply for grants to improve their programs
- Time for arts education may be seen as in conflict with time for other disciplines
- Field trips, out-of-classroom experiences are sharply limited

Statistics indicate that students in S.C. high poverty schools:l

Most likely:
- Do not have dance classes
- Do not experience a sequential music program
- Do not have an aligned music or theatre curriculum
- Are not taught by certified arts teachers
- Do not experience arts assemblies, touring companies
- Do not have sufficient arts equipment or supplies
- Do not provide release time for teachers
- Do not benefit from funding by businesses or individuals and do not have school fundraisers

Almost certainly:
- Do not have theatre classes
- Do not experience teaching artists
- Do not participate in arts field trips
- Do not have funding from PTA/PTO, from state arts agencies, from foundations, from school fundraisers

The **South Carolina Arts Commission** works to develop a thriving arts environment, which is essential to quality of life, education and economic vitality for all South Carolinians.

Mission
With a commitment to excellence across the spectrum of our state's cultures and forms of expression, the South Carolina Arts Commission pursues its public charge to develop a thriving arts environment, which is essential to quality of life, education, and economic vitality for all South Carolinians.

Goals
Arts Education
Establish the arts as an integral part of South Carolina's educational systems and the lifelong learning process of our citizens.

Artist Development
Encourage, nurture, and support the artistic growth and personal and economic well-being of South Carolina artists.

Community Development
Stimulate the development of South Carolina's culturally diverse arts resources and organizations and promote creative partnerships to improve the quality of our lives, preserve our cultural heritage, and enhance our economic growth.

For information about programs and services, visit www.SouthCarolinaArts.com or call (803) 734-8696.

The **Arts In Basic Curriculum (ABC) Project** is a statewide collaborative initiative begun in 1987 to provide leadership in ensuring that every child in South Carolina, from pre-school through college levels, has access to a quality, comprehensive education in the arts, including dance, drama, music, visual arts and creative writing.

The ABC Project is cooperatively directed by the South Carolina Arts Commission, the South Carolina Department of Education and the College of Visual and Performing Arts at Winthrop University.

For more information, visit www2.winthrop.edu/abc.
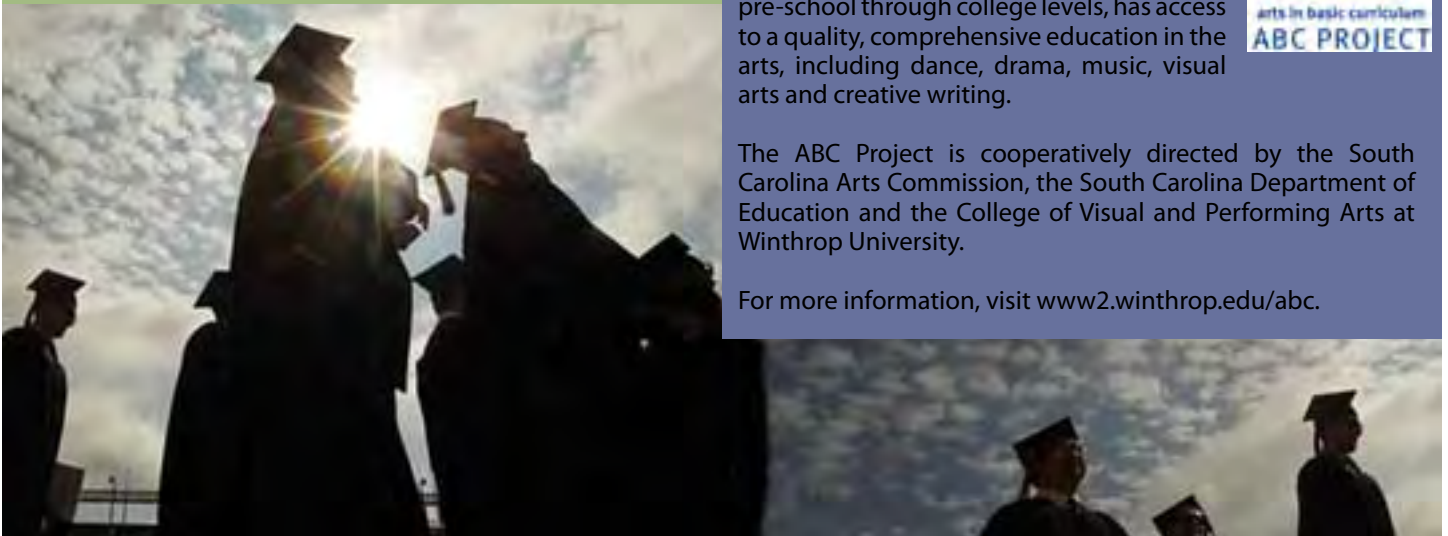
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