

BLUFFVIEW MONTESSORI SCHOOL ARTS STRATEGIC PLAN 2024- 2027



Bluffview
Montessori



The Comprehensive Arts Planning Program (CAPP) is made possible by the MN State Legislature through an appropriation to Perpich Center for Arts Education. CAPP is governed by Minnesota Statutes 129C.25 and 129C.26.

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Overview of Comprehensive Arts Planning Program

Minnesota's Comprehensive Arts Planning Program (CAPP) provides assistance to selected Minnesota public school districts as they plan and implement a comprehensive K-12 school arts education program. Defining “arts” as dance, media arts, music, theater and visual arts, CAPP helps local school-community teams design three year, long-range arts education plans for all students. CAPP also provides financial and technical assistance for two years through workshops, site visits, leadership development, and resource materials.

Year One (2023-2024) concentrates on building the capacity and leadership of your local CAPP committee and on the development of the three year strategic plan. During monthly meetings, CAPP committee members begin to identify assets and needs in both school and community. Results are used to develop an individual and unique long-range arts plan for the school district and community. Committee members develop a comprehensive plan using the resources and assistance provided through the CAPP program. The finished CAPP plan helps set specific and measurable goals and outcomes for the future.

Year Two (2024-2025) is the **first year** of the three year strategic plan. It is the local CAPP committee's first implementation and evaluation year. Discussion moves from setting a direction to implementing and sustaining the plan. Committee members implement and refine plans for the school year 2024-2025 and deepen and strengthen community ties. Strong relationships developed in the school district and the community while creating the CAPP plan encourage and sustain the committee as they work to make arts education programming initiatives a reality.

The strategic plan covers three years: 2024 - 2025, 2025- 2026, and 2026- 2027.

Local CAPP Committee Activities for 2023- 2024

The Bluffview CAPP committee was formed after the Head of School (grant administrator), visual arts teacher (grant co-chair), and music/band teacher (grant co-chair) met to discuss members. We worked to identify a group of known individuals with diverse skills from a variety of institutions that would represent a wide range of strengths in each of the five arts areas (visual arts, media arts, music, theater, and dance). This list included university staff, local program directors, other local K-12 teachers, and current staff. All initial invitees had some sort of connection to Bluffview as a current parent, past parent, or has worked with our school in some capacity.

The CAPP leadership team drafted a letter that was sent to all invitees, and phone calls were conducted as follow ups where needed. We are very fortunate to have created a twelve person committee including two Winona State professors (one music and one media arts), one BMS staff with an art teaching degree, an art teacher (visual and media) from Winona Public Schools, the Director of MCA for the Arts, the Director of Dance for MCA for the Arts, a former MCA Director now working at St. Mary's University as a Director of Support Services/Dance Educator/Choreographer, the Director of Communications from the Minnesota Marine Art Museum, and a parent member with a background in broadcasting and journalism as an anchor/producer/reporter.

This year, the committee co-chairs and administrator have attended three meetings with Perpich—the initial introduction meeting, a virtual meeting on 1/9/24, and an in-person meeting on 2/5/24. On November 23rd we also hosted the grant director for our strategic planning session with the full committee. Our committee also meets on Tuesday evenings with a goal of once per month. We create an agenda and work to follow the path as outlined in the CAPP grant documents. The co-chairs have each attended conferences in their respective areas this year as well as last year.

The CAPP committee itself met several times over the course of this year. The committee members were very engaged, and have proven to be excellent assets in areas relative to networking, education, personal experiences, and overall big picture thinking as we have put a lot of pieces together for this plan. Many discussions took place around integration and what that can look like, technology use and platforms primarily related to Media Arts, and how we can balance the small school resources we have with the big aspirations all the committee members expressed relative to a desire to provide great arts education experiences for our students. At a time in education, right now, when a great many schools are cutting arts programming, we are putting forth the thought and work to not only protect, but to expand what we can offer over the course of this plans timeline.

Overall, the committee members clearly believe in the value of arts education. We are optimistic as a committee, that the future of arts education at Bluffview, built on the good foundation that we currently have, can grow into a robust and impactful program for the students that we serve. If we do it well enough, it could become an essential asset in recruiting families to attend Bluffview.

Program Analysis ([Needs Assessment](#))

Bluffview's CAPP Committee engaged in a Program Analysis (linked above). Bluffview has a 1.0 FTE music/band teacher. Approximately 10 years ago there was a 0.6 FTE vocal music teacher and a 0.6 FTE band/orchestra teacher. They had to be combined for financial and space considerations. Low orchestra participation led the orchestra to be dropped for a focus on more time in band two years ago. The teacher hosts several concerts during the year-some vocal music with elementary students, choir with middle school students, and instrumentals with band and jam band. It's a large load for one position.

Visual Arts is a 0.6 FTE, which was lowered from a 0.8 FTE in 2014 due to budget cuts resulting from the recession at that time. Students have 55 minute blocks, one time per week. The group sizes are approximately thirteen students at a time. The teacher would very much like to add kindergarten and a media arts element to the curriculum.

There are many strong foundational pieces to build on. An established music/band program and visual arts program have long been in place. Those teachers do have a great deal of autonomy in their lesson planning and implementation. They do have established budgets (which are in need of an increase) and many supplies/materials/classrooms already. Both have new overhead projectors, and new laptops. Music has a large assortment of instruments for music class, but would like more in-house for band students. There is an established plan for music concerts as well. Visual arts shows have not really been done for about five years due to time commitment for preparation and the Pandemic. A few times in the past, a Night of the Arts was done concurrently with the annual meeting each May by special request. The other strength we have is in our connections, evidenced by our strong committee.

Space and revenue are the school's biggest hurdles. There isn't physical space for separate band and music teachers. There isn't money for expanding or renovating the building as revenue is a complicated charter school issue. We are quite limited by those simple factors. Both do have an annual budget. Art does a fundraiser as well each year. Both teachers engage in the community: art students participate in local contests for Steamboat Days and "Hands Are

For" by submitting their artwork. Choir goes out to sing at a local bank at the very least, along with in school concerts. We are not able to offer in-house theater or dance currently. Media arts will be the focus for our requirement of offering a third arts discipline. Regarding theater and dance, our partnership with MCA for the Arts will hopefully go a long way in attending performances. We also host Sugarloaf Theater at the school in the winter and have discussed some work with students as a trade off for the space used.

Through discussion, curriculum is in need of updating in both areas. Training/professional development is needed in the area of media arts (our visual arts co-chair and one other member are in a Perpich media arts cohort as well). Another topic that has been posed by both co-chairs is the mixed age classrooms that are an essential part of the Montessori methodology. Topic/curriculum alignment with the general education classrooms has also been discussed and stated to be challenging. The short school days also present a challenge. General education teachers and specialist teachers often report that they don't feel that they have enough time to accomplish everything they need to get done.

Program Analysis

Bluffview Montessori School, located in Winona County of Minnesota resides in Winona. There are approximately 250 students from Pre-K through grade 8 each year. Class sizes are 25 per traditional grade, even though Bluffview Montessori classrooms are made up of 3 year blocks of mixed age students. The student demographic composition of Bluffview according to the Minnesota Department of Education is made up as follows:

Race/Ethnicity Count Percent

Hispanic or Latino 2.4%

American Indian or Alaska Native 0%

Asian 1.4%

Black or African-American 0%

Native Hawaiian or other Pacific Islander 0%

White 88%

Two or more races 7.5%

Of those students:

English learner 0.5%

Special education 7.5%

Free/Reduced-Price meals 28.8%

Homeless 0%

Bluffview has the FTE equivalent of 0.6 persons in the Visual Arts and 1.0 in Music. Media Arts, Dance, and Theater teachers/staff are not currently employed by Bluffview. The Arts curriculum is aligned with the Minnesota standards through a curriculum review, revision and mapping process. This process of system accountability includes:

- A review of how students are taught with steps for improvement identified and implemented
- A review of what students are taught with steps to refine and improve curricula
- A review of data on how students are performing to improve both pedagogical and curricular changes.

Bluffview sees improving curriculum and teacher effectiveness as a process requiring continued engagement by staff and community. The hope is that this CAPP initiative will allow Bluffview to benefit from ongoing attention to improving teaching/learning, curriculum and the overall opportunities provided in the arts, with a special focus on integrating the arts into all academic areas. Arts integrated into all academic areas is seen as a way to improve student engagement and passion for learning, enhance student's creative problem-solving abilities, add depth and rigor to curriculum, build skills in the arts and expose students to how the arts are integral to all realms of academic, career, community and personal life.

Bluffview's CAPP Committee did engage in a Strategic Planning session on 11/27/24, which was undertaken at Bluffview and led by Kristi Johnson. The results of that day's work have been refined into a [Practical Vision Workshop Document](#). This document was instrumental in the creation of this strategic plan.

As a CAPP committee, we have identified these needs, challenges, and opportunities for growth:

1. Robust Community Engagement (using community to expand arts access)
 - a. Continue to build community partnerships for resources and access to event/programs
 - b. Host “clinicians” or “guest artists/musicians” with specialized expertise in art and music during the specialist lesson times
 - c. More engagement of parents/volunteers/local experts
 - d. Encourage/plan events to increase family participation and engagement, i.e. night of the arts, concerts, discounted tickets to local events/destinations like MMAM, GRSF, FRFF, and share out more information on community arts events so BMS has a presence out in the arts community
 - e. Continue/expand upon outward facing presentations/performances in the community
2. Increasing Public engagement with the arts at Bluffview
 - a. A ‘Champion’ of the arts role will be built and implemented to support all school arts initiatives
 - b. Clearly articulate how all five arts areas will be addressed including what will be taught by school staff, what will be immersive or experiential, and what we cannot take on
 - c. Further refinement (and expansion) of the budget for the arts programs
3. Intentionality in collaboration with broader Bluffview programming
 - a. Build in media arts programming including professional development
 - b. Choice based arts opportunities
 - c. “Gesamtkunstwerk” meaning a “total work of art” and describes an artwork, design, or creative process where different art forms are combined to create a single cohesive whole (Richard Wagner)
 - d. Scaffolded curriculum that directs specialist planning and interdisciplinary ideas/practices including dedicated times for planning with gen ed teachers
4. Efficient use of space
 - a. Reimagine the specialists classrooms, add space for additional programming, materials, and/or manipulatives
5. Showcasing student work
 - a. Large, school wide murals or other holistic opportunities
 - b. Arts displays (student and/or special guests) -spaces (ensure those spaces are open/available), events, clubs, etc.
 - c. Drama/theater/dance integration

Strategic Directions Overview The strategic directions are the overarching goals for the three year (2024-25, 2025-26, 2026-27, and one 2027-28) arts education strategic plan. SD's are broad enough to incorporate multiple sub-categories of focus areas, further broken down into action steps. As a committee, we spent a considerable amount of time developing our three strategic directions through a series of Perpich-led workshops. Some larger goals actually extend beyond 2027.

Strategic Direction #1: Robust Community Engagement						
Aligned to CAPP Outcome #4						
Focus Area	Action Steps	Arts Area	Budget Implications	Evaluation Outcomes (phrased in SMART goals)	Responsible Party	Year
A. Maintain and expand community partnerships with local organizations	1. Deepen current partnerships (e.g. Minnesota Conservatory for the Arts, Frozen River Film Festival, Minnesota Marine Art Museum, Sugarloaf Theater)	All	Field trip costs, including busing, staff time to make connections, maintain relationships, and coordinate	Engage in annual conversations at the start of each school year with current partner organization directors regarding potential programmatic and collaborative opportunities. Year 1, Semester 1: Establish a list of possible partnerships and what BMS is hoping to achieve. Begin establishing relationships and making connections. Year 1, Semester 2: Begin immersing students in arts experiences with the partnerships.	Co-Chairs and admin, and CC	2024-25
	2. Seek and cultivate new community partnerships (e.g. Shakespeare Festival) SEMAC	All	Field trip costs, including busing, staff time to make connections and maintain	CAPP members generate at least 2 new community partnerships. Year 1, Semester 1: Establish a list of possible partnerships and what BMS is hoping to achieve. Begin establishing relationships and making connections.	Co-Chairs and admin, and CC	2024-25

			relationships	Year 1, Semester 2: Begin immersing students in arts experiences with the partnerships.		
	3. Ensure offsite access to theater and dance productions as BMS cannot currently implement these “in-house”	Dance and theater	Field trip costs, including busing, staff time to curate the offsite experiences	Each class level will attend at least one dance or theater production offsite annually.	Co-Chairs and admin, and JP	2024-25
	4. Catalog partnerships	All	Staff time	Create a spreadsheet of current partners and opportunities (including specific contacts) to be expanded upon by the CAPP committee over the duration of this grant process.	Co-Chairs and admin, CC	2024-25
B. Develop opportunities with local experts (individuals) including parents, volunteers, guest artists, guest musicians, and other “clinicians”	1. Deepen current partnerships (e.g. Janet Heukeshoven, Sarah Johnson)	All	Field trip costs/busing, supplies for in-house projects, payment for artists to come in. Cost will vary	Engage in an annual conversation at the start of each school year with current partners regarding potential programmatic and collaborative opportunities.	Co-Chairs and admin with committee volunteers, AL, CC	24-25
	2. Seek and cultivate new community expert/clinician partnerships	Visual arts, media arts, music, band, choir	None-time is the issue	CAPP members generate at least 10 names/individuals to contact and connect with about possible opportunities to work with BMS over the course of this grant timeline.	Co-Chairs and admin with committee volunteers, AL, CC	24-25
	3. Catalog partnerships	all	None-time is	Create a spreadsheet (same catalog as	Co-Chairs	24-25

			the issue	A. 4. above) of current partners as well as all new ones (including specific contacts in the catalog, noting their level of interest, and the cost for these clinicians to visit) to be expanded upon by the CAPP committee over the duration of this grant process.	and admin with committee volunteers, AL, CC	
C. Engage BMS family participation in community arts events.	1. Intentionally disseminate information that comes from our local partners and event leaders to families	all	None-time and point person-"Arts Champion" with RSS feed manager	Disseminate flyers, discounted tickets, event informational, and arts events in the area to our school community in at least 2 mediums (e.g. RSS and handouts)	admin/RSS feed	ongoing

Strategic Direction #2: Increasing Arts at Bluffview including an “Arts Champion”						
Aligned to CAPP Outcome #1						
Focus Area	Action Steps	Arts Area	Budget Implications	Evaluation Outcomes (phrased in SMART goals)	Responsible Party	Year
A. Arts leadership in the form of an “Arts Champion”	1. Develop a position description, noting that this is a non-staff position meant to partner with admin and teachers relative to the arts programming and CAPP plan	All	None if a volunteer. A significant amount if a hired position, positive if they can source financial resources, grant writing	Draft and approve an “Arts Champion” position description to include with this strategic plan by end of April, 2025 Develop potential payscale if this is decided to be a paid position	Admin, CM	24-25
	2. Recruit an “Arts Champion”	All	Advertising, staff time to promote and recruit	Recruit, interview, implement the position upon approval and before the end of Q1 in SY 24-25 Places to find an intern-Arts Ed at WSU, parent, buy time from a local grant writer, etc.	CAPP Committee	25-26
	3. Onboard the “Arts Champion”	All	None	Introduce the Arts Champion to the school, staff, shadow the arts teachers, and immerse in the school culture.	Arts “Champion” with CAPP committee	25-26
B. Budget Development	1. Cultivate more revenue for the arts programs	Visual media music, band	Increase both budgets to \$2500	Create a long and short list of funding opportunities by Q2 in SY 24-25	Admin	24-25
	2. Refine the budget by defining ‘categories’	All	Unknown	Define a tentative categorized budget by Q3 in SY 24-25	Admin	24-25

Strategic Direction #3: Programmatic Collaboration and Alignment						
Aligned to CAPP Outcome #1						
Focus Area	Action Steps	Arts Area	Budget Implications	Evaluation Outcomes (phrased in SMART goals)	Responsible Party	Year
A. Curriculum updates	1. Research and implement a skill building curriculum that scaffolds skills from K-8.	Visual arts, media arts, music	FTE + (& Curriculum writing time for teachers)	Building skill from the beginning that will give students the tools to move into the choice based arts work in #2 below. These skills would increase creativity in all general education class projects as well.	Teachers, committee volunteers MBH both AL music DH media arts	24-25 Research 25-26 implement
	2. Develop arts programming choices (an additional offering during the school day)	visual arts, Media arts, music, band, choir	FTE + (& Curriculum writing time for teachers)	Over the course of the semester the modern band group will research, select, rehearse, and perform a musical piece to perform at the end of each semester. Over the course of the semester, the arts programming will offer project choices that allow students to use the developed skills	Band, choir (S1), Ukulele, visual arts TC	24-25 Research 25-26 implement
	3. Draft potential new school wide daily schedule.	all	FTE	Create a new school wide schedule to reflect changes in programming/potential FTEs, longer art times.	Admin, Co-chairs, Meghan Booth	24-25 spring
	4. Arts: Begin Integrating Media Arts into K-8	Visual, Media	Materials, Curriculum, Training	Year 1: Pilot lessons in Media Arts Standards in Erdkinder (1 of 3 groups is Media, 2 are visual)	Visual & Media Arts, Technology	See progression to the left

				Year 2: 1-3 completed projects in E1, & E2 will address selected Media Arts standards. Year 3 and forward: Erdkinder will have an elective Media Arts course offered one semester a year (multiple X per week). Media Arts is integrated into visual arts.		
	5. Cross curricular planning time for arts integration	All	Planning time hours.	Every other month arts teachers attend PLCs with each grade level to increase arts integration. Rubric assessments which target both academic and arts objectives.	Admin schedules, Co-chairs, PLC leaders	24-25
B.After School Programming that is arts related	1. Recruit a parent volunteer interested in visual arts to co-lead and develop the afterschool programming. (could be the Arts Champion also)	Visual arts and Media arts	Planning time for program curriculum FTE+	Recruit parent volunteers to co-lead and develop 1-3 afterschool programs. These programs will align with student interest and curriculum goals and will be assisted by art teachers.	Arts Champion and Arts teachers	25-26 and yearly after
	2. Develop community based art projects.	Visual arts and Media arts	Materials, cost of a facilitator	1. Student work will be on display during a school wide community event. 2. Student media arts work will be used to promote or embellish school wide events. 3. Create a community-based piece that is hung in the school with a community artist (Sarah	Arts Champion and arts teachers	25-26

				Johnson)		
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Strategic Direction #4: Showcasing Student Work						
Aligned to CAPP Outcome #5						
Focus Area	Action Steps	Arts Area	Budget Implications	Evaluation Outcomes (phrased in SMART goals)	Responsible Party	Year
A. Showcasing student work	1. Plan & execute student music/band performances at BMS	All	Staff time.	Organize and host music/band performances at BMS for E1, E2 and Erdkinder. The BMS music department will produce 4-5 performances per academic year. (Including a school matinee, and evening public performance). Create a timeline for event planning, promotion schedule, and post-event evaluation timeline.	Music teacher, AL	24-25 and ongoing
	2. Plan & execute student visual art showcases at BMS	All	Materials + staff time.	Organize and host a visual art showcase at BMS to display student artwork from all levels. The art department will display student art throughout the academic year in the halls. Additionally, one collaborative display for the public will be planned and executed in the Springtime. Create a timeline for event planning, promotion schedule, and post-event evaluation timeline.	Art teacher, MBH	24-25 and ongoing

	3. Create and execute a collaborative student arts showcase at BMS. (has been done loosely at the annual meeting in year past-an appropriate venue that could be coordinated with May display, grandparents day, etc)	Music and arts	Materials	Host a collaborative arts showcase featuring a minimum of two art forms (eg. visual art, music, dance, media art, drama/theatre). Coordinate with arts teachers and students to plan and promote the event effectively. Ensure that the showcase highlights the diverse talents and creativity of students across different art forms.	Music and art teachers, admin, Arts Champion, MBH	24-25 Research 25-26 implement
	4. Create an artist of the month spotlight.	Music and art	Staff time.	Feature an arts student each month, showcasing their work or performances. Increase engagement on social media platforms. Art and music teachers collaborate to select and showcase a diverse range of talented students. Implement the artist of the month spotlight by Q1 of the 24/25 academic year.	Music and art teachers, assist by Renee who is the website and RSS manager	yearly

	5. Participate in off-site art showcases and contests	art	Materials & unknown	Participate in at least one off-site art showcase or contest throughout the school year. Goal: Provide clear guidelines and support to students for preparing and submitting entries to off-site showcases and contests. Participation in off site art opportunities will increase community awareness of the BMS art program.	Art teacher CM with SMU arts gallery. Include other schools?	24-25
	6. Off-site music/band/choir performances	music	transportation	Participate in at least 1 -2 off-site music/band/choir performance throughout the school year. Provide clear guidelines and support to students for concert preparation. Participation in off site music/band/choir performances will increase community awareness of the BMS music program.	Music/band teacher Include in SMU idea in previous	24-25

Strategic Direction #5: Efficient Use of Physical Space						
Aligned to CAPP Outcome #3						
Focus Area	Action Steps	Arts Area	Budget Implications	Evaluation Outcomes (phrased in SMART goals)	Responsible Party	Year
A. Current art room	1.Reimagine and rework current art space	Art	Shelving or storage	The current art room will be reconfigured to make it a more efficient space by removing unused materials currently there.	Sandy, Andy, MBH	24-25
	2. Storage room reorganization	Art	none	Remove materials/items to make all items that will be used to be accessible and allow for new items to be purchased and stored	Sandy, Andy, admin	24-25
B. Arts "Wing"	1. New classroom for visual and media arts, in proximity with band/music room	Visual arts	\$8,000	An architect will draft a plan for the new art room by 12/1/24.	Henry/OWA/BMS building corp, BMS school board, Sandy	24-25
	2. New classroom construction and population with materials	Visual arts	Capital campaign / bonds (could take several years)	Work within a school wide reshuffling that will help the entire school by building and populating a new art room at the end of the north band hallway.	Henry/OWA/BMS building corp, BMS school board, Sandy	27-28 ?

	3. Additional “makerspace” for student self directed activities	Visual arts	Extensive / Capital campaign	Makerspaces offer valuable opportunities for students to explore their interests, collaborate with peers, and develop essential skills for the 21st century, fostering a culture of innovation and entrepreneurship within the school community. Develop this space in conjunction with the visual arts room.	Sandy/BMS Building corp, admin	28-29
	4. Appropriate furnishings	All	Extensive / Capital campaign	Select and install appropriate furnishings for the visual and media arts classroom that support creativity and functionality. Enhance the learning environment by providing comfortable and versatile furnishings that facilitate various artistic activities and projects.	Sandy/BMS Building corp, admin	28-29
	5. Hallway “arts connection”	All	Extensive / Capital campaign	A hallway "arts connection" can transform the school environment, infusing creativity and inspiration into everyday spaces and fostering a sense of pride and ownership among students and staff.	Arts team, admin	28-29

Acknowledgements

CAPP committee members:

- Jacque Paulsen, Managing Director, Minnesota Conservatory for the Arts
- Jess Dienger, Assistant Director of Dance, Minnesota Conservatory for the Arts
- Christine Martin, Director of Administrative Support Services, St. Mary's University, former Bluffview parent.
- Caitlyn Crouchet, Director of Communications, Minnesota Marine Art Museum, former Bluffview parent
- Aaron Lohmeyer, Assistant Professor of Music Education and Jazz Band Director, Winona State University, Bluffview parent
- Megan Baker-Hunger, Children's House Teacher, Bluffview Montessori School, Bluffview parent
- Tanya Corcoran, Visual Arts Teacher, Winona Public High School, Bluffview parent
- Davin Heckman, Professor of Mass Communication, Winona State University, Bluffview parent
- Phil McIlrath, former Anchor/Producer/Reporter, Bluffview parent
- Sandy Borkowski, Visual Arts Teacher, Bluffview Montessori School
- Chris Dubis, Music and Band Teacher, Bluffview Montessori School, Bluffview parent
- Henry Schantzen, Head of School, Bluffview Montessori School, Bluffview parent

Thanks to the Perpich Center for Arts Education for continued support of school districts through the Comprehensive Arts Planning Program.

CAPP Outcomes- *Under each Strategic Direction (1-3 or 1-4), use one or more outcomes that align with the strategic direction (overall goal).*

CAPP Outcome #1- All students K-12 have access and/or an opportunity to participate in a comprehensive, standards-arts based arts curricula that produces measurable results.

CAPP Outcome #2- The CAPP committee creates a needs assessment to determine the strengths and shortcomings which will inform the three-year strategic plan.

CAPP Outcome #3- The CAPP committee develops a workable, sustainable CAPP strategic plan specific to the district and the community.

CAPP Outcome #4- The CAPP committee establishes and maintains collaborations and communications between district arts programming and the community.

CAPP Outcome #5- The CAPP committee establishes and maintains sustainable arts education leadership within the school district and the community.

CAPP Outcome #6- The CAPP committee evaluates its impact within its own education community and involvement within the CAPP state program.